GCE

Health and Social Care

Advanced GCE

Unit **F924:** Social Trends

Mark Scheme for January 2013

Annotations

Annotation	Meaning
✚	Positive
▬	Negative
[BOD]	Benefit of doubt
[L1]	Level 1
[L2]	Level 2
[L3]	Level 3
[L4]	Level 4
[REP]	Repeat
[—]	Noted but no credit given
[TV]	Too vague
✔	Tick
✔✚	Development of point
[^]	Omission mark

Question			Answer	Marks	Guidance
1	(a)		• overall figures increase from 2006 to 2010 in each country • England increases each year • Scotland and Wales both dip slightly in 2008 • largest numbers and greatest increases in England • increase in England over 40% from 2006 to 2010 • smallest numbers in N Ireland compared to the rest of the UK	3	Accept other accurate trends or patterns from the table. Do not accept facts from the table.
	(b)		**Agencies include**: • education • health • childcare • housing • Police • children's services/social services • Education Welfare • CAF member • fostering agency/worker	3	Accept relevant agencies for a 3 year old or their family. Named professionals not needed but acceptable if they clearly represent one of the agencies, eg GP/nurse. Parents/carers/NSPCC/Childline/local authorities are not acceptable. 'Child protection officer' must be related to an agency.
	(c)		• **Childline** – 24 hour free telephone for children to call anonymously to get advice or just to talk • **Helpline** – 24 hour free telephone for adults to get advice or report problems • **projects i**n the community to support children with different focus depending on needs • **research** – to plan for future work • **consultancy** – work with agencies • **counselling** and expert help for children who have suffered abuse to help them move on • **campaigns** – to raise awareness and funds • **advocacy** – to give the children a voice • **lobby parliament** – change laws • **website** – to provide advice and/or links	4	**One** mark for correct identification, **one** for description, TWO required Accept other well-argued activities aimed at supporting children or families. Do not accept • support

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					Content	**Levels of response**
1	**(d)**		• access to the property, key codes, signing in visitors, gates, etc so children are kept in and unwelcome visitors kept out • awareness of the condition of child, anxiety, neglect, etc, to support children and families • protection of children from harm due to services, electricity, gas, water equipment regularly checked by qualified person • basic first aid and safety awareness to treat and protect • food hygiene awareness to prevent food poisoning • monitoring of all aspects of practitioners dealing with children/staff ratio • vigilance and anti-bullying work • enhanced CRB checks for all staff and regular visitors to comply with legislation and protect children in the setting • road safety work to teach safety early • stranger danger work • equipment safety and checking • knowledge of parents/carers/others who may deliver/collect children - safe contacts • non-discriminatory practices, encouraging equality/diversity/ tolerance as role models • positive role play situations • an atmosphere of trust and telling to promote honest relationships • trained and experienced Child Protection designated staff • awareness of children known to Children's Services so appropriate action is taken • awareness of children's illness/allergies, etc	12	Credit can be given to any pre-school activity/measure that can be linked to the key area of ensuring the children are kept safe. **Levels checklist** **Level 3** Detailed analysis. At least two specific examples. Clear understanding of safety of children. High QWC. **Level 2** Sound analysis. At least two relevant examples (sub-max 6 for one done well). Some understanding of safety of children. Mid-QWC. **Level 1** Limited points and understanding. Minimal attempt to link to setting. Low QWC.	**Level 3 (9–12 marks)** Candidates will analyse in detail **at least two** ways the setting can meet the key aim of safety within the setting by reference to specific examples. The issue of pwus will be clear. 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, if any, errors of grammar, punctuation and spelling. **Level 2 (5–8 marks)** Candidates will analyse **at least two** ways the setting can meet the aim. 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. *Sub-max of 6 if one way done well.* **Level 1 (0–4 marks)** 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 may be noticeable and intrusive.

