

**2005 Care**

**Higher Paper 1**

**Finalised Marking Instructions**

**These Marking Instructions have been prepared by Examination Teams for use by SQA Appointed Markers when marking External Course Assessments.**

## Care 2005 Higher Paper 1

### Question 1

(a) Describe the main ideas of **one** of the following theorists:

- Freud
- Rogers
- Bandura

(5 marks)

Student has to mention at least 3 specific concepts.

(b) Apply the ideas of your chosen theorist to explain Gerry's behaviour in Part 1 of the Case Study.

(5 marks)

#### Freud

- (a)
- **structures of the mind** – the 'id', the 'superego' and the 'ego'
  - **id** - the basic genetic mind structure present at birth
    - remains largely in the **unconscious mind**
    - operates on the **pleasure principle** - basic sex drives and self gratification drives
    - often referred to as the '**animal within**'
  - **superego** - evolves from the 'id'
    - acts to **control** behaviour from within the mind
    - developed through **socialisation** and represents the **internalisation** of cultural rules and norms for behaviour
    - is in **conflict with the 'id'** and tries to repress basic 'id' drives
    - often referred to as the '**parent within**': failure to 'obey' 'superego' drives leads to unpleasant feelings of guilt
  - **ego** - links the inner mind structures of the 'id' and the 'superego' with 'reality'
    - the ego represents the actual behaviour and will reflect the **resolution of the conflict** between the 'id' and the 'superego' in terms of what is happening in the real world
    - works on the '**reality principle**' - the ego will act in order to reduce the unpleasant guilt feelings coming from the 'superego' but wish to maximise the pleasures derived from the 'id'.
  - **dynamic relationship**
- (b) **Application to Case Study:**
- **id**: strong desire to **withdraw (regress)** by staying in bed
  - **superego**: result of socialisation - in Gerry's case this may be **underdeveloped** since he experienced poor role learning because his parents avoided facing up to his depression and helping him understand or tackle it more directly as a teenager
  - he lacks a certain amount of socialisation from his disrupted education and work life

## Rogers

- (a)
- **Self concept:** belief about who we are. Made up of:
    - Self image:** the way we see ourselves
    - Ideal self:** the picture we have of how we would like to be
    - Self esteem:** how we feel about ourselves: it will be high if SI & IS are close
  - **The looking glass self:** a person's behaviour is observed and interpreted by others s/he has contact with and how they react. These interpretations are used to help formulate our picture of ourselves.
  - **Unconditional Positive Regard:** being accepted by others, which will help people develop a high self esteem
  - **Conditions of worth:** the conditions people expect us to comply with before they will give us their love and respect. People struggle to meet these expectations and develop low self esteem as they struggle to be accepted.
- (b) **Application to Case Study:**
- **self image** poor and **self esteem** low in teenage years due to lack of / negativity of interactions
  - **conditions of worth** by his family: disappointed in him because he hadn't done well at school or achieved at work.
  - **self esteem** improved at college and art school because he was nearer his creative **ideal self**.

## Bandura

- (a)
- behaviourism not a full enough explanation, need to look at **cognitive processing**
  - learning complex tasks had to be achieved in a more direct manner than ABC learning
  - learning achieved through **observational learning** or **modelling**
  - this occurs **spontaneously** without any deliberate effort by learner or **role model**
  - the more significant a model the more likely we are to mimic their behaviours
  - complex behaviours can be learned as complete units
  - **intrinsic rewards** – feelings of pleasure which come from the individual – are a strong enough motivation to learn without external rewards/reinforcement
  - reinforcement, although not necessary for learning a behaviour, will **increase the performance** of a behaviour
  - **Bobo doll experiment:** Group C (aggressive adult gets a row) demonstrates significantly fewer aggressive actions: watching punishment has a much stronger effect than watching reinforcement.
- (b) **Application to Case Study:**
- learning can be **passive:** it is happening all the time so care workers need to be aware of the models of behaviour they are demonstrating
  - need to be aware of past and current models which may influence the service users
  - ensure service users are exposed to **strong positive observational learning** and **other models** outside the care setting

- **lack of role models** in adolescence because withdrawn from school and social contact
- beginning of **positive role models** in college
- need to develop **wider range** of role models/learning experiences
- need to look at what would develop an increase in his sense of **intrinsic reward**.

