



**2010 Care**

**Higher Paper 1**

**Finalised Marking Instructions**

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## 2010 Care Higher Paper 1

### Section 1

#### Psychology for Care

- (a) Describe **two** key features of the Humanistic Approach.

**4 KU**

*Markers – candidates can only gain 2 marks if their answer relates only to a specific writer eg Rogers. In order to gain full marks, candidates have to talk about features of the general Approach.*

#### **Holistic:**

The Humanistic Approach sees the person as a whole, not just focussing on childhood experiences (psychodynamic) or behaviour and thinking processes (cognitive/behavioural). We have a spiritual dimension and an awareness of ourselves in relation to other people – these things are uniquely human. To understand a human, you need to look at all aspects of their life.

#### **Actualising tendency:**

The Humanistic Approach believes that the actualising tendency – the process of becoming all we can be – is the basic human drive. Humans have an in-built tendency to be the best we can, if circumstances allow.

#### **Phenomenological:**

Behaviour is explained from the unique viewpoint of the individual, not by an outsider 'looking in'. It is important to be aware of how an individual experiences their own world, and what their point of view of it is, because this is what their behaviour is based on. Every individual is unique and you can only understand their actions by looking at a phenomenon (situation) from their point of view.

#### **Personal agency:**

According to Humanistic theories we, ourselves, are largely responsible for what happens to us. People have free will and the capacity to make decisions and choices. We are able to change and adjust to circumstances, given the right conditions. Sometimes, if conditions are harsh, the choice is very limited, but our instinctive drive to make the best of our situation is still there, motivating us.

## Case Study 1

**Read the case study and answer the questions that follow.**

Sara is 17 and has never known her biological father. Her mother won't talk about Sara's father and although this makes Sara feel angry, she tries hard not to show it.

When Sara was 13, her mother married. Sara's step father has two sons who are younger than her and she doesn't feel she has ever settled into this new arrangement. Although her step father is kind and caring, Sara feels that he can never love her as much as her biological father would have done. She believes that she will never be truly happy until she finds her own father.

Sara worries about what people think about her and is always trying hard to please others. Her money is spent on clothes and make-up. She doesn't even like some of the things she buys, but does it to fit in with her friends. At college Sara is studying a care course with the aim of becoming a nurse. She finds it difficult to set time aside to study as she is expected to help look after her step brothers.

She also finds it difficult to refuse when friends want her to go out with them, in case they stop liking her and don't ask her out again. Her friends like to go to bars and clubs and although it makes her anxious, Sara lies about her age to get in with them. Some of her friends use drugs and after a party at a friend's house last weekend, Sara was admitted to hospital. She was unconscious for a short period of time, because she had mixed drugs and alcohol. She told the nurses "My life will always be a disaster", "I'll never be happy until I meet my real dad" and "If only I knew him, I wouldn't be in this mess". Sara has been referred to a Rational Emotive Behaviour Therapy counsellor.

(b) Describe Erikson's Lifespan theory.

5 KU

*Markers – Candidates only get full marks if they describe the model. A maximum of 4 marks can be awarded for listing the stages. NB candidates are only required to discuss the final 4 stages. The other stages are given for reference only.*

- Psychological development is a life long process, over 8 stages
- Each stage has a conflict which the person needs to resolve in order to gain an ego strength
- Strengths achieved or not achieved in earlier stages impact on the ability to resolve conflicts at later stages
- The influence of a person's social environment is important at each stage

STAGE	AGE	CONFLICT	EMERGING STRENGTHS
Infancy	Birth – 1 year	Trust versus Mistrust	HOPE
Toddlerhood	1 – 3	Autonomy versus Shame and Doubt	WILL
Pre-school Age	4 – 5	Initiative versus Guilt	PURPOSE
School Age	6 – 11	Industry versus Inferiority	COMPETENCE
Adolescence	12 – 20	Identity versus Role Confusion	IDENTITY
Young Adulthood	20 – 24	Intimacy versus Isolation	LOVE
Adulthood	25 – 64	Generativity versus Stagnation	CARE
Maturity	65 – death	Ego integrity versus Despair	WISDOM

