



2014 Care

Higher Paper 1

Finalised Marking Instructions

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Part One: General Marking Principles for Care Higher Paper 1

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 Higher Paper 1

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 1

Psychology for Care

Question		Expected Answer(s)	Max Mark	Additional Guidance
1.	(a)	<p>Guidance to markers</p> <p><i>A maximum of 3 KU marks can be awarded for one key feature if a candidate provides a very detailed response.</i></p> <p><i>A maximum of 2 KU marks should be awarded for responses that relate only to a specific writer eg Rogers. In order to gain full marks, candidates have to talk about features of the general approach.</i></p> <p>Knowledge and Understanding (KU)</p> <p><u>Holistic</u> The Humanistic Approach sees the person as a whole, not just focussing on childhood experiences (psychodynamic) or behaviour and thinking processes (cognitive/behavioural). To understand a human being, you need to look at all aspects of their life.</p> <p><u>Actualising tendency</u> 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.</p> <p><u>Phenomenological</u> 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.</p>	4 KU	

Question		Expected Answer(s)	Max Mark	Additional Guidance
1.	(a)	<p>Continued.</p> <p><u>Personal agency</u> According to the Humanistic approach 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.</p>		

Question		Expected Answer(s)	Max Mark	Additional Guidance
1.	(b)	<p>Guidance to markers</p> <p><i>Up to 2 KU marks can be allocated for correctly identifying one strength and one weakness of the Psychodynamic approach. If key features are listed rather than explained a maximum of 1 KU should be awarded.</i></p> <p><i>The AE marks should be awarded if candidates provide an explanation of why/how the identified point is a strength or a weakness in trying to understand human behaviour in a care context. For 2 AE marks candidates must explain a minimum of one strength and one weakness.</i></p> <p>Knowledge and Understanding (KU)</p> <p>Key features: Psychodynamic approach</p> <ul style="list-style-type: none"> • <u>Stage Model</u> – the psychodynamic approach views development as occurring in stages over periods of time. Specific events/experiences occur during these stages and ways in which the individual progresses through them can influence the eventual outcome of development. Behavioural patterns and personality is therefore shaped by the individual’s passage through stages. Childhood experiences are particularly influential. • <u>Levels of consciousness</u> <ul style="list-style-type: none"> - The psychodynamic approach suggests that the mind has three levels. - Conscious (level of the mind we are aware of and use to think). - Pre-conscious (level of the mind where we store memories and information that we can access with some thought or prompting). - Sub-conscious (level of the mind we are not consciously aware of where experiences from the past or immoral urges may be ‘hidden’). 	<p>2 KU 2 AE</p>	

Question		Expected Answer(s)	Max Mark	Additional Guidance
1.	(b)	<p>Continued.</p> <ul style="list-style-type: none"> • <u>Dynamic personality structures</u> – Human personalities are made up of the id, ego, and superego. <ul style="list-style-type: none"> - Id is the most primitive part of the mind – our ‘inner child’. Seeks instant gratification because driven by the pleasure principle. - Ego is the ‘socialised’ part of our personality – our ‘inner adult’. It is in touch with the world around us and is operated by the reality principle. - Superego represents values and conscience – our ‘inner parent’. It compels us to act based on the morality principle. • <u>Defence mechanisms</u> - These can be considered as tools which the Ego employs to counteract the anxiety felt in situations where there are conflicting demands being made from the impulsive id and moralistic superego. Defence mechanisms include denial, displacement, projection, regression, repression, rationalisation, sublimation <p>Analysis & Evaluation (AE)</p> <p>Strengths in a Care Context</p> <ul style="list-style-type: none"> • helps workers to understand the way in which past experience might be influencing a person’s current behaviour • helps explain why people don’t always do what they consciously ‘know’ is good for them • defence mechanisms help explain why and how people don’t face up to things, in order to avoid feelings of anxiety • Erikson’s model suggests that there is the possibility to develop ego strengths at later life stages, if the conditions are right – this provides an optimistic view of the possibility of change which is often what care workers are trying to support people to do 		

Question		Expected Answer(s)	Max Mark	Additional Guidance
1.	(b)	<p>Continued.</p> <ul style="list-style-type: none"> Erikson's model views life as a series of challenges which have to be responded to, which ties in with the care values of promoting independence and acceptable risk. <p>Weaknesses in a Care Context</p> <ul style="list-style-type: none"> Interactions in a care setting may be brief and superficial and workers may not be able to get to know the service user well enough to understand and work with them in any detail the service user has to have a certain amount of self-awareness to respond to any interventions at this level – if something is still in their sub-conscious, they will not be ready to 'see it' and act on it this approach favours clients who are able to express themselves verbally and with a degree of insight any change in behaviour is likely to take a while to manifest itself the approach is not scientific, in that it cannot be tested. <p>Or any other valid answer</p>		

Question		Expected Answer(s)	Max Mark	Additional Guidance
1.	(c)	<p>Guidance to Markers</p> <p><i>Up to 4 KU marks can be allocated for explaining valid points relating to any model of grief, transition or loss. If key features of the models are listed rather than explained a maximum of 1 KU should be awarded. Candidates do not need to explain every phase, stage, task of their selected model to achieve full KU marks.</i></p> <p><i>Up to 5AE marks should be awarded when candidates use the models to explain ways in which they are useful to care workers supporting someone who is experiencing grief or a significant change in their life. KU marks can be inferred from AE discussion/explanation.</i></p> <p><i>Marks could also be awarded holistically for a well-integrated response. In this question very full or insightful explanations of the selected model may merit AE marks. Markers should use their professional discretion in this case.</i></p>	<p>4 KU 5 AE</p>	

Question		Expected Answer(s)	Max Mark	Additional Guidance
1.	(c)	<p>Continued.</p> <p>Option 1: Transition – Adams, Hayes and Hopson</p> <p>Knowledge and Understanding (KU)</p> <p>Key features:</p> <p>This seven stage model describes how our self-esteem is affected as we go through a transition, or change, in our life. The seven stages are:</p> <ol style="list-style-type: none"> 1. Immobilisation – A state of shock or disbelief. Self-esteem may drop as a person realises that there is a threat to the life they have lived. 2. Minimisation – There may be a temporary increase in self-esteem when a person ‘plays down’ what has happened. Similar to denial. 3. Depression – When the reality of what has happened sinks in, a person may feel pain or anger when they realise how their life might change or how difficult things might be for them. Levels of self-esteem will drop. 4. Acceptance of reality/letting go – This is when a person’s self-esteem is at its lowest: they accept that things won’t go back to the way they were before. They have to face up to the fact that their life has changed, and start thinking about moving on with their new life. 5. Testing – This is where the person tests out new ideas, new ways of thinking and new behaviours. They start to see that there may be new ways of leading their life in their changed circumstances. Self-esteem starts to rise. 6. Search for meaning – trying to ‘make sense of the situation’ and understand the need for change. An individual’s previous self-concept will have been affected by the transition. They may develop both a new self-image and be able to imagine a new ideal-self. This may also involve an acknowledgement that ‘things have worked out fine.’ 7. Internalisation – By this stage, a person has adapted to their changed circumstances and has developed a higher self-esteem through accepting the new situation. They are likely to have developed a more positive self-concept. The transition has become an accepted part of the person’s life. 		