## Question 2

- (a) Describe Colin Murray Parke's **model of loss**. (4 marks)

<b>Numbness:</b>	Feelings of detachment and numbness; Forms a psychological barrier to block the pain of loss; Allows a person to apparently carry on with normal living
<b>Searching and Pining:</b>	Concentration levels fall and the individual adopts searching behaviours to try and locate that which has been lost; Pines for the lost person and develops 'pangs of grief'
<b>Depression:</b>	Realisation that the lost person/object will not return Searching becomes pointless Anger abates to be replaced by feelings of apathy and despair
<b>Recovery:</b>	Former attachments are put behind the individual Individual releases themselves from the lost attachment Person can now adopt new thinking, relationships and attachments and normal living

As with all stage models, people don't always go through the process in a linear fashion; people remain at a stage for varying lengths of time etc.

Parke said there were a number of factors - **determinants of grief** – which would affect the extent/depth to which an individual would experience the grieving process:

- the way in which the person died
- the relationship to the individual
- what had happened prior to the death
- previous experiences of when a death has occurred
- differences in personality
- different social variables, values and attitudes.

Student might use Bowlby which is very similar but marks awarded only for M-P terms.

- (b) Apply this model to Gerry's experience in Part 2 of the Case Study. (4 marks)

**Numbness:** at first he couldn't believe his friend had died

**Searching and Pining:** kept on expecting Paul to turn up

**Depression:** stopped going to classes; couldn't get up in the morning; couldn't seem to concentrate or finish anything off; not getting out of bed and hardly eating anything; attempted suicide

**Recovery:** individual meetings and group sessions useful; could see he wasn't alone; found there was a number of things he could do to cope; art therapy sessions helped him express what he wanted from life; attending a support group and made new friends; developing new interests.

### Question 3

In Part 2 of the case study some aspects of Gerry's behaviour could be described as deviant.

Discuss this from a functionalist perspective.

(7 marks)

**Functionalism:** (*general points: maximum of 2 marks unless related to deviance*)

- society acts as a functioning whole and that each individual and group of individuals serve a **purpose (function) in maintaining** society as a stable whole
- views society as a whole and from that derives how individuals and small groups will operate - **macro**-sociological view
- in society there is a **consensus view** of what that society should be like, based on shared rules, norms and values (R,N&V) and what roles each individual and group must perform in order that the consensus view of society can be attained
- this consensus view will be carried forward from generation to generation through the process of **socialisation**
- a culture will reflect its past glories and achievements and will want to **uphold traditions**
- **conservative** view since society will change little over time and lead to **social harmony**
- all new members of the society are developed in a way which will lead them to **behave within the consensus** view – ie become functioning member of society.

**Related to deviance:** (2 marks)

- if component individuals or groups in society fail to function correctly then this will disturb the stability of the whole society (**dysfunctional**)
- deviance is dysfunctional because it disrupts equilibrium and threatens harmony
- however, it can also be functional in the following ways:
  - it helps confirm R,N&V when the majority join together to condemn the deviant/dysfunctional behaviour
  - the deviant behaviour may challenge outdated R,N&V and therefore enable society to change and adapt to new circumstances.
- person can be removed or re-educated to fit into R,N&V

**Related to the case study:** (3 marks maximum, if related to theory points mentioned above)

Examples of deviant behaviour:

- not attending classes, can disrupt sessions for others when he does come back, and disrupts his own learning
- working late into the night might annoy other people if he plays music loud or makes a noise when they are trying to sleep
- not getting out of bed, health deteriorating etc will worry his parents
- attempting suicide will have upset his parents/friends
- he becomes more integrated into society during and after his stay in hospital and adopts more 'normal' lifestyle habits and behaviour.

#### Question 4

Discuss the concepts of **culture** and **subculture** using both of the following sociological perspectives.

(a) Symbolic Interactionism (5 marks)

(b) Conflict (5 marks)

No marks are awarded if the student talks only about culture/subculture or only about the perspective. They have to link the two in order to gain marks.

