

Critical Thinking

Advanced Subsidiary GCE

Unit **F501**: Introduction to Critical Thinking

Mark Scheme for June 2012

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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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Annotations

Annotation	Meaning
	Use a ✓ to indicate the separate marks given in Q1(e), Q2, Q3, Q6, Q7, Q8 and Q9
	Use the following annotations in Q10:
	to indicate strong credibility
	to indicate weak credibility
	to indicate strong plausibility
	to indicate weak plausibility
	at the bottom of pages 10 and 11 and any additional pages to indicate that these continuation sheets have been looked at

Questions		Answer	Marks	Guidance
		<p>For Question 1(a) to 1(d):</p> <p>Credit 3 marks for precisely stating the argument element in the exact words of the author.</p> <p>You must only credit the words written; ellipses (....) should not be credited. The words in brackets are not required, but candidates should not be penalised if these words are included. N.B. If a candidate uses brackets, mark what is in the brackets as part of the answer. N.B. If the candidate uses an introduction followed by an answer in quotation marks, e.g. The reason is "xxx", mark what is within the quotation marks and ignore the introductory phrase.</p>		<p>Credit 2 marks and 1 mark For answers to all parts of question 1, you should refer to the guidance given as to how to credit partial performance marks.</p> <p>Credit 1 mark for gist i.e. not using the exact words of the author.</p> <p>0 marks for a statement of an incorrect part of the text</p>
1	(a)	<p>Conclusion: the government proposal to make degree level education compulsory for a nursing career should be supported.</p>	3	<p>Credit 2 marks for an omission Leaving out e.g. "government" or "education" or "nursing"</p> <p>Credit 1 mark for an addition e.g. including any part of 'The Deputy Head of the University of East Anglia School of Nursing and Midwifery said that', unless this is given as a preamble, with inverted commas clearly indicating the correct conclusion.</p>

Questions		Answer	Marks	Guidance
	(b)	<p>Reason:</p> <ul style="list-style-type: none"> • (adding) an additional academic level would support the nursing profession • (and) after two to three years, nurses with a degree could take on more complex roles. 	3	<p>Credit 2 marks for omission</p> <ul style="list-style-type: none"> • Leaving out eg “<i>additional</i>” or “<i>academic</i>” or “<i>nursing profession</i>” • Leaving out eg “<i>after two to three years</i>” or “<i>complex</i>” <p>Credit 1 mark for addition</p> <ul style="list-style-type: none"> • Stating the two reasons as one • Including ‘<i>She added that</i>’ • Including the examples, “<i>such as specialist nurses or nursing managers</i>”
	(c)	<p>Counter-assertion: (fears that) (the) compulsory degree level training could make nurses think they were too clever to carry out certain duties.</p>	3	<p>Credit 2 marks for omission Leaving out e.g. “<i>compulsory degree level training</i>” or “<i>certain</i>”</p> <p>Credit 1 mark for addition Adding ‘<i>She tried to dismiss</i>’ Adding any of the examples, “<i>like washing and feeding patients and taking them to the lavatory</i>”</p>
	(d)	<p>Evidence: (a) significant number of people in the job already have a degree.</p>	3	<p>Credit 2 marks for omission Leaving out e.g. “<i>significant number</i>” or “<i>already</i>”</p> <p>Credit 1 mark for addition Adding ‘<i>She pointed out that</i>’</p> <p>Popular error The list of duties “<i>washing and feeding patients and taking them to the lavatory</i>” Credit 0 marks</p>

Questions		Answer	Marks	Guidance
	(e)	<p>Argument indicator words: Credit 1 mark each for up to three of the following:</p> <ul style="list-style-type: none"> • should (allow <i>should be</i>) • and • like • such as • (tried to) dismiss 	3	<p>*Use ticks ✓ to identify where marks are awarded in the candidate's answer.</p> <p>There are no other creditable answers.</p>
2	(a)	<p>Argument element: 2 marks Conclusion. Allow main conclusion / counter-conclusion.</p>	2	<p>* Use ticks ✓ to identify where marks are awarded in the candidate's answer. Maximum 2 ticks for 2(a) and 2 ticks for 2(b). Key a mark out of 4 for Q2.</p> <p>1 mark Inference Or any other answer which includes the word 'conclusion' e.g. intermediate conclusion.</p> <p>0 marks For no credit-worthy material.</p> <p>Popular errors <i>"assertion", "counter-assertion"</i></p> <p style="text-align: right;">Credit 0 marks</p>

