

# Health and Social Care

Advanced GCE

Unit **F924**: Social Trends

## **Mark Scheme for June 2012**

---

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, OCR Nationals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.














© OCR 2012

Any enquiries about publications should be addressed to:

OCR Publications  
PO Box 5050  
Annesley  
NOTTINGHAM  
NG15 0DL

Telephone: 0870 770 6622  
Facsimile: 01223 552610  
E-mail: [publications@ocr.org.uk](mailto:publications@ocr.org.uk)

## Annotations

Annotation	Description
	Good response/positive
	Negative
	Benefit of doubt
	Cross
	Level 1
	Level 2
	Level 3
	Level 4
	Repeat
	Tick
	Too vague
	Omission mark
	Development of point

Question		Answer	Mark	Guidance
1	(a)	<p><b>One</b> mark for identification, TWO required  <b>One</b> mark for explanation, TWO required</p> <ul style="list-style-type: none"> <li>• fewer children in early years in 1970/71 than any year after,- socially acceptable and expected for mums to be at home with under 5's prior to 1970's then the rise is a possible result of increased divorces, or women's independence, or their move into employment etc</li> <li>• number of children in early years education rising steadily until 2001- as trend for families to be dual earner, government making free places available, increased provision, geographical mobility of families away from extended family, pressure on parents to educate early etc</li> <li>• numbers level out from 2001 onwards - slight trend for older mothers who stay at home, fashion for smaller families etc</li> <li>• slight dip from just before 2000 -years of lower birth rate etc</li> <li>• dips in attending or numbers with explanation of recession / credit crunch and people not able to afford child care costs</li> <li>• pre-school curriculum development</li> </ul>	<p>2x1  2x1</p>	

Question		Answer	Marks	Guidance	
				Content	Levels of response
1	(b)	<ul style="list-style-type: none"> <li>• interaction and social development with other children</li> <li>• educational development / preparation for school</li> <li>• allows parents to work / do other things / pursue careers</li> <li>• good for independence, confidence, behaviour, sharing</li> <li>• interaction and socialisation with other adults</li> <li>• children enjoy it</li> <li>• good for only children</li> <li>• preparation for Foundation Stage in the same school</li> <li>• older siblings are at school</li> <li>• quality is much improved</li> <li>• single parent families</li> <li>• voucher scheme</li> <li>• increased availability</li> <li>• both parents need to work due to cost of living</li> </ul>	7	Accept any other relevant reasons.	<p><b>Level 3: 6 - 7marks</b> Candidates discuss in detail at least two reasons related to children in early years education. Material will be presented in planned and logical sequence using appropriate terminology accurately. Sentences and paragraphs are balanced and relevant. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p><b>Level 2: 4 - 5 marks</b> Candidates outline at least two reasons, with limited discussion. Some ability to organise relevant material, some appropriate terminology. Sentences and paragraphs not always relevant and material presented in a way that does not always address the question. There may be some errors of grammar, punctuation and spelling. <i>Sub-max of 4 for one reason done well.</i></p> <p><b>Level 1: 0 - 3 marks</b> Candidates will identify reasons why young children are in early years education. Sentences and paragraphs have limited coherence and structure with doubtful relevance to the question. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p>

Question	Answer	Mark	Guidance
1	<p>(c)</p> <p><b>One</b> mark for each advantage, TWO required</p> <ul style="list-style-type: none"> <li>• cheaper</li> <li>• child is familiar with carer(s)</li> <li>• often in child's home so toys, equipment etc available</li> <li>• no worries if child is ill</li> <li>• can be overnight</li> <li>• know routines</li> <li>• grandparents enjoy / feel useful</li> <li>• grandparents experiences of life passed on</li> <li>• more flexible</li> <li>• longer hours available</li> <li>• co CRB needed</li> <li>• quality time / bonding</li> <li>• travel distance</li> </ul> <p><b>One</b> mark for each disadvantage, TWO required</p> <ul style="list-style-type: none"> <li>• old fashioned ideas of childcare / discipline</li> <li>• children can become too attached</li> <li>• parents' wishes overruled</li> <li>• parents feel beholden</li> <li>• parents feel guilty</li> <li>• children lack company of other children</li> <li>• parents may want child in nursery but reluctant to upset grandparents</li> <li>• if grandparents are ill other arrangements needed</li> <li>• parents loathe to ask for evening sitter if grandparents have cared for their children all day</li> <li>• not in tune with societies child centred approach</li> <li>• grandparents may feel unable to say no.</li> <li>• location</li> <li>• limited alternative employment for grandparents</li> <li>• no foundation stage curriculum</li> <li>• lacking energy</li> </ul>	<p>2x1</p> <p>2x1</p>	<p>Do not accept general answers - answers <b>must</b> relate to grandparents and care.</p> <p>Other relevant advantages and disadvantages accepted.</p>

