

# Mark Scheme (Results)

Summer 2016

Pearson Edexcel in GCE Health and Social Care  
(6949/01)  
Unit 12: Understanding Human Behaviour

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## **General Marking Guidance**

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:
  - i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear
  - ii) select and use a form and style of writing appropriate to purpose and to complex subject matter
  - iii) organise information clearly and coherently, using specialist vocabulary when appropriate.

Question Number	Answer <i>A01 Candidates demonstrate relevant knowledge through clear and precise definitions of the key terminology. Credit up to 2 marks for each definition.</i>	Mark
<b>1(a)(i)</b>	<p>Unconditioned Stimulus</p> <p>For knowledge that it involves a stimulus/event/trigger that results in a response.</p> <p>For understanding that the response is one that is naturally occurring/not learned/unconditioned/instinctive.</p> <p>For example:</p> <p>A trigger event that creates a response (1)</p> <p>A trigger event that creates an <b>instinctive</b> response (2)</p>	<b>(2)</b>

Question Number	Answer <i>A01 Candidates demonstrate relevant knowledge through clear and precise definitions of the key terminology. Credit up to 2 marks for each definition.</i>	Mark
<b>1(a)(ii)</b>	<p>Neutral Stimulus</p> <p>For knowledge that it is a stimulus/event/trigger that has no response.</p> <p>For understanding that this is a lack of instinctive/naturally occurring response.</p> <p>For example:</p> <p>A stimulus with no response (1)</p> <p>A stimulus that does not trigger any instinctive response (2)</p>	<b>(2)</b>

Question Number	Answer <i>A01 Candidates demonstrate relevant knowledge through clear and precise definitions of the key terminology. Credit up to 2 marks for each definition.</i>	Mark
<b>1(a)(iii)</b>	<p>Conditioned Response</p> <p>For knowledge that this is when an unconditioned response becomes associated with a stimulus.</p> <p>For understanding that the stimulus trigger had previously been neutral/resulted in no response.</p> <p>For example:</p> <p>When someone has been conditioned to react to a stimulus</p> <p>When someone has been conditioned to react to a <b>previously neutral</b> stimulus.</p>	<b>(2)</b>

Question Number	Answer <i>A01 Candidates demonstrate relevant knowledge through circling the appropriate process. Credit 1 mark for correct response.</i>	Mark
<b>1(b)</b>	Discrimination	<b>(1)</b>
Question Number	<p><b>Indicative content</b></p> <p><i>A01 Candidates demonstrate relevant knowledge and understanding through a clear explanation. Credit up to 2 marks.</i></p> <p><i>A02 Candidates demonstrate application of knowledge and understanding through clear links to practice/the case study. Credit up to 2 marks.</i></p> <p><i>A03 Candidates analyse work-related issues, practicalities and possible problems associated with systematic desensitisation. Credit up to 2 marks.</i></p> <p><i>A04 Candidates evaluate and make judgements about the use of systematic desensitisation. Credit up to 2 marks.</i></p>	
<b>*1(c)</b>	<p>A01 Knowledge</p> <p>Credit up to 2 marks for demonstrating knowledge of the process of systematic desensitisation therapy. Candidates should acknowledge that the response and stimulus are <b>conditioned</b>. Answers could include:</p> <ul style="list-style-type: none"> <li>• <u>Exposure to conditioned</u> stimulus (method)</li> <li>• <u>Extinguish conditioned</u> response (purpose).</li> </ul> <p>A02 Application</p> <p>Credit up to 2 marks for application of therapy to the case study and health and social care practice. Candidates must acknowledge that the response and stimulus are <b>conditioned</b>. Candidates should be able to demonstrate knowledge that:</p> <ul style="list-style-type: none"> <li>• Fear response is the <b>conditioned</b> response to be extinguished</li> <li>• Thunder/lightening is the <b>conditioned</b> stimulus exposed to</li> <li>• Techniques specifically used for fear response <u>when exposed to</u> conditioned stimulus may include controlled breathing, relaxation, verbal rationalising, focus on heart rate.</li> <li>• Anxiety hierarchy is used for gradual exposure.</li> </ul> <p>A03 Work-related issues/problems /A04 evaluation</p> <ul style="list-style-type: none"> <li>• Exposure to fear can be frightening/disturbing/unethical</li> <li>• Assumes behaviour is conditioned, may be another reason</li> <li>• Client may not have control of situation/decisions</li> <li>• May not be able to give exposure to exact fear/use simulations, e.g. thunder/lightening, so may not work in 'real' fear context</li> </ul> <p>Credit any other reasonable point.</p>	

