

Mark Scheme (Results)

Summer 2012

Principal Learning
Society, Health and Development
(SH301) Paper 01
The Sectors in Context

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Question Number	Answer	Mark
1(a)	<p>Answers may refer to:</p> <ul style="list-style-type: none"> • Provide an advocate • Provide advice • Support them to get a job • Help them to attend a college course • Enable them to be part of the local community • Run residential care services/ leisure groups • Attendance at day centres <p>Where a specific organisation is mentioned, award 1 mark. No marks for personal care.</p> <p>Possible response Help them to attend a college course (1) by providing them with equipment/advice (1)</p>	(2)

Question Number	Indicative Content	
1(b)	<p>Answers may refer to:</p> <p>Ways</p> <ul style="list-style-type: none"> • Providing opportunities to meet with other young carers • Facilitating outings • Preventing isolation/marginalisation • Giving advice and support • Counselling • Providing information <p>Enhancing her life as a carer</p> <ul style="list-style-type: none"> • Through provision of respite care • Makes them realise they are not alone • Raising her self-esteem • Ensuring she is well supported <p>Possible response Providing opportunities to meet with other young carers (1) such as outings (1) which makes them realise they are not alone (1) raising her self-esteem (1)</p>	
Level	Mark	Descriptor
	0	No relevant explanation offered
1	1-2	Basic explanation. Answers are likely to identify or describe ways but may not refer to the enhancement of Sara's life.
2	3-4	A full explanation which clearly shows how Sara's life is enhanced.

Question Number	Indicative Content	
1(c)	<p>Answer must refer to statutory and non-statutory (voluntary and/or private) provision.</p> <p>Answers might refer to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Funding <input type="checkbox"/> Statutory services by law <input type="checkbox"/> Establishing inter-agency working <input type="checkbox"/> Paid and voluntary workers <p>Only 1 mark for Government without qualification</p> <p>Possible answer: Statutory is funded by taxes (1) whereas private (1) is funded by service user (1) and is profit making (1) statutory services are there by law (1) whereas voluntary services are not (1) voluntary services have unpaid workers whereas statutory service workers (1) are paid (1)</p>	
Level	Mark	Descriptor
	0	No relevant explanation offered
1	1-3	Answers may only refer to statutory or non statutory services
2	4-6	Answers may refer to both statutory and non-stat (either voluntary and/or private) but may only describe one distinction of similarity
3	7-8	A full examination showing detailed knowledge of similarities and differences between stat and non-stat (need not cover both voluntary and private)

Question Number	Answer	Mark
1(d)	<p>1 mark for identification and 2 for description</p> <p>Answer should refer to local services, designed to help Sara's physical recovery.</p> <p>No marks for reference to counselling.</p> <p>Possible answers: School/College (1) can liaise with staff to ensure they are aware (1) – help organise additional educational support (1)</p> <p>Sports centres (1) provide links and ensure Sara can attend (1) maybe arrange transport to sports events (1)</p> <p>Other relevant answers/examples will be rewarded</p>	(6)

Question Number		Indicative Content
1(e)		<p>Answers may refer to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communication skills to liaise with other services and family <input type="checkbox"/> Leadership skills <input type="checkbox"/> Empathy <input type="checkbox"/> Knowledge of legislation, policies and procedures and the ability to apply them <input type="checkbox"/> Ensure parents and children are at centre of process <input type="checkbox"/> Has knowledge of support systems for multi-agency working. <p>Other relevant answers/examples will be rewarded.</p>
Level	Mark	Descriptor
	0	No relevant explanation offered
1	1-3	A basic explanation, which mentions a few basic skills, knowledge or attributes.
2	4-7	At the lower end, clear explanation of skills, attributes or knowledge. Give credit to learners who develop their responses to demonstrate how they meet needs. At the higher end, explanations should refer to at least two examples.
3	8-10	A full and detailed explanation, with a clear account of how personal skills attributes and qualities ensure needs are met. At the higher end, the learner must provide a conclusion.

