

# Mark Scheme (Results)

June 2012

GCE Health and Social Care (6949)  
Paper 01 Understanding Human Behaviour

## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information, please visit our website at [www.edexcel.com](http://www.edexcel.com).

Our website subject pages hold useful resources, support material and live feeds from our subject advisors giving you access to a portal of information. If you have any subject specific questions about this specification that require the help of a subject specialist, you may find our Ask The Expert email service helpful.

[www.edexcel.com/contactus](http://www.edexcel.com/contactus)

## **Pearson: helping people progress, everywhere**

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at:

[www.pearson.com/uk](http://www.pearson.com/uk)

Summer 2012

Publications Code UA031670

All the material in this publication is copyright

© Pearson Education Ltd 2012

## 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		Indicative Content
<b>1(a)</b>		<p><b>Possible answers:</b></p> <ul style="list-style-type: none"> <li>• They are single mothers/no partners;</li> <li>• They have no family living nearby;</li> <li>• They are living in relative poverty;</li> <li>• Do not feel good about themselves;</li> <li>• Do not feel that they are worthy;</li> <li>• Do not have a clear self identity;</li> <li>• Self concept is made up of self esteem and self image;</li> </ul>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
1	<b>1-2</b>	Partial explanation. Candidate has a basic understanding of self concept. Answer may not be linked to the case study.
2	<b>3-4</b>	Full explanation. Candidate is able to demonstrate a good understanding of self concept. At the top end the answer is illustrated with an example relating to the situation in the case study.

Question Number		Indicative Content
<b>1(b)(i)</b>		<p><b>Level 1</b> e.g. occurs when children are unhappy; cannot get attention;</p> <p><b>Level 2</b> she has a new sister and/or her father is not longer there; She is feeling insecure because of this; She has just started nursery; May be worried that her mother is abandoning her/may not come to pick her up;</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
1	<b>1-2</b>	Partial explanation. Candidate has a basic understanding of a reason. Answer may not be linked to the case study.
2	<b>3-4</b>	Full explanation. Candidate is able to demonstrate a good understanding a particular reason. At the top end the answer is illustrated with an example relating to the situation in the case study.

Question Number		Indicative Content
<b>1(b)(ii)</b>		<ul style="list-style-type: none"> <li>• Idea of reward;</li> <li>• For good behaviour;</li> <li>• Behaviour is likely to be repeated;</li> <li>• Suitable example e.g. trips out;</li> </ul>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
1	<b>1-2</b>	Partial explanation
2	<b>3-4</b>	Full explanation

Question Number		Indicative Content
<b>1(c)(i)</b>		<p><b>Possible points:</b></p> <ul style="list-style-type: none"> <li>• Token economy uses 'tokens' as a means of reward;</li> <li>• Examples, such as stars on a chart;</li> <li>• Work well as there is no complicated language/fuzzy words for young children;</li> <li>• Often used to extinguish unwanted behaviour;</li> <li>• Children may find it enjoyable as they 'collect' tokens for a bigger reward;</li> <li>• Can be a quick fix;</li> <li>• Some children may find the approach patronising;</li> <li>• May not see the point of gaining tokens;</li> <li>• May not like the competition with other children;</li> <li>• Therefore may not behave in order to get them;</li> </ul>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
1	<b>1-3</b>	Candidates identify some advantages <b>or</b> disadvantages of the approach but these are not linked to children. QWC may be limited.
2	<b>4-6</b>	<p>Candidates identify advantages <b>and</b> disadvantages of the approach.</p> <p>Candidates at the higher end of the mark band make some links to children. 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 QWC</p>
3	<b>7-8</b>	Candidates give relevant advantages and disadvantages of the approach and these are linked to the circumstances of children. There should be evidence of very clear understanding of token economy. There should be few mistakes with QWC.

