

# Mark Scheme (Results)

January 2013

Principal Learning  
Society, Health and Development  
(SH302) Paper 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, please visit our website at [www.edexcel.com](http://www.edexcel.com).

Our website subject pages hold useful resources, support material and live feeds from our subject advisors giving you access to a portal of information. If you have any subject specific questions about this specification that require the help of a subject specialist, you may find our Ask The Expert email service helpful.

[www.edexcel.com/contactus](http://www.edexcel.com/contactus)

## **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](http://www.pearson.com/uk)

January 2013

Publications Code DP034831

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
<b>1(a)(i)</b>		<p><b>This question is based on LO5.</b></p> <p><b>Explanations might refer to:</b></p> <ul style="list-style-type: none"> <li>• where information which pertains to individuals and/or groups is restricted to other designated individuals</li> <li>• where information about individuals and/or groups is deemed to be private and is protected by relevant legislation</li> <li>• where the identity of clients and personal information is coded and held in a secure environment</li> <li>• the extent: confidentiality can be imposed where individuals are thought to be at risk</li> </ul> <p><b>Examples might include:</b></p> <ul style="list-style-type: none"> <li>• care worker/administrative staff in care home</li> </ul> <p>Any other relevant example/explanation will be rewarded.</p>
Level	Mark	Descriptor
	<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. 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. An example will be incorporated and explained.

Question Number		Indicative Content
<b>1(a)(ii)</b>		<p><b>This question is based on LO5.</b></p> <p><b>Explanations might suggest that protection issues:</b></p> <ul style="list-style-type: none"> <li>• occur where an individual is deemed to be at risk or vulnerable</li> <li>• occur where an individual has been a victim of abuse, neglect, exploitation or violence</li> <li>• are controlled by legislation, organisational policies and codes of practice</li> <li>• are managed by professionals who are trained in the relevant areas</li> </ul> <p><b>Examples might refer to:</b></p> <ul style="list-style-type: none"> <li>• children</li> <li>• the elderly</li> <li>• those with disabilities</li> <li>• other vulnerable individuals</li> </ul> <p>Where answers refer to 'children' or 'the elderly' without explaining which children or which elderly people, award</p>

		maximum of 2 marks. Any other relevant example/explanation will be rewarded.
Level	Mark	Descriptor
	0	No relevant explanation offered
1	1-2	There is evidence of understanding the meaning of the term but knowledge is limited. 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. An example will be incorporated and explained.

Question Number	Indicative Content	
1(b)	<p><b>This question is based on LO5.</b></p> <p><b>Explanations might suggest that it:</b></p> <ul style="list-style-type: none"> <li>enables individuals to be cared for in ways which meet their needs</li> <li>takes account if the preferences of those involved</li> <li>is important for the ongoing well-being of individuals and their carers</li> <li>supports the rights and choices of those who access services</li> </ul> <p><b>Other factors:</b></p> <ul style="list-style-type: none"> <li>the carer often best knows the person they are caring for. They are likely to have regular, even daily, contact over many years, often with on-going responsibility for all aspects of the individual's welfare</li> <li>if carers are excluded from important discussions and decisions involving the person they care for, this can have serious practical, financial and personal consequences for both the carer and the individual</li> <li>not being involved increases feelings of isolation, grief and loss which can affect both the carer and the individual for whom they care</li> </ul> <p>Any other relevant example/explanation will be rewarded.</p>	
Level	Mark	Descriptor
	0	No relevant explanation offered
1	1-3	There is evidence of understanding the meaning of the question but knowledge is limited.
2	4-6	A full explanation is offered and the answer shows clear knowledge of the subject.

Question Number		Indicative Content
<b>1(c)</b>		<p><b>This question is based on LO5.</b></p> <p><b>Explanations might refer to:</b></p> <ul style="list-style-type: none"> <li>• it is the right of the individual to decide whether information about them can be disclosed to third parties such as their carer</li> <li>• the nature of the information to be shared eg it could relate to medical conditions, financial obligations, previous criminal convictions or it might be embarrassing for the person to reveal</li> <li>• that the person receiving care understands that it might be in their best interests to share information with their carer</li> <li>• the Human Rights Act 1998, which sets out the right to privacy</li> </ul> <p>Any other relevant reason will be rewarded.</p>
Level	Mark	Descriptor
	<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>2</b>	<b>3-4</b>	A full explanation is offered and the answer shows clear knowledge of the subject.

