



2015 Care

Intermediate 2

Finalised Marking Instructions

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Part One: General Marking Principles for: Care Intermediate 2

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

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

GENERAL MARKING ADVICE: Care Intermediate 2

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

Part Two: Marking Instructions for each Question

Section A Psychology for Care

Question			Expected Answer(s)	Max Mark	Additional Guidance
1.			<p>Candidates should describe in some detail one of the following:</p> <ul style="list-style-type: none"> • Identity, sexuality, moving away from the family, coping with independence. <p>Or any other acceptable answer.</p> <p><i>(2 KU marks for a description of strand)</i></p>	2 KU	
2.			<p>It is important that care workers understand:</p> <ul style="list-style-type: none"> • The type of family and beliefs the family may have, particular religion, diet that the child will usually follow, dress code etc. (2 KU) • So that they understand what is the norm for them. • To make them feel at ease and understood. • So they can practice their beliefs and feel valued. • They respect parents of main carer's beliefs and wishes. • Cultural development contributes to sense of self. • Developing respect for the values of other cultures. • Acknowledging diversity of lifestyles and practices. • Developing an awareness of rituals and traditions. • To meet individuals' needs. • Or any other acceptable answer. (2 AE) <p><i>(2 marks for KU and 2 marks for AE)</i></p>	2 KU 2 AE	

Question		Expected Answer(s)	Max Mark	Additional Guidance
3.		<p>A description of:</p> <ul style="list-style-type: none"> • Humans are influenced by drives and instincts, many of which are buried in their unconscious mind. • Our experiences in childhood influence our behaviour as adults. • The three ego states of child, adult and parent, or id, ego and super ego. • Pre-conscious, sub-conscious and unconscious. <p><i>(up to 2 marks for an accurate description of each feature)</i></p>	6 KU	
4.	(a)	<p>Responses could include:</p> <p>Social – does not go out with friends/withdraws himself/isolates himself. Esteem – feels low because of depression/feeling of failure.</p> <p>Or any other appropriate answer.</p> <p><i>(1 KU mark for each link to Maslow’s level and 1 App mark for application to Gerry for both social and esteem)</i></p>	2 KU 2 App	
4.	(b)	<p>Loss – employment/job/friends/freedom if detained in hospital</p> <p><i>(1 KU mark for an example related to the case study) Or any other appropriate answer</i></p> <p>Important for care workers</p> <ul style="list-style-type: none"> • Everyone is an individual and will have their own response to loss. • For one person a loss might be devastating, for another person it is a release from a situation they didn’t want to continue. • There are a number of responses to loss: there is not just one way of grieving. • It can take some people a long time to accept the change in their circumstances. • Most people will come to terms with, if not actually “get over”, many of the separations and loss that they experience. <p><i>(2 AE marks for an explanation)</i></p> <p>Or any other appropriate answer.</p>	1 KU 2 AE	

Question		Expected Answer(s)	Max Mark	Additional Guidance
5.	(a)	<p>Any two points from the following:</p> <ul style="list-style-type: none"> • People are born and then learn behaviour – blank slate idea • People learn how to behave – ABC approach • People learn behaviour in certain ways that are reinforced which are called conditioning. They learn that there are consequences to behaviour which are good or bad and this leads to reinforcement and hence learning. • If behaviour is learned it can be unlearned and relearned. <p>Or any other acceptable answer.</p>	2 KU	
5.	(b)	<p>The Behavioural approach helps the care worker understand behaviour. By analysing behaviour it helps a care worker to understand the causes and outcomes of that behaviour.</p> <p>An explanation of:</p> <ul style="list-style-type: none"> • Good behaviour is reinforced by rewards • Children may observe/copy or model the behaviour of care workers • Care workers need to be aware that they should be a positive role model • The potential to unlearn negative behaviour <p>Or any other appropriate answer in relation to looked after children.</p>	4 AE/App	

