

SPECIMEN MARK SCHEME

UNIT 1 - INTRODUCTION TO THE SECTORS WITHIN SOCIETY, HEALTH AND DEVELOPMENT



Mark Scheme

Level 1 Diploma Principal Learning

Society, Health and Development SHD1U1

Unit 1 Introduction to the Sectors within Society, Health and Development

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Level 1 Society, Health and Development

Unit 1 Introduction to the Sectors within Society, Health and Development

Descriptions must allow for alternative wording unless the mark scheme indicates that technical terminology is required for the marks. These are underlined in the mark scheme.

Question and mapping to assessment criteria	Marking Scheme
<p>1. One of the purposes of the Children and Young People's Workforce Sector includes helping children and young people to be healthy and safe.</p> <p>a) State three other purposes of the Children and Young People's Workforce. (3 marks)</p> <p>b) A play group is an organisation within the Children and Young People's Workforce Sector.</p> <p>i) Give two different ways in which a playgroup could help children to be healthy. (2 marks)</p> <p>ii) Give two different ways in which a playgroup could help children to be safe. (2 marks)</p>	<p>a) Expected answers are likely to cover the main purposes of the Children and Young People's Workforce which are:</p> <ul style="list-style-type: none"> • providing support so that every child and young person will be able to reach their full potential • enjoying and achieving • making a positive contribution • achieving economic well-being. <p>Any three of the above points for 1 mark each.</p> <p>bi) Playgroups: provide only healthy foods for the children/minimise or reduce risks of infection (allow suitable example – wash play surfaces, use protective aprons)/keep children warm/stay off work if ill/provide emotional support if child distressed/encourage appropriate social interaction/provide stimulating activities and environment/provide physical play opportunities</p> <p>(2 x 1 mark)</p> <p>bii) Any two of: make sure health and safety procedures are followed (allow examples – fire drills, recording and reporting potentially hazardous incidents/carrying out risk assessments etc)/monitor children/make sure play equipment is used safely/not allowing children to wander/being vigilant and checking strangers (2 x 1 mark)</p>
<p>2.</p> <p>a) State two different aims of the Community Justice Sector in relation to offenders (2 marks)</p> <p>b) Give three different ways victim/witness support services can help the victims and witnesses of crime. (3 marks)</p>	<p>a) Any two of the following: prevention of offending – re-offending/supervising offenders in the community/provision of community based rehabilitation projects (2 x 1 mark)</p> <p>b) Any three of: explain the court system – show around court/provide separate room(s) to avoid potential intimidation/provide someone to talk to in confidence/provide information on police procedures/provide information about compensation and insurance matters. (3 x 1 mark)</p>
<p>3. Some Society, Health and Development learners are studying their local adult social services. Suggest four different questions it would be appropriate for the students to ask about the purpose and</p>	<p>Any four of the following:</p> <p>what services do you provide? What are the different roles in adult social services? Who are the service users? How are services prioritised? How are services paid for? What other services or</p>

