



National
Qualifications
2019

2019 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 an ‘identify’ command.</p> <p>The candidate should identify a physical need of an infant for 1 mark.</p>	2	<p>Up to 2 marks for two physical needs related to the ‘infant’ stage of development.</p> <p>For example</p> <ul style="list-style-type: none"> • the infant will have a physical need for nutrition (1 mark) • the infant will have a physical need for safety (1 mark) • the infant will have a physical need for maintaining temperature. (1 mark) <p>Or any other appropriate response.</p>
2.		<p>This question has a ‘describe’ command.</p>	2	<p>Up to 2 marks for an accurate description of the adult stage of human development.</p> <p>For example</p> <ul style="list-style-type: none"> • a human is considered to be in the adult stage of human development in the approximate age range of 18 to 65 years old • they may be taking on the responsibility of parenthood • undergoing changes in their roles such as going from studying to working • at the early part of this stage, they are typically at the peak of their physical fitness. <p>Or any other appropriate response.</p> <p>Candidates do not need to specifically identify social, physical, cognitive, cultural, and emotional strands of development.</p> <p>Any of the above points can be awarded 1 mark.</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 the behavioural approach for 1 mark and then develop this point for a further 1 mark.</p>	2	<p>Key concepts of the behavioural approach may include</p> <ul style="list-style-type: none"> • humans are born as ‘blank slates’ • learned behaviour from a range of experiences • ABC model of antecedents (stimuli), behaviour (responses) and consequences. <p>Up to 2 marks for an accurate description of one key concept from the approach.</p>
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> <p>Explanations may be based on developed points of the possible influences in the nature/nurture debate on Jayden.</p> <p>Nature</p> <ul style="list-style-type: none"> • the blueprint we inherit from our biological parents (1 mark) • genes inherited from our parents (1 mark) • genes linked to hormones/abnormal biochemistry (1 mark) • debate over biological inheritance of personality traits (1 mark) • familial concordance rates in mental illness. (1 mark) <p>Or any other appropriate explanation point.</p> <p>Nurture</p> <ul style="list-style-type: none"> • environmental factors (1 mark) • process of how we learn in society (1 mark) • experiences we have (1 mark) • parental neglect/chaotic environment (1 mark) • environmental influence on learning, through interaction with family. (1 mark) <p>Or any other appropriate explanation point.</p> <p>Candidates can achieve a maximum of 3 marks for focusing on one influence.</p> <p>The candidate’s answer may encompass aspects of the above points into an explanation that Jayden may have inherited a susceptibility for mental disorder, which is then able to develop when he is exposed to detrimental environmental conditions.</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 achieve 1 mark for making each point, and/or a further 1 mark for development of each key point to a maximum of 3 marks.</p>	3	<p>Up to 3 marks for an accurate description of the process of socialisation, and may include any of the following.</p> <p>Socialisation</p> <ul style="list-style-type: none"> • is a life-long process, from birth to death • is the process where we learn the values, norms and behaviours of the culture to which we belong • involves being influenced by our family which is the primary socialisation agent • involves being influenced by secondary socialisation agents such as schools, work, media, religion and peer group • has methods of influence which could include one or more of the following: <ul style="list-style-type: none"> – providing instruction; reward and punishment of desirable/undesirable behaviour; providing a role model. <p>Or any other acceptable answer.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
6.		<p>The question has a 'describe' command.</p> <p>The candidate should achieve 1 mark for making each point, or a further 1 mark for development of a key point.</p>	2	<p>Up to 2 marks for an accurate description of the sociological term 'mass media'.</p> <p>1 mark is available for</p> <ul style="list-style-type: none"> refers to methods of communicating to many people in society <p>Or</p> <ul style="list-style-type: none"> influences many people in Society refers to the internet, social media, television, newspapers, magazines, comics, books, films and advertising billboards. <p>A further 1 mark is available for developing one of the above points, or for providing an additional point which may include</p> <ul style="list-style-type: none"> is a secondary socialisation agent/influence can transmit and reinforce a society's values and behaviours can influence and change attitudes and behaviours within society. <p>Or any other acceptable answer.</p>
7.		<p>The question has a 'describe' command.</p> <p>The candidate should achieve 1 mark for making each point, and/or a further 1 mark for development of a key point.</p>	2	<p>Up to 2 marks for an accurate description of the sociological concept of values</p> <ul style="list-style-type: none"> a value is a belief that something is good, worthwhile and worth striving for values can vary between different social groups, cultures, or even different times in history values are often passed down from generation to generation values are learnt through the socialisation process. <p>Or any other acceptable answer.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
8.	(a)	<p>The question has a 'describe' command.</p> <p>The candidate should achieve 1 mark for an accurate point.</p>	1	<p>1 mark can be awarded for an accurate description of the term prejudice. A description may include</p> <ul style="list-style-type: none"> • to be prejudiced is to pre-judge someone by thinking about them in stereotyped ways • prejudice occurs when people have pre-conceived, irrational, often negative attitudes towards an individual or a group • prejudice can lead to discrimination which involves people being treated unfairly because they belong, or are thought to belong to certain groups • a person who is prejudiced towards an individual with a physical disability might assume that he/she is incapable of certain tasks; is unable to care for themselves or others; is a danger to themselves or others; cannot make decisions for themselves . . . <p>Or any other acceptable answer.</p>
	(b)	<p>Questions that ask the candidate to 'explain' require more information on something, to give reasons or show connections.</p>	2	<p>Up to a maximum of 2 marks for an explanation of how prejudice can impact on the life chances of an individual with a physical disability. This could include</p> <ul style="list-style-type: none"> • being denied employment opportunities • being denied access to suitable housing • being denied access to health and/or leisure facilities • being socially excluded • experiencing low self-esteem and poor mental health. <p>Or any other acceptable answer.</p>

