



National
Qualifications
RESOURCE

X812/76/11

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 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.			Award up to 2 marks for an accurate explanation of nature on the development of an individual.	2	The candidate should explain how one of the following aspects impact on the development of an individual. Nature <ul style="list-style-type: none">• genetics• inherited illnesses• personality traits• physical traits. Or any other valid response.

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
2.	(a)	<p>The candidate should make a point on key features of an appropriate model of loss.</p> <p>1 mark will be awarded for each point and/or point of development up to a maximum of 4 marks.</p>	4	<p>Models of loss include Colin Murray Parkes (and Prigerson), William Worden and any other appropriate model of loss.</p> <p>Colin Murray Parkes Four phases – numbness, searching and pining, depression, recovery.</p> <p>Would also accept Murray Parkes and Prigerson (2010) stages – numbness, pining, disorganisation and despair, acceptance and recovery.</p> <p>William Worden Four tasks – Task 1 – to accept the reality of the loss, Task 2 – to experience the pain of the grief, Task 3 – to adjust to the world without the deceased and Task 4 – to find an enduring connection with the deceased in the midst of embarking on a new life.</p> <p>Would also accept Adams, Hays and Hopson.</p>
	(b)	<p>Up to full marks can be achieved with developed explanation applicable to Shania.</p> <p>In order to gain full marks the candidate must explain and link the stage/state/phase/taste to Shania.</p>	3	<p>Models of loss</p> <p>Colin Murray Parkes Four phases – numbness (shock, not accepting the lost, blocking the pain of the loss), searching and pining (following a routine as normal, pines for the loss), depression (realisation that the loss has occurred, despair), recovery (accepting the person has gone, adopting new thinking).</p> <p>Murray Parkes and Prigerson (2010) States – numbness, pining, disorganisation and despair, acceptance and recovery.</p> <p>William Worden Four tasks – Task 1 – to accept the reality of the loss, Task 2 – to experience the pain of the grief, Task 3 – to adjust to the world without the deceased and Task 4 – to find an enduring connection with the deceased in the midst of embarking on a new life.</p>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					<p>Adams, Hays and Hopson Seven stages – immobilisation, minimisation, depression, acceptance of reality, letting go, testing, search for meaning and internalisation.</p> <p>For example, candidates could make a link to Shania following the same routine for search and pinning phase for example, continuing to visit her Father's house or looking for her Father.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
3.		<p>Award full marks for an accurate description of unconditional positive regard.</p> <p>1 mark will be awarded for each point and/or point of development up to a maximum of 3 marks.</p>	3	<p>To gain all 3 marks the candidate must give a clear description which may include</p> <p>Unconditional positive regard</p> <ul style="list-style-type: none"> • acceptance • worth regardless of actions • feeling valued as an individual • treated with respect • warmth and welcomed. <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
4.		<p>Award 1 mark for key feature identified.</p> <p>Award a further mark for a point of description of the identified feature.</p>	2	<p>To gain full marks candidates must describe one key feature, not just identify the key feature. Award up to 2 marks for an accurate description of one key feature.</p> <p>Feminist key features</p> <ul style="list-style-type: none"> • gender-role socialisation • equal rights for women • oppression and subordination through patriarchy. <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>The candidate should make a point of description for each 1 mark or develop this point for a further 1 mark.</p> <p>In order to gain full marks there must be two valid reasons why knowledge of sociology is important for care practice.</p> <p>A maximum of 3 marks can be awarded if only one reason is explained.</p>	4	<p>Award up to 4 marks in total for an explanation of two reasons.</p> <p>Knowledge of sociology is helpful to understand how society shapes behaviour, or how individuals shape society, therefore care workers develop awareness of the impact of social influences for those in receipt of care services, or the influence that individuals can have on a care service development.</p> <p>May also offer explanations of sociological explanations versus common sense explanations.</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
6.	<p>Award up to 6 marks for an accurate explanation of the influence of media on society's perception of mental health.</p> <p>Award up to a maximum of 3 marks only for an accurate description of the social influence.</p> <p>Award 1 mark for each point of explanation of the influence of media on society's perception of mental health.</p> <p>Award 1 further mark for each developed point of the explanation of the aspect which is clearly relevant to the influence of media on society's perception of mental health.</p>	6	<p>To gain all 6 marks the candidate must give a clear explanation, which may include</p> <ul style="list-style-type: none"> • media as an agent of secondary socialisation • one source of the public's stereotyped attitudes towards mental illness is the media, in particular TV, films and newspapers • the reason why this creates negative attitudes is because the media tends to be only interested in reporting or portraying mental illness when it leads to sensational events • images and discriminatory language in the media maintain people's belief that mental illness is incurable madness • the tabloid newspapers regularly use words such as 'psycho' and 'bonkers' which may show lack of sensitivity to people experiencing mental health problems • due to the influence of stereotypes in media, the society tend to view people experiencing mental health problems as unpredictable, responsible for bizarre beliefs and behaviour, incapable of rational thought, and probably dangerous • the result of these beliefs and attitudes is that people experiencing mental health problems are socially excluded and isolated. <p>Or any other valid response.</p>

