



# SPECIMEN

**Advanced GCE**  
**Health and Social Care**  
**Unit 15: Social Trends**

## F924

### Specimen Paper

Time: 1 hour 30 minutes

Candidates answer on the question paper.

#### Additional materials:

Candidate  
Forename

Candidate  
Surname

Centre  
Number

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Candidate  
Number

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#### INSTRUCTIONS TO CANDIDATES

- Write your name in capital letters, your Centre Number and Candidate Number in the boxes above.
- Use black ink. Pencil may be used for graphs and diagrams only.
- Read each question carefully and make sure you know what you have to do before starting your answer.
- Answer **all** the questions.
- Do not write in the bar codes.
- Do not write outside the box bordering each page.
- Write your answer to each question in the space provided.

#### INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [ ] at the end of each question or part question.
- Your Quality of Written Communication is assessed in questions marked with an asterisk (\*).
- The total number of marks for this paper is 100.

#### FOR EXAMINER'S USE

1	
2	
3	
4	
5	
<b>TOTAL</b>	

This document consists of **12** printed pages.

Answer **all** questions.

- 1** Use the information given in **Table 1.1** of the pre-released material to answer Questions **1(a)** and **1(b)**.
- (a) (i)** What is the population of the United Kingdom in 2001?  
 ..... [1]
- (ii)** In which area of the United Kingdom is the population expected to fall?  
 ..... [1]
- (iii)** By how much did the population of England increase between 1951 and 2001?  
 ..... [2]
- (iv)** Describe the trend for the population of Wales between 1951 and 2001.  
 .....  
 .....  
 ..... [2]
- (v)** The data for 2011 onwards are projections.  
 What is a 'projection'?  
 .....  
 .....  
 ..... [2]
- (vi)** Give **two** reasons why the projections are likely to be accurate.  
 Reason 1: ..... [1]  
 .....  
 Reason 2: ..... [1]  
 .....
- (vii)** Give **two** reasons why the projections could prove inaccurate.  
 Reason 1: ..... [1]  
 .....  
 Reason 2: ..... [1]  
 .....

(viii) Give **four** uses of projected figures by governments.

Use 1: .....  
..... [1]

Use 2: .....  
..... [1]

Use 3: .....  
..... [1]

Use 4: .....  
..... [1]

(b) For Northern Ireland, the table shows a change of population from **1.6** million to **1.7** million from 1991 to 2001. Give **four** comments on the accuracy of this data.

Comment 1: .....  
..... [1]

Comment 2: .....  
..... [1]

Comment 3: .....  
..... [1]

Comment 4: .....  
..... [1]

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2 Use the information given in **Table 2.1** of the pre-released material to answer Questions **2(a)**, **2(b)** and **2(c)**.

(a) (i) What was the average household size in 1961?

..... [1]

(ii) How many households were there in Great Britain in 2001?

..... [2]

(iii) What **was** the approximate population of Great Britain in 1991?

.....  
 ..... [2]

(iv) What **percentage** of people lived in households of **four** or more in 2001?

..... [1]

(b) Give **four** reasons why households of **five** or more are less common in 2001 than in 1961.

Reason 1: .....  
 ..... [1]

Reason 2: .....  
 ..... [1]

Reason 3: .....  
 ..... [1]

Reason 4: .....  
 ..... [1]



**3** Read **Text 3** below.**Text 3**

A local voluntary organisation wants to collect data about the possible difficulties people with an ethnic background have in accessing their services. They decide to use a questionnaire to produce quantitative data. They will then conduct interviews with 20 of the people who answer the questionnaire.

Use the information given in **Text 3** to answer Questions **3(a)**, **3(b)** and **3(c)**.

- (a) (i)** Give **two** ways that quantitative data could be used by the voluntary organisation. Describe how each could help the voluntary organisation.

Way 1: ..... [1]

How could help: ..... [1]

..... [1]

Way 2: ..... [1]

How could help: ..... [1]

..... [1]

- (ii)** The organisation wishes to produce useful information about the possible difficulties people with an ethnic background could experience when accessing their services.

Identify **four** criteria that the charity should use to select the sample of 20 follow-up interviewees.

Criteria 1: ..... [1]

..... [1]

Criteria 2: ..... [1]

..... [1]

Criteria 3: ..... [1]

..... [1]

Criteria 4: ..... [1]

..... [1]



(c) There are difficulties with many methods used for collecting data about ethnicity.

Identify **six** possible problems and describe a way of overcoming each of them.

Problem 1: ..... [1]

Overcome by: .....

..... [1]

Problem 2: ..... [1]

Overcome by: .....

