

**GCE**

**Health and Social Care**

Unit **F910**: Promoting Quality Care

Advanced Subsidiary GCE

**Mark Scheme for June 2015**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

© OCR 2015

## Annotations

Annotation	Meaning of annotation
	Tick
	Cross
	Unclear
	Blank Page – this annotation <b>must</b> be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	Benefit of doubt
	Level 1
	Level 2
	Level 3
	Not answered question
	Noted but no credit given
	Too vague
	Omission

**IMPORTANT UPDATE:**

**ADDITIONAL OBJECTS:** You **must** annotate the additional objects for each script you mark. If no credit is to be awarded for the additional object, please use annotation as agreed at the SSU, likely to be 'seen' or the highlighting tool.

**CROSSED OUT, RUBRIC ERROR (OPTIONAL QUESTIONS) AND MULTIPLE RESPONSES**

**Crossed-out Responses:** Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

**Rubric Error Responses – Optional Questions:** Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

**Multiple Choice Question Responses:** When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

*When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.*

**Contradictory Responses:** When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

**Short Answer Questions** (requiring only a list by way of a response, usually worth only **one mark per response**): Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

**Short Answer Questions** (requiring a more developed response, worth **two or more marks**): If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

**Longer Answer Questions** (requiring a developed response): Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

Question			Answer	Mark	Guidance
1	a	i	<p>One mark for each example. Two required</p> <p><u>Direct</u></p> <p>Exclusion from:</p> <ul style="list-style-type: none"> <li>Job(s)/Occupation/Employment</li> <li>Education</li> <li>Goods and Services</li> <li>Verbal abuse/physical abuse</li> </ul>	2x1	<p>Accept any suitable examples relevant to any protected characteristics: age, sex, disability, gender reassignment, sexual orientation, religion and belief, marriage and civil partnership, race, pregnancy and maternity.</p> <p>Direct discrimination is less favourable treatment of a group based on a protected characteristic.</p>
1	a	ii	<p><u>Indirect</u></p> <ul style="list-style-type: none"> <li>Lack of wheelchair access</li> <li>No female toilets</li> <li>Information only in one language</li> <li>No prayer room</li> <li>Height restrictions</li> <li>Requiring uninterrupted previous service/work history</li> <li>Headgear restrictions</li> <li>Dress codes</li> <li>Hair restrictions</li> </ul>		<p>Accept any suitable examples relevant to any protected characteristics: age, sex, disability, gender reassignment, sexual orientation, religion and belief, marriage and civil partnership, race, pregnancy and maternity.</p> <p>Indirect discrimination occurs when an employer/organisation applies a provision, criterion or practice that puts one group at an unfair disadvantage</p>

Question		Answer	Mark	Guidance
1	b	<p>One mark for each identification. One mark for each explanation.</p> <p><b>Interviewing</b></p> <ul style="list-style-type: none"> <li>• <b>non-discriminatory questions</b> - ensure <i>people with disabilities</i> are not asked about anything inappropriate.</li> <li>• <b>same questions to all</b> - to ensure that there is a fair chance for everyone in relation to questions asked to <i>people with disabilities</i></li> <li>• <b>no personal questions</b> - to avoid asking about things that should not influence a decision, <i>e.g disabilities</i></li> <li>• <b>mixed panel</b> - to ensure there are a range of viewpoints on the panel to make it fairer and not biased towards <i>people with disabilities</i></li> <li>• <b>accessible facilities for different disabilities/adaptations</b>, eg lift, Braille, signer, accessible toilets</li> <li>• <b>select candidate on merit</b> and not on anything else eg lack of mobility</li> <li>• <b>train panel</b> so that they know the correct procedures to avoid bias against <i>people with disabilities</i></li> <li>• <b>analyse monitoring forms/data</b> to ensure they are receiving applications from a wide range of people <i>including people with disabilities</i></li> </ul> <p><b>General</b></p> <ul style="list-style-type: none"> <li>• <b>follow recommendations from policies / CoP</b> to ensure best practice to provide equal opportunities for <i>people with disabilities</i></li> <li>• <b>consult relevant commissions / legislation</b> to ensure compliance with legal requirements regarding <i>people with disabilities</i></li> </ul>	<p>3x1 3x1</p>	Accept reasonable explanations relevant to disability

