

GCE A LEVEL



WJEC GCE A LEVEL in
HEALTH AND SOCIAL CARE,
AND CHILDCARE

APPROVED BY QUALIFICATIONS WALES

SAMPLE ASSESSMENT MATERIALS - UNIT 5

Teaching from 2020
For award from 2022

This qualification forms part of the new suite of Health and Social Care, and Childcare qualifications in Wales provided by City & Guilds/WJEC.



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**GCE A LEVEL
HEALTH AND SOCIAL CARE, AND CHILDCARE**

UNIT 5

THEORETICAL PERSPECTIVES OF ADULT BEHAVIOUR

SAMPLE ASSESSMENT MATERIALS

PRE-RELEASED MATERIAL

**TO BE MADE AVAILABLE TO CANDIDATES
FROM 01 MARCH 20xx**

INSTRUCTIONS FOR CANDIDATES

You must **not** take this material or any associated research material into the examination with you.

INFORMATION FOR CANDIDATES

The information overleaf is provided to assist your preparation for Section A in the Theoretical Perspectives of Adult Behaviour examination.

The questions in Section A of the Theoretical Perspectives of Adult Behaviour examination will relate to a case study provided within the question paper.

The context for Section A in the Unit 5 examination for summer xx is outlined below.

Sam is a young adult from a complex background who left school with few qualifications.

Sam is currently unemployed and lives at home with his mother, father and a younger sister who attends the local college.

Sam's parents are worried about his future. His mother, Sue, has concerns about Sam's mental health and well-being and this is having an impact on her own health and well-being.

After visiting his General Practitioner, Sam has been referred to a counsellor.

In preparation for Section A in the Unit 5 examination paper, you are advised to investigate:

- factors that affect the behaviour of adults
- the importance and effects of resilience in dealing with care settings and situations
- key theories associated with understanding and management of specific behaviours
- key approaches in practice which relate to adult development and behaviour.

Candidate Name	Centre Number					Candidate Number				



**GCE A LEVEL
HEALTH AND SOCIAL CARE, AND CHILDCARE**

UNIT 5

THEORETICAL PERSPECTIVES OF ADULT BEHAVIOUR

SAMPLE ASSESSMENT MATERIALS

2 hours 30 Minutes

INSTRUCTIONS FOR CANDIDATES

Answer **ALL** questions.

Write your name, centre number and candidate number in the spaces provided at the top of this page.

Write your answers in the spaces provided in this booklet.

Use black ink or black ball-point pen.

Do not use pencil or gel pen.

Do not use correction fluid.

INFORMATION FOR CANDIDATES

Section A questions relate to the pre-released material.

The number of marks is given in brackets at the end of each question or part question. You are advised to divide your time accordingly.

The total number of marks available is 100.

You are reminded of the need for good English and orderly, clear presentation in your answers. The quality of your written communication, including appropriate use of punctuation and grammar, will be assessed in your answer to question 5.

Case study for use with questions 1 and 2 in Section A

For much of his life, Sam, who is 20 years old, has used a number of care and support services.

As a child, Sam often presented with behaviour that challenged. He was an able student, but he found lessons uninteresting and his progress was affected because he was frequently absent from school.

Sam left school with few qualifications. He has had three short-term jobs which he enjoyed and was successful in, but he is currently unemployed.

Sam has a small number of friends of his own age and he lives with his parents and younger sister, Kayleigh, who is studying at a local college to become a qualified teaching assistant. Sam's parents often tell people of how proud they are of Kayleigh's achievements.

Sam's parents are worried about him because he has recently been spending more time alone in his room instead of meeting his friends. Sam has, in the past, self-harmed and they think he may be at risk of self-harming again following some unsuccessful job interviews.

Sam's parents have a difficult relationship and a history of showing violent or abusive behaviour towards each other at times.

Sam's resilience has been affected by some of his life experiences and adverse childhood experiences, including bullying by his father.

Kayleigh was born when Sam was 13 months old. Sam's mother, Sue, found it difficult to cope with the demands of looking after two very young children and would often leave Sam with her mother, in order to have a break. Sam spent a lot of time in the care of his maternal grandmother until she died when he was 5 years old. He has many happy memories about the time he spent with his grandmother, and often talks about this.

Sue is currently feeling depressed and worried about Sam's future. She has been having difficulty sleeping at night.

Because of these concerns about Sam's behaviour and well-being, Sue has advised him to see his General Practitioner (GP). At the GP appointment, Sam speaks openly and says that he wants a good future and would like to turn his life around but doesn't know how to.

With Sam's agreement, his GP has referred him to a local counsellor who favours a psychodynamic approach.

SECTION A

Answer **all** questions.