Questions	Answer	Marks	Guidance
(b)	<p>Element explanation: 2 marks e.g. What the person wants the reader to accept / point of persuasion, drawn from the reason(s) given.</p> <p>For two marks, candidates need to include</p> <p>both the idea that it is drawn from/supported by the reason e.g. <ul style="list-style-type: none"> • It is drawn from the reason(s) given • It is supported by a reason and that it is persuasive/the 'point' of the argument: e.g. <ul style="list-style-type: none"> • This is what the argument is working towards • It is what the person wants the reader to accept / point of persuasion </p>	2	<p>1 mark A less precise answer that includes either the idea that it is drawn from/supported by the reason or that it is persuasive/the 'point' of the argument.</p> <p>0 marks For no credit-worthy material. e.g. 'It is the end of the argument', 'It finishes the argument' 'It sums up the argument'. 'It sums up the reason'. Do not credit answers which merely use the word <i>conclusion</i> or <i>conclude</i> to explain the element e.g. 'It is the conclusion of the argument' or 'It concludes the argument'.</p> <p>2(a) and (b) should be marked independently ie if 2(a) is incorrect, marks can be awarded for 2(b).</p> <p>However, where 2(a) gives 'hypothetical reason(ing)' do not accept terms such as 'consequence' in 2(b) as an explanation of a conclusion where they are clearly referring to hypothetical reasoning.</p> <p>A definition style answer is all that is required. However if candidates explain the element correctly via the text, this should be credited 2 marks.</p>

Questions		Answer	Marks	Guidance
3	(a) (b)	<p>Evidence – rise in written complaints 2 marks For each plausible explanation which would directly account for the rise e.g.</p> <ul style="list-style-type: none"> • People may have become more aware of the complaints procedure • There may have been fewer nurses to provide the care • There may have been an increase in the ageing population • There may have been more people in hospital • People may be more willing to complain. • Hospital cleaning may have got worse. • Doctors might be doing their jobs less effectively. <p>Credit other plausible explanations.</p> <p>Accept answers which explain why nurses might not want to provide basic care for patients for reasons other than the fact that they have a degree. e.g.</p> <ul style="list-style-type: none"> • Nowadays nurses may be less willing to provide basic care for patients who are violent. 	4 (2+2)	<p>* Use ticks ✓ to identify where marks are awarded in the candidate's answer. Maximum 2 ticks for 3(a) and 2 ticks for 3(b). Key a mark out of 4 for Q3.</p> <p>1 mark For each identification of a plausible factor which might lead to complaints e.g.</p> <ul style="list-style-type: none"> • Hospitals are dirty • Hospital food is of poor quality • Hospitals are too far away • Hospital parking is expensive <p>Credit other plausible factors.</p> <p>0 marks For no credit-worthy material.</p> <p>N.B. Direct quotation or paraphrase of the documents is acceptable where relevant.</p>

Question	Answer	Marks	Guidance
4	<p>Assumption: 3 marks For an accurate statement of an assumption e.g.</p> <ul style="list-style-type: none"> • Those nurses with degrees in the job do care • Those nurses with degrees in the job are prepared to do these tasks. • Those nurses with degrees in the job don't think they are too clever to perform these basic duties. • Because those nurses with degrees perform these duties, they don't think they're too clever for them. <p>Candidates need to focus upon the nurses with degrees in the job who are mentioned in the passage i.e. "The significant number of nurses are prepared to do these tasks" would be acceptable.</p>	3	<p>2 marks For a less precise statement of the assumption (too general) e.g.</p> <ul style="list-style-type: none"> • <i>People</i> with degrees do care. • <i>Nurses</i> are prepared to do these tasks. <p>1 mark For the essence of an assumption expressed as a challenge e.g.</p> <ul style="list-style-type: none"> • Just because there are nurses now that have degrees, doesn't mean that they aren't the ones that don't care. <p>0 marks For the statement of an incorrect assumption e.g.</p> <ul style="list-style-type: none"> • Degrees are not a bad thing. • The nurses with degrees have degrees in nursing. • The nurses have to carry out these duties.

