

Mark Scheme (RESULTS)

Summer 2008

GCE

GCE Applied Health & Social Care (6949/01)

| Question Number | Answer | Mark |
|-----------------|--------|--------|
| 1(a)(i) | 1996 | 1 mark |

| Question Number | Answer | Mark |
|-----------------|--------|--------|
| 1(a)(ii) | 9 | 1 mark |

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|-----------------|---|---------|
| 1(a)(iii) | <p>Level 1 : 1 - 2 marks May just provide description of each graph separately or give a limited comparison.</p> <p>Level 2 : 3 - 4 marks Provides a direct comparison between girls and boys for both years / trends. Should make reference to specific figures.</p> <p>Possible answers:</p> <ul style="list-style-type: none"> • Average consumption has stayed the same for boys over the six years / risen and then steadied or fallen • Average consumption has risen (by 2 units per week) for girls • Idea that boys consumption always higher than girls • Reference to specific figures for both | 4 marks |

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| 1(b) | <p>Level 1 : 1 - 2 marks Candidate has a basic understanding of Social Learning theory. Answer is not linked to case study.</p> <p>Level 2 : 3 - 4 marks Candidate is able to demonstrate understanding of Social Learning theory. At the top end the answer is illustrated with examples from the case study.</p> <ul style="list-style-type: none"> • Idea of learning from others / copying • Nicola observes and copies her friends' drinking (case study example) • Idea of peer pressure /specialist language • Wanting to 'fit in' / feel accepted | 4 marks |

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| 1(c)(i) | <p>Level 1 : 1 - 2 marks Candidate identifies one or two key features of unconditional positive regard but provides no explanation or may identify one feature and an explanation.</p> <p>For example:</p> <ul style="list-style-type: none"> • Idea of acceptance • Respect • Non-judgemental • Forming a bond <p>Level 2 : 3 - 4 marks Candidate provides an explanation each of the two features identified.</p> <p>For example: Unconditional positive regard means that the person is accepted and respected for who they are without the therapist/carer making judgements or expressing approval or disapproval.</p> | 4 marks |

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| 1(c)(ii) | <p>Level 1 : 1 - 3 marks Candidate provides a list of factors 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"> • Steps into client's shoes • Idea that counsellor is them self. <p>Level 2 : 4 - 6 marks Candidate demonstrates a clear understanding of both empathy and genuineness and at the top end provides a clear and logical explanations which are linked to the case study.</p> <p>For example:</p> <ul style="list-style-type: none"> • Empathy involves trying to step into someone's shoes and see the world as they do • Counsellor will try and feel what Nicola is feeling and will let Nicola know this through: <ul style="list-style-type: none"> ○ Non-verbal signals ○ Response to Nicola ○ Active listening | 6 marks |

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| 1(d) | <p>Level 1 : 1 - 3 marks Candidate has a basic understanding of a Person Centred approach. Answer is not linked to Nicola. Candidate identifies advantages or disadvantages.</p> <p>Level 2 : 4 - 7 marks Makes an attempt to evaluate how a Person Centred approach can be effective in changing behaviour. Makes specific reference to Nicola / alcohol in answer. Candidate can identify some advantages and disadvantages.</p> <p>Level 3 : 8 - 10 marks 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. Clear reference to Nicola's situation seen / alcohol. At the top end candidate comes to a conclusion, weighing up the arguments presented.</p> <p>For example:</p> <p>Advantages</p> <ul style="list-style-type: none"> • Approach is non-directive - counsellors are not intrusive • Therapists meet clients as 'equals' • Therapists do not set themselves up as experts • Does not require a diagnosis • Avoids labelling • Nicola may enjoy the opportunity to talk to someone detached, not family or friend. • Upholds key aspects of the Care Value Base. <p>Disadvantages</p> <ul style="list-style-type: none"> • Key terms are difficult to understand • Requires high degree of motivation on part of client • Requires good communication skills • Nicola may expect to be given advice. | 10 marks |
| Total 30 marks | | |

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| 2(a)(i) | <ul style="list-style-type: none"> • Idea of organising / packaging thoughts / information • About themselves / things around them / example | 2 marks |

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| 2(a)(ii) | <ul style="list-style-type: none"> • Idea of distorted / faulty / irrational thinking • Based on limited evidence or no evidence / example from case study | 2 marks |

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| 2(b) | <p>Level 1 : 1 - 2 marks Candidate lists one (1 mark) or two (2 marks) reasons why undertaking an assessment is important. Explanation is unlikely.</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 to give two reasons as to why an assessment is important and gives an explanation.</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 |

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| 2(c) | <p>Level 1 : 1 - 2 marks Basic indication of why homework is important.</p> <ul style="list-style-type: none"> • Idea that homework helps /description of homework; • Simple example of how e.g. keeps them thinking about therapy <p>Level 2 : 3 - 4 marks Clear indication of why homework is important.</p> <p>How this might help: e.g.</p> <ul style="list-style-type: none"> • Helps the (depressed) person see that they can manage their lives / promotes independence / raise self-esteem • Helps them to modify their behaviour / challenge some of their dysfunctional beliefs about not being able to cope | 4 marks |

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| 2(d)(i) | <ul style="list-style-type: none"> • Enable / encourage / give opportunities / teach skills • So that someone can make decisions / take charge of their lives / example of empowerment | 2 marks |