Question		Expected Answer(s)	Max Mark	Additional Guidance
1.	(c)	<p>Continued.</p> <p>Analysis & Evaluation/Application (AE/APP)</p> <p>Adams, Hayes and Hopson's model of transition would be very helpful for care workers to be aware of when supporting someone who is experiencing grief or a significant change in their life. It is especially helpful in understanding the ways in which differing levels of self-esteem can have an effect on how people behave and how they feel about themselves. This would be relevant to carers working in a wide range of contexts with service users who have varied needs, for example supporting an older adult who had recently lost mobility following a stroke, supporting a woman who has been diagnosed with breast cancer, working with a young adult who is moving to independent living after a number of years living in residential care or providing guidance and support to someone who has recently been made redundant. Adams, Hayes and Hopson's model would help care workers to develop an understanding that everyone responds to a transition or change in their life in a different way. Care workers could use the model to understand that behavioural changes seen in people in a range of situations, such as withdrawal, anger or even denial can be a natural response to going through a transition. Being aware of 'minimisation' may be particularly significant for care workers in recognising that although someone may 'appear' to be coping well with whatever transition they are experiencing, that this period could actually be short-lived, and may be followed by a period of depression.</p> <p>Or any other valid answer</p>		

Question		Expected Answer(s)	Max Mark	Additional Guidance
1.	(c)	<p>Option 2: Loss – Worden</p> <p>Knowledge and Understanding (KU)</p> <p>Key features:</p> <p>Worden believed there is an active process involved in responding to loss, which is useful in care work as it suggests tasks the person, or those around them, might do in order to enable them to work through the process of grief.</p> <p>Task 1: To accept the reality of the loss</p> <ul style="list-style-type: none"> • Some people struggle to believe that the loss is real. It is normal to hope for a reunion or to assume that the deceased is not gone, but for most people this illusion is short lived. Accepting this reality is a key task. • Sometimes people engage in ‘mummification’, retaining the possessions of the deceased person, or keeping their bedroom exactly as it was when they died. This is not unusual in the short term but becomes denial if prolonged. <p>Task 2: To work through the pain of grief</p> <ul style="list-style-type: none"> • Openly expressing feelings of grief such as tears, sadness and depression is helpful. Suppressing pain may prolong the process of grieving. It is helpful to be aware that some societies and cultures encourage very overt displays of grief, whereas in others giving way to grief may be considered unhealthy or weak. • This task can be impeded by the denial of feelings, the misuse of alcohol, or by creating and idealising the memory of the dead person. People can deny that they feel pain, by having ‘thought stopping’ procedures or keeping very busy so there is no time to think. <p>Task 3: To adjust to a world without the deceased</p> <ul style="list-style-type: none"> • This could involve recognising and perhaps taking on roles which the dead person once performed. Where the bereaved person’s identity was intertwined with the dead person there may be a need to find a new sense of self. 		

Question		Expected Answer(s)	Max Mark	Additional Guidance
1.	(c)	<p>Continued.</p> <ul style="list-style-type: none"> This task can be hampered by not adapting to the loss. This might include a focus on personal helplessness, or withdrawal from the world. The task is resolved by the development of the skills needed to cope. <p>Task 4: To emotionally relocate the deceased and move on with life</p> <ul style="list-style-type: none"> This involves finding an enduring connection with the deceased in the midst of embarking on a new life, using energy previously invested in mourning for the dead person to live effectively. This task can be difficult for some people if they see it as somehow dishonouring the memory of the deceased. They might also be frightened by the prospect of reinvesting their emotions in another relationship in case it too ends with loss. <p>Analysis & Evaluation/Application (AE/APP)</p> <p>Worden's idea of 'tasks' of mourning would be very helpful for care workers when supporting someone going through a grieving process. They could become skilled in sensitively supporting people to complete some of the key tasks to help them 'move on' with their grief, rather than becoming 'fixated' at a particular point in the grieving process. Recognising behaviours such as prolonged 'mummification', helplessness, withdrawal or inability to form new relationships would enable the care worker to offer appropriate support at key times in the grieving process to focus on ways to support them to sensitively accept the reality of the loss and work through the pain of the grief. Care workers could use skills of empathy and understanding to encourage expressions of grief if it appears an individual is impeding the grieving process through denying their feelings, substance misuse or even if their behaviour and actions suggests that they are 'too busy' to grieve. Gentle encouragement by a care worker for someone to begin to take on roles which the dead person once performed could be a useful strategy to help someone cope with their grief while still supporting them to have fond memories of the person they have lost.</p> <p>Or any other valid answer</p>		

Question		Expected Answer(s)	Max Mark	Additional Guidance
1.	(c)	<p>Continued.</p> <p>Option 3: Loss – Murray-Parkes</p> <p>Knowledge and Understanding (KU)</p> <p>Key features:</p> <p>Colin Murray-Parkes believed that models of loss can act as a reminder to people that a lot of behaviour in response to loss is natural and beneficial. He was concerned about grief becoming ‘medicalised’, rather than being seen as the natural expression of feelings of loss. He also believed that there were a number of factors – determinants of grief – which might affect the extent and depth to which an individual would experience the grieving process. He suggested that, in general, most people will pass through four phases when coming to terms with their loss, but was also concerned about over simplifying a complex issue. The four phases are</p> <p>Numbness</p> <ul style="list-style-type: none"> • Feelings of detachment and numbness • Forming a psychological barrier to block the pain of loss which allows a person to apparently carry on with normal living <p>Searching and Pining</p> <ul style="list-style-type: none"> • Concentration levels fall • Adopting searching behaviours to try and locate that which has been lost. Developing ‘pangs of grief’ pining for the lost person <p>Depression</p> <ul style="list-style-type: none"> • Realisation that the lost person/object will not return and searching becomes pointless • Anger often replaced by feelings of apathy and despair <p>Recovery:</p> <ul style="list-style-type: none"> • Former attachments are put behind the individual • An individual releases themselves from the lost attachment and can now adopt new thinking, relationships, attachments and normal living 		

