



2014 Care

Intermediate 2

Finalised Marking Instructions

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Part One: General Marking Principles for Care Intermediate 2

This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this Paper. These principles must be read in conjunction with the specific Marking Instructions for each question.

- (a)** Marks for each candidate response must always be assigned in line with these general marking principles and the specific Marking Instructions for the relevant question. If a specific candidate response does not seem to be covered by either the principles or detailed Marking Instructions, and you are uncertain how to assess it, you must seek guidance from your Team Leader/Principal Assessor. *You can do this by posting a question on the Marking Team forum or by e-mailing/phoning the e-marker Helpline.*
- (b)** Marking should always be positive ie, marks should be awarded for what is correct and not deducted for errors or omissions.

GENERAL MARKING ADVICE: Care Intermediate 2

The marking schemes are written to assist in determining the “minimal acceptable answer” rather than listing every possible correct and incorrect answer. The following notes are offered to support Markers in making judgements on candidates’ evidence, and apply to marking both end of unit assessments and course assessments.

Part Two: Marking Instructions for each Question

Section A: Psychology for Care

Question	Expected Answer(s)	Max Mark	Additional Guidance
1.	<p>Adolescence An adolescent will be meeting a range of people of their own choice – at school, in their neighbourhood, and at the activities they go out to – playing football in the park, ice-skating, at the mosque/church. They may have started romantic relationships with other people and they will be finding ways of relating to their family as an adult and not a child.</p> <p>Older adulthood May be experiencing loss of friends from work on retiral or death so may be more alone. May be meeting new people and have more opportunities to meet people since not working. May be volunteering etc.</p> <p><i>(2 KU marks for each description of a social feature relevant to each stage)</i></p>	4 KU	
2.	<p><i>An explanation of:</i></p> <ul style="list-style-type: none"> • <u>Physical development</u> – eg limited mobility. • <u>Social development</u> – eg missing school and not mixing with friends. • <u>Cognitive development</u> – eg missing class and falling behind with work. • <u>Emotional development</u> – eg feeling isolated, insecure and lacking in confidence/anxious. • Or any other appropriate answer. <p><i>(1 KU mark for identifying each strand and 1 AE mark for each effect on development)</i></p>	3 AE 3 KU	

Question		Expected Answer(s)	Max Mark	Additional Guidance
3.	(a)	<ul style="list-style-type: none"> • Antecedent A stimulus, an event, a “trigger” which leads to a response. • Consequence The result (positive or negative) of the behaviour. <p><i>(1 KU mark is available for describing each term.)</i></p>	2 KU	
	(b)	<p>The link between antecedent and consequence is:</p> <p>Behaviour: our response to the stimulus. It might be an action, or something we say or do.</p> <p>Depending on the result, we are more likely – or less likely to repeat the behaviour. If we feel we have been rewarded for our behaviour, we are likely to repeat it: the behaviour has been “reinforced”.</p> <p><i>(2 KU for explanation of behaviour as the link.)</i></p>	2 KU	
4.	(a)	<p>Social The need to belong to a group, have relationships and be loved.</p> <p>Self-actualisation When someone has reached their full potential.</p> <p><i>Any other appropriate answer (2 marks for each description)</i></p>	4 KU	
	(b)	<p>Care workers will need to ensure that the person’s social needs are met after the physical and safety needs to ensure they can still interact and meet with family and friends despite the effects of the stroke. Care workers should encourage the person to be motivated and do as much as they can for themselves despite having a stroke.</p> <p>Or any other appropriate answer</p> <p><i>(4 AE/APP marks for explanation and application to a person with a stroke.)</i></p>	4 AE/ App	

Question			Expected Answer(s)	Max Mark	Additional Guidance
5.			<p>The key worker:</p> <p>To have an understanding of what influences Katrina's development and behaviour, which will enable the key worker to help build a positive relationship with her.</p> <p>May explain feelings of loss from familiar environment/ people etc, or attachment to others.</p> <p>Any other appropriate answer</p>	3 AE	

Section B: Sociology for Care

Question		Expected Answer(s)	Max Mark	Additional Guidance
1.		<p>Family:</p> <ul style="list-style-type: none"> • Learns the norms of behaviour expected of them in the family and wider society • Learns how to interact and communicate with others • Learns manners and appropriate social roles <p>Media:</p> <ul style="list-style-type: none"> • Communicates information • Shapes our viewpoints and opinions • Influences our lifestyles (clothes, body image etc.) <p>Or any other appropriate answer.</p> <p><i>(2 KU for each description)</i></p>	4 KU	
2.		<p>The way of life of a society which can include language, customs, dress, food, lifestyle, and religion.</p> <p>Or any other appropriate answer.</p> <p><i>(2 KU for each description)</i></p>	2 KU	
3.	(a)	<p>Stereotyping is the term used to categorise individuals in a group as having the same characteristics, labelling individuals, not seeing people as individuals.</p> <p><i>(2 KU for description)</i></p>	2 KU	
	(b)	<p>If our views are based on the values and norms that we are brought up with these could include assumptions and labels associated with certain groups of people. The influences could be primary or secondary.</p> <p>Or any other appropriate answer.</p> <p><i>(2 AE for explaining the role socialisation plays in learning stereotyping)</i></p>	2 AE	

