

Health and Social Care

Advanced GCE

Unit **F924**: Social Trends

Mark Scheme for June 2013

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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.

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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	Marks	Guidance
1	(a)	A male partner, (not necessarily married or with children), who chooses to stay at home, without work or a career to manage the household.	2	Sub-max 1 mark for simple reference to man at home.
	(b)	<p>One mark for each reasons and one mark for each explanation. THREE required</p> <ul style="list-style-type: none"> • traditional view – perpetuated by males and extended family expectation • media advertising etc – portrayal of women doing a better job/using tools and products • religious views in our multi-ethnic society –patriarchal and historical attitudes • women’s own attitudes – they do it better/more efficiently • socialisation at primary and secondary sites in society – parents, books, toys, peers. • crisis of masculinity in contemporary society – men may feel they have lost their role • pride – either by women in their homemaking skills or men too proud/stigmatised • stereotyping – of particular chores eg caring for sick children or similar – male breadwinner/female carer/by society • triple shift system – women do chores as well as paid employment • mums stay at home/part time workers – after childbirth unable to get work and no career progress 	<p>3x2</p> <p>6</p>	<p>Accept other relevant reasons and explanations.</p> <p>Do not accept women cannot get work or because men work.</p>

Question			Answer	Marks	Guidance
1	(c)	(i)	<p>One mark for identification of a sample and up to 3 for description.</p> <p>Accept any accurate sample: random, quota, stratified, opportunity, snowball, self-selecting</p> <ul style="list-style-type: none"> • sample of women/couples • women who are part of a couple/joint relationship or living with another person • size of sample • geographical distribution • access to the population • population to be asked about distribution of chores • gaining consent 	4	Accept other relevant factors about the chosen sample - not a description of.
		(ii)	<p>One mark for each reason, THREE required One mark for each explanation, THREE required</p> <ul style="list-style-type: none"> • no flexibility of questions – more able to repeat research with another cohort/no deviation from topic/no expansion of initial response/all answer the same question • quantitative data from generally closed questions more likely/comparable with other studies easier/analysis and understanding easier • less interviewer effect unlikely to influence the participant • higher response rates/less time consuming/less invasive • generalisation is easier/less diverse answers • recording is more straightforward and questions are often given prior to the interview/less worrying to participants so more honesty 	3x2 6	Accept other relevant factors that ensure reliability .

Question		Answer	Marks	Content	Guidance
					Levels of response
1	(d)	<p>Practical</p> <ul style="list-style-type: none"> • small sample – unable to access relevant cohort • time consuming • need good interview technique • lack of representative sample • potential interviewer bias • financial costs • organising convenient venue and times • recording/transcribing • Hawthorne effect • inability to elaborate • inability to explain answers <p>Ethical</p> <ul style="list-style-type: none"> • invasion of privacy • confidentiality • anonymity • right to withdraw • sensitive questions/embarrassment about doing too much • informed consent • socially desirable answers • interviewees access to results 	12	<p>Levels checklist</p> <p>Level 3 Detailed and accurate discussion. At least 2 ethical and 2 practical issues, balanced response. Clear understanding linked to focus of question. High QWC</p> <p>Level 2 Sound discussion. At least 1 practical and 1 ethical issue. Relevant to focus of question. <i>Sub-max of 6 for one aspect done very well.</i> Mid-QWC</p> <p>Level 1 Limited attempt to discuss, issues likely to be list-like. Minimal attempt to link to focus of question. Limited understanding, unbalanced response. Low QWC</p>	<p>Level 3 (9–12 marks) Candidates will discuss at least two practical and two ethical issues. Explicit reference will be made to unfair distribution of household chores and its impact on women. 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>Level 2 (5–8 marks) Candidates will discuss at least one practical problem and one ethical issue. Some reference will be made to distribution of household chores. Ability to present relevant material in a planned and logical sequence, using 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 occasional errors of grammar, punctuation and spelling. <i>Sub-max of 6 for ethical or practical only or no reference to context.</i></p> <p>Level 1 (1–4 marks) Candidates will identify one relevant problem/issue. The answer may not be put into context and may be in a list. 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.</p> <p>0 – response not worthy of credit.</p>

Question		Answer	Marks	Guidance
2	(a)	<p>One mark for reason and one for explanation, TWO required</p> <ul style="list-style-type: none"> • justice system/courts are more likely to place children with mother • society/expects mothers to have more responsibility for children than ex-partner, societal norms • men likely to be less willing or able to offer full time care after relationship breakdown so do not have residency when entering new relationship • women's employment tends to be more flexible/more part time work to fit around childcare • reluctance of men to take on/be allowed to take on partners children • children's choice – children choose mum 	<p>2x2</p> <p>4</p>	Accept other viable answers.

