

# Health and Social Care

Advanced GCE

Unit **F924**: Social Trends

## **Mark Scheme for January 2011**

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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	Expected Answer	Mark	Rationale
1 (a)	<p><b>One</b> mark for each correct identification and <b>one</b> mark for explanation  <b>One</b> mark for making divorce easier or any similar explanation</p> <ul style="list-style-type: none"> <li>• <b>change in legislation:</b> the Divorce Reform Act which simplified divorce – irretrievable breakdown of marriage, no fault divorce, made easier</li> </ul>	<p>[2]</p> <p>2x1</p>	<p>Only accept legislation.</p> <p>Sub-max of 1 for changes in the law or some general reference to legislation.</p>
(b)	<p><b>One</b> mark for each correct identification and <b>one</b> for each explanation, TWO required</p> <ul style="list-style-type: none"> <li>• <b>cost of divorce:</b> high cost involved dividing assets and using solicitors, recession</li> <li>• <b>people marrying later:</b> more mature therefore marriage likely to survive</li> <li>• <b>people cohabiting before marrying:</b> trial marriage could reduce likelihood of marriage breakdown</li> <li>• <b>more aware of damage to children:</b> we are more aware of potential psychological harm to children from a marriage break up and this might make couples stay together and work through their problems</li> <li>• <b>people cohabiting and then breaking up:</b> not included in divorce rates so fewer divorces</li> <li>• <b>mediation / counselling</b></li> <li>• <b>less marriages therefore less divorce</b></li> <li>• <b>empty shell</b></li> <li>• <b>secularisation</b></li> </ul>	<p>[4]</p> <p>2x1</p> <p>2x1</p>	<p>Must link to recent years.</p> <p>Number of ticks = number of marks 0-4.</p>

Question	Expected Answer	Mark	Rationale
1 (c)	<p><b>Level 3 response: 8 - 9marks</b> Candidates will provide a detailed outline of <b>at least two</b> possible reasons for the decline in marriage. They will be able to present relevant material in a planned and logical sequence using appropriate health, social care and early years terminology accurately. Sentences and paragraphs are relevant with the material presented in a balanced, logical and coherent manner which addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p><b>Level 2 response: 5 - 7 marks</b> Candidates will outline <b>at least two</b> possible reasons for the decline in marriage. There will be limited ability to organise relevant material, using some appropriate health, social care and early years terminology. Sentences and paragraphs are not always relevant with the material presented in a way that does not always address the question. There may be occasional errors of grammar, punctuation and spelling.</p> <p><b>Level 1 response: 0 – 4 marks</b> Candidates are likely to write in very general terms about marriage with little reference to the question. The response is likely to read as a common sense interpretation. Sentences and paragraphs will have limited coherence and structure, often being of doubtful relevance to the main focus of the question. Errors of punctuation, grammar and spelling may be noticeable and intrusive.</p> <ul style="list-style-type: none"> <li>• more people cohabiting as a trial marriage or rejection of marriage</li> <li>• disillusionment with marriage as a result of high divorce rates</li> <li>• socially acceptable not to marry</li> <li>• marriage is less valued in society</li> <li>• no financial benefits to marry</li> <li>• Socially acceptable to have children out of marriage</li> <li>• people marrying later</li> <li>• possible high cost of marriage</li> <li>• more people living independently / changing role of men and women</li> <li>• secularisation – religion no longer as influential in people’s lives</li> <li>• longer life expectancy</li> </ul>	[9]	<p>Top level will show an understanding that marriage is clearly in decline and that it is not just due to disillusionment with marriage.</p> <p>(Sub-max 5 for one done well).</p>

Question	Expected Answer	Mark	Rationale
2	<p><b>Level 3 response 11 – 15 marks</b> Candidates will discuss comprehensively <b>at least two</b> possible reasons for migration referring to migration to and emigration from the UK. At the upper end examples of migration will be referred to. Candidates will be able to present material in a planned and logical sequence using health and social care terminology accurately. The answer will be developed logically and there will be evidence of synthesis within the work. There will be few, if any, errors of spelling, punctuation and grammar.</p> <p><b>Level 2 response 6 – 10 marks</b> Candidates will discuss in detail <b>at least two</b> reason for migration and will refer to migration to and from the UK. Discussion will be developed coherently. There may be occasional errors of grammar, punctuation and spelling. 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.</p> <p><b>Level 1 Response 0 – 5 marks</b> Candidates will write in general terms about migration without focusing upon the question. Answers will read like common sense statements. Errors of grammar, punctuation and spelling may be noticeable and intrusive. Sentences and paragraphs have limited coherence and structure often being of doubtful relevance to the main focus of the question.</p> <p><b>Factors</b></p> <ul style="list-style-type: none"> <li>• to escape religious persecution</li> <li>• the escape political persecution</li> <li>• to move away from the fear of ethnic cleansing</li> <li>• to escape poverty and deprivation</li> <li>• to improve standard of living</li> <li>• greater educational opportunities</li> <li>• to join up with family</li> <li>• links to the commonwealth</li> <li>• greater job opportunities</li> <li>• to retire to the sun etc</li> <li>• health education and welfare benefits / safety net</li> <li>• EU borders opening</li> </ul>	15	<p>Both emigration and immigration must be referred to for level 3. Explicit reference with examples applicable to the UK must also be evident.</p> <p><b><i>Justification of the factor is the most important element.</i></b></p> <p>Sub-max of 8 for one reason covered comprehensively or only immigration / emigration.</p> <p>Sub-max of 7 if focus is about illegal immigrants.</p>

