

Mark Scheme (Results)

January 2010

GCE

GCE Applied Health & Social Care (6949/01)



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GENERAL INTRODUCTION

Mark schemes are prepared by the Principal Examiners and revised, together with the relevant questions, by a panel of senior examiners and subject teachers. The schemes are further amended at the Standardisation meetings attended by all examiners. The Standardisation meeting ensures as far as possible that the mark scheme covers the candidates' actual responses to questions and that every examiner understands and applies it in the same way.

The schemes in this document are the final mark schemes used by the examiners in this examination and include the amendments made at the meeting. They do not include any details of the discussions that took place in the meeting, nor do they include all of the possible alternative answers or equivalent statements that were considered to be worthy of credit.

It is emphasised that these mark schemes are working documents that apply to these papers in this examination. Every effort is made to ensure a consistent approach to marking from one examination to another but each marking point has to be judged in the context of the candidates' responses and in relation to the other questions in the paper. It should not be assumed that future mark schemes will adopt exactly the same marking points as this one.

Edexcel cannot under any circumstances discuss or comment informally on the marking of individual scripts. Any enquiries about the marks awarded to individual candidates can be dealt with only through the official Enquiry about Results procedure.

Question Number	Answer	Mark
1(a)	<p>Two from:</p> <ul style="list-style-type: none"> • smoking is addictive • her parents smoke (and she lives at home) • her friends smoke/peer pressure 	2 marks

Question Number	Answer	Mark
1(b)(i)	<p>Level 1 : 1 - 2 marks Partial explanation. Candidate has a basic understanding of positive reinforcement. Answer is unlikely to be linked to the case study.</p> <p>Level 2 : 3 - 4 marks Full explanation. Candidate is able to demonstrate a good understanding of positive reinforcement. At the top end the answer is illustrated with an example from the case study.</p> <p>Possible answers:</p> <ul style="list-style-type: none"> • idea of reward • linked to good behaviour or eq. • behaviour is likely to be repeated • example from case study - her friends letting her go on holiday with them if she stops smoking 	4 marks

Question Number	Answer	Mark
1(b)(ii)	<p>Level 1 : 1 - 2 marks Partial explanation. Candidate has a basic understanding of negative reinforcement. Answer is unlikely to be linked to the case study.</p> <p>Level 2 : 3 - 4 marks Full explanation. Candidate is able to demonstrate a good understanding of negative reinforcement. At the top end the answer is illustrated with an example from the case study.</p> <p>Possible answers:</p> <ul style="list-style-type: none"> • idea of reward • after something unpleasant stops happening <p>Examples from case study:</p> <ul style="list-style-type: none"> • her clothes will not smell of smoke if she stops smoking • idea that she will be fitter/able to keep us with her friends when walking when she stops smoking 	4 marks

Question Number	Answer	Mark
1(c)	<p>Level 1 : 1 - 3 marks Candidate provides a list of effects but little or no explanation. Answer may not be linked to case study and /or no examples used.</p> <p>For example:</p> <ul style="list-style-type: none"> • idea of breathing problems • idea of heart problems • physical appearance or description of <p>Level 2 : 4 - 6 marks Candidate demonstrates a clear understanding of effect(s), with explanations. At the top end provides clear and logical explanations which are linked to the case study.</p> <p>For example:</p> <ul style="list-style-type: none"> • such as (lung) cancer • such as bronchitis • caused by the narrowing of the bronchioles • such as heart attacks/angina • caused by narrowing/blockage of coronary artery • reduction in life expectancy 	6 marks

Question Number	Answer	Mark
1(d)(i)	18	1 mark

Question Number	Answer	Mark
1(d)(ii)	<p>Three from:</p> <ul style="list-style-type: none"> • the percentages in both groups fell/60+ fell, but 16-19 fluctuation • the percentages for the 16-19 year olds was always more in any particular year • any further detail e.g. the reduction was more for the 60+ group / in 1998 the percentage for the 16-19 year olds rose 	3 marks

Question Number	Answer	Mark
1(e)	<p>Level 1 : 1 - 3 marks Candidates have a basic understanding of how a behaviourist approach might help to change behaviour. Candidates identify advantages or disadvantages.</p> <p>Level 2 : 4 - 7 marks Makes an attempt to evaluate how behaviourist strategies can be effective in changing behaviour. Candidates can identify some advantages and disadvantages. Must be reference to smoking.</p> <p>Level 3 : 8 - 10 marks Clear in-depth evaluation of how a behaviourist approach to behaviour modification may or may not work. Advantages and disadvantages of the approach discussed in some detail. At the top end candidates need to come to a conclusion, weighing up the arguments presented.</p> <p>For example: Advantages</p> <ul style="list-style-type: none"> • Simple idea to understand • Based on principle that reinforced behaviour will be repeated, rest will be extinguished • Approach is easy to put into practice • Generally quick results • Used to 'shape' behaviour • Avoids labelling • Behavioural approach is objective - easy to see relevant behaviour and agree when it is happening <p>Disadvantages</p> <ul style="list-style-type: none"> • Does not take account of what people think • Is not empowering for the individual • Deals with symptoms only, not the cause • Some critics see it as a form of punishment • Some critics see it as dehumanising with individuals merely responding to and repeating things that give them pleasure 	10 marks

