

# Mark Scheme (Results) Summer 2010

Principal Learning

## Society, Health and Development (SH301/01)

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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.

Question Number	Answer	Mark
1(a)(i)	<p><b>Identify two from:</b></p> <ul style="list-style-type: none"> <li>▪ Help the Aged</li> <li>▪ Age Concern</li> <li>▪ Disability Charities</li> <li>▪ any suitable local charities eg</li> <li>▪ religious organisations eg Salvation Army</li> </ul> <p>Organisations must work with people of Esme's age.</p> <p>(1+1)</p>	(2)

Question Number	Answer	Mark
1(a)(ii)	<p>Must refer to private sector but should relate to care and not health (because care is non-statutory)</p> <p>Examples may include provision of</p> <ul style="list-style-type: none"> <li>▪ care services</li> <li>▪ cleaning services</li> <li>▪ personal care services</li> <li>▪ shopping</li> <li>▪ transport</li> <li>▪ support equipment eg stair lift, emergency alarms</li> </ul> <p>1 mark for identification, 1 mark for description of way</p> <p>(2+2)</p>	(4)

Question Number	Answer	Mark
1(b)(i) & (ii)	<p><b>Examples of statutory services include:</b></p> <ul style="list-style-type: none"> <li>▪ the NHS</li> <li>▪ physiotherapy/occupational therapy</li> <li>▪ ambulance services</li> <li>▪ social workers</li> <li>▪ nursing provision</li> <li>▪ out-patient services</li> </ul> <p><b>1 mark for identification of one of the above</b></p> <p><b>Explanation of one service:</b> eg nurses attend to her medical care (1); at home (1) this ensures her physical health (1) and contributes to independent living (1)</p> <p>1-2 marks for defining responsibility of service 3-4 marks for how this fits in with overall care plan</p>	(6)

Question Number		Indicative Content
1(c)		<p>Answers should refer to:</p> <ul style="list-style-type: none"> <li>▪ The Care Standards Act 2000</li> <li>▪ which established a new independent body, the National Care Standards Commission (NCSS)</li> <li>▪ which will regulate all care homes, whether in the private, voluntary or statutory sector,</li> <li>▪ the NCSS will register and inspect homes according to national minimum standards.</li> <li>▪ these standards will promote better quality of care and prevent abuse of all kinds by grounding practice on the principles of dignity, choice, privacy and respect.</li> <li>▪ standards guarantee residents access to an effective complaints procedure</li> <li>▪ standards ensure that residents are cared for by trustworthy, competent and reliable staff, who have been properly trained for this role</li> </ul> <p>Other relevant points will be rewarded.</p>
Level	Mark	
	0	No rewardable material
1	1-3	Basic reference to features of the Act or limited explanation of how it could affect Esme
2	4-6	Clear explanation of features of the Act or clear explanation of how it does affect Esme. Or basic explanation of both.
3	7-8	A full explanation demonstrating understanding of the aims of legislation and its application to Esme
Question Number		Indicative Content
1(d)		<p>Answers should refer to:</p> <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>▪ 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	
	0	No rewardable material
1	1-3	Basic knowledge of one contribution from <b>either</b> statutory <b>or</b> non-statutory sector. No specialist terminology is given. Limited application of knowledge.
2	4-7	<p><b>Either</b></p> <p>A limited discussion of contributions from <b>both</b> statutory and non-statutory sectors</p> <p><b>Or</b></p> <p>Detailed discussion of contribution from <b>either</b> statutory <b>or</b> non-statutory sector (maximum 5 marks for this)</p>
3	8-10	Detailed discussion of contributions from <b>both</b> statutory <b>and</b> non-statutory sectors. Should include both voluntary and private

	sectors.
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Question Number	Answer	Mark
2(a)	<p><b>Service provider:</b> an organisation which provides assistance to those with specific needs Examples: schools, social services, residential care services</p> <p><b>Service user:</b> the person who benefits from organised assistance Examples include: social work, community justice, education</p> <p>Definition (1) x2 = 2 marks Example (1) x 2= 2 marks</p>	(4)

Question Number	Answer	Mark
2(b)	<p>Local services can include:</p> <ul style="list-style-type: none"> <li>▪ PCTs,</li> <li>▪ hospitals</li> <li>▪ GPs,</li> <li>▪ nurseries,</li> <li>▪ children’s centres</li> <li>▪ rehabilitation services (not drug rehabilitation)</li> <li>▪ social services</li> </ul> <p>Services chose must be relevant to the needs of a 12 year old girl (Mariam)</p> <p><b>For each service:</b> Identification (1) Description 2 marks for partial description and 3 marks for full description. 4 marks x 2 =8</p>	(8)

