



GCE A LEVEL MARKING SCHEME

SUMMER 2024

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

About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

GCE A LEVEL HEALTH AND SOCIAL CARE AND CHILDCARE
UNIT 5: THEORETICAL PERSPECTIVES OF ADULT BEHAVIOUR
SUMMER 2024 MARK SCHEME

Section A

Question	Answer	AO1	AO2	AO3	Total mark
1.	<i>Read the case study on Nico and answer the questions below.</i>				
(a)	<i>Outline three sociological factors that may have affected Nico.</i>	6			6
	<p>Award up to 2 marks for each correct sociological factor from within the case study that may have affected Nico.</p> <p>Award 1 mark for a basic outline showing some knowledge and understanding to identify a sociological factor which may have affected Nico.</p> <p>Award 2 marks for a good outline showing clear knowledge and understanding of sociological factors which may have affected Nico.</p> <p>Answers may refer to any three from:</p> <p>Family relationships</p> <ul style="list-style-type: none"> • provide resources that could help Nico cope with stress, engage in healthier behaviours, and enhance self-esteem, leading to higher well-being • impact on Nico's attitudes, beliefs, opportunities, and personality traits • play a critical role in determining who an individual becomes; Nico was expected to enter the family business and run the salon successfully • Nico's wife died suddenly causing him grief and leaving him unable to cope with working • Nico's daughter made him realise that he was not coping and needed help • Nico's daughter causing him stress and upset in relation to financial issues 				

Question	Answer	AO1	AO2	AO3	Total mark
	<p>Cultural</p> <ul style="list-style-type: none"> it was a family expectation that Nico would take over and manage the hairdressing business as it had been in the family for 3 generations <p>Role models</p> <ul style="list-style-type: none"> Nico was expected to follow on and emulate his father, in the family business <p>Socio-economic</p> <ul style="list-style-type: none"> Nico managed a successful business and would be earning a good wage which increases the choices available to him in terms of lifestyle. This can be associated with increased happiness and well-being and a reduction in stress and depression. <p>Credit any other valid response.</p>				
(b)	<p><i>Describe how talking therapy may help Nico cope with the death of his wife.</i></p>	6			6
	<p>Answers may refer to:</p> <p>Talking therapy involves an individual talking to a trained professional about their thoughts, feelings and behaviour, talking therapy can be referred to as bereavement counselling when it takes place following the experience of losing someone important to them. This can be emotionally devastating for the individual.</p> <p>Bereavement is often characterised by grief, which is the process and the range of emotions an individual goes through as they gradually adjust to the loss.</p> <p>Talking therapy could support Nico by enabling him to:</p> <ul style="list-style-type: none"> talk to someone who won't judge him make sense of things and understand himself better resolve complicated feelings, or find ways to live with them recognise unhelpful patterns in the way he is thinking think or acting and find ways to change them. <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 talking therapy • a confident grasp of how talking therapy may help Nico cope with the death of his wife
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 talking therapy • a generally secure grasp of how talking therapy may help Nico cope with the death of his wife
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 talking therapy • some grasp of how talking therapy may help Nico.
	<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
(c)	<p><i>Discuss how talking therapy is based on the principles of person-centred care.</i></p> <p>Answers may refer to:</p> <p>The principles of person-centred care and the principles of person-centred care are central to talking therapy.</p> <p>Using a non-judgemental approach:</p> <ul style="list-style-type: none"> • getting to know the individual • respecting and valuing their histories and backgrounds • understanding their likes and dislikes • understanding their skills and abilities • understanding their preferred communication styles • understanding their support structures • appreciating the impact of the environment on them • identifying ways to provide support to an individual consistently in every aspect of care they receive • developing and monitoring plans that outline an individual's needs, desired well-being outcomes and how they can be supported to achieve these. <p>Talking therapy involves an individual talking to a trained professional about their thoughts, feelings and behaviour and will involve the professional:</p> <ul style="list-style-type: none"> • using a non-judgemental approach • communicating with an individual in an effective way to find out about an individual's feelings and behaviour and what they want to achieve • looking at the individual's inner resources and their support mechanism to enable them deal with their thoughts and feelings and support them to deal with their loss • developing an individual's coping mechanisms and monitoring their progress session by session <p>Credit any other valid response.</p>			6	6