Question		Expected Answer(s)	Max Mark	Additional Guidance
1.	(c)	<p>Continued.</p> <p>Analysis & Evaluation/Application (AE/APP)</p> <p>Murray-Parkes' idea of natural 'phases' of mourning would be very helpful for care workers when supporting someone going through a grieving process. It would help them to understand that there is a general pattern of behaviours that are a 'normal' reaction to grief while also recognising that not everyone will go through these phases in the same order and may even display behaviours associated with different phases at the same time. If care workers were confident in this knowledge, they would be able to reassure the person they were supporting that their grief, anxiety, anger (or whatever emotion) was a natural response to their loss. Murray-Parkes' notion of 'determinants of grief' is also helpful for carers to understand when supporting someone experiencing a loss as it is important to acknowledge that the grieving process may be more complex depending on a number of factors. These include previous experiences of death, the way in which the person died, the suddenness of the death, the nature of the relationship prior to the death as well as personality and social factors.</p> <p>Or any other valid answer</p>		

Question		Expected Answer(s)	Max Mark	Additional Guidance
1.	(d)	<p>Guidance to markers</p> <p><i>Candidates can be awarded 1 KU mark for each point of description of Albert Ellis's approach, or 2 KU marks for a developed point. They do not need to describe every aspect of the model to gain full KU marks.</i></p> <p><i>Up to 4 APP marks should be awarded based on the depth of understanding candidates demonstrate in their explanations of the helpfulness of REBT when trying to understand Shane's situation. As above, 1 APP mark for a straightforward point or 2 APP for a more fully developed point.</i></p> <p><i>Marks could also be awarded holistically for a well-integrated response.</i></p>	<p>4 KU 4 App</p>	
1.	(d)	<p>Knowledge and Understanding (KU)</p> <p>Links between thinking, feeling and behaviour</p> <ul style="list-style-type: none"> • Our emotions and behaviour are influenced by our thoughts, therefore the best way to change our emotions and behaviour is to change our faulty way of thinking: our beliefs about ourselves and the world. • REBT believes that nobody is perfect, we all make mistakes, - 'We're only human', but that people often cannot forgive themselves - or others - for this being the case. 		

Question		Expected Answer(s)	Max Mark	Additional Guidance
1.	(d)	<p>Continued.</p> <ul style="list-style-type: none"> • 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 thoughts ‘I should...’ and ‘You must...’ into ‘I prefer...’ or ‘It would be good if ... but I can live with...’ <p><u>ABC (DE) process</u></p> <p>A Activating Event: the trigger</p> <p>B Belief: the thoughts and opinions you have about the event</p> <p>C Consequence: emotional or behavioural. You feel or behave in a certain way.</p> <p>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).</p> <p>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.</p>		

Question		Expected Answer(s)	Max Mark	Additional Guidance
1.	(d)	<p>Continued.</p> <p><u>Rational and Irrational beliefs</u></p> <ul style="list-style-type: none"> • 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. • It is rational if the things we think and do help us work towards these goals, but is irrational if they do not lead towards these goals. Beliefs and behaviours can be either 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 that lies at the base of most human disturbance. • 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, a person with rational beliefs can see that they might need to endure 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). • In order to change irrational beliefs, there are three things a person can do: <ul style="list-style-type: none"> ○ 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. 		

Question		Expected Answer(s)	Max Mark	Additional Guidance
1.	(d)	<p>Continued.</p> <p>Application (APP)</p> <p>Care workers could see Shane's behaviour as arising out of his own particular thoughts and feelings.</p> <p>The care worker could use the ABC (DE) framework to help Shane to work out why and how he thinks and feels the way that he does, and therefore be in a position to offer him more effective support. Encouraging Shane to think differently about his situation might cause him to feel differently towards it therefore result in other (more positive) behaviours.</p> <p>Ellis's model suggests that ideas such as 'Nobody likes me. No family will ever want me' are irrational. These kinds of thoughts that Shane is expressing would be considered to be self-limiting rather than self-enhancing. By facilitating and helping Shane to challenge the irrational belief that no one likes him or that no family will ever want him, the care worker might help Shane to arrive at a new way of thinking about his situation and therefore help him to develop new feelings which are less negative and more fulfilling. By enabling Shane to dispute his way of thinking, there is the possibility he might also change his resulting behaviour. For example, if Shane begins to believe that people <u>do</u> like him and that a family <u>could</u> grow to love him then Shane might grow in confidence and find it less difficult to start mixing more with the other children in his foster home.</p> <p>Or any other valid answer</p>		

Section 2

Sociology for Care

Question		Expected Answer(s)	Max Mark	Additional Guidance
1.	(a)	<p>Guidance to markers</p> <p><i>A maximum of 3 KU can be awarded for one feature if a candidate provides a very detailed response.</i></p> <p>Knowledge and Understanding (KU)</p> <p>Key features of functionalist theory</p> <ul style="list-style-type: none"> • consensus on norms, values and roles: there is a shared agreement within society about the way in which people should behave and what is generally agreed to be important in life. • integration and interdependence: society is made up of inter-related parts that operate together to help society function effectively (biological analogy) • stability and continuity: norms and values are passed on from one generation to the next which helps create order in society as it limits change • dysfunctionality: not conforming to the accepted norms and values can create disharmony and instability in society and this can result in elements of society, or society as a whole, becoming 'dysfunctional' or ineffective. <p>Or any other relevant answer.</p>	4 KU	

Question		Expected Answer(s)	Max Mark	Additional Guidance
1.	(b)	<p>Guidance to markers</p> <p><i>1 KU mark for describing the structural approach</i></p> <p><i>1 KU mark for describing the action approach</i></p> <p><i>1 AE mark for explaining the strengths of the structural approach</i></p> <p><i>1 AE mark for explaining strengths of the action approach.</i></p> <p><i>For full marks there must be a description and information relating to strengths of BOTH approaches. These may be presented in either a systematic or holistic manner.</i></p> <p>Knowledge & Understanding (KU)</p> <ul style="list-style-type: none"> • Structural approaches adopt a large scale macro-sociological approach that examines how society shapes the individual • Action approaches adopt a small scale micro-sociological approach that examines how the individual and small scale interactions shape society <p>Analysis/Evaluation (AE)</p> <p>Structural approaches are good at examining and explaining how the social institutions in society are inter-related and inter-dependent. This means that structural theories are good at examining how circumstances in one area of society can have an impact on other areas. For example, this type of approach would be good at explaining how an economic recession can have an impact on job opportunities, this can in turn have a significant impact on how families cope in their daily lives and may have an impact on whether, for example, they can afford to maintain their homes or support their children through university. A major strength of this approach is therefore that it highlights the way in which our lives are determined by external social forces.</p>	<p>2 KU</p> <p>2 AE</p>	

