

Critical Thinking

Advanced GCE

Unit **F503**: Ethical Reasoning and Decision-Making

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	Description
Questions 1, 2 and 3	
	Key point
Question 4	
	Criterion
	Evaluation of criterion
	Recognition of ambiguity
	Intermediate conclusion
	Hypothetical reasoning, example, evidence, analogy, counter-argument/assertion with response
	Gap or flaw in reasoning. In combination, unsuccessful attempt at...
Question 5	
	Principle
	Evaluation of principle
	Relevant use of source
	Evaluation of source
	Alternative
	Conclusion (Resolution of issue)
	Intermediate conclusion

Annotation	Description
	Hypothetical reasoning, example, evidence, analogy, counter-argument/assertion with response
	Gap or flaw in reasoning. In combination, unsuccessful attempt at...
	Blank/additional page seen

NB

Examiners should use the above annotations to assist them in deciding their marks. They do not, however, have to use them to annotate every instance seen.

Ticks are used in questions 1, 2 and 3 to identify significant points. Because the questions are marked by levels, the mark awarded will not necessarily correspond to the number of ticks.

Subject-specific Marking Instructions

Preamble

This paper sets out to assess candidates' critical thinking skills in the context of making decisions using principles and evidence. To be successful, in general terms candidates need to be able to demonstrate the ability to handle key terms and concepts such as choice, criteria and principle and to come to judgments in the context of situations determined by a set of resources

Assessment by Specification

Candidates should be able to....		Qn 1	Qn 2	Qn 3	Qn 4	Qn 5
3.3.1	Evaluate a range of source material and select appropriate ideas, comments and information to support their reasoning and analysis of complex moral and ethical problems.	✓	✓	✓		✓
	Identify and evaluate conflicting ideas and arguments within a range of source material.					✓
	Explain how ideas and arguments presented in the source material may be influenced by a range of factors.					✓
	In addition to those common patterns of reasoning developed in Units 1 and 2, identify, analyse and apply hypothetical reasoning.					✓
	Demonstrate understanding of the idea that there may be a range of different possible responses to complex moral and ethical problems, and that there may be many different criteria that can be applied in assessing the value and effectiveness of different solutions to complex moral and ethical problems.				✓	
3.3.2	Demonstrate understanding of the nature of a dilemma.					
	In response to real issues, construct their own arguments.					✓

Extended Writing

Question 5 requires candidates to produce a piece of extended writing.

Stretch and Challenge

Level 4 of Question 5 is the stretch and challenge element of this examination.

Assessment Objectives [AOs] and Allocation of Marks

The total mark for the paper is 60, allocated as follows:

- AO1 **Analyse** argument 15 marks
- AO2 **Evaluate** argument 19 marks
- AO3 **Develop** own arguments 26 marks

This weighting is reflected in the different types of questions asked and in the application of the mark scheme.

Question	AO1	AO2	AO3	Total
1		3		3
2	3	3		6
3	3			3
4	4	5	3	12
5	5	8	23	36
Total	15	19	26	60

Question	Answer	Marks	Guidance
1	<p>Answers may focus on:</p> <ul style="list-style-type: none"> • The assumption that it was the weakest teachers who left. • The inconsistency concerning the voluntary nature of the monitoring. <p>Other valid answers should be credited.</p> <p>Examples of 3-mark answers:</p> <ul style="list-style-type: none"> • The teachers who left were not necessarily “the weakest teachers”, just ones who opposed the monitoring. [must relate to the unusually large number] • The claim that the teachers who left were the weakest teachers begs the question. • It is not clear how the claim that “the weakest teachers have already left” is compatible with the claim that “monitoring was made voluntary and part of staff self-development”. <p>Examples of 2-mark answers:</p> <ul style="list-style-type: none"> • The teachers who left were not necessarily “the weakest teachers”. • The definition of “weakest teachers” is subjective. • Although the scheme was initially voluntary, it became compulsory for new teachers. <p>Examples of 1-mark answers:</p> <ul style="list-style-type: none"> • Teachers who did not agree to the scheme may have been pressurised to leave. • The scheme has become compulsory. • To claim that “nobody likes having their performance examined closely” is a sweeping generalization/may not be true of everyone. 	3	<p>3 marks Clear explanation of a specific weakness.</p> <p>2 marks Vague or incomplete explanation of a specific weakness.</p> <p>1 mark Explanation of a generic or marginal weakness.</p> <p>0 marks No correct content.</p>

