

# Mark Scheme (RESULTS) January 2008

GCE

## GCE Applied Health and Social Care (6949/01)

Question Number	Answer	Mark
1 (a)	<ul style="list-style-type: none"> <li>• Behaviour is learned</li> <li>• Focus on observable behaviour</li> <li>• positive/negative reinforcement</li> <li>• linked to behaviour being repeated/stopped</li> </ul>	max 2

Question Number	Answer	Mark
1 (b)	<p><b>Level 1 response (1-2 marks)</b> Candidates identify 2 features of an <b>initial</b> assessment of describe one.</p> <p><b>Level 2 response (3-4 marks)</b> For three marks candidates identify two features and describe one fully. For four marks candidates identify and describe two fully.</p> <p><b>Examples could include:</b></p> <ul style="list-style-type: none"> <li>• Observing Joshua to obtain information</li> <li>• Identifying what happens just before the behaviour - possible cause</li> <li>• Observing the type of behaviour demonstrated</li> <li>• Identifying what happens after the behaviour</li> <li>• Making a record of what she observes</li> </ul>	max 4

Question Number	Answer	Mark
1 (c)	<p><b>Level 1 response (1 - 3 marks)</b> Candidates give mainly description with little or no explanation:</p> <ul style="list-style-type: none"> <li>• Temper tantrums</li> <li>• Rachel cuddling him</li> <li>• Rachel shouting at him</li> </ul> <p><b>Level 2 response (4 - 6 marks)</b> Candidates relate theory of reinforcement to case study:</p> <ul style="list-style-type: none"> <li>• Joshua may have temper tantrums to seek attention</li> <li>• Rachel cuddling and shouting at him gives him attention</li> <li>• Attention reinforces behaviour</li> <li>• Behaviour is repeated</li> </ul>	max 6

Question Number	Answer	Mark
1 (d)(i)	<ul style="list-style-type: none"> <li>• Respecting and promoting individual's rights</li> <li>• Empowerment</li> </ul>	max 1

Question Number	Answer	Mark
1 (d)(ii)	<p><b>Any one of the following for 1 mark:</b></p> <ul style="list-style-type: none"> <li>• Maintaining confidentiality</li> <li>• Promoting effective communication</li> <li>• Promoting anti-discriminatory practice</li> <li>• Acknowledging individual's personal beliefs and identities.</li> </ul> <p><b>Description for a further 2 marks:</b> e.g. Maintaining confidentiality means not disclosing information about an individual to a third party (1) without the permission of that individual. (2).</p>	max 3

Question Number	Answer	Mark
1 (d)(iii)	<p><b>Level 1 response (1-2 marks)</b> Candidates have a basic understanding of a 'time-out'. Limited example is given to illustrate answer. Likely to be just description.</p> <p><b>Level 2 response (3-4 marks)</b> Candidates are able to explain the time out strategy and give an appropriate example to illustrate answer.</p> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• Time out means removing someone from all sources of social reinforcement</li> <li>• Often used to extinguish unwanted behaviour</li> <li>• Sitting Joshua in a corner for a short period of time</li> <li>• Idea of calming down/reflection on inappropriate behaviour</li> </ul>	max 4

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

Question Number	Answer	Mark
2 (a)	<ul style="list-style-type: none"> <li>• Trend for boys and/or girls (over the 6 years) is upwards</li> <li>• (In all five years) the percentage of obesity is greater in girls than boys</li> </ul>	2

Question Number	Answer	Mark
2 (b)(i)	<ul style="list-style-type: none"> <li>• How we feel about ourselves (1)</li> <li>• Amplification e.g. how we value ourselves/part of our self-concept (1)</li> </ul>	2

