

**GCE**

**Health and Social Care**

Unit **F924**: Social Trends

Advanced GCE

**Mark Scheme for June 2016**

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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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Question		Answer/Indicative Content	Marks	Guidance
1	a	<p><b>Two marks for each trend/comparison, two needed</b></p> <p><b>16-44</b></p> <ul style="list-style-type: none"> <li>• Higher than 45-64 in 2003 at just over 2 million</li> <li>• Gradual decrease to level with 45-64 at 2 million by 2004</li> <li>• Remaining steady and level with 45-64 until end of 2005</li> <li>• Steady, slowly decreasing from 2005 until 2012 when 45-64 increases</li> <li>• Decreasing more rapidly from 2012 to be approximately ½ million lower than 45-64 at 2013</li> <li>• Remaining steady and level at 2 million with 45-64 2004-2005</li> </ul> <p><b>45-64</b></p> <ul style="list-style-type: none"> <li>• Lower than 16-44 in 2003 at 2 million</li> <li>• Rises to meet 16-44 in 2004</li> <li>• Remaining steady and level with 16-44 until end of 2005</li> <li>• Increase steadily from 2005 to 2012 (at greater rate than 16-44 decreases)</li> <li>• Level out in 2012 to 2013 ( at approximately ½ million more than those aged 16-44)</li> <li>• Rises to level with 16-44 in 2004 at 2 million</li> <li>• Increases steadily from 2005-2012 above 2 million, greater rate than other ages</li> </ul>	<p><b>2x2</b> <b>[4]</b></p>	<p>One mark for trend and one mark for relevant comparison two of each are needed</p> <p>Trends must be described over time with reference to at least two dates e.g. 2004,2008 2012 etc. Trends must compare one age group against the other.</p> <p>Accept “over the 10 years”</p>

Question		Answer/Indicative content	Marks	Guidance
1	b	<p><b>Two marks for each reason two needed</b></p> <ul style="list-style-type: none"> <li>• Fallout from casual relationships</li> <li>• Belief in state discrimination against marriage</li> <li>• Discount in council tax for single people</li> <li>• Growing numbers of over 45's in the country as baby boom generation from the mid-1960s reaches middle age</li> <li>• Benefit system benefits living as single parents yet penalises couples so partner lives alone</li> <li>• People often able to cope living alone</li> <li>• Middle aged career women with good qualifications and jobs prefer to live alone</li> <li>• They have less interest in forming relationships, particularly with lower-earning men/women</li> <li>• Women/men coming out of a long term relationship do not want another commitment</li> <li>• Some single parents value solitude after children leave home</li> <li>• Some people find it harder to commit to long term relationships after divorce</li> <li>• Some people find it harder to win partners in middle age</li> <li>• Loss of a long term partner</li> <li>• Social acceptance/secularisation</li> </ul>	<p><b>2x2</b> <b>[4]</b></p>	<p>Accept other relevant well-argued reasons for either men, women or across the genders aged 45-64 that may explain why there is a 28% increase in this age group. Do not accept reasons that would only apply to other age groups eg: teenagers</p> <p>1 mark for a reason 2 marks for a well-argued reason</p>

