

GCE

Health and Social Care

Unit **F924**: Social Trends

Advanced GCE

Mark Scheme for June 2017

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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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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

| Annotation | Meaning of annotation |
|---|--|
|  | Positive |
|  | Negative |
|  | Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response. |
|  | Noted but no credit given |
|  | 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/Indicative Content | Marks | Guidance |
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| 1 | a | <p>(i)</p> <p>simplistic</p> <ul style="list-style-type: none"> • Where two families merge / live together. • A father / mother and their family move in with a new partner. • A couple live together after divorce / breaking up / bereavement of original partner. • Two families come to live together. • A merged nuclear family <p>detailed</p> <ul style="list-style-type: none"> • Where one or both adults have been in a previous relationship/marriage and therefore any children from that relationship are living with other members of the step family. • This consists of a family with children although one of the parents may not be the biological parent. | <p>2x1 [2]</p> | <p>One mark for simplistic description in each case Two marks for detailed description in each case</p> |
| | | <p>ii)</p> <p>simplistic</p> <ul style="list-style-type: none"> • Two adults and children. • Parents and children living together. <p>detailed</p> <ul style="list-style-type: none"> • A family unit consisting of two adults, of opposite or same sex, living together with and their dependent children / offspring. (May be carers or guardians). • Two parents (opposite or same sex) with one or more children (biologically related or adopted) • Cereal packet/traditional/politically preferred | <p>2x1 [2]</p> | |
| | | <p>(iii)</p> <p>simplistic</p> <ul style="list-style-type: none"> • Unmarried couple in a relationship living together. • • <p>detailed</p> <ul style="list-style-type: none"> • A couple, either heterosexual or same sex living together in a sexual relationship but not married or in a civil partnership. | <p>2x1 [2]</p> | |

| Question | | Answer/Indicative Content | Marks | Guidance |
|----------|---|--|------------|---|
| 1 | b | <p>One mark for each reason. Two needed</p> <ul style="list-style-type: none"> • People are living longer therefore any dependent children may have left home but both parents still alive and living independently as a couple. • Increase in same sex couples who may have no dependent children. • 18+ aged children left home to go to university as increasing numbers of students attend. • Increasing numbers of families are childless by choice or failure to conceive. • Increasing numbers are beanpole families so their only child has left home already. • Increase in later marriages / relationships forming so no children (yet). • Increase in couples who put their career / lifestyle / material attributes first, so possibly no children. • Increase in type and availability of contraception so no children by choice. • Economic reasons for having no dependent children mortgage, accommodation, expense etc. | 1x2 [2] | Accept any other well-argued reasons applicable to the context of the question. |

| Question | | Answer/Indicative Content | Marks | Guidance |
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| 1 | c | Cohabiting couple family without dependent children | 1 [1] | Detailed description not needed including both opposite and same sex couples |

| Question | | Answer/Indicative Content | Marks | Guidance |
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| 1 | d | <p>One mark for each reason, three needed.</p> <ul style="list-style-type: none"> • People see no need to marry in society today – more acceptable/less stigma. • Secular society so religion not as important in people's choices. • Cohabitation seen as a trial before marriage. • More same sex couples who do not want to marry. • Marriage/children expensive. • Less family pressure to marry. • Reconstituted relationships not felt to be needed to be sealed by marriage. • Divorce (previous relationship or parents) can deter couples from getting married/civil partnership agreement. • Second generation cohabitation, children see no need to marry as their parents did not marry. | 3x1 [3] | Accept any other relevant reason in the context of the question. |

