



Mark Scheme (Results)

Summer 2017

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.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:
  - i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*
  - ii) select and use a form and style of writing appropriate to purpose and to complex subject matter*
  - iii) organise information clearly and coherently, using specialist vocabulary when appropriate.*

Question	Answer	Marks
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Number		
<b>1 (ai)</b>	<p>Indicative Content</p> <p>AO1 Candidates demonstrate relevant knowledge through clear and precise definitions of the key terminology. Credit up to 2 marks for each definition.</p> <p>(i) Marginalisation</p> <p>For knowledge of marginalisation</p> <ul style="list-style-type: none"> <li>● Excluded or feel excluded from society.</li> <li>● Lowered life chances/decreased opportunities.</li> <li>● Unfairly treated/discriminated against.</li> <li>● Are devalued as an individual/group of individuals.</li> </ul> <p>For example:</p> <p>Marginalisation is when someone is unfairly treated (1) because the social group they belong to is seen as inferior to the rest of society (1).</p> <p><b>Credit any other reasonable point.</b></p>	<b>(2)</b>

Question Number	Answer	Marks
<b>1 (aii)</b>	<p>Indicative Content</p> <p>AO1 Candidates demonstrate relevant knowledge through clear and precise definitions of the key terminology. Credit up to 2 marks for each definition.</p> <p>(ii) Labelling</p> <p>For knowledge of labelling</p> <ul style="list-style-type: none"> <li>● Categorising someone/a group (based on stereotypes).</li> <li>● Associating a behaviour/action with a person/group.</li> <li>● Pre-determined expectations of personality/intellect of someone/group.</li> <li>● Using assumptions to determine the needs of someone/a group.</li> <li>● Ignoring individual differences in people/groups.</li> </ul> <p>For example:</p> <p>Labelling is a process of categorising a person (1) and having an expectation of what they will be like because of that category (1).</p> <p><b>Credit any other reasonable point.</b></p>	<b>(2)</b>

Question Number	Answer	Marks
1 (b)	<p>Indicative Content</p> <p>AO1 Candidates demonstrate relevant knowledge of social exclusion. Credit up to 2 marks for correct response.</p> <p>AO2 Candidates can apply knowledge to the life chances of a young person. Credit up to 2 marks for correct response.</p> <p>A01 Knowledge</p> <p>Credit up to 2 marks for demonstrating knowledge of social exclusion.</p> <ul style="list-style-type: none"> <li>• Being/feeling isolated.</li> <li>• Left out from local community.</li> <li>• Limited socialisation opportunities.</li> <li>• Being stereotyped/labelled/discriminated against.</li> </ul> <p>A02 Application</p> <p>Credit up to 2 marks for application to life chances of young people.</p> <ul style="list-style-type: none"> <li>• Fewer friends in school leading to loneliness.</li> <li>• Treated unfairly at school so less likely to do well academically.</li> <li>• May be bullied in school/by other young people.</li> <li>• Not socialising will mean they don't learn social skills for the future.</li> </ul> <p>For example:</p> <p>Social exclusion will mean young people may feel isolated from others (1) so they have less friends in school and are lonely (1). They may be treated unfairly and discriminated against by teachers (1) so they could do less well in their exams (1).</p> <p><b>Credit any other reasonable point.</b></p>	(4)

Question Number	Answer	Marks
1 (c)	<p>Indicative Content</p> <p>AO1 Candidates demonstrate relevant knowledge of modelling. Credit up to 2 marks for correct response.</p> <p>AO2 Candidates can apply knowledge to new inmates copying existing inmates. Credit up to 2 marks for correct response.</p> <p>AO1 Knowledge Credit up to 2 marks for demonstrating knowledge of modelling.</p> <ul style="list-style-type: none"> <li>• Attention to, and retention of, behaviour.</li> <li>• Imitation of the behaviour.</li> <li>• Motivation to repeat the behaviour.</li> <li>• Role model is someone similar to the observer.</li> <li>• Role model is seen as powerful/is admired by observer.</li> <li>• Observer sees that role model is rewarded for their behaviour.</li> </ul> <p>AO2 Application</p> <p>Credit up to 2 marks for application to new inmates copying behaviour.</p> <ul style="list-style-type: none"> <li>• New inmates may be unsure what to do in the centre so pay attention to the existing inmates.</li> <li>• New inmates may see existing inmates receive vicarious reinforcements and be motivated by wanting the same reward.</li> <li>• The existing inmates are similar to new inmates because of their age/criminal behaviour/being a young offender.</li> <li>• Existing inmates may be admired by new inmates because they have been there for a longer time period/are older/are more experienced in the centre.</li> <li>• Existing inmates may receive status/leadership/praise for their behaviour so new inmates want to be the same.</li> </ul> <p><b>Credit any other reasonable point.</b></p>	(4)
Question	Answer	Marks

