

2024 Care

National 5

Question Paper 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>Award up to 2 marks for an accurate description.</p>	2	<p>Social needs could include:</p> <ul style="list-style-type: none"> • learning how to interact with others • primary socialisation (family/carers) • secondary socialisation (playgroup/nursery) • making friends • learning to be independent • plays alongside others. <p>Or any other appropriate response.</p>
2.		<p>This question has a ‘describe’ command.</p> <p>Award up to 2 marks for an accurate description.</p>	2	<p>Features of human development could include:</p> <ul style="list-style-type: none"> • becoming more independent from family • friendships will become increasingly important • focus and attention span will improve • cognitive skills will become more sophisticated • learning to co-operate and share more fully • physical growth • puberty. <p>Or any other appropriate response.</p>
3.		<p>This question has a ‘describe’ command.</p> <p>Award up to 2 marks for an accurate description.</p>	2	<p>Key concepts of the psychodynamic approach may include:</p> <ul style="list-style-type: none"> • people are born with instincts and drives • unconscious forces • childhood experiences. <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>The candidate can be awarded up to 4 marks for points of explanation, or expansion on a point of explanation.</p>	4	<p>Explanations may be based on developed points of the importance of understanding nature/nurture for care workers.</p> <p>Nature:</p> <ul style="list-style-type: none"> • the blueprint we inherit from our biological parents/genes inherited from our parents. <p>Nurture:</p> <ul style="list-style-type: none"> • environmental factors such as lifestyle choices • learned behaviours from our parents/family • experiences we have, such as being brought up in a loving family. <p>In order to achieve full marks, candidates must explain how a knowledge of nature/nurture is important for care workers. Eg understanding influences on making choices, behaviour etc.</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>Award up to 3 marks for an accurate description.</p>	3	<p>Descriptions could include:</p> <ul style="list-style-type: none"> • the process in which people 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 • may include primary and secondary socialisation in order to get full marks. <p>Or any other appropriate response.</p>
6.		<p>This question has a ‘describe’ command.</p> <p>Award up to 4 marks for an accurate description.</p>	4	<p>Mass media:</p> <ul style="list-style-type: none"> • Mass media is a method of communication which is used to influence people through, TV, newspapers, films, magazines, the internet etc. For example, Teenagers may be influenced positively or negatively depending on the message sent or perceived for example the influence of different types of music, fashion through magazines aimed at the age group or social media which may influence different behaviour etc, or perceived as being problematic via news stories. <p>Peer groups:</p> <ul style="list-style-type: none"> • Peer groups are a social group who have similar interests, age, social positions, similar characteristics. For example. teenagers become more influenced by their peers as they move away from the influence of family and grow and develop their own identity. Examples could include dressing the same, same music choice, friends and relationships of their choice or who have similar views. <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>The candidate can be awarded up to 3 marks for points of explanation, or expansion on a point of explanation.</p>	3	<p>Candidates could choose to explain any combination of the following life chances for Peter:</p> <ul style="list-style-type: none"> • may be unable to remain in current employment • employment opportunities will be less • reduction in finance which may affect the lifestyle he and his family have • he may not be treated as a father figure but as a dependent • children and or wife may not include him in events, social activities • his wishes, choices etc may not be recognised. <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
8.	(a)	<p>This question has a ‘describe’ command.</p> <p>Award up to 3 marks for an accurate description.</p>	3	<p>Candidates must accurately describe the ‘monitor and evaluate’ stage of the care planning process.</p> <p>Stage 4 – Monitor and Evaluate Care</p> <p>Monitoring and evaluation can be accepted separately.</p> <ul style="list-style-type: none"> • it is the stage in the care planning process when there is some estimation of whether the care plan is working or not • it is the stage when progress towards goals can be measured • evaluation requires everyone involved in the care plan to carefully examine (analyse) what has been happening • reviewing the care plan gives everyone involved an opportunity to re-assess the service user’s situation • changes can be made if alterations to the plan are required because of new information or changing circumstances. <p>Or any other appropriate response.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(b)	<p>This question has an '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>Up to 3 marks for an accurate explanation of the importance of determining care which is:</p> <ul style="list-style-type: none"> • implemented appropriately • dynamic and responsive • meeting needs and outcomes • in need of circumstantial change • justified in use of resources. <p>This is important because it:</p> <ul style="list-style-type: none"> • ensures the service user's needs are being met • ensures the service user's progress towards goals can be measured • requires that everyone involved in the care plan to carefully examine (analyse) what has been happening so that appropriate action can be taken to meet the specific needs of the service user. <p>Or any other appropriate response.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
9.		<p>This question has a ‘describe’ command.</p> <p>Award up to 3 marks for an accurate description.</p>	3	<p>Candidates must describe the principle of ‘dignity and respect’ from the health and social care standards in Scotland.</p> <ul style="list-style-type: none"> • my human rights are respected and promoted • I am respected and treated with dignity as an individual • I am treated fairly and do not experience discrimination • my privacy is respected. <p>Or any other appropriate response.</p>
10.		<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>This question is related to the principle ‘dignity and respect’ from the health and social care standards and to Yusuf from the case study.</p> <p>Up to 4 marks can be awarded for an appropriate answer which makes the connection between the principle and Yusuf.</p> <ul style="list-style-type: none"> • the homecare worker will respect Yusuf’s human rights to fair treatment in matters such as privacy and for example, if required, religious expression treat Yusuf with respect and dignity through empathy, acceptance and encouragement, now that he has returned home and requires help with personal care • ensure Yusuf is treated fairly, without prejudice or discrimination, relating to faith, culture, ability, or status, in the process of recovery from his operation • respect Yusuf’s right to privacy especially in his ‘own space’ of his flat, seeking his permission with any personal, private matters • ensure Yusuf is treated as an individual, respecting his needs and wishes. <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 a 'describe' command.</p> <p>Award up to 4 marks for an accurate description.</p>	4	<p>Candidates must describe the 'organisational' feature, which may include the organisation's:</p> <ul style="list-style-type: none"> • ethos • leadership and Management • aims and objectives, mission statement, policies and guidelines • training and supervision of workers • promotion of good quality assessment and care management • work in partnership with other relevant organisations • involvement of service users and others. <p>Or any other appropriate response.</p>
12.		<p>This question has a 'describe' command.</p> <p>Award up to 3 marks for an accurate description.</p>	3	<p>Candidates may describe the term 'voluntary care sector'.</p> <p>Voluntary (3rd sector):</p> <ul style="list-style-type: none"> • includes voluntary organisations, social enterprises, charities, community groups and individual volunteers • run on a not-for-profit basis. <p>Or any other appropriate response.</p>

[END OF MARKING INSTRUCTIONS]