Question Number		Indicative Content
2(a)		<p>Answers may refer to:</p> <ul style="list-style-type: none"> • To collect blood from donors • To encourage blood donations • To test the blood • Screening for infection • Blood grouping • Supply to hospitals • Supply for research <p>Possible answer: Collect blood from donors (1) from mobile centres (1) Screen blood for infection (1) eg HIV (1)</p>
Level	Mark	Descriptor
	0	No relevant description offered
1	1-2	Answers may only refer briefly to one or two aspects of their role.
2	3-4	A full description referring to at least two aspects of their role.

Question Number	Answer	Mark
2(b) (i)	<p>a) Green Paper is a government proposal, which is published to allow public debate on a specific topic.</p> <p>b) White Paper is the next stage after a Green Paper. It is a statement of proposed government policy on a particular area of concern.</p> <p>c) A first draft and proposed law or statute which has been formally tabled before a legislative assembly for consideration.</p> <p>d) A bill which has passed through the various legislative steps required for it and which has become law</p> <p>1 mark for identification of stage, 1 for development. Must be in correct order for full marks otherwise maximum 2 marks</p>	(8)

Question Number	Indicative Content	
2(b)ii	<p>Responses should contain appropriate technical language.</p> <p>Answers might refer to:</p> <ol style="list-style-type: none"> 1. Presumption of capacity: every adult has the right to make his or her own decisions and must be assumed to have capacity to do so unless it is proved otherwise 2. The right for individuals to be supported to make their own decisions: people must be given all appropriate help [eg advocacy] before anyone concludes that they cannot make their own decisions; interventions might take place after this 3. That individuals must retain the right to make what might be seen as eccentric or unwise decisions; 4. Best interests: anything done for or on behalf of people without capacity must be in their best interests; 5. Least restrictive intervention: anything done for or on behalf of people without capacity should be the least restrictive of their basic rights and freedoms <p>Other explanations/examples will be rewarded.</p>	
Level	Mark	Descriptor
	0	No relevant description offered
1	1-3	The level of knowledge will be basic and there will be omissions. There is little background information. Meaning may be conveyed but in a non-specialist way. There is no evaluation.
2	4-6	There will be fewer omissions and knowledge although still

		basic, will be explained in more detail. More than one factor will be considered.
3	7-8	There will be very few, if any, omissions. Candidate demonstrates a depth of knowledge, uses vocational terms and good links to different factors with supporting explanations.

Question Number		Indicative Content
2(c)		<p>Answers may refer to:</p> <p>Sentence plan can include</p> <ul style="list-style-type: none"> • Training to do a specific job (which will help him to find work when he has completed his sentence) • Education to get qualifications to find work • Substance abuse rehabilitation (2 marks max for anything to do with rehab from drugs/alcohol.) • Keep fit programme <p>No marks for community service etc or programmes outside the YOI (must be programmes within the YOI).</p> <p>Other explanations/examples will be rewarded.</p>
Level	Mark	Descriptor
	0	No relevant explanation offered
1	1-3	The level of knowledge will be basic and there will be omissions. There is little background information. Meaning may be conveyed but in a non-specialist way. There is no evaluation.
2	4-6	There will be fewer omissions and knowledge although still basic, will be explained in more detail. More than one factor will be considered.
3	7-10	There will be very few, if any, omissions. Candidate demonstrates a depth of knowledge, uses vocational terms and good links to different factors with supporting explanations.

Question Number		Indicative Content
3(a)		<p>Possible answer:</p> <p>CAF is a process for gathering and recording (1) information about a child for whom a practitioner has concerns (1). It is in a standard format (1), identifying the needs of the child and how they can be met (1).</p>
Level	Mark	Descriptor
	0	No relevant explanation offered
1	1-2	Basic explanation. Answers are likely to identify what CAF means but provides little explanation.

