



General Certificate of Education

Advanced Level

Specimen Paper

Health and Social Care

HSC05 Learning and Development

Unit 5

Mark Scheme

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

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Mark Scheme - HSC05 Specimen Paper

Quality of written communication

The quality of written communication is assessed in all assessment units where candidates are required to produce extended written material. Candidates will be assessed according to their ability to:

- select and use a form and style of writing appropriate to purpose and complex subject matter
- organise relevant information clearly and coherently, using specialist vocabulary when appropriate
- ensure that text is legible, and that spelling, grammar and punctuation are accurate, so that meaning is clear.

Question 1

- 1(a) One from any of the following: starting/leaving – school/college/university (1) starting work/moving jobs/redundancy/retirement (1) marriage (1) divorce (1) bereavement (1) serious illness or accident (1) acquired disability (1) being a victim or witness of crime (1) moving home/moving into residential or nursing care (1)

Max 1 (1 mark)

- 1(b) Any four from: Not getting enough sleep (1) unable to concentrate (due to lack of sleep) (1) Learn new skills (1) Allow an appropriate example, e.g. how to prepare a bottle (1) may feel love towards her new sibling (1) make feel unwanted/unloved by her mother (1) may feel angry (1) upset (1) may rely on other family members or friends for support (1)

Max 4 (4 marks)

- 1(c) Likely points should be: not eating a balanced meal during the day (1) not taking part in physical activities at school (1) falling behind in learning (1) poor exam results (1) difficulty in getting a place at college **or** difficulty finding a job (1) may feel anxious (1) depressed (1) upset (1) lose contact with school friends (1) form stronger bonds with others she may be truanting with (1)

Max 5 (5 marks)

1(d) Mark Ranges

- | | |
|--------------|---|
| 0 marks | No response worthy of credit. |
| 1 – 3 marks | A basic description with little or no explanation. Answers at this level will consider that Pamela has learned this behaviour, that the counsellor will observe Pamela's behaviour and/or that Pamela will be rewarded for good behaviour. |
| 4 – 7 marks | The descriptions are accompanied by explanation and analysis. The principles of a behavioural approach are clear in the work. Answers at this level will consider that just as Pamela has learned this behaviour, she can unlearn it. Also that if the school counsellor rewards Pamela's good behaviour, Pamela is more likely to repeat it. |
| 8 – 10 marks | Detailed analysis of the behavioural approach is present. Answers will include material from the previous band but will additionally consider what action would be taken (in this approach) to the negative behaviours displayed by Pamela – i.e. bullying and truancy. At the top end, answers will consider whether it would be appropriate to ignore the negative behaviours given the setting. To gain full marks, the answer makes |

reference to an initial assessment and why this must be conducted (changes must be compared against a baseline).

(10 marks)

- 2(a) Changed sleeping patterns (1) changing eating patterns (1) [physically] cared for (1) – for example bathed (1) may learn new skills (1) e.g. Internet skills (1) bridge (1) sad (1) upset (1) happy (1) meet new friends (1) lose contact with some people (1) see more/less of family (1)

Do not allow 'anxious' at it is in the stem of the question

Max 5 (5 marks)

- 2(b) May have physical outbursts (1) restlessness (1) repeating the same actions or words (1) hiding possessions (1) affects co-ordination (1) ability to do daily tasks will gradually decline (1) ability to understand (1) think (1) remember (1) and communicate (1) will be affected. Long-term memory may be fine (1) but short-term not (1) feel uninterested (1) apathetic (1) ability to control moods/emotions may be lost (1) become less aware of who people are (1) including close family members (1)

Max 5 (5 marks)

- 2(c) Maslow (1) Rogers (1) (1 mark)

- 2(d) Examples of ways in which anxiety could be minimised:

- Care workers make time to talk to the service user/Caroline and reassure her
- Facilitate self-actualisation, e.g. through choice, activities
- Advocacy/empowerment
- Helping to meet religious/spiritual needs
- Keeping Caroline/the client informed
- Provide time and space for interactions with friends and family members
- Ensure physiological needs are met to help with health

