

GCE

Sample Assessment Materials

Edexcel Advanced Subsidiary GCE in Health and Social Care
(Single Award: 8741)/(Double Award: 8742)

Edexcel Advanced GCE in Health and Social Care
(Single Award: 9741)/(Double Award: 9742)

Edexcel Advanced GCE with Advanced Subsidiary
(Additional) in Health and Social Care (9743)

First assessment June 2010
Issue 2 – May 2009

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Publications code UA015765

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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.

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCE

Health and Social Care

Unit 1: Human Growth and Development

Sample Assessment Material

Time: 1 hour 30 minutes

Paper Reference

6938/01

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 90.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed
– *you should take particular care with your spelling, punctuation and grammar, as well as the clarity of expression, on these questions.*

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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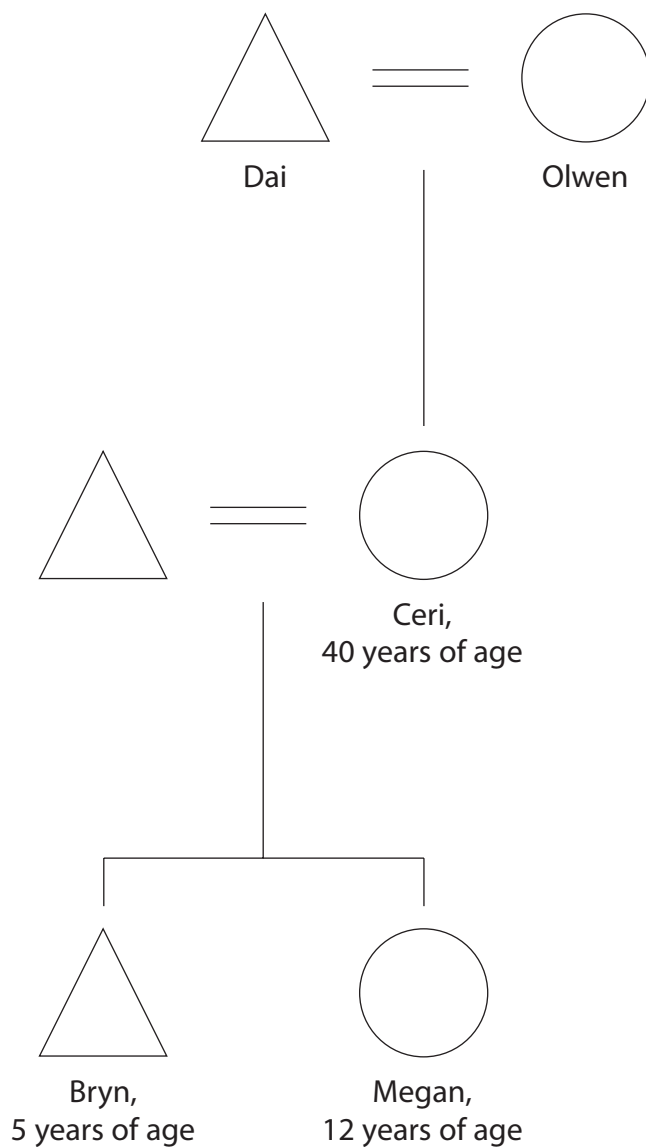
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
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This question paper is based around Olwen and Dai and their family.



key

 = male

 = female

Answer ALL questions.

1

Olwen and Dai are married and in their seventies. They live in a small bungalow in the country. Their daughter, Ceri (40 years old), has separated from her husband. She and her two children, Megan (twelve years of age) and Bryn (five years of age), have come back to live with Olwen and Dai.

(a) (i) State Olwen's current life stage. (1)

(ii) Identify **three** physical features associated with this life stage. (3)

1

2

3

(b) Identify how Olwen's physical, intellectual, emotional and social development may be affected by Ceri's family coming to live with her and Dai. (4)

Physical

Intellectual

Emotional

Social

(c) Olwen looks after Bryn and Megan while Ceri searches for a job. Bryn likes to climb trees, paint and listen to stories.

Using the information given, explain the difference between fine and gross motor skills.

(4)

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*(d) Ceri is finding it extremely difficult to get a job as she has not worked for 15 years. She needs an income to support herself and the children.

Examine how employment affects the health and well-being of a family.

(8)

A series of horizontal dotted lines for writing the answer.

*(e) Ceri is now a lone parent.

Discuss how this change may affect her self-concept.

(10)

A series of horizontal dotted lines for writing the answer.

(Total for Question 1 = 30 marks)

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2

Dai is a retired police sergeant. He had a heart by-pass operation five years ago after several years of disability.
He enjoys walking and gardening although he suffers from mild arthritis in his joints.

(a) (i) Dai describes being healthy as working in his garden without pain.

State **two** names for this view of health.

(2)

1

2

(ii) Define the holistic view of health.

(2)

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***(b)** Dai had a stressful occupation and worked long hours. His meal breaks were short and he ate a lot of convenience foods.

Explain how Dai's lifestyle may have contributed to his previous heart problems.

(6)

A series of horizontal dotted lines provided for writing the answer.

*(c) One aim of health promotion campaigns is to encourage individuals to adopt healthier lifestyles.

Discuss the approaches that may be used in such campaigns.

(10)

A series of horizontal dotted lines provided for writing the answer.

- (d) Ceri and her family have moved from a large city where both children were immunised.
Health professionals are concerned about the levels of immunisations for children in city areas.

The table shows data for England and large cities in the UK.

Percentage of children immunised by their 2nd birthday in 2001/02 by location		
Location	Diphtheria, tetanus, whooping cough	Measles, mumps and rubella (MMR)
England	94	84
London	89	75
Birmingham	94	82
Leeds	93	83
Manchester	89	80
Glasgow	96	87
Liverpool	93	84

(Data from the Department of Health 2004)

- (i) Identify the city which has the highest percentage for both groups of immunisations. (1)

-
- (ii) Identify the city which most closely reflects England as a whole. (1)
-

*(iii) The World Health Organisation recommends that 95% of children should be immunised against these childhood infections. This is known as 'herd' immunity and prevents the disease from becoming widespread in communities.

Examine how herd immunity could be improved by health promotion campaigns.

(8)

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(Total for Question 2 = 30 marks)

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3

Megan, who is 12 years of age, will be starting her new secondary school next month. Megan is rather shy and worried about starting school as she does not know anyone in the area.

(a) (i) State Megan's current life stage. (1)

(ii) Megan is already experiencing some physical changes related to her life stage.

Identify **three** physical changes that Megan will experience in this life stage. (3)

1

2

3

(b) Megan has not made any friends since moving to her grandparents' house.

Explain the importance of having friends to:

(i) Megan's physical development.

(4)

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(ii) Megan's intellectual development.

(4)

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*(c) Examine the importance of emotional development for adult life.

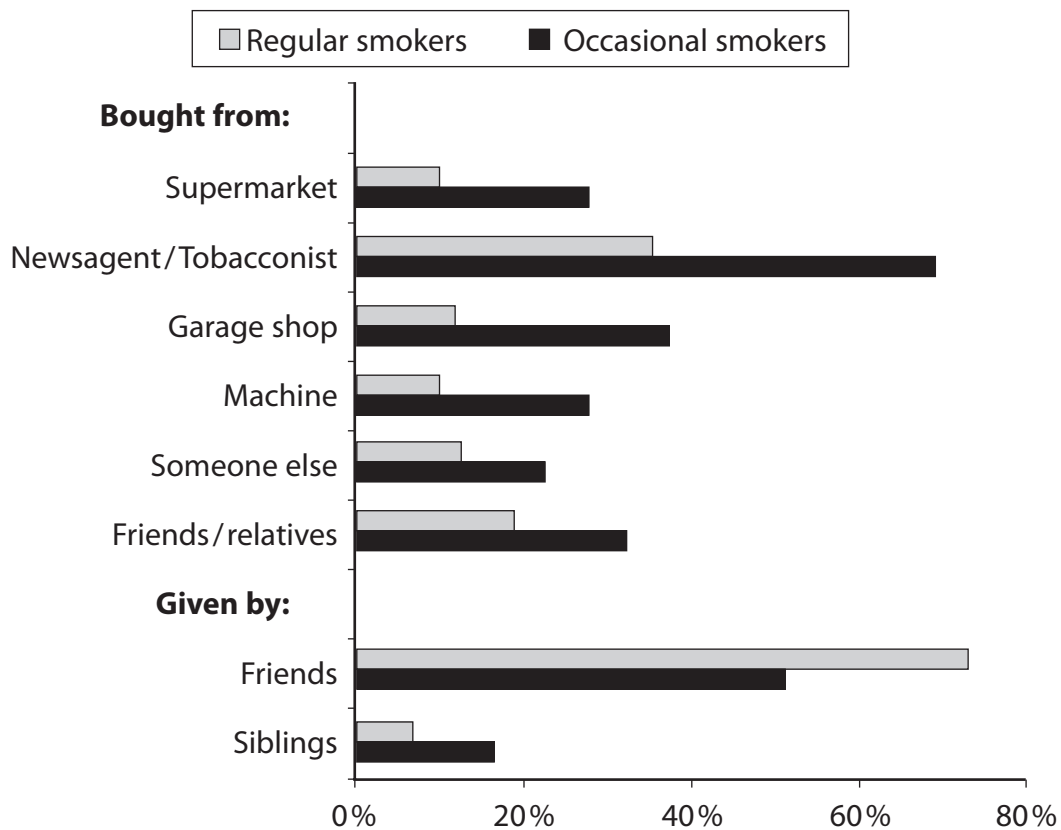
(8)

A series of horizontal dotted lines for writing.

