



2006 Care

Higher Paper 1

Finalised Marking Instructions

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Higher Paper 1

Question 1

Mosoud has undergone a major transition in his life, and suffered loss. Describe a theory of transition or loss and relate it to Case Study 1. (6 marks)

3 marks for theory, 3 marks for application.

Transition: Adam, Hayes and Hopson created a seven-stage model of transition and its relation to self-esteem.

- Individuals experience a **range** of feelings as they go through transition.
- These feelings are '**normal**' and in time will pass.
- These self-esteem changes represent a **cycle** of change.

1. **Immobilisation** Shock, disbelief.
2. **Minimisation** 'Play down' what has happened.
3. **Depression** He thinks about his family a lot and gets sad when he sees other fathers playing with their children in the park. He worries about what might happen to his family if they can't come and join him in Scotland.
4. **Acceptance of reality/
letting go** Others worse off than himself
5. **Testing** Testing out new ideas and behaviours; change behaviour.

He spends a lot of time helping people fill in forms.
6. **Search for meaning** Trying to understand the need for change.
7. **Internalisation** Acceptance of change.

Mosoud feels better now that he is helping others. He recently applied for a paid post as a care support worker with the refugee support group.

- This is **not a smooth process**; people can become stuck at early stages – eg depression.
- The result of the transition may not be successful and individuals could start the whole process again.

Bowlby

- 1. Numbing** Lonely and lost in new environment.
- 2. Yearning and Searching** He thinks about his family a lot and gets sad when he sees other fathers playing with their children in the park. He worries about what might happen to his family if they can't come and join him in Scotland.
- 3. Disorganisation and Despair** He felt very low and became increasingly withdrawn.
- 4. Reorganisation** Mosoud feels better now that he is helping others. He has recently applied for a paid post as a care support worker with the refugee support group.

Parkes

- 1. Numbness** Lonely and lost in new environment.
- 2. Searching and Pining** He thinks about his family a lot and gets sad when he sees other fathers playing with their children in the park.
- 3. Depression** He worries about what might happen to his family if they can't come and join him in Scotland.
- 4. Recovery** He feels better now that he is helping others. He has recently applied for a paid post as a care support worker.

Worden

- Task 1 – Accept the reality of loss** Shock, disbelief and accept the reality of the loss of the family.
- Task 2 – To work through the pain of loss and grief** To work through the pain of loss and grief, ie grief, pain, express anger, sorrow, guilt or sadness
He thinks about his family a lot and gets sad when he sees other fathers playing with their children in the park.
- Task 3 – Adjust to environment to overcome grief** To adjust to an environment in which his family are missing.
He feels better now that he is helping others. He has recently applied for a paid post as a care support worker.
- Task 4 – Use emotional energy from missing/dead persons to develop their lives ie work, hobbies** To emotionally relocate the missing family and move on with his life.

Kubler-Ross

1. Denial

2. Anger

3. Bargaining

4. Depression

He thinks about his family a lot and gets sad when he sees other fathers playing with their children in the park. He worries about what might happen to his family if they can't come and join him in Scotland.

5. Acceptance

He feels better now that he is helping others. He has recently applied for a paid post as a care support worker.

Question 2

Choose **three** of the following types of discrimination.

Give a definition for each one and an example of each from Case Study 1.

Your answer must justify why each example chosen fits the type of discrimination.

- (i) Direct
- (ii) Indirect
- (iii) Unconscious
- (iv) Institutional

(9 marks)

Markers – 3 marks for each type correctly defined with appropriate justification.