..... [1]

Problem 3: ..... [1]

Overcome by: .....

..... [1]

Problem 4: ..... [1]

Overcome by: .....

..... [1]

Problem 5: ..... [1]

Overcome by: .....

..... [1]

Problem 6: ..... [1]

Overcome by: .....

..... [1]

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4 (a) Explain how **four** health and social care services would support a couple to live as independently as possible during later adulthood.

Service 1: ..... [1]

Support: .....  
..... [1]

Service 2: ..... [1]

Support: .....  
..... [1]

Service 3: ..... [1]

Support: .....  
..... [1]

Service 4: ..... [1]

Support: .....  
..... [1]

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OXFORD CAMBRIDGE AND RSA EXAMINATIONS

Advanced GCE

**HEALTH AND SOCIAL CARE**

**F924**

Unit 15: Social Trends

**Specimen Mark Scheme**

The maximum mark for this paper is 100.

SPECIMEN

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Question Number	Answer	Max Mark
1(a)(i)	58.8 million/58 800 000	[1]
1(a)(ii)	Scotland	[1]
1(a)(iii)	(49.2 – 41.2) = 8.0 million  [One mark for 8 million or 8 000 000 or 49.2 – 41.2]	[2]
1(a)(iv)	A rise/increase; then stable.  [Do not accept Reference: to <b>future</b> data]	[2]
1(a)(v)	Two from: <ul style="list-style-type: none"> <li>• a prediction/estimate;</li> <li>• based on observable trends/measurable data;</li> <li>• beyond the range of observable data/in the future.</li> </ul> [Do not accept 'guess']	[2]
1(a)(vi)	Two from: <ul style="list-style-type: none"> <li>• based on reliable data;</li> <li>• well identified trends;</li> <li>• large sample;</li> <li>• government figures;</li> <li>• data has been collected for a long time;</li> <li>• same methodology used.</li> </ul>	[2]
1(a)(vii)	Two from: <ul style="list-style-type: none"> <li>• trends may be temporary/mistaken;</li> <li>• unpredictable influences may change outcomes;</li> <li>• may not be possible to take all factors into account;</li> <li>• less accurate the further into the future they occur.</li> </ul>	[2]
1(a)(viii)	Four from: <ul style="list-style-type: none"> <li>• necessary for forward planning;</li> <li>• allow predictions;</li> <li>• identify possible problems;</li> <li>• less waste/more targeted resources;</li> <li>• political timings;</li> <li>• dispel false assumptions.</li> </ul>	[4]

Question Number	Answer	Max Mark
1(b)	Four from: <ul style="list-style-type: none"> <li>• the change is 0.1 million or 100 000;</li> <li>• the data is to the nearest 0.1 million;</li> <li>• 1.6 million could be between 1.55 and 1.64;</li> <li>• change may be as small as 1.64 to 1.65;</li> <li>• the change in value cannot be relied on;</li> <li>• therefore the possible change is within the margin of error.</li> </ul>	[4]
2(a)(i)	3.1 people [ <i>not</i> %]	[1]
2(a)(ii)	24.1 millions or 24 100 000	[2]
2(a)(iii)	$22.4 \times 2.5 = 56$ millions/56 000 000 [One mark for any answer between 54 and 58 million, or for $22.4 \times 2.5$ ]	[2]
2(a)(iv)	$14+5+2 = 21\%$ [ <i>not</i> millions]	[1]
2(b)	Four from: <ul style="list-style-type: none"> <li>• divorce is increasing;</li> <li>• increased economic independence;</li> <li>• fewer children in families;</li> <li>• less living with parents/other relations/fewer extended families;</li> <li>• increased (employment) mobility;</li> <li>• increased housing stock.</li> </ul>	[4]

