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# **GCE A LEVEL MARKING SCHEME**

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**SUMMER 2022**

**A LEVEL  
HEALTH AND SOCIAL CARE AND CHILDCARE –  
UNIT 5  
1570U50-1**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2022 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

**GCE A LEVEL HEALTH AND SOCIAL CARE AND CHILDCARE**  
**UNIT 5: THEORETICAL PERSPECTIVES OF ADULT BEHAVIOUR**  
**SUMMER 2022 MARK SCHEME**

**Section A**

Question	Answer	AO1	AO2	AO3	Total mark
1.  (a)	<p><i>Read the case study on loan and answer the questions below.</i></p> <p>Outline <b>three</b> psychological factors that may have had an impact on loan.</p> <p>Award <b>up to 2 marks</b> for each correct psychological factor (up to a maximum of three factors) within the case study that may have had an impact on loan.</p> <p>Award <b>1 mark</b> for a basic outline showing some knowledge and understanding of psychological factors which may have had an impact on loan.</p> <p>Award <b>2 marks</b> for a good outline showing clear knowledge and understanding of psychological factors which may have had an impact on loan.</p> <p>Answers may refer to any three from:</p> <ul style="list-style-type: none"> <li>• adverse childhood experiences (ACEs) influenced him to want to help others – could have a negative effect on his mental health i.e., depression</li> <li>• growing up in poverty with little food made him want to help others in a similar situation</li> <li>• his parents' marriage broke up and his father moved out, so he took on responsibility for his younger brother</li> <li>• his mother was an alcoholic and he could not stop her spending her money on alcohol, so he found other ways of feeding himself and his brother</li> <li>• he moved into a hostel at 16 and this made him more determined to gain qualifications and study hard</li> <li>• being able to cope in adverse conditions gave him a positive mind-set and positive self-esteem and a desire to help others in need</li> <li>• getting married and having children would give him a sense of achievement and belonging</li> </ul> <p>Candidates may make reference to negative impacts.</p> <p>Credit any other valid response.</p>	<p><b>6</b></p> <p><b>[2,2,2]</b></p>			<b>6</b>

Question	Answer	AO1	AO2	AO3	Total mark
(b)	<p><i>Describe the positive effects of being resilient for loan.</i></p> <p>Answers may refer to:</p> <p>The positive effects of being resilient for loan are:</p> <ul style="list-style-type: none"> <li>• he has adapted to the different situations that he has experienced</li> <li>• he can rely on his own inner resources</li> <li>• he can fulfil his own potential</li> <li>• he has developed a positive self-concept/self-esteem</li> <li>• he is resistant to stress</li> <li>• he can bounce back from failure</li> <li>• he develops a more accurate view of the world.</li> <li>• he knows how to cope despite setbacks or barriers or limited resources</li> <li>• he wanted to become a social worker and help those who live alone and in poverty and this desire enabled him to overcome obstacles and realise his ambition</li> </ul> <p>Credit responses that refer to: Resilience means knowing how to cope despite setbacks, or barriers, or limited resources. Resilience is a measure of how much an individual wants something and how much they are willing, and able, to overcome obstacles to get it.</p> <p>Credit any other valid response.</p>	6			6

Band	AO1
3	<p><b>5-6 marks</b></p> <p>A very good description which shows:</p> <ul style="list-style-type: none"> <li>• thorough knowledge and understanding of the positive effects of being resilient for loan</li> <li>• a confident grasp of the concept of resilience</li> </ul>
2	<p><b>3-4 marks</b></p> <p>A good description which shows:</p> <ul style="list-style-type: none"> <li>• generally secure knowledge and understanding of the positive effects of being resilient for loan</li> <li>• a generally secure grasp of the of the concept of resilience</li> </ul>
1	<p><b>1-2 marks</b></p> <p>A basic description which shows:</p> <ul style="list-style-type: none"> <li>• some knowledge and understanding of some positive effects of being resilient for loan</li> <li>• some grasp of the concept of resilience</li> </ul>
	<p><b>0 marks</b></p> <p>Response not creditworthy or not attempted.</p>