Question		Expected Answer(s)	Max Mark	Additional Guidance
1.	(b)	<p>Continued.</p> <p>Action approaches, by contrast are very good at focusing on the idea that human beings have autonomy or the ability to control, change or have choice over all aspects of their lives. The type of research carried out by sociologists adopting a micro-sociological approach is good at focusing on the meanings and interpretations that people put on their social interactions and the impact this can have on their self perception and behaviour. For example, this type of approach would be good at examining and explaining how someone who has been made redundant may nonetheless have the confidence, drive and determination to take the risk of starting up a business of their own. This in turn may have a positive impact on their self-perception and levels of self-worth. A major strength of this approach is therefore that it acknowledges free will and human agency as driving forces in shaping individual behaviour and the way in which many social interactions together shape the social world we live in.</p> <p>Or any other valid answer.</p>		

Question	Expected Answer(s)	Max Mark	Additional Guidance
1. (c)	<p>Guidance to markers</p> <p><i>Up to 2 KU marks for describing social justice.</i></p> <p><i>Up to 5 AE marks for explaining how a sociological understanding can help care professionals understand the importance of social justice. This could include reference to specific sociological ideas and concepts, but could also relate to a depth of understanding of social justice and its relevance to care work in a broader sense.</i></p> <p><i>KU may be inferred from a depth of knowledge demonstrated in a holistic AE response ie KU marks could be awarded for an insightful AE answer that clearly demonstrates an understanding of social justice when explaining the significance to care workers of a sociological understanding of its importance even although candidates may not have provided a separate description of the value of social justice itself.</i></p> <p>Knowledge & Understanding (KU)</p> <p>Social justice means that everyone has the right to fair and correct treatment in society. Promoting social justice means ensuring that everyone in society has equal access to society's benefits such as health care, housing and education.</p> <p>Analysis and Evaluation (AE)</p> <p>Care workers often offer support to some of the most vulnerable groups in society. Knowledge of sociology can help care workers to understand that not everyone in society has equal access to society's benefits and many people may have to cope with the impacts of discrimination, marginalisation and oppression for a variety of reasons.</p> <p>In order to ensure that people have social justice it may be necessary to highlight the social inequalities that exist in society and sociology provides many concepts and theories that are helpful in understanding these aspects of society.</p>	<p>2 KU 5 AE/App</p>	

Question		Expected Answer(s)	Max Mark	Additional Guidance
1.	(c)	<p>Continued.</p> <p>The National Care Standard principle of equality and diversity highlights that all citizens should have the right to access services and facilities irrespective of age, gender, race, disability or sexuality.</p> <p>Sociological concepts such as life chances and deviance also highlight the social significance of some of these issues in terms of determining someone's access, or lack of access, to a just share of society's benefits.</p> <p>One of the Codes of Conduct of the SSSC is to 'protect the rights and promote the interests of service users'. This is at the heart of what social justice means and a sociological understanding can help to explain why it is sometimes necessary to closely examine the way our society is structured to ensure that peoples' rights are upheld.</p> <p>Or any other valid answer.</p>		

Question		Expected Answer(s)	Max Mark	Additional Guidance
1.	(d)	<p>Guidance to markers</p> <p><i>Up to 4 KU marks can be awarded for descriptions of key features of either theory. There is no requirement to refer to all key features. Marks should be awarded for any valid point made relating to features of the theory.</i></p> <p><i>Up to 6 APP marks could be allocated on the basis of the ways in which candidates demonstrate a depth of understanding in applying the features and analysing them in relation to the case study material.</i></p> <p><i>KU may be inferred from a depth of knowledge and understanding demonstrated in a competent and detailed application response.</i></p> <p>Knowledge and Understanding (KU)</p> <p>Key Features: Symbolic Interactionist Theory</p> <ul style="list-style-type: none"> • the idea of the self-concept - the concept we have of our self is derived from the perceptions we have of the feedback we receive from other people during our social interactions. This, in turn, helps to form our self-identity or self-concept. • the significance of symbols and labels in social interaction – we live in a symbolic world in which symbols have shared meanings. Symbols are communication tools we use during interactions such as language or gestures. Labelling is significant as it can involve attaching a label (or symbol) to a person. Labelling like this can strip people of their individual identity. In an interaction there is a likelihood that someone will interact with a person on the basis of their 'label' which may be a distorted or over-simplified version of their true 'self'. • the concept of 'role-taking' - SI theory highlights that society is composed of 'social actors' who play certain 'roles' in society similar to actors in a play with the audience being made up of other social actors. This social acting is often referred to as 'impression management'. 	<p>4 KU 6 App</p>	

Question		Expected Answer(s)	Max Mark	Additional Guidance
1.	(d)	<p>Continued.</p> <ul style="list-style-type: none"> • the individual as an influence on society – this relates to a micro-sociological view of society, whereby society is explained in terms of individual and small group interactions. The individual is considered instrumental in shaping society. <p>Key Features: Feminist Theory</p> <ul style="list-style-type: none"> • gender role socialisation: as part of our socialisation we are socialised into our gender roles and through transmitting ideas of ‘masculinity’ and ‘femininity’ boys and girls are encouraged to behave differently. • equal rights for women: highlights the need to promote equality of opportunity in a number of key areas such as employment and education where women have faced significant discrimination. • questioning of ‘malestream’ thinking: for many years sociological thinking and most aspects of social welfare has been dominated by men; women’s interests or rights were either minimised or overlooked altogether. • oppression and subordination through patriarchy: many feminists believe that male dominance is evident in all aspects of society and this reinforces the subordination of woman. 		

