

Mark Scheme (Results)

Summer 2012

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

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Question Number		Indicative Content
<b>1(a)</b>		<p><b>This question is based on LO3.</b></p> <p><b>Explanations might refer to:</b></p> <ul style="list-style-type: none"> <li>• Where all individuals have the same rights under the law</li> <li>• The implication that individuals are free from the effects of discrimination and prejudice</li> <li>• That individuals access to services is not affected by social factors</li> <li>• Examples of social factors can include income, class, race, age, sexual orientation etc</li> </ul> <p>Any other relevant example/explanation will be rewarded</p>
Level	Mark	
	<b>0</b>	No relevant explanation offered
<b>1</b>	<b>1-2</b>	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.
<b>2</b>	<b>3-4</b>	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
<b>1(b)</b>		<p><b>This question is based on LO3.</b></p> <p><b>Explanations might refer to diversity in the following ways:</b></p> <ul style="list-style-type: none"> <li>• Where society consists of individuals from different social classes, racial groups and /or nations, religions</li> <li>• Where individuals have different sexual orientations</li> <li>• Where individuals have different social needs, including educational, health, housing, employment</li> <li>• Where competing political and other views are sustained through legal frameworks</li> <li>• Where society is multi-cultural</li> </ul> <p>Any other relevant example/explanation will be rewarded</p>
Level	Mark	
	<b>0</b>	No relevant explanation offered
<b>1</b>	<b>1-2</b>	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.
<b>2</b>	<b>3-4</b>	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.
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Question Number		Indicative Content
1(c)		<p><b>This question is based on LO2.</b></p> <p><b>Explanations might consider that rights:</b></p> <ul style="list-style-type: none"> <li>• Are entitlements</li> <li>• May be determined by laws/legislation</li> <li>• May be underpinned by moral principle</li> </ul> <p><b>Answers might refer to:</b></p> <ul style="list-style-type: none"> <li>• Civil rights such as the right to vote or to obtain employment regardless of gender, ethnicity, sexual orientation, etc</li> <li>• Equal rights in terms of gender, race, sexual orientation etc (as above)</li> <li>• Human rights</li> </ul> <p><b>Examples of rights in the UK include:</b> education; health care; to be protected from crime; voting</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 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
2(a)		<p><b>This question is based on LO5.</b></p> <p><b>Descriptions might consider that disclosure of information is a legal responsibility if:</b></p> <ul style="list-style-type: none"> <li>• Abuse is suspected</li> <li>• A criminal offence is planned or suspected</li> <li>• Required by the police</li> </ul> <p><b>Possible response:</b> Information must be disclosed if abuse is suspected <b>(1)</b>. Evidence for the abuse must be provided <b>(1)</b>. Professionals have a duty to pass on information <b>(1)</b> and this may be against the wishes of the victim of abuse. <b>(1)</b></p>

		Any other relevant factor/example/description will be rewarded.
Level	Mark	
	<b>0</b>	No relevant explanation offered
<b>1</b>	<b>1-2</b>	There is evidence of understanding the meaning of the question but knowledge is limited. <b>Or:</b> an example may be given with limited understanding of meaning of the question.
<b>2</b>	<b>3-4</b>	A full description is offered and the answer shows clear knowledge of the subject. A relevant example may be incorporated.
Question Number		Indicative Content
<b>2(b)</b>		<p><b>This question is based on LO5.</b></p> <p><b>Explanations might refer to the:</b></p> <ul style="list-style-type: none"> <li>• Legal responsibilities of disclosure</li> <li>• Implementation of codes of practice</li> <li>• Use of training (eg of professionals with suitable expertise)</li> <li>• Use of guidance documents</li> <li>• Control of access to confidential information</li> <li>• Communication with relevant individuals</li> <li>• Ongoing reviews of procedures</li> <li>• Adherence to legislation eg The Data Protection Act (1998) and The Human Rights Act (1998)</li> </ul> <p><b>Relevant organisations might include:</b>  Health - hospitals; GP practices; psychiatric services  Social care - nursing/residential homes; local authorities</p> <p><b>Examples might refer to:</b>  Health - patient access to medical records; access to psychiatric evaluations  Social care - access to financial data of those applying for social care benefit</p> <p>There is likely to be an overlap between the two sectors.  Any other relevant way/explanation will be rewarded.</p>
Level	Mark	
	<b>0</b>	No relevant explanation offered
<b>1</b>	<b>1-3</b>	A limited explanation is given, with little understanding of the ways that sharing of confidential information amongst professionals is managed. Likely to be only one way outlined. Likely to refer to <b>either</b> health <b>or</b> social care.
<b>2</b>	<b>4-6</b>	A brief explanation is offered with some knowledge of the subject. Although not specified by the question, if a relevant example is incorporated, this will be rewarded. At the lower end of the mark band there is likely to be only <b>one</b> way explained in detail or <b>two</b> ways are outlined. Expect reference to <b>both</b> sectors in order to attain a mark in this band. At the upper end more detail is expected.