1. Read the case study on Sam and answer the questions below.

(a) Outline **three** factors that may have impacted on Sam's life circumstances and his physical and mental health. [6]

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- (b) Describe how psychodynamic attachment theory may influence adult development. [6]

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- (c) Explain how the psychodynamic approach could help Sam by exploring connections between his experiences and his behaviour. [8]

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2. Sam's mother, Sue, is feeling depressed and is having difficulty sleeping at night but does not wish to take medication. She has contacted a local mental health charity for advice. Staff at the charity use the humanistic approach in their work

(a) Assess the value of using the humanistic approach to support Sue's well-being. [6]

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SECTION B

Answer **all** questions.

3. Dafydd is a 23 year old man with learning disabilities.

(a) Describe how behaviour could be influenced by a learning disability. [6]

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(b) Dafydd can become upset by changes to his daily routine.

Explain why it is important that Dafydd becomes more resilient in dealing with new situations. [6]

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- (c) Assess the potential benefits of using the ‘traffic light’ system to support adults to develop positive behaviour patterns. [8]

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- 4. Marion is 68 years old and needs hip replacement surgery. She has lived with anxiety for much of her life and is refusing to go into hospital.

Marion’s doctor is concerned about her health and self-esteem and has advised her to have therapy to help overcome her fears.

- (a) Explain how self-esteem can influence psychological development. [6]

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- (b) Marion has decided to join a self-help group to help manage her anxiety.

Describe the potential benefits of joining a self-help group to help manage anxiety.

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- (c) Marion has also decided to follow her doctor's advice and has made an appointment to visit a counsellor who favours cognitive-behavioural therapy (CBT).

Evaluate the advantages and disadvantages of cognitive-behavioural therapy (CBT) for Marion. [8]

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5. Edith is a 91-year-old with dementia, who was admitted to hospital following a fall. On admission her family said that she would sometimes hit out at people.

After a meeting with staff it was agreed for Edith to be opted into the 'Butterfly Scheme', a positive, pro-active approach of care and support, that is available at the hospital.

Describe the purpose of using a positive, proactive approach and analyse the potential impact of using this approach to support adults with behaviour that challenges.

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MARK SCHEME

Guidance for examiners

Positive marking

It should be remembered that candidates are writing under examination conditions and credit should be given for what the candidate writes, rather than adopting the approach of penalising them for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

For questions that are objective or points-based, the mark scheme should be applied precisely. Marks should be awarded as indicated and no further subdivision made.

Mark schemes often list points which may be included in candidates' answers. The list is not exhaustive. *The inclusion of 'Credit any other valid response.'* (or similar instruction) within mark schemes allows for the possible variation in candidates' responses. Credit should be given according to the accuracy and relevance of candidates' answers.

Appropriate terminology is reflected in exemplar responses in mark schemes. However, unless there is a specific requirement within a question, candidates may be awarded marks where the answer is accurate but expressed in their own words.

Banded mark schemes

For band marked questions, mark schemes are in two parts, the indicative content and the assessment grid.

The indicative content suggests the range of points and issues which may be included in candidates' answers. It can be used to assess the quality of the candidate's response. As noted above, indicative content is not intended to be exhaustive and candidates do not have to include all the indicative content to reach the highest level of the mark scheme.

However, in order to reach the highest level of the mark scheme a candidate must meet the requirements of the highest mark band. Where a response is not creditworthy, that is, it contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

In GCE Health and Social Care, and Childcare, each question will address one or more assessment objectives: from AO1, AO2 or AO3. Where appropriate, the assessment grid subdivides the total mark that may be allocated for a question into individual assessment objectives. These are shown in bands in the mark scheme. For each assessment objective, descriptors will indicate the different skills and qualities at the appropriate level.

Candidates' responses to questions are assessed against the relevant assessment objectives. Where a question addresses more than one assessment objective, candidates may achieve different bands within that question. In these cases, a mark will be awarded for each assessment objective then totalled to give an overall mark for the question.

The marking of banded mark questions should always be positive. This means that, for each candidate's response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.

Examiners should first read and annotate the candidate's answer to pick out the evidence that is being assessed in that question. The mark scheme can then be applied. This is done as a two stage process.

Stage 1 – Deciding on the band

Beginning at the lowest band, examiners should look at the candidate's answer and check whether it matches the descriptors for that band. If the descriptors at the lowest band are satisfied, examiners should move up to the next band and repeat this process for each band until the descriptors match the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the candidate's response should be used to decide on the mark within the band. For instance, if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content.

Examiners should not seek to mark candidates down as a result of small omissions in minor areas of an answer.