Question Number		Indicative Content
<b>1(c)(ii)</b>		<p><b>Advantages of a behavioural approach</b></p> <ul style="list-style-type: none"> <li>• easy to put into practice</li> <li>• simple idea to understand</li> <li>• relatively quick results</li> <li>• used to shape behaviour</li> <li>• based on principle that reinforced behaviour will be repeated/non-reinforced behaviour will not</li> <li>• the idea that it is objective – can be measured.</li> </ul> <p><b>Advantages of family centred therapy</b></p> <ul style="list-style-type: none"> <li>• Family Therapy could address any problems the child has its relationship with other family members</li> <li>• Everyone in the family could be involved</li> <li>• It could lead to a new and supportive relationship between the child and the rest of the family</li> <li>• Would help other family members have a greater understanding of the child's problems</li> <li>• The family may be able to help the child.</li> </ul>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
1	<b>1-3</b>	Candidate identifies some advantages of a behavioural approach <b>or</b> advantages of a family centred approach, but these may not linked to the case study of single mothers. QWC may be limited.
2	<b>4-7</b>	Candidate can identify some advantages of the behavioural approach <b>and</b> advantages of the family centred approach. At the higher end of the mark band candidate makes some links to the case study/single mothers 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. There may be some mistakes with QWC
3	<b>8-10</b>	Advantages of both approaches are discussed in some detail and these are clearly linked to the case study / single mothers. Clear comparisons between the approaches are made. At the top end candidates need to come to a conclusion, weighing up the arguments presented. There should be few mistakes with QWC.

Question Number	Answer	Mark
<b>2(a)</b>	<p><b>Two</b> x 1 marks :</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• Bill is independent/he does his own shopping;</li> <li>• Bill likes to play his violin/eager to play for the other residents;</li> <li>• Likes company/hopes to make new friends at the sheltered accommodation;</li> <li>• Uses a computer or email/keeps in touch with his grandchildren;</li> </ul>	<b>(2)</b>

Question Number		Indicative Content
<b>2(b)</b>		<p><b>Level 1</b> e.g. his eyesight is failing; not able to use his computer;</p> <p><b>Level 2</b> e.g. his eyesight is failing; not able to use his computer; not able to keep in touch with his grandchildren easily; will feel lonely, eq.</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
1	<b>1-2</b>	Partial explanation. Candidates likely to have a limited explanation with no detailed explanation.
2	<b>3-4</b>	Full explanation. Candidates should give a full explanation with a detailed explanation. For 4 marks there should be reference to both eyesight and to hearing.

Question Number		Indicative Content
<b>2(c)(i)</b>		<p><b>Dysfunctional beliefs:</b></p> <ul style="list-style-type: none"> <li>• Idea of distorted or irrational thinking;</li> <li>• Based on limited evidence or no evidence at all;</li> </ul> <p><b>Example from case study:</b></p> <ul style="list-style-type: none"> <li>• Tom believes people Bill will not like him;</li> <li>• Because they are so different; example;</li> </ul> <p><b>Possible reasons why not dysfunctional beliefs:</b></p> <ul style="list-style-type: none"> <li>• Tom may feel that he has different interests to Bill;</li> <li>• Example such as Bill likes computers/music;</li> <li>• Example, such as he is quiet and reserved and Bill appears to more gregarious;</li> </ul>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
1	<b>1-2</b>	Candidates are likely to make only basic comments about dysfunctional beliefs. The answer may not be directly related to the case study.
2	<b>3-4</b>	Candidates should show they understand dysfunctional beliefs and relate the answer well to the case study. At the top end, they should make some reference to the fact that he may not have dysfunctional beliefs..
3	<b>5-6</b>	Candidates should show they understand dysfunctional beliefs and relate the answer well to the case study. In addition, for 6 marks there should be possible reasons why he may not have dysfunctional beliefs.

