



National
Qualifications
2025

2025 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 1 mark for each point of explanation.	2	<p>A clear explanation may include:</p> <ul style="list-style-type: none"> • knowledge of human development enables care worker to explain why people behave in the way they do, to understand the service users' past experiences, feelings and behaviour • care worker can identify needs of individuals at each stage of the lifespan and those individuals are continually developing throughout the lifespan. The care worker can use knowledge of development and behaviour to help with care planning and applying positive care practices and strategies to meet development milestones • an understanding of what can influence development can help the care worker understand individuals' behaviours and help assess the needs of the service user • an understanding of development and behaviour allows the care worker to understand behaviour and demonstrate empathy • understanding what motivates people and how they perceive situations helps the care worker recognise skills required to work with the service user • knowledge of human development and behaviour empower the care worker to provide compassionate, informed and effective care <p>Or any other valid response.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
2.	(a)	<p>Award up to 2 marks for an accurate explanation of how either nature or nurture can influence Andrea's development.</p> <p>OR</p> <p>Award 1 mark for a generic explanation of nature or nurture.</p> <p>Award a further 1 mark for a developed point relating to factor that influences Andrea's behaviour/development.</p>	2	<p>Nature:</p> <ul style="list-style-type: none"> • general description could include/refer to genes we are born with and other hereditary factors can impact how personality is formed and influence development • genetics/Inherited – genes set the blueprint for how a person might develop. Influence of nature – genes inherited from parents. Andrea has Breast Cancer Gene passed on from Mother <p>Nurture:</p> <ul style="list-style-type: none"> • general description could include environment factors, childhood/family experiences, education and lifestyle factors influence development and behaviour of an individual • lifestyle – Lifestyle choices such as diet and exercise can increase risk of cancers • learned Behaviours and Childhood experiences – dynamic of family in which person is born (Adverse Childhood Experiences). Andrea's memories and experiences in childhood surrounding Mothers illness and death may have been stressful and traumatic, which has impacted on her behaviour and reactions to breast cancer diagnosis. Learned behaviours relating to living with Mother experiencing breast cancer and experiences of loss and grief. <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>Award maximum 2 marks for the description of relevant Stage of Immobilisation.</p> <p>Award a further 1 mark for each developed point that makes a link between the stage of immobilisation and Andrea's reaction to her diagnosis.</p>	4	<p>Award up to 4 marks for an accurate description that links to examples of Andrea's behaviour in relation to the stage of immobilisation.</p> <p>Immobilisation – a state of shock and disbelief. Self-esteem may drop as person realises that there is a threat to the life they have lived. A sense of being overwhelmed. 'it can't be happening to me, 'this isn't true. . .'</p> <p>Transition model explains that Andrea's diagnosis has affected her self-esteem. Andrea is experiencing a range of feelings and emotions to have some control of what has happened to her.</p> <p>Andrea is experiencing a range of feelings which is affecting her self-esteem. Andrea's reaction to diagnosis represents feelings of shock and disbelief. Understanding Andrea's behaviour at this stage suggests that she is in a state of shock, 'playing down' the diagnosis, carrying on as normal, may suggest that self-esteem is low, Andrea is denying the feelings of pain, refusing to talk to her partner. Andrea's reaction at this stage may lead to feelings of despair and depression.</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
3.	<p>Award up to 2 marks for an accurate description for each key feature.</p> <p>A maximum of 1 mark can be awarded for only identifying 2 key features.</p>	4	<p>Descriptions of key features may include:</p> <ul style="list-style-type: none"> • self-concept, ideal self, conditions of worth, Organismic self/true self, locus of evaluation • self-concept is the link between self-image, ideal self and self-esteem. Includes perceptions, beliefs and valuing of personal abilities and identity. Positive Self Concept is essential for personal growth and wellbeing. Self-Concept influenced by experiences a person has in their life and their interpretation of those experiences. Self-concept can be influenced by many things, including conditions of worth that the individual places on themselves • ideal self is the version a person aspires to be, includes goals and ambitions. Ideal self can be unrealistic and there can be differences between the real and ideal self, leading to unhappiness and even mental health issues. Socialisation such as influences of media, such as magazines, TV and Internet plays a major part in defining what lifestyle is desirable. Ideal self can act as a motivation to improve and make positive changes within individuals' life • self-image refers to individuals' description of themselves and is shaped by personal experiences and interactions with others. Self-image includes the influence of body image, how an individual perceives themselves to be a good or bad person. Self-image affects how a person thinks, feels and behaves • self-esteem is what an individual thinks about themselves and how they value themselves as a person. Self-esteem is influenced by relationship between self-image and ideal self. If an individual is unhappy and aspires to be like someone else (Ideal Self) then their self-esteem will be low • organismic self/true self represents a person's experiences and tendencies and can only be truly known by the person. Organismic self/true self relates to an individual always striving towards growth, maturity and self-actualisation. Development of self-awareness. Organismic Self/True Self focuses on trusting instincts and being aware of conditions of worth • positive regard focuses on seeking approval from others and expectations set by others. If an individual experiences unconditional positive regard from others they will become a fully functioning individual and the individual will be open to new experiences • conditions of worth; locus of evaluation (internal and external)

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<ul style="list-style-type: none"> • locus of evaluation is the place from where individuals make judgements about themselves and others. Internal locus of evaluation means individual trusts own instincts and judgement, based on evaluation of own experiences and inner wisdom. External locus of evaluation is based on the trusting and values of others, (how others view us) through conditions of worth, judging themselves based on what is acceptable, external locus of evaluation is often based on cultural norms and societal expectations • core conditions: unconditional positive regard (acceptance), congruence (genuineness), empathy (understanding) <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.			Award up to 2 marks for an accurate description of the family as a social influence.	2	<p>Description of the family as a social influence may include:</p> <ul style="list-style-type: none"> • development of cultural identity and beliefs • development of norms and values • knowledge and understanding of rules and roles <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>Award up to 2 marks for each feature described.</p> <p>A maximum of 1 mark can be awarded for only identifying 2 key features.</p>	4	<p>Description of conflict theory may include:</p> <ul style="list-style-type: none"> • different groups constantly struggle for resources and power in society • resources such as wealth, power and status are not distributed equally in society leading to conflict and tension • power dynamics shape social relationships and institutions leading to inequality where dominant groups remain powerful and privileged at the expense of subordinate groups • the status quo is challenged through examination of social order highlighting injustice and inequality • class conflict exists between the bourgeoisie and the proletariat meaning that capitalism exploits the working classes <p>Description of feminism may include:</p> <ul style="list-style-type: none"> • developing an understanding of the gender inequalities that exist in society and how these can be addressed • gender as a social construct. Social norms, expectations and institutions create, shape and reinforce gender roles and identities • intersectionality meaning that there are many forms of discrimination that are not just gender based but connected so require to be addressed simultaneously • society is structured in a way that privileges men over women, giving men more power, opportunities and control. Feminism challenges traditional beliefs, norms and institutions that reinforce gender inequality and works towards a more equal and fair society for all genders <p>Any other valid point of description.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
6.	Award up to 4 marks for an accurate explanation/s.	4	<p>Answers may include:</p> <ul style="list-style-type: none"> • work gives an individual a sense of purpose and identity, leading to higher self-esteem, greater social integration and pride in what they are doing along with a sense of accomplishment • work can cause individuals to experience stress, which could lead to or negatively contribute to mental health issues • the workplace can be a source of support and connection, encouraging friendships and relationships. Colleagues and managers can offer emotional support, understanding and encouragement which are helpful to someone who has mental health issues. Individuals realise that they are not alone • routine and structure are provided by work with individuals who might struggle with maintaining stability and consistency. This can help to manage symptoms and improve quality of life • financial stability through work can alleviate the stress and anxiety which are the result of financial insecurity. Financial strain can be eased and lead to an improvement in quality of life <p>Or any other valid response.</p>
7.	<p>Award up to 2 marks for an accurate description of the feature.</p> <p>To gain 2 marks candidates must describe one key feature, not just identify the key feature.</p>	2	<p>Symbolic Interactionism key features:</p> <ul style="list-style-type: none"> • idea of self-concept • significance of symbols and labels in social interaction • the concept of role taking <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
