

GCE

Health and Social Care

Unit **F920**: Understanding human behaviour

Advanced GCE

Mark Scheme for June 2014

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All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Question			Answer	Marks	Guidance	
					Content	Levels of response
1	a		<p>One mark for a correct response from: Piaget Vygotsky</p> <p>Two marks for each feature outlined (two required)</p> <p>Piaget:</p> <ul style="list-style-type: none"> • staged theory (sensori-motor 0-2, pre-operational 2-7, concrete operations 7 – 11, formal operations 11+) • links to educational stages • cognitive development linked to maturation • development of schemas through processes of assimilation, accommodation and equilibrium • free play • child develops understanding through experience • trial and error learning • animism – attributing life-like qualities to inanimate objects • concept formation – mass, volume <p>Vygotsky:</p> <ul style="list-style-type: none"> • emphasises social interaction and language • importance of adults/more knowledgeable others • social processes shape language which is necessary for developing ideas 	<p>1</p> <p>2x2</p>	<p>One mark given for the identification of a feature of the theory. Second mark given for further development.</p>	

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			<ul style="list-style-type: none"> zone of proximal development – what a child can do/understand on their own compared to what they can do/understand with help 'self-talk' aids development of understanding during play understanding becomes internalised and thus child's sphere of knowledge/understanding/ability develops <p>+ any other appropriate comment</p>			
1	b		<p>Piaget</p> <ul style="list-style-type: none"> main role of child minder is to provide opportunities for play and learning in a 'domestic' setting allow/encourage free play with range of materials age/stage related toys/resources – appropriate examples may be given opportunities for varied experiences value of sand/water/playdough etc encouragement helps child to engage child minder likely to care for children of range of ages <p>Vygotsky</p> <ul style="list-style-type: none"> main role of child minder is to interact with child during play to aid learning demonstration/ explanation important to extend understanding opportunities for play can be 		<p>Answer must relate to the role of a child minder - care is in a 'domestic' setting, i.e. either the child's own home or the child minder's home. Care might be for just a short time e.g a couple of hours after school. Small groups of children of a range of ages may be cared for.</p> <p>Levels checklist:</p> <p>Level 4: High level of understanding Detailed explanation Two ways Related to child minder Intellectual development High QWC</p> <p>Level 3: Good understanding Sound explanation Two ways Related to child minder</p>	<p>Level 4: 13 – 15 marks Candidate demonstrates a high level of understanding of the constructivist perspective giving a detailed explanation of at least two ways a child minder could use the perspective to contribute to a child's intellectual development. The answer has a clearly defined structure with a logical approach which fully addresses the focus of the question. Appropriate health, social care and early years terminology is used confidently and accurately. There are few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 3: 9 – 12 marks Candidate demonstrates a good understanding of the constructivist perspective giving a sound explanation of at least two ways a</p>

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			structured <ul style="list-style-type: none"> • variety of experiences important • discussion and use of language / explanation • extend child's understanding by providing experiences beyond current level - ZPD • may be range of ages being cared for – opportunities for 'more knowledgeable other' + any other appropriate comment		Intellectual development Good QWC Level 2: Some understanding Some explanation Two ways Related to child minder May not relate to intellectual development Sound QWC Level 1: Little understanding Attempts explanation One way May not be related to child minder May not be related to intellectual development Muddled or list like Low QWC	child minder could use the perspective to contribute to a child's intellectual development. The answer is in a planned and logical sequence with health, social care and early years terminology used accurately. Sentences and paragraphs are for the most part relevant and address the focus of the question. There may be occasional errors of grammar, punctuation and spelling. Sub-max of 8 for one way very well done Level 2: 5 – 8 marks Candidate demonstrates some understanding of the constructivist perspective in giving some explanation of at least two ways a child minder could use the perspective to contribute to a child's development, although this may not relate specifically to intellectual development. The candidate has shown limited ability to organise the relevant information with material presented in a way which does not always address the focus of the question. There may be noticeable errors of grammar, punctuation and spelling. Level 1: 1 – 4 marks Candidate demonstrates little understanding in attempting to