Allocate as follows:	1 mark for definition 1 mark for relevant example 1 mark for development and justification of either the definition or example.
(i) Direct Discrimination:	When the discrimination is open and obvious. Other people can observe that discrimination is happening. It does not imply the intention of the person who is discriminating, so it could be either conscious or unconscious.
Example and Justification	He was in danger due to his religious beliefs: he experienced racially motivated verbal abuse and violence in Scotland; asylum seekers refused service in shops. This is clearly open & obvious racial discrimination.
(ii) Indirect Discrimination:	Involves practices which limit the opportunities of individuals or create barriers which exclude certain individuals or sections of the community. A condition is set that cannot be easily met by all relevant groups. These are often practices which relate to the majority of the community and are not therefore seen as unfair. Indirect discrimination may be conscious or unconscious. (It is a subtle and hidden way of disadvantaging someone).
Example and Justification	Forms only available in English. Indirectly discriminate against individuals for whom English is not their first language.
(iii) Unconscious Discrimination:	When the person is not aware that they are discriminating against another person. It becomes conscious discrimination if they repeat the behaviour once it has been challenged.
Example and Justification	Some supermarkets do not sell halal meat. The owners/staff of the supermarket may be unaware of the importance of halal meat to the religious and cultural practices of many of the people in their community.

Question 2 (continued)

- (iv) **Institutional Discrimination:** When the culture, rules, practices, policies or procedures in an organisation can be seen to discriminate against certain 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 stereotypes and prejudices, or 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.

Example and Justification

Forms only available in English; supermarkets' policy not to sell halal meat; some supermarkets have policy excluding this group. It is implied that it is the housing department's policy to house all asylum seekers in the same area. It is therefore the routine practices, policies and culture of particular businesses or organisations that create discrimination.

Question 3

(a) Define anti-discriminatory practice.

(3 marks)

Markers – 3 marks for full definition, marks reduced accordingly for more basic definition.

- An approach that aims to **reduce and ultimately eliminate** the various forms of discrimination that exist.
- Recognising **individual differences** and meeting individual needs. It is NOT treating everybody the same.
- Organisations and individuals should actively **challenge prejudice** and discrimination.
- Organisations and individuals should **abide by laws** on discrimination and actively **implement strategies** to promote equality.
- Clients have the right to **non-oppressive care** and should not be marginalised by society.

(b) Fully explain **two** strategies that Mosoud and his team could follow to promote anti-discriminatory practice (ADP).

3 marks for each strategy: 1 mark for identifying a strategy and up to 2 marks for explaining it.

(6 marks)

Mosoud and his team could:

- establish a service users' committee so that members from all races/religions are represented in the decision-making process
- make sure leaflets are available in a range of languages
- make sure that all ethnic groups are represented in promotional material
- make links with other community groups to improve understanding of the different roles they play in the community
- help in cultural awareness training for relevant people, eg people in other community groups, professionals that the asylum seekers are in contact with.

Or any other relevant strategy that would promote ADP.

Question 4

(a) What is prejudiced language?

(3 marks)

Prejudiced language is:

- words or phrases which demonstrate prejudiced attitudes
- prejudice occurs when people have preconceived, irrational attitudes towards someone which is usually based on fear or lack of knowledge
- language is a powerful tool with which to label people and to perpetuate prejudice
- it can be used to reinforce treating people as objects
- individuals are 'lumped together' and referred to as 'the disabled' or 'they' which means they are devalued as an individual
- prejudice language is often based on and reinforces stereotypes, which demean people
- prejudiced views are often maintained even in the presence of evidence to counteract them
- tone of voice is important as well: talking adult-to-adult rather than adult-to-child
- any other relevant point.

(b) Explain the possible impact of prejudiced language on asylum seekers and refugees.

For full marks candidates must relate their discussion to prejudiced language and not just prejudiced in general.

(3 marks)

Three points from the following in the explanation:

- use of inappropriate language can make people feel **worthless or frightened**
- labelling can stereotype people and **reduce their sense of individuality**
- prejudiced language can **decrease a person's self-esteem** by suggesting a negative image, which lowers the person's self-image
- use of prejudiced language does **not** treat people with respect or **maintain their dignity**
- prejudiced language can make people feel **patronised or marginalised** and less likely to take advantage of opportunities
- prejudiced language can make people feel **worthless and disempowered**.
- denial of opportunities
- or any other relevant point

Question 5

Choose **two** of the following pieces of legislation and describe how they help prevent or challenge discrimination in a care setting. **(6 marks)**

3 marks for each

(i) Sex Discrimination Act 1975

For full marks candidates must relate their discussion to a care setting.

