GCE

Health and Social Care

Advanced GCE

Unit **F924:** Social Trends

Mark Scheme for June 2011

Question	Expected Answer	Mark	Rationale
1 **(a)**	**One** mark for each identification and **one** for each explanation, TWO **r**equired • **the development of contraception particularly the pill:** allowed women to control their fertility • **the growth of feminism / changing role of women / education:** women began to change priorities towards a career with less children • **growth of materialism**: families wanting higher standard of living which cannot be achieved with large family • **fashion towards smaller families**: set by influential people / role models • **growth of child centred society**: necessitated smaller families • **cost of bringing up children**: large families were uneconomic as children were not an economic asset • **secularisation**: less religious influence	**2x1** **2x1** **[4]**	No need to refer specifically to dates.
(b)	**Two** marks for correct definition – **one** mark for partial definition. • the number of births per thousand (✓) of the population per year (✓)	**2x1** **[2]**	Sub-max 1 for partial definition. Two marks for fully accurate definition. No marks for number of babies born

Question	Expected Answer	Mark	Rationale
1 (c)	**Level 3 response: 8 - 9marks** Candidates will outline in detail at least **two** ways the government will need to respond in **depth.** They will be able to present relevant material in a planned and logical sequence using appropriate terminology accurately. Sentences and paragraphs are relevant with the material presented in a balanced, logical and coherent manner that addresses the question. There will be few, if any, errors of grammar, punctuation and spelling. **Level 2 response: 5 - 7 marks** Candidates will outline at least **two** ways in less depth. There will be limited ability to organise relevant material, using some appropriate 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 noticeable errors of grammar, punctuation and spelling. *(Sub-max 5 for one done well.)* **Level 1 response: 0 – 4 marks** Candidates will identify **ways**. 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. • need to adjust government spending towards early years: maternity and paediatrics • provide more nursery places • train more early years care workers • plan for future higher levels of the population at each life stage • need for additional Sure Start services • likely to review taxation policy • make work place policy for working parents more flexible • increase in family housing availability • promote teenage contraception Accept any change / policy linked to a growing birth rate	[9]	Top band requires more than a range of government financial factors Do not accept reference to long term planning, eg care of the elderly

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2	**Level 311 – 15 marks** Candidates will **discuss in detail at least two reasons** why childhood might be under threat and **two reasons** why childhood is still a protected stage of life. For full marks a conclusion will be drawn. 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. **Level 26 – 10 marks** Candidates will attempt to **discuss at least two reasons** why childhood might be under threat and why childhood is still a protected stage of life, with an implicit attempt to address the issue of extent. Discussion will be developed coherently. There may be noticeable 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. *(Sub-max 8 for just positive or negative or 2 for **or** 2 against).* **Level 10 – 5 marks** Candidates will describe issues of childhood in a list type structure. 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. **Childhood under threat:** • loss of childhood through media sexualising of young girls / boys • sedentary lifestyle of children leading to health issues • child abuse and neglect more evident in the media • broken / dysfunctional families on the increase • individualised nature of society leading to parents putting themselves first • loss of religious influence and spiritual guidance • greater pressure in school to succeed leading to depression and sense of failure • dual family workers – less time for children / latch key children • advertising - which puts parents under pressure • technology – loss of play / increased violence • moral panic – parents keeping children safe • financial issues / poverty / childcare etc	**[15]**	Top band must address the issue of balance and not just support the statement

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	Childhood not under threat: • much more child centred society • idealised view of childhood • legislation and policies to protect children • moral panic not a reality • less abuse today than in the past • children are healthier today than any time in the past • greater opportunities today for children to fulfil their potential • increased information support available		

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3 **(a)**	**One** mark each for TWO of the following points • statistical, numerical data produced as graphs, charts etc • large scale / macro • easy to analyse / understand • produces correlations • closed questions / direct observation / tallying	**2x1** **[2]**	Do not accept examples. Accept negatives for example not in depth responses etc
(b)	**One** mark for identification and **one** mark for explanation, TWO required • **cost of living increased:** need for two incomes to pay mortgage etc • **recession:** need for two incomes • **more women wanting careers, access to education:** growth of feminism has led to women wanting to balance childcare and a career • **child centred society:** to provide for children two incomes are needed • **more men helping in the home:** women needing to work to balance out this change • **more part time work:** need for two incomes • **more materialistic society:** two incomes needed to provide for consumer goods • **no stigma against women at work:** equality of women in the workplace	**2x1** **2x1** **[4]**	Accept any relevant reason which refers to changes in men's and women's roles