(c) Explain Sara's behaviour, using the adolescent stage of Erikson's Lifespan theory. **6 AE/ App**

*Markers – To gain marks, candidates need to use Erikson's terminology and not just retell the case study.*

- Sara's stage is adolescence, the transition between childhood and adulthood
- The conflict taking place is identity v role confusion
- The emerging strength is sense of identity
- Role confusion arises from a lack of identity

Sara appears to be pulled between developing a number of different identities. For example, she wants to be a nurse but she finds it hard to make time to study because she'd rather be out with her friends. She is trying to please everyone, and trying to fit in with others such as her mother and her friends, rather than expressing her own thoughts and feelings. Sara's mother and step-father appear to be loving and supportive, but Sara does not appear to be responding to this influence from her social environment. Rather, she seems to be more influenced by the values and behaviour of her friends. She doesn't seem to have developed a clear sense of her own identity yet. This may also be influenced by the fact that she still seems to have unresolved issues from earlier stages of her life, such as not knowing her father.

- (d) Explain **two** ways in which the counsellor using Albert Ellis's Rational Emotive Behaviour Therapy, would work with Sara to change her situation.

**4 KU**  
**6 AE/App**

*Candidates can gain KU marks for a description of relevant aspects of Ellis's model. These can be described separately, or can be integrated throughout the answer. KU marks should not be given for just repeating everything the candidate knows about Ellis. They have to be relevant to the question that has been asked.*

### **ABC (DE) model**

In order to change irrational beliefs, there are three things a person can do:

- Become aware of them (insight)
- Challenge them (dispute)
- Act to change them (action)

To replace the irrational beliefs with more realistic ones we need to use language which is less commanding, catastrophic and extreme. Humour can often be used to show how ludicrous or amusing an irrational belief can be, but this should be used carefully, as humour can often be used in a hostile or judgemental manner.

Ellis demonstrated this process by using the ABC (DE) process.

**A Activating Event:** the trigger

**B Belief:** the thoughts and opinions you have about the event

**C Consequence:** emotional or behavioural. You feel or behave in a certain way.

**D Disputing:** debating with yourself, detecting your irrational beliefs ('Where is the evidence for that belief?') and discriminating which of your thoughts are rational (towards your goals) or irrational (against your goals).

**E Effect:** there will be a new effect or consequence as a result of the debate with yourself and the new actions you take as a result. Your thoughts will be more effective and rational, and your feelings and behaviour will change accordingly.

*Although there will generally be a 3/3 split in the 6 AE/App marks available, candidates can get up to 4 AE/App marks for a full explanation of one of the points.*

A counsellor could help Sara become **aware** of her irrational beliefs. She might gain this **insight** when she is talking to her counsellor. This would help her **identify the emotions** such as guilt about her college work and anger at her parents. It would also help her identify behaviours that are acting as triggers for her negative emotions such as buying things she doesn't even like and going out just to keep in with her friends.

If she gained insight into some of her feelings, thoughts and behaviours, the counsellor, or Sara herself could then **challenge** them. By **disputing** or **debating** these **self-destructive feelings** about **early negative experiences**, she would be able to start to move away from the **self defeating cycle** and begin to change some of her **irrational beliefs** such as “I’ll never be happy until I meet my real dad” ... into “It would be good if I met my dad, but I can live with it if I don’t”. Another irrational belief – “My life will always be disaster...” – might also be disputed and Sara could be challenged to look at all the positive things she has achieved in her life so far, and encourage her to consider what her own values and goals (rather than those of her friends) are.

The counsellor could use Ellis’s model to help Sara to **act** on the feelings, thoughts and behaviours and **change** them. There are many ways she could do this. One thing she could do with the help of the counsellor would be to imagine herself in a situation and to **role play** different ways she might see the activating event and her beliefs about it. For example – what would she say to her friends the next time they ask her to go out and she has an essay to finish for college.