*(d) The secondary school that Megan will join has been experiencing problems with pupils smoking. The Head teacher has contacted the local Health Promotion Unit for some practical assistance.

The results of a survey show where pupils obtained their cigarettes.

Most common sources of cigarettes, by smoking status, 2004



(Source: Smoking, Drinking and Drug use among Young People in England in 2004. The Information Centre)

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Sample Mark Scheme

Unit 1: Human Growth and Development

Question Number	Answer	Mark
1(a)(i)	Later adulthood	(1)

Question Number	Answer	Mark
1(a)(ii)	<p>1 mark for each of the following: Maximum 3 marks</p> <ul style="list-style-type: none"> • Decline of senses - eyesight, hearing, taste, smell • Reduced mobility / reduced activity / muscles weaker / stiff joints • Reduced skin elasticity • Reduced bone density / bones weaker • Skin is thinner / drier / flakier • Organ systems less efficient - respiratory, cardiovascular, digestive, renal • Immune system less efficient • Balance reduced • Reduced height 	(3)

Question Number	Answer	Mark
1(b)	<p>1 mark for each development areas: Maximum 4 marks in total</p> <p>Physical</p> <ul style="list-style-type: none"> • More tired / exhausted • Gradually becoming fitter / healthier / more active / organ systems functioning better • Mobility and balance improves. <p>Intellectual</p> <ul style="list-style-type: none"> • Mental stimulation from contact with younger people / better knowledge • More creative / imaginative • Learning new skills. <p>Emotional</p> <ul style="list-style-type: none"> • Anxious / stressed about the family's future / financial implications • Delighted / happy at having more contact with grandchildren • Irritation at lack of space / untidiness / no time for interests • Change in self-concept / self-image or self-esteem. <p>Social</p> <ul style="list-style-type: none"> • Enhanced family relationships / interaction • Enhanced / reduced social relationships. 	(4)

Question Number	Answer	Mark
1(c)	<p>2 marks for fine motor skills and 2 marks for gross motor skills</p> <p>Gross motor skills</p> <ul style="list-style-type: none"> • Gross motor skills involve large muscle groups whereas fine motor skills involve small muscles • Gross motor skills begin early in infancy whereas fine motor skills develop later • Gross motor skills are basic core motor movements involving head and trunk whereas fine motor skills are precise, manipulated sophisticated movements - fingers, hands <p>Up to maximum of two marks for two identified gross motor skills</p> <p>Fine motor skills</p> <ul style="list-style-type: none"> • Fine motor skills involve complex nervous control whereas gross motor skills do not. • Climbing trees is a gross motor skill whereas painting is a fine motor skill • Fine motor skills involve small muscles <p>Up to maximum of two marks for two identified fine motor skills.</p>	(4)

Question Number	Indicative content
1(d) QWC (i-iii)	<p>For example:</p> <p>Positive</p> <ul style="list-style-type: none"> • Provides income for basic necessities - shelter / clothing / food / heat etc • Provides income for pleasure / leisure pursuits • Luxuries • Occupies time / less boredom / intellectual stimulation • Platform to higher social class • Increases education / learning / skills / training / development • Feeling of well-being / being productive / raised self-esteem / self-concept • Supporting family • Independence • Changes social network / relationships • Opportunity for social development • Confidence • Stress. <p>Negative</p> <ul style="list-style-type: none"> • Dependency on welfare state / handouts • Boredom / depression / mental health / failure / rejection • No luxuries • Low quality accommodation -infections / dampness / accidents • Increases health risks • Premature death increased • Low self-esteem / self-image / self-concept • Stress / frustration / anger • Unable to learn new skills.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1 - 2	<p>The level of knowledge will be basic and there will be omissions. There will be limited application and the information from background information will not be applied. Meaning may be conveyed but in a non-specialist way. The evaluation will be missing. Candidates will make a few statements such as lack of money to buy things income, but they may be vague. There is unlikely to be any discussion.</p> <p>The candidate uses everyday language and the response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy.</p>
Level 2	3 - 5	<p>There will be a basic level of knowledge. There may be some application of knowledge. The evaluation will be basic and will not be balanced. Candidates may make one or two links. There should be evidence of some explanation and/or discussion of the factors.</p> <p>Maximum of 4 marks for a one-sided view.</p> <p>The candidate uses some terms and shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy.</p>
Level 3	6 - 8	<p>There will be few, if any, omissions. Depth of understanding will be demonstrated and knowledge, concepts and terms will be accurately applied. There will be an evaluation and conclusions will be drawn. The response will be coherent and well structured.</p> <p>Candidates should give clear examples accompanied by explanations of the importance of employment to health and well-being. Examples should be drawn both from the case study and elsewhere. There should be clear evidence of discussion of the factors. Discussion will reflect both sides and present a balanced view. The candidate uses a range of appropriate terms and shows good focus and organisation. Spelling, punctuation and the rules of grammar used with considerable accuracy.</p>

Question Number	Indicative content	
1(e) QWC (i-iii)	<p>For example:</p> <p>Negative</p> <ul style="list-style-type: none"> • Unable to find decent employment • Run back home to elderly parents / dependency • No home • Financial difficulties • Children affected by break-up • Failure of intimate relationship/low self esteem/self image • Unhappy / embarrassed / lacking confidence • Stressed • No friends / confidantes / lonely • Difficult to mix again / reluctant to answer questions -children / new acquaintances / neighbours • Problems yet to face-divorce / access • Depressed • Anger. <p>Positive</p> <ul style="list-style-type: none"> • Opportunity to make fresh start • Left difficult relationship behind • Meet new people / new social networks • Relief • Happier having made the break • Independence. 	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1 - 3	The level of knowledge will be basic and there will be omissions. There will be limited application and the information from background information will not be applied. Meaning may be conveyed but in a non-specialist way. Evaluation will be missing. The candidate uses everyday language and the response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy.
Level 2	4 - 7	There will be a basic level of knowledge. There may be some application of knowledge. Evaluation will be basic and will not be balanced. At the bottom end, candidates are likely to focus on points from the case study and examine the possible effects of these on a negative self concept. At the top end, candidates are likely to show other aspects of self concept and show insight. Maximum of 5 marks for a one-sided view of self concept. The candidate uses some terms and shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy.
Level 3	8 - 10	There will be few, if any, omissions. Depth of understanding will be demonstrated and knowledge, concepts and terms will be accurately applied. There will be an evaluation and conclusions will be drawn. The response will be coherent and well structured. Good evaluation is clearly evident and the candidate applies information from the case study and their own knowledge. The candidate uses a range of appropriate terms and shows good focus and organisation. Spelling, punctuation and the rules of grammar used with considerable accuracy.

Question Number	Answer	Mark
2(a)(i)	1 mark for each of the following: Maximum 2 marks <ul style="list-style-type: none"> • A personal view of health • A negative view of health 	(2)

Question Number	Answer	Mark
2(a)(ii)	1 mark for a partial description 2 marks for a full description Holistic view of health: <ul style="list-style-type: none"> • Enables a person to achieve their own potential • Empowers people to improve their quality of life • Is a state of complete physical, emotional, mental and social well-being and not just an absence of disease or infirmity 	(2)

Question number	Indicative content	
2(b) QWC (i-iii)	<ul style="list-style-type: none"> • Working long hours so constantly active and little time for relaxation / exhausted / lack of exercise • High levels of stress/responsibility -raised BP / hypertension leading to heart disease • Poor quality diet high in salt, fat and sugar - blocked arteries (atherosclerosis) / heart disease • Raised cholesterol leading to heart disease. 	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1 - 2	The level of knowledge will be basic and there will be omissions. Meaning may be conveyed but in a non-specialist way. The level of knowledge will be basic and there will be omissions. There will be limited application and the information from background information will not be applied. Meaning may be conveyed but in a non-specialist way. The candidate uses everyday language and the response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy.
Level 2	3 - 4	There will be a basic level of knowledge. There may be some application of knowledge. One or two factors may be identified and explained or one factor well explained and links made to other points. The candidate uses some terms and shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy.
Level 3	5 - 6	There will be few, if any, omissions. Depth of understanding will be demonstrated and knowledge, concepts and terms will be accurately applied. The response will be coherent and well structured. At least two factors well-explained with links made to other points. The candidate uses a range of appropriate terms and shows good focus and organisation. Spelling, punctuation and the rules of grammar used with considerable accuracy.