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
1	c	<p>Those living alone may include people in any of the age groups indicated or indeed all. The most vulnerable will probably be the young, elderly, those on benefits and those with disabilities, either physical or emotional.</p> <p>Implications</p> <ul style="list-style-type: none"> <li>• Those living in their own homes which are too big for one person but unable or unwilling to downsize so increased costs involved</li> <li>• Those in their own homes with negative equity and unable to downsize so cost a lot to heat/maintain etc.</li> <li>• Those in social housing with more than one bedroom penalised by bedroom tax</li> <li>• Middle aged single mothers whose children are at university with added costs involved to support them there</li> <li>• Dads whose children live with mum and are responsible for high maintenance payments so have limited income for themselves</li> <li>• Inability to afford food especially a healthy, well balanced diet and the resulting effects this would have with regard to general health and well-being.</li> <li>• Inability to provide a warm home and the fact that they may feel they</li> </ul>	12	<p><b>Responses must explicitly link to one person households and NOT services</b></p> <p>Accept any other well-argued explanations relating to the extent to which people living alone suffer due to limited finances.</p> <p>The responses may deal with a variety of types of people or concentrate on one significant area of society e.g. elderly/young/disabled people</p> <p><b>Levels Checklist</b></p> <p><b>Level 3</b> Detailed and accurate analysis At least 2 implications affecting the individual analysed in detail. Clear understanding</p> <p><b>Level 2</b> Sound analysis of at least 2 implications Some understanding submax of 6 for one done very well</p> <p><b>Level 1</b> Limited points and understanding Minimal attempt to link to focus on question</p>	<p><b>Level 3 Response 10-12marks</b> Candidates will analyse in detail <b>at least two implications done well, contributing</b> to the effects of living alone with limited finances. 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.</p> <p><b>Level 2 Response 5-9 marks</b> Candidates will effectively analyse <b>at least two implications</b> related to living alone on a very limited income. There will be 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>

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			<p>need to spend considerable amounts of time in libraries and other community buildings(if they can get there) to save money</p> <ul style="list-style-type: none"> <li>• Inability to provide decent accommodation so where they live may be a disadvantaged area making them afraid or not willing to socialise</li> <li>• Inability to provide a decent level of clothing that is suitable for them, particularly in cold weather</li> <li>• Any factors which affect self-worth/ self-esteem and the resulting isolation, depression, negative attitudes etc.</li> <li>• Lack of activity due to cost so no participation with society particularly with similarly aged people</li> <li>• Lack of cultural experiences/social life taken for granted by others</li> <li>• Material deprivation of things not included above e.g. internet, telephone, media, entertainment</li> <li>• Lack of transport to go anywhere to look for work/hobbies etc.</li> <li>• Reliance on benefits / family support/friends</li> <li>• Budgeting more vital when alone</li> <li>• Mental health issues resulting</li> </ul>			<p><b>Level 1 response 1-4 marks</b> Candidates will identify <b>at least one relevant implication</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/Indicative content	Marks	Guidance
2	a	<p><b>Three suggestions needed</b></p> <ul style="list-style-type: none"> <li>• You can babysit at any age but if you are under 16 parents are still legally responsible</li> <li>• You must be educated from the age of 5 until 18 ( in education or training if born after 1/12/97 )</li> <li>• You can be charged with a crime at 10 (8 in Scotland is age of criminal responsibility, but not charged until 12)</li> <li>• At 14 with a licence you can take part in a public performance</li> <li>• If you are under 16 or 18 in full time education prescriptions and dental treatment is free</li> <li>• At 11-12 children's wishes are considered in court about residency orders</li> <li>• At 13 you can work with restrictions on times and hours</li> <li>• At 12 with a licence you can take part in dangerous performance e.g. acrobatics</li> <li>• Enter a bar but not buy alcohol at 16</li> <li>• Drink beer wine or cider at 16 in a bar with someone over 18 if you are having a meal</li> <li>• Buy and drink alcohol in a bar at 18</li> <li>• Buy aerosols at 16</li> <li>• You can be sued at any age but cannot sue anyone else until you are 18</li> <li>• You can vote at 18</li> <li>• Serve on a jury at 18</li> <li>• Enter into written contracts at 18</li> <li>• Make a will at 18 but under 18 if in armed forces</li> <li>• Can be made a ward of court until you are 18</li> <li>• Buy or hire a firearm/air weapon at 18 but need to be supervised to use it by someone over 21</li> <li>• Buy fireworks at 18</li> </ul>	<p><b>3x1</b> <b>[3]</b></p>	<p>Accept any legalities introduced since setting of paper Accept answers which illustrate the multi-cultural nature of our society if appropriate to age and or gender.</p> <p>References to drink must include alcohol eg drink at 16</p> <p>Do not accept stay at school to 18</p>

