

Mark Scheme (Results)

January 2012

Principal Learning
Society, Health and Development
(SH302) Paper 01
Principles and Values in Practice

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January 2012

Publications Code DP030875

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Question Number		Indicative Content
1(a)		<p>This question is based on LO1.</p> <p>Explanations might refer to:</p> <ul style="list-style-type: none"> • a body of individuals living together as members of a community • that people live in communities for reasons of protection, continuity, and security • an organised group of people associated for religious or cultural reasons • other ways that people might be organised could include political, patriotic or other purposes • those communities which also provide a source of identity for their members <p>Examples might include:</p> <ul style="list-style-type: none"> • British society • Muslim community <p>Any other relevant example/explanation 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 and there may be no example. Or, an example may be given with limited understanding of meaning of the term.
2	3-4	A full explanation is offered and the answer shows clear knowledge of the subject and has incorporated a relevant example. If no example included award a maximum of 3 marks.

Question Number		Indicative Content
1(b)		<p>This question is based on LO3.</p> <p>Explanations might refer to:</p> <ul style="list-style-type: none"> • a set of laws which determine rules of conduct • ethical principles which underpin the idea of equality (LO3) • ethical principles which can determine the formulation of codes of practice which in turn determine how individuals should act and how they should be treated • NHS Core principles: that it (the NHS) meets the needs of everyone; that services are free at the point of delivery; that health provision is based on clinical need, not ability to pay

		<p>Examples might include that:</p> <ul style="list-style-type: none"> • individuals should not be subject to discrimination • education is an entitlement not a privilege • vulnerable people should be protected <p>Any other relevant example/explanation will be rewarded</p>
Level	Mark	
	0	No relevant explanation offered
1	1-2	<p>There is evidence of understanding the meaning of the term but knowledge is limited and there may be no example.</p> <p>Or, an example may be given with limited understanding of meaning of the term.</p>
2	3-4	<p>A full explanation is offered and the answer shows clear knowledge of the subject and has incorporated a relevant example.</p> <p>If no example included award a maximum of 3 marks.</p>

Question Number	Indicative Content	
1(c)	<p>This question is based on LO1.</p> <p>Explanations might refer to:</p> <ul style="list-style-type: none"> • those things which individuals and/or societies regard as worthwhile and desirable • values which may be determined by culture, religious commitment, race, ethnicity etc <p>Examples might include:</p> <ul style="list-style-type: none"> • family life • the attainment of qualifications and employment • avoiding involvement in crime • respect for the views of others <p>Any other relevant example/explanation will be rewarded</p>	
Level	Mark	
	0	No relevant explanation offered
1	1-2	<p>There is evidence of understanding the meaning of the term but knowledge is limited and there may be no example.</p> <p>Or, an example may be given with limited understanding of meaning of the term.</p>
2	3-4	<p>A full explanation is offered and the answer shows clear knowledge of the subject and has incorporated a relevant example.</p> <p>If no example included award a maximum of 3 marks.</p>

Question Number		Indicative Content
2(a)		<p>This question is based on LO2.</p> <p>Descriptions might refer to the ways that individuals are supported:</p> <ul style="list-style-type: none"> • through an assessment of their specific needs • through the provision of appropriate treatments which accommodate their choices and/or preferences (see below) • through the provision of palliative care (and/or McMillan nurses) • by being treated with dignity <p>Other points:</p> <ul style="list-style-type: none"> • through the provision of convalescent care to support recovery • when treated by a doctor of their own choice in a hospital of their own choosing <p>Choices and/or preferences might include:</p> <ul style="list-style-type: none"> • the refusal of Jehovah's Witnesses to accept medical treatment/intervention • the demand of certain religious groups for believers to be buried within 24 hours of death • those who require homeopathic medicine <p>Any other relevant factor/example/description will be rewarded</p>
Level	Mark	
	0	No relevant explanation offered
1	1-2	If identification of way only, award one mark. There is evidence of understanding the meaning of the question but knowledge is limited. Or: an example may be given with limited understanding of meaning of the question.
2	3-4	A full description of one way is offered and the answer shows clear knowledge of the subject. A relevant example may be incorporated.

