

**GCE**

**Health and Social Care**

Unit **F924**: Social Trends

Advanced GCE

**Mark Scheme for June 2015**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.














All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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## Annotations

Annotation	Meaning
	Positive
	Negative
	Benefit of doubt
	Cross
	Level 1
	Level 2
	Level 3
	Level 4
	Repeat
	Too vague
	Tick
	Development of point
	Omission mark (also use for indicating 'seen')

Question		Answer	Mark	Guidance
1	(a)	<p><b>One mark for each reason. Two needed.</b></p> <ul style="list-style-type: none"> <li>• more socially acceptable in British society</li> <li>• secularisation not as advanced in some other countries e.g. Italy</li> <li>• British tax and benefit system biased against traditional family units</li> <li>• more welfare benefits available for single parents in Britain</li> <li>• more tax benefits available in Britain</li> <li>• social housing available in Britain (so single mums appear in statistics whereas in other countries may have to live in multigenerational homes)</li> <li>• financially independent women</li> <li>• emotionally independent women</li> <li>• more divorces / divorce more acceptable</li> <li>• culture / religion in other countries</li> </ul>	<p><b>2x1</b> <b>[2]</b></p>	<p>Accept any other valid reason related to Britain Accept reverse responses for other countries</p>

Question		Answer	Mark	Guidance
1	(b)	<p><b>Two marks for each trend. Two needed.</b></p> <ul style="list-style-type: none"> <li>• Trend for lone parent with one child increased over the 10 years</li> <li>• Trend for lone parent with one child increased more than others over the 10 years</li> <li>• Trend for lone parent with one child rose to 2002</li> <li>• Trend for lone parent with one child dipped to 2003</li> <li>• Trend for lone parent with one child rose again to 2004/05</li> <li>• Trend for lone parent with one child was stable 2005-8</li> <li>• Trend for lone parent with one child rose to 2009/10</li> <li>• Trend for lone parent with one child dipped 2010-11</li>   <li>• Trend for lone parent with two children increased slightly over the 10 years</li> <li>• Trend for lone parent with two children, slight rise to 2003</li> <li>• Trend for lone parent with two children, slight dip to 2007</li> <li>• Trend for lone parent with two children, stable 2008-10</li> <li>• Trend for lone parent with two children rising in 2011</li>   <li>• Trend for lone parent with three or more children remains stable</li> <li>• Trend for lone parent with three or more children had a very slight rise 2002</li> <li>• Trend for lone parent with three or more children had a very slight dip 2005</li> </ul>	<p><b>2x2</b> <b>[4]</b></p>	<p>Accept other relevant trends well described One mark for basic description, second mark for extension/related comment</p>

Question		Answer	Mark	Guidance
1	(c)	<p><b>One mark for each reason. Two needed.</b></p> <ul style="list-style-type: none"> <li>• wanted a child but no suitable long term partner available</li> <li>• pregnancy was not planned and father considered unsuitable or is unknown</li> <li>• abusive partner</li> <li>• financial benefits</li> <li>• marriage costs</li> <li>• housing benefits</li> <li>• family pressure to bring up child without father</li> <li>• independence financially</li> <li>• adverse to “new parent”</li> <li>• no social stigma / socially acceptable</li> </ul>	<p><b>2x1</b> <b>[2]</b></p>	<p>Do not accept personal choice. Accept other relevant reasons</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
1	(d)	<p>Discussion of the reasons why there are more lone parents with only one dependent child.</p> <ul style="list-style-type: none"> <li>• An older mother so no time/desire/too old to add to family</li> <li>• Child was not planned and averse to termination</li> <li>• Health or medical reasons why unable to have/want more children</li> <li>• Emotional limitations</li> <li>• Housing limiting</li> <li>• Support limited</li> <li>• Financial limitations</li> <li>• Cost of bringing up a child/desire to be able to give one child more</li> <li>• Divorce or breakdown of relationship after first child/subsequent relationships</li> <li>• Lack of a partner to father more children</li> <li>• Mother has a career/education path/promotion prospects and is unwilling to interrupt this plan</li> <li>• Independent lifestyle</li> <li>• Stigma felt by mum</li> <li>• Unable to cope with more than 1 child</li> <li>• Wish to invest in 1 child only / child centred</li> <li>• Contraception</li> <li>• IVF cost/stress etc</li> </ul>	12	<p>Context is lone parents Accept other relevant reasons from contemporary society</p> <p><b>Levels Checklist</b></p> <p><b>Level 3</b></p> <ul style="list-style-type: none"> <li>• Detailed discussion</li> <li>• At least 2 specific reasons explained</li> <li>• High QWC</li> </ul> <p><b>Level 2</b></p> <ul style="list-style-type: none"> <li>• Sound discussion</li> <li>• At least 2 relevant reasons (submax 6 for one done well)</li> <li>• Mid QWC – some errors</li> </ul> <p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>• Limited points and understanding</li> <li>• Minimal attempt to link to context</li> <li>• Low QWC – errors noticeable</li> </ul>	<p><b>Level 3</b> <b>9-12 marks</b> Candidates will discuss in detail at least two reasons why more lone parents have only one child. Material will be presented in a planned and logical sequence using appropriate terminology confidently and accurately. Sentences and paragraphs consistently relevant and directly addressing the question. There will be few errors of grammar, punctuation and spelling.</p> <p><b>Level 2</b> <b>5-8 marks</b> Candidates will discuss at least two reasons. Sentences and paragraphs will be presented using some appropriate terminology in a way that generally addresses the question. There may be occasional errors of spelling, punctuation and grammar. Submax of 6 if one done well</p> <p><b>Level 1</b> <b>1-4 marks</b> Candidates are likely to make one or two relevant points but will not address the question. Common sense answers using bullet points would be at this level. Sentences and paragraphs will be of doubtful relevance and errors of grammar,</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
						punctuation and spelling will be noticeable.  <b>0 marks</b> no response worthy of credit



