Mark Scheme (Results)

Summer 2007

GCE Applied Health & Social Care (6949/01)

Unit 6949: Understanding Human Behaviour

Questions	Expected Answers	Marks

1a	**Partial explanation (1-2 marks)**
	Candidates may identify a factor but not give much further detail or explanation
	
	Full explanation (3-4 marks)
	Candidates should give a clear description and explanation (of how the factor chosen might have its effect).
	
	Factors include:
	  bereavement or loss;
	  separation;
	  violence or bullying;
	  ethnicity/culture etc.
	Effects include:
	  (negative) self-concept;
	  stress and inability to cope;
	  negative thinking;
	  marginalisation and social exclusion;
	  labelling and stereotyping;
	  addiction;
		4

1bi	**Partial explanation (1-2 marks)** **Full explanation (3-4 marks)** Idea of reward; For good behaviour; Behaviour is likely to be repeated; Further detail e.g. example of reward;	4
2bii	**Partial explanation (1-2 marks)** Candidates may explain negative reinforcement but not relate to the case study. Conversely, they may relate to the case study, but not make it clear they understand the concept of negative reinforcement. Equally, they may give a partial explanation of negative reinforcement and a partial example. **Full explanation (3-4 marks)** Candidates will make it clear that they understand the concept of negative reinforcement. They will also relate their answer to the case study. Negative reinforcement: Idea of reward after something unpleasant stops happening. Relating to case study: Matt stops being embarrassed / upset when he is increasingly able to walk upstairs without becoming too breathless; This encourages him to lose more weight.	4

| 1c | **Level one response (1-3 marks)**
Candidates may make a simple statement about token economies or give an example. They may comment on how behaviour might be changed.

Level two response (4-6 marks)
Candidates should show that they understand the concept of token economies and give an example. They should indicate how and, at the higher end of the mark, why behaviour will be changed.

Level three response (7-8 marks)
In addition to the level two response, candidates should make clear the benefits (in the widest sense) of a token economy system. For full marks, this should be in relation to some other system for changing behaviour.

Token economy system:
  rewards are given;
  that have no cash value;
  e.g. stars/token;
  those are saved up;
  cashed in for a reward of the person's choice;

Benefits:
  idea of internal locus of control;
  person takes charge of saving up tokens;
  good as not instant/short-lived reward;
  has to be gained over a period of time; | 8 |

| 1d | **Level one response (1-3 marks)**
Candidates identify some advantages or disadvantages of the approach but these are not linked to the circumstances of the people in the case study. Conversely, there may just be a description of the theory and a link to the case study, but no advantages/disadvantages.

Level two response (4-7 marks)
Candidates identify advantages and disadvantages of the approach. They may have some idea of the principles behind a psychodynamic approach, but they may not be clear. Credit should be given to candidates who make good links but who may not fully consider the advantages or disadvantages of the approach.
Candidates at the higher end of the mark band make links to the case study and consider advantages **and** disadvantages.

Level three response (8-10 marks)
Candidates give relevant advantages and disadvantages of the approach and these are linked to the case study. It should be very clear that the principles of the approach are understood. At the top end, must be a conclusion.

Principles of a psychoanalytical approach:
Matt may not be aware why he overeats;
Could be his id following the pleasure principle;
His id is not controlled by his ego;
Psychotherapist uses interpretation / analysis of dreams / free association to understand his unconscious thoughts;
Provides Matt with insight to allow him to change his behaviour.

Advantages of psychoanalytical approach:
Approach relevant to the problem e.g. oral gratification / pleasure principle;
May uncover unconscious reasons for Matt's over eating;
Deals with underlying causes, not surface behaviour;
Other methods haven't worked for Matt;

Disadvantages of psychoanalytical approach:
Highly specialised approach/needs qualified psychotherapist;
Matt has to want to change his behaviour;
Matt has to be able to discuss his feelings and behaviour;
May be long and expensive;
Underlying ideas are complex and difficult for others to understand;
Method has no scientific basis; | 10 |
| | Total | 30 marks |

2ai	1 mark for identifying the following: 9.6/10	1
2aii	**1 mark for identifying the following:** **Maximum 3 marks** Conduct disorder; 11-16 year olds; Boys;	3
2b	**Two** separate pieces of evidence should be given, plus detail such as reference to the figures. e.g. It is higher for any disorder; Boys increase from 10.2 to 12.6 (or increase by 2.4) It is higher for emotional disorder; Boys increase from 2.2 to 4.0 **or** girls increase from 2.5 to 6.1	4
2ci	**Level one response (1-3 marks)** Candidates may describe some factors **or** may give evidence from the table, but not back it up with data. e.g. The information for any disorders shows this; The information for 5-10 year olds shows this; The information for 11-16 year olds shows this **Level two response (4-6 marks)** Candidates should describe some factors **and** give evidence from the table to back this up. e.g. the information for emotional disorders shows that girls are more affected than boys. For the higher end of mark band there should also be some evidence of data. e.g. twice as many boys in the 5 -10 category have any disorder. **Level three response (7-8 marks)** Candidates give a full answer. They should also make reference that is true for all disorders and for the individual types at both ages, apart from emotional disorders, where at both ages girls are higher than boys. This last statement should be supported by quantitative data for full marks. Possible factors e.g. Environmental, physiological, social, psychological (may be from case study)	8