Question	Answer	Marks	Guidance
5	<p>One reason: 3 marks For a reason that relates specifically to the benefits of <i>nursing</i> degrees to <i>medical care</i> e.g.</p> <ul style="list-style-type: none"> • Nursing degrees will train nurses to a higher standard in medical care • Nursing degrees will have more time to go into medical care in more detail • These degrees will give them the appropriate training in more difficult areas of nursing care. • Because they have a greater knowledge / more training / greater expertise <p>For 3 marks the reason needs to make reference to either <i>nursing (these)</i> degrees or those things related to <i>medical care</i>. Answers will focus on e.g. training, knowledge and education rather than ability.</p>	3	<p>2 marks For a reason that is more generic or (while relevant) does not focus upon the benefits of nursing degrees to nursing procedures e.g.</p> <ul style="list-style-type: none"> • Degrees attract more intelligent people • Degrees make people aim higher. <p>Or if the reasoning is circular (e.g. focusing on 'ability')</p> <ul style="list-style-type: none"> • Nurses will be able to carry out more complicated procedures <p>1 mark For an answer that goes beyond a reason eg an argument, or includes extra argument elements e.g.</p> <ul style="list-style-type: none"> • Nursing degrees will train nurses to a higher standard in such things as the use of new medical technology. <i>(includes an example)</i> • Nursing degrees will have more time to go into things in more detail, so nurses will be able to tackle the more difficult medical tasks that nurses could not do before. <i>(an argument)</i>. <p>0 marks For no credit-worthy material e.g. irrelevant reason.</p>

Question	Answer	Marks	Guidance
6	<p>Links between reasoning and conclusion (weaknesses):</p> <p>N.B. The key points of reference in the conclusion are ‘all graduate profession’, ‘healthcare’ and ‘21st century’ – candidates may focus on any one of these areas or more in each point and may paraphrase. The conclusion may be read as referring to healthcare in general rather than NHS care specifically.</p> <p>Credit as follows for up to two points made:</p> <p>3 marks For a correct point of assessment that focuses directly upon the link between the reasoning and the conclusion, with some explanation of a weakness e.g.</p> <ul style="list-style-type: none"> • The second reason has a weak link with the conclusion because bringing nursing “in line” assumes that a graduate profession is a good thing in order to make a compulsory nursing degree a “necessity.” • “Increasing the proportion of minority ethnic groups” has nothing to do with their ability to “deliver healthcare” more effectively. Widening the ethnic diversity will not necessarily improve the standards of healthcare provided by the NHS. <p>If the link is examined, this generally implies an explanation of a weakness: e.g.</p> <ul style="list-style-type: none"> • The reason that the demands are more complex doesn’t tell the reader why a degree is required as further teaching could help the nurses. 	6 (3+3)	<p>* Use ticks ✓ to identify where marks are awarded in the candidate’s answer. Maximum 3 ticks for first point and 3 ticks for second point. Key a mark out of 6 for Q6.</p> <p>2 marks For assessing the reasoning without reference to the link. e.g.</p> <ul style="list-style-type: none"> • Bringing nursing into line with other health care professions is weak because we don’t know the standard of other health care professions. • Increasing the proportion of minority ethnic groups assumes diversity is important. <p>1 mark For identifying any part of the reasoning that supports the conclusion. Suitable paraphrase or partial quotation is acceptable as long as it is clear what is being referred to e.g.</p> <ul style="list-style-type: none"> • It will bring nursing into line with other health care professions in the UK. • It will increase the proportion of women. <p>N.B. words such as ‘irrelevant’, ‘nothing to do with’ without development should not be credited as assessment e.g.</p> <ul style="list-style-type: none"> • The reasoning that it will bring nursing into line is irrelevant to the conclusion that ‘moving to an all-graduate profession is a necessity to deliver healthcare in the 21st century.’ (1 mark) <p>0 marks For no credit-worthy material e.g. assessment of strengths.</p>