Question	Expected Answer	Mark	Rationale
3 (a)	<p><b>One</b> mark for each reason, TWO required from</p> <ul style="list-style-type: none"> <li>• women led healthier lifestyle eg less alcohol and smoking</li> <li>• better diet followed</li> <li>• more preventative check ups /, treatment</li> <li>• lower levels of employment in 'unhealthy jobs'</li> <li>• physiological differences</li> </ul>	<p><b>2</b></p> <p><b>2x1</b></p>	<p>Answers must focus upon women – do not accept generic answers as to why people in general are living longer.</p> <p>Accept reverse answers.</p> <p>Number of ticks = number of marks 0-2</p>
(b)	<p><b>One</b> mark for each reason and <b>one</b> mark for explanation, TWO required from</p> <ul style="list-style-type: none"> <li>• <b>medical intervention – drugs</b>, immunisations, transplants, replacements</li> <li>• <b>improvement in NHS and health provision</b>: more money spent on medical care</li> <li>• <b>improvements in diet</b>: wider range of affordable healthy food</li> <li>• <b>healthier environment</b>: legislation to clean up the environment and reduce pollution, housing</li> <li>• <b>more awareness of health</b>: more people seeking advice and monitoring their health</li> <li>• <b>improvements in preventative health care</b>: more awareness and practice of preventing ill health, hygiene</li> <li>• <b>support systems</b></li> <li>• <b>improved working conditions</b></li> </ul>	<p><b>4</b></p> <p><b>2x1</b></p> <p><b>2x1</b></p>	<p>Must focus upon over 80s.</p> <p>Number of ticks = number of marks 0-4.</p>

Question	Expected Answer	Mark	Rationale
3 (c)	<p><b>One</b> mark for identification of appropriate sample and <b>three</b> additional marks for explanation</p> <p><b>Appropriate sample:</b> Quota, Random, Stratified, Snowball, Systematic, Opportunistic</p> <p><b>Explanation</b> Reference to:</p> <ul style="list-style-type: none"> <li>• size of sample: appropriate numbers to be able to draw conclusions</li> <li>• sampling frame: is one available that can be used</li> <li>• selecting respondents: to get a cross section eg social class</li> <li>• access to the sample: difficulties of accessing older adults</li> <li>• generalisation</li> <li>• cost</li> <li>• how the data will be gathered: type of questions</li> </ul>	<p><b>4</b></p> <p><b>1x1</b> <b>3x1</b></p>	<p>Accept any recognised sample. Up to 3 marks can still be awarded if sample term is not used but a good explanation is provided.</p> <p>One reason fully developed 3 marks.</p>
3 (d)	<p><b>Level 3 response 8-10 marks</b> Candidates will discuss <b>at least two</b> practical and <b>two</b> ethical problems and will explicitly link them to studying older adults. Material will be planned and logical and sentences and paragraphs will be relevant and logical. There will be few, if any, errors in spelling, punctuation and grammar.</p> <p><b>Level 2 response 5-7 marks</b> Candidates will describe <b>at least one</b> practical and <b>one</b> ethical problem <b>or</b> two practical or two ethical problems. Some reference must be made to researching older adults. Sentences and paragraphs will be presented in a way that does not always address the question. There may be occasional errors of punctuation, grammar and spelling, particularly at the lower end.</p> <p><b>Level 1 response 0-4 marks</b> Candidates will <b>identify one</b> practical <b>and / or</b> ethical factor in a generic way. The answer is likely to read like a list and there may be noticeable errors of punctuation, spelling and grammar.</p>	<p><b>10</b></p>	<p>Top band must refer explicitly to older adults and both practical and ethical must be included.</p> <p>Sub-max 5 for only practical or ethical.</p>