Question Number		Indicative Content
<b>1(d)</b>		<p><b>This question is based on LO3.</b></p> <p><b>Award 1 mark for any suitable example, which might include</b></p> <ul style="list-style-type: none"> <li>• where an elderly person has a degenerative disease</li> <li>• where the individual has a severe mental illness</li> <li>• where the individual has a severe learning disability</li> <li>• a child who has been traumatised by abuse</li> </ul> <p><b>Award up to 3 marks for explanations which might refer to the</b></p> <ul style="list-style-type: none"> <li>• effect(s) on the rights and choices of the individual</li> <li>• need to be cared for in ways which meet their needs</li> <li>• process surrounding who will make the decision for the individual</li> <li>• potential impact on the individual eg their condition might deteriorate</li> <li>• ethical issues relating to the continuation of treatment eg for those on life-support systems</li> </ul> <p>Any other relevant problem will be rewarded.</p>
Level	Mark	Descriptor

	<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. A suitable example might be included but not fully explained.
<b>2</b>	<b>3-4</b>	A full explanation is offered and the answer shows clear knowledge of the subject. A suitable example should be included and embedded in the response.

Question Number		Indicative Content
<b>2(a)</b>		<p><b>This question is based on LO6.</b></p> <p><b>Descriptions might refer to:</b></p> <ul style="list-style-type: none"> <li>• protecting and promoting individual rights and responsibilities</li> <li>• maintaining public order and safety</li> <li>• assisting in the prevention, detection and investigation of offences</li> <li>• community liaison</li> <li>• promoting equality and promoting anti-discriminatory practice</li> <li>• managing diversity</li> </ul> <p>Any other relevant factor/aspect/description will be rewarded.</p>
Level	Mark	Descriptor
	<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>2</b>	<b>3-4</b>	A full description is offered and the answer shows clear knowledge of the subject.

Question Number	Answer	Mark
<b>2(b)</b>	<p><b>This question is based on LO6.</b></p> <p><b>1</b> mark for identification of <b>one</b> way of providing support for victims of crime  <b>3</b> marks for full explanation (<b>1 or 2</b> marks for brief explanation)  <b>(x 2)</b></p> <p><b>Explanations might refer to:</b></p> <ul style="list-style-type: none"> <li>• having someone to talk to in confidence</li> <li>• advocacy, which could involve the following <ul style="list-style-type: none"> <li>○ providing information on police and court procedures</li> <li>○ support through the legal system</li> <li>○ providing help in dealing with other organisations</li> <li>○ providing practical information about</li> </ul> </li> </ul>	<b>(8)</b>

	<p>compensation and insurance, health, housing, crime prevention</p> <ul style="list-style-type: none"> <li>o contacting other sources of help</li> <li>o providing help in dealing with the effects of crime</li> </ul> <p><b>Possible response:</b>  Advocacy is one way of providing support for victims of crime (1). This would mean that the victim would be able to discuss relevant issues in confidence (1). Advocacy would enable the victim to obtain relevant information about compensation and insurance (1) and this in turn could enable the victim to return to their normal way of life (1). [x2]</p> <p>Any other relevant example and/or explanation will be rewarded.</p>	
--	--	--

Question Number	Indicative Content	
<b>3(a)(i)</b>	<p><b>This question is based on LO2. Descriptions might refer to strategies which</b></p> <ul style="list-style-type: none"> <li>• implement early intervention</li> <li>• monitor the individual eg ensure that any prescribed medication is being taken</li> <li>• implement suitable support systems eg through Community Mental Health Teams</li> <li>• in severe cases, mean that individuals can be sectioned under the Mental health Act 1983</li> </ul> <p><b>Possible answer:</b>  The most effective strategy for protecting anybody from danger and harm is early intervention (1) and this is particularly so amongst people living with depression, anxiety and stress because they can be very high risk and vulnerable (1). It is also likely that people living with these conditions are less likely to perceive that they could be in danger or be harmed and this makes early intervention even more important (1). The use of early intervention therefore, minimises not only the likelihood of danger to the individual but also the danger to others (1).  Any other relevant factor/example/description will be rewarded.</p>	
<b>Level</b>	<b>Mark</b>	
	<b>Descriptor</b>	
	<b>0</b>	No relevant explanation offered
<b>1</b>	<b>1-2</b>	A strategy is outlined but the description is limited in scope.
<b>2</b>	<b>3-4</b>	A full description of the strategy is offered with clear knowledge of the ways that adults living with depression, anxiety and stress are protected from danger and harm.

