



2015 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
(a)	<p>Guidance to Markers</p> <p><i>To gain full marks candidates must describe two distinct features. If only one is described then a maximum of 3 KU can be awarded. This means that marks can be awarded holistically if the description of one feature is particularly strong and the other weaker.</i></p> <p>Knowledge and Understanding (KU)</p> <p>Key Features</p> <p>Empirical</p> <ul style="list-style-type: none"> • Behaviour is viewed and studied in a scientific way using observation and experimentation to objectively measure and quantify behaviour. • Views behaviour as the consequence of thoughts/action/beliefs so behaviour can be studied and explained in a scientific or objective manner producing explanations which are valid and reliable. <p>Learning Theory (stimulus, response and reinforcements)</p> <ul style="list-style-type: none"> • Humans are born with their mind as a ‘blank slate’ and learn behaviour • Learning takes place by association ie making links in our mind between the stimulus (the thing that triggers the behaviour), and the response (the consequence of the behaviour). • Since behaviour is learned, it can be un-learned and re-learned. • Behaviour is influenced both by intrinsic rewards and extrinsic rewards. 	4 KU	

Question		Expected Answer(s)	Max Mark	Additional Guidance
	(a)	<p>Importance of Social Context</p> <ul style="list-style-type: none"> • Behaviour is shaped by the social environment in which it occurs. • “Social rules” about behaviour exist which inform individuals how to behave. • Behaviour is often modelled on people seen as admirable (role models). • Self-efficacy refers to how effective or competent we feel when we are doing something or being someone. This opinion is linked to our social experiences. <p>Cognitive Processing</p> <ul style="list-style-type: none"> • Emphasises that human beings may not simply respond in an automatic or mechanistic way to stimuli in their environment but that people also process information in their own mind and choose how to respond • Thinking/planning/choosing how to behave occurs according to how we process information in our own minds. So whilst a reward might make a particular behaviour more likely, an individual can ultimately choose how to respond to any reward/stimulus. <p>Or any other valid answer</p>		

Question	Expected Answer(s)	Max Mark	Additional Guidance
(b)	<p>Guidance to Markers</p> <p><i>To gain full KU marks candidates must describe two distinct features. If only one is described then a maximum of 3 KU can be awarded. This means that the marks can be awarded holistically if the description of one feature is particularly strong and the other weaker.</i></p> <p><i>Up to 5 APP marks should be awarded for any points made that demonstrate a link between an understanding of Rogers' theory and how this could be helpful to Amy in supporting Kim.</i></p> <p>Knowledge and Understanding (KU)</p> <p>Features of Carl Rogers' Centred Theory</p> <p>Carl Rogers believed that 'fully functioning people' were psychologically healthy. The attainment of psychological health is linked to the following features.</p> <ul style="list-style-type: none"> • Self-concept – links between self-image, ideal self, self esteem • Conditions of worth – expectations of behaviour that form the basis of acceptance or non-acceptance • Internal/external locus of evaluation – linked to conditions of worth. Do we have self-belief and self-worth or is this dependant on the opinions of others • Core conditions – Unconditional positive regard (acceptance), congruence (genuineness), empathy (understanding) 	<p>4 KU 5 App</p>	

Question	Expected Answer(s)	Max Mark	Additional Guidance
	<p>Application (APP)</p> <p>Amy will know that Kim's self-concept is based on the information and beliefs she has about herself and that it is made up of her self-image, self-esteem and her ideal-self. Kim could use this idea to try to find out what Kim's self-image actually is. If there is a significant difference between Kim's 'ideal self' and her self-image (or actual self) then Kim is likely to have low self-esteem. Amy could use an understanding of Roger's theory to explore ways of raising Kim's self-esteem.</p> <p>Amy will be able to see that Kim is having 'conditions of worth' placed on her behaviour. Her parents believe that she is out of control and that they won't accept her home to stay unless she 'abides by the house rules'. Kim may also be experiencing peer pressure to continue to behave the way she has been in order to 'fit in' with the friends she is associating with. Rogers' theory will help Kim to understand that Amy appears to have a very strong external locus of evaluation. If Kim truly does want to return home, Amy could work with her to develop a stronger internal locus of evaluation by helping her to build up a more positive self-image which will mean that she is not so reliant on the judgement or opinion of her friends. Kim may feel that she is having 'conditions of worth' placed on her by her parents. It may be, however, that with support her parents would be able to convey to Kim that although they do not approve of her behaviour, they still approve of her as a person. This could further enhance Kim's self-esteem and feelings of self-worth. An understanding of Rogers' core conditions would also be essential to Amy. Showing unconditional positive regard to Kim would help to show that she is being accepted by Amy whereas Kim may feel she is being judged by her family or her friends. If Amy is able to be open, honest and genuine with Kim when she communicates with her, then she will also be demonstrating an ability to be congruent which Rogers believes is very significant when trying to build a trusting and supportive helping relationship. Probably most important will be Amy's ability to convey empathy to Kim to demonstrate that she can truly understand Kim's perspective and help her towards improving her current situation.</p> <p>Or any other relevant answer.</p>		

