

GCE

Health and Social Care

Unit **F924**: Social Trends

Advanced GCE

Mark Scheme for June 2014

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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
	Good response/positive
	Negative
	Benefit of doubt
	Cross
	Level 1
	Level 2
	Level 3
	Repeat
	Noted but no credit given
	Tick
	Too vague
	Development of point

Question		Answer	Mark	Guidance
1	(a)	<p>One mark for each reason, one for each explanation. Three needed</p> <ul style="list-style-type: none"> • advancements in healthcare- diagnosis and treatment regimes, immunisation programmes transplants/replacements, etc. • health screening and prevention- cervical smears, mammograms, tests for bowel cancer etc. • improved diet- more variety of food available, 5/7 a day, low fat foods, high fibre, salt and sugar alternatives etc., • improved living conditions- fewer homes overcrowded/housing benefit, damp, infested etc. • awareness of life threatening choices- cholesterol, obesity, alcohol, smoking, drugs etc. • increased health awareness- advertising and health promotions • healthier lifestyles- more exercise, 5 a day fruit and veg etc. • fewer smokers- government policies to reduce sales and ban advertising etc. • health and safety awareness-health and safety legislation in the workplace, fire hazards, smoke alarms etc. • fewer dangerous occupations- fewer miners etc. • people are more health aware- knowledge and access to knowledge of risky behaviours 	<p>3x1 3x1</p>	<p>Accept any other well-argued appropriate reason Do not accept 'better healthcare' only or 'free' healthcare</p>

Question		Answer	Mark	Guidance
1	(b)	<p>One mark for each pattern. Two needed</p> <ul style="list-style-type: none"> • more men than women over 55 are in work at all ages • more men/ fewer women work at age 55-59 • more men/ fewer women work at ages 60=64 • more men/fewer women work at ages 65-69 • more men/fewer women work at age70+ • slightly fewer men than women work at ages55-59 and 65- 69 and 70+ • higher proportion of men than women work at age 60-64 	2x1	<p>Do not accept more men and fewer women at various age groups.</p> <p>Accept figures if accurate and other patterns from data</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
1	(c)	<p>Possible explanations</p> <ul style="list-style-type: none"> not fit enough to work or to work full time so appropriate employment unavailable no-one willing to employ, when young people can be employed for minimum wage and are sometimes more flexible do not want to/unable to work at a manual job and no other work available to someone with limited skills at this age feeling or actually not welcome in the work force- grey discrimination can result in bullying women in this age group have not worked and find it difficult with no experience or references to offer no/or very limited jobs available for this age group may be caring for partner/disabled child or a parent so inflexible and not able to fit work available lacking technological skills over qualified for some jobs 	6	<p>Credit can be given to Levels Checklist.</p> <p>Level 2 Sound explanation At least 2 relevant barriers (submax 4 for one done well)</p> <p>Level 1 Limited points and understanding Minimal attempt to link to context</p> <p>Accept other well-argued barriers</p> <p>Do not accept generic barriers that could apply to any age group</p>	<p>Level 2 response 4-6 marks Candidates will discuss in detail at least two barriers relating to employment of older adults. 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 4 if one done well</p> <p>Level 1 response 1-3 marks Candidates are likely to make one or two relevant points but may not address the context of the question. Common sense answers using bullet points may be at this level. Sentences and paragraphs will be of doubtful relevance and errors of grammar, punctuation and spelling will be noticeable.</p> <p>0 marks- no response worthy of credit</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
1	(d)	<p>All issues must link to older adults being interviewed NOT generic issues of ethics of interviewing</p> <ul style="list-style-type: none"> • confidentiality • anonymity • respect • informed consent • right to withdraw • older person not understanding the purpose • freedom to stop at any time • freedom from harm physical and psychological • questions too personal especially for older people with different values • questions making older adult feel embarrassed/ ashamed/ insecure/ frightened/ worried etc. because of reference to things they do not want to discuss • resurrecting a difficult issue they have previously dealt with • questions making older person feel undervalued • debriefing • value free approach • no coercion where they feel pressured to respond • use of an advocate if necessary <p>Accept examples of the above.</p>	6	<p>Levels Checklist.</p> <p>Level 2</p> <ul style="list-style-type: none"> • Sound discussion • At least 2 relevant issues (submax 4 for one done well) • QWC high <p>Level 1</p> <ul style="list-style-type: none"> • Limited points and understanding • Minimal attempt to link to context • QWC low 	<p>Level 2 4-6 marks</p> <p>Candidates will discuss in detail at least two ethical issues relating to interviews with older adults. 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 4 if one done well</p> <p>Level 1 1-3 marks</p> <p>Candidates are likely to make one or two relevant points but may not address the context of the question. Common sense answers using bullet points may be at this level. Sentences and paragraphs will be of doubtful relevance and errors of grammar, punctuation and spelling will be noticeable.</p> <p>0 marks- no response worthy of credit</p>
Total			[20]		