Question Number	Indicative content	
2(c) QWC (i-iii)	<p>Societal (3 marks)</p> <ul style="list-style-type: none"> • Legislation - alcohol / smoking • Local authority - alcohol free zones • Public warnings such as underage purchasing. <p>Educational/Behavioural (4 marks)</p> <ul style="list-style-type: none"> • Provide information on health risks (diet, smoking, alcohol etc) so that people can make informed decisions • Empower people / raise self-esteem to make their own decisions • Provide advice / help to encourage change to healthier lifestyles • Use mass media to influence society as a whole • Raising awareness that people have the responsibility for their own lifestyles • Provide statistics to inform individuals about extent of risks • Explore attitudes and behaviour - safe sex, alcohol, and smoking. <p>(Bio) Medical (3 marks)</p> <p>Encourage individuals to undergo regular screening, monitoring or immunisation to ensure maintenance of a healthier lifestyle.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1 - 3	<p>The level of knowledge will be basic and there will be omissions. Meaning may be conveyed but in a non-specialist way. The evaluation will be missing. The candidate is likely to just identify one approach. This may be vague and not accurately expressed. The response may be specific to one health risk such as smoking or just generally refer to healthier lifestyles.</p> <p>The candidate uses everyday language and the response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy.</p>
Level 2	4 - 7	<p>There will be a basic level of knowledge. There will be more than one approach considered and examples provided. The evaluation will be basic and will not be balanced.</p> <p>The candidate uses some terms and shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy.</p>
Level 3	8 - 10	<p>There will be few, if any, omissions. Depth of understanding will be demonstrated and knowledge, concepts and terms will be accurately applied. There will be an evaluation and conclusions will be drawn. The response will be coherent and well structured. The candidate will mention all three approaches although the biomedical approach will only be useful in a “compliance” concept such as identifying the need to accept screening, monitoring and immunisation to stay healthy.</p> <p>The candidate uses a range of appropriate terms and shows good focus and organisation. Spelling, punctuation and the rules of grammar used with considerable accuracy.</p>

Question Number	Answer	Mark
2(d)(i)	Glasgow	(1)

Question Number	Answer	Mark
2(d)(ii)	Liverpool	(1)

Question Number	Indicative content	
2(d)(iii) QWC (i-iii)	<p>Improving health promotion campaigns</p> <ul style="list-style-type: none"> • Personalised invitations by 'phone or text • Communication (written / spoken) in different languages • Health professionals from different ethnic groups • Education / information on <u>risks</u> from diseases • Evening or weekend clinics for working parents • Using census, benefit or school lists for information • Use of mass media to publicise importance especially on dedicated channels - Asia, Caribbean etc. • Use of faith-based agencies • Increase in number of GP practices • Positive publicity - posters, leaflets etc. • Interpreters in practices • Targeting pregnant mothers • Improved tracing of movements of families. 	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1 - 2	<p>The level of knowledge will be basic and there will be omissions. There will be limited application and the information from background information will not be applied. Meaning may be conveyed but in a non-specialist way. The evaluation will be missing. Candidates will offer only one idea poorly expressed for campaigns.</p> <p>The candidate uses everyday language and the response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy.</p>
Level 2	3 - 5	<p>There will be a basic level of knowledge. There may be some application of knowledge. The evaluation will be basic and will not be balanced. At the bottom end, there should be at least two brief ideas for campaigns (4 marks or 3 marks for one well-explained campaign]. At the top end, candidates should demonstrate a good understanding of two of the issues that Health Promoters face in large cities and maybe able to analyse reasons for the low uptake of immunisation. They will offer at least one well-explained campaign ideas and one brief idea (5 marks).</p> <p>The candidate uses some terms and shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy.</p>
Level 3	6 - 8	<p>There will be few, if any, omissions. Depth of understanding will be demonstrated and knowledge, concepts and terms will be accurately applied. There will be an evaluation and conclusions will be drawn. The response will be coherent and well structured. Good discussion should be clearly evident and explicit. More than two points made should be detailed and relevant, both to large city populations and individuals (6 marks). These points should be linked to clear explanations. A further two marks are available for more than two ideas for health promotion campaigns. (7 - 8 marks)</p> <p>The candidate uses a range of appropriate terms and shows good focus and organisation. Spelling, punctuation and the rules of grammar used with considerable accuracy.</p>

Question Number	Answer	Mark
3(a)(i)	Adolescence	(1)

Question Number	Answer	Mark
3(a)(ii)	<p>1 mark for each of the following: Maximum 3 marks</p> <p>For example:</p> <ul style="list-style-type: none"> • Growth / enlargement / development of breasts • Development of underarm (axillary) and pubic hair • Onset of menstruation (menarche) / periods • Widening of hips • Growth <u>spurt</u> • Growth of ovaries, uterus, vagina • Start of ovulation • Acne • Female sex hormones increase (or any named one). 	(3)

Question Number	Answer	Mark
3(b)(i)	<p>1 mark for each of two factors 1 mark for example or qualification of each factor</p> <p>Factors:</p> <p>Needs friends / peers to</p> <ul style="list-style-type: none"> • Experience changes in puberty with • Go on outings • Play active sport • Experience different life stages. 	(4)

Question Number	Answer	Mark
3(b)(ii)	<p>1 mark for each of two factors 1 mark for example or qualification of each factor</p> <p>Factors:</p> <p>Needs friends / peers to</p> <ul style="list-style-type: none"> • Discuss schoolwork • Exchange ideas • Improve communication • Explore world / society • Develop intellectual skills further / stimulation / learn new things. 	(4)

Question Number	Indicative content	
3(c) QWC (i-iii)	For example: <ul style="list-style-type: none"> • Make social relationships easily • Form intimate relationships • Be independent • Develops constructive plans for the future • Able to make effective decisions by considering all angles • Communicate effectively • Mix with others / socially interact • Confident • Express thoughts and feelings • Develop coping skills in problem situations • Accept new challenges with enthusiasm • Happy with life • Not be afraid of failure • Develop self concept. 	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1 - 2	<p>The level of knowledge will be basic and there will be omissions. Meaning may be conveyed but in a non-specialist way. The evaluation will be missing. Candidates will make a few statements to do with enjoying oneself and being unhappy but they will be vague, without explanation. There is unlikely to be any discussion. The candidate uses everyday language and the response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy.</p>
Level 2	2 - 5	<p>There will be a basic level of knowledge. There may be some application of knowledge. The evaluation will be basic and will not be balanced. Candidates may make one or two links to other developmental areas. There should be evidence of some explanation and/or discussion of at least two factors.</p> <p>No more than 5 marks if bullet-pointed.</p> <p>The candidate uses some terms and shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy.</p>
Level 3	6 - 8	<p>There will be few, if any, omissions. Depth of understanding will be demonstrated and knowledge, concepts and terms will be accurately applied. There will be an evaluation and conclusions will be drawn. The response will be coherent and well structured.</p> <p>Candidates should give clear examples accompanied by explanations of the importance of emotional development in adulthood. Several factors will be explained and linked to development in other areas. Examples should be drawn both from the case study and elsewhere. There should be clear evidence of discussion of the factors.</p> <p>The candidate uses a range of appropriate terms and shows good focus and organisation. Spelling, punctuation and the rules of grammar used with considerable accuracy.</p>

Question Number	Indicative content
<p>3(d)</p> <p>QWC (i-iii)</p>	<p>For example:</p> <p>Chart key points</p> <ul style="list-style-type: none"> • Occasional smokers are more likely to be given cigarettes by friends / relatives • Occasional smokers are less likely to buy cigarettes probably lack of money / persuaded to stop easily • Regular smokers more likely to buy own cigarettes • Regular smokers buy more from newsagents / tobacconists than anywhere else - less likely to be refused • Only 25% are bought in supermarkets where supervision and warnings more likely. <p>Approach points:</p> <ul style="list-style-type: none"> • Knowledge and understanding - younger start smoking / more cigarettes smoked more likely to become ill • Statistics inform pupils about tobacco-related disease • Advice / help about stopping or reducing habit • Empowerment of individuals to say no • Attitudes and values - not macho • Financial consideration • Change views and ideas about smoking • Individual responsible for own health • Change in behaviour / sport / music etc • Taking control of own lives.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1 - 3	<p>The level of knowledge will be basic and there will be omissions. There will be limited application and the information from background information will not be applied. Meaning may be conveyed but in a non-specialist way. The evaluation will be missing. The candidate is likely to identify one or two points from the graph but they may be vague. The candidate is unlikely to evaluate the information or make accurate reference to educational/behavioural approach.</p> <p>The candidate uses everyday language and the response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy.</p>
Level 2	4 - 7	<p>There will be a basic level of knowledge. There may be some application of knowledge. The evaluation will be basic and will not be balanced. At the bottom end, candidates are likely to identify points from the graph and relate these to ways of preventing pupils from obtaining cigarettes but not to attitudes/values/informed decisions/self-esteem. There is still unlikely to be much evaluation. At the top end, in addition, links should be specific and candidates are likely to start to evaluate the information.</p> <p>No more than 6 marks if bullet points.</p> <p>The candidate uses some terms and shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy.</p>
Level 3	8 - 10	<p>There will be few, if any, omissions. Depth of understanding will be demonstrated and knowledge, concepts and terms will be accurately applied. There will be an evaluation and conclusions will be drawn. The response will be coherent and well structured. Good evaluation is clearly evident and the candidate makes reference to several aspects of the graph. There should be clear links of each of these to self esteem/responsibility of the individual etc. For 9 - 10 marks the candidate should be emphasising the links between refusing/not asking for cigarettes from friends/relatives and being empowered to refuse.</p> <p>The candidate uses a range of appropriate terms and shows good focus and organisation. Spelling, punctuation and the rules of grammar used with considerable accuracy.</p>

Write your name here

Surname

Other names

Centre Number

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Edexcel GCE

Health and Social Care

Unit 4: Social Aspects and Lifestyle Choices

Sample Assessment Material

Time: 1 hour 30 minutes

Paper Reference

6941/01

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 90.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed
– *you should take particular care with your spelling, punctuation and grammar, as well as the clarity of expression, on these questions.*

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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Answer ALL questions.

