

Mark Scheme (Results)

January 2013

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

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk for our BTEC qualifications.

Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

If you have any subject specific questions about this specification that require the help of a subject specialist, you can speak directly to the subject team at Pearson. Their contact details can be found on this link: www.edexcel.com/teachingservices.

You can also use our online Ask the Expert service at www.edexcel.com/ask. You will need an Edexcel username and password to access this service.

Pearson: helping people progress, everywhere

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

January 2013

Publications Code DP034828

All the material in this publication is copyright

© Pearson Education Ltd 2013

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		Indicative Content
1(a)		<ul style="list-style-type: none"> • Social worker • Draw up care plan • Community Occupational Therapy Service • Reablement • Organise personal care • Organise provision of appropriate equipment • Carry out risk assessment • Advice on benefit provision <p>Possible response Adult services will provide a social worker (1) who will draw up a care plan (1) They can also provide equipment (1) and organise personal care (1)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Answer will be brief with little explanation.
2	3-4	One or two points explained well.

Question Number	Answer	Mark
1(b)(i)	Answers might refer to: <ul style="list-style-type: none"> • Hospital services • GP • PCT • Social services <p>Possible response Hospital (1) provides physiotherapy (1) so she can walk again (1)</p>	(3)

Question Number	Answer	Mark
1(b)(ii)	Answers might refer to: <ul style="list-style-type: none"> • Private medicine/BUPA • Alternative therapies eg aromatherapy, chiropractor, acupuncture, physiotherapy <p>Possible response Acupuncture (1) will help her manage her pain (1) increase her energy channels (1)</p>	(3)

Question Number	Indicative Content
1(c)	<p>Answers may refer to:</p> <ul style="list-style-type: none"> • Help her do physical activities • Meet friends • Psychological support • Keep active

		<ul style="list-style-type: none"> • Emotional support • Intellectual ability <p>Possible response They will provide activities (1) such as board games (1) which will keep her mind working (1) she may also meet new friends (1)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Answers may only refer briefly to factors with no development.
2	3-4	A full description of one or two factors and how they benefit Esther.

Question Number	Answer	Mark
1(d)	<p>Answers might refer to:</p> <ul style="list-style-type: none"> • Advice regarding completing forms • Money and finance benefits • Wills and probate • Advice on health care and rights • Travel and lifestyle • Home safety and adaptations • Work and learning • Insurance <p>Possible response Provide advice (1) about benefits (1) such as care allowance (1) Discussing will (1) and probate procedure (1) with family (1) 2 x 3</p>	(6)

Question Number	Indicative Content
1(e)	<p>Dept of Health</p> <ul style="list-style-type: none"> • It is led by Sec of State for Health and Ministers • It introduces policies and guidelines which then improve the quality of care • The DH carries out some of its work through arm's length bodies, such as the Commercial Medicines Unit (CMU) and the Medicine and Health care Regulatory agency (MHRA) <p>Strategic Health Authority</p> <ul style="list-style-type: none"> • Responsible for carrying out health care • Fiscal policy on behalf of Dept of Health, • Contains various NHS Trusts • Has a board and governance structure <p>The PCT</p>

		<ul style="list-style-type: none"> Spends 80% of health care budget They have their own budgets and priorities and provide funding for GPs They provide services and also commission them Local people's needs <p>Possible response Dept of Health is led at Government level (1) it introduces government policy (1) to improve the quality of care (1). The strategic health authority carries out the fiscal (1) and care policies (1). The PCT spends most of the health care budget (1) and provides services (1). It funds GPs (1) and tries to meet the health care needs (1) of the local people (1)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	A basic outline, which may consider one of the bodies. May indicate one or two factors with no description.
2	4-7	At the lower end an outline of two of the bodies. At the higher end, outlines should refer to three.
3	8-10	Full and detailed outlines. There may be some indication of reform or recent developments which must be rewarded.

Question Number	Answer	Mark
2(a)	<p>Organisation Rehabilitation centre</p> <p>Answers may include:</p> <ul style="list-style-type: none"> Therapy/psychotherapy Substance replacement Group sessions Advice Guidance Teach Life skills Find accommodation Training to find employment <p>Possible response Will help Bill to stop taking drugs (1) by providing therapy (2) and activity programmes (3)</p>	(4)

Question Number	Indicative Content
2(b)	<p>Answers may refer to:</p> <ul style="list-style-type: none"> Employment schemes Training Basic skills Support Befriending

		<ul style="list-style-type: none"> • Transitional support • Resettlement • Mentoring • Visiting • Volunteer programmes <p>Possible response Bill may receive skills training (1) which can help him get a job (1) so that he can support himself (1) or they may find him some volunteer work (1) to help him integrate (1) back into the community (1). They may provide a mentor (1) who will befriend (1) Bill.</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Answers may only refer briefly to one service and say how it might help Bill.
2	4-6	Answers may describe one to two ways in which SOVA can help Bill. At the upper end two services should be referred to.
3	7-8	A full examination showing detailed knowledge of at least two different ways in which SOVA can help Bill.

