



National  
Qualifications  
2024

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**2024 Care**

**Higher**

**Question Paper 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.		Award <b>1 mark</b> for a point of explanation, an additional mark for each developed point up to a <b>maximum of 3 marks</b> .	<b>4</b>	<ul style="list-style-type: none"> <li>• understanding this debate is important when working with individuals accessing care services because it can help care workers to better understand the potential causes of certain behaviours or conditions</li> <li>• if an individual has a genetic predisposition to a particular condition or behaviour, this may impact the types of interventions or treatments that are most effective for them. Similarly, if an individual's behaviour or condition is largely influenced by environmental factors, such as childhood experiences or social support networks, then interventions or treatments that address these factors may be most effective</li> <li>• an understanding of the nature/nurture debate can help care workers to approach their work with greater sensitivity and empathy, recognising that individuals may have unique genetic and environmental backgrounds that influence their behaviour</li> <li>• by taking these factors into account, care workers can develop more personalised and effective care plans that are tailored to the individual's specific needs and circumstances.</li> </ul> <p><b>Or any other relevant response.</b></p>
2.	(a)	Award <b>1 mark</b> for a point of description and an additional <b>1 mark</b> for any developed point.	<b>2</b>	<p>Description of any of the key features is acceptable:</p> <ul style="list-style-type: none"> <li>• Self-concept: the link between self-image, ideal self and self esteem</li> <li>• Conditions of worth</li> <li>• Locus of evaluation</li> <li>• Core condition – Unconditional positive regard (acceptance), congruence (genuineness), empathy (understanding).</li> </ul> <p><b>Or any other relevant response.</b></p>
	(b)	Award <b>1 mark</b> for a point of explanation and an additional mark for each developed point up to a <b>maximum of 2 marks</b> .	<b>3</b>	<p>Candidates can choose any key feature to apply to an individual with an eating disorder. Candidates are being assessed on knowledge of the theory applied to an individual accessing care services, inaccuracies in the discussion of an eating disorder should not be penalised.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
3.		Award 1 mark for a point of description and an additional mark for each developed point up to a maximum of 2 marks.	3	<p>Candidates can provide a discussion of stages of transition and relate this to the case study or they can provide an overall discussion of how Jamie's self-esteem will go up and down depending on what stage of transition they are experiencing.</p> <p><b>Seven stages:</b></p> <ul style="list-style-type: none"> <li>• immobilisation</li> <li>• minimisation</li> <li>• depression</li> <li>• acceptance of realise</li> <li>• testing</li> <li>• searching for meaning</li> <li>• internalisation.</li> </ul>