Question	Answer	AO1	AO2	AO3	Total mark
(c)	<p><i>Using Skinner's theory of conditioning explain why loan has not developed an alcohol dependency.</i></p> <p>Answers should refer to Skinner's theory of conditioning to explain why loan has not developed an alcohol dependency:</p> <ul style="list-style-type: none"> <li>• Positive reinforcement or rewarding a certain behaviour will make sure the behaviour is repeated or more likely to occur.</li> <li>• Punishment of a certain behaviour makes it less likely that the behaviour will occur again.</li> </ul> <p>Skinner's theory explains that loan has not developed an alcohol dependency because he did not observe or receive any positive outcomes or rewards from his mother's alcohol dependency because:</p> <ul style="list-style-type: none"> <li>• his father left home</li> <li>• he and his brother often went hungry</li> <li>• he had to scavenge for food in the bins outside the supermarket</li> <li>• he left home at 16</li> <li>• his brother was taken into foster care</li> <li>• loan did not see any rewards or positive outcomes for having an alcohol dependency and so was less likely to copy his mother's behaviour pattern.</li> </ul> <p>Skinner was a behaviourist; he developed the theory of operant conditioning. This is the idea that behaviour is determined by its consequences.</p> <p>Credit any other valid response.</p>		8		8

<b>Band</b>	<b>AO2</b>
<b>4</b>	<p style="text-align: center;"><b>7-8 marks</b></p> <p>An excellent explanation which shows:</p> <ul style="list-style-type: none"> <li>• thorough knowledge and understanding of why loan has not developed an alcohol dependency</li> <li>• a confident grasp of Skinner's theory of conditioning</li> </ul>
<b>3</b>	<p style="text-align: center;"><b>5-6 marks</b></p> <p>A good explanation which shows:</p> <ul style="list-style-type: none"> <li>• generally secure knowledge and understanding of why loan has not developed an alcohol dependency</li> <li>• a generally secure grasp of Skinner's theory of conditioning</li> </ul>
<b>2</b>	<p style="text-align: center;"><b>3-4 marks</b></p> <p>A basic explanation which shows:</p> <ul style="list-style-type: none"> <li>• some knowledge and understanding of why loan has not developed an alcohol dependency</li> <li>• some grasp of Skinner's theory of conditioning</li> </ul>
<b>1</b>	<p style="text-align: center;"><b>1-2 marks</b></p> <p>A limited explanation which shows:</p> <ul style="list-style-type: none"> <li>• little knowledge and understanding of why loan has not developed an alcohol dependency</li> <li>• little grasp of Skinner's theory of conditioning</li> </ul>
	<p style="text-align: center;"><b>0 marks</b></p> <p>Response not creditworthy or not attempted.</p>

Question	Answer	AO1	AO2	AO3	Total mark
<p>2.</p> <p>(a)</p>	<p><i>Ioan's mother, Paula, had a family history of alcohol dependency.</i></p> <p><i>Analyse how positive and proactive approaches could support an adult with an alcohol dependency.</i></p> <p>Answers may refer to:</p> <p>Positive and proactive approaches are based upon the principles of person-centred care and can support an adult with an alcohol dependency by:</p> <ul style="list-style-type: none"> <li>• getting to know the individual and developing a good relationship which is based on trust and empathy which makes the individual feel that they are not being judged</li> <li>• respecting and valuing their individual histories and backgrounds</li> <li>• taking time to find out about their: <ul style="list-style-type: none"> <li>• personal preferences</li> <li>• skills and abilities</li> </ul> </li> <li>• preferred communication style and support structure</li> <li>• understanding the impact of their environment on them</li> <li>• exploring the underlying reasons for their alcohol dependency in a confidential manner</li> <li>• identifying suitable ways to provide consistent care and support in a way that is chosen by the individual and by people who understand their individual circumstances</li> <li>• helping the individual to do something positive about their dependency</li> <li>• help the individual to achieve their goals in life without alcohol</li> <li>• developing and monitoring plans which outline an individual's needs, desired well-being outcomes, and the ways in which they will be supported to achieve these.</li> </ul> <p>Credit any other valid response.</p>			8	8

<b>Band</b>	<b>AO3</b>
<b>4</b>	<p style="text-align: center;"><b>7-8 marks</b></p> <p>An excellent analysis demonstrating:</p> <ul style="list-style-type: none"> <li>• perceptive and informed interpretation about how positive and proactive approaches could support an adult with an alcohol dependency</li> <li>• confident and detailed engagement with the basis of positive and proactive approaches to support</li> </ul>
<b>3</b>	<p style="text-align: center;"><b>5-6 marks</b></p> <p>A good analysis demonstrating:</p> <ul style="list-style-type: none"> <li>• reasoned interpretation about how positive and proactive approaches could support an adult with an alcohol dependency</li> <li>• thorough engagement with the basis of a positive and proactive approaches to support</li> </ul>
<b>2</b>	<p style="text-align: center;"><b>3-4 marks</b></p> <p>A basic analysis demonstrating:</p> <ul style="list-style-type: none"> <li>• generally valid interpretation about how positive and/or proactive approaches could support an adult</li> <li>• a straightforward engagement with the basis of positive and proactive approaches to support</li> </ul>
<b>1</b>	<p style="text-align: center;"><b>1-2 marks</b></p> <p>A limited analysis demonstrating:</p> <ul style="list-style-type: none"> <li>• little interpretation about how positive or proactive approaches could support an adult</li> <li>• little engagement with the basis of positive and proactive approaches to support</li> </ul>
	<p style="text-align: center;"><b>0 marks</b></p> <p>Response not creditworthy or not attempted.</p>