Number		
<p><b>1(d)</b></p>	<p>Indicative Content</p> <p>AO1 Candidates demonstrate relevant knowledge of punishment. Credit up to 2 marks for correct response.</p> <p>AO1 Knowledge</p> <p>Credit up to 2 marks for demonstrating knowledge of punishment.</p> <ul style="list-style-type: none"> <li>• <u>Unpleasant/negative</u> consequence of a behaviour/action.</li> <li>• Weakens the repetition of behaviour.</li> <li>• Decreases likelihood of behaviour continuing.</li> </ul> <p>For example:</p> <p>Punishment is when a person receives an undesirable consequence (1) and so they are less likely to behave in that way again (1).</p> <p>Response should make reference to unpleasant/negative/undesirable consequence. <b>Credit any other reasonable point.</b></p>	<p><b>(2)</b></p>

Question Number	Indicative Content	Marks
* 1(e)	<p>A02 Candidates demonstrate application of knowledge and understanding through clear links to practice/the case study. Credit up to 2 marks.</p> <p>A03 Candidates analyse work-related issues, practicalities and possible problems associated with positive and negative reinforcement. Credit up to 2 marks.</p> <p>A04 Candidates evaluate and make judgements about the effectiveness of positive reinforcement. Credit up to 4 marks.</p> <p>A02 Application</p> <p>Candidate responses will have no (0) or good (1) or strong (2) application to young offender centre and/or include practical examples drawn from the case study and/or other appropriate examples.</p> <p>A03 Work-related issues/problems</p> <ul style="list-style-type: none"> <li>● Positive reinforcement has been used in prisons successfully in the past.</li> <li>● Positive reinforcement must be consistent to work.</li> <li>● Rewards must be desired by an individual.</li> <li>● Can develop a token economy using the concept of reinforcement.</li> <li>● Reinforcement will result in a desired behaviour being repeated.</li> <li>● Able to monitor and implement reward systems in a controlled setting.</li> <li>● Positive reinforcement is a cost effective method of promoting expected behaviour.</li> <li>● Rewarding/praising desired behaviour can be ethical behaviour modification.</li> <li>● Using reinforcement techniques does not require substantial training.</li> </ul> <p>A04 evaluation</p> <ul style="list-style-type: none"> <li>● Reinforcement works best the younger you are, so should be effective in a young offenders centre.</li> <li>● Giving desired rewards is easy in a young offenders centre as the prison officers control the access to rewards for the inmates, so will work well.</li> <li>● Consistent positive reinforcement by prison officers for desired behaviour may also raise the self-esteem of the inmates.</li> <li>● Large number of offenders means prison officers may not be able to give individually desired rewards so positive reinforcement will not be successful.</li> <li>● Prison officers may not always see behaviours so positive praise can be inconsistent and will not work.</li> <li>● Positive reinforcement can be seen as patronising and so inmates may refuse to take part in any programme.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Modifying the behaviour of the inmates to meet the prison officer's ideas of desired behaviour is not always ethical practice/respecting individuality.</li> <li>• Reinforcement assumes people have learned their behaviour, but there may be a mental health problem causing it, so the programme would not work.</li> </ul>	(8)
<b>Credit any other reasonable point</b>		
Level	Mark	Descriptor
0	0	No rewardable material
Level 1	1 – 2	Limited or incomplete knowledge. Lacks detail with very little application or relevance. Limited level of clarity and self-expression. Limited attempt to address the question. Poor use of vocational vocabulary, spelling, punctuation and grammar.
Level 2	3 – 4	Knowledge and understanding accurate. Relevant evidence presented. <b>Evaluation</b> partially developed but imbalanced or superficial. Limited use of vocational vocabulary, spelling, punctuation and grammar.
Level 3	5 - 6	Demonstrates accurate knowledge and application. Argument supported by relevant evidence. Arguments developed using coherent chain of reasoning. Candidates demonstrate a grasp of competing arguments but may be imbalanced or superficial. Acceptable use of vocational vocabulary, spelling, punctuation and grammar.
Level 4	7-8	Demonstrates accurate knowledge and understanding. Argument supported by relevant evidence. Arguments developed using coherent chain of reasoning. Competing arguments present and logical, balanced <b>evaluation</b> is present. Displays integrated synthesis and transference of knowledge from other units/sources/evidence. Good use of vocational vocabulary, spelling, punctuation and grammar.