1 Smoking is an example of a lifestyle choice that may affect a person's physical health.

(a) Identify **three** lifestyle choices, other than smoking, that may affect a person's physical health.

(3)

1

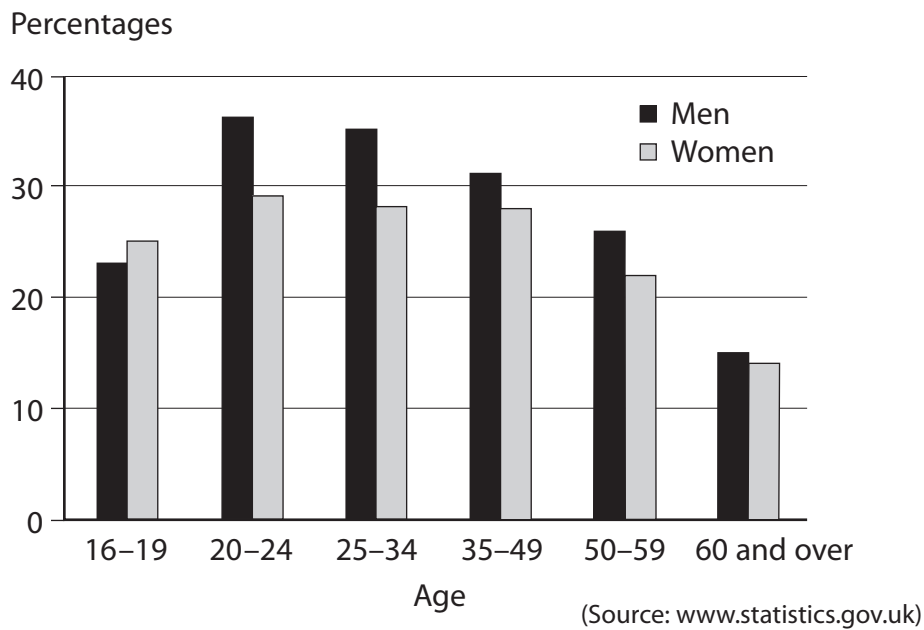
2

3

(b)

One in four adults were smokers in 2004

The graph shows the percentage of adults who smoked cigarettes, by age and sex, in 2004 in the UK.



(i) Describe how the number of people who smoked varied with age.

(2)

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(ii) Identify the age group in which women smoke more than men.

(1)

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*(c) Discuss the effects that smoking may have on a person's health and well-being.

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*(d) Many people stop smoking because of peer pressure.

Discuss the extent to which peer group pressure might persuade someone not to smoke.

(8)

A series of horizontal dotted lines for writing the answer.

*(e) Smoking may lead to an early death.

Discuss the effect of such a bereavement on the health and well-being of other family members.

(10)

Dotted lines for writing.

(Total for Question 1 = 30 marks)

2

Nina is a sociology student in her second year at university. She has just moved away from her family home and into a flat with six other students. The flat is damp and has not been decorated for a number of years. After paying the rent, she does not have very much money to spend.

(a) As part of growing up, Nina has experienced different agents in the socialisation process.

(i) Using the information given, describe the different agents in Nina's socialisation.

(4)

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(ii) Explain the importance of Nina having friends at this time in her life.

(4)

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(iii) Describe **two** ways in which Nina's family can support her while she is at university.

(4)

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*(b) Nina is learning about socio-economic factors.

Examine how Nina's housing and income may affect her physical development.

(6)

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(c) Nina is also learning about the relationship between social class and health.

(i) The Registrar-General's classification of social class is shown in the table.

	Social Class	Examples of Occupations
1	Professional	Lawyer, doctor
2	Intermediate	Teacher, nurse, manager
3 (NM)	Skilled non-manual	Typist, shop assistant
3 (M)	Skilled manual	Miner, cook, electrician
4	Semi-skilled manual	Farm worker, packer
5	Unskilled manual	Cleaner, labourer

Define the term **social class**.

(2)

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*(ii) The table shows variations in mortality (death) with social class for certain common causes of death. The numbers refer to the Standardised Mortality Ratio, where 100 is average. The higher the number, the higher the mortality.

Cause	Social Class					
	1	2	3 NM	3 M	4	5
Heart disease (men)	88	91	107	108	117	135
Lung cancer (men)	53	68	84	118	123	143
Breast cancer (women)	117	112	110	109	103	92
Cervical cancer	44	66	69	120	140	161
Suicide (women)	124	118	110	87	83	94

(Figures taken from Occupational Mortality England and Wales, 1970-72, OPCS.)

Discuss the extent to which this information supports the conclusion that people in lower social classes are more likely to die from these causes.

(10)

A series of horizontal dotted lines for writing the answer.

(Total for Question 2 = 30 marks)

3

Medvale is a care home for older people. It is situated next door to Newholme, a home for unmarried mothers. Each care establishment has 20 residents, with a ratio of care practitioners to service users of 1 : 4. Most of the residents of Medvale are women of black ethnic origin, whereas the residents of Newholme are of mixed ethnic origin.

(a) How many care practitioners work at Medvale? (1)

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(b) Different groups of people in society are sometimes stereotyped.

(i) Describe **one** way in which older people may be stereotyped. (2)

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(ii) Describe **one** way in which unmarried mothers may be stereotyped. (2)

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(iii) Identify **one** other group in society that may be stereotyped and describe how that group may be stereotyped.

(3)

Group

Description

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*(c) The two care establishments are next door to each other.

Explain how the managers of the care homes could use this to the benefit of both sets of service users.

(6)

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***(d)** The managers of both care establishments make sure that the care value base is implemented by the care practitioners during the course of their work.

- (i)** Discuss how the care value base could be implemented when working with the older service users at Medvale.

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(ii) Assess the importance of implementing the care value base in establishments such as Medvale and Newholme.

(10)

Area for writing the answer to question (ii). The area contains horizontal dotted lines for writing.

(Total for Question 3 = 30 marks)

TOTAL FOR PAPER = 90 MARKS

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Sample Mark Scheme

Unit 4: Social Aspects and Lifestyle Choices

Question Number	Answer	Mark
1(a)	1 mark for each of the following: Maximum 3 marks <ul style="list-style-type: none">• Diet• Amount of exercise / inactivity• Alcohol use• Drugs• Any other sensible suggestion	(3)

Question Number	Answer	Mark
1(b)(i)	One mark for a partial description Two marks for a full description <ul style="list-style-type: none">• Number of people who smoke is greatest in the 20 - 24 age group• Idea of increases, then decreases• Men peak earlier than women	(2)

Question Number	Answer	Mark
1(b)(ii)	1 mark for identifying the following: 16-19	(1)

Question Number	Indicative content	
1(c) QWC (i-iii)	<p>Examples of effects include:</p> <ul style="list-style-type: none"> • Lung cancers / bronchitis / emphysema • Because of tar in the cigarettes • Raised blood pressure and heart disease. • Addiction / can't give up • Because of the nicotine. • Lack of energy • Because of damage to respiratory system. • Emotional effects such as depressed • Because can't give up. • Could find it pleasurable / calming • Idea of 'steading the nerves'. • Financial aspects • Less money for food • Leading to stress / spending money on more food thus overeating. • Socially acceptable / unacceptable • Explanation - peers smoke / most people don't smoke now 	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1 - 2	The candidate is likely to give description of the different effects only. Explanation will not be clearly evident and there will be no clear links to health & well-being. The candidate uses everyday language and the response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy.
Level 2	3 - 4	Candidates may well support description of the different effects with explanation or make links to health and well-being. The candidate uses some terms and shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy.
Level 3	5 - 6	Candidates should describe effects and explain their relevance. They should also make clear links to health and well-being. For full marks there should be reference to other aspects of health and well-being other than physical. The candidate uses a range of appropriate terms and shows good focus and organisation. Spelling, punctuation and the rules of grammar used with considerable accuracy.

