

Mark Scheme for June 2014

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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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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning of annotation
	Blank Page – this annotation must 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.
	Correct response.
	Incorrect response.
	Benefit of the doubt given.
	Information omitted.
	Unclear.
	Level 1.
	Level 2.
	Level 3.
	Level 4.
	Not answered question.
	Development.
	Irrelevant.

Subject-specific Marking Instructions

Application of the Mark Scheme

General Points

- 1 This mark scheme is intended to assess candidates' understanding of the key concepts of this course and their ability to use contextual understanding to illustrate this understanding. This can be difficult. Marking should therefore be positive and seek to reward candidates for what they understand, know and can do.
- 2 Levels of response marking schemes by definition reward the level of understanding achieved by the candidate. If a candidate achieves a particular level descriptor this level should be awarded. Candidates do not necessarily have to achieve all lower level descriptors to achieve this level. Achievement in the level should be clearly sustained in the answer, not simply touched on.
- 3 There is always a choice of factual support which a candidate may deploy. This mark scheme is therefore indicative not prescriptive and examiners should use their professional judgement and the parameters of the syllabus content to reward appropriate information. In case of doubt refer to the Principal Examiner.

Specific Points

- 1 Half marks must not be used.
- 2 Exemplars given in the mark scheme are indicative not prescriptive. Markers should use their professional judgement and knowledge to reward work which falls outside the examples given but is nevertheless worthy of reward.
- 3 Do not be afraid to award the top mark in a level. Reluctance to award top marks can lead to bunching of marks and a depression of marks overall.
- 4 The levels corresponding to the marks awarded should be indicated in the body of the text where the level is triggered.
- 5 Candidates are informed that marks for Quality of Written communication will be awarded in questions: 1c, 2c, 3c, 4c and 5b. Markers should award the top mark in the level achieved to reward QWC.

Question			Answer/Indicative Content	Marks	Guidance	
					Content	Levels of response
1			<p>State the percentage of grocery sales made online.</p> <p>3.2%.</p>	1		
2			<p>State the percentage of all retail sales made online.</p> <p>10%.</p>	1		
3			<p>Use Document C to explain why people have a different attitude towards buying groceries online as opposed to other goods such as music or books.</p>	3		<p>Level 2 (2–3 marks) Candidate makes a developed statement about the nature of the question. Grocery shoppers are not satisfied with the accuracy and quality of their shopping and are therefore going back to shopping in the supermarket. This does not happen with music or gifts because the quality of the product is not so variable. For top of level both arguments should be used.</p> <p>Level 1 (1 mark) Candidate makes a general but unexplained statement about shopping online e.g. more people are doing this because it is convenient.</p> <p>(0 marks) No evidence submitted or response does not address the question.</p>

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
4		<p>The author of Last Shop Standing is critical of the effect of online shopping in Document B.</p> <p>How could the information in Document A be used to support the view that the growth of online shopping has disadvantages, as well as advantages for small businesses?</p>	5		<p>Level 3 (4–5 marks) As Level 2 but candidate additionally identifies the different nature of the two documents. A is a statement aiming to inform. B is an article from the Guardian (newspaper). For top of level may comment on which is more compelling. Business structure is always changing and those who lose out complain.</p> <p>Level 2 (2–3 marks) Candidate makes a developed statement e.g. A shows a number of advantages and disadvantages to online retailers. Small businesses do gain some benefits from e-commerce but can never really compete with the large players.</p> <p>Level 1 (1 mark) Candidate makes a general but unexplained statement about the result e.g. not everybody wants to or can shop online.</p> <p>(0 marks) No evidence submitted or response does not address the question.</p>