Question	Expected Answer	Mark	Rationale
	<p><b><i>Ethical problems</i></b></p> <ul style="list-style-type: none"> <li>• getting consent from older adults – they may be reluctant to take part / suspicious</li> <li>• ensuring that each person is treated with respect – do not talk down to older adults</li> <li>• maintaining confidentiality / anonymity and not talking about the results to other people</li> <li>• explain to the sample the purpose of the research – this may be more difficult with older adults</li> <li>• not using sensitive questions – older adults may be more sensitive and reserved</li> <li>• maintaining anonymity – ensuring that no names are included, older adults may be more sensitive of this</li> <li>• right to withdraw, not under pressure</li> <li>• bias</li> </ul> <p><b><i>Practical problems</i></b></p> <ul style="list-style-type: none"> <li>• finding an appropriate sample</li> <li>• age gap may present difficulties</li> <li>• knowing which questions to use in the questionnaire</li> <li>• physical problems such as hearing ,sight disabilities, memory, mobility</li> <li>• questions may be misunderstood</li> <li>• low response rate because older adults may be suspicious of the research or be unwilling to talk to younger people</li> <li>• cost</li> <li>• socially acceptable answers</li> </ul>		

Question	Expected Answer	Mark	Rationale
3 (e)	<p><b>Level 3 response 8 –10 marks</b> Candidates will assess <b>both</b> the strengths and weaknesses of questionnaires for the research by explicit reference to researching older adults. At the upper end reference will be made to factors such as validity, reliability and representativeness. Material will be planned and logical and sentences and paragraphs will be relevant and logical. There will be few, if any, errors in spelling, punctuation and grammar.</p> <p><b>Level two response 5-7 marks</b> Candidates will describe <b>at least one</b> strength and <b>one</b> weakness but reference to older adults may be more implicit. Sentences and paragraphs will be presented in a way that does not always address the question. There may be occasional errors of punctuation, grammar and spelling, particularly at the lower end.</p> <p><b>Level one response 0 – 4 marks</b> Candidates will write in general terms about questionnaires with little or no reference to the question. The answer will read like a list. Errors of punctuation, spelling and grammar may be noticeable and intrusive.</p> <p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>• quantitative data</li> <li>• a lot of factual data can be collected from the sample</li> <li>• a large sample can be reached - representative</li> <li>• easy to convert into statistical data – easier to present and understand</li> <li>• produces reliable data</li> <li>• older adults have time to think about their answers</li> <li>• easy to compare older males and females ,different ethnic groups, ages ranges, status etc</li> <li>• easier for older adults to answer closed questions</li> <li>• less intrusive</li> <li>• easier to complete / quicker</li> </ul>	10	Candidates who assess well by reference to alternative methods should be rewarded in Level 3.

Question	Expected Answer	Mark	Rationale
	<p><b>Weaknesses:</b></p> <ul style="list-style-type: none"><li>• no depth</li><li>• might produce low response rates – may not be returned</li><li>• questions could be biased to get older adults to respond in a particular way</li><li>• some questions may be ambiguous and cause problems for the sample to interpret</li><li>• may lack validity and depth only providing superficial responses</li><li>• cannot explain the questions to the sample</li><li>• older adults might have problems writing answers to questions because of disabilities</li><li>• answers provided may not cover all responses needed by adults</li><li>• multiple guess response possible</li></ul>		

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4 (a)	<p><b>One</b> mark for each of TWO possible problems  <b>One</b> mark for two explanations</p> <ul style="list-style-type: none"> <li>• <b>balancing work / education and care:</b> likely to impact upon career and promotion</li> <li>• <b>negative effect on other family members:</b> may damage family relations and produce instability</li> <li>• <b>financial problems:</b> little financial support given to informal carers by the government so possible less income</li> <li>• <b>emotional difficulties:</b> can result in depression</li> <li>• <b>health problems:</b> eg back trouble if lifting, stress etc</li> <li>• <b>guilt for other family members:</b> feel they are neglecting children etc</li> <li>• <b>inadequate support from others</b></li> <li>• <b>suppressed resentment</b></li> <li>• <b>limited skills / lack of training</b></li> <li>• <b>social isolation</b></li> <li>• <b>weight of responsibility</b></li> </ul>	<p><b>4</b></p> <p><b>2x1</b> <b>2x1</b></p>	<p>Two different problems must be evident – do not accept two versions of balancing work and care role.</p> <p>Number of ticks = number of marks 0-4.</p>
(b)	<p><b>One</b> mark for each of TWO possible reasons  <b>One</b> mark for two explanations</p> <ul style="list-style-type: none"> <li>• <b>social expectation:</b> women have always been viewed as potential carers</li> <li>• <b>girls socialised in the home and at school into caring:</b> girls learn that caring is part of their role</li> <li>• <b>women are often more able to fit in caring with work role:</b> more women work part time or not working</li> <li>• <b>women live longer than men:</b> more likely therefore to be caring for other relatives</li> <li>• <b>women are more likely to be wanted to do personal care:</b> people are more likely to feel more comfortable with a female carer</li> </ul>	<p><b>4</b></p> <p><b>2x1</b> <b>2x1</b></p>	<p>Must focus on women's roles and expectations.</p> <p>Not just 'women are more caring'.</p> <p>Number of ticks = number of marks 0-4.</p>