Question	Answer	AO1	AO2	AO3	Total mark
(b)	<p><i>Describe Eysenck's biological theory and discuss how this may account for Paula's alcohol dependency.</i></p> <p>Answers may refer to:</p> <p>Eysenck proposed a theory of personality based on biological factors, arguing that:</p> <ul style="list-style-type: none"> <li>• individuals inherit a type of nervous system that affects their ability to learn and adapt to the environment</li> <li>• both nature and nurture i.e. genetics that an individual is born with and the environment that the individual is brought up in, have an influence on the development of an individual's personality and behaviour</li> <li>• genetic inheritance combined with conditioning and socialisation during childhood creates our personality and behaviour</li> </ul> <p>Discussion of how the theory may account for Paula's alcohol dependency may refer to:</p> <ul style="list-style-type: none"> <li>• Paula would have inherited an addictive personality from her mother and grandmother</li> <li>• the environment she grew up in also influenced her behaviour, her mother would have been seen to be drinking alcohol excessively and that this was acceptable</li> <li>• her mother's behaviour may have been copied by Paula and become part of a normal pattern of behaviour for her</li> <li>• the difficult environment that Paula found herself in when she was older could have supported this genetic predisposition to become alcohol dependent:</li> <li>• the breakdown of her marriage</li> <li>• bringing up two children on her own</li> <li>• trying to manage on benefits was stressful</li> </ul> <p>Credit any other valid response.</p>	6		6	12

Band	AO1	AO3
3	<p style="text-align: center;"><b>5-6 marks</b></p> <p>A very good description which shows:</p> <ul style="list-style-type: none"> <li>• generally secure knowledge and understanding of Eysenck's biological theory</li> <li>• generally secure grasp of relevant key features.</li> </ul>	<p style="text-align: center;"><b>5-6 marks</b></p> <p>A very good discussion demonstrating:</p> <ul style="list-style-type: none"> <li>• reasoned interpretation of the relation of Eysenck's biological theory to Paula's alcohol dependency</li> <li>• thorough engagement with Eysenck's biological theory.</li> </ul>
2	<p style="text-align: center;"><b>3-4 marks</b></p> <p>A good description which shows:</p> <ul style="list-style-type: none"> <li>• some knowledge and understanding of Eysenck's biological theory</li> <li>• some grasp of key features.</li> </ul>	<p style="text-align: center;"><b>3-4 marks</b></p> <p>A good discussion demonstrating:</p> <ul style="list-style-type: none"> <li>• generally valid interpretation of the relation of Eysenck's biological theory to Paula's alcohol dependency</li> <li>• a straightforward engagement with Eysenck's biological theory.</li> </ul>
1	<p style="text-align: center;"><b>1-2 marks</b></p> <p>A basic description which shows:</p> <ul style="list-style-type: none"> <li>• little knowledge and understanding of Eysenck's biological theory</li> <li>• little grasp of key features.</li> </ul>	<p style="text-align: center;"><b>1-2 marks</b></p> <p>A basic discussion demonstrating:</p> <ul style="list-style-type: none"> <li>• little interpretation of the relation of Eysenck's biological theory to Paula's alcohol dependency</li> <li>• little engagement with Eysenck's biological theory.</li> </ul>
	<p style="text-align: center;"><b>0 marks</b></p> <p>Response not creditworthy or not attempted.</p>	<p style="text-align: center;"><b>0 marks</b></p> <p>Response not creditworthy or not attempted.</p>