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| 2(d)(ii) | <p>Level 1 : 1 - 3 marks Candidate is able to list one, two or three reasons but provides little or no explanation. Candidate may give two reasons with one explanation, etc.</p> <p>Level 2 : 4 - 6 marks Candidate gives explanation for each of the reasons given.</p> <p>For example:</p> <ul style="list-style-type: none"> • Donna feels as though she has had some say in her treatment plan • Therefore is more likely to comply • Donna feels respected and valued • Therefore she feels she is in charge • Donna will not feel as though she is being judged • Therefore will continue with treatment because she wants to | 6 marks |

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| 2(e) | <p>Level 1 : 1 - 3 marks Candidate has a basic understanding of how a Cognitive Behaviour Approach might help. Answer may not relate to the case study. Candidate identifies advantages or disadvantages.</p> <p>Level 2 : 4 - 7 marks Makes an attempt to evaluate how Cognitive Behaviour strategies can be effective in changing behaviour. May make specific reference to Donna/ example in answer or give examples. Candidate can identify some advantages and disadvantages.</p> <p>Level 3 : 8 - 10 marks Clear in-depth evaluation of how Cognitive Behaviour approach to the treatment of depression may or may not work. Advantages and disadvantages of approach discussed in some detail. There should be reference to the situation in the case study or other examples to back up arguments. At the top end candidates need to come to a conclusion, weighing up the arguments presented.</p> <p>For example:</p> <p>Advantages</p> <ul style="list-style-type: none"> • Structured way of understanding and changing behaviour • Key ideas are clear and easy to understand • Easy to identify dysfunctional beliefs • Makes sense to many people • Pays careful attention to what the client says • Requires no interpretation of what client says - therapist accepts it on face value • Approach is easy to learn, therefore clients can learn the techniques for themselves and apply to other areas of their life • Encourages empowerment • Relatively quick and cost-effective • No undesirable side-effects such as those experienced from drug therapy. <p>Disadvantages</p> <ul style="list-style-type: none"> • 'Talking therapy' therefore may not be suitable for people with limited language skills • Does not deal with the underlying cause • Can only deal with one dysfunctional belief at a time • Studies have shown mixed results when compared to other forms of treatment. | 10 marks |
| Total 30 marks | | |

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| 3(a) | <p>Level 1 : 1 - 2 marks Candidate is able to list some factors but provides little description or explanation.</p> <p>Level 2 : 3 - 4 marks Candidate is able to identify and describe issues, but there is unlikely to be any explanation of the effect these may be having on Sally.</p> <p>Level 3 : 5 -6 marks There should be explanations as well as description of issues.</p> <p>For example:</p> <ul style="list-style-type: none"> • Separation from William at birth • Difficulty in communication • Reference to lack of close bond • Still grieving over loss of James • May blame herself for premature delivery • Perhaps something to do with her behaviour / lifestyle during pregnancy • Deteriorating relationship with Sam • Disagree how to treat William • William may observe these arguments / play one parent off against the other | 6 marks |

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| 3(b)(i) | <p>Any two from:</p> <ul style="list-style-type: none"> • Based on thoughts / feeling / experiences • result of unconscious processes • reference to id, ego and superego | 2 marks |

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| 3(b)(ii) | <ul style="list-style-type: none"> • Mention of interactions between people • Reference to Berne / interpretation | 2 marks |

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| 3(b)(iii) | <p>Level 1 : 1 - 2 marks Candidate lists one (1 mark) or two (2 marks) aspects, but provides no description. Candidate may list and describe one aspect.</p> <p>Level 2 : 3 - 4 marks Candidate lists two aspects and describes one (3 marks) or lists two aspects and describes them both (4 marks).</p> <p>For example:</p> <ul style="list-style-type: none"> • Physical strokes Sally gives William • Example of physical interaction e.g. hugs and cuddles • Verbal strokes • Example of verbal interaction e.g. shouting • Positive strokes • Praise • Negative strokes • Criticism | 4 marks |

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| 3(c)(i) | <ul style="list-style-type: none"> • Confidentiality | 1 mark |

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| 3(c)(ii) | <p>Candidate identifies any other aspect of the CVB</p> <ul style="list-style-type: none"> • Empowerment • Respecting individual rights • Respecting diversity • Effective communication • Protection <p>Candidate is able to explain the importance of the aspect identified. At the top end, candidate is able to link it to the provision of effective care.</p> <p>For example:</p> <ul style="list-style-type: none"> • Effective communication (mark 1) • ensures that both the therapist and the client understand each other (mark 2) • enables the therapist to gain the information needed to determine the best treatment (mark 3) • Helps form trust between the client and the therapist (mark 4) • This may result in more effective treatment for the client (mark 5) | 5 marks |

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| 3(d) | <p>Level 1 : 1 - 3 marks Candidate identifies some advantages or disadvantages of Family Therapy but these are not linked to the case study.</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. At the higher end of the mark band candidate makes some links to the case study/behavioural example. 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. At the top end candidates need to come to a conclusion, weighing up the arguments presented.</p> <p>For example:</p> <p>Advantages</p> <ul style="list-style-type: none"> • Family Therapy could address any problems Sally has in her relationship with Sam • Everyone in the family could be involved. • It could lead to a new and supportive relationship between Sally and her partner • Would help Sally and her partner work together with William which may improve the relationship between the three. <p>Disadvantages</p> <ul style="list-style-type: none"> • Family Therapy may take control away from Sally and Sam • Sally and Sam will need an 'expert' to help them • There may be difficulties in accessing appointments - waiting lists, travel problems, work commitments • May be labelled as a 'problem' family. | 10 marks |
| Total 30 marks | | |
| Total for paper: 90 marks | | |