Question Number	Indicative Content	
2(b)	<p>This question is based on LO2 and LO3.</p> <p>Explanations might refer to the following factors:</p> <ul style="list-style-type: none"> • that services for long-term conditions are not only determined by the choices and rights of the individual but also by the type of illness (eg nursing homes which care for old people with degenerative diseases or palliative care [perhaps in a hospice]for those diagnosed with a fatal condition) • that services for long-term illnesses can be expensive and can be means-tested. Use of means-testing is regarded by some as undermining the dignity of individuals • that people who work with those who have long-term illness need to be trained if they are to provide the appropriate support and this reflects the rights that such service users enjoy under the law • that some individuals with long-term illness may not be able to communicate their needs/preferences and may rely on advocacy and this may have further implications • that the rights and choices of individuals are not the only factors to consider. The government, the Department of Health and the NHS make assessments of the extent of long-term illness and determine how resources are allocated • that interest groups promote the rights of service users (eg AgeUK) and subsequently influence changes in service provision • learners may also argue that service users are not always aware of their rights and choices and this can affect the level and quality of service which they receive as well as having an impact on service development <p>Any other relevant effect/explanation will be rewarded</p>	
Level	Mark	
	0	No relevant explanation offered
1	1-3	A limited explanation is given, with little understanding of how services for managing long-term illness reflect the choices and rights of service users. Likely to be only one effect outlined.
2	4-6	A brief explanation is offered with some knowledge of the subject. A relevant example may be incorporated. At the lower end of the mark band there is likely to be only one effect explained in detail or two effects are outlined. At the upper end more detail is expected.
3	7-8	A full explanation showing detailed knowledge of the ways services have developed in response to the demands made

	on them by the rights and choices of service users (in this case, individuals with long-term illness). There should be at least two effects. Examples are likely to be incorporated.
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Question Number	Indicative Content	
3(a)	<p>This question is based on LO6.</p> <p>Explanations might refer to the following rights.</p> <p>To be</p> <ul style="list-style-type: none"> • protected from harm (or to be safe) • treated equally and not discriminated against • treated as an individual • treated in a dignified way (to avoid stigma) • treated with respect • allowed privacy • given appropriate support and advice, especially where they have been subject to abuse <p>Possible response: Looked after children should be protected from harm (1) through an assessment of their needs (1) by being placed with appropriately qualified carers (1) to ensure their safety, eg. to prevent self-harm (1)</p> <p>Any other relevant factor/example/description will be rewarded.</p>	
Level	Mark	
	0	No relevant explanation offered
1	1-2	If identification of right only, award 1 mark. There is evidence of understanding the meaning of the question but knowledge is limited. Or: an example may be given with limited understanding of meaning of the question.
2	3-4	A full explanation of one right is offered and the answer shows clear knowledge of the subject. A relevant illustration may be incorporated or the description might be supported with empirical evidence.

Question Number	Indicative Content	
3(b)	<p>This question is based on LO5 and LO6.</p> <p>Answers might refer to the following legislation: The Convention on the Rights of the Child (1989) The Children Act (1989) The Human Rights Act (1998) The Disability Discrimination Act (1995) [if the answer has a focus on children living with disabilities] The Data Protection Act (1998) The Children Act (2004) Care Standards Act (2000)</p> <p>Answers which refer to any other, more recent legislation will be rewarded. Answers which refer to the Every Child Matters (ECM) Agenda will be rewarded.</p> <p>Discussions might refer to the following factors (which are regulated through legislation) which might apply to looked-after children, eg:</p> <ul style="list-style-type: none"> • fostering / adoption • training to provide appropriately qualified individuals • monitoring of the placement of children • contact with social workers for both child and foster parents / adopters <p>Answers might also refer to: counselling services/cognitive behavioural therapy [CBT]; advocacy; support from charities eg Childline or the National Autistic Society; assessment/diagnosis services; social services.</p> <p>Any other relevant example and/or explanation will be rewarded.</p>	
Level	Mark	
	0	No relevant explanation offered
1	1-3	A limited discussion is provided, with little understanding of how legislation protects looked-after children. Likely to be only one way outlined.
2	4-6	A brief discussion is offered with some knowledge of the subject. A relevant example may be incorporated. At the lower end of the mark band there is likely to be only one way explained in detail or two ways are outlined. At the upper end more detail is expected.
3	7-8	A full discussion showing detailed knowledge of the ways legislation protects looked-after children. There should be at least two ways. Examples are likely to be incorporated.