Question	Answer/Indicative content	Marks	Guidance
	<ul style="list-style-type: none"> <li>• Buy a knife at 18</li> <li>• Get a tattoo at 18</li> <li>• Buy cigarettes at 18</li> <li>• Buy a pet at 16</li> <li>• Join police force at 18</li> <li>• Become an MP at 18</li> <li>• Must stay in education or training or work until 18</li> <li>• Get medical treatment on your own at 16</li> <li>• Entitled to confidentiality from health professionals at 16 unless you are at risk</li> <li>• Can ask doctor or nurse not to tell parents if you are under 16 but they can if concerned about safety</li> <li>• Refuse treatment at 18</li> <li>• Get contraceptive advice at any age and free prescription contraceptives if doctor feels you understand risks</li> <li>• Legal age to have sex is 16</li> <li>• Purchase lottery at 16</li> <li>• Marry at 16 with consent</li> <li>• Buy age related DVDs</li> <li>• Age certificate cinema films</li> <li>• Legal responsibility at 14 to put on seat belt</li> </ul>		

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2	b	<ul style="list-style-type: none"> <li>• Childhood is not fixed- it varies from culture to culture and over time, credit is to be given to relevant examples from our multicultural society</li> <li>• Child centred society – we are increasingly centring our lives around and for our children. E.g. family orientated eating and entertainment readily available, growth of the retail market aimed at babies and children’s needs and activities etc.</li> <li>• Elastic childhood state. School used to be at 5 now childcare readily available at 6 weeks, work used to be at 14 now at 18 or later with educational opportunities</li> <li>• Children today are seen as vulnerable and in need of legal protection, with a number of laws actively in place to protect them e.g. Children Act 1989 Every Child Matters UN Convention on Rights of the Child</li> <li>• A variety of laws actually define childhood,(see 2a)</li> <li>• Confusion by many about the disparity in these laws e.g. enlist in armed forces and marry at 16, but not vote or smoke until 18!!</li> <li>• Possible moral panic over the influences on childhood today, particularly drugs alcohol sex and violence.</li> </ul>		<p>Accept other well-argued answers that are relevant to the question and show understanding of the changing nature of childhood in society</p> <p><b>Levels Checklist</b>  <b>Level 3</b>  Detailed and accurate discussion, balanced answer  Clear understanding of changing Concept of childhood.</p> <p><b>Level 2</b>  Sound discussion of changes  Some understanding of reasons</p> <p><b>Level 1</b>  Limited points and understanding  Minimal attempt to link to context</p>	<p><b>Level 3 10-12 marks</b>  Candidates will discuss <b>in detail</b> the way childhood is not a fixed concept but determined by social and historical factors which influence how it is perceived. 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><b>Level 2 5-9 marks</b>  Candidates will discuss ways that childhood has changed and what may have influenced that change. Information may be more implied than explicit. 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><b>Level 1 1-4 marks</b>  Candidates will identify <b>at least one</b> way 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</p>

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			<ul style="list-style-type: none"> <li>• Panic about paedophiles and how the media deal with it especially concerning celebrities and cover-ups</li> <li>• Growing pressures on children to adopt adult behaviours in terms of appearance, activities, technology, social media etc.</li> <li>• Pressure from the media and society to conform in terms of body image and behaviour</li> <li>• Easily accessed alcohol, drugs, internet etc. which makes choices more difficult than in the past</li> <li>• Increased numbers of children not living with biological parents or two guiding adults</li> <li>• Increased numbers of children in care and homeless</li> <li>• Move from economic asset in the family</li> <li>• Cotton wool children</li> <li>• Helicopter parenting</li> <li>• Latch key children</li> <li>• Increasing assessment of children and pressure</li> </ul>			<p>grammar, punctuation and spelling are noticeable.</p> <p><b>0 marks-</b> no response worthy of credit</p>

