



**2007 Care**

**Intermediate 2**

**Finalised Marking Instructions**

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**2007 Care  
Intermediate 2  
Marking Instructions**

**SECTION A**

**Question 1**

Answers do not have to contain the actual wording suggested here, but should convey a general understanding of human development and the different strands.

**(a) Social Development**

- The way we relate to other people
- The way we learn to identify with others and become a member of a social group
- The way we learn our social roles

**(2 marks)**

**(b) Cognitive Development**

- The way we make sense of the world
- The way we think, understand, learn and remember
- The way we develop understanding of concepts
- Development of the ability to problem-solve

**(2 marks)**

**(c) Older Adult – Emotional**

- Need to adjust to life-changing events and roles, such as:
- Loss – bereavement, retirement, mobility, ability, status
- Sense of contentment
- Self-fulfilment

**(2 marks)**

**1 mark for a basic answer and an additional mark for an example or explanation**

**(d) Adolescent – Physical**

- Puberty
- Growth spurt – height, weight, shape
- Deepening of voice
- Body hair
- Development of reproductive system

**(2 marks)**

**1 mark for each correct example**

## Question 2

Answers do not have to contain the actual wording suggested here, but should convey a general understanding of human development and the different strands.

Hans and Dieter

- (a)
- Loss of partner role
  - Loss of mutual friends/social network
  - No opportunity to meet new friends
  - Not seeing friends and colleagues at work
- (2 marks)

- (b)
- Loss of stimulation at work
  - Alone; no conversation
  - Opportunity to use/learn new skills
  - No situations where Hans can apply his knowledge
- (2 marks)

- (c)
- Loss of physical fitness
  - Unbalanced diet
  - Increased danger of falls or accident
  - Development of alcohol related health conditions
- (2 marks)

- (d) **Emotional:**
- Lack of self-esteem
  - Depression and despair
  - Feeling of loneliness and isolation
  - Sense of loss
  - Feeling unloved

Link to physical – lead to further drinking to cover feelings, compounding physical problems related to alcohol.

**OR**

**Social:**

- Not going out to meet other people
- Decreasing social confidence
- Alcohol not used socially; drinking alone
- Loss of mutual friends/social networks
- Loss of partner role

Link to physical role – no partner, loss of friends, not going out, no exercise, poor diet, continued solitary drinking, compounding physical problems related to alcohol.

**OR**

**Cognitive:**

- By not working, has no opportunity to apply knowledge
- No opportunity for conversation with friends or colleagues
- No opportunity for stimulation at home
- Little opportunity for making choices
- Not problem solving
- Possibility that Dieter had skills that Hans could now learn – cooking, budgeting, etc.

Link to physical – lack of stimulation and poor choice making can lead to depression, lack of self-esteem, lack of self-care. If Hans were to make positive choices and learn new skills, it may have a positive effect on his physical health and his physical environment.

(3 marks)

### Question 3

Answers do not have to contain the actual wording suggested here, but should convey a general understanding of discrimination on the ground of sexuality.

3 marks for a full answer.

Hans and Dieter

- Because Hans does not conform to society's 'norm' regarding his sexuality, he may be treated differently and unequally
- Direct discrimination – open and obviously unfair and unequal treatment or language
- Indirect discrimination – not having equal rights regarding the breakdown of his relationship in law, being treated differently than those in heterosexual partnerships
- May not be offered support in the same way by colleagues as a heterosexual person in the same situation
- Gay relationship breakdown may not be viewed or treated equally as would a heterosexual marriage breakdown

**(3 marks)**

#### Question 4

Answers do not have to contain the actual wording suggested here, but should convey a general understanding of social roles and anti-discriminatory practice.

- (a)
- Social role represents the way that an individual is expected to behave in a particular social situation
  - Examples are – mother, wife, colleague, employee, friend, doctor, passenger, etc.
  - It is the part we play in our social relationships with others
  - The roles carry duties and obligations and may confer rights and privileges
  - Our function within society and the parts we play
  - Social roles can be achieved – these are the roles we choose, ie student
  - Social roles can be ascribed – these are the roles we are forced to play, ie schoolchild
  - Social roles are learned through socialisation
- (2 marks)
- (b)
- Angie’s grandmother is likely to have traditional values and a traditional view of social roles
  - She is likely to believe that being a car mechanic is a ‘man’s job’
  - She is likely to believe that, as a female, Angie should try to take on a traditional role, such as secretary
- (3 marks)
- (c)
- Family – family pressures, such as grandmother’s wishes
  - Peers – peer support regarding choices
  - Education system – provides facilities for females to follow this course of study. Equal opportunities policy to ensure equal provision
- (4 marks)
- (d) **Angie’s key worker could:**
- Support Angie’s choices without stereotyping
  - Support Angie in speaking with her grandmother
  - Liaise with the school
  - Challenge any discriminatory language or attitudes within the residential care establishment
  - Find out about any appropriate community groups where Angie may get hands-on experience of mechanics
  - Arrange for grandmother to speak to/visit career advisors at the school with Angie
  - Allow Angie to discuss her options and choices openly without prejudice, stereotyping or making any value judgements
- (5 marks)

