

# **Mark Scheme for June 2011**

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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.

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## Section A – Analyse and interpret Different Types of Evidence

Question Number	Answer	Max Mark	Rationale
1	Christians	[1]	
2	Female	[1]	
3	<p><b>[0 marks]</b> No evidence submitted or response does not address the question.</p> <p><b>Level 1</b> <b>[1 mark]</b> Candidate makes a general but unexplained statement about what a pacifist is eg they are against all war not just this one.</p> <p><b>Level 2</b> <b>[2-3 marks]</b> Candidate makes a developed statement about the nature of the question and the nature of pacifism eg Pacifists are totally opposed to war in any circumstances, not just the Afghan war. Pacifists believe that conflict should be resolved by negotiation and agreement, never violence. There is no evidence that all those against war in Afghanistan are against all wars. Many might support the idea of a just war and therefore they would not be pacifists.</p> <p>For top of level both arguments should be included.</p>	[3]	<p>If reference is only made is to pacifists and their beliefs the answer is L1 – 1 mark.</p> <p>To access L2 candidates must challenge they are pacifists by commenting on the conditions for a Just War seeing Afghanistan as not just <b>and/or</b> other reasons why non pacifists would oppose the Afghan war such as personal concerns for loved ones involved.</p> <p>Comments on both would ensure top of Level.</p>

Question Number	Answer	Max Mark	Rationale
4	<p><b>[0 marks]</b> No evidence submitted or response does not address the question.</p> <p><b>Level 1</b> <b>[1 mark]</b> Candidate makes a general statement comparing the attitudes of the two documents eg the British government could say that this is a just war and it is necessary to fight whether people support it or not.</p> <p><b>Level 2</b> <b>[2-3 marks]</b> Candidate makes a developed statement eg identifies content from A has been developed to explain how although war is undesirable there are circumstances in which it must be used. Government will attempt to apply some of the rules to justify the Afghan situation. Or quote figures from Document C as in L1. Both needed for top of level.</p> <p><b>Level 3</b> <b>[4-5 marks]</b> As Level 2 but candidate additionally identifies the different nature of the two documents. A is a set of guidelines developed over a long period of time to resolve the belief that war should be avoided with the necessity on occasion to fight a war to avoid something worse. C is a personal response to a questionnaire which may be deeply felt but is probably less considered.</p> <p>For top of level may comment on which is more compelling eg A is more important because it is a fully thought through policy/ C is more important because it is the genuine view of many people.</p>	[5]	<p>Alternatively candidates might quote figures from document C to show opposition.</p> <p>To reach L3 candidates must show some comparison of Documents A and C as indicated in the descriptor. No comparison keeps the response in L2.</p>

Question Number	Answer	Max Mark	Rationale
5	<p><b>[0 marks]</b> No evidence submitted or response does not address the question.</p> <p><b>Level 1</b> <b>[1-2 marks]</b> Candidate offers a generalised reason to agree/ disagree with the truth of the statements. Minimal evidence from documents offered in order to gain top mark at this level. Candidate makes no attempt to analyse and/or interpret the sources. Text is difficult to read; poor spelling and grammar, little punctuation makes comprehension difficult.</p> <p>eg <b>Document A : A Just War.</b> <b>disagree</b> : most religions and people are opposed to war/ the just war rules have been worked out to try to reconcile two irreconcilable views/ the rules are a poor compromise which allows governments to wage war if they feel it is necessary. <b>agree</b> : opposition to war is fine if everybody feels the same/ what happens if an aggressor attacks?/ the rules if properly followed allow only the minimum response to put an end to the aggression.</p> <p><b>Document B : Pacifism</b> <b>disagree:</b> if war is wrong it is wrong any other position is unprincipled/ negotiation is the proper way to settle disputes/ keeping the peace protects innocent people better than violence. <b>agree:</b> principles are fine but do not stop an aggressor/ you can not negotiate unless both sides want to/ If no one is prepared to resist aggression with violence this is when innocent people suffer.</p> <p><b>Document C : War in Iraq and Afghanistan</b> <b>disagree:</b> the MOD statistics clearly show the cost of war/ the ICM poll results show that the government can not claim popular support for its actions/ if so many people are against can the government reasonably claim that it is a just war?</p>		