Question Number	Indicative content	
1(d) QWC (i-iii)	<ul style="list-style-type: none"> • Young people uncertain about what they believe and where they stand • Values and attitudes look to peer group to promote alternative to those provided by family • Young people spend a lot of time in groups either in school or leisure so group values and behaviour can very influential • Teenagers are experimental with smoking etc. Whenever they take up something new they look to their peers for guidance. Not all teenagers respond in the same way to peer group pressure, some (11 to 14) appear to be more influenced than others. • Some teenagers are more independent than others and can withstand pressure better • Teenagers who receive little support at home are the most likely to be influenced by the peer group 	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1 - 2	<p>The level of knowledge will be basic and there will be omissions. There will be limited application and the methods suggested may not be specific. Meaning may be conveyed but in a non-specialist way. Discussion will be missing. Candidates will make a few statements about how someone may be persuaded not to take smoke, but they may be vague.</p> <p>The candidate uses everyday language and the response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy.</p>
Level 2	3 - 5	<p>There will be a basic level of knowledge. There may be some application of knowledge. The discussion will be basic and will not be balanced. Candidates should give appropriate examples of how someone may be persuaded not to smoke. There should be evidence of some explanation and/or discussion of the factors. There should be a clear understanding of peer pressure.</p> <p>The candidate uses some terms and shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy.</p>
Level 3	6 - 8	<p>There will be few, if any, omissions. Depth of understanding will be demonstrated and knowledge, concepts and terms will be accurately applied. Discussion should be balanced. The response will be coherent and well structured. Candidates should give clear examples accompanied by explanations of how someone may be persuaded not to smoke linked to peer pressure. There should be clear evidence of discussion of the factors.</p> <p>The candidate uses a range of appropriate terms and shows good focus and organisation. Spelling, punctuation and the rules of grammar used with considerable accuracy.</p>

Question Number	Indicative content	
1(e) QWC (i-iii)	Relevant factors include: <ul style="list-style-type: none"> • Grieving for loss of son / daughter, father / mother, brother / sister, husband / wife • Unfulfilled life • Lack of money if breadwinner dies leading to various financial problems • Loss of companionship leading to feeling lonely • Older person may have been dependent on the younger person • Lack of someone to go out with leading to negative social development / social isolation • Lack of someone to talk to leading to negative intellectual / social development • Possible positive aspects if other members of a family did not get on with the person • Feeling of guilt from not supporting / persuading the family member to give up • May become dependant on substances e.g. alcohol, drugs 	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1 - 3	The level of knowledge will be basic and there will be omissions. Points made may not be relevant to early bereavement. The evaluation will be missing. The candidate is unlikely to make clear links between early bereavement and health and well being. The candidate uses everyday language and the response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy.
Level 2	4 - 7	There will be a basic level of knowledge, and most points made should be relevant to early bereavement. The effect on family members will be considered. The evaluation will be basic and will not be balanced. At the bottom end, candidates are likely to focus on just a few family members or make generic points. There should be some links to at least one area of health and well being. At the top end, candidates are likely to focus on a extended network of family members and/or make links to more than one area of health and well being. There should be some evidence of discussion. The candidate uses some terms and shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy.
Level 3	8 - 10	There will be few, if any, omissions. Depth of understanding will be demonstrated and knowledge, concepts and terms will be accurately applied. There will be an evaluation and conclusions will be drawn. The response will be coherent and well structured. Points made will be specific, clear and relevant. An extended range of family members will be considered and the effects on more than one area of health and well being. The candidate uses a range of appropriate terms and shows good focus and organisation. Spelling, punctuation and the rules of grammar used with considerable accuracy.

Question Number	Answer	Mark
2(a)(i)	<p>1 - 2 marks for partial description 3 - 4 marks for full description</p> <ul style="list-style-type: none"> • Primary socialisation is interactions with the family • Nina lived at home with her family • Secondary socialisation is interactions with people outside the family / at school / at work • Nina lives with friends/interacts with people at university 	(4)

Question Number	Answer	Mark
2(a)(ii)	<p>1 - 2 marks for partial explanation of one or two factors 3 - 4 marks for full explanation of one or two factors</p> <p>For example:</p> <ul style="list-style-type: none"> • Nina is away from home • She might be lonely / frightened / unhappy • Friends will look after her / give her emotional support • Friends will help her social development • May base answer on PIES 	(4)

Question Number	Answer	Mark
2(a)(iii)	<p>1 - 2 marks for partial description 3 - 4 marks for full description</p> <p>Answer must be how they would help her - not the effects</p> <p>For example:</p> <ul style="list-style-type: none"> • Idea of emotional support • Phone her / write to her / encourage her with her studies • Idea of physical support • Send her money to buy food / clothes (to supplement her candidate grant / loan) • Idea of intellectual support • Discuss her studies with her / fund trips etc. • Visit her 	(4)

Question Number	Indicative content	
2(b) QWC (i-iii)	For example: <ul style="list-style-type: none"> • Problem with housing eg damp walls • Linking the housing problem with health eg affects her lungs • Problem with lack of income eg poor food / clothing not warm enough • Linking the income problem with health eg overweight / malnutrition / anorexic Must link to physical development.	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1 - 2	The candidate is likely to give description of the different effects only. Explanation will not be clearly evident and there will be no clear links to health and well-being. The candidate uses everyday language and the response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy.
Level 2	3 - 4	Candidates may well support description of the different effects with explanation or make links to health and well-being. The candidate uses some terms and shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy.
Level 3	5 - 6	Candidates should describe effects and explain their relevance. They should also make clear links to health and well-being. The candidate uses a range of appropriate terms and shows good focus and organisation. Spelling, punctuation and the rules of grammar used with considerable accuracy.

Question Number	Answer	Mark
2(c)(i)	1 mark for each of the following: Maximum 2 marks <ul style="list-style-type: none"> • A way of grouping people • According to occupation / profession / job they do / wealth 	(2)

Question Number	Indicative content
<p>2(c)(ii)</p> <p>QWC (i-iii)</p>	<p>Points from the table:</p> <ul style="list-style-type: none"> • Heart disease (for men) increases the lower the social class • Specific details of decrease - eg much higher in social class 5 • Links with poorer diet in lower social classes • Data only refers to men • Lung cancer (for men) increases the lower the social class • Bigger difference than heart disease • Links with more smoking in lower social classes • Data only refers to men • Breast cancer decreases the lower the social class • Not as marked difference as heart disease or lung cancer • Possible links to less breast feeding in higher social classes • Cervical cancer increases the lower the social class • Reference to numbers / largest differences • Perhaps more promiscuity in lower social classes • Suicide decreases the lower the social class • Reference to numbers / not as much difference as the rest • More stress the higher the social class • Result not as expected • Data is old and may be different now

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1 - 3	<p>The level of knowledge will be basic and there will be omissions. There will be limited application and the information from background information will not be applied. Meaning may be conveyed but in a non-specialist way. The evaluation will be missing.</p> <p>The candidate is likely to identify one or two points from the table but they may be vague. The candidate is unlikely to evaluate the information or make reference to trends in social class.</p> <p>The candidate uses everyday language and the response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy.</p>
Level 2	4 - 7	<p>There will be a basic level of knowledge. There may be some application of knowledge. The evaluation will be basic and will not be balanced. At the bottom end, candidates are likely to identify points from the table and relate these to trends in social class. There is still unlikely to be much evaluation. At the top end, in addition, links should be specific and candidates are likely to start to evaluate the information.</p> <p>The candidate uses some terms and shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy.</p>
Level 3	8 - 10	<p>There will be few, if any, omissions. Depth of understanding will be demonstrated and knowledge, concepts and terms will be accurately applied. There will be an evaluation and conclusions will be drawn. The response will be coherent and well structured. Good evaluation is clearly evident and the candidate makes reference to three or more aspects of the table. There should be clear comments about trends and to what extent the evidence supports the trends.</p> <p>The candidate uses a range of appropriate terms and shows good focus and organisation. Spelling, punctuation and the rules of grammar used with considerable accuracy.</p>

Question Number	Answer	Mark
3(a)	5	(1)

Question Number	Answer	Mark
3(b)(i)	<p>1 mark for each of the following: Maximum 2 marks</p> <p>Examples only:</p> <ul style="list-style-type: none"> • Infirm/unwell • Unable to do things/or example • Past it • Stupid 	(2)

Question Number	Answer	Mark
3(b)(ii)	<p>1 mark for each of the following: Maximum 2 marks</p> <p>Examples only:</p> <ul style="list-style-type: none"> • Immature • Reckless/eg - sleeping around 	(2)

Question Number	Answer	Mark
3(b)(iii)	<p>1 mark for identification of the group 2 marks for description</p> <p>Group: Adolescents / teenagers / children / young adults / binge drinkers / football hooligans / 'chavs'</p> <p>For example:</p> <ul style="list-style-type: none"> • Ethnic minority • Name calling • Exclusion or example • Disabled • Assumption that they are not intelligent/cannot do things • Exclusion or example 	(3)

Question Number	Indicative content	
3(c) QWC (i-iii)	<p>Points include:</p> <ul style="list-style-type: none"> • The young mothers talk to the older people, this would help the older people feel young / in touch with young people • The young mothers could bring the babies to visit the older people, this would give enjoyment to the older people • The older people could give advice to the young mothers as they were probably mothers themselves • As the young mothers are of mixed ethnic origin, they could interest the older people about other cultures • Benefits to social development as they are interacting • Benefits to intellectual development as they are learning from each other • Benefits emotionally as they will be happier • They could encourage the older people to visit Newholme, helping their mobility and provide an additional interest 	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1 - 2	The candidate is likely to give description of the different ways only. Explanation will not be clearly evident and there will be no clear links to health and well-being. The candidate uses everyday language and the response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy.
Level 2	3 - 4	Candidates may well support description of the different ways with explanation or make links to health and well-being. There should be some reference to both sets of users. The candidate uses some terms and shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy.
Level 3	5 - 6	Candidates should describe ways and explain their relevance. They should also make clear links to health and well-being. For full marks there should be reference to both sets of users and to other aspects of health and well-being other than physical. The candidate uses a range of appropriate terms and shows good focus and organisation. Spelling, punctuation and the rules of grammar used with considerable accuracy.

