



S812/76/11

Care

Date — Not applicable

Duration — 1 hour 30 minutes

Total marks — 40

SECTION 1 — HUMAN DEVELOPMENT AND BEHAVIOUR — 12 marks

Attempt ALL questions.

SECTION 2 — SOCIAL INFLUENCES — 12 marks

Attempt ALL questions.

SECTION 3 — VALUES AND PRINCIPLES — 16 marks

Attempt ALL questions.

Write your answers clearly in the answer booklet provided. In the answer booklet you must clearly identify the question number you are attempting.

Use **blue** or **black** ink.

Before leaving the examination room you must give your answer booklet to the Invigilator; if you do not, you may lose all the marks for this paper.



SECTION 1 — HUMAN DEVELOPMENT AND BEHAVIOUR — 12 marks

Attempt ALL questions

1. Explain why nature and nurture are **both** important influences on how a person develops. 4

2. (a) Describe **either** Worden's model of loss **or** Murray Parkes' model of loss. 4

- (b) Explain how the chosen model of loss might help a care worker to understand a service user's response to loss. 4

SECTION 2 — SOCIAL INFLUENCES — 12 marks

Attempt ALL questions

3. Describe the differences between common-sense knowledge and sociological explanations. 3
4. Explain why an understanding of sociology is useful in care work. 3
5. Select one of these sociological perspectives from the options below.
- Functionalism
 - Feminism
- Describe **three** key features of **either** Functionalism **or** Feminism. 6

[Turn over

SECTION 3 — VALUES AND PRINCIPLES — 16 marks

Attempt ALL questions

6. (a) Scotland's Health and Social Care Standards are based on five principles.
Describe the Care principle of 'be included'. 2
- (b) Explain **two** benefits of a service user being included in the care planning process. 4
7. Select one of these codes from the options below.
- Scottish Social Services Council (SSSC) 'Codes of Practice'
- OR**
- Nursing and Midwifery Council (NMC) 'The Code'
- Explain why care workers should follow **one** of these codes. 6
8. Explain how legislation could help protect a service user from discrimination. 4

[END OF SPECIMEN QUESTION PAPER]



National
Qualifications
SPECIMEN ONLY

S812/76/11

Care

Marking Instructions

These marking instructions have been provided to show how SQA would mark this specimen question paper.

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is reproduced, SQA should be clearly acknowledged as the source. If it is to be used for any other purpose, written permission must be obtained from permissions@sqa.org.uk.

Where the publication includes materials from sources other than SQA (ie secondary copyright), this material should only be reproduced for the purposes of examination or assessment. If it needs to be reproduced for any other purpose it is the user's responsibility to obtain the necessary copyright clearance.

General marking principles for Higher Care

Always apply these general principles. Use them in conjunction with the specific marking instructions, which identify the key features required in candidates' responses.

- (a) Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding; marks are not deducted for errors or omissions.
- (b) If a 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.
- (c) We use the term 'or any other valid response' to allow for the possible variation in candidate responses. Award marks according to the accuracy and relevance of candidates' responses. The skill of using appropriate terminology is reflected in exemplar responses. However, at this level candidates may be awarded marks where the answer is accurate but expressed in their own words.
- (d) For **describe** questions, candidates must apply their knowledge and understanding to make a point and then develop this point by giving further information. For example, if two marks are available then award a mark for making the main point and a further mark for developing the point by giving additional or related information.
- (e) For **explain/use** questions, the candidate must apply their care knowledge and understanding to give further information about the meaning of something, to give reasons or show connections. This may include explaining features of a theory, or explaining behaviour using approaches, concepts or theories, or relating these to a care context. For example, if three marks are available for an 'explain' question, award one mark for making a key point of explanation and a further mark for each additional correct key point of explanation.

Marking instructions for each question

Section 1 – Human development and behaviour

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
1.	<p>For 'explain' questions candidates must give more information on something, give reasons or show connections.</p> <p>Award 1 mark for a point of explanation. Award a further mark for development of a key point.</p>	4	<p>The candidate must give a clear explanation to gain all 4 marks.</p> <p>The candidate should provide an explanation of both influences, which may include:</p> <ul style="list-style-type: none"> • influence of nature in genes inherited from biological parents • genes set the blueprint for how a person might develop • influence of nurture in the environment in which a person lives • dynamics of the family into which a person is born • dynamics of the culture or community in which a person is brought up • interaction and influence of both on the possibilities for a person's development. <p>Or any other valid response.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
2.	(a)	Award 1 mark for each point of description. Award a further mark for development of this point.	4	<p>A description of either model may include a combination of these features:</p> <p>Worden:</p> <ul style="list-style-type: none"> • Task 1 – to accept the reality of the loss • Task 2 – to experience the pain of grief • Task 3 – to adjust to a world without the deceased • Task 4 – to find an enduring connection with the deceased in the midst of embarking on a new life. <p>Or any other valid response.</p> <p>Murray Parkes:</p> <ul style="list-style-type: none"> • states of grief • numbness • pining • disorganisation and despair • acceptance and recovery • factors/determinants of grief. <p>Or any other valid response from revised or original model of loss.</p>
	(b)	<p>For 'explain' questions candidates must give more information on something, give reasons or show connections.</p> <p>Award 1 mark for a point of explanation. Award a further mark for development of a key point.</p>	4	<p>To gain all 4 marks the candidate must give a clear explanation, which may include:</p> <ul style="list-style-type: none"> • the variety of ways a service user might respond to loss • the concept of a process which the service user may move through • the individuality of response in coming to terms with loss, regarding stages • the model helps care workers to recognise that particular skills are required, for example, empathy, encouragement • help care worker gain insight into service user's behaviour. <p>Or any other valid response.</p>