Question		Answer	Marks	Guidance	
				Content	Levels of response
1	c	<p>a policy statement explaining who is covered by the policy and what is meant by goods, facilities and services; stating the aims and outcomes of the policy; the link to the organisation's vision or mission statement and business plan; have reference to the legal requirements; indicate who is responsible for implementation;</p> <p>an implementation plan which includes commitment from senior management and staff; consultation with people who use services, staff and the wider community; the training of staff to promote ownership and good practice; target setting and timescales; establishing methods for monitoring and measuring progress; communicating the policy to people who use services and staff;</p> <p>the ways in which the policy will be monitored to include the collection of data, e.g. by gender for applications for services, those refused services, complaints;</p> <p>an evaluation of the policy to see whether the policy has ensured fair representation of people from all groups in the community; high levels of customer satisfaction; a good reputation of the organisation in the local community;</p> <p>after evaluation, targets can be set to improve future performance.</p>	7	<p>Level 3 at least 2 components clearly described, or all components described well</p> <p>Level 2- at least one component described</p> <p>Level 1- May only be one component described</p>	<p><b>Level 3</b> [6 - 7marks] There will be a detailed description of <b>at least two</b> components of an EOP, or all components described well These will be developed logically and there will be evidence of synthesis within the work. Answers will be factually accurate, using appropriate terminology. There will be few errors of grammar, punctuation and spelling.</p> <p><b>Level 2</b> [4 – 5 marks] They will make an attempt to describe <b>at least two</b> components of an EOP. Answers will be factually correct. There may be some noticeable errors of grammar, punctuation and spelling. <i>Sub-max of 4 for one component done well</i></p> <p><b>Level 1</b> [1 – 3 marks] There may be evidence of description of <b>one or two</b> components of an EOP. Answers are likely to be list-like, muddled and lack technical detail. Errors of grammar, punctuation and spelling may be noticeable and intrusive</p> <p>0 marks - response not worthy of credit.</p>

Question		Answer	Mark	Guidance
2	a	<p><b>Three</b> explanations from:</p> <ul style="list-style-type: none"> <li>• <b>Maintaining confidentiality</b>  maintain trust  maintain rights  keep them safe/protected  maintain privacy  avoid embarrassment  meet legal requirements  protect reputation of the home/care worker</li> <li>• <b>Promoting individual rights and beliefs</b>  maintain privacy for people within the home.  maintain dignity and respect  maintain choice so PWUS can make own decisions  empower PWUS  PWUS feel supported/valued/confident  avoid discrimination in the setting</li> <li>• <b>Promoting the equality and diversity</b>  meet mobility/individual needs  treat people fairly/with equal opportunities  encourage understanding of different culture/religion  treat according to needs  PWUS can have a voice</li> </ul>	2 2 2	<p>Focus of responses should be on <b>why</b> not how.</p> <p>1 mark for a simple explanation  2 marks for a detailed explanation</p> <p>Some explanations can be interchangeable.  Accept suitable explanations which relate to vulnerable adults.</p> <p>Do not accept repeated reasons.</p>

Question		Answer	Marks	Guidance	
2	b	<p>Provide training for staff on policies/legislation/values of care so they follow correct procedures and adopt appropriate attitudes/kept up-to-date</p> <p>Mentoring system to help staff and give them advice/support about policies.</p> <p>Monitor/observe/internal inspections of their staff's performance so they can reflect and improve.</p> <p>Staff meetings to share concerns/communicate service users needs/ share good practice</p> <p>Good handover procedures to ensure consistency in care and good standards</p> <p>Good management structure/ a clear hierarchy and procedures to allow staff to raise concerns</p> <p>Appraisals/reviews – to reflect current practice and look for improvements</p> <p>Feedback eg questionnaires to gain feedback and ensure standards are being met</p> <p>Sufficient resources/appropriate equipment given so staff can follow policy</p>	9	<p><b>Content</b></p> <p>Focus on organisation not staff.</p> <p>Level 3 – at least two ways clearly analysed</p> <p>Level 2- at least one way done well</p> <p>Level 1- may only be one way.</p>	<p><b>Levels of response</b></p> <p><b>Level 3: (7 - 9 marks)</b> There will be a detailed analysis of at least two ways an organisation can ensure its policies are implemented by staff. These will be developed logically and there will be evidence of synthesis within the work. Answers will be factually accurate, using appropriate terminology. There will be few, if any errors of grammar, punctuation and spelling.</p> <p><b>Level 2: (4 – 6 marks)</b> The work will include a brief analysis of at least two ways an organisation can ensure its policies are implemented by staff. . Answers will be factually correct. There may be some noticeable errors of grammar, punctuation and spelling. Sub max 5 for one way described well.</p> <p><b>Level 1: (1-3 marks)</b> There may be a brief analysis of one or two ways an organisation can ensure its policies are implemented by staff. List like answers should be placed in this band. Answers are likely to be muddled and lack technical detail. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p> <p>0 marks – response not worthy of credit.</p>