| Question | | Answer/Indicative Content | Marks | Guidance | |
|----------|---|--|-------|--|--|
| | | | | Content | Levels of response |
| 1 | e | <p>Possible reasons</p> <ul style="list-style-type: none"> Data includes families in 2015 in all age ranges so there will be couples who are among the older population. Marriage was a societal expectation for everyone in the older age ranges who may make up a large number of these couples especially with increased life expectancy. Even in contemporary society most couples desire commitment as in marriage/civil partnership. An increasing number of remarriages in society. Legislation for civil partnerships has increased the numbers. Legislation for same sex marriages has increased the numbers. Media popularity for marriage / civil partnerships amongst celebrities has encouraged these family types. | 8 | <p>Accept other well-argued answers related to the context of the question.</p> <p>Levels Checklist</p> <p>Level 3</p> <ul style="list-style-type: none"> Detailed and accurate discussion, At least 2 reasons offered, Clear understanding High QWC <p>Level 2</p> <ul style="list-style-type: none"> Sound discussion of at least 2 reasons (submax 4 for one done very well) Some understanding Mid QWC – some errors | <p>Level 3 6-8 marks</p> <p>Candidates will fully discuss at least 2 reasons why this type of family is the most common. Material is 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>Level 2 3-5 marks</p> <p>Candidates will discuss at least 2 reasons with limited ability to organise relevant material, some appropriate terminology. Sentences and paragraphs are not always relevant and do not always address the question. There may be noticeable errors of grammar, punctuation and spelling. Submax of 4 for one done very well</p> |

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| | | <ul style="list-style-type: none"> Increasing numbers of civil ceremonies in hotels, special places allows the non-religious to marry in our increasingly secular society. Increasing numbers of immigrants whose culture expects marriage. Romance of a marriage is encouraged by media/ advertising of wedding fayres etc. | <p>Level 1</p> <ul style="list-style-type: none"> Limited points and understanding Low QWC – errors noticeable. | <p>Level 1 1-2 marks Candidates attempt to discuss at least one reason. 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>0 marks-no response worthy of credit</p> |
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| Question | | | Answer/Indicative Content | Marks | Guidance |
|----------|---|------|---|--------------------|---|
| 2 | a | (i) | <p>Simplistic</p> <ul style="list-style-type: none"> Single person or couple choosing to be childfree <p>Detailed</p> <ul style="list-style-type: none"> A conscious decision to be celibate or not to get pregnant for personal, financial or medical reasons etc. | <p>1x2 [2]</p> | <p>One mark for simplistic description in each case Two marks for detailed description in each case</p> |
| | | (ii) | <p>Simplistic</p> <ul style="list-style-type: none"> Single person or a couple who are childfree through circumstances or biology <p>Detailed</p> <ul style="list-style-type: none"> People who do not conceive / carry to full term / have a live birth due to medical reasons / hereditary illnesses or due to their circumstances preventing them e.g. finance, accommodation, health, disability etc. | <p>1x2 [2]</p> | |

| Question | | | Answer/Indicative Content | Marks | Guidance |
|----------|---|------|---|------------|--|
| 2 | b | (i) | <ul style="list-style-type: none"> From those born in 1950 there is a rapid/ continuing rise in % from 22/23% to 42% to those born in 1965. Level 42% for those born from 1965 to 1968. Level % between those born between 1952-3 and again between 1954-5. Rise from those born in 1969 to those born in 1970. Fluctuating rise to those born in 1976 Fluctuating drop to those born 1981 Rising again to those born in 1985 then dropping slightly | 1x2 [2] | <p>A trend is a change over time and dates must be given. Dates relate to the year of the birth of the women. Accept identifiable trends.</p> |
| | | (ii) | <ul style="list-style-type: none"> For those born in 1945 there is a drop until those born in 1946/7 Then a rise to those born in 1948 Then a slight dip to those born in 1959 Then a rise again to those born in 1952 Fluctuating rise to 1962 births Level then to those born in 1966/7 Then drop to 1969 births Then level again | 1x2 [2] | |