Level	Mark	Descriptor
Level 0	0	No rewardable material
Level 1	1-2	Limited or incomplete knowledge. Lacks detail with very little application or relevance. Limited level of clarity and self-expression. Limited attempt to address the question.
Level 2	3-4	Knowledge and understanding accurate. Relevant evidence presented. Discussion partially developed but imbalanced or superficial.
Level 3	5-6	Demonstrates accurate knowledge and application. Argument supported by relevant evidence. Arguments developed using coherent chain of reasoning. Candidates demonstrate a grasp of competing arguments but may be imbalanced or superficial.
Level 4	7-8	Demonstrates accurate knowledge and understanding. Argument supported by relevant evidence. Arguments developed using coherent chain of reasoning. Competing arguments present and logical, balanced <b>discussion</b> is present. Displays integrated synthesis and transference of knowledge from other units/sources/evidence.

Question Number	Answer <i>A01 Candidates demonstrate relevant knowledge and understanding through a clear and precise explanation. Credit up to 3 marks.</i> <i>A02 Candidates demonstrate application of knowledge and understanding through clear links to practice/the case study. Credit up to 2 marks for application to practice/case study.</i>	Mark
<b>1 (d)</b>	<p>A01 Knowledge</p> <p>Candidates should focus their response on the <b>importance</b> of the Care Value Base, making this point clear and explicit.</p> <ul style="list-style-type: none"> <li>• Empowers clients so they are confident in making decisions</li> <li>• Encourages trust so that clients feel safe/secure/can share</li> <li>• Promotes equality so that clients are included/not marginalised</li> <li>• Embeds respect so clients are active participants in their care</li> <li>• Promotes rights <i>therefore</i> client will feel listened to/respected</li> </ul> <p>AO2 Application</p> <ul style="list-style-type: none"> <li>• Elena will feel less frightened/nervous/worried</li> <li>• Treatment will be more successful/effective/work</li> </ul> <p>For example</p> <p>The Care Value Base promotes respect, which means clients will feel respected by the practitioner and they are more likely feel included in decisions and choices. It also encourages trust; therefore, clients will share their needs more honestly. So Elena will feel less worried about her treatment and it is more likely to work effectively.</p> <p>Credit any other reasonable point.</p>	(5)