### Question 5

Answers do not have to contain the actual wording suggested here, but should convey a general understanding of discrimination, prejudice and the link between the two.

- (a) Answer should cover an appropriate example from race, age, gender, disability, religion, ethnic background, physical appearance, etc. **(2 marks)**
- (b) Answer should demonstrate a pre-judgement based on stereotypes and an example of the prejudice leading to unfair treatment and someone being treated differently on the grounds of the prejudiced opinion held about them. **(4 marks)**

### Question 6

Answers do not have to contain the actual wording suggested here, but should convey a general understanding of institutionalisation and measures to counteract it.

- (a) (i) **Giving a choice of, for example:**
- Menu
  - Activities
  - When to take a bath/shower
  - When to get up/go to bed
  - Including service-users in decision-making
- (2 marks)**
- (ii) **Ensuring privacy by:**
- Individual rooms
  - Own locks and keys
  - Having separate room where service users can speak to staff in private
  - Having an area for service users to meet with family/friends/visitors
- (2 marks)**
- (iii) **Prevent routine by:**
- Offering a range of activities and times
  - Offering a range of food types/menus/diets
  - Promoting independence in daily tasks
  - Encourage service users to integrate with the wider community by participating in activities outwith the establishment
- (2 marks)**
- (b) **Behaviours:**
- May become over-dependent/helpless
  - May lose sense of identity and individuality
  - May lack confidence in social situations
  - May become incapable of making decisions
  - May only be able to live by rigid routine
  - May become excessively aggressive/passive/obedient
- (4 marks)**

[END OF SECTION A]

## SECTION B

### Option 1 – Understanding Care Skills

#### Question 7

Answers do not have to contain the actual wording suggested here, but should convey a general understanding of personal qualities.

- (a)
- Sensitivity – by trying to understand how Janet is feeling and being aware of her embarrassment, fears, etc.
  - Discretion – by not making a fuss and ensuring that Janet’s privacy and confidentiality are maintained.
  - Flexibility – by being open-minded and adapting to Janet and Jim’s situation.
  - Patience – by allowing Janet to express her feelings at her own pace.
  - Empathy
  - Dependability
  - Self-awareness
  - Readiness to share unpleasant tasks.
  - Readiness to learn.

(6 marks)

**1 mark for personal quality and up to a maximum of 2 marks for application to case study.**

- (b)
- Active listening – Moira could actively listen to Janet by really concentrating when Janet expresses her concerns about her reduced independence. Moira should encourage Janet by appropriate body language and check out that she has understood her correctly.
  - Interpret non-verbal communication – Moira could interpret non-verbal communication, including cultural variations, from Janet, especially when she is upset or distressed about having to accept outside help. Janet’s body posture, facial expressions, tone of voice and gesture will all give clues to the way she is feeling.
  - Ask open and closed questions – Moira could ask Janet open questions to allow her to explain what it is like to be in her situation. Encourage her to express how she is feeling. Understanding of open and closed questions.
  - Effective communication.
  - Working as part of a team.
  - Empathy
  - Maintaining confidentiality.

(6 marks)

**1 mark for each interpersonal skill correctly identified and up to 2 marks for each appropriate explanation.**

- (c)
- Treating people as individuals – by treating Janet and Jim as individuals they will feel valued and their dignity will be maintained.
  - Respecting rights and choices – both Janet and Jim must have their rights upheld and their choices supported. They both have the right to safety.
  - Anti-discriminatory practice – Moira needs to be aware of stereotyping and prejudice and the relationship to discrimination. She should ensure that Janet and Jim are not discriminated against.
  - Maintaining confidentiality.