Question		Answer/Indicative Content	Marks	Guidance	
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3	a	<p><b>ECP-Emergency Contraceptive Pill</b> Women may choose to use this for any of the following reasons</p> <ul style="list-style-type: none"> <li>• Allows them unplanned sexual activity</li> <li>• New guidance allows ECP more easily available since March 2014</li> <li>• Obtainable in advance of sexual activity so women can be prepared</li> <li>• Obtainable in 'bulk' to stock up avoiding repeated visits to pharmacy</li> <li>• Can be taken up to 3/5 days after unprotected sex depending on the type</li> <li>• Available online so avoiding perceived embarrassment</li> <li>• Some women prefer not to take the contraceptive normal pill or have an IUD when they have no long term partner</li> <li>• Some women are medically advised not to/scared to take the regular contraceptive pill</li> <li>• Use for failed condoms for example/lack of contraception</li> <li>• Women may be unaware or ignore risks involved with ECP</li> <li>• Rape</li> <li>• Educated women are more likely to know about ECP</li> </ul>	[6]	<p>Accept other well-argued justifications for the use of ECP and <b>not</b> other contraceptive methods applying <b>only</b> to women aged 18-35.</p> <p><b>Levels Checklist</b></p> <p><b>Level 3</b> Detailed and accurate discussion, balanced answer Clear understanding of choice by women</p> <p><b>Level 2</b> Sound discussion of use Some understanding of reasoning</p> <p><b>Level 1</b> Limited points and understanding Minimal attempt to link to context</p>	<p><b>Level 3 – 5-6 marks</b> Candidates will fully justify reason(s) for choosing ECP 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 – 3-4 marks</b> Candidates will discuss in some detail reason(s) 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.</p> <p><b>Level 1 – 1-2 marks</b> Candidates attempt limited discussion. 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/Indicative Content	Marks	Guidance	
				Content	Levels of response
3	b	<p><b>Process for in-depth interviews includes</b></p> <ul style="list-style-type: none"> <li>Identifying a relevant hypothesis or aim clearly linked to choice of contraceptive</li> <li>An appropriate sample of <b>both men and women</b> of different ages and social class, using snowball or stratified sampling to ensure a good response rate for a small scale study</li> <li>Appropriate population for research which will be small as this is only a part of a degree and to allow for in depth interviews to take place as they are very time consuming</li> <li>Construct an interview schedule covering initially closed demographic questions and then a guide for the interview to proceed in an in depth way to get the relevant data</li> <li>Pilot the interview with a range of people not part of the study to avoid ambiguity etc.</li> <li>Consider ethical and practical issues of venue, recording, consent, confidentiality, anonymity, right to withdraw, sensitivity of the subject matter etc.</li> <li>Consider the approach to the population to attain a good interview technique and resulting data</li> <li>Analysis of data and usefulness of conclusions towards degree success</li> </ul>	14	<p>Answers must be for <b>in-depth interviews</b> specifically and explicitly</p> <p><b>Levels Checklist</b></p> <p><b>Level 3</b> Detailed and accurate explanation, balanced answer Clear understanding of research process and method</p> <p><b>Level 2</b> Sound explanation Some understanding of research method submax of 7 for one issue done very well</p> <p><b>Level 1</b> Limited points and understanding Minimal attempt to link to context Low QWS –errors</p>	<p><b>Level 3 11-14 marks</b> Candidates will discuss <b>in detail the use of in depth interviews</b> explicitly linking it to the context of the research . 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><b>Level 2 6-10 marks</b> Candidates will discuss at least <b>two aspects</b> of the process in some detail linked to the context of the research. 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. <b>Submax of 7 for one done very well or many aspects covered superficially or only has link to sensitivity of context</b></p> <p><b>Level 1 1-5 marks</b> Candidates will identify <b>at least one</b> aspect of the research process with possibly little reference to the context of the question. Level 1 only if context is not mentioned. Sentences and paragraphs have limited coherence and structure with little relevance to</p>

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						the question. Errors of grammar, punctuation and spelling are noticeable.  <b>0 marks-</b> no response worthy of credit