Or any other relevant answer

**Other background information about Ellis’s model that might be used in the answer.**

#### **Links between thinking, feeling and behaviour**

- Our emotions and behaviour are influenced by our thoughts, not the other way around, therefore the best way to change our emotions and behaviour is to change our way of thinking: our beliefs about ourselves and the world.
- REBT believes that people are fallible: nobody is perfect, we all make mistakes, indeed, ‘We’re only human’, but that people often cannot forgive themselves or others – for this being the case.
- Ellis believed that early conditioning had a role in influencing how we acted, but he felt that our own negative and self-destructive reinforcement of early negative experiences also played a large part in our present situation.
- For various reasons, people hold on to outdated feelings of anger, guilt, hostility or depression which are no longer applicable to the present circumstances. We are responsible for choosing to continue repeating messages we may have been given in our childhood.
- REBT believes that blame is at the core of most emotional disturbances. We have been brought up being told we ‘must do this’, or ‘should do that’ and now we make these demands (on ourselves and others) and blame someone (ourselves or others) when these unrealistic and unobtainable expectations are not met. The goal of REBT is to change our self destructive ‘I should...’ and ‘You must...’ into ‘I prefer...’ or ‘It would be good if ... but I can live with...’

## **Rational and Irrational beliefs**

Everyone acts on the basis of certain values they hold about themselves and the world, and the goals towards which they strive. Ellis felt the main goals for all humans are to stay alive, be relatively happy, self-accepting, creative and productive, and able to build meaningful relationships.

Ellis said that it is rational if the things we think and do help us work towards these goals, and that it is irrational if they do not lead towards these goals. Are our beliefs and behaviours effective in achieving our goals or ineffective. Are they self-enhancing or self-limiting?

Irrational beliefs are unrealistic and illogical. We set ourselves and others demands that are absolute and inflexible, and impossible to achieve. It is this rigidity of expectation of ourselves and others – something *must* happen, or someone *should always* do something – that lies at the base of most human disturbance. These beliefs lead to irrational behaviours such as procrastination and lack of self-discipline.

Ellis believed that people contribute to their own psychological problems by the way they interpret events and situations in their life. A person who has rational beliefs can accept the fact that life is complex and that things will not always turn out the way they want – but they can live with it. They are flexible and accepting of the variety of outcomes that might happen in a situation.

Importantly, they can see that they might need to ensure short-term discomfort in order to attain long term goals. They don't give up easily because they meet an obstacle which makes them feel anxious or upset. They realise that this is something they need to cope with, in order to achieve their longer term aim (to be happy, creative, productive and build meaningful relationships).

## Section 2

### Sociology for Care

- (a) Describe **one** similarity and **one** difference between feminist theory and functionalist theory.

**4 KU**

**4 AE**

*Markers – Only mark one similarity and one difference. KU and AE can be awarded 2/2 or 1/3.*

#### Similarity

Both are structural, macro sociological approaches to explaining society. This means that they both see individual behaviour as being influenced by the demands and constraints of the social system the person lives in.

#### Differences

Feminist theory is usually considered to be a type of conflict theory, whereas functionalism is a consensus theory. Conflict theories believe that change is inevitable because of the fundamental differing interests between various groups in society. Consensus theory believes that it is beneficial when all the interconnected, inter-dependent parts of society work together to maintain cohesion as this will maintain an orderly, well functioning society.

Feminist theory views much of functionalist theory as being gender blind (ignoring the role of women) and conservative, promoting traditional views of institutions such as the family. Feminist theory believes that this view oppresses women and limits their opportunities to participate fully in society.

- (b) Explain how a knowledge of symbolic interactionist theory may help care workers understand deviant behaviour.

**4 KU**

**4 AE**

*Markers – Candidates can only gain a maximum of 6 marks if the answer is not related to care workers.*

Symbolic interactionist theory adopts a micro-sociological perspective, so it concentrates on explaining behaviour at an individual or small group level and, from examining these small-scale interactions, builds up a picture of society. In relation to the study of deviance, the focus is on the interactions that lead to an individual's behaviour being defined in terms of deviance. If care workers know about symbolic interactionism, they will be aware of how important all interactions are.

