

Mark Scheme (Results)

Summer 2013

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

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

Summer 2013

Publications Code DP036920

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)	<p>This question is based on LO3.</p> <p>Explanations might refer to claims that empowerment is important for individuals because it enables them to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> attain their rights <input type="checkbox"/> challenge attempts to deprive them of their rights <input type="checkbox"/> express their beliefs and preferences <input type="checkbox"/> have a say in matters which affect them <p>Or because it:</p> <ul style="list-style-type: none"> <input type="checkbox"/> places people at the heart of service provision <input type="checkbox"/> can bring about beneficial changes in service provision <p>Better answers might suggest that empowerment links individuals and communities to decision-making processes and seeks to underpin and support representative democracy through the use of participation.</p> <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 question but explanation is limited.
2	3-4	A full explanation is offered and the answer shows clear knowledge and understanding of the subject.

Question Number	Indicative Content	
1(b)(i)	<p>This question is based on LO5.</p> <p>Explanations might suggest that:</p> <ul style="list-style-type: none"> <input type="checkbox"/> individuals have a right to such information <input type="checkbox"/> it enables amendments to be made to incorrect, inaccurate or out-of-date information <input type="checkbox"/> The Human Rights Act 1998 enables individuals to access certain types of information about themselves <input type="checkbox"/> The Data Protection Act 1998 enables individuals to access certain types of information about themselves <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 question but explanation is limited.
2	3-4	A full explanation is offered and the answer shows clear knowledge and understanding of the subject.

Question Number		Indicative Content
1 (b) (ii)		<p>This question is based on LO5.</p> <p>Explanations might refer to circumstances where individuals are not permitted to have access to information that include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> certain aspects of their own medical records <input type="checkbox"/> where parents are not given access to the medical records of their children such as in the case of under-age girls who request contraception <input type="checkbox"/> information held by the police [and/or security services] <input type="checkbox"/> personnel records may also be exempt under certain circumstances <input type="checkbox"/> adoption records can only be seen with a court order <p>Other points:</p> <ul style="list-style-type: none"> <input type="checkbox"/> individuals may not know how to access information about themselves <input type="checkbox"/> individuals may not know that information about themselves exists <p>Relevant legislation includes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The Data Protection Act 1998 <p>Do not accept:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The Freedom of Information Act 2000 which applies to public authorities rather than individuals eg you can get access to information about public services but not about yourself as an individual. <p>Any other relevant reason will be rewarded</p>
Level	Mark	
	0	No relevant explanation offered
1	1-2	There is evidence of understanding the meaning of the question but explanation is limited.
2	3-4	A full explanation is offered and the answer shows clear knowledge and understanding of the subject.

Question Number		Indicative Content
2(a)		<p>This question is based on LO3.</p> <p>Descriptions might refer to the ways that people of different sexual orientations might be:</p> <ul style="list-style-type: none"> <input type="checkbox"/> bullied by their peers <input type="checkbox"/> discriminated against by peers, employers, colleagues <input type="checkbox"/> excluded from activities <input type="checkbox"/> excluded from access to certain services <input type="checkbox"/> excluded as a result of a failure to take their needs seriously <input type="checkbox"/> marginalised in certain ways <p>Answers which point out that the above outcomes could lead to long-term and more serious problems for individuals should also be rewarded.</p> <p>Any other relevant factor/aspect/description will be rewarded.</p>
Level	Mark	
	0	No relevant explanation offered
1	1-2	There is evidence of understanding the meaning of the question but explanation is limited.
2	3-4	A full explanation is offered and the answer shows clear knowledge and understanding of the subject.

Question Number		Indicative Content
2(b)		<p>This question is based on LO4.</p> <p>Explanations might refer to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> individuals reporting behaviour which discriminates against them to teachers, employers, the police etc <input type="checkbox"/> recourse to the law <input type="checkbox"/> the effectiveness of legislation concerned with hate crimes eg Crime and Disorder Act 1998 [race/religion]; Criminal Justice Act 2003 [sexual orientation]; Racial and Religious Hatred Act 2007; Equality Act 2010 <input type="checkbox"/> refusing to accept stereotypes or the status of 'victim' <input type="checkbox"/> awareness raising and fundraising <input type="checkbox"/> groups which commission and publish research which identifies the extent of discrimination experienced by a particular group (eg by Stonewall, by the Equality and Human Rights Commission or government sponsored research) <input type="checkbox"/> the involvement of mentors to younger children in schools <p>Any other relevant example and/or explanation will be rewarded.</p>
Level	Mark	
	0	No relevant explanation offered
1	1-3	There may be limited explanation with basic understanding. Likely to be only one reason outlined.
2	4-6	At the lower end of the mark band there is likely to be only one reason explained in detail or two reasons outlined. At the upper end more detailed explanation is expected.