Question Number	Indicative Content	
<b>3(a) (ii)</b>	<p><b>This question is based on LO1.</b></p> <p><b>Explanations might refer to:</b></p> <ul style="list-style-type: none"> <li>• awareness-raising (eg in schools) of the issue of mental health eg de-stigmatising the condition</li> <li>• recognising the extent of mental illness amongst the population as a whole</li> <li>• recognising that mental health problems constitute illness in the same way as physical problems (eg blindness or cancer)</li> <li>• supporting the work of organisations such as MIND</li> </ul> <p><b>Possible answer:</b></p> <p>By implementing awareness-raising (1) for example amongst 14-19 year olds where levels of depression, anxiety and stress are high (1), this might help to de-stigmatise the condition (1) and this in turn could lead to better understanding and tolerance of mental illness (1).</p> <p>Any other relevant explanation and/or example will be rewarded.</p>	
<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
	<b>0</b>	No relevant explanation offered
<b>1</b>	<b>1-2</b>	<b>One</b> way is outlined but the explanation is limited in scope.
<b>2</b>	<b>3-4</b>	A full explanation of <b>one</b> way is given with a clear account of the learners own values/beliefs in relation to tolerance

Question Number	Indicative Content	
<b>3(b)</b>	<p><b>This question is based on LO2.</b></p> <p><b>Answers might refer to legislation that:</b></p> <ul style="list-style-type: none"> <li>• supports the rights and choices of children and young people who suffer from depression, anxiety and stress</li> <li>• affects the ways which services are provided</li> </ul> <p>Such legislation includes</p> <p><b>1 Mental Health Act 1983</b></p> <p><b>The Code of Practice makes the following provisions</b></p> <ul style="list-style-type: none"> <li>• where professionals support young people, the best interests of the young person must always be a significant consideration</li> <li>• professionals must keep young people as fully informed as possible, just as an adult would be</li> <li>• professionals must provide clear and detailed information about care and treatment and this should be explained in a way the young person can understand and in a format that is appropriate to their age</li> </ul>	

- professionals should always consider the young person's views, wishes and feelings
- any intervention in the life of a young person that is considered necessary because of their mental health should be the option that is least restrictive and least likely to expose them to the risk of any stigmatisation,
- any intervention in the life of a young person that is considered necessary should also result in the least possible separation from family, carers, friends and community or interruption of their education
- young people with mental health issues should receive the same access to educational provision as their peers
- young people with mental health issues have as much right to expect their dignity to be respected as anyone else
- young people with mental health issues have as much right to privacy and confidentiality as anyone else

## **2 Children Act 1989**

- establishes care and supervision orders
- enables young people with severe mental health issues to be detained in secure accommodation

## **3 Human Rights Act 1998**

- everyone has the right to liberty and security of person. In the case of people with mental health problems, their liberty can be taken away if the nature or degree is sufficiently extreme to justify the detention
- the detention should only last as long as the medical disorder persists
- there must be a system of periodic reviews by a tribunal
- the person does not have to receive treatment while detained

## **4 Children Act 2004**

- replaced Approved Social Workers with Approved Mental Health Professionals
- established a Children's Commissioner and safeguarding procedures but these are not specifically related to mental health issues (award maximum of 2 marks for reference to this legislation)

## **5 The Mental Capacity Act 2005**

- provided a statutory framework for acting and making decisions on behalf of individuals who lack the mental capacity to do so for themselves
- established safeguards to protect those who are deprived of their liberty because of mental health problems
- required that every effort should be made, in both commissioning and providing care or treatment, to