| Question | Answer/Indicative Content | Marks | Guidance |
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| 2 | c | | <p>Positive Effects</p> <ul style="list-style-type: none"> Financial advantages, no spending on children. Advantages to work / career / progression / promotion / advancement, no maternity/paternity leave or time away from work for children. Material possessions, purchase and type not hindered by children. Holidays / travel advantages. Leisure time advantages. Social life advantages not hindered by need for babysitters / return home at a particular time. Time for each other not time divided by children. No passing on of any hereditary issues / medical problems. Able to experience friend's children / relatives children with no responsibility. Spontaneous lifestyle. Plan financially for older age without having to consider university fees/ drain of supporting children. Able to care for elderly parents if need be both physically and emotionally without being the 'sandwich' generation. | [12] | <p>Accept other well-argued positive or negative responses related to the context of the question.</p> <p>Levels Checklist</p> <p>Level 3</p> <ul style="list-style-type: none"> Detailed and accurate evaluation, At least 2 positive and 2 negative effects offered, Clear understanding High QWC <p>Level 2</p> <ul style="list-style-type: none"> Sound evaluation At least 1 positive and 1 negative effect submax 6 for one done very well Some understanding Mid QWC – some errors | <p>Level 3 9-12 marks Candidates will fully evaluate at least one positive and one negative effect on the lifetime of those who choose to remain childless. Material is in a logical order, using appropriate terminology accurately. A conclusion is needed for 12 marks. Sentences and paragraphs are balanced and presented in a coherent manner. There may be errors of grammar, punctuation and spelling.</p> <p>Level 2 5-8 marks Candidates will evaluate at least 1 positive and 1 negative effect with limited ability to organise relevant material, some appropriate terminology. Sentences and paragraphs are not always relevant and do not always address the question. There may be noticeable errors of grammar, punctuation and spelling. Submax of 6 for one done very well</p> |

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| | | <p>Negative effects</p> <ul style="list-style-type: none"> • Miss out on shared experiences of peers with children. • Feelings of guilt / selfishness for themselves and those who would have been grandparents. • Developing a selfish outlook / attitude to life which they are unaware of but others see. • No children to offer care in later life. • Loneliness if partner is no longer around and friends have their own family. • No one to pass skills, experiences, family name, trade, business etc. onto. • Potential problems arising from attitudes of others • Continued use of contraception and its effects particularly for women. • Decision to sterilise and the finality it brings. • Possibly changing their minds when too late. • Negative effect on relationship • Less complicated to split | <p>Level 1</p> <ul style="list-style-type: none"> • Limited points and understanding • Low QWC – errors noticeable <p>Possible conclusion might be that it is more advantageous in early and midlife stages but less attractive in later life.</p> | <p>Level 1 1-4 marks Candidates attempt to discuss at least one effect. 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>0 marks-no response worthy of credit</p> |
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| Question | Answer/Indicative Content | Marks | Guidance |
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| 3 | a | <p>Statutory services-Health</p> <ul style="list-style-type: none"> • Support for Mary with general issues of a 75 year-old concerned about their health, GP, Practice nurse, free prescriptions, minor ailment scheme, etc. Dental, chiropody, eyesight and others needed by a 75 year-old. • Support for Eddie with general health issues of a 35 year-old, as with Mary. • Also with conditions specific to his Down's syndrome e.g. autoimmune difficulties resulting in diabetes, thyroid problems etc. heart problems, vision, gastrointestinal, poor muscle tone, sleep problems and other related issues. • Specified clinics for their ailments. • Free annual health checks each. • Physiotherapists if needed for Eddie. <p>Social Care</p> <ul style="list-style-type: none"> • Day care, home care, social personal care for either or both as needed.(detail needed) • Specified adaptations to the home for either or both as needed.(detail needed) • Respite care if appropriate. • Meals on wheels. • Advice and support from their social worker about benefits, accommodation, help available, financial planning etc. • Supported living | [12] | <p>Accept other well-argued responses related to the context of the question Some detail about the services is needed for highest band.</p> <p>Benefits may have changed since paper was written.</p> <p>Levels Checklist</p> <p>Level 3</p> <ul style="list-style-type: none"> • Detailed and accurate discussion. • At least 2 statutory and 2 third sector services offered. • Clear understanding. • High QWC. <p>Level 2</p> <ul style="list-style-type: none"> • Sound discussion. • At least 1 statutory and 1 third sector service offered. • submax 6 for one done very well • Some understanding • Mid QWC – some errors | <p>Level 3 9-12 marks Candidates will fully discuss ways that at least 2 statutory and 2 third sector services can help Mary and Eddie. Material is 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>Level 2 5-8 marks Candidates will discuss ways of at least 1 statutory and 1 third sector service with limited ability to organise relevant material, some appropriate terminology. Sentences and paragraphs are not always relevant and do not always address the question. There may be noticeable errors of grammar, punctuation and spelling. Submax of 6 for one done very well</p> |