<p>structure of adult social care sector services. (4 marks)</p>	<p>organisations do you work with? What is the age range of your service users?</p> <p>Allow alternate wordings and/or similar questions.</p>
<p>4. NHS direct is a primary care service in the Health sector. Identify three other primary care services in the Health sector. Give one example of how each service helps service users. (6 marks)</p>	<p>Services (1 mark) linked to examples of how each service helps service users (1 mark)</p> <p><u>NHS Walk in Centres</u> – Diagnoses/prescribe/treat minor illnesses.</p> <p><u>GP practices</u> – Diagnose/advise/prescribe/monitor illnesses/refer to other services</p> <p><u>Dentists</u> – Provide fillings/perform extractions/advise on oral hygiene</p> <p><u>Opticians</u> – Providing spectacles/contact lenses/allow perform eye tests</p> <p><u>Pharmacists</u> – dispense prescription drugs/sell non-prescription drugs/advise on minor illnesses</p>
<p>5. Anna is sixteen years old and she is uncertain about what to do when she leaves school. Describe how Connexions and her school can work together to help Anna. (5 marks)</p>	<p>The description is likely to cover the following aspects of how Connexions and the school will work together to help Anna.</p> <p>Connexions will access school produced information about Anna such as her record of achievement, school report, work experience records (sharing information)</p> <p>Connexions will liaise with school staff who know Anna well (agree purpose of the joint working)</p> <p>how Connexions will interview Anna to discover her career ambitions.(agree procedures)</p> <p>Connexions and School staff will help Anna to develop her plan for the future (agree service provision)</p> <p>Connexions and School staff will set timescales for action for Anna as appropriate (agree service provision)</p> <p>Connexions will meet with School staff and Anna to monitor and review her progress (reviewing and evaluating the delivery of shared services)</p> <p>Any descriptions covering five of the above points for 1 mark each. Allow for alternate wording.</p>
<p>.6. Majid is eighty years old and lives alone. He has poor health but is very independent. Describe how primary health care workers and adult social services can work together to help Majid live independently. (5 marks)</p>	<p>The description is likely to cover the following aspects of how primary health care workers and adult social services can work together:</p> <p>how Majid is central to both primary health care and adult social services</p> <p>he will contribute to a needs assessment with adult Social Services</p> <p>and a health assessment produced with relevant</p>

	<p>primary health care workers</p> <p>the information from both assessments will be shared</p> <p>contributing to an integrated care package</p> <p>providing support for Majid with daily living tasks(allow specific examples)</p> <p>the support provided will be reviewed and evaluated by Majid and his care workers</p> <p>Any descriptions covering five of the above points for 1 mark each. Allow for alternate wording.</p>
<p>7. Zoe and Wayne want to investigate the services offered by Children’s Centres in their community. They must produce a plan, carry out and review their investigation.</p> <p>a) Explain how Zoe and Wayne should plan their investigation. Include in your answer details of what the plan should contain. (8 marks)</p> <p>b) Identify two different potential barriers to Zoe and Wayne carrying out their investigation. (2 marks)</p> <p>c) Other than identifying potential barriers, describe two other important aspects of carrying out the investigation Zoe and Wayne should consider. (2 marks)</p> <p>d) Explain how Zoe and Wayne can successfully review their investigation. (4 marks)</p>	<p>7a)</p> <p>Expected responses may include:</p> <p>Ref to Zoe and Wayne should produce relevant questions to ask (allow for specific examples) e.g. What services do you offer? Who uses your services?</p> <p>They will need to decide on the best methods to use to find out the answers - allow any two examples – interview/questionnaire/internet e-mail/database.</p> <p>They will need to decide who to ask, set appropriate timescales, agree targets, decide what Zoe/what Wayne will do decide how to record their findings</p> <p>0 marks No response worthy of credit</p> <p>Band 1 (1-3 marks): Basic explanations, generally lacking detail, being vague or repetitive covering one or two points.</p> <p>Band 2 (4-6 marks): Generally clear explanations covering at least 3 aspects in some detail or 4 or 5 aspects in less detail.</p> <p>Band 3 (7-8 marks): Thorough explanations covering at least 4 aspects in detail.</p> <p>b) Any two of: time available/access to relevant personnel/workload of early years workers/possible misinterpretation – miscommunication of questions.</p> <p>c) Any two of: Zoe and Wayne need to prioritise tasks/set time limits for individual’s tasks – meet deadlines/identify support needed/monitor progress of the investigation/have a contingency – be prepared to adapt method if needed.</p> <p>d) Ref to Zoe and Wayne looking at answers to questions (1) collating responses/analysing data (1) against agreed targets (1) drawing conclusions (1) considering any significant omissions (1) considering lessons learnt (1) 4 x 1 marks</p>

Mapping of assessment criteria

Question Numbers	ASSESSMENT CRITERIA						
	1a	1b	1c	2a	2b	3a	3b
1a	3						
1bi		2					
1bii		2					
2a	2						
2b				3			
3			4				
4				6			
5					5		
6					5		
7a						8	
7b							2
7c							2
7d							4
Total Marks	5	4	4	9	10	8	8
	13			19		16	