<b>3</b>	<b>7-8</b>	A full explanation showing detailed knowledge of the ways that sharing of confidential information amongst professionals is managed. There should be at least <b>two</b> ways. References to <b>both</b> sectors are required to attain this mark band. Examples are likely to be incorporated.
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Question Number	Indicative Content	
<b>3(a)</b>	<p><b>This question is based on LO2.</b></p> <p><b>Descriptions might consider that advocacy supports:</b></p> <ul style="list-style-type: none"> <li>• People who cannot speak for themselves eg through translation or interpreting non-verbal communications</li> <li>• Marginalised groups to express their needs eg through self-advocacy schemes</li> <li>• People with similar needs and brings them together</li> </ul> <p><b>Possible response:</b> Advocacy supports people who cannot speak for themselves (1). It provides translation/interpreting services (1) and enables individuals to access medical/educational/other services (1). It also enables individuals to attain their entitlements (1)/raises self esteem (1).</p> <p>Any other relevant factor/example/description will be rewarded</p>	
<b>Level</b>	<b>Mark</b>	
	<b>0</b>	No relevant explanation offered
<b>1</b>	<b>1-2</b>	There is evidence of understanding the meaning of the question but knowledge is limited. <b>Or:</b> an example may be given with limited description
<b>2</b>	<b>3-4</b>	A full description of <b>one</b> way 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. Both should be rewarded.

Question Number		Indicative Content
<b>3(b)</b>		<p><b>This question is based on LO7.</b></p> <p><b>Answers might consider that advocacy has affected organisational policies and procedures through:</b></p> <ul style="list-style-type: none"> <li>• The positive promotion of individual rights</li> <li>• Changes to work practices eg where professionals recognise that some individuals can only express themselves through an advocate as may be the case with children who experience severe trauma</li> <li>• Its impact on staff development and/or training eg CPD which emphasises the value of advocacy</li> <li>• Changes to complaints procedures eg having a Trade Union representative in attendance at disciplinary meetings</li> <li>• Minimising harassment in the work-place or in schools eg anti-bullying counsellors</li> <li>• The reinforcement of an individual's human rights (answers which provide examples of these and link them to advocacy will be rewarded)</li> </ul> <p>Answers which refer to specific legislation (eg The Mental Capacity Act 2005 or the Care Standards Act 2000) will be rewarded if these are linked to codes of practice and/or policy.</p> <p>Answers which refer to specific examples of policies and procedures which they have witnessed on work placement will be rewarded.</p> <p>Any other relevant example and/or explanation will be rewarded.</p>
Level	Mark	
	<b>0</b>	No relevant explanation offered
<b>1</b>	<b>1-3</b>	A limited discussion is provided, with little knowledge of how organisational policies and procedures have developed in relation to advocacy. Likely to be only <b>one</b> way outlined.
<b>2</b>	<b>4-6</b>	A brief discussion is offered with some knowledge and understanding of how organisational policies and procedures have developed in relation to advocacy. A relevant example may be incorporated. At the lower end of the mark band there is likely to be only <b>one</b> way explained in detail or <b>two</b> ways are outlined. At the upper end more detail is expected eg. answers which incorporate legislation and demonstrate its impact.
<b>3</b>	<b>7-8</b>	A full discussion showing detailed knowledge of the ways that organisational policies and procedures have had an impact in relation to advocacy. There should be at least <b>two</b> ways. Examples are likely to be incorporated.