Section B Sociology for Care

Question		Expected Answer(s)	Max Mark	Additional Guidance
1.	(a)	<p>Primary socialisation – family Secondary socialisation – mass media, peers, religion, work, education Or any other acceptable answer – only one response for primary socialisation</p> <p><i>(1 KU mark for secondary, 1 KU mark for primary)</i></p>	2 KU	
1.	(b)	<ul style="list-style-type: none"> • Family – teaching us values • Media – portrayal of stereotypes which are learned • Peers – pressure to conform • Religion – values and beliefs • Work – expected behaviour, work ethic • Education – how to develop social skills, follow rules <p>Or any other acceptable answer.</p> <p><i>(2 KU marks for an accurate explanation of the influence of the chosen agent)</i></p>	2 KU	
2.		<p>Values Values form an important part of the culture of society. A value is a belief that something is good, worthwhile and worth striving for. Values can vary between different cultures, age groups or even different times in history.</p> <p>Norms Social norms define what is expected of people in different situations and what is acceptable behaviour in society.</p> <p><i>(2 KU marks for a full explanation of each concept)</i></p>	4 KU	
3.		<ul style="list-style-type: none"> • Stereotyping is to categorise people in a certain group as having the same characteristics. • Prejudice is forming a pre-determined view about someone or a group without knowing the facts and discrimination is the (usually) unfair treatment of an individual that reduces the person's life chances. • Stereotyped views could lead a person to hold a negative view about someone from that group (prejudice) which could in turn lead to that individual receiving unfair treatment to their detriment. <p><i>(1 KU mark for each term and 2 AE marks for interrelationship between them)</i></p>	3 KU 2 AE	

Question			Expected Answer(s)	Max Mark	Additional Guidance
4.			<p>an individual with mental health issues – they may be socially excluded, considered unfit for work, limited social interaction with others.</p> <p>an individual who has recently been released from prison – they may not be offered jobs due to people thinking they are violent, dishonest or untrustworthy, rejection by family, denied accommodation.</p> <p>Or any other acceptable answer.</p> <p><i>(2 App marks available for the impact on each service user)</i></p>	4 App	
5.			<p>The term unconscious discrimination refers to unfair treatment carried out by someone when it was not their intention to discriminate and when they are unaware that they are doing so.</p> <p><i>(2 KU marks for a full description)</i></p>	2 KU	

Question	Expected Answer(s)	Max Mark	Additional Guidance
6.	<p>Ways to promote equality may include:</p> <ul style="list-style-type: none"> • Policies and procedures • Encouraging staff training and development • Staff supervision <p>Explanation may include:</p> <p>Policies and procedures</p> <ul style="list-style-type: none"> • To ensure bad practice is addressed and disciplinary procedures may take place • To ensure quality and inclusion for all older adults in the home <p>Training</p> <ul style="list-style-type: none"> • On effective communication • On current legislation to ensure practice is in line with this legislation • Increased staff awareness of discrimination and how to avoid this in relation to older adults <p>Other</p> <ul style="list-style-type: none"> • Have complaints procedures • Foster a culture of inclusion and integration and other care values • Ensure Care Plan meet individual needs • Or any other acceptable answer <p><i>(1 KU mark for each example of the way equality could be promoted, and 2 AE/App marks for each explanation of how it would improve the quality of care)</i></p>	<p>2 KU 4 AE/App</p>	