Question Number	Indicative content	Mark
* 1 (f)	<p>A02 Candidates demonstrate application of knowledge and understanding through clear links to practice/the case study. Credit up to 2 marks.</p> <p>A03 Candidates analyse work-related issues, practicalities and possible problems associated with explaining offending behaviours using attachment theory. Credit up to 2 marks.</p> <p>A04 Candidates evaluate and make judgements about how well attachment theory can explain offending behaviour. Credit up to 4 marks.</p> <p>A02 Application</p> <p>Candidate responses will have no (0) or good (1) or strong (2) application to young offender centre and/or include practical examples drawn from the case study and/or other appropriate examples.</p> <p>A03 Work-related issues/problems</p> <ul style="list-style-type: none"> <li>• Attachment theory requires detailed case histories of the offenders.</li> <li>• Offenders will not always be aware of very early childhood memories.</li> <li>• Using attachment theory requires specially trained psychotherapists.</li> <li>• Strong evidence for childhood attachment issues causing problems in later life.</li> <li>• Using attachment theory can provide ideas for therapy/interventions.</li> </ul> <p>A04 evaluation</p> <ul style="list-style-type: none"> <li>• Bowlby's maternal deprivation hypothesis; separation leads to antisocial/criminal/unsafe behaviours, which would explain the actions of young offenders very well.</li> <li>• Bowlby's maternal deprivation hypothesis; ignores social circumstances, whereas other explanations such as mental health problems may explain their behaviour better.</li> <li>• Early years separation creates a negative Internal Working Model so inmates may not see themselves as valuable members of society, so committing crime is not seen as inappropriate behaviour to them.</li> <li>• Ainsworth attachment theory suggests that insecure <b>anxious</b> attachment leads to personality disorders/anger/depression so can explain why the young people have committed criminal acts.</li> <li>• Attachment theory will not explain the criminal behaviour of the young offenders who are securely attached to their carer, so does not explain all criminal/negative behaviours.</li> </ul>	(8)

		<ul style="list-style-type: none"> <li>Social exclusion may have led the young offenders to steal to be able to eat/live/survive and so it was survival instinct not attachment issues that caused their negative behaviour.</li> </ul> <p><b>Credit any other reasonable point</b></p>	
Level	Mark	Descriptor	
<b>Level 0</b>	<b>0</b>	No rewardable material.	
<b>Level 1</b>	<b>1-2</b>	Limited or incomplete knowledge. Lacks detail with very little application or relevance. Limited level of clarity and self-expression. Limited attempt to address the question. Poor use of vocational vocabulary, spelling, punctuation and grammar.	
<b>Level 2</b>	<b>3-4</b>	Knowledge and understanding accurate. Relevant evidence presented. <b>Assessment</b> partially developed but imbalanced or superficial. Limited use of vocational vocabulary, spelling, punctuation and grammar.	
<b>Level 3</b>	<b>5-6</b>	Demonstrates accurate knowledge and application. Argument supported by relevant evidence. Arguments developed using coherent chain of reasoning. Candidates demonstrate a grasp of competing arguments but may be imbalanced or superficial. Acceptable use of vocational vocabulary, spelling, punctuation and grammar.	
<b>Level 4</b>	<b>7-8</b>	Demonstrates accurate knowledge and understanding. Argument supported by relevant evidence. Arguments developed using coherent chain of reasoning. Competing arguments present and logical, balanced <b>assessment</b> is present. Displays integrated synthesis and transference of knowledge from other units/sources/evidence. Good use of vocational vocabulary, spelling, punctuation and grammar.	