- Act doesn't apply where gender is a 'Genuine Occupational Qualification', so organisations can apply for posts to be exempt and allow service users to choose a carer of their own gender.
- Created the Equal Opportunities Commission which helps promote equality, will take a test case, advise on how to proceed with a complaint of harassment or discrimination, can investigate poor practice and order an organisation to improve services and supports organisations to develop good practice in terms of equality.
- Positive action is allowed, so employers can provide training for women, if under represented in promoted posts, to prepare more successfully for management posts, or to provide special training courses for men wanting to enter care. Positive discrimination – giving a job to a women only because women are under represented, is not allowed.

(ii) Race Relations Act 1976 and Race Relations Amendment Act 2001

- Act doesn't apply where race etc is a 'Genuine Occupational Qualification', so organisations can apply for posts to be exempt and allow service users to choose a carer of their own race.
- Created the Commission for Racial Equality which helps to promote equality, will take a test case advise on how to proceed with a complaint of harassment or discrimination, can investigate poor practice and order an organisation to improve services and supports organisations to develop good practice in terms of equality.
- Positive action is allowed, so employers can provide training for people from a specified race etc, if under represented in promoted posts, to prepare more successfully for management posts. Positive discrimination – giving a job to a person only because people from their race, etc are under represented, is not allowed.

(iii) Disability Discrimination Act 1995

- Service providers must take reasonable measures to ensure they do not discriminate on grounds of disability. Since 2005, they must make sure that there is physical access to their buildings and aids like induction loops systems etc are available for all service users. Written materials should be made available in Braille, spoken word, etc.
- Employers have a duty to make reasonable changes or adjustments to compensate for the effects of a disability, eg employers must adapt to the changing circumstances of members of staff for instance if they have an accident, or have long-term depression, etc.
- All transport should be fully accessible for people with disabilities and this will help extend the range of opportunities for independent travel.
- People with disabilities may be positively discriminated for, eg in allocating points for a housing waiting list.

Question 6

From a **functionalist** perspective, explain how a care worker might make sense of **Kerry's situation**. In your answer, you should refer to the following aspects of society.

- Socialisation
- Deviance
- Culture

(10 marks)

Full marks can only be awarded if reference is made to the case study. A maximum of 4 marks should be awarded if a candidate has demonstrated an understanding of the functionalist perspective applied to aspects of society, but has not applied this to the case study. Responses that demonstrate a more holistic sociological understanding of the aspects from a functionalist perspective in relation to the case study could also be awarded high marks.

If no reference is made to two of socialisation, deviance or culture then candidates cannot achieve a pass in this question.

Candidates need not cover ALL points as in the sample answer below, but should demonstrate a clear understanding of the key concepts and ability to apply them.

Functionalist – Explanation of socialisation, deviance, culture (5 marks)

Functionalists adopt a **macro-sociological** view of society, seeing it as a structured whole made up of **inter-related parts** where society shapes the individual. **Socialisation** is the lifelong process through which we learn the norms and values of the society to which we belong. This knowledge is passed on from one generation to the next and becomes accepted by us as our **culture**. This results in a **conservative** society where **stability and continuity** are maintained. Functionalists believe that there is a shared agreement or **value consensus** about the type of behaviour that is acceptable in society; behaviour that does not conform to the norm is considered '**deviant**' and **dysfunctional** to the stability of society as a whole. Functionalists believe that it is necessary for individuals whose behaviour is considered dysfunctional or deviant to relearn the norms and values (rules) of society in order to become functional and productive members of society.