Question Number	<p><b>Indicative content</b></p> <p><i>A02 Candidates demonstrate application of knowledge and understanding through clear links to practice/the case study. Credit up to 2 marks.</i></p> <p><i>A03 Candidates analyse work-related issues, practicalities and possible problems associated with the behavioural approach and the Care Value Base. Therapies could be given as examples of application. Credit up to 3 marks.</i></p> <p><i>A04 Candidates evaluate their suggested issues and problems, making judgements about the positive and negative aspects and drawing conclusions about how well the behavioural approach promotes the Care Value Base principles. Credit up to 5 marks.</i></p>
<b>*1(e)</b>	<p><b>A02 Application</b></p> <ul style="list-style-type: none"> <li>• Application and links between behavioural approach and promotion of Care Value Base using examples and/or case study.</li> </ul> <p><b>A03 Work-related issues/problems</b></p> <ul style="list-style-type: none"> <li>• Behaviour can be modified; with or without consent</li> <li>• Behaviour can be shaped quickly; with or without dealing with underlying issues</li> <li>• Behavioural approach simplifies actions; reductionist but practical</li> <li>• Behaviour requires direction; authority figure in control</li> <li>• Appropriate behaviour promoted; defined by someone other than the client</li> <li>• Systematic desensitisation requires exposure to CS; therapy may cause upset/distress while extinguishing the problem</li> <li>• Reinforcement and punishment are used; dehumanises the individual and removes choice/respect/diversity</li> </ul> <p><b>A04 Evaluation</b></p> <ul style="list-style-type: none"> <li>• Variable consent; does not promote empowerment/choice/rights but may be only option in some cases</li> <li>• Underlying issues ignored; does not promote respect for individual differences/preferences, but may be necessary to deal with the behaviour quickly</li> <li>• Reductionist; does not promote diversity, but helps address the observable issue causing a problem</li> <li>• Authority control; removes empowerment/choice/respect/dignity, but may be necessary in serious cases</li> <li>• Definitions of behaviour; determined by others so ignores diversity/cultural differences/individuality, but may be necessary if client behaviour is danger to self/others</li> <li>• Upset/distress; undignified and frightening for client, but extinguishes the problem so long-term benefit may outweigh short-term distress</li> <li>• Dehumanising; removes choice/individuality from individual and can sometimes be unpleasant, but has quick impact on behavioural changes so dehumanising is usually short term for a beneficial outcome</li> </ul> <p>Credit any other reasonable point.</p>

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Level 4	9-10	Demonstrates accurate knowledge and understanding. Argument supported by relevant evidence. Arguments developed using coherent chain of reasoning. Competing arguments present and logical, balanced <b>evaluation</b> is present. Displays integrated synthesis and transference of knowledge from other units/sources/evidence.

Question Number	Answer	Mark
<b>2 (a)</b>	<p><i>A01 Candidates demonstrate relevant knowledge and understanding through a clear explanation. Credit up to 2 marks.</i></p> <p><i>AO2 Candidates apply knowledge and understanding of stress to <b>individual differences</b>. Candidates should include elements of comparison when explaining why some situations are stressful in some cases. Joey and Rachel can be used as examples. Credit up to 2 marks.</i></p> <p>AO1 Knowledge/AO2 Application</p> <ul style="list-style-type: none"> <li>• Individual interpretation of a stressor/ trigger/event is personal (1) and can be different for different people based on their knowledge/ understanding/ thoughts/opinions (1).</li> <li>• Past experiences influence interpretation of stressor (1) and people have different experiences in their lives (1).</li> <li>• Joey may have dysfunctional beliefs about exams (1) while Rachel has a more positive way of thinking (1).</li> <li>• Coping mechanisms to manage stress can be different for people (1) which may mean a person deals with stress more/less effectively (1).</li> </ul> <p>Credit any other reasonable point.</p>	(4)

Question Number	Answer <i>A01 Candidates demonstrate relevant knowledge through identifying a correct cognitive bias. Credit up to 2 marks for a correct response.</i>	Mark
<b>2(b)(i)</b>	<b>Primacy Effect;</b> giving more weight/importance to initial events rather than subsequent/later events <b>Negativity Bias;</b> giving more weight to negative rather than positive experiences.  Credit any other reasonable point.	<b>(2)</b>
Question Number	Indicative content <i>A01 Candidates demonstrate relevant knowledge through identifying key concepts of information processing. Credit up to 3 marks.</i> <i>A02 Candidates demonstrate application of knowledge and understanding through clear links between the theory of information processing and how it can lead to the development of stress in individuals. Credit up to 3 marks.</i>	Mark
<b>2(b)(ii)</b>	<p>A01 Knowledge and A02 Application</p> <p>Candidates should focus on the application of the concept to the development of stress in individuals.</p> <ul style="list-style-type: none"> <li>• information processing is how events are understood through cognitive/thinking/schema</li> <li>• Stress can be negative information processing with a tendency to draw incorrect conclusions about events/issues</li> <li>• information processing skews the reliability of past memories resulting in stress about an event</li> <li>• information processing causes errors of misinterpretation of events/issues resulting in stress associations</li> <li>• information processing results in alternative evidence/facts being ignored or dismissed, reinforcing strength of stress-trigger</li> </ul> <p>For example</p> <p>Information processing results in someone drawing incorrect conclusions about a situation which are interpreted as stress triggers. It can also skew how reliable a past memory is which can lead to a person having false memories that create stress triggers.</p> <p>Credit any other reasonable point.</p>	<b>(6)</b>