Question		Answer	Marks	Guidance	
				Content	Levels of response
2	(a)	<p>Possible reasons</p> <ul style="list-style-type: none"> <li>• <b>Social acceptability</b></li> <li>• <b>Most fertile years</b> can be argued for those under 16, under 18, and 19-20 years so most likely to conceive and have unplanned pregnancy</li> <li>• <b>Educational/career reasons</b>, do not want to pursue pregnancy because they are part way through a course /training /qualification/career progression- must be linked to age groupings and type of education</li> <li>• <b>Pressure from family/prospective father/society/friends-</b> different pressures at different ages, more likely to be independent as get older</li> <li>• <b>Not in a long term relationship-</b> especially for under 16 and 18 but there may be the desire for a relationship at 19-20</li> <li>• <b>Fear that child would impinge on-</b> future long term relationships/ career/educational goals/social life/travel/employment- must be related to age groups</li> <li>• <b>Feels too old/ young for accidental pregnancy-</b> either arguments that under 16 or 18 too young or that at 19-20 they feel they should have known better</li> </ul>	8	<p>Accept other well-argued reasons related to ages not just generic answers</p> <p><b>Levels Checklist</b></p> <p><b>Level 3</b></p> <ul style="list-style-type: none"> <li>• Detailed and accurate analysis,</li> <li>• At least 2 reasons</li> <li>• Clear understanding</li> <li>• High QWC</li> </ul> <p><b>Level 2</b></p> <ul style="list-style-type: none"> <li>• Sound analysis at least 2 reasons (submax 4 for one done very well)</li> <li>• Some understanding</li> <li>• Mid QWC – some errors</li> </ul> <p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>• Limited points and understanding</li> <li>• Minimal attempt to link to ages</li> <li>• Low QWC – errors noticeable</li> </ul>	<p><b>Level 3</b> <b>6-8 marks</b> Candidates will fully analyse <b>at least 2</b> reasons why rates may change with ages. They organise material in a logical order, using appropriate terminology accurately. Sentences and paragraphs are balanced and presented in a coherent manner. There may be errors of grammar, punctuation and spelling.</p> <p><b>Level 2</b> <b>3-5 marks</b> Candidates will discuss <b>at least 2</b> reasons with limited ability to organise relevant material, some appropriate terminology. Sentences and paragraphs are not always relevant and material does not always address the question. There may be noticeable errors of grammar, punctuation and spelling. Submax of 4 for one done very well</p> <p><b>Level 1</b> <b>1-2 marks</b> Candidates attempt to discuss <b>at least one</b> reason. Sentences and paragraphs have limited coherence and structure with doubtful relevance to the question. Errors of grammar, punctuation and spelling may be intrusive.</p> <p><b>0 marks</b>-no response worthy of credit</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
			and unable to acknowledge mistake publicly so opt for an abortion <ul style="list-style-type: none"> <li>• <b>Pregnancy was unplanned</b>-age 17-18-19-20 possibly more likely to have regular casual sex</li> <li>• <b>Lack of knowledge of contraception</b>- more likely in under 16 age group</li> <li>• <b>Availability of abortion</b>- readily available and at age 19-20 more able to access and arrange independently</li> <li>• <b>Safer sex / Increased awareness / contraception availability</b></li> <li>• <b>Cultural attitudes may differ</b></li> </ul>			