Band	AO3
3	<p style="text-align: center;">5-6 marks</p> <p>A good discussion demonstrating:</p> <ul style="list-style-type: none"> • good knowledge and understanding of how talking therapy • is based upon the principles of person-centred care • thorough engagement with the principles of person-centred care
2	<p style="text-align: center;">3-4 marks</p> <p>A basic discussion demonstrating:</p> <ul style="list-style-type: none"> • generally sound knowledge and understanding of how talking therapy is based upon the principles of person-centred care • a straightforward engagement with the principles of person-centred care
1	<p style="text-align: center;">1-2 marks</p> <p>A limited discussion demonstrating:</p> <ul style="list-style-type: none"> • little knowledge and understanding of talking therapy • little engagement with the principles of person-centred care
	<p style="text-align: center;">0 marks</p> <p>Response not creditworthy or not attempted</p>

Question	Answer	AO1	AO2	AO3	Total mark
2. (a)	<p><i>Summarise three factors that may have had an impact on Sofia's resilience.</i></p> <p>Award up to 2 marks for each correct factor from within the case study that may have had an impact on Sofia's resilience.</p> <p>Award 1 mark for a basic summary showing some knowledge and understanding which identifies a factor that may have had an impact on Sofia's resilience.</p> <p>Award 2 marks for a good summary showing clear knowledge and understanding of a factor that may have had an impact on Sofia's resilience.</p> <p>Answers may refer to any three from:</p> <ul style="list-style-type: none"> • being an only child – having no competition for her parents' affection or attention could affect her resilience in both positive and negative ways • role models – Sofia has had positive role model in her father Nico as she was growing up • education – Sofia went to college to be trained as a hairdresser • being spoiled by her parents - not having to want for anything (e.g. job, flat) may have left Sofia without the resilience to be able to manage without the support of her parents • values – her father Nico praised Sofia for her ability, appearance and her flat; this could have given her improved self-confidence and had a positive effect on her resilience • being expected to follow her father into the family business may have left Sofia feeling that she was not capable of doing anything else and negatively impacted on her resilience <p>Credit any other valid response.</p>	6			6

Question	Answer	AO1	AO2	AO3	Total mark
(b)	<p><i>Using Bandura's social learning theory explain Sofia's addiction to shopping.</i></p> <p>Answers may refer to:</p> <p>Social learning theory, proposed by Albert Bandura, emphasises the importance of observing, modelling, and imitating the behaviours, attitudes, and emotional reactions of others. It builds upon early behavioural and cognitive theories. Social learning theory considers how both environmental and cognitive factors interact to influence human learning and behaviour.</p> <ul style="list-style-type: none"> • Bandura proposed that children learn by copying others who serve as role models (Bobo doll experiment). • So according to Bandura Sofia's observation of her parents shopping and getting pleasure from the experience could have led to her developing a shopping addiction because she wanted to repeat the behaviour (shopping) and experience the same feelings (pleasure and enjoyment) as she observed when shopping with her parents. • Sofia associated shopping with her mother and with relaxation and enjoyment as well as the relief of anxiety and stress. • When Sofia experienced the stress and anxiety of running the hairdressing salon alone after her mother's death, she used shopping as a way to relieve her stress and anxiety and obtain pleasure and enjoyment. <p>The behaviour, when repeated, resulted in the same positive feelings and became an addiction.</p> <p>Credit any other valid response.</p>		8		8