## Section B

Question	Answer	AO1	AO2	AO3	Total mark
3.  (a)	<p><i>Nia is 23 and lives with a learning disability. She has a part-time job, volunteers in a charity shop, and lives in her own flat. She has one hour of support in the morning, and again in the evening. The aim of this support is to help her develop the life skills she needs to live an entirely independent life. Recently, support staff have noticed that Nia has been struggling to cope and had started hoarding food leftovers and rubbish. A meeting was arranged with Nia to discuss how best to improve the situation.</i></p> <p><i>Describe what is meant by Active Support.</i></p> <p>Answers may refer to:</p> <p>Active support is a person-centred approach for providing direct support, the goal is to ensure that individuals have ongoing support to be able to be engaged in a variety of life activities and opportunities of their choice</p> <ul style="list-style-type: none"> <li>• Be part of community</li> <li>• Develop positive lasting relationships</li> <li>• The opportunity to develop and experience new skills</li> <li>• Have choice and control over their life</li> <li>• Be respected and valued</li> <li>• Be treated as an individual</li> <li>• Helps an individual meet their personal well-being outcomes</li> </ul> <p>Credit any other valid response.</p>	<b>4</b>			<b>4</b>

Band	AO1
<b>2</b>	<p style="text-align: center;"><b>3-4 marks</b></p> <p>A good description which shows:</p> <ul style="list-style-type: none"> <li>• knowledge and understanding of what is meant by Active Support</li> <li>• clear grasp of the meaning of Active Support</li> </ul>
<b>1</b>	<p style="text-align: center;"><b>1-2 marks</b></p> <p>A basic description which shows:</p> <ul style="list-style-type: none"> <li>• little knowledge and understanding of what is meant by Active Support</li> <li>• a limited response with little understanding of Active Support</li> </ul>
	<p style="text-align: center;"><b>0 marks</b></p> <ul style="list-style-type: none"> <li>• Response not creditworthy or not attempted.</li> </ul>

Question	Answer	AO1	AO2	AO3	Total mark
(b)	<p><i>Explain factors that may have had an impact on Nia's recent behaviour.</i></p> <p>Answers may refer to:</p> <ul style="list-style-type: none"> <li>• Nia has a learning disability which may mean that she has communication difficulties and unable to tell her support workers what she needs them to do to help her</li> <li>• Nia's life skills are not developed enough for her to manage her life effectively</li> <li>• Nia may get stressed trying to cope with managing her job and volunteering</li> <li>• Individuals with learning disabilities can become stressed if their routine is disrupted in any way</li> <li>• Nia may be finding it difficult to live alone and may need more support to manage her commitments.</li> <li>• Nia may have difficulty understanding what is acceptable behaviour</li> </ul> <p>Credit any other valid response.</p>		6		6

Band	AO2
3	<p><b>5-6 marks</b></p> <p>A very good explanation which shows:</p> <ul style="list-style-type: none"> <li>• generally secure knowledge and understanding of factors that may impact upon behaviour</li> <li>• A confident grasp of the factors that may impact upon Nia's behaviour</li> </ul>
2	<p><b>3-4 marks</b></p> <p>A good explanation which shows:</p> <ul style="list-style-type: none"> <li>• some knowledge and understanding of factors that may impact upon behaviour</li> <li>• some grasp of the factors that may impact upon Nia's behaviour</li> </ul>
1	<p><b>1-2 marks</b></p> <p>A basic explanation which shows:</p> <ul style="list-style-type: none"> <li>• little knowledge and understanding of factors that may impact upon behaviour</li> <li>• limited response which identifies at least one factor that may impact upon Nia's behaviour</li> </ul>
	<p><b>0 marks</b></p> <p>Response not creditworthy or not attempted.</p>

Question	Answer	AO1	AO2	AO3	Total mark
(c)	<p><i>Examine how Positive Behaviour Support Plans may enable individuals to develop positive behaviour.</i></p> <p>Answers may refer to:</p> <ul style="list-style-type: none"> <li>• a Positive Behaviour Support Plan is an individualised care and support plan which informs care and support workers on how to help an individual develop positive behaviour patterns</li> <li>• be informed by assessments</li> <li>• include proactive strategies designed to improve quality of life of the individual</li> <li>• remove conditions that promote behaviour that challenges</li> <li>• aim to improve the individual's quality of life</li> <li>• decrease the need to exhibit challenging behaviour</li> <li>• help to reduce and eliminate the use of restrictive practices</li> <li>• include proactive strategies which are intended to make sure the individual has got what they need and want on a day-to-day basis and includes ways to support the individual to develop appropriate communication and life skills</li> <li>• reactive strategies are also included as necessary and are designed to keep the individual and those around them safe from harm. This provides a way to react quickly in a situation where the person is distressed or anxious and more likely to display behaviour that challenges</li> </ul> <p>A good Positive Behaviour Support plan has more proactive strategies than reactive ones. This keeps the focus on providing ways to support the individual to have a good life, enabling them to learn better, more effective ways of getting what they need without having to resort to behaviour that challenges.</p> <p>If a Positive Behaviour Support Plan is used consistently it is highly successful in:</p> <ul style="list-style-type: none"> <li>• supporting the individual to find other ways to communicate their needs and choices that prevents the need for behaviour that challenges</li> <li>• helps carers to identify when an individual may display behaviour that challenges, giving them a chance to intervene before the behaviour escalates</li> <li>• avoiding a full-blown incident of behaviour that challenges</li> </ul>			8	8