Question		Answer	Mark	Guidance
2	(b)	<p><b>Two reasons needed. One mark for each.</b></p> <ul style="list-style-type: none"> <li>• abortion is legal so less incentive to hide the fact</li> <li>• published by Government / published by Department of Health</li> <li>• official statistics</li> <li>• legally abortions must be notified (to the CMO) department of health inspect and record all information regarding abortion</li> </ul>	<p><b>2x1</b> <b>[2]</b></p>	
2	(c)	<ul style="list-style-type: none"> <li>• informal/unstructured/semi-structured interviews</li> <li>• questionnaires with <i>OPEN</i> questions</li> </ul>	<p><b>1x1</b> <b>[1]</b></p>	<p><b>One</b> mark for correct identification</p> <p>Do not accept questionnaires unless <b>open</b> questions specified or simply interviews</p>

		Answer	Marks	Guidance	
				Content	Levels of response
2	(d)	<p><b>Process includes</b></p> <ul style="list-style-type: none"> <li>• Identify aims/hypotheses clearly linked to attitudes to abortion</li> <li>• Identify an appropriate sample of people, snowball, random, stratified etc. indicating if only women's views are needed or if whole population</li> <li>• Identify appropriate population size that is feasible for chosen method</li> <li>• Consider appropriate open questions/interview schedule to research attitudes of population</li> <li>• Pilot the questionnaire/schedule to ensure no ambiguity and clear</li> </ul>	<p><b>9</b></p>	<p>Answers <b>must refer to research process</b> when researching <b>attitudes to abortion</b>.</p> <p><b>Levels Checklist</b></p> <p><b>Level 3</b></p> <ul style="list-style-type: none"> <li>• Detailed and accurate outline, balanced answer</li> <li>• Clear understanding of research process</li> <li>• High QWC</li> </ul> <p><b>Level 2</b></p> <ul style="list-style-type: none"> <li>• Sound outline</li> <li>• Some understanding research</li> </ul>	<p><b>Level 3</b> <b>7-9 marks</b></p> <p>Candidates will describe <b>in detail at least 3</b> aspects in the research process with explicit links made to attitudes to abortion, organising material in a logical way, using appropriate terminology accurately. Sentences and paragraphs are balanced with few errors of grammar, punctuation and spelling.</p> <p><b>Level 2</b> <b>4-6 marks</b></p> <p>Candidates will outline <b>at least 2</b> stages of the research process and reference to researching abortion may be more implied than explicit. More limited ability to present</p>

			Answer	Marks	Guidance	
					Content	Levels of response
			<p>understanding etc.</p> <ul style="list-style-type: none"> <li>• Consider ethical/practical issues of possibly upsetting anyone who may have had a termination etc.</li> <li>• Consider distribution and collection of questionnaire depending on chosen method and size of population, recording of responses if interviews are chosen method</li> <li>• Analysis of data and presentation</li> <li>• Conclusions to be drawn and usefulness of these</li> </ul>		<p>process</p> <ul style="list-style-type: none"> <li>• Mid QWC – some errors</li> </ul> <p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>• Limited points and understanding</li> <li>• Minimal attempt to link to abortion</li> <li>• Low QWC – errors noticeable</li> </ul>	<p>relevant material and using only some appropriate terminology. Sentences and paragraphs not always relevant, there may be noticeable errors of grammar, punctuation and spelling.</p> <p><b>Level 1</b> <b>1-3 marks</b> Candidates will identify <b>at least one</b> stage of the process with little or no reference to attitudes to abortion. Sentences and paragraphs have limited coherence and structure with little relevance to the question. Errors of grammar, punctuation and spelling are noticeable</p> <p><b>0 marks</b> = no response worthy of credit</p>

Question		Answer	Mark	Guidance
3	(a)	The number of deaths per thousand of the (live) population (1 mark) per year (1 mark)	2x1 [2]	Do not accept number of people dying each year <b>Must</b> state per 1000 of the (live) population to get one mark