8.		Award up to 2 marks for an accurate explanation of why supervision is a feature of positive care practice.	2	<p>Candidates may discuss any of the following:</p> <ul style="list-style-type: none"> • supervision supports continual professional development and continuous improvement of care practice • supervision plays a key role in maintaining and enhancing the quality of care • supervision provides support and wellbeing for care workers. This is essential as care professionals often deal with emotionally challenging situations – support and looking after the wellbeing of the work force helps to prevent burnout, stress and promotes positive mental health • supervision allows for the identification and correction of any lapses or shortcomings in the delivery of care, thus maintaining the trust of service users and upholding the integrity of the whole care profession <p>Or any other valid response.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
9.	(a)	<p>Award 4 marks for correct description of two stages of the care planning process, up to a maximum of 2 marks per stage.</p> <p>A maximum of 1 mark can be awarded for only identifying 2 stages of the care planning process.</p>	4	<p>Candidates may include the following:</p> <ul style="list-style-type: none"> • assessment of need – the worker will consider the individual’s needs. They could use a model such as PROCCES or they may just consider physical, intellectual, emotional and social needs. The individual is at the heart of this, and the worker should ensure that individual needs and wishes are taken account of. Other professionals may be involved in this if there is a need for a specialist assessment • planning for care – in this stage of care planning the worker will work with the individual and significant others to develop an action plan for the individual. This will include met and unmet needs and will be captured in a format which the individual understands. There will be an indication of timeframes along with the roles and responsibilities of everyone involved with the individual. All workers who are involved with the individual must work to this plan and it belongs to the individual in receipt of the care • implementation – this is when the plan is put into action and the needs are met through the care plan using the methods and services detailed in the plan. The individual will have a copy of the plan and everyone who is involved with them should be working to this plan • monitoring and Review/evaluation – This should be ongoing and happen regularly. The purpose of reviewing the care plan is to ascertain if it still meets the needs of the individual and to check that it has been implemented as planned. This stage would also consider any changes in the individual’s needs. The arrangements for reviewing the care plan should be clearly stated on the plan itself and this process would include the individual and everyone involved in the delivery of the care plan <p>Or any other valid response related to the stages.</p> <p>There are specific models of care planning which the candidate may also describe. Marks should be awarded if it is an appropriate model and if the candidate has accurately described two stages.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(b)	Award up to 3 marks for an accurate explanation of how the identified stage contributes to positive care practice.	3	<p>For the stage of the care planning process, candidates should explain the contribution of features to positive care practice.</p> <p>Features of positive care practice may include:</p> <ul style="list-style-type: none"> • training • supervision • person centred care • needs led/holistic care • anti-discriminatory practice • collaborate working • multi-agency working • appropriate legislation • Codes of Practice, Health and Social care standards and/or NMC guidelines <p>Or any other valid response.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
10.		Up to 4 marks can be awarded for an explanation of how this legislation gives individuals rights and choices over the care they receive.	4	<p>For 4 marks candidates must provide an explanation which links features of the legislation to rights and choices.</p> <p>Legislation used may be one of the following:</p> <ul style="list-style-type: none"> • Community Care and Health (Scotland) Act 2002 • Equality Act 2010 • Human Rights Act 1998 • Mental Health (Care and Treatment) (Scotland) Act 2003/The Mental Health (Scotland) Act 2015 • NHS and Community Care Act (1990) • Patient Rights (Scotland) Act 2011 • Regulation of Care (Scotland) Act 2001 • The Adults with Incapacity (Scotland) Act 2000 • The Social Care (Self-directed Support) (Scotland) Act 2013 <p>Or any other valid response.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
11.		Up to 3 marks awarded for a description of the benefits of a multi-disciplinary team being involved in the care planning process.	3	<p>Responses may include:</p> <ul style="list-style-type: none"> • a multi-disciplinary team (MDT) consists of professionals from a diverse background, each bringing their unique expertise to the delivery of care practice • a MDT will bring specialised knowledge and skills to the delivery of care practice, allowing for more tailor-made care packages for individuals • a MDT might prevent gaps in service delivery and ensure a comprehensive care plan is in place • a MDT should also allow for enhanced communication between professionals, collaborative working and overall, an enhanced quality of care delivery • a MDT approach will allow for a diverse perspective, providing a more informed and balanced provision of care • a MDT approach to care delivery will provide more efficient care to be provided for individuals, there should be a better use of resources, such as professionals expertise, time and skills • a MDT will also allow for support for professionals, a team/collaborative approach should ensure support is available to staff and there is sharing of resources and knowledge – fostering a more supportive environment which might reduce stress and prevent burnout among professionals <p>Or any other valid response.</p>

[END OF MARKING INSTRUCTIONS]