

Mark Scheme (Results)

June 2011

GCE Applied Health & Social Care
(6949) Paper 01
Human Behaviour

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Question Number	Answer	Mark
1(a)	<p>Two from:</p> <ul style="list-style-type: none"> • He is recovering from a stroke; • His leg muscles are weak; • His speech is slurred; • He can no longer go walking with his friends; • He feels that his friends no longer want to see him. 	(2)

Question Number	Answer	Mark
1(b)(i)	<ul style="list-style-type: none"> • Idea of distorted/faulty/irrational thinking; • Based on limited evidence or no evidence; 	(2)

Question Number	Indicative content	
1(b)(ii)	<ul style="list-style-type: none"> • Freddie believes that his fiends will no longer want to see him; • Because he is not able to go walking with him; • Does not know this for sure/based on little evidence’; • It is all in his imagination/mind/it is not real. 	
Level	Mark	Descriptor
0	0	No rewardable material
Level 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.
Level 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	Answer	Mark
1(c)(i)	<p>(2 X 2) Any two of the following:</p> <p>Features:</p> <ul style="list-style-type: none"> • Unconditional positive regard • Empathy • Genuineness. <p>For example:</p> <ul style="list-style-type: none"> • Unconditional Positive Regard (1) is to accept and respect each person or be non-judgemental. (1) • Empathy (1) involves trying to step into the client’s shoes to see and experience the world as they do. (1) • Genuineness (1) means to give something of yourself within a therapeutic relationship.(1) 	(4)

Question Number		Indicative content
1(c)(ii)		<p>Advantages of a person-centred approach to manage behaviour:</p> <ul style="list-style-type: none"> • 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 that clients feel they are considered. <p>Disadvantages of a person-centred approach to manage behaviour:</p> <ul style="list-style-type: none"> • requires client to be motivated • may not be motivated as they are depressed • may not believe that they have a problem • requires the client to be able to communicate • client may expect advice • they may not feel they are being helped • approaches key terms are difficult to understand.
Level	Mark	Descriptor
0	0	No rewardable material
Level 1	1 – 3	Candidates identify some advantages or disadvantages of a humanistic/person centred approach but these are not linked to the circumstances of the people in the case study. Conversely, there may just be a description of the theory and a link to the behaviour, but no advantages/disadvantages. SPG may be limited.
Level 2	4 – 6	Candidates identify advantages and disadvantages of the approach. They may have some idea of the principles behind a humanistic/person centred approach, but they may not be clear. Credit should be given to candidates who make good links but who may not fully consider the advantages or disadvantages of the approach. Candidates at the higher end of the mark band make links to the case study and consider advantages and disadvantages of the approach. There may be some mistakes with SPG.
Level 3	7 – 8	Candidates give relevant advantages and disadvantages of the approach and these are linked to the behaviour. It should be very clear that the principles of the approach are understood. At the top end, there is likely to be a conclusion. There should be few mistakes with SPG.

Question Number		Indicative content
1(d)		<p>For example:</p> <p>Advantages</p> <ul style="list-style-type: none"> • Family Therapy could address any problems Freddie 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 Freddie and the rest of the family; • Would help other family members have a greater understanding of Freddie's problems; • The family may be able to help Freddie; <p>Disadvantages</p> <ul style="list-style-type: none"> • Family Therapy may take control away from Freddie; • Freddie 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	0	No rewardable material
Level 1	1 – 3	<p>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.SP G may be limited. <p>SPG may be limited.</p>
Level 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/depression 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>
Level 3	8 – 10	<p>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. There should be few mistakes with SPG.</p>

Question Number	Answer	Mark
2(a)	<p>Partial explanation (1-2 marks) Candidates may give a reason, such as Tara has had a series of foster carers/no permanent carer or there may be reference to seeking attention. They are unlikely to explain why this should result in poor behaviour.</p> <p>Full explanation (3-4 marks) In addition to giving a reason, candidates should explain why this should result in poor behaviour, e.g. no firm bond created when she was young. Tara may not be able to relate to others or form relationships. She may be craving for attention. There may be reference to Bowlby.</p>	(4)

Question Number	Answer	Mark
2(b)(i)	<p>Two of the following: Focus on observable behaviour; Our behaviour is learned; Behaviour can be rewarded / reinforced; Leading to it being repeated;</p>	(2)

Question Number	Indicative content	
2(b)(ii)	<p>Description of initial assessment e.g. idea of checking/measuring/looking at/identifying behaviour; relating to now/present situation/beliefs/background information;</p> <p>Reasons for an initial assessment e.g. idea of changes cannot be known; Unless there is a baseline against which they can be measured;</p>	
Level	Mark	Descriptor
0	0	No rewardable material
Level 1	1 – 2	Candidates may define initial assessment but not make it clear why one needs to be carried out. Conversely they may make some reference to what needs to be done, but not show they understand what an initial assessment is.
Level 2	3 – 4	Candidates will make it clear that they understand the concept of an initial assessment. They will also need to show they understand why one needs to be carried out.

Question Number		Indicative content
2(b)(iii)		<p>Aspects e.g. Identifies an effective reward / reinforcement; Description of reinforcement; So that this may be rewarded if it occurs spontaneously;</p> <p>Creates opportunities for Tara to show appropriate behaviour; Example given; So that she has the chance to be rewarded;</p> <p>Stops giving attention; for being aggressive; So she will stop being aggressive;</p>
Level	Mark	Descriptor
0	0	No rewardable material
Level 1	1 – 3	Candidates may make simple statements about what the programme may involve without any explanation. There may be limited reference to the case study. There may be limited SPG.
Level 2	4 – 7	Candidates should give good descriptions of two aspects, or they may explain one well. There may be some mistakes with SPG.
Level 3	8 – 10	In addition to the level two responses, candidates should explain well how at least two aspects will result in behaviour modification. There should be few mistakes with SPG.