Question	Answer	Marks	Guidance
7	<p>Document: Award up to 3 marks for each correct answer:</p> <p>2 marks for a correct developed justification, e.g.</p> <ul style="list-style-type: none"> They might be biased in their interpretation of the situation because of their role which might make them concentrate on patients' reports and so they might not be so aware of the NHS side of things. (<i>developed justification ✓✓</i>) <p>or</p> <p>1 mark for a correct limited justification, e.g.</p> <ul style="list-style-type: none"> They might be biased in their interpretation of the situation because of their role (<i>limited justification ✓</i>). <p>Additional 1 mark Additional mark where the correct assessment is supported by a relevant reference to the text, e.g.</p> <ul style="list-style-type: none"> They might be biased in their interpretation of the situation because they are there to highlight the needs of patients (<i>relevant reference ✓</i>) and they might not be so aware of the NHS side of things. <p>0 marks For no credit-worthy material.</p>	6 (3+3)	<p>* Use ticks ✓ throughout the assessments in Q7 to identify where marks are awarded in the candidate's answer. Maximum 3 ticks for first point and 3 ticks for second point. Key a mark out of 6 for Q7.</p> <p>A correct assessment of a source within the document</p> <ul style="list-style-type: none"> Capped at 1 mark, e.g. "The credibility of the director". However if the individual source is used as an example to assess the credibility of the whole document, it can access all 3 marks, e.g. "The credibility of Document 2 is increased by its use of the expertise of the director because ...". <p>Credibility criteria</p> <ul style="list-style-type: none"> Credit only assessments related to RAVEN criteria not corroboration. (N includes its opposite, bias.) Assessments that relate to the same credibility criterion can only be credited if a different assessment is made, e.g. vested interest that weakens and a different assessment of VI that strengthens credibility. If candidates choose both bias and vested interest, they can only be credited if the same material is not used twice. Accept experience as a version of expertise. <p>Reference to the text</p> <ul style="list-style-type: none"> This need not be in quotation marks. It need not be a sentence – a relevant phrase or term may be adequate to support an assessment. This needs to be relevant to the assessment made. It needs to justify why credibility is strengthened by expertise rather than being evidence of expertise. The "Patients Association" can be used where relevant.

Question	Answer	Marks	Guidance
	<p>Examples of 3 mark answers:</p> <p>Vested interest The PA might have a vested interest to exaggerate the situation to ensure a better deal for patients in the future, “We are an independent charity that highlights the concerns and needs of patients.”</p> <p>Vested interest/reputation The PA might have a vested interest to represent the situation accurately because of the need to maintain their professionalism as an “independent charity.”</p> <p>Neutrality The PA may have no reason to distort the situation, as they are an “independent charity” working with many agencies without any ties to them.</p> <p>Expertise/ability to perceive The PA might have the expertise to provide accurate information about the situation, because they have direct contact with the relevant agencies, “We work with the people that affect care directly.”</p>		<p>Guidance on the assessment of vested interest / bias / neutrality:</p> <p>‘Independent’ charity means that the finances of the charity come from private donations, so the charity is not linked to the government, universities etc and so has no bias or vested interest for or against these groups. However as the Patients’ Association it is biased and has a vested interest towards the needs of patients.</p> <p>To be credited with marks the candidate’s answer has to reflect this (see examples below.)</p> <p>“The ‘Patients Association’ would be biased towards the needs of patients because it is an organisation dedicated to patients’ concerns.” 3 marks</p> <p>“As an independent charity the ‘Patients Association’ would be neutral” - would gain no marks, as there is no explanation as to why this would be so.</p> <p>“As an independent charity the ‘Patients Association’ would be neutral on the subject of nursing degrees/NHS/this argument, because they would only be interested in the best interests of their patients.” 3 marks</p> <p>“As an independent charity the ‘Patients Association’ would be neutral on the subject of nursing degrees because they do not have to take into consideration the views of any sponsors, they only have to consider what is best for their patients.” 3 marks</p>