Question		Expected Answer(s)	Max Mark	Additional Guidance
4.	(a)	<p><i>Examples could include:</i></p> <p>Direct discrimination:</p> <ul style="list-style-type: none"> • Individuals being spoken to in a patronising or unpleasant way • Individuals being excluded from activities due to disability or other factors • Individuals choice or opinion not being respected • Not being allowed to go on an outing due to incontinence • A service user who is vegetarian being given a meal containing meat. <p>Unconscious discrimination:</p> <ul style="list-style-type: none"> • A worker assuming that they know an individual's needs • Addressing other staff or asking them questions relating to the individual rather than asking the individual themselves • In a care home they expect everyone to play bingo • Addressing questions to the carer rather than the person with disabilities • Inappropriate language, eg old dear, hen, sweetheart, gran, etc <p>Or any other appropriate answer.</p> <p><i>(2 AE for each example of direct and unconscious discrimination)</i></p>	4 AE	
4.	(b)	<p>Possible effects:</p> <ul style="list-style-type: none"> • Becoming withdrawn • Lower self esteem • Depression • Other mental health issues • Institutionalisation • Exclusion • Becoming marginalised • Feelings of not being valued • Barriers to services • Physical problems <p>Or any other appropriate answer which may include positive discrimination.</p> <p><i>(1 KU mark for identifying the effect and 1 KU mark for the description of each)</i></p>	4 KU	

Question			Expected Answer(s)	Max Mark	Additional Guidance
5.			<p>Common sense views may include that the unemployed are lazy and unwilling to work and prefer to live on benefits whereas sociological would examine the wider picture and identify social inequalities, disability, unfair distribution of power.</p> <p>Or any other appropriate answer.</p> <p><i>(Up to 3 marks for a full explanation, candidates may include subjective and objective for the 3rd mark)</i></p>	3 KU	
6.			<p>The candidates should develop two of the following:</p> <ul style="list-style-type: none"> • Challenging discrimination when it is witnessed • Taking part in training to keep well informed • Reflecting on own practice and being willing to be self-critical • Adhering to policies and guidelines • Knowledge of appropriate legislation • Respecting service user's rights and choices • Or any other appropriate answer. <p><i>(To gain the full 2 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)</i></p>	4 AE	

Section C: Values and Principles in Care

Question	Expected Answer(s)	Max Mark	Additional Guidance
1.	<ul style="list-style-type: none"> • Enable them to make informed choices whilst recognising the rights of others to do the same. • Ensure they know the range of choices available. • Ensure they understand the options. • Any other acceptable answer. <p><i>(2 KU marks for a description of each point)</i></p>	4 KU	
2.	<ul style="list-style-type: none"> • Occupational Therapist • Home Carer • Physiotherapy • Any other appropriate answer. <p><i>(1 KU mark for each relevant care provision)</i></p>	2 KU	
3.	<ul style="list-style-type: none"> • Allow the individual time and space to be alone. • Respect their personal property in their own home. • Protect clients' information and keep it confidential especially from family and neighbours. • Knocking and waiting before you enter the home. <p><i>(2 KU marks for demonstrating an understanding of privacy and 2 App marks for application to domiciliary care)</i></p>	2 KU 2 App	
4.	<p>Empowerment</p> <ul style="list-style-type: none"> • Care workers can ensure that service users can have control over decisions affecting their lives. • The care worker can empower people receiving care by providing service users with the opportunities, information and support they need to make decisions about their own lives. <p>Acceptable risk</p> <ul style="list-style-type: none"> • Working with the service user to find the safest way to enable them to lead as full a life as possible. • Balancing the right to safety with the right to be independent and opportunities to make mistakes. <p>Any other appropriate answer.</p> <p><i>(2 KU marks for a clear description of each value)</i></p>	4 KU	

Question		Expected Answer(s)	Max Mark	Additional Guidance
5.		<p>Physical</p> <ul style="list-style-type: none"> • Adequate diet to enable him to regain and enhance his physical well-being exercise. • Needs to improve his personal hygiene and take better care of himself. • Any other appropriate answer. <p>Social</p> <ul style="list-style-type: none"> • Needs to build up new/re-establish relationships. • Needs to develop a sense of belonging. • Any other appropriate answer. <p><i>(1 KU mark for identifying the need and 1 App mark for applying the need to Alexi.)</i></p>	2 KU 2 App	
6.	(a)	<p>This process will include:</p> <p>Assessment – the means of identifying the individual's needs Planning – long and short term goal setting Implementation – how needs are met including the role of different care providers and workers Monitoring and Evaluation – this is an ongoing process which assesses the outcomes and how they have been achieved. The process should always focus on the service user and their views.</p> <p><i>(1 KU mark for each of the above points. Candidates should have both monitor and evaluation to get 1 mark.)</i></p>	4 KU	
	(b)	<ul style="list-style-type: none"> • Monitor and Evaluation is the stage in the care planning process when there has to be some estimation of whether or not the care plan is working. This ensures Alexi's needs are being met. • Alexi's progress towards goals can be measured. • Monitor and Evaluation requires everyone involved in the care plan to carefully examine (analyse) what has been happening. • A review of the care plan gives everyone involved an opportunity to re-assess Alexi's situation. • Alexi's needs may change and will have to be taken account of in the care plan. • If alterations to the plan are required because of new information or changing circumstances then changes can be made. <p>Or any other appropriate answer.</p> <p><i>(1 App mark for each relevant point made)</i></p>	3 App	

Question			Expected Answer(s)	Max Mark	Additional Guidance
7.			<p>Candidates should identify key features of separation and loss eg numbness, yearning, anger, depression, disorganisation, acceptance.</p> <p>They should link appropriate features with Alexi's behaviour change. For example, he is grieving and not looking after himself properly or socialising.</p> <p>Any other appropriate answer.</p> <p><i>(2 KU marks for identifying key features of separation and loss, 3 AE marks for linking an appropriate feature with Alexi's change in behaviour).</i></p>	<p>2 KU 3 AE</p>	

[END OF MARKING INSTRUCTIONS]