



National  
Qualifications  
2023

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**2023 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 ‘identify’ command.</p> <p>The candidate should identify <b>two</b> cognitive needs of an older adult to achieve <b>2 marks</b>.</p>  | 2        | <p>Candidates could include the following:</p> <ul style="list-style-type: none"> <li>• stimulation</li> <li>• interaction</li> <li>• communication</li> <li>• new experiences.</li> </ul> <p><b>Or any other appropriate response.</b></p>   |
| 2.       |  | <p>This question has a ‘describe’ command.</p> <p>The candidate should describe <b>one</b> feature of human development for <b>1 mark</b> and then develop this point for <b>a further 1 mark</b>.</p> | 2        | <p>For <b>2 marks</b> candidates could include the following:</p> <ul style="list-style-type: none"> <li>• growth and development of the body</li> <li>• gross motor and fine motor skills</li> <li>• weight now approximately four times birth weight</li> <li>• eruption of deciduous teeth nearly complete</li> <li>• can run well and stop safely</li> <li>• walks upstairs and down two feet to a step</li> <li>• can move a cycle but cannot pedal yet</li> <li>• can push and pull large, wheeled toys</li> <li>• holds pencil in preferred hand (basic tripod).</li> </ul> <p><b>Or any other appropriate response.</b></p> |

| Question |     | General marking instructions for this type of question   | Max mark | Specific marking instructions for this question  |
|----------|-----|--|----------|--|
| 3.       | (a) | <p>This question has a 'describe' command.</p> <p>The candidate should describe <b>one</b> key concept of the psychodynamic approach for <b>1 mark</b> and then develop this point for a <b>further 1 mark</b>.</p> <p>A second key concept should be described for <b>1 mark</b> and developed for a <b>further mark</b>.</p>               | 4        | <p>Candidates could include the following:</p> <p>Psychodynamic Approach.</p> <p>All develop at different stages in our lives.</p> <p>Key concepts of the Psychodynamic approach may include:</p> <ul style="list-style-type: none"> <li>• humans are influenced by drives and instincts</li> <li>• many of which are buried in their unconscious mind</li> <li>• our experiences in childhood influence our behaviour</li> <li>• a description of the three ego states of child, id, ego and super ego</li> <li>• a description of conscious, pre-conscious and unconscious mind</li> <li>• all behaviour is a form of communication.</li> </ul> <p><b>Or any other appropriate response.</b></p> |
|          | (b) | <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 <b>2 marks</b> for the explanation of the concept chosen in (3b) in relation to understanding an individual's behaviour.</p> | 2        | <p>Candidates could include the following:</p> <ul style="list-style-type: none"> <li>• early childhood experiences influence our behaviour and our interactions with others</li> <li>• early experiences shape our personalities</li> <li>• age/stage appropriate behaviour or inappropriate behaviour should be taken into account when explaining an individual's behaviour</li> <li>• all behaviour is communication</li> <li>• events that have occurred in childhood can remain in the unconscious and cause problems</li> <li>• causes of behaviour originates from the unconscious.</li> </ul> <p><b>Or any other appropriate response.</b></p>  |

## Section 2 – Social influences

| Question |  | General marking instructions for this type of question  | Max mark | Specific marking instructions for this question   |
|----------|--|---|----------|---|
| 4.       |  | <p>This question has a ‘describe’ command.</p> <p>Award <b>1 mark</b> for describing prejudice and developed for a <b>further mark</b>.</p> | <b>2</b> | <p>Candidates could include the following:</p> <ul style="list-style-type: none"> <li>• preconceived ideas-based fear, ignorance or opinions</li> <li>• prejudge someone with a lack of knowledge</li> <li>• subjective</li> <li>• positive or negative</li> <li>• can be based on power relationships.</li> </ul> <p><b>Or any other appropriate response.</b></p> |