Mark Ranges

- | | |
|-------------|---|
| 0 | No response worthy of credit. |
| 1 – 3 marks | Answers include appropriate terminology for the theorist they have identified in 2(c). There is a limited or partial link to the setting of residential care for the elderly. Material presented is more general than applied. |
| 4 – 6 marks | There is a clear understanding of the theory being used (Maslow or Rogers) and the answer uses this to describe ways in which care workers could minimise the anxiety being experienced by Caroline. In this band, answers have at least two examples (ways of minimising anxiety) which are relevant to the residential care home setting. |
| 7 – 9 marks | Answers demonstrate a clear understanding of the humanist theory chosen. Analysis of ways in which this can inform the actions of care workers are clear and detailed. The focus is on emotional needs and at least two ways have been explained well. At the top of the band, all material is relevant to the setting and client. |

(9 marks)

3(a) Eysenck:

personality is inherited/genetic
trait theory - individuals can be placed at a point on a continuum between extremes
extroversion – introversion
stability – instability (neuroticism)
tough minded – tender minded
personality can be tested, measured
linked to Galen's work on 'humours/body fluids'
criminal behaviour can be linked to traits

Cattell:

personality is inherited/genetic
16 personality factors - personal profile plotted on continuum between extremes
sociable – unsociable
intelligent – unintelligent
emotionally stable – unstable
dominant – submissive
cheerful – brooding
conscientious – undependable
bold – timid
sensitive – insensitive
suspicious – trusting
imaginative – practical
shrewd – naïve
self assured – apprehensive
radical – conservative
self-sufficient – group adherence
self-disciplined – uncontrolled
tense – relaxed
personality can be tested/measured

Two marks per feature – they must be outlined and not merely stated. If 'stated' then one mark per feature.

If features do not correspond to the theorist identified, award zero marks.

(4 marks)

3(b) Answers may include reference to:

Eysenck:

That our personalities are inherited. Eysenck's theory suggests that an individual's personality can be placed on a continuum between the extremes of extroversion and introversion or extroversion and neuroticism. The theory suggests that extroversion is caused by variability in cortical arousal. Introverts have higher levels of cortical arousal than extroverts which means that introverts seek lower levels of arousal than extroverts. Extroverts will therefore attempt to increase/heighten cortical arousal through stimulation seeking behaviours such as increased levels of activity and social engagements.

Key ideas and concepts may include:

trait theory - individuals can be placed at a point on a continuum between extremes
extroversion – introversion
stability – instability (neuroticism)
tough minded – tender minded
personality can be tested, measured
linked to Galen's work on 'humours/body fluids'
criminal behaviour can be linked to traits

Cattell:

Personality is inherited and made up of 'traits'. Sixteen 'trait dimensions' can be measured via a Personality Factors Questionnaire. These traits are measurable and can therefore be used to predict behaviour.

Key ideas and concepts may include:

personality is inherited/genetic
16 personality factors - personal profile plotted on continuum between extremes
sociable – unsociable
intelligent – unintelligent
emotionally stable – unstable
dominant – submissive
cheerful – brooding
conscientious – undependable
bold – timid
sensitive – insensitive
suspicious – trusting
imaginative – practical
shrewd – naïve
self assured – apprehensive
radical – conservative
self-sufficient – group adherence
self-disciplined – uncontrolled
tense – relaxed
personality can be tested/measured

Mark Ranges

0	No response worthy of credit.
0-3 marks	The student makes a limited attempt to explain an appropriate theory. Answer may be muddled or list-like, demonstrating little understanding of the focus of the question. Sentences and paragraphs have limited coherence and structure. Errors of grammar, punctuation and spelling may be noticeable and affect the points the student is trying to make.
4-7 marks	The student gives a sound explanation, demonstrating some understanding of the way the theory chosen suggests personality is determined. The student has shown limited ability to organise the relevant information with material presented in a way which does not always relate to the focus of the question. There may be noticeable errors of grammar, punctuation and spelling.
8-10 marks	The student gives a detailed explanation, demonstrating a clear understanding of the way the theory chosen suggests personality is determined. The answer is in a planned and logical sequence, using appropriate terminology. Sentences and paragraphs are for the most part relevant, with information presented in a balanced, logical and coherent manner. There are few errors of grammar, punctuation and spelling.

(10 marks)

- 3(c) 1 mark for each of **two** strategies or treatments identified, plus up to 2 marks for a brief explanation of each.