Section C Values and Principles in Care

Question	Expected Answer(s)	Max Mark	Additional Guidance
1.	<p>Possible answer:</p> <ul style="list-style-type: none"> • A middle-aged man recently diagnosed as HIV positive – Counsellor, social worker, outreach worker. • A teenage girl with alcohol related problems – Social worker, addictions counsellor, self-help group • An older adult with severe depression – Psychiatrist, Psychologist, CPN • A pregnant women – Midwife, Health Visitor, Public Health Nurse, GP. <p>Any other appropriate answer.</p> <p><i>(1 KU mark for each service identified)</i></p> <p>Each service identified must be different in order to achieve full marks.</p>	4 KU	
2.	<p>Formal care – comprises statutory and independent (including private and voluntary) sectors and is governed by legislation which underpins the National Care Standards. Formal carers are employed and usually have some level of training.</p> <p>Informal care – is provided by neighbours, family and friends or others within the individuals network and are usually unpaid although may receive a carers allowance.</p> <p><i>(2 KU marks for a full description of each type of care)</i></p>	4 KU	

Question		Expected Answer(s)	Max Mark	Additional Guidance
3.		<p>Social justice The service users should have equal access to resources and that the resources should be fairly shared. Resources should be allocated on the basis of need and not given to people who we like or whom we personally think deserve the help.</p> <p>User involvement The service user is the most important person in the whole care planning process and should be fully involved at each stage of the process beginning with assessing their own needs. If the service user is unable to make decisions because of age or inability to understand, then an advocate can be involved to establish their wishes as far as possible and speak on their behalf.</p> <p><i>(2 KU marks for each description provided)</i></p>	4 KU	
4.		<p>Emotional – to be able to express her feelings about the loss of her relationship with Gemma.</p> <p>Social – to build a relationship with Alastair, her new key worker. To increase her level of social activities.</p> <p>Any other acceptable answer.</p> <p><i>(1 KU + 1 App mark for each explanation relevant to the case study)</i></p>	2 KU 2 App	
5.	(a)	<ul style="list-style-type: none"> • Dignity • Privacy • Choice • Safety • Realising Potential • Equality and Diversity <p><i>(1 KU mark for each principle correctly identified)</i></p>	3 KU	

Question		Expected Answer(s)	Max Mark	Additional Guidance
5.	(b)	<p>Candidates may choose any three from the following:</p> <p>Dignity Alastair could show respect to Jasmin as an individual by listening carefully to what she says and not imposing his own wishes on her. Alastair could also encourage Jasmin to maintain links with others at the home by encouraging her to take part in activities. This would help to preserve her individual identity and contributes to her dignity.</p> <p>Privacy Alastair should:</p> <ul style="list-style-type: none"> • Ensure Jasmin has time and space to be alone • Respect Jasmin's personal property • Not intrude, preserve her modesty and prevent any embarrassment • Keep any information protected and confidential. <p>Choice Alastair should ensure Jasmin makes informed choices by knowing what choices are available and making sure she understands her options.</p> <p>Safety Alastair should ensure that Jasmin feels safe and secure without being over-protected and that she is free from exploitation or abuse.</p> <p>Realising Potential Alastair should ensure that Jasmin achieves what goals she can and makes the most of any available resources.</p> <p>Equality and Diversity Alastair needs to ensure that Jasmin is treated in a fair and just way, and to care for her in an environment which is free from bullying, harassment and discrimination.</p> <p>Any other acceptable answer.</p> <p><i>(2 App/AE marks for explaining how each principle applies to Jasmin's situation)</i></p>	6 AE/App	

Question		Expected Answer(s)	Max Mark	Additional Guidance
6.	(a)	<p>Care planning is the part of the process where the decisions about what is to happen are agreed and written down. The care plan sets out the strategies for providing the help that the service user requires to meet their needs by setting goals. Goals are targets that the service user is aiming to achieve and planning is about discussing options and deciding on the best way to support the service user.</p> <p>Any other appropriate answer.</p> <p><i>(3 KU marks for a full description of 3 points)</i></p>	3 KU	
6.	(b)	<p>Jasmin had a strong bond with Gemma and as Gemma has moved away she feels she no longer has a secure base. Alastair will understand that her behaviour is a result of this loss of a relationship and that she is in a way grieving.</p> <p>Any other appropriate answer.</p>	2 AE	

[END OF MARKING INSTRUCTIONS]