Question			Answer	Marks	Guidance
1	**(e)**	**(i)**	**One** mark for each advantage and **one** for each explanation, TWO required • **see the reality** of what is happening – not what you are told happens • **less likely to be biased** – not drawn into the group/detached • **population are in their normal environment**– behaviour more likely to be normal • **researcher can discover things not anticipated** – less preconceived ideas • unadulterated data • **valid data** – nearer to the truth of the situation. • **less demand** characteristics • **less likely** to 'go native'	4	Accept other well-argued answers clearly related to non-participant observation.
		(ii)	**One** mark for each disadvantage and **one** for each explanation, TWO required • **Hawthorne effect** – researcher affects behaviour of the group • **missing some activities** – researcher may not see the whole situation/superficial • **snapshot only** – incomplete picture of the reality of the situation • **time consuming/stressful** – small numbers of observations done • **ethical issues** – consent often not gained and participants unable to withdraw • **danger** – researcher may be at risk. • **difficult to repeat**	4	Accept other well-argued answers clearly related to non-participant observation.

Question			Answer	Marks	Guidance
2	**(a)**		**One** mark for each trend, THREE required • overall increase in men and women aged 20–24 and 25–29 living with their parents 1991 compared to 2005 • 30–34 age group pattern has changed much less • largest increase for both was between 1991 and 2001 • 30–34 ages show slight decline • 25–29 group increased more for men than for women • more men in every age group than women • as age increases numbers living at home decrease	3	Accept other trends evident from the table.
	(b)		**One** mark for identification, TWO required **One** mark for explanation, TWO required • **parents encourage men to remain at home** – feel they are unable to cope alone/less incentive to move out • **young men are socialised to be looked after** – women in their life do a lot for them at home • **socially acceptable** – society does not frown on this/less expectation from society or peers for men to move out • **it is easier to stay at home –** all chores completed for them particularly 'female' stereotyped jobs • **less is expected of men at home** – girls living at home tend to contribute more so may as well live alone • **young men may feel insecure about their capability** living alone – little encouragement from mum to move • **young men have often more freedom** living at home than young women do • **less likely to meet the criteria** for social housing	4	Accept other well-argued reasons and explanations from contemporary society. Do not accept • relationship breakdown • moving back with parents

Question			Answer	Marks	Guidance	
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2	**(c)**		**Advantages** • extra income-raise standards of living (examples accepted) • security – if lone parent/parents frail/disabled • skills of young person – especially do it yourself or a recognised trade • feeling valued – parent feels they are useful, contributing to child's future • company/bonding– can be in either direction or both ways • common interests – eg football, dogs etc • family business – may be easier especially if business is on site eg farming • young outlook in the home – welcomed by parents • less work for the young man to do – suits him to have washing, cooking done. **Disadvantages** • arguments – financial/workload/timings/tidiness etc • one parent agreeing, one not – ensuing disagreements • fear – some young men could take control • other siblings jealous – time money, stress on parents etc • parents ageing – but not accepting failure to look after son • parents spending their money – lack of young men's contribution to the budget • unable to downsize – to use equity for retirement • routines – not suited to both age groups • parents expectations – difficult to adapt to grown-up children's behaviour • other sibling jealousy, space, inheritance	8	Answers **must refer specifically to *young men living with parents.*** Answers can be advantages /disadvantages to parent(s) or young men. Accept accurate examples and explanations, well-argued from contemporary society. **Levels checklist** **Level 3** Detailed and accurate discussion, balanced answer. 2+2 Clear understanding of young men living at home. High QWC. **Level 2** Sound discussion. 2+2, 2+1, 1+2 *(Sub-max 5 for one done well).* Some understanding young men living at home. Mid QWC. **Level 1** Limited points and understanding. Minimal attempt to link to young men living at home. Low QWC.	**Level 3 (7–8 marks)** Candidates will discuss in detail **at least two advantages and at least two disadvantages**, organising material in a logical way, using appropriate terminology accurately, Sentences and paragraphs are balanced with few, if any, errors of grammar, punctuation and spelling. **Level 2 (4–6 marks)** Candidates will attempt to discuss **at least 2 of each** with more limited ability to present relevant material and using only some appropriate terminology. Sentences and paragraphs not always relevant, there may be some errors of grammar, punctuation and spelling. Sub-max of 4 for only advantages or disadvantages. **Level 1 (0–3 marks)** Candidates will attempt to describe **at least one** issue, sentences and paragraphs have limited coherence and structure with little relevance to the question. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

