



2011 Care

Higher – Paper 1

Finalised Marking Instructions

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2011 Care Higher Paper 1

Section 1

Psychology for Care

- (a) Describe **two** key features of the Cognitive Behavioural approach.

4 KU

Markers – candidates can get 1 mark for a basic point, 2 marks for a developed point and a maximum of 3 marks for a fully developed description of one feature. There is a maximum of 1 mark for merely listing the features. To gain full marks (4/4) candidates must describe two separate features.

Sample answer

Cognitive/Behavioural approach: Key features

- empirical
- learning theory: stimulus, response and reinforcements
- social context important for humans: modelling, observing, self-efficacy
- cognitive processing

- Cognitive/behavioural approach takes the view that human beings have some degree of control and choice over how they behave.
- Behaviour is essentially a learned response to various stimuli (triggers) which elicit certain responses: thoughts/feelings/actions.
- The Cognitive Behavioural approach takes into account that human behaviour is the result of the interplay between external influences such as social situation, rewards, punishments, known consequences of behaviour, and internal factors such as behavioural traits feelings, personal beliefs etc.
- Behaviour can therefore be seen to be the individual's response to certain "triggers".
- A behaviour is more likely to be repeated if it is reinforced by a reward of some kind – either intrinsic (pride, satisfaction) or extrinsic (money, a medal, praise).
- The social context is important for humans: we observe other people acting and we copy their behaviour, sometimes consciously and sometimes vicariously (without knowing we are doing it).
- Other people (parents, friends, sports stars, musicians) act as models (consciously or not) and their behaviour is copied by others.
- Our belief about how good we are at something (self efficacy) will have an influence on how good we actually are.
- Humans process the information they perceive using past experiences, thoughts, feelings, awareness of current situation etc. and this influences their behavioural responses.
- Candidates can describe features from any cognitive behaviourist theory.

Or any other valid answer.

- (b) Explain why it is helpful for care workers to have an understanding of the impact of both nature **and** nurture when supporting people.

**2 KU/
4 AE/App**

Markers – Up to 2 KU for description of nature and/or nurture. KU marks can also be awarded holistically where they are embedded in the candidate's response.

Sample answer

Nature: Relates to the genes we have inherited from our parents so focuses on genetics and heredity characteristics of people. Another term to describe this is 'genotype' or genetic blueprint.

Nurture: Relates more directly to our social circumstances, our upbringing and our lifestyles and focuses on the interaction between our genotype and environmental influences. Another term to describe this is 'phenotype' or the outcome of our genetics combined with our life experiences.

It would be helpful for care workers to have an insight into the impact of both nature and nurture when supporting people as it is important to understand how we each develop own individual personalities as **unique individuals**. For care workers this could mean that although they may be supporting someone who has cerebral palsy, dementia, a hereditary disease or a terminal illness, the extent to which the condition impacts on an individual will not just depend on the illness itself, but also the **social environment** and living situation of the people involved.

The complex interrelationship between nature and nurture is therefore useful in understanding the personalities, behaviour and development of all human beings, but is particularly significant trying to develop an understanding of their situation or **devise strategies** for how best to support them. For example, some **hereditary** conditions such as Huntington's disease or a family history of certain types of cancer or heart disease may result in a poor life expectancy for an individual. However, the way in which an individual lives their lives (eg a healthy diet and lifestyle) or is/is not supported by those around them (eg to realise their potential) then this is likely to have an influence on the extent to which the condition impacts on their lives.

Or any other valid answer.

- (c) Describe **one** of the following models of loss or transition and explain **two** ways in which this model could be used to understand the behaviour of an older adult moving into a care home because their partner has died:

Colin Murray Parkes
or
William Worden
or
Adams, Hayes and Hopson

**4 KU/
4 AE/App**

Markers – The 4KU marks are awarded in a holistic way for describing one model. Only 1KU mark is awarded for merely listing the stages or phases of any model. A maximum of 3 AE/App marks can be awarded for each fully developed explanation of why the model is useful in relation to an older adult. Candidates do not need to describe all stages/phases of a model to gain maximum KU 4/4

Sample answer for Adams, Hayes and Hopson.

