

# Mark Scheme (Results) January 2010

Principal Learning

Society, Health and Development SH301  
The Sectors in Context

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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.

Question Number	Answer	Mark
1(a)(i)	Rageh benefits from a service (1) <b>in any of the following</b> health - the patient OR social services - the client (1)	(2)

Question Number	Answer	Mark
1(a)(ii)	the process of delivering organised assistance to patient/client (1) by treating them / looking after them (1)	(2)

Question Number	Answer	Mark
1(b)	2 x 4 marks <b>Identify</b> for 1 mark taken from NICE, Blood Transfusion Service, Health Service (but not PCT) or any other National Service (1) relating to Health and/or Social Care <b>Explain</b> 1-2 mark for explanation 1 for relating to Rageh's case  eg. NICE (1) the idea of assessing the success of new drugs (1) agreeing the drugs are available (1) reference to Rageh (1)	(8)

Question Number	Answer	Mark
1(c)(i)	1 mark for identification of provision 1 mark for example of provision 2 marks for description of how Rageh would use it  eg. Housing (1) Anchor (1) Living in ground floor flat (1) Enabling him to live independently (1)	(4)

Question Number	Answer	Mark
1(c)(ii)	1 mark for identification of provision 1 mark for example of provision 2 marks for how it helps Rageh  eg. Independent living (1) Disabled living foundation (1) Providing adaptations for Rageh's house (1)	(4)

		Advice and guidance (1)	
Question Number	Answer		
1(d)	Relevant points: <ul style="list-style-type: none"> <li>• Description of funding of voluntary care eg donations, grants from public bodies, lottery, rent, investments charity shops etc</li> <li>• Private care is concerned with profit</li> <li>• Funding for statutory services eg taxes, government</li> <li>• Method and amount of finance affects service</li> <li>• Volunteers for voluntary services may lack training</li> </ul>		
Level	Mark		
1	1-3	Likely to be identification of provision, but little information on differences. Simple statements on how delivery is affected. Eg. Voluntary care funding from donations; Statutory funding from taxes	
2	4-7	There should be some discussion of differences and some explanations of their effect on delivery Eg. Voluntary care funding from donations may be limited because people are giving less	
3	8-10	Clear discussion of differences demonstrating depth of understanding of their effect on delivery	

Question Number	Answer	Mark
2 (a)(i)	<b>Two from:</b> Health service, social services, community justice, young offenders institute, children's services	(2)

Question Number	Answer	
2(a)(ii)	Two factors required. One mark for identity -one for explanation (2x2) Eg. Access to nursery / pre-school (1) Wider advice to parents (1) Disadvantaged children (1) Reference to PILES (1)	
Level	Mark	
1	1-2	Explanation of one factor
2	3-4	Full explanation of two or more factors

Question Number	Answer	Mark
2 (b)	2 x 2 marks  Local services can be from: Social services, PCTs, hospitals GPs, nurseries, children's centres rehab, and a description of the service they provide They must be useful to the family.	(4)

	One mark for name One for description	
	Do not accept SureStart	
Question Number	Answer	
2(c)	<p>Responses will include the following: Education, training, skills for employment, prison-earning network, job search cvs. Responses must relate to employment etc</p> <p>For L3 learners should cite the following negative effects in addition : Bigger financial reward for crime . No work. Meet up with old friends or other appropriate responses.</p>	
<b>Level</b>	<b>Mark</b>	
1	1-3	Candidates' knowledge of the Offender learning policy will be basic and there maybe many gaps and omissions eg concerned with training in prison. 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
2	4-7	Candidate will demonstrate a basic knowledge of the policy and attempt to apply it. Eg training, employment training in prison, prison learning network, female initiatives etc
3	8-10	Candidate will have a good knowledge of the aims of the Offender Learning Policy and how it is applied Clear explanation will be present eg no use having training if there are no jobs, bigger rewards from some crimes

Question Number	Answer	
2(d)	<p>Responses should include understanding of integrated service provision and the need to liaise and inform</p> <p>The following may be mentioned</p> <p>CAF Joint meetings Information sharing Specific links to family Databases Role of lead worker in disseminating information 2 marks only to be awarded for named sectors working together.</p>	
<b>Level</b>	<b>Mark</b>	
1	1-3	Likely to be identification of provisions, but little information on working together.
2	4-7	There should be some discussion of integration of services and some links to the family
3	8-10	Clear discussion of integration and direct links to the family circumstances

Question Number	Answer	Mark
3(a)	<p>2x2 marks</p> <p><b>Definition of Green paper:</b> green paper A tentative government report of a proposal without any commitment to action the first step in changing the law - asks for discussion i.e. consultative Can give an eg but not Care Matters</p> <p><b>Definition of White Paper</b> white paper - 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 (2x2)</p> <p>1-2 marks Defines either Green or White paper</p> <p>3-4 marks Mentions both - Comparison for 4 marks</p>	(4)

Question Number		Answer
3(b)		
Level	Mark	
1	1-3	Mainly description eg. legislation that has been passed by Parliament and has now become law - cascaded down to local government must mention both to get three marks
2	4-6	Clear explanation must be present eg. finance by Income and Council tax or developed discussion on relationship between the two

Question Number		Answer
3(c)		Looking for ability to make judgements, help children make decisions, good communications, empathy with children, guidance Act as advocate etc understand the needs of children in care.
Level	Mark	
1	1-3	Response will be limited and mainly descriptive eg. no more than three marks if generalised with no specific application to children in care eg good communication, caring
2	4-7	There should be some explanation and application of knowledge relating to children in care eg. Empathy, understanding of issues with abuse/former family issues, acting as advocate, issues in education, cultural and religious understanding/compatibility, communication, ethics May not discuss all three: skills attributes and qualities.
3	8-10	Full explanation of skills; attributes and qualities List is detailed in depth should provide clear examples Must fully relate the skills to children in care.

Question Number	Answer
3 (d)	<p>Does not have to be the Care Matters policy but must relate to those under 19 and may be generalised in relation to legislation Candidates may use examples such as Baby P - lack of communication, implementation etc</p> <p>Could contain the following.</p> <ul style="list-style-type: none"> <li>• Identifying and Responding to Neglect</li> <li>• Family therapy to keep families together</li> <li>• Improving links between services for family as a whole</li> <li>• Appointing individual groups of social workers</li> <li>• Care plans</li> <li>• Individual budgets</li> <li>• Improving foster care</li> <li>• Education improvements for those in care</li> <li>• Free access to LA facilities</li> <li>• Better health care/ training for specialists</li> <li>• Trust funds more supported accommodation</li> </ul> <p>Living in a society which respects their rights Or reverse argument</p> <ul style="list-style-type: none"> <li>• May mention Baby P or other cases</li> <li>• lack of communication, empathy</li> <li>• lack of policy application</li> <li>• policy not cascading down to LA</li> <li>• not working together to protect child</li> </ul> <p>No more than 4 for bullet points</p>
<b>Level</b>	<b>Mark</b>
1	1-3
2	4-8
3	9-10





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