Question	Answer	Marks	Guidance
8	<p>Inconsistency:</p> <ul style="list-style-type: none"> • Source: The university Dean (of the School of Human and Health Services) (1) • Claim: “(this) will (probably) increase the proportion of women and black and minority ethnic groups in (higher education and) the health service.” (1) • Source: Unison Head of Nursing (1) • Claim: “(the move to degree only entry) would lead to a narrowing of the different types of backgrounds from which nurses currently come” “(this would mean that) the profession was less representative of the society it cared for.” <p>Credit 1 mark for either or both parts of this claim. (1)</p>	4 (2+2)	<p>* Use ticks ✓ to identify where marks are awarded in the candidate’s answer. Maximum 2 ticks for first point and 2 ticks for second point. Key a mark out of 4 for Q8.</p> <p>Credit 1 mark for a correct source, if the correct claim is identified but recorded incorrectly eg through inaccurate paraphrase or through ellipses where “increase the proportion of” and “less representative” are not actually stated.</p> <p>Treat the two sets of answers independently ie candidates can gain 2 marks if one half of the answer is correct, even if the other half is incorrect or missing.</p> <p>Popular errors Claims about attracting the young and discouraging those who would like to join mid-career. Credit 0 marks</p> <p>There are no other possible answers.</p>

Question		Answer	Marks	Guidance
9	(a)	<ul style="list-style-type: none"> Claim: <p>1 mark For an accurate statement of the claim.</p> <p>“Degree level education will provide new nurses with the decision-making skills they need to make high-level judgements in the transformed NHS.</p> <p>This is the right direction to go if we are to fulfil our ambition to provide higher quality care for all.”</p> <p>Accept any part of these claims as long as they make sense as independent statements.</p> <ul style="list-style-type: none"> Assessment of each point: <p>2 marks For an accurate point that assesses the person in relation to an aspect of their claim by applying a relevant credibility criterion e.g. <i>“As the government Health Minister and a registered nurse, she might be expected to have the relevant expertise required to accurately assess the positive impact of degree level education upon nurses’ decision-making skills.”</i></p> <p>Plus an additional 1 mark for a correct point of assessment that explicitly indicates whether this strengthens or weakens the claim e.g. <i>“This would strengthen the credibility of this claim.”</i></p> <p>Synonyms of strengthen or weaken should be credited, e.g. <i>increases credibility</i>. Accept <i>positive/negative credibility, strong/weak, credible/not credible</i>.</p>	10	<p>* Use ticks ✓ throughout assessments in Q9 to identify where marks are awarded in the candidate’s answer. Maximum 1 tick for the Claim, and 3 ticks for each of the three assessments. Key a mark out of 10 for Q9 (a).</p> <p>Credibility criteria</p> <ul style="list-style-type: none"> Credit only assessments related to RAVEN criteria not corroboration. (N – neutrality - includes its opposite, bias.) Assessments that relate to the same credibility criterion can only be credited if a different assessment is made, e.g. vested interest that weakens and a different assessment of VI that strengthens credibility. If candidates choose both bias and vested interest, they can only be credited if the same material is not used twice. <p>Reference to the claim</p> <ul style="list-style-type: none"> does not have to be in speech marks may be only one word may be a generic word not found in the claim, e.g. plans/scheme/proposal/compulsory/healthcare. However this needs to relate to the specific claim rather than just the role of the source. a reference to ‘degree’ in the assessment is sufficient to link it with a claim that also includes ‘degree’. <p>Cap at 1 mark for</p> <ul style="list-style-type: none"> correct assessment of an incorrect claim correct assessment of missing claim (However credit according to the 3 marks available, if the candidate refers to the correct claim in a correct answer.) accurate point that assesses the person without reference to an aspect of their claim. <p>e.g. <i>“As the government Health Minister and a registered nurse, she might be expected to have the relevant expertise.”</i></p>

