



National  
Qualifications  
2019

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**2019 Care**  
**Higher**  
**Finalised Marking Instructions**

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## General marking principles for Higher Care

*Always apply these general principles. Use them in conjunction with the specific marking instructions, which identify the key features required in candidates' responses.*

- (a) Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding; marks are not deducted for errors or omissions.
- (b) If a 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.
- (c) We use the term 'or any other valid response' to allow for the possible variation in candidate responses. Award marks according to the accuracy and relevance of candidates' responses. 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.
- (d) For **describe** questions, candidates must 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.
- (e) For **explain/use** questions, the candidate must 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		Expected response	Max mark	Additional guidance
1.		<p>Award up to <b>2 marks</b> for an accurate explanation of how nature or nurture can influence the development of an individual.</p> <p><b>OR</b></p> <p>Award <b>1 mark</b> for a generic explanation of nature/nurture and a further <b>1 mark</b> for a point of expansion relating to the influence on development.</p>	<b>2</b>	<p>The candidate should explain how one of the following aspects influence the development of an individual.</p> <p><b>Nature</b></p> <ul style="list-style-type: none"> <li>• genetics/inherited</li> <li>• illnesses</li> <li>• personality traits</li> <li>• physical traits.</li> </ul> <p><b>Nurture</b></p> <ul style="list-style-type: none"> <li>• environment</li> <li>• learned behaviours</li> <li>• childhood experiences</li> <li>• lifestyle.</li> </ul> <p>Or any other valid response.</p>

Question		Expected response	Max mark	Additional guidance
2.	(a)	<p>Award <b>1 mark</b> for the description of <b>one</b> key feature of the person centred theory and then develop this point for a further <b>1 mark</b>.</p> <p>A <b>maximum of 2 marks</b> can be awarded per key feature.</p> <p>A <b>maximum of 1 mark</b> can be awarded for only identifying a feature(s).</p>	<b>4</b>	<p>Candidates could describe key features or aspects within the key features.</p> <ul style="list-style-type: none"> <li>• self-concept: the link between self-image, ideal self and self-esteem</li> <li>• conditions of worth; locus of evaluation (internal and external)</li> <li>• core conditions: unconditional positive regard (acceptance), congruence (genuineness), empathy (understanding)</li> <li>• individuals are experts in their own lives.</li> </ul> <p>Or any other valid response.</p> <p>Only award <b>one mark</b> in total if candidate only identifies key features with no explanation.</p>
	(b)	<p>Award up to <b>2 marks</b> for accurate explanations of how one of the key features identified in 2(a) can be used to understand an individuals behaviour.</p>	<b>2</b>	<p>Explanations could include</p> <ul style="list-style-type: none"> <li>• self-concept: the link between self-image</li> <li>• ideal self and self-esteem – for example eating disorder – individual views themselves as overweight (self-image)</li> <li>• comparing themselves to others (ideal self) such as a celebrity</li> <li>• depression/anxiety/mental health issues (self-esteem and self-worth)</li> <li>• conditions of worth; locus of evaluation (internal and external) – internal = they trust their own instincts, external = looking for validation based on others wants or desires.</li> </ul> <p>Or any other valid response.</p>

Question		Expected response	Max mark	Additional guidance
3.		<p>Award <b>1 mark</b> for the description of <b>one</b> phase of the theory of loss and then develop this point for a further <b>1 mark</b>.</p> <p>A <b>maximum of 2 marks</b> can be awarded per phase.</p> <p>A <b>maximum of 1 mark</b> can be awarded for only identifying a phase(s).</p>	<b>4</b>	<p>Colin Murray Parkes Four Phases</p> <ul style="list-style-type: none"> <li>• numbness (shock, not accepting the loss)</li> <li>• searching and pining (blocking the pain of the loss, searching and pining, following a routine as normal, pines for the loss)</li> <li>• Depression (realisation that the loss has occurred, despair)</li> <li>• recovery (accepting the person has gone, adopting new thinking).</li> </ul> <p>Would also accept Murray Parkes and Prigerson (2010)</p> <ul style="list-style-type: none"> <li>• numbness</li> <li>• pining</li> <li>• disorganisation and despair</li> <li>• acceptance and recovery</li> </ul> <p>If candidate only identifies phases, a maximum of <b>1 mark</b> can be awarded in total.</p>

