

# Mark Scheme (Results) January 2010

Principal Learning

Society, Health and Development SH302  
Principles and Values in Practice

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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
1(a)		<b>Society:</b> <ul style="list-style-type: none"> <li>• a body of individuals which live together as members of a community</li> <li>• an organised group of persons associated together for religious, benevolent, cultural, scientific, political, patriotic, or other purposes</li> <li>• a structured system of human organization for large-scale community living that normally provides protection, continuity, security, and a national identity for its members</li> </ul>
Level	Mark	
	0	No relevant explanation offered
1	1-2	There is evidence of understanding the meaning of the term but knowledge is limited. No example is given.
2	3-4	A full explanation is offered and the answer shows clear knowledge of the subject and has incorporated a relevant example.

Question Number		Answer
1(b)		<b>Values:</b> <ul style="list-style-type: none"> <li>• those things which individuals and/or societies regard as worthwhile and desirable</li> <li>• may be determined by culture, religious commitment, race, ethnicity etc</li> <li>• could include family life, the attainment of qualifications and employment, respect for the views of others or any other suitable example</li> </ul>
Level	Mark	
	0	No relevant explanation offered
1	1-2	There is evidence of understanding the meaning of the term but knowledge is limited. No example is given.
2	3-4	A full explanation is offered and the answer shows clear knowledge of the subject and has incorporated a relevant example.

Question Number		Answer
1(c)		<b>Rights:</b> <ul style="list-style-type: none"> <li>• those things to which individuals in society are entitled</li> <li>• may be determined by laws/legislation</li> <li>• may be underpinned by moral principle e.g. human rights</li> <li>• could refer to civil rights such as the right to vote or to obtain employment regardless of gender, ethnicity, sexual orientation, disability etc</li> <li>• or to equal rights in terms of gender, race, sexual orientation etc</li> <li>• examples might include education, health care, protection from crime</li> </ul>
<b>Level</b>	<b>Mark</b>	
	0	No relevant explanation offered
1	1-2	There is evidence of understanding the meaning of the term but knowledge is limited. No example is given.
2	3-4	A full explanation is offered and the answer shows clear knowledge of the subject and has incorporated a relevant example.

Question Number		Answer
2(a)		<b>Service provision:</b> <ul style="list-style-type: none"> <li>• the delivery of organised assistance to maintain, support and enhance the well-being of individuals and/or communities</li> <li>• services can be delivered by the public, the private or the third sector</li> <li>• services are available for a wide range of users</li> <li>• funding of services depends on the source of provision</li> </ul> Any suitable example will be rewarded.
<b>Level</b>	<b>Mark</b>	
	0	No relevant explanation offered
1	1-2	There is evidence of understanding the meaning of the term but knowledge is limited. No example is given.
2	3-4	A full explanation is offered and the answer shows clear knowledge of the subject and has incorporated a relevant example.

Question Number	Answer	
2(b)	<p><b>Why people in the UK might have a right to services</b></p> <p>The following could be suggested:</p> <ul style="list-style-type: none"> <li>• rights to services are enshrined in UK and EU law</li> <li>• they are legal citizens of the UK</li> <li>• they are resident in a local authority</li> <li>• they are asylum seekers</li> <li>• medical professionals/social workers (or any similar professional) have determined that particular services are necessary for the survival and wellbeing of the individual</li> </ul> <p>Any other relevant example and/or explanation will be rewarded.</p>	
<b>Level</b>	<b>Mark</b>	
	0	No relevant explanation offered
1	1-3	A limited explanation is given, with little understanding of individual rights
2	4-6	A brief explanation is offered with some knowledge of the subject. A relevant example may be incorporated.
3	7-8	A full explanation with well-integrated examples showing detailed knowledge of the ways which individuals have rights to services.

Question Number	Answer	
3(a)	<p>The following could be suggested:</p> <p>NB: definitions of mental illness can vary and much controversy surrounds its causes</p> <ul style="list-style-type: none"> <li>• mental health is about how an individual thinks, feels and behaves. Mental illness can lead to individuals experiencing problems in the ways they think, feel or behave</li> <li>• it is a psychological and/or behavioural pattern which occurs in an individual and which can lead to mental distress and/or disability</li> <li>• can have a significant effect on relationships, work and quality of life</li> <li>• affects roughly 1 in 4 people in the UK (according to MIND)</li> <li>• mental health problems can affect anyone, regardless of age, gender, race or social background</li> <li>• mental illness is more widespread amongst certain groups e.g. offenders, people with poor living conditions, the homeless</li> <li>• one of the least understood medical conditions</li> </ul> <p>Any of the following examples might be included: depression, anxiety, bi-polar disorder, dementia panic attacks, phobias, OCD, schizophrenia.</p> <p>Any other relevant example will be rewarded.</p>	
<b>Level</b>	<b>Mark</b>	
	0	No relevant explanation offered
1	1-2	There is evidence of understanding the meaning of the term but knowledge is limited. No example is given.
2	3-4	A full explanation is offered and the answer shows clear knowledge