Question		Answer	Mark	Guidance
3	a	<p>One mark for each. <b>Four</b> required</p> <ul style="list-style-type: none"> <li>• anger</li> <li>• frustration</li> <li>• withdrawn</li> <li>• humiliated</li> <li>• embarrassed</li> <li>• low self-esteem/self worth/worthless</li> <li>• low self confidence</li> <li>• depressed</li> <li>• sad/upset/unhappy</li> <li>• devalued</li> <li>• stressed/feel ill</li> <li>• lonely/isolated/excluded</li> <li>• self-harming</li> <li>• disempowered</li> <li>• anxious/frightened/scared/paranoid</li> <li>• confused</li> <li>• lack of trust</li> </ul>	4x1	<p>Any other suitable effect.</p> <p>Do not accept physical effects</p> <p>Only accept the first answer on each line</p>

Question		Answer	Marks	Guidance	
3	b	<p><b>Legislation</b> Children Act (1989,2004) Accept Human Rights Act, Protection of Children Act, ECM</p> <ul style="list-style-type: none"> <li>• aims to reduce discrimination / abuse aims to protect children from abuse / discrimination</li> <li>• gives children rights</li> <li>• paramount principle</li> <li>• children consulted wherever possible / gives children the right to speak out / have a voice / to be heard</li> <li>• stay with wider family circle</li> <li>• issues determined as soon as possible</li> <li>• working in multidisciplinary teams</li> <li>• children with special needs are categorised as children in need'</li> <li>• care orders / emergency protection orders</li> <li>• ECM five key outcomes</li> <li>• children's plan and children's trusts</li> <li>• Local Safeguarding Children's Boards (LSCB)</li> <li>• working together / partnership working</li> <li>• children's commissioner</li> <li>• created children's database</li> <li>• Director of Children's Services / Lead</li> <li>• care orders / emergency protection orders</li> </ul>	6	<p>If act is named incorrectly still award marks if description is correct or if no legislation is named. No mark for identification of a law.</p> <p><b>Level 3</b> Comprehensive description – at least two features</p> <p><b>Level 2</b> Detailed description at least two features or sub max 3 for one feature done well</p> <p><b>Level 1</b> Basic description/list like answers</p> <p>For ECM – five key outcomes count as one feature only.</p>	<p><b>Level 3</b> [5 – 6 marks] There will be a comprehensive description of at least two features of legislation that aims to protect children and young people. These will be developed logically and there will be evidence of synthesis within the work. Answers will be factually accurate, using appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p><b>Level 2</b> [3 -4 marks] There will be a detailed description of at least two features of legislation that aims to protect children and young people. Answers will be factually correct. There may be some noticeable errors of grammar, punctuation and spelling. <i>Sub-max of 3 for one feature done well.</i></p> <p><b>Level 1</b> [1- 2 marks] There will be a basic description of the content of legislation that aims to protect children and young people. Answers are likely to be list-like, muddled and lack technical detail. Errors of grammar, punctuation and spelling may be noticeable and intrusive. <b>0 marks</b> – response not worthy of credit.</p>

Question		Answer	Mark	Guidance	
3	c	<p><b>Limitations</b></p> <ul style="list-style-type: none"> <li>• communication errors</li> <li>• social workers overloaded and fear for their jobs</li> <li>• media hounding.</li> <li>• cost and time – resources (staff) may not be able to meet the demands of the legislation</li> <li>• not all professionals follow procedures</li> <li>• all children covered by the legislation – has led to loss of focus on the most vulnerable</li> <li>• difficult for children to know about legal protection/their rights</li> <li>• issues of child poverty and inequalities in society.</li> <li>• Children’s voice not heard/ vulnerable/scared to speak out/embarrassed/ashamed</li> <li>• Children should be ‘seen but not heard’/do not think they will be listened to or believed</li> <li>• Some abuse difficult to detect/prove/signs maybe missed</li> <li>• Stress to children in reporting abuse/in court</li> <li>• Attitudes of non-professionals may not be changed e.g. parents</li> </ul>	10	<p><b>Level 3</b> Detailed analysis</p> <p><b>Level 2</b> Attempts to analyse but more descriptive.</p> <p><b>Level 1</b> Basic List-like</p>	<p><b>Level 3</b> [8- 10 marks] The learner will give a detailed analysis of why legislation does not always benefit children and young people. Answers will be factually accurate, using appropriate terminology. There will be evidence of synthesis within the answers. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p><b>Level 2</b> [5 – 7 marks] The learner will make a reasonable attempt to analyse why legislation does not always benefit children and young people. Answers will be factually correct. There may be some noticeable errors of grammar, punctuation and spelling.</p> <p><b>Level 1</b> [1 - 4 marks] The learner will attempt to analyse why legislation is not always successful. Answers are likely to be muddled, demonstrating limited knowledge or understanding. Errors of grammar, punctuation and spelling are likely to be noticeable and intrusive.</p> <p>0 marks – response not worthy of credit.</p>