Question Number	Indicative content	
3(d)(i) QWC (i-iii)	For example: <ul style="list-style-type: none"> • Legislation • Codes of practice • Organisational policy • Charters and national guidelines • Care practice • Confidentiality • Dignity • Respect • Communication • Anti-discrimination • Empowerment • Choice • Independence 	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1 - 2	The candidate is likely to identify the different ways of implementing the care value base. Explanation will not be clearly evident and there will be no clear links to care value base. The candidate uses everyday language and the response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy.
Level 2	3 - 4	Candidates may well support brief description of the different methods of implementation care value base with an explanation. The candidate uses some terms and shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy.
Level 3	5 - 6	Candidates should describe ways in which to explain their relevance. For full marks there should be reference to the different methods of implementing care value base and linked to older service users. The candidate uses a range of appropriate terms and shows good focus and organisation. Spelling, punctuation and the rules of grammar used with considerable accuracy.

Question Number	Indicative content	
3(d)(ii) QWC (i-iii)	Points include: <ul style="list-style-type: none"> • Empowerment makes the service user feel involved / increased knowledge / part of the process. This will enhance their emotional / intellectual / social development. • Treating clients with dignity / respect, makes them feel important / valued which will enhance their emotional development. • Choice and independence will enable the service users to feel empowered which will make them feel that they have the ability to make decisions thereby increasing their confidence and self-concept. 	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1 - 3	<p>The level of knowledge will be basic and there will be omissions. There will be limited application of knowledge. Meaning may be conveyed but in a non-specialist way. The evaluation will be missing.</p> <p>Candidates are likely to give some general points about the importance of the care value base, but it is likely to be vague and may not relate directly to institutions like Medvale and Newholme. Discussion is unlikely to be evident</p> <p>The candidate uses everyday language and the response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy.</p>
Level 2	4 - 7	<p>There will be a basic level of knowledge. There may be some application of knowledge. The evaluation will be basic and will not be balanced. At the bottom end, points made should be specific, but may not be appropriate to institutions like Medvale or Newholme. At the top end, there should be evidence of some benefit to the service users</p> <p>The candidate uses some terms and shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy.</p>
Level 3	8 - 10	<p>There will be few, if any, omissions. Depth of understanding will be demonstrated and knowledge, concepts and terms will be accurately applied. There will be an evaluation and conclusions will be drawn. The response will be coherent and well structured. Good discussion should be clearly evident and explicit. The points made should be specific, detailed and relevant to the case study. At the top end there should be a clear link to the benefit of all the service users in more than one area of development.</p> <p>The candidate uses a range of appropriate terms and shows good focus and organisation. Spelling, punctuation and the rules of grammar used with considerable accuracy.</p>

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCE

Health and Social Care

Unit 7: Meeting Individual Needs

Sample Assessment Material

Time: 1 hour 30 minutes

Paper Reference

6944/01

You do not need any other materials.

Total Marks

Instructions

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Advice

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Turn over ►

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Answer ALL questions.

1 Read the following case study.

Sean is nine years of age and has Asperger's Syndrome. He has been living with his foster parents, Jim and Margaret, for the past four years. At first Sean found it difficult to adjust to living with Jim and Margaret and their three children but now he considers himself part of the family. He still has contact with his mother and sees her regularly. Sean attends the local primary school where support has been provided for him. His social worker is called Fiona and it is her role to regularly review and monitor his progress.

(a) Sean's needs are covered under a number of pieces of legislation including the Children Act/NI Order.

State **one** other piece of legislation which promotes Sean's rights.

(1)

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(b) Identify **three** benefits for Sean's development of being educated with able bodied children.

(3)

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(c) Explain the importance of the social worker reviewing Sean's needs on a regular basis.

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(d) The Children Act/NI Order changed how social services departments delivered children's services.

Explain why this legislation had such an impact.

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(e) Sean has certain rights such as being respected for his identity and beliefs.

Explain **two** other care values which should be considered when providing care services.

(8)

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*f) The primary school Sean attends wants to buy more technical resources to help him with his education.

Examine the importance of additional resources to Sean's development.

(10)

A series of horizontal dotted lines for writing the answer.

(Total for Question 1 = 30 marks)

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2

George is 46 years of age and is a recovering alcoholic. Six months ago he was admitted under mental health legislation to a drug and alcohol rehabilitation unit. The unit uses a multi-disciplinary approach in providing care to service users. Part of George's care plan involves attending a day centre run by a voluntary organisation. The voluntary organisation attempts to promote the individuals' social and life skills so that when service users leave the unit they can live independently in the community.

(a) Define what is meant by the term **voluntary organisation**.

(2)

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(b) Define what is meant by the term **statutory organisation**.

(2)

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(c) The unit has a number of policies designed to promote and support the service user. One of those policies is a confidentiality policy.

Explain the principles of confidentiality.

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(d) The unit uses a multi-disciplinary approach when working with service users.

Explain **two** benefits of this approach.

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(e) The day centre promotes a people-centered culture of care whereby each service user is respected and valued.

Explain what effect such a culture may have on service users.

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Beechvalley residential home provides care for older people. After a number of serious complaints from residents and their families a registration and inspection unit carried out an audit. The unit investigated the home's policies, procedures and the level of care provided by staff. The report was critical of the home in a number of areas and highlighted the following for immediate action.

- Complaints procedure was ineffective
- Service users' opinions were not considered
- Roles and responsibilities were not clearly outlined
- Communication between staff was poor.

(a) Explain the function of a registration and inspection unit.

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(b) The manager of the home decides to hold regular team meetings.

Explain why team meetings are essential for effective team building.

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(c) Discuss why listening and responding to service users' needs is important when providing care services.

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(d) Explain **two** quality assurance measures the residential home could introduce to improve the standard and quality of services.

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* (e) Examine the effectiveness of registration and inspection units in promoting care practice.

(8)

Dotted lines for writing the answer.

(Total for Question 3 = 30 marks)

TOTAL FOR PAPER = 90 MARKS

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Sample Mark Scheme

Unit 7: Meeting Individual Needs

Question Number	Answer	Mark
1(a)	<p>1 mark for each the following: Maximum 1 mark</p> <ul style="list-style-type: none"> • Disability Discrimination Act 1995 • Human Rights Act 1998 • NHS and Community Care Act 1990 	(1)

Question Number	Answer	Mark
1(b)	<p>1 mark for each the following: Maximum 3 marks</p> <ul style="list-style-type: none"> • He will be treated the same • Promote interpersonal skill as he is mixing with other children • Empowering • Self-concept will develop positively / self-esteem / self-image • Greater independence • Meet new people / social skills develop • Able bodied people develop new attitudes about disabled people • He will feel valued • Respected. 	(3)

Question Number	Answer	Mark
1(c)	<p>1 - 2 marks for one or two points identified or one point described - content of responses is limited</p> <p>3 marks for one or two points identified with one point developed - knowledge demonstrated</p> <p>4 marks for two points identified and explained or one point identified and well explained - accurate knowledge and understanding present.</p> <p>For example:</p> <ul style="list-style-type: none"> • Make changes as necessary • See how effective the original objectives of the plan are • Identify unmet need or gaps • Gives service user opportunity to state how effective they feel services are • Identify how improvements could be made • To monitor his plan. 	(4)

Question Number	Answer	Mark
1(d)	<p>1 - 2 marks for one or two points identified or one point described in a limited context</p> <p>3 marks for one or two points identified with one point developed - knowledge demonstrated</p> <p>4 marks for two points identified and explained or one point identified and well explained - accurate knowledge and understanding present.</p> <p>For example:</p> <ul style="list-style-type: none"> • Child's welfare paramount / protection • Care workers must always work in the best interests of the child • Importance of working in partnership with the family • Child's views must always be taken into account • Keeping families together where possible • Role of guardian <i>ad litem</i> • Implications for other agencies - child protection policies. 	(4)

Question Number	Answer	Mark
1(e)	<p>1 mark for each of two correct care values, eg confidentiality</p> <p>1 mark for development of each identified care value, but limited explanation</p> <p>2 - 3 marks for development of each identified care value, which is accurate in content.</p> <p>For example:</p> <p>Rights</p> <ul style="list-style-type: none"> • Freedom from discrimination / anti-discrimination practice • Confidentiality of information given • Independence promoted as far as possible • Power of choice over services • Privacy / dignity in the care received • Being treated as a unique individual e.g. identity as a disabled person and his beliefs • Sense of fulfilment • Empowerment • Effective communication. 	(8)

Question Number	Indicative content	
1(f) QWC (i-iii)	<p>Pros</p> <ul style="list-style-type: none"> • Individual can intellectually develop • Develop of communication skills • Learn new skills • Develop greater independence • Develop greater self-confidence • Develop self-concept. <p>Cons</p> <ul style="list-style-type: none"> • Individual intellectually stagnate • Individual will feel undervalued • Disempowered • Poorer self-concept • Indirectly discriminated • Lack of recourses can act as barrier to development. 	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1 - 3	Answers provided will be brief and vague. May identified points only or identify one point and describe it. Response may not be relevant to the stem of the question. The candidate uses everyday language and the response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy.
Level 2	4 - 7	Answers provided will describe and / or explain points raised. No linkage or balance between pros and cons evident between points. The candidate uses some terms and shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy.
Level 3	8 - 10	Well-developed answer with points full explained. Good linkage / coherence between points. Good use of vocational vocabulary. Good balance pros and cons. The candidate uses a range of appropriate terms and shows good focus and organisation. Spelling, punctuation and the rules of grammar used with considerable accuracy.