Question Number	<p>Indicative content</p> <p><i>A02 Candidates demonstrate application of knowledge and understanding through clear links to practice/the case study. Credit up to 2 marks.</i></p> <p><i>A03 Candidates analyse practicalities and possible problems associated with reward systems. Credit up to 3 marks.</i></p> <p><i>A04 Candidates evaluate the use of a reward system making judgements about the positive and negative aspects and drawing conclusions about how well the reward system works. Credit up to 3 marks.</i></p>																		
<b>*2(c)</b>	<p>AO2 Application</p> <ul style="list-style-type: none"> <li>• Token Economy is based on positive reinforcement using rewards; treats for every revision session completed</li> <li>• Rewards will be given for demonstrating a desired behaviour; desired behaviour is the completion of revision</li> <li>• Client will want more rewards so repeats desired behaviour; encourages consistent revision to achieve next treat</li> </ul> <p>A03 Work-related issues/problems /AO4 Evaluation</p> <ul style="list-style-type: none"> <li>• Positive reinforcement will make Joey feel good about himself and increase his self-esteem</li> <li>• Joey blames external factors for his lack of focus so may not work as reward systems change internal behaviours</li> <li>• Rewards only received when revision complete, may be demotivating if Joey does not reach goals</li> <li>• Joey may not want the rewards/rewards are undesirable to Joey so doesn't continue desired behaviour/revision</li> <li>• The rewards will motivate Rachel to continue with positive behaviour so she feels proud of herself</li> </ul> <p>Credit any other reasonable point.</p>																		
<table border="1" data-bbox="187 1343 1473 1985"> <thead> <tr> <th data-bbox="187 1343 298 1388">Level</th><th data-bbox="298 1343 414 1388">Mark</th><th data-bbox="414 1343 1473 1388">Descriptor</th></tr> </thead> <tbody> <tr> <td data-bbox="187 1388 298 1432">0</td><td data-bbox="298 1388 414 1432">0</td><td data-bbox="414 1388 1473 1432">No rewardable material</td></tr> <tr> <td data-bbox="187 1432 298 1529">1</td><td data-bbox="298 1432 414 1529">1-2</td><td data-bbox="414 1432 1473 1529">Limited or incomplete knowledge. Lacks detail with very little application or relevance. Limited level of clarity and self-expression. Limited attempt to address the question.</td></tr> <tr> <td data-bbox="187 1529 298 1626">2</td><td data-bbox="298 1529 414 1626">3-4</td><td data-bbox="414 1529 1473 1626">Knowledge and understanding accurate. Relevant evidence presented. Discussion partially developed but imbalanced or superficial.</td></tr> <tr> <td data-bbox="187 1626 298 1776">3</td><td data-bbox="298 1626 414 1776">5-6</td><td data-bbox="414 1626 1473 1776">Demonstrates accurate knowledge and application. Argument supported by relevant evidence. Arguments developed using coherent chain of reasoning. Candidates demonstrate a grasp of competing arguments but may be imbalanced or superficial.</td></tr> <tr> <td data-bbox="187 1776 298 1985">4</td><td data-bbox="298 1776 414 1985">7-8</td><td data-bbox="414 1776 1473 1985">Demonstrates accurate knowledge and understanding. Argument supported by relevant evidence. Arguments developed using coherent chain of reasoning. Competing arguments present and logical, balanced <b>discussion</b> is present. Displays integrated synthesis and transference of knowledge from other units/sources/evidence.</td></tr> </tbody> </table>		Level	Mark	Descriptor	0	0	No rewardable material	1	1-2	Limited or incomplete knowledge. Lacks detail with very little application or relevance. Limited level of clarity and self-expression. Limited attempt to address the question.	2	3-4	Knowledge and understanding accurate. Relevant evidence presented. Discussion partially developed but imbalanced or superficial.	