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<b>3</b>	<b>c</b>	<b>i</b>	A list of all possible people from which a sample may be drawn.	<b>1x1</b>	Accept a list of all the people who actually fit the desired criteria eg electoral role
		<b>ii</b>	Choosing a smaller number of subjects from a larger population using an unbiased method where everyone has an equal chance of being chosen	<b>1x2</b>	One mark for reference to an unbiased method. One mark for reference to all participants having an equal chance of being chosen
		<b>iii</b>	A researcher gains access to a group and then uses members of the group to make contact with others with similar variables.	<b>1x2</b>	One mark can be given to accessing a group and a further mark for contacts obtained. Credit can also be given for a good explanation

Question			Marks	Guidance
4	a	i	<p><b>Two trends needed with a reason for each</b></p> <ul style="list-style-type: none"> <li><b>In 2005 men had approximately 1,500 civil partnerships which rose rapidly to 9,500 in 2006---</b>a peak of many men in first year as they may have been waiting for legislation to be made law to take advantage of it, possible influence of celebrities</li> <li><b>Rapid drop from peak in 2006 to approximately 4,750 in 2007---</b> dip may have been because all those who waited for a civil partnership had taken the opportunity in the first year and figures represent those wanting it now.</li> <li><b>Gradual decrease from 2007 to 2009 when there were about 3,200---</b> may represent remainder of men who were waiting for legislation taking advantage of it</li> <li><b>Very slight drop 2009-2010 still in low 3,000's---</b> 'normal' annual number</li> <li><b>Levels out in low 3,000's from 2009 to 2012 ---</b> 'normal' annual number of men entering into civil partnership-- mirrors drop in marriages as people do not feel the need to formalise relationships</li> <li><b>Slight increase 2010-2011 of about 500---</b>see guidance</li> <li><b>Very slight decrease 2011-2012---</b>see guidance</li> <li><b>Starts in 2005 at 500 more than women and at peak is 3,000 more than women--</b> men's gay relationships have always been seen as more acceptable</li> <li><b>Between 2007 and 2009 mirrors women decrease but about 600 higher 2007 and only about 150 higher in 2009---</b> all previously wanting CP have got one and women in gay relationships becoming more acceptable</li> </ul>	<p>A trend is a change over time</p> <p>Only accept trends related to men, comparison to women acceptable</p> <p>Year dates needed for first mark</p> <p>Accept any relevant reason for those years with level numbers e.g. Societal acceptance, familial acceptance, acceptance in the workplace, feel no need to formalise relationships etc.</p>

Question			Marks	Guidance
		<ul style="list-style-type: none"> <li>• <b>2009 -2012 men and women very similar in low 3,000's – indicating both genders are forming civil partnerships and are both equally acceptable</b></li> <li>• <b>Mid 2011 to end 2011 women have more civil partnerships than men/men have less-at just under 3500 approximately- see guidance</b></li> </ul>		

Question			Answer/Indicative Content	Marks	Guidance
4	a	ii	<p><b>Two aspects of trend needed for two marks</b></p> <ul style="list-style-type: none"> <li>• Steady rise from 2007 to 2011</li> <li>• Rises from 0 in 2007 to about 800 in 2011</li> </ul>	<p><b>2x1</b> <b>[2]</b></p>	Candidates must give years at beginning and end of trend for one mark and figures or approximation for second mark