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| | | <p>Welfare benefits Some benefits may be claimed by both or just one</p> <ul style="list-style-type: none"> • DLA- disability living allowance, PIP- personal independence payment, • ESA- employment support allowance, • Incapacity benefit, • Carers allowance, blue badge, Income support, job seekers allowance • Pension for Mary. <p>Education</p> <ul style="list-style-type: none"> • Eddie may be in receipt of a training allowance or place on a training scheme with the possibility of transport too. • Occupational health worker may support Eddie. <p>Third Sector Services</p> <ul style="list-style-type: none"> • Age UK for Mary with transport, general advice and support, lunch clubs and social activities etc. • CAB for advice and referrals. • Down's syndrome Association (downs-syndrome.org.uk) have a detailed website and referrals to other support or advice services. • They also list local support groups. • National downs syndrome society.ndss.org.uk • Downs syndrome Scotland.dsscotland.org.uk • Localised clubs | <p>Level 1</p> <ul style="list-style-type: none"> • Limited points and understanding • Minimal attempt to link to context. • Low QWC – errors noticeable | <p>Level 1 1-4 marks Candidates attempt to discuss at least one service. 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>0 marks-no response worthy of credit</p> |
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| | | <ul style="list-style-type: none">• PSDS downs syndrome charity (ndss.org.)• Local groups, based around charities, church, etc. (possibly named by candidates), will need explanation.• Drama groups like Chicken shed, Stagecoach, Razz theatre who work with disabled and SEN individuals.• Local retail outlets who offer employment.• Symbol Downs Syndrome Service (symboluk.co.uk) offer specialist services for adults with downs.• Carers Trust supports anyone living with the challenges of caring (carers.org)• Downs syndrome Research Foundation (dsrf.org) provide parent based support. | | | |
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| Question | | | Answer/Indicative Content | Marks | Guidance |
|----------|---|-----|--|----------------------------------|--|
| 3 | b | (i) | <p>Two advantages needed</p> <ul style="list-style-type: none"> • Gain personal independence. • Learn new life skills like cooking, cleaning, laundry, financial knowledge etc. • Have accommodation with peers. • Have more privacy than when living with mum. • Have independent specialised support worker to ask for advice, e.g. contraception without embarrassment. • Be free from worry and hands on care as mum ages. • Develop independence. • Able to entertain/ build new relationships more easily possibly. | <p>1x2 [2]</p> | Accept other suitable advantages if clearly related to the question. |