Question		Answer	Mark	Guidance
3	(b)	<p>Dietary changes</p> <ul style="list-style-type: none"> <li>• <b>Less saturated fat/ use of vegetable based alternatives-</b> decrease in heart disease/high cholesterol and related illness</li> <li>• <b>Less salt in the diet-</b> lowering of blood pressure and related illness</li> <li>• <b>Increase in healthier cooking methods-</b> grilling/steaming/baking rather than frying food</li> <li>• <b>Low fat substitutes-</b> spreads/milks/ready meals etc.</li> <li>• <b>Advertising-</b> media at all levels to raise awareness of fat in foods/RAG labelling on food/fat content in foods etc.</li> </ul> <p>Lifestyle changes</p> <ul style="list-style-type: none"> <li>• <b>Reducing or stopping smoking/alcohol intake-</b> shown to be beneficial as soon as stopped</li> <li>• <b>No smoking in public places-</b> reduction in passive smoking</li> <li>• <b>Exercise-</b> encouragement to adopt regular exercise improves heart</li> <li>• <b>Advertising-</b>media at all levels encouraging walking/exercise for all ages at all levels of capability</li> </ul>	2x3 [6]	Accept any accurate healthier lifestyle trends effectively explained One mark for identification, second mark for expansion of point/description, third mark for reason why/example Do not accept simply "reduced death from heart disease"

Question		Answer	Marks	Guidance	
				Content	Levels of response
3	(c)	<ul style="list-style-type: none"> <li>Ethical issues in general</li> <li>Informed consent, the population will rarely be told the purpose of the experiment. They may not even know they are involved. In some cases the respondents may belong to a vulnerable group within the pwus e.g. children, older citizens, those who are ill etc.</li> <li>Population may not be able to choose freely to participate or understand what they are volunteering for.</li> <li>Population may not be free to withdraw if they have limited knowledge</li> <li>Confidentiality may not be possible if the experiment is investigating a particular user with a problem which the experiment is investigating</li> <li>It is difficult or impossible to judge if the population have come to any harm as a result of their involvement</li> <li>A value free approach (bias) may be difficult to maintain if researchers are involved with vulnerable service users</li> <li>An unreliable method as replication is almost impossible</li> <li>Validity may be compromised as groups are usually very small or selective</li> </ul>	7	<p>Reference to <b>experiments in social research</b>. Accept any reasonable well-argued answers. Do not accept medical trials eg drug trials</p> <p><b>Levels Checklist</b></p> <p><b>Level 3</b></p> <ul style="list-style-type: none"> <li>Detailed and accurate discussion, balanced discussion</li> <li>At least 2 problems</li> <li>Clear understanding</li> <li>High QWC</li> </ul> <p><b>Level 2</b></p> <ul style="list-style-type: none"> <li>Sound discussion at least 2 problems (submax 4 for one done very well)</li> <li>Some understanding</li> <li>Mid QWC – some errors</li> </ul> <p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>Limited points and understanding</li> <li>Minimal attempt to link to research.</li> <li>Listlike/descriptive</li> <li>Low QWC – errors noticeable</li> </ul>	<p><b>Level 3</b> <b>6-7 marks</b> Candidates will fully discuss <b>at least 2</b> problems associated with the use of <b>experiments in social research</b>. They organise material in a logical order, using appropriate terminology accurately. Sentences and paragraphs are balanced and presented in a coherent manner. There may be errors of grammar, punctuation and spelling.</p> <p><b>Level 2</b> <b>3-5 marks</b> Candidates will discuss <b>at least 2</b> problems with limited ability to organise relevant material, some appropriate terminology. Sentences and paragraphs are not always relevant and material does not always address the question. There may be noticeable errors of grammar, punctuation and spelling. Submax of 4 for one done very well</p> <p><b>Level 1</b> <b>1-2 marks</b> Candidates attempt to discuss <b>at least one</b> problem. Sentences and paragraphs have limited coherence and structure with doubtful relevance to the question. Errors of grammar, punctuation and spelling may be intrusive.</p> <p><b>0 marks</b> – no response worthy of</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
			<ul style="list-style-type: none"> <li>• Experimenter has difficulty controlling external factors</li> <li>• Quantitative data only, no explanations</li> <li>• Often a longitudinal study so therefore the problems of time and cost</li> <li>• Low ecological validity ie carried out in a non-natural environment</li> <li>• Hawthorne effect</li> </ul>			credit