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3 (c)	**Level 3 9 – 12 marks** Candidates will give a **comprehensive discussion of at least two** reasons linked explicitly to researching women and childbirth. Material will be planned and logical and sentences and paragraphs will be relevant and logical. There will be few, if any, errors of grammar punctuation and spelling. **Level 2 5- 8 marks** Candidates will give a **reasonable discussion of at least two** reasons with some reference to women and childbirth. Sentences and paragraphs for the most part 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. **Level 1 0 – 4 marks** Candidates will **attempt to discuss at least one** relevant reason, although the response is likely to me more descriptive in nature, lacking depth and understanding. Sentences and paragraphs have limited coherence and structure often being of doubtful relevance to the main focus of the question. Errors of grammar, punctuation and spelling may be noticeable and intrusive. • sensitive topic requiring a sensitive approach • need to build a rapport with the women therefore more valid • she wanted depth and insight not superficial answers • she wanted the research to be like a conversation – not restricted answers • she could follow up leads brought up by the women • she wanted to build up a trusting relationship with the women • she was a feminist and this was the method most used by feminists • qualitative data was important for her to find out the impact of childbirth upon women • increases validity • interpretation of body language • ability to prompt and probe	[12]	Not necessary for candidates to be aware of Oakley's work and they do not need to refer to it explicitly in their answers

Question	Expected Answer	Mark	Rationale
3 (d)	**Level 3: 9 – 12 marks** Candidates will **assess in detail at least two ethical issues involved in researching family life**. There will be explicit reference to the context of families. 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 consistently relevant and well structured in a way that addresses the question. There will be few if any errors of grammar, spelling and punctuation. **Level 2: 5 – 8 marks** Candidates will give a **reasonable discussion of at least two ethical issues linked to researching family life**. Ability to present relevant material in a planned and logical sequence using appropriate and logical terminology accurately. Sentences and paragraphs for the most part relevant with the material presented in a logical and coherent manner which addresses the question. There may be occasional errors of punctuation grammar and spelling **Level 1: 0 – 4 marks** Candidates will **attempt to discuss one relevant point**, although this is likely to be descriptive in nature, lacking depth and understanding. Sentences and paragraphs have limited coherence and structure often being of doubtful relevance to the main focus of the question. Errors of grammar, spelling and punctuation may be noticeable and intrusive • must consider the family's rights • confidentiality – keeping family details out of the public arena • anonymity – particularly for children in families • informed consent – getting consent individually from all family members • the right to withdraw – any family member can withdraw at any time from the research • privacy when completing the interview – family members to be given the right to being interviewed separately • explaining the purpose and use made of the research – all family members to be informed individually • show respect and accept diversity – particularly with regard to ethnic minorities	[12]	Level three must explicitly link their answers to family life with examples

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	• remaining objective throughout / value free approach - do not allow any pre conceived views on family stereotypes to influence the research eg lone parent families • offer the completed research to the participants / knowledge of publication / use – to all family members involved in the research • offer venue and time for participants convenience- consider individual family members situations eg working women with children • protect from psychological harm – family may become emotionally affected by issues raised		

Question	Expected Answer	Mark	Rationale
4 (a)	One **mark** for **identification of reason and** one **mark** for **explanation,** TWO required • discrimination in the workplace: **less likely to gain secure employment and promotion** • higher levels of unemployment: **more likely to have fewer qualifications for employment** • some will send money to relatives in original country: **leaves less disposable income for own family** • some will have larger families: less money for each family member • **language barriers**: may limit employment opportunities • **cultural issues**: eg one breadwinner only	**2x1** **2x1** **[4]**	No need to refer to examples of ethnic minorities – generic response is acceptable. Number of ticks = number of marks 0 -4
(b)	One **mark for identification and** one **mark for explanation,** THREE required • **free school meals and school uniform vouchers:** means tested based upon household income • **EMA / bursaries:** to encourage students from low household incomes to stay in education • **council tax benefit:** based upon low levels of income and capital • **housing benefit:** people who are renting and on low income and capital are entitled to financial help • **working tax credit:** paid to people in work on low incomes • **child tax credit:** paid to families with children on low incomes • **job seekers allowance:** paid to family members out of work or working less than 16 hours a week • **income support**: paid to low income workers	**3x1** **3x1** **[6]**	Accept any three examples which are different but must link to low income families and not benefits in general. Number of ticks = number of marks 0 -6 Accept any government financial policy linked to low income. **Do not accept child benefit.**

