



National  
Qualifications  
2023

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**2023 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		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
1.	(a)	<p>Award <b>2 marks</b> for correctly describing a phase of grief.</p> <p>Award <b>1 mark</b> in total if candidate only identifies the phase/phases of grief with no description.</p>	<b>4</b>	<p>Candidates must describe 2 of Colin Murray Parkes' Phases of Grief:</p> <ul style="list-style-type: none"> <li>• numbness – feeling of detachment and numbness, these feelings form a barrier to block out the pain and this allows the person to apparently carry on with normal living</li> <li>• pining – concentration levels fall, the individual adopts searching behaviours to try to locate that which has been lost</li> <li>• disorganisation and despair – realisation that the lost person will not return, searching becomes pointless, anger abates to be replaced by feelings of apathy and despair</li> <li>• acceptance and recovery – former attachments are put behind the individual, the individual releases themselves from the lost attachment and the person can now adopt new thinking, relationships and attachments and normal living. Returning to a state of 'normal'.</li> </ul> <p>Or any other valid response.</p>
	(b)	<p>Award <b>1 mark</b> for an explanation of the determinants of grief.</p> <p>Further <b>1 mark</b> for any point of development.</p>	<b>2</b>	<p>Determinants that may affect a person's grief response:</p> <ul style="list-style-type: none"> <li>• attachment – the intensity of the grief is affected by the intensity of love and attachment</li> <li>• age – age of the person when they have died different between an older person slipping away and a younger person dying</li> <li>• mode of death – how that person died? was it sudden?</li> <li>• multiple losses – how many losses a person has been through?</li> <li>• other stressful events</li> <li>• Covid Pandemic – restrictions placed on individuals during the periods of lockdown.</li> </ul> <p>Or any other valid response.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
2.		<p>Award <b>6 marks</b> for correctly describing the three core conditions, up to a maximum of <b>2 marks</b> per core condition.</p> <p>Only award <b>1 mark</b> in total if candidate only identifies the core conditions with no explanation.</p>	<b>6</b>	<p>Candidates should describe:</p> <ul style="list-style-type: none"> <li>• unconditional positive regard (acceptance). The carer demonstrates verbally and non-verbally that they accept the person as a unique individual. The individual does not need to act in a particular way to gain approval. Unconditional positive regard means the carer is non-judgemental about an individual's situation, which in turn opens up an opportunity for the individual to express their thoughts and feelings without fear of rejection or condemnation</li> <li>• congruence (genuineness). This is the core condition of being open, honest and real with individuals care providers are working with. Both people in the relationship should be able to be open and transparent, but it is the carer who has to work hard to help this happen. A carer can work towards congruence by being aware of his or her own personal feelings and developing a greater sense of self awareness</li> <li>• empathy (understanding). This is sometimes known as being within a person's 'frame of reference' and being able to perceive a situation from another individual's point of view. Empathy is different from sympathy. To develop empathy a carer needs to work hard to fully understand how an individual sees their own situation. Because we are all unique and we think and feel differently about situations. To gain empathetic understanding a carer needs to use open questions, reflecting back and paraphrasing, to check understanding is accurate.</li> </ul> <p>Or any other valid response.</p>

Section 2 – Social influences

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
3.		<p>Award <b>1 mark</b> for correctly describing the key feature. <b>A further 1 mark</b> can be awarded for a point of development.</p> <p>Only award <b>1 mark</b> in total if candidate only identifies the key features with no description.</p>	4	<p>For conflict theory the <b>four key features</b> that society can be best explained in terms of:</p> <ul style="list-style-type: none"> <li>• power differentials built into social structures</li> <li>• competition over scarce resources</li> <li>• control, coercion and constraint imposed by dominant group</li> <li>• social conflict and change.</li> </ul> <p>Or any other valid response.</p> <p>Candidates are not required to name the two features, accurate descriptions of each feature can still be awarded full marks.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
4.		<p>Award <b>only 1 mark in total</b> for correctly describing education as a social influence.</p> <p>A further <b>1 mark</b> can be awarded for each developed point of analysis.</p>	4	<p>Candidates could include the following:</p> <p>Education can be described as a social influence, firstly in the formal education it teaches children, such as new intellectual skills and secondly in the development of social skills, which may have been initially introduced within the family, such as norms, values and roles.</p> <p>Candidates could analyse the impact of education, such as those who are successful in education have increased opportunity to move into employment or further study, thus improving life chances.</p> <p>Candidates could also consider ideas of discrimination and the marginalisation some groups of individual experience in education, such as those with lived experience or of a lower socio-economic status.</p> <p>Candidates could include an understanding of labels and the positive or negative impact this social influence then has on their long-term attainment/achievement and life chances.</p> <p>Or any other valid response.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
5.	<p>Award <b>1 mark</b> for an explanation of the impact of a label.</p> <p>Award <b>a further mark</b> for each point of development, up to <b>3 marks</b>.</p> <p>Award <b>1 mark</b> in total if candidate only identifies key features of symbolic interactionist theory.</p>	4	<p>For Symbolic Interactionist Theory the <b>four key features</b> that society can be best explained in terms of:</p> <ul style="list-style-type: none"> <li>• the idea of the self-concept</li> <li>• the significance of symbols and labels in social interaction</li> <li>• the concept of ‘role-taking’</li> <li>• the individual as an influence on society.</li> </ul> <p>Candidates can choose to discuss the positive and/or the negative impact of a label of neuro diverse.</p> <p>Once provided with a label, Jazmin will be able to gain access to wider ranging support services available for young people living with autism, with regards to social interaction, this label might provide more of an opportunity for Jazmin and her families voice and opinions to be heard.</p> <p>A label can confirm what her and the family have thought for a long time and will now become a part of Jazmin’s self-concept and her to a certain extent confirm her identity.</p> <p>If a label is attached to an individual, then this symbol can suggest an expectation of behaviour which can, in some instances, result in a self-fulfilling prophecy.</p> <p>Labels are often simplistic and can create stereotypical opinions in others in society. Once provided with this label Jazmin might feel she loses other parts of her identity and just becomes ‘an autistic child’.</p> <p>If given such a label Jazmin’s behaviour may alter to become more of the ‘role of an individual living with neurodiversity’, this may be due to internalisation of the label or because this is how society perceives and expects her to behave.</p> <p>Being provided with a diagnosis might support Jazmin to develop a more positive, stronger sense of self concept and self-identity. This could lead to her and her family influencing the way society perceives individuals living with neurodiversity – awareness raising and challenging of negative stereotypes regarding neuro diversity.</p> <p>Or any other valid response.</p> <p>Candidates cannot be awarded a mark for an explanation of the impact of a label which does not use symbolic interactionist theory.</p>