Case study application (5 marks)

In the case study, Kerry has been **socialised into her culture**, for her, it is the **norm** to live in a **single parent family and be dependent on benefits**. She has also been **socialised** to believe that it is the **role of the female to care** for family members. These aspects of Kerry's life are an **accepted part of her culture**. Functionalists might argue, however, that because Kerry lives in a household with no father, no breadwinner and a mother who does not display the kind of behaviour normally expected of a mother, that her family is **not conforming to the accepted 'norm'**. When Kerry begins **truanting from school and shoplifting**, her behaviour could also be viewed as **deviant and dysfunctional**. The involvement of the Police, school and Children's Panel demonstrates that there is a **shared agreement** that her **behaviour is unacceptable** and that it will be necessary for her to change (**relearn**) her **behaviour** in order to '**fit back**' into society.

Question 7

Describe **three** features of the **symbolic interactionist** perspective and relate these to the **Case Study 2 Part A**.

(6 marks)

Candidates should be awarded 1 mark for each of the key features identified and briefly described up to a total of 3 marks with another 3 marks awarded for application. If key features are merely listed or presented as bullet points with no explanation then only 1 mark can be awarded in total. A total of five key features are detailed below. Candidates need only cover three in their answer.

Key Features 3 marks

A **micro-sociological** view of society whereby society is explained in terms of individual and small group interactions. The individual is considered instrumental in shaping society. The **self** represents a person who thinks he/she is based on the feedback received from others. Focus is also placed on the meanings and interpretations which people give to actions and behaviour.

The **interaction** is a two-way process involving both verbal and non-verbal communication. This interaction produces feedback to those involved in the process.

The **symbol** is a communication tool used in interactions. This can be in the form of language through the spoken word, gestures or even objects. It is important that there is a shared understanding of symbols for effective interaction.

Labelling is a process whereby a set of ideas is attached to an individual or group. The 'label' is often negative and can result in the person/group who is labelled conforming to the expectations of behaviour associated with that label. This can then be considered a **self-fulfilling prophecy**.

Application 3 marks

In terms of **micro-sociology**, symbolic interactionists believe that individuals have free will and in turn shape the world in which they live. In this respect, it has been Kerry's mother's decision to choose how she lives her life. Many of the people she **interacts** with will have a **shared understanding** of what it means to be a 'single parent' living on 'benefits'; symbolic interactionists would view these concepts as commonly understood **symbols**. The symbolic interactionist's micro-sociological perspective would also believe that it is a combination of all the **small scale interactions that shape the society** in which Kerry's family live.

Kerry has a sense of **self** based on her interaction with her family and people in her community. From these interactions she has developed a sense of how she is expected to behave in her role as a girl, daughter and sister.

The concept of **labelling** is relevant to the case study in terms of the way in which neighbours attach labels to Kerry's Mum such as 'drunk, nutter and waster', thereby expecting her to behave in a way which confirms the label. The danger of this is that it could become a **self-fulfilling prophecy** if people in their interaction with Kerry's Mum give her **negative feedback** based on the label. This in turn could lead Kerry's Mum to have a negative self-image, which might result in a self-fulfilling prophecy whereby she conforms to the expectations of the behaviour associated with that label.

Question 8

In relation to **Erikson's** life stage theory, explain how the idea of 'identity versus role confusion' could be applied to Kerry's behaviour in **Case Study 2 Part B**.

(6 marks)

Ideally, candidates should provide a brief overview of Erikson's theory with particular reference to the 'identity versus role confusion' stage and then apply it to the case study. Marks should be awarded on the basis of up to 3 marks for **theory** and up to 3 marks for **application**.

In order to attain high/full marks candidates **must** demonstrate **both** a depth of understanding of Erikson's theory as well as an ability to meaningfully apply it to the case study.

If there is no application of theory to the case study, candidates should only score a maximum of 2 marks. If no overview of the theory is provided as an introduction, but candidates clearly demonstrate a depth of theoretical understanding in their application, then high marks can still be awarded.

