

# Mark Scheme (Results)

January 2012

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

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Question Number	Answer	Mark
<b>1(a)</b>	<p>Identification of one way for 1 mark Development of description for a further 2 marks</p> <p>Answers might refer to:</p> <ul style="list-style-type: none"> <li>• Research to promote greater understanding of condition</li> <li>• To promote wider awareness of condition</li> <li>• Campaigning for rights for people</li> <li>• Lobbying for change</li> <li>• Advisory</li> <li>• Training professionals</li> </ul> <p><b>Possible response</b> Research (1) to promote greater understanding of condition (1) this can raise awareness/improve practice (1)</p>	<b>(3)</b>

Question Number	Answer	Mark
<b>1(b)</b>	<p>Identification of one way for 1 mark Development of description for a further 2 marks</p> <p>Answers might refer to:</p> <ul style="list-style-type: none"> <li>• Provide advice on benefits</li> <li>• Provide advice on services</li> <li>• Respite care</li> <li>• Raising awareness of role of carer</li> <li>• Raising benefit level for carers</li> <li>• Representation of carers in benefit system eg appeals</li> </ul> <p><b>Possible response</b> Provide advice on benefits (1) which raises benefit level for carers (1) this could raise quality of life (for both Anish and Reeta) (1)</p>	<b>(3)</b>

Question Number		Indicative Content
<b>1(c)</b>		<p><b>Answers should refer to one or more of:</b></p> <ul style="list-style-type: none"> <li>• mental health trusts</li> <li>• adult social care services</li> <li>• hospitals</li> <li>• Primary Care Trusts</li> <li>• social services</li> </ul> <p><b>Example of how specific services support:</b></p> <p>eg Mental health trust</p> <ul style="list-style-type: none"> <li>• Organising and commissioning treatment for Reeta</li> <li>• Designate relevant specialist practitioners</li> <li>• who might work with Reeta in her home</li> <li>• liaise with other agencies</li> </ul> <p>eg Social care services</p> <ul style="list-style-type: none"> <li>• involved in organising care for Reeta, which in turn helps Anish</li> <li>• respite care</li> <li>• supervise care plan – do not accept ‘provide care’</li> <li>• enables Anish to support Reeta</li> <li>• enhances quality of life for Anish</li> </ul>
Level	Mark	Descriptor
	<b>0</b>	No relevant explanation offered
<b>1</b>	<b>1-3</b>	Answers likely to refer to one (specific) service and briefly say how it might support <b>either</b> Reeta <b>or</b> Anish.
<b>2</b>	<b>4-6</b>	Answers should refer to one specific service in detail about <b>both</b> Reeta <b>and</b> Anish. Or answers may refer to more than one service specifically and how it might support <b>either</b> Reeta <b>or</b> Anish. At the upper end two services should be referred to.
<b>3</b>	<b>7-8</b>	A full examination showing detailed knowledge of the ways that at least two specific statutory services provide support. Answers must refer to <b>both</b> Anish <b>and</b> Reeta.

Question Number		Indicative Content
<b>1(d)</b>		<p><b>Answers may refer to:</b></p> <ul style="list-style-type: none"> <li>• care plan</li> <li>• personal care</li> <li>• general housework</li> <li>• gardening</li> <li>• meals</li> </ul> <p>Social services (statutory provider) devise care plan for Reeta, involving both private and statutory provision.</p> <p>Private provision involved in implementing and monitoring.</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-3</b>	At the lower end, answers likely to only refer briefly to <b>either</b> private provision <b>or</b> statutory provision. There is likely to be little evidence of how they interact. At the top end there should be reference to <b>both</b> private <b>and</b> statutory provision.
<b>2</b>	<b>4-6</b>	There is a full explanation showing detailed knowledge of the ways that <b>both</b> private provision <b>and</b> statutory provision interact. At the top end, in addition, answers are likely to include clear examples.

Question Number		Indicative Content
<b>1(e)</b>		<p><b>Answers may refer to content of 1(a) to 1(d)</b></p> <p>Positive aspects of the provision</p> <ul style="list-style-type: none"> <li>• Effective Supervision</li> <li>• Regular Visits</li> <li>• Sharing of information</li> </ul> <p>Negative aspects of the provision</p> <ul style="list-style-type: none"> <li>• Lack of Communication between agencies</li> <li>• Lack of Information</li> <li>• Not responding quickly</li> </ul>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-3</b>	<p>A basic explanation, which may consider <b>either</b> health <b>or</b> social care provision.</p> <p>Explanation may refer to <b>either</b> Reeta <b>or</b> Anish.</p> <p>Reference is likely to be <b>either</b> positive <b>or</b> negative.</p>
<b>2</b>	<b>4-7</b>	<p>At the lower end, there is likely to be clear explanation of <b>either</b> health <b>or</b> social care provision, which may be elaborated with some explanatory comments.</p> <p>Or: <b>both</b> health <b>and</b> social care may be considered but with less detail and some evaluative comments.</p> <p>Give credit to learners who refer to <b>either</b> health <b>or</b> social care but include <b>both</b> Reeta <b>and</b> Anish.</p> <p>At the higher end, explanations should refer to <b>both</b> health and social care and <b>both</b> Reeta and Anish. There should be reference to <b>both</b> positive and negative aspects.</p>
<b>3</b>	<b>8-10</b>	<p>There should be a full and detailed explanation, with a clear account of how <b>both</b> health <b>and</b> social care are effectively provided.</p> <p>In order to attain this mark band, there must be very clear evidence of evaluation.</p> <p>At the higher end, the learner must provide a conclusion.</p>