Question	Expected Answer(s)	Max Mark	Additional Guidance
(c)	<p>Guidance to Markers</p> <p><i>Up to 2 KU marks for describing the adolescent stage of Erikson's Lifespan theory.</i></p> <p><i>Up to 5 APP marks should be awarded for any points candidates make that demonstrate a link between an understanding of the adolescent stage of Erikson's Lifespan theory and how this could be helpful to Amy in supporting Kim.</i></p> <p><i>Alternatively KU/App marks could be awarded holistically.</i></p> <p>Knowledge and Understanding (KU)</p> <ul style="list-style-type: none"> • Erikson suggests that development is an 8 stage lifelong process. At each stage there is a life crisis that needs to be resolved in order to achieve psychological balance and health. • During the adolescence stage, which is the transition between childhood and adulthood, the life crisis is Identity v Role Confusion • Gaining a sense of self or personal identity marks a satisfactory end to this stage of development. Role confusion results from a lack of identity. <p>Application (APP)</p> <p>An understanding of Erikson's lifespan theory will help Amy to understand that Kim is in a stage of her emotional and psychological development which involves the very complex transition from childhood into adulthood. During this time almost all teenagers struggle to establish their identity and gain confidence as independent young adults.</p> <p>Kim's behaviour would suggest that she is experiencing some role confusion. It could also be argued that she seems to have taken on a negative identity from association with people who her parents consider to be undesirable. Being with them may make her feel that she is more independent and 'grown up'. However, Kim has said that she still wants to live at home with her family, so she still seems to crave the security that living with her family offers. Amy will be able to understand that this will be causing some confusion for Kim in terms of her role within her family and with her friends. With Amy's understanding and support Kim may be able to talk through her feelings and in turn make choices or develop strategies that will enable her to cope with this difficult life transition in a way that can help her to gain a positive sense of identity as a developing young adult.</p> <p>Or any other relevant answer.</p>	<p>2 KU 5 App</p>	

Question	Expected Answer(s)	Max Mark	Additional Guidance
(d)	<p>Guidance to Markers</p> <p><i>Up to 2 KU for describing what defence mechanisms are. This could include referring to and/or explaining the defence mechanism relating to Kim's behaviour.</i></p> <p><i>Up to 3 APP for explaining Kim's behaviour using one defence mechanism.</i></p> <p><i>Alternatively KU/APP marks could be awarded holistically.</i></p> <p>Knowledge and Understanding (KU)</p> <ul style="list-style-type: none"> • The psychodynamic approach believes that there are three distinct personality structures (id, ego, and superego) that usually work in harmony but conflict sometimes occurs between them. • The psychodynamic approach suggests that when conflict occurs the ego employs defence mechanisms to cope with anxiety caused by the conflicting demands of the impulsive id and the moralistic superego. • A person may demonstrate defence mechanisms such as denial, repression, regression, sublimation, displacement, projection or rationalisation in order to deal with their anxiety. 	<p>2 KU 3 App</p>	

Question	Expected Answer(s)	Max Mark	Additional Guidance
(d)	<p>Application (APP)</p> <p>According to Psychodynamic theory, defence mechanisms come into play when a person is experiencing anxiety caused by conflicting pressures from the childlike, impulsive id element of their personality structure and the more guilt driven and moralistic superego which acts like an 'inner parent'.</p> <p>In Kim's situation it is likely that she is experiencing conflicting id v superego demands and that as a consequence her ego is employing defence mechanisms to cope with the anxiety and tension that is being created.</p> <ul style="list-style-type: none"> • When Kim says she is just like all the other teenagers she knows and that she is adamant that she's doing nothing wrong, this may actually be an example of 'denial' as she is probably well aware that her behaviour is unlawful and causing her parents a great deal of stress. She may even be denying the fact that behaving in this manner might not even be what she wants to do or 'who' she wants to be. • Another defence mechanism that may be evident in Kim's case is 'regression'. Regressive behaviour is behaviour that would normally be associated with earlier stages of development, such as bed wetting, thumb-sucking, rocking and angry outbursts. When Kim is challenged about her behaviour she becomes extremely angry, shouts and screams and is often reduced to tears. This might be considered behaviour usually associated with a much younger stage of development. • Some of this behaviour could also be considered to be an example of 'displacement'. Displacement behaviours are when we act in a way that shifts a feeling from a threatening target towards a substitute object or person. In Kim's case her anger may actually be towards her friends or peer group who she may feel are leading her astray but she is channelling her anger towards her family in a way that is displacing her feelings. <p>Or any other relevant answer.</p>		
		(25)	

Section 2 – Sociology for Care

Question	Expected Answer(s)	Max Mark	Additional Guidance
(a)	<p>Knowledge and Understanding (KU)</p> <ul style="list-style-type: none"> • Common sense explanations are usually subjective and anecdotal, often based on the person’s own experience, whereas sociological knowledge is based on research and attempts to be objective. • Sociological knowledge is systematic and scientific and is therefore neutral or unbiased whereas common sense explanations can be naturalistic, individualistic or moralistic. • Sociological knowledge highlights that human behaviour is largely the product of the environment in which the behaviour occurs and is therefore the result of social forces and circumstances. Common sense views often ‘blame the individual’ and suggest that personal problems are the result of bad decision making or are just ‘natural’. • Examples to illustrate the difference between the two types of view might be that a common sense view of people who use care services is that they are incapable of managing their lives independently whereas sociological knowledge would be helpful in understanding that in society people have unequal life chances which makes it inevitable that some people may require extra support to enable them to work towards independent living. • A common sense view of poverty might be that most people living in poverty are too lazy to find employment or that they spend their money on inappropriate things such as cigarettes and alcohol, whereas a sociological explanation might look at wider social forces such as the recession and examine the impact this has had on unemployment rates and job opportunities. <p>Or any other relevant answer.</p>	4 KU	