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| 3 | b | <p>(ii) Two disadvantages needed</p> <ul style="list-style-type: none"> • Missing his mum's company after 35 years. • Missing the things his mum did for him automatically e.g. washing laundry, cleaning etc. • Missing his support network, neighbours, mums/his friends • Unable to settle / sleep on his own etc. • Worry about how his mum is coping. • Feel lost in unfamiliar surroundings. • Be unable to build new relationships as he has not had experience of doing this possibly. • Be unsure of new neighbourhood / surrounding area. • Further from his work / training / leisure / support clubs. • Lonely in independent accommodation. • Safety reasons | <p>1x2 [2]</p> | <p>Accept other suitable disadvantages if clearly related to the question. Accept only one 'missing...' etc.</p> |
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| Question | | | Answer/Indicative Content | Marks | Guidance |
|----------|---|------|--|------------|---|
| 3 | c | (i) | <p>Two advantages needed</p> <ul style="list-style-type: none"> • More time to herself as she has not got to meet any demands Eddie may have placed on her. • More privacy, or able to meet her friends without caring for Eddie. Even watch her own choice of TV shows for example. • Suit herself in terms of her daily timetable. • Less housework to do e.g. Eddie's room, laundry, meals. • Less worry/stress eg about where Eddie may be or who with. • Secure in the knowledge that Eddie is learning to be independent and is safe and cared for in specially designed surroundings. • Less worry about Eddie's future should anything happen to her. • Can plan future care/move into care home for herself if needed. | 1x2 [2] | Accept other suitable advantages if clearly related to the question. |
| 3 | c | (ii) | <p>Two disadvantages needed</p> <ul style="list-style-type: none"> • Missing many things about Eddie after 35 years of having him at home and caring for him. • Lonely as she has always had his company at home. • Worry about his welfare, health, ability to cope alone etc. • He may have helped her more than was realised and she has difficulty coping alone in the home. • She may not eat, clean, care for herself as well without having to do it for two people. • Miss the company of friends, support workers of Eddie who may have been regular visitors. • May feel she has no purpose in life any more. • Distance to supported living problematic | 1x2 [2] | Accept other suitable disadvantages if clearly related to the question. Accept only one 'worry...' |

| Question | | Answer/Indicative Content | Marks | Guidance |
|----------|---|---|----------------------------------|--|
| 4 | a | <p>Two needed</p> <ul style="list-style-type: none"> • A much larger concentrated population than anywhere else in the country so numbers will be higher. • Life is expensive in terms of accommodation, transport etc. so people may not be able to afford homes, or lose their homes in repossession or failure to pay rent. • Large numbers of 'sofa surfers' (who count as homeless) as people try life in the capital. • Historically it has been popular to 'run away' to London: Dick Whittington. • Press / Media, including TV coverage of the life in London may make it attractive to runaways who find themselves homeless. • London can be seen as the place to find opportunities to work as there is such a large workforce but it can be difficult finding housing. • Higher numbers of those with problems unable to find accommodation. • Austerity/benefits | <p>1x2 [2]</p> | <p>Accept other relevant reasons related to the context of the question.</p> |

| Question | | Answer/Indicative Content | Marks | Guidance |
|----------|---|---|----------------------------------|--|
| 4 | b | <p>Four needed</p> <ul style="list-style-type: none"> • Alcohol /drugs dependency issues whether illegal or prescription. • PTSD service personnel or anyone who has suffered. • Depression or other mental illnesses / phobia. • Young people leaving the care system without support. • Sofa surfers • Teenage / young person's rebellion and leaving home by choice or being 'put out'. • Divorce where one partner leaves or is made to leave e.g. by a court order to protect others. • Repossession of mortgaged homes due to debt • No credit rating or no employment so unable to rent. • Cuts to benefits. • Chronic housing shortage. • Cuts to mental health services. • Involvement in crime. • Potential physical / sexual abuse at 'home'. • Unemployment / poverty. • Domestic violence | <p>1x4 [4]</p> | <p>Accept only one type of alcohol, drugs addiction. Accept other relevant reasons within the context of the question.</p> |