Question		Answer	Mark	Guidance
2	(a)	<p><b>One</b> mark for identification, THREE required  <b>One</b> for appropriate reasoning, THREE required</p> <ul style="list-style-type: none"> <li>• life expectancy increased</li> <li>• more preventative medicine / transplants / replacements</li> <li>• better health care and medicine / drugs / therapy</li> <li>• Care in the Community</li> <li>• less manual occupations / industrial injuries</li> <li>• awareness of health / smoking / cancer / alcohol / exercise / healthy eating</li> <li>• immunisation programmes</li> <li>• health and safety awareness</li> <li>• housing suited to the older person/sheltered accommodation / purpose built etc</li> <li>• less extended family around to do informal care because of geographical mobility of younger family</li> <li>• social acceptance of family not caring for older relatives</li> <li>• reluctance of older people to go into care homes</li> <li>• increased cost of care homes / fewer places</li> <li>• less pension available to older people in 2051</li> <li>• government strategies</li> <li>• standard of living improvements</li> <li>• negative media coverage of care homes</li> <li>• longevity therefore more couples</li> </ul>	<p>3x1  3x1</p>	<p>Accept any other reasonable response.</p> <p>Explanations need to link the identification to the increase in numbers of older people by 2051 <b>needing home care</b>, ie Care in the Community is a government measure to enable people to stay in their own home yet have care.</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
2	(b)	<p><b>Statutory</b></p> <ul style="list-style-type: none"> <li>• increase in any health providers linked to care of older people eg geriatric specialists</li> <li>• increase in hospital allocation for older people</li> <li>• increase in outworkers to care for older people in their own homes</li> <li>• increase in transport for hospital appointments etc</li> <li>• increase in social care workers for assessment etc</li> <li>• financial implications for adaptations, pensions, welfare benefits, increased funding etc</li> <li>• increased need for effective partnership working</li> <li>• increasing independence of pwus</li> <li>• training requirement</li> <li>• increased allocation</li> </ul> <p><b>Private</b></p> <ul style="list-style-type: none"> <li>• All of the above in the private sector +</li> <li>• increase in companions available for older people</li> <li>• home nursing personnel</li> <li>• hire of mobility appliances etc</li> </ul>	11		<p><b>Level 3: 9 - 11 marks</b> Candidates analyse in detail at least two ways that statutory and two ways that private services will need to adapt by 2051 to cope with increased care of older people. Material will be presented in planned and logical sequence using appropriate terminology accurately. Sentences and paragraphs are balanced and relevant in a coherent manner. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p><b>Level 2: 5 - 8 marks</b> Candidates attempt to analyse at least two changes in both services for 6-8 marks. Lower in the mark band there may be an imbalance of services and they are likely to be only briefly explained or only implicitly linked to care. Limited ability to organise relevant material, some appropriate terminology. Sentences and paragraphs not always relevant and material presented in a way that does not always address the question. There may be some errors of grammar, punctuation and spelling. <i>Sub-max of 6 for either statutory or private only.</i></p> <p><b>Level 1: 0 - 4 marks</b> Candidates will identify ways either/each service will need to change. Sentences and paragraphs have limited coherence and structure with doubtful relevance to the question. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p>



Question		Answer	Mark	Guidance
2	(c)	<p><b>One</b> mark for each, THREE required</p> <ul style="list-style-type: none"> <li>• provision of transport</li> <li>• raise awareness</li> <li>• provision of basic furniture if needed</li> <li>• luncheon clubs to encourage social interaction</li> <li>• advice on all manner of topics including entitlement which ensure that older people flourish as truly equal citizens in society</li> <li>• any well explained answer linked to the way that the charity works to support the older person/people</li> <li>• counselling</li> <li>• Meals on Wheels contract</li> </ul>	3x1	Accept any other relevant answer and any other forms of support by Age UK.