Band	AO2
4	<p style="text-align: center;">7-8marks</p> <p>An excellent explanation which shows:</p> <ul style="list-style-type: none"> thorough knowledge and understanding of Bandura's social learning theory a confident grasp of how Bandura's social learning theory explains Sofia's addiction to shopping
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 Bandura's social learning theory a generally secure grasp of how Bandura's social learning theory explains Sofia's addiction to shopping
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 Bandura's social learning theory some grasp of how Bandura's social learning theory explains Sofia's addiction to shopping
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 Bandura's social learning theory little grasp of how Bandura's social learning theory explains Sofia's behaviour
	<p style="text-align: center;">0 marks</p> <p>Response not creditworthy or not attempted</p>

Question	Answer	AO1	AO2	AO3	Total mark
(c)	<p><i>Discuss how cognitive behavioural therapy (CBT) could support an individual with addictive behaviour.</i></p> <p>Answers may refer to:</p> <p>Cognitive behavioural therapy (CBT):</p> <ul style="list-style-type: none"> • is based on the concept that an individual's thoughts, feelings, physical sensations and actions are interconnected, and that negative thoughts and feelings have trapped them in a cycle of repetitive, addictive behaviour • is a practical, structured approach that aims to help an individual to deal with their underlying issues that are causing the addiction shopping in a more positive way by breaking them down into smaller parts. • supports an individual to change negative patterns of behaviour i.e. shopping • reshapes an individual's thoughts and improves the way they feel. This supports the individual to stop the repeated behaviour that was used to relieve their anxiety and promote good mood (e.g. Sofia's addiction to shopping) • focuses on current problems, rather than focusing on issues from the past • looks for practical ways to improve an individual's state of mind on a daily basis <p>Cognitive behavioural therapy (CBT) is a talking therapy that can help an individual to identify, understand and correct distorted thoughts that can have a negative effect on feelings and behaviour.</p> <p>Credit any other valid response.</p>			8	8

Band	AO3
4	<p>7-8 marks</p> <p>An excellent discussion which shows:</p> <ul style="list-style-type: none"> • thorough knowledge and understanding of cognitive behavioural therapy (CBT) • a confident grasp of how cognitive behavioural therapy (CBT) could support an individual with addictive behaviour
3	<p>5-6 marks</p> <p>A good discussion which shows:</p> <ul style="list-style-type: none"> • generally secure knowledge and understanding of cognitive behavioural therapy (CBT) • a generally secure grasp of how cognitive behavioural therapy (CBT) could support an individual with addictive behaviour
2	<p>3-4 marks</p> <p>A basic discussion which shows:</p> <ul style="list-style-type: none"> • some knowledge and understanding of cognitive behavioural therapy (CBT) • some grasp of how cognitive behavioural therapy (CBT) could support an individual with addictive behaviour
1	<p>1-2 marks</p> <p>A limited discussion which shows:</p> <ul style="list-style-type: none"> • little knowledge and understanding of cognitive behavioural therapy (CBT) • little grasp of cognitive behavioural therapy (CBT)
	<p>0 marks</p> <p>Response not creditworthy or not attempted</p>

Section B

Question	Answer	AO1	AO2	AO3	Total mark
3.	<i>Yousef is 25 years old. As a teenager, Yousef had an accident which caused a head injury and left him with a learning disability.</i>				
(a)	<i>Describe how a learning disability may affect Yousef's behaviour.</i>	8			8
	<p>Answers may refer to:</p> <p>A learning disability may affect Yousef's behaviour in many ways:</p> <ul style="list-style-type: none"> • he may become impatient, intolerant of others' mistakes, and easily irritated by interruptions, such as background noise which disrupts his concentration • he may be short tempered, e.g. when things do not work out as expected or where there are differences of opinion with others • Yousef may show poor behavioural control, resulting in outbursts of verbal or physical aggression • Yousef's ability to communicate effectively may be affected resulting in frustration and anger • if Yousef's needs and wants cannot be understood he may become distressed and appear confused • Yousef may be unable to cope with day-to-day tasks unassisted affecting mood – causing anxiety and depression • he may become withdrawn and not engage socially, causing isolation • he may have feelings of profound sadness, despair, and grief or the feeling that he'll never be able to cope • any cognitive impairments can mean that Yousef is oblivious to, or unable to appreciate, others' points of view, and he may be unaware of the needs of others and appear egocentric <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 effects of a learning disability on behaviour • a confident grasp of how a learning disability may affect Yousef's behaviour
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 effects of a learning disability on behaviour • a generally secure grasp of how of a learning disability may affect Yousef's behaviour
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 effects of a learning disability on behaviour • some grasp of how a learning disability may affect Yousef's behaviour
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 effects of a learning disability on behaviour • little grasp of how a learning disability may affect Yousef's behaviour
	<p style="text-align: center;">0 marks</p> <p>Response not creditworthy or not attempted</p>

