

Mark Scheme Summer 2009

GCE

GCE Health and Social Care
(Advanced Subsidiary)
8741/9741 & 8742/9742

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6938/01: Human Growth and Development

Question Number	Answer	Mark
1(a)(i)	adolescence	1 mark

Question Number	Answer	Mark
1(a)(ii)	infancy	1 mark

Question Number	Answer	Mark
1(b)(i)	For each of the two answers: 2 marks for one well-explained difference 1 mark for a weak explanation or correct statement without a difference Likely responses include: Gross motor skills involve large muscle groups whereas fine motor skills involve small muscles. Gross motor skills begin early in infancy whereas fine motor skills develop later. Gross motor skills are basic movements involving head, limbs and trunk whereas fine motor skills are precise, sophisticated movements of fingers/hands. Fine motor skills involve complex nervous control whereas gross motor skills do not.	4 marks

Question Number	Answer	Mark
1(b)(ii)	Any two answers, for 1 mark each: Example of a fine motor skill – writing his name / writing Example of a gross motor skill - playing football, kicking a ball or running	2 marks

Question Number	Answer	Mark
1(c)(i)	Examples should be drawn both from the case study and elsewhere. Each point, up to 3 points, explained fully with the effect on self esteem, self image and self concept 2 marks ; partial explanations 1 mark. Maximum of 4 marks for a one-sided view. Likely responses include: • self-esteem plus self-image • sense of personal identity developing • feel he is good at reading and writing because progress is praised / teachers pleased, self-esteem raised • feel that he is not so good at football and running because not chosen for teams, self-image decreased • feel that children don't like him so his self-esteem / confidence might be low • sense of self-image confused / sees himself good at sports but children don't choose him • self worth low as feels sad / socially excluded • sense of isolation / anger / frustration / being invisible, negative self-concept • may strive for attention / unacceptable behaviour / more motivated to show them, positive concept. • self-esteem and self-image may be raised because of good class work / feels clever / confident • he might have a sense of not belonging due to ethnicity, negative self-concept • may be bullied due to ethnicity, negative self-concept	6 marks

Question Number	Answer	Mark
1(c)(ii)	Level 1 : 1 - 2 marks The level of knowledge will be basic and there will be omissions. There will be limited application and the information from background will not be applied. Meaning may be conveyed but in a non-specialist way. The evaluation will be missing. There is unlikely to be any discussion. Level 2 : 3 - 5 marks There will be a basic level of knowledge. There may be some application of knowledge. The evaluation will be basic and will not be balanced. Candidates may make one or two links. There should be evidence of some explanation and/or discussion of the factors. Level 3 : 6 - 8 marks There will be few, if any, omissions. Depth of understanding will be demonstrated and knowledge, concepts and terms will be accurately applied. There will be an evaluation and conclusions will be drawn. The response will be coherent and well structured. Examples should be drawn both from the case study and elsewhere. There should be clear evidence of discussion of the different ways. Likely responses Teachers at the school could: • not permit children to choose teams • use a method of random selection and ensure that children understand it • praise Omar for his work and sports skills • choose Omar to carry out some tasks in the classroom • allow ethnic children to vertically integrate • involve children in multiracial activities • use pairs or groups in classroom activities • devise new activities which involve the mixing of pupils	8 marks

Question Number	Answer	Mark
1(d)	Level 1 : 1 - 2 marks The level of knowledge will be basic and there will be omissions. There will be limited application and the information from background information will not be applied. Meaning may be conveyed but in a non-specialist way. The evaluation will be missing. Candidates will make a few statements about having friends to go out with and learn from, but they may be vague. There is unlikely to be any discussion. Level 2 : 3 - 5 marks There will be a basic level of knowledge. There may be some application of knowledge. The evaluation will be basic and will not be balanced. Candidates may make one or two links. There should be evidence of some explanation and/or discussion of the effects. Level 3 : 6 - 8 marks There will be few, if any, omissions. Depth of understanding will be demonstrated and knowledge, concepts and terms will be accurately applied. There will be an evaluation and conclusions will be drawn. The response will be coherent and well structured. Candidates should give clear examples accompanied by explanations of the effects of secondary socialisation. There should be clear evidence of discussion of the factors. Discussion will reflect both sides & present a balanced view. If a one-sided view : maximum 4 marks For example: Positive effects • acquire norms and values from teachers / children / cultural leaders • learn rules applicable to school / society / conform • understand moral acceptability / right from wrong • increase vocabulary / communication skills • acquire confidence / build self-concept • acquire social skills / manners / politeness • emotional stability • share problems • be part of a social group / fit in / make friends • develop interests of a particular group – music / fashion / team sports etc. • improve intellectual development • developing individual self-worth	

	Negative effects • acquire unacceptable gang culture values • lose norms and values of home / family / culture from primary socialisation • disrespect home / school / culture / family • unacceptable / antisocial behaviour patterns • lose interest in education / less motivation • less communicative • less social	8 marks
Total 30 marks		

Question Number	Answer	Mark
2(a)(i)	Any three of the following for 1 mark each: • decline of senses – eyesight, hearing, taste, smell (can accept three) • reduced skin elasticity • reduced bone density / bones weaker • thinner / drier / flakier skin • hair texture changes (wiry) • organ systems less efficient – respiratory, digestive, cardiovascular, renal (only one) • immune system less efficient • balance reduced • reduction in height	3 marks