Question	Expected Answer(s)	Max Mark	Additional Guidance
(b)	<p>Guidance to Markers</p> <p><i>To gain full marks candidates must describe both guiding values. If only one is described then a maximum of 3 KU can be awarded. This means that marks can be awarded holistically if the description of one guiding value is particularly strong and the other weaker.</i></p> <p>Knowledge and Understanding (KU)</p> <p>Empowerment</p> <ul style="list-style-type: none"> • Involves enabling and supporting people to retain or acquire control over their own lives. This could involve them making decisions and having choices regarding issues such as employment, education, health or where they live. • Empowerment may also involve encouraging service users to gain the confidence to be able to do a range of things for themselves. <p>Social Inclusion</p> <ul style="list-style-type: none"> • Involves valuing people as worthy members of their community by enabling them to take an active part in all aspects of their social environment. • Encouraging people to have their voices heard in an appropriate forum to affect change. This may involve having to break down social, attitudinal or economic barriers (some of which may be hidden) to enable people to feel socially included. <p>Or any other relevant answer.</p>	4 KU	

Question	Expected Answer(s)	Max Mark	Additional Guidance
(c)	<p>Guidance to Markers</p> <p><i>Candidates could answer this question in a range of ways. To gain full marks candidates must convey some depth of understanding. Markers should use their professional judgment in awarding marks but as a general rule 1AE mark could be awarded for each valid point of explanation made.</i></p> <p>Analysis and Evaluation (AE)</p> <p>Developing an understanding of sociology can help us to explain and more fully understand the society in which we live and enable us to challenge many taken for granted assumptions about the social world we live in. Developing this understanding can provide us with more insight into the influences that can shape an individual's life chances and life experiences. This type of knowledge and understanding is extremely important in care work.</p> <p>An understanding of sociology is essential in care work because it raises awareness of issues of social inequality that are faced by some individuals or groups in society. This is helpful in care work because it helps to highlight that the guiding values and principles that are fundamental to care practice can actually enhance and empower those who require care services at some stage in their lives.</p> <p>Developing a 'sociological imagination' is useful for care workers because it helps us to understand society better. This should enable carers to become more knowledgeable, less judgemental and more self-aware. It is therefore a useful theoretical tool to have when trying to become a more critically reflective practitioner.</p> <p>Or any other relevant answer.</p>	3 AE	

Question	Expected Answer(s)	Max Mark	Additional Guidance
(d)	<p>Guidance to markers</p> <p><i>Candidates can achieve up to 4 KU marks for correctly using any two of the four key features below.</i></p> <p><i>If only one feature is described then a maximum of 3 KU can be awarded. This means that marks can be awarded holistically if the description of one feature is particularly strong and the other weaker.</i></p> <p><i>Candidates can achieve up to 1 APP mark for each point made up to a maximum of 4 APP marks per point.</i></p> <p>Knowledge and Understanding</p> <ul style="list-style-type: none"> • Self-concept – The concept we have of our self is derived from the perceptions we have of the feedback we receive from other people. • Significance of symbols and labels in social interaction – The ‘symbol’ within symbolic interactionism relates to the communication tools we use during interactions. Labelling can be a self-fulfilling prophecy that can have a negative impact on an individual’s self-concept. • ‘Role taking’ – This is often described by members of society being like actors. We therefore try to act in such a way that the other actors with whom we interact perceive our ‘acting’ positively. • The individual as an influence on society – Symbolic Interactionist Theory focuses on the small scale interactions that take place in society, highlighting the way in which individuals can actually be influential in shaping the societies in which they live. 	<p>4 KU 4 App</p>	

Question	Expected Answer(s)	Max Mark	Additional Guidance
(d)	<p>Application</p> <ul style="list-style-type: none"> • Andrew has had very positive experiences within his family and his achievements at college have given him a positive self-concept. This has in many ways helped him to overcome some of the difficulties he has experienced in life. The fact that he has been successful in achieving employment will help promote a positive self-concept. • Andrew's difficulties with communication may have resulted in the symbols he uses to communicate being misinterpreted. Andrew has had to learn appropriate symbols in order to be successful in his chosen profession. Because Andrew has a disability, people 'label' him and are more likely to interact with him based on their perception of this label. This may impact on Andrew's self-concept in a negative way. • Andrew has the role of 'son' in which he has played an important role in his family unit. At college he had the role of 'catering student' and his ability to act out this role positively has led to him receiving positive feedback from others. His ability to act out the role successfully has resulted in him receiving an offer of employment • Andrew's new role in society could hopefully have a positive influence on people's perceptions of disability through his interactions with his work colleagues and customers. From a SI theory perspective, the support that Andrew has received from his family and the college have helped him to have an influence on society. <p>Or any other relevant answer</p>		