Question		Answer	Mark	Guidance
4	a	<p><b>One</b> mark for identifying barriers – <b>four</b> required  <b>One</b> mark for explanation– <b>four</b> required</p> <p><b>physical-</b> lack of facilities/adaptations/access if the child has a disability/lack of adapted transport</p> <p><b>psychological-</b> may feel isolated. Fear of discrimination/ stigma. Embarrassed about their condition. Lack of knowledge or understanding of a situation</p> <p><b>financial-</b>caregiver may not have sufficient income for services/cost of transport to a service</p> <p><b>cultural-</b> caregivers beliefs may restrict services the children can use.</p> <p><b>communication/language-</b> complicated language being used / sensory impairments not catered for/poor communication skills due to disability</p> <p><b>location/ geographical -</b>, poor services in that area that may affect some children more than others</p>	<p>4x1 4x1</p>	<p>Explanations must relate to children with disabilities</p>

Question		Answer	Marks	Content	Guidance
					Levels of response
4	b	<p><b>+adaptation of premises and facilities</b> within the school/college to improve access for disabled children  <i>- this can be costly and time consuming</i></p> <p><b>+ Provision of specialist equipment/resources</b> eg loop system, adapted seating  <i>-cost, storage, training to use equipment</i></p> <p><b>+provision transport/volunteer drivers</b> to get children who have limited transport/mobility to services  <i>-costly for local councils/government, lack of volunteers</i></p> <p><b>+campaigns</b> to raise awareness/change attitudes towards children with disabilities. Campaigns for full inclusion and acceptance. Positive statements  <i>-Hard to change attitudes, campaigns often do not get heard, advice ignored.</i></p> <p><b>+promotion of self-advocacy</b> to give individual children a 'voice'  <i>-limited service, not always known about or appropriate.</i></p> <p><b>+funding</b> – identifying additional sources.  <i>-Funding is being reduced. Hard to know how to access funding.</i></p> <p><b>+joint planning and funding</b> between services to increase efficiency/ensure better coverage.  <i>-May be competition between services for resources, time to manage and meet, who has ultimate responsibility.</i></p> <p><b>+leaflets/information</b> in schools and for parents/carers in a variety of formats so that it's accessible by all.  <i>-Costly to produce and distribute. People may be unaware that this is available.</i></p> <p><b>+student forum groups</b> to raise awareness  <i>-Difficulty recruiting/ may not speak out.</i></p> <p><b>+provision of specialist staff</b> to meet needs  <i>- costs/recruitment</i></p> <p><b>+train staff</b> to have positive attitudes  <i>-some people resistant to training</i></p>	7	<p><b>Level 3</b>  Link to young people/disabled children and education services must be explicit. At least two ways</p> <p><b>Level 2</b>  Some link to young people/disabled children /education services may be implicit. At least two ways or submax 4 if one done well or no evaluation.</p> <p><b>Level 1</b>  May be list like.  One or two ways</p>	<p><b>Level 3</b> [6 - 7marks]  There will be a detailed evaluation of <b>at least two</b> ways education services could facilitate access to services for disabled children/young people, these will be developed logically and there will be evidence of synthesis within the work. Answers will be factually accurate, using appropriate terminology. There will be few errors of grammar, punctuation and spelling. For full marks a conclusion will be given.</p> <p><b>Level 2</b> [4 – 5 marks]  They will make an attempt to evaluate <b>at least two</b> ways education services could facilitate access to its services for disabled children/young people Answers will be factually correct. There may be some noticeable errors of grammar, punctuation and spelling. <i>Sub-max of 4 for one way done well or no evaluation just detailed explanation of ways.</i></p> <p><b>Level 1</b> [1 – 3 marks]  There may be evidence of <b>one or two</b> ways education services could facilitate access to its services for disabled children/young people. Answers are likely to be list-like, muddled and lack technical detail. Errors of grammar, punctuation and spelling may be noticeable and intrusive</p> <p>0 marks - response not worthy of credit.</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
