

Mark Scheme (Results)

Summer 2013

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.

Question Number	Answer	Mark
1(a)	Two from: <ul style="list-style-type: none"> • He gets lots of attention from his parents; • Example, such as when Tim comes home; • He gets to 'help' with Josie; • Tim reads him a bedtime story each night 	(2)

Question Number	Indicative content	
1(b)	<ul style="list-style-type: none"> • Idea of interacting with others; • when young/example of who, such as parents/carers/siblings/members of extended family; • Finlay playing with other children at playgroup; • letting them share his toys; 	
Level	Mark	Descriptor
	0	No rewardable material
1	1–2	Candidate has a basic understanding of the term early socialisation. Answer is not linked to case study. Or, there may just be an example given,
2	3–4	Candidate is able to demonstrate a good understanding of the term early socialisation. At the top end the answer is illustrated with a clear example from the case study.

Question Number	Indicative content	
1(c)(i)	<ul style="list-style-type: none"> • Idea of distorted/faulty/irrational thinking; • Based on limited evidence or no evidence; • Finlay believing that his teeth will fall out if he brushes them too much; • It is all in his imagination/he does not know this for real; 	
Level	Mark	Descriptor
	0	No rewardable material
1	1–2	Candidates may describe dysfunctional beliefs but not give a relevant clear example. Conversely, they relate to the case study, but not make it clear they understand the concept of dysfunctional beliefs clearly.
2	3–4	Candidates will make it clear that they understand the concept of dysfunctional beliefs. They will also relate to the case study.

Question Number		Indicative content
1(c) (ii)		<p>Principles of a cognitive (cognitive-behavioural) approach:</p> <ul style="list-style-type: none"> • 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 – arising out of dysfunctional beliefs; • If we can change this negative and distorted thinking, we will help people to overcome their emotional and behavioural problems; <p>Advantages of cognitive (cognitive-behavioural) approach:</p> <ul style="list-style-type: none"> • Structured/clear goals/measurable outcomes; • Non-threatening; • Basic ideas are simple to understand; • Gives strategies for self-help themselves; • Works well with stress/anxiety; <p>Disadvantages of cognitive (cognitive-behavioural) approach:</p> <ul style="list-style-type: none"> • 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 cannot express feelings. • May not work with young children; • Clients may not want to talk about problems; <p>Credit responses that use alternative theories to evaluate this approach.</p> <p>Credit any other acceptable responses.</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Candidates identify a few advantages or disadvantages of a cognitive (cognitive-behavioural) approach but these are not linked to the case study/children. There may just be a description of the theory. SPG may be limited.
2	4-7	Candidates identify advantages and/or disadvantages of a cognitive (cognitive-behavioural) and these are linked to the case study/children. Candidates at the higher end of the mark band make links to the case study/children and consider advantages and disadvantages of the approach. There may be some mistakes with SPG.
3	8-10	Candidates give relevant advantages and disadvantages of the approach and these are linked to the case study/children. It should be very clear that the principles of the approach are understood. There should be few mistakes with SPG.

Question Number		Indicative content
1(d)		<p>Early relationships: e.g.</p> <ul style="list-style-type: none"> • Early bonding with mother and father; • Examples of what this bonding may entail[• If mother or father absent or not able to bond, there should be bonding with a key carer; • Reference to Bowlby's theory of attachment; <p>Adult relationships: e.g.</p> <ul style="list-style-type: none"> • Ability to form close relationships; • With a husband/wife/partner; • Ability to understand the other person's point or view or wishes; • Relationships should not be overpowering / stifling / obsessive; • Ability to form professional relationships; <p>Adult behaviour: e.g.</p> <ul style="list-style-type: none"> • Should behave in a polite and civil way towards others; • Should respect other people's differences; • Ability to be compassionate; • Ability to forgive; <p>Credit responses that use alternative theories to evaluate this approach. Credit any other acceptable responses.</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Candidates a basic response focusing on early relationships but may not fully relate these to adult relationships or behaviour. There is unlikely to be clear examples/links to the case study. SPG may be limited.
2	4-7	Candidates should identify relevant influences of early relationships on adult relationships and/or behaviour. There should be links to the case study and/or clear examples given. Candidates at the higher end of the mark band will cover both adult relationships and behaviour and will introduce theoretical concepts. There may be some mistakes with SPG.
3	8-10	Candidates will examine a variety of influences of early relationships and make clear links to both adult relationships and behaviour. There should be clear reference to the case study and/or clear relevant examples/theoretical concepts given that illustrate the points being made. There should be few mistakes with SPG.