| Question |     | General marking instructions for this type of question   | Max mark | Specific marking instructions for this question   |
|----------|-----|--|----------|---|
| 5.       | (a) | <p>This question has a ‘describe’ command.</p> <p>Award <b>1 mark</b> for correctly identifying an agent of socialisation.</p> <p><b>A further 1 mark</b> can be awarded for points of development relevant to the description of the agent.</p>                                     | 2        | <p>Candidates could include the following:</p> <ul style="list-style-type: none"> <li>• family (Primary)</li> <li>• peer Group (Secondary)</li> <li>• education (Secondary)</li> <li>• work (Secondary)</li> <li>• media (Secondary)</li> <li>• religion (Secondary).</li> </ul> <p><b>Or any other appropriate response.</b></p>   |
|          | (b) | <p>This question has an ‘explain’ command.</p> <p>Award <b>1 mark</b> for any relevant point related to the influence of the agent on an individual.</p> <p><b>A further 3 marks</b> can be awarded for any point(s) of developed explanation relevant to the agent’s influence.</p> | 4        | <p>Candidates could include the following:</p> <p><b>Methods of influence which could include one or more of the following:</b></p> <ul style="list-style-type: none"> <li>• providing instruction</li> <li>• reward and punishment of desirable/undesirable behaviour</li> <li>• providing a role model</li> <li>• providing norms and values</li> <li>• defining culture.</li> </ul> <p><b>Or any other appropriate response.</b></p> |

| Question |  | General marking instructions for this type of question  | Max mark | Specific marking instructions for this question  |
|----------|--|---|----------|--|
| 6.       |  | <p>This question has a 'describe' command.</p> <p>Award up to <b>2 marks</b> for a description of either concept.</p> | <b>2</b> | <p>Award <b>0 marks</b> to candidates who only reproduce either concept as a verb for their answer, for example, disempowerment is when someone is disempowered, or exclusion is when someone is excluded.</p> <p>Descriptions may include:</p> <p><b>Disempowerment:</b></p> <ul style="list-style-type: none"> <li>• intentional or unintentional restriction or removal of service user rights or powers to make decisions for themselves</li> <li>• learned helplessness</li> <li>• making an individual service user or group less confident</li> <li>• discrimination by individuals or groups with more power.</li> </ul> <p><b>Exclusion:</b></p> <ul style="list-style-type: none"> <li>• restricted access to opportunities and participation in society's 'normal' resources</li> <li>• lack of engagement with wider society</li> <li>• non-engagement with services or aspects of society because of, for example, mental health issues, ethnicity, disability, or age.</li> </ul> <p><b>Or any other appropriate response.</b></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) | This question has an ‘identify’ command.<br>Award <b>1 mark</b> for correctly identifying one regulatory body for care workers in Scotland. | <b>1</b> | Candidates could include the following: <ul style="list-style-type: none"> <li>• Scottish Social Services Council</li> <li>• Nursing and Midwifery Council.</li> </ul> <b>Or any other appropriate response.</b>   |
|          | (b) | <b>3 marks</b> can be awarded for an explanation.   | <b>3</b> | Candidates must correctly explain why it is important to have a regulatory body. <ul style="list-style-type: none"> <li>• to protect the well-being of service users and the public by scrutinising and overseeing the work of regulatory bodies by</li> <li>• setting standards for training and qualification</li> <li>• establishing standards for conduct and compliance.</li> </ul> <b>Or any other appropriate response.</b> |