Question		Answer	Marks	Content	Guidance
2	(b)	<p>Advantages</p> <ul style="list-style-type: none"> • more stable environment for development • two role models compared to single parent • material advantages, 2 incomes and twice as many Christmas/holiday/birthday etc • potential improved home/room/standard of living • increased numbers of extended family for advice/support/presents • moving away from relationship based on unhappiness • living with a more contented parent • new/positive relationships with step-relatives • greater opportunity for cultural diversity and experiences • escape from possible abusive relationship(physical/psychological) <p>Disadvantages</p> <ul style="list-style-type: none"> • pulled in different directions by ‘warring’ parents • tense relationships with step parent/siblings • complications if new family born • complications between new family and absent parents family • move to new location/school/work/leisure • change of boundaries/disciplinarian etc • cramped accommodation/sharing rooms • possible lowering of standard of living. • develop behavioural problems – withdrawal, anti-social behaviour 	10	<p>Accept other well-argued advantages and disadvantages.</p> <p>The opposite of each advantage etc may be argued as a disadvantage and visa-versa.</p> <p>Levels checklist Level 3 Detailed, accurate discussion 2+2, balanced response. Clear understanding linked to focus of question. High QWC</p> <p>Level 2 Sound discussion. 2+1, 1+2 Clearly relevant to focus of question. <i>Sub-max of 5 for one aspect done very well.</i> Mid-QWC</p> <p>Level 1 Limited attempt to discuss, issues likely to be list-like. Minimal attempt to link to focus of question. Limited understanding, unbalanced response. Low QWC</p>	<p>Level 3 (8–10 marks) Candidates will discuss at least two advantages and two disadvantages in depth. They may suggest that the situation is likely to be linked to the age of the children and their relationship with the parent they are leaving. They will be able to present material in a planned and logical sequence using appropriate terminology. Sentences and paragraphs will be presented in a balanced and logical manner addressing the question. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 (5–7 marks) Candidates will outline at least one advantage and one disadvantage but there is likely to be an imbalance. 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 occasional errors of grammar punctuation and spelling. <i>Sub-max of 5 if only advantages or disadvantages done well.</i></p> <p>Level 1 (1–4 marks) Candidates are likely to only describe step families without directly referring to the question or they may identify one or two points but not will have limited coherence and structure, often of doubtful relevance to the question. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p> <p>0 – response not worthy of credit.</p>

Question		Answer	Marks	Guidance
2	(c)	<p>One mark for each identified trend, FOUR required</p> <ul style="list-style-type: none"> • all children, boys and girls, aged 17 in a married couple non stepfamily were most likely to be in full time education • females were more likely than males in all groups • males less likely than females in all groups • boys in lone parent-female and lone parent-male were as likely to be in education, as cohabiting stepfamily • girls second most likely to be in education living in married couple step families • boys second most likely to be in education are in married couple step families • boys and girls least likely to be in education living in cohabiting couple non-step parent family 	<p>4x1</p> <p>4</p>	Any other accurate trend identified relating to the data.
	(d)	<p>One mark, TWO required for</p> <p>distinguishing that half siblings share a parent in common [1] and step-siblings know or live with children of their natural parent's partner [1]</p>	<p>2x1</p> <p>2</p>	

Question		Answer	Marks	Guidance
3	(a)	<p>One mark for each identification, TWO required</p> <ul style="list-style-type: none"> • economic benefits eg skills • cultural benefits food/music/language • tolerance of others • break down prejudice and discrimination • increased revenue – taxation 	<p>2x1</p> <p>2</p>	Accept other answers linked to benefits and knowledge of other cultures.
	(b)	<p>One mark for each identification, TWO required</p> <ul style="list-style-type: none"> • unemployment if immigrants take jobs especially minimum wage • overcrowding/homes/schools/health • racial tension • pressure on services • language and culture differences • scapegoating of minority groups 	<p>2x1</p> <p>2</p>	Accept other answers linked to problems associated with ethnicity.
	(c)	<p>One mark for each, TWO required</p> <ul style="list-style-type: none"> • British Citizenship granted for residence in the UK rose until 2007 • residency as a reason dropped in 2008 compared to 2005/6/7 • residency as a reason rose almost 4 times from 1998 to 2007 • children as a reason rose to 2006 then dipped • children as a reason more than trebled 1998 to 2006 • children as a reason dropped in 2008 to lower than 2003 • marriage as a reason rose overall between 1998 to 2008 • marriage as a reason more than doubled 1998 to 2007 • marriage as a reason dropped in 2005, 2006 and 2008 	<p>2x1</p> <p>2</p>	Accept other identifiable trends from the data.

