



2008 Care

Intermediate 2

Finalised Marking Instructions

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Marking Instructions**

SECTION A – Psychology for Care

- 1 Adolescence and older adulthood are two stages of human development. Describe one emotional feature of each.**

Candidates should describe in some detail one of the following:

Adolescence:

Identity, sexuality, moving away from the family, coping with independence.

Older adulthood:

coping with changing roles, retirement, coping with loss, joy of grandchildren, free of responsibilities, time to pursue interests, isolation.

Or any other acceptable answer.

4 KU

- 2 Describe two key features covered by the “Humanistic approach” to human behaviour.**

One humanistic approach suggests that if we don't meet our own physical and safety needs we will be unable to think about other aspects of our life.

Describe two points from:

- Maslow's hierarchy of needs
- Hierarchy ranging from the most basic of physical needs to realising full potential
- Encourages motivation
- Most basic needs must be met to meet the next level.

Some candidates may refer to Rogers:

- Three core conditions – empathy, unconditional positive regard and congruence
- Person-centred
- Take actions to lead a more fulfilling life
- Non-directive
- The actualising tendency
- Or any other acceptable answer.

4 KU

- 3 Describe two of the key features of Attachment Theory.**

Candidates should develop any two of the following points:
Key features of attachment theory:

- Bonding
- Secure/insecure attachments
- Separation
- Deprivation
- Privation
- Trust
- Security and safety.

4 KU

4 Explain why a knowledge of Attachment Theory helps care workers to understand human development and behaviour.

Candidates should explain two reasons for 2 marks each.

An understanding of Attachment Theory will help care workers understand why:

- An individual (service user) behaves and reacts in various situations.
- Someone in care might have difficulty in establishing relationships both with workers and other service users.
- An individual might be afraid to show their feelings or trust another person.
- A service user might prefer 'their own company' and not want to mix with others.
- It can take some people a long time to accept changes in circumstances.

In the case of children:

- Why they may find it difficult to mix with peers.
- Why they may show distress, physical, intellectual problems, bad behaviour in school, mistrust of teachers and peers.

Any other appropriate answer.

4 AE

Case Study 1: Kerry

Kerry is a 15 year old living with her dad, stepmother and 7 year old stepsister. There are lots of arguments in the house which involves her dad shouting at her and withdrawing privileges, such as removing her TV and computer from her room and she is often grounded. During these arguments she reacts by shouting at everyone, slamming doors and then going off in a huff. When no-one else is around she often bosses her younger stepsister and constantly tells her off.

At school Kerry behaves in a totally different way and is able to take control of her own life and learning. Recently she has obtained a Saturday morning job in a local café. After her first month in this job she was voted “Employee of the month”.

5 Describe the three ego states in Berne’s theory of Transactional Analysis.

Candidates should give a brief description of:

- Parent, eg authority figure, nurturing side of parental role
- Adult, eg responsibility, express needs and wishes confidently
- Child, eg inventive, fun-loving, huffy, withdrawn

3 KU

6 Explain how Kerry’s behaviour could be understood using the three ego states.

Candidates should explain the adult, child and parent behaviour in Kerry:

- Parent – showing the attitudes and behaviour of an authority figure, eg Kerry’s behaviour towards her stepsister
- Child – withdrawing herself, eg storming off in the huff, responding emotionally.
- Adult – seeing things clearly and rationally, eg responsible attitudes at school and at work.

Candidates may also explain the transaction between, eg Kerry and her dad or Kerry and her stepsister.

6 App

Total 25

SECTION B – Sociology for Care

- 1 State whether family and peer group are primary or secondary agents of socialisation and describe one role from each.**

Family: primary

- Learns the norms of behaviour expected of them in the family and the wider society
- Learns how to interact and communicate with others
- Learn manners and appropriate social roles

Peer group: secondary

- Has an influence on how people behave
- Informal codes of conduct
- Pressure to fit in with friends

Or any other acceptable answer.

4 KU

- 2 Describe the following sociological concepts:**

- **Norms**
- **Roles**

Norms:

Define acceptable and appropriate behaviour

Provide “dos and don’ts” for behaving in society

Determine acceptable social and cultural behaviours

Roles:

Define what is expected of individuals in society

Determine the functions that people fulfil

4 KU

- 3 Define the term discrimination and give one example of unconscious discrimination in a care setting.**

Discrimination is an action borne out of prejudice and stereotyping, predominantly unfair but can be positive. Unfair treatment of or action towards an individual or group. Candidates may add that discrimination can be very offensive and hurtful.