Question	Answer	Marks	Guidance
	<p>Example of assessments that would each gain three marks:</p> <p>Reputation/vested interest As the government Health Minister, she might have a vested interest to preserve her public standing by making an accurate claim about this being the right direction, as she will be accountable if the move to compulsory nursing degree has a negative impact. This would strengthen the credibility of her support for the government policy.</p> <p>Vested Interest/lack of neutrality As the government Health Minister, she may have a vested interest to exaggerate the positive effects of degree level education upon nurses' decision-making skills in order to support the government policy. This would weaken the credibility of her support for this.</p> <p>Expertise/experience/ability to perceive As the government Health Minister and a registered nurse, she might be expected to have the relevant expertise required to accurately assess the positive impact of degree level education upon nurses' decision-making skills. This would strengthen the credibility of her support for the government policy.</p>		<p>0 marks For an irrelevant or inaccurate assessment/no credit-worthy material.</p>

Question	Answer	Marks	Guidance
(b)	<p>Overall judgement of the claim:</p> <p>Credit 1 mark – Judgement For a clear and explicit judgement about the overall credibility of the claim.</p> <p>Credit 1 mark – Identifying most important CC For identifying the most important credibility criterion with reference to at least one other credibility criterion used in 9(a). Candidates may identify more than one criterion as the most important.</p> <p>Credit 2 marks – Weighing up For a developed explanation that makes comparisons between assessments, ie why one credibility criterion is stronger and also why another credibility criterion is weaker</p> <p>Or 1 mark – Attempted justification For an attempted justification of one credibility criterion or the judgement, without weighing up.</p> <p>These marks should be credited in any combination in which they appear, e.g. it is not necessary to have a judgement before the other marks can be credited. See guidance adjacent.</p>	4	<p>Use ticks ✓ throughout Q9 (b) to identify where marks are awarded in the candidate’s answer.</p> <p>Example of a 4 mark answer: Overall, the credibility of the Health Minister’s claim about compulsory nursing degrees being in the right direction is strong. (<i>judgement ✓</i>) She might have a vested interest to be accurate to preserve her public standing which increases the credibility of her claim. This is the most important credibility criterion (<i>identifying most important CC ✓</i>) because you have to keep public trust in the health service. It is also increased by her expertise in the field because she is a nurse and a Health Minister and these positions will inform her judgement. This might be countered but not outweighed (<i>weighing up ✓✓</i>) by her possible vested interest to exaggerate the benefits, as a government Minister supporting their policy.</p> <p>Example of a 3 mark answer – no judgement: She might have a vested interest to be accurate to preserve her public standing which increases the credibility of her claim. This is the most important credibility criterion (<i>identifying most important CC ✓</i>) because you have to keep public trust in the health service. It is also increased by her expertise in the field because she is a nurse and a Health Minister and these positions will inform her judgement. This might be countered but not outweighed (<i>weighing up ✓✓</i>) by her possible vested interest to exaggerate the benefits, as a government Minister supporting their policy.</p>

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			<p>Example of a 2 mark answer – judgement and attempted justification: Overall, the credibility of the Health Minister’s claim about compulsory nursing degrees being in the right direction is strong. (<i>judgement ✓</i>) She might have a vested interest to be accurate to preserve her public standing which increases the credibility of her claim because you have to keep public trust in the health service. (<i>attempted justification ✓</i>)</p> <p>Example of a 1 mark answer – judgement only: Overall, the credibility of the Health Minister’s claim about compulsory nursing degrees being in the right direction is strong because they know what they’re talking about. (<i>judgement ✓</i>)</p> <p>If the reference and explanation are contrary to the judgement, do not credit the judgement mark.</p>