Question		Expected Answer(s)	Max Mark	Additional Guidance
	(e) (i)	<p>Knowledge and Understanding of Socialisation</p> <ul style="list-style-type: none"> Socialisation is the lifelong process through which we learn the norms and values of the society and culture to which we belong. Through both primary and secondary socialisation we not only learn the values, norms and roles of our culture, we also acquire a sense of who we are and where we belong. <p>Application of Socialisation</p> <ul style="list-style-type: none"> Andrew's primary socialisation has been important in helping him to acquire a sense of who he is in society. His family have supported him and this has helped to promote positive images and roles for Andrew and perhaps others who have disabilities. During his secondary socialisation he has continued to have mostly positive experiences particularly through college and now in employment. This has helped Andrew to find a place in society away from the family unit. Not all experiences have been positive though and Andrew has encountered being marginalised and discriminated against because of the lack of knowledge in society about his condition. Fortunately for Andrew these experiences have not had a huge impact on his vision of where he fits into society. Primary socialisation has played a significant role in this. 	<p>2 KU 4 App</p>	

Question		Expected Answer(s)	Max Mark	Additional Guidance
	(e) (ii)	<p>Knowledge and Understanding of 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. It is essential that culture is not only learned but also shared. Understanding that a diversity of cultures exist in our society is very important as this is likely to strongly influence someone's sense of identity. Culture can relate to aspects of religion, ethnic background or to a group or community. <p>Application of Culture</p> <ul style="list-style-type: none"> • The difficulties that Andrew has had with communicating have sometimes challenged the cultural norms for some member of society in that his behaviour may not have been seen as culturally acceptable. This may have affected his ability to 'fit in' with certain parts of society. Members of society may experience 'culture shock' when first meeting Andrew due to his individual needs. This may go some way to explaining why some people may avoid Andrew and call him names. Judging the norms and values of other cultural groups from our own point of view and concluding that they are inferior or deviant in some way can lead to an individual being marginalised. 		

Question		Expected Answer(s)	Max Mark	Additional Guidance
	(e) (iii)	<p>Knowledge and Understanding of Life chances</p> <ul style="list-style-type: none"> Life chances refer to the chances someone has of accessing the opportunities or experiences that are widely considered to be desirable in society. It can relate to such aspects of life as education, income, housing and health. <p>Application of Life chances</p> <ul style="list-style-type: none"> For individuals with difficulties like Andrew society can often create hidden barriers which reduce the individual's life chances. Within society we have legislation, which filters down into policies, to help address these issues and in Andrew's case this appears to have been effective in improving his life chances. Andrew has been fortunate in that he has had the opportunity to access inclusive educational provision at his local college which has gone on to improve his life chances. As a result of this he has gained employment which will further improve his life chances. <p>Or any other relevant answer</p>		
		Total	(25)	
			(50)	

[END OF MARKING INSTRUCTIONS]



2015 Care

Higher Paper 2

Finalised Marking Instructions

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Part One: General Marking Principles for Care Higher Paper 2

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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>To gain full marks candidates must describe two differences between informal and professional carers and relate this knowledge and understanding to the case study. If only one difference is described then a maximum of 3 KU can be awarded. This means that marks can be awarded holistically if the description of one difference is particularly strong and the other weaker. Up to 2 APP for relating this information to the case study context.</i></p> <p><i>Marks can be awarded holistically to candidates who make connections between their knowledge and understanding and information in the case study in an integrated way provided that their response conveys understanding of the differences between informal and professional care.</i></p> <p><i>To gain full marks candidates must discuss BOTH informal and professional care.</i></p> <p>Knowledge and Understanding (KU)</p> <p>Informal carers</p> <ul style="list-style-type: none"> • Family members. • Friends, neighbours. • Volunteers. • Usually unpaid. • Not bound by a professional code of conduct. • Not part of a line management structure. <p>Professional carers</p> <ul style="list-style-type: none"> • Nurses, social workers, physiotherapists, occupational therapists, home care workers, residential support workers, youth workers etc. • Usually paid. • Bound by a professional code of conduct/registration. • Policies and procedures. • Trained. • Part of a line management structure (accountability). 	<p>4 KU 2 App</p>	

Question	Expected Answer(s)	Max Mark	Additional Guidance
(a)	<p>(cont)</p> <p>Application (APP)</p> <p>From the case study it is clear that Martha is an informal carer to Flora. Although there are no details in the case study of what exactly Martha does, it does state that Flora is very “reliant on her childhood friend and neighbour Martha, who helps to care for her.” It is likely that Martha has been carrying out a range of tasks such as shopping, housework or aspects of personal care as well as providing Flora with company and friendship which might help protect her from social isolation as she lives alone and has no family. Martha will not receive any payment for doing this and is not accountable to anyone for what she does. She helps Flora because they are neighbours and have been friends since childhood.</p> <p>Being an informal carer like this is different from ‘formal’ carers such as home care workers, social workers, district nurses or occupational therapists, who get paid for doing their jobs – even although some of them may offer similar kinds of support as informal carers. These ‘professional’ carers will belong to formal organisations and will be held accountable for their practice. In Flora’s case, it might be that when she is discharged from hospital she will be offered support from formal carers to help her to continue to live at home.</p> <p>Or any other relevant answer.</p>		