Question		Expected Answer(s)	Max Mark	Additional Guidance
1.	(d)	<p>Continued.</p> <p>Application (APP): Symbolic Interactionist Theory</p> <p>Symbolic interactionist theory highlights the importance of social interactions in shaping people's behaviour and sense of themselves as members of their social worlds. In relation to the case study, Moira's self-concept is based on her perception of the way in which other people interact with her. Moira may feel that some people might judge her as she is a single parent and victim of domestic abuse, which some people may see as a negative label. This may be one of the reasons why she tries so hard to be independent and to be a good Mum, which is a role that she takes very seriously. However, the way in which Adam interacts positively with Moira could help her to develop a positive self-concept. The fact that she is now setting up a support group for other women in similar situations may enable her to feel more empowered and less of a 'victim'. Others interacting with Moira may now be giving her a more positive view of herself which may in turn improve her self concept. Other labels (or symbols) relevant to the case study are that Kirsty has a disability. People are likely to interact with Kirsty (and Moira) on the basis of these labels. Adopting a micro-sociological view like this helps us to understand how Moira makes sense of her social world through the interactions she has with others. By focussing on the microsphere of Moira's social world, it can also be seen that she can begin to have an effect on her own world (ie the individual as an influence on society) for example through developing a more positive self-concept, supporting others to improve their situations or perhaps even challenging negative views of lone parents or disability.</p>		

Question		Expected Answer(s)	Max Mark	Additional Guidance
1.	(d)	<p>Continued.</p> <p>Application (APP): Feminist Theory</p> <p>Feminist theory highlights the fact that within society it has been established over many years that females have less power and influence than men. In relation to the case study, Feminist theory would emphasise that Moira, as a female, had been socialised into her role as a female and a mother. It is also likely that this gender role socialisation would have begun at a very young age and been reinforced in many ways throughout her life. In relation to equal rights for women, feminists would argue that Moira is disadvantaged because she is a single parent. It is most often mothers who are left with the responsibility of caring for any children in a relationship which is an example of malestream thinking – males have not been socialised to the same extent to see this as their responsibility but rather see ‘caring’ as being a ‘natural’ aspect of the female mother role. In the case study it appears that Moira was abandoned by her partner not only physically but also financially. He does not appear to recognise that he has any responsibility as a ‘father’ possibly believing that caring for children is part of a mother/female role. This is an example of ‘malestream thinking’ that feminists believe needs to be questioned and challenged. It may also be that Moira’s determination to be independent is a way of her fighting against having been oppressed, physically and perhaps emotionally by her partner in the past. Adopting a macro-sociological view through a feminist approach helps to highlight some of the wider aspects of society that can shape individuals’ experience. For example, it is unlikely to be Moira alone who will have had this kind of experience, but rather that subordination and oppression though patriarchy is widespread for women in families and other social institutions in society.</p> <p>This is evident in the case study as there appears to be other women attending the centre who have shared her experiences.</p> <p>Or any other valid answer.</p>		

[END OF MARKING INSTRUCTIONS]



2014 Care

Higher Paper 2

Finalised Marking Instructions

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Part One: General Marking Principles for Care Higher Paper 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 Higher Paper 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 3

Values and Principles in Care

Question	Expected Answer(s)	Max Mark	Additional Guidance
(a)	<p>Guidance to markers</p> <p><i>Up to 2 KU marks can be awarded for an explanation of what effective communication means.</i></p> <p><i>Up to 2 AE marks can be awarded for explaining why it is important for care workers to effectively communicate with service users.</i></p> <p><i>KU may be inferred from a depth of knowledge and understanding demonstrated in an AE response. As this is a ‘ramped’ question, candidates should be awarded KU marks for demonstrating an implicit knowledge and understanding of what effective communication means even if they do not actually define it. This means that a holistic approach to awarding marks should be adopted wherever a candidate’s response has been presented in an integrated way. For example, the AE response below clearly demonstrates a depth of knowledge and understanding and would attract full KU and AE marks.</i></p> <p>Knowledge and Understanding (KU)</p> <ul style="list-style-type: none"> • Interpersonal communication is a complex process involving listening, questioning, understanding and responding to what is being communicated. • Effective communication is achieved when the messages that are given and received are transmitted successfully and interpreted accurately. • This involves active listening as well as effective use and interpretation of both verbal and non-verbal communication. • Effective communication might also include overcoming barriers to communication. 	<p>2 KU 2 AE</p>	

Question	Expected Answer(s)	Max Mark	Additional Guidance
(a)	<p>Continued.</p> <p>Analysis & Evaluation (AE)</p> <p>It is important for care workers to be able to communicate effectively because in the course of their work, a care worker will have to communicate with service users, families, volunteers, colleagues and other professionals. It is important that care workers can communicate effectively with service users because effective communication is likely to be the basis of how a trusting relationship can be developed. When working directly with service users carers need to appreciate that interpersonal communication is a complex process involving listening, questioning, understanding and responding to what is being communicated. It is important that carers realise that how we say something is far more important than the actual words that we use. So tone of voice, facial expression and body language are vitally important if we want to make sure that we transmit our message effectively. It is also important that care workers do not use language/ vocabulary that is too specialised or too colloquial and that they do not use any language that would be considered to be discriminatory. Any of these issues could have a detrimental effect on a relationship with a service user. To communicate effectively it might also be necessary to communicate in a way that best meets the communication needs of the service user, eg using assistive technology or Makaton. To effectively communicate with service users care workers may also need to use interpreters to ensure that service users can communicate in their preferred language eg British Sign Language, Urdu or Polish. This will enable the service user to feel valued and accepted as a worthy individual whose opinion or wishes are important to the care worker. If a care worker communicates well with service users they are much more likely to be in a position to understand the service users' needs and be able plan to meet their needs more effectively.</p> <p>Or any other valid answer.</p>		

Question	Expected Answer(s)	Max Mark	Additional Guidance
(b)	<p>Guidance to markers</p> <p><i>Up to 3 KU marks can be awarded for an explanation of Egan’s Skilled Helper model. For full APP marks candidate must relate specifically to Mike’s situation. For example, up to 3 APP marks can be awarded for explaining how Jed could use Egan’s Skilled Helper model to help Mike set some goals.</i></p> <p><i>Although the KU and APP are separate, marks could be awarded for more holistic, integrated responses.</i></p> <p>Knowledge and Understanding (KU)</p> <p>Egan’s model has three stages:</p> <ol style="list-style-type: none"> 1. The current scenario – exploration – finding out about the service user’s present situation - ‘where they are now’. Encouraging them to tell their story, uncover blind spots and establish leverage to move on to goal setting stage. 2. The preferred scenario – understanding – working towards a deeper understanding of the service user’s wishes and goals - ‘where they would like to be’. Discussing a range of possibilities, establishing a change agenda and encouraging commitment to it. Establishing appropriate goals perhaps using SMART goal setting as a strategy. 	<p>3 KU 3 App</p>	