Question Number		Indicative Content
3(a)		<p>This question is based on LO7.</p> <p>The Care Standards Act 2000 set out to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> ensure high standards of care <input type="checkbox"/> improve the protection of vulnerable people <input type="checkbox"/> establish the independent National Care Standards Commission (NCSC) <input type="checkbox"/> establish a General Social Care Council <input type="checkbox"/> register and regulate children’s homes, care homes, residential family centres, domiciliary care agencies, fostering agencies and voluntary adoption agencies (list not complete) <p>Any other relevant factor/example/description will be rewarded.</p>
Level	Mark	
	0	No relevant description offered
1	1-2	One way is outlined but the description is limited in scope.
2	3-4	A full description of one way is offered with clear knowledge and understanding of the effect on the way social care is provided.

Question Number		Indicative Content
3(b)		<p>This question is based on LO7.</p> <p>Organisational policies</p> <ul style="list-style-type: none"> <input type="checkbox"/> enable the positive promotion of individual rights <input type="checkbox"/> enable affirmative action to be taken <input type="checkbox"/> enable confidentiality to be maintained <input type="checkbox"/> enable advocacy <input type="checkbox"/> determine staff training/CPD <input type="checkbox"/> prevent harassment <p>Possible answer:</p> <p>Organisational policies enable the positive promotion of individual rights (1) and these affect the ways that those who need social care are treated by those who provide it for them (1). In order to know and understand how to promote individual rights, it is likely that people who work in the social care sector have to be trained (1). Having undergone such training, the likelihood of, for example, patient harassment should be reduced and possibly eliminated (1).</p> <p>Answers which refer to work placements will be rewarded. Any other relevant explanation and/or example will be rewarded.</p>
Level	Mark	Indicative Content
	0	No relevant explanation offered
1	1-2	One organisational policy is outlined but the description is limited in scope.
2	3-4	A full description of one organisational policy is given with a clear account of the way it affects the practice of individuals.

Question Number	Indicative Content	
3(c)	<p>This question is based on LO7 and LO2.</p> <p>Descriptions might refer to how Codes of Practice ensure that those who work in the social care sector:</p> <ul style="list-style-type: none"> <input type="checkbox"/> are accountable for the quality of their work <input type="checkbox"/> take responsibility for maintaining and improving their knowledge and skills <input type="checkbox"/> protect service users from danger or harm <input type="checkbox"/> respect the rights of service users whilst seeking to ensure that their behaviour does not harm themselves or other people <input type="checkbox"/> protect the rights and promote the interests of service users and carers <input type="checkbox"/> strive to establish and maintain the trust and confidence of service users and carers <input type="checkbox"/> uphold public trust and confidence in social care services <p>Answers which refer to work placements will be rewarded. Any other relevant example and/or explanation will be rewarded.</p>	
Level	Mark	Indicative Content
	0	No relevant explanation offered
1	1-2	One code of practice is outlined but the description is limited in scope.
2	3-4	A full description of one code of practice is given with a clear account of the way it affects the practice of individuals.

Question Number		Indicative Content
4(a)		<p>This question is based on LO6.</p> <p>Explanations might refer to how legislation protects people with physical disabilities by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> making it illegal for employers to treat them less favourably than other employees <input type="checkbox"/> enabling them to fully access services, including for example public transport <input type="checkbox"/> [under the Equality Act 2010] including people who are clinically obese, thereby extending the categories of physical disability <input type="checkbox"/> protecting people with visual impairments, including those who are blind or partially sighted and those with hearing impairments <input type="checkbox"/> enabling improvements in mobility needs <input type="checkbox"/> seeking to prevent harassment and hate crime <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 some knowledge and understanding but explanation is limited.
2	3-4	A full explanation is offered and the answer shows clear knowledge and understanding of the subject.

Question Number		Indicative Content
4(b)		<p>This question is based on LO6.</p> <p>Rights of people with LD/SEN are promoted in the following ways:</p> <ul style="list-style-type: none"> <input type="checkbox"/> through legislation itself, which may be the outcome of campaigns by <input type="checkbox"/> organisations such as the British Institute of Learning Disabilities [BILD], MIND and Mencap <input type="checkbox"/> through advocacy by such groups and others including parents, carers, education professionals, MPs <input type="checkbox"/> through improvements in knowledge about LD eg which result in the presence of children with LD/SEN in mainstream schools with relevant support services and curricula for them <input type="checkbox"/> through changes in social attitudes <p>Any relevant explanation and/or example will be rewarded.</p>
Level	Mark	
	0	No relevant explanation offered
1	1-2	There is evidence of some knowledge and understanding but explanation is limited.
2	3-4	A full explanation is offered and the answer shows clear knowledge and understanding of the subject.

