

Mark Scheme Summer 2009

Principal Learning

Society, Health and Development

Level 3

SH301/01 SH302/01

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

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SH301/01
The Sectors in Context

Question Number	Answer	Mark
1 (a)(i)	Age Concern, Help the Aged, The Anchor Trust Independent Age, Victim Support or any local charity concerned with the Elderly and or Victims of Crime	(1)

Question Number	Answer	Mark
1(a)(ii)	One mark for identification of way plus one to two for further development eg Visitors a volunteer visits their home and talks to them about their worries 1 for visit 2 for full description. Examples will include: General Advice, Counselling, Providing equipment, Taking out shopping, hospital visits, Legal advice NOT care homes, residential care etc.	(6)

Question Number	Answer	Mark
1(a)(iii)	Hospital, doctor, police, Courts etc any statutory provider concerned with Health, Care or Criminal Justice	(1)

Question Number	Answer	Mark
1(a)(iv)	One for identification and one for description - does not have to be connected to the particular case study. Can be social services, GPs, dentists, opticians, justice, hospital, courts	(4)

Question Number	Answer
1(b)	<ul style="list-style-type: none"> • Deploy resources • Plan services • Identify current and future trends • Target resources • Snap shot of society • Explore patterns of disease and illness in society • Monitor changes • Extend knowledge
Mark	Descriptor
0	No rewardable material
1-3	1 mark for each factor identified but not described
4-6	2 marks for each factor and description
7-8	Discussion and links present. Work is coherent and well structured

Question Number	Answer
1(c)	<p>Examples include</p> <ul style="list-style-type: none"> • Description of funding of voluntary care eg donations, grants from public bodies, lottery, rent, investments charity shops etc • Funding for statutory services eg taxes, government • Method and amount of finance affects service • Volunteers for voluntary services may lack training • Private sector makes profit and effects of this
Mark	Descriptor
0	No rewardable material
1-3	Candidates knowledge will be basic and there maybe many gaps and omissions. There will be little application and limited application of information from background information. Evaluation will be missing. Meaning may be conveyed but in a non specialist way
4-7	Candidate will demonstrate a basic knowledge. There may be some application of knowledge. Evaluation will be basic but attempted and maybe one sided rather than balanced
8-10	Few if any omissions. Depth of understanding will be demonstrated and the candidate will accurately apply knowledge, concepts and terms appropriately. Candidate can evaluate and draw conclusions. Work is coherent and well structured.

Question Number	Answer	Mark
2 (a)(i)	Service user. The person who benefits(1) from a service; in health would be patient in social work, community justice etc, client (1)	(2)

Question Number	Answer	Mark
2 (a)(ii)	The process of delivering a service to the service user(1 mark), an example of patient or client care eg Treatment to a patient, child care etc. (2 marks)	(2)

Question Number	Answer	Mark
2 (b)(i)	Local services can be from: Mental health services, PCTs Rehab centres, hospitals GPs and a description of the service they provide. They must be useful to Carl i.e. NO foster care, nurseries etc, (2 x 2) Name of service and description (2x2)	(4)

Question Number	Answer	Mark
2(b)(ii)	Dept of Health, Home Office (includes Prison Service but not police which are regional) can be others but they must be appropriate and national. Accept any applicable voluntary national organisation ie MIND	(4)

Question Number	Answer
2 (c)	Must apply to Carl. Looking for ability to make judgements, help people make decisions, good communications, empathy, Act as advocate, mediators, Helping people achieve independence and autonomy, recognises the need for anti discriminatory practice. Or similar. Do not accept good carers etc.
Mark	Descriptor
0	No rewardable material
1-3	Candidates knowledge will be basic and there maybe many gaps and omissions. There will be little application of information.
4-6	There may be some application of knowledge. Explanation will be basic but attempted.
7-8	Two to three points developed and discussed.

Question Number	Answer
2(d)	Any legislation which is applicable ie Mental Capacity Act National Health Service Act, Care Standards Act, Human Rights Act (mark scheme may need supplementary crib sheet detailing Acts for examiners)
Mark	Descriptor
0	No rewardable material
1-3	Candidates knowledge will be basic and there maybe many gaps and omissions. There will be little application and limited application of information from background information. Evaluation will be missing. Meaning may be conveyed but in a non specialist way
4-7	Candidate will demonstrate a basic knowledge. There may be some application of knowledge. Evaluation will be basic but attempted and maybe one sided rather than balanced
8-10	Few if any omissions. Depth of understanding will be demonstrated and the candidate will accurately apply knowledge, concepts and terms appropriately. Candidate can evaluate the legislation and draw conclusions. Work is coherent and well structured.