Drugs prescribed and used as medication:

anti anxiety drugs (benzodiazepines) are commonly used to treat anxiety and stress; .
they slow down the activity of the central nervous system;
beta blockers could also be used; they lower levels of adrenaline and noradrenaline

Meditation/relaxation:

this is the self-regulation of attention to suspend the normal stream of consciousness;
the goal is for the client to reach a state of "thoughtless awareness"; meditation
techniques can include the repetition of sounds or images.

Sensory rooms:

these are therapeutic spaces designed to promote positive changes in clients;
one type is a sensory modulation room - often used for clients with mental health issues;
clients are often consulted and are part of the decisions about what form these spaces
should take;
they can be used in times of crisis as part of the intervention.

(6 marks)

- 4(a) Suitable theories are Bandura or Latane

Mark Ranges

0 marks	No response worthy of credit.
1-3 marks	Students present a limited description of one relevant theory (Bandura or Latane). For example, in describing Bandura's theory, the student identifies learning through observation and the importance of role models.

At this level students may indiscriminately include irrelevant information on, for example, the Bobo doll study.

Students who deploy appropriate knowledge and understanding and display higher QWC skills should be rewarded at the top end of this mark band. Conversely, those who display some confusion and weakness in QWC supporting knowledge and understanding should be placed at the bottom end of this mark band.

- 4-5 marks Students in this band provide a reasonable description of a relevant theory. For example, in describing Bandura's theory, students may engage more with the notion of role models and the significance of this to the theory. They may also consider that in social learning theory, not all learning can be explained through direct reinforcement. Students who deploy appropriate knowledge and understanding and display higher QWC skills should be rewarded at the top end of this mark band. Conversely, those who display some confusion and weakness in QWC supporting knowledge and understanding should be placed at the bottom end of this mark band.
- 6-8 marks Students present a clear and accurate description of the chosen theory. The description is well detailed and makes use of key concepts such as vicarious reinforcement, attention and imitation, internalisation, adoption. Students who deploy appropriate knowledge and understanding and display higher QWC skills should be rewarded at the top end of this mark band. Conversely, those who display some confusion and weakness in QWC supporting knowledge and understanding should be placed at the bottom end of this mark band.

(8 marks)

4(b) **Mark Ranges**

- 0 marks No response worthy of credit.
- 1-4 marks Strengths and/or weaknesses of the theory have been provided but these are either not specific or minimal. Students may, for example, evaluate the role of the teacher as a role model and the vicarious reinforcement offered by different individuals in the reception classroom setting. However, at this level, the student does not engage with the 'modifying the behaviour of children' aspect of the question. Students who deploy appropriate knowledge and understanding and display higher QWC skills should be rewarded at the top end of this mark band. Conversely, those who display some confusion and weakness in QWC supporting knowledge and understanding should be placed at the bottom end of this mark band.
- 5-8 marks Positive and negative applications of the theory to the reception classroom have been provided. At this level, most material will be relevant and answers provide at least 3 relevant ways in which practitioners in a reception classroom could modify the behaviour of children using the theory. Each of these has been evaluated. Students who deploy appropriate knowledge and understanding and display higher QWC skills should be rewarded at the top end of this mark band. Conversely, those who display some confusion and weakness in

QWC supporting knowledge and understanding should be placed at the bottom end of this mark band.

9-12 marks

Evaluations are detailed and are very relevant to the children in a reception classroom. Answers make good use of the key concepts for their theory and use them when explaining the steps a practitioner could take. At this level, at least four strategies for modifying behaviour have been appropriately evaluated.

Students who deploy appropriate knowledge and understanding and display higher QWC skills should be rewarded at the top end of this mark band. Conversely, those who display some confusion and weakness in QWC supporting knowledge and understanding should be placed at the bottom end of this mark band.

(12 marks)

HSC05 ASSESSMENT OBJECTIVE GRID

Question	A01	A02	A03	A04	Totals
1(a)	1				1
1(b)	4				4
1(c)			5		5
1(d)			10		10
2(a)	2	2	1		5
2(b)		5			5
2(c)	1				1
2(d)			4	5	9
3(a)	4				4
3(b)		10			10
3(c)	6				6
4(a)	4	1		3	8
4(b)				12	12
Totals	22	18	20	20	80
Percentage	27.5%	22.5%	25%	25%	100%