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						<p>explain at least one way the perspective could be used to contribute to a child's development, although this may not be related to intellectual development.</p> <p>Alternatively the candidate attempts to explain the theory but does not relate this to the work of a child minder. The answer may be muddled or list like, demonstrating little understanding of the focus of the question. Sentences and paragraphs have limited coherence and structure. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p> <p>0 marks: No response worthy of credit given.</p>
2	a		One mark for a correct response from: Eysenck Cattell	1		
2	b		One mark for a correct response from: Pavlov Skinner	1		
2	c		Biological perspective: <ul style="list-style-type: none"> • personality determined by genes • pre-determined/set at birth • inherited from parents • trait theories from Eysenck and Cattell 	13	<p>Levels checklist:</p> <p>Level 3: Detailed explanation Both perspectives Both interacting/affecting development</p>	<p>Level 3: 10 – 13 marks Candidate gives a detailed explanation using suitable examples from both biological and behavioural perspectives, demonstrating a high level of understanding of the ways</p>

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			<ul style="list-style-type: none"> relates to the 'nature' side of the debate <p>Behavioural perspective:</p> <ul style="list-style-type: none"> personality is learned as a direct result of experiences behaviour is 'reinforced' and so can determine personality personality is learned from parents/parental attitudes personality develops and changes throughout life conditioning theories from Skinner and Pavlov relates to the 'nurture' side of the debate <p>Interaction of aspects of the two perspectives:</p> <ul style="list-style-type: none"> inherited behaviours can be 'extinguished' through conditioning e.g. a loud/extrovert child can be taught to behave more quietly individuals can learn to control 'instinctive' behaviours e.g. learning to manage aggression/'bad' temper people can develop required behaviours e.g. 'introverts' developing skills to perform roles such as acting/teaching/giving presentations life experiences can change people – young people leaving home can become more confident/outgoing when living on their own or with friends 		<p>High level of understanding Good QWC</p> <p>Level 2: Sound explanation Both perspectives No interaction Some understanding Sound QWC</p> <p>Level 1: Limited explanation One perspective Little understanding Muddled or list like Low QWC</p>	<p>in which aspects of the two perspectives may interact to both affect the development of personality. The answer is in a planned and logical sequence with health, social care and early years terminology used accurately. Sentences and paragraphs are for the most part relevant and address the focus of the question. There are few errors of grammar, punctuation and spelling.</p> <p>Level 2: 6 – 9 marks Candidate gives a sound explanation using suitable examples from the two perspectives, demonstrating some understanding. There is no or little reference to the interaction of aspects of the two perspectives. The candidate has shown limited ability to organise the relevant information with material presented in a way which does not always address the focus of the question. There may be noticeable errors of grammar, punctuation and spelling.</p> <p>Sub-max of 6 for one perspective done really well.</p> <p>Level 1: 1 – 5 marks Candidate gives a limited explanation of how the perspectives relate to the development of personality. Only one perspective</p>

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			<ul style="list-style-type: none"> responsibilities/expectations require individuals to become more assertive/determined e.g. parents protecting their children + any other appropriate comment			may be used. Alternatively the candidate explains the development of personality but makes little reference to the psychological perspectives. The answer may be muddled or list like, demonstrating little understanding of the focus of the question. Sentences and paragraphs have limited coherence and structure. Errors of grammar, punctuation and spelling may be noticeable and intrusive. 0 marks: No response worthy of credit given.
3	a		Any four from: <ul style="list-style-type: none"> family education housing culture nutrition income differences 	4 x 1	Accept income, housing conditions and diet (BOD) Do not accept work, schools, social class	
3	b		Difficulties in accessing health services in later adulthood; <ul style="list-style-type: none"> transport difficulties – cost of/no public transport, no car, cannot drive mobility difficulties – unable to walk far, can't manage stairs/steps, cannot get to 'town centre' services such as opticians 	8	Answer must relate specifically to difficulties experienced in later adulthood. Levels checklist: Level 3: Detailed explanation Clear understanding Related to later adulthood Good QWC	Level 3: 7 - 8 marks Candidate gives a detailed explanation of why a person in later adulthood might find it difficult to access health services, demonstrating clear understanding. The answer is in a planned and logical sequence with health, social care and early years terminology used accurately. Sentences and paragraphs are for the most part relevant and address the focus of