Section 2 – Social influences

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
3.	Award 1 mark for each point of description and 1 further mark for each developed point (up to a maximum of 3 marks).	3	<p>Description of differences may include:</p> <ul style="list-style-type: none"> • sociological explanations are objective; common-sense knowledge is subjective • sociological explanations are based on research; common-sense knowledge is anecdotal • sociological explanations are scientific; common-sense knowledge is based on personal experience • sociological explanations are non-judgemental; common-sense knowledge is often judgemental/value-laden. <p>Or any other valid response.</p>
4.	<p>For 'explain' questions candidates must give more information on something, give reasons or show connections.</p> <p>Award 1 mark for each point of explanation, or a further 1 mark for development of a key point. Up to a maximum of 3 marks.</p>	3	<p>An explanation of the usefulness of sociology may include:</p> <p>Understanding that personal problems/difficulties, for example, poverty, homelessness, are types of problems faced by many people in society, and therefore these problems are a wider public issue.</p> <p>OR</p> <p>Sociology is helpful to understand how society shapes behaviour, or how individuals shape society, therefore care workers develop awareness of the impact of social influences for those in receipt of care services, or the influence that individuals can have on care service development.</p> <p>Or any other valid response.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
5.	<p>Award 1 mark for each key feature identified, up to a total of 3 marks. Award a further mark for each point of description of the identified features, up to a total of 3 marks.</p> <p>Award a maximum of 4 marks for any one key feature.</p> <p>Award a maximum of 5 marks for descriptions of only two key features.</p> <p>To gain the full 6 marks, candidates must describe three key features.</p>	6	<p>To gain full marks candidates must describe three key features, not just list them. Award up to 6 marks for an accurate description of three key features.</p> <p>Functionalist key features:</p> <ul style="list-style-type: none"> • consensus on norms, values, roles • integration and interdependence • dysfunctionality. <p>Or any other valid response.</p> <p>OR</p> <p>Feminist key features:</p> <ul style="list-style-type: none"> • gender-role socialisation • equal rights for women • oppression and subordination through patriarchy. <p>Or any other valid response.</p>

Section 3 – Values and principles

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
6.	(a)	The candidate should make a point of description for each 1 mark or develop this point for a further 1 mark .	2	<p>Award 1 mark for each point of description to a maximum of 2 marks. Service users:</p> <ul style="list-style-type: none"> • receive the right information, at the right time and in a way that is understood • are supported to make informed choices, to control their care and support • are included in wider decisions regarding service provision • are supported to participate fully and actively in the community. <p>Or any other valid response.</p>
	(b)	<p>For 'explain' questions candidates must give more information on something, give reasons or show connections.</p> <p>Award 1 mark for each point of explanation, or further marks for development of a key point.</p>	4	<p>Award up to 4 marks in total for an explanation of two benefits:</p> <ul style="list-style-type: none"> • empowers service users to have control over aspects of care • enables service users to access the appropriate care at the right time • everyone is working together in partnership • personalisation can lead to positive outcomes • can lead to opportunities for wider participation and inclusion • informed choice over decisions and service provision • opportunity to provide feedback regarding views, suggestions and complaints. <p>Or any other valid response.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
7.		<p>For 'explain' questions candidates must give more information on something, give reasons or show connections.</p> <p>Award 1 mark for each point of explanation, or further marks for development of a key point.</p>	<p>6</p> <p>Award up to 6 marks for an explanation related to either Scottish Social Services Council 'Codes of Practice' or Nursing and Midwifery Council 'The Code'. Points of explanation may include:</p> <p>SSSC</p> <ul style="list-style-type: none"> • sets out the standards of practice and behaviour expected of social service workers and employers • protects and promotes the rights and interests of service users and carers • creates and maintains the trust and confidence of service users and carers • upholds public trust and confidence in social services • respects rights of service users, but also strives to protect them from harm • holds social service workers accountable for quality of work. <p>Or any other valid response.</p> <p>OR</p> <p>NMC</p> <ul style="list-style-type: none"> • sets out the professional standards that registered nurses and midwives must uphold • ensures registered nurses and midwives must act in line with the Code, not negotiable or discretionary • promotes safe and effective practice in the workplace • prioritises people • following The Code helps them practice effectively • The Code preserves safety • The Code promotes professionalism and trust. <p>Or any other valid response.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
8.		<p>For 'explain' questions candidates must give more information on something, give reasons or show connections.</p> <p>Award 1 mark for each point of explanation, or further marks for development of a key point.</p>	4	<p>Award up to 4 marks for an accurate explanation of how relevant legislation helps protect against discrimination in Scotland.</p> <p>For example, Equality Act 2010:</p> <ul style="list-style-type: none"> legally protects service users from discrimination makes it illegal to discriminate directly or indirectly protects access to work, education, premises, transport covers protected characteristics including age, disability, race, sexual orientation. <p>Or any other valid response.</p>

[END OF SPECIMEN MARKING INSTRUCTIONS]