

Integrated roles are more appropriate for the 21st century

Topic 2 Family (b)

Family than traditional roles. Discuss

SAMPLE 1

Although the society shifts towards integrated conjugal roles, which men and women share the domestic labours (Browne, 2011). There are some barriers block this greater equality between both genders within family. However, women seem to more likely spend the majority of household tasks than men in contemporary Britain.

Browne (2011) clearly states that nearly all current societies in UK has shifted from segregated conjugal roles to integrated conjugal roles. This shift results from the 'New Men'

innovation which means the men realises to share household tasks with partner, spend more leisure time at home, and more care the sensible emotion of women. [↑] as mentioned in Browne (2011). These advantages consequently

lead to the women could increase women empower which it seems to be greater equality between the partners in the family.

However, Gardos (2016) argues that these roles still remain unclear in term of domestic labours-division of conjugal roles in British family. From the statistical data presenting in the lecture of Gardos (2016), women still spend their household chores time more than twice as much men do these tasks in the family. These unfair divisions might consequence from the naturally women responsibilities within family. That means females can do the domestic labours better than males do.

In conclusion, despite changing towards conjugal roles in British family, there is no clear distinction of household tasks which both men and women could share in the reason of naturally women function with in family.

FAMILY SAMPLE 1

ID: -----

UNIVERSITY OF BRISTOL CELFS

Marker: -----

TIMED WRITING - SHORT ANSWER QUESTION (SAQ) - BAND DESCRIPTORS									
BAND	TASK FULFILMENT & CONTENT (40)			LANGUAGE USE & STYLE (20)			TEXT ORGANISATION (40)		
	83	89	94	83	89	94	83	89	94
An exceptional pass goes beyond what has been taught and shows:	<ul style="list-style-type: none">Response: Rigorous, lucid, creativeAnalysis: shows depthEvaluation: insightful interim and final commentsSynthesis: evidence of reading/listening beyond set texts	<ul style="list-style-type: none">Full control of a wide variety of sentence structuresSophisticated use of appropriate grammar and punctuationAccurate grammar & punctuationAccurate and sophisticated usage of appropriate vocabulary including successful use of AWLElegant academic style throughout	<ul style="list-style-type: none">Overall structure outstanding for creativity/originalityThesis outstanding for originality / creativityBetween paragraphs, lucid organisation and elegant transitions is a pleasure for the readerWithin paragraphs, elegant development of ideaSophisticated use of a wide variety of cohesive devices						
A very good pass is clear, fluent and accurate and should show extensive application of learning	<ul style="list-style-type: none">Response: question is very effectively addressedUnderstanding: concepts/ issue/theories clearly understoodAnalysis: a range of perspectives consideredEvaluation: very appropriate interim and final commentsSynthesis: very effective use of reading / lecture input on British context and other contexts considered	<ul style="list-style-type: none">Very good control of a variety of sentence structures though possibly some inaccuraciesAlmost entirely error-freeVery good use of noun phrase for concisenessSufficient range of vocabulary to allow some flexibility and precision including successful use of AWLAccurate word choice and form though possibly some inaccuraciesAppropriate academic style throughout	<ul style="list-style-type: none">Fairly sophisticated overall structureFairly sophisticated thesis at start of answerBetween paragraphs, logical organisation and transitions achieve natural coherence which aids readabilityWithin paragraphs, general specific and given new pattern aids flow of ideas across sentencesEffective use of variety of cohesive devices						
A good pass should be generally clear and accurate though there may be some gaps and errors in application of learning	<ul style="list-style-type: none">Response: question is fully addressedUnderstanding: concepts/issue/theories mostly clearly understoodAnalysis: mostly successful use of relevant supporting ideas for points madeEvaluation: mostly successful interim and final commentsSynthesis: mostly successful use of reading and lecture input on British context	<ul style="list-style-type: none">Control of a variety of sentence structuresErrors with grammar are limited / superficial and meaning is clearGood punctuation aids readabilityMostly successful use of noun phrase grammarVocabulary mostly appropriate to the task set including mostly successful use of AWLFew errors in word choice or form and meaning is clearAppropriate academic style quite well sustained so overall effect is achieved	<ul style="list-style-type: none">Clear overall structureClear thesis at start of answerBetween paragraphs, mostly logical organisation presents little difficulty for readerWithin paragraphs, mostly clear development of one main idea per paragraph from general to specificMostly successful use of a variety of cohesive devices though some errors (grammatical connectors)						
A satisfactory pass is patchy/clumsy with some significant errors. A risk taker with some successful attempts to apply learning.	<ul style="list-style-type: none">Response: question is partially addressedUnderstanding: some evidence of issues/theories raised in courseAnalysis: Some evidence of relevant ideas to support points madeEvaluation: Some successful evaluative comments, but patchySynthesis: some successful attempts to acknowledge reading or lecture input on British context	<ul style="list-style-type: none">Control of simple sentence structures with some successful attempts at varietySome errors with grammar start to hinder meaning in partsControl of basic punctuation with some successful attempts at complexityEvidence of some successful use of noun phrase grammarSome successful attempts to use appropriate vocabulary including AWLSome errors in word choice or form but meaning is retrievableSome successful attempts at academic style	<ul style="list-style-type: none">Some overall structureAttempted thesis at start but lacks clarity on stanceBetween paragraphs, patchy organisation/faulty transitions present some difficulty for reader in placesWithin paragraphs, some successful attempts to develop one main idea per paragraph but may diverge from general to specificSome successful attempts to connect ideas using cohesive devices (grammatical connectors)						

