

Mark Scheme (Results)

January 2011

GCE

GCE Applied Health & Social Care 12

(6949/01)



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Question Number	Answer	Mark
1(a)	<p>Level 1 response (1 -2 marks) Partial explanation. To gain 1 mark candidates should understand the idea of copying or the concept of role models . To gain 2 marks, they should relate their answer to alcohol.</p> <p>Level 2 response (3-4 marks) Full explanation. Candidates should give an explanation of social learning theory, how teenagers observe and copy friends' behaviour, and how their response to her is rewarding. For 4 marks the explanation should be clear and the structure of the answer logical.</p> <p>Possible answer: Copying (1) Friends drinking (1) Seeing 'rewards' (1) Accepted / not marginalised (1)</p>	4 marks

Question Number	Indicative content	
1(b)	<p>Possible answers:</p> <ul style="list-style-type: none"> • Idea of not being able to stop; • Body dependence; • Needing more and more alcohol to be able to function properly; • Giving up may cause unpleasant side effect; • Description of side effects eg tremors / shaking; • Not attending school / losing job; • Effect on family - causing upset; • Financial implications - spending all money; 	
Level	Mark	Descriptor
0	0	No rewardable material.
Level 1	1 - 2	Partial explanation. Candidate has a basic understanding of addiction. Answer may not be linked clearly to alcohol.
Level 2	3 - 4	Full explanation. Candidate is able to demonstrate a good understanding of addiction. At the top end the answer is illustrated with a good example relating to alcohol and the effects on the body and also to social/economic factors.

Question Number	Answer	Mark
1(c)	<p>Level 1 response (1 - 2 marks) Candidates will probably just get basic information with little or no detail, e.g. amount drunk decreases with age or men drink more than women, etc.</p> <p>Level 2 response (3 - 4 marks) Candidates should give key difference in each case, backed up by actual figures or additional detail in the difference from the data, the percentage of people who drink decreases with age, and is particularly low for people over 65 years of age/people who are in 16-24 age range drink far more than people in other age range groups.</p> <p>Possible answer: Reference to different time periods (1); Reference to both genders (1); Reference to age (1); Specific data to back up any of the above (1);</p>	4 marks

Question Number	Answer	Mark
1(d)(i)	<ul style="list-style-type: none"> • Beliefs that are untrue/faulty/unhelpful; • Example of faulty belief, e.g. nobody likes me; • Based on limited or no evidence; • Example should be given related to alcohol; 	4 marks

Question Number	Indicative content	
1(d)(ii)	<p>Internal locus of control:</p> <ul style="list-style-type: none"> • Person wants to change their circumstances; • Believes that they can give up alcohol themselves/have the will power to do so; • They feel that giving up alcohol is worthwhile doing; • Idea of not needing a reward for giving up alcohol; <p>External locus of control:</p> <ul style="list-style-type: none"> • Person feels that his live will not change / will not be able to give up alcohol; • He has no control / is not willing to take control over his live; • Such people feel that giving up alcohol will only be affected by others; • the idea that things are down to fate; 	
Level	Mark	Descriptor
0	0	No rewardable material.
Level 1	1 - 2	Partial explanation. Candidates may define internal locus of control and or external locus of control, but may not relate this clearly to the case study.
Level 2	3 - 4	Full explanation. Candidates will make it clear that they understand the concept of internal and external loci of control. They will also give a clear examples relating to the case study.

Question Number		Indicative content
1(e)		<p>Principles of a humanistic approach:</p> <ul style="list-style-type: none"> • works on the principle of letting a person talk; • in a completely unthreatening environment; <p>Advantages of a humanistic approach with a person who is an alcoholic:</p> <ul style="list-style-type: none"> • Counsellor is not intrusive - non-directive; • Thus client is given the opportunity to talk; • Easier to talk to someone who is not close; • Counsellor meets client as an equal; • Counsellor does not 'show' expertise; • Counsellor is not judgemental; • Thus client does not feel threatened; • Promotes care value base (or descriptions given); • Ensures clients feel they are considered; <p>Disadvantages of a humanistic approach with a person who is an alcoholic:</p> <ul style="list-style-type: none"> • Requires client to be motivated; • May not be motivated if they are depressed; • May not believe that they have a problem • Requires the client to be able to communicate; • Alcoholics may be frightened about talking; • Client may expect advice; • They may not feel they are being helped. • Approach's key terms are difficult to understand;
Level	Mark	Descriptor
0	0	No rewardable material.
Level 1	1 - 3	Candidates identify some advantages or disadvantages of a humanistic or person centred 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. SPG may be limited.
Level 2	4 - 7	Candidates identify advantages and disadvantages of the approach. They may have some idea of the principles behind a humanistic or person centred 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 of the approach. There may be some mistakes with SPG.
Level 3	8 - 10	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. There should be few mistakes with SPG.