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			<ul style="list-style-type: none"> • lack of awareness of need to seek help/advice – put problems down to 'just getting old' • lack of motivation /'too much effort' – can't be bothered to attend appointments/screening etc • lack of confidence in services available – because of previous experiences • do not want treatment/ think they might not get treatment - because of their age, don't want to have to explain their reasons • worried that there may be costs involved – e.g dentists, opticians • memory loss/dementia – forgetting appointments etc <p>+ any other appropriate reasons</p>		<p>Level 2: Sound explanation Some understanding Related to later adulthood Sound QWC</p> <p>Level 1: Limited explanation Little understanding May not be related to later adulthood Muddled and list like Low QWC</p>	<p>the question. There may be occasional errors of grammar, punctuation and spelling.</p> <p>Level 2: 4 – 6 marks Candidate gives a sound explanation why a person in later adulthood might find it difficult to access health services demonstrating some understanding. The candidate has shown limited ability to organise the relevant information with material presented in a way which does not always address the focus of the question. There may be noticeable errors of grammar, punctuation and spelling.</p> <p>Level 1: 1 – 3 marks Candidate gives a limited explanation why a person in later adulthood might find it difficult to access health services. Alternatively, candidate may explain difficulties in accessing health services but not relate them to later adulthood, or may describe possible effects of ageing without relating to accessing health services. The answer may be muddled or list like, demonstrating little understanding of the focus of the question. Sentences and paragraphs have limited coherence and structure. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p>

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						0 marks: No response worthy of credit given.
3	c		<p>Effects of poor hygiene in a day care centre:</p> <ul style="list-style-type: none"> • spread of infection amongst clients/staff – respiratory conditions/colds etc • food poisoning/stomach upsets/sickness and diarrhoea • illnesses might become more serious if clients are very young/elderly/vulnerable/frail • illness amongst the staff leading to them taking time off work • closure of the centre/effects on clients • failure to meet environmental health requirements • possible prosecution of staff/volunteers • feelings of guilt if clients become seriously ill <p>+ any other acceptable suggestion.</p>	8	<p>The examples of ‘poor hygiene’ should relate to practices in the day care centre, rather than, for example, a client who has poor personal hygiene which might result in body odour.</p> <p>Levels checklist:</p> <p>Level 3: Detailed discussion Two effects Clients and others Good QWC</p> <p>Level 2: Sound discussion Two effects Clients and others Sound QWC</p> <p>Level 1: Limited discussion One effect May not relate to day care centre Low QWC</p>	<p>Level 3: 7 – 8 marks Candidate gives a detailed discussion of at least two possible effects of poor hygiene in a day care centre demonstrating clear understanding. Both clients and others working at/visiting the centre are mentioned. The answer is in a planned and logical sequence with health, social care and early years terminology used accurately. Sentences and paragraphs are for the most part relevant and address the focus of the question. There may be occasional errors of grammar, punctuation and spelling.</p> <p>Level 2: 4 – 6 marks Candidate gives a sound discussion of at least two possible effects of poor hygiene in a day care centre. Both clients and others working at/visiting the centre are mentioned. The candidate has shown limited ability to organise the relevant information with material presented in a way which does not always address the focus of the question. There may be noticeable errors of grammar, punctuation and spelling.</p> <p>Sub-max of 4 for one effect done really well.</p>