		<p>prevent deprivation of liberty</p> <ul style="list-style-type: none"> <li>treatment for those who are deprived of their liberty may only be given with that person's consent (if they have capacity to make the decision)</li> </ul> <p>Any other relevant example and/or explanation will be rewarded.</p>
Level	Mark	Descriptor
	0	No relevant explanation offered
1	1-3	<p>A basic explanation is offered with some knowledge of the rights and choices of children and young people who suffer from depression, anxiety and stress.</p> <p>One right/choice is explained and there may be a basic account of how service provision is affected.</p>
2	4-7	<p>A clear explanation is offered with some knowledge of the rights and choices of children and young people who suffer from depression, anxiety and stress.</p> <p>At the lower end of the mark band there is likely to be an explanation of one or two rights and choices and the ways these affect service provision</p> <p>Answers should include suitable illustrations.</p> <p>At the upper end more detail about the impact of rights and choices on service provision is expected.</p>
3	8-10	<p>A full explanation is offered with clear knowledge of the rights and choices of children and young people who suffer from depression, anxiety and stress.</p> <p>At the lower end of the mark band there is likely to be detailed explanation of two or more rights and choices and the ways these affect service provision</p> <p>Answers will include suitable illustrations.</p> <p>At the upper end, more detail about the impact of rights and choices on service provision should be embedded throughout.</p>

Question Number	Indicative Content	
4(a)	<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>putting the individual at the heart of service provision</li> <li>empowering individuals and communities</li> <li>that services are funded by the public/taxpayer</li> <li>greater use of services by people in need</li> <li>which in turn, could lower rates of morbidity</li> </ul> <p>Any other relevant example and/or explanation will be rewarded.</p>	
Level	Mark	Descriptor
	0	No relevant explanation offered
1	1-2	There is evidence of understanding the meaning of the question but knowledge is limited.

2	3-4	A full explanation is offered and the answer shows clear knowledge of the subject.
---	-----	--

Question Number	Indicative Content	
4(b)	<p><b>This question is based on LO4.</b></p> <p><b>Explanations may refer to:</b></p> <ul style="list-style-type: none"> <li>• encouraging improvement across health and adult social care</li> <li>• putting people first and standing up for their rights</li> <li>• acting quickly to remedy bad practice</li> <li>• gathering and using knowledge and expertise, and working with others</li> <li>• registering and licensing care services if they meet essential standards</li> <li>• monitoring care services to make sure they continue to meet essential standards</li> <li>• implementing actions if care services are not meeting essential standards</li> <li>• recommending changes which could lead to improvements</li> </ul> <p>Any relevant explanation and/or example will be rewarded.</p>	
Level	Mark	Descriptor
	0	No relevant explanation offered
1	1-2	There is evidence of understanding the meaning of the question but knowledge is limited.
2	3-4	A full explanation is offered and the answer shows clear knowledge of the subject.

Question Number	Indicative Content	
4(c)	<p><b>This question is based on LO1/LO7.</b></p> <p><b>Discussion might suggest that high quality services are important because service users</b></p> <ul style="list-style-type: none"> <li>• have the right to be protected from danger and harm</li> <li>• should be cared for in ways that support their needs</li> <li>• should have access to services which take account of their preferences</li> <li>• expect high quality services to embrace diversity and recognise equality</li> <li>• are entitled to some demonstration of the positive promotion of their rights in the ways that services are provided</li> <li>• know that services are subject to review and improvement</li> <li>• expect services in all four sectors to be of high quality because such services frequently work in partnership (to ensure that service users are protected from danger</li> </ul>	

		and harm)  <b>Other points:</b> <ul style="list-style-type: none"> <li>• service users have paid for certain services through taxation</li> <li>• high quality services contribute to the overall well-being of society</li> <li>• high quality services reflect a benign polity</li> </ul> <p>Any other relevant example and/or explanation will be rewarded.</p>
Level	Mark	Descriptor
	<b>0</b>	No relevant explanation offered
<b>1</b>	<b>1-3</b>	A basic explanation is given, with little understanding of why high quality services are important. Likely to be only one reason outlined/brief explanation.
<b>2</b>	<b>4-7</b>	A clear explanation is offered with some knowledge of the subject. At the lower end of the mark band there is likely to be only <b>one</b> reason explained in detail or <b>two</b> are outlined. At the upper end more detail is expected.
<b>3</b>	<b>8-10</b>	A full discussion showing detailed knowledge of why high quality services are important. Examples are likely to be incorporated. At the higher end, there is likely to be a balanced argument.