Total 30 marks

Question Number	Answer	Mark
2(a)	<p>Level 1 response (1 - 2 marks) Partial explanation. Answers related mainly to Molly only, e.g. Relationship with mother affected her more (1) Jealously towards step father (1)</p> <p>Level 2 response (3 - 4 marks) Full explanation. Answer should relate to Molly and Martin, e.g. as the new-step father plays football with Martin (1), but does not play with her (1).</p>	4 marks

Question Number	Answer	Mark
2(b)(i)	<p>Partial explanation (1-2 marks) Full explanation (3-4 marks)</p> <p>Idea of reward; For good behaviour; Behaviour is likely to be repeated; Further detail e.g. example of reward;</p>	4 marks

Question Number	Indicative content	
2(b)(ii)	<p>Negative reinforcement: Idea of reward after something unpleasant stops happening; do not credit punishment</p> <p>Relating to case study: Idea that Molly is too young; Cannot understand that things will get better if she behaves better; Example - e.g. she might start to enjoy school;</p>	
Level	Mark	Descriptor
0	0	No rewardable material.
Level 1	1 - 2	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.
Level 2	3 - 4	Candidates will make it clear that they understand the concept of negative reinforcement. They will also relate their answer to the case study.

Question Number		Indicative content
2(c)		<p>Advantages of a behavioural approach with children:</p> <ul style="list-style-type: none"> • easy to put into practice • simple idea to understand • relatively quick results • used to shape behaviour • based on principle that reinforced behaviour will be repeated/non-reinforced behaviour will not • the idea that it is objective - can be measured. <p>Disadvantages of a behavioural approach with teenagers:</p> <ul style="list-style-type: none"> • Not always easy to get young children to change their mind; • May rebel against authority/being told what to do; • does not consider what people think/feel • may be seen as punishment • could be seen as de-humanising - reducing behaviour to simply responses to things that give/reduce pleasure.
Level	Mark	Descriptor
0	0	No rewardable material.
Level 1	1 - 3	Candidates will make a few statements about advantages or disadvantages of a behavioural approach, but they may not relate specifically to young children. Explanations will be missing. SPG may be limited.
Level 2	4 - 6	At the bottom end of the range, candidates should give advantages and disadvantages with some explanation, but these may be unclear. At the top end of the range, there should be consideration of advantages and disadvantages, and some evidence of basic discussion. There may be some mistakes with SPG.
Level 3	7 - 8	Candidates should give clear advantages and disadvantages accompanied by explanations. The material should all be relevant to children. There will be clear evidence of discussion skills. There should be few mistakes with SPG.

Question Number		Indicative content
2(d)		<p>Advantages of family therapy: e.g. Everyone in the family could be involved; Therefore all can have an input; Bring family closer together; Family therapy could address problems relating to any family member. It could lead to new and supportive relationships; Improve parenting skills; Change the way family view managing behaviour;</p> <p>Disadvantages of family therapy: e.g. Family therapy may take control away from the clients; They need an “expert” to help them; There may be a waiting list, delays; It may be hard to keep appointments; They may be labelled as a “problem family.”</p>
Level	Mark	Descriptor
0	0	No rewardable material.
Level 1	1 - 3	Candidates identify some advantages or disadvantages of the approach but these are not linked to the circumstances of young children. e.g. It takes a lot of time; It needs all the members of the family to be involved. SPG may be limited.
Level 2	4 - 7	Candidates identify advantages and disadvantages of the approach. Candidates at the higher end of the mark band make some links 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. There may be some mistakes with SPG.
Level 3	8 - 10	Candidates give relevant advantages and disadvantages of the approach and these are linked to young children. There should be an overall conclusion given. There should be few mistakes with SPG.