Question Number	Answer	Mark
2(a)(ii)	Level 1 : 1 - 3 marks The level of knowledge will be basic and there will be omissions. Meaning may be conveyed but in a non-specialist way. The evaluation will be missing. The candidate is likely to just identify one or two benefits. These may be vague and not accurately expressed (1-2 marks) or qualified to merit 2 or 3 marks depending on the quality of the response. Level 2 : 4 - 7 marks There will be a basic level of knowledge. There will be more than two points (2x2) with further marks at this level depending on the quality of reasoning given and examples may be provided. The evaluation will be basic. Level 3 : 8 - 10 marks There will be few, if any, omissions. Depth of understanding will be demonstrated and knowledge, concepts and terms will be accurately applied. There will be links to other developmental areas such as social (U3A meetings) and emotional (satisfaction with achievement / up-to-date). There will be an evaluation and conclusions will be drawn. The response will be coherent and well structured. For example: • reinforces short and long term memory • reduced risk of dementia / Alzheimer's disease • helps problem-solving / reduce stress • less dependent / reliant on other people • potential is maintained • wanted for being "wise" • less likely to feel lonely • self-concept upheld • feel part of the family / community / world • opportunities to keep up social skills / make new friends • opportunities to keep up communication skills • counteracts stereotyping of older people • stimulus to get out more	10 marks

Question Number	Answer	Mark
2(b)(i)	1 mark for identification of the factor; 1 mark for a nature or nurture (or similar) explanation Jim Factor is environmental because he undertook intensive exercise training as well as a normal busy lifestyle and the wear and tear on his joints caused the osteoarthritis. Milly Factor is genetic or inherited because the skin disorder has been passed down through three generations through the genes/DNA.	4 marks

Question Number	Answer	Mark
2(b)(ii)	• Jim could have controlled intense training for his athletics entirely by not participating competitively (1 mark) although this would not necessarily have prevented the development of osteoarthritis (1 mark). • Other aspects of his life such as employment, leisure pursuits, etc. could have also lead to the condition (1 mark). • Jim could have had medical supervision to minimise stress/injury (1 mark)	3 marks

Question Number	Answer	Mark
2(c)	Level 1 : 1 - 3 marks The level of knowledge will be basic and there will be omissions. There will be limited application and the information from background information will not be applied. Meaning may be conveyed but in a non-specialist way. The evaluation will be missing. Candidates will define one term correctly (1 mark), both terms (2 marks) and may briefly state that an argument has been in existence for many years (3 marks).	

	Level 2 : 4 - 7 marks There will be a basic level of knowledge. There may be some application of knowledge. The evaluation will be basic. At the bottom end of the range there should be at least 1 point in discussing interaction between nature and nurture influencing health and well-being. At the top end of this level, candidates should demonstrate a good understanding of 2 of the points with 1 or 2 examples. Level 3 : 8 - 10 marks There will be few, if any, omissions. Depth of understanding will be demonstrated and knowledge, concepts and terms will be accurately applied. There will be an evaluation and conclusions will be drawn. The response will be coherent and well structured. Good discussion should be clearly evident and explicit. More than 2 points made should be detailed and relevant, to health and well-being with several examples of interaction. These points should be linked to clear explanations. For example: • nature-inherited factors / genes • nurture-environmental factors / how we are brought up • some scientists in past believed that all characteristics, behaviour and organ / cell activity was due to genes • others believed that environmental influences have a greater influence than genetics • nowadays, most believe that there is a complex interaction between the two • the balance between the two varies depending on the issue • environmental factors often influence the way genes show their effects • twin studies often used to determine which factor is dominant in a particular area • PKU and cystic fibrosis are good examples of inherited conditions that have been modified by treatment / management and, therefore, environment to counteract the more serious effects • far fewer genes than originally thought tend to support the important role of environment • obesity gene would not cause obesity if food supply was carefully controlled	10 marks
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Question Number	Answer	Mark
3(a)(i)	Any two answers, for 1 mark each: • increase in numbers (of these age groups) attending clinic • stage for the start of being sexually active • young people may not have enough knowledge to prevent STIs	2 marks

Question Number	Answer	Mark
3(a)(ii)	For each of the three answers: 2 marks for each full explanation; 1 mark for a partial explanation. For example: • a local group of health professionals is unlikely to be able to influence society as a whole by political action and with an issue involving sexual contact, would be impossible to control. This means that the societal approach is a non-starter. • although the idea of the campaign came from a clinic, the team is not actually carrying out any medical procedure such as immunisation or screening during the campaign so it is not a medical approach. • the educational/behavioural approach is the best to use. This focuses on education to change behaviour and is the right one for a campaign based in school. Some learners will not yet be sexually active and they will be informed from the start, others who are can change their behaviour to protect themselves.	6 marks

Question Number	Answer	Mark
3(b)	For each of the three answers: 2 marks for each full explanation; 1 mark for a partial explanation. For example: • the provision of information to increase awareness, knowledge and understanding, may involve talks, discussions, research, relevant statistics, leaflets, posters, power point displays, etc. • encouragement, advice and assistance to adopt a healthier lifestyle by changing risky behaviour • freedom of choice to change lifestyle for the audience, but includes empowerment and raising of self-esteem • taking control over own lives also includes empowerment and raising of self-esteem • changing attitudes and values particularly for future happiness and stability	6 marks

Question Number	Answer	Mark
3(c)(i)	For each of the three answers: 2 marks for each full explanation; 1 mark for a partial explanation. For example: • reduce the numbers of young people in the locality who contract and transmit sexually transmitted infections • encourage young people to be sexually responsible • may include reducing the numbers of unplanned pregnancies • raise awareness about the risks of unprotected sex and the dangers associated with STIs • encourage young people to obtain advice and treatment for STIs	6 marks

Question Number	Answer	Mark
3(c)(ii)	Level 1 : 1 - 3 marks The level of knowledge will be basic and there will be omissions. There will be limited application and the information from background information will not be applied. Meaning may be conveyed but in a non-specialist way. The evaluation will be missing. The candidate is likely to identify one or two points relevant to success or failure but they may be vague and unreasoned. The candidate is unlikely to evaluate the information. Level 2 : 4 - 7 marks There will be a basic level of knowledge. There may be some application of knowledge. The evaluation will be basic and will not be balanced. At the bottom end of the range candidates are likely to give more than one point relevant to success or failure but not both. There is still unlikely to be much evaluation. At the top end of the range, links should be specific and candidates are likely to start to evaluate the information. There will be points on both sides of the argument. Level 3 : 8 - 10 marks There will be few, if any, omissions. Depth of understanding will be demonstrated and knowledge, concepts and terms will be accurately applied. There will be an evaluation and conclusions will be drawn. The response will be coherent and well structured. Good evaluation is clearly evident and the candidate gives a balanced viewpoint for both success and failure. There should be clear links of each of these to self-esteem/responsibility of the individual etc. For 9-10 marks, the candidate should be discussing the influence of parents, role models, difficulties in taking literature home etc. If a one-sided view: maximum 5 marks For example: Success • correct target group • varied, interesting delivery • backed up by sound research and statistics • sound aims • SMART objectives • non-threatening discussions • sociological base rather than biological / medical • not too much technical jargon • taken seriously	