Total for Question 1 – 30 marks

Question Number		Indicative content
2(a)(i)		<ul style="list-style-type: none"> • He is very independent; • He likes to cook, something he did not appear to do before; • He goes walking and sees it as a way of keeping fit; • He enjoys the company of friends, e.g. playing dominoes; • He is pleased that he has kept so well for most of his life;
Level	Mark	Descriptor
0	0	No rewardable material
1	1-2	Candidates will give a few basic suggestions, identifying reasons given in the case study. Or, they may give one reason, but amplify it.
2	3-4	Candidates should give at least two reasons from the case study and explain how those show Hugh's positive outlook on life.

Question Number		Indicative content
2(a)(ii)		<p>Possible suggestions:</p> <ul style="list-style-type: none"> • Exercise more; • Amplification – go for a short walk each day/ join a walking club/gym; • Result should be to feel more fit; • Socialise more/go out with friends; • Amplification – join in more activities, such as playing dominoes; • Should take mind off problems; • Be more independent; • do own shopping/cleaning/cooking; • Should gain a sense of achievement; • Such activities should bring about a change to be more positive in thinking; • Development of a can-do attitude; <p>Credit any other reasonable responses</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Candidates will give a few basic statements of how Hugh might influence his friends to have a more positive outlook on life. Or, they may give one reason, but amplify it.
2	4-6	Candidates should give detailed suggestions and these must link to the case study to explain how those show Hugh influence his friends to have a more positive outlook on life. They may introduce theory at the top end of this level.

Question Number		Indicative content
2(b)		e.g. <ul style="list-style-type: none"> • Treating service users as individuals; • Taking into account their points of view; • Allowing service users choice; • Taking into account their customs/religion/preferences; • Dignity comes from respect • Makes them feel wanted or valued; • Example such as calling them by their proper titles/names; • Not talking to elderly people as if they were stupid, etc;
Level	Mark	Descriptor
	0	No rewardable material.
1	1-2	Partial explanation. Candidates may describe dignity, but are unlikely to make a clear link to the case study of service user in a residential care home or give any clear explanation.
2	3-4	Full explanation. Candidates should give a clear description and explanation of how dignity might have its effect. All the material should be relevant to a service user in a residential care home.

Question Number		Indicative content
2(c)		Answers may include: <ul style="list-style-type: none"> • Individual needs and choices appears to be better for the elderly. • No poor and 8.8% are adequate. • So does support the claim. • Lifestyle also appears to be better for the elderly. • No poor and 9.1% are adequate. • So does support the claim. • Personal and healthcare support appears to be a little better for people with learning difficulties. • No poor, less adequate (by 0.8%), less good (by 2.7%) • Slightly more (by 0.8%) elderly are excellent (23.8%) • So claim is not supported. • Overall, the statement is supported; over 90% of good and excellent (in lifestyle and individual needs and choices).
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Candidates are likely to make reference to between 1 and 2 pieces of evidence. Candidate are unlikely to give evidence against the claim.
2	4-6	Candidates should make reference to 3 or more pieces of evidence, discussing how each supports the statement or not. At the top end of the level candidates are likely to address evidence for and against the claim. For full marks, there should be an overall conclusion as to whether the claim is true or not.

Question Number		Indicative content
2(d)		<p>Principles of a humanistic (person-centred) approach:</p> <ul style="list-style-type: none"> • works on the principle of letting a person talk; • in a completely unthreatening environment; • 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; <p>Evaluation of using approach with elderly people e.g.:</p> <ul style="list-style-type: none"> • May understand the approach; • May be aware that they have some problems; • May not feel comfortable taking about their problems as counsellor likely to be younger; • May value the time that someone is giving to listen to them; • May not feel they have an issue that needs support; <p>Evaluation of using approach with people who have learning disabilities e.g.:</p> <ul style="list-style-type: none"> • May not have any understanding what is expected of them; • May not have the language skills to communicate effectively; • May be less uncomfortable talking to someone they are not close to; • May not feel inhibited about talking about themselves; • May prefer a directive counselling/strategies;
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Candidates will make a few basic statements about a humanistic (person-centred) approach, but will not distinguish the application of this clearly between the elderly and people who have learning disabilities. Evaluation may not be clear. SPG may be limited.
2	4-7	At the bottom end of the range, candidates are likely to give some evaluations of using the approach with either the elderly or with people who have learning disabilities. At the top end, they should give evaluations of using such an approach with both the elderly and with people who have learning disabilities. There may be some mistakes with SPG.
3	8-10	Candidates should make several points of comparison between using the approach with the elderly and with people who have learning disabilities and give clear evaluations. There should be few mistakes with SPG.