Stage 2 – Deciding on the mark

During standardising (the marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

When marking, examiners can use these examples to decide whether a candidate's response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

Section A						
Question	Answer		AO1	AO2	AO3	Total Mark
1.	<i>Read the case study on Sam and answer the questions below.</i>					
	(a)	<i>Outline three factors that may have impacted on Sam's life circumstances and his physical and mental health.</i>	6			6
		<p>Award up to 2 marks for each correct factor within the case study that may have impacted on Sam's life circumstances and his physical and mental health.</p> <p>Award 1 mark for a basic outline showing some knowledge and understanding of factors which may have impacted on Sam's life circumstances and his physical and mental health.</p> <p>Award 2 marks for a good outline showing clear knowledge and understanding of factors which may have impacted on Sam's life circumstances and his physical and mental health.</p> <p>Answers may refer to any three from:</p> <ul style="list-style-type: none"> • family – relationships, birth of Sam's sister, Sam's position in the family • lack of friends – means that Sam has fewer opportunities to socialise with people with the same interests as him • isolation – Sam is spending more time alone in his room rather than interacting with family/friends • stereotyping – related to Sam's behaviour which challenged when he was in school, or his lack of qualifications • lack of education/qualifications – limiting the range of job opportunities available to Sam • role models – Sam doesn't appear to have had positive role models in his family when he was growing up • adverse childhood experiences (ACEs) – including bullying by his father may have had a long-term impact on Sam/these impacts can stay with an individual throughout their life. <p>Credit any other valid response.</p>				

Question	Answer	AO1	AO2	AO3	Total Mark
(b)	<i>Describe how psychodynamic attachment theory may influence adult development.</i>	6			6
	<p>Answers may refer to:</p> <p>Psychodynamic attachment theory describes how if the bond of love between a parent/carer and child was of a poor quality, it would cause psychological damage to the child and have lasting effects into adulthood, such as:</p> <ul style="list-style-type: none"> • may cause emotional damage, resulting in the inability to love or show affection • a child might also fail to learn properly at school, this may affect academic achievement and future employment chances as an adult • a child may be more likely to turn to crime when they become an adult • may result in the inability to form a loving relationship with an adult partner • may result in not being able to make sense of relationships with other people. <p>Credit any other valid response.</p>				

Band	AO1
3	<p>5-6 marks</p> <p>A very good description which shows:</p> <ul style="list-style-type: none"> • thorough knowledge and understanding of how psychodynamic attachment theory may influence adult development • a confident grasp of the link between the quality of the bond of love between parent/carer and child and the possible influence on adult development.
2	<p>3-4 marks</p> <p>A good description which shows:</p> <ul style="list-style-type: none"> • generally secure knowledge and understanding of how psychodynamic attachment theory may influence adult development • a generally secure grasp of the link between the quality of the bond of love between parent/carer and child and the possible influence on adult development.
1	<p>1-2 marks</p> <p>A basic description which shows:</p> <ul style="list-style-type: none"> • some knowledge and understanding of how psychodynamic attachment theory may influence adult development • some grasp of the link between the quality of the bond of love between parent/carer and child and the possible influence on adult development.
	<p>0 marks</p> <p>Response not creditworthy or not attempted.</p>

Question	Answer	AO1	AO2	AO3	Total Mark
(c)	<i>Explain how the psychodynamic approach could help Sam by exploring connections between his experiences and his behaviour.</i>		8		8
	<p>Answers may refer to:</p> <ul style="list-style-type: none"> • the psychodynamic approach would use psychoanalysis to help Sam • psychoanalysis may help Sam to slowly explore unresolved issues • the psychodynamic approach is based on the belief that the unconscious mind is profoundly influenced by childhood experiences. This could help Sam as it may uncover issues from his past and help him find coping strategies to address them, and could enable him to move on with his life • an analyst may use free association, dreams, nightmares and fantasies of the individual to examine the unconscious conflicts causing the problems and symptoms. In Sam's case, these strategies could make the connection with something in the past which makes him unable to cope with his present situation • an analyst interprets unconscious conflicts and brings them into the individual's consciousness so that they can understand, confront and resolve them. If Sam can discover which life experience(s) have led to his self-harming, he may be able to turn his life around • as his unresolved issues are uncovered, psychoanalysis may prove to be a very demanding approach for Sam. <p>Credit any other valid response.</p>				

Band	AO2
4	<p style="text-align: center;">7-8 marks</p> <p>An excellent explanation which shows:</p> <ul style="list-style-type: none"> • thorough knowledge and understanding of the practical application of the psychodynamic approach to Sam's situation • a confident grasp of how psychodynamic principles could explore connections between Sam's experiences and his behaviour.
3	<p style="text-align: center;">5-6 marks</p> <p>A good explanation which shows:</p> <ul style="list-style-type: none"> • generally secure knowledge and understanding of the practical application of the psychodynamic approach to Sam's situation • a generally secure grasp of how psychodynamic principles could explore connections between Sam's experiences and his behaviour.
2	<p style="text-align: center;">3-4 marks</p> <p>A basic explanation which shows:</p> <ul style="list-style-type: none"> • some knowledge and understanding of the practical application of the psychodynamic approach to Sam's situation • some grasp of how psychodynamic principles could make connections between Sam's experiences and his behaviour.
1	<p style="text-align: center;">1-2 marks</p> <p>A limited explanation which shows:</p> <ul style="list-style-type: none"> • little knowledge and understanding of the practical application of the psychodynamic approach to Sam's situation • little grasp of how psychodynamic principles could make connections between Sam's experiences and his behaviour.
	<p style="text-align: center;">0 marks</p> <p style="text-align: center;">Response not creditworthy or not attempted.</p>