Question Number	Answer	Marks
2(a)	<p>Indicative Content</p> <p>AO2 Candidates demonstrate relevant application of knowledge to counselling meetings. Credit 1 mark for correct response.</p> <p>AO3 Candidates analyse work-related issues based on importance of confidentiality. Credit up to 1 mark for correct response.</p> <p>A02 Application</p> <ul style="list-style-type: none"> <li>• Privacy between client and counsellor is expected.</li> <li>• Discretion from counsellor to client is professional conduct.</li> <li>• Respecting the client's rights is a basic principle of counselling.</li> </ul> <p>A03 Work-related issues</p> <ul style="list-style-type: none"> <li>• Builds trust between client and counsellor, which helps the client open up.</li> <li>• Develops a strong relationship between client and counsellor.</li> <li>• Gives client confidence to share their concerns with counsellor.</li> </ul> <p>For example:</p> <p>Confidentiality is important in counselling because clients expect that whatever is discussed in the meeting will be kept private (1) which will help the client open up more because they are able to trust the counsellor (1).</p> <p><b>Credit any other reasonable point.</b></p>	(2)

Question Number	Answer	Marks
2(b)	<p>Indicative Content</p> <p>A02 Candidates demonstrate relevant application of knowledge to counselling meetings. Credit up to 2 marks for correct response.</p> <p>A03 Candidates analyse work-related issues based on importance of confidentiality. Credit up to 2 marks for correct response.</p> <p>A02 Application</p> <p>Candidate responses will have no (0) or good (1) or strong (2) application to Pamela and/or include practical examples drawn from the case study and/or other appropriate examples.</p> <p>A03 Work-related issues</p> <ul style="list-style-type: none"> <li>• Marginalisation is prevented through non-discriminatory practices/showing empathy in counselling.</li> <li>• Genuineness of counsellor gives supportive and non-judgemental context for client to feel reassured and able to talk openly.</li> <li>• A sense of equality gives client empowerment as they have the same control as the counsellor in the meetings.</li> <li>• Empowered by involvement in the decision-making process when the sessions are client directed.</li> <li>• Being valued as an individual gives confidence to set own goals and targets in the meetings.</li> <li>• Giving the client choices and options to make independent decisions about the counselling care they receive.</li> </ul> <p>For example:</p> <p>A counsellor would empower clients such as Pamela by showing empathy and genuineness towards her so she is supported and does not feel judged or ridiculed about her worries over deadlines (1) giving Pamela the ability to make independent decisions and choices about her own counselling needs (1). <i>(application strong)</i></p> <p><b>Credit any other reasonable point.</b></p>	(4)

Question Number	Answer	Marks
2(c)	<p>Indicative Content</p> <p>A01 Candidates demonstrate relevant knowledge of incongruence and negative self-concept. Credit up to 4 marks for correct response.</p> <p>A02 Candidates demonstrate application of knowledge and understanding through clear links to practice/the case study. Credit up to 2 marks.</p> <p>A02 Application</p> <p>Candidate responses will have no (0) or good (1) or strong (2) application and/or include practical examples drawn from the case study and/or other appropriate examples.</p> <p>A01 Knowledge and understanding</p> <ul style="list-style-type: none"> <li>● Incongruence</li> <li>● Self-concept</li> <li>● Self-image</li> <li>● Ideal-self</li> <li>● Self-esteem</li> <li>● Self-confidence</li> </ul> <p>For example:</p> <p>Incongruence is when there is an imbalance between Pamela's ideal-self and perceived self (1). She has a poor self-image as she sees herself as not intelligent enough to achieve at university (1). Pamela has an unrealistic ideal-self where she believes she should be doing better at university (1) which is leading to an overall negative self-concept as her own beliefs about herself do not match the beliefs that others have about her as they are unrealistic (1).</p> <p><i>(application strong)</i></p> <p><b>Credit any other reasonable point.</b></p>	(6)

