



National
Qualifications

X812/75/11

Care

Marking Instructions

Please note that these marking instructions have not been standardised based on candidate responses. You may therefore need to agree within your centre how to consistently mark an item if a candidate response is not covered by the marking instructions.

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 an ‘identify’ command.</p> <p>The candidate should identify one aspect of cognitive development of an adolescent for 1 mark, two cognitive aspects of an adolescent for 2 marks.</p>	2	<ul style="list-style-type: none"> • abstract and creative thought processes • presenting arguments • questioning other’s views (adults) • understanding the relationship between past, present and future • education. <p>Or any other suitable aspect.</p>
2.		<p>This question has a ‘describe’ command.</p> <p>The candidate should make a point on the development of an 8 year old child 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 human development in an 8year old child.</p> <ul style="list-style-type: none"> • friendships and playing with other children starts to become more important as they move away from social dependence on adults • becoming more skilled at using their hands and bodies to do things like tie laces, cut up food, get dressed • starts to become more confident about themselves and their abilities • (in the UK) children start school around this time and learn to count and recognise simple words • start to become more confident about themselves and their abilities • becoming more aware of cultural traditions and practices such as birthdays and religious holidays. <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>

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 describe one key concept of an approach for 1 mark and then develop this point for a further 1 mark.</p>	2	<p>Up to 2 marks for an accurate description of one key concept from the psychodynamic approach.</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 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>Any initial point has to be developed, as above, to achieve full marks.</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 Eileen.</p> <p>Nature</p> <ul style="list-style-type: none"> • the blueprint we inherit from our biological parents genes inherited from our parents • genes linked to obesity. <p>Nurture</p> <ul style="list-style-type: none"> • environmental factors such as not getting enough exercise – sedentary lifestyle • learned behaviours such as learnt to overeat or eat a high fat/sugar diet • experiences we have, such as being brought up eating a high fat/sugar diet or not having good access to healthy foods. <p>Interaction of Nature and Nurture, for example the lifestyle may have caused obesity which may have led to a biochemical imbalance that has triggered a genetic pre-disposition for diabetes.</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 primary socialisation 1 mark and expand upon this for up to a further 1 mark.</p>	2	<ul style="list-style-type: none"> the process in which children learn about the culture, values, norms, attitudes and taboos of society the initial process that takes place via the family agent of socialisation this is where most children would learn to behave appropriately and interact in socially and culturally acceptable ways. <p>Or any other appropriate response.</p>
6.		<p>This question has an ‘identify’ command.</p> <p>The candidate should identify two agents of secondary socialisation to achieve 2 marks.</p>	2	<ul style="list-style-type: none"> education mass media peer groups work religion.
7.		<p>This question has a ‘describe’ command.</p> <p>The candidate should describe the concept of discrimination and expand upon this for up to 2 marks.</p>	2	<p>Discrimination is</p> <ul style="list-style-type: none"> treating an individual or group differently in either a positive or negative way giving unequal or unfair treatment to individuals based on prejudice labelling and stereotyping. <p>Or any other appropriate response.</p>
8.		<p>This Question has an ‘explain’ command.</p> <p>The candidate should make an initial point of explanation for 1 mark and expand upon this or identify additional points of explanation for up to a further 3 marks.</p>	4	<p>Candidates could choose to explain any/any combination of the following</p> <ul style="list-style-type: none"> improved policy improved education surrounding mental health welfare legislation investment in treatments improved access to mental health services reduce waiting times for support access. <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
9.	(a)	<p>This question has a ‘describe’ command.</p> <p>The candidate must describe two aspects of the Assessment stage of the care planning process, or describe one aspect of this process and expand upon it for up to 2 marks.</p>	2	<p>Candidates could describe aspects of the following</p> <ul style="list-style-type: none"> • identify needs • observations by care workers and professionals • discussions with client family and friends • reference to medical notes and earlier history • and through conversations with the individual patient. <p>Or any other appropriate response.</p>
	(b)	<p>This question has a ‘describe’ command</p> <p>The candidate must describe a further stage of the care planning process. Up to 1 mark can be awarded for correct identification of a further stage of the care planning process and up to a further 2 marks can be awarded for a description of this stage.</p>	3	<p>Candidates can describe any of the following stages</p> <ul style="list-style-type: none"> • plan • implementation/goal setting • monitor • evaluation.
10.		<p>This question has a ‘describe’ command.</p> <p>The candidate may describe one difference and expand upon this for up to 4 marks or describe up to four differences for up to 4 marks.</p>	4	<p>Candidates may describe any combination of the following</p> <ul style="list-style-type: none"> • the statutory (or public) care sector is made up of both health and social work services that are provided by local authorities • they have been set up by acts of parliament • they must ensure by law that certain services are provided • voluntary (3rd sector) includes voluntary organisations, charities, community groups and individual volunteers • they are run on a not for profit basis. <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.		<p>This question has an ‘explain’ command.</p> <p>The candidate must explain how at least two emotional needs can be met in a day care setting to achieve up to 2 marks.</p>	4	<p>Candidates could explain ways such as meeting needs around</p> <ul style="list-style-type: none"> • security • connection • community • expressing feelings. <p>Or any other relevant response.</p>
12.		<p>This question has an ‘explain’ command.</p> <p>The candidate can be awarded up to 4 marks for points of explanation, or expansion on a point of explanation.</p>	4	<p>Award up to 4 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 Health and Social Care Standards • must demonstrate compassion • must adhere to legislation • CPD will be up to date and revalidation for nurses. <p>Or any other appropriate response.</p>
13.		<p>This question has a describe command.</p> <p>The candidate can be awarded 1 mark for relevant identification of a principle and up to a further 2 marks for a description in relation to Marta’s care.</p>	3	<p>Candidates must describe one of the five principles of the Health and Social Care Standards in relation to Marta’s care.</p> <ul style="list-style-type: none"> • dignity and respect • compassion • be included • responsive care and support • wellbeing. <p>In order to access all 3 marks, the candidate must link their description to Marta’s case study.</p>

[END OF MARKING INSTRUCTIONS]