| Question |     | General marking instructions for this type of question                                      | Max mark | Specific marking instructions for this question  |
|----------|-----|---|----------|--|
| 8.       | (a) | This question has an 'explain' command. <b>4 marks</b> awarded for a correct explanation.   | 4        | <p><b>1 mark</b> is awarded for each point or a development of a point.</p> <ul style="list-style-type: none"> <li>• provides a basis for action</li> <li>• provides a way of identifying the care to be provided</li> <li>• allows for planned intervention</li> <li>• sets out care to suit the individual</li> <li>• provides holistic care</li> <li>• ensures consistency of care</li> <li>• dynamic and responsive.</li> </ul> <p><b>Or any other appropriate response.</b></p>   |
|          | (b) | This question has a 'describe' command. <b>3 marks</b> awarded for an accurate description. | 3        | <p>Candidates must identify correctly one stage of the care planning process in order to gain <b>1 mark</b>, with a <b>further 3 marks</b> being awarded for describing the stage:</p> <ul style="list-style-type: none"> <li>• Assessment – the first stage, gathering information, where strengths, needs of the service user and priorities are identified, and care planning is based</li> <li>• Plan stage – where strategies to meet the person's needs are discussed and agreed with the service user fully involved in the decision making. Services to meet those needs are identified</li> <li>• Implementation/goal setting – the plan is put into place with the services working together with the service user/goal setting. where the person's SMART goal are set and the individual works on these</li> <li>• Monitor – measure how effective the plan is working with feedback for the service user and those involved with the care provision</li> <li>• Evaluation – determine how effective the care plan has been in meeting the needs and priorities. This will be set in a time frame according to the plan.</li> </ul> <p>Monitor and evaluation can be treated as one stage or individually. This also applies to implementation and evaluation.</p> <p><b>Or any other appropriate response.</b></p> |

| Question | General marking instructions for this type of question  | Max mark | Specific marking instructions for this question  |
|----------|---|----------|--|
| 9.       | This question has a 'describe' command. Award <b>3 marks</b> for a relevant description.  | <b>3</b> | <p>Candidates must describe the principle of 'be included' from the health and social care standards in Scotland. <b>1 mark</b> can be awarded for any relevant point and another for development of the point.</p> <p>Be Included:</p> <ul style="list-style-type: none"> <li>• the service user receives the right information, at the right time in a way that the person can understand</li> <li>• is supported to make informed choices in order to control their care and support</li> <li>• the person is included in the way a service is provided and suggestions, feedback and concerns are considered</li> <li>• person is supported to participate fully in their community.</li> </ul> <p><b>Or any other appropriate response.</b></p>   |
| 10.      | This question is related to the principle 'be included' from the health and social care standards and to Caleb from the case study. Up to <b>4 marks</b> can be awarded for an appropriate answer which makes the connection between the principle and Caleb. | <b>4</b> | <p>Candidates must relate the answer to the case study and the principle 'be included'. Up to <b>4 marks</b> can be awarded for each point or for further development of a point or an example to expand on a point.</p> <ul style="list-style-type: none"> <li>• Caleb is an expert in his own experiences, needs and wishes</li> <li>• information about care at home or in a respite centre or other services need to be explained in a format and way he can understand so he can make an appropriate choice and have his wishes respected</li> <li>• he will know who will be providing his support and what they are expected to do</li> <li>• he will be treated as an individual respecting his needs and wishes</li> <li>• carers will need to communicate effectively with Caleb using methods which will help due to his hearing loss</li> <li>• Caleb should be able to visit a respite centre and meet the staff and service users to ensure it is appropriate</li> <li>• he will be encouraged to participate in his care plan and give feedback on his experiences and service provision</li> <li>• if Caleb chooses respite care he will have his friends and family visit, have his own belongings etc.</li> </ul> <p><b>Or any other appropriate response.</b></p> |

| Question |  | General marking instructions for this type of question   | Max mark | Specific marking instructions for this question   |
|----------|--|--|----------|---|
| 11.      |  | This question has a 'describe' command. Award up to <b>2 marks</b> for a relevant description. | <b>2</b> | <p>Candidates may describe any difference between both services. <b>1 mark</b> can be awarded for any relevant point and another for development of the point.</p> <p>Candidates may describe any combination of the following:</p> <ul style="list-style-type: none"> <li>• the statutory care sector is made up of both health and social work services that are provided by local authorities</li> <li>• they have been set up by acts of parliament</li> <li>• they ensure by law that certain services are provided</li> <li>• candidates could describe for example, NHS, Social work, etc</li> <li>• the difference between services which are run as a private business</li> <li>• service which are run independently of the National Health Service</li> <li>• normally run by a commercial company, on a 'for profit' basis</li> <li>• may possibly provide you with quicker access to medical treatment or care services.</li> </ul> <p><b>Or any other appropriate response.</b></p> |

[END OF MARKING INSTRUCTIONS]