Question	Answer	Marks	Guidance
2	<p>Answers are expected to come to a judgment of the extent to which the headline is supported by the content of the report.</p> <p>Example judgment:</p> <ul style="list-style-type: none"> • The headline is not well supported by the article – especially by the statistics. • Although the headline is supported by most of para 3, those judgments themselves are not supported by the statistics cited. <p>Points may include:</p> <ul style="list-style-type: none"> • The first line of the report makes it clear that only a minority (less than 25%) of teachers are “worried”. So the headline should really read, “Some teachers distrust....” or even “Most teachers welcome the use of CCTV in schools”. • Many of the statistics actually indicate support for the use of CCTV: eg over half the teachers surveyed “say they feel safer as a result of CCTV” and “60.7% of teachers said that CCTV could have positive uses”. • The number of teachers surveyed is too small to draw reliable conclusions. <p><i>Specimen Level 3 answer</i> The headline does faithfully reflect the claims made in most of para 3 of the article, but those claims themselves are not supported by the statistics. Over half the teachers surveyed “say they feel safer as a result of CCTV” and “60.7% of teachers said that CCTV could have positive uses”.</p> <p><i>Specimen Level 2 answer</i> The headline is not well supported by the article, because many of the statistics actually indicate support for the use of CCTV. Over half the teachers surveyed “say they feel safer as a result of CCTV” and “60.7% of teachers said that CCTV could have positive uses”. (This complete answer would score 4 marks, while the first sentence alone would score 3.)</p>	6	<p>Level 3 – 5–6 marks Reasonable judgment, well supported by detailed, well-chosen reference(s) to the document.</p> <p>Level 2 – 3–4 marks Judgment (may be implied or over-stated), supported by reference to the document.</p> <p>Level 1 – 1–2 marks Valid comment.</p> <p>Level 0 – 0 marks No valid comment.</p>

Question	Answer	Marks	Guidance
3	<p>Examples of 3-mark answers:</p> <ul style="list-style-type: none"> • If students and teachers know they are being filmed, it is less likely to be a breach of privacy, because they can avoid exposing anything which they do not want to become known. • If students and teachers consent to being filmed, there is not a breach of privacy, because the right to privacy has been waived. • Anything which can be easily observed or overheard is not private; so filming of lessons does not breach privacy. <p>Examples of 2-mark answers:</p> <ul style="list-style-type: none"> • It depends on whether the students know they are being filmed or not. • If people consent to being filmed, their privacy is not breached. • Anything which is done in front of a class of students is not private. <p>Examples of 1-mark answers:</p> <ul style="list-style-type: none"> • It is a breach of privacy because teachers should be trusted by the school. • A classroom is a public place. • CCTV is no different from another teacher observing a lesson in person. <p>Other valid answers should be credited.</p>	3	<p>3 marks Developed answer based on consideration of definition of “privacy”</p> <p>2 marks Simple or incomplete answer, consistent with plausible (perhaps implied) definition of “privacy”</p> <p>or Developed answer based on incomplete/ implausible definition of privacy</p> <p>1 mark Vague or marginal answer</p> <p>0 marks No correct content.</p> <p>NB These marks may be combined.</p>

Question	Answer	Marks	Guidance
4	<p>c = Criteria: Application and evaluation of selected criteria to choice</p> <p><u>Examples of 1 mark</u> Valid simple assessment of issue (not stated choice) by reference to a valid criterion. Valid simple assessment of stated choice by reference to an inaccurately-stated criterion. Largely speculative assessment by reference to a valid criterion. Largely repetitive assessment by reference to a different valid criterion. Invalid/marginal/trivial assessment of stated choice by reference to a valid criterion.</p> <p><u>Examples of 0 marks</u> Entirely speculative assessment. Invalid/marginal/trivial assessment by reference to invalid criterion.</p> <p>Indicative Content</p> <p>Suitable criteria which might be used to evaluate a choice include:</p> <ul style="list-style-type: none"> • Child protection • Security • Privacy • Public opinion • Quality of teaching and learning <p>Other valid criteria should be credited.</p>	12	<p>c = 9 marks – 3 marks for each of 3 answers:</p> <p>3 marks Valid assessment of stated choice by reference to a valid criterion including awareness of ambiguity and/or valid evaluation of criterion.</p> <p>2 marks Valid simple assessment of stated choice by reference to a valid criterion.</p> <p>1 mark Weak or marginal assessment of stated choice or issue by valid or inaccurately-stated criterion.</p> <p>0 marks Very weak attempt at assessment of stated choice or issue by criterion.</p> <p>Ensure that the correct item is highlighted in the marks column in scoris, ie: 4c1 (Criterion 1) 4c2 (Criterion 2) 4c3 (Criterion 3) and enter a mark out of 3 for each of three Criteria answers.</p>