Question Number		Indicative Content
<b>2(c)(ii)</b>		<p><b>Respect:</b></p> <ul style="list-style-type: none"> <li>• Acknowledging people as individuals;</li> <li>• Not thinking of a person as just a service user;</li> </ul> <p><b>Examples of respect:</b></p> <ul style="list-style-type: none"> <li>• Using a person's name/correct method of address;</li> <li>• Asking a service user for their opinions;</li> <li>• Offering choice;</li> <li>• Encouraging independence;</li> </ul> <p><b>Examples of why respect is important:</b></p> <ul style="list-style-type: none"> <li>• Makes service users feel more empowered;</li> <li>• Enables better communication;</li> <li>• Allows service users to feel good about themselves;</li> <li>• Raises their self esteem;</li> <li>• Positive for their emotional development;</li> </ul>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
1	<b>1-3</b>	Candidates may define respect but not relate it clearly to the case study. Conversely, they may talk about the case study, but not make it clear they understand about respect. There is unlikely to be much explanation or discussion. QWC may be limited
2	<b>4-6</b>	Candidates will make it clear that they understand why respect is important. They will also relate their answer clearly to Tom/case study. There is likely to be explanation, but discussion is likely to be limited
3	<b>7-8</b>	In addition to a level two response, there is likely to be Discussion and there must be specific examples of respect given.



Question Number		Indicative Content
2(d)		<p><b>Principles of a cognitive approach:</b></p> <ul style="list-style-type: none"> <li>• How we feel and how we behave are determined by what we think and what we believe;</li> <li>• Emotional problems are the result of negative and distorted thinking – arising out of dysfunctional beliefs;</li> <li>• If we can change this negative and distorted thinking, we will help people to overcome their emotional and behavioural problems;</li> </ul> <p><b>Advantages of cognitive approach:</b></p> <ul style="list-style-type: none"> <li>• Structured/clear goals/measurable outcomes;</li> <li>• Non-threatening;</li> <li>• Basic ideas are simple to understand;</li> <li>• Gives strategies for self-help themselves;</li> <li>• Works well with stress/anxiety;</li> </ul> <p><b>Disadvantages of cognitive approach:</b></p> <ul style="list-style-type: none"> <li>• A “quick fix” which deals with symptoms and not underlying causes</li> <li>• Requires the client to be able to understand and think through causes and effects, to problem solve and have insight;</li> <li>• Would not be suitable where clients cannot express feelings.</li> <li>• May not work with people who are not prepared to change their beliefs;</li> <li>• Clients may not want to talk about problems;</li> </ul>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
1	<b>1-3</b>	Candidates identify some advantages or disadvantages of the approach but these are not linked to people with mental health problems, e.g. People need to want to help themselves. QWC may be limited.
2	<b>4-7</b>	Candidates identify advantages and/or disadvantages of the approach. They may have some idea of the principles behind a cognitive approach, but they may not be clear. There may be some mistakes with QWC.
3	<b>8-10</b>	Candidates give relevant advantages and disadvantages of the approach and these are linked to the circumstances of people mentioned in the case study. It should be very clear that the principles of the approach are understood. There should be very few mistakes with QWC.

Question Number		Indicative Content
<b>3(a)</b>		<p><b>Possible answers:</b></p> <ul style="list-style-type: none"> <li>• Anorexia has generally increased;</li> <li>• Bulimia has generally decreased;</li> <li>• At each year, anorexia has been higher than bulimia;</li> <li>• Bulimia has halved in the ten year period;</li> <li>• Anorexia has increased by about 50%;</li> </ul>
Level	Mark	Descriptor
0	<b>0</b>	No rewardable material
1	<b>1-2</b>	Candidates will make a few comments about the data, but there may not be clear comparisons and quantitative information is unlikely to be given.
2	<b>3-4</b>	Candidates should make clear comparisons between anorexia and bulimia. For full marks there should be some quantitative information given.

Question Number		Indicative Content
<b>3(b)</b>		<p><b>Level 1</b> e.g. worrying; might lead to someone eating too much</p> <p><b>Level 2</b> e.g. worrying/frightened; about being bullied; means that a person might not go out; might be bored/have nothing to do; overeats for comfort;</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
1	<b>1-2</b>	Partial explanation. Candidates likely to have a limited explanation.
2	<b>3-4</b>	Full explanation. Candidates should give a full explanation. There is likely to be reference to low self-esteem/concept. There may also be reference to peer pressure.