Question	Answer	AO1	AO2	AO3	Total mark
(b)	<p><i>Yousef lives with his parents who support and care for him. They are anxious about Yousef as they realise that they may not be able to cope in the future, and he will need formal care.</i></p> <p><i>Explain how developing resilience will benefit Yousef in the future.</i></p>		6		6
	<p>Answers may refer to:</p> <p>Resilience is the ability to bounce back, and cope with difficult situations and challenges.</p> <p>Developing resilience will benefit Yousef in the future as:</p> <ul style="list-style-type: none"> • he will develop the ability to adapt to new situations and environments • he will feel more able to take part in different activities • become more confident and develop his independence • he will be more able to fulfil his potential • he will have less need to show behaviour that challenges • his will behave in a way that is less likely to affect the well-being of others • he will develop a more positive self-concept • he will become less stressed • he will be less likely to become socially excluded and marginalised <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 the concept of resilience • a confident grasp of how developing resilience will benefit Yousef in the future
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 the concept of resilience • a generally secure grasp of how developing resilience will benefit Yousef in the future
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 the concept of resilience • some grasp of how resilience will benefit Yousef in the future
	<p style="text-align: center;">0 marks</p> <p>Response not creditworthy or not attempted</p>

Question	Answer	AO1	AO2	AO3	Total mark
(c)	<p><i>Yousef's parents have been able to support him at home with the use of the Traffic light system of behaviour management and he has been able to take part in most aspects of everyday life.</i></p> <p><i>Consider how the Traffic light system of behaviour management is an example of a positive and pro-active approach.</i></p>			8	8
	<p>Answers may refer to:</p> <p>The Traffic light system of behaviour management is a 3-tier care and support plan.</p> <p>The three stages are described as:</p> <ul style="list-style-type: none"> the green stage – aimed at attending to the individual's well-being and ongoing needs (positive, pro-active) the amber stage – recognises the early warning signs of the behaviour that challenges, and about how to respond to prevent any escalation (active) the red stage – required when behaviour that challenges occurs and action is needed to maintain the safety of the individual and others involved (re-active) <p>This structured system allows care and support staff to always feel that they are providing positive care. As it:</p> <ul style="list-style-type: none"> produces an individualised care plan which is available to all those who provide care and support to an individual who shows behaviour that challenges is informed by assessment of an individual's unique needs and wants involves individuals and their families as much as possible in developing and reviewing the plan <p>The Traffic light system of behaviour management is pro-active and provides strategies to make sure that the individual has what they need and informs ways in which to teach the individual communication and other skills. Examples include:</p> <ul style="list-style-type: none"> being aware of trigger factors and how to avoid them teaching communication skills e.g. a sign for "finished" 				

Question	Answer	AO1	AO2	AO3	Total mark
	<ul style="list-style-type: none"> • being aware of the manner in which one talks to the individual • adjusting the environment e.g. dim the lights • rewarding positive behaviour • providing routine and structure • setting clear and consistent boundaries <p>This negates the need for an individual to show behaviour that challenges.</p> <p>Credit any other valid response.</p>				