	42	45	48	42	45	48	42	45	48
A borderline pass is adequate but limited and muddled. Attempts to apply learning are still unsuccessful more often than not. It must include:	<ul style="list-style-type: none">Minimal response to the task.Some inaccurate or muddled understanding of issues/theoriesAttempts to support points made more unsuccessful than notAttempts at evaluative comment more unsuccessful than notInconsistent acknowledgement and/or inaccurate use of reading / lecture input on British context	<ul style="list-style-type: none">Control of basic sentence structure but attempts at variety more unsuccessful than notGrammatical errors hinder retrieval of meaningControl of basic punctuation but attempts at variety more unsuccessful than notRelies mainly on verb phrase grammar so wordyLimited vocabulary reasonably appropriate to the task setFrequent errors in word choice or form may cause difficulty for the readerAcademic style is inconsistent	<ul style="list-style-type: none">Basic overall structure in evidence though not always signalled through clear paragraphingThesis difficult to locate or left until conclusionBetween paragraphs, some basic organisation enables the reader to follow the text, though with some effort due to missing transitionsWithin paragraphs, some lapses in unity so not everything relates to one main ideaLimited successful use of cohesive devices						
A borderline fail (36) is inadequate and does not show application of learning. It could include:	<ul style="list-style-type: none">Inadequate response to task (too short)Mostly inaccurate understanding of issue or theorySubstantially irrelevant points with little supportLittle attempt at evaluationNo acknowledgement or use of reading / lecture input on British context	<ul style="list-style-type: none">Basic sentence structure is sound but no attempt at varietyErrors predominate in punctuation and grammar so meaning is often distortedBasic vocabulary used repetitively and often inappropriate to the taskStylistic variation is largely uncontrolled with little evidence of academic style	<ul style="list-style-type: none">Serious problems with overall structureNo thesis (only purpose statement)Ineffective organisation and lack of transitions cause notable difficulties for the readerSerious inadequacies in paragraphingVery limited range of cohesive devices often used unsuccessfully						
29/22 Fail	<ul style="list-style-type: none">A mixture of elements from 1& 2								
A clear fail (15/7) is poor	<ul style="list-style-type: none">Fails to address the general scope of the titleFocus can be perceived only with difficulty.No attempt to analyseNo attempt to evaluateNo attempt to synthesise	<ul style="list-style-type: none">Little evidence of basic sentence structureBasic errors in grammar and punctuation predominate obstructing meaningFrequent poor word choice or form obscures meaningNo evidence of academic style	<ul style="list-style-type: none">Overall structure not discernibleNo thesis nor purposeConfusing organisation, with logical coherence frequently not sustained even at a basic levelNo paragraphing						
0	<ul style="list-style-type: none">No attempt at taskEvidence of cheatingMemorised script	<ul style="list-style-type: none">Incomprehensible due to lack of control of structure or word choice/form.	<ul style="list-style-type: none">Logical coherence absent.						