Question Number		Indicative Content
4(c)		<p>This question is based on LO3.</p> <p>Descriptions might refer to the ways that benefits enable people with disabilities to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> live independently <input type="checkbox"/> enable their carers to have respite <input type="checkbox"/> be supported in ways which meet their needs and take account of their preferences <input type="checkbox"/> enjoy a degree of dignity <input type="checkbox"/> feel respected <input type="checkbox"/> maintain a degree of safety <input type="checkbox"/> access relevant services such as housing, childcare, leisure and employment <p>Any other relevant example and/or explanation will be rewarded.</p>
Level	Mark	
	0	No relevant explanation offered
1	1-3	There may be limited description with basic understanding. Likely to be only one way in clear detail or two ways in outline.
2	4-6	At the lower end of the mark band there is likely to be one way described in full detail or two ways in clear detail. At the upper end, a full description is expected along with reference to a specific benefit.

Question Number		Indicative Content
4(d)		<p>This question is based on LO5.</p> <p>Explanations might refer to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> where individuals are deemed to be at risk (from themselves or from others) and where evidence exists to support such an assessment <input type="checkbox"/> where the individual agrees to the sharing of personal information about themselves with other professionals <input type="checkbox"/> where the information is needed by the other professional in order to deliver care to the client <input type="checkbox"/> it is in line with policy and procedure <input type="checkbox"/> where disclosure is necessary in order to comply with a legal obligation <input type="checkbox"/> where the police or courts ask for information as part of an investigation <p>More general points might include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> where it is legal under the Data Protection Act 1998 <input type="checkbox"/> where the client lacks the capacity to give consent, it must be obtained from the person with legal authority to act on their behalf <p>Any other relevant example and/or explanation will be rewarded.</p>
Level	Mark	
	0	No relevant explanation offered
1	1-3	A limited explanation is given, with one reason why professionals might share confidential information about their clients
2	4-6	A brief explanation is offered with some knowledge of the subject. At the lower end of the mark band there is likely to be only one reason why professional might share confidential information about their clients or two reasons outlined. At the upper end more detail is expected.
3	7-8	A full discussion showing detailed knowledge of the reasons why professionals might share confidential information about their clients. Examples are likely to be incorporated. At the higher end, there is likely to be a balanced argument between physical and learning disability.

Question Number		Indicative Content
5		<p>This question is based on LO2/LO5.</p> <p>Explanations might refer to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> under the Data Protection Act 1998, schools are obliged to inform students of the purpose of any security equipment which they install <input type="checkbox"/> it impacts on civil liberties eg where cameras are installed in changing rooms <input type="checkbox"/> it might infringe the right to privacy enshrined in the Human Rights Act 1998 <input type="checkbox"/> limits placed on student privacy could lead to conflict <input type="checkbox"/> it undermines the dignity of the individual <input type="checkbox"/> it might prevent students from saying what they actually feel or force them to behave in ways which are contrary to their norms <input type="checkbox"/> the use of bio-metric data has been criticised as being insecure <input type="checkbox"/> data obtained may not be kept securely <input type="checkbox"/> if parental consent is sought, the installation of security systems can be rejected <input type="checkbox"/> it protects students from danger and harm <input type="checkbox"/> the installation of security equipment demonstrates the commitment of the school/college to safeguarding <input type="checkbox"/> it is claimed to be a panacea for bullying, vandalism and truancy <p>Any other relevant example and/or explanation will be rewarded.</p>
Level	Mark	
	0	No relevant explanation offered
1	1-3	A limited explanation is given, with little understanding of the impact on the privacy of students. Likely to be only one way outlined.
2	4-6	A brief explanation is offered with some knowledge of the subject. At the lower end of the mark band there is likely to be only one impact explained in detail or two are outlined. At the upper end more detail is expected.
3	7-8	A full discussion showing detailed knowledge of the impact on the privacy of students. Examples are likely to be incorporated. At the higher end, there is likely to be a balanced argument between the positive and negative impacts.