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						<p>Level 1: 1 – 3 marks Candidate gives a limited discussion of at least one possible effect of poor hygiene in a day care centre. Alternatively poor hygiene is explained but not linked to possible effects or to a day care centre. The answer may be muddled or list like, demonstrating little understanding of the focus of the question. Sentences and paragraphs have limited coherence and structure. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p> <p>0 marks: No response worthy of credit given.</p>
4	a		<p>Possible causes of anxiety in adolescence (two required):</p> <ul style="list-style-type: none"> • appearance/body image – too fat/thin/skin colour/hair texture etc • friendships – have they got ‘real’ friends, loyalty, jealousy etc • sexuality- gender issues/concerns, sexually active/ boyfriends/girlfriends etc • relationships with parents- arguments/too strict/ lack of trust etc • family issues/bereavement/divorce/ • new relationships-creates uncertainty • education/exams – pressures of revision, plans for future etc 	2 x 2	<p>For each cause: One mark to be awarded for identification of a possible cause of anxiety in adolescence and one mark to be awarded for an outline of that cause. Answers may be expressed in terms either of why a particular issue might be a cause of anxiety, or how the issue might affect the adolescent, both approaches are acceptable.</p>	

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			<ul style="list-style-type: none"> learning to drive – self-esteem, cost, fear of failure etc money/being able to afford entertainment/hobbies etc health/physical development – comparisons with peers, illnesses associated with stress bullying-name calling/cyber bullying/physical abuse alcohol use/misuse – keeping up with friends, addiction worries etc drug use/misuse – trouble with the police, addiction etc <p>+ any other appropriate suggestions</p>			
4	b		<p>Humanist perspective based on meeting needs:</p> <ul style="list-style-type: none"> physiological needs to be met first – nutritious meals, sufficient sleep safety/security – reassure adolescent that foster carers will ‘stand by’ and support them sense of belonging/love – adolescent feels ‘one of the family’, included in activities, has own room/space self-esteem – adolescent praised/ supported/achievements recognised – emotional support given positive regard essential to support self esteem unconditional love needed practical support such as providing space/resources for study helps 	16	<p>Answer must relate specifically to an adolescent in foster care.</p> <p>Levels checklist:</p> <p>Level 4: Detailed analysis Two ways Related to foster care Related to adolescence High level of understanding of perspective High QWC</p> <p>Level 3: Sound analysis Two ways Related to foster care Related to adolescence</p>	<p>Level 4: 13 – 16 marks Candidate uses the humanist perspective to give a detailed analysis of at least two ways in which foster carers can minimise anxiety in adolescence, demonstrating a high level of understanding of the humanist perspective. The answer has a clearly defined structure with a logical approach which fully addresses the focus of the question. Appropriate health, social care and early years terminology is used confidently and accurately. There are few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 3: 9 – 12 marks Candidate uses the humanist</p>

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			reduce anxiety + any other appropriate suggestion.		<p>Clear understanding of perspective Good QWC</p> <p>Level 2: Some analysis Two ways Limited reference to foster care Limited reference to adolescence Some understanding of perspective Sound QWC</p> <p>Level 1: Limited analysis One way May not be related to foster care May not be related to adolescence Limited understanding of perspective Muddled and list like Low QWC</p>	<p>perspective to give a sound analysis of at least two ways in which foster carers can minimise anxiety in adolescence, demonstrating clear understanding of the humanist perspective. The answer is in a planned and logical sequence with health, social care and early years terminology used accurately. Sentences and paragraphs are relevant and address the focus of the question. There may be occasional errors of grammar, punctuation and spelling.</p> <p>Sub-max of 8 if one way really well done.</p> <p>Level 2: 5 – 8 marks Candidate uses the humanist perspective with some understanding to analyse at least two ways anxiety could be minimised. There may be only limited reference to adolescence or to foster care. The candidate has shown limited ability to organise the relevant information with material presented in a way which does not always address the focus of the question. There may be noticeable errors of grammar, punctuation and spelling.</p> <p>Level 1: 1 – 4 marks Candidate gives a limited analysis of at least one way anxiety could be</p>