Question Number	Answer	Mark
3 (a)	Birth to nineteen Do not accept nought/ 0	(2)

Question Number	Answer	Mark
3 (b)	The name of policy area and a description must include service user eg Health tries to prevent childhood obesity (2 marks) Health general care (1 mark) Areas will include <ul style="list-style-type: none"> • Culture, Sport • Early Years • Education and Employment • Health • Parents Carer • Social Care (may mention disability) • Youth support (Connexions, financial support etc) • Youth Justice (2x2) 	(4)

Question Number	Answer	Mark
3(c)(i)	A tentative government report of a proposal without any commitment to action the first step in changing the law - asks for discussion ie consultative Can give an eg but not Every Child Matters	(2)

Question Number	Answer	Mark
3(c)(ii)	This is a Government paper which lays out policy or proposed action on an area of current concern can give an eg for 1 mark	(2)

Question Number	Answer	Mark
3(c)(iii)	Proposed legislation, which is passing through Parliament not yet law until it is agreed. Can give an eg for 1 mark	(2)

Question Number	Answer	Mark
3(c)(iv)	Legislation that has been passed by Parliament and has now become law. Can give an eg for 1 mark	(2)

Question Number	Answer
3(d)	eg local government is the local authority, which is financed by council tax, collected locally and runs services such as refuse care etc. National government makes national laws - financed from tax collected nationally runs Government Departments eg Home office. Or similar
Mark	Descriptor
0	No rewardable material
1-2	Isolated points identified eg local government is regional 1 mark per point
3-4	Identification and development 2 marks for each point
5-6	Identification and developed explanation x 2 or 3 identification and development

Question Number	Answer
3 (e)	Responses ideally could include: <ul style="list-style-type: none"> • Multi agency services • Common Assessment Frameworks • Information sharing • Workforce reform • Integrated working Targeted working Targeted support • Children's Fund • Local network funding Voluntary and Community Sector working together • Joint Planning • Inspection Children's Act Guidance
Mark	Descriptor
0	No rewardable material
1-3	Candidates' knowledge will be basic and there maybe many gaps and omissions. There will be little detail and limited application of information from background information. Evaluation will be missing. Meaning may be conveyed but in a non specialist way.
4-7	Candidate will demonstrate a basic knowledge. There may be some application of knowledge. Evaluation will be basic but attempted and maybe one sided rather than balanced. No more than 4 for bullet points.
8-10	Few if any omissions. Depth of understanding will be demonstrated and the candidate will accurately apply knowledge, concepts and terms appropriately. Candidate can evaluate the information and draw conclusions. Work is coherent and well structured.

SH302/01
Principles and Values in Practice

Question Number	Indicative Content
1 (a)	Equality: where all individuals have the same rights under the law; the implication that individuals are free from the effects of discrimination and prejudice; that individuals have equal access to services. Examples are likely to relate to race, gender or sexual orientation. Others are possible.
Mark	Descriptor
0	No rewardable material
1-2	Little understanding of the term. Description general and unfocussed. An example may be included.
3-4	Accurate description. Clear knowledge of the subject shown. Relevant example incorporated.

Question Number	Indicative Content
1 (b)	Diversity: where society consists of individuals from different social classes, racial groups and /or nations, religions. Where individuals have different sexual orientations; different social (including educational, health, housing, employment) needs. Where competing political and other views are sustained through legal frameworks. Where society is multi-cultural. Any other appropriate response
Mark	Descriptor
0	No rewardable material
1-2	Little understanding of the term. Description general and unfocussed. An example may be included.
3-4	Accurate description. Clear knowledge of the subject shown. Relevant example incorporated.

Question Number	Indicative Content
1 (c)	Discrimination: the act or process of selection on the basis of particular characteristics such as gender, race, sexual orientation, religion etc. Often occurs between social groups, in competition for resources or for political (or other sorts) dominance. Can occur in any of the four sectors. Can be monitored and/or resolved through the law. Can result in conflict. Any other appropriate response
Mark	Descriptor
0	No rewardable material
1-2	Little understanding of the term. Description general and unfocussed. An example may be included.
3-4	Accurate description. Clear knowledge of the subject shown. Relevant example incorporated.

Question Number	Indicative Content
2 (a)	Any behaviour or action which contravenes criminal law. A violation of the law. A serious wrongdoing. In the context of a particular sector, this could constitute professional misconduct. Any other appropriate example (eg Harold Shipman).
Mark	Descriptor
0	No rewardable material
1-2	Evidence of understanding but knowledge is limited. No example is given.
3-4	Accurate definition. Clear knowledge of the subject shown. Relevant example incorporated.