Question	Answer	AO1	AO2	AO3	Total mark
	<ul style="list-style-type: none"> <li>providing a consistent, clear, and effective approach which means that carers and support workers use the same techniques when supporting individuals rather than everybody 'doing their own thing' based on what they think is best</li> </ul> <p>Credit any other valid response.</p>				

Band	AO3
<b>4</b>	<p><b>7-8 marks</b></p> <p>An excellent examination which shows:</p> <ul style="list-style-type: none"> <li>perceptive and informed judgements of how Positive Behaviour Support Plans may enable individuals to develop positive behaviour</li> <li>confident and detailed engagement with the concept of Positive Behaviour Support Plans</li> </ul>
<b>3</b>	<p><b>5-6 marks</b></p> <p>A good examination which shows:</p> <ul style="list-style-type: none"> <li>reasoned judgements of how Positive Behaviour Support Plans may enable individuals to develop positive behaviour</li> <li>thorough engagement with the concept of Positive Behaviour Support Plans</li> </ul>
<b>2</b>	<p><b>3-4 marks</b></p> <p>A basic examination which shows:</p> <ul style="list-style-type: none"> <li>generally valid judgements of how Positive Behaviour Support Plans may enable individuals to develop positive behaviour</li> <li>a straightforward engagement with the concept of Positive Behaviour Support Plans</li> </ul>
<b>1</b>	<p><b>1-2 marks</b></p> <p>A limited examination which shows:</p> <ul style="list-style-type: none"> <li>little judgement of how Positive Behaviour Support Plans may enable individuals to develop positive behaviour</li> <li>little engagement with the concept of Positive Behaviour Support Plans to enable individuals to develop positive behaviour</li> </ul>
	<p><b>0 marks</b></p> <p>Response not creditworthy or not attempted.</p>

Question	Answer	AO1	AO2	AO3	Total mark
4.  (a)	<p><i>Josef is 84 years old, has memory loss and attends a reminiscence group (a form of talking therapy). He is happy and positive about his life. Josef often talks about how, in the past, everyone supported each other during the hard times. To ensure that he and his sister could be provided for, his parents went without. He says he has always had enough money to manage. Josef's wife died two years ago but he feels blessed to have had a wonderful marriage and loving family. He finds it difficult to understand why people moan about things; he says 'life is what you make it'.</i></p> <p>Outline <b>two</b> sociological factors that may have influenced Josef's outlook on life</p> <p>Award <b>up to 2 marks</b> for each correct sociological factor (up to a maximum of two) within the case study that may have influenced Josef's outlook on life.</p> <p>Award <b>1 mark</b> for a basic outline showing some knowledge and understanding of factors which may have influenced Josef's outlook on life.</p> <p>Award <b>2 marks</b> for a good outline showing clear knowledge and understanding of factors which may have influenced Josef's outlook on life.</p> <p>Answers may refer to any <b>two</b> from:</p> <ul style="list-style-type: none"> <li>• Josef has happy memories of his family life while growing up</li> <li>• Josef was brought up in a positive environment and never went without</li> <li>• Josef was brought up in an environment where everyone supported each other</li> <li>• Josef had a happy marriage and a loving family</li> <li>• Josef had positive role models in his parents</li> <li>• Josef always had enough money to manage.</li> </ul> <p>Credit any other valid response.</p>	<p style="text-align: center;"><b>4</b></p> <p style="text-align: center;"><b>[2,2]</b></p>			<p style="text-align: center;"><b>4</b></p>