The seven stages that Adam, Hayes and Hopson identified are:

- **Immobilisation** – shock, disbelief.
- **Minimisation** – a ‘playing down’ of what has happened.
- **Depression** – feelings of despondency, low spirits.
- **Acceptance of reality** – the start of coming to terms with what has happened.
- **Testing** – trying out ideas and behaviours.
- **Search for meaning** – trying to make sense of what has occurred in an objective way.
- **Internalisation** – acceptance of the change.

The model is helpful in highlighting the way in which levels of **self-esteem can fluctuate** during periods of uncertainty or change, such as moving into a care home.

The model is also helpful in highlighting that the process of transition is not always smooth – some **people can become stuck** at an early stage eg if they have moved into the home because their partner who was caring for them has died, they may be at the stage of depression and their self-esteem would be very low.

The model also helps care workers understand that and that a **range of behaviours may be ‘normal’**. An older adult moving into a care home may experience a range of conflicting feelings, especially if the move was sudden or was associated with another negative event in their lives. For instance, if they have had a stroke and are no longer able to look after themselves at home, they may be at the stage of minimisation, where they haven’t yet faced up to the fact that this might involve long-term change to their ability.

It would be useful for care workers to know that the person may **need time and to work through the stages**, and that with support, they might be able to come to terms with their situation and adjust to living in the care home.

Key features of William Worden

Four Tasks:

- accept the reality of the loss
- work through the pain of grief
- adjust to an environment in which the deceased is missing
- emotionally relocate the deceased and move on with life

Key features of Colin Murray Parkes

Four phases:

- Numbness
- Searching and pining
- Depression
- Recovery

Determinants of grief

Or any other valid answer.

Case Study 1 - Belle

Read the case study and answer the following questions.

Belle is a 12 year old girl who had been living at home with her mother until a month ago when she was received into a foster family. Belle's mother was admitted into hospital and it is not known when she will be able to return home. Belle is not settling in well and her behaviour is causing her foster carers some concern. She has started bed wetting and reacts very badly when her carers, especially her foster mother Rhona, asks her if she is upset about anything. Belle says she is fine and that nothing is worrying her and that Rhona should 'just mind her own business', as she is not her real mum.

- (d) Defence mechanisms are a key feature of the Psychodynamic approach. Describe what defence mechanisms are, and explain how Belle's behaviour might be understood, using **two** defence mechanisms.

3 KU
4 AE/App

Markers – The marks can be allocated flexibly eg up to 2KU and 3AE/App marks could be awarded for a full discussion of one defence mechanism. KU and AE marks should be awarded holistically.

Knowledge

- The psychodynamic approach believes that the **ego tries to balance the conflicting demands of the id and the superego**.
- Defence mechanisms become evident when the **ego encounters difficulties coping with these conflicting demands** and employs defence mechanisms to alleviate feelings of anxiety.
- The person may demonstrate defence mechanisms such as denial, repression, regression, sublimation, displacement, projection or rationalisation in order to deal with their anxiety and **protect their ego**.

Sample answer

Belle is displaying aspects of behaviour that could be analysed through reference to the following defence mechanisms.

Regression – Belle is displaying elements of behaviour that would normally be associated with earlier stages of her development, such as bed wetting and angry outbursts. This could be considered to be an example of regressive behaviour used as a defence mechanism to cope with her feelings of anxiety, which may be caused by concern about her mother and upset at moving into a new house.

Denial – Belle is claiming that 'she is fine' and that there is nothing worrying her, despite the fact that her behaviour suggests that she is experiencing distress. This could be explained in terms of denial, a type of refusal to accept reality in order to cope with difficult situations.

Displacement – Belle is displaying angry outbursts to her foster carers, especially her foster mum, and appears to be resisting any comfort or support offered to her. This could be an example of displacement behaviour, as she could be shifting a feeling from a 'real' target of anger or anxiety (ie Belle's mum) towards a substitute object or person (Belle's foster mum).

Or any other valid answer.

Background information on defence mechanisms

Features of psychodynamic approach can only be awarded marks if fully linked to defence mechanisms.

