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2013 Care

Higher Paper 1

Finalised Marking Instructions

Part One: General Marking Principles for Care Higher Paper 1

This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this Paper. These principles must be read in conjunction with the specific Marking Instructions for each question.

(a)   Marks for each candidate response must <u>always</u> be assigned in line with these general marking principles and the specific Marking Instructions for the relevant question. If a specific 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/Principal Assessor.

(b)   Marking should always be positive ie, marks should be awarded for what is correct and not deducted for errors or omissions.

GENERAL MARKING ADVICE: Care Higher Paper 1

The marking schemes are written to assist in determining the "minimal acceptable answer" rather than listing every possible correct and incorrect answer. The following notes are offered to support Markers in making judgements on candidates' evidence, and apply to marking both end of unit assessments and course assessments.

Part Two: Marking Instructions for each Question

Section 1
Psychology for Care

Question			Expected Answer/s	Max Mark	Additional Guidance
1	a		**Describe two key features of the Cognitive Behavioural approach.** *Guidance to markers* *To gain full marks candidates must describe two distinct features. If only one is described then a maximum of 3 KU can be awarded. This means that marks can be awarded holistically if the description of one feature is particularly strong and the other weaker.* **Key Features are:** **Empirical** • This means that behaviour is viewed and studied in a scientific way using observation, testing and experimentation to objectively measure and quantify behaviour. • This approach sees behaviour as the consequence of some other thought/action/belief so behaviour can be studied and explained in a scientific or objective manner producing explanations which are valid and reliable. **Learning Theory (stimulus, response and reinforcements)** • Behaviour is learned according to reinforcements – cognitive behaviourist psychologists believe humans are born with their mind as a 'blank slate'. • Learning takes place by association i.e. making links in our mind between the stimulus (the thing that triggers the behaviour), and the response (the consequence of the behaviour). • Since behaviour is learned, it can be un-learned and re-learned. • Both positive and negative behaviour can be reinforced. • Learning takes place in response to rewards and punishments. • Behaviour which results in some form of pleasure for the individual is more likely to be repeated; behaviour which results in unpleasant consequences is less likely to be repeated. • Behaviour is influenced both by intrinsic rewards (e.g. a sense of pride, satisfaction, happiness) and extrinsic rewards (e.g. money, medals, status)	4 (KU)	

Question			Expected Answer/s	Max Mark	Additional Guidance
1	**a**		**(Cont.)**		

Importance of Social Context
- Behaviour is shaped by the social environment in which it occurs.
- Human beings observe their social situation and get clues and/or cues that indicate how they should behave.
- "Social rules" about behaviour exist which inform individuals how to behave.
- Our behaviour is often modelled on people whom we see as admirable or desirable (role models).
- Self-efficacy refers to how effective or competent we feel when we are doing something or being someone. This opinion is linked to our social experiences.

Cognitive Processing
- The individual processes information in their own mind and "decides or chooses" how to respond. This approach emphasises that human beings do not simply respond to rewards, punishments, the social environment and so on in an automatic or mechanistic way.
- Whilst these elements are important in shaping our behaviour, humans also think, plan and make decisions for ourselves: we choose how to behave.

- Thinking/planning/choosing occurs according to how we process information in our own minds. So whilst a reward might make a particular behaviour more likely, an individual can ultimately choose how to respond to any reward/stimulus.

Or any other valid answer.

Question			Expected Answer/s	Max Mark	Additional Guidance
1	**b**		**Explain why nature and nurture are both important influences on how a person develops.**	**2 (KU)** **2 (AE)**	

Guidance to markers

Up to 2KU mark/s should be awarded for a basic description of what nature and nurture mean in terms of influencing how a person develops.

Up to 2AE marks should be awarded for more fully developed explanations. This could include providing examples to illustrate points being made or making reference to the complex interrelationship between nature and nurture.

Marks could also be awarded holistically for a well-integrated response. In this case KU marks can be inferred from fully developed AE responses, but not vice versa.

Knowledge and Understanding (KU)

- The influence of nature is in the genes we inherit from our biological parents. Genes set the blueprint for what we might become (the genotype).
- Research shows that there is a genetic link to a number of aspects of human experience such as the likelihood of developing certain illnesses.
- Studies show that twins separated at birth, and brought up in different environments, often develop in very similar ways. This would indicate that their genes have an influence on how they develop.
- The influence of nurture includes the environment in which we live, the dynamics of the family into which we are born and the community and culture in which we are brought up.