Section 3 – Values and principles

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
7.	(a)	<p>The candidate should describe the role of the care worker in the care planning process.</p> <p>1 mark will be awarded for each point and/or point of development up to a maximum of 4 marks.</p>	4	<p>To gain all 4 marks the candidate must give a clear description which may include</p> <ul style="list-style-type: none"> • undertake holistic assessment of individuals receiving care • they should understand the reasons for care plans and the care planning process • devise an individual care plan • implement the care plan • monitor and adjust the care plan where necessary • review and evaluate the relevance and success of the care plan • inform the development of future care plans • rest upon a firm value base with respect for the dignity of every individual and promotion of choice, rights, empowerment and protection, at the forefront • empower and optimise the participation of the service user in developing an agreed care planning.
	(b)	<p>Up to 4 marks can be awarded for an explanation of how this legislation can help to promote anti-discriminatory practice.</p> <p>A maximum of 1 mark can be awarded for identification of the piece of legislation.</p>	4	<p>If the candidate selects the Equality Act 2010, the answer could include</p> <ul style="list-style-type: none"> • the Act replaced a range of equalities legislation • protects those who are receiving care from being treated unfairly because of any characteristics that are protected under legislation • the protected characteristics are age, disability, gender reassignment, pregnancy and maternity, race, sex and sexual orientation. <p>Protects individuals from</p> <ul style="list-style-type: none"> • direct discrimination – this is when an individual is treated less favourably because of a protected characteristic; for example, if an individual is refused a job because of their age • indirect discrimination – this is when a good or service has criteria which have the effect of being discriminatory against a person because of a protected characteristic like their age. For example, if you can pay for an item in instalments but only if you are working, this would disadvantage retired people

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<ul style="list-style-type: none"> • harassment – this is when an individual experiences behaviour that makes them feel intimidated, humiliated, or degraded, or that creates a hostile environment. For example, if a care worker makes offensive jokes about a service user’s age • victimisation – this is when an individual is treated unfairly as a result of making a complaint about discrimination or giving evidence when someone else makes a complaint • The Equality Act also means that public bodies, such as local authorities, hospital trusts and police authorities now have to prevent discrimination. This is called the Public Sector Equality Duty and public bodies must consider the needs of people with protected characteristics, including older people, when planning or carrying out their public duties or services. <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.	(a)	Candidates can be awarded a maximum of 2 marks per description of a need.	4	<p>To gain all 4 marks the candidate must give a clear description which may include</p> <ul style="list-style-type: none"> • physical need for nutrition as he is forgetting to eat and there is no food in his house, so he won't be getting a healthy diet • safety needs as he is wandering from his home in inappropriate clothing which places him in danger • he has a social need for interaction as he is isolated, and his friends no longer come to see him because of his communication difficulties • he has a need for reassurance as he is obviously anxious about what is happening to him • requiring more and more help from agencies effecting independence and privacy • dignity affected due to unkempt appearance also wandering around outside in pyjamas. <p>Or any other valid response.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(b)	<p>Candidates can be awarded up to 4 marks for an explanation.</p> <p>1 mark will be awarded for each point and/or point of development up to a maximum of 4 marks.</p> <p>Full marks can only be awarded when this is linked to Tom.</p>	4	<ul style="list-style-type: none"> • it is important that the social worker gives Tom information about his care options in a way that Tom understands • information will also allow Tom to make informed choices about his care and support and will enable him to have some control over this aspect of his life • Tom should be informed about his dementia and how this will impact on his life in the future so that he can make provision for his future welfare and ensure that his wishes will be respected possibly through a welfare guardian • Tom should be fully involved in the care planning process and the assessment of need and the worker should arrange to review the care plan with Tom and encourage Tom to participate fully in this and express his opinions about the care he is receiving. If Tom is unable to do this then an advocate or representative should be arranged to assist with this • Tom should be encouraged to have social interaction and rekindle his old relationships • Tom should know his carers, feel confident and be happy for them to provide the care that he requires • Tom should be treated as an individual by people who respect his needs, choices and wishes. <p>Or any other valid response.</p>

[END OF MARKING INSTRUCTIONS]