Question		Answer	Mark	Guidance
3	(a)	<p><b>One</b> mark for identification, THREE required  <b>One</b> mark for explanation, THREE required</p> <p>Identification:</p> <ul style="list-style-type: none"> <li>• divorce increased from 1980 – 1994</li> <li>• divorce increased since 1970's</li> <li>• one in eight marriages ends by fifth anniversary of marriages in 2010 45% expected to divorce and only 55% expected to stay married.</li> <li>• 33% of all marriages in 1980 experienced divorce</li> <li>• life expectancy</li> </ul> <p>Explanations need to relate to the reason given including:</p> <ul style="list-style-type: none"> <li>• societal acceptance</li> <li>• failure to accept less than ideal</li> <li>• Divorce Reform Act</li> <li>• secularisation</li> <li>• others do it!</li> <li>• domestic violence increased or reported more</li> <li>• media influence</li> <li>• women's independence</li> </ul>	<p>3x1  3x1</p>	Any other related reason accepted.

Question		Answer	Marks	Guidance	
				Content	Levels of response
3	(b)	<ul style="list-style-type: none"> <li>• freedom from domestic violence</li> <li>• freedom from emotional, sexual or physical harm / healthier</li> <li>• children no longer have to witness arguments etc</li> <li>• calm atmosphere in the home</li> <li>• less tension</li> <li>• happier parent(s)</li> <li>• children can experience two birthdays, Christmas, holidays, bedrooms etc</li> <li>• freedom to express opinions</li> <li>• childless individuals start a new life</li> <li>• more extensive support network if step family involved</li> <li>• quality time with separate parents</li> <li>• new relationships</li> <li>• independence / achievement</li> <li>• improved finances</li> </ul>	5		<p><b>Level 2: 4 – 5 marks</b> Candidates will fully describe at least two positive effects of divorce on the family. They organise material in a logical order, using appropriate terminology accurately. Sentences and paragraphs are balanced and presented in a coherent manner. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p><b>Level 1: 0 – 3 marks</b> Candidates will attempt to describe at least one positive effect of divorce on the family. Sentences and paragraphs are not always relevant and material does not always address the question. There may be some errors of grammar, punctuation and spelling.</p>

Question		Answer	Marks	Guidance
3	(c)	Qualitative data reveals the views, feelings, opinions, thoughts, text of respondents [1]. It cannot be easily analysed or used to make generalisations [1]. Collected from open questioning techniques, has depth of data [1]. Valid [1].	2	Qualitative is <b>not</b> quality of data.
	(d)	Quantitative data is expressed in numerical form, statistics numbers, tables, percentages, etc [1]. It is easy to analyse, but fails to give reason to the data [1]. Collected from closed questioning techniques [1]. Objective data [1]. Comparable / generalisable [1]. Reliable [1].	2	<b>Not</b> amount of data.

Question		Answer	Marks	Guidance	
				Content	Levels of response
3	(e)	<p><b>Advantages</b></p> <ul style="list-style-type: none"> <li>allows considered responses in consultation with others if wished</li> <li>allows a large population over a bigger geographical area</li> <li>economical way to collect primary data</li> <li>allows for open and closed questions</li> <li>no interviewer bias or leading questioning technique</li> <li>no particular communication skills required</li> <li>may be more acceptable to some groups than others</li> <li>usually quick to fill in</li> <li>respondents feel more confident of anonymity</li> <li>suitable for divorce which is a sensitive subject</li> <li>produces valid data from open questions</li> <li>not time restriction</li> <li>reliable if closed questions and valid if open questions</li> <li>easy to analyse closed questions</li> </ul> <p><b>Disadvantages</b></p> <ul style="list-style-type: none"> <li>population may lie</li> <li>poor response rates</li> <li>unsure who completes the questionnaire</li> <li>no check on whether respondents have understood the questions</li> </ul>	15	<p>Use of closed questions only limit the responses so the true views may not be available.</p> <p>Other well-argued responses acceptable.</p>	<p><b>Level 3: 11 - 15 marks</b> Candidates will evaluate in detail at least two advantages and two disadvantages. Explicit reference to be made to researching reasons for divorce. The answer will be developed logically referring to suitability for use to discover reasons for divorce. There will be evidence of synthesis with the work. There will be few, if any, errors of punctuation, grammar and spelling. <i>Conclusion required for full marks.</i></p> <p><b>Level 2: 6 - 10 marks</b> Candidates will attempt to evaluate, using at least two advantages and disadvantages. Answers will refer to researching divorce at least implicitly and will be developed coherently. At the lower end, sentences and paragraphs are not always relevant with the material presented in a way that does not always address the question. There may be some errors of grammar, punctuation and spelling. <i>Sub-max 7 if only advantages or disadvantages given.</i></p> <p><b>Level 1: 0 - 5 marks</b> Candidates will make general comments on questionnaires not necessarily linked to reasons for divorce. The answer is likely to be in a list form. Sentences and paragraphs have limited coherence and structure often being of doubtful relevance to the question. Errors of punctuation, grammar and spelling may be noticeable and intrusive.</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
			<ul style="list-style-type: none"> <li>• no opportunity to check reactions of the population</li> <li>• no control over the order the questions are completed</li> <li>• not a reliable method if open questions are used</li> <li>• poor literacy skills may impede responses</li> <li>• hard to analyse if open questions</li> <li>• possible leading / limiting questions</li> <li>• couples disagree</li> <li>• expensive</li> </ul>			