Section 2 – Social Influences

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
4.		Award <b>1 mark</b> for a general description of socialisation and <b>a further mark</b> for developing description relating to concept of socialisation.	<b>2</b>	<p>Description of Socialisation may include:</p> <ul style="list-style-type: none"> <li>• socialisation is the expected ways of behaving which begins at birth and continues throughout life, allows individuals to learn norms, values and beliefs of a culture or social group</li> <li>• process or way people learn the culture of their society. Family friends and peers influence individual's beliefs, attitudes and values</li> <li>• socialisation is influenced by main agents of socialisation: family, education, work, religion and mass media, through socialisation individuals learn social rules and ways of behaving within society</li> <li>• socialisation comprises of primary socialisation where the family provide children with aspects of common culture such as roles, values and norms, children learn how to behave appropriately, how to relate to others</li> <li>• secondary socialisation includes wider society and social agents of education, work, religion and mass media, is seen as preparation for taking on adult roles, for taking a responsible and acceptable part of society.</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)	Award 1 mark for general description of either family or work as social influence. A further mark should be awarded for development of key point.	2	<p>Description may include:</p> <p><b>Family</b></p> <ul style="list-style-type: none"> <li>• from our family we learn values, norms and roles of our culture</li> <li>• family is main influence in childhood. Children learn beliefs, values, moral and religious concepts</li> <li>• the difference between right and wrong</li> <li>• through primary socialisation, a child learns basic societal norms and customs, family influences culture, traditions, norms, social roles and values</li> <li>• family re-enforce socially acceptable behaviour and provide children with their first role model, which can support development of self and identity within wider society</li> <li>• family teaches culture and sense of competence and ambition, developing sense of identity, such as gender, sexuality, etc.</li> </ul> <p><b>Work</b></p> <ul style="list-style-type: none"> <li>• within work roles, an individual learns appropriate behaviours and attitudes, therefore are socialised into the world of work</li> <li>• develop a sense of identity from work, closely linked to self-esteem</li> <li>• certain job roles come with different levels of status within society, work roles help individual to maintain their place (status) within society, by conforming to beliefs, aims and regulations of the workplace and its culture</li> <li>• within the workplace, individuals learn social rules and ways of behaving with others.</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
(b)	<p>Award up to <b>4 marks</b> in total for explanation of <b>one</b> negative and <b>one</b> positive effect on wellbeing linked to chosen social influence.</p> <p>Up to <b>2 marks</b> in total awarded for a positive effect.</p> <p>Up to <b>2 marks</b> in total awarded for a negative effect.</p>	4	<p>Explanations could include:</p> <p><b>Family</b></p> <p><b>Positive:</b></p> <ul style="list-style-type: none"> <li>• primary socialisation contributes to development of identity and cultural societal norms and values, learning gender roles from the family reinforcing this through interaction, positive impact on learning how to interact with the world around them</li> <li>• spending time with family, positive roles can increase feelings of emotional and mental wellbeing, providing emotional and practical support</li> <li>• providing children with a shared understanding of family roles, social class and expectations. Teaching children social norms and cultural expectations can enable an individual to function within their own culture</li> <li>• primary care givers (parents) values and behaviours can instill values of citizenship and belongingness within society, development of social identity</li> <li>• some children have advantages throughout life because they adopt social identity (class/status) from their parents, Positive effect self-esteem and identity, values such as what is right and wrong.</li> </ul> <p><b>Negative:</b></p> <ul style="list-style-type: none"> <li>• family can teach children values, this can reinforce potential harmful ideas surrounding gender expectations, social class and lead to negative attitudes such as racism or homophobia</li> <li>• family can be a source of conflict, changing family dynamics and relationships such as physical and/or emotional violence/abuse may have an effect on individual's beliefs and attitudes. Can lead to feelings of anxiety, low self-esteem, insecure, unable to build trust and confidence</li> <li>• family can experience social issues such as poverty; can affect life chances, increased risk of developing illness, chronic conditions</li> <li>• absence of primary socialisation, children may have limited knowledge of importance of norms, values, may deviate from societal norms, this can impact on life chances, individual may feel excluded or marginalised by society</li> <li>• children living in an environment where there is substance and alcohol misuse and violence may lead to feelings of worthlessness, a sense that things will never improve, leading to limited opportunities and life choices</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<ul style="list-style-type: none"> <li>• stigma and discrimination of the family due to social issues and status within society – Adverse effect on mental wellbeing – bullying.</li> </ul>
			<p><b>Work</b></p> <p><b>Positive:</b></p> <ul style="list-style-type: none"> <li>• work is closely linked to social structures and processes, work provides socially desired behaviours, reinforces societal norms and values</li> <li>• can provide a sense of purpose and self-worth. Opportunities to meet and form positive relationships</li> <li>• sense of purpose and financial security. Occupational status can support development of self-identify. Job satisfaction can be connected to overall life satisfaction, can lead to positive impact on overall health and wellbeing.</li> </ul> <p><b>Negative:</b></p> <ul style="list-style-type: none"> <li>• gender differences within the workplace, may lead to stereotyping or discrimination, treated unfairly causing stress and negative impact on wellbeing</li> <li>• Discrimination at work, gender role and status can lead to feelings of worthlessness, a sense that things will never improve</li> <li>• links to educational achievements, gender, class and inequality, impact of education, social issues and unemployment, lack of education can impact on possible job opportunities, and unemployment, leading to isolation and no control over life choices, feelings of despair</li> <li>• work related stress, trying to meet societal expectations can impact on health, making it harder to carry out job role and status effectively, placing a higher risk of mental health conditions such as anxiety and depression</li> <li>• work can have an effect on how we identify our self, changing our identity to be accepted at a place of work in order to fit in, Bullying or discrimination within the workplace can lead to alienation and feelings of worthlessness, isolation and powerlessness</li> <li>• unemployment can be stigmatised by society as ‘lazy’, (failing to conform to societal expectations of employment) leading to feeling of shame and embarrassment, fear of being ridiculed, feelings of shame and judgement means less likely to access help when needed.</li> </ul> <p><b>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>Award 1 mark for point of explanation.</p> <p>Award further marks for explanation and analysis of key points up to a <b>maximum of 3 marks.</b></p>	4	<p>Explanation and analysis of Symbolic Interactionist may include explanation and analysis of the following points.