Question			Expected Answer/s	Max Mark	Additional Guidance
1	**b**		**(Cont.)**		

Analysis and Evaluation (AE)

- Although genes establish the blueprint for what we might become, these are only the possibilities for a person. The blueprint is influenced by the conditions/environment in which a person grows. This interaction results in the phenotype – the observable physical characteristics.
- For example, a person may be born with a disability caused by genes, but if they receive support and encouragement from family, schools and support services, they may be able to achieve more in their life than they would have in the past, when they would have just been left in an institution. This indicates that it is not only the genes they were born with, but the conditions in which they are brought up, that influences what they are able to achieve.
- Today, due to advances in science and technology, people are able to take medication and undergo surgery which can affect them in many ways. Mental health problems such as depression and schizophrenia, which may have a genetic link, can be managed with medication, and even something as genetically determined as gender can be changed by surgery and medication.

Or any other valid answer.

Question			Expected Answer/s	Max Mark	Additional Guidance
1	c		**Explain how a care worker could use Adams, Hayes and Hopson's model of transition to understand and support an individual moving into a care setting.**	4 (KU) 3 (AE/ APP)	

Explain how a care worker could use Adams, Hayes and Hopson's model of transition to understand and support an individual moving into a care setting.

Guidance to markers

Candidates do not have to describe every stage of the model, but must demonstrate an understanding of this particular model, rather than just a general discussion of transition, to gain full marks.

Up to 3AE/APP marks can be awarded for explaining how an understanding of the model could be used by a care worker supporting an individual moving into any care setting.

Although the KU and AE marks are separate, marks could be awarded for more holistic responses.

Knowledge and Understanding (KU)

- Adams Hayes and Hopson's model is a **staged** one – i.e. it describes the process of loss as a transition through a number of stages
- This process is linked to the levels of self-esteem of the person experiencing the loss/transition **self esteem** – the extent to which they value themselves.
- The seven stages are:
  - **Immobilisation** – Initially, the person is in a state of shock. This may last for minutes or much longer. There is disbelief: 'This can't have happened', 'This can't be happening to me'. They might feel quite dazed and need to sit down. Their self-esteem will drop as they realise that there is a threat to the life they have lived.
  - **Minimisation** – There may be a temporary increase in self-esteem as they 'play down' what has happened. Similar to a form of 'denial'. 'It might not be as bad as it looks'.
  - **Depression** – When the reality of what has happened sinks in, the person starts to feel pain and realises how difficult things might be, and how their life might change. They might be angry about how things have turned out, blame other people, or feel that they won't be able to cope and withdraw from others.

Question			Expected Answer/s	Max Mark	Additional Guidance
1	**c**		**(Cont.)**		

- **Acceptance of reality/letting go** – This is when a person's self-esteem is at its lowest: they accept that things won't go back to the way they were before. They have to face up to the fact that their life has changed, and start thinking about moving on with their new life.
- **Testing** – This is where the person tests out new ideas and behaviours. They start to see that there may be new ways of leading their life in their changed circumstances. The person's self-esteem starts to rise as they develop a more positive self-concept: they are beginning to develop a different self-image.
- **Search for meaning** – trying to 'make sense of the situation' and understand the need for change. Their previous self-concept has been affected by the transition and they are now developing new ideas of what is important for them in this new stage of their life: developing both a new self-image and imagining a new ideal-self.
- **Internalisation** – By this stage, the person has adapted to their changed circumstances and has developed a higher self-esteem, accepting the new situation and having developed a positive self-concept. The transition has become an accepted part of the person's life.

- People experience a range of feelings as they go through a transition. These feelings are 'normal' and, for most people, will pass.
- The process is not always a smooth transition, and people may get stuck (fixated) at a particular stage and not be able to move on
- Some individuals may go back and forth from one stage to the next.
- Some people may "skip" some stages and/or spend long periods of time working through stages – the overall progress is very individual.

Question			Expected Answer/s	Max Mark	Additional Guidance
1	**c**		**(Cont.)**		
			Analysis, Evaluation and Application (AE/APP)		
			Care workers could use an understanding of this model to prepare service users to move from one setting to another, by anticipating some of the behaviours suggested by this model. This would help them work alongside individuals to put in place strategies which help them to deal with their feelings. People moving into care settings may experience the loss of their old surroundings, familiarity, routines which they have become used to. Care workers would use the model to understand that behavioural changes seen in people in this situation, such as withdrawal, are therefore a natural result of going through a transition. They would understand that feeling low, or having mixed feelings, about the move is natural and would give the person time and support to adjust.		
			Care workers would also understand that everyone responds to a transition in a different way, so they would be aware not to presume that everyone will react to moving into a care home in the same way. Being aware of 'minimisation' may be particularly significant for care workers in recognising that although someone may 'appear' to be coping well with the transition into a care setting, that this period could actually be short-lived, and may be followed by a period of depression. Care workers should support people as individuals and offer specific and appropriate support for the particular stage they are going through. Encouraging the person to find new ways of living in their new surroundings can support them to effectively adjust to the transition and also raise their self-esteem.		
			Or any other relevant answer.		