Question Number	Answer	Mark
2(a)	<p>1 mark for a brief definition such as run by volunteers 2 marks awarded for a full definition and example provided</p> <p>A Voluntary Organisation is one which has been set up for the betterment of the community and not for financial gain. Its employees are primarily volunteers / give of their time freely and this is what gives it its status. Some employees will be salaried.</p> <ul style="list-style-type: none"> • Not statutory organisation • Non profit-making organisation • Grant aided / contracts 	(2)

Question Number	Answer	Mark
2(b)	<p>1 mark for a brief explanation such as state organisation 2 marks awarded for a full definition and explanation provided</p> <p>A Statutory Organisation is an organisation developed by law and is otherwise known as a public organisation.</p> <p>Statutory coming from word statute meaning law.</p> <p>Statutory organisations are funded and organised by central government through taxation.</p>	(2)

Question Number	Answer	Mark
2(c)	<p>1 - 2 marks for one or two points identified or one point described</p> <p>3 marks for one or two points identified with one point developed - some knowledge demonstrated</p> <p>4 marks for two points identified and explained or one point identified and well explained - accurate knowledge present.</p> <p>For example:</p> <ul style="list-style-type: none"> • Consent must be given • Only shared on a needs to know basis • Information should only be used for the purposes for which it is given • Users should be advised why and with whom information is being shared • Confidential information should be rigorously safeguarded • Information only divulged when individual is at risk or others are at risk • Respecting the privacy of information • Enable service users to talk openly • Develop trust. 	(4)

Question Number	Answer	Mark
2(d)	<p>1 mark for each of two identifications eg individual empowered</p> <p>1 mark for development of each identified benefit, but with a limited explanation</p> <p>2 - 3 marks for development of each identified benefit, which is accurate in content.</p> <ul style="list-style-type: none"> • Holistic needs of clients are met in an effective way • Service user and family are at the centre of the process / client-focused • Part of team working • Partnership and flexibility • Beneficial where service user has complex needs • Everyone is working towards common objectives • Avoids duplication of services • Empowered • Range of professions to meet need. 	(8)

Question Number	Answer	Mark
2(e)	<p>1 - 2 marks for one or two points identified or one point described vaguely and in a limited way</p> <p>3 marks for two points identified and one of point explained</p> <p>4 marks for two points identified and explained or one point identified fully expanded and linked relevantly to other points</p> <p>For example:</p> <ul style="list-style-type: none"> • Accepted / confidence • Empowered • Supported / needs met • Self-concept increases • Promotes greater independence • Greater openness • Not discriminated against • Individual feels unique / sense of belonging • Individual is listened to • Self worth increases. <p>Response may also be negative e.g. if people-centred approach was not adopted the service users may feel discriminated against.</p>	(4)

Question Number	Indicative content	
2(f) QWC (i-iii)	<p>Pros</p> <ul style="list-style-type: none"> • Government policy has promoted the voluntary sector e.g. mixed economy of care • Provide after care through volunteer e.g. suppliers • Contribution has been substantial • Influential in developing policy change and legislation • Developed to respond to community needs • Volunteers give of their time freely • Flexible in setting up particularly in rural communities • Provide a range of services or specialises <p>Cons</p> <ul style="list-style-type: none"> • Reliant on public for funding - decline in recent years • Smaller one have come under greater pressure with introduction of community care • Difficulty in competing with some private organisations • Specialises in certain service provision rather than being more enterprising • Lack of flair in comparison to private organisations • Some voluntary organisation compete with each other • Some voluntary organisation don't organise in all areas. <p>Response may not relate to case study but may refer to special projects or organisation.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1 - 3	Answers provided will be brief and vague. May identified points only or identify one point and describe it. The candidate uses everyday language and the response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy.
Level 2	4 - 7	Answers provided will describe and/or explain points raised. No linkage or balance between pros and cons evident between points. The candidate uses some terms and shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy.
Level 3	8 - 10	Well-developed answer with points full explained. Good linkage / coherence between points. Good use of vocational vocabulary. Good balance pros and cons. The candidate uses a range of appropriate terms and shows good focus and organisation. Spelling, punctuation and the rules of grammar used with considerable accuracy.

Question Number	Answer	Mark
3(a)	<p>1 - 2 marks for one or two points identified or one point identified and described</p> <p>3 marks for one or two points identified with one point developed - some knowledge demonstrated.</p> <p>4 marks for two points identified and explained or one point identified and well explained - accurate knowledge present.</p> <p>For example:</p> <ul style="list-style-type: none"> • Independent organisation - impartiality • Under the control of Director Social Services • Set and raise standards • Improve the quality of services • Listen to needs of service users • Use their work to feedback to contracting systems • Register homes • Check on care provided • Targets set • Monitor provision • Ensure care organisation works within policy framework or legislation / policy • Respond to complaints and produce reports on complaints • Inspect the quality of provision. 	(4)

Question Number	Answer	Mark
3(b)	<p>1 - 2 marks for one or two points identified or one point identified and described</p> <p>3 marks for one or two points identified with one point developed - some knowledge demonstrated</p> <p>4 marks for two points identified and explained or one point identified and well explained - accurate knowledge present.</p> <p>For example:</p> <ul style="list-style-type: none"> • Set objectives • Plan ahead • Listen to staff concerns • Means of communication • Provides a forum for discussion • Review and evaluate work • Motivate staff • Check on progress of service users • Part of quality assurance process / audit trail • Create team spirit / bring people together / good relationships • Can work effectively as a unit. 	(4)

Question Number	Answer	Mark
3(c)	<p>1 - 2 marks for one or two points identified or one point identified and described</p> <p>3 - 4 marks for one or two points identified with one point developed - some knowledge demonstrated</p> <p>5 - 6 marks for two or more points identified and explained or one point identified and well explained - accurate knowledge present.</p> <p>For example:</p> <ul style="list-style-type: none"> • Needs of service users are being met • Can be used to improve services • Can measure aspirations of service users against what is being provided • Deal with issues • Makes the service user feel valued • Used to develop and extend services • Provide new resources. 	(6)

Question Number	Answer	Mark
3(d)	<p>1 mark for each of two accurate identification e.g. audits</p> <p>1 mark for explanation of each identification, which is accurately written but does not indicate how services would be improved</p> <p>2 - 3 marks for explanation of each identification, which is accurately written and clearly indicates how services would be improved</p> <p>For example:</p> <ul style="list-style-type: none"> • Total Quality Management (TQM) • Audits / inspections • Reviews • Use of questionnaires • Interviews • Observations • Training and development • Policy and procedures in place which are followed • Codes of conduct / practice and charters • Consultation with staff and service users • Complaints procedures • Appraisals for staff • Whistle blowing procedures / policy. 	(8)

Question Number	Indicative content	
3(e) QWC (i-iii)	<ul style="list-style-type: none"> • Set and raises standards • Use as a benchmark for the improvement of services • Promotes a safe environment through good care practice • Improve the quality of life for service users • Ensure services are cost effective • Ensures policies and procedures are in place which are effective • Staff and service users are protected from abuse • Good practice is promoted eg care values • Quality and quantity of service provision is guaranteed • There is variation in the quality of inspection • Some trusts have insufficient funds to maintain adequate inspection units • Some inspections miss gaps in provision • Change doesn't happen over night as some homes are constrained by resources • Inspection can impact negatively on the organisation particularly if organisational resources are limited • Duties and responsibilities are not ignored. 	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1 - 2	Answers provided will be brief and vague. May describe / explain one point. The candidate uses everyday language and the response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy.
Level 2	3 - 5	Answers provided will describe and explain two points raised. No linkage or balance evident between points. Some examination present but limited. The candidate uses some terms and shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy.
Level 3	6 - 8	Well-developed answer with points fully explained and examined. Good linkage/coherence between points. Good use of vocational vocabulary. The candidate uses a range of appropriate terms and shows good focus and organisation. Spelling, punctuation and the rules of grammar used with considerable accuracy.