Question Number	Answer	Mark
2 (b)(ii)	<p><b>Level 1 response (1 - 2 marks)</b> Candidates are likely to just identify simple statements relating to bullying.</p> <p><b>Level 2 response (3 - 4 marks)</b> Simple consequences of bullying.</p> <p><b>Level 3 response (5 - 6 marks)</b> In depth understanding of the consequences.</p> <p><b>Possible identification for low self esteem:</b> e.g.</p> <ul style="list-style-type: none"> <li>• Bullied at last school</li> <li>• Perceived as being overweight</li> </ul> <p><b>Possible consequences for low self esteem:</b></p> <ul style="list-style-type: none"> <li>• How they see themselves compared to others</li> <li>• Link to eating disorders</li> <li>• Link to self-harming</li> </ul> <p><b>Dealing with consequences</b></p> <ul style="list-style-type: none"> <li>• Easier to deal with pain</li> <li>• Idea of being in control of this</li> </ul>	max 6

Question Number	Answer	Mark
2 (c)(i)	Knowing that cognitive refers to thinking (1). What we think determines what we feel and do (2).	2

Question Number	Answer	Mark
2 (c)(ii)	<p><b>Level 1 response (1- 2 marks)</b> Candidate demonstrates a basic understanding of Distorted Thinking by listing one or two features. No explanation is given.</p> <p><b>Level 2 response (3 - 5 marks)</b> Candidate is able to list and describe two features with some link to case study/explanation</p> <p><b>Level 3 response (6 - 8 marks)</b> In addition, for six marks there should be clear links to case study. For 7.8 marks, clear in-depth explanation of two features of distorted thinking.</p> <p><b>Features:</b> Draws irrational conclusions Idea of hypersensitivity Personalise events and things Dysfunctional beliefs</p> <p><b>Explanations:</b></p> <ul style="list-style-type: none"> <li>• Draws irrational conclusions which are illogical and are not supported by evidence. Sometimes these conclusions can be chained together. Because classmates felt she was worthless, it meant she was no good at anything</li> <li>• Over generalisation drawing sweeping conclusions from very limited evidence</li> <li>• Personalise events and/or things. Feels that when things go wrong it must be their fault</li> <li>• Dysfunctional beliefs, i.e. beliefs that are faulty and unhelpful</li> </ul>	max 8

Question Number	Answer	Mark
2 (d)	<p><b>Level 1 response (1 - 3 marks)</b> Candidates have a basic understanding of how a Cognitive Behaviour approach might help to change behaviour. Answer may not relate to Chelsea. Candidates identify advantages or disadvantages.</p> <p><b>Level 2 response (4 - 7 marks)</b> Makes an attempt to evaluate how cognitive behaviour strategies can be effective in changing behaviour. Makes specific reference to case study. Candidates can identify some advantages and disadvantages.</p> <p><b>Level 3 response (8 - 10 marks)</b> Clear in-depth evaluation of how a cognitive behaviour approach to behaviour modification may or may not work. Advantages and disadvantages of case study discussed in some detail. At the top end candidates need to come to a conclusion, weighing up the arguments presented.</p> <p><b>For example:</b> <b>Advantages</b></p> <ul style="list-style-type: none"> <li>• Structured way of understanding and changing behaviour</li> <li>• Key ideas are clear and easy to understand</li> <li>• Makes sense to many people</li> <li>• Pays careful attention to what the client says</li> <li>• Requires no interpretation of what client says - therapist just accepts it on face value</li> <li>• Approach is easy to learn, therefore clients can learn the techniques for themselves and apply to other areas of their life</li> <li>• Encourages empowerment</li> <li>• Relatively quick(not quick-fix) and cost effective</li> </ul> <p><b>Disadvantages</b></p> <ul style="list-style-type: none"> <li>• 'Talking therapy' therefore may not be suitable for people with limited language skills</li> <li>• Does not deal with the underlying cause</li> <li>• Can only deal with one dysfunctional belief at a time</li> <li>• Studies have shown mixed results when compared to other forms of treatment</li> </ul>	max 10