Central to this approach is the idea of the **self-concept**. How we view our 'self' is dependent upon **perceptions about the feedback** we receive from others during social interactions. A person is likely to perceive his or her behaviour as deviant if they receive feedback from others such as disapproval, distaste or discrimination, which leads them to believe that their behaviour is unacceptable or wrong. Care workers need to be aware that they are not unintentionally giving feedback that would make a person perceive their behaviour as being deviant. They also need to be aware of other feedback the service user receives from other people, that might suggest their behaviour is deviant.

Interaction may take place using a **range of symbols**, which will include both language and aspects of non-verbal communication such as gestures. This **symbolic interaction** contributes towards a person's self-concept. If the interaction is perceived in a negative way then a person may choose to recognise that their behaviour is being seen as deviant or unacceptable and may change or adapt their behaviour accordingly.

However, when the interaction produces **negative feedback** on a regular basis within a range of settings, then the individual concerned may incorporate the notion of deviance into their self-concept. Care workers are often involved in helping people redefine their negative self concept.

These ideas become especially significant when someone has clearly been **labelled** in some way, and as a consequence of the label is expected to perform a role attached to which certain behaviours are expected.

This idea of **role-taking** can be considered to be fairly positive in some contexts. However, when an individual has a **deviant label** applied to them in social interactions then a situation can develop whereby they begin to 'live up' to the expected behaviours associated with the label and a **self-fulfilling prophecy** can occur. Care workers can help point this out to the service user and assist them to challenge or change this process.

Symbols, labels and the idea of role-taking are inherent in all cultures and, through the process of primary and secondary **socialisation** we learn the significance of different symbols and roles that are important to the **cultures** to which we belong. Different cultures may have different symbols that are of significance to them for religious, historical or spiritual reasons and there is likely to be a shared understanding of the meaning of these symbols within a person's culture. However, there may be a lack of understanding of the significance of these symbols outwith the culture, and at times they may be considered by others as deviant. Care workers could ensure that they are fully informed of a variety of cultures in order to understand the importance of different symbols and their meanings.

- (c) "Legislation is a good way of reducing social inequality."

**5 KU**  
**4 AE**

Explain why conflict theorists might disagree with this statement.

*Markers – the answer must relate to legislation to gain AE marks.*

Some theorists might suggest that legislation can address social inequalities, because the legislation promotes positive values and principles which emphasise empowerment, valuing diversity, social inclusion and social justice. They suggest that these pieces of legislation, such as the Disability Discrimination Act 1995, or Regulation of Care (Scotland) Act 2001 have had a positive impact on social policy and the provision of care services.

However, conflict theory believes that **power differentials** are built into the social structures of society and that therefore social inequality results from the way in which society is structured. They believe that recognising this **structured imbalance** of power is the key to understanding the **oppression** by the dominant group.

Because there are **limited resources** in any society (jobs, houses, money) and there is competition for these scarce resources, it is those who already hold power who will be more likely to succeed in this competition. Some people, such as those with disabilities have traditionally always been less powerful in society, and so have always experienced oppression. The dominant group is in a position to exert **control, coercion and constraint** over less powerful individuals or groups. People who are socialised into a position of lower status in our culture, such as people with disabilities, are likely to have experiences that involve rules being imposed on them by more powerful people.

Conflict theorists suggest that the laws that exist in society **reflect and protect the interests of these dominant groups**, as it is the dominant group who makes legislation. The dominant group will attempt to maintain its **control** over **society's resources** and this will maintain restricted **life chances** for those who do not hold positions of power or influence in society. The dominant group is unlikely to create legislation that challenges their position, therefore inequality will continue to exist.

Conflict theorists suggest that this situation arises because the **social institutions** that make up society operate in such a way as to protect the interests of the most powerful. The dominant group will be supported by the **agencies of social control** that are in a position to influence our behaviour and beliefs such as the mass media, education, the judiciary or religion are controlled by those with established power in society.

[END OF MARKING INSTRUCTIONS]