	Failure (includes reverses of success) • participants not interested / boredom • embarrassment / indignation / feel it doesn't apply to them • maybe being forced to attend • frightened of others / parents knowing / not knowing about sexual activity • worried about being recognised by team • ashamed to be seen reading information • poor organisation / planning	10 marks
Total 30 marks		
Total for paper: 90 marks		

6941/01: Social Aspects and Lifestyle Choices

Question Number	Answer	Mark
1(a)	1 - 2 marks for partial explanation 3 - 4 marks for full explanation Responses likely to include: Shown how to treat other people Shown how to cope with pressure Shown how to behave in different situations The use of communication skills by others Being exposed to social attitudes of other people Basic life skills – eating, feeding, dressing, washing Values displayed by others in front of her Self-control shown by other people Role models in family	4 marks

Question Number	Answer	Mark
1(b)	Any two of the following for 1 mark each: school / classroom teachers media friends extended family	2 marks

Question Number	Answer	Mark
1(c)	Level 1 : 1 - 2 marks The candidate is likely to identify only. Level 2 : 3 - 4 marks The candidate will support identifications with limited explanation or one full explanation. Level 3 : 5 - 6 marks The candidate will support identifications with two full explanations. There should be clear evidence of discussion. Responses likely to include: • the more education you have the more likely you are to be healthy • good education has a positive effect on an individual's future jobs • good education – good job - good income, housing, lifestyle • healthy lifestyle choices • through secondary socialisation at school learn to become more independent which helps to promote self-confidence and, therefore, mental well-being • school as a positive experience – emotional and cognitive advantages • school as a negative experience – may not do well in adulthood, drifting in and out of jobs • better understanding of society • good communication skills • respect by society for being educated • improved skills	6 marks

Question Number	Answer	Mark
1(d)(i)	A degree of want that, relative to other people, makes it impossible for an individual to engage in the activities of normal living	2 marks

Question Number	Answer	Mark
1(d)(ii)	Level 1 : 1 - 2 marks The level of knowledge will be basic and there will be omissions. There will be limited application and the information from background information will not be applied. Meaning may be conveyed but in a non-specialist way. The evaluation will be missing. Candidates demonstrate an understanding of the link between the families' present circumstances and relative poverty. May only focus on the moving to rented accommodation and fail to mention the implications that may have on them. Level 2 : 3 - 4 marks There will be a basic level of knowledge. There may be some application of knowledge. The evaluation will be basic and will not be balanced. Level 3 : 5 - 6 marks There will be few, if any, omissions. Depth of understanding will be demonstrated and knowledge concepts and terms will be accurately applied. There will be an evaluation and conclusions will be drawn. The response will be coherent and well structured. Responses likely to include: • living on benefits • one wage / low income • not being able to pay bills • cannot afford new things / luxuries	6 marks

Question Number	Answer	Mark
1(e)	Level 1 : 1 - 3 marks The level of knowledge will be basic and there will be omissions. There will be limited application and the information from background information will not be applied. Meaning may be conveyed but in a non-specialist way. The evaluation will be missing. Level 2 : 4 - 7 marks There will be a basic level of knowledge. There may be some application of knowledge. The evaluation will be basic and will not be balanced. Level 3 : 8 - 10 marks There will be few, if any, omissions. Depth of understanding will be demonstrated and knowledge concepts and terms will be accurately applied. There will be an evaluation and conclusions will be drawn. The response will be coherent and well structured. Responses likely to include: • answered through PILES (physical, intellectual, language, emotional and social) • higher mortality and morbidity rates • least likely to take action to prevent disease • least likely to use health care services • link between poor health and material disadvantage • reference to Acheson report • reference to Black report • inverse Care Law • poor housing and its subsequent implications • poor education and its subsequent implications • drugs/alcohol/smoking/stress/diet/exercise/obesity	10 marks
Total 30 marks		

Question Number	Answer	Mark
2(a)	Any two of the following for 1 mark each: road traffic accident long stay in hospital not able to work moving from a comfortable lifestyle to one of relative poverty away from family home separated from family for over a year	2 marks

Question Number	Answer	Mark
2(b)	Level 1 : 1 - 2 marks The candidate is likely to make a few statements about how a personal relationship can make a person happy / make them feel worthy. Not having regular contact with his family may be very negative (depression), limiting rate of recovery. Explanation is vague and not clearly expressed. Level 2 : 3 - 4 marks Candidate gives a clear explanation of how a close personal relationship supports a person's self-esteem, makes a person feel valued and positive about their life. Negative effect as well, missing family, not able to help with the move, the negative change in circumstances. Responses likely to include reference to: • sadness • loneliness • failure • guilt • stress • anxiety	4 marks

Question Number	Answer	Mark
2(c)	1 mark for each form of support identified and 2 marks for full explanation or 1 mark for each partial explanation. Responses likely to include: • family – emotional and social support • friends • work colleagues • neighbours • doctors • nurses • physiotherapy – provides treatment to improve mobility, to relieve pain, to minimize permanent physical disability • occupational therapy – helps patients to develop, recover or maintain skills needed for everyday life • counsellors • financial advice • complimentary therapies • social worker / care worker	6 marks