Question	Answer	AO1	AO2	AO3	Total mark
(b)	<p><i>Explain, using cognitive theory, why Josef thinks positively about his life</i></p> <p>Answers may refer to:</p> <p>Cognitive theory enables Josef to think positively about his life because:</p> <ul style="list-style-type: none"> <li>• it is not what happens to an individual that makes them happy or sad but the way the individual thinks about life events that results in positive or negative feelings e.g. he has processed his thoughts in a positive way, (metacognition), and associates them with happiness</li> <li>• he does not associate any of the influences in his life as being negative</li> <li>• he may have blocked out any negative thoughts about his life as they do not make him feel happy</li> <li>• he cannot understand why individuals who find themselves in similar circumstances have negative thoughts and feelings and are unable to cope</li> <li>• when an individual thinks it involves interpretation of information by the brain.</li> <li>• individuals from different backgrounds may perceive the same information in different ways and believe that their interpretation is an accurate representation of reality.</li> <li>• human memory is selective in what is remembered by the individual and often distorts what was experienced. Memory involves a construction of what was experienced. What is remembered will depend upon the way an individual has learnt to think.</li> </ul> <p>Credit any other valid response</p>		<b>6</b>		<b>6</b>



Band	AO2
3	<p style="text-align: center;"><b>5-6 marks</b></p> <p>A very good explanation which shows:</p> <ul style="list-style-type: none"> <li>• thorough knowledge and understanding of why Josef thinks positively about his life.</li> <li>• confident grasp of cognitive theory.</li> </ul>
2	<p style="text-align: center;"><b>3-4 marks</b></p> <p>A good explanation which shows:</p> <ul style="list-style-type: none"> <li>• generally secure knowledge and understanding of why Josef thinks positively about his life.</li> <li>• generally secure grasp of cognitive theory.</li> </ul>
1	<p style="text-align: center;"><b>1-2 marks</b></p> <p>A basic explanation which shows:</p> <ul style="list-style-type: none"> <li>• little knowledge and understanding of why Josef thinks positively about his life.</li> <li>• little grasp of cognitive theory.</li> </ul>
	<p style="text-align: center;"><b>0 marks</b></p> <p>Response not creditworthy or not attempted.</p>

Question	Answer	AO1	AO2	AO3	Total mark
(c)	<p><i>Describe how talking therapy can support adults with memory loss.</i></p> <p>Answers may refer to:</p> <p>Talking therapy can provide support to:</p> <ul style="list-style-type: none"> <li>• include family and friends in activities (may be face to face, online or on the phone)</li> <li>• enable some form of life-story book to be created</li> <li>• help an individual to define their own identity</li> <li>• re-establish life meaning for an individual through connection to the past and reassert the feeling of importance</li> <li>• increase the ability of an individual to communicate by sharing life experiences, memories, and stories from the past – using objects, music and photos</li> <li>• provide relief from boredom or a distraction from day-to-day problems</li> <li>• increase self-worth and sense of belonging in the world</li> <li>• interact with others with memory loss through group activity</li> <li>• stimulate mental activity and improving well-being as an adult with memory loss is more able to recall things from many years ago rather than recent memories</li> </ul> <p>Credit any other valid response.</p>	6			6

Band	AO1
	<b>5-6 marks</b>
3	<p>A very good description which shows:</p> <ul style="list-style-type: none"> <li>• thorough knowledge and understanding of how talking therapy can support adults with memory loss</li> <li>• a confident grasp of the talking therapy approach</li> </ul>
	<b>3-4 marks</b>
2	<p>A good description which shows:</p> <ul style="list-style-type: none"> <li>• generally secure knowledge and understanding of how talking therapy can support adults with memory loss</li> <li>• a generally secure grasp of the talking therapy approach</li> </ul>
	<b>1-2 marks</b>
1	<p>A basic description which shows:</p> <ul style="list-style-type: none"> <li>• some knowledge and understanding of how talking therapy can support adults</li> <li>• some grasp of the talking therapy approach</li> </ul>
	<b>0 marks</b>
	Response not creditworthy or not attempted.

Question	Answer	AO1	AO2	AO3	Total mark
(d)	<p><i>Discuss how Josef's stage of development may influence his behaviour.</i></p> <p>Answers may refer to:</p> <p>Josef is in later adulthood and may experience changes in all aspects of his development that may impact on his behaviour.</p> <p>Physical development:</p> <ul style="list-style-type: none"> <li>• decline in vision and hearing may impact on his ability to communicate leading to him expressing frustration at being unable to communicate his needs and wants</li> <li>• decline in physical well-being he may experience chronic health conditions e.g. osteoarthritis, which may affect his mobility and limit him being able to take part in activities and socialise resulting in disengagement from everyday life</li> </ul> <p>Intellectual development</p> <ul style="list-style-type: none"> <li>• memory becomes less efficient and may deteriorate to a level where he is unable to engage in everyday activities and look after himself without support. Josef may lose self-confidence and be embarrassed by his difficulties</li> <li>• memory loss can also lead to confrontational behaviour. Josef may accuse others of having moved or stolen items that they themselves have misplaced</li> </ul> <p>Social and emotional development</p> <ul style="list-style-type: none"> <li>• role reversal - his children are now looking after him. This can have an impact on his self-esteem and cause Josef to become depressed and anxious about his future and resentful of his situation</li> <li>• Josef has experienced the death of a partner and may also lose close family and friends, resulting in loneliness and isolation and withdrawal from everyday activities</li> </ul> <p>Credit any other valid response</p>			8	8