Question	Expected Answer(s)	Max Mark	Additional Guidance
(b)	<p>Continued.</p> <p>3. The action strategies – action – devising a plan to ‘best fit’ the service user’s situation – ‘how they’re going to get where they want to be.’ May involve the consideration of various options (advantages and disadvantages) before agreeing on a plan.</p> <p>Application (APP)</p> <p>Egan’s systematic approach to helping could be a framework Jed could use to work with Mike to examine his situation and focus on strategies to help him plan ways to ‘move forward’. The purpose of the model would be to empower Mike by helping him to manage his problems more effectively and to help him become better at helping himself in his everyday life.</p> <p>Jed could actively listen to Mike and use effective questioning techniques to help gain a better understanding of his situation. By using these skills Jed would be able to explore ‘blind spots’ such as the fact that Mike might gloss over the seriousness of his debt. Spending time exploring Mike’s current scenario means that Jed would be able to work towards gaining a better understanding of Mike’s preferred scenario. Mike might choose to set some goals relating to cutting down his debt problems or seeking employment. Jed could ensure that Mike is well supported to set short and long term goals that were specific, measureable, achievable, realistic and time framed. This might include focussed short term goals relating to employment such as reviewing his CV, enrolling on courses to increase his range of skills or role playing job interviews. By using Egan’s model, Jed might be able to ‘explore’ Mike’s feelings about his debt and marriage breakdown. Jed could look at the advantages and disadvantages of different approaches to this before agreeing on a plan with Mike.</p> <p>Or any other valid answer.</p>		

Question	Expected Answer(s)	Max Mark	Additional Guidance
(c)	<p>Guidance to markers</p> <p><i>Up to 3 KU marks can be awarded for explaining the core conditions. If the core conditions are merely listed then a maximum of 1 KU mark should be awarded.</i></p> <p><i>Up to 3 APP can be awarded for explaining how Jed could make use of Rogers' core conditions when he is supporting Mike. For full APP marks candidates should apply at least two of the core conditions to Mike's situation.</i></p> <p><i>Although the KU and APP are separate, marks could be awarded for more holistic, integrated responses.</i></p> <p>Knowledge and Understanding (KU)</p> <p>Core conditions: Rogers believed that there are three core conditions central to the building of positive helping relationship. The core conditions are:</p> <ul style="list-style-type: none"> • unconditional positive regard (acceptance) – being non-judgemental when supporting someone. Avoiding placing conditions of worth on their behaviour. • congruence (genuineness) – being 'in-tune' with the service user. Being open and honest in helping relationships. • empathy (understanding) – trying to understand the service user's experiences from their perspective. 	<p>3 KU 3 App</p>	

Question	Expected Answer(s)	Max Mark	Additional Guidance
(c)	<p>Continued.</p> <p>Application (APP)</p> <p>Jed could make effective use of Rogers' core conditions to truly empathise with Mike by trying to understand his current situation from Mike's viewpoint. He could also display unconditional positive regard towards Mike by working with him in a non-judgemental manner (not judging him on the basis of his mental health or any other aspect of his life.) Jed could also ensure that in his communication with Mike he is being congruent in terms of the verbal and non-verbal messages he is sending – this will mean that Mike is more likely to see Jed as being genuine in his support. If Jed can use these core conditions to help develop an effective helping relationship with Mike, he may be able to support him to develop a more positive self-concept by encouraging him to achieve goals that will boost his self-esteem. Jed should also try to ensure that he does not place conditions of worth on Mike that may damage his sense of worth, for example showing displeasure if he is unsuccessful in finding a job or paying off all his debts.</p> <p>Or any other valid answer.</p>		

Question	Expected Answer(s)	Max Mark	Additional Guidance
(d)	<p>Guidance to markers</p> <p><i>This is designed to be a fairly open and holistic question and therefore marks could be allocated in a range of ways.</i></p> <p><i>KU marks could be allocated for demonstrating knowledge and understanding of relevant legislation.</i></p> <p><i>KU marks could also be awarded for knowledge and understanding of discrimination (including prejudice/stereotyping).</i></p> <p><i>AE/APP marks should be awarded for points made that relate to Mike's situation either in relation to specific legislation or relevant points about discrimination.</i></p> <p>Knowledge and Understanding (KU)</p> <p>Legislation – General points</p> <ul style="list-style-type: none"> • promotes health and well-being • safeguards human rights • promotes equality of opportunity • maintains quality of life • protects rights and choices • maintains confidentiality 	<p>4 KU 5 AE/App</p>	

Question	Expected Answer(s)	Max Mark	Additional Guidance
(d)	<p>Continued.</p> <p>Legislation – Most Relevant Act</p> <p>Equality Act 2010</p> <ul style="list-style-type: none"> - this act simplified laws on discrimination by encompassing a range of previous legislation. - unlawful to discriminate against individuals or groups of people considered to have protected characteristics under the law which are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation - clarifies the ways in which people will now have a legal right to make a claim of discrimination to cover direct discrimination, associative discrimination, discrimination by perception, indirect discrimination, harassment and victimisation. - Overseen by the Equality and Human Rights Commission (EHRC) <p>Discrimination</p> <ul style="list-style-type: none"> • discrimination is the unfair treatment of a person or group of people based on stereotyped views and prejudiced opinions • discrimination can result in people being unable to participate fully in society because they become marginalised and socially excluded • there are different types of discrimination including direct, indirect, institutional, unconscious, as well as those already outlined above. <p>Analysis, Evaluation and Application (AE/APP)</p> <p>Legislation is in place to protect people from being discriminated against, not just in employment but throughout society in general in relation to health care, education, housing etc. One purpose of legislation is to help people to maintain their quality of life and to promote equality of opportunity by safeguarding their human rights.</p> <p>Mike believes that he may be being discriminated against when he is applying for jobs on account of his age and the fact that he is suffering from depression. Discrimination, which is unfair treatment of any individual or group, is usually based on stereotyped views and prejudiced opinions. People who have a prejudiced view of mental ill-health may view people like Mike as a ‘liability’ despite the fact he is being successfully treated for his depression and that he may have a range of skills which are ideal for the jobs for which he is applying.</p>		