Question Number	Answer	Mark
<b>2(a)(i)</b>	<p>One mark for each reason and one mark for amplification</p> <p><b>Possible response (for 2 marks)</b>            To tackle poverty (1)            To prevent social exclusion (1)</p> <p>To tackle poverty (1) and social exclusion (1)            To promote PIES (any)(1) development of babies and young children (1) so they can flourish when they go to school (1)</p> <p style="text-align: right;">(2 x 2) <b>(4)</b></p>	

Question Number	Indicative Content	
<b>2(a)(ii)</b>	<p><b>Answers may refer to:</b></p> <p>Services</p> <ul style="list-style-type: none"> <li>• Early years education</li> <li>• Health</li> <li>• social services</li> </ul> <p>No marks for just education alone</p> <p>Needs</p> <ul style="list-style-type: none"> <li>• PILES/PIES</li> <li>• Reference to community and/or individual</li> <li>• Reference to elements of Maslow's 'hierarchy'</li> </ul> <p>Wants</p> <ul style="list-style-type: none"> <li>• To tackle poverty</li> <li>• Social exclusion</li> </ul>	
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-3</b>	Answers may only refer briefly to one service and may refer to <b>either</b> needs <b>or</b> wants. At the top end there should either be reference to more than one service or to both needs and wants
<b>2</b>	<b>4-6</b>	A full explanation referring to more than one service and referring to <b>both</b> needs <b>and</b> wants. At the top end, in addition, there is likely to be clear examples.

Question Number		Indicative Content
<b>2(b)</b>		<p><b>Answers may refer to:</b></p> <p>Any TWO relevant services which are from the private and the voluntary sector. Can be from one sector eg NSPCC and Barnardos. MUST relate to under fives</p> <p>Eg Works with NSPCC (1) in cases of suspected abuse(2), works with private nursery(3) to provide child care</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-2</b>	Answers may only refer briefly to one way and one service. Answers may make only tentative links to Surestart.
<b>2</b>	<b>3-4</b>	A full description referring to more than one way, more than one service, with clear links to Sure Start.

Question Number		Indicative Content
<b>2(c)(i)</b>		<p><b>Possible answers</b></p> <p>Ways: Teaching and assessment curriculum care, guidance and support</p> <p>Explanation: Achievement/enjoyment (through teaching and assessment/curriculum experiences) Keeping healthy (through teaching and assessment/curriculum) Keeping safe (through CGS, curriculum and /or teaching and assessment Contribution to the community (through curriculum) Future economic well being (through teaching and assessment/curriculum)</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-3</b>	Answers may only refer briefly to one or two ways and may make brief links to ECM. They are likely to be mainly description.
<b>2</b>	<b>4-6</b>	A full explanation referring to more than one way with clear explanation through to ECM.

Question Number		Indicative Content
<b>2(c)(ii)</b>		<p><b>Safety</b> – need to ensure that there is no bullying, or harassment staff –complaints procedure needs to be in place. Schools kept safe free from intruders – resolving conflicts</p> <p><b>Healthy lifestyles</b> –Provide the following: healthy food , extra curricula physical activities –sports programmes and equipment</p> <p><b>Making a positive contribution</b> –have to work with the wider community ensuring pupils from different groups participate, views of parents, surveys- ensure pupil attendance monitoring cultural development - integration</p> <p><b>Economic well being</b> - Preparation for future employment – work with outside agencies re education and training</p> <p><b>Enjoying and achieving</b> -ensuring that lessons are enjoyed by learners and that they can achieve – putting in place strategies such as teaching observations monitoring content of lessons learner satisfaction surveys – school council etc</p> <p>Eg Enjoying and achieving (1) – asking pupils if they enjoy lessons (2) Safety (3) - making sure that intruders cannot enter school(4) risk assessments for sports equipment (6) Healthy lifestyles (7) – checking that food provided is nutritious (6) Making a positive contribution (8) – organising community events (9) to involve the community(10)</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-3</b>	A basic examination, which is likely to consider the impact of <b>one</b> or <b>two</b> aspects of ECM.
<b>2</b>	<b>4-7</b>	At the lower end, clear examination of at least <b>two</b> impacts. At the higher end, <b>three</b> impacts should be examined.
<b>3</b>	<b>8-10</b>	A full and detailed examination, with a clear account of the impact of at least <b>four</b> of the <b>five</b> ECM areas.