Question		Answer	Marks	Guidance
4	(a)	<p><b>One</b> mark for each, <b>TWO</b> required</p> <ul style="list-style-type: none"> <li>• credit crunch</li> <li>• recession</li> <li>• cut backs due to recession or credit crunch</li> <li>• high interest rates</li> <li>• immigration</li> </ul>	2	<p>Other answers related to the situation in the UK and elsewhere in the world in 2008/9.</p> <p>Two marks for one point explained or 2 points made.</p> <p>Do not accept</p> <ul style="list-style-type: none"> <li>• increase in population</li> </ul>
	(b)	<p><b>Two</b> marks for each explanation, <b>THREE</b> required</p> <ul style="list-style-type: none"> <li>• JSA is paid to people who are not in employment.</li> <li>• people are looking for work (sub-max of one if only states unemployed)</li> <li>• ND is for individuals who have not found work after being on JSA for 6 months</li> <li>• not another benefit</li> <li>• scheme is training and advice etc</li> <li>• ND can be for over 50s only</li> <li>• IS for individuals who are on a low income / working less than 16 hours a week, or not working</li> <li>• unable to work / disabled / carers / lone parent / studying</li> </ul>	3x2	

Question		Answer	Marks	Guidance	
				Content	Levels of response
4	(c)	<ul style="list-style-type: none"> <li>• interpreters available both in face to face conversation and on the telephone</li> <li>• more multilingual personnel</li> <li>• leaflets, posters etc in a variety of languages</li> <li>• translation of application forms</li> <li>• equality of opportunity legislation in place etc recruitment and in dealing with pwus</li> <li>• training in communication skills</li> <li>• training in cultural diversity, customs religious commitment etc</li> <li>• training for the unemployed – CV / skills</li> <li>• New Deal</li> </ul>	7	Accept any other relevant change which relates to ensuring the services for unemployed ethnic minorities are available to them without discrimination.	<p><b>Level 3: 6 - 7 marks</b> Candidates will assess in detail at least two ways the services meet the needs of multicultural pwus. They organise relevant material, using appropriate terminology. Sentences and paragraphs logical and coherently presented. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p><b>Level 2: 3 - 5 marks</b> Candidates will briefly assess two ways that the services meet the needs of multi-cultural pwus. Lower in the mark band answers may only be implicitly linked to the question. Sentences and paragraphs are for the most part logical with some errors of spelling, punctuation and grammar.</p> <p><b>Level 1: 0 - 2 marks</b> Candidates will identify ways the services meet the needs of multi-cultural pwus. Sentences and paragraphs have limited coherence and structure with doubtful relevance to the question. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p>