Question		Answer	Mark	Guidance
2	(a)	<p>One mark for each reason, one for each explanation. Two of each needed</p> <ul style="list-style-type: none"> • cost can be excessive/ media encourages lavish weddings • secularisation-religion has less influence on people's behaviour-feel no pressure to marry • socially acceptable to cohabit in today's society • no pressure from relatives as no stigma in society about 'living together' • second generation cohabiters whose parents did not marry so see no need to themselves • materialistic attitude to belongings/travel etc. and want to spend income on these things • fear of divorce especially if as young people they were involved in animosity of parents' divorce • do not want to marry personal choice is valued • co-habiting as a trial • role models may not marry – celebrities 	<p>2x2 2x2</p>	Accept other relevant reasons

Question		Answer	Marks	Guidance	
				Content	Levels of response
2	(b)	<p>Possible arguments/ examples</p> <p>Against argument</p> <ul style="list-style-type: none"> • variety of family forms in society deemed to be acceptable / normal today • cohabitation more stable for children, seen as a trial marriage/ go on to marry later • children have many peers in similar situation • media influence to marry • later age of marrying create stability through maturity • many remarry suggesting marriage still popular • women have more legislative rights in marriage • cohabiting couples have more legislative rights in relationships • many more children now registered by both parents indicating they are both involved in their upbringing • most people experience a nuclear/stable family at some stage of their life cycle 	16	<p>Answers will reference the changing attitudes to marriage and cohabitation in contemporary society and may be seen from a negative or positive view in some cases i.e. is interchangeable. Accept other well-argued answers</p> <p>Levels Checklist</p> <p>Level 3</p> <ul style="list-style-type: none"> • Detailed and accurate assessment • Supported by concepts or theories addressing the issue of extent, • Balanced answer • Clear understanding of changes • Two arguments for + two against <p>Level 2</p> <ul style="list-style-type: none"> • Sound assessment • Two arguments for + two against • Some understanding of changes • <i>Submax of 8 if one side done well</i> <p>Level 1</p> <ul style="list-style-type: none"> • Limited points and understanding • Minimal attempt to link to context • One sided argument 	<p>Level 3 11-16 marks Candidates will assess the impact of the changes in marriage, and cohabitation, with at least two supporting and two opposing arguments. Explicit reference is made to the issue of extent. Material is organised in a logical way, using appropriate terminology accurately, Sentences and paragraphs are balanced with few errors of grammar, punctuation and spelling. Conclusion needed for full marks</p> <p>Level 2 6-10 marks Candidates will discuss both sides of the argument with reference to changes in marriage and cohabitation, with two relevant points for each position. <i>Submax 8 for one side done well.</i> The issue of extent may be more implied than explicit. More limited ability to present relevant material and using only some appropriate terminology. Sentences and paragraphs largely presented in a balanced manner, there may be occasional errors of grammar, punctuation and spelling.</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
		<p>For Argument</p> <ul style="list-style-type: none"> • feel different to peers with married parents • civil ceremonies carry less commitment • financial issues, expensive to wed • socialisation, children socialised not to marry/ commit • children not socialised in unstable relationships whether married cohabiting • influence of media, to cohabit as role models • secularisation- decline in religious influence/ more mixed religion couples • changing expectations of self/ family/ friends • cohabiting couples have less legislative rights in relationships • crime/ unemployment etc. can be linked to family status • educational underachievement can be linked to family status • children suffer from changing adults in their lives • children suffer from divorce/ family breakup • abuse awareness and escape 			<p>Level 1 1-5 marks Candidates will attempt to describe changes in marriage and cohabitation making one or two relevant arguments with little reference to the context of the question. Sentences and paragraphs have limited coherence and structure with little relevance to the question. Errors of grammar, punctuation and spelling are noticeable.</p> <p>0 marks - no response worthy of credit</p>
		TOTAL			
			[20]		