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						<p>minimised in adolescence, related to foster care, with limited understanding of the humanist perspective. Alternatively, theory from the humanist perspective is explained but not linked to minimising anxiety in adolescence or to foster care. The answer may be muddled or list like, demonstrating little understanding of the focus of the question. Sentences and paragraphs have limited coherence and structure. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p> <p>0 marks: No response worthy of credit.</p>
5	a		<p>Bandura:</p> <ul style="list-style-type: none"> • behaviour learned/developed through observation /imitation/copying • importance of role models • child most likely to copy someone • -they identify with - gender • - they look up to • - they want to be like • child most likely to copy behaviour which is <ul style="list-style-type: none"> • - rewarded • - easy to copy • - interesting/different • rewards may be extrinsic or intrinsic/ tangible or intangible 	7	<p>This question requires a summary of the theorist's theory, not two 'features' of the theory as seen in earlier questions.</p> <p>Levels checklist:</p> <p>Level 3: Theorist named Clear summary of theory Good understanding Good QWC</p> <p>Level 2: Theorist named Some aspects of theory summarised Some understanding Sound QWC</p>	<p>Level 3: 6 – 7 marks Candidate identifies an appropriate theorist, giving a clear summary of their theory and demonstrating good understanding. The answer is in a planned and logical sequence, using appropriate health, social care and early year's terminology accurately. Sentences and paragraphs are relevant, with information presented in a balanced, logical and coherent manner. There will be few errors of grammar, punctuation and spelling.</p> <p>Level 2: 3 – 5 marks Candidate identifies an appropriate</p>

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			<ul style="list-style-type: none"> vicarious reward as effective as direct reinforcement Bobo doll experiments <p>Tajfel:</p> <ul style="list-style-type: none"> behaviour changes to fit in with that of the group 'in-groups' and 'out-groups' – child tries to be identified with the 'in-group' children need to 'belong', more likely to change behaviour less confident children more likely to conform experimental work involved allocating rewards on arbitrary basis to groups <p>Latane</p> <ul style="list-style-type: none"> individuals behave according to the majority child may behave differently in a group than when on own individuals put in less effort when in a group individuals in a group more likely to wait to be told what to do, to follow others social impact leads to conformity and obedience 'Kitty Genovese' incident 		<p>Level 1: Theorist named Few aspects of theory summarised Limited understanding Muddled and list like Low QWC</p>	<p>theorist and summarises some aspects of their theory with some understanding. The candidate has shown limited ability to organise the relevant information, using some appropriate health, social care and early year's terminology. Sentences and paragraphs are not always relevant, with material presented in a way that does not always address the focus of the question. There may be noticeable errors of grammar, punctuation and spelling.</p> <p>Level 1: 1 – 2 marks One mark awarded for identification of an appropriate theorist. Candidate demonstrates limited understanding in summarising only a few aspects of the theory. Sentences and paragraphs have limited coherence and structure. Answer is muddled and list like. Errors of grammar, punctuation and spelling are noticeable and intrusive.</p> <p>0 marks: No response worthy of credit given.</p>
5	b		<p>Bandura useful because:</p> <ul style="list-style-type: none"> adult likely to be a role model – children will copy required behaviour 		<p>The focus of this question is on evaluating the usefulness of the theory to practitioners in an early years setting. Therefore answers should not simply be</p>	<p>Level 4: 15 – 18 marks Candidate gives a detailed evaluation of the usefulness of theory in an early years setting,</p>