Question Number	Answer	Mark
2(d)	Level 1 : 1 - 2 marks The level of knowledge will be basic and there will be omissions. There will be limited application and the information from background information will not be applied. Meaning may be conveyed but in a non-specialist way. The evaluation will be missing. Level 2 : 3 - 5 marks There will be a basic level of knowledge. There may be some application of knowledge. The evaluation will be basic and will not be balanced. Level 3 : 6 - 8 marks There will be few, if any, omissions. Depth of understanding will be demonstrated and knowledge concepts and terms will be accurately applied. There will be an evaluation and conclusions will be drawn. The response will be coherent and well structured. Responses likely to include • not to stereotype or label • see the service user as an individual • care practitioners need to be self-aware and conscious of how they perceive the people they work with. • respecting the identity and needs of others • not to marginalise • to be fully aware of culture and ethnic background • based on trust • promote and support service user's rights • safety and security protected • dignity respected • empowerment • individuals with rights and choices appropriate to their age and needs • deserving of respect, regardless of their personal or social characteristics • maintain confidentiality • good communication skills • encouragement - raise self-esteem • treating the service user with respect, ensuring they feel valued.	8 marks

Question Number	Answer	Mark
2(e)	Level 1 : 1 - 3 marks The level of knowledge will be basic and there will be omissions. There will be limited application and the information from background information will not be applied. Meaning may be conveyed but in a non-specialist way. The evaluation will be missing. Level 2 : 4 - 7 marks There will be a basic level of knowledge. There may be some application of knowledge. The evaluation will be basic and will not be balanced. At the bottom end of the range candidates are likely to identify and describe the different effects, possibly focusing on one area of the approach only like empowerment and the effects this may have on emotional and social development. At the top end of the range connection to other aspects of the service-user centred approach will be evident. Material should be relevant to more than one area of development. There should be some evidence of evaluation skills, although this may be limited. Level 3: 8 - 10 marks There will be few, if any, omissions. Depth of understanding will be demonstrated and knowledge concepts and terms will be accurately applied. There will be an evaluation and conclusions will be drawn. The response will be coherent and well structured. Good evaluation is clearly evident, with candidates discussing positive aspects of this type of approach and linking it to more than one area of development. Responses likely to include: • may link response to PIES • power to choose • supporting relationship • caring presence • non-judgemental • achievements valued / feeling valued • trust and confidence • person centred approach • diversity is valued • advocacy • listening skills • self-esteem • independence • aiding physical recovery	10 marks
Total 30 marks		

Question Number	Answer	Mark
3(a)(i)	15 years of age	1 mark

Question Number	Answer	Mark
3(a)(ii)	5 years of age	1 mark

Question Number	Answer	Mark
3(b)	1 - 2 marks for partial explanation 3 - 4 marks for full explanation Responses likely to include: • deprived area, therefore, poor diet • don't have proper meals, just snacks • only eat convenience foods • don't know about oral hygiene • never go to the dentist • chavs • rude • aggressive • shoplifting / stealing • trouble makers • truants from school • poor school in a deprived area • less intelligent • low achievers • parents don't care • gang mentality	4 mark

Question Number	Answer	Mark
3(c)	Level 1 : 1 - 2 marks The level of knowledge will be basic and there will be omissions. There will be limited application and the information from background information will not be applied. Meaning may be conveyed but in a non-specialist way. The evaluation will be missing. Candidates demonstrate an understanding of the link between poor diet and ill-health. May only focus on obesity or diabetes or coronary heart disease. Level 2 : 3 - 4 marks There will be a basic level of knowledge. There may be some application of knowledge. The evaluation will be basic and will not be balanced. Level 3 : 5 - 6 marks There will be few, if any, omissions. Depth of understanding will be demonstrated and knowledge concepts and terms will be accurately applied. There will be an evaluation and conclusions will be drawn. The response will be coherent and well structured. Responses likely to include: • links to obesity • coronary heart disease • diabetes – type II • respiratory problems • malnutrition • high BP • strokes • hyperactive • emotional issues • poor concentration prone to accidents	6 marks

Question Number	Answer	Mark
3(d)	Level 1 : 1 - 2 marks The level of knowledge will be basic and there will be omissions. There will be limited application and the information from background information will not be applied. Meaning may be conveyed but in a non-specialist way. The evaluation will be missing. Level 2 : 3 - 5 marks There will be a basic level of knowledge. There may be some application of knowledge. The evaluation will be basic and will not be balanced. Level 3 : 6 - 8 marks There will be few, if any, omissions. Depth of understanding will be demonstrated and knowledge concepts and terms will be accurately applied. There will be an evaluation and conclusions will be drawn. The response will be coherent and well structured. Responses likely to include: • healthier • fitter – more energy • more active • less moody • reduced aggression • not overweight – reduce weight • reduction in number of days off school through illness • positive school experience • improved grades • improved concentration • improved brain power • vitamins • strong bones and teeth • positive effect on self-concept • emotional development	8 marks

Question Number	Answer	Mark
3(e)	Level 1 : 1 - 3 marks The level of knowledge will be basic and there will be omissions. There will be limited application and the information from background information will not be applied. Meaning may be conveyed but in a non-specialist way. The evaluation will be missing. Level 2 : 4 - 7 marks There will be a basic level of knowledge. There may be some application of knowledge. The evaluation will be basic and will not be balanced. Level 3 : 8 - 10 marks There will be few, if any, omissions. Depth of understanding will be demonstrated and knowledge concepts and terms will be accurately applied. There will be an evaluation and conclusions will be drawn. The response will be coherent and well structured. Responses likely to include: • Acheson Report – inequality of health linked to social class • Black Report - as above • lower social class: - more illness, more often - greater number of days off work due to ill health - reduced lifespan - less take up of preventative health measures - less frequent visits to doctors - reduced take up of screening opportunities - smaller houses - overcrowding - less heating - less good food - poor diet - increased smoking - alcohol - increased risk of obesity - type II diabetes - coronary heart disease - respiratory disorders - private health care - afford prescriptions - more stress - damp housing - less educated on health risks	10 marks
		Total 30 marks
Total for paper: 90 marks		