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4	b	<p>Many aspects are relevant to the increase, some by choice others that may be forced on those involved. Answers will probably be either for cost or care reasons</p> <ul style="list-style-type: none"> <li>• Rises are linked to higher inflation and unemployment over the years 1996-2014</li> <li>• Rise may be linked to longer life expectancy and resulting care needed by families</li> <li>• Culturally in some families there are multi-family households and as increased numbers of immigrants there is corresponding increase in households for them</li> <li>• Second and third generation immigrants could account for some increase</li> <li>• Three-generation families in British society are more common due to inflation over the years and the need to divide expenditure</li> <li>• Sandwich generation of those in midlife caring for older parents and/or grandchildren due to cost implications of private/subsidised care</li> <li>• Smaller families in the 1970's so are able to live with in-laws</li> </ul>	14	<p><b>Accept any well-argued points that apply to the increase in multi-family households</b></p> <p><b>Levels Checklist</b></p> <p><b>Level 3</b> Detailed and accurate analysis of reasons causing the increase At least 2 reasons for this Clear understanding</p> <p><b>Level 2</b> Sound analysis of at least 2 factors Submax of 7 for one done very well</p> <p><b>Level 1</b> Limited points and understanding Minimal attempt to link to focus on question</p>	<p><b>Level 3 Response 11-14marks</b> Candidates will analyse in detail at least two reasons for the increase. Candidates will make reference to societal and cultural reasons. 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 Response 6-10 marks</b> Candidates will analyse two reasons for the increase. 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 7 for one done very well</p>

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		<ul style="list-style-type: none"> <li>• Young people not leaving home when they finish education but returning with in some cases a partner</li> <li>• Young people living at home with parents and are voluntarily childless or deciding on a career before children so less need for more space</li> <li>• Spiralling mortgage costs and associated problems e.g. negative equity necessitates a move back in with parents /grandparents or inability to rent and save substantial deposit</li> <li>• An alternative to older parents downsizing they move family in or buy with son/daughter and family</li> <li>• Young professionals or couples may buy properties together with others on shared ownership schemes</li> <li>• Relationship/marriage breakdown</li> <li>• Sharing of resources – explained</li> <li>• Bereavement</li> </ul>			<p><b>Level 1 response 1-5 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/Indicative Content	Marks	Guidance
5	a	Where both partners in a marriage, civil partnership or relationship, work and contribute to the family income. It does NOT have to be equally	1x2	<b>This question can be applied to heterosexual and homosexual couples in a marriage or partnership</b> Do not just accept both work or simple answer which does not refer to financial contribution

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5	b	<p><b>Two mark for each reason explained three needed</b></p> <ul style="list-style-type: none"> <li>• <b>Increased cost of living</b> –so both parties need paid employment to maintain lifestyle</li> <li>• <b>Changes in women’s priorities</b> -less importance placed on childrearing, household jobs by one partner</li> <li>• <b>Increase in materialistic lifestyle</b> – desire for higher standards of living with examples</li> <li>• <b>Loss of traditional male employment</b> –more men working in less traditional jobs or in lower paid employment</li> <li>• <b>Flexible working practices</b> –mean greater flexibility for both or either partner to work from home or flexitime hours</li> <li>• <b>Educational opportunities</b> –more equality of opportunity for women and those from lower socio economic groups to aspire to/ have higher paid employment than a partner</li> <li>• <b>Breaking through the glass ceiling</b> –women in particular gaining more managerial roles, (could apply to gay, black, transgender groups etc.)</li> <li>• <b>Voluntary childlessness /beanpole families</b> – less time if any spent at home</li> <li>• <b>Government sponsored or workplace childcare</b> –enable workers to take minimum maternity/paternity/adoption leave</li> </ul>	3x2	Accept other well-argued responses that refer to both partners working and shared roles within the household. One mark for identifying the reason and further mark for explanation

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			<ul style="list-style-type: none"> <li>• <b>Grandparents as child-minders</b> –increasing numbers of early retirees taking on childcare roles to allow family members to work</li> <li>• <b>Socially acceptable to work</b> – for both men and women to work</li> <li>• <b>Empty nest syndrome</b> – boredom for many who want to work</li> <li>• <b>Personal choice</b></li> </ul>		