Question Number	Indicative Content	
4(a)	<p>This question is based on LO4.</p> <p>Descriptions might refer to strategies which:</p> <ul style="list-style-type: none"> • implement awareness-raising • respond to the concerns of victims of young offenders through neighbourhood associations and similar • bring about collaborative working with other agencies which manage young offenders or with those what work with vulnerable young people <p>Any other relevant factor/example/description will be rewarded.</p>	
Level	Mark	
	0	No relevant explanation offered
1	1-2	A strategy is outlined but the description is limited in scope.
2	3-4	A full description of the strategy is offered with clear knowledge of anti-discriminatory practice as used by YOTs to challenge this.

Question Number	Indicative Content	
4(b)	<p>This question is based on LO3 and LO5.</p> <p>Answers might refer to the ways which the community justice sector:</p> <ul style="list-style-type: none"> • puts young offenders at the heart of service provision • provides active support, enabling offenders and their victims to express their needs and preferences • balances the offender's right to live at home with the impact this may have on their family and their community • ensures that all who need protection receive it • ensures that data which needs to be shared amongst professionals reaches the necessary individuals <p>Answers which suggest that the young offender has been punished and now should be able to lead a normal life will be rewarded.</p> <p>Any other relevant explanation and/or example will be rewarded.</p>	
Level	Mark	
	0	No relevant explanation offered
1	1-3	A limited explanation is given, with little understanding of how the community justice sector balances the rights of individual offenders with the rights of others. There is likely to be little evaluation.
2	4-7	A detailed explanation is offered with good knowledge of the subject. Limited evaluation may be included.

		At the lower end of the mark band there is likely to be only one way explained in detail or two ways are outlined. At the higher end there should be more than one way explained in detail, with some evidence of evaluation.
3	8-10	A full explanation showing detailed knowledge of relevant issues. Clear evaluation should be present. Where statistical and/or other empirical information is included, this will be rewarded.

Question Number		Indicative Content
5(a)		<p>This question is based on LO3.</p> <p>Answers should consider:</p> <ul style="list-style-type: none"> • the needs of those who need care • the needs of carers • why a conflict might exist and the reasons for it <p>Rights may include:</p> <ul style="list-style-type: none"> • to be respected • to not be discriminated against • to be treated in a dignified way • to be protected from danger and harm • to be cared for in a way that meets their needs, takes account of their preferences • to be provided with respite • to have access to the equipment which improves their quality of life <p>Conflicts may occur because:</p> <ul style="list-style-type: none"> • the carer is of a different social group/ethnicity than the person they care for • care arrangements change eg. moving someone from care in their home to care in a nursing home • of financial problems eg low pay levels for carers or reliance on family members to provide care without pay • there is a lack of respite provision • of the lack of support from social services/care teams/other family members • of confusion about changes to regulations which govern the practice of carers • of confusion about changes to entitlements <p>Any other relevant example and/or explanation will be rewarded.</p>
Level	Mark	
	0	No relevant explanation offered
1	1-3	Where answers only state the needs of those needing care or those who are carers, award maximum of 3. Or: answers may only consider the needs of either those who need care or carers with little detail about either.
2	4-7	A brief examination is offered with some knowledge of the subject. At the lower end of the mark band there is likely to be consideration of both the carer and those who need care in outline Answers should include suitable illustrations. At the upper end more detail is expected.

3	8-10	<p>A full examination showing detailed knowledge of the conflicts which might occur.</p> <p>Answers must consider both perspectives eg the carer and those who need care.</p> <p>Answers which indicate how conflicts might be resolved should be rewarded in this mark band.</p> <p>Answers that may include statistical and/or empirical evidence should be rewarded.</p>
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Question Number	Indicative Content	
5(b)	<p>This question is based on LO7.</p> <p>Answers might refer to the following legislation:</p> <p>The Children Act (1989) The Human Rights Act (1998) The Disability Discrimination Act (1995) [if the answer has a focus on children living with disabilities] The Care Standards Act(2000) The Health and Social Care Act (2008)</p> <p>Answers should consider:</p> <ul style="list-style-type: none"> • the positive promotion of the rights of carers • quality issues • work practices • training issues • the role of the Care Quality Commission • the use of a register of social care workers <p>Any other relevant example and/or explanation will be rewarded. Where answers refer to work placement(s) credit will be given.</p>	
Level	Mark	
	0	No relevant explanation offered
1	1-3	Answers are likely to identify one or more rights of carers. Answers are likely to identify either legislation or policies/codes of practice. There is likely to be very little discussion.
2	4-7	At the lower end of the mark band there is likely to be consideration of both legislation and codes of practice and how these support the rights of carers in outline. At the upper end more detail is expected and there may be suitable illustrations of the discussion.
3	8-10	A full discussion showing detailed knowledge and explanation of how legislation and organisational policies and codes of practice support the rights of carers. Answers that may include statistical and/or empirical evidence should be rewarded.