2	3-4	A full explanation which clearly provides explanation of its purpose.
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Question Number		Indicative Content
3(b)(i)		<p>Answers might refer to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> NHS to provide medical care <input type="checkbox"/> schools to provide education <input type="checkbox"/> Childrens' social services for care provision <p>Award 1 mark.</p> <p>Example: Education (1)– support in the school for Rich (1) Rich needs help for self harming – counselling, (1) therapy – learning mentor (1)</p>
Level	Mark	Descriptor
	0	No relevant explanation offered
1	1-2	Basic explanation. Answers are likely to identify a statutory service but provide little explanation.
2	3-4	A full explanation which clearly shows how it relates to Rich. To gain four marks the work must be explanatory and applicable to the case study.

Question Number		Indicative Content
3(b)(ii)		<p>Answers might refer to:</p> <p>Examples such as NHS to provide medical care award 1 mark</p> <p>Possible answer: Adult mental health services(1) to provide support(1) in relation to family and environment (1) – parenting needs (1)</p>
Level	Mark	Descriptor
	0	No relevant explanation offered
1	1-2	Basic explanation. Answers are likely to identify a statutory service but provide little explanation.
2	3-4	A full explanation which clearly shows how it relates to the mother. To gain four marks the work must be explanatory and applicable to the case study.

Question Number		Indicative Content
3(b)(iii)		<p>Answers might refer to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Monitoring services to ensure that service users are being provided with adequate services

		<input type="checkbox"/> Monitoring training for social workers to ensure that it is of good quality and appropriate <input type="checkbox"/> To ensure that resources are adequate. <input type="checkbox"/> To ensure that staff are properly qualified and that training is up to date <input type="checkbox"/> Act as an independent regulator for social workers <input type="checkbox"/> Care value base Any other relevant explanation/example will be rewarded.
Level	Mark	Descriptor
	0	No relevant explanation offered
1	1-3	The level of knowledge will be basic and there will be omissions. There is little background information. Only one factor will be offered with no (1 mark), partial (2 marks) or full explanation (3 marks). Meaning may be conveyed but in a non-specialist way. There is no evaluation.
2	4-6	There will be fewer omissions and knowledge although still basic, will be explained in more detail. More than one factor will be considered. Two factors with no explanation (4 marks), partial explanations (5 marks) and full explanations (6 marks).
3	7-8	There will be very few, if any, omissions. Candidate demonstrates a depth of knowledge, uses vocational terms and good links to different factors with supporting explanations.

Question Number	Indicative Content
3c	Answers may refer to: <ul style="list-style-type: none"> <input type="checkbox"/> Effective supervision <input type="checkbox"/> Regular visits <input type="checkbox"/> Sharing of information <input type="checkbox"/> Jointly agreeing the outcomes of partnership working, including indicators of progress <input type="checkbox"/> Jointly identifying the steps a young person will make as he or she works towards achieving a particular outcome <input type="checkbox"/> Agreeing what evidence will be used to demonstrate progress towards a particular outcome, whether this is qualitative or quantitative <input type="checkbox"/> Ensuring that allied health professionals and education staff are aware of and adhere to the relevant legislation, guidance and codes of practice within which each operates <input type="checkbox"/> Ensuring that parents and children and young people are central to the collaborative process <input type="checkbox"/> Lack of Communication between agencies <input type="checkbox"/> Not responding quickly <input type="checkbox"/> Lack of Information

		Other relevant explanations/examples will be rewarded
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	A basic explanation, which may consider one factor. Reference is likely to be positive or negative. Where little description is included, do not award more than 2 marks.
2	4-7	At the lower end, clear explanation of one or more factors. With one factor work must be explanatory. Give credit for application to support for young people. At the higher end, explanations of two or more factors.
3	8-10	A full and detailed explanation, with a clear account of how working in partnership provides support for young people. In order to attain this mark band, there must be clear evidence of evaluation. At the higher end, the learner must provide a conclusion.

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