		of the subject and has incorporated a relevant example.
Question Number	Answer	
3(b)	<p><b>How mental health services can help individuals like Tony</b></p> <p>The following could be suggested:</p> <ul style="list-style-type: none"> <li>• by enabling him to live at home rather than in a hospital</li> <li>• through support for his carers</li> <li>• though the provision of respite and/or residential care</li> <li>• through Community Mental Health Teams, involving trained specialist staff</li> <li>• through the prescription of appropriate medication</li> <li>• through advocacy</li> <li>• through (where necessary) crisis intervention</li> </ul> <p>Any other appropriate suggestion will be rewarded.</p>	
Level	Mark	
	0	No relevant explanation offered
1	1-3	A limited explanation is given, with little understanding of how mental health services operate.
2	4-6	A brief explanation is offered with some knowledge of the subject. A relevant example may be incorporated.
3	7-8	A full explanation with well-integrated examples showing detailed knowledge of service provision.

Question Number	Answer	
4(a)	<p>The following could be suggested:</p> <ul style="list-style-type: none"> <li>• information about services could be provided in a range of languages</li> <li>• staff who work for the service(s) could be recruited from the community it serves</li> <li>• advisory panels could consist of members of the local community</li> <li>• specific groups could be targeted for service provision e.g. Afro-Caribbean's with sickle-cell anaemia</li> <li>• meals specific to religious groups could be served in schools, hospitals and workplaces</li> <li>• equality impact assessments could be carried out</li> </ul> <p>Any other appropriate suggestion will be rewarded.</p>	
Level	Mark	
	0	No relevant explanation offered
1	1-2	There is evidence of understanding the meaning of the term but knowledge is limited. No example is given.
2	3-4	A clear explanation is offered with good knowledge of anti-discriminatory practice.

Question Number		Answer
4(b)		<p>The following could be considered: Sector chosen: Criminal Justice System</p> <ul style="list-style-type: none"> <li>reference to statistical/empirical data e.g. numbers of ethnic minorities employed in police force</li> <li>success or failure of particular policies e.g. the attempts to address institutional racism in the Metropolitan Police or the proportion of young black males involved in crime or in prison</li> <li>the effectiveness of legislation concerned with hate crimes e.g. Crime and Disorder Act (1998) [race/religion]; Criminal Justice Act (2003) [sexual orientation]; Racial and Religious Hatred Act (2007). Learners do not need to name the specific legislation</li> <li>it is expected that learners would balance such claims with arguments which suggest that, despite these problems, there is evidence of consideration for the beliefs, cultures and preferences of individuals and groups and the existing laws are a reflection of this concern</li> </ul> <p>Reference to any other relevant sector and/or examples will be rewarded.</p>
Level	Mark	
	0	No relevant explanation offered
1	1-3	A limited explanation is given, with little understanding of the subject
2	4-7	A good explanation is offered with good knowledge of the subject. A relevant example may be incorporated.
3	8-10	A full explanation with well-integrated examples showing detailed knowledge of relevant issues. Statistical and/or other empirical information might be included.

Question Number		Answer
5(a)		<p>The following could be suggested:</p> <ul style="list-style-type: none"> <li>by raising safety fears amongst local residents, possibly leading to an exodus</li> <li>residents may educate their children outside the area</li> <li>by having an adverse effect on property prices/raising the cost of insurance</li> <li>the creation of 'food deserts', where major retailers locate elsewhere, thereby restricting access to a wide variety of food at affordable prices</li> <li>by failing to attract businesses/investment</li> <li>by producing a self-fulfilling prophecy / spiral of decline, possibly through negative reporting in the mass media, leading to increased rates of crime</li> </ul> <p>Any other relevant explanation will be rewarded.</p>
Level	Mark	
	0	No relevant explanation offered
1	1-2	There is evidence of understanding but knowledge is limited. No

		example is given.
2	3-4	A full explanation is offered and the answer shows clear knowledge of the subject and has incorporated a relevant example.