- The psychodynamic approach highlights the dynamic **parts of the personality** referred to as the id, ego and superego.
- The id is like an inner child, operating on the pleasure principle; the ego is like an inner adult, focussed on reality and the superego is like an inner parent operating on the basis of guilt and morality.

Section 2

Sociology for Care

- (a) Describe **one** difference between sociological explanations and common sense explanations.

2 KU

*Markers – 1 mark for an accurate description of each explanation, using some appropriate sociological terminology. The answer must clearly show that the student understands the **difference** between the sociological view and the common sense approach.*

Sample answer

Common sense explanations of social issues are often based on **opinion or personal experience** and therefore are often very **subjective**, which means that they are based on an individual's point of view. Sociological explanations are, by contrast, more **objective**, which means they are not influenced by personal feelings but are based on **knowledge and evidence from research**.

Social explanations:

- Sociology avoids common sense view by being **objective and scientific**.
- It makes objective observation and **tests this against theory**.
- The sociological approach is therefore a scientific one and **avoids making value judgements**.
- Sociology takes the view that human behaviour is largely the **product of the environment** in which the behaviour occurs and is therefore the result of social forces and circumstances.
- Behaviour is therefore "not natural" but can be explained as resulting from the situation in which the behaviour occurs.

Common sense explanations are often considered to be:

- **Naturalistic** "It's only natural that when a man and women fall in love that they will choose to get married and want to have children."
- **Individualistic** "If people are poor it's their own fault as there are plenty of jobs for those that want them."
- **Moralistic** "People who take their own lives are selfish. They should think of the people they leave behind."

Or any other valid answer.

- (b) Explain how sociology describes the relationship between private problems and public issues.

2 AE

Markers – Full marks can be awarded for two separate points briefly made about the relationship between private problems and public issues or for one point which is developed more fully.

Sample answer

- Private problems such as divorce or suicide could have a very personal impact on any of us at some point in our lives, but they are also of **wider public concern** in terms of both cause and impact.
- The **cause** of a private problem may be a public issue that society can address eg mental health problems that are not dealt with leading to suicide in young men or domestic violence leading to marital break-up.
- Our **sense of identity** may be influenced by our culture, class, religion, sexuality or gender and the extent to which public issues may impact upon us as individuals may also be related to these issues.
- The **impact** of private problems may also affect society, especially if it affects a lot of people. If there are a large number of people unemployed in society, then it is a public issue that society needs to deal with, not just the individual.

Or any other valid answer.

- (c) How does functionalist theory explain deviance in society?

4 KU
3 AE/App

Markers – It is not required that candidates discuss all aspects of functionalist theory to gain full KU marks. AE marks are awarded for explaining deviance using functionalist terminology. Marks should be awarded holistically. Maximum of 3 KU marks if key features are described but not linked to deviance.

Sample answer

Functionalists believe that society is maintained through a generally accepted set of rules based on a consensus on **norms, values and roles**. From a functionalist perspective deviance would be considered to be behaviour that was viewed as threatening the stability of society by **breaking the established rules**. Sociological theory in general recognises that people learn the rules of the culture to which they belong through the processes of **socialisation**. Individuals or groups who are considered not to be conforming to the agreed norms and values may, however, have been socialised according to a set of norms and values that differ from those generally accepted by the majority. In this respect, their behaviour may be considered to be dysfunctional by many people. It is important to recognise, however, that within their **own culture or sub-culture** such behaviour may be considered to be the norm.

Functionalism also highlights the manner in which **stability and continuity** is maintained in society when the **shared agreement** on norms and values is passed on from one generation to the next. If an opposing set of norms, values or deviant behaviour prevailed in a particular group or sub-culture, then functionalist theory would highlight the extent to which this would be seen as **threat to the stability of society**.

Using a biological or mechanical analogy can also be helpful in trying to understand and explain deviance from a functionalist perspective. As functionalist theory believes that the **social institutions within society are integrated and interdependent**, it follows that it is important that they all work together for the common good. If one component of a body or complex piece of machinery fails to work properly, then it can become dysfunctional and **affect the smooth running of the whole**. In order for 'the body' of society to remain integrated and in order to maintain stability, functionalist theory would suggest that individuals or groups who demonstrate deviant behaviour should be **rehabilitated or removed** from society in order to remove the threat that their deviant behaviour creates. Ideally they should also '**relearn**' the expected norms of society in order to 'fit back in' as fully functioning parts of the society to which they belong.