Question		Answer	Mark	Guidance
4	(a)	<p><b>One mark for each pattern. Two needed.</b></p> <ul style="list-style-type: none"> <li>• Pupils eligible for free school meals do not achieve at level 4 as well as pupils not eligible for free school meals</li> <li>• Boys eligible for free school meals have higher % not reaching level 4 at KS2 in Maths than those not eligible</li> <li>• Girls eligible for free school meals have higher % not reaching level 4 at KS2 in Maths than those not eligible</li> <li>• Boys eligible for free school meals have higher % not reaching level 4 at KS2 in English than those not eligible</li> <li>• Girls eligible for free school meals have higher % not reaching level 4 at KS2 in English than those not eligible</li> <li>• Numbers of eligible boys and girls not reaching level 4 is similar in maths</li> <li>• More boys not eligible than girls not eligible not achieving level 4 in English</li> <li>• Similar levels of boys not eligible and girls not eligible not achieving level 4 in maths</li> </ul>	<p><b>2x1</b> <b>[2]</b></p>	<p>Accept other relevant patterns in the data Do not accept reversal of answer for second mark</p>



Question		Answer	Marks	Guidance	
				Content	Levels of response
4	(b)	<p><b>Possible explanations</b></p> <ul style="list-style-type: none"> <li>• Stereotypical influences often as a result of teachers labelling boys as risk takers and girls as passive and emphasising characteristics of each gender</li> <li>• Boys can be socialised to be more outgoing and have less focus</li> <li>• Boys are said to mature later so are likely to underachieve because of this</li> <li>• Girls, conversely mature earlier so may achieve more due to concentration and greater understanding</li> <li>• Girls can be socialised to be quieter so are more studious and not as adventurous</li> <li>• Girls can seek rewards more</li> <li>• Curriculum biased towards girls often in the content of books, illustrations and subject matter</li> <li>• Learning styles may favour girls rather than boys who often respond to a more active learning style</li> <li>• Teacher expectations</li> <li>• Self-fulfilling prophecy</li> <li>• Peer pressure / bullying</li> <li>• Lack of role model for boys - teacher/parent</li> </ul>	6	<p>Accept any well-argued explanations</p> <p><b>Levels Checklist</b></p> <p><b>Level 2</b></p> <ul style="list-style-type: none"> <li>• Detailed and accurate explanation</li> </ul> <p>At least 2 reasons</p> <ul style="list-style-type: none"> <li>• Clear understanding</li> <li>• Good QWC, few errors, technically accurate</li> </ul> <p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>• Limited explanation/description of at least 2 factors</li> <li>• Mid/low QWC, errors, may be noticeable</li> </ul>	<p><b>Level 2</b> <b>4-6 marks</b></p> <p>Candidates will explain in detail <b>at least two factors</b> contributing to the under achievement. Candidates will present the material in a well-planned and logical sequence with a clearly defined structure using appropriate terminology confidently and accurately. Sentences and paragraphs are consistently relevant and well-structured in a way that directly addresses the question. There will be few if any errors of grammar, punctuation and spelling.</p> <p><b>Level 1</b> <b>1-3 marks</b></p> <p>Candidates will identify <b>at least one relevant factor</b>. The answer may not be put into context and may be in a list. Sentences and paragraphs may have limited coherence and structure, often being of doubtful relevance to the focus of the question. Errors of grammar, punctuation and spelling will be noticeable and intrusive.</p> <p><b>0 marks</b>-no response worthy of credit</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
4	(c)	<p>In school factors</p> <ul style="list-style-type: none"> <li>• Bullying if peer group are aware</li> <li>• Labelling by teachers or other workers with negative effect</li> <li>• Embarrassment affecting confidence and self esteem</li> <li>• Inability to join in activities due to financial constraints with possible limiting effect on progress</li> <li>• Lack of recognition of underachievement at FS and KS 1 and 2</li> <li>• Limited budgets in schools to support pupils with additional needs to enable them to catch up</li> <li>• Lack of recognition in school of difficulties experienced by these pupils</li> <li>• Lack of breakfast affects concentration</li> </ul> <p>Societal factors</p> <ul style="list-style-type: none"> <li>• 2<sup>nd</sup>/3<sup>rd</sup> generation welfare dependant families so little incentive to achieve</li> <li>• Financial constraints/lack of money for uniform affecting appearance and subsequent reluctance to ask questions and draw attention to self</li> <li>• Material deprivation e.g. No access to the internet to complete research homework/coursework/projects</li> </ul>	12	<p>Accept any well-argued reasons that contribute to factors for low achievement <b>in those pupils eligible for free school meals</b></p> <p><b>Levels Checklist</b></p> <p><b>Level 3</b></p> <ul style="list-style-type: none"> <li>• Detailed and accurate analysis</li> <li>• At least 2 reasons</li> <li>• Clear understanding</li> <li>• High QWC</li> </ul> <p><b>Level 2</b></p> <ul style="list-style-type: none"> <li>• Sound analysis of at least 2 factors</li> <li>• Some understanding</li> <li>• Submax of 6 for one done well</li> <li>• Mid QWC – some errors</li> </ul> <p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>• Limited points and understanding</li> <li>• Minimal attempt to link to focus on question</li> <li>• At least two factors related to underachievement</li> <li>• Low QWC – errors noticeable</li> </ul>	<p><b>Level 3</b> <b>10-12 marks</b> Candidates will analyse in detail <b>at least two reasons done well, contributing</b> to the under achievement. Candidates will present the material in a well-planned and logical sequence with a clearly defined structure using appropriate terminology confidently and accurately. Sentences and paragraphs are consistently relevant and well-structured in a way that directly addresses the question. There will be few if any errors of grammar, punctuation and spelling.</p> <p><b>Level 2</b> <b>5-9 marks</b> Candidates will analyse at least 2 factors related to underachievement. More limited ability to present relevant material using only some appropriate terminology. Sentences and paragraphs will for the most part be relevant with the material presented in a balanced, logical and coherent manner which addresses the question. There may be occasional errors of grammar, punctuation and spelling. Submax of 6 for one done very well</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
			<ul style="list-style-type: none"> <li>• No access to word processor to complete work or print out text/ pictures for school</li> <li>• Peer group of similar pupils so little incentive to compete with peers for success</li> <li>• Lack of cultural awareness due to financial constraints/lack of cultural capital</li> <li>• Lack of adult support at home as parents may be working to boost income</li> <li>• Lack of basic reading at home/ no books or newspapers</li> <li>• Lack of good role models</li> <li>• Socialisation not putting emphasis on success in literacy and numeracy</li> <li>• Illiterate parents or with limited ability to help literacy and numeracy skills</li> <li>• Young carers responsibilities</li> </ul>			<p><b>Level 1</b> <b>1-4 marks</b> Candidates will identify <b>at least one relevant reason</b> The answer may not be put into context and may be in a list. Sentences and paragraphs may have limited coherence and structure, often being of doubtful relevance to the focus of the question. Errors of grammar, punctuation and spelling will be noticeable and intrusive.</p> <p><b>0 marks- no response worthy of credit</b></p>