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
5		<p>'In the future online shopping will take a much bigger share of consumer spending because it is what consumers want.'</p> <p>Using <u>all</u> the documents to support your answer, explain how far you agree or disagree with this statement. Use your knowledge of research methods in your answer.</p> <p>Document A: Neutral article. Agree: sees e-commerce as important in the future but not really concerned so much with consumers. Does agree that smaller retailers will have problems competing. Disagree: sees the savings available in e-commerce as being attractive to both retailers and consumers.</p> <p>Document B: The hidden cost Agree: this will continue as long as large retailers are allowed to take advantage of a situation that was never intended to be used in this way. Disagree: sees the small independent retailer as an important part of consumer choice.</p> <p>Document C: Back to the shops Agree: sees general appetite for online shopping not really carrying through in grocery sector.</p>	6		<p>Level 3 (5–6 marks) Candidate offers reasons to both agree and disagree with the statement clearly citing from the documents.</p> <p>To gain a top mark at the level the candidate might refer to the provenance of the evidence/attempt to use the documents to support a personal conclusion.</p> <p>Text is clearly readable, spelling grammar and punctuation are largely accurate; meaning is clear.</p> <p>Level 2 (3–4 marks) Candidate offers at least one developed reason to agree or disagree with the statement. Evidence offered to gain top mark at this level e.g. offers statement from Level 1 either for or against the statement. Text is readable; there may be mistakes in spelling grammar and punctuation, comprehension of meaning largely clear.</p> <p>Level 1 (1–2 marks) Candidate offers a generalised reason to agree/disagree with the statement. Minimal evidence from</p>

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
		Disagree: provides evidence of consumer backlash due to a number of customer service factors.			<p>the documents offered in order to gain top mark at this level e.g. it is the future of retailing.</p> <p>Text is difficult to read, poor spelling and grammar; little punctuation makes comprehension difficult.</p> <p>(0 marks) No evidence submitted or response does not address the question.</p>
6	(a)	<p>Describe the strengths and weaknesses of using media information – news reports, magazine articles and advertisements – for data collection as a basis for social research.</p> <p>strengths</p> <ul style="list-style-type: none"> • a lot of sources available • easily accessible • relatively cheap <p>weaknesses</p> <ul style="list-style-type: none"> • potentially out of date • potentially biased • largely quantitative information 	5		<p>Level 3 (5 marks) A balanced statement (3 for and 3 against) which indicates a good knowledge of strengths and weaknesses.</p> <p>Level 2 (3–4 marks) A more detailed statement regarding the nature of secondary sources challenging validity, reliability and significance. If presented as a list maximum mark =3</p> <p>Level 1 (1–2 marks) A brief statement indicating that the candidate is aware of media information.</p> <p>(0 marks) No evidence submitted or response does not address the question.</p>

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
	(b)	<p>Describe the strengths and weaknesses of using structured interviews as a method for data collection as a basis for social research.</p> <p>strengths</p> <ul style="list-style-type: none"> • detailed qualitative information • valid primary data • body language <p>weaknesses</p> <ul style="list-style-type: none"> • time consuming • potential interviewer bias • embarrassment factor 	5		<p>Level 3 (5 marks) A balanced statement (3 for and 3 against) which indicates a good knowledge of strengths and weaknesses.</p> <p>Level 2 (3–4 marks) A more detailed statement regarding the nature of structured interviews challenging validity, reliability and significance. If presented as a list maximum mark =3</p> <p>Level 1 (1–2 marks) A brief statement indicating that the candidate is aware of structured interviews.</p> <p>(0 marks) No evidence submitted or response does not address the question.</p>
7		<p>State how many properties are owned by the National Trust</p> <p>(More than) 500</p>	1		
8		<p>State how often the National Trust has to fight plans for wind farms on its property.</p> <p>Not a week goes by/ every week/ Weekly.</p>	1		

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
9		<p>State <u>two</u> types of wind turbine which can be used for power generation.</p> <p>Roof mounted. Mast mounted.</p>	2	Do not reward mass mounted	
10		<p>Describe the major arguments for and against building new wind farms.</p> <ul style="list-style-type: none"> • Cleaner/bird strikes • Ugly/CO2 released in building • No damage/lots of damage • Balance of power/Hydro best 	4		<p>Level 2 (3–4 marks) Candidate makes a balanced statement. Needs two for and two against for top of level.</p> <p>Level 1 (1–2 marks) Candidate identifies individual facts with no attempt to produce a coherent description</p> <p>(0 marks) No evidence submitted or response does not address the question.</p>
11		<p>Explain the uses and limitations of Document E to a researcher studying the impact of wind farms on the countryside.</p>	6		<p>Level 3 (5–6 marks) As Level 2 but candidate is also able to identify the limitations of relying on one account must be stated.</p> <p>e.g. questions the reliability of/the information may be biased/it is only one piece of evidence which needs corroboration/other documents may be more informative.</p>