Question Number	Answer	Max Mark
2(c)*	<p>Use levels of response criteria.</p> <p><b>Level 1 [0-4 marks]</b> Candidates will be able to identify similarities and differences in the <b>two</b> sets of data. Answers are likely to be muddled, demonstrating little knowledge or understanding. Sentences have limited coherence and structure, often being of doubtful relevance to the main focus of question. Errors of grammar, punctuation and spelling will be noticeable and intrusive.</p> <p><b>Level 2 [5-7 marks]</b> Candidates will be able to compare similarities and differences and accurately describe how the factors below have had an effect on the data. At this level, they may not show the interdependence of the <b>two</b> sets of data. Answers will be factually correct with some use of appropriate terminology. Sentences for the most part relevant presented in a balanced, logical and coherent manner which addresses the question. There may be some noticeable errors of grammar, punctuation and spelling.</p> <p><b>Level 3 [8-10 marks]</b> Candidates will be able to compare similarities and differences and accurately explain how the factors below have had an effect on the data. At this level, they will show the interdependence of the two sets of data. Candidate presents materials in a well planned and logical sequence. Answers will be factually accurate, using appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p><b>Knowledge requirements</b></p> <p><b>Reasons for the rise in one-person households:</b></p> <ul style="list-style-type: none"> <li>• increased rate of divorce and family breakdown;</li> <li>• more elderly living on their own plus longer life expectancy;</li> <li>• higher number of students;</li> <li>• increased mobility for education and employment;</li> <li>• change in expectations;</li> <li>• people marrying later in life;</li> </ul> <p><b>Reasons for the comparative stability of the numbers of two-people households and the small rise increased by:</b></p> <ul style="list-style-type: none"> <li>• increased rate of divorce and family breakdown, producing lone-parent families;</li> <li>• longer life expectancy of elderly couples;</li> <li>• more cohabitation;</li> <li>• couples having children later;</li> <li>• children living independent lives/leaving home;</li> </ul> <p><b>Reasons for the comparative stability of the numbers of two-people households and the small rise decreased by:</b></p> <ul style="list-style-type: none"> <li>• children staying at home longer;</li> <li>• partner dying/divorce.</li> </ul>	<b>[10]</b>



Question Number	Answer	Max Mark
3(a)(i)	<p>Two from:</p> <ul style="list-style-type: none"> <li>• can be used to draw charts, tables, graphs – to help predict future trends;</li> <li>• to identify trends, scale of problems, evidence for/against subjective opinions, hypothesis – to help with planning;</li> <li>• make comparisons, costings, allocation, further research – to allocate funds.</li> </ul> <p>[One mark for each correct way and additional mark for each correct description of help]</p>	[4]
3(a)(ii)	<p>Four from:</p> <ul style="list-style-type: none"> <li>• a range of ethnic backgrounds/in proportion to local conditions;</li> <li>• gender 50/50 or in proportion to the quantitative data;</li> <li>• age profile, all ages covered;</li> <li>• a range of different backgrounds/social class;</li> <li>• a range of different family structures;</li> <li>• must include people where English is not first language;</li> <li>• must overcome/take into account language difficulties.</li> </ul> <p>[Criteria must ensure either balance or controlled ratio]</p>	[4]
3(b)*	<p>Use levels of response criteria.</p> <p><b>Level 1 [0-4 marks]</b> Candidates will make <b>one</b> or <b>two</b> comparative statements using some appropriate terminology. Answers are likely to be muddled, demonstrating little knowledge or understanding. Sentences have limited coherence and structure, often being of doubtful relevance to the main focus of question. Errors of grammar, punctuation and spelling will be noticeable and intrusive.</p> <p><b>Level 2 [5-7 marks]</b> Candidates will address both reliability <i>and</i> validity. They will make at least <b>two</b> comparisons using some appropriate terminology. Answers will be factually correct with some use of appropriate terminology. Sentences for the most part relevant presented in a balanced, logical and coherent manner which addresses the question. There may be some noticeable errors of grammar, punctuation and spelling.</p> <p><b>Level 3 [8-10 marks]</b> Candidates will address both reliability <i>and</i> validity. They will realise that structured interviews are normally reliable and in-depth interviews are not and that in-depth interviews have high validity and structured interviews less validity. They will make at least <b>two</b> comparisons which demonstrate their ability to present a well explained and developed answer. Candidate presents materials in a well planned and logical sequence. Answers will be factually accurate, using appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p>	[10]

Question Number	Answer	Max Mark
3(b) cont.	<p><b>Knowledge requirements</b></p> <p><b>Reliability:</b> extent to which a measurement yields the same answer each time it is used.</p> <p><b>Reliability of structured interview:</b></p> <ul style="list-style-type: none"> <li>• these stress reliability;</li> <li>• repeating research with different sample should give the same results/if not then the design of the research is likely to be at fault;</li> <li>• questions will be the same to all interviewees;</li> <li>• questions should be piloted to remove badly performing questions;</li> <li>• interviewers' style should be the same;</li> <li>• will often produce data that can be expressed statistically;</li> </ul> <p><b>Reliability of in-depth interview:</b></p> <ul style="list-style-type: none"> <li>• not expected to have reliability;</li> <li>• normally very small sample size (as expensive);</li> <li>• individual responses not intended to be compared.</li> </ul> <p><b>Validity:</b> extent to which a measurement truly reflects the phenomenon being studied.</p> <p><b>Validity of structured interview:</b></p> <ul style="list-style-type: none"> <li>• limited responses (sometimes) available;</li> <li>• real variations of opinion sometimes missed;</li> <li>• researcher may not have considered all responses;</li> <li>• questions with erratic or conflicting answers often dropped;</li> </ul> <p><b>Validity of in-depth interview:</b></p> <ul style="list-style-type: none"> <li>• these stress validity;</li> <li>• open to influence of interview;</li> <li>• information collected comes close to the subject's real view.</li> </ul>	
3(c)	<p>Six from:</p> <ul style="list-style-type: none"> <li>• questionnaires in different language – produce in different languages;</li> <li>• interviewer does not speak the same language – have interviewers from same ethnic group/translators;</li> <li>• different definitions of ethnicity – give restricted range to choose from/allow free response;</li> <li>• people refusing to answer as they may feel too personal – allow questions to be optional/use observations;</li> <li>• people worried about what the information will be used for, e.g. immigration or police – assurance of confidentiality;</li> <li>• families not wishing to differentiate between family members – allow self-selection of response;</li> </ul>	<b>[12]</b>