NOTES:

GRADES WITHIN BANDS: 2= emerging; 5 = developing; 8 = established
 UG DEGREE CLASS: 40+% = third class; 50+% = 2:2; 60+% = 2:1; 70+% = first class
 PG: 50 = PASS ; 60 = MERIT; 70 = DISTINCTION

Why are people in deprived areas more likely to suffer from poorer health and get worse healthcare than those in richer areas?

SAMPLE 2

Saracai (1997) defined that health means not just

free from diseases but also human right to access the healthcare

system. Although the health care system has developed

to increase this accessibility such as National Health care

system (NHS) in UK, ^{which free for everyone,} health inequality problems still

cause the poorer people more likely to suffer from

poor health and increase in mortality rate more than

the richer people (Browne, 2011) in terms of inverse care law and postcode lottery.

^{often} Poor people suffering from poor health because of 'inverse care law'.

Browne (2011) clearly asserts that high quality health care

resources cannot equally distributed among different areas.

People who want least health care services usually get

most health care resources, while people who want most health care

services especially working classes people get least health care

resource that called 'inverse care law' as stated in Browne,

2011. This inversion obviously leads to limited health care

services such as fewer GPs, insufficient health care resources,

and so on, particularly occurs in poorer people. Therefore, poorer people usually suffer from poor health in the reason of limited healthcare resources and services system.

Moreover, Brett (2016) indicates that people who suffer from poor health because of 'postcode lottery' effect. That means people who live in deprived area are difficult to access the health care services. This effects results from the limited fund from government or related organisation to support all high quality healthcare resources and greater GPs in all areas. Thus, people in deprived area are less opportunity to access high quality health care resources and meet specialist doctors.

In conclusion, people in deprived area more likely to suffer from poorer health in the reasons of inverse care law and postcode lottery.