Question	Answer	AO1	AO2	AO3	Total Mark
2.	<i>Sam's mother, Sue, is feeling depressed and is having difficulty sleeping at night but does not wish to take medication. She has contacted a local mental health charity for advice. Staff at the charity use the humanistic approach in their work.</i>				
(a)	<i>Assess the value of using the humanistic approach to support Sue's well-being.</i>			6	6
	<p>Answers may refer to:</p> <p>The humanistic approach, developed by Rogers, stresses the idea that individuals have an inbuilt tendency to grow and develop – the actualising tendency. Ideally an individual uses the actualising tendency to develop a positive and effective self-concept that enables them to live a happy and secure life.</p> <p>The value of using the humanistic approach to support Sue's well-being is that:</p> <ul style="list-style-type: none"> • her own individual experiences will be considered • in order to understand and help Sue, any resulting therapy will have a holistic focus • there are no experts that can diagnose what is wrong with Sue, her individual experience is at the centre of her therapy • the approach is non-directive and will facilitate and respect Sue to set her own goals and make decisions • Sue will be considered as 'an expert on herself', and is self-aware • the approach is not intrusive and will be sensitive to Sue's feelings and experiences • the approach is non-judgmental and will avoid labelling Sue • Sue will be reminded that she has choice and control over her life and therefore overall responsibility for that choice. <p>Credit any other valid response.</p>				

Band	AO3
3	<p style="text-align: center;">5-6 marks</p> <p>A very good assessment which shows:</p> <ul style="list-style-type: none"> • reasoned judgements about the value of the humanistic approach to support Sue's well-being • confident engagement with the principles of the humanistic approach and the potential value to Sue.
2	<p style="text-align: center;">3-4 marks</p> <p>A good assessment which shows:</p> <ul style="list-style-type: none"> • generally valid judgements about the value of the humanistic approach to support Sue's well-being • straightforward engagement with the principles of the humanistic approach and the potential value to Sue.
1	<p style="text-align: center;">1-2 marks</p> <p>A basic assessment, which shows:</p> <ul style="list-style-type: none"> • little evidence of judgements about the value of the humanistic approach to support Sue's well-being • some engagement with the principles of the humanistic approach and the potential value to Sue.
	<p style="text-align: center;">0 marks</p> <p style="text-align: center;">Response not creditworthy or not attempted.</p>

Question		Answer	AO1	AO2	AO3	Total Mark
	(b)	<i>Describe the sociological factors that Sue has experienced and discuss how they could influence her emotional health, well-being and resilience.</i>	6		8	14
		<p>Answers may refer to:</p> <p>Sociological factors such as:</p> <ul style="list-style-type: none"> • an unhappy marriage • an abusive relationship • difficulties coping with Sam while he was growing up • worrying about Sam's future • successfully bringing up Sam's sister • the death of her mother. <p>Influences (which may be positive or negative) on Sue's emotional health, well-being and resilience such as:</p> <ul style="list-style-type: none"> • becoming more resilient and more able to cope with difficult situations in the future / becoming less resilient and less able to cope with difficult situations in the future, and the potential impact on emotional health and well-being • developing a positive self-concept because she has become more resilient and has the ability to cope / develop a negative self-concept because she is less resilient and unable to cope, and the potential impact on emotional health and well-being • become more resistant to stress / become less resistant to stress, and the potential impact on emotional health and well-being. <p>Credit any other valid response.</p>				

Band	AO1	AO3
4	<p>There are no band 4 marks for this assessment objective. 6 are awarded as for mark band 3</p>	<p>7-8 marks</p> <p>An excellent discussion which shows:</p> <ul style="list-style-type: none"> • perceptive and informed judgements of how the sociological factors that Sue has experienced could influence her emotional health, well-being and resilience • confident and detailed consideration of relevant factors, exploring their potential influence.
3	<p>5-6 marks</p> <p>A very good description, which shows:</p> <ul style="list-style-type: none"> • thorough knowledge and understanding of sociological factors that Sue may have experienced • a confident grasp of how social factors could influence Sue's health, well-being and resilience. 	<p>5-6 marks</p> <p>A good discussion which shows:</p> <ul style="list-style-type: none"> • reasoned judgements of how sociological factors that Sue has experienced could influence her emotional health, well-being and resilience • thorough consideration of relevant factors, exploring their potential influence.
2	<p>3-4 marks</p> <p>A good description, which shows:</p> <ul style="list-style-type: none"> • generally secure knowledge and understanding of sociological factors that Sue may have experienced • a generally secure grasp of how social factors could influence Sue's health, well-being and/or resilience. 	<p>3-4 marks</p> <p>A basic discussion which shows:</p> <ul style="list-style-type: none"> • generally valid judgements of how sociological factors that Sue has experienced could have influence her emotional health, well-being and/or resilience • straightforward consideration of mostly relevant factors, exploring their potential influence.
1	<p>1-2 marks</p> <p>A basic description, which shows:</p> <ul style="list-style-type: none"> • some knowledge and understanding of sociological factors that Sue may have experienced • some grasp of how social factors could influence Sue's health, well-being or resilience. 	<p>1-2 marks</p> <p>A limited discussion which shows:</p> <ul style="list-style-type: none"> • little evidence of judgements of how sociological factors that Sue has experienced could influence her emotional health, well-being or resilience • little consideration of factors and their potential influence.
	<p>0 marks</p> <p>Response not creditworthy or not attempted.</p>	<p>0 marks</p> <p>Response not creditworthy or not attempted.</p>