Question	Expected Answer(s)	Max Mark	Additional Guidance
(b)	<p>Guidance to Markers</p> <p><i>KU marks should be awarded based on the candidate's description of the care planning process. 1 KU mark should be awarded for any point of relevant description relating to the care planning process up to a total of 5 KU.</i></p> <p><i>If candidates merely list Assess, Plan, Implement, Evaluate (APIE) with no description or explanation then this should only be awarded 1 KU.</i></p> <p><i>Up to 5 App for relating this information to the case study context</i></p> <p><i>KU/App marks can be awarded holistically to candidates who convey a depth of understanding in an integrated way.</i></p> <p>Knowledge and Understanding (KU)</p> <p>Care Planning Process</p> <ul style="list-style-type: none"> • The care planning involves setting both short-term and long-term goals. • The care planning process involves: <ul style="list-style-type: none"> - Assessing - Planning - Implementing - Evaluating - as well as on-going monitoring and review • The service user should always be placed at the centre of the process • Carers should always provide care based on the underpinning values and principles of the caring profession • The care plan sets out the strategies for providing resources that the service user requires to meet their needs. 	<p>5 KU 5 App</p>	

Question	Expected Answer(s)	Max Mark	Additional Guidance
(b)	<p>(cont)</p> <p>Application (App)</p> <p>The care planning process will be very important in Flora's case because it is a way of assessing her needs in the short-term as well as in the longer term as her situation hopefully improves.</p> <p>In the first instance Flora's holistic needs will be assessed which will include her social, physical, emotional, cognitive and cultural needs as well as any additional needs she may have in relation to communication or organising her daily life. A model for assessing her needs may be used as part of the care planning process such as PROCCCESS or Activities of Daily Living. Once Flora's needs have been assessed then a care plan will be drawn up that will cover all the services that Flora will need as well as who will provide them and when. This plan will then be implemented or put in to action with any formal or informal carers carrying out the tasks they have agreed to do. In Flora's case this might involve an occupational therapist checking out her flat for any aids and adaptations Flora might require, arrangements being put in place to support to attend Physiotherapy or Speech Therapy appointments or arranging home care workers to support Flora with any aspects of personal care. Once this plan is in place it will be evaluated to ensure that it is working effectively. It is important, therefore that care plans are continually monitored and reviewed as people's needs will change as their situations or conditions improve or deteriorate. For example if Flora's mobility continues to improve and she begins to regain her speech, her package of care will be changed. Throughout the care planning process it is essential that the service user (Flora) is involved in all discussions and is 'at the centre' of all the planning. In relation to the case study, Martha has been asked to take on this role to some extent to ensure that Flora's views and wishes are being taken in to account when a meeting is planned to discuss what the plans for her future care will be.</p> <p>Or any other relevant answer.</p>		

Question		Expected Answer(s)	Max Mark	Additional Guidance
	(c)	<p>Guidance to Markers</p> <p><i>Up to 2 KU marks should be awarded for explaining what advocacy is.</i></p> <p><i>Up to 3 AE/APP should be awarded for candidate responses that relate advocacy to Flora's situation and evaluate the appropriateness of advocacy as a strategy in her case.</i></p> <p><i>KU/APP marks can be awarded holistically to candidates who convey a depth of understanding in a more integrated way.</i></p> <p>Knowledge and Understanding (KU)</p> <p>Advocacy</p> <ul style="list-style-type: none"> • Advocacy is a way of supporting someone to communicate or have their voice heard • It involves finding out what people want to say and helping them to express their point of view. • It is a means of empowering people. • An advocate is someone who helps someone to express their views, or concerns. • To be effective as an advocate involves developing an understanding of the service user's needs and wants. 	<p>2 KU 3 AE/ App</p>	

Question	Expected Answer(s)	Max Mark	Additional Guidance
(c)	<p>(cont)</p> <p>Analysis, Evaluation and Application (AE/APP)</p> <p>Advocacy involves supporting someone to have their opinions, concerns, needs/wants or point of view expressed to those who need to know. This may be required because someone has temporary or permanent communication difficulties or because a person is incapable of articulating their point of view because of a specific condition (eg someone with dementia) or a situation they find themselves in (eg a child who has recently been admitted to care and is very distressed.) A carer or other professional can act as an advocate on a service user's behalf, but it may be appropriate that someone who knows a service user better, such as a family member or friend, could more appropriately represent their views and wishes.</p> <p>This seems to be the case in Flora's situation because, in the absence of any family, Martha has been asked to act as an advocate on Flora's behalf at the care planning meeting so that Flora's views and wishes can be represented at the meeting. This is because at present Flora has not regained any speech and so, because Martha knows her so well and has been involved in her daily care, it would be appropriate for her to speak on Flora's behalf and act in her best interests when discussing what care package should be put in place on Flora's return home.</p> <p>An advantage of asking Martha to act as an advocate for Flora would be that she has known Flora since childhood and Martha therefore probably knows Flora's needs, wishes and daily routines much better than any of the professionals involved. One possible disadvantage might be that through being given this 'responsibility', Martha might feel compelled to take on more responsibility than she may be capable of.</p> <p>Or any other relevant answer</p>		