<b>Band</b>	<b>AO3</b>
<b>4</b>	<p style="text-align: center;"><b>7-8 marks</b></p> <p>An excellent discussion:</p> <ul style="list-style-type: none"> <li>• perceptive and informed judgements about how Josef's stage of development may influence his behaviour</li> <li>• confident and detailed engagement with all key areas of development that may impact on behaviour</li> </ul>
<b>3</b>	<p style="text-align: center;"><b>5-6 marks</b></p> <p>A good discussion demonstrating:</p> <ul style="list-style-type: none"> <li>• reasoned judgements about how Josef's stage of development may influence his behaviour</li> <li>• thorough engagement with key areas of development that may impact on behaviour</li> </ul>
<b>2</b>	<p style="text-align: center;"><b>3-4 marks</b></p> <p>A basic discussion that demonstrating:</p> <ul style="list-style-type: none"> <li>• generally valid judgements about how Josef's stage of development may influence his behaviour</li> <li>• a straightforward engagement with some key areas of development that may impact on behaviour</li> </ul>
<b>1</b>	<p style="text-align: center;"><b>1-2 marks</b></p> <p>A limited discussion demonstrating:</p> <ul style="list-style-type: none"> <li>• little judgement that about how Josef's stage of development may influence his behaviour</li> <li>• little engagement with key areas of development that may impact on behaviour</li> </ul>
	<p style="text-align: center;"><b>0 marks</b></p> <p>Response not creditworthy or not attempted.</p>

Question	Answer	AO1	AO2	AO3	Total mark
5.	<p><i>Egan's Skilled Helper model is an approach which is often used by counsellors to help people deal with issues that may be affecting their behaviour.</i></p> <p><i>Describe the three stages of Egan's Skilled Helper model and assess how this model supports the principles of person-centred care.</i></p> <p>Answers may refer to:</p> <p>Egan's Skilled Helper Model aims to support an individual to achieve lasting change and to empower them to manage their own problems more effectively and develop unused opportunities more fully.</p> <p>The model has three stages:</p> <ul style="list-style-type: none"> <li>• Stage 1 – Exploration – What is going on? The counsellor aims to find out what is happening to an individual in their own words then reflecting it back to them without judgement</li> <li>• Stage 2 – Challenging – What do I want instead? The counsellor challenges the individual's existing views - one issue at a time. Encouraging the individual to think about whether there is another way of looking at the issue</li> <li>• Stage 3 – Action planning – How might I achieve what I want? The counsellor aims to turn good intentions into actual results, by enabling the individual to set realistic, practical, and achievable targets. Follow up meetings should be set up to see if the targets have been achieved. If targets have not been achieved the individual is not judged and the counsellor will support the individual to understand the reasons and move on</li> </ul> <p><b>Positives</b></p> <p>Egan's Skilled Helper Model fully supports the principles of person-centred care and they are embedded throughout each stage.</p>	8		10	18

Question	Answer	AO1	AO2	AO3	Total mark
	<p>The exploration stage involves:</p> <ul style="list-style-type: none"> <li>• getting to know the individual and showing respect by: <ul style="list-style-type: none"> <li>○ being attentive</li> <li>○ actively listening</li> <li>○ showing acceptance and empathy</li> <li>○ paraphrasing and summarising what has been said</li> <li>○ finding out what issue is the most important</li> <li>○ reflecting feelings – helping to uncover blind spots or gaps in perceptions and assessment of the situation</li> <li>○ questioning without being confrontational</li> </ul> </li> <li>• understanding their likes, dislikes, skills, abilities, and preferred communication style</li> </ul> <p>The challenging stage involves:</p> <ul style="list-style-type: none"> <li>• understanding the impact of the environment on the individual</li> <li>• identifying ways to support the individual to move forward</li> </ul> <p>The action planning stage involves:</p> <ul style="list-style-type: none"> <li>• developing plans according to the individual needs and desired outcomes</li> <li>• monitoring individual progress</li> </ul> <p>Credit any other valid response that may make reference to the negative aspects of the model.</p>				