Section B						
Question	Answer		AO1	AO2	AO3	Total Mark
3.	<i>Dafydd is a 23 year old man with learning disabilities.</i>					
	(a)	<i>Describe how behaviour could be influenced by a learning disability.</i>	6			6
		<p>Answers may refer to behaviour being influenced positively or negatively by a learning disability. For example, an individual may:</p> <ul style="list-style-type: none"> • be more reflective • analyse situations before they react • shy away from social interactions • be distracted easily • demonstrate hyperactivity • be impulsive • appear rude as they do not understand social cues from others • be inappropriate in their interactions with others • get frustrated and have temper tantrums easily • be disorganised. <p>Credit any other valid response.</p>				

Band	AO1
3	<p style="text-align: center;">5-6 marks</p> <p>A very good description, which shows:</p> <ul style="list-style-type: none"> • thorough knowledge and understanding of how behaviour could be influenced by a learning disability • a confident grasp of relevant concepts.
2	<p style="text-align: center;">3-4 marks</p> <p>A good description, which shows:</p> <ul style="list-style-type: none"> • generally secure knowledge and understanding of how behaviour could be influenced by a learning disability • a generally secure grasp of relevant concepts.
1	<p style="text-align: center;">1-2 marks</p> <p>A basic description, which shows:</p> <ul style="list-style-type: none"> • some knowledge and understanding of how behaviour could be influenced by a learning disability • some grasp of basic concepts.
	<p style="text-align: center;">0 marks</p> <p style="text-align: center;">Response not creditworthy or not attempted.</p>

Question	Answer	AO1	AO2	AO3	Total Mark
(b)	<i>Dafydd can become upset by changes to his daily routine.</i> <i>Explain why it is important that Dafydd becomes more resilient in dealing with new situations.</i>		6		6
	<p>Answers may refer to:</p> <p>The importance of Dafydd becoming more resilient when dealing with new situations is so that he does not:</p> <ul style="list-style-type: none"> • develop a negative self-concept • become stressed and unable to cope • become depressed • become marginalised and socially excluded • start to self-harm • exhibit behaviour that challenges • impact on the well-being of others. <p>Becoming more resilient will enable Dafydd to:</p> <ul style="list-style-type: none"> • adapt to changing situations • take part in new activities • become more confident and independent • fulfil his potential. <p>Credit any other valid response.</p>				

Band	AO2
3	<p>5-6 marks</p> <p>A very good explanation that shows:</p> <ul style="list-style-type: none"> • thorough knowledge and understanding of why it is important that Dafydd becomes more resilient in dealing with new situations • a confident grasp of the potential benefits for Dafydd of increased resilience in new situations.
2	<p>3-4 marks</p> <p>A good explanation that shows:</p> <ul style="list-style-type: none"> • generally secure knowledge and understanding of why it is important that Dafydd becomes more resilient in dealing with new situations • a generally secure grasp of the potential benefits for Dafydd of increased resilience in new situations.
1	<p>1-2 marks</p> <p>A basic explanation that shows:</p> <ul style="list-style-type: none"> • some knowledge and understanding of why it is important that Dafydd becomes more resilient in dealing with new situations • some grasp of the potential benefits for Dafydd of increased resilience in new situations.
	<p>0 marks</p> <p>Response not creditworthy or not attempted.</p>