Question Number	Answer	Max Mark
3(c) cont.	<ul style="list-style-type: none"> <li>• interviewer may not relate to the interviewee – have interviewers from same ethnic group;</li> <li>• selecting fair samples may be difficult – use pre-sampling to ensure range is covered;</li> <li>• mixing of race, religion, ethnic group members – allow self-selection of response;</li> <li>• accept any other explanations, together with any method that would overcome the problem.</li> </ul> <p>[One mark for each correct problem and additional mark for each correct description of how to overcome it]</p>	
4(a)	<p><b>Social service provision:</b></p> <ul style="list-style-type: none"> <li>• assessment of needs;</li> <li>• help from social services: <ul style="list-style-type: none"> <li>– adaptations to home: grab rails/ramps/kitchen adaptations/washing adaptations;</li> <li>– provision of: day-care services/respite services/home-care services (dressing/bathing/toilet/meals/housework)/specialised home-care services (for dementia etc)/peripatetic drop-in service during night/meals on wheels/laundry services.</li> </ul> </li> </ul> <p><b>Health service provision:</b></p> <ul style="list-style-type: none"> <li>• GP/practice nurse (primary health services);</li> <li>• community nurses/health visitors/district nurse</li> <li>• dental services/chiroprody</li> </ul> <p><b>Mobility service provision:</b></p> <ul style="list-style-type: none"> <li>• community transport</li> <li>• provision of aids, wheelchairs etc.</li> </ul> <p><b>Services provided by voluntary groups and charities:</b> Service could include advice/information/day care/visiting services/transport services/clubs etc.</p> <p><i>[One mark for each correct service and additional mark for each correct explanation of support correctly linked to the service and showing <b>how</b> it promotes independence]</i></p>	<b>[8]</b>

Question Number	Answer	Max Mark
4(b)*	<p>Use levels of response criteria.</p> <p>Responses will reflect on the three possibilities that elderly may live on their own, in residential care, or with the family.</p> <p><b>Level 1 [0-4 marks]</b> Candidates can describe at least <b>one</b> impact on the family with a basic explanation. There may be only an inferred link to the data given. Answers are likely to be muddled, demonstrating little knowledge or understanding. Sentences have limited coherence and structure, often being of doubtful relevance to the main focus of question. Errors of grammar, punctuation and spelling will be noticeable and intrusive.</p> <p><b>Level 2 [5-7 marks]</b> Candidates will make at least <b>two</b> points about change and explain in a coherent way the possible impact on the family. There will be limited use of the data provided. Answers will be factually correct with some use of appropriate terminology. Sentences for the most part relevant presented in a balanced, logical and coherent manner which addresses the question. There may be some noticeable errors of grammar, punctuation and spelling.</p> <p><b>Level 3 [8-10 marks]</b> Candidates will be able to discuss critically by making at least <b>two</b> points, which will directly link to the data given, that may illustrate positive and negative aspects about change (seeing benefits is to be credited). They will produce a synthesised, coherent discussion that illustrates possible impact on the family. Candidate presents materials in a well planned and logical sequence. Answers will be factually accurate, using appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p><b>Knowledge requirements</b></p> <p><b>Impact of changes:</b></p> <ul style="list-style-type: none"> <li>• increased need in state provision in health and social care services and residential provision;</li> <li>• decreasing size of workforce left to foot the health care bill;</li> <li>• increase in public vs private debate over health and social care services;</li> <li>• increased need for care of elderly by family likely, due to cost of care for the state/the state's unwillingness to foot the bill;</li> <li>• family may feel duty bound to make sacrifices to provide care for elderly relatives;</li> <li>• burden of care may affect women more than men as they are traditionally the carers, and are more likely to be involved in childcare/non career-based part-time working;</li> <li>• pressure to return to the extended family;</li> <li>• less opportunity for family members to work, particularly women;</li> <li>• financial pressures on family of cost of caring;</li> <li>• financial savings, shared accommodation etc;</li> </ul>	<b>[10]</b>