Examples could include: in a care home they expect every one to play bingo; addressing questions to the carer rather than the person with disabilities, inappropriate language, eg old dear.

Any other acceptable answer.

4 KU

4 Explain the role socialisation plays in the learning of prejudice.

If our views are based on the values and norms that we are brought up with these could include prejudices towards certain groups of people. The influences could be primary or secondary.

2 AE

5 Explain two ways that equality can be promoted by care workers at a personal level.

The candidates should develop two of the following:

- Knowledge of appropriate legislation
- Challenging discrimination when it is witnessed
- Taking part in training to keep well informed
- Reflecting on own practice
- Adhering to policies and guidelines
- Respecting service user's rights and choices

To gain the full 3 marks for each explanation the candidate should give a detailed answer, eg keeping up-to-date with current legislation and policies in respect of individual's rights and using these policies in their everyday work in the care setting to inform practice.

6 AE

6 (a) Give two examples of how the government promotes equal opportunities.

eg through legislation – Disabilities Discrimination Act (1995), Sex Discrimination Act (1975) (Amendment Regulations 2003), Mental Health (Care and Treatment) Scotland Act 2003, Regulation of Care (Scotland) Act (2001). The government also provides funding, and involves people who face discrimination in formulation policies.

Candidates do not need exact dates to achieve 2 marks for two examples.

2 KU

(b) Explain the impact of promoting equal opportunities by organisations providing care.

Answers could include:

- Improves quality of life and quality of care
- Reduces discrimination and the effects of discrimination
- Promotes inclusion
- Reduces stigma
- Promotes empowerment.

3 AE

Total 25

SECTION C – Values and Principles in Care

1 Give one example of a job relating to domiciliary care.

- Health visitor
- Community psychiatric nurse
- Home care worker
- Social worker
- Any other acceptable answer

1 KU

2 Describe the difference between formal and informal care and give one example of each.

Formal care:

comprises statutory and independent (including private and voluntary) sectors and is governed by legislation which underpins the National Care Standards. Formal carers are employed and generally have some level of training. An example could be a care home or a hospital.

Informal care:

is provided by neighbours, family and friends or others within the individuals network and are generally unpaid although sometimes they receive a carer's allowance. An example is a husband looking after his disabled wife or a child looking after a parent with a disability.

4 KU

3 Describe the stages of the care planning process.

Stages are:

- Assessment – identifying the individuals needs
- Planning – long and short term goals setting and determining courses of action
- Implementation – carrying out the plan of action
- Monitoring and evaluating – ongoing review and assessment.

To achieve full marks the candidate must correctly identify and give a full description of each stage.

8 KU

Case Study 2: Pierre

Pierre came to Scotland to study but left his college course after a period of mental illness and became homeless. Pierre attended a drop-in centre and was then referred to temporary accommodation in Beech Lodge where he has a key worker called Colleen. Colleen has noticed that he has become withdrawn and is losing weight. Some of the other residents have been mocking his French accent and some have been bullying him. Colleen has arranged for Pierre to meet with the Community Psychiatric Nurse.

4 State two of Pierre's emotional needs and two of his physical needs.

Pierre's emotional needs, he needs to feel:

- Valued
- Loved
- A sense of belonging
- Self worth
- Security and confidence

Pierre's physical needs:

- Safety
- Warm place
- Healthy diet
- Exercise

Any other acceptable answer.

4 KU

5 Explain how the Community Psychiatric Nurse can help meet Pierre's emotional needs.

The CPN will encourage Pierre to:

- Express his views and feelings
- Discuss strategies for coping
- Set realistic goals, eg receiving benefits, housing
- Promote a feeling of self worth

4 App

6 Two principles underpinning the National Care Standards are equality and diversity, and safety. How would staff at Beech Lodge apply these two principles in their dealings with Pierre?

Equality and diversity:

Recognising cultural differences and sensitivity, challenging prejudice and discrimination with the other residents, respecting his beliefs, acknowledging individuality and uniqueness.

Safety:

Freedom from threats, emotional and physical security, freedom from harm and abuse, a safe environment.

4 App

7 Using Maslow's Hierarchy of Needs, describe which of Pierre's needs are being met and which are not.

In your answer you should:

- Give a brief description of Maslow's Hierarchy of Needs
- Explain Pierre's situation in relation to Maslow's theory

Brief description of Maslow's theory to gain 3 marks.

Pierre's physical and safety needs are partially met but his social needs, esteem needs and self actualisation are not being met.

3 KU
2 App

Total 30

[END OF MARKING INSTRUCTIONS]