Question			Answer	Marks	Guidance
3	**(a)**		People aged 100 years [or more].	1	
	(b)		**One** mark for each trend, THREE required • increase overall in people reaching 100: 1981–2009 • slight increase in males reaching 100: 1981–2009 • sharp increase in females reaching 100:1981–2009 • total for males level until about 2002 then increased • females far exceed males reaching 100 • increase in females mirrors total until about 2002	3	Accept other accurate trends from the data.
	(c)		**One** mark for reason, **one** mark for explanation, TWO required • **natural disaster/war – depletes** population at all ages • **epidemic or illness** – depletes population • **lifestyle choices negative** – smoking, obesity, drugs can deplete population • **lifestyle choices positive** – healthy ones can increase population at all ages • **new technology/medical advances** can cure illness/prolong life so increase population • **social choices** – contraception/larger family can alter population numbers • **migration** – unpredictable	4	Accept other accurate reasons and explanations, why population figures may alter projections for future population figures.

Question			Answer	Marks	Guidance	
					Content	**Levels of response**
3	**(d)**		• extra responsibility of elderly relatives in the family – financial, emotional, practical etc • accommodation issues either in a care home or with family • family holidays and who will visit/care etc • ethnic minority families added burden of responsibility • financial issues of care, transport etc • illness especially dementia and the associated problems • geographical mobility problems either to be near or accept employment away from family members • smaller families limiting the spread of the burden • feelings of responsibility amongst family members may be unequal • feelings of loyalty to family members • positive impacts also – extended family numbers, experience, financial support etc • adults in a caring 'sandwich' for younger and older relatives • benefits of wisdom of older family members	7	Impacts can be positive or negative. Candidates may offer other impacts, accept any reasonable well-argued answers. Do not accept childcare **Levels checklist** **Level 3** Detailed and accurate discussion, balanced answer. At least 2 impacts on family. Clear understanding. High QWC. **Level 2** Sound discussion at least 2 impacts (Sub-max 4 for one done well). Some understanding. Mid-QWC. **Level 1** Limited points and understanding. Minimal attempt to link to impact on family. Low QWC.	**Level 3 (6–7 marks)** Candidates will discuss in detail **at least two** impacts on the family of relatives reaching 100. They organise material in a logical order, using appropriate terminology accurately. Sentences and paragraphs are balanced and presented in a coherent manner. There will be few, if any, errors of grammar, punctuation and spelling. **Level 2 (3–5 marks)** Candidates will attempt to discuss **at least two** impacting factors on the family, 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 some errors of grammar, punctuation and spelling. *Sub-max of 4 for one done very well.* **Level 1 (0–2 marks)** Candidates attempt to discuss **at least one** impact on the family. Sentences and paragraphs have limited coherence and structure with doubtful relevance to the question. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

Question			Answer	Marks	Guidance
4	**(a)**	**(i)**	A family with two adults and their offspring/cereal packet family.	2	Sub-max 1 mark for couple living together ie no mention of children.
		(ii)	One parent, either male or female, who has responsibility for the upbringing of the children/parent living alone with children.	2	Sub-max 1 mark for no mention of 'responsibility/dependent'.

Question			Answer	Marks	Guidance	
					Content	**Levels of response**
4	**(b)**		• societal acceptance of modern family types • increase in family breakdown • increase in divorce/legal aid/legislation • increase in teenage pregnancies • secularisation – less religious influence on behaviours • welfare benefits system – single parent benefit etc • less extended family support • materialistic society • disillusionment with marriage/cost • divorce of parents discourages marriage • geographical mobility • government policy – civil partnerships etc • role of women/education/careers • higher expectations of women • cost of living/higher living standards/ two incomes • smaller families/contraception • remarriage • less stigma when traditional norms not met • media and celebrity role models • extended families increased longevity • cultural differences larger families	16	Accept any well-argued factors that have contributed to society generally accepting the variety of family types. Do not credit family types for the pre-release without explanation. **Levels checklist** **Level 3** Detailed and accurate analysis. At least 2 factors. Clear understanding. High QWC. **Level 2** Sound analysis of at least 2 factors (Sub-max of 8 for one done well). Some understanding. Mid-QWC. **Level 1** Limited points and understanding. Minimal attempt to link to focus. Low QWC.	**Level 3 (11–16 marks)** Candidates will analyse in detail **at least two factors** contributing to the variety of family types. 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, punctuality and spelling. **Level 2 (6–10 marks)** Candidates will attempt to analyse **at least two factors** related to variety of family types accepted in society. 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 some errors of grammar, punctuation and spelling. *Sub-max of 8 for one done very well.* **Level 1 (0–5 marks)** Candidates will identify **at least one relevant factor**. 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 may be noticeable and intrusive.