Section 2 – Social influences

Question			Expected response	Max mark	Additional guidance
4.			Award 1 mark for each point of description. Award a further mark for development of this point. Award up to 2 marks for an accurate description of primary socialisation.	2	<p>Award 1 mark for each point of description to a maximum of 2 marks.</p> <p><b>Primary Socialisation</b></p> <ul style="list-style-type: none"> <li>• there is one agent of primary socialisation: family</li> <li>• from our families we learn the values, norms and roles of our culture</li> <li>• we also acquire a sense of who we are and where we belong</li> <li>• we learn language and behaviour from our family.</li> </ul> <p>Or any other valid response.</p>

Question		Expected response	Max mark	Additional guidance
5.	(a)	Award <b>1 mark</b> for the description of key feature and then develop this point for a further <b>1 mark</b> .	<b>2</b>	<p>To gain <b>full marks</b> candidates must describe <b>one</b> key feature, not just identify the key feature. Award up to <b>2 marks</b> for an accurate description of <b>one</b> key feature.</p> <p><b>Symbolic Interactionism key features</b></p> <ul style="list-style-type: none"> <li>• idea of self-concept</li> <li>• significance of symbols and labels in social interaction</li> <li>• the concept of role taking.</li> </ul> <p>Or any other valid response.</p>
	(b)	Award <b>1 mark</b> for a point of explanation. Award <b>further marks</b> for development of key points up to a <b>maximum of 4 marks</b> .	<b>4</b>	<p>To gain all <b>4 marks</b> the candidate must give a clear explanation, which may include</p> <ul style="list-style-type: none"> <li>• idea of self-concept; explanation of how Melissa may define herself based on the feedback from her peer group</li> <li>• significance of labels in social interaction; explanation of how Melissa could have been labelled and the impact of these labels on her including self-fulfilling prophecy</li> <li>• the concept of role taking; explanation of how Melissa acts in certain ways because she associates these behaviours with the role she plays in the peer group</li> <li>• significance of symbols and their shared meaning; explanation of how alcohol use is a symbol of socialising within the peer group.</li> </ul> <p>Or any other valid response.</p> <p>In order to gain marks candidate must link discussion to aspects of symbolic interactionism.</p>

Question		Expected response	Max mark	Additional guidance
6.		Award up to <b>2 marks</b> only for an accurate explanation of one difference and a <b>further two marks</b> for an explanation of one similarity, up to a <b>maximum of 4 marks</b> .	<b>4</b>	<p>Award up to <b>2 marks</b> only for an accurate explanation of <b>one</b> difference.</p> <p><b>Explanation of differences may include</b></p> <ul style="list-style-type: none"> <li>• one conflict, one consensus</li> <li>• shared values vs change only occurs when conflict takes place.</li> </ul> <p>Or any other valid response.</p> <p>Award up to <b>2 marks</b> only for an accurate explanation of <b>one</b> similarity.</p> <p><b>Explanation of similarities may include</b></p> <ul style="list-style-type: none"> <li>• both theories are Macro-perspectives studying the whole of society</li> <li>• both theories are structural perspectives</li> <li>• both are deterministic by nature</li> <li>• both focus on the way society shapes individuals.</li> </ul> <p>Or any other valid response.</p>