Question	Answer	AO1	AO2	AO3	Total Mark
(c)	<p><i>Assess the potential benefits of using the 'traffic light' system to support adults to develop positive behaviour patterns.</i></p>			8	8
	<p>Answers may refer to:</p> <p>The 'traffic light' system of support is a colour coded behaviour support plan which aims to clarify different stages of behaviour. Benefits of using the 'traffic light' system to support adults to develop positive behaviour patterns include:</p> <ul style="list-style-type: none"> • the plan focuses on promoting holistic health as opposed to just focusing on behaviour • it should reduce an individual's need to rely on challenging behaviour • it should help an individual to understand what behaviour is, and isn't, acceptable in different situations • an individual should learn new skills and more effective ways of communicating • support staff should be more aware of the triggers that may upset an individual and hence avoid them • support staff should be more able to spot early warning signs that an individual is feeling anxious or distressed (and may be about to exhibit challenging behaviour) and will know what action to take to intervene successfully • if an individual's behaviour becomes challenging, support staff should be aware of the most suitable reactive strategies that they could employ to manage their behaviour as safely and as quickly as possible to keep the individual and others around them safe. <p>Evaluative comments could include reference to mitigating the impact or likelihood of negative behaviours, such as:</p> <ul style="list-style-type: none"> • preventing an escalation in challenging behaviour • support staff being unaware of trigger factors that cause an individual to exhibit challenging behaviour • an individual not learning and understanding what constitutes unacceptable behaviour • the safety of the individual (and the staff who support them) being compromised. <p>Credit any other valid response.</p>				

Band	AO3
4	<p style="text-align: center;">7-8 marks</p> <p>An excellent assessment demonstrating:</p> <ul style="list-style-type: none"> • perceptive and informed judgements about the benefits of using the traffic light system to support adults to develop positive behaviour patterns • confident and detailed engagement with the system and its potential benefits.
3	<p style="text-align: center;">5-6 marks</p> <p>A good assessment demonstrating:</p> <ul style="list-style-type: none"> • reasoned judgements about the benefits of using the traffic light system to support adults to develop positive behaviour patterns • thorough engagement with the system and its potential benefits.
2	<p style="text-align: center;">3-4 marks</p> <p>A basic assessment demonstrating:</p> <ul style="list-style-type: none"> • generally valid judgements about the benefits of using the traffic light system to support adults to develop positive behaviour patterns • straightforward engagement with the system and/or its potential benefits.
1	<p style="text-align: center;">1-2 marks</p> <p>A limited assessment demonstrating:</p> <ul style="list-style-type: none"> • little evidence of judgements about the benefits of using the traffic light system • little engagement with the system or its potential benefits.
	<p style="text-align: center;">0 marks</p> <p style="text-align: center;">Response not creditworthy or not attempted.</p>

Question	Answer	AO1	AO2	AO3	Total Mark
4.	<p><i>Marion is 68 years old and needs hip replacement surgery. She has lived with anxiety for much of her life and is refusing to go into hospital.</i></p> <p><i>Marion's doctor is concerned about her health and self-esteem and has advised her to have therapy to help overcome her fears.</i></p>				
(a)	<p><i>Explain how self-esteem can influence psychological development.</i></p>		6		6
	<p>Answers may refer to:</p> <p>Self-esteem:</p> <ul style="list-style-type: none"> • is an individual's evaluation of their own self-worth • is not static and fixed but can change throughout life • develops from the way individuals are treated as they are growing up • influences the state of mind of individuals which, in turn, influences behaviour, e.g. decisions and actions taken as they progress through life. <p>Individuals with low self-esteem:</p> <ul style="list-style-type: none"> • may feel bad about themselves, inadequate, particularly in social situations • often have feelings of low self-worth following any 'failure' and can become pessimistic, self-blaming and reluctant to confront new challenges • may be low achievers • may be living with depression. <p>Individuals with high self-esteem:</p> <ul style="list-style-type: none"> • often have a positive view of themselves and their abilities • may be more decisive, more confident in social situations • can be more successful in forming relationships • tend to be enthusiastic and more willing to confront new challenges, believing they can achieve their goal(s) • may be high achievers • find success boosts their confidence and self-esteem. <p>Credit any other valid response.</p>				

Band	AO2
3	<p style="text-align: center;">5-6 marks</p> <p>A very good explanation which shows:</p> <ul style="list-style-type: none"> • thorough knowledge and understanding of how self-esteem can influence psychological development • a confident grasp of the concept of self-esteem.
2	<p style="text-align: center;">3-4 marks</p> <p>A good explanation which shows;</p> <ul style="list-style-type: none"> • generally secure knowledge and understanding of how self-esteem can influence psychological development • a generally secure grasp of the concept of self-esteem.
1	<p style="text-align: center;">1-2 marks</p> <p>A basic explanation which shows:</p> <ul style="list-style-type: none"> • some knowledge and understanding of how self-esteem can influence psychological development • some grasp of the concept of self-esteem.
	<p style="text-align: center;">0 marks</p> <p style="text-align: center;">Response not creditworthy or not attempted.</p>