Question Number		Indicative Content
4(a)		<p><b>This question is based on LO3.</b></p> <p><b>Descriptions might refer to the following reasons why organisations challenge discrimination:</b></p> <ul style="list-style-type: none"> <li>• they are legally required to do so</li> <li>• it reflects the rights to which individuals are entitled</li> <li>• it reinforces principles of equality and diversity</li> <li>• it might protect people from danger and harm</li> <li>• it is morally correct</li> </ul> <p><b>Possible response:</b> Reference to named organisation <b>(1)</b> which might protect people from danger and harm <b>(1)</b> because it is legally required to do so <b>(1)</b> and example of discrimination eg. being denied benefits <b>(1)</b></p> <p>Any other relevant explanation and/or example will be rewarded.</p>
Level	Mark	
	<b>0</b>	No relevant explanation offered
<b>1</b>	<b>1-2</b>	There is evidence of understanding the meaning of the question but knowledge is limited. <b>Or:</b> an example may be given with limited description
<b>2</b>	<b>3-4</b>	A full description 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. Both should be rewarded.



Question Number		Indicative Content
<b>4(b)</b>		<p><b>This question is based on LO4.</b></p> <p><b>Discussions might consider the following strategies:</b></p> <p><b>Improving</b></p> <ul style="list-style-type: none"> <li>• Access to the curriculum for children with learning disabilities</li> <li>• Access to school buildings for children with physical disabilities</li> <li>• The ways information is provided for disabled children (answers might refer to the use of Braille, audiotape or large print formats)</li> </ul> <p><b>Reviewing/developing</b></p> <ul style="list-style-type: none"> <li>• Approaches to bullying</li> <li>• Open access policies</li> <li>• Anti-harassment policies</li> <li>• Inclusion policies</li> <li>• CPD on anti-discrimination policies</li> </ul> <p><b>Following:</b></p> <ul style="list-style-type: none"> <li>• Dept for Education guidelines regarding the teaching of issues of sexual orientation</li> <li>• Observance of religious festivals</li> </ul> <p><b>Other points:</b></p> <ul style="list-style-type: none"> <li>• Addressing the approaches taken by faith-schools to homophobic bullying</li> <li>• Delivering religious and/or citizenship education</li> </ul> <p>Any other relevant explanation and/or example will be rewarded.</p>
Level	Mark	
	<b>0</b>	No relevant explanation offered
<b>1</b>	<b>1-3</b>	Some explanation is given, but may be limited. There is unlikely to be awareness of the strategies which are in place.
<b>2</b>	<b>4-7</b>	A detailed explanation is offered with good knowledge of the subject. There should be evidence of discussion. At the lower end answers are likely to consider one or two strategies in limited detail. At the higher end there should be more than one strategy discussed.
<b>3</b>	<b>8-10</b>	A full discussion showing detailed knowledge of relevant issues. Answers will have clear overview of the strategies in place. Where statistical and/or other empirical information is included, this will be rewarded.

Question Number		Indicative Content
5(a)		<p><b>This question is based on LO6.</b></p> <p><b>Answers may refer to the following legislation:</b></p> <p>The Race Relations (Amendment) Act 2000  The Disability Discrimination Act 1995  The Human Rights Act 1998  The Disability Discrimination Act 2005  The Age Discrimination Act 2006  The Equality Act 2010</p> <p>Reference to more recent, relevant legislation will be rewarded.</p> <p><b>Discussions might include the following points:</b></p> <ul style="list-style-type: none"> <li>• An explanation of what is meant by equality of opportunity (where the circumstances which pertain to an individual at birth [eg their race, their freedom from disability, their social class, their gender] do not prevent them from success in terms of life chances)</li> <li>• Why it is important that that individuals should enjoy equality of opportunity in terms of race, age or disability (learners can focus on either physical or learning disability or consider both)</li> <li>• Whether legislation has been successful in terms of promoting equality of opportunity (learners should include evidence to support their claims)</li> <li>• How legislation has changed in response to the demands of a society where equality of opportunity is valued (eg where The Age Discrimination Act 2006 is supplemented by The Equality Act 2010)</li> <li>• Where sector specific examples and/or evidence is given, this will be rewarded eg where recruitment, employment and promotion policies in (for example) the NHS demonstrate a commitment to equality of opportunity</li> <li>• If answers refer to economic circumstances where equality of opportunity is promoted they will be rewarded eg where nurses, doctors, teachers and other workers in the four sectors are recruited from abroad to meet demand</li> </ul> <p><b>Any</b> other relevant explanation and/or example will be rewarded.</p>
Level	Mark	
	0	No relevant discussion offered
1	1-3	A limited explanation is given, with some awareness of the meaning of the idea of equality of opportunity, and there