Question		Answer	Mark	Guidance
5	(a)	<p><b>One mark for reason.</b></p> <ul style="list-style-type: none"> <li>• women putting career first/postponing motherhood</li> <li>• increased participation in HE</li> <li>• independent females</li> <li>• materialistic society/holidays, cars, belongings etc.</li> <li>• secularisation</li> <li>• help with fertility/IVF as a last resort to those unable to conceive previously</li> <li>• those born in 60's and 70's delayed childbearing, now catching up</li> <li>• getting financially stable/on the housing ladder before starting a family</li> <li>• changes in support for families e.g. tax credits</li> <li>• reduced negative stigma</li> <li>• recession babies</li> </ul>	<p><b>1x1</b> <b>[1]</b></p>	<p>Accept other reasonable reasons Do not accept baby boom</p>
5	(b)	<p><b>Two marks for each reason. Two needed.</b></p> <ul style="list-style-type: none"> <li>• increased numbers of immigrants enter the UK so more of their children born in this country</li> <li>• increased financial benefits</li> <li>• increase in population of women born outside the UK who come settle and give birth here</li> <li>• influx of immigrant women in their most fertile years who then go on to have children, often having large families as is their culture</li> <li>• they have above average fertility</li> <li>• educational opportunities for children</li> <li>• Lack of contraceptive knowledge</li> <li>• more immigrants due to EU expansion are made welcome in this country and have their children here</li> <li>• wives/partners joining immigrant workers already in the county when they want to start a family as health</li> </ul>	<p><b>2x2</b> <b>[4]</b></p>	<p>Accept other reasonable reasons explained</p>