The response below provides a full overview and range of possible applications. Candidates would not be expected to provide such an exhaustive response. As always, markers should use their professional judgement and award marks based on the quality of the responses.

Theory (3 marks)

Erikson's **fifth stage relates to the adolescent years** (approximately 12-18) which mark the transition from childhood to adulthood. The life crisis or conflict associated with this stage of development is '**identity**' versus '**role confusion**'. During this stage young people may take on a positive identity from good **role models** or a negative identity from less desirable or poor role models. Gaining a **clear sense of identity** results in a satisfactory completion of this stage of development which equips an individual to progress more confidently into the **next stage of young adulthood**. **Role confusion** results from a **lack of clear identity**. This can be created in young people due to the nature of parental ties, negative influences from peer group or where there is **little support** given to the young person to make **appropriate life choices**.

Application (3 marks)

In relation to the case study, Kerry was at **risk of entering young adulthood** experiencing **role confusion**. She faced real **difficulties in forming a strong positive identity** because while still a child she had assumed adult responsibilities due to her mother's ineffective parenting related to her mental health and alcohol abuse. Kerry's mother had therefore been a **poor role model**. Kerry had also withdrawn from other role models such as schoolteachers and friends and this in turn limited her contacts with other potential sources of support. For many adolescents the confusion surrounding the **transition from childhood to adulthood** is difficult, but for Kerry she had **no one to support her** at this critical time in her life. Once Kerry formed a relationship with her social worker, Meena, she began to gain a more **positive identity**. Meena became a **positive role model** for her and was able to support her to make **choices about her future**.

Question 9

Use one **Humanistic** theory to explain the changes in Kerry's behaviour in **Case Study 2 Part A and Part B**.

(6 marks)

Candidates can select the Humanistic theories of either Maslow or Rogers to apply to the case study.

Ideally, candidates should provide a brief overview of either theory and then apply it to the case study. Marks should be awarded on the basis of up to 3 marks for **theory** and up to 3 marks for **application**.

In order to attain high/full marks candidates **must** demonstrate **both** a depth of understanding of **either** Maslow or Rogers' theories as well as an ability to meaningfully apply their chosen theory to the case study. Marks may be awarded to candidates whose knowledge displays a more general understanding of humanistic theory, eg phenomenology, personal agency etc.

If there is no application of theory to the case study, candidates should only score a maximum of 2 marks. If no overview of the theory is provided as an introduction, but candidates clearly demonstrate a depth of theoretical understanding in their application, then high marks can still be awarded.

The response below provides a full overview and range of possible applications. Candidates would not be expected to provide such an exhaustive response. As always, markers should use their professional judgement and award marks based on the quality of the responses.

Maslow Theory (3 marks)

For two theory marks, Maslow's Hierarchy of needs (either 5 or 7 level model) should be briefly described in a manner which conveys at least three from **physiological, safety, love and belongingness, esteem, cognitive, aesthetic and self-actualisation needs**.

A third theory mark could be awarded based on demonstrated understanding that needs at lower levels require at least to be **partially met** before individuals are motivated to meet higher order needs. Alternatively, a theory mark could be awarded to candidates who refer to the fact that although many people may strive to fulfil their potential, **very few people actually reach** and maintain a position of **self-actualisation**.

Application (3 marks)

In relation to the case study some of Kerry's **physiological** and **safety** needs were unmet prior to the involvement of the social work department. She had **stopped eating properly** and felt that home was '**unsafe**'. She could also have been considered to be putting herself at risk by truanting from school and becoming involved in petty crime. It is also likely that Kerry felt a **lack of love and belongingness** when her **mother was incapable of looking after her**, although she probably felt a sense of self-worth when she was responsible for looking after her brothers. She also lost interest in pursuing any of her interests, including paying attention to her own appearance. By truanting from school, Kerry was also **limiting the opportunities** to effectively **meet her cognitive needs**. In this situation, Kerry was **unlikely to fulfil her potential** to achieve and would face difficulties becoming motivated to change.