Functionalist theory is very effective in highlighting the extent to which society uses interdependent formal and informal **agencies of social control** to ensure that people adhere to the accepted rules of society. Sanctions are used by both informal and formal agencies of social control to regulate behaviour. **Informal social control** may take place in the family or through the influence of a peer group and even in the workplace. In these settings it will be through processes of approval, disapproval and social pressure that expectations of behaviour are established and deviant behaviour is controlled.

Examples of **formal agents** of social control could include the police, courts or prisons. **Negative sanctions or punishments** handed out by formal agents of social control could include individuals spending time in institutions which have been established within society to help maintain social order such as prisons or secure residential units for young people. Such institutions may themselves be perceived as 'mini societies' in their own right, within which inmates or residents find that it is important to learn and abide by certain rules or codes of conduct in order to survive as part of a different sub culture.

Or any other valid answer.

- (d) Explain why feminist theory suggests that it is important to demand equal rights for women.

3 KU
3 AE/App

Markers – There are a number of ways in which this question can be answered. KU and AE/App points can be awarded holistically for any relevant explanation. Maximum of 2 KU marks for just describing feminism and not relating it to equal rights.

Sample answer

Feminists believe that it is important to demand equal rights for women because women have been socialised into limited gender-defined roles and experienced oppression and discrimination due to the patriarchal way that society is structured. It is only by demanding equal rights in law that women will be able to lead a full life.

Equal rights for women

- Feminist sociology argues that there needs to be a culture of equality within society to ensure that women are treated fairly in comparison to men.
- Some measures have been taken by society to address this eg equality legislation.
- Many women still however remain disadvantaged, earning less than male counterparts, being passed over for promotion in favour of males, finding barriers to opportunity which males do not come up against.
- The concept of women's rights needs to be highlighted more to ensure that there is a social awareness of this issues and therefore women treated more favourably.

Gender role socialisation

- Feminist theory highlights that people are socialised into gender roles.
- Female/male characteristics and behaviour patterns are therefore learned through the process of socialisation.
- Females are socialised into subservient roles ie they are "taught" female roles such as mother/home-maker/wife etc.
- Feminism argues that the lower status of women is embedded into social norms and values which reinforce the subservient role of women in contemporary society.

Oppression and subordination through patriarchy

- Feminists argue that strict gender roles (particularly those of wife/mother/homemaker) reinforce male dominance and actually cause women to be oppressed.
- Feminism alleges that a gender division of labour serves to keep women in a subordinate role in a number of ways and shifts the power balance in society in favour of men.
- Some females argue that men's physical power/strength over women is misused to keep women subordinate positions within the family/domestic settings.

Or any other valid answer.

- (e) Describe the concept of social inequality and explain the role of legislation in addressing social inequality.

4 KU
4 AE/App

Markers – KU and AE marks can be awarded holistically, but some of the relevant terminology listed has to be used in order to gain full KU marks. KU marks only awarded for specific pieces of legislation if it is linked to addressing inequality.

Sample answer

Social inequality exists when there is an unequal distribution of resources (money, power, life chances) within society. Vulnerable groups can face some or all of the following.

- oppression
- marginalisation
- discrimination
- powerlessness
- cycles of poverty and deprivation
- social exclusion

Groups may be marginalised on the basis of issues such as disability, homelessness or health status. They may experience stigma and prejudice and this may limit their life chances.

Legislation is one way of addressing some of the **imbalance of power** in society. Legislation is a **reflection of the values** of society at that time and can embody positive values and principles which emphasise empowerment, valuing diversity, social inclusion and social justice. Legislation **protects people** and is one way for society to ensure that people have rights. Legislation which prohibits sex, race, disability and other types of discrimination enables people to be clear about what their **rights** are and to demand action if their rights are abused. The **life chances** of many people have been improved since the introduction of pieces of legislation such as these.

Or any other valid answer.

[END OF MARKING INSTRUCTIONS]