Question	Answer	Marks	Guidance
4	<p>q = Quality of Argument</p> <p>Level 4 answers <i>Install CCTV in classrooms to monitor teacher performance.</i></p> <p><i>Criterion: Quality of learning</i> This is a very important criterion in relation to schools, because learning is their whole <i>raison d'être</i>, and raising the quality of student learning naturally has a very high priority. The most obvious way to achieve this is by raising the quality of teaching. The introduction of CCTV into classrooms will almost certainly improve teacher performance in several ways. First, teachers will try to give of their best at all times, because they know that any lesson might be an "observed lesson". Second, more experienced teachers will be able to advise and guide their less experienced or less competent colleagues, as described in Doc 3. More controversially, CCTV recordings could be used as evidence in order to dismiss incompetent teachers and replace them with teachers who would perform better. This choice certainly satisfies this criterion.</p> <p><i>Criterion: Child protection</i> Any use of CCTV in school will contribute to child protection to some extent. CCTV cameras in classrooms would protect children against the fairly remote possibility of inappropriate behaviour by teachers in the presence of the class. Assuming that this choice includes siting CCTV cameras outside school buildings and in corridors, it will satisfy the criterion of child protection overall, but not more than less intrusive options.</p>		<p>q = 3 marks</p> <p>3 marks Evaluations well-supported by reasoning.</p> <p>2 marks Evaluations generally supported by reasoning.</p> <p>1 mark Evaluations clearly stated but largely unsupported. or Reasoning contains significant gaps or flaws.</p> <p>0 marks Evaluations not clearly stated or not related to criteria.</p> <p>Ensure that the correct item is highlighted in the marks column in scoris, ie: 4q and enter a mark out of 3 for Quality of Argument.</p>

Question	Answer	Marks	Guidance
	<p><i>Criterion: Privacy</i> This choice fails to satisfy the criterion of privacy in relation to children, teachers and the relationship between them. Spontaneous interaction between teachers and children is the essential basis of education, but it would be impossible if all parties knew that everything they did or said might be preserved and used against them in some way. So this is a serious objection to this choice.</p> <p>Level 3 answers <i>Install CCTV outside school buildings, but not inside.</i></p> <p><i>Criterion: Child protection</i> This choice would meet the criterion of child protection to some extent, since any unauthorised person approaching or entering the school would be filmed, and could subsequently be identified.</p> <p><i>Criterion: Privacy</i> This choice would satisfy the criterion of privacy fairly well, since no <i>bona fide</i> visitor is likely to object to being seen approaching or entering a school.</p> <p><i>Criterion: Cost</i> The cost of installing and maintaining CCTV cameras outside schools would be significant, but not as high as also putting them inside the school. It would be expensive to employ security officers to view the pictures live, but a lot cheaper to review tapes only in response to a suspected breach of security.</p>		

Question	Answer	Marks	Guidance
5	<p>p = Principles: Identification and Application of Relevant Principles</p> <p>Maximum level 1 for Identification and Application of Relevant Principles for anyone who only re-cycles criteria from question 3 as principles.</p> <p>To be located in level 4, the use of principles must normally be all of the following:</p> <ul style="list-style-type: none"> • Contrasting (in approach and/or outcome) • Plausible (supported by reasoning and/or generally accepted) • Applied (not necessarily at great length, but more than a brief summative judgment). <p>General principles have implications that go beyond the case in point. Different kinds of principle a candidate can refer to might include legal rules, business or working practices, human rights, racial equality, gender equality, liberty, moral guidelines.</p> <p>Candidates are likely to respond to the issue by explaining and applying relevant ethical theories. This is an appropriate approach, provided the result is not merely a list or even exposition of ethical theories with little or no real application to the problem in hand. Candidates who deploy a more specific knowledge of ethical theories will be credited only for applying identified principles to the issue in order to produce a reasoned argument that attempts to resolve it. Candidates are not required to identify standard authorities such as Bentham or Kant, or even necessarily to use terms such as Utilitarianism etc, although they may find it convenient to do so; the word “however” is likely to deserve more marks than the word “deontological”.</p>	36	<p>p = 12 marks</p> <p>Level 4 – 10–12 marks Accurate identification and developed application of at least 3 contrasting plausible ethical principles or at least 2 contrasting major ethical theories.</p> <p>Level 3 – 7–9 marks Accurate identification and application of at least 2 relevant ethical principles or theories.</p> <p>Level 2 – 4–6 marks Identification of at least 2 relevant principles or developed discussion of 1 principle. Basic application of principles to the issue.</p> <p>Level 1 – 1–3 marks Some attempt to identify at least one principle and to apply it to the issue.</p> <p>Level 0 – 0 marks No use of principles.</p> <p>Ensure that the correct item is highlighted in the marks column in scoris, ie: 5p and enter a mark out of 12 for Principles.</p>