Question	Expected Answer(s)	Max Mark	Additional Guidance
(d)	<p>Continued.</p> <p>Viewing all people with mental ill-health in the same way leads to stereotyping and discrimination which can deny people like Mike opportunities to realise their potential. Age is another factor which can lead to discrimination. Mike has the potential to work for a number of years before considering retirement, but believes that his age may be counting against him. He may feel powerless to challenge this situation.</p> <p>In Mike's case, the Equality Act 2010 would be relevant because within this act it is recognised that people in society, with certain protected characteristics, need to be protected under the law. Two of these protected characteristics are 'age' and 'disability' both of which apply to Mike, as mental health is covered under the umbrella of disability. It is the responsibility of the Equality and Human Rights Commission to support people to challenge discrimination and to protect and promote human rights. In relation to Mike's situation he could get support from Jed to contact the EHRC to seek advice and support. The Mental Health: Care and Treatment (Scotland) Act 2003 may also be relevant in Mike's situation. The law is based on a set of ten guiding principles, including the principles of non-discrimination and equality. Any local authority staff working with Mike have a duty to provide 'care and support services' and 'services designed to promote well-being and social development' for people who have, or have had, a mental disorder.</p> <p>Or any other valid answer.</p>		

Section 4 Integration: Psychology for Care and Sociology for Care

Question	Expected Answer(s)	Max Mark	Additional Guidance
	<p>Guidance to markers</p> <p><i>This is an integrated question, so markers should mark as holistically as possible and ensure that they award candidates for relevant knowledge, understanding, analysis and evaluation wherever it is located within the response.</i></p> <p><i>To obtain full marks the integrated essay should contain reference to all bullet points listed.</i></p> <p><i>The subject matter is potentially very broad, so candidates have the potential to gain KU marks from a wide range of content relating to psychological and sociological concepts, approaches or theories. If candidates merely <u>list</u> key features of any selected approach and/or theorist, then a maximum of 7 KU can be awarded.</i></p> <p><i>A brief summary of the <u>main</u> approaches, theories and concepts are summarised in the marking instructions, although candidates should be credited if they refer to appropriate information outwith the listed content.</i></p> <p><i>The AE marks should be awarded when candidates use these concepts, approaches or theories to discuss the extent to which human development and behaviour is shaped by biological and social influences. Further AE marks should be awarded for discussion of the benefits to care workers of having a knowledge and understanding of both psychology and sociology.</i></p>	<p>13 KU 12 AE</p>	

Question	Expected Answer(s)	Max Mark	Additional Guidance
	<p>Continued.</p> <p><i>The KU/AE split for each of the bullet point sections has been included for guidance at the end of each paragraph in the Sample Answer, but marks could be awarded in a range of ways as long as the final 13KU/12AE split is adhered to. In this type of integrated response KU marks may be inferred from AE discussion, but AE marks cannot be inferred from KU points.</i></p> <p>Knowledge & Understanding (KU)</p> <p><u>Psychology: Nature/Nurture</u></p> <p>Human Development & Behaviour is a complex interaction between nature <u>and</u> nurture</p> <p>Nature</p> <ul style="list-style-type: none"> • Biological Influences • Genetics, heredity, innate characteristics • Genotype <p>Nurture</p> <ul style="list-style-type: none"> • Environmental Influences • Social circumstances, upbringing, lifestyle • Interaction between genotype/environment = phenotype <p><u>Psychology</u></p> <p>Psychodynamic Approach – Key Features</p> <ul style="list-style-type: none"> • Stage Model – influences on development throughout our lives (especially childhood) • Levels of consciousness – conscious, pre-conscious, sub-conscious • Dynamic personality structures – id, ego, superego • Defence mechanisms – denial, displacement, projection, regression, repression, rationalisation, sublimation 		

Question	Expected Answer(s)	Max Mark	Additional Guidance
	<p>Continued.</p> <p>Psychodynamic Approach – Erikson Lifespan Theory</p> <ul style="list-style-type: none"> • 8 Stages of Man: focus on adolescence, young adulthood, adulthood, maturity • Resolving conflict at each stage results in ego strength • Importance of social environment in influencing development <p>Cognitive/Behavioural Approach – Key Features</p> <ul style="list-style-type: none"> • Empirical – testable, observable, scientific • Theory of learning – stimulus, response, reinforcements • Social contexts of human learning – observation, modelling, self-efficacy • Cognitive processing – effect of processing information on our feelings and behaviour <p>Cognitive/Behavioural Approach – Ellis Rational Emotive Behaviour Therapy</p> <ul style="list-style-type: none"> • Links between thinking, feeling and behaviour • ABC (+DE)(F) Activating event, belief, consequence, disputing belief, effect, new feelings • Rational/irrational beliefs <p>Humanistic Approach – Key Features</p> <ul style="list-style-type: none"> • Holistic – human beings viewed as complete people with potential; self-actualising tendency • Phenomenological – every human being is complex and unique and has own view of world • Personal agency – human beings are capable of making choices through free will <p>Humanistic Approach – Rogers Person Centred Theory</p> <ul style="list-style-type: none"> • Self-concept - link between self-image, ideal self, self esteem • Conditions of worth • Internal/external locus of evaluation • Core conditions – unconditional positive regard, congruence, empathy 		

Question	Expected Answer(s)	Max Mark	Additional Guidance
	<p>Continued.</p> <p><u>Sociology</u></p> <p>Sociology v Common Sense explanations</p> <p>Sociological explanations</p> <ul style="list-style-type: none"> • Objective • Based on research/statistics • Challenges taken for granted assumptions <p>Common Sense explanations</p> <ul style="list-style-type: none"> • Subjective • Based on personal beliefs or opinions • Accepts taken for granted assumptions (naturalistic, individualistic, moralistic) <p>Structural theories</p> <ul style="list-style-type: none"> • Adopt a macro-sociological approach to explain society and human behaviour • Focus on the interrelationship of social institutions in society • Determinism – human behaviour is shaped by the social world we live in • Structural theories include both consensus and conflict theories <p>Action theories</p> <ul style="list-style-type: none"> • Adopt a micro-sociological approach to explain society and human behaviour • Focus on the small scale interactions between individuals and small groups in society • Free will and human agency – human beings shape the social world they live in <p>Functionalist theory: Key features</p> <ul style="list-style-type: none"> • Consensus on norms, values, roles • Integration and interdependence • Stability & continuity • Dysfunctionality <p>Conflict theory: Key features</p> <ul style="list-style-type: none"> • Power differentials in social structures • Competition over scarce resources • Control, coercion, constraint by dominant group • Social conflict and change 		