Question	Expected Answer(s)	Max Mark	Additional Guidance
(d)	<p>Guidance to Markers</p> <p><i>Up to 2 KU marks should be awarded for explaining what reflective practice is.</i></p> <p><i>Up to 2 AE should be awarded for candidate responses that demonstrate an understanding of how reflective practice contributes to positive care.</i></p> <p><i>KU/AE marks can be awarded holistically to candidates who convey a depth of understanding in an integrated way.</i></p> <p>Knowledge and Understanding (KU)</p> <ul style="list-style-type: none"> • Reflective practice involves a care worker reflecting on their actions and learning from their experiences. • Reflective practice lets the professional care worker think about what they do and why they do it, what they've done well but also what they could do better. • Reflective practice helps care workers to understand that they and the organisations they represent, should always be evaluating the services they provide with a view to maintaining and where possible improving standards. 	<p>2 KU 2 AE</p>	

Question	Expected Answer(s)	Max Mark	Additional Guidance
(d)	<p>(cont)</p> <p>Analysis and Evaluation (AE)</p> <p>At both a personal and professional level care workers should be continually reflecting on how effectively and efficiently they carry out their work in order to ensure that they are creating a positive caring environment for the service users they support. By giving consideration to ways in which they themselves, or their organisations as a whole could improve their services, care workers are more likely to be actively involved in trying to create and maintain positive caring environments.</p> <p>There may be times when carers encounter situations in which personal values may conflict with professional values or when they witness poor standards of care that conflict with both personal and professional values. Developing skills in critically reflecting on their own practice as well as organisational policies, procedures and practices enables care workers to be open to consider ways in which such situations can be effectively addressed at both a personal and professional level to ensure that high standards of care are promoted and maintained.</p> <p>Or any other relevant answer.</p>	(25)	

Section 4 Integration: Sociology for Care and Principles in Care

Question	Expected Answer(s)	Max Mark	Additional Guidance
	<p>Guidance to markers</p> <p><i>As this is an integrated essay question, candidates could answer in a variety of ways. Markers should use their discretion in awarding marks but should ensure that a 12 KU/ 13 AE/APP split in mark allocation is applied.</i></p> <p><i>In general, marks should be awarded holistically with markers applying discretion and professional judgement. The overall mark awarded should reflect the candidate's ability to apply learning from both the Sociology for Care and Values and Principles in Care units in an integrated manner. Overall, candidates should be awarded marks for ideas, statements and observations that demonstrate an ability to link the concepts being examined in a coherent way.</i></p> <p><i>To achieve the full 25 marks an answer must demonstrate:</i></p> <ul style="list-style-type: none"> • <i>Knowledge and understanding from both the Sociology for Care and Values and Principles in Care units to explain why it is important for care workers to have an understanding of social inequality.</i> • <i>Knowledge, understanding, analysis/evaluation of values and principles for care, the role of Legislation and Conflict and Feminist theory in relation to explaining social inequality.</i> • <i>This means that the integrated essay should include reference to all the bullet points listed in the question.</i> <p><i>A maximum of 18 marks should be awarded if no reference is made to why it is important for care workers to have an understanding of social inequality.</i></p>	<p>12 KU 13 AE/ app</p>	

Question	Expected Answer(s)	Max Mark	Additional Guidance
	<p>Knowledge and understanding (KU)</p> <p>Social Inequality</p> <ul style="list-style-type: none"> • The term social inequality simply refers to the existence of socially created inequalities that result in unequal access to the resources available in society • Many groups in society who experience social inequalities may also face oppression, discrimination, marginalisation, cycles of poverty/deprivation and social exclusion • Many individuals who have these experiences require support from a range of care services at some stage in their lives. 		
	<p>Knowledge and Understanding (KU)</p> <p>The Role of Legislation</p> <p>Legislation that is currently in use and that can be seen to have an influence on current care practice could include:</p> <ul style="list-style-type: none"> • Equality Act 2010 • Public Services Reform (Scotland) Act 2010 • Gender Equality Duty 2007 • Mental Health (Care and Treatment) (Scotland) Act 2003 • Community Care and Health (Scotland) Act 2002 • Regulation of Care (Scotland) Act (2001) • Adults with Incapacity Act (Scotland) 2000 • Data Protection Act (1998) • Disability Discrimination Act 1995 • NHS and Community Care Act (1990) 		
	<p>Ways in which legislation can act as a framework to promote positive care practice and address issues associated with social inequality:</p> <ul style="list-style-type: none"> • by promoting health and wellbeing • reflecting values associated with human rights • safeguarding human rights and bringing benefit to individuals requiring care • providing benefits to individuals • maintaining quality of life • protecting rights and choices • maintaining confidentiality • promoting equality of opportunity • enforcing professional accountability • specifying professional care workers responsibilities under legislation 		

Question	Expected Answer(s)	Max Mark	Additional Guidance
	<p>Analysis/Evaluation & Application (AE/APP): Legislation</p> <p>Care workers have a responsibility to maintain professional knowledge, including knowledge of current legislation (and any proposed changes) as well as organisational policies and procedures that relate to protecting service users' rights. Having this knowledge and understanding will enable care workers to be more aware of social inequality in society and to be able to challenge it.</p> <p>Legislation is one way of addressing some of the imbalance of power in society. Legislation is a reflection of the values of society at that time and can embody positive values and principles which emphasise the importance of empowerment, valuing diversity, social inclusion and social justice. Legislation attempts to safeguard human rights and should bring benefits to the individuals who are discriminated against or experience social inequality for example as a result of disability, health status or homelessness.</p> <p>Certain vulnerable groups in society such as those who are homeless or living with mental health difficulties may experience inequality, stigma and discrimination which could limit their life chances. Legislation protects people and is one way for society to ensure that people have rights.</p> <p>Legislation which prohibits discrimination enables people to be clear about what their rights are and to demand action if their rights are abused thereby improving life chances.</p> <p>Legislation can be used by care workers to advocate on behalf of people who may be experiencing social inequality through issues such as homelessness, disability or health status in order to access relevant services required to meet individual need.</p>		