3	5-6	Demonstrates accurate knowledge and application. Argument supported by relevant evidence. Arguments developed using coherent chain of reasoning. Candidates demonstrate a grasp of competing arguments but may be imbalanced or superficial.	4	7-8	Demonstrates accurate knowledge and understanding. Argument supported by relevant evidence. Arguments developed using coherent chain of reasoning. Competing arguments present and logical, balanced <b>discussion</b> is present. Displays integrated synthesis and transference of knowledge from other units/sources/evidence.
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Question Number	<p><b>Indicative Content</b></p> <p><i>A02 Candidates demonstrate application of knowledge and understanding through clear links to practice/the case study. Credit up to 2 marks.</i></p> <p><i>A03 Candidates analyse work-related issues, practicalities and possible problems associated with cognitive therapy to help cope with stress. Credit up to 3 marks.</i></p> <p><i>A04 Candidates evaluate their suggested issues and problems, making judgements about the positive and negative aspects and drawing conclusions about how successfully cognitive therapy can help people cope with stress. Credit up to 5 marks.</i></p>	
<b>*2(d)</b>	<p><b>AO2 Application</b></p> <ul style="list-style-type: none"> <li>Application of cognitive therapy specifically to stress/case study is evident/partial.</li> </ul> <p><b>A03 Work-related issues/problems</b></p> <ul style="list-style-type: none"> <li>A counsellor would be involved; gives a contact point</li> <li>Talking-based therapy; can talk about their problems</li> <li>Person examines their own ideas/beliefs; identifies stressors</li> <li>Use of homework; continue therapy independently/self-help</li> <li>Based on thoughts; can address cognitive bias</li> <li>Structured/clear goals/measurable outcomes; measure stress</li> </ul> <p><b>A04 Evaluation</b></p> <ul style="list-style-type: none"> <li>Contact point; reassuring for person suffering stress, but could lead to dependency on the counsellor</li> <li>Talking about problems; enables person to share problems, but difficult if person is not motivated to talk</li> <li>Identify stressors; can address triggers through therapy, but doesn't address any underlying causes</li> <li>Self-help; manage stressors outside the counselling session, but required active participation and commitment</li> <li>Cognitive bias; can help move beyond influence of bias, but assumes bias is cause of stress/ignores other possible causes</li> <li>Measures stress; can build confidence in client seeing how stress level is improving, but demotivating if no improvement is seen/measurements are only helpful if motivating</li> </ul> <p>Credit any other reasonable point.</p>	
<b>Level</b>	<b>Mark</b>	
Level 0	0	Descriptor
Level 1	1-3	No rewardable material
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Question Number	Answer <i>A01 Candidates demonstrate relevant knowledge through identifying one key reason that/impact of <b>reduced mobility</b> and how this could be <b>connected to low self-esteem</b>/how Maureen values herself. Credit up to 2 marks.</i>	Mark
<b>3(a)</b>	<p>A01 Knowledge</p> <ul style="list-style-type: none"> <li>• She may see herself as frail and weak (1).</li> <li>• Low self-esteem may come from feeling like a burden on others (1).</li> <li>• Maureen cannot complete some basic tasks like washing herself (1) and she may see herself as a burden (1).</li> <li>• Maureen may see herself as helpless (1) because she can no longer do things like cooking or cleaning (1).</li> <li>• Reduced mobility may mean Maureen cannot do things like go to the shops without help (1) so she may think of herself as becoming dependent (1).</li> </ul> <p>Credit any other reasonable point.</p>	<b>(2)</b>