Question		Answer	AO1	AO2	AO3	Total Mark
	(b)	<p><i>Marion has decided to join a self-help group to help manage her anxiety.</i></p> <p><i>Describe the potential benefits of joining a self-help group to help manage anxiety.</i></p>	8			8
		<p>Answers may refer to:</p> <p>A self-help group consists of individuals who have first-hand experience of a particular issue, such as anxiety.</p> <p>Benefits of joining a self-help group to help manage anxiety could include the following.</p> <p>Individuals may:</p> <ul style="list-style-type: none"> • feel that they are not alone • share experiences • have an opportunity to speak to others who understand their anxieties • be able to discuss the different strategies that other individuals use to overcome their anxieties and try them out themselves • become more able to control their fear and emotions • obtain information and advice about other organisations and services which may help them • have the opportunity to disclose their fears and anxieties without being judged by others • gain a sense of empowerment and control • improve their coping skills. <p>Credit any other valid response.</p>				

Band	AO1
4	<p style="text-align: center;">7-8 marks</p> <p>An excellent description which shows:</p> <ul style="list-style-type: none"> • thorough knowledge and understanding of the principles of self-help groups • a confident grasp of the potential benefits of attending a self-help group to manage anxiety.
3	<p style="text-align: center;">5-6 marks</p> <p>A good description which shows:</p> <ul style="list-style-type: none"> • generally secure knowledge and understanding of the principles of self-help groups • a generally secure grasp of the potential benefits of attending a self-help group to manage anxiety.
2	<p style="text-align: center;">3-4 marks</p> <p>A basic description which shows:</p> <ul style="list-style-type: none"> • some knowledge and understanding of the principles of self-help groups • some grasp of the potential benefits of attending a self-help group to manage anxiety.
1	<p style="text-align: center;">1-2 marks</p> <p>A limited description which shows:</p> <ul style="list-style-type: none"> • little knowledge and understanding of the principles of self-help groups • little grasp of the potential benefits of attending a self-help group.
	<p style="text-align: center;">0 marks Response not creditworthy or not attempted.</p>

Question	Answer	AO1	AO2	AO3	Total Mark
(c)	<p><i>Marion has also decided to follow her doctor's advice and has made an appointment to visit a counsellor who favours cognitive-behavioural therapy (CBT).</i></p> <p><i>Evaluate the advantages and disadvantages of cognitive-behavioural therapy (CBT) for Marion.</i></p>			8	8
	<p>Answers may refer to:</p> <p>Key features of CBT (may be noted in the context of an advantage or disadvantage):</p> <ul style="list-style-type: none"> • it is brief and time-limited • focuses on what's happening in the present rather than the past • it's highly structured • the relationship with the therapist is not a focus of the treatment • work continues outside of the therapy room • it is collaborative in nature – the individual and the therapist work together to set goals. <p>Advantages of CBT for Marion:</p> <ul style="list-style-type: none"> • brief and goal focused – this should enable Marion to cope with her fear and be admitted for her hip replacement in a relatively short period of time • more affordable therapy (because it's shorter in length) • empowering – the techniques can be applied after therapy has concluded. This could be beneficial to Marion if she needed further medical treatment in the future • strong scientific support for its effectiveness so the approach is likely to be successful for Marion • collaborative – the individual and the therapist work as a team therefore Marion should feel supported during therapy. <p>Disadvantages of CBT for Marion:</p> <ul style="list-style-type: none"> • can feel superficial – only addresses current issues and ignores issues from childhood, which could be a significant influence on Marion's behaviour today • it could be hard work for Marion – who may not feel well enough or be sufficiently self-motivated to practice the skills she needs • looks at the individual's need to change and ignores wider problems such as, society or families. Marion's fear could be influenced by her family or wider society and these influences may not be addressed. <p>Credit any other valid response.</p>				

Band	AO3
4	<p style="text-align: center;">7-8 marks</p> <p>An excellent evaluation demonstrating:</p> <ul style="list-style-type: none"> • perceptive and informed judgements about the advantages and disadvantages of CBT for Marion • confident and detailed engagement with the principles of CBT.
3	<p style="text-align: center;">5-6 marks</p> <p>A good evaluation demonstrating:</p> <ul style="list-style-type: none"> • reasoned judgements about the advantages and disadvantages of CBT for Marion • thorough engagement with the principles of CBT.
2	<p style="text-align: center;">3-4 marks</p> <p>A basic evaluation demonstrating:</p> <ul style="list-style-type: none"> • generally valid judgements about the advantages and/or disadvantages of CBT for Marion • straightforward engagement with the principles of CBT.
1	<p style="text-align: center;">1-2 marks</p> <p>A limited evaluation demonstrating:</p> <ul style="list-style-type: none"> • little evidence of judgements about the advantages or disadvantages of CBT for Marion • little engagement with the principles of CBT.
	<p style="text-align: center;">0 marks</p> <p style="text-align: center;">Response not creditworthy or not attempted.</p>

