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|---------------|---------------|------------------|
| Surname       | Centre Number | Candidate Number |
| First name(s) |               | 4                |



## LEVEL 3 APPLIED CERTIFICATE/DIPLOMA

4573UB0-1



S24-4573UB0-1



**MONDAY, 3 JUNE 2024 – AFTERNOON**

## HEALTH AND SOCIAL CARE

### UNIT 1: Contemporary Issues in Health and Social Care

1 hour 30 minutes

| For Examiner's use only |              |              |
|-------------------------|--------------|--------------|
| Question                | Maximum Mark | Mark Awarded |
| 1.                      | 25           |              |
| 2.                      | 25           |              |
| 3.                      | 30           |              |
| Total                   | 80           |              |

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### INSTRUCTIONS TO CANDIDATES

Use black ink or black ball-point pen. Do not use gel pen or correction fluid.

Write your name, centre number and candidate number in the spaces at the top of this page.

Answer **all** questions.

Write your answers in the spaces provided in this booklet. If you run out of space, use the additional page(s) at the back of the booklet, taking care to number the question(s) correctly.

### INFORMATION FOR CANDIDATES

The total for the paper is 80 marks.

The number of marks is given in brackets at the end of each question or part-question.



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Answer **all** questions.

1. **Full-time higher education (HE) enrolments by socio-economic group in the UK 2018-2020**

| Socio-economic classification                  | 2018–19 | 2019–20 |
|------------------------------------------------|---------|---------|
| Higher managerial and professional occupations | 25%     | 26%     |
| Lower managerial and professional occupations  | 26%     | 25%     |
| Intermediate occupations                       | 15%     | 14%     |
| Small employers and own account workers        | 8%      | 8%      |
| Lower supervisory and technical occupations    | 5%      | 5%      |
| Semi-routine occupations                       | 12%     | 13%     |
| Routine occupations                            | 8%      | 8%      |
| Never worked and long-term unemployed          | 1%      | 1%      |

(a) Using the data above:

Calculate the percentage of higher education (HE) students from all managerial and professional occupations in 2019–2020.

[1]

(b) Describe **three** possible reasons why only 1% of HE students come from the lowest socio-economic group.

(i) Reason 1:

[2]

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(ii) Reason 2:

[2]

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(iii) Reason 3:

[2]

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(c) Explain how HE students from low socio-economic groups may experience inequality at university. [6]

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- (d) Suggest how data on HE students could be used for the planning of future education services. [4]

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- Discuss the advantages and disadvantages of part-time courses to accommodate the changing roles of men and women. [8]

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|    |
| 25 |



2. Arjun and Rea are in their thirties and currently both work from home. They have a son who has just started school. Arjun works for a large insurance company and Rea runs an online business. Arjun misses seeing his work colleagues regularly.

Individuals working from home may feel discriminated against.

- (a) (i) Define what is meant by the term 'discrimination'. [2]

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- (ii) Describe **two** ways people working from home may experience discrimination. [2,2]

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(b) Describe how working from home may contribute to mental health issues.

[5]

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(c) Explain the possible economic benefits of working from home for Arjun and Rea.

[6]

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- (d) Discuss how recent technological changes have made it possible for many individuals to work from home. [8]

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3. Kelly is a single mother with two daughters aged 12 and 16. At the age of 40, Kelly had a stroke that left her partially paralysed and unable to work or look after the home. Her daughters have become her main carers.

(a) Describe **two** characteristics of Kelly's situation which could lead to inequality.

(i) Characteristic 1:

[2]

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(ii) Characteristic 2:

[2]

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(b) Describe the demographic changes that have led to an increase in the involvement of children and/or young people in informal care. [5]

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(c) Assess the possible impact of being a young carer on their health and well-being. [8]

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(d) Legislation is put in place to help and protect vulnerable individuals.

- (i) Identify **one** piece of legislation which may protect and help Kelly and/or her family. [1]

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- (ii) Describe how the legislation identified above may protect and help Kelly and/or her family. [4]

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- Discuss the benefits young carers have on society and the people in their care. [8]

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