4	c	<p>PoVA/Disclosures and Barring Service</p> <ul style="list-style-type: none"> <li>• set out as part of Care Standards Act 2000</li> <li>• applies to care workers – both paid and unpaid.</li> <li>• Places a duty on employers to refer a care worker to PoVA if by their misconduct they harmed or placed at risk of harm a vulnerable adult.</li> <li>• DBS formed from the merger of the CRB and ISA.</li> <li>• Defines what is meant by a 'vulnerable adult'</li> <li>• Checks suitability of applicants before employment therefore minimises risk to PWUS</li> <li>• Provides a list of unsuitable staff.</li> </ul> <p>MHA or Mental Capacity Act or Equality Act also accepted.</p>	5	<p>No mark for naming legislation</p> <p>Level 2 Detailed outline of two features</p> <p>Level 1 One or two features - more list like. Basic outline</p>	<p><b>Level 2: 4 -5 marks</b> There will be a detailed outline of at least two features of legislation that aims to protect vulnerable adults. Answers will be factually accurate, using appropriate terminology. There will be few errors of grammar, punctuation and spelling .</p> <p><b>Level 1 1-3 marks</b> There will be a basic outline of one or two features of legislation which aims to protect vulnerable adults. List like answers should be placed in this band. Answers are likely to be muddled and lack technical detail. Errors of grammar, punctuation and spelling will be noticeable and intrusive Sub max 3 for one feature done well</p> <p><b>0 marks</b> – response not worthy of credit.</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
5	a	<p>Negative</p> <ul style="list-style-type: none"> <li>Representation/stereotypes that teach people inaccurate views.</li> <li>News reporting that may be biased</li> <li>Sports representation is biased to certain sports associated with MEG – limits how they are seen by themselves and others.</li> <li>Portrayal and moral panics re terrorism that creates tensions and conflict.</li> <li>Generalisations of MEG</li> <li>Lack of MEG role models, especially as editors/senior journalists/presenters</li> <li>Often stereotyped in sport/music when they are shown.</li> <li>Lack of representation in adverts</li> <li>Shown as criminal/dependent/law breakers/benefit scroungers.</li> </ul> <p>Positive</p> <ul style="list-style-type: none"> <li>More role models in media/diversity of coverage</li> <li>Complaints made and upheld about racism/discrimination</li> <li>Objective coverage</li> <li>Documentaries showing MEGs in a positive light / raising awareness</li> </ul>	8	<p>Level 3 Detailed analysis</p> <p>Level 2 Brief analysis</p> <p>Level 1 Basic information</p> <p>No requirement to include both positive and negative</p>	<p><b>Level 3 Response: 7- 8 marks</b> There will be a detailed analysis of how the media could influence public attitudes towards minority ethnic groups. Link to MEGS is explicit. Answers will be developed logically and use technical language. Answers will be factually accurate and they will be few errors of grammar, punctuation and spelling.</p> <p><b>Level 2 Response: 4-6 marks</b> There will be a brief analysis of how the media could influence public attitudes towards minority groups. Links to MEGs may be more implicit. Answers will be factually correct. There will be some noticeable errors of grammar, punctuation and spelling.</p> <p><b>Level 1 Response: 1-3 marks</b> There may be evidence of at least one way the media could influence public attitudes towards minority groups. Answers are likely to be muddled and lack technical detail. Errors of grammar, punctuation and spelling will be noticeable and intrusive. List like answers should be placed within this level.</p> <p><b>0 marks</b> – response not worthy of credit.</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
5	b	<ul style="list-style-type: none"> <li>not aware that they have been discriminated against therefore do not take their case forward</li> <li>unaware of their rights therefore they do not know the law well enough</li> <li>do not know how to seek redress</li> <li>fear of victimisation – worried it may actually make them be treated even worse/lose job</li> <li>cost / time / emotional cost of taking a case to court may put people off</li> <li>difficult to prove – so people won't bother as it's unlikely to result in positive outcome/feel may not be believed</li> <li>embarrassment / shame – about what's happened</li> <li>denial / fear of accepting what's happened – not able to cope with the reality of the situation</li> <li>effects of discrimination – lack confidence, learned helplessness</li> </ul>	7	<p>Level 3 Two reasons explained in detail</p> <p>Level 2 Two reasons – a sound explanation. Sub max 4 for one reason done well</p> <p>Level 1 List like, one or two reasons, not explained.