Question Number	Indicative Content
2(c)	<p>Answers might refer to the following:</p> <p><b>Skills could include:</b></p> <ul style="list-style-type: none"> <li>▪ experience of working with children</li> <li>▪ counselling skills</li> <li>▪ language skills</li> </ul> <p><b>Qualities might include:</b></p> <ul style="list-style-type: none"> <li>▪ understanding of impact of trauma</li> <li>▪ cultural /religious empathy</li> <li>▪ sympathetic to plight of refugees</li> </ul> <p>Skills identified <b>must</b> apply to Mariam’s specific needs as a minor and as a refugee. No marks for statements such as ‘good carer’ or ‘patience’.</p>

		Other relevant points will be rewarded.
Level	Mark	
	0	No rewardable material
1	1-3	A limited description of the skills and/or qualities. Limited application of knowledge. No relevance to Mariam's needs
2	4-6	A detailed description or limited explanation of skills and/or qualities with some application of knowledge applied clearly to Mariam's needs
3	7-8	A thorough explanation of skills and qualities with full application of knowledge, clearly relevant to Mariam's needs

Question Number	Indicative Content	
2(d)	<p>Answers might refer to the following:</p> <ul style="list-style-type: none"> <li>▪ Local Authorities to act to safeguard welfare of children</li> <li>▪ appropriate foster provision</li> <li>▪ working together with the Children's Commissioner</li> <li>▪ Promote welfare of children</li> <li>▪ Provides a National Service framework</li> <li>▪ Provides a Children's workforce</li> </ul> <p>Factors identified <b>must</b> apply to Mariam's specific needs as a minor and as a refugee. Other relevant points will be rewarded.</p>	
Level	Mark	
	0	No rewardable material
1	1-3	Basic knowledge of legislation. Limited application of knowledge. Meaning may be conveyed in non-specialist language.
2	4-7	Good knowledge of the legislation and clear attempt to apply it to Mariam. Some use of specialist language.
3	8-10	Detailed knowledge of the aims of the legislation. Must explain how it supports and protects Mariam. Use of specialist language will be effectively applied.

Question Number	Answer	Mark
3(a)	Birth (1) to 19 (1) Do not accept '0' /nought	(2)

Question Number	Answer	Mark
3(b)	<p>Any two of the other four strands of the ECM agenda</p> <ul style="list-style-type: none"> <li>▪ Health</li> <li>▪ Enjoyment</li> <li>▪ Contribution to the community</li> <li>▪ Economic wellbeing</li> </ul> <p>Identification of one area (1) Description (1) 2x2marks = 4</p>	(4)

Question Number	Answer	Mark
3(c)	<p>Initiatives can include</p> <ul style="list-style-type: none"> <li>▪ protection issues</li> <li>▪ anti bullying strategies in schools eg zero-tolerance policies; police working in schools on anti-crime initiatives</li> <li>▪ local initiatives</li> <li>▪ anti-discrimination practice</li> <li>▪ refuges from domestic abuse</li> </ul> <p>Initiatives identified <b>must</b> be designed to protect victims of crime, bullying, discrimination or violence. No marks for initiatives designed to manage offenders.</p> <p>Other relevant points/initiatives will be rewarded.</p> <p>Identification of one area (1)  Partial description (1)  Full description (2)  2x3marks = 6</p>	(6)

Question Number	Answer	Mark
3(d)	<p>Initiatives can include</p> <ul style="list-style-type: none"> <li>▪ education/ training</li> <li>▪ mentoring offenders</li> <li>▪ probation services</li> <li>▪ substance abuse</li> <li>▪ counselling</li> <li>▪ voluntary service</li> <li>▪ rehabilitation services eg NACRO</li> </ul> <p>Responses should be suitable for application with a YOI</p> <p>Identification of one area (1)  How initiative will prepare offender for release (1)  Partial description (1)  Full description of (2)  2x4marks = 8</p>	(8)



Question Number		Indicative Content
3(e)		<p>Answers might refer to the following:</p> <ul style="list-style-type: none"> <li>▪ multi agency services</li> <li>▪ Common Assessment Frameworks</li> <li>▪ information sharing</li> <li>▪ workforce reform</li> <li>▪ integrated working</li> <li>▪ targeted working and targeted support</li> <li>▪ Children's Fund</li> <li>▪ local network funding</li> <li>▪ voluntary and community sectors working together</li> <li>▪ joint planning</li> <li>▪ inspection</li> <li>▪ Children's Act Guidance</li> </ul> <p>Other relevant points will be rewarded.</p>
Level	Mark	
	0	No rewardable material
1	1-3	Basic understanding of how service providers support young people, but without discussing how they work together. Limited application of knowledge. Meaning may be conveyed in non-specialist language.
2	4-7	Good understanding of how service providers support young people, including some discussion of how they work together. Some use of specialist language and examples may be included
3	8-10	Detailed understanding of how service providers support young people, including clear discussion of how they work together. Use of specialist terminology will be effectively applied. Examples may be integrated.

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