

Mark Scheme (FINAL)

Summer 2008

GCE

GCE Applied Health & Social Care (6949/01)

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.

PRE-STANDARDISATION MARK SCHEME - 6949
GCSE HEALTH & SOCIAL CARE JUNE 2008

STRICTLY CONFIDENTIAL

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- (1) You must have provisionally marked 15 of every item **ONLINE** before the Standardisation Meeting on 17/06/2008 in order to familiarise yourself with the Pre-standardisation mark scheme.
- (2) At the meeting the mark scheme will be discussed and amplified. It will be amended in the light of the discussion and of marking experience. Assistant Examiners will then be asked to take part in an Agreement Trial. The marks will be compared and discussed. Scripts used in Agreement Trials may be taken away from the meeting for reference purposes; these must be **destroyed** at the conclusion of marking.
- (3) Within **48 hours** of the Standardisation meeting, Assistant Examiners must mark fully, **ONLINE**, a sample of **10** of every item in the light of the amended **FINAL** mark scheme which you will be able to access **ONLINE**. Please note that you will not be able to mark any more responses until after you have received clearance from your Team Leader, and any differences are resolved.
- (4) Once clearance has been received from the Team Leader, you **MUST** start marking and all your marking **MUST** be done by **the completion dates as stated on your contract**.
- (5) Further checks on your marking will be made by your Team Leader at any point throughout the marking period to ensure that your marking is accurate.

Please contact the ePEN helpdesk for technical queries:

Online Associates
Helpdesk

Telephone 0800 169 9202

Email UKservicedesk@pearson.com

Crossed out work

If a candidate has crossed out an answer and written new text, the crossed out work can be ignored. If the candidate has crossed out work but written no new text, the crossed out work for that question or part question should be marked, as far as it is possible to do so.

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Question Number	Answer	Mark
1(a)(i)	<ul style="list-style-type: none"> • 1996 	1 mark

Question Number	Answer	Mark
1(a)(ii)	<ul style="list-style-type: none"> • 9 	1 mark

Question Number	Answer	Mark
1(a)(iii)	<p>Level 1 response (1 - 2 marks) May just provide description of each graph separately or give a limited comparison.</p> <p>Level 2 response (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

Question Number	Answer	Mark
1(b)	<p>Level 1 response (1 - 2 marks) Candidate has a basic understanding of Social Learning theory. Answer is not linked/parents to case study.</p> <p>Level 2 response (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

Question Number	Answer	Mark
1(c)(i)	<p>Level 1 Response (1 - 2 marks) Candidate identifies 1 or 2 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 Response (3 - 4 marks) Candidate provides an explanation each of the two features identified.</p> <p>For example:</p> <p style="padding-left: 40px;">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

Question Number	Answer	Mark
1(c)(ii)	<p>Level 1 response (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 response (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

Question Number	Answer	Mark
1(d)	<p>Level 1 response (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 response (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 response (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: 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		

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

Question Number	Answer	Mark
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

Question Number	Answer	Mark
2(b)	<p>Level 1 response (1 - 2 marks) Candidate lists one (1) or two (2) 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 response (3 - 4 marks) Candidate is able 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

Question Number	Answer	Mark
2(c)	<p>Level 1 response (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 response (3 - 4 marks) Clear indication of why homework is important. E.g.</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

Question Number	Answer	Mark
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

Question Number	Answer	Mark
2(d)(ii)	<p>Level 1 response (1 - 3 marks) Candidate is able to list one, two or three reasons but provides little or no explanation. Or may give two reasons with one explanation, etc.</p> <p>Level 2 response (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

Question Number	Answer	Mark
2(e)	<p>Level 1 response (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 response (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 response (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: 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 say • 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		

Question Number	Answer	Mark
3(a)	<p>Level 1 response (1 - 2 marks) Candidate is able to list some factors but provides little description or explanation.</p> <p>Level 2 response (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 response (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

Question Number	Answer	Mark
3(b)(i)	<p>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

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

Question Number	Answer	Mark
3(b)(iii)	<p>Level 1 response (1 - 2 marks) Candidate lists one (1) or two (2) aspects but provides no description. Or, may list and describe one aspect.</p> <p>Level 2 response (3 - 4 marks) Candidate lists two aspects and describes one (3) or lists two aspects and describes them both (4).</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

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

Question Number	Answer	Mark
3(c)(ii)	<p>Candidate identifies any other aspect of the CVB (1)</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 of the marks, is able to link it to the provision of effective care.</p> <p>For example:</p> <ul style="list-style-type: none"> • Effective communication (1); • ensures that both the therapist and the client understand each other (2); • enables the therapist to gain the information needed to determine the best treatment (3); • Helps form trust between the client and the therapist (4); • This may result in more effective treatment for the client (5); 	5 marks

Question Number	Answer	Mark
3(d)	<p>Level 1 response (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 response (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 response (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: 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		