</p> <p>Interactions between people shapes personal identity and in turn wider society Key features:</p> <ul style="list-style-type: none"> <li>• idea of self-concept and labeling</li> <li>• develop sense of self, interpreting the reactions of others through social interactions</li> <li>• the concept we have of our self is derived from perceptions and feedback from others during social interactions</li> <li>• labels such as mental illness and disability influence society's perceptions and therefore provide a negative connotation</li> <li>• significance of labels within social interactions</li> <li>• symbols convey meaningful behaviours. Symbols form the social values, norms and rules within society. Gestures and objects convey meaning</li> <li>• labels can define an individual's identity</li> <li>• labels can be a predictor of future behaviours. For example, symbols such as labels can have negative connotation's dependent on feedback</li> <li>• labelling is direct link to those in power and those who are labeled can convey dominance or submission – labels can lead to altered self-concepts. labels can strip individual identity and in an interaction the likelihood that individual interact with a person on the basis of that label</li> <li>• labels and role taking - negotiation of role and role identities emphasised by interactions and process through which we develop personalities and sense of self</li> <li>• concept of role taking identity is developed through interactions, learning norms, values and roles around us. Combination of social interaction and an individual's definition of the situation can instill the roles they take and how they perform these roles</li> <li>• self-fulfilling prophecy – labels can directly or indirectly become true in terms of the prophecy (label) due to negative feedback between belief and behaviour</li> <li>• labels and stereotype become internalised resulting in the label becoming true.</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)	Award <b>1 mark</b> for an accurate description of each appropriate need.	<b>2</b>	Needs might include: <ul style="list-style-type: none"> <li>• social: making, building and ending relationships; interacting with others</li> <li>• physical: warmth, safety, food and drink</li> <li>• emotional: need for love, sense of self-worth, need to be valued</li> <li>• cognitive: making choices and decisions, solving problems, learning, creativity</li> <li>• cultural: language, customs, diet, religion, attire, lifestyle choices.</li> </ul> <p><b>Or any other relevant answer.</b></p>
	(b)	Award <b>1 mark</b> for a point of explanation and an additional <b>1 mark</b> for developing that point, up to a <b>maximum of 2 marks</b> .	<b>3</b>	Candidates could discuss a specific stage of the care planning process and relate this to working with Nahid, or they could discuss PCP in general. Benefits could include: <ul style="list-style-type: none"> <li>• PCP will identify the most appropriate ways to meet Nahid’s needs</li> <li>• PCP will set priorities and timescales for support worker to work alongside Nahid</li> <li>• PCP may include a combination of support and care, enabling any medical or therapeutic treatment as forms of intervention</li> <li>• PCP empowers individuals to take an active role in their own care. This can lead to increased autonomy and a sense of control over their care, which can have a positive impact on their mental wellbeing</li> <li>• a care plan will inform future development and lead to service improvement.</li> <li>• including Nahid in the process will empower and optimise the participation of Nahid in developing her agreed care plan with support worker</li> <li>• including Nahid will guard against labelling, stigma or discrimination occurring while she is being supported by support worker and the organisation</li> <li>• moving towards personalisation and active participation, rather than Nahid taking a passive role in her care plan.</li> </ul> <p><b>Or any other relevant answer.</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
8.		Award 1 mark for a point of description of each feature and an additional 1 mark for developing that point.	4	<p>Positive care environment could be chosen from:</p> <ul style="list-style-type: none"> <li>• <b>Organisational</b> – Aims and objectives, mission statement, policies and guidelines; training and supervision of workers; promotion of good quality assessment and care management; working in partnership with other relevant organisations; involvement of service users and others</li> <li>• <b>Physical</b> – Where the service is based in a building: the building and grounds, for example its location in terms of transport and accessibility</li> <li>• <b>Therapeutic</b> – Promoting positive outcomes for people who use services and carers; range and choice of services offered</li> <li>• <b>Community</b> – Relationship with the local community; how service users use other community resources; links with other similar groups locally, nationally, and electronically.</li> </ul> <p><b>Or any other relevant key features of positive care environment.</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
9.		Award 1 mark for a point of explanation and an additional mark for each developed point up to a maximum of 2 marks.	3	<ul style="list-style-type: none"> <li>• being accountable for your own actions is an example of positive care practice as it ensures workers and organisations are responsible for their own actions and decisions</li> <li>• it is an example of positive care practice as care workers may be required to explain these actions to others</li> <li>• accountability can also reduce the possibility for harm and abuse taking place in health and social care settings</li> <li>• care workers and organisations may be more likely to foster a culture of openness, honesty and transparency if there are clear audit trails, accountability or adhering to duty of candor</li> <li>• accountability means being transparent about what is happening, making sure that the person receiving care is fully informed, and being willing to take responsibility for any mistakes or errors that may occur</li> <li>• when care workers are accountable, it establishes trust and promotes a positive relationship between the care worker and the person accessing care services. This creates an environment where the person receiving care feels safe, respected, and valued, which is essential for their wellbeing</li> <li>• accountability also promotes positive care practice because it ensures that the care worker is providing care that meets the highest standards. By being accountable for their actions, care workers are motivated to continually improve their practice and provide the best care possible.</li> </ul> <p><b>Or any other relevant response.</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
10.		Award 1 mark for a point of explanation and an additional mark for each developed point up to a maximum of 3 marks.	4	<p>Candidates are required to choose <b>one</b> piece of legislation and then discuss how features of the legislation can support care service users to feel protected.</p> <p>Candidates can explore ideas of protection from harm and abuse, discrimination, or any other relevant protection measure.</p> <ul style="list-style-type: none"> <li>• Equality Act (2010) individuals with protected characteristics will feel protected when in education and employment as reasonable adjustments should be made to ensure inclusion and to ensure any form of discrimination is against the law, thus supporting them to feel protected</li> <li>• Adults with Incapacity (Scotland) Act 2000 – individuals who lack capacity know that their finances and decisions regarding their health and wellbeing can be made by a court appointed ‘guardian’. This safeguarding measure should support an individual to feel protected against possible abuse or exploitation. The Mental Welfare commission will also provide care service users with confidence that ‘guardianship’ works in their best interest and in line with the Acts guiding principles.</li> </ul> <p><b>Or any other relevant answer.</b></p> <p><b>No marks can be awarded for an explanation of the Health and Social Care Standards.</b></p>

[END OF MARKING INSTRUCTIONS]