Total 30 marks

Question Number		Indicative content
3(a)		<p>Principles of care value base include: Effective communication; Promoting anti-discriminatory practice; Maintaining confidentiality; Promoting and supporting individuals' rights /empowerment; Acknowledging individuals' personal beliefs and identities;</p> <p>Possible answer: Identification of care value (1); Further description of care value (1); Brief explanation through example (1); Further detail of explanation of example (1);</p>
Level	Mark	Descriptor
0	0	No rewardable material.
Level 1	1 - 2	Partial explanation. Candidates may identify a principle but not give much further detail or explanation.
Level 2	3 - 4	Full explanation. Candidates should give a clear description and explanation of how the principle chosen might have its effect.

Question Number	Answer	Mark
3(b)(i)	<p>Two from:</p> <ul style="list-style-type: none"> • The person would talk about their problems; • Idea of getting the person to examine their own ideas/beliefs; • Try to convince them that their beliefs are not logical/valid; • They might be given homework to do in between each session; 	2 marks

Question Number		Indicative content
3(b)(ii)		<p>Answer might include: Someone who is depressed may not want to talk; May not have the skills to communicate; May not see anything wrong; Dysfunctional thoughts; Likely to have an external locus of control;</p>
Level	Mark	Descriptor
0	0	No rewardable material.
Level 1	1 - 3	<p>Candidates will probably just get basic descriptions with little or no explanation. Likely to just talk about one reason. e.g. Hilda might not co-operate; she might not be able to talk about what she feels; SPG may be limited.</p>
Level 2	4 - 6	<p>Candidates should give descriptions accompanied by some explanation. There should be some understanding of a cognitive approach. There is likely to be one reason explained well or two reasons with some explanation. e.g. they might not co-operate because they feel depressed/may not like the counsellor; they may not be able to talk because they have mental health problems/may not have the language to express how they feel; There may be some mistakes with SDP.</p>
Level 3	7 - 8	<p>Candidates should give detailed descriptions with appropriate explanations. Shows a good awareness of a cognitive approach and gives at least two well reasoned examples. e.g. expansion on the explanations for level 2; case studies to illustrate these explanations. There should be few mistakes with SPG.</p>

Question Number		Indicative content
3(c)		<p>Id:</p> <ul style="list-style-type: none"> • Part of mind that contains basic instinct; • Reference to pleasure seeking; • Sexual drives; • Aggressive drives; <p>Ego:</p> <ul style="list-style-type: none"> • Part of mind that is rationale; • Balanced view; • Acts as mediator between id and superego; <p>Superego:</p> <ul style="list-style-type: none"> • Part of the mind that represent ideals; • Idea of values; • Acts as out conscience;
Level	Mark	Descriptor
0	0	No rewardable material.
Level 1	1 - 3	Candidates will probably just get descriptions. e.g. brief definition of two of id/ego/superego, but with no explanation. There may be some idea of balance, but little description.
Level 3	4 - 6	Candidates should give descriptions. In addition, For 4 marks there should be some idea of balance For 5 marks the balance should be clear between two of id/ego ad superego For 6 there should be a clear reference to a balance between id/ego/superego

Question Number		Indicative content
3(d)		<p>Principles of a psychoanalytical approach: e.g.</p> <ul style="list-style-type: none"> • People may not understand why they are depressed; • 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 people who are depressed with insight to allow them to change their behaviour. <p>Advantages of psychoanalytical approach: e.g.</p> <ul style="list-style-type: none"> • Approach relevant to the problem e.g. oral gratification / pleasure principle; • May uncover unconscious reasons for being depressed; • Deals with underlying causes, not surface behaviour; <p>Advantages of other approaches: e.g.</p> <ul style="list-style-type: none"> • Behavioural - may respond to rewards; • Cognitive - may be able to change ways of thinking • Person centred - allows people to talk about what they think without them feeling that they are being judged;
Level	Mark	Descriptor
0	0	No rewardable material.
Level 1	1 - 3	Candidates identify some advantages of a psychoanalytical approach. They may be no or very limited reference to any other approach or no links to someone who is depressed. Conversely, a candidate may refer to other approaches, but may not consider psychodynamic approach. SPG may be limited.
Level 2	4 - 7	Candidates identify advantages of psychoanalytical and at least one other approach. There should be at least a tentative link to someone who is depressed. Candidates at the higher end of the mark band should compare at least two other approaches and make reference to someone who is depressed. There may be some mistakes with SPG
Level 3	8 - 10	Candidates should compare the advantages of at least three approaches and make good reference to someone who is depressed. At the top end there should be a clear conclusion. There should be few mistakes with SPG.

Total 30 marks

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