Question Number	Answer	Max Mark	Rationale
	<p><b>agree:</b> the casualties are regrettable but how many innocent lives have been saved by this operation?/ the questionnaire is simply a snapshot a differently phrased question might have generated a different response/ the role of government is to lead public opinion not necessarily follow it.</p> <p><b>Level 2</b></p> <p><b>[3-4 marks]</b> Candidate offers at least one developed reason to agree <b>or</b> disagree with the statements. Evidence offered to gain top mark at this level eg offers statements from level 1 either for or against the statements</p> <p>Text is readable; there may be mistakes in spelling grammar and punctuation, comprehension of meaning largely clear.</p> <p><b>Level 3</b></p> <p><b>[5-6 marks]</b> Candidate offers reasons to both agree and disagree with the statements clearly citing from the documents. To gain a top mark at this level the candidate would also refer to the rigor of the research or its limitations eg attempts to compare the arguments giving a personal conclusion to achieve the top of the level.</p> <p>Text is clearly readable; spelling, grammar and punctuation are largely accurate; meaning is clear.</p>	[6]	<p>If evidence is implicit rather than explicit it can still be rewarded.</p> <p>If candidate agrees/disagrees with support then mentions the other disagree or agree but does not develop with support then the answer must be marked at L2</p> <p>If a candidate makes no reference to the rigour of the research or its limitations it cannot be awarded the top mark in L3.</p>
<b>Section A Total</b>		<b>[16]</b>	

## Section B – Knowledge and Understanding of Different Research Methodologies

Question Number	Answer	Max Mark	Rationale
6 (a)	<p><b>[0 marks]</b> No evidence submitted or response does not address the question.</p> <p><b>Level 1</b> <b>[1-2 marks]</b> A brief statement indicating that the candidate is aware of participant observation.</p> <p><b>Level 2</b> <b>[3-4 marks]</b> A more detailed statement regarding the nature of participant observation challenging validity, reliability and significance eg strengths</p> <ul style="list-style-type: none"> <li>• detailed qualitative information</li> <li>• studying behaviour in a natural setting</li> <li>• relatively cheap</li> </ul> <p>weaknesses</p> <ul style="list-style-type: none"> <li>• time consuming</li> <li>• observer cannot always be present</li> <li>• observation can affect behaviour</li> </ul> <p><b>Level 3</b> <b>[5 marks]</b> A balanced statement which indicates a good knowledge of strengths and weaknesses.</p>	<b>[5]</b>	If response is simply generic award L1 maximum mark 2 only. To reach L2 candidates must specify the research method being evaluated.

Question Number	Answer	Max Mark	Rationale
(b)	<p><b>[0 marks]</b> No evidence submitted or response does not address the question.</p> <p><b>Level 1</b> <b>[1-2 marks]</b> eg A brief statement indicating that the candidate is aware of what media sources are.</p> <p><b>Level 2</b> <b>[3-4 marks]</b> A more detailed statement regarding the nature of qualitative methods challenging validity, reliability and significance eg strengths</p> <ul style="list-style-type: none"> <li>• news reports, magazine articles and advertisements</li> <li>• provide information</li> <li>• specialist sources</li> </ul> <p>weaknesses</p> <ul style="list-style-type: none"> <li>• all are written for a purpose</li> <li>• they are potentially biased</li> <li>• they present selective information</li> </ul> <p><b>Level 3</b> <b>[5 marks]</b> A balanced statement which indicates a good knowledge of strengths and weaknesses.</p>		
<b>Section B Total</b>		<b>[10]</b>	



**Section C – Assess the Reliability and Utility of Evidence and Reach Reasoned Conclusions**

<b>Question Number</b>	<b>Answer</b>	<b>Max Mark</b>	<b>Rationale</b>
<b>7</b>	To encourage young people to stay in full time education	<b>[1]</b>	
<b>8</b>	Regular attendance/ hard work/family income/means test - any one for 1 mark	<b>[1]</b>	
<b>9 (a)</b>	Education	<b>[1]</b>	
<b>(b)</b>	No student debt/do not pay tuition fees/3 years in employment - any one for 1 mark	<b>[1]</b>	

Question Number	Answer	Max Mark	Rationale
10	<p><b>[0 marks]</b> No evidence submitted or response does not address the question.</p> <p><b>Level 1</b> <b>[1-2 marks]</b> Candidate identifies individual facts with no attempt to produce a coherent description eg</p> <p><b>Costs:</b></p> <ul style="list-style-type: none"> <li>• Debt at the end of the course of about £12,500</li> <li>• At least 3 years post 18 when not earning</li> <li>• Repayment of debt through earnings once over £15,000</li> </ul> <p><b>Benefits:</b></p> <ul style="list-style-type: none"> <li>• Higher earnings than non-graduates in all subjects areas</li> <li>• Low rates of interest on student loans</li> <li>• Experience of independent life away from home</li> </ul> <p><b>Level 2</b> <b>[3-4 marks]</b> Candidate makes a developed statement about costs and benefits Top of level for comments on impact on quality of life.</p>	<b>[4]</b>	