6944/01: Meeting Individual Needs

Question Number	Answer	Mark
1(a)	1 mark awarded for brief definition or short sentence • promotes independence/integration into society • the opposite of warehousing /institutionalisation • doesn't prejudge • doesn't stereotype • empowers service user • service user has more control • treats individuals for who they are • empowers them 2 marks for full definition of term, for example: Normalisation A concept proposed by Wolfensberger in 1974. It involves offering services which support people, respects their choices and decisions and, where possible, empowers them. It promotes independence particularly for those most vulnerable and is the opposite of institutionalisation/ warehousing.	2 marks

Question Number	Answer	Mark
1(b)	Any four of the following, for 1 mark each: • physical needs • emotional health • social and personal care • intellectual needs • cultural and religious needs • accommodation needs • transport/access to and from school • financial • education • leisure needs • spiritual needs	4 marks

Question Number	Answer	Mark
1(c)	For each of the two answers: 1 mark for identifying a relevant 'right' e.g. confidentiality 1 mark for partial explanation: the identified right and a partial description e.g. right to privacy (right) when being provided with care services e.g. their own room (partial explanation); 2 marks for full explanation which is accurate, fluent and demonstrates knowledge Rights • freedom from discrimination/equality; explanation – discrimination from gender, race, disability, religion • right to information; explanation - when being provided with services the client should be given full information on their care, future care, treatments and the right to confidentiality of information • right to privacy/dignity; explanation - when being given personal care it is done in a manner which promotes their dignity and respects their privacy e.g. the right not to answer questions of a private nature • right to be respected – religion and identity; explanation - that the service provider is aware of the client's cultural and religious needs and makes services available to meet these needs, listened and valued • communicated effectively to in a manner which meets their needs e.g. provided with an interpreter or advocate, listened to and valued • confidentiality that all information is treated in a safe manner so that trust between the service provider and client is maintained and promoted – links may be made to Data Protection Act • independence/empowerment – clients have control over their own decisions as far as possible and can make such decisions • education – access to education which meets her /his particular needs so that her intellectual development can proceed normally • safety and security – to be protected from abuse and harm and cared for in a manner which protects and supports her/his development.	6 marks

Question Number	Answer	Mark
1(d)	Level 1: 1 - 3 marks 1 mark for 1 factor identified. 2 marks for a factor and a brief description (partial) or two factors identified. 3 marks for a factor and a weak explanation. Level 2: 4 - 5 marks 4 marks for a one-sided discussion or points identified (at least 3) and one is described but is still one-sided. Points identified will be relevant but no discussion present. 5 marks - limited discussion which will appear at the end and will be limited to one point. Level 3: 6 - 8 marks 6-7 marks balanced argument present. Good use of vocabulary. Fluency and structure present. Demonstrates knowledge and understanding. For 8 marks, a conclusion or summary must be presented. Advantages (these can also become disadvantages) • maximise resources effectively • minimise overlap and duplication of services • services become needs-led • improve the quality of service provision/best care • empowering for client • holistic care is provided • resources are used efficiently • different perspectives can be given • share knowledge • client is empowered • client has rights/voice • client can share their views • treated equally/normally • building trust • developing rapport • establishing boundaries	8 marks

Question Number	Answer	Mark
1(e)	Level 1: 1 - 3 marks 1 mark for 1 factor identified. 2 marks for a factor and a brief description (partial) or two factors identified. 3 marks for a factor and a weak explanation. Level 2 : 4 - 6 marks 4 - 5 marks for a one-sided discussion. Points identified will be relevant but no discussion present. 6 marks - limited discussion which will appear at the end and will be limited to one point. Level 3 : 7 - 10 marks 7 - 8 marks if a balanced argument present. Good use of vocabulary. Fluency and structure present. Demonstrates knowledge and understanding. For 9 - 10 marks, a conclusion or summary must be presented. Pros of promoting anti-discriminatory practice • promotes independence • service user is listened to • service user actively participates in the care process • service user's choices are taken into account • greater power is given to service user • effective communication is used between both parties • greater trust/partnership is developed/feeling valued • service users have legal rights/unlawful to discriminate • raises self-esteem of service user • service user is empowered • clients given the same rights/equality • service users are not pre-judged/stereotyped Problems when you don't promote anti-discriminatory practice • stifle service users growth and development • service user will feel under valued • waste of resources • oppression of individual • leads to poor quality care • increase in complaints • lack of respect • service take-up is poor • breaking the law	10 marks
Total 30 marks		

Question Number	Answer	Mark
2(a)	1 mark for a brief definition or short sentence • beliefs and values • how organisation communicates to staff • how the organisation manages its people • how people follow common policy and procedure 2 marks awarded for a full explanation such as: Process by which the organisation will transmit its ethos, aims and objectives. This is primarily done through its organisational structure, use of communication and policies and procedures.	2 marks

Question Number	Answer	Mark
2(b)	1 - 2 marks for maximum of 2 points identified, or 1 point identified and described briefly. 3 marks for 2 points identified and 1 of those points explained. 4 marks for 2 points identified and explained or 1 point identified fully expanded and linked relevantly to other points. • develops team confidence • increases staff morale • staff can share experiences • develops good/positive working environment • good practice/knowledge can be shared • allows for troubleshooting as problems arise • promotes effective communication • raises awareness of procedure • develops good working relationships • stay with the organisation longer/greater organisation stability • effective practice or best care is development	4 marks

Question Number	Answer	Mark
2(c)	For each of the two answers: 1 mark for identifying a relevant 'Care Value' 1 mark for partial explanation; 2 marks for full explanation Care Values • effective communication; explanation - provision of advocate/interpreter/use of technological devices/trust • confidentiality; explanation - building trust, know how to handle information and store securely, know when to break a confidence • respect of cultural identity/beliefs; explanation - regarding religion, gender, sexual orientation, disability etc • respect for choices made; explanation - with regard to religious observance, diet, lifestyle habits (providing they are legal) • anti-discriminatory practice; explanation - care is provided equal and fairly • empowerment and independence promoted; explanation - individual, where appropriate, can make their own decisions regarding their care • safety and security - feel protected within their care setting, feeling valued and wanted and freedom from harm and abuse	6 marks