Question			Expected Answer/s	Max Mark	Additional Guidance
			Case Study—Billy		
			Read the case study and answer the question that follows.		
			Billy is 32 and was recently involved in a serious car accident. He now uses a wheelchair and receives daily visits from a care worker to assist with his personal care. Billy has had to give up his job as an electrician and is worried about how he will support his wife and children. He is also worried about how others view him and has started to avoid many of his friends and family.		
1	d		**Explain how Carl Rogers' Person Centred Theory could help the care worker understand and support Billy.**	**4 (KU)** **6 (AE/ APP)**	
			Guidance to markers		
			Candidates should gain 1 KU mark (up to a maximum of 4) for each relevant point made describing Carl Rogers' person centred approach. Candidates could also be awarded KU marks for other relevant points that clearly show an understanding of general concepts associated with any aspect of Rogers' theory or the humanistic approach in general. This could include making reference to the core conditions.		
			*Up to 6AE/APP marks can be awarded where the candidate competently applies aspects of Rogers' theory to the situation described in the prompt, specifically the way in which the **care worker** could use this approach to better understand and support Billy.*		
			Knowledge and Understanding (KU)		
			• **Self-concept** – each individual has a concept of 'Self' which is our own unique individual view of who/what we are. This is made up of **The Ideal Self** – Who/what we would really like to be, and the **Actual Self (or self-image)** – who/what we actually are/how we see ourselves. The more alike these two 'selfs' are, then the higher our **Self Esteem** (the extent to which we value ourselves) would be.		
			• **Conditions of worth** and **locus of evaluation** - When we rely on other people's evaluation to shape our opinion of ourselves, our locus of evaluation is said to be **external**. People are in effect placing **conditions of worth** on us. When we are more self-aware/ self-confident and sure of our own belief in ourselves, our locus of evaluation is said to be more **internal**. Rogers argued when our locus of evaluation is firmly rooted internally then we are more psychologically healthy.		

Question			Expected Answer/s	Max Mark	Additional Guidance
1	**d**		**(Cont.)**		
			• **Core conditions** – Rogers believed that in an ideal helping relationship, the helper would be able to display **unconditional positive regard** (acceptance) as well as **congruence** (genuineness) and **empathy** (understanding). If people who are important to us (significant others) communicate by words and actions that we are respected and loved, regardless of what we say or do, then we have their unconditional positive regard. This allows us to develop high self-esteem and self-acceptance. If care workers are natural and sincere, then service users are likely to view them as genuine and trustworthy. If a care worker attempts to see the world from the point of view of a service user by using empathy, then the service user will feel understood, and that they are being valued as a unique individual.		
			Analysis, Evaluation and Application (AE/APP)		
			The care worker could use Rogers' theory to understand that Billy is perhaps behaving in the way that he is because his self-esteem is very low – this is the result of a major gulf between his ideal self (working as an electrician, being fit and able, providing for his family) and his actual self of now being someone with a significant mobility problem who is unable to do the work he enjoys and is trained for, and cannot participate in family life as he did previously. The care worker could understand that as someone with a disability, Billy does not appear to value himself because of the mismatch between who he really wants to be (Ideal Self) and who he actually is (Self Image). Roger's theory could provide some insight for the care worker to understand that the fact that Billy is starting to avoid many of his friends and family could be as a result of his low self-esteem.		
			The care worker could realise that Billy gains his sense of self from the way that others around him (e.g. care workers/friends/family/colleagues) treat him –Billy feels that by being treated as a disabled person who needs help/treatment - that this impacts on his overall concept of self. In thinking this way the care worker can see that for Billy, his locus of evaluation is external – i.e. he relies on the opinion/evaluation of others to too great an extent and so is psychologically unhealthy. The care worker can then use this as a basis for offering him constructive support to help him work towards developing a more internal locus of evaluation.		