Question	Answer	AO1	AO2	AO3	Total Mark
5.	<p><i>Edith is a 91-year-old with dementia, who was admitted to hospital following a fall. On admission her family said that she would sometimes hit out at people.</i></p> <p><i>After a meeting with staff it was agreed for Edith to be opted into the 'Butterfly Scheme', a positive, pro-active approach of care and support, that is available at the hospital.</i></p>				
	<p><i>Describe the purpose of using a positive, proactive approach and analyse the potential impact of using this approach to support adults with behaviour that challenges.</i></p>	8		10	18
	<p>Answers may refer to:</p> <p>The 'Butterfly Scheme' is an example of a positive proactive approach to care and support which aims to improve the safety and well-being of individuals by using a positive and appropriate response to people with memory impairment, and allows individuals with dementia to request that response via a discreet butterfly symbol on their notes.</p> <p>The purpose of a positive, proactive approach involves working with individuals to:</p> <ul style="list-style-type: none"> • provide personalised care and support through gaining an insight into an individual's life by speaking to family and carers • overcome any communication difficulties that an individual may have to enable them to be supported so that their needs and wishes may be understood • help understand how the individual is feeling and why they are responding in the way that they are • undertake appropriate changes and intervene at an early stage • help prevent difficult situations by being aware of trigger factors in an individual that may lead to challenging behaviour • understand what needs to be planned and put into place, to support the individual to manage distress and anger • use an active support strategy which is person-centred • arrange activities with the individual's likes and dislikes in mind. <p>The impact of using a positive, proactive approach is that:</p> <ul style="list-style-type: none"> • appropriate tools are used by staff that are person-centred and are likely to be more successful in supporting the individual • there may be an improvement in the quality of life of the individual by promoting inclusion and participation • the individual may identify strengths and achieve their personal outcomes for their health and well-being, and build resilience • the individual may be provided with an opportunity to develop independent living skills. <p>Credit any other valid response.</p>				

Band	AO1	AO3
4	<p style="text-align: center;">7-8 marks</p> <p>An excellent description which shows:</p> <ul style="list-style-type: none"> • thorough knowledge and understanding of a positive, proactive approach to support adults with behaviour that challenges • confident grasp of relevant principles and concepts. 	<p style="text-align: center;">9-10 marks</p> <p>An excellent analysis demonstrating:</p> <ul style="list-style-type: none"> • perceptive, informed interpretation of the potential impact of a positive, proactive approach to support adults with behaviour that challenges • confident and detailed engagement with the principles of a positive, proactive approach. <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 style="text-align: center;">5-6 marks</p> <p>A good description which shows:</p> <ul style="list-style-type: none"> • generally secure knowledge and understanding of a positive, proactive approach to support adults with behaviour that challenges • generally secure grasp of relevant principles and concepts. 	<p style="text-align: center;">6-8 marks</p> <p>A good analysis demonstrating:</p> <ul style="list-style-type: none"> • reasoned interpretation of the potential impact of a positive, proactive approach to support adults with behaviour that challenges • thorough engagement with the principles of a positive, proactive approach. <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 style="text-align: center;">3-4 marks</p> <p>A basic description which shows:</p> <ul style="list-style-type: none"> • some knowledge and understanding of a positive, proactive approach to support adults with behaviour that challenges • some grasp of basic principles and concepts. 	<p style="text-align: center;">3-5 marks</p> <p>A basic analysis demonstrating:</p> <ul style="list-style-type: none"> • some interpretation of the potential impact of a positive, proactive approach to support adults with behaviour that challenges • straightforward engagement with the principles of a positive, proactive approach. <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>

Band	AO1	AO3
1	<p style="text-align: center;">1-2 marks</p> <p>A limited description which shows:</p> <ul style="list-style-type: none"> • little knowledge and understanding of a positive, proactive approach to support adults with behaviour that challenges • little grasp of principles and concepts. 	<p style="text-align: center;">1-2 marks</p> <p>A limited analysis demonstrating:</p> <ul style="list-style-type: none"> • little evidence of interpretation of the potential impact of a positive, proactive approach to support adults with behaviour that challenges • little engagement with the principles of a positive, proactive approach. <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 style="text-align: center;">0 marks</p> <p>Response not creditworthy or not attempted.</p>	<p style="text-align: center;">0 marks</p> <p>Response not creditworthy or not attempted.</p>

Mapping of questions to specification content and assessment objectives

Unit 5

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		(a)	6	6	0	0
	(c)		8		(a)/(b)	8	0	8	0
2	(a)		6		(a)	6	0	0	6
	(b)	14			(a)(b)	14	6	0	8
Section A		20	20	0		40	18	8	14
3	(a)	6			(a)	6	6	0	0
	(b)	6			(b)	6	0	6	0
	(c)			8	(a)	8	0	0	8
4	(a)	6			(a)	6	0	6	0
	(b)		8		(b)	8	8	0	0
	(c)		8		(b)	8	0	0	8
5				18	(a)	18	8	0	10
Section B		18	16	26		60	22	12	26
Total marks		38	36	26		100	40	20	40