



National
Qualifications
2018

2018 Care

National 5

Finalised Marking Instructions

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General marking principles for National 5 Care

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, which identify the key features required in candidate responses.

- (a) Marks for each candidate response must **always** be assigned in line with these general marking principles and the specific marking instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) If a candidate response does not seem to be covered by either the principles or the specific marking instructions, and you are uncertain how to assess it, you must seek guidance from your team leader.
- (d) The term 'or any other acceptable answer' allows for the possible variation in candidate responses. Credit should be given according to the accuracy and relevance of candidates' answers. The skill of using appropriate terminology is reflected in exemplar responses. However, at this level, candidates may be awarded marks where the answer is accurate but expressed in their own words.
- (e) Questions that ask the candidate to 'identify' or 'name' or 'give' or ask 'what is' or 'what are' are straightforward questions requiring candidates to recall key points of knowledge or to give examples. The number of marks available for these questions reflect the number of points the candidate needs to make. For example, if one mark is available the candidate needs to give one correct point. If three marks are available, the candidate needs to make three correct key points.
- (f) Questions that ask the candidate to 'describe' require the candidate to apply their knowledge and understanding to make a point and then develop this point by giving further information. For example, if two marks are available then award a mark for making the main point and a further mark for developing the point by giving additional or related information.
- (g) Questions that ask the candidate to 'explain' or 'use' require the candidate to apply their Care knowledge and understanding to give further information about the meaning of something, to give reasons or show connections. This may include explaining features of a theory, or explaining behaviour using approaches, concepts or theories, or relating these to a care context. For example, if three marks are available for an 'explain' question, award one mark for making a key point of explanation and a further mark for each additional correct key point of explanation.

Marking instructions for each question

Section 1 – Human Development and Behaviour

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
1.		<p>This question has a ‘describe’ command.</p> <p>The candidate should make a point on a social need of an individual for 1 mark and then develop this point for an additional 1 mark.</p>	2	<p>Award up to 2 marks for an accurate description of a social need related to an individual.</p> <p>Social needs may include:</p> <ul style="list-style-type: none"> • the need to maintain social relationships • the need for social well-being • the need for a sense of belonging • the need to perform a fulfilling role. <p>Or any other appropriate response.</p>
2.		<p>This question has a ‘describe’ command.</p> <p>The candidate should make a point on ‘nature’ for 1 mark and then develop this point, or make a further point, for an additional 1 mark. The candidate can get 2 marks for a fully developed point.</p>	2	<p>Award up to 2 marks for an accurate description of nature in human development:</p> <ul style="list-style-type: none"> • the blueprint or genes we inherit from our biological parents (1 mark) • examples could be eye colour, hair colour, etc (1 mark). <p>Or any other appropriate response.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
3.	<p>This question has a 'describe' command.</p> <p>The candidate should make a point on one key concept of an approach for 1 mark and then develop this point for a further 1 mark.</p>	2	<p>Key concepts of the Psychodynamic approach may include:</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 • a description of the three ego states of child, adult and parent, or id, ego and super ego • a description of conscious, pre-conscious and unconscious mind. <p>Or any other appropriate response.</p> <p>Key concepts of the Humanistic approach may include:</p> <ul style="list-style-type: none"> • humans are born with the potential for growth • humans are unique individuals who are driven to reach their full potential • a description of how an individual's past and present have equal importance • a description of an individual's behaviour being understood through subjective experiences. <p>Or any other appropriate response.</p> <p>Award up to 2 marks for an accurate description of one key concept from either approach.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
4.		<p>This question has an 'explain' command.</p> <p>Questions that ask the candidate to 'explain' require more information on something, to give reasons or show connections.</p> <p>The candidate should achieve 1 mark for making each point of explanation, or further marks for development of a key point.</p>	4	<p>The candidate must give a clear explanation to gain all 4 marks.</p> <ul style="list-style-type: none"> • A common sense answer is 0 marks. • Up to 1 mark for a basic knowledge of psychology that will help a care worker. • Up to 1 mark for generic psychological information with no link to Eva • Up to 2 marks for a developed explanation of 1 approach/theory. • Up to 2 marks if two approaches/theories are discussed. <p>Any further discussion must include Eva to be awarded full marks.</p> <ul style="list-style-type: none"> • Up to full marks can be achieved with developed explanation of psychological approach applicable to Eva. <p>Or any other appropriate response.</p>