| Question | | Answer/Indicative Content | Marks | Guidance | |
|----------|---|--|-------|--|---|
| | | | | Content | Levels of response |
| 4 | c | <p>Advantages</p> <ul style="list-style-type: none"> • Seeing people in their natural setting increases validity. • Ability to dig deeply into activities that take place. • Discovery of issues that could not have been anticipated. • Ability to actually see issues from the position of a homeless person. • No imposition of the values of the researcher. • In depth and accurate knowledge of problems of homeless. • suitable method for this research of a hard to access group • Less likelihood of data being misinterpreted. • As covert less likely to suffer from demand characteristics/ socially desirable responses. <p>Disadvantages</p> <ul style="list-style-type: none"> • Difficulty in being accepted into the group. • Time consuming gaining entry. • Time consuming to complete the research. | [14] | <p>Accept other well-argued strengths and weaknesses of the method related the problems encountered by rough sleepers on London's streets. Some detail about the method is needed for highest band.</p> <p>Levels Checklist</p> <p>Level 3</p> <ul style="list-style-type: none"> • Detailed and accurate descriptions • At least 2 strengths and 2 weaknesses offered. • Clear understanding. • High QWC. <p>Level 2</p> <ul style="list-style-type: none"> • Sound discussion. • At least 2 strengths and 2 weaknesses offered. • submax 7 for one of each done well or just strengths/weaknesses done well • Some understanding • Mid QWC – some errors | <p>Level 3 11-14 marks Candidates will fully describe at least 2 strengths and 2 weaknesses of covert participant observation in research linked to problems encountered by the homelessness. Material is 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>Level 2 6-10 marks Candidates will describe at least 2 strengths and 2 weaknesses of covert participant observation in research linked to problems encountered by the homelessness. With limited ability to organise relevant material, some appropriate terminology. Sentences and paragraphs are not always relevant and do not always address the question. There may be noticeable errors of grammar, punctuation and spelling. Submax of 7 for one of each done well.</p> |

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| | | <ul style="list-style-type: none"> • Ethical issues of research method when lying to group. • Observer’s paradox/ Hawthorne effect, a newcomer may affect the dynamics of the group of homeless people and therefore the problems they face. • Small scale study so difficult to generalise results. • Impossible to do a large cohort unless a longitudinal study is attempted. • Difficulty in replication so reliability of research is suspect. • Potential physical / emotional risk to researcher if their identity / intentions are suspected or unveiled. • Timing and venue to record of data is very difficult especially when the researcher has become one of them. • Absence from family in order to complete research. • Going native when researcher assumes viewpoint of the homeless and sympathises, so losing objectivity. • Need advanced social /acting / disguise / language skills. • Non acceptance by the group may limit value of data. • Potential illegality of their behaviours. • Difficulty of leaving the group at the end of the study. • Confidentiality / anonymity of participants must be assured in publication. | <p>Level 1</p> <ul style="list-style-type: none"> • Limited points and understanding • Minimal attempt to link to context. • Low QWC – errors noticeable | <p>Level 1 1-5 marks Candidates attempt to discuss at least 1 strength and 1 weakness of the method. 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>0 marks-no response worthy of credit</p> |
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| Question | | Answer/Indicative Content | Marks | Guidance |
|----------|---|--|------------|---|
| 5 | a | <p>Two needed</p> <ul style="list-style-type: none"> • More equality in today's society for women in education and in the workplace. • Women accepted in a more varied range of employment e.g. engineering, due to government backed education schemes • More part time work available which suits mothers with parental responsibility. • More zero hours contracts. • Smaller family sizes, beanpole families so women have less reason to stay at home. • Childless families so able to work, • Financial reasons need money to survive, pay bills, have holidays, material possessions etc. • Materialistic lifestyle wants up to date homes, car, technology, furniture, white goods etc. • Expectation, women expect to be independent and earn their own money. • Media / celebrity influence for women to work outside the home. • Independence, women in a relationship or not want their own money and the prestige of having a job / career. • Career rather than a job is expected in contemporary society for many women. • More childcare options available • More single mums | 1x2 [2] | Accept other well-argued explanations related to the context of the question. |