Question	Expected Answer(s)	Max Mark	Additional Guidance
	<p>(cont)</p> <p>This is supported in law by the Regulation of Care (Scotland) Act (2001) legislation which established a system of care regulation to promote high quality services appropriate to service users' needs. This Act established the Care Commission (now known as the Care Inspectorate) which registers and inspects all care organisations in Scotland on the basis of whether they meet National Care Standards and the 6 principles which underpin them (dignity, choice, realising potential, equality and diversity, privacy and safety). This helps promote positive care practice for all service users and helps prevent inequality and discrimination.</p> <p>Every service user has the right to good quality care. The RCSA helps ensure that all services work to an agreed standard, providing suitably trained and qualified staff and consistent standards of care for all service users including those experiencing social inequality.</p>		
	<p>Sociological Theories</p> <p>Knowledge & Understanding (KU)</p> <p>Key features of conflict theory</p> <ul style="list-style-type: none"> • power differentials built into social structures: conflict exists in society between groups who have different levels of power and is structured so that the interests of the groups with more power are more likely to be met. • competition over scarce resources: power struggles occur in society when there is competition over scarce resources. Groups with power tend to have control over the distribution of resources in society and are driven to protect their own positions by protecting their wealth and maximising their profits. • control, coercion and constraint imposed by dominant group: those in society with high levels of power can use that power to influence how society operates and may use (or abuse) their power to constrain the actions and behaviour of less powerful individuals or groups. • social conflict and change: society is dynamic and constantly changing due to the ongoing struggles within its structure. Conflict theory highlights that it is conflict, struggle and change that drives society. 		

Question	Expected Answer(s)	Max Mark	Additional Guidance
	<p>Key features of feminist theory</p> <ul style="list-style-type: none"> • gender role socialisation: Feminists highlight that as part of our socialisation we are socialised into our gender roles through transmitting ideas of ‘masculinity’ and ‘femininity’. Feminists argue that the different ways boys and girls are treated from birth discourages women from developing their full potential. • equal rights for women: Feminists believe there is a need for children to be socialised into a culture of equality and that this should permeate the whole of society from within the home, through education and in the workplace. Some legislation has tried to promote equality of opportunity and equal rights for women in a number of key areas such as employment and education where women have faced significant discrimination. However, despite these measures inequalities still exist. • Questioning of ‘malestream’ thinking: This term is used to highlight the fact that for many years sociological thinking was dominated by men. Research and writing has taken place from a male point of view whereas women’s interests or rights were either minimised or overlooked altogether. This is replicated in wider society where the male view has always been dominant. • Oppression and subordination through patriarchy: This refers to a system of men holding the power, control and authority in a society, or even within a household. Some feminists believe that men can then use aggression and threats of physical force to control women and maintain their dominant position. 		

Question	Expected Answer(s)	Max Mark	Additional Guidance
	<p>Analysis/Evaluation & Application (AE/APP): Conflict theory</p> <p>Conflict theory emphasises that society operates on the basis of power differentials which are built into the social structures that make up society. This means that there are many groups within society who experience social inequality because they have less power and influence to access society's benefits.</p> <p>Marginalised groups in society can often be considered a threat to the overall stability and continuity of society and in the competition for scarce resources that conflict theorists believe exists in society, it will be the more marginalised or socially excluded groups who suffer most on account of the social inequality that they are facing.</p> <p>Furthermore, the most dominant groups in society can use their influence, status, power and wealth to control how society operates (using control, coercion and constraint) and those individuals and groups with less power have very little control or influence over this situation. It is this imbalance of power that often leads to social struggle and change as far as conflict theorists are concerned.</p> <p>Conflict theory is therefore very effective in explaining social inequality because it highlights the power imbalances that exist in society which results in unequal access to society's resources creating limited life chances for many vulnerable groups in society. It is important for care workers to have an understanding of social inequality as many of the individuals who require care services at some point in their lives have been disempowered and it is fundamental value in care to promote empowerment and social inclusion.</p>		

Question	Expected Answer(s)	Max Mark	Additional Guidance
	<p>Analysis/Evaluation & Application (AE/APP): Feminist theory</p> <p>Feminist Theory, which is a type of conflict theory, highlights that many women and children may experience social inequality as a result of the oppression women experience within both society and the family. Many women (especially those with children) are expected to assume the majority of 'care' duties within the family which are reinforced through gender role socialisation. Most lone families are headed by females.</p> <p>Job opportunities out with the family according to feminists are often limited to poorly paid, part time jobs. As a result of the problem with equal rights in the workplace many women earn significantly less than their male counterparts during their working life and have poorer provision in terms of pensions etc in later life. These factors lead to many women becoming financially dependent on their partners/husbands and may result in women experiencing some of the impact of social inequality such as marginalisation, poverty/deprivation and social exclusion.</p> <p>Feminists also highlight that as a result of oppression and subordination of women through patriarchy some women experience domestic abuse within the family which subsequently may lead to social inequality as a result of homelessness for example.</p> <p>Feminist Theory is useful in highlighting the wider social forces which may contribute towards social inequality including domestic abuse and the oppression of women within society. Some Feminists also acknowledge that there have been some advances made in recent years in terms of equality for women providing women with more opportunities to be financially independent of their partners/husbands.</p>		