Question Number	Answer	Mark
2(a)(i)	<ul style="list-style-type: none"> • idea of distorted/faulty/untrue/irrational thinking • based on limited evidence or no evidence / example from case study 	2 marks

Question Number	Answer	Mark
2(a)(ii)	<p>Level 1 : 1 - 2 marks Partial explanation. Candidates likely to have a limited understanding of external locus of control, with no example given.</p> <p>Level 2 : 3 - 4 marks Full explanation. Candidates should demonstrate a clear understanding of external locus of control, with explanation and a good example. They should make it clear that internal locus of control relates to the person themselves wanting to succeed because they feel it is important or worthwhile.</p> <p>Possible answers:</p> <ul style="list-style-type: none"> • Oscar feels that his live will not change / will not get better • he feels no control / is not willing to take control over his live • such people feel that their live will only be affected by others • the idea that things are down to fate 	4 marks

Question Number	Answer	Mark
2(b)(i)	<p>Level 1 : 1 - 2 marks Candidate lists one (1) or two (2) reasons why undertaking an assessment is important. Explanation is unlikely.</p> <p>For example</p> <ul style="list-style-type: none"> • Gain background information about the client/looks at current behaviour or situation • Identify individual needs/example from case study <p>Level 2 : 3 - 4 marks Candidate is able give two reasons as to why an assessment is important and gives an explanation.</p> <p>For example</p> <ul style="list-style-type: none"> • allows therapist to decide the most appropriate form of treatment • allows changes/improvements to be measured 	4 marks

Question Number	Answer	Mark
2(b)(ii)	<p>Level 1 : 1 - 3 marks Candidate has a basic idea of the principles of Cognitive Therapy and may give a simple explanation of why it might not work. Answer may not be linked to case study and /or no examples used.</p> <p>For example:</p> <ul style="list-style-type: none"> • to do with the way people think • therapy tries to change thinking • some people may not want to change the way they think <p>Level 2 : 4 - 6 marks Candidate demonstrates a clear understanding of the principles of Cognitive Therapy. At the top end provides clear explanations of why it might not work that are linked well to the case study.</p> <ul style="list-style-type: none"> • emotional problems are the result of negative and distorted thinking • they arise out of dysfunctional beliefs • therapy aims to change this negative and distorted thinking • this can be done by getting people to talk about and 're-examine' their own beliefs • might not work for Oscar as he is so depressed he does not feel he will ever get better • he may not be able to talk about how he feels 	6 marks

Question Number	Answer	Mark
2(c)(i)	<p>Level 1 : 1 - 2 marks Candidate is able to list one (1) or two (2) reasons but provides little or no explanation.</p> <p>Level 2 : 3 - 4 marks Candidate is able to list two reasons and describes one (3) or both (4) briefly. For example</p> <ul style="list-style-type: none"> • idea that our behaviour may be hereditary/from parents • genes code for our characteristics/the way we are • example • behaviour may also be affected by the environment/ surroundings/ other people 	4 marks

Question Number	Answer	Mark
2(c)(ii)	<p>Level 1 : 1 - 3 marks Candidate identifies some advantages or disadvantages of Family Therapy but these are not linked to the case study/depression.</p> <ul style="list-style-type: none"> • family therapy allows the whole family to be involved • family therapy takes a lot of time to be effective <p>Level 2 : 4 - 7 marks Candidate can identify some advantages and disadvantages of family therapy. Candidate should make some links to the case study/depression. Credit should be given to candidates who make good links but who may not fully consider the advantages and disadvantages.</p> <p>Level 3 : 8 - 10 marks Advantages and disadvantages of approach discussed in some detail and these are clearly linked to the case study /depression. At the top end candidates need to come to a conclusion, weighing up the arguments presented.</p> <p>For example: Advantages</p> <ul style="list-style-type: none"> • family therapy could address any problems Oscar has in his relationship with other family members • everyone in the family could be involved • it could lead to a new and supportive relationship between Oscar and the rest of the family • would help other family members have a greater understanding of Oscar's problems • the family may be able to help Oscar <p>Disadvantages</p> <ul style="list-style-type: none"> • family therapy may take control away from Oscar • Oscar will need an 'expert' to help him • there may be difficulties in accessing appointments - waiting lists, travel problems, work commitments • may be labelled as a 'problem' family 	10 marks