| Question | | | Answer/Indicative Content | Marks | Guidance |
|----------|---|-----|--|----------------------------------|---|
| 5 | b | (i) | <p>Two needed</p> <ul style="list-style-type: none"> • Each of the 4 areas has increased employment rates between September to November 2014 and the same months 2015 • Wales and NI have less employment than Scotland and UK with NI at less than 70% in both years and Wales less than 70% in 2014 but rising to 71% in 2015. • Wales's rate increased most from about 68.5% to over 70%. • Scotland increased the least from about 74% to 74.8%. • Scotland has higher employment rates than Wales in both years 2014 and 2015. • Scotland has higher employment rates than NI in both years 2014 and 2015. • Scotland has higher employment rates than UK in both years 2014 and 2015 • Scotland increased employment rate the least over the years 2014 to 2015 by about 1% only. • None of these have reached 75% in 2015, Wales got to 71%, Scotland to about 74.8%, UK to just over 74% and NI only to nearly 69%. | <p>2x2 [4]</p> | <p>One mark for simplistic explanation words in bold print. Two marks for detailed explanation.</p> <p>Accept other well-argued explanations related to the context of the question.</p> |

| Question | | | Answer/Indicative Content | Marks | Guidance |
|----------|---|------|--|-------------------------------|--|
| 5 | b | (ii) | <p>North East</p> <p>One reason needed</p> <ul style="list-style-type: none"> • Closure of many heavy industries in recent years, especially mining, steel production etc. • Influx of immigrants, large population of EU immigrants who work for lower wages or are part of the black economy. • Transport links the north east is distant from many large end users and transport costs are high. • Closure of factories especially Nissan car production. • European producers. Small scale producers cannot compete. | <p>[1]</p> <p>1x1 [1]</p> | <p>Accept other well-argued reasons related to the context of the question.</p> <p>NB: The region must be correctly identified in order to achieve credit on the second part of the question.</p> |

| Question | | Answer/Indicative Content | Marks | Guidance | |
|----------|---|---|-------|--|--|
| | | | | Content | Levels of response |
| 5 | c | <p>Process for carrying out research using questionnaires to research problems of unemployment for families includes</p> <ul style="list-style-type: none"> Identify aims/hypotheses clearly linked to issues of unemployment to families. Identify an appropriate sample of people, snowball, random, stratified etc. indicating if individuals or the family views are needed. Identify appropriate population size that is feasible for chosen method and how to access the population. Consider appropriate open and / or closed questions to research views of the population. These may include concerns about problems such as finance, mortgage, rent, school/college fees, guilt if unable to provide for the family, debt, credit card repayment, health worries, inability to give children things, finding work, accepting lower paid/part time work etc. Pilot the questionnaire to ensure no ambiguity and clear understanding etc. Consider ethical/practical issues of possibly upsetting anyone who may have had a particularly distressing experience etc. | [12] | <p>Levels Checklist</p> <p>Level 3</p> <ul style="list-style-type: none"> Detailed and accurate explanation. Most of the processes covered and referenced to problems of unemployment, Clear understanding High QWC <p>Level 2</p> <ul style="list-style-type: none"> Sound explanation of at least two main parts of the process, Some reference to unemployment submax 6 for one done very well or no reference to context Some understanding Mid QWC – some errors | <p>Level 3 9-12 marks</p> <p>Candidates will fully explain most of the main processes in the research process with explicit reference to problems of unemployment for families. Material is 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>Level 2 5-8 marks</p> <p>Candidates will explain at least two of the main parts of the research process and reference to unemployment should be mentioned for the top of the band. There may be limited ability to organise relevant material, some appropriate terminology. Sentences and paragraphs are not always relevant and do not always address the question. There may be noticeable errors of grammar, punctuation and spelling. Submax of 6 for one done very well</p> |

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| | | <ul style="list-style-type: none"> Consider distribution and collection of questionnaire responses. Analysis of data and presentation Conclusions to be drawn and usefulness of these | | <p>Level 1</p> <ul style="list-style-type: none"> Limited points and understanding Low QWC – errors noticeable | <p>Level 1 1-4 marks Candidates attempt to discuss at least one aspect of the process. 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>0 marks-no response worthy of credit</p> |
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OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

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Head office
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Facsimile: 01223 552553

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