Question Number	Indicative Content	
2(c)	<p>Answers may include:</p> <ul style="list-style-type: none"> • Empathy • Calm approach/patience • An understanding of substance misuse issues • And their impact on people • A non-judgemental attitude • The ability to build trusting relationships • The ability to work both alone and as part of a team • Excellent communication • Listening skills • The ability to work closely with a range of different organisations • Respect for confidentiality. • Knowledge of substances <p>Please remember that this is for a volunteer worker and skills and knowledge should be appropriate</p> <p>Possible response You will need to understand the impact of the substance (1) on the abuser (1) and their family (1). You will need to have a calm approach (1) and have a non-judgemental attitude (1). You'll need to be able to build up a trusting relationship (1) with the service user and also have excellent communication (1) and listening skills (1).</p>	
Level	Mark	Descriptor
	0	No rewardable material

1	1-3	Answers may only refer briefly to one knowledge or skill.
2	4-6	Answers may examine one or two examples of knowledge and/or skills needed. At the upper end two detailed should be referred to.
3	7-8	A full examination showing detailed knowledge of at least three different examples of knowledge and skills which are appropriate.
Question Number	Indicative Content	
2(d)	<p>Answers may include:</p> <ul style="list-style-type: none"> • Joint meetings • Key worker • Sharing of information • Up to date record keeping • Ensure confidentiality • Use of correct job titles e.g. probation officer • Regular updates • Meetings with bill • Contacting outside agencies e.g. employment teams • Joint decisions <p><u>NO MARKS FOR USE OF CAF FORM</u></p> <p>Possible response Bill's health care worker can ensure that Bill's probation officer (1) is aware of his health condition (1) where it is necessary to provide the information (1) such as his medication (1) for Bill's wellbeing (1). Regular meetings can be arranged between the sectors (1) by the key worker (1) and Bill's condition discussed (1) it is less likely he will offend, if his drug problem is controlled (1).</p>	
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	A basic outline, which may consider basic integrated provision e.g. joint meetings. May indicate one or two factors with no description.
2	4-7	At the lower end, clear description of integrated service provision across the health and criminal justice sectors. Give credit to learners who refer to the sectors. At the higher end, explanations should refer to both health and justice There should be reference to how this will help to prevent Bill re-offending.
3	8-10	A full and detailed discussion, with a clear account of how health and criminal justice sectors work together, with clear reference to prevention of re offending. At the higher end, the learner must provide a conclusion.

Question Number	Answer	Mark
3(a)	Two marks for each process in the correct order	(6)

	1 mark for identification, 1 mark for description	
	White paper - This is presented to and discussed by Parliament Bill - This is presented before Parliament to be voted upon –may mention three readings Act - This is now legislation and has become law	

Question Number	Indicative Content	
3(b)	<p>Answers may refer to:</p> <ul style="list-style-type: none"> • Ensuring adults who work with children are aware of the needs of young people and listen to their views • Meet and listen to children • Meet with ministers in relation to policy which affects children • Represent all children including those who are excluded, special needs, vulnerable • Take action in relation to children in care • Take action in relation to children in prison <p>Possible response The CC meets and listens (1) to the views (1) of children (1) so that she can understand their needs (1). She meets with government representatives (1) to discuss legislation and policy regarding children (1). She visits children's homes and children in prison (1) to ensure their safety (1).</p>	
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Answers may only refer briefly to one service and say how it relates to children.
2	4-6	Answers may describe one to two ways in which the CC works on behalf of children.
3	7-8	A full examination showing detailed knowledge of at least two different aspects of the role of the CC.

Question Number	Indicative Content	
3(c)	<p>Answers may refer to:</p> <ul style="list-style-type: none"> • Coordinate delivery of actions agreed by the practitioners act as a point of contact for child and family • Reduce overlap and inconsistency in the services offered to families. • Building a trusting relationship with the child and family • Being the single point of contact for the family • Answer questions and discuss concerns with child/carer 	

		<ul style="list-style-type: none"> • Being the single point of contact for all practitioners • Coordinating the effective delivery of a package • Review processes regularly • Have strongly developed strengths in communication. • Communicating with the child using child friendly methods • Engaging parents and carers • Understanding key transition points in a child's life • Gaining the child's trust and respect • Being able to challenge the child when necessary and help them move on in their thinking • Ensuring an effective transition to adult services if necessary. • Advocacy skills <p>Possible response The lead worker co-ordinates (1) the actions (1) agreed by the team (1). They are a single point of contact (1) for the child/family and practitioners (1). They ensure parents and carers (1) are part of the process and can communicate well with other professionals (1) and in a child friendly manner (1).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	A basic outline, which may consider one factor. Two factors with some description for top of band.
2	4-6	At the lower end, clear outline of two or more factors comments. Give credit to learners who are able to elaborate on their own views.
3	7-8	At the higher end, outlines should refer to two or more factors clearly and how they benefit the child.

Question Number	Indicative Content
3(d)	<p>Answers may refer to:</p> <ul style="list-style-type: none"> • Education reform act 1944 • Curriculum 2000 • Growth of vocational education / BTEC • Introduction of 14 - 19 diplomas • EBAC • Every Child Matters • Introduction of OFSTED • Child protection Policies • Young Offender Learning Policy • And any other appropriate reform <p>Possible response The growth in BTEC (1) has meant that there is more opportunity (1) to study courses (1) where it is possible to get a job (1) and have the skills already for that job (1). It</p>

		is a good path to follow for students who are not good at taking exams (1) because they do assignments instead (1) it gives experience to learners through work placements (1).
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Answers may only refer briefly to a reform and are unlikely to give impact on learners.
2	4-6	Answers are likely to either examine a reform well but not the impact on learners or vice versa.
3	7-8	A full examination showing detailed knowledge of a reform and how it has impacted on learners.

Further copies of this publication are available from
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467
Fax 01623 450481
Email publication.orders@edexcel.com
Order Code DP034828 January 2013

For more information on Edexcel qualifications, please visit our website
www.edexcel.com

Pearson Education Limited. Registered company number 872828
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual




Llywodraeth Cynulliad Cymru
Welsh Assembly Government