Band	AO3
4	<p>7-8 marks</p> <p>An excellent response demonstrating:</p> <ul style="list-style-type: none"> • thorough knowledge and understanding shown which considers how the Traffic Light System of behaviour management is an example of a positive and pro-active approach • confident and detailed engagement with the Traffic Light System of behaviour management
3	<p>5-6 marks</p> <p>A good response demonstrating:</p> <ul style="list-style-type: none"> • good knowledge and understanding shown which considers how the Traffic Light System of behaviour management is an example of a positive and pro-active approach • thorough engagement with the 'Traffic' light system of behaviour management
2	<p>3-4 marks</p> <p>A basic response demonstrating:</p> <ul style="list-style-type: none"> • generally sound knowledge and understanding shown which considers how the Traffic Light System of behaviour management is an example of a positive and pro-active approach • a straightforward engagement with the Traffic Light System of behaviour management
1	<p>1-2 marks</p> <p>A limited response demonstrating:</p> <ul style="list-style-type: none"> • little knowledge and understanding of how the Traffic Light System • little engagement with the use of the Traffic Light System of behaviour management
	<p>0 marks</p> <p>Response not creditworthy or not attempted</p>

Question	Answer	AO1	AO2	AO3	Total mark
4.	<p><i>Mair is 49 years old. She has a teenage son, works full-time, and supports her elderly parents. She confided in her friend Elen that she had not been sleeping well for the past few months and felt anxious about everything. Mair said that she was reluctant to see her GP and did not want to take medication. Elen suggested that Mair try practising mindfulness as she had read positive reviews about this technique.</i></p>				
(a)	<p><i>Describe the key areas of development that may be affecting Mair.</i></p>	6			6
	<p>Answers may refer to:</p> <p>Physical, intellectual, emotional, and social development.</p> <p>Physical</p> <ul style="list-style-type: none"> menopause – oestrogen levels decrease which can have physical effects such as mood swings, irritability, difficulty sleeping, anxiety and hot flushes energy levels feel lower Mair may fatigue more quickly Mair's body shape may with an increase in weight because her metabolism is slowing down Mair's skin is losing its elasticity and wrinkles may start to appear her hair is starting to lose its pigment and so may appear greyer <p>Intellectual</p> <ul style="list-style-type: none"> Mair's memory may start to become slower, making it more difficult to store and recall information <p>Emotional</p> <ul style="list-style-type: none"> Mair may experience a 'mid-life crisis' – a dramatic period of self-doubt caused by the passing of youth and the start of the transition into later adulthood She may feel stressed and anxious about having to provide care and support for her elderly parents as well as her son while working 				

Question	Answer	AO1	AO2	AO3	Total mark
	Social <ul style="list-style-type: none"> She should be experiencing more time for herself as the responsibilities of caring for her son decreases, but the responsibility of caring for her parents as they age increases <p>Credit any other valid response.</p>				

Band	AO1
3	5-6 marks A very good description which shows: <ul style="list-style-type: none"> thorough knowledge and understanding of the key areas of development a confident grasp of the key areas of development that may be affecting Mair
2	3-4 marks A good description which shows: <ul style="list-style-type: none"> generally secure knowledge and understanding of the key areas of development a generally secure grasp of the key areas of development that may be affecting Mair
1	1-2 marks A basic description which shows: <ul style="list-style-type: none"> some knowledge and understanding of some key areas of development some grasp of areas of development that may affect Mair
	0 marks Response not creditworthy or not attempted

Question	Answer	AO1	AO2	AO3	Total mark
(b)	<i>Explain how practising mindfulness could help Mair.</i>		6		6
	<p>Answers may refer to:</p> <p>Mindfulness is a way of paying attention to the present moment, using techniques like meditation, breathing and yoga. It is the basic human ability to be fully present, aware of where we are and what we're doing, and not overly reactive or overwhelmed by what's going on around us.</p> <p>Whenever an individual brings awareness to what they are experiencing via their senses, or to their state of mind via thoughts and emotions, they are being mindful. Research shows that the brain is trained to be mindful and the physical structure of the brain is remodelled.</p> <p>Practising mindfulness may help Mair:</p> <ul style="list-style-type: none"> • to become more aware of her thoughts and feelings so that instead of being overwhelmed by them, she is better able to manage them • have time to focus on herself away from her responsibilities • reduce her stress levels and help her to relax and improve her sleeping patterns without the need for medication • to boost her creativity • improve her concentration span and working memory, enabling her to be more effective at work • strengthen her relationships • manage her anxiety so that she is better able to cope with life • increase her resilience <p>Credit any other valid response.</p>				