Question	Expected Answer	Mark	Rationale
4 (c)	<p><b>Level 3 response 10-12 marks</b> Candidates will discuss in detail <b>at least two</b> possible ways the government could help informal carers. Material will be presented in a planned and logical sequence using appropriate terminology. Sentences and paragraphs will be largely presented in a balanced and logical manner which addresses the question. There will be few, if any, errors of grammar, punctuation and grammar.</p> <p><b>Level 2 response 5-9 marks</b> Candidates will discuss <b>at least two</b> ways the government could help informal carers. There will be limited ability to organise relevant material using some appropriate terminology. Sentences and paragraphs will be presented in a way that does not always address the question. There may be occasional errors of grammar, punctuation and spelling.</p> <p><b>Level 1 response 0 – 4 marks</b> Candidates will identify <b>at least one</b> way the government could help. Common sense answers using bullet points would be at this level. Sentences and paragraphs will be of doubtful relevance and errors of punctuation, grammar and spelling may be noticeable and intrusive.</p> <ul style="list-style-type: none"> <li>• increase the financial support to full time carers or the cared for</li> <li>• provide more respite care</li> <li>• encourage employers to offer more flexible employment to carers / legislate</li> <li>• adapt the taxation system to benefit carers</li> <li>• increase the range of affordable home care / adaptations</li> <li>• raise the status of care</li> <li>• training</li> <li>• support agencies – formal / informal</li> <li>• raise awareness of benefits / support</li> </ul>	12	Level 3 must not just write about financial help.

Question	Expected Answer	Mark	Rationale
5	<p><b>Level 4 response 16-20 marks</b> Candidates will provide a comprehensive analysis of <b>at least two</b> possible reasons why women are now out performing men and will refer to <b>at least two</b> stages of the education system – for <b>18-20 marks</b>. They will refer to both internal education factors and wider society factors. They will present relevant material in a planned and logical sequence using appropriate terminology confidently and accurately. Sentences and paragraphs consistently relevant are 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 3 response 11-15 marks</b> Candidates will produce a detailed analysis of <b>at least two</b> possible reasons why women are now outperforming men and will refer to <b>at least one</b> stage of the education system. Reference will be made to both educational and societal factors. Material will be presented in a planned and logical sequence using appropriate terminology. Sentences and paragraphs will be largely presented in a balanced and logical manner which addresses the question. There may be occasional errors of grammar, punctuation and spelling.</p> <p><b>Level 2 response 6-10 marks</b> Candidates will describe <b>at least one</b> possible reason why women are outperforming men. Reference will be made to <b>at least one</b> stage of the education system and candidates are likely to refer to either society or educational factors. There will be limited ability to organise relevant material using appropriate terminology. Sentences and paragraphs will be presented in a way that does not always address the question. There may be occasional errors of grammar, punctuation and spelling.</p> <p><b>Level 1 response 0-5 marks</b> Candidates are likely to write in general terms about women’s improvement without focusing upon the question. Sentences and paragraphs will be of doubtful relevance and errors of punctuation, grammar and spelling may be noticeable and intrusive.</p>	20	<p>Top band must refer to factors both within the school and the wider society.</p> <p>Explicit reference to at least two stages of the education system must be evident.</p>

Question	Expected Answer	Mark	Rationale
	<p><b><i>Educational factors:</i></b></p> <ul style="list-style-type: none"> <li>• development of coursework particularly at GCSE / AS/A2</li> <li>• more attention in primary and secondary schools given to underachievement of girls in the past</li> <li>• Equal Opportunities policies in schools</li> <li>• more female role models in schools</li> <li>• National Curriculum</li> <li>• GIST and WISE policies</li> <li>• monitoring textbooks in primary schools for gender bias</li> <li>• peer pressure</li> </ul> <p><b><i>Society factors:</i></b></p> <ul style="list-style-type: none"> <li>• feminisation of work</li> <li>• Equal Opportunities legislation</li> <li>• changes in girls priorities</li> <li>• less emphasis upon domestic roles</li> <li>• more successful role models in the media</li> <li>• more successful role models in society, work place and schools</li> <li>• socially acceptable for girls to achieve</li> <li>• crisis of masculinity</li> </ul> <p>Males may be socialised into skill-based training rather than education</p>		

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