Question Number	Answer	Mark
<b>3(c) (i)</b>	<b>Two</b> x two from: <ul style="list-style-type: none"><li>• Unconditional positive regard;</li><li>• Accepting the person for what they are/non-judgemental;</li><li>• Showing warmth towards the person;</li> <li>• Genuineness</li><li>• Counsellor being 'themselves';</li><li>• Showing they have thoughts and feeling;</li> <li>• Empathy</li><li>• Trying to 'step into the client's shoes';</li><li>• To see and experience the world as they do;</li></ul>	<b>(4)</b>

Question Number		Indicative Content
<b>3(c)(ii)</b>		<p><b>Advantages include:</b></p> <ul style="list-style-type: none"> <li>• Counsellor is not intrusive – non-directive;</li> <li>• Thus client is given the opportunity to talk;</li> <li>• Client may enjoy talking to someone who is not family or friend;</li> <li>• Easier to talk to someone who is not close;</li> <li>• Counsellor meets client as an equal;</li> <li>• Counsellor does not 'show' expertise;</li> <li>• Counsellor is not judgemental;</li> <li>• Thus client does not feel threatened;</li> <li>• Promotes care value base (or descriptions given);</li> <li>• Ensures clients feel they are considered;</li> </ul> <p><b>Disadvantages include:</b></p> <ul style="list-style-type: none"> <li>• Requires client to be motivated;</li> <li>• Percy may not talk if he is feeling depressed;</li> <li>• Requires good communication skills on the part of the client;</li> <li>• Older people may be more frightened about talking;</li> <li>• Client may expect advice;</li> <li>• Thus may not feel he is being helped;</li> </ul>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
1	<b>1-3</b>	Candidates have a basic understanding of a person-centred approach. Answer may not be linked to suitable example of someone having an eating disorder/being depressed. Candidates may identify advantages <b>or</b> disadvantages QWC may be limited.
2	<b>4-6</b>	At the bottom end of the range there will be an attempt to explain and discuss how a person-centred approach can be effective in changing behaviour. Should be reference to an appropriate example of someone who has an eating disorder/being depressed. At the top end there should be some advantages <b>and</b> some disadvantages given. There may be some mistakes with QWC.
3	<b>7-8</b>	Advantages and disadvantages of the approach should be discussed in some detail. For full marks there is likely to be a conclusion, based on the arguments given. There should be few mistakes with QWC.

Question Number		Indicative Content
<b>3(d)</b>		<p><b>Principles of a psychoanalytical approach:</b></p> <ul style="list-style-type: none"> <li>• People may not understand why they are depressed;</li> <li>• Could be his id following the pleasure principle;</li> <li>• His id is not controlled by his ego;</li> <li>• Psychotherapist uses interpretation / analysis of dreams / free association to understand his unconscious thoughts;</li> <li>• Provides drug users with insight to allow them to change how they feel.</li> </ul> <p><b>Advantages of psychoanalytical approach:</b></p> <ul style="list-style-type: none"> <li>• Approach relevant to the problem e.g. oral gratification / pleasure principle;</li> <li>• May uncover unconscious reasons for being depressed;</li> <li>• Deals with underlying causes, not surface behaviour;</li> </ul> <p><b>Disadvantages of psychoanalytical approach:</b></p> <ul style="list-style-type: none"> <li>• Highly specialised approach/needs qualified psychotherapist;</li> <li>• Drug users must want to change their behaviour;</li> <li>• They must be able to discuss their feelings &amp; behaviour;</li> <li>• May be long and expensive;</li> <li>• Underlying ideas are complex and difficult for others to understand;</li> <li>• Method has no scientific basis</li> </ul>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
1	<b>1-3</b>	Candidates identify some advantages or disadvantages of the approach but these are not linked to people who are depressed. QWC may be limited.
2	<b>4-7</b>	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 people who are depressed. 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 QWC
3	<b>8-10</b>	Candidates give relevant advantages and disadvantages of the approach and these are linked to people who are depressed. 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 QWC.

Further copies of this publication are available from  
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467

Fax 01623 450481

Email [publication.orders@edexcel.com](mailto:publication.orders@edexcel.com)

Order Code UA031670 June 2012

For more information on Edexcel qualifications, please visit  
[www.edexcel.com/quals](http://www.edexcel.com/quals)

Pearson Education Limited. Registered company number 872828  
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual  




Llywodraeth Cynulliad Cymru  
Welsh Assembly Government