Question Number	Indicative Content	
<b>5(a)</b>	<p><b>This question is based on LO4.</b></p> <p><b>Discussions might consider that:</b></p> <ul style="list-style-type: none"> <li>• discrimination was wrong in itself</li> <li>• age discrimination penalised many individuals</li> <li>• age discrimination contravened human rights legislation</li> <li>• there was pressure from organisations such as AgeUK to introduce such legislation</li> <li>• there was a need to prevent age discrimination in the same ways that discrimination against gender, race etc was prevented</li> </ul> <p>Any other relevant example and/or explanation will be rewarded.</p>	
Level	Mark	Descriptor
	<b>0</b>	No relevant explanation offered
<b>1</b>	<b>1-3</b>	A limited explanation is given, with little understanding of <b>why</b> it was necessary to make age discrimination illegal. Likely to be only <b>one</b> reason outlined.
<b>2</b>	<b>4-6</b>	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

		<b>one</b> reason explained in detail or <b>two</b> are outlined. At the upper end more detail is expected.
<b>3</b>	<b>7-8</b>	A full discussion showing detailed knowledge of <b>why</b> it was necessary to make age discrimination illegal. Examples are likely to be incorporated. At the higher end, there is likely to be a balanced argument.

Question Number	Indicative Content
<b>5(b)</b>	<p><b>This question is based on LO4/6/7.</b></p> <p><b>Answers might consider that Age-based legislation:</b></p> <ul style="list-style-type: none"> <li>• reduces the impact of direct discrimination eg for example, an employer in one of the four sectors refuses to recruit a person because they are over 50</li> <li>• reduces the impact of indirect discrimination eg an employer in one of the four sectors restricts recruitment to recent graduates – fewer older people would be able to meet this requirement</li> <li>• makes age-based discrimination unlawful in employment, training and further and higher education and adult learning</li> <li>• promotes positive action to prevent disadvantage being experienced by older people</li> <li>• means that older people should not have less-favourable terms and conditions than younger colleagues (unless an employer in one of the four sectors can justify this or it is covered by an exception)</li> <li>• means that an employer in one of the four sectors should not take age into account when making decisions about promotion (unless they can justify this or it is covered by an exception such as being a genuine occupational requirement eg they refuse to recruit people over 60 where there is a long and expensive training period before starting the job.)</li> <li>• reduces the impact of harassment (eg unwanted conduct, on the grounds of age, that has the purpose or effect of violating a person’s dignity, or creating an intimidating, humiliating or offensive environment for that person). For example, an older worker’s colleagues repeatedly make jokes about them at work, based on their age, which the person finds offensive</li> <li>• has removed the upper limit for statutory sick pay</li> <li>• in 2011, the default retirement age was scrapped and employees can no longer be forced to retire at 65 <ul style="list-style-type: none"> <li>○ this enables individuals to have more choice in being able to work longer rather than being forced to retire</li> <li>○ it should also help change society’s perception of older people, by enabling older people to remain</li> </ul> </li> </ul>

		<p>a useful part of the working community for as long as they need or want</p> <ul style="list-style-type: none"> <li>○ does not cover volunteers</li> <li>• The Equality Bill 2012 will make age-based discrimination unlawful in the provision of products and services where it has negative or harmful consequences</li> <li>• older people are still discriminated against in terms of obtaining insurance eg to cover illnesses in old age</li> <li>• older women are still discriminated against in terms of pensions</li> </ul> <p>Any other relevant example and/or explanation will be rewarded.</p>
Level	Mark	Descriptor
	<b>0</b>	No relevant explanation offered
<b>1</b>	<b>1-4</b>	<p>A basic explanation, which may consider <b>one</b> aspect of discrimination or <b>one</b> way of promoting equality of opportunity.</p> <p>At the lower end, detail may be scant.</p> <p>At the higher end, <b>two</b> aspects may be considered but with limited detail.</p>
<b>2</b>	<b>5-8</b>	<p>At the lower end, clear details of <b>one</b> aspect are elaborated with some evaluative comments.</p> <p>Or: <b>two</b> aspects may be considered but with less detail and some evaluative comments.</p> <p>At the higher end, <b>two</b> aspects may be considered linked with <b>two</b> ways of promoting equality of opportunity,</p>
<b>3</b>	<b>9-12</b>	<p>A full and detailed discussion.</p> <p>In order to attain this mark band, there must be very clear evidence of evaluation.</p> <p>Answers may include statistical and/or empirical evidence and they will be rewarded for doing so.</p>

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](mailto:publication.orders@edexcel.com)  
Order Code DP034831 January 2013

For more information on Edexcel qualifications, please visit our website  
[www.edexcel.com](http://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