Question Number		Indicative Content
6		<p>This question is based on LO2/LO4.</p> <p>Explanations might indicate that Probation Officers support the rights and choices of their clients by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> following relevant codes of practice eg the Code of Practice for Victims of Crime <input type="checkbox"/> contributing to their rehabilitation <input type="checkbox"/> managing and enforcing community orders eg by ensuring offenders undertake unpaid work which benefits the community <input type="checkbox"/> delivering specialist programmes to change offenders' attitudes and behaviour in order to help reduce further offending [recidivism] <input type="checkbox"/> helping them to re-integrate into the community <input type="checkbox"/> working with other agencies to help local crime reduction and promote community safety e.g. police, local authorities, courts, health services, substance/misuse/drug services, voluntary agencies and youth offending teams <input type="checkbox"/> carrying out risk assessments in order to protect the public <input type="checkbox"/> ensuring that offenders are aware of the impact of their offences on their victims and the public <p>Any other relevant example and/or explanation will be rewarded.</p>
Level	Mark	
	0	No relevant explanation offered
1	1-3	<p>A limited explanation is given, with little understanding of how probation officers support the rights and choices of their clients.</p> <p>Likely to be only one way outlined.</p> <p>Likely that only one sector is referred to.</p>
2	4-6	<p>A brief explanation is offered with some knowledge of the subject.</p> <p>At the lower end of the mark band there is likely to be only one way explained in detail or two are outlined. Likely that only one sector is referred to.</p> <p>At the upper end more detail is expected and both sectors must be discussed.</p>
3	7-8	<p>A full discussion showing detailed knowledge of how probation officers support the rights and choices of their clients.</p> <p>Examples from both sectors should be incorporated.</p> <p>At the higher end, there may be a judgement reached.</p>

Question Number		Indicative Content
7(a)(i)		<p>This question is based on LO2.</p> <p>Answers might refer to the provision of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> suitable clothing for patients who are obese <input type="checkbox"/> suitably adapted beds/washing facilities in wards <input type="checkbox"/> other suitable equipment in wards eg trolleys and wheelchairs <input type="checkbox"/> use of appropriate language by trained service personnel <p>Answers must be specific to condition of obesity.</p> <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 knowledge and understanding but explanation may be limited.
2	3-4	A full explanation is offered and the answer shows clear knowledge and understanding of the subject.

Question Number		Indicative Content
7(a)(ii)		<p>This question is based on LO2.</p> <p>Answers might refer to the need to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> avoid discriminating against them in terms of providing treatment <input type="checkbox"/> provide support after any operations and/or other treatment <input type="checkbox"/> train service personnel to understand the condition and its effects <input type="checkbox"/> have in place suitable health promotion/healthy living campaigns <input type="checkbox"/> respect them as patients <input type="checkbox"/> treat them as individuals <input type="checkbox"/> support them in ways which meet their needs <input type="checkbox"/> be aware of other, related conditions eg the impact of obesity [and its treatment] on the mental well-being of the individual <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 knowledge and understanding but explanation may be limited.
2	3-4	A full explanation is offered and the answer shows clear knowledge and understanding of the subject.

Question Number	Indicative Content	
7(b)	<p>This question is based on LO1/LO6.</p> <p>Answers might refer to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> that service users will not discriminate against those working for the service provider <input type="checkbox"/> that service users will respect the human rights of those involved in service provision <input type="checkbox"/> a willingness to participate in a review of their entitlement to service provision <input type="checkbox"/> that information which the individual supplies to the service provider should be verifiable and accurate <input type="checkbox"/> that the service user must not attempt to defraud the service provider <input type="checkbox"/> that service users will identify any change in their circumstances as soon as they become apparent <input type="checkbox"/> that service users will not use any form of violence towards other service users or those involved in service provision <input type="checkbox"/> that service users will follow any prescribed course of action eg a doctor who recommends a particular treatment <p>Examples of people not meeting their responsibility might include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Children and Young People Services: parents who give false addresses in their attempts to get their children into the school of their choice <input type="checkbox"/> Social Care: benefit fraud such as working whilst claiming the Jobseekers Allowance (JSA) <input type="checkbox"/> Community Justice: giving false information to the police or in court or attempting to intimidate witnesses <input type="checkbox"/> Health: physically assaulting medical staff in a hospital; not attending appointments <input type="checkbox"/> Across the four sectors: claiming to possess qualifications which you do not have in a job application or CV <p>Any other relevant example and/or explanation will be rewarded.</p>	
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p>A limited discussion is given, with little understanding of the subject.</p> <p>One way is explained but with limited detail.</p> <p>Or: one example is given with limited detail.</p>
2	4-7	<p>A brief discussion is offered with some knowledge of the subject. One of the above points may be discussed in detail or two may be discussed more generally. A relevant example may be incorporated.</p>

		A brief evaluation might be included, which would merit an award at the top of this Mark Band.
3	8-10	A full discussion with well-integrated examples showing detailed knowledge of relevant issues. Several of the above points will be discussed in detail and relevant examples incorporated. In order to attain this mark band, evaluation must be embedded throughout. Where empirical evidence is included this will be rewarded.

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 DP036920 Summer 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

