

# **Mark Scheme for June 2013**

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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.

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## Annotations

Annotation	Meaning
	Correct response.
	Incorrect response.
	Benefit of doubt.
	Information omitted.
	Unclear.
	Level 1.
	Level 2.
	Level 3.
	Level 4.
	Level 5.
	Not answered question.
	Development.
	Irrelevant.
	Highlighting a particularly point on the script. Can be used in conjunction with another stamp.

All answers and pages with a response must have at least one annotation to show that they have been seen.

Question		Answer	Marks	Guidance
1		£513 million	1	
2		79%	1	
3		<p>Candidate makes a developed statement about the reasons why Unite thought that negotiation might resolve the dispute.</p> <p>The vote showed that the members of Unite were strongly supporting their union. Unite hoped this might cause BA to think again and negotiate to avoid the costs of strike action.</p> <p>The large vote in favour might influence BA.</p> <p>Candidate makes a general but unexplained statement about the unions hopes to negotiate.</p> <p>No evidence submitted or response does not address the question.</p>	3	<p>If candidate identifies one developed response award two marks; if identifies both developed responses award three marks.</p> <p>Do not award a mark for BA threatened strikers with penalties.</p>

Question	Answer	Marks	Guidance
4	<p>As Level 2 but candidate additionally identifies the different nature of the two documents.</p> <p>Candidate makes a developed statement.</p> <p>Candidate makes a general statement comparing the attitudes of the two documents.</p>	5	<p><b>Level 3 (5 marks)</b> B is an off the cuff press statement issued in the heat of the moment. C is an official document listing trade union rights.</p> <p>For top of level may comment on which is more compelling eg B is more important because it is made by one of the participants in the dispute/ C is more important because it is a document which the trade union could use to take action against the company at an employment tribunal.</p> <p><b>Level 2 (3–4 marks)</b> Identifies content from C which suggests that the BA response might not be appropriate eg employees should not be treated unfairly for taking union action. Unfair treatment includes subjecting a worker to a detriment.</p> <p><b>Level 1 (1–2 marks)</b> The author of C does not agree at all but does not qualify the statement.</p> <p><b>(0 marks)</b> No evidence submitted or response does not address the question.</p>

Question	Answer	Marks	Guidance
5	<p>Candidate offers reasons to both agree and disagree with the statement clearly citing from the documents.</p> <p>Candidate offers at least one developed reason to agree or disagree with the statement.</p> <p>Candidate offers a generalised reason to agree / disagree with the truth of the statement.</p>	6	<p><b>Level 3 (5–6 marks)</b> 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> <p><b>Level 2 (3–4 marks)</b> Evidence offered to gain top mark at this level eg offers statements from Level 1 either agreeing or disagreeing with the statement</p> <p>Text is readable; there may be mistakes in spelling grammar and punctuation; comprehension of meaning is largely clear.</p> <p><b>Level 1 (1–2 marks)</b> 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.</p> <p>Text is difficult to read, poor spelling and grammar; little punctuation makes comprehension difficult.</p> <p><b>(0 Marks)</b> No evidence submitted or response does not address the question.</p>

Question	Answer	Marks	Guidance
			<p><b>Document A : ‘The causes of the BA dispute’</b>  <b>Agree:</b> employer provides worse passenger service/potential for dispute with employees/employees conditions of work worsened/promotion and pay are hit.  <b>Disagree:</b> employer has massive losses/need to reduce costs/workforce cutbacks needed to achieve this/if BA service is worse then less passengers/losses will increase.</p> <p><b>Document B : ‘Unite Ballot Result’</b>  <b>Agree:</b> employer threatens consequences for strikers/workers will lose pay and may be disciplined.  <b>Disagree:</b> union using threat of strike to put pressure on BA/large turnout and support shows workers are upset about BA actions/BA reaction untypical at this stage of a dispute.</p> <p><b>Document C : ‘Trade Union Rights’</b>  <b>Agree:</b> individuals do not have to join a trade union/individuals could negotiate individually with the company/trade union immunity is unfair to companies.  <b>Disagree:</b> Unite are acting legally/BA should not threaten union members acting within the law/acting together inside a trade union individuals are more likely to achieve success in negotiations.</p>

Question		Answer	Marks	Guidance
6	(a)	<p>A balanced statement which indicates a good knowledge of strengths and weaknesses. At least two developed comments on both the strengths and weaknesses.</p> <p>A more detailed statement regarding the nature of quantitative methods challenging validity, reliability and significance.</p> <p>A brief statement indicating that the candidate is aware of quantitative methods.</p>	5	<p><b>Level 3 (5 marks)</b> Strengths:</p> <ul style="list-style-type: none"> <li>• it is designed to find out how many people feel about an issue</li> <li>• once collected it can be analysed to produce numerical data</li> <li>• using a statistically valid random sample findings can be applied to the whole population</li> </ul> <p>Weaknesses:</p> <ul style="list-style-type: none"> <li>• gives answer to what people think but not why</li> <li>• data collection through on street, postal or telephone interviews can pose problems</li> <li>• results are restricted to the questions asked and cannot analyse issues in more depth</li> </ul> <p><b>Level 2 (3–4 marks)</b></p> <p><b>Level 1 (1–2 marks)</b></p> <p><b>(0 marks)</b> No evidence submitted or response does not address the question.</p>