However, once she became involved in the Children's Panel and the Social Work Department, Kerry was supported by Meena to address a number of her unmet needs. The focus was mostly on her **emotional and self-esteem needs**, but as a consequence of feeling more positive about herself, Kerry is now **eating more healthily** (physiological need), feeling more **secure and settled** at home (safety and love and belongingness needs), going out more with **friends** (social and love and belongingness needs), taking more of **an interest in her appearance** (esteem and aesthetic needs). She is also more **positively focused** on what she wants to achieve in the future and appears well **motivated to achieve** her goals. She is now in a much stronger position to **realise her potential**.

Rogers' Theory (3 marks)

For two theory marks candidates could explain Rogers' idea of the **self-concept** and the value we place on ourselves as being linked to the relationship between our **self-image** and **ideal self**. This explanation might encompass the idea that the closer someone's self-image to their ideal self then the higher their **self-esteem** is likely to be. Conversely, low self-esteem exists when someone's self-image is significantly different from their ideal self.

A third theory mark could be awarded for demonstrating an understanding of Rogers' concepts of **unconditional positive regard** and **conditions of worth**. Alternatively, theory marks could be awarded to candidates who demonstrate an understanding of other **core conditions** emphasised by Rogers such as **empathy and congruence**. Similarly, candidates could be awarded a theory mark if appropriate reference is made to '**the looking glass self**' (Cooley), which was also of significance in Rogers' work.

Application (3 marks)

In relation to the case study, Kerry's **ideal self** is someone who is a **good carer, daughter and sister** and also in the **future** to be a **teacher**. Her **self-image** during the early part of the case study is possibly based on the fact that she has **failed to look after everyone** well enough and that because she is not going to school she is **unlikely to achieve her ambition** of becoming a teacher. Her ideal self and self image are quite different so this results in her having **low self-esteem, poor self-confidence** and **low self-worth**. Her mother is also likely to have placed **conditions of worth** on her behaviour by valuing Kerry more when she was able to look after them all when Kerry's mother was incapable of doing so.

However, when Kerry meets Meena and develops a relationship built more on **unconditional positive regard**, Kerry begins to feel more positive about herself and as a consequence her **self-image improves**. This results in there being less of a disparity between her self-image and her ideal self and therefore her **self-esteem, self-confidence** and **self-worth improve**. As Meena is able to demonstrate other core conditions in her relationship with Kerry, such as **empathy** (understanding) and **congruence** (genuineness), this has enabled Kerry to see herself in a more positive way like Meena does.

Question 10

Explain why it would be important for Meena to have an understanding of behavioural sciences when working with Kerry and her family.

(6 marks)

Explanations should cover a range of general responses as well as suggestions related to the case study. These could include the following:

- Behavioural sciences can be helpful in **explaining, understanding** and **predicting** human behaviour. In relation to the case study, this might include Kerry's experiences of socialisation within her culture and the norms of behaviour which result in her behaving a certain way.
- A theoretical understanding can be helpful in terms of **service provision and care planning**. In Kerry's situation, this understanding has enabled the intervention of the Children's Panel and Social Work Department to be beneficial to Kerry and her family.
- Knowledge of **life stage development** can be useful in understanding how best to support someone at a particular point in their life when they may be facing a particular life crisis. In Kerry's case, this has been helpful in effectively supporting her through the difficulties of adolescence.
- An understanding of how to **understand, assess** and **respond to people's needs** appropriately can significantly enhance service users' quality of life. Kerry has benefited from Meena's sensitive understanding of her esteem and love and belongingness needs.
- A theoretical understanding can motivate care workers to gain **appropriate skills** to effectively support people in their care to make life decisions without judging them. In Kerry's case, she has been accepted for who she is but has been enabled to cope with her life situation more effectively and better equipped to face the future.
- Any other appropriate response.

[END OF MARKING INSTRUCTIONS]