Question Number	Answer	Mark
3(a)(i)	<p>Level 1 : 1 - 2 marks Partial explanation. Candidate makes basic statements about empowerment. They may be a simple example.</p> <p>Level 2 : 3 - 4 marks Full explanation. Candidate is able to show a good understanding of empowerment. They should give a good example.</p> <p>For example:</p> <ul style="list-style-type: none"> • part of the care value base • enable/encourage/give opportunities/teach skills • idea that someone take charge of their lives • example of empowerment, e.g. make decisions • example of what to wear / when to go to bed etc. 	4 marks

Question Number	Answer	Mark
3(a)(ii)	<p>Level 1 : 1 - 3 marks Candidates will make a few statements about advantages of being treated with dignity and/or being respected as much as possible but they may not relate specifically to people in a hospice. Explanations will be missing.</p> <p>Level 2 : 4 - 6 marks At the bottom end of the range, candidates should give advantages of being treated with dignity and respect along with some explanation, but these may be unclear. At the top end of the range, there should be some evidence of basic discussion.</p> <p>Level 3 : 7 - 8 marks Candidates should give clear advantages of being treated with dignity and being respected as much as possible, accompanied by explanations. The material should all be relevant to people in a hospice. There will be clear evidence of discussion skills.</p> <p>Possible answers:</p> <ul style="list-style-type: none"> • people in a hospice are usually dying soon • they may not be able to do many things for themselves • they may be distressed /embarrassed • they may soil themselves / wet the bed • being treated with dignity means that little will be made of these basic problems • many people in a hospice will feel proud • they may have had important jobs • they may be private people and not want to talk • being respected means that their wishes will be adhered to • they will be treated as though they are very important people • retain status in an institutionalised environment • clients will still feel they have some control over their lives • background information relating to hospice 	8 marks

Question Number	Answer	Mark
3(b)(i)	<p>Level 1 : 1 - 2 marks Partial explanation. Candidate makes basic statements about the psychodynamic approach.</p> <p>Level 2 : 3 - 4 marks Full explanation. Candidate is able to show a good understanding of the psychodynamic approach.</p> <p>Possible answers:</p> <ul style="list-style-type: none"> • we are influenced by things we are not aware of/unconscious thoughts • we have three states of mind (id, ego and superego) • reference to psycho-sexual stages/childhood experiences • uses techniques to reach repressed thoughts • bring repressed thoughts into consciousness so they can be discussed 	4 marks

Question Number	Answer	Mark
3(b)(ii)	<p>Level 1 : 1 - 2 marks Partial explanation. Candidate makes basic statements about the humanistic approach.</p> <p>Level 2 : 3 - 4 marks Full explanation. Candidate is able to show a good understanding of the humanistic approach.</p> <p>Possible answers:</p> <ul style="list-style-type: none"> • involves unconditional regard /or description of • involves genuineness / or description of • involves empathy / or description of • therapist does not give answers/tell client what to do 	4 marks

Question Number	Answer	Mark
3(b)(iii)	<p>Level 1 : 1 - 3 marks Candidate identifies some advantages of the psychodynamic approach or advantages of the humanistic approach, but these may not be linked to the case study/depression.</p> <p>Level 2 : 4 - 7 marks Candidate can identify some advantages of the psychodynamic approach and advantages of the humanistic approach. At the higher end of the mark band candidate makes some links to the case study/depression example and make some comparisons. Credit should be given to candidates who make good links but who may not fully consider the advantages of both therapies.</p> <p>Level 3 : 8 - 10 marks Advantages of both approaches are discussed in some detail and these are clearly linked to the case study /depression. Clear comparisons between the approaches are made. At the top end candidates need to come to a conclusion, weighing up the arguments presented.</p> <p>Advantages of a psychodynamic approach:</p> <ul style="list-style-type: none"> • approach relevant to the problem, e.g. client may not know what is causing the problem • may uncover unconscious reasons for Marilyn's depression • reasons for the depression may lie in the past • deals with underlying causes, not surface behaviour • other methods don't seem to have worked for Marilyn <p>Advantages of a humanistic approach:</p> <ul style="list-style-type: none"> • counsellor is not intrusive - non-directive • thus client is given the opportunity to talk • client may enjoy talking to someone who is not family or friend • easier to talk to someone sympathetic 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) 	10 marks

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