		may be an example included. Limited detail about <b>one</b> piece of legislation might be given.
<b>2</b>	<b>4-7</b>	A more detailed explanation is offered with good knowledge of the subject. At the lower end answers are likely to consider one or two pieces of legislation in limited detail. At the higher end the chosen legislation is discussed and may be applied to one or more of the sectors.
<b>3</b>	<b>8-10</b>	A full discussion showing detailed knowledge of relevant issues. Answers will have clear overview of the impact of legislation in terms of its effect on promoting equality of opportunity. It will be clearly related to the sectors Where statistical and/or other empirical information is included, this will be rewarded.

Question Number	Indicative Content	
<b>5(b)</b>	<p><b>This question is based on LO7.</b></p> <p><b>Answers may refer to the following:</b></p> <ul style="list-style-type: none"> <li>• Changes to work practices eg where those working in the four sectors implement the requirements of the Human Rights Act 1998</li> <li>• The impact of legislative change on staff development and/or training eg equal opportunities in schools</li> <li>• How legislation affects the ways that individuals and/or organisations manage the ways they respond to complaints and conflicts eg the regulations which govern the ways that individuals can share information – likely to refer additionally to The Data Protection Act 1998</li> <li>• The different demands that (for example) in the health sector are placed on those who deliver medical treatment and those responsible for managing hospitals, GP practices etc</li> <li>• The impact of legislation on the status of those who provide care eg The Carers Act 2005 which places a duty on local authorities to consider carers through an assessment of their needs</li> </ul> <p>Answers which refer to specific examples of working practices which have occurred on work placement(s) will be rewarded.</p> <p>Any other relevant example and/or explanation will be rewarded.</p>	
<b>Level</b>	<b>Mark</b>	
	<b>0</b>	No relevant explanation offered
<b>1</b>	<b>1-3</b>	A limited explanation is given, with some awareness of the impact of legislation on the practice of individuals. Limited detail about <b>one</b> piece of legislation might be given. Limited detail about individuals working at <b>one</b> level in <b>one</b> of the

		sectors.
<b>2</b>	<b>4-7</b>	An explanation is offered with some knowledge of the subject. At the lower end of the mark band there is likely to be some discussion of the impact of legislation on the practice of individuals. Clear details about <b>two</b> pieces of legislation might be given. Clear details about individuals working at <b>one</b> level in <b>two</b> of the sectors or about individuals working at <b>different</b> levels in <b>one</b> or <b>two</b> of the sectors. At the upper end discussion is more focused and detailed.
<b>3</b>	<b>8-10</b>	A full discussion showing detailed knowledge of the impact of legislation. Full details about <b>two</b> or <b>more</b> pieces of legislation might be given. Full details about individuals working at <b>more than one</b> level in <b>two</b> of the sectors are given. Answers that may include statistical and/or empirical evidence will be rewarded.

Question Number	Indicative Content
<b>6(a)</b>	<p><b>This question is based on LO1.</b></p> <p><b>Answers may suggest that respect can be demonstrated by:</b></p> <ul style="list-style-type: none"> <li>• Taking part in discrimination awareness training</li> <li>• Enabling service users from different cultures to access services appropriate to their needs</li> <li>• Effectively responding to changes in work practices brought about by legislation and/or policies designed to promote respect and tolerance</li> </ul> <p><b>Examples may include where an individual working in the sectors:</b></p> <ul style="list-style-type: none"> <li>• Responds to the request from a service user to be treated by a specific professional eg women asking for female doctors or to be placed on single-sex wards in hospitals</li> <li>• Recognises that their learners may need time away from school to attend religious festivals</li> <li>• Learns a few words of the language of a service user from a different society</li> </ul> <p><b>Possible response:</b>  Understanding of respect <b>(1)</b> by enabling service users from different cultures to access services appropriate to their needs <b>(1)</b>.  Where the individual responds to the request from a service user to be treated by a specific professional <b>(1)</b> by eg women asking for female doctors or to be placed on single-sex wards (1)</p> <p>Answers can refer to any sector.</p>

		Any relevant explanation will be rewarded.
Level	Mark	
	0	No relevant description offered
1	1-2	There is evidence of understanding the meaning of the question but knowledge is limited.
2	3-4	A full description is offered and the answer shows clear knowledge of the subject and a relevant example may be incorporated.