Question Number		Indicative Content
<b>3(a)</b>		<p><b>Answers may refer to:</b></p> <p><b>Services</b> Eg.</p> <ul style="list-style-type: none"> <li>• Rehabilitation</li> <li>• Mental health services</li> <li>• Voluntary and/or private sector organisations</li> </ul> <p><b>Ways</b> Eg.</p> <ul style="list-style-type: none"> <li>• Counselling</li> <li>• Psychotherapy</li> <li>• Physical abuse alleviated by removal of Anastasia</li> <li>• However, alcohol abuse may be exacerbated by the removal of Anastasia</li> <li>• Residential rehabilitation for alcohol abuse</li> <li>• Therapy</li> </ul>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-3</b>	Answers may only refer briefly to one service and say how it might support David in dealing with <b>either</b> alcoholism <b>or</b> carrying out abuse.
<b>2</b>	<b>4-6</b>	Answers may refer to one service in detail about <b>both</b> alcoholism <b>and</b> carrying out abuse. Or answers may refer to more than one service and how it might support <b>either</b> alcoholism <b>or</b> carrying out abuse. At the upper end two services should be referred to.
<b>3</b>	<b>7-8</b>	A full examination showing detailed knowledge of the ways that at least two local services support David in <b>both</b> his alcoholism <b>and</b> carrying out abuse.

Question Number		Indicative Content
<b>3(b)</b>		<p><b>Answers may refer to:</b></p> <p>Skills, attributes, qualities</p> <ul style="list-style-type: none"> <li>• Need to be firm and able to set ground rules</li> <li>• Patience to manage children day to day</li> <li>• Need to be able to accept children and their families whatever their background and abilities</li> <li>• Treat everyone with respect</li> <li>• To be able to work together with other agencies</li> <li>• Have a good understanding of child development to know which milestones the child should be attaining</li> <li>• Effective communicator both with other agencies and with children</li> <li>• Ability to work in a confidential manner</li> <li>• Work with professionals</li> </ul> <p>Needs</p> <ul style="list-style-type: none"> <li>• Reference to elements of Maslow's 'hierarchy of needs'</li> </ul> <p>Development</p> <ul style="list-style-type: none"> <li>• Reference to PILES/PIES</li> </ul>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-3</b>	A basic explanation, which may consider a few skills, attributes and qualities. Explanation may refer to <b>either</b> need <b>or</b> development.
<b>2</b>	<b>4-7</b>	At the lower end, clear explanation of skills, attributes and qualities. Reference may still be to <b>either</b> needs <b>or</b> development. At the higher end, there should be reference to <b>both</b> needs <b>and</b> development.
<b>3</b>	<b>8-10</b>	A full and detailed examination, with a full account of skills, attributes and qualities which are applied to <b>both</b> needs <b>and</b> development. For full marks, reference should be made to more than one area of development.

Question Number		Indicative Content
<b>3(c)</b>		<p><b>Answers may refer to:</b></p> <p>Education</p> <ul style="list-style-type: none"> <li>• Schools required to produce data on achievement and personal development of children in care (looked after children).</li> <li>• Better support in school for children in care</li> <li>• Dedicated budget for social workers to spend on education for child in care.</li> <li>• Children accepted in schools even when they are over subscribed</li> <li>• Private tuition and more support</li> <li>• Free transport to school when children have to move placement</li> <li>• A virtual head teacher in every area</li> <li>• Local authority to provide free access to after school/leisure activities</li> <li>• Comprehensive healthcare and training medical staff how to work with children in care</li> <li>• Improved access to Children Centre provision</li> </ul> <p>Fostering</p> <ul style="list-style-type: none"> <li>• Foster placements vary dependent on need</li> <li>• A new qualifications structure for foster parents for different levels of need</li> <li>• Piloting for younger children</li> <li>• Recruitment strategies for foster care through specially tailored campaigns</li> <li>• Specialist foster care for children with special needs</li> </ul>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-4</b>	A basic explanation, which is likely to consider one area. The learner might include some brief outline of their own views and an example from one of the areas might be included.
<b>2</b>	<b>5-8</b>	At the lower end, clear explanation of one area. Or: <b>two</b> areas may be considered but with less detail and some evaluative comments. Give credit to learners who are able to elaborate on their own views. At the higher end, explanations should refer to more than one area and there should be evidence of some evaluation.
<b>3</b>	<b>9-12</b>	A full and detailed explanation, with a clear account of how the Green Paper ensures stability for children in more than one area. In order to attain this mark band, there must be very clear evidence of evaluation. Answers may include statistical and/or empirical evidence and they will be rewarded for doing so.

		At the higher end, the learner must provide a conclusion.
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