Question		Answer	Marks	Guidance	
				Content	Levels of response
3	(a)	<p>Possible factors which can be basis for explanation</p> <ul style="list-style-type: none"> • addictions- alcohol drugs sex etc. • poverty • debt/financial issues • domestic violence • childcare • poor housing • infertility • sexual problems • imprisonment • extra marital/partnership relations • unemployment • mental health • extended family care • death of family member • lack of emotional support • conflict in family • lack of social support • ill health • overcrowding • isolation • abuse • children/lack of children causing conflict 	5	<p>To avoid repeated answers being credited accept only one reason in each category-addiction, health, housing etc. Accept other reasonable causes in contemporary society</p> <p>Levels Checklist.</p> <p>Level 2</p> <ul style="list-style-type: none"> • Sound explanation • At least 2 relevant factors <p>Level 1</p> <ul style="list-style-type: none"> • Limited points and understanding • Minimal attempt to link to context <p>Accept other well-argued factors</p>	<p>Level 2 4-5 marks Candidates will explain in detail at least two factors that can contribute to family breakdown. 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>Level 1 1-3 marks Candidates are likely to make one or two relevant points but may not address the context of the question. Common sense answers using bullet points may be at this level. Sentences and paragraphs will be of doubtful relevance and errors of grammar, punctuation and spelling will be noticeable.</p> <p>0 marks - no response worthy of credit</p>

			Answer	Marks	Content	Guidance
						Levels of response
3	(b)		<p>Statutory</p> <ul style="list-style-type: none"> reference to the way the health service can in any way support any/all members of the family. GP, school health, counselling etc. local authority support, housing refuges etc. for parents and education welfare/ psychologist etc. for children police if needed with a violent situation education support i.e. from school based pastoral work for the children etc. Surestart Social/ children's services for practical/ emotional assistance and advice/ counselling/respite etc. DWP to provide financial support and advice for claiming benefits CAFCASS (children and family court advisory support service) Direct.gov for advice <p>Third sector</p> <ul style="list-style-type: none"> Family help either emotional or material Citizens Advice Bureau-advice Gingerbread-support for dads Relate-mediation church/ religious organisations Children's Society Action for children Peaceworks/ thecoupleconnection 	10	<p>Answers can be accepted if refer to localised groups to help the family in any of the three sectors</p> <p>Levels Checklist</p> <p>Level 3 Detailed and accurate discussion, addressing two or three sectors and providing a balanced answer to support the whole family</p> <p>Level 2 Sound discussion with at least two sectors covered in services to support more than one family member Some understanding of changes. submax of 5 for one sector done very well</p> <p>Level 1 Limited points and understanding Minimal attempt to link to context</p>	<p>Level 3 8-10 marks Candidates will discuss in detail the way at least two sectors from statutory, private and third services can support members of the family . All 3 must be included for full marks. Material is organised in a logical way, using appropriate terminology accurately, Sentences and paragraphs are balanced with few errors of grammar, punctuation and spelling.</p> <p>Level 2 5-7 marks Candidates will discuss at least two sectors services to support adults and children, reference to breakdown may be more implied than explicit. More limited ability to present relevant material and using only some appropriate terminology. Sentences and paragraphs largely presented in a balanced manner, there may be occasional errors of grammar, punctuation and spelling. Submax of 5 for one sector done very well.</p> <p>Level 1 1-4 marks Candidates will attempt to describe services available making one or two relevant points with little reference to the whole family needing support. Sentences and paragraphs have limited coherence and structure with little relevance to the question. Errors of grammar, punctuation and spelling are noticeable.</p> <p>0 marks - no response worthy of credit</p>

			Answer	Marks	Guidance	
					Content	Levels of response
			<ul style="list-style-type: none"> • Mind • Marriage Foundation • Hope and Homes for children • Family Action • 4 children • Centre for Social Justice • Families need Fathers • Care for the family • local groups and lottery funded groups • Solicitors/ family law officers/ Community Legal Advice • advocates for children • National Family Mediation Services • Family and Parenting Institute • Maypole Women and other localised support groups • Homestart <p>Private</p> <ul style="list-style-type: none"> • Private health services/counselling mediation, can include Relate • Housing groups or landlords • Private nursery/childcare • Solicitors/legal advice 			
			Total	[15]		

Question		Answer	Mark	Guidance
4	(a)	<p>Two marks for description of each pattern. Two needed</p> <ul style="list-style-type: none"> • until age 29 more females than men marry in each age range • from age 29-60+ more males than females marry in each age range • lowest numbers(both men and women) marry aged under 20 then low at 55-59 • steady decrease in numbers(both men and women)from 25-59 • men at 20-24 almost identical to women at 40-44 • men nearly the same numbers at 50-54 and 60 + • twice as many men in 30-34 as 40-44 • more than twice as many women in 25-29 as in 20-24 	<p>2x2 2x2</p>	<p>Quantified point needed for second mark</p> <p>Accept other identifiable patterns from the bar chart but not repeatedly e.g. more women in figures not accepted at 5 different age ranges for the patterns/marks</p> <p>Accept figures if correct as indicated in final bullet points</p>