Question			Answer/Indicative Content	Marks	Guidance	
					Content	Levels of response
5	c		<p>Using self-completion questionnaires to investigate spending habits of couples is a potentially sensitive area. Some weaknesses impact on others</p> <p>Weaknesses</p> <ul style="list-style-type: none"> <li>• <b>Cost</b> implications, response rates are better if postal return, but researcher does <b>not know who completed the questionnaire</b> or if it was done independently, so affecting resulting data as one partner may have been influenced by another.</li> <li>• <b>Ethical issues</b> participants may not wish to divulge spending habits. Anonymity should be guaranteed</li> <li>• <b>Possible need for two identical but separate questionnaires</b> to get opinions on spending, confidentially and possibly two return envelopes – Researcher could deliver and wait while they were completed which</li> </ul>	12	<p>All answers indicated are potential problems but some can be generic to self-completion questionnaires so candidates <b>MUST</b> relate them to spending habits of <b>couples</b> to gain any credit above <b>level 1</b>.</p> <p>It is important answers are detailed for top band and at least clearly explained for middle band with reference to the context of the research.</p> <p><b>Levels Checklist</b>  <b>Level 3</b>  Detailed and accurate assessment of at least two significant weaknesses and how they can be</p>	<p><b>Level 3 10-12 marks</b>  Candidates will assess <b>in detail</b> two ways weaknesses can be overcome using the method and referencing the sensitive nature of the context. 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><b>Level 2 5-9 marks</b>  Candidates will assess at least <b>two</b> ways to overcome weaknesses can be overcome. Information may be more implied than explicit eg sensitivity. More limited ability to present relevant material and using only some appropriate terminology. Sentences and paragraphs not always relevant, there may be</p>

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			<p>adds a <b>time element</b> and <b>potential interviewer bias</b>. Also couples may then doubt <b>confidentiality</b> of their responses affecting validity. This would however ensure couples do not confer when responding-which would have made data less <b>valid</b>.</p> <ul style="list-style-type: none"> <li>Initially time to generate <b>good questions</b> that are relatively easy to analyse when dealing with a sensitive subject like finances to avoid <b>ambiguity or misunderstanding</b>.</li> <li>Partners may not usually discuss or agree their spending habits with each other and the <b>research may cause conflict</b>, so guarantee of confidentiality and anonymity is again essential.</li> <li>Avoiding any questions that may <b>cause respondents to feel guilty or ashamed</b> about their spending e.g. 'does your partner know your income/how much you spend on socialising'</li> <li><b>Reading /writing capability</b> of respondent need to be considered to ensure independent completion</li> <li><b>Forced answers to closed questions</b> may skew data if not properly thought out and available responses are not suitable to respondents lifestyles or are biased/loaded in any way so</li> </ul>		<p>overcome, balanced answer Clear understanding of implications of method in this context</p> <p><b>Level 2</b> Sound assessment of at least one significant weakness Some understanding context submax of 6 for one weakness done very well</p> <p><b>Level 1</b> Limited points and understanding Minimal attempt to link to context</p>	<p>noticeable errors of grammar, punctuation and spelling. Submax of 6 for one way <b>done very well</b></p> <p><b>Level 1 1-4 marks</b> Candidates will identify <b>at least one way to</b> overcome this weakness, with little or no 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><b>0 marks-</b> no response worthy of credit</p>

Question			Answer/Indicative Content	Marks	Guidance	
					Content	Levels of response
			<p>resulting data is not then value free</p> <ul style="list-style-type: none"> <li>• <b>Ensure all instructions are clear</b> to avoid embarrassment or offence to respondents who may not wish to disclose financial information</li> <li>• Try to <b>generalise questions</b> rather than ask for direct responses in closed questions by giving salary ranges etc. and asking who mostly buys... rather than always</li> <li>• Many reconstituted families in today's society which can cause problems with allocation of finances in what may not be seen as a fair manner. <b>Researchers need to be mindful</b> of this</li> <li>• <b>Questionnaires do not allow for probing</b> further information so care is needed to illicit information needed</li> <li>• <b>Honesty</b></li> <li>• <b>Response rates</b></li> <li>• <b>Time to complete</b></li> </ul>			
			<b>TOTAL FOR PAPER</b>	<b>100</b>		

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