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCE

Health and Social Care

Unit 12: Understanding Human Behaviour

Sample Assessment Material

Time: 1 hour 30 minutes

Paper Reference

6949/01

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 90.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed
– *you should take particular care with your spelling, punctuation and grammar, as well as the clarity of expression, on these questions.*

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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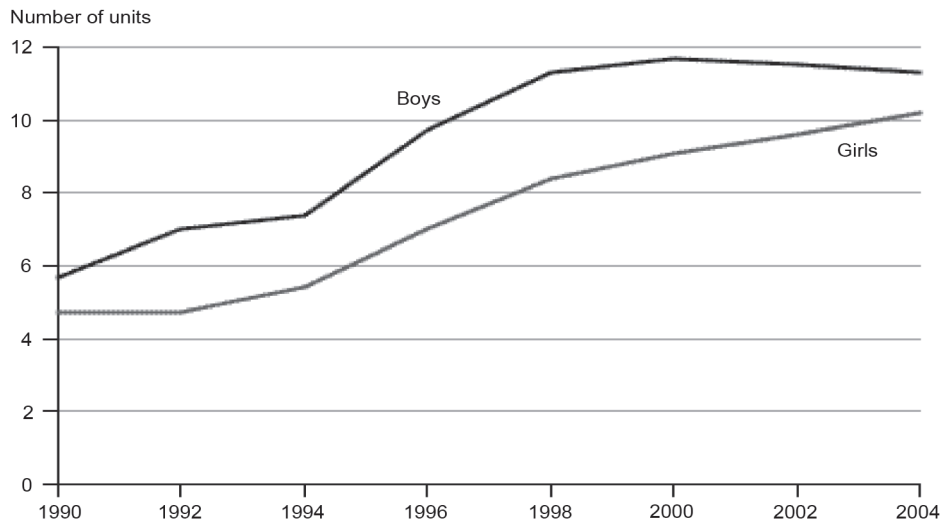
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Answer ALL questions.

- 1 (a) Teenage alcohol consumption is becoming a major problem within our society. The graph shows the mean (average) alcohol consumption per week of boys and girls in England between 1990 and 2004.



Source: www.statistics.gov

- (i) In which year was the mean alcohol consumption 10 units per week for boys? (1)

- (ii) Identify the mean alcohol consumption per week for girls in 2000. (1)

- (iii) Compare the mean alcohol consumption per week for boys with that for girls between the years 1998 and 2004. (4)

(b) Nicola is 17 years of age. She enjoys going out at weekends with her friends and they often drink between 10 and 12 units each.

Explain how Social Learning theory could account for their drinking pattern.

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(c) A new group has been set up at the local clinic offering support for teenage binge drinkers. Nicola’s mum has suggested that Nicola goes there. Nicola is unhappy about attending because she feels that the care workers will look down on her.

Humanistic theory identifies key features, one of which is unconditional positive regard.

(i) Explain what is meant by **unconditional positive regard**.

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(ii) Explain, using examples, how the care workers may use empathy and genuineness to overcome Nicola's addiction.

(6)

Dotted lines for writing the answer.

2

Donna is 23 years of age. Four months ago she gave birth to Olivia. Initially, Donna appeared to be coping well with the baby. However, two months ago the health visitor, Jane, felt that Donna was becoming isolated. She complained of feeling tired all the time, did not want to go out anywhere and could not be bothered to do anything around the house. Jane thought that Donna was suffering from post-natal depression. Jane referred Donna to the GP who in turn decided to refer Donna for some Cognitive Therapy.

(a) Cognitive Therapy works on the principle that our thinking is organised into schemas and emotional problems are the result of dysfunctional beliefs.

(i) Define the term **schema**.

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(ii) Define what is meant by a **dysfunctional belief**.

(2)

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(b) Dan, the therapist, likes to use a cognitive approach when treating his patients. In order to do this he will need to carry out an initial assessment with Donna.

Explain why is it important for Dan to carry out an initial assessment.

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(c) Following this initial assessment Dan has confirmed that Donna is showing some of the symptoms of depression. Cognitive therapists often use a technique of giving their clients 'homework' to do in between sessions. Dan decides to give Donna homework and asks her to make up a list of the things she will attempt to do each day and tick them off when she has completed them.

Explain why homework is seen as an important part of the cognitive approach.

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(d) Dan likes to use this approach as he feels it empowers the clients.

(i) Define what is meant by the term 'empowerment'.

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(ii) Explain why empowering Donna may make the treatment more successful.

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*(e) Evaluate the effectiveness of cognitive therapy in the treatment of depression.

(10)

Handwriting practice area consisting of 25 horizontal dotted lines for writing the answer to the question above.

(Total for Question 2 = 30 marks)

3

William is three years of age. He was born prematurely along with his twin brother, James, who sadly died at birth. William spent the first ten weeks of his life in the Special Care Baby Unit. Sally, William's mother, was unwell following the birth and did not get to spend time with William until he was three-weeks-old. Recently, William's behaviour at home has been causing Sally concern. Sally's relationship with her partner, Sam, has deteriorated as they disagree on how to handle William's behaviour.

*(a) Explain the issues that may be affecting Sally's relationship with William.

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Sally asked the health visitor for some advice and she referred the family to the Community Mental Health service.

Kate, the Community Mental Health nurse, took a full history from Sally including information about her pregnancy and the time immediately after William's birth. She soon realised that there were a lot of unresolved issues for Sally and tried to explain them to her using a psychodynamic approach.

(b) (i) Define what is meant by a **psychodynamic approach**.

(2)

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(ii) Kate decides to use Transactional Analysis as a form of therapy.

Define what is meant by the term **Transactional Analysis**.

(2)

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(iii) Describe what aspects of William and Sally's current relationship Kate might be analysing if she were to use transactional analysis.

(4)

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(c) Kate discusses the family situation at the next professionals' meeting at work. Although she does not mention the family by name she does discuss the issues and asks for ideas from her colleagues as to how she might help the family.

(i) Identify the care value Kate is upholding by not naming the family.

(1)

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(ii) Identify **one** other principle of the care value base and explain its importance for ensuring effective care.

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(Total for Question 3 = 30 marks)

TOTAL FOR PAPER = 90 MARKS

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Sample Mark Scheme

Unit 12: Understanding Human Behaviour

Question Number	Answer	Mark
1(a)(i)	1996	(1)

Question Number	Answer	Mark
1(a)(ii)	9	(1)

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

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

Question Number	Answer	Mark
1(c)(i)	<p>Level 1 : 1 - 2 marks Candidate identifies one or two 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 : 3 - 4 marks Candidate provides an explanation each of the two features identified.</p> <p>For example:</p> <ul style="list-style-type: none"> • 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. 	(4)

Question Number	Answer	Mark
1(c)(ii)	<p>Level 1 : 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 : 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 knows this through: <ul style="list-style-type: none"> ○ Non-verbal signals ○ Response to Nicola ○ Active listening 	(6)

Question Number	Indicative content	
1(d) QWC (i-iii)	<p>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. 	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1 - 3	<p>Candidate has a basic understanding of a Person Centred approach. Answer is not linked to Nicola. Candidate identifies advantages or disadvantages.</p> <p>The candidate uses everyday language and the response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy.</p>
Level 2	4 - 7	<p>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>The candidate uses some terms and shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy.</p>
Level 3	8 - 10	<p>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>The candidate uses a range of appropriate terms and shows good focus and organisation. Spelling, punctuation and the rules of grammar used with considerable accuracy.</p>

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)

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)

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

Question Number	Answer	Mark
2(c)	<p>Level 1 : 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 : 3 - 4 marks Clear indication of why homework is important.</p> <p>How this might help: eg</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)

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)

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

Question Number	Indicative content	
2(e) QWC (i-iii)	<p>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 says • 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. 	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1 - 3	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. The candidate uses everyday language and the response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy.
Level 2	4 - 7	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. The candidate uses some terms and shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy.
Level 3	8 - 10	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. The candidate uses a range of appropriate terms and shows good focus and organisation. Spelling, punctuation and the rules of grammar used with considerable accuracy.

Question Number	Indicative content	
3(a) QWC (i-iii)	<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 	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1 - 2	Candidate is able to list some factors but provides little description or explanation. The candidate uses everyday language and the response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy.
Level 2	3 - 4	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. The candidate uses some terms and shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy.
Level 3	5 - 6	There should be explanations as well as description of issues. The candidate uses a range of appropriate terms and shows good focus and organisation. Spelling, punctuation and the rules of grammar used with considerable accuracy.

Question Number	Answer	Mark
3(b)(i)	Any two from: <ul style="list-style-type: none"> • Based on thoughts / feeling / experiences • result of unconscious processes • reference to id, ego and superego 	(2)

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

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

Question Number	Answer	Mark
3(c)(i)	Confidentiality	(1)

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

Question Number	Indicative content	
3(d) QWC (i-iii)	<p>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. 	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1 - 3	<p>Candidate identifies some advantages or disadvantages of Family Therapy but these are not linked to the case study.</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>The candidate uses everyday language and the response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy.</p>
Level 2	4 - 7	<p>Candidate can identify some advantages and disadvantages of Family Therapy. At the higher end of the mark band candidate makes some links to the case study/behavioural example. Credit should be given to candidates who make good links but who may not fully consider the advantages and disadvantages.</p> <p>The candidate uses some terms and shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy.</p>
Level 3	8 - 10	<p>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>The candidate uses a range of appropriate terms and shows good focus and organisation. Spelling, punctuation and the rules of grammar used with considerable accuracy.</p>

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Publications Code UA015765 May 2009

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