GCE

Health and Social Care

Advanced GCE **F924**

Unit 15: Social Trends

Mark Scheme for June 2010

Question	Expected Answer	Mark	Total	Rationale
1 (a)	**One** mark for each trend or pattern, THREE required • older (women) much more likely to live alone (than men) • sharp rise in the number of young people living alone particularly between the ages of 25 and 44 • fastest growth in solo living has been among men under 44 • smallest numbers living alone are 16–24 women • only group that has decreased is 75 and over including both men and women and women only • decrease in women 65–74 living alone Accept any trend / pattern linked to age, gender or both	3x1	**[3]**	Trends/patterns related to 'young/younger' not acceptable – too vague
(b)	**One** mark for each correct identification, THREE required • plan housing needs • plan educational resources: staff, buildings etc • provide for health/social needs • transport • employment • benefits • change of retirement age/pensions • (named) services Accept any **practical** use	3x1	**[3]**	

Question	Expected Answer	Mark	Total	Rationale
1 (c)	**Level 3 response: 7–9 marks** Candidates will outline in depth **at least two reasons** for the increase. They will be able to present relevant material in a planned and logical sequence using appropriate terminology accurately. Sentences and paragraphs are relevant with the material presented in a balanced, logical and coherent manner that addresses the question. There may be occasional errors of grammar, punctuation and spelling. **Level 2 response: 4–6 marks** Candidates will outline **at least one reason in depth or at least two reasons more superficially.** There will be limited ability to organise relevant material, using some appropriate terminology. Sentences and paragraphs are not always relevant with the material presented in a way that does not always address the question. There may be noticeable errors of grammar, punctuation and spelling. **Level 1 response: 0–3 marks** Candidates will identify at least **one reason**. Sentences and paragraphs will have limited coherence and structure, often being of doubtful relevance to the main focus of the question. List-like answers placed in this level. Errors of punctuation, grammar and spelling may be noticeable and intrusive. • until very recently more people in 20s and 30s could live alone because they could afford to • women especially are able to pursue careers and not face as much pressure to marry • people tend to marry later • increase in men living alone (because of increase in divorce) • women live longer than men – life expectation continues to exceed that for men • less stigma attached to living alone than in the past • more older people living alone because of 'care in the		[9]	

Question	Expected Answer	Mark	Total	Rationale
	community' and other support networks (supported in their own home) • increase in students who live in multi occupancy are often considered single person households			

Question	Expected Answer	Mark	Total	Rationale
2	**Level 3 response 11–15 marks** Candidates will **discuss in depth the possible advantages and disadvantages and include at least two of each.** Candidates must explicitly link IBs to older adults for full marks. The answer will be developed logically and there will be evidence of synthesis within the work. There will be few errors of spelling, punctuation and grammar. **Level 2 response 6–10 marks** Candidates will **describe both advantages and disadvantages including at least one of each**. Description will be developed coherently. There may be noticeable errors of grammar, punctuation and spelling. At the lower end sentences and paragraphs are not always relevant with the material presented in a way that does not always address the question. *Sub-max of 8 for advantages **or** disadvantages done very well.* **Level 1 Response 0–5 marks** Candidates will **describe at least one advantage and/or disadvantage**. List like answers placed in this level. Errors of grammar, punctuation and spelling will be noticeable and intrusive. Sentences and paragraphs have limited coherence and structure often being of doubtful relevance to the main focus of the question. **Positive** + empower older adults + give them choices + provide clear up front idea of how much money there is for support + make assessment quicker and easier and mean people have to give out information fewer times + bring together different kinds of support or funding from more than one agency + let people use the money in a way that best suits their own needs and situation + not cost the local authority more/costs them less		[15]	Accept advantages/disadvantages to the individual or the government (or mix of both)

Question	Expected Answer	Mark	Total	Rationale
	+ enable family and friends to be involved in decisions + pay carers who might be friends/relatives + monitoring **Negative** − may lead to pwus making inappropriate decisions about their care needs/poor choices being made − could lead to abuse/exploitation by family, friends, others − less articulate could be disadvantaged, confused by the forms − could be seen as a way of saving in terms of care costs − may prove to very complex to administer − pressure on (some) services − not always appropriate for vulnerable groups − training requirements − monitoring			

Question	Expected Answer	Mark	Total	Rationale
3 (a)	**One** mark for each of TWO characteristics • secondary data • statistical • quantitative • media report • government data / official statistics • rates per women of different ages • abortion at different stages of pregnancy	2x1	**[2]**	Accept 'numerical' for quantitative
(b)	**One** mark for correct identification, ONE required Accept either informal / unstructured / semi-structured interviews / questionnaires with open questions	1x1	**[1]**	Do not accept: • interviews on its own
(c)	**One** mark for each of THREE factors identified **One** mark for each explanation, THREE required • **sampling** – to ensure a cross-section of society • **ethnicity / culture:** a range of ethnic groups required because their culture may influence attitudes towards moral issues such as abortion • **geographical area:** attitudes may vary across locations eg cities and rural areas the latter may have more conservative views towards abortion • **age:** young people may be more tolerant towards abortion than older generations • **social class:** attitudes may vary between the classes • **gender:** women may be more tolerant towards abortion than men • **religion** – religious bias towards abortion • **marital status** – own experience may affect your beliefs • **family size** – experiences affects opinions	3x1 3x1	**[6]**	The candidate must show an understanding of how a representative sample can be achieved