Question Number	Answer	Mark
2(d)	Level 1 : 1 - 3 marks 1 mark for 1 factor identified. 2 marks for a factor and a brief description (partial) or two factors identified. 3 marks for a factor and a weak explanation. Level 2: 4 - 5 marks 4 marks for a one-sided discussion or points identified (at least 3) and one is described but is still one-sided. Points identified will be relevant but no discussion present. 5 marks limited discussion which will appear at the end and will be limited to one point Level 3 : 6 - 8 marks 6 - 7 marks balanced argument present. Good use of vocabulary. Fluency and structure present. Demonstrates knowledge and understanding. For 8 marks, a conclusion or summary must be presented. Be aware that some candidates will present answers which look at training and development separately. Possible answers (answers can also be negative) • updates the individual knowledge/understanding better able to deal with issues • raises awareness of issues, improves practice • develop knowledge/techniques/approaches • gains insight into rights and responsibilities • without it individual may well be discriminated • excludes service users unknowingly • staff become more/less productive • sets goals/standards improve • issues are aired, addressed and resolved • builds effective relationships • develops skills • leads to greater service user satisfaction/feeling valued	8 marks

Question Number	Answer	Mark
2(e)	Level 1 : 1 - 3 marks 1 mark for 1 factor identified. 2 marks for a factor and a brief description (partial) or two factors identified. 3 marks for a factor and a weak explanation. Level 2 : 4 - 6 marks 4 – 5 marks for a one-sided discussion. Points identified will be relevant but no discussion present. 6 marks - limited discussion which will appear at the end and will be limited to one point. Level 3 : 7 - 10 marks 7 - 8 marks - balanced argument present. Good use of vocabulary. Fluency and structure present. Demonstrates knowledge and understanding. For 9 - 10 marks, a conclusion or summary must be presented. Role • sets and raises standards/guideline • sets benchmarks/monitoring • provides advice • can deal with complaints • provides professional with registration/licence to practice • monitors quality of service • provides information • commissions research • provides training • regulates • investigates and considers allegations of misconduct/will hold hearings where grievances have been brought • protects vulnerable people through police checks on staff/insures professional is fit to practice • develops codes of practice • sets out roles and responsibilities to employers/employees • upholds public confidence/accountability/identifies standards	10 marks
Total 30 marks		

Question Number	Answer	Mark
3(a)	Any two of the following, for 1 mark each: • life • liberty • freedom from expression • freedom of thought, conscience and religion • right to education • right to marry whom you please • freedom from slavery, abuse • freedom of speech • right to privacy • right to social justice – trial by jury • right to family life	2 marks

Question Number	Answer	Mark
3(b)	1 - 2 marks for maximum of 2 points identified or 1 point identified and described 3 marks for 2 points identified and 1 of those points explained 4 marks for 2 points identified and explained or 1 point identified fully expanded and linked relevantly to other points Focus of question is on the right to have a complaints policy • right to complain - complaints procedures allow service users to comment on the quality of a service • right to find redress where quality is poor. • right to be responded to within a given time frame • right to be an active participant in the service delivery function • right to feel valued/listened to • right to complain without fear of service being withdrawn • right to high quality service provision which can happen once investigation is made and areas for improvement have been identified	4 marks

Question Number	Answer	Mark
3(c)	For each of the two answers: 1 mark for identifying a relevant 'effect' 1 mark for a partial explanation 2 marks for a full explanation – points elaborated upon and link into each other e.g. excluded will then affect self-concept and rights being infringed • may feel discriminated against • may feel excluded/isolated • may feel devalued • disempowered/frustrated • physical health could deteriorate • emotional – self-esteem, self-image, self-concept negatively affected • mental health affected/stressed • socially withdrawn • rights infringed • lose confidence and less inclined to communicate with service provider • lose independence • physical health may be affected • greater vulnerability • do not understand what they are entitled to • may not receive right level of care	6 marks

Question Number	Answer	Mark
3(d)	Level 1 : 1 - 3 marks 1 mark for 1 factor identified. 2 marks for a factor and a brief description (partial) or two factors identified. 3 marks for a factor and a weak explanation. Level 2 : 4 - 5 marks 4 marks for a one-sided discussion or points identified (at least 3) and one is described but is still one-sided. Points identified will be relevant but no discussion present. 5 marks - limited discussion which will appear at the end and will be limited to one point Level 3 : 6 - 8 marks 6 - 7 marks balanced argument present. Good use of vocabulary. Fluency and structure present. Demonstrates knowledge and understanding. For 8 marks, a conclusion or summary must be presented. Advantages / strengths • promotes equality/positive approach or opportunities • legally protected and rights promoted through legislation • direct discrimination is illegal • indirect discrimination is illegal • their position as a minority group is highlighted and brought to the political fore • public and private authorities have certain responsibilities – duties and powers • legal means of redress developed for service users who feel their rights have been infringed • promotes equal opportunities/reduced inequality and barriers • greater tolerance • creates greater societal cohesion • reduced tension within communities • people feel more valued/empowered • challenges stereotypes and prejudices Disadvantages / weaknesses • discrimination still exists particularly indirect discrimination • not all organisations will support the legislation • loopholes in legislation exists • individual very often ignorant of their rights • individual will not want to complain for fear of repercussions • can feel isolated • feel threatened	8 marks