Health

SAMPLE 2

UNIVERSITY OF BRISTOL CELFS				Marker:			
ID: _____				TIMED WRITING - SHORT ANSWER QUESTION (SAQ) - BAND DESCRIPTORS			
BAND	TASK FULFILMENT & CONTENT (40)		LANGUAGE USE & STYLE (20)		TEXT ORGANISATION (40)		
	83	89	94	83	89	94	
An exceptional pass goes beyond what has been taught and shows:	<ul style="list-style-type: none"> Response: Rigorous, lucid, creative Analysis: shows depth Evaluation: insightful interim and final comments Synthesis: evidence of reading/listening beyond set texts 			<ul style="list-style-type: none"> Full control of a wide variety of sentence structures Sophisticated use of appropriate grammar and punctuation Accurate grammar & punctuation Accurate and sophisticated usage of appropriate vocabulary including successful use of AWL Elegant academic style throughout 		<ul style="list-style-type: none"> Overall structure outstanding for creativity/originality Thesis outstanding for originality / creativity Between paragraphs, lucid organisation and elegant transitions is a pleasure for the reader Within paragraphs, elegant development of idea Sophisticated use of a wide variety of cohesive devices 	
A very good pass is clear, fluent and accurate and should show extensive application of learning	<ul style="list-style-type: none"> Response: question is very effectively addressed Understanding: concepts/ issue/theories clearly understood Analysis: a range of perspectives considered Evaluation: very appropriate interim and final comments Synthesis: very effective use of reading / lecture input on British context and other contexts considered 	72	75	78	72	75	78
				<ul style="list-style-type: none"> Very good control of a variety of sentence structures though possibly some inappropriacies Almost entirely error-free Very good use of noun phrase for conciseness Sufficient range of vocabulary to allow some flexibility and precision including successful use of AWL Accurate word choice and form though possibly some inappropriacies Appropriate academic style throughout 		<ul style="list-style-type: none"> Fairly sophisticated overall structure Fairly sophisticated thesis at start of answer Between paragraphs, logical organisation and transitions achieve natural coherence which aids readability Within paragraphs, general specific and given new pattern aids flow of ideas across sentences Effective use of variety of cohesive devices 	
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				<ul style="list-style-type: none"> Control of a variety of sentence structures Errors with grammar are limited / superficial and meaning is clear Good punctuation aids readability Mostly successful use of noun phrase grammar Vocabulary mostly appropriate to the task set including mostly successful use of AWL Few errors in word choice or form and meaning is clear Appropriate academic style quite well sustained so overall effect is achieved 		<ul style="list-style-type: none"> Clear overall structure Clear thesis at start of answer Between paragraphs, mostly logical organisation presents little difficulty for reader Within paragraphs, mostly clear development of one main idea per paragraph from general to specific Mostly successful use of a variety of cohesive devices though some errors (grammatical connectors) 	
A satisfactory pass is patchy/clumsy with some significant errors. A risk taker with some successful attempts to apply learning.	<ul style="list-style-type: none"> Response: question is partially addressed Understanding: some evidence of issues/theories raised in course Analysis: Some evidence of relevant ideas to support points made Evaluation: Some successful evaluative comments, but patchy Synthesis: some successful attempts to acknowledge reading or lecture input on British context 	52	55	58	52	55	58
				<ul style="list-style-type: none"> Control of simple sentence structures with some successful attempts at variety Some errors with grammar start to hinder meaning in parts Control of basic punctuation with some successful attempts at complexity Evidence of some successful use of noun phrase grammar Some successful attempts to use appropriate vocabulary including AWL Some errors in word choice or form but meaning is retrievable Some successful attempts at academic style 		<ul style="list-style-type: none"> Some overall structure Attempted thesis at start but lacks clarity on stance Between paragraphs, patchy organisation/faulty transitions present some difficulty for reader in places Within paragraphs, some successful attempts to develop one main idea per paragraph but may diverge from general to specific Some successful attempts to connect ideas using cohesive devices (grammatical connectors) 	

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SAMPLE 3

4a. To what extent does media censorship harm or protect societies?

Nowadays, media have played a key role in shaping people's life, and could select issues to make the public think about (Browne, 2011). Although media have many positive effects on informing the latest news, they usually report events partially and subjectively, which may result in harmful consequences to the society as a whole.

Basically, one of the most important reasons of the media bias is the aim of the mass media, which attempt to reflect the interest and benefit of the upper social class. Browne (2011) claims the owner of the media organizations usually impose their own opinions to editors to reach the conservatism of relevant reportings. In addition, there are less proportion of journalists coming from the working class, therefore, these media workers would stay in a position to protect their own values and behaviors. On the other hand, media organizations pursue the maximum of wealth, they would distort some facts to attract the attention of readership and audience. As a result, public may get the misleading and biased information, which could give them a sense of stress, because media report some negative news frequently, though there may be less evidence to support these news.

At the same time, media could be used as a tool to protect the society. Just as Roll (2016) mentioned, media form the basic social norms and guide what are the desirable behaviors to some extent. For example, there is usually some space left to report the methods of keeping healthy and protecting personal safety from violence. Therefore, media are able to impart knowledge and experience to people, especially those who are in need. Since those vulnerable groups always don't know how to protect their own rights if they are attacked by the powerful social class.

In conclusion, in spite of the fact that media have a meaningful

position in informing the information to the society and proposing some useful suggestions to help the poor. the bias contained in their reporting may constitute the significant harm to the public.