</p>	<p><b>Level 3</b> [6- 7 marks] There will be a detailed explanation of <b>at least two</b> reasons why individuals may not report discrimination, these will be developed logically and there will be evidence of synthesis within the work. Answers will be factually accurate, using appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p><b>Level 2</b> [ 4 – 5 marks] There will be a sound explanation of at least two reasons why individuals may not report discrimination. Answers will be factually correct. There will be some noticeable errors of grammar, punctuation and spelling. Sub max 4 if one reason done well.</p> <p><b>Level 1</b> [1 - 3 marks] There may be evidence of <b>one or two</b> reasons why people may not seek redress. Answers are likely to be list-like, muddled and lack technical detail. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p> <p><b>0 marks</b> -. response not worthy of credit.</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
6		<p><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>legislation alone does not reduce discrimination/protect rights/ discrimination still exists – need to work harder at changing attitudes</li> <li>institutional racism e.g. Stephen Lawrence case – organisations may be resistant to change</li> <li>more emphasis needed within education, advertising, media etc. to improve role models and reduce stereotypes</li> <li>difficult to police the protection of MEGs' rights /hard to prove</li> <li>MEGs may be vulnerable groups so more prone to abuse/discrimination</li> <li>stereotyping still very influential eg influence of the family/media (socialisation)</li> <li>cost/emotional stress and time to take cases to court/seek redress</li> <li>scapegoating of MEGs</li> <li>many people unaware of their rights</li> <li>many people unaware of how to seek redress</li> <li>fear of victimisation</li> </ul> <p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>helps raise awareness</li> <li>gives people more rights</li> <li>more opportunities for MEGs</li> <li>more equality in many organisations</li> <li>high profile cases have been won</li> <li>school curriculum - more equality and encouragement to partake in range of subjects</li> <li>system of redress/support/commissions</li> <li>legislation is reviewed and updated</li> <li>racial hatred a criminal offence</li> </ul>	15	<p><b>Level 3</b> Well balanced evaluation. Both positive and negative points must be made. Link to MEGs is explicit.</p> <p><b>Level 2</b> Both positive and negative points must be made. Link to MEGs may be implicit. Sound evaluation. Sub-max of 8 for just negatives or just positives</p> <p><b>Level 1</b> May be only one strength or only one weakness. Attempt at evaluation.</p>	<p><b>Level 3</b> [ 11- 15 marks] A well-balanced evaluation of why legislation alone may not reduce discrimination against MEGs. Arguments will be developed logically and there will be evidence of synthesis within the work. Answers will be factually accurate, using appropriate terminology. There will be few errors of grammar, punctuation and spelling. <b>For full marks a conclusion must be given.</b></p> <p><b>Level 2</b> [ 6 - 10 marks] Sound evaluation of why legislation alone may not reduce discrimination against MEGs. There will be noticeable errors of grammar, punctuation and spelling. <b>Sub-max of 8 for just negatives or just positives</b></p> <p><b>Level 1</b> [1-5 marks] An attempt at evaluating why legislation alone may not reduce discrimination against MEGs is given but lacks clarity and depth. Answers in this band are likely to be list-like, muddled and lack technical detail. Errors of grammar, punctuation and spelling will be noticeable and intrusive</p> <p><b>0 marks</b> –. response not worthy of credit.</p>

**OCR (Oxford Cambridge and RSA Examinations)**  
**1 Hills Road**  
**Cambridge**  
**CB1 2EU**

**OCR Customer Contact Centre**

**Education and Learning**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

[www.ocr.org.uk](http://www.ocr.org.uk)

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

**Oxford Cambridge and RSA Examinations**  
**is a Company Limited by Guarantee**  
**Registered in England**  
**Registered Office; 1 Hills Road, Cambridge, CB1 2EU**  
**Registered Company Number: 3484466**  
**OCR is an exempt Charity**

**OCR (Oxford Cambridge and RSA Examinations)**  
**Head office**  
**Telephone: 01223 552552**  
**Facsimile: 01223 552553**

© OCR 2015