Question Number	Answer	Mark
3(e)	Level 1 : 1 - 3 marks 1 mark for 1 factor identified. 2 marks for a factor and a brief description (partial) or two factors identified. 3 marks for a factor and a weak explanation. Level 2 : 4 - 6 marks 4 – 5 marks for a one sided discussion. Points identified will be relevant but no discussion present. 6 marks limited discussion which will appear at the end and will be limited to one point Level 3 : 7 - 10 marks 7 - 8 marks balanced argument present. Good use of vocabulary. Fluency and structure present. Demonstrates knowledge and understanding. For 9 - 10 marks, a conclusion or summary must be presented. • rights embedded in legislation • recognise diversity within society • reflects the Care Value Base – anti-oppressive practice • meets the requirements of equality legislation • providing a needs-led service • user involvement • oppress, disadvantage and discriminate • poor quality service • develop poor practitioner - service user relationships • service user is denied choice and opportunity • individuals are socially excluded • empowerment • creates greater trust • being sensitive and aware of service users needs • appropriateness of practice/improve quality of care • promotes independence • promotes effective communication • service user's health may deteriorate	10 marks
Total 30 marks		
Paper total 90 marks		

6949/01: Understanding Human Behaviour

Question Number	Answer	Mark
1(a)(i)	Possible reason (1 mark) e.g. father left when he was young Amplification (1 mark) feels resentful of twins/new partner taking up his mother's time	2 marks

Question Number	Answer	Mark
1(a)(ii)	Partial explanation (1 - 2 marks) Candidates may identify a factor but not give much further detail or explanation Full explanation (3 - 4 marks) Candidates should give a clear description and explanation (of how the factor chosen might have its effect) Examples: not able to form relationships due to lack of role model/not enough attention paid idea of gaining control e.g. bullies other people at school	4 marks

Question Number	Answer	Mark
1(b)	Level 1 : 1 - 2 marks Candidates will probably just get basic descriptions with little or no explanation e.g. reference to rewards for good behaviour / observing behaviour Level 2 : 3 - 4 marks Candidates should give descriptions accompanied by some explanation. It should be clear what the principles of a behavioural approach are e.g. our behaviour is learned/unlearned, behaviour that is rewarded is repeated Level 3 : 5 - 6 marks Candidates should give detailed descriptions with appropriate explanations. There should be some reference to the reasons for an initial assessment e.g. idea that changes seen during / after the programme cannot be known unless there is a baseline against which they can be measured	6 marks

Question Number	Answer	Mark
1(c)	Level 1 : 1 - 3 marks Candidates will make a few statements about advantages or disadvantages of a behavioural approach, but they may not relate specifically to teenagers. Explanations will be missing. Level 2 : 4 - 6 marks At the bottom end of the range, candidates should give advantages and disadvantages with some explanation, but these may be unclear. At the top end of the range, there should be consideration of advantages and disadvantages, and some evidence of basic discussion. Level 3 : 7 - 8 marks Candidates should give clear advantages and disadvantages accompanied by explanations. The material should all be relevant to teenagers. There will be clear evidence of discussion skills. Advantages of a behavioural approach with teenagers: • easy to put into practice • simple idea to understand • relatively quick results • used to shape behaviour • based on principle that reinforced behaviour will be repeated/non-reinforced behaviour will not • the idea that it is objective – can be measured. Disadvantages of a behavioural approach with teenagers: • not always easy to get teenagers to change their mind • may rebel against authority/being told what to do • does not consider what people think/feel • may be seen as punishment • could be seen as de-humanising – reducing behaviour to simply responses to things that give/reduce pleasure.	8 marks

Question Number	Answer	Mark
1(d)	Level 1 : 1 - 3 marks Candidates identify some advantages or disadvantages of a humanistic or person-centred approach but these are not linked to the circumstances of the people in the case study. Conversely, there may just be a description of the theory and a link to the behaviour, but no advantages/disadvantages. Level 2 : 4 - 7 marks Candidates identify advantages and disadvantages of the approach. They may have some idea of the principles behind a humanistic or person-centred approach, but they may not be clear. Credit should be given to candidates who make good links but who may not fully consider the advantages or disadvantages of the approach. Candidates at the higher end of the mark band make links to the case study and consider advantages and disadvantages of the approach. Level 3 : 8 - 10 marks Candidates give relevant advantages and disadvantages of the approach and these are linked to the behaviour. It should be very clear that the principles of the approach are understood. At the top end, must be a conclusion. Principles of a person-centred approach: • works on the principle of letting a person talk • in a completely unthreatening environment Advantages of a person-centred approach to manage behaviour: • counsellor is not intrusive - non-directive • thus client is given the opportunity to talk • easier to talk to someone who is not close • counsellor meets client as an equal • counsellor does not 'show' expertise • counsellor is not judgemental • thus client does not feel threatened • promotes Care Value Base (or descriptions given) • ensures clients feel they are considered	

	Disadvantages of a person-centred approach to manage behaviour: • requires client to be motivated • may not be motivated as they are depressed • may not believe that they have a problem • requires the client to be able to communicate • client may expect advice • they may not feel they are being helped • approach's key terms are difficult to understand	10 marks
Total 30 marks		

Question Number	Answer	Mark
2(a)(i)	1 mark for each of the following: • male increases by 0.2% • female decreases by 0.2%	2 marks

Question Number	Answer	Mark
2(a)(ii)	1 mark for each of the following: • obsessive compulsive disorder • panic disorder	2 marks

Question Number	Answer	Mark
2(a)(iii)	1 mark for each of the following: • true for females/decrease • not true for men/increase • not true for all/decrease • correct reference to agreeing with statement or not	4 marks

Question Number	Answer	Mark
2(b)(i)	Any two of the following for one mark each: • idea of irrational • not based on facts • example of dysfunctional belief	2 marks

Question Number	Answer	Mark
2(b)(ii)	Partial explanation (1 - 2 marks) Candidates may describe rationale but not give much further detail or explanation e.g. to do with thinking, trying to get people to change their thinking/what they believe Full explanation (3 - 4 marks) Candidates should give a clear description and explanation e.g. how we feel and how we behave are determined by what we think and what we believe, emotional problems are the result of negative and distorted thinking – they arise out of dysfunctional beliefs, if we can change this negative and distorted thinking, we will help people to overcome their emotional and behavioural problems, this can be done by getting people to talk about and ‘re-examine’ their own beliefs	4 marks