SAMPLE 3

Media

ID: A

UNIVERSITY OF BRISTOL CELFS

Marker:

TIMED WRITING - SHORT ANSWER QUESTION (SAQ) - BAND DESCRIPTORS			
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An exceptional pass goes beyond what has been taught and shows:	83 89 94 • Response: Rigorous, lucid, creative • Analysis: shows depth • Evaluation: insightful interim and final comments • Synthesis: evidence of reading/listening beyond set texts	83 89 94 • Full control of a wide variety of sentence structures • Sophisticated use of appropriate grammar and punctuation • Accurate grammar & punctuation • Accurate and sophisticated use of appropriate vocabulary including successful use of AWL • Elegant academic style throughout	83 89 94 • Overall structure outstanding for creativity/originality • Thesis outstanding for originality / creativity • Between paragraphs, lucid organisation and elegant transitions is a pleasure for the reader • Within paragraphs, elegant development of idea • Sophisticated use of a wide variety of cohesive devices
A very good pass is clear, fluent and accurate and should show extensive application of learning	72 75 78 • Response: question is very effectively addressed • Understanding: concepts/ issue/theories clearly understood • Analysis: a range of perspectives considered • Evaluation: very appropriate interim and final comments • Synthesis: very effective use of reading / lecture input on British context and other contexts considered	72 75 78 • Very good control of a variety of sentence structures though possibly some inappropriacies • Almost entirely error-free • Very good use of noun phrase for conciseness • Sufficient range of vocabulary to allow some flexibility and precision including successful use of AWL • Accurate word choice and form though possibly some inappropriacies • Appropriate academic style throughout	72 75 78 • Fairly sophisticated overall structure • Fairly sophisticated thesis at start of answer • Between paragraphs, logical organisation and transitions achieve natural coherence which aids readability • Within paragraphs, general specific and given new pattern aids flow of ideas across sentences • Effective use of variety of cohesive devices
A good pass should be generally clear and accurate though there may be some gaps and errors in application of learning	62 65 68 • Response: question is fully addressed • Understanding: concepts/issue/theories mostly clearly understood • Analysis: mostly successful use of relevant supporting ideas for points made • Evaluation: mostly successful interim and final comments • Synthesis: mostly successful use of reading and lecture input on British context	62 65 68 • Control of a variety of sentence structures • Errors with grammar are limited / superficial and meaning is clear • Good punctuation aids readability • Mostly successful use of noun phrase grammar • Vocabulary mostly appropriate to the task set including mostly successful use of AWL • Few errors in word choice or form and meaning is clear • Appropriate academic style quite well sustained so overall effect is achieved	62 65 68 • Clear overall structure • Clear thesis at start of answer • Between paragraphs, mostly logical organisation presents little difficulty for reader • Within paragraphs, mostly clear development of one main idea per paragraph from general to specific • Mostly successful use of a variety of cohesive devices though some errors (grammatical connectors)
A satisfactory pass is patchy/clumsy with some significant errors. A risk taker with some successful attempts to apply learning.	52 55 58 • Response: question is partially addressed • Understanding: some evidence of issues/theories raised in course • Analysis: Some evidence of relevant ideas to support points made • Evaluation: Some successful evaluative comments, but patchy • Synthesis: some successful attempts to acknowledge reading or lecture input on British context	52 55 58 • Control of simple sentence structures with some successful attempts at variety • Some errors with grammar start to hinder meaning in parts • Control of basic punctuation with some successful attempts at complexity • Evidence of some successful use of noun phrase grammar • Some successful attempts to use appropriate vocabulary including AWL • Some errors in word choice or form but meaning is retrievable • Some successful attempts at academic style	52 55 58 • Some overall structure • Attempted thesis at start but lacks clarity on stance • Between paragraphs, patchy organisation/faulty transitions present some difficulty for reader in places • Within paragraphs, some successful attempts to develop one main idea per paragraph but may diverge from general to specific • Some successful attempts to connect ideas using cohesive devices (grammatical connectors)

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29/22 Fail	A mixture of elements from 1& 2 Fails to address the general scope of the title Focus can be perceived only with difficulty. No attempt to analyse No attempt to evaluate No attempt to synthesise			Little evidence of basic sentence structure Basic errors in grammar and punctuation predominate obstructing meaning Frequent poor word choice or form obscures meaning No evidence of academic style		Overall structure not discernible No thesis nor purpose Confusing organisation, with logical coherence frequently not sustained even at a basic level No paragraphing
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