Question Number	Indicative Content	
6(b)	<p><b>This question is based on LO1.</b></p> <p><b>Answers may suggest that tolerance can be demonstrated by service users by:</b></p> <ul style="list-style-type: none"> <li>• Accepting that they may be treated by/dealt with those who are from different social groups/cultures</li> <li>• Accepting that other demands might be made upon service provision</li> <li>• Contributing to forums where suggestions for improvements to services are made</li> </ul> <p><b>Examples may include where a service user:</b></p> <ul style="list-style-type: none"> <li>• Accepts that in an emergency, their cultural preferences might not be paramount</li> <li>• Accepts that their values might take second place to their treatment</li> <li>• Participates in learning about those with different views to their own</li> </ul> <p><b>Possible response:</b> Eg. in the health sector: understanding of tolerance <b>(1)</b> where service users accept that they may be treated by/dealt with those who are from different social groups/cultures <b>(1)</b>. Where an individual accepts that in an emergency, their cultural preferences might not be paramount (1) and that they also may have to wait for treatment where others are more needy <b>(1)</b></p> <p>Answers can refer to any sector. Any other relevant example and/or explanation will be rewarded.</p>	
Level	Mark	
	0	No relevant description offered
1	1-2	There is evidence of understanding the meaning of the question but knowledge is limited.
2	3-4	A full description is offered and the answer shows clear knowledge of the subject and a relevant example may be incorporated.

Question Number		Indicative Content
6(c)		<p><b>This question is based on LO1.</b></p> <p><b>Answers might include:</b></p> <ul style="list-style-type: none"> <li>• A definition. To respect is to treat others and their values and beliefs with consideration or to refrain from violating their rights. Tolerance is the disposition, ability or willingness to be fair towards (and to accept) the differing political, religious, economic and philosophical views of others.</li> </ul> <p><b>Answers might refer to the following ways in which individuals should show respect and tolerance because:</b></p> <ul style="list-style-type: none"> <li>• They are required to do so by law</li> <li>• The law entitles individuals to a wide variety of rights including enjoying active support (in the form of respect and tolerance) consistent with their beliefs, cultures and preferences</li> <li>• The promotion of respect and tolerance as ethical principles influences practice within and across the sectors and in different settings and are therefore deemed to be worthwhile by policy makers, service users and society at large</li> <li>• Service provision and/or development is intended to empower individuals and communities and this could be an outcome of the ways that individuals working in the sectors show respect and tolerance</li> <li>• Whilst the four sectors embrace respect and tolerance, 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</li> <li>• The failure to demonstrate respect and tolerance can lead to disciplinary action and that victims of discrimination can seek legal redress</li> </ul> <p><b>Other points:</b>  Answers might refer to legislation intended to control so-called 'hate crimes' which (directly or indirectly) enables respect and tolerance to flourish. Examples might include 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> <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 <b>either</b> respect <b>or</b>

		tolerance. Give credit if definitions are included. At the lower end, detail may be scant. At the higher end, <b>both</b> respect and tolerance may be considered but with limited detail. The learner might include some brief outline of their own views and an example from <b>one</b> of the sectors might be included. Where there is no clear reference to <b>both</b> those working in the sectors <b>and</b> service users, do not award more than 4 marks.
<b>2</b>	<b>5-8</b>	At the lower end, clear details of how respect and tolerance occur in <b>one</b> sector are elaborated with limited evaluative comments. Or: <b>two</b> sectors may be considered but with less detail and limited evaluative comments. At the higher end, the learner might include an explanation of their own views and such comments should be supported with evidence and examples from <b>two</b> sectors. Evaluation must be more detailed.
<b>3</b>	<b>9-12</b>	A full and detailed explanation, with a clear account of how respect and tolerance are demonstrated by individuals working in <b>two or more</b> sectors. In order to attain this mark band, there must be very clear evidence of evaluation. Answers which integrate legislation should be rewarded. Answers may include statistical and/or empirical evidence and they will be rewarded for doing so. At the higher end, the learner must include an explanation of their own views and evaluation should be integrated throughout the answer.

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