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Mark Scheme (Results)

Summer 2018

GCE Health and Social Care (6949)

Paper 01 Understanding Human Behaviour

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General Marking Guidance

- x All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- x Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- x Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- x There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- x 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.
- x Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- x When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- x Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Question Number		Indicative Content
1(a)		Possible answers: • They are single mothers/no partners; • They have no family living nearby; • They are living in relative poverty; • Do not feel good about themselves; • Do not feel that they are worthy; • Do not have a clear self identity; • Cannot provide for family
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Partial explanation. Candidate has a basic understanding of self confidence. Answer may not be linked to the case study.
2	3-4	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
1(b)(i)		Possible answers • occurs when children are unhappy; • occurs when children cannot get attention; • He has a new brother and/or his father is no longer there; • He is feeling insecure because of this; • He has just started nursery; • May be worried that his mother is abandoning him/may not come to pick him up;
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Partial explanation. Candidate has a basic understanding of a reason. Answer may not be linked to the case study.
2	3-4	Full explanation. Candidate is able to demonstrate a good understanding of 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
1(b)(ii)		• Idea of reward; • For good behaviour; • Behaviour is likely to be repeated; • Praise the child verbally • Suitable example e.g. trips out;
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Partial explanation. Candidate has a basic understanding of a reason. Answer may not be linked to the case study.
2	3-4	Full explanation. Candidate is able to demonstrate a good Understanding of 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
1(c)(i)		Possible points: • Token economy uses 'tokens' as a means of reward; • Examples, such as stars on a chart; • Work well as there is no complicated language/fuzzy words for young children; • Often used to extinguish unwanted behaviour; • Children may find it enjoyable as they 'collect' tokens for a bigger reward; • Can be a quick fix; • Some children may find the approach patronising; • May not see the point of gaining tokens; • May not like the competition with other children; • Therefore may not behave in order to get them;
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Candidates identify some advantages or disadvantages of the approach but these are not linked to children. QWC may be limited.
2	4-6	Candidates identify advantages and disadvantages of the approach. 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

3	7-8	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.
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Question Number		Indicative Content
1(c)(ii)		Advantages of a behavioural approach • 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. • Can be used on just one person Advantages of family centered therapy • Family Therapy could address any problems the child has with their relationship with other family members • Everyone in the family could be involved • It could lead to a new and supportive relationship between the child and the rest of the family • Would help other family members have a greater understanding of the child's problems • The family may be able to help the child.
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Candidate identifies some advantages of a behavioural approach or advantages of a family centered approach, but these may not linked to the case study of single mothers. QWC may be limited.
2	4-7	Candidate can identify some advantages of the behavioural approach and advantages of the family centered 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	8-10	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
2(a)	Two x 1 marks : e.g. • John is independent/he does his own shopping; • John likes to play his organ • Likes company/hopes to make new friends at the sheltered accommodation; • Uses a computer or email/keeps in touch with his family	(2)

Question Number	Indicative Content	
2(b)	e.g. his eyesight is failing; • not able to use his computer; may cause anger/frustration • not able to keep in touch with his family easily; • May feel lonely/isolated • Declining hearing • Stopped playing his organ • May feel upset/sad/unhappy	
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Partial explanation. Candidates likely to have a limited explanation with no detailed explanation.
2	3-4	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	
2(c)(i)	Dysfunctional beliefs: • Idea of distorted or irrational thinking; • Based on limited evidence or no evidence at all; • Example from case study; • Tony believes people John will not like him; • Because they are so different; example; • Possible reasons why not dysfunctional beliefs: • Tony may feel that he has different interests to John; • Example such as John likes computers/music; • Example, such as he is quiet and reserved and John appears to be more gregarious;	
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Candidates are likely to make only basic comments about dysfunctional beliefs. The answer may not be directly related to the case study.
2	3-4	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	5-6	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
2(c)(ii)		Respect: • Acknowledging people as individuals; • Not thinking of a person as just a service user; Examples of respect: • Using a person's name/correct method of address; • Asking a service user for their opinions; • Offering choice; • Encouraging independence; Consequences of a lack of respect: • Lower self esteem • Negative impact on emotional development • May isolate self • Disempowers service users Examples of why respect is important: • Makes service users feel more empowered; • Enables better communication; • Allows service users to feel good about themselves; • Raises their self-esteem; • Positive for their emotional development;
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	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	4-6	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	7-8	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)		Principles of a cognitive approach: • How we feel and how we behave are determined by what we think and what we believe; • Emotional problems are the result of negative and distorted thinking – arising out of dysfunctional beliefs; • If we can change this negative and distorted thinking, • we will help people to overcome their emotional and behavioural problems; Advantages of cognitive approach: • Structured/clear goals/measurable outcomes; • Non-threatening; • Basic ideas are simple to understand; • Gives strategies for self-help themselves; • Works well with stress/anxiety; Disadvantages of cognitive approach: • A “quick fix” which deals with symptoms and not underlying causes • Requires the client to be able to understand and think through causes and effects, to problem solve and have insight; • Would not be suitable where clients cannot express feelings. • May not work with people who are not prepared to change their beliefs;
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	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	4-7	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	8-10	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
3(a)		Possible answers: • poor self esteem and self concept • Bullying in childhood has left a lasting effect • May experience anxiety when arguments arise • Fear factor – avoids difficult situations
Level	Mark	Descriptor
0	0	No rewardable material
1	1-2	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	3-4	Candidates should present clear explanation with a good level of specialist knowledge and understanding demonstrated.