Question		Answer	Marks	Guidance	
Question		Answer	Marks	Guidance	
				Content	
				Levels of response	
3	(d)	<ul style="list-style-type: none"> information in different languages/ translation services interpreters consideration given to cultural differences/strict gender roles etc consideration given to culturally sensitive services/family planning/sexual health consideration given to cultural and dietary requirements consideration given to religious beliefs and practice diversion of resources to meet needs advocacy services offered appropriately training of staff appropriately recruitment of ethnically diverse staff provide English language classes in schools for newly arrived children/children who have ESOL needs 	9	<p>Accept other answers that reflect changes needed in health and social care services in contemporary society.</p> <p>Levels checklist</p> <p>Level 3 Detailed and accurate description. At least 2 ways services need to change described, response. Clear understanding linked to focus of question. High QWC</p> <p>Level 2 Sound description. At least 2 ways services need to change. Clearly relevant to focus of question. <i>Sub-max of 4 for one aspect done very well.</i> Mid-QWC</p> <p>Level 1 Limited attempt to describe, any issues likely to be list-like. Minimal attempt to link to focus of question. Limited understanding, unbalanced response. Low QWC</p>	<p>Level 3 (7–9 marks) Candidates will give a detailed description of at least 2 ways the health and social care services will need to adapt. Examples will be provided to illustrate the points referred to. They organise material in a logical order, using appropriate terminology accurately. Sentences and paragraphs are presented in a coherent manner. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 (4–6 marks) Candidates will describe at least 2 ways these services will need to adapt 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 occasional errors of grammar, punctuation and spelling. <i>Sub-max of 4 for 1 way done very well.</i></p> <p>Level 1 (1–3 marks) Candidates attempt to describe at least one way these services will need to adapt. 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.</p> <p>0 – response not worthy of credit.</p>

Question		Answer	Marks	Guidance
4	(a)	<p>One mark for each pattern, TWO required</p> <ul style="list-style-type: none">• 39.7% lone parent homes had no one in work• 5.4% of households with couples had no one in work• 8.9% of all other households have no one working• in 53% of homes every one worked• one fifth of all households had no one in work• 19.2% of all households had no one in work (3.9 million)• there was a record high of 'workless households'	2x1 2	

Question		Answer	Marks	Content	Guidance
4	(b)	<ul style="list-style-type: none"> • material deprivation eg clothing/equipment/toys/lacking quality etc • cultural deprivation eg unable to join clubs/activities/groups/dance/football/etc • poor housing eg damp/heating/neighbourhood overcrowding/infestation/safety issues/local influences etc • hunger/food eg unhealthy choices/ poor quality/inappropriate to age of child/lacking nutritional content/ insufficient/wrongly stored - health hazard • stimulation eg no learning aids/books/visits/experiences/communication with others etc/ no transport to nursery • no work ethic if parents unemployed/welfare dependent culture/inter-generational habits affecting future aspirations • illness due to unhealthy choices forced on the family by limited income • illness due to poor housing – asthma, eczema etc • depression/stress experienced by parents/ inconsistent parenting/domestic violence • poor educational experience/schools in the locality/transport impossible to better schools/from extra-curricular activities • poor educational attainment statistical evidence • access to post 16 education EMA/student loans • emotional disadvantage eg bullying from peers due to family situation • lack of self-worth/self-esteem 	12	<p>Accept other answers that link disadvantage or adverse effect for the child eg on development to limited income/poverty/economic disadvantage.</p> <p>Levels checklist</p> <p>Level 3 Detailed and accurate analysis. At least 2 negative effects needed. Clear understanding linked to focus of question High QWC</p> <p>Level 2 Sound description. At least 2 ways children are negatively affected. Clearly relevant to focus of question. <i>Sub-max of 6 for one aspect done very well.</i> Mid-QWC</p> <p>Level 1 Limited attempt to describe, any issues likely to be list-like. Minimal attempt to link to focus of question. Limited understanding. Low QWC</p>	<p>Level 3 (9–12 marks) Candidates will analyse in detail at least two ways the children could be negatively affected by a family living in poverty. 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>Level 2 (5–8 marks) Candidates will analyse at least two ways the child could be adversely affected, showing ability to present relevant material in a planned and logical sequence, using 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 occasional errors of grammar, punctuation and spelling. <i>Sub-max of 6 if only one adverse effect done very well.</i></p> <p>Level 1 (1–4 marks) Candidates will identify one relevant problem. The answer may not be put into context and may be list like. 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.</p> <p>0 – response not worthy of credit.</p>