Question		Expected response	Max mark	Additional guidance
7.	(a)	<p>Award <b>1 mark</b> for description of <b>one</b> principle and then develop this point for a further <b>1 mark</b>.</p> <p>A <b>maximum of 1 mark</b> can be awarded for identifying a principle(s).</p>	<b>4</b>	<p><b>Principles</b></p> <p><b>Dignity and respect</b> – upholding human rights, treated as an individual, treated fairly without discrimination, respecting of privacy.</p> <p><b>Compassion</b> – offered nurturing care and support, treated with understanding, carers are sensitive to the needs and wishes of the individual.</p> <p><b>Responsive care and support</b> – needs are assessed ensuring that the individual receives timely suitable support, flexible care is offered changing with needs, choices and wishes, care and support is consistent, complaints are dealt with appropriately.</p> <p><b>Wellbeing</b> – individual preferences are asked about and appropriate support is given, individuals are encouraged to achieve their full potential, individuals are supported to make informed choices and to take risks, individuals are protected from neglect, abuse or avoidable harm.</p> <p><b>Be included</b> – individuals are provided with timely, accurate and understandable information to make informed choices, inclusion in decision making about own care, feedback is sought and concerns are considered, the individual is supported to take an active part in their wider community.</p> <p>Or any other valid response.</p> <p>If candidate only identifies principles, a maximum of <b>1 mark</b> can be awarded in total.</p>
	(b)	<p>Award <b>1 mark</b> for linking one of the above to a positive care environment and a <b>further mark</b> for extending this point.</p>	<b>2</b>	<p>To gain all <b>2 marks</b> the candidate must give a clear explanation, for example care workers who demonstrate compassion are mindful of the needs and wishes of individuals, resulting in treating an individual in a caring and supportive manner.</p> <p>Or any other valid response.</p>

Question		Expected response	Max mark	Additional guidance
8.	(a)	Award up to <b>2 marks</b> for an explanation of the purpose of the chosen code of practice.	<b>2</b>	<p><b>Explanations could include</b></p> <ul style="list-style-type: none"> <li>• makes workers responsible for ensuring that their practice meets these standards</li> <li>• sets out clear standards relating to professional conduct</li> <li>• the standards regulate and should improve the quality of care that an individual should receive</li> <li>• promotes safe and effective practice</li> <li>• reinforces professionalism</li> <li>• promotes public trust and confidence in services.</li> </ul> <p>Or any other valid point.</p>
	(b)	Award up to <b>4 marks</b> for an explanation covering the ways in which the codes of practice ensure individual accountability.	<b>4</b>	<p>The codes clearly set down what is expected from the individual in relation to</p> <ul style="list-style-type: none"> <li>• individual responsibility – sign up to the codes which clearly detail expectations in relation to behaviours and values</li> <li>• awareness of own competence</li> <li>• workers are accountable for actions and omissions in their practice</li> <li>• workers must always act lawfully in their personal and professional life</li> <li>• failure to comply with the code may bring the worker’s fitness to practise into question and endanger their registration.</li> </ul> <p>Or any other valid response.</p>

Question		Expected response	Max mark	Additional guidance
9.		<p>Up to 4 marks can be awarded for an evaluation of how this legislation gives individuals rights and choices over the care they receive.</p> <p>A maximum of 1 mark can be awarded for an accurate identification of the piece of relevant legislation.</p>	4	<p>Legislation used could be <b>one</b> of the following</p> <ul style="list-style-type: none"> <li>• Carers (Scotland) Act 2016</li> <li>• Community Care and Health (Scotland) Act 2002</li> <li>• Equality Act 2010</li> <li>• Human Rights Act 1998</li> <li>• Mental Health (Care and Treatment) (Scotland) Act 2003</li> <li>• NHS and Community Care Act (1990)</li> <li>• Patient Rights (Scotland) Act 2011</li> <li>• Regulation of Care (Scotland) Act 2001</li> <li>• The Adults with Incapacity (Scotland) Act 2000</li> <li>• The Mental Health (Scotland) Act 2015</li> <li>• The Social Care (Self-directed Support) (Scotland) Act 2013.</li> </ul> <p>Or any other valid response.</p> <p>For full marks candidate must provide some evaluative discussion, such as strengths, weaknesses, benefits or consequences.</p>

[END OF MARKING INSTRUCTIONS]