Question Number	Answer	Marks
2(d)	<p>Indicative Content</p> <p>A03 Candidates analyse work-related issues, practicalities and possible problems associated with demonstrating unconditional positive regard. Credit up to 3 marks.</p> <p>A04 Candidates evaluate and make judgements about the extent to which unconditional positive regard can be shown effectively in counselling. Credit up to 3 marks.</p> <p>A03 Work- related issues</p> <ul style="list-style-type: none"> <li>• Counsellors can use the care value of effective communication to guide their use of unconditional positive regard by ensuring they actively listen and use empathy in their tone of voice.</li> <li>• Genuineness can be shown through non-judgemental practice by the counsellor to the client, which demonstrates they have unconditional positive regard for them.</li> <li>• Counsellors can have support from their supervisor to cope with any sensitive issues they may find upsetting/stressful, which gives them someone to offload concerns to.</li> </ul> <p>A04 evaluation</p> <ul style="list-style-type: none"> <li>• Counsellors may struggle to eliminate personal opinion from their counselling sessions, reducing unconditional positive regard for the client.</li> <li>• Effective application of the care values will ensure that the client receives unconditional positive regard.</li> <li>• Being able to offload concerns to their supervisor helps counsellors deal with their own issues so they are better able to demonstrate unconditional positive regard to clients.</li> </ul> <p>For example:</p> <p>A counsellor can demonstrate equality towards their client to show them they respect their needs as a person (1) which will promote unconditional positive regard (1) as it creates genuineness within the relationship (1). However, if the counsellor does not fully demonstrate equality, it could leave the client feeling patronised and belittled by the counsellor (1) because the counsellor is being judgemental (1) and discriminatory and displaying their own personal beliefs and values (1).</p> <p><b>Credit any other reasonable point.</b></p>	(6)

Question Number	Answer	Marks
2(e)	<p>Indicative Content</p> <p>AO1 Candidates demonstrate relevant knowledge and understanding of dysfunctional beliefs.</p> <p>AO1 Knowledge and understanding</p> <ul style="list-style-type: none"> <li>• Irrational/faulty thinking.</li> <li>• Not based in reality.</li> <li>• Negative perception of an issue/event.</li> <li>• Thoughts that are unsupported.</li> </ul> <p>For example:</p> <p>Dysfunctional beliefs are when a person has an irrational thought process (1) which is not based on the real life circumstances (1) about an event.</p> <p><b>Credit any other reasonable point.</b></p>	(2)

Question Number		Indicative content	Mark
<b>* 2(f)</b>		<p>A02 Candidates demonstrate application of knowledge and understanding through clear links to practice/the case study. Credit up to 2 marks.</p> <p>A03 Candidates analyse work-related issues, practicalities and possible problems associated with using cognitive therapy. Credit up to 4 marks.</p> <p>A04 Candidates evaluate and make judgements about how well cognitive therapy may or may not work for clients. Credit up to 4 marks.</p> <p>A02 Application</p> <p>Candidate responses will have no (0) or good (1) or strong (2) application to cognitive therapy used for stress/anxiety and/or include practical examples drawn from the case study and/or other appropriate examples.</p> <p>A03 Work-related issues/problems</p> <ul style="list-style-type: none"> <li>• Requires client to accept that they have a problem that they need to address with a therapist.</li> <li>• Therapist will need to assess client to get a baseline of their stress/anxiety.</li> <li>• Client must want to/be motivated to deal with the problems they are having.</li> <li>• Therapist will set homework for the client, which they will have to monitor.</li> </ul> <p>A04 evaluation</p> <ul style="list-style-type: none"> <li>• Cognitive therapy only changes thought processes and not underlying problems, so may not work.</li> <li>• It is a short therapy as thought processes can be altered relatively quickly, so provides a rapid solution.</li> <li>• If client does not want to change/accept problem, then therapy will not work as it requires client motivation.</li> <li>• Having homework helps clients to continue therapy outside of meetings and gives them opportunities to self-help.</li> <li>• However, homework may add to stress/anxiety so could be counter-productive.</li> </ul> <p><b>Credit any other reasonable point</b></p>	<b>(10)</b>
Level	Mark	Descriptor	
<b>Level 0</b>	<b>0</b>	No rewardable material.	
<b>Level 1</b>	<b>1-3</b>	Limited or incomplete knowledge. Lacks detail with very little application or relevance. Limited level of clarity and self-expression. Limited attempt to address the question. Poor use of vocational vocabulary, spelling, punctuation and grammar.	