Question Number		Indicative content
2(c)		<p>Advantages of a behavioural approach with young children:</p> <ul style="list-style-type: none"> • easy to put into practice • simple idea to understand • relatively quick results • used to shape behaviour • based on principle that reinforced behaviour will be repeated/non-reinforced behaviour will not • the idea that it is objective – can be measured. <p>Disadvantages of a behavioural approach with young children:</p> <ul style="list-style-type: none"> • Not always easy to get young children to change their mind; • May rebel against authority/being told what to do; • does not consider what people think/feel • may be seen as punishment • could be seen as de-humanising – reducing behaviour to simply responses to things that give/reduce pleasure.
Level	Mark	Descriptor
0	0	No rewardable material
Level 1	1 – 3	Candidates will make a few statements about advantages or disadvantages of a behavioural approach, but they may not relate specifically to young children. Explanations will be missing. SPG is likely to be limited.
Level 2	4 – 7	At the bottom end of the range, candidates should give advantages and disadvantages with some explanation, but these may be unclear. At the top end of the range, there should be consideration of advantages and disadvantages, and some evidence of basic discussion. There may be some mistakes with SPG.
Level 3	8 – 10	Level 3 response (8 – 10 marks) Candidates should give clear advantages and disadvantages accompanied by explanations. The material should all be relevant to young children. There will be clear evidence of discussion skills. There should be few mistakes with SPG.

Question Number		Indicative content
3(a)		<ul style="list-style-type: none"> • Idea of learning from others/copying; • role models; • Clear reference to case study, i.e. smoking; • Idea of peer pressure; • wanting to 'fit in'/feel accepted/feel rewarded;
Level	Mark	Descriptor
0	0	No rewardable material
Level 1	1 – 2	Candidate has a basic understanding of Social Learning theory. Answer is not linked to case study.
Level 2	3 – 4	Candidate is able to demonstrate understanding of Social Learning theory. At the top end the answer is illustrated with examples from the case study.

Question Number	Answer	Mark
3(b)	<p>Level 1 response (1 - 2 marks) Candidate has a basic understanding of addiction or gives some simple explanations of why it is difficult to give up smoking, e.g. been smoking a long time/friends smoke. May make reference to external locus of control.</p> <p>Level 2 response (3 - 4 marks) Candidate is able to demonstrate a good understanding of addiction and with some scientific reasoning, e.g. nicotine. For top marks gives a good social/emotional explanation of why it is difficult to give up, e.g. friends might not want to know her, etc.</p>	(4)

Question Number	Answer	Mark
3(c)(i)	<p>Four from:</p> <ul style="list-style-type: none"> • A counsellor would be involved; • The person would talk about their problems; • Idea of getting the person to examine their own ideas/beliefs; • Try to convince them that their beliefs are not logical/valid; • They might be given homework to do; • Based around what we think determines what we do 	(4)

Question Number		Indicative content
3(c)(ii)		<p>Advantages of internal locus of control:</p> <ul style="list-style-type: none"> • Person wants to change their circumstances; • Believes that they can give up smoking themselves/have the will power to do so; • They feel that giving up smoking is worthwhile doing; • Idea of not needing a reward for giving up alcohol; • Do not need to involve others/ not dependent on others; <p>Disadvantages of a internal locus of control:</p> <ul style="list-style-type: none"> • Make not take help offered; • May feel that outside influences are not important; <p>Disadvantages of an external locus of control</p> <ul style="list-style-type: none"> • Relient on outside help • Unlikley to take the initiative to change • Idea of blaming others
Level	Mark	Descriptor
0	0	No rewardable material
Level 1	1 – 3	Candidates will make a few statements about either internal or external locus of control. There may not be specific references to smoking. Advantages/disadvantages are likely to be missing. SPG may be limited.
Level 2	4 – 6	At the bottom end of the range, candidates are likely to give advantages of internal locus of control At the top end of the range, they are likely to give disadvantages of external or internal locus of control. There may be some mistakes with SPG.
Level 3	7 – 8	Candidates should give clear advantages and disadvantages of both internal locus of control as well as disadvantages of external locus of control. The material should all be relevant to smoking. There will be clear evidence of explanation. There should be few mistakes with SPG.

Question Number		Indicative content
3(d)		<p>Principles of a psychoanalytical approach:</p> <ul style="list-style-type: none"> • People may not understand why they smoke; • Could be his id following the pleasure principle; • His id is not controlled by his ego; • Psychotherapist uses interpretation / analysis of dreams / free association to understand his unconscious thoughts; • Provides smokers users with insight to allow them to change their behaviour. <p>Advantages of psychoanalytical approach:</p> <ul style="list-style-type: none"> • Approach relevant to the problem e.g. oral gratification / pleasure principle; • May uncover unconscious reasons for smoking; • Deals with underlying causes, not surface behaviour; <p>Disadvantages of psychoanalytical approach:</p> <ul style="list-style-type: none"> • Highly specialised approach/needs qualified psychotherapist; • Drug users 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	0	No rewardable material
Level 1	1 – 3	Candidates identify some advantages or disadvantages of the approach but these are not linked to someone giving up smoking. SPG may be limited.
Level 2	4 – 7	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 smokes. 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.
Level 3	8 – 10	Candidates give relevant advantages and disadvantages of the approach and these are linked to mental health. It should be very clear that the principles of the approach are understood. There should be an overall conclusion. There should be few mistakes with SPG.

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