Question Number		Indicative content
3(a)		<p>Responses must refer to difficulties Patrick may be having.</p> <p>Possible responses:</p> <ul style="list-style-type: none"> Patrick was bullied at school (1) and may have low self esteem/trust issues/low self confidence in relationships (1) Patrick may be having a mid-life crisis (1) and this can be affecting how he views his future with Brenda/past experiences (1) <p>Credit any other acceptable response</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Candidates will give a few basic suggestions, identifying reasons given in the case study. Or, they may give one reason, but amplify it.
2	3-4	Candidates should give at least two developed reasons from the case study clearly linked to relationships.

Question Number	Answer	Mark												
3(b)(i)	<p>Answers may have alternative similar meanings</p> <table border="1" style="margin-left: 40px;"> <tr> <td></td> <td>Yes</td> <td></td> </tr> <tr> <td>Immediate satisfaction</td> <td></td> <td></td> </tr> <tr> <td></td> <td>Reality principle</td> <td></td> </tr> <tr> <td></td> <td></td> <td>Overly moral behaviour</td> </tr> </table>		Yes		Immediate satisfaction				Reality principle				Overly moral behaviour	(4)
	Yes													
Immediate satisfaction														
	Reality principle													
		Overly moral behaviour												

Question Number		Indicative content
3(b)(ii)		<p>Principles of transactional analysis:</p> <ul style="list-style-type: none"> • Mention of interactions between people; • Therapist interprets interactions; • Reference to Berne's 4 'OK' states • Links to "strokes" • Reference to ego-states <p>Credit any other acceptable response</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Candidates should have a basic understanding of the principles of transactional analysis. There may be little or no information about how this could be used to treat relationship problems.
2	3-4	Candidate should demonstrate a good understanding of the principles of transactional analysis and give examples of how it would be used to treat relationship problems.

Question Number	Indicative content	
3(b)(iii)	<p>Principles of a psychodynamic approach:</p> <ul style="list-style-type: none"> • People may not understand why they have dysfunctional beliefs; • Could be something to do with their early childhood; • Psychotherapist uses interpretation / analysis of dreams / free association to understand his unconscious thoughts; • Provides people who have relationship problems with insight to allow them to change their behaviour. <p>Advantages of psychodynamic approach:</p> <ul style="list-style-type: none"> • Approach relevant to the problem e.g. something to do with early childhood; • May uncover unconscious reasons for having relationship problems/have dysfunctional beliefs; • Deals with underlying causes, not surface behaviour; <p>Disadvantages of psychodynamic approach:</p> <ul style="list-style-type: none"> • Highly specialised approach/needs qualified psychotherapist; • People who have relationship problems must want to change their behaviour; • They must be able to discuss their feelings & behaviour; • May be long and expensive; • Underlying ideas are complex and difficult for others to understand; • Method has no scientific basis 	
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Candidates identify some advantages or disadvantages of the approach but these are not linked to someone who has relationship problems. SPG may be limited.
2	4-6	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 some links to someone who has relationship problems. Credit should be given to candidates who make good links but who may not fully consider the advantages or disadvantages of the approach. There may be some mistakes with SPG.
3	7-8	Candidates give relevant advantages and disadvantages of the approach and these are linked to relationship problems. It should be very clear that the principles of the approach are understood. There is likely to be an overall conclusion. There should be few mistakes with SPG.

Question Number		Indicative content
3(c)		<p>For example:</p> <p>Advantages</p> <ul style="list-style-type: none"> • Family Therapy could address any problems a person with relationship problems has with other family members; • Everyone in the family could be involved; • It could lead to a new and supportive relationship between the person with relationship problems and the rest of the family; • Would help other family members have a greater understanding of the person with relationship problems; • The family may be able to help the person with relationship problems <p>Disadvantages</p> <ul style="list-style-type: none"> • Family Therapy may take control away from the person with relationship problems; • A person with relationship problems 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.
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p>Candidate identifies some advantages or disadvantages of Family Therapy but these are not linked to the case study/relationship problems.</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>SPG may be limited.</p>
2	4-7	<p>Candidate can identify some advantages and disadvantages of Family Therapy. At the higher end of the mark band candidate makes some links to the case study/ relationship problems example. Credit should be given to candidates who make good links but who may not fully consider the advantages and disadvantages. There may be some mistakes with SPG.</p>
3	8-10	<p>Advantages and disadvantages of approach discussed in some detail and these are clearly linked to the case study/ relationship problems. At the top end candidates need to come to a conclusion, weighing up the arguments presented. There should be few mistakes with SPG.</p>

Total for Question 2 – 30 marks
Total for Paper – 60 marks

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