Band	AO1	AO3
4	<p><b>7-8 marks</b></p> <p>An excellent description which shows:</p> <ul style="list-style-type: none"> <li>thorough knowledge and understanding of Egan's <i>Skilled Helper</i> model</li> <li>confident grasp of relevant key features of each stage</li> </ul>	<p><b>9-10 marks</b></p> <p>An excellent assessment demonstrating:</p> <ul style="list-style-type: none"> <li>perceptive and informed interpretation about how Egan's <i>Skilled Helper</i> model supports the principles of person-centred care</li> <li>confident and detailed engagement with Egan's <i>Skilled Helper</i> model</li> </ul> <p>The candidate's response is clearly expressed and shows accurate use of a broad range of terminology. Writing is very well structured and highly organised using accurate grammar, punctuation, and spelling.</p>
3	<p><b>5-6 marks</b></p> <p>A good description which shows:</p> <ul style="list-style-type: none"> <li>generally secure knowledge and understanding of Egan's <i>Skilled Helper</i> model</li> <li>generally secure grasp of relevant key features of each stage</li> </ul>	<p><b>6-8 marks</b></p> <p>A very good assessment demonstrating:</p> <ul style="list-style-type: none"> <li>reasoned interpretation about how Egan's <i>Skilled Helper</i> model supports the principles of person-centred care</li> <li>thorough engagement with Egan's <i>Skilled Helper</i> model</li> </ul> <p>The candidate's response is clearly expressed and shows accurate use of terminology. Writing is well structured using mostly accurate grammar, punctuation, and spelling.</p>
2	<p><b>3-4 marks</b></p> <p>A basic description which shows:</p> <ul style="list-style-type: none"> <li>some knowledge and understanding of Egan's <i>Skilled Helper</i> model</li> <li>some grasp of key features of each stage</li> </ul>	<p><b>3-5 marks</b></p> <p>A good assessment that demonstrating:</p> <ul style="list-style-type: none"> <li>generally valid judgements about how Egan's <i>Skilled Helper</i> model supports the principles of person-centred care</li> <li>a straightforward engagement with Egan's <i>Skilled Helper</i> model</li> </ul> <p>The candidate's response is adequately expressed and shows appropriate use of terminology. Writing is mainly well structured using reasonably accurate grammar, punctuation, and spelling.</p>
1	<p><b>1-2 marks</b></p> <p>A limited description which shows:</p> <ul style="list-style-type: none"> <li>little knowledge and understanding of Egan's <i>Skilled Helper</i> model</li> <li>little grasp of key features of each stage</li> </ul>	<p><b>1-2 marks</b></p> <p>A limited assessment demonstrating:</p> <ul style="list-style-type: none"> <li>little judgement about how Egan's <i>Skilled Helper</i> model supports the principles of person-centred care</li> <li>little engagement with Egan's <i>Skilled Helper</i> model</li> </ul> <p>The candidate's response shows basic use of terminology. Writing shows some evidence of structure but with some errors in grammar, punctuation, and spelling.</p>
	<p><b>0 marks</b></p> <p>Response not creditworthy or not attempted.</p>	<p><b>0 marks</b></p> <p>Response not creditworthy or not attempted.</p>

Question		Specification content (main focus)				Mark allocation			
		Section			Part	Total marks	AO1 marks	AO2 marks	AO3 marks
		2.5.1	2.5.2	2.5.3					
1	(a)	6			(a)	6	6	0	0
	(b)	6			(b)	6	6	0	0
	(c)		8		(a)	8	0	8	0
2	(a)			8	(a)	8	0	0	8
	(b)		12		(a)	12	6	0	6
Section A		12	20	8		40	18	8	14
3	(a)			4	(a)	4	4	0	0
	(b)	6			(a)	6	0	6	0
	(c)			8	(a)	8	0	0	8
4	(a)	4			(a)	4	4	0	0
	(b)		6		(a)	6	0	6	0
	(c)		6		(b)	6	6	0	0
	(d)	8			(a)	8	0	0	8
5			8	10	(a)	18	8	0	10
Section B		18	20	22		60	22	12	26
<b>Total marks</b>		<b>30</b>	<b>40</b>	<b>30</b>		<b>100</b>	<b>40</b>	<b>20</b>	<b>40</b>