Question Number	Indicative Content
2 (b)	<ul style="list-style-type: none"> • having someone to talk to in confidence • providing information on police and court procedures • support through the legal system • involvement in witness protection schemes • providing help in dealing with other organisations • providing practical information about compensation and insurance , health, housing, crime prevention • contacting other sources of help • providing help in dealing with the effects of crime <p>Any other appropriate response</p>
Mark	Descriptor
0	No rewardable material
1-3	Brief explanation of one way
4-6	Brief explanation of two ways
7-8	Detailed explanations of two ways with examples

Question Number	Indicative Content
3 (a)	<p>The World Health Organisation defines learning disability as 'a state of arrested or incomplete development of mind'. Somebody with a learning disability is said also to have 'significant impairment of intellectual functioning' and 'significant impairment of adaptive/social functioning'.</p> <p>Or: The term 'learning disability' is a label. It is used in discussion and for planning services. Those who carry the label also carry many other labels, for example, friend, brother, employee, mother etc. Another dimension to the definition is that these impairments are present from childhood, not acquired as a result of accident or following the onset of adult illness.</p> <p>Being on the autistic spectrum, dyspraxia, Asperger's syndrome or any similar disability.</p>
Mark	Descriptor
0	No rewardable material
1-2	Brief, but possibly not entirely accurate, definition, possibly with the focus on the idea of a 'label'.
3-4	Sophisticated definition, possibly using some of the terminology in the WHO definition or incorporating some of the other considerations referred to in indicative content.

Question Number	Indicative Content
3 (b)	<ul style="list-style-type: none"> • they might interpret what David is saying • they might tell David what is happening • they might deal with the issue of informed consent eg by giving consent on his behalf (if, for instance, he is not competent) • they might carry out a risk assessment of David's hospital care • they can instruct hospital staff about David's behaviour and/or needs • they might talk to David's GP when he leaves hospital • they might arrange for adaptations to be made to David's home, following his knee replacement <p>Any other appropriate response</p>
Mark	Descriptor
0	No rewardable material
1-3	Brief explanation of one way. An example may be included.
4-6	Brief explanation of two ways with examples.
7-8	Two ways described and full clarification given. Well-structured and good examples given demonstrating clear understanding of the subject matter.

Question Number	Indicative Content
4 (a)	Any relevant examples will be rewarded but these might include education : protected time for teachers; health: prevention of MRSA; social work: liaison/referral of cases to other in department/team; police: interview procedures. Any of the legislation referred to in the specification would be acceptable
Mark	Descriptor
0	No rewardable material
1-2	Brief explanation of one feature but actual legislation is not referred to
3-4	Detailed explanation of one feature with legislation referred to or brief explanation of two features.
5-6	Detailed explanation of two features with relevant examples incorporated and legislation referred to.

Question Number	Indicative Content
4 (b)	It is expected that answers will refer to example(s) used in part a). Any of the organisational policies and procedures referred to in the specification would be acceptable. Evaluations should briefly identify how things were prior to legislation and how any changes have been enacted. The best answers will offer a view as to the success of the legislation. Reduction and/or increases in hospital waiting times, raising standards in GCSE/GCE examinations, increasing the number of those living with disability in the workplace might be offered. There may be some statistical evidence to support claims. There may also be references to codes of practice. Any other appropriate response
Mark	Descriptor
0	No rewardable material
1-3	One improvement suggested but no evidence or evaluation.
4-6	Two improvements suggested with some evidence and/or examples.
7-8	Full answer with well-contextualised examples and clear evaluation. Clear knowledge of legislation and referred to accurately.

Question Number	Indicative Content
5 (a)	<ul style="list-style-type: none"> to support young people to achieve and progress to enable young people to have their voice heard to enable young people to influence decision making to help prevent disaffection and social exclusion to help young people identify their needs and priorities to facilitate dialogue between young people and other groups in the community <p>Or:</p> <ul style="list-style-type: none"> organising sports, arts, drama, and other activities mentoring and supporting young people offering counselling working with specific groups, such as young carers or those at risk of offending developing and running projects that tackle issues like health, bullying, crime or drugs managing volunteers and part-time workers keeping records and controlling budgets bidding for grants and funding networking with other professionals including social workers, teachers, probation officers and the police. <p>Any other appropriate response</p>
Mark	Descriptor
0	No rewardable material
1-2	Brief explanation of one or two points but does not elaborate. No examples given.
3-4	Clear explanation of two or more points with fully integrated examples.