Question		Answer	Mark	Guidance
4	(b)	<p>Two marks for description of each trend. Two needed</p> <ul style="list-style-type: none"> • divorces increased- from approximately 50,000 in 1970 to approximately 125,000 in 2010 • divorces dipped in 1973/4- again in 1979, in 1996, in 2008/9 • divorces levelled in 1980-84 and 1996/7-2000 • divorces decreased rapidly –from 2004-2009 • divorces fluctuated-with dips and rises from 1970 - 2004 then dropped sharply to 2009 before rising 	<p>2x2 2x2</p>	<p>Quantified point needed for second mark</p> <p>Not marriage</p> <p>Not pre-1970</p> <p>Not reasons</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
5	(a)	<p>Analysis of the following points, participant observation can be overt or covert</p> <ul style="list-style-type: none"> • time consuming- long term commitment may be needed/time away from normal life with associated problems • interpersonal skills- need to be able to 'pry' without others awareness and without arousing suspicion • objectivity and detachment- problem of 'going native' by becoming too involved • influence- own behaviour or attitude, if known by respondents could be a problem • ignorance of important aspects- personal information relating to the study may not be known • ethical issues- lack of informed consent/confidentiality/ ability to withdraw are usually ignored by observer in the hope that results outweigh lack of ethics. • recording- how/ when to record data is a big problem as overt recording is unsuitable and covert can result in loss of data • personal danger- possible emotional/ physical danger if population discovered research • gaining access – acceptance to the group 	10	<p>Levels Checklist</p> <p>Level 3 Detailed and accurate analysis, addressing at least two problems balanced answer Clear understanding of methodology</p> <p>Level 2 Sound analysis of two problems, submax of 5 for one done very well Some understanding of methodology</p> <p>Level 1 Limited points and understanding Minimal attempt to link to context</p>	<p>Level 3 8-10 marks Candidates will analyse in detail at least two problems with this method, 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>Level 2 5-7 marks Candidates will outline at least 2 problems. More limited ability to present relevant material and using only some appropriate terminology. Sentences and paragraphs not always relevant, there may be noticeable errors of grammar, punctuation and spelling. Submax of 5 for one done very well</p> <p>Level 1 1-4 marks Candidates will identify at least one problem. Sentences and paragraphs have limited coherence and structure with little relevance to the question. Errors of grammar, punctuation and spelling are noticeable.</p> <p>0 marks - no response worthy of credit</p>

Question		Answer	Marks	Content	Guidance
5	(b)	<ul style="list-style-type: none"> • Questionnaires • Interviews – structured / semi structured • Triangulation • Validity, reliability • Ethical issues <p>Process includes</p> <ul style="list-style-type: none"> • identify some aims/hypotheses with reference to what this may be • identify an appropriate sample size and type; stratified within the sixth form, or snowball or random. • identify appropriate population. include both genders, all ability levels, socio economic classes only children and those with siblings, children from single parent families and with two parents etc. • consider appropriate observation schedule and related practical problems or open questions for questionnaire interview • pilot the schedule/questions to ensure no ambiguity, clear understanding, bias, timings etc. • consider ethical/practical issues of confidentiality, anonymity, consent, right to withdraw, freedom from harm etc. • consider recording of data especially if observation is used • value free analysis of data and how to present results • conclusions and who will see them, their usefulness to the Head of sixth form etc <p style="text-align: right;">TOTAL TOTAL FOR PAPER</p>	15	<p>Answers must refer to research process when researching part time work amongst sixth form students using observation/ interviews/ questionnaires/ triangulation of methods.</p> <p>Levels Checklist</p> <p>Level 3 Detailed and accurate justification balanced answer Clear understanding of research process very well</p> <p>Level 2 Sound justification Some understanding research process</p> <p>Level 1 Limited points and understanding Minimal attempt to link to context</p>	<p>Level 3 11-15 marks Candidates will justify in detail at least 3 stages in this research process and explicit reference is made to chosen method. Link to correlations for full marks. Material is organised in a logical way, using appropriate terminology accurately, Sentences and paragraphs are balanced with few errors of grammar, punctuation and spelling.</p> <p>Level 2 6-10 marks Candidates will justify at least 2 stages of the research process with reference to context and chosen method for top of level . More limited ability to present 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>Level 1 1-5 marks Candidates will identify at least one stage of the process with little reference to the context of the question. Sentences and paragraphs have limited coherence and structure with little relevance to the question. Errors of grammar, punctuation and spelling are noticeable.</p> <p>0 marks- no response worthy of credit</p>
			[25] [100]		

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