Question Number		Indicative Content
3(b)(i)		Ego • The ego develops in order to mediate between the unrealistic id and the external real world. • It is the decision making component of personality. Ideally the ego works by reason, whereas the id is chaotic and totally unreasonable. • The ego operates according to the reality principle, working out realistic ways of satisfying the id's demands, often compromising or postponing satisfaction to avoid negative consequences of society. The ego considers social realities and norms, etiquette and rules in deciding how to behave. Superego • The superego incorporates the values and morals of society which are learned from one's parents and others. It develops around the age of 3 – 5 during the phallic stage. • The superego's function is to control the id's impulses, especially those which society forbids, such as sex and aggression. It also has the function of persuading the ego to turn to moralistic goals rather than simply realistic ones and to strive for perfection. • The superego consists of two systems: The conscience and the ideal self. The conscience can punish the ego through causing feelings of guilt. For example, if the ego gives in to the id's demands, the superego may make the person feel bad through guilt.
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Partial explanation. Candidates likely to have a limited explanation.
2	3-4	Full explanation. Candidates should give a full explanation.

Question Number		Indicative Content
3(b) (ii)		• Therapist will help service user to understand that previous life experiences do not have a lasting effect • Through TA therapist will discuss how the service user feels and behaves due to previous experiences • Service user given strategies to help cope • It is an effective way of helping people to understand their problems and triggers • It can be used to make lasting changes • It can be used to dismantle old ideas, perceptions and issues
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Partial explanation. Candidates likely to have a limited explanation.
2	3-4	Full explanation. Candidates should give a full explanation.

Question Number		Indicative Content
3(b)(iii)		• One strength of the psychodynamic approach is that they focused on the effects that childhood experiences have on the developing personality. • Recognises the importance of childhood and the last effects on the individual. • It also led to other psychologists including Piaget to develop theories on childhood. An example of this is the Little Hans case study. • Comprehensive framework that describes human personality • It makes the difficulties individuals face seem comprehensible • Creates a more optimistic view of difficulty – i.e not all doom and gloom • It takes account of both nature and nurture into account. It emphasises the importance of both. • Assumptions made cannot be scientifically measured or proved wrong. An example of this is the idea of the mind being split into three parts. • It is also deterministic. • It suggests that behaviour is pre-determined and people do not have free will. • Treatment is reliant on the subjective interpretation of the therapist • May be long and expensive; • Underlying ideas are complex and difficult for others to understand;
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Candidates have a basic understanding of the psychodynamic approach. Answers may not be linked. Candidates may identify advantages or disadvantages, QWC may be limited.
2	4-6	At the bottom end of the range there will be an attempt to explain and discuss how the psychodynamic approach can be effective in changing behaviour. At the top end there should be some advantages and some disadvantages given. There may be some mistakes with QWC.
3	7-8	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
3b(iv)		• Resolves a specific issue or not • Prepares the family for major change • Assesses the role the family has played in an individuals life • Helps to clarify how the family functions • Identifies the strengths and weaknesses within the family • Sets goals • Improves communication • It dependent on everyone's participation • Clear boundaries have to be set for it to succeed • Requires openness, transparency for it to work
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Candidates identify some advantages or disadvantages of the approach but these are not linked and QWC may be limited.
2	4-7	Candidates identify advantages and disadvantages of the approach. They may have some idea of the principles behind a family therapy, but they may not be clear. Candidates at the higher end of the mark band make some links to people who are experiencing relationship problems. 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	8-10	Candidates give relevant advantages and disadvantages of the approach and these are linked to people experiencing difficulty. It should be very clear that the principles of the approach are understood. There should be an overall conclusion.