Question	Expected Answer	Mark	Total	Rationale
3 (d)	**Level 3 response: 7–9 marks** Candidates will **outline in detail** the main processes in the research process and explicit reference will be made to researching attitudes towards abortion. Material will be planned and logical, and sentences and paragraphs will be relevant and logical. There may be the occasional error in spelling, punctuation and grammar. **Level 2 response: 4–6 marks** Candidates will **outline at least two stages** and reference to attitudes towards abortion may be more implied than explicit. Sentences and paragraphs will be presented in a way that does not always address the question. There may be noticeable errors of punctuation, grammar and spelling, particularly at the lower end. *Sub-max of 6 for candidates who do not explicitly link their answer to abortion.* **Level 1 response: 0–3 marks** Candidates will **identify at least one stage** in the research process but no reference will be made to attitudes towards abortion. List-like answers to be placed in this level. Errors of punctuation, spelling and grammar will be noticeable and intrusive. • identify an appropriate sample • identify some aims / hypotheses • write appropriate open questions • pilot the questions and make any necessary changes • consider venue for interviews • deal with any ethical issues • complete the interviews – written or taped? • analyse the results • draw conclusions about attitudes towards abortion		[9]	

Question	Expected Answer	Mark	Total	Rationale
3 (e)	**Level 4 response: 10–12 marks** Candidates will **assess at least two strengths and weaknesses in depth and there will be explicit reference to the context of attitudes and abortion.** They 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 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. **Level 3 response: 7–9 marks** Candidates will **discuss at least two strengths and weaknesses and there will be less reference to the issue of attitudes and abortion.** Ability to present material in a planned and logical sequence, using appropriate and logical terminology accurately. Sentences and paragraphs, for the most part 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. **Level 2 response: 4–6 marks** **Candidates will describe at least one strength and weakness or two strengths or weaknesses.** Limited ability to organise relevant material using some appropriate terminology. Sentences and paragraphs not always relevant with the material presented in a way that does not always address the question. There may be noticeable errors of grammar, punctuation and spelling. **Level 1 response: 0–3 marks** Candidates will **identify at least one strength and/or weakness**. Sentences and paragraphs have limited coherence and structure often being of doubtful relevance to the main focus of the question. List-like answers placed in this level. Errors of grammar, punctuation and spelling will be noticeable and intrusive.		**[12]**	Depending on the method identified, the strengths and weaknesses are interchangeable

Question	Expected Answer	Mark	Total	Rationale
	Strengths: + high response rate + the risk of misunderstanding of the questions is minimised – high in validity + the interviewer can dictate the pace of the interview + additional responses / reactions may be observed by the interviewer + a good rapport should develop + allows people to speak for themselves and not be limited by closed questions + the interviewer can follow up leads + meanings behind peoples views can be explored rather than just discovering facts + good method for sensitive subjects such as abortion **Weaknesses:** − low response rate − untruthful responses (lying) − the success of the interview often rests on the skills of the interviewer − interview bias: giving non verbal cues, only follow up certain leads, if more than one interviewer they may introduce different biases, interviewer may have strong views on abortion − can be time consuming − small samples often used which make generalisations difficult − demand characteristics – people may give the answers they think the interviewer wants to hear − difficult to repeat or replicate – less reliable *Accept any other relevant response*			

Question	Expected Answer	Mark	Total	Rationale
(4) (a)	**One** mark for identification, TWO required **One** mark for explanation, TWO required • often the norm in their culture: **they continue to live in their extended family when they migrate** • strong family loyalty: **family honour still important to many Asian families** • attempt to maintain traditional values: **want to avoid children being drawn into 'corrupt' western values** • family businesses: **requires a close knit family** • attempt to maintain traditional practices relating to marriage: **still some attempt to influence choice of marriage partner** • financial implications: **recent immigrants, cost of housing, discrimination**	2x1 2x1	**[4]**	Accept other suitable responses which apply to Asian households.
(b)	**One** mark for identification, TWO required **One** mark for explanation, TWO required • financial pressure: **parents may struggle to cope financially for a longer period of time** • lack of independence: **parents may miss the opportunity to have their own freedom in the mid part of their life** • clash of values: **different attitudes may cause resentment and conflict** • children fail to take responsibility for themselves: **they come to expect their parents to support them much as they did when they were younger** • young people may miss skills needed for independent living in the future: **eg financial reality which may have long term consequences for parents** • overcrowding: **parents may have downsized after child/children have left home**	2x1 2x1	**[4]**	Accept: • stress • tension • responses linked to 4(a) • other suitable responses

