

## 2016 Section C Q3

### 3.(a)(i) Define poverty.

People are living in poverty if their income and resources are so inadequate as to preclude them from having a standard of living which is regarded as acceptable by Irish society. As a result of inadequate income and resources people may be excluded and marginalised from participating in activities which are considered the norm for other people in society.

### (ii) In relation to poverty explain each of the following: • relative poverty • the poverty line • the cycle of poverty.

Relative poverty: occurs when a person's income is less than what is needed to maintain the general standard of living expected in the society in which they live. As a result, these people end up excluded from these activities that are considered normal for other people in that society.

The poverty line: the estimated minimum level of income necessary to maintain a basic standard of living. If individuals and families are living below the poverty line, they generally have a poor standard of living.

Cycle of poverty: children growing up in poverty are more likely to be poor when they grow up, as they are less likely to have access to certain opportunities e.g. educational resources. When they have their own children this cycle of poverty continues to the next generation.

### (iii) Discuss the social and economic reasons why poverty continues to exist in today's society.

#### Social Reasons

Family type: large families experience greater costs and expenses, increasing their risk of poverty as their income must meet a greater number of expenditures.

Social policy: The social welfare system provides social welfare payments to individuals and families to assist with meeting their basic needs. However, the element of social policy can perpetuate poverty, as social welfare payments can sometimes be more financially rewarding than wages low-paid jobs. As returning to work would represent a financial loss, some people choose to remain dependent on welfare. This situation is known as the poverty trap.

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### Economic Reasons

Cost of housing: increased cost of mortgages and rental prices make it difficult for people to obtain and keep a family home, increasing their risk of poverty.

Recession: high rates of unemployment occur during economic recession. This increases reliance on social welfare payments and, in turn, increases the risk of individuals and families falling below the poverty line.

### **(iv) Name and give details of one voluntary organisation which works to alleviate poverty in Ireland.**

Focus Ireland: works to prevent people becoming, remaining or returning to homelessness by offering advice, support, education and housing to help people to have and keep a home. They campaign for the rights of people experiencing homelessness. They provide emergency short-term and long-term accommodation for people out of homes. They have a coffee shop in Temple Bar which provides affordable meals to those experiencing homelessness.

### **3.(b)(i) Discuss the role of education in the social, emotional and intellectual development of children in their formative years**

#### Social Development

Education has a huge impact on a child's social development in their formative years. Children learn the norms that are accepted by society. They understand the importance of being polite and mannerly to others. The hidden curriculum teaches life skills such as punctuality and dressing appropriately e.g. wearing a uniform. They learn the importance of respect for authority. In education, they are surrounded by leaders such as teachers and principals. Children learn to give these people the respect that they deserve.

#### Emotional Development

Education promotes emotional independence in young children. They are forced to enter the world of education without their parents and in this way, they develop independence. In education, children are taught how to deal with their feelings. This promotes emotional resilience

#### Intellectual Development

One of the main functions of education is to nurture an individual's intellectual ability. Children are taught literacy and numeracy skills. In their formative years, they learn the basics of reading and writing. These skills are developed throughout the course of education. Class tests are put in place to challenge students and to develop their intellectual ability.

### **(ii) Name and give details of one statutory education initiative provided for pre-school children.**

Early Childhood Care and Education Scheme (ECCE): this scheme provides three hours of free early childhood care and education for children of pre-school age five days a week to enable them to be ready for a formal learning and social environment at primary school. Children are eligible for the scheme when they reach three years of age until they transfer to primary school.

**3.(c) Gender roles are defined by the socio-cultural norms of any society. (i) Describe how gender roles have changed within the contemporary family and outline the effect on family members.**

In the past, parenting and childcare was mainly the job of the mother, as mothers tended to work as homemakers. Fathers were the breadwinners in households, and they upheld the parenting role of the disciplinarian, implementing a strict discipline regime. Nowadays there has been a move towards equal partnership in the home. This has led to integrated roles being evident in homes, with parents taking joint responsibility for parenting, discipline, childcare and household tasks. Roles are no longer segregated, as many households are dual-income, with both parents working.

Impact on family life

In some households men are staying at home to mind their children, as women are the breadwinners. This enables children to create closer relationships with fathers than in previous decades

More democracy is evident between parents when decision making, with men no longer being the sole decision makers.

As both parents take a more egalitarian approach to childcare and household tasks, children are exposed to gender equality from a young age.

**(ii) Discuss the impact of dual earner families on family life with reference to: • role overload • role conflict.**

Role overload: when parents attempt to play several roles at one time, role overload can occur. Women, in particular, may struggle to find the balance between their careers and their responsibilities at home. This can cause feelings of guilt if work duties begin to interfere with their role as a parent.

Role conflict: as many families are now dual-income households they can experience role conflict. This occurs when the expectation of one role clashes with another, e.g. a parent who has to go to work but their child is sick.