Question Number		Indicative Content
6(a)		<p>This question is based on LO1.</p> <p>Answers may refer to the ways in which organisations embrace diversity through:</p> <ul style="list-style-type: none"> • employment policies • promotion policies • discrimination awareness training • provision of designated facilities and/or services <p>Examples may include:</p> <p>Health: NHS personnel are recruited from a wide range of cultures, backgrounds and social classes. A report from The Royal College of Physicians (2009) indicates that on current trends, by 2017 the majority of doctors in the UK will be female.</p> <p>Social care: the provision of information about services in different languages.</p> <p>Answers can refer to any sector. Any relevant explanation and/or example will be rewarded.</p>
Level	Mark	
	0	No relevant explanation offered
1	1-2	<p>There is evidence of understanding the question but knowledge is limited and there may be no reference to an organisation/sector.</p> <p>Or: a sector/organisation may be given with limited understanding of meaning of the question.</p>
2	3-4	<p>A full description is offered and the answer shows clear knowledge of the subject and has incorporated a relevant example from a sector/organisation.</p> <p>If no organisation included award a maximum of 3 marks.</p>

Question Number		Indicative Content
6(b)		<p>This question is based on LO1.</p> <p>Answers may refer to the following.</p> <p>Where</p> <ul style="list-style-type: none"> • managers implement positive discrimination policies • teachers use teaching material relevant to different social groups/cultures • care home managers provide food in accordance with the religious beliefs of residents <p>Any other relevant example and/or explanation will be rewarded.</p>
Level	Mark	
	0	No relevant explanation offered

1	1-2	There is evidence of understanding the question but knowledge is limited and there should be reference to an individual.
2	3-4	A full description is offered and the answer shows clear knowledge of the subject and has incorporated a reference to an individual and/or sector. If no individual referred to, award a maximum of 3 marks.

Question Number	Indicative Content	
6(c)	<p>This question is based on LO1.</p> <p>Answers might consider that:</p> <ul style="list-style-type: none"> • organisations in the four sectors are required to do so by law • the law entitles individuals of all backgrounds to a wide variety of rights including enjoying active support consistent with their beliefs, cultures and preferences • the promotion of equality and diversity are ethical principles which influence practice within and across the sectors and in different settings • diversity and equality are deemed to be worthwhile by policy makers, service users and society at large • organisations and individuals working in the sectors who fail to embrace diversity and recognise equality can be subject to disciplinary action • victims of discrimination can seek legal redress • service provision and/or development is intended to empower individuals and communities • whilst the four sectors embrace diversity and recognise equality, at the same time individuals have certain responsibilities to maintain eg not to use their beliefs to promote intolerance of those who hold other beliefs • legislation intended to control so-called 'hate crimes' might enable diversity and equality to flourish <p>Answers might refer to :</p> <ul style="list-style-type: none"> • The Crime and Disorder Act (1998) [race/religion]; • The Criminal Justice Act (2003) [sexual orientation] • The Racial and Religious Hatred Act (2007) • The Equality Act (2010) <p>Any other relevant example and/or explanation will be rewarded.</p>	
Level	Mark	
	0	No relevant explanation offered
1	1-4	A basic explanation, which may consider one sector. At the lower end, detail may be scant. At the higher end, two sectors may be considered but with limited detail.

		The learner might include some brief outline of their own views and an example from the sectors might be included. Where no justification is included, do not award more than 4 marks.
2	5-8	At the lower end, clear details of one sector are justified Or: two sectors may be considered but with less detail. At the higher end, the learner might include a justification of their own views and such comments are likely to be supported with evidence and examples from the sectors.
3	9-12	A full and detailed explanation, with a clear account of how two sectors embrace diversity and recognise equality. 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 include a justification of their own views and this should be integrated throughout the answer.

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Order Code DP030875 January 2012

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