Question	Expected Answer	Mark	Total	Rationale
4 (c)	**Level 4 response: 10–12 marks** Candidates will discuss in depth **at least two reasons**. They 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 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. **Level 3 response: 7–9 marks** Candidates will describe **at least two reasons** in some depth. Ability to present relevant material in a planned and logical sequence, using appropriate terminology accurately. Sentences and paragraphs, for the most part 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. **Level 2 response: 4–6 marks** Candidates will outline **at least one reason**. Limited ability to organise relevant material using some appropriate terminology. Sentences and paragraphs not always relevant with the material presented in a way that does not always address the question. There may be noticeable errors of grammar, punctuation and spelling. **Level 1 response: 0–3 marks** Candidates will identify **one relevant reason**. Sentences and paragraphs have limited coherence and structure often being of doubtful relevance to the main focus of the question. List-like answers to be placed in this level. Errors of grammar, punctuation and spelling will be noticeable and intrusive.		**[12]**	

Question	Expected Answer	Mark	Total	Rationale
	• people are living longer and therefore there tends to be more families with three or even four generations alive than in the past • grandparents are increasingly providing informal childcare for their grandchildren – cost of childcare • grandparents help their children financially – cost of housing prohibitive • continual need for emotional support from wider kin in a society that is increasingly fragmented • increase in divorce often requires wider family support • cost of care requires children to take responsibility for their parents often in their own home • teenage pregnancies may require wider family support • change of government • 'credit crunch' • reduction in benefits • struggle to find job after FE/HE • breakdown of relationships • increased immigration			

Question	Expected Answer	Mark	Total	
5	**Level 4 Response: 16–20 marks** Candidates will discuss the issue of extent in depth by reference to **at least two aspects of change both in the home and the workplace**. A conclusion will be drawn for full marks. Ability to present relevant material in a well planned and logical sequence with a clearly defined structure, using appropriate terminology confidently and accurately. Sentences and paragraphs 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. **Level 3 Response: 11–15 marks** Candidates will discuss the issue of extent but it may be more **implied** than explicit by reference to **at least two aspects of change both in the home and the workplace**. Ability to present material in a planned and logical sequence using appropriate and logical terminology accurately. Sentences and paragraphs for the most part 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. **Level 2 Response: 6–10 marks** Candidates will **describe at least one change in the home and/or the workplace**. Limited ability to organise relevant material using some appropriate terminology. Sentences and paragraphs not always relevant with the material presented in a way that does not always address the question. There may be noticeable errors of grammar, punctuation and spelling. *Sub-max of 10 for home or work done very well, with conclusion.* **Level 1 Response: 0–5 marks** Candidates will **identify one change in the home and/or the workplace**. Sentences and paragraphs have limited coherence often being of doubtful relevance to the main focus of the question. Errors of grammar, punctuation and spelling will be noticeable and intrusive.		**[20]**	

Question	Expected Answer	Mark	Total	
	Home:			
	• more men helping with housework (new man) but evidence suggests this is selective and still predominantly the role of women			
	• increased sharing of childcare but ultimately women are still seen as the main carers			
	• the growth of the man – feminists dispute how far this has developed			
	• the growth of the symmetrical family – men still likely to be main breadwinner			
	• triple shift for women – emotional work , domestic and paid employment			
	• financial control more shared but big decisions still often made by men			
	• patriarchy and domestic violence still a problem for many women in the family but some evidence of men as victims of domestic violence			
	• dual worker families necessitated by materialistic society			
	• control of fertility allows women more choices			
	• smaller families more acceptable			
	• expectation for women to be the carer(s)			
	• women's control over fertility			
	Work:			
	• increased legal protection at work – however not always applied and hard to prove			
	• increase in the number of women in employment but many are in part time or temporary work			
	• move towards equal pay but average earnings for women still significantly below that for men			
	• more women in professional employment but still large numbers in low paid service sector			
	• fewer women in senior positions in the workforce			
	• improved educational opportunities but few women still in politics, legal professions and business			
	• women more likely to be made redundant in times of economic			

Question	Expected Answer	Mark	Total	
	recession			
	• women still discriminated against in certain jobs eg armed services Accept any relevant issues relating to gender in the workplace and the home.			

SPECIFICATION GRID (AS)

Question	AO1	AO2	AO3	AO4
1(a)				
1(b)				
1(c)				
2(a)				
2(b)				
2(c)				
3(a)				
3(b)				
3(c)				
4(a)				
4(b)				
4(c)				
5(a)				
5(b)				
6(a)				
6(b)				
Total	**30**	**30**	**20**	**20**

SPECIFICATION GRID (A2)

Question	AO1	AO2	AO3	AO4
1(a)	3			
1(b)	3			
1(c)		3	3	3
2		3	4	8
3(a)	2			
3(b)	1			
3(c)	3	3		
3(d)		2	3	4
3e	2	4	3	3
4(a)	2	2		
4(b)	2	2		
4(c)			6	6
5	2	2	8	8
Total	**20**	**21**	**27**	**32**

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

14 – 19 Qualifications (General)
Telephone: 01223 553998
Facsimile: 01223 552627
Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

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