Band	AO2
3	5-6 marks A very good explanation which shows: <ul style="list-style-type: none"> thorough knowledge and understanding of mindfulness a confident grasp of how practising mindfulness could help Mair
2	3-4 marks A good explanation which shows: <ul style="list-style-type: none"> generally secure knowledge and understanding of mindfulness a generally secure grasp of how practising mindfulness could help Mair
1	1-2 marks A basic explanation which shows: <ul style="list-style-type: none"> some knowledge and understanding of mindfulness some grasp of how mindfulness could help Mair
	0 marks Response not creditworthy or not attempted

Question	Answer	AO1	AO2	AO3	Total mark
(c)	<p><i>Elen also recommended that Mair should try counselling therapy as she had found it beneficial. Elen signposted Mair to a counsellor that favoured the Humanistic approach.</i></p> <p><i>Evaluate the strengths and limitations of using the Humanistic approach to support Mair.</i></p>			8	8
	<p>Answers may refer to:</p> <p>The Humanistic approach is based on the theories of Maslow and Rogers and embeds person-centred counselling.</p> <p>The Humanistic approach looks at the ways in which individuals perceive themselves consciously, rather than how a counsellor can interpret their unconscious thoughts or ideas. It embodies the core conditions of:</p> <ul style="list-style-type: none"> • empathy (the counsellor trying to understand the individual's point of view) • congruence (the counsellor being a genuine person and being accepted as such) • unconditional positive regard (the counsellor being non-judgemental towards the individual) <p>Strengths of using the Humanistic approach to support Mair:</p> <ul style="list-style-type: none"> • it will focus on the positive aspects of Mair's life • it will acknowledge her own individual situation • the counsellor will be genuine in their approach and make Mair feel valued • it is non-judgemental and will not blame Mair • she will be empowered to develop her own inner resources to address her issues • It does not rely on the counsellor to find causes/treatments/cures for Mair <p>Limitations of using the Humanistic approach to support Mair:</p> <ul style="list-style-type: none"> • it is not specific and does not provide direct answers or treatments • she will need to be healthy psychologically to benefit from it 				

Question	Answer	AO1	AO2	AO3	Total mark
	<ul style="list-style-type: none"> she needs to take responsibility for her own actions, whether they are positive or negative is not a quick-fix is time-consuming, can take a long time to see changes or results <p>Credit any other valid response.</p>				

Band	AO3
4	<p>7-8 marks</p> <p>An excellent evaluation demonstrating:</p> <ul style="list-style-type: none"> perceptive and informed judgements about the strengths and limitations of how the Humanistic approach could support Mair confident and detailed engagement with the Humanistic approach
3	<p>5-6 marks</p> <p>A good evaluation demonstrating:</p> <ul style="list-style-type: none"> reasoned judgements about the strengths and limitations of how the Humanistic approach could support Mair thorough engagement with the Humanistic approach
2	<p>3-4 marks</p> <p>A basic evaluation demonstrating:</p> <ul style="list-style-type: none"> generally valid judgements about the strengths and limitations of how the Humanistic approach could support Mair a straightforward engagement with Humanistic approach
1	<p>1-2 marks</p> <p>A limited evaluation demonstrating:</p> <ul style="list-style-type: none"> little evidence of judgement about the strengths and limitations of the Humanistic approach little engagement with the Humanistic approach
	<p>0 marks</p> <p>Response not creditworthy or not attempted</p>