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11	<p><b>[0 marks]</b> No evidence submitted or response does not address the question.</p> <p><b>Level 1</b> <b>[1-2 marks]</b> Candidate accepts the information in Document F at face value. Makes no attempt to explain the utility or reliability of the document. eg Candidate response simply assumes the information is valid and therefore useful and reliable. Text is difficult to read; poor spelling and grammar, little punctuation makes comprehension difficult.</p> <p><b>Level 2</b> <b>[3-4 marks]</b> Candidate considers the provenance of the source. The Welsh Labour Market Evaluation and Research Centre at the University of Swansea. Supports the utility of the data because of the source. eg comments on the fact that it is from a university department which researches this area and therefore is accurate. Candidate response has simplistic response to utility but does not challenge reliability. Text is readable; there may be mistakes in spelling grammar and punctuation, comprehension of meaning largely clear</p> <p><b>Level 3</b> <b>[5-6 marks]</b> As Level 2 but candidate is also able to identify the limitations of relying on one account. eg questions reliability of /the information may be biased/ it is only one piece of evidence which needs corroboration/ /other documents are more informative. A more developed response to utility and candidate may develop a challenge to reliability by identifying the need to contrast one source with other possibly alternative views.</p>	[6]	

Question Number	Answer	Max Mark	Rationale
	Text is clearly readable; spelling, grammar and punctuation are largely accurate; meaning is clear		
12	<p><b>[0 marks]</b> No evidence submitted or response does not address the question.</p> <p><b>Level 1</b> <b>[1-2 marks]</b> Candidate offers a rudimentary answer that either agrees or disagrees with the statement</p> <p>eg <b>agree:</b></p> <ul style="list-style-type: none"> <li>• Document D government uses EMA as a bribe to encourage students who might leave to stay on.</li> <li>• Document E Graduate pay is significantly higher than non-graduate across the board.</li> <li>• Student loans are available at preferential interest rates</li> <li>• The experience of university.</li> <li>• Document F Even though difference in pay is narrowing average difference between graduates and non-graduates is still significant.</li> <li>• Overall the financial advantages outweigh the disadvantages.</li> </ul> <p><b>disagree:</b></p> <ul style="list-style-type: none"> <li>• Document D the EMA is means tested and paid at a low rate.</li> <li>• Document E non-graduate pay may be lower but is not deferred for at least 3 years.</li> <li>• No student debt when starting work.</li> <li>• University is not a good experience for everyone</li> <li>• Document F is the differential really worth postponing your career for 3 years.</li> <li>• The subject chosen and the institution attended are important therefore going to <b>any</b> university does not make sound financial sense.</li> </ul>		

Question Number	Answer	Max Mark	Rationale
	<ul style="list-style-type: none"> <li>• Overall the financial disadvantages do not make it sound financial sense for all students.</li> </ul> <p>Candidate makes no attempt to analyse and/or interpret the sources. Text is difficult to read; poor spelling and grammar, little punctuation makes comprehension difficult.</p> <p><b>Level 2</b>  <b>[3-4 marks]</b> Candidate agrees <b>or</b> disagrees with the statement and offers some evidence from the sources to support the stance taken.  eg makes use of some of the arguments made in level one to either agree or disagree with the argument. If there is passing reference to the other side of the argument this must be sustained to move the answer to level three.  Candidate has simplistic response to utility but does not challenge reliability.  Text is readable; there are mistakes in spelling, grammar and punctuation  comprehension of meaning variable</p> <p><b>Level 3</b>  <b>[5-6 marks]</b> Candidate agrees <b>and</b> disagrees with the statement and offers some evidence from the sources to develop a comparative narrative.  eg makes use of the arguments made in level two and to explore both sides of the argument.  Candidate implicitly accepts the utility of the sources but does not challenge reliability.  Text is readable; there may be mistakes in spelling grammar and punctuation; comprehension of meaning largely clear</p> <p><b>Level 4</b>  <b>[7-8 marks]</b> Candidate agrees <b>and</b> disagrees with the statement <b>and</b> offers detailed evidence from the sources to support the narrative  eg uses the Documents to develop a balanced narrative exploring the arguments for and against the proposition/examines not only what the sources say but their provenance.</p>		

Question Number	Answer	Max Mark	Rationale
	<p>Document D Supports the proposition because it is government policy explained on a government website. Cannot be considered unbiased.</p> <p>Document E Is balanced presenting both sides of the argument without clearly coming down on one side or the other.</p> <p>Document F Challenges the proposition to some extent. As this is produced by a university department which has a vested interest in encouraging young people to go to university it could be considered unreliable.</p> <p>Candidate examines the utility of the sources and therefore implicitly challenges reliability.</p> <p>Text is clearly readable; spelling, grammar and punctuation are largely accurate; meaning is clear</p> <p><b>Level 5</b> <b>[9-10 marks]</b> As Level 4 but in addition candidate is also able to identify the limitations of relying on limited accounts Candidate offers a comprehensive evaluation of the content of the sources to support a personal conclusion.</p> <p>A more developed response to utility and candidate will develop the challenge to reliability by identifying the need to contrast sources with each other to identify and challenge conflicting views.</p> <p>Text is clearly readable; spelling, grammar and punctuation are accurate; meaning is very clear</p>		
	<b>Section C Total</b>	<b>[24]</b>	
	<b>Paper Total</b>	<b>[50]</b>	

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