Question			Answer	Marks	Guidance	
					Content	**Levels of response**
5	**(a)**		Method chosen should be • observation • informal • unstructured or in-depth interviews questionnaires with OPEN questions The outline may refer to and give details of the following features of a research process linked to the homeless. • aim or hypothesis, investigating homelessness • sample type size, access, etc • limited sample size and difficulty of access and acceptance of the researcher • population, acceptance, danger etc • question focus or observation schedule on homelessness • pilot • ethical issues for consideration • recording data • analysis of results • conclusions	8	**Levels checklist** **Level 3** Detailed and accurate outline. Majority of features covered. Clear understanding and explicit links. High QWC. **Level 2** Sound outline of relevant features (Sub-max of 4 if important features missing). Some understanding and clear links. Mid-QWC. **Level 1** Limited points and understanding. Minimal attempt to link to chosen method or homelessness. Low QWC.	**Level 3 (7–8 marks)** Candidates will give a detailed outline of one appropriate primary, qualitative research method. The answer will be written in essay format and reasons given will be related to homelessness, with majority of features covered in detail. Material will be presented in a planned and logical manner, using appropriate terminology accurately. Sentences and paragraphs will be relevant and presented in a balanced, logical and coherent manner with few, if any, errors of grammar, punctuation and spelling. **Level 2 (4–6 marks)** Candidates will give an accurate outline of a primary qualitative research method, written in essay format and will make some effort to refer to the issue of homelessness. 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 some errors of grammar, punctuation and spelling. *Sub-max of 4 if significant features are missing.* **Level 1 (0–3 marks)** Candidates will identify an appropriate primary qualitative method. The answer may be list like with little effort to link it to homelessness. Sentences and paragraphs have limited coherence and structure often being of doubtful relevance to the focus of the question. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

Question			Answer	Marks	Guidance	
					Content	**Levels of response**
5	**(b)**		**Strengths** • seeing/talking to people in their natural setting increases validity • depth of research into activities taking place • discover things that may not have been anticipated • seeing issues from the position of the homeless • a value free approach, no pre conceived ideas/discrimination of homeless • prompting and probing increases depth and validity of data – unstructured interviews, allowing richer data • explaining questions increases quality of answers – unstructured interviews especially with possible literacy problems • answers in their own words – open questions and interviews, not choosing from pre ordered answers **Weaknesses** • small sample size – inaccessibility of homeless • difficult to generalise as circumstances differ in areas etc • time consuming nature of suitable methods • ethical issues, gaining consent – covert nature of observation and potential mistrust of population • Hawthorne effect – observation • deceit – not wanting researchers to know the truth – interviews and questionnaires	12	**Levels checklist** **Level 3** Detailed and accurate, balanced answer. 2+2 Clear understanding and explicit links. High QWC. **Level 2** Sound evaluation of at least 2 of each (Sub-max of 6 for one side done well). Some understanding and clear links. Mid-QWC. **Level 1** Limited points and understanding. Minimal attempt to link to chosen method or homelessness. Low QWC.	**Level 3 (9–12 marks)** Candidates will clearly evaluate **at least two strengths and two weaknesses** for their chosen method. Explicit reference made to issues of researching homelessness, associated ethical issues, reliability and validity. Material will be 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, punctuality and spelling. **Level 2 (5–8 marks)** Candidates will attempt to evaluate **at least two strengths and two weaknesses** for their chosen method. Limited reference may be made to the difficulty of researching homelessness. Ability to present relevant material using some appropriate terminology accurately. 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 some errors of grammar, punctuation and spelling. *Sub-max of 6 for only strengths or weaknesses done very well.* **Level 1 (0–4 marks)** Candidates will identify one or two points relating to primary research and the answer is likely to be in a list. Sentences and paragraphs have limited coherence and structure often being of doubtful relevance to the focus of the question.

Question			Answer	Marks	Guidance	
					Content	**Levels of response**
			• safety – risk to the researcher when working with homeless • reliability – difficult to replicate Accept strengths and weaknesses related to the method they have chosen in 5a.			Errors of grammar, punctuation and spelling may be noticeable and intrusive.