<b>Level 2</b>	<b>4-6</b>	Knowledge and understanding accurate. Relevant evidence presented. <b>Evaluation</b> partially developed but imbalanced or superficial. Limited use of vocational vocabulary, spelling, punctuation and grammar.
<b>Level 3</b>	<b>7-8</b>	Demonstrates accurate knowledge and application. Argument supported by relevant evidence. Arguments developed using coherent chain of reasoning. Candidates demonstrate a grasp of competing arguments but may be imbalanced or superficial. Acceptable use of vocational vocabulary, spelling, punctuation and grammar.
<b>Level 4</b>	<b>9-10</b>	Demonstrates accurate knowledge and understanding. Argument supported by relevant evidence. Arguments developed using coherent chain of reasoning. Competing arguments present and logical, balanced <b>evaluation</b> is present. Displays integrated synthesis and transference of knowledge from other units/sources/evidence. Good use of vocational vocabulary, spelling, punctuation and grammar.

Question Number	Answer	Marks
<b>3(a)</b>	<p>Indicative Content</p> <p>AO2 Candidates demonstrate relevant application of knowledge and understanding to demanding behaviour.</p> <p>AO2 Application</p> <ul style="list-style-type: none"> <li>• ID dominated behaviour that wants satisfying immediately.</li> <li>• Unconscious urges not controlled yet by superego as they may be too young for this to have developed.</li> <li>• Underdeveloped superego unable to balance urges with rules as they haven't learnt the rules yet.</li> <li>• Initiative versus guilt stage of development (Erikson) so are trying to exert control in their environment/experiences.</li> </ul> <p>For example:</p> <p>Children aged three to five may not have a fully developed superego to balance their urges with rules (1) this could mean their behaviour is dominated by their ID which will want immediate gratification (1).</p> <p><b>Credit any other reasonable point.</b></p>	<b>(2)</b>

Question Number	Answer	Marks
3(b)	<p>Indicative Content</p> <p>AO1 Candidates demonstrate relevant knowledge and understanding of secondary socialisation.  AO2 Candidates demonstrate relevant application of knowledge and understanding to young children.</p> <p>AO1 Knowledge and understanding</p> <ul style="list-style-type: none"> <li>● Agents of secondary socialisation are school/media/community/peers.</li> <li>● Secondary socialisation teaches rules/norms/values/beliefs of society.</li> </ul> <p>AO2 Application</p> <ul style="list-style-type: none"> <li>● Young children need to learn norms/values/beliefs in order to fit into society.</li> <li>● Norms/values/beliefs learnt by young children underpin future behaviour.</li> <li>● Peers/schools/communities help develop young children's skills/confidence ready for their future.</li> <li>● Having no secondary socialisation with peers will lead to isolation/loneliness.</li> </ul> <p>For example:</p> <p>Young children will learn the norms and values of society so they are ready for the future (1) through agents of secondary socialisation, such as their peer group or school (1).</p> <p><b>Credit any other reasonable point.</b></p>	(2)

Question Number	Answer	Marks
3(c)	<p>Indicative Content</p> <p>AO3 Candidates analyse work-related issues, practicalities and possible problems associated with respecting the wishes of a child. Credit up to 1 mark per benefit.  AO4 Candidates evaluate and make judgements about the benefits of respecting the wishes of a child. Credit up to 1 mark per benefit.</p> <p>AO3 Work-related issues/problems</p> <ul style="list-style-type: none"> <li>• Adyn should be respected as an individual despite his age.</li> <li>• Kam's role as a teacher is to support the children in her care.</li> <li>• Adyn is aware of what he wants and has expressed these wishes clearly.</li> <li>• Kam will be acting as an advocate for Adyn.</li> </ul> <p>AO4 Evaluation</p> <ul style="list-style-type: none"> <li>• Adyn will be able to join in with the children so his self-esteem will increase.</li> <li>• Kam will build a strong relationship with Adyn by respecting his wishes.</li> <li>• Adyn will trust Kam if she demonstrates she values him.</li> <li>• Kam will be able to fulfil her role as a teacher and be more knowledgeable in her job.</li> </ul> <p>For example:</p> <p>Kam will be able to advocate for Adyn (1) so he will feel more able to communicate with her and his future needs will be met (1).</p> <p>Adyn will be happier as he will be more able to join in with the children (1) because Kam has supported him in meeting the things he expressed a wish for (1).</p> <p><b>Credit any other reasonable point.</b></p>	(4)