Question Number	Answer	Mark
3 (a)	<p>Features:</p> <ul style="list-style-type: none"> <li>• Unconditional positive regard</li> <li>• Empathy</li> <li>• Genuineness</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>• Unconditional Positive Regard (1) is to accept and respect each person or be non-judgemental. (2)</li> <li>• Empathy (1) involves trying to step into the client's shoes to see and experience the world as they do. (2)</li> <li>• Genuineness (1) means to give something of yourself within a therapeutic relationship. (2)</li> </ul>	max 4

Question Number	Answer	Mark
3 (b)	<ul style="list-style-type: none"> <li>• When what a person reveals involves breaking the law or planning to do so.</li> <li>• Example such as murder</li> <li>• Harm</li> <li>• To whom e.g. themselves or others</li> </ul> <p><i>2 marks for identification of any two of the above additional 2 marks for identification + description</i></p>	max 4

Question Number	Answer	Mark
3 (c)	<p><b>Level 1 response (1 - 2 marks)</b> Candidate is able to give a definition of one (1) or both (2) aspects but no explanation is given or defines one and gives an explanation.</p> <p><b>Level 2 response (3 - 4 marks)</b> Candidate defines both aspects and is able to describe one (3) or both (4).</p> <p><b>For example:</b> Someone with an external locus of control feels that they have little control over events (1). This means that events are down to fate or occur through chance (2), whereas someone with an internal locus of control feels that they are able to influence events (3) because they have control over what is happening to them. (4)</p>	max 4

Question Number	Answer	Mark
3 (d)	<p><b>Level 1 response (1 - 3 marks)</b> Candidates have a basic understanding of a Person Centred approach. Candidates identify advantages or disadvantages.</p> <p><b>Level 2 response (4 - 7 marks)</b> Makes an attempt to evaluate how a Person Centred approach can be effective in changing behaviour. Candidates can identify some advantages and disadvantages.</p> <p><b>Level 3 response (8 - 10 marks)</b> Clear in-depth evaluation of how a Person Centred approach to behaviour modification may or may not work. Advantages and disadvantages of approach discussed in some detail. At the top end candidates need to come to a conclusion, weighing up the arguments presented.</p> <p><b>For example:</b> <b>Advantages</b></p> <ul style="list-style-type: none"> <li>• Approach is 'non directive' - counsellors are not intrusive</li> <li>• Therapists meet clients as 'equals'</li> <li>• Therapists do not set themselves up as 'experts'</li> <li>• Does not require a diagnosis</li> <li>• Avoids labelling</li> <li>• Upholds key aspects of the Care Value Base <ul style="list-style-type: none"> <li>○ Acknowledges individuals beliefs and identities</li> <li>○ Promotes and supports their rights</li> <li>○ Promotes anti-discriminatory practice</li> <li>○ Promotes effective communication</li> <li>○ Encourages empowerment</li> </ul> </li> </ul> <p><b>Disadvantages</b></p> <ul style="list-style-type: none"> <li>• Key terms are difficult to understand</li> <li>• Requires high degree of motivation on part of client</li> <li>• Requires good communication skills</li> <li>• Client may expect to be given advice</li> </ul>	<p style="text-align: right;"><b>max 10</b></p>

Question Number	Answer	Mark
3 (e)	<p><b>Level 1 response (1 - 3 marks)</b> Candidate has a basic understanding of attachment theory but provides no explanation.</p> <p><b>Level 2 response (4 - 6 marks)</b> Candidate demonstrates an understanding of attachment theory and can illustrate their answer with an example from current care practice.</p> <p><b>Level 3 response (7 - 8 marks)</b> Candidate demonstrates a more detailed understanding of attachment theory and good links to examples of how this has affected current care practice.</p> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>• Attachments made as children affect our relationships as adults</li> <li>• If children and parents are separated this can affect the bond between them</li> <li>• Hospitals make it easier for parents to visit and stay with their children</li> <li>• Social workers try to keep children with their birth parents</li> <li>• Parents are now encouraged to stay in hospital if their baby is on SCBU</li> <li>• Mothers are given their baby straight after delivery to cuddle</li> </ul>	max 8

TOTAL FOR PAPER: 90 MARKS