Section 3 – Values and principles

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
9.		Candidates should provide a response which addresses the question of what the purpose of a care plan is.	3	<p>Award up to 3 marks for an accurate description of the purpose of a care plan.</p> <ul style="list-style-type: none"> • provides a basis for action • provides a way of identifying the care to be provided for the individual service user • allows planned intervention • sets out care to suit the individual • provides holistic care • ensures consistency of care • dynamic and responsive. <p>Or any other valid response.</p>
10.		<p>This question has a ‘describe’ command.</p> <p>The candidate should describe two stages of the care planning process.</p>	4	<p>Up to 4 marks for two stages of the care planning process.</p> <p>Stage 1 – Assessment</p> <ul style="list-style-type: none"> • gathering information about the Service User • assessing the strengths, preferences, needs and any problems of the Service User. <p>Stage 2 – Planning</p> <ul style="list-style-type: none"> • deciding on appropriate targets for care • goal setting. <p>Stage 3 – Implementing Care</p> <ul style="list-style-type: none"> • selecting activities and approaches to care in order to achieve the goals set • carrying out these activities. <p>Stage 4 – Evaluating Care</p> <ul style="list-style-type: none"> • deciding whether goals and outcomes have been achieved • making changes to the Care Plan in this light • accept monitoring and evaluation, and also can be accepted separately • reviewing can also be accepted.

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
11.		<p>This question has a ‘describe’ command.</p> <p>The candidate should describe one feature of a positive care environment for 2 marks.</p>	2	<p>Up to 2 marks for an accurate description of one feature. This must include</p> <ul style="list-style-type: none"> • organisational – aims and objectives, mission statement, policies and guidelines; training and supervision of workers; promotion of good quality assessment and care management; working in partnership with other relevant organisations; involvement of service users and others • physical (where the service is based in a building) – the building and grounds; its location: in terms of transport, accessibility, decorations to suit service user etc • therapeutic – promotion of positive outcomes for people who use services and carers; range and choice of services offered • community – relationship with the local community; use by service users or other community resources; links with other similar groups locally/nationally/electronically, etc • candidates must mention a key feature.

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
12.	(a)	<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>	3	<p>Up to 3 marks for an accurate explanation, which could include</p> <ul style="list-style-type: none"> • she is central to the process as she knows her home, etc • her safety needs are assessed • to ensure as good a quality of life as possible • she needs to be involved and have choices as to the type of care she will receive • she may be able to identify people who can help • allows her independence. <p>Or any other appropriate answer.</p>
	(b)	<p>This question has a ‘describe’ command.</p> <p>The candidate should achieve 2 marks for an accurate description.</p>	2	<p>Up to 2 marks for an accurate description of how a care worker would ensure positive care. This could include</p> <ul style="list-style-type: none"> • adhering to policies and procedures • adhering to legislation • adhering to SSSC codes of practice • adhering to the principles underpinning the Health and Social Care Standards • reflective Practice (1 mark for mentioning the principles, full 2 marks for mentioning both the principles and Health and Social Care Standards) • training and CPD • must mention at least one of the above.

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
13.		<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>	2	<p>Up to 2 marks for an explanation, which could include</p> <ul style="list-style-type: none"> Elizabeth’s human rights are respected and promoted she is treated fairly and does not experience discrimination her privacy is respected by the home care worker do not award marks for ‘treating equally’. <p>Or any other appropriate answer.</p>
14.		<p>This question has an ‘identify’ command.</p> <p>The candidate should identify two ways for 4 marks.</p>	4	<p>Up to 4 marks for identifying two ways to promote equality at home.</p> <p>Candidates can achieve a maximum of 3 marks for focusing on one way to promote equality at Home.</p> <p>1 mark can be awarded for identifying one of the following</p> <ul style="list-style-type: none"> respect her decisions offering choice promoting independence not denying access to resources, services, family, friends, and activities treat her as an individual empower her to make decisions. <p>Further marks can be awarded for example expanding on how equality can be promoted in the home.</p> <p>Or any other appropriate answer.</p>

[END OF MARKING INSTRUCTIONS]