Question Number	Answer	Mark
2(b)(iii)	Level 1 : 1 - 2 marks Candidates will probably just get basic descriptions with little or no explanation. e.g. clients might not co-operate, they might not be able to talk about what they feel Level 2 : 3 - 4 marks Candidates should give descriptions accompanied by some explanation. It should be clear what the principles of a cognitive approach are e.g. they might not co-operate because they feel depressed/may not like the counsellor, they may not be able to talk because they have learning difficulties/may not have the language to express how they feel Level 3 : 5 - 6 marks Candidates should give detailed descriptions with appropriate explanations e.g. expansion on the above explanations, case studies to illustrate these explanations	6 marks

Question Number	Answer	Mark
2(c)	Level 1 : 1 - 3 marks Candidates identify some advantages or disadvantages of the approach but these are not linked to people with mental health problems e.g. it takes a lot of time, people might not want to listen or people might get well quicker in an institution, where their health can be checked more easily Level 2 : 4 - 7 marks Candidates identify advantages and disadvantages of the approach. Candidates at the higher end of the mark band make some links to people with mental health problems. Credit should be given to candidates who make good links but who may not fully consider the advantages or disadvantages of the approach. Level 3 : 8 - 10 marks Candidates give relevant advantages and disadvantages of the approach and these are linked to the circumstances of people with mental health problems. It should be very clear that the principles of the approach are understood, e.g. quicker integration into society/people taking control of their lives or health etc. Advantages of treating in community using an assertive care management approach: e.g. • structured, with clear goals and measurable outcomes • appeals to people who find being in an institution threatening • keeps people with their families • basic ideas are simple to understand • gives people the strategies to help themselves • works well with stress, anxiety and depression Disadvantages of treating in community using an assertive care management approach: e.g. • a “quick fix” which deals with symptoms and not underlying causes • requires the client to be able to understand and think through causes and effects, to problem solve and have insight • would not be suitable where clients have significant learning disabilities • does not work as well where clients have severe mental disturbance • clients may not want to talk about problems • less costly	10 marks
Total 30 marks		

Question Number	Answer	Mark
3(a)(i)	Partial explanation (1 - 2 marks) Full explanation (3 - 4 marks) The following points will be covered: • idea of reward • for good behaviour • behaviour is likely to be repeated • further detail e.g. example of reward	4 marks

Question Number	Answer	Mark
3(a)(ii)	Partial explanation (1 - 2 marks) Candidates may explain negative reinforcement but not relate to the case study. Conversely, they may relate to the case study, but not make it clear they understand the concept of negative reinforcement. Equally, they may give a partial explanation of negative reinforcement and a partial example. Full explanation (3 - 4 marks) Candidates will make it clear that they understand the concept of negative reinforcement. They will also relate their answer to the case study. Negative reinforcement: Idea of reward after something unpleasant stops happening Relating to case study: idea that Rami is too young, cannot understand that things will get better if she behaves better, example – she might start to enjoy school	4 marks

Question Number	Answer	Mark
3(b)	Level 1 : 1 - 2 marks Candidates will probably just get basic descriptions with little or no explanation e.g. talks about Bowlby or about Rami losing parents so young Level 2 : 3 - 4 marks Candidates should give descriptions accompanied by some explanation e.g. give description of Bowlby's theory of attachment and begin to relate to Rami's situation or describe Rami's situation but do not relate fully to Bowlby. Level 3 : 5 - 6 marks Candidates should give detailed descriptions with appropriate explanations For example: Explanation of Bowlby's theory of attachment and about how this relates to emotional/social attachments in the future Clear link to Rami's situation such as unable to make attachments to peers/teachers at school, worry that she may lose links to grandparents if she does not see them (when at school)	6 marks

Question Number	Answer	Mark
3(c)(i)	Any two of the following for 1 mark each: • we are influenced by things we are not aware of/unconscious • we have three states of mind - id/ego/superego • uses techniques to reach repressed thoughts • bring repressed thoughts into consciousness so they can be discussed	2 marks

Question Number	Answer	Mark
3(c)(ii)	Partial explanation (1 - 2 marks) e.g. idea of controlling ourselves, idea of the real world or example Full explanation (3 - 4 marks) e.g. keeps id/basic instincts in control, balance between id and superego/conscience	4 marks

Question Number	Answer	Mark
3(c)(iii)	Level 1 : 1 - 3 marks Candidates identify some advantages or disadvantages of the approach but these are not necessarily linked to young children Level 2 : 4 - 7 marks Candidates identify advantages and disadvantages of the approach. They may have some idea of the principles behind a psychodynamic approach, but they may not be clear. Candidates at the higher end of the mark band make clear links to young children. Credit should be given to candidates who make good links but who may not fully consider the advantages or disadvantages of the approach. Level 3 : 8 - 10 marks Candidates give relevant advantages and disadvantages of the approach and these are clearly linked to young children. It should be very clear that the principles of the approach are understood. There should be a conclusion drawn. Principles of a psychoanalytical approach: e.g. • child may not be aware why they behave badly • could be the id following the pleasure principle of attention seeking • the id is not controlled by the ego • psychotherapist uses interpretation / analysis of dreams / free association to understand child's unconscious thoughts • provides child with insight to allow them to change behaviour	

	Advantages of psychoanalytical approach: • approach relevant to the problem e.g. oral gratification / pleasure principle • may uncover unconscious reasons for poor behaviour • deals with underlying causes, not surface behaviour Disadvantages of psychoanalytical approach: • highly specialised approach / needs qualified psychotherapist • child must want to change their behaviour • they must to be able to discuss their feelings and behaviour – a young child may be unable to do this • may be long and expensive • underlying ideas are complex and difficult for others to understand • method has no scientific basis	10 marks
Total 30 marks		
Paper total 90 marks		

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