Question Number	<p>Indicative content</p> <p><i>A01 Candidates demonstrate relevant knowledge through demonstrating knowledge of social isolation as a result of reduced mobility. Credit up to 2 marks.</i></p> <p><i>A02 Candidates demonstrate application of knowledge and understanding through clear links between the impact of reduced mobility and how it can lead to the social isolation of individuals. Credit up to 4 marks</i></p>
<b>3 (b)</b>	<p>A01 Knowledge</p> <ul style="list-style-type: none"> <li>• Reduced mobility may mean Maureen is physically unable to travel distances</li> <li>• Reduced mobility may mean limited physical strength so can't drive</li> <li>• Being less mobile may mean it is harder to leave the house</li> </ul> <p>A02 Application</p> <ul style="list-style-type: none"> <li>• Reduced/no/limited contact with friends/family</li> <li>• Unable to be part of the local community</li> <li>• May miss out on going to clubs/groups/activities with others</li> </ul> <p>For example</p> <p>Not being able to leave the house due to limited physical strength and movement results in being unable to attend local activities, such as church which means they may not see their friends at events.</p> <p>Credit any other reasonable point.</p>

Question Number	<p>Indicative content</p> <p><i>A02 Candidates demonstrate application of knowledge and understanding through clear links between person-centred counselling and self-esteem. Credit up to 2 mark.</i></p> <p><i>A03 Candidates analyse <b>practicalities and possible benefits/problems</b> associated with person-centred therapy to help Maureen. Credit up to 3 marks.</i></p> <p><i>A04 Candidates evaluate their suggested issues and problems, giving some drawing a conclusion which is based on judgement of the <b>advantages and disadvantages</b> about whether this will benefit Maureen. Credit up to 3 marks.</i></p>
<b>*3(c)</b>	<p>AO2 Application</p> <ul style="list-style-type: none"> <li>• Clear links made between person-centred counselling and self-esteem/case study throughout the response</li> </ul> <p>AO3 Work-related issues/problems and A04 Evaluation</p> <ul style="list-style-type: none"> <li>• Non-directive; Maureen can discuss concerns relevant to her worries about reduced mobility and make choices about managing these concerns, but she may not get the answers that she is looking for</li> <li>• Client is active decision-maker; Maureen can decide which aspects of her low self-esteem to address first so she is empowered to manage her own care, but this may be overwhelming for her</li> <li>• Holistic; Maureen will be able to look at all aspects of herself, not just her mobility issues, but this may increase her low self-image if she discovers more worries than she had before</li> <li>• Valued; Maureen will feel that someone understands her concerns and worries about mobility and moving house, but this depends on Maureen being honest/open/trusting and sharing her concerns</li> <li>• Client led; Maureen can take the lead in her counselling, but this may be stressful or confusing for her</li> <li>• Talking therapy; Maureen may appreciate being able to talk to someone, especially if she is isolated due to mobility, but she may not be able to express her concerns if she is embarrassed</li> <li>• Relationship with counsellor; Maureen may feel comfortable and congruent with the counsellor, but she may feel patronised or that her concerns are not fully understood by counsellor</li> <li>• Promotes care values; this ensures Maureen is treated in a dignified way in the counselling session, but she may still feel upset/embarrassed by her reducing mobility/changes in her life</li> <li>• Access; person-centred counselling is available in most GP surgeries/locally, but Maureen may not be able to attend the counselling sessions due to her mobility issues</li> </ul> <p>Credit any other reasonable point.</p>