Question		Answer	Marks	Guidance	
				Content	Levels of response
5	(a)	<ul style="list-style-type: none"> <li>• careers opportunities may encourage women to stay in the workplace longer</li> <li>• educational opportunities are more readily available so women pursue higher level employment and may be reluctant to leave</li> <li>• societal acceptance, less family and societal pressure to have children early</li> <li>• later to marry / cohabit therefore later children</li> <li>• second relationship, wanting children together</li> <li>• promotion opportunities may be on the horizon so women stay in work</li> <li>• materialistic lifestyle, holidays, housing, transport etc wanted before the expense of children</li> <li>• achieve financial stability</li> <li>• infertility, cost of treatment may have to be saved for</li> <li>• readily available contraception allows women to control their fertility</li> <li>• societies acceptance of terminations means women are not trapped with children if they fall pregnant at an early age</li> <li>• availability of IVF</li> <li>• expense - children are reported by media to cost £18,000+ from 0-18</li> <li>• fashion towards smaller families so leave it later to start</li> </ul>	8		<p><b>Level 3: 7 - 8 marks</b> Candidates will discuss in detail at least two reasons why women may delay having children. Explicit reference is made to opportunities available allowing women to choose. Material is presented in planned and logical sequence using appropriate terminology confidently. Sentences and paragraphs are balanced and relevant. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p><b>Level 2: 4 - 6 marks</b> Candidates will attempt to discuss two reasons that women have for delaying having children. Lower in the mark band answers may only be implicitly linked to the question. Ability to present and organise material, using some appropriate terminology. Sentences and paragraphs are for the most part relevant with some errors of spelling, punctuation and grammar.</p> <p><b>Level 1: 0 - 3marks</b> Candidates will identify reasons women may have for delaying having children. Sentences and paragraphs have limited coherence and structure. Lower in the mark band there may be doubtful relevance to the question. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
5	(b)	<p><b>Mother</b></p> <ul style="list-style-type: none"> <li>• problems associated with development due to age of mother - Down's Syndrome etc</li> <li>• problems at conception due to lack of fertility</li> <li>• problems in pregnancy, eg high blood pressure</li> <li>• problems at birth more likely with older mums</li> <li>• financial - giving up a highly paid job, even temporarily / cost of IVF</li> <li>• being older than other mums at ante-natal, birth and subsequent meetings with other mums eg playschool, nursery, primary and secondary school</li> <li>• mistaken for grandparents by other children and adults</li> <li>• less energy for activities as child grows</li> <li>• older outlook on important issues especially when children are teenagers</li> <li>• multiple births</li> </ul> <p><b>Children</b></p> <ul style="list-style-type: none"> <li>• mums older than those of peers</li> <li>• mums mistaken for grandparents at meetings with other mums eg parents evenings</li> <li>• mums inability to participate in strenuous activities due to age</li> <li>• embarrassment</li> <li>• loneliness as likelihood of siblings is small</li> <li>• older outlook causing tension</li> <li>• no grandparents readily available to offer childcare</li> <li>• younger children with the responsibility to care for older parents</li> <li>• large age gaps between children</li> </ul>	12	<p><b>Points may be relevant to either in reverse.</b></p> <p>Accept any other relevant points argued effectively.</p>	<p><b>Level 3: 9 - 12 marks</b> Candidates will examine in detail at least two ways that delayed conception affects both women and their children. Explicit reference will be made to the problems being related to older parents. Material will be presented in planned and logical sequence with clearly defined structure using appropriate terminology confidently. Sentences and paragraphs are balanced and relevant in a coherent manner. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p><b>Level 2: 5 – 8 marks</b> Candidates will examine at least two effects on both mothers and their children. Reference, lower in the mark band, may be only implicitly linked to ageing parents and there may be an imbalance of one over the other. Ability to present and organise relevant material, using some appropriate terminology accurately. Sentences and paragraphs for the most part relevant and addressing the question. There may be some errors of grammar, punctuation and spelling. <i>Sub-max 6 if one aspect done well</i></p> <p><b>Level 1: 0 - 4 marks</b> Candidates will identify points relating to the problems the mother and children may experience if conception is delayed, with no attempt at assessment.</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
						Material is likely to be in list form, sentences and paragraphs not always relevant with the material presented in a way that does not always address the question. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

**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](mailto:general.qualifications@ocr.org.uk)

**[www.ocr.org.uk](http://www.ocr.org.uk)**

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

**Oxford Cambridge and RSA Examinations**  
is a Company Limited by Guarantee  
Registered in England  
Registered Office; 1 Hills Road, Cambridge, CB1 2EU  
Registered Company Number: 3484466  
OCR is an exempt Charity

**OCR (Oxford Cambridge and RSA Examinations)**  
Head office  
Telephone: 01223 552552  
Facsimile: 01223 552553

© OCR 2012