Question Number	Indicative Content
5 (b)	<ul style="list-style-type: none"> that she may have had little positive contact with authority that she may have cultural values which are not in line with mainstream values that she may not agree to accept the support he offers that she may be socially excluded in some way that she may be a victim of bullying she may be a member of an 'at risk' group <p>Any other appropriate response</p>
Mark	Descriptor
0	No rewardable material.
1-3	Brief/limited description of one factor.
4-6	Detailed description of one factor or brief description of two factors. No explanation of their importance is given.
7-8	Clear and detailed account of two factors with relevant examples and context provided.

Question Number	Indicative Content
5 (c)	<ul style="list-style-type: none"> • the views of young people are of central importance and need to be taken into account at all stages. Young people want to be involved in the planning stage as well as the development stages • that facilities and services need to be local and (where relevant) affordable • that staff have relevant knowledge and experience • where strict confidentiality is maintained • services should be dedicated to children and young people. More simply, that the needs of young people are different to those of adults • that some account is taken of the vulnerability of young people and they may need appropriate supervision • intervention should take account of the unique development needs of young people. <p>Any other appropriate response</p>
Mark	Descriptor
0	No rewardable material.
1-3	Brief/limited explanation of one factor.
4-6	Detailed explanation of one factor or brief explanation of two factors.
7-8	Clear and well-supported argument with well-integrated examples, possibly from the experience of the learner.

Question Number	Indicative Content
6 (a)	<ul style="list-style-type: none"> public inquiries are held in the interests of the public good public inquiries are held in response to a serious failure of service provision (see examples below) a public inquiry might be requested by pressure groups or opposition political parties for a wide range of reasons the conclusions of a public inquiry take the form of a report governments can refuse to carry out public inquiries for a variety of reasons, for example on grounds of cost a definition might also be offered. This should indicate that a public inquiry is an official review of events or actions which is ordered by the government. It is not usually carried out by members of the government itself, but by senior academics, judges, senior civil servants. The enquiry accepts evidence from all interested parties. The public can attend. <p>Examples: public inquiries have been carried out into Harold Shipman (2002), Victoria Climbié (Laming Inquiry, 2003), Steven Lawrence (McPherson 1999), shootings at Dunblane Primary School (Cullen Inquiry, 1996), Ladbroke Grove Rail Inquiry (2000).</p> <p>Other appropriate examples (which can be from outside the SH&D arena) will be rewarded.</p>
Mark	Descriptor
0	No rewardable material
1-2	General explanation and/or definition with no example
3-4	Concise explanation with a relevant example

Question Number	Indicative Content
6 (b)	<ul style="list-style-type: none"> the organisations for which they work might have conflicting policies they may perceive sharing information as a breach of confidentiality eg between the police and the NHS it might not be perceived as a problem which lies within the remit of another organisation and/or professional eg gas companies and social services there may be issues of professional demarcation eg between doctors and nurses excessive workload eg with some social workers <p>NB: learners may draw on their knowledge from other units and other levels in their answer to this question and will be rewarded for doing so.</p>
Mark	Descriptor
0	No rewardable material
1-2	Brief explanation of one reason.
3-4	Detailed explanation of one reason.

Question Number	Indicative Content
6 (c)	<p>Recommendation 1: ensures that specialists are available, for all users of the NHS</p> <p>Recommendation 2: standards are high anyway; media commentary is often inaccurate and generates moral panic (and sales); attempts have been made to reduce risk to patients eg from MRSA; there is an incentive to improve care-it is central to what the NHS does; a different approach may consider how unsafe practices are identified</p> <p>Recommendation 3: whilst this reduces clinical independence, it reduces the likelihood that the actions of medical professionals will harm their patients. A link with recommendation 6 could be made. It could be argued that this requirement should be incumbent on all those working in the NHS, education, social services and the criminal justice system</p> <p>Recommendation 4: this has been at the heart of government reforms to the NHS since 1997 and continues to be so</p> <p>Recommendation 5: it could be argued that information is not widely used, but that a culture of openness is embedded. The NHS is proactive in publishing information. A case could be made for the opposite of such a view.</p> <p>Recommendation 6: clinical audit, if it is to be successful and well-received, must be both internal and external</p> <p>Recommendations 1-3 are about improving what the NHS does, whilst 4-6 are about communicating to users of the NHS what has been achieved.</p> <p>Any other appropriate response</p>
Mark	Descriptor
0	No rewardable material.
1-4	Very generalised, only one recommendation considered.
5-8	Two recommendations considered, with good knowledge of the subject matter and some attempt at evaluation. Some examples will be included.
9-12	Highly detailed knowledge of the subject matter with clear and focussed evaluation. Several examples may be included.

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