2cii	Partial explanation (1-2 marks) Full explanation (3-4 marks) e.g. Cognitive therapy involves the service user being able to talk/say what they think; Young children cannot always talk well; Cannot express ideas clearly; Cannot talk about what they feel;	4
2d	Level one response (1-3 marks) Candidates identify some advantages or disadvantages but these are not linked to the type of conditions in the case study. e.g. It might lead to stereotyping; It might make them unhappy/frightened. Conversely, they may describe the case study and show an understanding of conditions such as autism, but not give advantages and disadvantages. Level two response (4-7 marks) Candidates describe advantages and disadvantages of the approach and may link these to the case study. Credit should be given to candidates who make good links but who may not fully consider the advantages or disadvantages of the approach. Candidates at the higher end of the mark band must give advantages **and** disadvantages. in addition there should be a good understanding of conditions such autism **or** link to the case study in the table. Level three response (8-10 marks) Candidates give relevant advantages and disadvantages of the approach, a good understanding of conditions such as autism and these are linked to the type of condition mentioned in the case study. **Advantages of diagnosis and labelling:** Some people believe that a diagnosis is needed in order to have effective 'treatment'; Some parents find comfort if their child's problem has a proper name; Having a diagnosis and label makes it easier for other people to accept the child has a problem, especially if the symptoms and effects are so diverse. **Disadvantages of diagnosis and labelling:** As the symptoms and effects are so diverse, diagnosis and labelling seems pointless to group people under the one label; Each child will need an individualised intervention (help); Stereotyping may occur is the child is given a label -\this is particularly unhelpful where there is such a wide range of symptoms and effects.	10
	Total	30 marks

3ai	**Partial explanation (1-2 marks)** Candidates may define effective communication but not relate it clearly to the case study. Conversely, they may just give examples from the case study. **Full explanation (3-4 marks)** Candidates may give 2 examples from the case study and show they understand will make it clear that they understand why effective communication is important. They will also relate their answer clearly to the case study. Effective communication: Idea of communication being two-way/understood by both parties; Links to case study: e.g. Liz needs to understand what Rashida feels is irrational; Rashida needs to feel comfortable; Rashida needs to be able to get across her feelings to Liz;	4
3aii	**Partial explanation (1-2 marks)** **Full explanation (3-4 marks)** Identification of principle, e.g. confidentiality; Description of principle e.g. keeping conversations private; Clear link to case study; Explanation of why principle is important e.g. raising self esteem; Principles of care value base include: Promoting anti-discriminatory practice; Maintaining confidentiality; Promoting and supporting individuals' rights; Acknowledging individuals' personal beliefs and identifies	4
3bi	**Partial explanation (1-2 marks)** **Full explanation (3-4 marks)** 1 mark for simple definition of self-esteem; Three further marks may be gained in several ways: Further detail of self-esteem; Reason for low self-esteem;;; Any reason for self-esteem extended;; Self esteem: How we feel about ourselves; How we value ourselves / part of our self-concept.	4

3bii	**Four** of the following: Talking to a counsellor or /someone who will listen; Not a member of your family / not a friend; Gives 'unconditional regard'; Reflects back on what you say; Does not judge; Does not offer advice; Helps you to find your own self concept; Helps you to find your own answers/solutions	4
3c	**Partial explanation (1-2 marks)** Candidates may define dysfunctional beliefs but not give a relevant clear example. Conversely, they relate to the case study, but not make it clear they understand the concept of dysfunctional beliefs clearly. **Full explanation (3-4 marks)** Candidates will make it clear that they understand the concept of dysfunctional beliefs. They will also relate to the case study. Dysfunctional beliefs: Idea of distorted or irrational thinking; Based on limited evidence or no evidence at all; Example from case study: Hilary says Rashida does not like her; Because she does not speak much to anyone/quiet and shy;	4

3d	Level one response (1-3 marks)	10
	Candidates identify some advantages or disadvantages, but these are not linked to the case study clearly. Conversely, there may just be a description of the theory and a link to the case study, but no advantages/disadvantages.	
	Level two response (4-7 marks)	
	Candidates identify some advantages and disadvantages and there should be some links to the case study. There should be an understanding of theory.	
	Candidates at the higher end of the mark band will make clear links to Rashida **or** Hilary.	
	Level three response (8-10 marks)	
	Candidates give a clear account of the advantages and disadvantages and these are linked well to both Rashida's and Hilary's situations.	
	Relevant statements include:	
	Rashida may welcome this referral;	
	She is unhappy and wants help;	
	She might enjoy the chance to talk and be listened to;	
	It will allow her to develop a more positive self-concept;	
	The approach is likely to be successful for Rashida	
	Hilary might not be so keen on a referral;	
	She does not believe she has done anything wrong;	
	She might not be motivated to change;	
	Bullying is not the sort of thing people at her age do;	
	She might, however, enjoy the chance to talk and be listened to;	
	She might expect to be given advice;	
	The approach may be less successful for Hilary	
	Total	30 marks
	Total for paper: 90 marks	