(3 marks)

**1 mark for identifying core value and additional 2 marks for application to the case study.**

- (d) • Maintain confidentiality – care worker should maintain any confidential information she has about the child and only pass onto other carers the information that is essential they know. Worker should maintain confidentiality when she talks to friends, neighbours and relatives of the child. (3 marks)

**1 mark for core value identified and additional 2 marks for appropriate explanation.**

Answers do not have to contain the exact wording suggested here, but should convey a general understanding of conflicting rights of individuals receiving care.

- (e) • Jim has the right to be involved in decisions regarding his care.  
• Jim has the right to choices regarding his treatment.  
• Janet and Jim have the right to feel safe.  
• Moira should respect Janet’s concerns about Jim’s care.  
• Moira should allow Janet and Jim to make choices and decisions about Jim’s care unless these choices and decisions put them at risk. (3 marks)

- (f) • Effects of illness and distress  
• Environmental barriers; lack of privacy  
• Language differences – unfamiliar jargon or terminology used (4 marks)

**2 marks for each barrier to communication correctly described up to a maximum of 4 marks.**

**Total – 25 marks**

## Option 2 – Social Influences on Health

### Question 8

Answers do not have to contain the actual wording here, but should convey a general understanding of the factors affecting access to healthcare.

Maximum of three marks for three factors identified.

- (a)
- Environment
  - Isolated; no family support
  - Availability of transport
  - Cost of fares
  - Language
- (6 marks)

**1 mark for each factor correctly identified and an additional mark for explanation of the effects in this situation.**

- (b)
- Ensure she has access to all the information she needs to make an informed choice
  - Discuss her fears and anxieties
  - Put her in contact with others in the same situation as a support network
  - Identify appropriate local self-help groups or volunteer groups
- (2 marks)

**2 marks for a description of an appropriate measure.**

### Question 9

Answers do not have to contain the actual wording here, but should convey a general understanding of how stress can have a negative effect on mental health.

- (a) **Effect of stress on mental health:**
- Symptoms of stress such as anxiety, irritability, short-temperedness, unhappiness, all relate to a person's general well-being and may lead to a person becoming depressed.
  - Stress is a reaction of the body to adrenaline and people who are stressed every day may develop physical symptoms, which can in turn affect their mental health
- (2 marks)

**Maximum of 2 marks.**

Answers do not have to contain the actual wording here, but should convey a general understanding of how exercise can have a positive effect on mental health.

- (b) **Effect of exercise on physical health:**
- Exercise can result in improving self-esteem and have a positive effect on mental health.
  - Exercise may result in people meeting others and have a positive effect on mental health.
- (2 marks)

**Maximum of 2 marks.**

### Question 10

Answers do not have to contain the actual wording here, but should convey a general understanding of the link between the factors.

- (a)
- Gerry could be given advice about the link between his high cholesterol/high blood pressure/poor liver function and his diet and/or drinking habits.
  - Gerry could be helped to choose a healthier diet by the care staff.
  - Gerry could be encouraged to be more active by the care staff.
  - Gerry could be seen by a doctor who would ensure that he is prescribed the correct medication for his condition.

**(4 marks)**

**2 marks for explaining the link between education and Gerry's health.**

**2 marks for explaining the link between environment and Gerry's health.**

- (b)
- Respecting self-worth – move into home may have affected his feeling of independence and feelings of self-worth
  - Promoting self-determination – may feel he has lost control of his life
  - Facilitating self-empowerment – lost role, social status
  - Enabling informed choice/consent – enable him to feel in control of his life if he is encouraged to make informed choices
  - Ensuring privacy – preserve his dignity and identity
  - Maintaining confidentiality – help to build and maintain trust, respect for privacy
  - Obtaining information relating to self – right to be involved in care/life decisions
  - Treat people as an individual.

**(6 marks)**

**1 mark for each core value relating to care correctly identified and 1 mark for identifying link with case study.**

### Question 11

- Patient's Charter – respect for a client's need for privacy and dignity, including their religious and cultural beliefs OR any other appropriate point relating to this charter.
- Citizen's Charter – enables choice to be made within available services OR any other appropriate point relating to this charter.
- Community Health Council – represents the view of the health service users and will act as an intermediary OR any other appropriate point relating to this charter.
- Community Care Policy – services, which provide care in a person's home OR any other appropriate point relating to this charter.
- GP Contract – allows contact with a doctor who is qualified and registered to work within a surgery practise within the individual's catchment area OR any other appropriate point relating to this.

**(3 marks)**

**1 mark for policy or charter that might improve health care provision.  
2 marks for an appropriate explanation of how this could happen.  
Maximum of 3 marks.**

**Total – 25 marks**

[END OF MARKING INSTRUCTIONS]