Question			Expected Answer/s	Max Mark	Additional Guidance
1	**d**		**(Cont.)**		
			In approaching the situation in this way the care worker could therefore plan aspects of Billy's care which would help and support him to feel more valued and help Billy to adjust to his new situation so that he is able to realise that he is just as important and valued as he was before his accident.		
			In working in this way the care worker would be helping Billy's Self Image and Actual Self to become more alike and as a result his levels of Self Esteem would hopefully rise. However, it would be very important in working with Billy that the care worker was able to demonstrate a true and genuine understanding of how Billy perceived his own situation by being empathic towards his feelings and his perception of his situation.		
			Or any other valid answer.		
				(25)	

Section 2
Sociology for Care

Question			Expected Answer/s	Max Mark	Additional Guidance
2	**a**		**Describe two key features of symbolic interactionist theory.**	**4 (KU)**	
			Guidance to markers		
			Up to 4KU mark/s should be awarded for describing the two key features selected. This is likely to be awarded on the basis of up to 2KU for each key feature; however, candidates who provide a very full description of one key feature could be allocated a maximum of 3 KU marks for that feature.		
			Knowledge and Understanding (KU)		
			• **the idea of the self-concept** - the concept we have of our self is derived from the perceptions we have of the feedback we receive from other people during our social interactions. This, in turn, helps to form our self-identity or self-concept.		
			• **the significance of symbols and labels in social interaction** – we live in a symbolic world in which symbols have shared meanings. Symbols are communication tools we use during interactions such as language, gestures, the clothes we wear or how we choose to adorn our bodies such as using tattoos or piercings. Labelling is significant as it can involve attaching a label to a person based on ways in which people interpret symbols. Symbols and labels can then shape the interaction that takes place between people. Labelling can strip people of their individual identity. In an interaction there is a likelihood that someone will interact with a person on the basis of their 'label' which may be a distorted or over-simplified version of their true 'self'.		
			• **the concept of 'role-taking'** - SI theory highlights that society is composed of 'social actors' who play certain 'roles' in society like actors in a play with the audience being made up of other social actors. This social acting is often referred to as 'impression management'.		
			• **the individual as an influence on society** – this relates to a micro-sociological view of society, whereby society is explained in terms of individual and small group interactions. The individual is considered instrumental in shaping society.		
			Or any other valid answer.		

Question			Expected Answer/s	Max Mark	Additional Guidance
2	**b**		**Use either Conflict Theory or Functionalist Theory, to explain homelessness in society.**	**4 (KU)** **4 (AE)**	

Guidance to markers

Candidates should gain 1 KU point for each relevant point made describing functionalist or conflict theory; description may take the form of key features.

Up to 4 AE marks can be awarded for linking any of these points to the issue of homelessness.

Although the KU and AE are separate, marks could be awarded for more holistic responses.

Knowledge and Understanding(KU):
Functionalist Theory

- **Consensus on norms, values and roles** – society operates as a unified entity where there is agreement on what types of behaviour are considered acceptable as well as the attitudes and beliefs that are considered worthwhile and are thus promoted within society. This in turn shapes the expected patterns of behaviour in society

- **Integration and interdependence** – all component parts of society such as the media, education, families, and judicial system are interdependent on each other and work in an integrated way in a similar way to parts of a machine or organs of a body.

- **Stability and continuity** – society is seen as a relatively unchanging continuous entity which exists across the generations. This means that there is a passing on of the values, norms and social structures that are important to society from one generation to the next.

- **Dysfunctionality** – Any element which exists in society which does not provide a useful or beneficial function is seen as "dysfunctional". This element therefore has to be removed or altered (fixed) so that harmony, consensus, interdependence, integration are all maintained to keep society stable and "functioning" appropriately.

Question			Expected Answer/s	Max Mark	Additional Guidance
2	**b**		**(Cont.)**		

Analysis & Evaluation (AE): Functionalist Theory

Functionalist theorists might explain people who are homeless as not conforming to the expected roles, norms and values of society and so are excluded or marginalised until they learn or adopt the accepted norms and values. From a functionalist perspective, homeless people may be seen as dysfunctional because they do not 'fit in', or conform to the expected norm and do not perform a valued function for society. Consequently they may be viewed as dysfunctional by mainstream society.

Homelessness, and many other problems experienced as a result of it, may be explained in terms of 'deviance' by functionalist theory; people experiencing such problems may be seen as requiring to be "fixed" before becoming fully integrated members of society. On account of the fact that they are likely to be perceived as different from the mainstream, these individuals are more likely to experience exclusion/ marginalisation and encounter difficulties accessing the benefits which society has to offer.