Question			Answer	Mark	Guidance
			<p>care here is better and free</p> <ul style="list-style-type: none"><li>• health service improved and accessible so an increasing number of live births to non UK mothers</li><li>• UK perceived to be safer for children</li></ul>		

Question		Answer	Marks	Guidance	
				Content	Levels of response
5	(c)	<p><b>Statutory</b></p> <ul style="list-style-type: none"> <li>• allocation of financial resources to early years /primary education / health/ children’s services</li> <li>• employment of new staff at all levels and associated costs</li> <li>• training of new staff at all levels</li> <li>• building extensions to existing primary schools / health / children’s services</li> <li>• new build in particular areas</li> <li>• school meals etc</li> <li>• tax implications to fund benefits etc.</li> <li>• possible expansion of-wrap around care budgets</li> <li>• transport budgets / provision</li> <li>• specialist services, etc.</li> <li>• increase in childcare provision before and after children reach school age</li> <li>• alteration of the staff/child ratio possible to meet demands and in line with Government policy</li> </ul> <p><b>Voluntary/Third sector</b></p> <ul style="list-style-type: none"> <li>• childcare by family and friends before/after school for working mums/dads</li> <li>• expansion of play/toddler groups etc. to cater for this demographic increase prior to compulsory education</li> </ul>	20	<p>Credit can be given to other ways service provision may change at either statutory, voluntary or third sector if well-argued and especially if changes in policy since paper written.</p> <p><b>Levels Checklist</b></p> <p><b>Level 4</b></p> <ul style="list-style-type: none"> <li>• Fully detailed discussion</li> <li>• At least all three sectors</li> <li>• Conclusion/judgement</li> <li>• High QWC</li> <li>• Accurate terminology</li> </ul> <p><b>Level 3</b></p> <p>Detailed discussion, covering at least two of the three sectors in some detail</p> <p><b>Level 2</b></p> <ul style="list-style-type: none"> <li>• Sound discussion</li> </ul> <p>At least 2 relevant sectors discussed Submax of 10 if one sector done really well</p> <p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>• Limited points and understanding</li> <li>• Minimal attempt to link to context listlike/descriptive</li> </ul>	<p><b>Level 4</b> <b>16-20 marks</b></p> <p>Candidates will discuss in detail ways service provision (including all <b>three statutory, private and third sectors</b>), will need to change to meet the demands of increased numbers of primary aged children. There will be some conclusion or judgment included. Material will be presented in a planned and logical sequence using appropriate terminology confidently and accurately. Sentences and paragraphs consistently relevant and directly addressing the question. There will be few errors of grammar, punctuation and spelling.</p> <p><b>Level 3</b> <b>11-15 marks</b></p> <p>Candidates will discuss at least two sectors of service provision in detail. Material will be well planned, logically presented and have appropriate terminology used with some confidence to explain the changes needed in the provision to meet the numbers of children in primary schools. There will be minimal errors in spelling punctuation and grammar.</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
		<ul style="list-style-type: none"> <li>walking bus/taking multiple children to school together</li> <li>parent helpers in school/on school outings etc.</li> </ul> <p><b>Private</b></p> <ul style="list-style-type: none"> <li>increase in childcare provision as above</li> <li>increase in play /toddler groups as above</li> <li>increase in transport to school</li> <li>increase in before and after school/ extracurricular activities for this age group</li> <li>increase in private school / health provision/staffing/training as above</li> </ul>			<p><b>Level 2</b> <b>6-10 marks</b> Candidates will discuss at least two ways. Sentences and paragraphs will be presented using some appropriate terminology in a way that generally addresses the question. There may be occasional errors of spelling, punctuation and grammar.</p> <p>Submax of 10 if one sector done really well</p> <p><b>Level 1</b> <b>1-5 marks</b> Candidates are likely to make one or two relevant points but will not address the question. Common sense answers using bullet points would be at this level. Sentences and paragraphs will be of doubtful relevance and errors of grammar, punctuation and spelling will be noticeable.</p> <p><b>0 marks-</b> no response worthy of credit</p>
		<b>TOTAL</b>	<b>[25]</b>		
		<b>TOTAL for paper</b>	<b>100</b>		

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