**The following points can be mentioned in any perspective, but can only be awarded marks once.**

- culture is the term used to describe the way of life in a society
- being a member of a particular culture involves being able to 'fit in' to the group or society
- a culture can be broken down into smaller, more tightly aligned units (sub-cultures)
- culture is passed on through the process of socialisation (primary/secondary/agents)

Your behaviour as an adult can be influenced by agents of socialisation, particularly primary socialisation. The family is the most important agent of primary socialisation. In the family most children learn how to behave appropriately, relate to other people and eat, drink and carry out other activities in ways which are socially and culturally acceptable. Gender roles, in particular, are strongly influenced by the family. As a child grows then other agents of socialisation become important (secondary socialisation). Education, Work, Religion and the Mass Media are also important. An older child's Peer Group may also be an influence on his behaviour.

Socialisation represents acquiring the knowledge and/or skills to fit in to society and failure to gain these skills and/or knowledge will lead to disruptions in adult life. These disruptions will largely be viewed as acts of deviance.

#### i) Symbolic Interactionism

- micro sociological perspective: attempts to explain how individuals and small groups inter-relate, then extends this explanation to society as a compilation of small groups.

3 main concepts:

- **Self**: represents the individual human being who has a perception of who he/she thinks s/he is.
  - SI focuses on the **meaning** individuals give to **social actions** & it is through these actions that the individual derives meaning about his/her own beliefs about 'self'
  - self is an **internal perception** of 'who I am', based on feedback coming from others
- **Interaction**: occurs when two or more people act together: a culture/subculture is a whole series of paired interactions.
  - interactions involve verbal and non verbal communication which affect each other
  - each participant will attach their own meaning to the communication

- social interactions are complex processes which depend upon a number of factors, held as perceptions rather than absolute truths.
- **Symbol:** communication tools used in interaction: words, non verbal symbols such as actions, expressions objects, tone of voice etc.
  - recipient and communicator need to share a common understanding of the symbol. This shared meaning can act as a barrier between subcultures
  - society is composed of millions of these micro interactions

### **Culture/Subculture**

- The **common behaviours** of society would emerge as those behaviours which gained approval through individual/small group interactions
- **Feedback** received during interaction would '**police**' **individual behaviour** and create a common understanding of ways of behaviour acceptable within that society.
- People will **adopt a view of self** which will allow full membership of wider society
- **Labelling** involves attaching a label (positive or negative) to an individual/group. Labelling involves grouping people together, **removing difference** between individuals and **reducing the impact of their communications** during an interaction (ie they are stereotyped)
- Negative labelling allows us to **rationalise the exclusion** of individuals and groups from mainstream society.

### **ii) Conflict**

- society as a structure composed of **conflicting parts**
- views society at the whole society level: **macro-sociological** perspective
- society comprises individuals and groups who conflict (**fight**) **over control of the society**, control of the resources, control of the wealth, etc
- these various groups or individuals have **different levels of power** and those with more power will take a greater share of society's resources
- socialisation is a process whereby **compromise positions** are derived through conflicts between members of the social groups
- any given individual behaviour at any given time would represent the **resolution through negotiation** leading to a compromise which will resolve the conflicts between the social actors involved based upon the power differentials which exist between them
- changes in society occur when the powerful use their power to **alter the structures** within society
- in order that society does not 'fall apart' stability is achieved through **compromise** or through the direct use of power by the more powerful groups or individuals.

## **Culture/subculture**

- culture is an **abstract concept** rather than a finite and identifiable reality
- however, there is a notion of a '**national culture**' which appears to be a fairly stable concept
- the different competing groups in society can be seen as sub-cultures since each group has its own way of life and its **own conflict relationship** with other sub-cultures
- each subculture will have a **different status** and **level of power** which means one or a small group of sub-cultures becoming **dominant**
- they will have substantial control and **impose their way of life** on sub cultures with less power
- the dominance may be accepted or resisted by the less powerful sub cultures within the **constraints of power differentials**
- resources are limited within any society and sub cultures will **compete to gain the maximum share** of these resources
- **stability** is achieved through **negotiation** where each competing sub-culture tries to achieve, through talking, a fairer position, without resorting to more direct and often violent methods
- an alternative way to achieve stability is through **constraint**: the dominant sub-culture imposes its will upon others through **domination** achieved through the use of power
- in either case, the stability will be fragile and this is what conflict theory says should be expected.