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Question Number	<p><b>Indicative content</b></p> <p><i>A02 Candidates demonstrate application of knowledge and understanding through clear links between psychodynamic approach and Maureen's attitude. Credit up to 1 mark.</i></p> <p><i>A03 Candidates give practicalities associated with psychodynamic explanations of behaviour. Credit up to 2 marks.</i></p> <p><i>A04 Candidates provide a discussion, concluding with how a psychodynamic approach explains behaviour. Credit up to 3 marks.</i></p>
<b>3(d)(i)</b>	<p>AO2 Application</p> <ul style="list-style-type: none"> <li>• Clear links between psychodynamic approach and Maureen's attitude towards moving to the residential complex throughout response</li> </ul> <p>AO3 Work-related issues/problems and AO4 Evaluation</p> <ul style="list-style-type: none"> <li>• Unconscious motives; the past experiences of her grandparents unconsciously affecting how she feels about care provision now, but her unconscious thoughts cannot be tested or proven</li> <li>• Denial; does not want to accept that she is becoming older or more frail so refuses to move home, however she may not want to move because she feels safer/knows neighbours at home</li> <li>• Repression; she has repressed fears of visiting a care home as a child causing her to not want to move, but her memories may be valid and she may have genuine negative experiences</li> <li>• Displacement; she may be uncomfortable/angry about getting older/reduced mobility and redirected this onto the care home, but this belittles genuine concerns she has about leaving her home</li> <li>• It reduces Maureen's behaviour to thought processes over which she has no control, so it is a negative/deterministic explanation of her behaviour</li> <li>• It explains underlying issues that could be affecting Maureen's ability to make decisions, so it gives goals to address/positive actions can be taken from explanation</li> </ul> <p>Credit any other reasonable point.</p>

Question Number	<p><b>Indicative Content</b></p> <p><i>AO2 Candidates demonstrate application of knowledge and understanding through clear links between care values and promotion of dignity. Credit up to 2 marks.</i></p> <p><i>AO3 Candidates analyse work-related issues associated with the Care Value Base and dignity in care settings. Credit up to 3 marks.</i></p> <p><i>AO4 Candidates evaluate and make judgements about how well the Care Value Base promotes dignity in care settings, drawing conclusions about how successfully dignity is promoted. Credit up to 4 marks.</i></p>
<b>*3(d)(ii)</b>	<p>AO2 Application</p> <p>Candidate responses should have a good or strong application to care settings and include practical examples drawn from the case study or other appropriate examples.</p> <p>AO3 Work-related issues/problems and A04 Evaluation</p> <ul style="list-style-type: none"> <li>• Empowerment; promotes dignity by enabling choice/independence, but may be restricted by care setting policies such as health and safety restrictions</li> <li>• Respect; promotes dignity by encouraging tolerance/acceptance of individuality/choice, but may be restricted by care setting practices such as set meal plans</li> <li>• Diversity; promotes dignity by accepting cultural/religious difference, but may be narrowed by limited staff understanding/ training/awareness of diverse needs in care setting</li> <li>• Equality; promotes inclusion/prevents marginalisation so people feel dignified, but if there is discrimination, such as gender bias in care setting activities, impact on dignity is reduced</li> <li>• Independence; carers can provide dignified care by allowing people to maintain as much independence as possible, but this is a problem if the person is unable to be as independent as they want for safety reasons, such as a person with significant dementia cooking unsupervised</li> <li>• Effective communication; by expressing views/beliefs/opinions on their own care dignity can be promoted, but this is a problem if there are communication difficulties, such as with some stroke sufferers</li> <li>• Rights; upholding individual and human rights promotes dignity as it encourages fairness/equality/respect, but if someone is possibly a danger to themselves, such as an elderly person with severe depression/mental health concerns, some rights may have to be limited so dignity is reduced</li> </ul> <p>Credit any other reasonable point.</p>

Level	Mark	Descriptor
Level 0	0	No rewardable material
Level 1	1-2	Limited or incomplete knowledge. Lacks detail with very little application or relevance. Limited level of clarity and self-expression. Limited attempt to address the question.
Level 2	3-4	Knowledge and understanding accurate. Relevant evidence presented. <b>Evaluation</b> partially developed but imbalanced or superficial.
Level 3	5-6	Demonstrates accurate knowledge and application. Argument supported by relevant evidence. Arguments developed using coherent chain of reasoning. Candidates demonstrate a grasp of competing arguments but may be imbalanced or superficial
Level 4	7-8	Demonstrates accurate knowledge and understanding. Argument supported by relevant evidence. Arguments developed using coherent chain of reasoning. Competing arguments present and logical, balanced <b>evaluation</b> is present. Displays integrated synthesis and transference of knowledge from other units/sources/evidence.