



National
Qualifications
2022

2022 Care

National 5

Finalised Marking Instructions

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General marking principles for National 5 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) 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.
- (d) 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 **1 mark** is available the candidate needs to give one correct point. If **3 marks** are available the candidate needs to make three correct key points.
- (e) 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 **2 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.
- (f) 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 **3 marks** are available for an 'explain' question, award **1 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 describe one emotional need for 1 mark and then develop this point for a further 1 mark.</p>	2	<p>Description of emotional need may include:</p> <ul style="list-style-type: none"> • an individual’s ability to recognise and control their feelings • development of feelings • ability to feel safe and secure • ability to express oneself in an appropriate manner. <p>Or any other appropriate response.</p>
2.		<p>This question has a ‘describe’ command.</p> <p>The candidate should describe nurture for 1 mark then develop this point for a further 1 mark.</p>	2	<p>Up to 2 marks for an accurate description of the term nurture within human development. This could include:</p> <ul style="list-style-type: none"> • environmental factors • process of how we learn in society • experiences we have • parental neglect/chaotic environment • environmental influence on learning, through interaction with family. <p>Or any other appropriate response.</p>
3.		<p>This question has a ‘describe’ command.</p> <p>The candidate should describe one key concept of an approach for 1 mark and then develop this point for a further 1 mark.</p>	2	<p>Candidates should identify one key concept of an approach for 1 mark.</p> <p>Behaviourist approach – people are born as ‘blank slates’; learning how to behave; antecedents (stimuli), behaviour (responses) and consequences.</p> <p>Humanistic approach – people are born with the potential for growth; uniqueness of individuals; achieving full potential.</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
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>	4	<p>The candidate can only achieve full marks by explaining the psychodynamic approach and applying this to the care worker.</p> <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 • a description of the three ego states of child, id, ego and super ego • a description of conscious, pre-conscious and unconscious mind • all behaviour is a form of communication • age/stage appropriate behaviour or inappropriate behaviour should be taken into account. <p>Care worker explanation should link to the above key concepts and how this would be applied in the care setting.</p> <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>This question has a ‘describe’ command.</p> <p>The candidate should describe the process of secondary socialisation 1 mark and then develop this point for to a further 1 mark.</p>	2	<p>Award up to 2 marks for an accurate description of:</p> <ul style="list-style-type: none"> the process in which individuals learn about the culture, values, norms and attitudes of society the process can be determined by agents of secondary socialisation including: Education; Work; Religion; Mass Media; Peer Groups the process in which individuals learn to behave and interact in socially and culturally acceptable ways appropriate for said agent(s). <p>Or any other appropriate response.</p>
6.		<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 to a maximum of 3 marks for one concept.</p> <p>For the full 4 marks, two descriptions should be given.</p>	4	<p>Award up to a maximum of 3 marks for an accurate description of one sociological concept. For the full 4 marks, two descriptions should be given.</p> <p>Norms:</p> <ul style="list-style-type: none"> are social rules define acceptable and appropriate behaviour determine acceptable social and cultural behaviour. <p>Or any other appropriate response.</p> <p>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 appropriate response.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
7.		<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, and/or a further 1 mark for development of a key point to a maximum of 4 marks.</p>	4	<p>An explanation could include:</p> <ul style="list-style-type: none"> • in a care setting discrimination tends to be negative, but it can also be positive • discrimination is the unfair treatment of the individual • discrimination may be based on characteristics including age, race, sex, sexual orientation, disability etc. <p>The impact on life chances 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
8.	(a)	<p>This question has a ‘describe’ command.</p> <p>The candidate should describe the first stage of the care planning process then develop this point for a total of 3 marks.</p>	3	<p>Candidates should identify the Assessment stage is the first stage of which all care planning is based and continue to describe aspects of the following:</p> <ul style="list-style-type: none"> • identify needs • is outcome focused • identifies priorities • assessment tools. <p>Or any other appropriate response.</p>
	(b)	<p>This question has a ‘describe’ command.</p> <p>The candidate must describe one other stage of the care planning process then develop this point for a total of 3 marks.</p>	3	<p>Candidates can select and then expand on any of the following stages:</p> <ul style="list-style-type: none"> • plan • implementation/goal setting • monitor • evaluation.
9.		<p>This question has a ‘describe’ command.</p> <p>The candidate should make a point on two principles for 1 mark and then develop this point, or make a further point, for an additional 1 mark to a maximum of 3 marks for one principle.</p> <p>For the full 4 marks, two descriptions should be given.</p>	4	<p>Award up to a maximum of 3 marks for an accurate description of one principle. For the full 4 marks, two descriptions should be given.</p> <p>Candidates must describe two of the five principles of the Scottish Health and Social Care principles:</p> <ul style="list-style-type: none"> • dignity and respect • compassion • be included • responsive care and support • wellbeing.

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
10.		<p>This question has a ‘explain’ command.</p> <p>The candidate can be awarded up to 3 marks for points of explanation, or expansion on a point of explanation.</p>	3	<p>Award up to 3 marks for an explanation of the purpose of the Scottish Health and Social Care standards which could include:</p> <ul style="list-style-type: none"> to identify what we should expect when using health, social care or social work services to provide better outcomes for everyone to ensure people are treated in line with the principles that basic human rights we are entitled to are upheld. <p>Or any other appropriate response.</p>
11.		<p>This question has an ‘explain’ command.</p> <p>The candidate can be awarded up to 5 marks for points of explanation, or expansion on a point of explanation.</p>	5	<p>Candidates need to explain which social needs would be appropriate for Calum, in relation to the case study:</p> <ul style="list-style-type: none"> make new relationships with staff/service users interact with others need to have a role and how they can help with Calum’s withdrawal. <p>Examples could include how social needs can be met in any setting:</p> <ul style="list-style-type: none"> introductions, small groups, activities etc. <p>Or any other appropriate response.</p>
12.		<p>This question has a ‘describe’ command.</p> <p>The candidate should describe statutory care for 1 mark and expand upon this point for a further 1 mark.</p>	2	<p>Candidates should describe what statutory care is for example:</p> <ul style="list-style-type: none"> health and social care services which are provided through law, funded and provided by the Government candidates could describe for example; NHS, Social work, etc the difference between services which are run as a business, private and/or third sector, charitable, etc. <p>Or any other appropriate response.</p>

[END OF MARKING INSTRUCTIONS]