Question Number		Answer
5(b)		The following could be suggested: <ul style="list-style-type: none"> <li>• by using a dedicated team of officers</li> <li>• by involving members of the local community</li> <li>• through partnerships with local stakeholders</li> <li>• through education programmes/initiatives with parents</li> <li>• through rapid-response measures</li> </ul> Any other relevant factor will be rewarded.
Level	Mark	
	0	No relevant explanation offered
1	1-3	A limited explanation is given.
2	4-6	A brief explanation is offered with some knowledge of the subject. A relevant example may be incorporated.
3	7-8	A full explanation with well-integrated examples showing detailed knowledge of relevant issues.

Question Number		Answer
5(c)		The following could be suggested: <ul style="list-style-type: none"> <li>• by increasing the visibility of the team(s) by locating them in accessible places such as schools, hospitals and places of worship</li> <li>• by giving people from local communities a greater say in what priorities should be identified</li> <li>• by encouraging local solutions to local problems</li> <li>• by encouraging members of local communities to report crimes</li> <li>• through inter-agency work with schools for example</li> <li>• by making teams available in all neighbourhoods</li> </ul> Any other relevant factor and/or suggestion will be rewarded.
Level	Mark	
	0	No relevant explanation offered
1	1-3	A limited explanation is given.
2	4-6	A brief explanation is offered with some knowledge of the subject. A relevant example may be incorporated.
3	7-8	A full explanation with well-integrated examples showing detailed knowledge of relevant issues.

Question Number		Answer
6(a)		<p><b>Reasons to introduce a national identity register</b></p> <p>The following might be suggested:</p> <ul style="list-style-type: none"> <li>• to help protect people from identity fraud and theft</li> <li>• to ensure that people are who they say they are</li> <li>• to tackle illegal working and immigration abuse</li> <li>• to disrupt the use of false and multiple identities by criminals and those involved in terrorist activity</li> <li>• to ensure free public services are only used by those entitled to them</li> <li>• to enable easier access to public services</li> </ul> <p>Any other suitable suggestion will be rewarded.</p>
Level	Mark	
	0	No relevant explanation offered
1	1-2	There is limited evidence of understanding why the government intends to introduce a national identity register and identity cards with a brief explanation.
2	3-4	A full explanation is offered and the answer shows clear knowledge of the subject.

Question Number		Answer
6(b)		<p><b>Objections to the introduction of identity cards</b></p> <p>The following could be suggested:</p> <ul style="list-style-type: none"> <li>• they could restrict civil liberty</li> <li>• in 2008, the loss of 25 million personal details by HM Revenue and Customs undermined public confidence in the governments capacity to keep personal information confidential</li> <li>• they won't be compulsory, thereby undermining the efficacy of the system</li> <li>• the policy is not supported by other political parties</li> <li>• they are an assault on privacy</li> <li>• they increase the level of surveillance in UK society</li> </ul> <p>Any other relevant factor will be rewarded.</p>
Level	Mark	
	0	No relevant explanation offered
1	1-2	There is limited evidence of understanding of objections to the introduction of identity cards with a brief explanation.
2	3-4	A full explanation is offered and the answer shows clear knowledge of the subject.

Question Number		Answer
6(c)		<p><b>The impact of identity cards and other means of surveillance</b> Learners might refer to any of the following which occur in the Learning Outcomes:  <b>LO1:</b> their own views on the potential impact of ID cards/increased levels of surveillance  <b>LO2:</b> a right to privacy/protection from danger and harm/access to information about themselves  <b>LO3:</b> balancing individual rights with the rights of other s in the community  <b>LO5:</b> balancing conflicts between confidentiality and disclosure of information including issues of protection/sharing data  <b>LO6:</b> how surveillance impacts on human rights  <b>LO7:</b> how legislation affects the practice of individuals working in the surveillance arena e.g. the police, civil servants, members of the security services.</p> <p>Learners could also refer to any of the other points referred to in a) and b) above.  Any relevant points will be rewarded.  Reference to any relevant sector will be rewarded.</p>
Level	Mark	
	0	No relevant explanation offered
1	1-4	A limited explanation is given. Little understanding of the issue is shown.
2	5-8	A brief explanation is offered with some knowledge of the subject. A relevant example may be incorporated. A brief evaluation might be included.
3	9-12	A more detailed explanation with a clear account of the relevant issues. In order to attain this mark band, there must be very clear evidence of evaluation and support with empirical evidence.

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