Homelessness may also be seen by functionalists as a threat to the stability and continuity of society which is a further reason why homeless people could be considered deviant or dysfunctional. As a result, the view would be that their lifestyle would require to be corrected in order for stability to be restored to society.

Society puts measures in place to "correct" homelessness in the form of legislation which attempts to tackle the problem. There are also organisations that help and support people experiencing homelessness as well as government/local authority organisations and structures which exist to enable people to live in a "normal" home. For example the government provides assistance in the form of housing benefit to enable people to remain "homed" and thus avoid being homeless. These measures may be seen as functions which society performs in order to contribute to the overall smooth running and continuity of society which are fundamental ideas which sociologists adopting a functionalist point of view would emphasise.

Question			Expected Answer/s	Max Mark	Additional Guidance
2	**b**		**(Cont.)**		

Knowledge and Understanding (KU): Conflict Theory

- **Power differentials built into social structures** – society is made of different groups who are in a power relationship to each other e.g. rich and poor. Those with the power (the wealthy) set the rules about how society is run. The powerful use their position to dominate and control society for their own ends.

- **Competition over scarce resources** – conflicting groups in society are constantly battling over the resources which society has to offer e.g. wealth, housing, education, jobs, opportunities for advancement etc. Such things are controlled by those with power in society i.e. the wealthy or more powerful classes.

- **Control, coercion and constraint imposed by dominant group** – Those with power in society control those subordinate to them to satisfy their own ends. Dominant groups in society can use their position of power and authority to impose certain conditions on those with less power and even curtail aspects of their behaviour or lifestyle. This perceived abuse of power, can in some instances lead to conflict, struggle and potential change.

- **Social conflict and change** – this view of society sees it as inherently unstable. Given that groups within society are in more or less constant dispute, conflict arises as those in the subservient positions demand change and a fairer chance at what society has to offer. It is through conflict such as this that social change arises.

Analysis & Evaluation (AE): Conflict Theory

Conflict theorists would argue that people are homeless because they do not belong to or are not part of the ruling classes or those who hold most power in society. Housing is controlled by those individuals and/or groups who are in positions of power in society. Therefore people who are not part of that powerful group are more likely to experience difficulty in accessing adequate housing.

Conflict theory would highlight ways in which the housing systems which exist in society benefit those with most power by generating more wealth for them. It is not as easy to access adequate, affordable housing for those who do not belong to a powerful or 'elite' group.

Question			Expected Answer/s	Max Mark	Additional Guidance
2	**b**		**(Cont.)**		

Housing is a scarce resource which people are required to compete against others for, so only those who are in a powerful enough position i.e. those with money, jobs or ability, can gain access to the housing which is available.

Many people experiencing homelessness may also be living with mental health difficulties or may use alcohol/drugs. They are therefore amongst the most vulnerable, poor or weak members of society who are not in a powerful enough position to gain housing opportunities. As housing is controlled by those in positions of power the weaker more vulnerable members of society do not have equal access to such resources.

Organisations supporting people experiencing homelessness often speak out and campaign on behalf of the people with whom they work. As a result, change can occur to redress some of the imbalances that exist in society. This again is a key aspect of conflict theory in that this theory takes account of the notion that society is dynamic and constantly changing as a consequence of power struggles. Conflict theory can highlight ways in which oppressed groups can campaign to have their voices heard and move some way to having their needs more adequately met within society.

Question			Expected Answer/s	Max Mark	Additional Guidance
2	**c**		**In relation to disability, explain how sociology helps us to understand the relationship between private problems and public issues.**	**4 (AE)**	
			Guidance to markers		
			Up to 4 AE marks can be awarded for any relevant point made where the candidate clearly demonstrates sociological understanding of private problems and public issues in relation to disability.		
			A maximum of 2AE marks should be awarded for responses that do not refer to the issue of disability.		
			Analysis and Evaluation		
			Private problems are personal circumstances that affect an individual in some way. **Public issues** are situations that often have a large scale impact on society and may require some form of public funding to address the problem. Sociology highlights that many issues **have both a private and a public** dimension.		
			Whilst an issue such as being disabled may be a very significant matter for the individual concerned, it is also **an issue for society as a whole.** This relates to an **understanding that society and how it operates** can have an impact on individuals. For a person living with a disability it may be society's response to their disability that adds to or even creates their 'problem' and that is key to understanding this issue. Sociology allows us to understand the issue of disability from an **objective** standpoint. It can help us to challenge taken-for-granted assumptions and appreciate the complexity of the situation. It helps us to understand that society is or should be concerned about addressing issues that affect a large proportion of its citizens who are living with a disability.		
			Research indicates that people with disabilities are **more likely to experience poorer life chances** than those who are not disabled. They may not get the same chances in areas such as education, employment and training which may result in the person with a disability experiencing poverty and social exclusion. This is clearly a 'personal problem' for an individual coping with their own private disability, but it is also of wider public concern because of the far ranging inequalities which need to be addressed.		
			Therefore, although disability is a private issue for individual people, it is also a public issue for society as a whole, as it relates to **the way in which society works, how social institutions operate and how people in society relate to those institutions**. Sociology is very helpful in helping us to understand this complex interrelationship**.**		