### Question 5

Explain the concept of equal opportunities.

**(3 Marks)**

*1 mark for any of the following points or any other relevant point:*

- formal equality: the principle that everyone in society is equal – that they are born equal and will receive equal treatment by political, administrative and legal institutions
- equality of opportunity: the principle (in a democracy) of everyone having an equal chance to achieve their potential in society
- society should provide equal access to health, education and job opportunities
- society should also try to mitigate any disadvantage that individuals/groups may experience due to their social class, gender, race, culture, disability, sexual orientation, religion etc
- equality of outcomes: the principle which ensures that, as far as possible, all individuals obtain an equal share of society's benefits ie wealth, power, income, equal health treatment, housing, employment or quality of education
- some people may require assistance to allow them access to the same opportunities as the general public – eg positive discrimination as allowed by the Disability Discrimination Act 1995 or Sex Discrimination (Election Candidates) Act 2002
- equal opportunities allow individuals to compete equally for society's goods and services
- equal opportunities means that people should be free from stereotyping, prejudice and discrimination.

## Question 6

Indirect discrimination is one type of discrimination.

- (a) Name and describe **three** other types of discrimination. **(6 marks)**

*2 marks for each definition. 1 for a basic definition, 1 for a developed point.*

**Direct discrimination** is open and obvious. It is active or intentional and the person who is discriminating knows they are doing so. The intention is to actively disadvantage, verbally abuse or hurt someone as a result of prejudice, negative attitude, dislike or disapproval.

**Institutional discrimination** exists when the rules, practices, policies and procedures can be seen to discriminate against certain individuals or groups of individuals. The structures of the organisation may discriminate against individuals. Individuals may experience barriers which do not take into account their personal needs, as the practices followed by the organisation are based on the needs of the dominant group. An individual in an organisation acts in a discriminatory way and the organisation doesn't take steps to deal with it.

**Unconscious discrimination:** when the person is not aware that they are discriminating against another person. They may even feel it is in the person's best interest, although others would see it as patronising or condescending. This is usually caused due to fear, ignorance or lack of awareness. It becomes conscious discrimination if they repeat the behaviour once it has been challenged.

Candidate might also use the following terms:

**conscious discrimination:** the person knows they are discriminating

**individual discrimination:** it is the actions of one person or a small group, not backed up by an organisation

**overt discrimination:** open and obvious

**covert discrimination:** hidden

Racial, sexual or disability discrimination is not accepted.

- (b) Give an example from care settings of each of your **three** chosen types of discrimination.

**Your answer should explain why these are valid examples of each type of discrimination.** **(6 marks)**

*Any relevant example, explained clearly, is valid if it relates to a care setting. Many examples can be used to explain a number of different types of discrimination. As long as the candidate has explained its relevance for that category, it will be a valid answer.*

**Examples of direct discrimination might include:**

- offering certain activities to service users by gender (eg in a care home, watching football for men, singing for women)
- verbally abusing a service user who chooses not to partake in activity, using prejudiced language
- an older adult with dementia in a day care centre is forced to eat food they do not like, as it is believed they cannot make an informed choice.

**Examples of institutional discrimination might include:**

- all residents in a care home have to get up and go to bed at the same time regardless of personal needs and wishes
- no choice of halal/vegetarian meal on the menu and no possibility of varying the menu, in a day care centre.

**Examples of unconscious discrimination might include:**

- talking to a carer instead of a service user;
- assuming that a person can't do something and doing it for them without checking it out first.