Question Number	Answer	Max Mark
4(b)* cont.	<ul style="list-style-type: none"> <li>• emotional and social benefits;</li> <li>• greater stress through physical and emotional demands of caring – could affect relationships in the nuclear family;</li> <li>• costs of residential care;</li> <li>• use of savings that might have been inherited;</li> <li>• conflict due to different standards with different generations;</li> <li>• grandparents more likely to have (longer) relationships with grandchildren (positive benefits from);</li> <li>• adaptation of home may be needed – ramps, showers, etc. may not suit every body;</li> <li>• privacy/independence maintained.</li> </ul>	
5*	<p>Use levels of response criteria.</p> <p><b>Level 1 [0-3 marks]</b> Candidates will be able to make at least <b>two</b> points that describe the changing roles of women. There may be an attempt to link these to changes in society in the last fifty years. There will be an attempt at analysis. Ability to communicate at least <b>one</b> point using little or no terminology. 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 will be noticeable and intrusive.</p> <p><b>Level 2 [4-6 marks]</b> Candidates will be able to make at least <b>two</b> points that describe the changing roles of women. There may be an attempt to link these to changes in society in the last fifty years. There will be an attempt at analysis. 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.</p> <p><b>Level 3 [7-9 marks]</b> Candidates will be able to make at least <b>two</b> points that accurately describe the changing roles of women. They will be able to link these to changes in society in the last fifty years. There will be an attempt at analysis. 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 balanced, logical and coherent manner which addresses the question. There may be occasional errors of grammar, punctuation and spelling.</p>	[12]

Question Number	Answer	Max Mark
<p><b>5*</b> <b>cont'd</b></p>	<p><b>Level 4 [10-12 marks]</b></p> <p>Candidates will be able to discuss the changing roles of women. They will make at least <b>two</b> points and be able to link with the social constructs (even if this term is not used) of family, (house) wife and mother. Conclusions will be drawn, demonstrating the ability to analyse. 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, 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>Knowledge requirements</b></p> <p><b>Role of women as seen as or influenced by:</b></p> <ul style="list-style-type: none"> <li>• in the past: <ul style="list-style-type: none"> <li>– wife/mother/homemaker/carer;</li> <li>– subservient to husband;</li> <li>– dependant on husband financially;</li> <li>– position in society dependent on husband's class/employment;</li> <li>– fewer jobs for woman;</li> <li>– poorer pay for woman;</li> <li>– less independence/expected to 'obey' husband;</li> <li>– seen as weaker/fragile;</li> <li>– different standards applied to relationships;</li> <li>– often restricted education;</li> <li>– only certain behaviour socially acceptable;</li> <li>– little contraception;</li> </ul> </li> <li>• today: <ul style="list-style-type: none"> <li>– partner, wage earner, equal (while retaining in some relationships much of the caring, household chores);</li> <li>– more independence/own relationships/activities;</li> <li>– better education;</li> <li>– less defined as wife/mother;</li> <li>– more likely to share financial provision and choices;</li> <li>– seen as able to do most jobs;</li> <li>– more prepared to end a unsuccessful marriage;</li> <li>– better contraception/more control/late pregnancy;</li> <li>– more career orientated;</li> <li>– seen as individual by self and others;</li> <li>– higher expectations.</li> </ul> </li> </ul>	
	<b>Paper Total</b>	<b>[100]</b>

## Assessment Objectives Grid (includes QWC)

Question	AO1	AO2	AO3	AO4	Total
1(a)(i)		1			1
1(a)(ii)		1			1
1(a)(iii)	1	1			2
1(a)(iv)	2				2
1(a)(v)	1	1			2
1(a)(vi)	1	1			2
1(a)(vii)	1	1			2
1(a)(viii)		2	2		4
1(b)			2	2	4
2a(i)		1			1
2(a)(ii)	1	1			2
2(a)(iii)	1	1			2
2(a)(iv)		1			1
2(b)		1		3	4
2(c)	2	2	6		10
3(a)(i)		2		2	4
3(a)(ii)			4		4
3(b)			4	6	10
3(c)			6	6	12
4(a)			4	4	8
4(b)	2	1	3	4	10
5	2	1	5	4	12
<b>Totals</b>	<b>14</b>	<b>19</b>	<b>36</b>	<b>31</b>	<b>100</b>