Question	Expected Answer(s)	Max Mark	Additional Guidance
	<p>Knowledge and understanding (KU)</p> <p>Values and Principles</p> <p>Guiding Values that help address social inequality</p> <ul style="list-style-type: none"> • empowerment • valuing diversity • social inclusion • social justice. <p>Two core values for professional care workers:</p> <ul style="list-style-type: none"> • The value of respect for the worth and dignity of every individual involves recognising a person's importance as a human being with unique characteristics and personality. It also involves taking the time to understand the individual service user's unique social, physical, emotional, cognitive and cultural needs. • The value of according social justice and promoting the social welfare of every individual refers to the idea that everyone in a society has a right to fair and correct treatment. It means that service users should have equal access to resources allocated on the basis of need in order to promote social wellbeing. 		
	<p>Principles underpinning National Care Standards:</p> <ul style="list-style-type: none"> • Dignity • Privacy • Choice • Safety • Realising potential • Equality and diversity 		

Question	Expected Answer(s)	Max Mark	Additional Guidance
	<p>Professional Codes of Practice that may help professionals address social inequality</p> <p>The SSSC Code states that as a social service worker you must:</p> <ol style="list-style-type: none"> 1. Protect the rights and promote the interests of service users and carers 2. Strive to establish and maintain the trust and confidence of service users and carers 3. Promote the independence of service users while protecting them as far as possible from danger or harm 4. Respect the rights of service users while seeking to ensure that their behaviour does not harm themselves or other people 5. Uphold public trust and confidence in social services 6. Be accountable for the quality of your work and take responsibility for maintaining and improving your knowledge and skills <p>The NMC Code of Practice states that as a registered nurse, midwife or specialist community public health nurse you must:</p> <ol style="list-style-type: none"> A. Respect the patient or client as an individual. B. Obtain consent before you give any treatment or care. C. Co-operate with others in the team. D. Protect confidential information. E. Maintain your professional knowledge and competence. F. Be trustworthy. G. Act to identify and minimise the risks to patients and clients. 		

Question	Expected Answer(s)	Max Mark	Additional Guidance
	<p>Analysis/Evaluation & Application (AE/APP): Values and Principles for Care</p> <p>Codes of conduct:</p> <p>Values for care workers are reflected in Codes of Professional Conduct and Care Standards and it is vital that these values are shown in the words and actions of care workers. Care values are significant because they underpin care practice and all service users have the right to expect care workers to adhere to these values in order that high standards of care are maintained.</p> <p>Care workers have an obligation to uphold care values and adhere to codes of practice in order that positive practice promoting equality is upheld. Adherence to codes of practice will ensure that care workers avoid discrimination which can deny people opportunities to participate fully in society and therefore result in or exacerbate social inequality experienced through issues such as homelessness, disability or health status.</p> <p>Core values:</p> <p>In relation to demonstrating ‘respect for the worth and dignity of every individual’, care workers should ensure in their interaction with all service users they demonstrate acceptance and treat individuals in a non-judgmental way. Care workers should also avoid making assumptions about people affected by issues such as homelessness, disability or health status in order to avoid stereotyping, prejudice and discrimination. Workers should attempt to understand the potential impact of homelessness, disability or health status etc on each and every individual as this will vary according to individual circumstances and need.</p> <p>In relation to the value of ‘according social justice and promoting the social welfare of every individual’, care workers can promote social welfare by ensuring they have a good understanding of local resources and funding sources which might be available to people affected by homelessness, disability or health issues etc. Care workers can promote empowerment by supporting service users to access relevant services and challenge the prejudice and discrimination which is often faced by people experiencing social inequality.</p> <p>Care workers may also be able to provide advocacy in situations where service users require additional assistance to secure services and support.</p>		

Question	Expected Answer(s)	Max Mark	Additional Guidance
	<p>Principles underpinning National Care Standards</p> <p>The National Care Standards are based on six principles. These principles are dignity, privacy, choice, safety, realising potential, equality and diversity. The principles in the care standards should be at the root of everything the care service and care worker does. It is important that these principles are put into practice because they will make a positive difference to the experiences of all service users.</p> <p>Guiding values in care</p> <p>Particular groups in society such as those experiencing homelessness, disability or health issues may face social inequalities resulting in oppression, discrimination, marginalisation, cycles of poverty/deprivation, marginalisation and social exclusion. Many of these individuals may require support from a range of care services at some stage in their lives. It is therefore extremely important that individual care workers, as well as the care agencies they are employed by, adhere to the values and principles for care including the 'guiding values' of empowerment, valuing diversity, social inclusion and social justice. Adherence to the guiding values will promote positive practice, empower individuals to challenge discrimination and promote the inclusion of all individuals in society.</p> <p>Or any other relevant answer.</p>	<p>(25)</p> <p>Total (50)</p>	

[END OF MARKING INSTRUCTIONS]