## Question 7

Describe **six** strategies for promoting equal opportunities in a care setting and explain why each one would be effective in promoting equal opportunities. **(12 marks)**

*Strategies might include the following points. Any other relevant ones are also valid. Students should only get 2 marks for a strategy if they have described it well and explained why it will be effective.*

- The social care agency (SCA) should have an **Equal Opportunities Policy** to ensure that discrimination does not take place within its structures, methods of recruitment, training or promotion. It should have been developed in **consultation** with staff and service users so that it is meaningful, useful and that everyone has a sense of ownership.
- The SCA should have the necessary resources to **implement** the policy (eg complaints procedures) and structures should be in place to **monitor and evaluate** the policy to ensure it is working properly. This will ensure that the policy is actively promoted and that any weaknesses in it can be identified and changes made to make it more effective.
- **Training** on issues around equality of opportunity should be made available to all staff (full time and part time) on issues such as disability awareness etc. This will increase their awareness of service users' needs and they may develop techniques to deal with certain issues; confidence in improving their own practice and assertiveness in challenging others' behaviour.
- All staff should be made aware of relevant **legislation** SDA, RRA, DDA etc and their responsibilities under the law. This will ensure that they do not unconsciously act or condone others' behaviour in a discriminatory way. They will know that they – and service users - have a **legal right** to expect a certain standard of behaviour and can complain if they have been harassed, victimised or discriminated against.
- SCA should establish a **service users' committee** which has power in the decision making processes of the organisation. This might include organising the activities of the SCA, planning meals & events and interviewing new members of staff. This will make SU feel **included** and that their opinions are **worthwhile and relevant**.
- SCA should encourage people from outside the SCA to assist **service users to put their views forward**, such as advocates, children's rights, workers, safeguarders etc. This will enable the service user to independently establish what their views and opinions are and to communicate them in relevant forums like the SU committee, care planning meetings etc.

*These points may come up against any of the strategies above, as appropriate, to explain why they would be effective in promoting equal opportunities.*

- Reduces the person's sense of being marginalised
- Increases confidence and self esteem
- Widens the range of opportunities and choices available to the service users
- Increase the person's sense of individuality
- Empowers the person
- Makes the person feel included, rather than excluded etc

## Question 8

*Erving Goffman defined total institutions as places which were cut off, in one way or another, from society. The practice was to separate people from the outside world, for example, in isolated psychiatric hospitals or large care homes.*

Explain in detail how the closing of total institutions may help reduce the incidence of institutional discrimination.

Student answers should emphasise how ID is reduced, not just be a description of what a TI is.

**(8 marks)**

Total institutions (TI) differ from usual social conditions in a number of ways:

- all activities carried out in the **same place** eg sleep, work and leisure
- **less opportunity to make decisions**/have choice about daily living conditions or routine
- large scale > **loss of individuality** (seen as a number/ impersonal)
- **loss of identity** eg not have own clothes/allowed own decorations in room
- decisions are made for the group/institution: individuals have **no/little responsibility**
- being physically/geographically cut off from the outside world allows only limited interaction with a reduced range of people (**lack of social integration**)
- **staff are affected** by institutionalism also, but do leave to re-join the outside world and have the choice to leave
- patients/residents often **negatively labelled/stigmatised**
- experience the consequences of **stereotyping and labelling**, even after they have left the institution
- patients/residents are likely to experience **institutionalism** ie where the needs of the organisation take precedence over the needs of the individual
- patients/residents also are likely to experience forms of **institutional discrimination** where rules/regulations/procedures or practice negatively affect an individual or group
  
- closing TI reduces the likelihood of these practices being maintained
  
- all of the above is in **direct contradiction of modern care values** and practice which **encourage individuality and promote independence**:
  - these emphasise **dignity, choice, individuality, confidentiality, independence** (National Care Standards from the Regulation of Care Act 2001)
  - and the principle of **care in the community** (NHS & Community Care Act 1990)
  - move in last decade to **smaller residential units** based in local communities
  - being smaller and more local makes them more **visible** and **accountable**.
  
- However:
  - many older adults especially **still live in large institutions**
  - **some problems may persist** eg institutional discrimination occurs even in smaller units, individual rights may not still be met etc.
  - problems **of cost** of smaller units
  - **locals objecting** to having certain service users living in their area (NIMBY)
  - stigma and discrimination still exist

[END OF MARKING INSTRUCTIONS]