Question	Answer	AO1	AO2	AO3	Total mark
5.	<p><i>Maya has just started a new job as a deputy manager at a residential care home for older adults. She has experience of working with the Butterfly scheme of dementia support and the manager would like her to make a presentation about the Butterfly scheme at the next staff meeting.</i></p> <p><i>Describe the key features of the Butterfly scheme and analyse the benefits of the Butterfly scheme for those who live with dementia.</i></p>	8		10	18
	<p>Answers may refer to:</p> <p>The Butterfly scheme provides a system of care for people living with dementia (or who simply find that their memory is not as dependable as it used to be).</p> <p>The scheme aims:</p> <ul style="list-style-type: none"> • to improve the safety and well-being of individuals with dementia • to use a positive and appropriate approach to individuals with dementia • to use a personalised approach acknowledging each individual's background, past life, beliefs, achievements, likes and dislikes. <p>A butterfly symbol is placed on an individual's care plan/notes to make care and support staff aware that an individual has dementia (or memory impairment).</p> <p>The benefits of the Butterfly scheme for those who live with dementia are that they:</p> <ul style="list-style-type: none"> • are provided with personalised care tailored to their individual needs and wants • receive a positive pro-active approach to their care • will have the elements of their life acknowledged e.g. past career, hobbies, and individual likes and dislikes • will have their environment organised in a way which allows them to personalise their own space, access key items and function as well as possible in unfamiliar surroundings 				

Question	Answer	AO1	AO2	AO3	Total mark
	<ul style="list-style-type: none"> • will be communicated with in a way which allows them to know what to expect in their care, and in a way which reassures them and does not raise anxiety and stress levels • will be cared for and supported with understanding of the difficulties they may have in communicating their needs and wishes • will be supported to develop coping mechanisms • their progress will be monitored and changes made to their care and support plan, as necessary <p>Credit any other valid response.</p>				

Band	AO1	AO3
4	7-8 marks An excellent description which shows: <ul style="list-style-type: none"> thorough knowledge and understanding of the Butterfly scheme confident grasp of relevant key features 	9-10 marks An excellent analysis demonstrating: <ul style="list-style-type: none"> perceptive and informed interpretation of the benefits of the Butterfly scheme for those who live with dementia confident and detailed engagement with the Butterfly scheme <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	5-6 marks A good description which shows: <ul style="list-style-type: none"> generally secure knowledge and understanding of the Butterfly scheme generally secure grasp of relevant key features 	6-8 marks A good analysis demonstrating: <ul style="list-style-type: none"> reasoned interpretation of the benefits of the Butterfly scheme for those who live with dementia thorough engagement with the Butterfly scheme <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	3-4 marks A basic description which shows: <ul style="list-style-type: none"> some knowledge and understanding of the Butterfly scheme some grasp of key features 	3-5 marks A basic analysis demonstrating: <ul style="list-style-type: none"> some interpretation of the benefits of the Butterfly scheme for those who live with dementia. a straightforward engagement with the Butterfly scheme <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	1-2 marks A limited description which shows: <ul style="list-style-type: none"> little knowledge and understanding of the Butterfly scheme little grasp of key features 	1-2 marks A limited analysis demonstrating: <ul style="list-style-type: none"> little evidence of interpretation of the benefits of the Butterfly scheme for those who live with dementia little engagement with the Butterfly scheme <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>
	0 marks Response not creditworthy or not attempted	0 marks Response not creditworthy or not attempted

Mapping Grid

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)				6	(a)	6	0	0	6
2	(a)		6			(b)	6	6	0	0
	(b)			8		(a)	8	0	8	0
	(c)			8		(b)	8	0	0	8
Section A			12	22	6		40	18	8	14
3	(a)		8			(a)	8	8	0	0
	(b)		6			(b)	6	0	6	0
	(c)				8	(a)	8	0	0	8
4	(a)		6			(a)	6	6	0	0
	(b)			6		(b)	6	0	6	0
	(c)			8		(a)	8	0	0	8
5					18	(a)	18	8	0	10
Section B			20	14	26		60	22	12	26
Total marks			32	36	32		100	40	20	40