Question	Answer	Marks	Guidance				
10	<p>In this question there are four areas: credibility and plausibility to support one side; and credibility and plausibility to support the other side.</p> <p>For each of the four areas, the assessment could be strong, weak or not covered.</p> <p>See the grid below:</p> <table border="1" data-bbox="353 550 1120 1093"> <tr> <td data-bbox="353 550 739 885"> <p style="text-align: center;">Credibility For a compulsory nursing degree</p> <p style="text-align: center;">Dean Chief Nursing Officer Health Minister Deputy Head</p> <p style="text-align: center;">Strong/Weak /Not covered</p> </td> <td data-bbox="739 550 1120 885"> <p style="text-align: center;">Credibility Against a compulsory nursing degree</p> <p style="text-align: center;">(Director of the) PA Unite representative Head of Nursing for Unison Employment agencies</p> <p style="text-align: center;">Strong/Weak/Not covered</p> </td> </tr> <tr> <td data-bbox="353 885 739 1093"> <p style="text-align: center;">Plausibility Improve quality of patient care</p> <p style="text-align: center;">Strong/Weak /Not covered</p> </td> <td data-bbox="739 885 1120 1093"> <p style="text-align: center;">Plausibility Reduce quality of patient care</p> <p style="text-align: center;">Strong/Weak /Not covered</p> </td> </tr> </table> <p>Reasoned case: Answers might include some of the following comparisons:</p> <ul style="list-style-type: none"> The relative credibility of both sides e.g. Expertise The side that supports a compulsory nursing degree includes two university officials ie a Dean and a Deputy Head, and also officials in health care ie the government Health Minister and the 	<p style="text-align: center;">Credibility For a compulsory nursing degree</p> <p style="text-align: center;">Dean Chief Nursing Officer Health Minister Deputy Head</p> <p style="text-align: center;">Strong/Weak /Not covered</p>	<p style="text-align: center;">Credibility Against a compulsory nursing degree</p> <p style="text-align: center;">(Director of the) PA Unite representative Head of Nursing for Unison Employment agencies</p> <p style="text-align: center;">Strong/Weak/Not covered</p>	<p style="text-align: center;">Plausibility Improve quality of patient care</p> <p style="text-align: center;">Strong/Weak /Not covered</p>	<p style="text-align: center;">Plausibility Reduce quality of patient care</p> <p style="text-align: center;">Strong/Weak /Not covered</p>	16	<p>Credibility Strong Use the annotation </p> <p>More than one correct source is identified for the side and credibility is correctly assessed and explained for at least two sources.</p> <p>Credibility Weak Use the annotation </p> <p>Only one source's credibility is assessed and explained with at least one criterion.</p> <p>No credit given if a source is merely named with a criterion i.e. not assessed.</p> <p>Plausibility Strong Use the annotation </p> <p>Either there is one completely new thought with some reference to the text or one point of the text is developed and discussed</p> <p>A valid plausibility point should engage with the position of a particular side by accepting or rejecting it with explanation.</p> <p>Plausibility Weak Use the annotation </p> <ul style="list-style-type: none"> A relevant part of the text is restated without development.
<p style="text-align: center;">Credibility For a compulsory nursing degree</p> <p style="text-align: center;">Dean Chief Nursing Officer Health Minister Deputy Head</p> <p style="text-align: center;">Strong/Weak /Not covered</p>	<p style="text-align: center;">Credibility Against a compulsory nursing degree</p> <p style="text-align: center;">(Director of the) PA Unite representative Head of Nursing for Unison Employment agencies</p> <p style="text-align: center;">Strong/Weak/Not covered</p>						
<p style="text-align: center;">Plausibility Improve quality of patient care</p> <p style="text-align: center;">Strong/Weak /Not covered</p>	<p style="text-align: center;">Plausibility Reduce quality of patient care</p> <p style="text-align: center;">Strong/Weak /Not covered</p>						