Section 2 – Social influences

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
5.		<p>The question has a ‘describe’ command.</p> <p>The candidate should make a point on both sociological concepts for 1 mark and then develop this point, or make a further point, for an additional 1 mark.</p> <p>For the full 4 marks, two descriptions should be given.</p>	4	<p>Award up to 2 marks for an accurate description of each sociological concept not necessarily linked to care.</p> <p>Norms:</p> <ul style="list-style-type: none"> • are social rules • define acceptable and appropriate behaviour • determine acceptable social and cultural behaviours. <p>Or any other appropriate response.</p> <p>Stereotyping:</p> <ul style="list-style-type: none"> • not viewing a person as an individual • labelling someone as part of a group • assuming an individual has the shared characteristics of wider group. <p>Or any other appropriate response.</p>
6.		<p>The question has an ‘explain’ command.</p> <p>The candidate should achieve 1 mark for making each point of explanation, and/or a further 1 mark for development of a key point.</p>	3	<p>The candidate must provide an explanation of peer groups as a social influence on adolescents, points of explanation may include:</p> <ul style="list-style-type: none"> • peer groups are secondary agents of socialisation • peer groups consist of adolescents like them • adolescents are often strongly influenced by their peer group • adolescents will behave in ways to ‘fit in’ and be accepted by their peer group • acceptance by their peer group and the roles they play in them is likely to influence the adolescent’s beliefs, values and behaviours. <p>Or any other appropriate response.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
7.		<p>The question has an 'explain' command.</p> <p>The candidate should achieve 1 mark for making each point of explanation, and/or a further 1 mark for development of a key point up to a maximum of 3 marks.</p>	3	<p>The candidate should provide an explanation of the possible effects of discrimination on Daniel's life chances, points of explanation may include:</p> <ul style="list-style-type: none"> • being denied employment opportunities • being denied access to suitable housing • being socially excluded • experiencing low self-esteem and poor mental health. <p>Or any other appropriate response.</p>

Section 3 – Values and principles

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
8.	(a)	<p>This question has an ‘identify’ command.</p> <p>Candidates are required to identify two stages of the care planning process for up to 2 marks.</p>	2	<p>Award up to 2 marks for the identification of two stages of the Care Planning process:</p> <ul style="list-style-type: none"> • assessment • plan • implementation/goal setting • monitor • evaluation. <p>Monitor and evaluation can be treated as one stage or individually. This also applies to implementation and goal setting.</p>
	(b)	<p>This question has a ‘describe’ command.</p> <p>Candidates are required to identify a stage of the care planning process and describe this stage for up to 3 marks.</p>	3	<p>Award up to 3 marks for an accurate description of any identified stage of the care planning process which could include responses such as ‘assessment’:</p> <ul style="list-style-type: none"> • to identify needs of the service user and to ensure not just problems are identified • outcome focused • identifies priorities • first stage of the care planning process from which care planning is based. <p>Stages described in 8(b) do not need to be the same as in 8(a).</p> <p>Or any other appropriate response.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
9.		<p>This question has a 'describe' command.</p> <p>The candidate should identify two principles of the National Care Standards for up to 2 marks and describe each principle for up to an additional 2 marks.</p>	4	<p>Award up to 4 marks for accurate identification and descriptions of two of the following principles:</p> <ul style="list-style-type: none"> • dignity and respect • compassion • be included • responsive care and support • wellbeing. <p>Or any other appropriate answer prior to updating principles. Hybrid answers are acceptable for this year only.</p> <p>Original National Care Standards:</p> <ul style="list-style-type: none"> • realising potential • choice • dignity • privacy • safety • equality and diversity.
10.		<p>This question has a 'describe' command.</p> <p>The candidate should identify a feature of the private care sector and describe this feature for up to 2 marks.</p>	2	<p>Award up to 2 marks for identification and description of the following possible features:</p> <ul style="list-style-type: none"> • quicker access to services • shorter waiting times • private hospital/counselling access • flexible hours. <p>Candidates will not achieve full marks if they have not linked their feature to the private care sector.</p> <p>Or any other appropriate response.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
11.	(a)	<p>The question has an ‘explain’ command.</p> <p>The candidate should achieve 1 mark for making each point of explanation, and/or a further 1 mark for development of a key point up to a maximum of 4 marks.</p>	4	<p>Award up to 4 marks for an explanation of why Shane and his family should be involved. Points of explanation may include:</p> <ul style="list-style-type: none"> • Shane should be involved from the very beginning • he is central to the process • his wishes and dreams should be included • to ensure as good a quality of life as possible • he needs to be involved and have choices • his family need to be included so they can continue contact. <p>Explanation must discuss both Shane and his family in order to achieve maximum marks.</p> <p>A maximum of 3 marks can be awarded if explanation does not include both Shane and his family.</p> <p>Or any other appropriate response.</p>
	(b)	<p>The question has an ‘explain’ command.</p> <p>The candidate should achieve 1 mark for making each point of explanation, and/or a further 1 mark for development of a key point up to a maximum of 5 marks.</p>	5	<p>Award up to 5 marks for an explanation of how registration gives confidence in the carers. Points of explanation may include:</p> <ul style="list-style-type: none"> • carers are trained staff • work with code of conduct • inspected by Care Inspectorate • must adhere to National Care Standards • must demonstrate compassion • must adhere to legislation • CPD will be up to date and revalidation for nurses • registered bodies could include Scottish Social Services Council, Nursing and Midwifery Council, Health Professional Council. <p>Or any other appropriate response.</p>

[END OF MARKING INSTRUCTIONS]