Question	Expected Answer	Mark	Rationale
4 (c)	**Level 3: 8 – 10 marks** Candidates will discuss at least **two** strengths and **two** weaknesses that will explicitly link to the study of economic aspects of family life. Some judgement is necessary for top marks. They will be able to present material in a planned and logical sequence using appropriate terminology accurately. Sentences and paragraphs are relevant with the material presented in a balanced, logical and coherent manner that addresses the question. There will be few, if any, be occasional errors of spelling, punctuation and grammar. **Level 2: 5 – 7 marks** Candidates will describe at least two strength and weakness or two strengths or two weaknesses. At the upper end reference will be made to family life. Sentences and paragraphs will be presented in a way that does not always address the question. There may be noticeable errors of punctuation, grammar and spelling. *(Sub-max 5 – for 1 of each or just strength / weaknesses.)* **Level 1: 0 – 4 marks** Candidates will identify at least one strength or weakness which is unlikely to be linked to family life Errors of punctuation, grammar and spelling may be noticeable and intrusive. **Strengths:** • easily / widely available on economic aspects of family life • useful to compare changes in economic / financial aspects over time • reliable and comprehensive • collected on a regular basis • can look for large scale shifts in family structures linked to economics • can look for correlations between economic issues and family life • used to make projections, etc • large sample	**[10]**	Top band must make links to economic aspects. Good general answers linked to family life can be awarded in Level Two.

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	Weaknesses: • does not show the depth in economic aspects of family life • does not reveal the micro nature of family life – income levels within families • can date very quickly • purely statistical and not qualitative • may be subjective – government may not want to reveal the whole truth • no reasons offered by the data		

Question	Expected Answer	Mark	Rationale
5	**Level 4: 16 – 20 marks** Candidates will give a **comprehensive and in-depth discussion of extent by reference to at least two reasons** why the nuclear family may have become a museum piece but also show an explicit awareness that the nuclear family remains the most common structure, one experienced by most people at some stage in their life. A conclusion will be drawn for full marks. Ability to present relevant material in a well planned and logical sequence with a clearly defined structure, using appropriate terminology confidently and accurately. Sentences and paragraphs 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. **Level 3: 11 – 15 marks** **Candidates will discuss in detail the issue of extent but it may be more** implied than explicit. They will discuss at least two reasons why the nuclear family may be disappearing whilst recognising that the nuclear family remains the model for most people. Ability to present material in a planned and logical sequence using appropriate and logical terminology accurately. Sentences and paragraphs for the most part 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. **Level 2: 6 – 10 marks** Candidates will **attempt to discuss (more descriptive in nature) at least one reason** for the decline of the nuclear family but will not address the issue of extent. Limited ability to organise relevant material using some appropriate terminology. Sentences and paragraphs not always relevant with the material presented in a way that does not always address the question. There may be noticeable errors of grammar, punctuation and spelling. **Level 1: 0 – 5 marks** Candidates will **attempt to discuss (lacking depth and understanding) at least one aspect** of family life linked to the nuclear family and the answer will be unplanned and appear to be in a list format. Sentences and paragraphs have limited coherence often being of doubtful relevance to the main focus of the question. Errors of grammar, punctuation and spelling may be noticeable and intrusive.	**[20]**	

Question	Expected Answer	Mark	Rationale
	Decline of the nuclear family:		
	• much greater choice of relationships		
	• growth of lone parent families		
	• increase in cohabitation		
	• increase in reconstituted families		
	• possible increase in extended families		
	• growth in ethnic diversity		
	• increase in joint conjugal roles		
	• later age of marrying		
	• more childless couples		
	• more same sex couples		
	• individuals experiencing wide range of family structures throughout their lifetime		
	• smaller families		
	• mixed culture / religious relationships more common		
	• serial monogamy becoming more the norm		
	• beanpole families		
	• media representation of alternative families		
	• secularisation		
	Importance of nuclear family:		
	• nuclear families remain the norm / model in society		
	• marriage as an institution remains important		
	• most people experience a nuclear family at some stage of their life		
	• politicians promote the heterosexual couple as the preferred family type		
	• the nuclear family has evolved but remains an important part of our culture.		
	• the media still promote nuclear relationships		
	• number of marriages still relatively high		
	• advertising techniques		

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