Question Number	Answer	Marks
<b>3(d)</b>	<p>Indicative Content</p> <p>AO1 Candidates demonstrate relevant knowledge and understanding of social skills training. Credit up to 2 marks</p> <p>AO1 Knowledge and understanding</p> <ul style="list-style-type: none"> <li>• Develops understanding of non-verbal communication.</li> <li>• Helps develop skills for interacting with others.</li> <li>• Improves skills in reading facial expressions/tone of voice.</li> <li>• Helps people practise social behaviour/skills, such as when to laugh.</li> <li>• Increases social competencies.</li> <li>• Supports individuals to form relationships.</li> </ul> <p>For example:</p> <p>Social skills training is a process of teaching children to be able to understand non-verbal cues when communicating (1) as it teaches them skills such as how to read facial expressions (1).</p> <p><b>Credit any other reasonable point</b></p>	<b>(2)</b>

Question Number	Indicative content	Mark
*3(e)	<p>A02 Candidates demonstrate application of knowledge and understanding through clear links to practice/the case study. Credit up to 2 marks.</p> <p>A03 Candidates analyse work-related issues, practicalities and possible problems associated with using social skills training. Credit up to 4 marks.</p> <p>A04 Candidates evaluate and make judgements about how well social skills training may or may not work. Credit up to 4 marks.</p> <p>A02 Application</p> <p>Candidate responses will have no (0 A02) or good (1 A02) or strong (2 A02) application to social skills training with Adyn and/or include practical examples drawn from the case study and/or other appropriate examples.</p> <p>A03 Work-related issues/problems</p> <ul style="list-style-type: none"> <li>• Kam will need to be trained to use social skills training (SST) with Adyn.</li> <li>• SST is not usually implemented on its own so additional therapy will be needed, which Kam may not be able to provide.</li> <li>• Goal orientated so Kam will need to communicate well with Adyn to establish shared targets.</li> <li>• SST uses role play, which is appropriate for a child Adyn's age so Kam can use this to relax him/make therapy fun.</li> <li>• Adyn may be too young to understand the homework/therapy tasks that Kam will give him.</li> <li>• SST consultations can take place with the whole school staff so that there is wrap around support for Adyn.</li> </ul> <p>A04 evaluation</p> <ul style="list-style-type: none"> <li>• Asperger syndrome is a dysfunction in the brain so therapy interventions like social skills training may not improve Adyn's social skills.</li> <li>• If additional therapy, such as cognitive therapy, is not implemented at the same time SST is unlikely to work.</li> <li>• SST provides skills but does not deal with the underlying cause/Asperger syndrome so cannot fully help Adyn.</li> <li>• Kam can implement SST within the school environment making it convenient/in a safe environment for Adyn.</li> <li>• SST can help reduce social isolation so Adyn will feel more confident/his self-esteem may increase.</li> <li>• Adyn will need to be determined to meet his goals, this may not be the case in a child as they are young/have lower concentration span than adults.</li> </ul>	(10)