## Section 3 – Values and principles

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
6.	(a)	<p>Award 4 marks for correctly describing the two stages of the care planning process, up to a maximum of 2 marks per stage.</p> <p>Award 1 mark in total if candidate only identifies the stages.</p>	4	<p>Candidates could include the following:</p> <p><b>Assessment of need</b> – the worker will consider the individual’s needs. They could use a model such as PROCCES or they may just consider physical, intellectual, emotional and social needs. The individual is at the heart of this, and the worker should ensure that individual needs and wishes are taken account of. Other professionals may be involved in this if there is a need for a specialist assessment.</p> <p><b>Planning for care</b> – in this stage of care planning the worker will work with the individual and significant others to develop an action plan for the individual. This will include met and unmet needs and will be captured in a format which the individual understands. There will be an indication of timeframes along with the roles and responsibilities of everyone involved with the individual. All workers who are involved with the individual must work to this plan and it belongs to the individual in receipt of the care.</p> <p><b>Implementation</b> – this is when the plan is put into action and the needs are met through the care plan using the methods and services detailed in the plan. The individual will have a copy of the plan and everyone who is involved with them should be working to this plan.</p> <p><b>Monitoring and Review/evaluation</b> – This should be ongoing and happen regularly. The purpose of reviewing the care plan is to ascertain if it still meets the needs of the individual and to check that it has been implemented as planned. This stage would also consider any changes in the individual’s needs. The arrangements for reviewing the care plan should be clearly stated on the plan itself and this process would include the individual and everyone involved in the delivery of the care plan.</p> <p>Or any other relevant point related to the stages.</p> <p>There are specific models of care planning which the candidate may also describe. Marks should be awarded, if it is an appropriate model and if the candidate has accurately described 2 stages.</p>



Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(b)	Award up to 4 marks for an explanation of positive care practice in relation to care planning process.	4	<p>Candidates could use the <b>two</b> stages they described in 6(a) for this answer.</p> <p>For the stages of the care planning process, they should explain the contribution of features of positive care practice. Features of positive care practice could include:</p> <ul style="list-style-type: none"> <li>• training</li> <li>• supervision</li> <li>• person centred care</li> <li>• needs led / holistic care</li> <li>• anti-discriminatory practice</li> <li>• collaborate working</li> <li>• multi-agency working</li> <li>• appropriate legislation</li> <li>• Codes of Practice, Health and Social care standards and/or NMC guidelines.</li> </ul> <p>Or any other valid response.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
7.		<p>Award <b>1 mark</b> for explanation of each organisational feature and then develop this point for a <b>further 1 mark</b>.</p> <p>Award <b>1 mark</b> in total if candidate only identifies features.</p>	4	<p>Candidates' explanation of the <b>two</b> organisational features should include a discussion around their contribution to a positive care environment.</p> <p>Organisational features could include:</p> <ul style="list-style-type: none"> <li>• aims and objectives</li> <li>• mission statement</li> <li>• policies and guidelines</li> <li>• training and supervision of workers</li> <li>• promotion of good quality assessment and care management</li> <li>• working in partnership with other relevant organisations</li> <li>• involvement of service users and others</li> <li>• availability of service</li> <li>• range and choices in relation to the service.</li> </ul> <p>Or any other valid response.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
8.		<p>Award <b>1 mark</b> for a description of each feature and then develop this point for <b>a further 1 mark</b>.</p> <p>Award <b>1 mark</b> in total if candidate only identifies features.</p>	4	<p>Candidates could include:</p> <ul style="list-style-type: none"> <li>• demonstrates professional behaviour and follows codes of practice</li> <li>• being accountable for their own practice</li> <li>• treats individuals with dignity and respect</li> <li>• empowers individual users through the actions of the care worker</li> <li>• promotes independence and inclusive practice</li> <li>• ensure that individuals are involved in decisions about their care</li> <li>• ensure that individuals are protected from harm and abuse</li> <li>• follows National Occupational Standards</li> <li>• undertakes relevant training to ensure safe and up to date practice.</li> </ul> <p>Or any other valid response.</p>

[END OF MARKING INSTRUCTIONS]