Question			Answer/Indicative Content	Marks	Guidance	
					Content	Levels of response
						<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>Level 2 (3–4 marks) Candidate considers the provenance of the source limitations and challenges; the utility of the data because of the source e.g. comments that it is advertising from a company that installs wind generators and therefore has an agenda to persuade you to buy.</p> <p>Text is readable; there may be mistakes in spelling grammar and punctuation, comprehension of meaning largely clear.</p> <p>Level 1 (1–2 marks) Candidate accepts the information in Document E at face value. Makes no attempt to explain the utility or reliability of the document e.g. Candidate response simply assumes the information is valid and therefore useful and reliable.</p>

Question			Answer/Indicative Content	Marks	Guidance	
					Content	Levels of response
						Text is difficult to read, poor spelling and grammar, little punctuation makes comprehension difficult. (0 marks) No evidence submitted or response does not address the question.
12			<p>“Wind farms have a major role to play in increasing the supply of renewable energy in Britain.”</p> <p>To what extent do you agree and disagree with this statement?</p> <p>agree:</p> <ul style="list-style-type: none"> • Document D National Trust used to encourage wind. • Document E Wind has been used as source of power for many centuries. • Document F there are clear arguments on both sides many of them in favour. <p>disagree:</p> <ul style="list-style-type: none"> • Document D NT has changed stance and become sceptical of use of wind. • Document E Admits that not always useful and would advise on suitability. • Document F there are clear arguments on both sides many of them against. 	10		<p>Level 5 (9–10 marks) As Level 4 but in addition the candidate is also able to identify the provenance of the sources and the limitations of relying on limited accounts. For top of level candidate offers a comprehensive evaluation of the sources. e.g. Develop and challenge the 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>Level 4 (7–8 marks) Candidate agrees and disagrees with the statement and offers detailed evidence from the sources to develop a comparative narrative. e. g. uses the documents to develop a balanced narrative exploring the arguments for and</p>

Question			Answer/Indicative Content	Marks	Guidance	
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			<p>Document D Is not balanced although the fact that the NT has changed its stance makes the document more credible.</p> <p>Document E Is information from a company. This makes the probability of deliberate bias fairly high.</p> <p>Document F Is balanced presenting both sides of the argument without clearly coming down on one side or the other. Should be treated with care as they are personal opinions.</p> <p>Text is clearly readable spelling, grammar and punctuation, are accurate; meaning is clear.</p>			<p>against the proposition to support a personal conclusion.</p> <p>Level 3 (5–6 marks) Candidate agrees and disagrees with the statement and offers some evidence from the sources to develop a comparative narrative. e.g. makes use of the arguments made in Level 1 to explore both sides of the argument. Candidate implicitly accepts the utility of the sources but does not challenge reliability.</p> <p>Text is readable spelling, grammar and punctuation, are largely accurate; meaning is clear.</p> <p>Level 2 (3–4 marks) Candidate agrees or disagrees with the statement and offers some evidence from the sources to support the stance taken. e.g. makes use of some of the arguments made in Level 1 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 3. Candidate has simplistic response to utility but does not challenge reliability.</p>

Question			Answer/Indicative Content	Marks	Guidance	
					Content	Levels of response
						<p>Text is readable, there may be mistakes in spelling grammar and punctuation, comprehension of meaning largely clear.</p> <p>Level 1 (1–2 marks) Candidate offers a rudimentary answer that either agrees or disagrees with the statement.</p> <p>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>(0 marks) No evidence submitted or response does not address the question.</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

www.ocr.org.uk

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

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