Question	Answer	Marks	Guidance
(b)	<p>A balanced statement which indicates a good knowledge of strengths and weaknesses. At least two developed comments on both the strengths and weaknesses.</p> <p>A more detailed statement regarding the nature of what personal documents are challenging validity, reliability and significance.</p> <p>A brief statement indicating that the candidate is aware of what personal documents are.</p>	5	<p><b>Level 3 (5 marks)</b> Strengths:</p> <ul style="list-style-type: none"> <li>• they are primary sources and include original documents</li> <li>• they may contain original ideas, discoveries or information</li> <li>• collection methods personal interview/direct observation</li> </ul> <p>Weaknesses:</p> <ul style="list-style-type: none"> <li>• personal documents give only individual views, information and opinion</li> <li>• the information may be biased because of the nature of the individual who produced the document</li> <li>• the information may be deliberately misleading depending on the purpose for which the document was produced</li> </ul> <p><b>Level 2 (3–4 marks)</b></p> <p><b>Level 1 (1–2 marks)</b></p> <p><b>(0 marks)</b> No evidence submitted or response does not address the question.</p>

Question	Answer	Marks	Guidance
7	An opinion not often based on fact.	1	This answer is not definitive. Reward equivalent answers.
8	Can happen when someone who is prejudiced has the power to express their prejudice.	1	This answer is not definitive. Reward equivalent answers.
9	The Church of England could split. Up to 1300 male priests would leave.	2	Priests' leaving is acceptable. If a figure is stated it must be 1300.
10	<p>Candidate develops Level 2 by pointing out that some women would probably leave the church as well as men.</p> <p>Candidate makes a developed statement about the effects of the removal of the opt-out.</p> <p>Candidate identifies individual fact about changes with no attempt to produce a coherent description of the effect of the removal of the opt-out.</p>	4	<p><b>Level 3 (4 marks)</b> eg Men are not the only sex opposed to women priests.</p> <p><b>Level 2 (2–3 marks)</b> eg Candidate links the traditional view of a male only priesthood causing a split because this would allow women to become priests anywhere/some women want to avoid this.</p> <p><b>Level 1 (1 mark)</b> eg traditionalists believe only men can be priests/some women want to avoid a split/some church members would leave.</p> <p><b>(0 marks)</b> No evidence submitted or response does not address the question.</p>

Question	Answer	Marks	Guidance
11	<p>As Level 2 but candidate is also able to identify the limitations of relying on one account.</p> <p>Candidate questions the provenance of the source. Supports the utility of the data because of the source.</p> <p>Candidate accepts the information in Document D at face value. Makes no attempt to explain the utility or reliability of the document.</p>	6	<p><b>Level 3 (5–6 marks)</b> eg questions reliability of the author/has a view point and possibly an agenda/the information may be biased/it only tells us a limited amount about Islamic attitudes to women/other documents would allow comparison.</p> <p>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> <p>Text is clearly readable; spelling, grammar and punctuation are largely accurate; meaning is clear.</p> <p><b>Level 2 (3–4 marks)</b> eg it is clearly a document written by someone knowledgeable about Islamic beliefs.</p> <p>Candidate has a simplistic response to utility but does not fully challenge reliability.</p> <p>Text is readable; there may be mistakes in spelling, grammar and punctuation; comprehension of meaning is largely clear.</p> <p><b>Level 1 (1–2 marks)</b> eg awareness that Islam recognises women have rights.</p> <p>May give some detail for top of level. Candidate response simply assumes the information is valid and therefore useful and reliable.</p> <p>Text is difficult to read; poor spelling and grammar; little punctuation makes comprehension difficult.</p> <p><b>(0 marks)</b> No evidence submitted or response does not address the question.</p>

Question	Answer	Marks	Guidance
12	<p>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>Candidate agrees and disagrees with the statement and offers detailed evidence from the sources to support the narrative.</p> <p>Candidate agrees and disagrees with the statement and offers some evidence from the sources to develop a comparative narrative.</p>	10	<p><b>Level 5 (9–10 marks)</b> 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> <p><b>Level 4 (7–8 marks)</b> 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 probable provenance.</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 3 (5–6 marks)</b> eg makes use of the arguments made in Level 2 and to explore both sides of the argument.</p> <p>Candidate implicitly accepts the utility of the sources but does not challenge reliability.</p> <p>Text is readable; there may be mistakes in spelling, grammar and punctuation; comprehension of meaning is largely clear.</p>

Question	Answer	Marks	Guidance
	<p>Candidate agrees or disagrees with the statement and offers some evidence from the sources to support the stance taken.</p> <p>Candidate offers a rudimentary answer that either agrees or disagrees with the statement.</p>		<p><b>Level 2 (3–4 marks)</b>  eg agrees Document E clearly suggests that the Church of England would split if women were given equal rights with men/Document F shows there is prejudice and discrimination against women in Christianity and Islam/the fact that Document D has been produced at all suggests that some in Islam feel the need to state publicly that women are equal to men.  eg disagrees Document F the official position of both Christianity and Islam is that women should be treated equally/Document D clearly supports the official position of women expressed in Document F/Document E shows that the Church of England is actively pursuing equality even at the risk of a split.</p> <p>Candidate has simplistic response to utility but does not challenge reliability.</p> <p>Text is readable; there are mistakes in spelling, grammar and punctuation; comprehension of meaning variable.</p> <p><b>Level 1 (1–2 marks)</b>  eg agrees Document F (not essential for mark) says the Christian churches are sexist because they do not treat men and women equally/Islam says that men and women are equal but not the same.  eg disagrees Document D clearly states women have the same rights as men in Islam/Document E the Church of England is trying to allow women the same rights to become priests and bishops as men.</p> <p>Candidate response simply assumes the information is valid and therefore does not question utility or reliability.</p> <p>Text is difficult to read; poor spelling and grammar; little punctuation makes comprehension difficult.</p>

Question	Answer	Marks	Guidance
			<b>(0 marks)</b> No evidence submitted or response does not address the question.

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