		<ul style="list-style-type: none"> <li>SST can be time consuming and Adyn could get frustrated or tired of the therapy sessions so it may not be effective.</li> </ul> <p><b>Credit any other reasonable point</b></p>	
Level	Mark	Descriptor	
<b>Level 0</b>	<b>0</b>	No rewardable material	
<b>Level 1</b>	<b>1-3</b>	Limited or incomplete knowledge. Lacks detail with very little application or relevance. Limited level of clarity and self-expression. Limited attempt to address the question. Poor use of vocational vocabulary, spelling, punctuation and grammar.	
<b>Level 2</b>	<b>4-6</b>	Knowledge and understanding accurate. Relevant evidence presented. <b>Evaluation</b> partially developed but imbalanced or superficial. Limited use of vocational vocabulary, spelling, punctuation and grammar.	
<b>Level 3</b>	<b>7-8</b>	Demonstrates accurate knowledge and application. Argument supported by relevant evidence. Arguments developed using coherent chain of reasoning. Candidates demonstrate a grasp of competing arguments but may be imbalanced or superficial. Acceptable use of vocational vocabulary, spelling, punctuation and grammar.	
<b>Level 4</b>	<b>9-10</b>	Demonstrates accurate knowledge and understanding. Argument supported by relevant evidence. Arguments developed using coherent chain of reasoning. Competing arguments present and logical, balanced <b>evaluation</b> is present. Displays integrated synthesis and transference of knowledge from other units/sources/evidence. Good use of vocational vocabulary, spelling, punctuation and grammar.	

Question Number	Indicative content	Mark
* 3(f)	<p>A02 Candidates demonstrate application of knowledge and understanding through clear links to practice/the case study. Credit up to 2 marks.</p> <p>A03 Candidates analyse work-related issues, practicalities and possible problems associated with using cognitive therapy. Credit up to 4 marks.</p> <p>A04 Candidates assess and make judgements about how well family therapy may or may not work for clients. Credit up to 4 marks.</p> <p>A02 Application</p> <p>Candidate responses will have no (0) or good (1) or strong (2) application to Adyn and his family and/or include practical examples drawn from the case study and/or other appropriate examples.</p> <p>A03 Work-related issues/problems</p> <ul style="list-style-type: none"> <li>• Everyone in the family will be involved so the therapist will be aware of the whole family circumstance.</li> <li>• Family therapy requires an expert to be involved.</li> <li>• It can be costly/time consuming/impractical/problems getting to appointments.</li> <li>• Therapist directs sessions with the family so there is less pressure for them to take the lead.</li> <li>• Family shows they are committed to helping Adyn so they can build confidence in managing his needs.</li> <li>• Adyn will need to understand/explain his problems, which he may find difficult as a child/with low social skills.</li> </ul> <p>A04 Assessment</p> <ul style="list-style-type: none"> <li>• It could lead to a more supportive relationship between Adyn and his family, which helps Adyn feel cared for.</li> <li>• Adyn has social skills problems, so family therapy may be too overwhelming for him.</li> <li>• Adyn may develop confidence to share worries with family if he is having SST at the same time.</li> <li>• Helps family members have a greater understanding of each other's points of view and decide how they can best help Adyn.</li> <li>• Adyn may feel valued/empowered/respected by his family if his wishes/needs are listened to in the therapy session.</li> <li>• Adyn may be afraid of power imbalances as he is surrounded by adults and does not have the social skills to fully judge the situation.</li> </ul> <p><b>Credit any other reasonable point.</b></p>	(10)

Level	Mark	Descriptor
<b>Level 0</b>	<b>0</b>	No rewardable material.
<b>Level 1</b>	<b>1-3</b>	Limited or incomplete knowledge. Lacks detail with very little application or relevance. Limited level of clarity and self-expression. Limited attempt to address the question. Poor use of vocational vocabulary, spelling, punctuation and grammar.
<b>Level 2</b>	<b>4-6</b>	Knowledge and understanding accurate. Relevant evidence presented. <b>Assessment</b> partially developed but imbalanced or superficial. Limited use of vocational vocabulary, spelling, punctuation and grammar.
<b>Level 3</b>	<b>7-8</b>	Demonstrates accurate knowledge and application. Argument supported by relevant evidence. Arguments developed using coherent chain of reasoning. Candidates demonstrate a grasp of competing arguments but may be imbalanced or superficial. Acceptable use of vocational vocabulary, spelling, punctuation and grammar.
<b>Level 4</b>	<b>9-10</b>	Demonstrates accurate knowledge and understanding. Argument supported by relevant evidence. Arguments developed using coherent chain of reasoning. Competing arguments present and logical, balanced <b>assessment</b> is present. Displays integrated synthesis and transference of knowledge from other units/sources/evidence. Good use of vocational vocabulary, spelling, punctuation and grammar.

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