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			<ul style="list-style-type: none"> children respond positively to reward/praise – encourages good behaviour easy to identify and reward required behaviour – establishing ‘good manners’, sharing etc, important in group situations wide range of suitable rewards possible – tangible e.g stickers, points, tokens or ‘intangible’ praise, smiles etc children want to please teacher-will behave ‘well’ in order to receive attention – useful for ‘group’ control children will copy other children who are praised/rewarded – builds up group expectations of ‘good behaviour’. <p>Bandura not useful because:</p> <ul style="list-style-type: none"> children choose who they want to imitate – may prefer to copy a child who is ‘misbehaving’. parents/primary carers may have a stronger influence than staff in the early years setting - child may imitate aggression etc seen at home rewards must be used with care – avoid compliance through bribery ‘extrovert’/loud/lively children may generate more reward by behaving more appropriately - quiet, well-behaved children may miss out - seen as being unfair 		<p>a repetition of theory.</p> <p>Levels checklist:</p> <p>Level 4: Detailed evaluation of usefulness High level of understanding Positive and negative (useful and not useful) ways explained Clear conclusion drawn High QWC</p> <p>Level 3: Sound evaluation of usefulness Sound understanding Positive and negative (useful and not useful) ways explained Conclusion may or may not be drawn Good QWC</p> <p>Level 2: Limited evaluation of usefulness Limited understanding Either positive or negative (useful or not useful) ways given No conclusion Sound QWC</p> <p>Level 1: Little evaluation of usefulness Little understanding Muddled or list like No conclusion Low QWC</p>	<p>demonstrating a high level of understanding. Ways in which the theory could be useful and reasons why it might not be useful are explained and a clear conclusion is drawn. The answer has a clearly defined structure, using appropriate health, social care and early year’s terminology accurately. Sentences and paragraphs are relevant and fully address the focus of the question. There will be few, if any, errors of grammar, punctuation or spelling.</p> <p>Level 3: 10 – 14 marks Candidate gives a sound evaluation of the usefulness of the theory in an early years setting, demonstrating sound understanding. Ways in which the theory could be useful and reasons why it might not be useful are explained, a conclusion may or may not be drawn. The answer has a clearly defined structure, using appropriate health, social care and early year’s terminology accurately. Sentences and paragraphs are relevant and address the focus of the question. There may be occasional errors of grammar, punctuation or spelling.</p> <p>Level 2: 5 – 9 marks Candidate gives a limited evaluation of the usefulness of theory in an early years setting, focussing mainly</p>

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			<p>Tajfel useful because</p> <ul style="list-style-type: none"> • children want to conform to majority group • easy to establish high expectations that children will behave well • possible to organise groups of children to create cohesion within 'in-group'. • possible to create 'social norms' which children respond to <p>Tajfel not useful because:</p> <ul style="list-style-type: none"> • the behaviour of the majority may not be appropriate • creation of 'out-groups' will create difficulties • difficult to overcome social groups based on friendships established out of school <p>Latane useful because:</p> <ul style="list-style-type: none"> • children will follow the behaviour of the majority • children want to conform to the expectations of staff • easy to create 'social norms' of behaviour • group activities encourage children to take part – useful to create learning opportunities <p>Latane not useful because:</p> <ul style="list-style-type: none"> • children may be reluctant to act on their own, rely on following the group • may limit the potential of individuals 			<p>on either the reasons why the theory might be useful or why it might not be useful, demonstrating limited understanding. No conclusion is drawn of the usefulness of the theory. Sentences and paragraphs are not always relevant, with material presented in a way that does not fully address the focus of the question. There may be noticeable errors of grammar, punctuation and spelling.</p> <p>Level 1: 1 – 4 marks Candidate gives little evaluation of the usefulness of theory in an early years setting, demonstrating little understanding. Answer may be muddled and list like, demonstrating little understanding of the focus of the question. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p> <p>0 marks: No response worthy of credit given</p>

Question			Answer	Marks	Guidance	
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			<ul style="list-style-type: none"> • difficult for individuals to show initiative • creates difficulties for children who are different/don't fit in <p>+ any other appropriate comment</p>			

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