Question		Answer	Marks	Guidance
4	(c)	<p>One mark for each explanation, THREE required</p> <ul style="list-style-type: none"> • ability to establish a rapport with the respondent – better quality data received may cause less embarrassment • ability to prompt and probe to ensure fuller responses and get to reality of situation • explanation of questions is possible – so there is no ambiguity or misunderstanding of phrases etc • ability to expand the answers – to gain more in depth responses, perceptions and opinions with time and freedom to open up on issues • qualitative data is collected – shows deeper meaning to the research • ability to agree convenient venues and times –allows respondent choice which may lead to better quality data in sensitive circumstances • researchers are sure they are getting information from the right person – higher level of validity • higher response rate – the process is personal • able to better ensure respect, trust, confidentiality and anonymity – personally guaranteed • participants have freedom to give the answer in their own words – less socially desirable answers provided so gain unexpected responses • large amounts of data can be collected from each respondent 	<p>3x2</p> <p>6</p>	Accept accurate answers argued with reference to the context and validity.

Question		Answer	Marks	Guidance
5	(a)	<p>One mark for each, THREE required</p> <ul style="list-style-type: none"> • decline in average household size 1961–2001 then levelled in 2010 • increase in one person households 1961 until 2001 then levelled • two people households increased 1961–1971 then levelled to 1981 then rose again • decrease in three people households 1961–1991 then levelled • decrease in four people households 1961–2001 then levelled • decrease in five people households 1961–1991 then levelled then dropped again • decrease in six people households 1961–1991 then levelled 	<p>3x1</p> <p>3</p>	<p>Accept other accurate trends linked to size of households and dates but do not accept reference to 'all household numbers'.</p> <p>Dates and/or percentages are required.</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
5	(b)	<p>Candidates may use examples, eg:</p> <ul style="list-style-type: none"> • Relate • Age UK • Samaritans • Mencap • Shelter • Meals on Wheels • Cruise Bereavement • Scope • Food banks <p>Reward local or National examples which may be described well, but not actually correctly named eg Dial-A-Ride services</p> <p>Candidates will show an understanding of the work of the organisation(s) mentioned as they apply to people living alone or independently and how their resources are directed towards the potential problems of these groups.</p> <ul style="list-style-type: none"> • isolation • loneliness • stress/depression/anxiety • emotional difficulties • inability to access facilities <p>There will be reference in the higher mark bands to the pressure these groups can put on authorities to raise the profile of this group of people.</p>	12	<p>Accept relevant well-argued regional variations and other services introduced since paper setting. Answers must reflect people living alone.</p> <p>Levels checklist Level 3 Detailed and accurate analysis. At least 2 ways support is directed are needed + understanding of benefits to PWUS. Clear understanding linked to Q. High QWC</p> <p>Level 2 Sound description. At least 2 ways support is directed and clearly relevant to focus of question. <i>Sub-max of 6 for one aspect done very well.</i> Mid-QWC</p> <p>Level 1 Limited attempt to describe, any issues likely to be list-like. Minimal attempt to link to focus of question. Limited understanding. Low QWC</p>	<p>Level 3 (9–12 marks) Candidates will analyse at least two ways that support is directed to the increasing numbers of people living alone. A conclusion will be drawn for full marks 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>Level 2 (5–8 marks) Candidates will have at least two ways support services are available with some analysis evident. Ability to present relevant material in a planned and logical sequence, using 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 occasional errors of grammar, punctuation and spelling. <i>Sub-max of 6 marks for one service done very well.</i></p> <p>Level 1 (1–4 marks) Candidates will describe one service but it is unlikely to be linked to the question and may be in a list like format. 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. 0 – response not worthy of credit.</p>

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