Question	Answer	Marks	Guidance
	<p>Chief Nursing Officer for England. All might be expected to have relevant expertise in nursing care decision-making so would be able to make informed judgements about nursing policies and be able to accurately predict the effects of these.</p> <p>Therefore their claims, especially that of the health minister that “<i>Degree level education will provide new nurses with the decision-making skills they need</i>” are likely to be realistic claims, thus strengthening the credibility of this side’s views supporting the policy.</p> <p>However, on the other side are two union officials and a nursing agency, all of whom have direct experience of dealing with the employment needs of nurses so they may have developed a relevant expertise to judge that a compulsory nursing degree would have a negative impact upon nursing care, such as the claim from the Unison Head of Nursing that it “<i>would mean that the profession was less representative of the society it cared for</i>”.</p> <p>Consequently their expertise also strengthens the credibility of their claims and makes <u>them as credible as the side supporting the compulsory nursing degree</u>.</p> <ul style="list-style-type: none"> • The relative plausibility (likelihood) of conflicting outcomes. <p>A compulsory nursing degree is likely to increase the knowledge of nurses in modern complex alternative therapies such as the treatment of Alzheimer’s disease which affects the care of many in the increasing numbers of the aging population; and in new approaches to post operative care such as the overnight care and discharge with medication into the community to lessen the risk of hospital infections. The increased understanding gained from up-skilling nursing to an all graduate profession may therefore equip them with, “<i>with the decision-making skills they need to make high-level judgements in the transformed NHS</i>”.</p>		<p>Level 3 11-16 marks Strong, relative, sustained assessment 4 areas are strong 13 marks 3 areas are strong 11 marks</p> <p>Plus credit 1 mark each for any of the following:</p> <ul style="list-style-type: none"> • direct points of comparison, with effective reference to the text in at least 3 areas • clear and explicit overall judgement drawn from an assessment of both credibility and plausibility • effective use of specialist terms and argument indicator words. Grammar, spelling and punctuation are accurate. <p>Level 2 6-10 marks Partial or weak assessment At least 3 areas covered and 2 are strong 8 marks 2 areas covered and 2 are strong 6 marks</p> <p>Plus credit 1 mark each for any of the following:</p> <ul style="list-style-type: none"> • explicit relevant overall judgement relating to whether a compulsory nursing degree is likely to improve the quality of patient care, and a reference to the text in at least 2 areas • correct use of specialist terms and grammar, spelling and punctuation are adequate. <p>Level 1 1-5 marks Basic assessment 1 area covered is strong 3 marks At least 2 areas covered weakly 1 mark 1 or no areas covered weakly 0 marks</p>

Question	Answer	Marks	Guidance
	<p>Consequently this is likely to help the level of nursing care to be more effective.</p> <p>However in a climate of economic recession where the number of places that universities can offer are fewer and when potential nursing students may be deterred from degrees by the increased cost of more years as compared to that of a diploma, many potential nursing recruits may be lost.</p> <p>This might make the profession “<i>less representative</i>” and the NHS may struggle to provide adequate care with fewer nurses available. Thus, if the size of the workforce diminishes because of compulsory nursing degree, then it is likely that the level of nursing care will be hindered.</p> <p><u>Therefore, although compulsory nursing degrees may improve the level of care provided by those in the profession, the likelihood of there not being an adequate workforce may reduce the amount of care that can be provided.</u></p> <p>Thus, although the credibility of both sides making claims about the compulsory degree seems equal, the positive impact of the degree upon nursing care is likely to be severely diminished by the recession, <u>making it more likely that it will reduce the level of nursing care provided.</u></p>		<p>Plus credit 1 mark each for any of the following:</p> <ul style="list-style-type: none"> • explicit judgement relating to whether a compulsory nursing degree is likely to improve the quality of patient care • Grammar, spelling and punctuation do not impede understanding. <p>N.B. Where areas are covered but not strongly, award marks for the two bullets only, where present.</p> <p>0 marks For no creditworthy material.</p> <p>N.B. The judgement must follow from the reasoning to be credited.</p>

APPENDIX 1

Please note that the following table indicates the **range** of marks candidates must achieve in order to fall within a grade range. They are not grade boundaries.

Assessment Objectives Grid (includes QWC)

Question	AO1	AO2	AO3	Total	Grade A	Grade C	Grade E
1a	3			3	3	2	1
1b	3			3	2	1	1
1c	3			3	3	3	2
1d	3			3	3	2	2
1e	3			3	3	3	2
2a	2			2	2	2	1
2b			2	2	2	2	1
3		4		4	3	2	2
4	3			3	2	1	1
5			3	3	3	2	1
6a		2	1	3	3	2	1
6b		2	1	3	3	2	1
Section A total	20	8	7	35	32	24	16
7		6		6	6	4	4
8	2		2	4	4	4	2
9 ((a)+(b))	2	12		14	12	10	8
10	2		14	16	13	10	7
Section B total	6	18	16	40	35	28	21
Unit 1 Total	26	26	23	75	67	52	37
Designer grade range					60 – 67	45 – 52	30 – 37

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