Question	Expected Answer(s)	Max Mark	Additional Guidance
	<p>Continued.</p> <p>Feminist theory: Key features</p> <ul style="list-style-type: none"> • Gender role socialisation • Equal rights for women • Questioning 'malestream' thinking • Oppression, subordination, patriarchy <p>Symbolic Interactionist theory: Key features</p> <ul style="list-style-type: none"> • The idea of the self-concept • Significance of labels as symbols • The concept of role-taking • The Individual as an influence on society eg concept of role-taking <p>Sociology: Key concepts</p> <p>Socialisation</p> <ul style="list-style-type: none"> • the lifelong process through which we learn the norms and values of the society and culture to which we belong • primary socialisation has the most impact on influencing who we are. In almost every society it is the family that bears the main responsibility for primary socialisation • during secondary socialisation children learn expected behaviour from a wider range of people and institutions such as extended family members, playgroup staff, nursery staff, teachers and friends <p>Culture</p> <ul style="list-style-type: none"> • culture is the learned, shared behaviour of the members of a society. Culture includes the values, beliefs, customs, norms, rules and regulations that human beings learn as members of their society • different human societies with different cultures show considerable differences in the ways they communicate and behave • understanding that a diversity of cultures exist in our society is very important to appreciate as is the fact that belonging to a particular culture is likely to strongly influence someone's sense of identity 		

Question	Expected Answer(s)	Max Mark	Additional Guidance
	<p>Continued.</p> <p>Life Chances</p> <ul style="list-style-type: none"> • refers to the chances someone has of accessing the opportunities or experiences that are widely considered to be desirable in society such as education, income, housing and health care • discrimination can severely limit an individual or group's life chances which can increase their chances of living in poverty, experiencing physical and mental health problems, having poor attainment in education and limited opportunities in employment <p>Analysis/Evaluation & Application (AE/APP)</p> <p>Sample Answer</p> <p>It is broadly recognised that human development and behaviour is a complex interrelationship between the forces of both nature and nurture. Our genotype or the biological blueprint that we inherit from our biological parents (nature) is influenced by the social environment in which we live (nurture). This means that it is helpful to examine ways in which social sciences such as psychology and sociology offer insight into specific ways in which human development is shaped by inherited biological tendencies as well as social influences such as our upbringing or socialisation. Psychological theories vary in the extent to which they believe that inherited characteristics, drives or traits shape our behaviour. Some psychology theories emphasise that human beings are born as 'blank slates' and are social beings that are influenced by what happens to them after birth. Sociological theories for the most part also adopt this approach but do not agree about the extent to which human development and behaviour is shaped by the social world in which people live or whether human beings shape the world they live in by their choices and actions. (3KU 2AE)</p>		

Question	Expected Answer(s)	Max Mark	Additional Guidance
	<p>Continued.</p> <p>Psychodynamic theory believes that humans are born with inner drives that have a dynamic influence on their personality. The 'id' is the most primitive part of the mind: it holds basic biological drives eg libido or life force. The 'id' seeks instant gratification because it is driven by the pleasure principle and is often unrealistic or selfish with an inability to be sensitive to other peoples' needs. It is our 'inner child'. The 'ego' is the 'socialised' part of our personality – our 'inner adult'. It is in touch with the world around us and is operated by the reality principle. This element of our personality is therefore not so closely linked to our biological impulses or drives, but develops as we become more active members in our social environment. The 'superego' represents values and conscience – our 'inner parent'. It compels us to act based on the morality principle, so again is influenced by the social world rather than merely our inherited drives. Cognitive and behavioural theories in psychology also focus on the extent to which behaviour is learned within a social environment and that it can, as a consequence, be unlearned. Similarly the humanistic approach looks at all aspects of a person's life in order to help them understand them fully. So although psychologists adopting a humanistic approach would acknowledge the significance of genetic or inherited characteristics (such as a health condition or disability), they would also highlight that a person's past as well as their relationships with significant people around them and their opinion of themselves are the most important things to explore when studying what is shaping their behaviour. (5KU 3AE)</p>		

Question	Expected Answer(s)	Max Mark	Additional Guidance
	<p>Continued.</p> <p>An understanding of sociological theories can help us to challenge many taken for granted assumptions about individuals and the social world in which we live. In considering the extent to which human development and behaviour is shaped by biological or social influences, sociological theory and research can provide some very useful points to consider. For example it is often assumed that females are different to males purely because of their genetic blueprint, however feminist theory would argue that although it is genetics that determines what sex we are, it is the process of gender role socialisation that 'teaches' us what is expected of us as males and females. Feminists highlight that as part of our socialisation we are socialised into our gender roles and through transmitting ideas of 'masculinity' and 'femininity' boys and girls are encouraged to behave differently. Boys may be accepted or even encouraged to be aggressive, outgoing, strong and demanding, while girls are more likely to be encouraged to be neat, tidy, gentle and obedient. As a conflict theory, feminism also highlights that sexism is embedded in the culture of society and that this leads to inequality of opportunity for many women which can in turn have an impact on the way that women can lead their lives. Conflict theory in general is helpful in highlighting that power differentials are built into all social structures and that the consequence of this is that some groups in society get a 'better deal' than others. This is also helpful when considering whether human development is shaped by biological or social influences, as it helps us to understand that not everyone in society has the same life chances. In our society there is unequal access to the opportunities or experiences that are widely considered to be desirable in society such as a good education, decent income, adequate housing and health care services. Research has shown that in terms of people's health and well-being as well as their educational achievements, it can be socio-economic conditions (poverty) that can influence someone's potential rather than their 'inherited' intelligence or health. (5KU 3AE)</p>		

Question	Expected Answer(s)	Max Mark	Additional Guidance
	<p>Continued.</p> <p>It is therefore clear that both psychology and sociology can offer some useful insight into how human development and behaviour is shaped by biological and social influences. A general understanding of psychology is important for care workers because it can provide a range of models and frameworks to help understand why service users may be behaving in a certain way (eg impact of early childhood experiences or poor self-concept/low self-esteem) along with strategies to help support people to change unwanted behaviour or irrational beliefs (eg behaviour modification programmes or Rational Emotional Behaviour Therapy.) In relation to sociology, this discipline provides us with insight to help understand the complex nature of the social world we live in and to understand that many service users are living in difficult situations which can make them vulnerable. Through an understanding of cultural influences, sociology can also help people working in care settings to understand the importance of their own culture and that of others, and to appreciate that it is unhelpful in care work to judge other cultures by comparison with our own. For care workers, who may be working with people from a variety of cultures, a sociological understanding can therefore be useful in avoiding ethnocentrism. An understanding of sociological theories helps us to understand how individuals are shaped by society (norms, values and roles learned throughout primary and secondary socialisation) as well as the impact of more micro-sociological influences such as the significance of symbols and labels in social interactions. (4AE)</p> <p>Or any other valid answer</p>		

[END OF MARKING INSTRUCTIONS]