Question			Expected Answer/s	Max Mark	Additional Guidance
2	**d**		**Explain why guiding values are important in care work.**	**4 (KU)** **5 (AE)**	

Guidance to markers

Up to 4KU marks can be awarded for explaining some or all of the guiding values covered in the Sociology for Care unit as outlined below. For full KU marks, candidates must refer to a minimum of two guiding values.

Up to 5AE marks can be awarded for an explanation of why guiding values are important in care work. Holistic answers should also be marked favourably if they demonstrate a depth of understanding of the overall importance of guiding values to care work even if each value is not discussed or presented separately.

Knowledge & Understanding (KU)

- **Empowerment** is based on the idea of supporting people to keep or gain control of all decision making that affects their lives.

- **Valuing diversity** is based on the idea that all human beings should be appreciated for the unique individuals they are.

- **Social inclusion** is based on the idea that all human beings have the right to be respected and supported to play an active part in their own lives and those of the communities to which they belong

- **Social justice** is based on the idea that everyone is entitled to fair treatment and equal access to the benefits that society has to offer.

Analysis & Evaluation (AE)

Empowerment is a fundamental guiding value in all care work which is based on the belief that all human beings have the right to self-determination. Enabling people to maintain or regain control over decision making in their lives could relate to informed decision making about a range of lifestyle choices relating to health, housing or education.

Question			Expected Answer/s	Max Mark	Additional Guidance
2	**d**		**(Cont.)**		

Analysis & Evaluation (AE)

This guiding value is relevant to care work as many people who are in receipt of care services may have been 'disempowered' through a range of social issues such as poverty or mental health issues. They may also have been disempowered through attitudes based on prejudice and discrimination. Care workers can therefore be instrumental in helping service users to regain control of their lives.

Valuing diversity is based on the idea that all human beings should be appreciated for the unique individuals they are. Care workers should realise that all service users should be accepted and valued by them irrespective of their age, gender, race, disability, sexuality or any other factor or characteristic that can lead to people feeling 'devalued' by people in society. This could include being homeless or having a physical illness or mental health condition to which there may be a stigma attached such as HIV or schizophrenia.

This guiding value is relevant to care workers as many of them will be working with service users who may not always be valued by wider society and therefore it is important that carers are able to respect the worth and dignity of every individual. It is also important that care workers realise that by valuing service users' diverse cultures and life experiences that they are less likely to show conscious or unconscious discrimination.

This means that they will be more effective in promoting service users' social welfare and social justice and they will therefore be more likely to enable them to lead more fulfilling lives.

Social inclusion is based on the idea that all human beings have the right to be respected and supported to play an active part in their own lives and those of the communities to which they belong. This should be the basis of good care practice for all care professionals, especially because many people who require care services may have experienced social exclusion at some stage in their lives.

Question			Expected Answer/s	Max Mark	Additional Guidance
2	**d**		**(Cont.)**		
			Care workers should realise that many people they support may have experienced discrimination, marginalisation or oppression which can make them feel as though they are not part of society. Care workers promoting the guiding value of social inclusion may be able to support service users to challenge any discrimination which is acting as a barrier to them taking an active part in society. Therefore, it is important that they have a good understanding of how important it is for a person's self-worth, confidence and self-esteem to feel that they are involved and accepted as valuable and worthwhile members of the communities to which they belong.		
			Social Justice involves ensuring that people receive fair and equal treatment in society. It is based on the principle that people have fundamental rights to what society has to offer such as education, housing, health care and welfare benefits.		
			This guiding value is important in care work because care workers can be 'key players' in ensuring that people are aware of their entitlements and may also play a crucial role in support them to access them.		
			Or any other relevant answer.		
				(25)	
				Total (50)	

[END OF MARKING INSTRUCTIONS]