Question	Answer	Marks	Guidance
	<p>Credit must be given to any argument based on a principle in the sense outlined in the preceding note. Principles of that kind might include:</p> <ul style="list-style-type: none"> • People who have a clear conscience have nothing to fear from exposure. • Anyone who is employed to do a job should welcome any help to improve their performance. • Traditionally, professionals have been free to work without supervision. • Managers have a right to manage. • Teachers have a duty to keep their students safe. • Teachers have a duty to maximise the learning of their students. <p>The best answers are likely to appeal to two or three of the following ethical principles and theories, which are susceptible of fuller development.</p> <p>Probably the most likely principle to which appeal may be made is the simple Consequentialist slogan, “[we should aim to produce] the greatest good of the greatest number”. The installation of CCTV into various locations in a school is likely to increase the happiness of those people who are being protected and reduce the happiness of those who feel that their privacy is being violated.</p> <p>This issue can also be expressed as a conflict of rights. Candidates may set children’s right to safety against the right to privacy of students and/or teachers. The right to education could be extended to claim that children have a right to the best education possible, which might be used to support continuous monitoring of teacher performance.</p>		

Question	Answer	Marks	Guidance
	<p>Candidates who approach the issue from the perspective of duty may appeal to Kant's Categorical Imperative. The first version, "Act according to that maxim which you can will to be a universal law" implies that someone should support the use of CCTV to monitor teacher performance if and only if they would support monitoring all other workers – including, especially, themselves - in a similar way. So headteachers who propose to introduce CCTV into classrooms should install it in their own offices, too, and if they are unwilling to do that, they should not put it into classrooms. Students could reasonably argue that if corridors and student toilets are to be monitored, CCTV should also be installed in the staffroom and staff toilets. Conversely, a parent whose own working life is subject to constant supervision could reasonably ask that teachers be treated in the same way. The second version of the Categorical Imperative, that we should always treat persons as ends, and not as means only, could be used to argue against the kind of régime described in Doc 3, which appears to be treating teachers only as means to improved exam results.</p> <p>The content of any appeal to Divine Command ethics would vary according to which religion such commands were drawn from, but principles taken from the Christian tradition which could legitimately be applied to this subject include:</p> <ul style="list-style-type: none"> • It is impossible to hide from God. • "living in the light", ie having a clear conscience, which does not fear being exposed. 		

Question	Answer	Marks	Guidance
	Behind the Rawlsian Veil of Ignorance, one might occupy a range of positions, including: a teacher who is doing his/her best in discouraging circumstances; a lazy teacher; a student whose teacher does not make much effort; a student whose disruptive behaviour prevents others from learning; or a student who would succeed if he/she were not distracted by the misbehaviour of other students. The best policy on this basis might be one which used CCTV to monitor student behaviour and to improve teacher performance, but refrained from using CCTV evidence to discipline teachers.		

Question	Answer	Marks	Guidance
	<p>s = Sources: Use and Critical Assessment of Sources</p> <p>Except at Level 1, credit references to sources only if they support reasoning.</p> <p>Maximum level 2 for Use and Critical Assessment of Sources for uncritical use of sources.</p> <p>Typical indicators of L4 (any two of which normally locate an answer in L4):</p> <ul style="list-style-type: none"> • More than 2 evaluative references to sources • Nuanced evaluation • Strong support to reasoning <p><u>Indicative content</u></p> <p><i>Document 1:</i> As a regional newspaper, the East London and West Essex Guardian has good ability to discover the facts about local issues, together with conflicting vested interests: to give reliable information on local issues and to raise interest and circulation by making them seem as controversial as possible. The author of the comment claims to have excellent ability to know what actually happened, but he appears to have little sympathy with people he regards as “trouble-makers”.</p> <p><i>Document 2:</i> The Independent is a well-respected, serious newspaper, which has a vested interest to increase sales both by reporting accurately and by raising issues of public concern. The head and deputy head of the school have a vested interest in emphasizing the benefits of the surveillance scheme and minimising its disadvantages.</p>		<p>s = 8 marks</p> <p>Level 4 – 7–8 marks Relevant and accurate use of sources to support reasoning. Sustained and persuasive evaluation of sources to support reasoning.</p> <p>Level 3 – 5–6 marks Relevant and accurate use of sources. Some evaluation of sources.</p> <p>Level 2 – 3–4 marks Some relevant and accurate use of sources, which may be uncritical.</p> <p>Level 1 – 1–2 marks Very limited, perhaps implicit, use of sources.</p> <p>Level 0 – 0 marks No attempt to use sources.</p> <p>Ensure that the correct item is highlighted in the marks column in scoris, ie: 5s and enter a mark out of 8 for Sources.</p>

Question	Answer	Marks	Guidance
	<p><i>Document 3:</i> The Guardian is a well-respected, serious newspaper, with a particular reputation for defending civil liberties and exposing abuses of power. In this case, the paper may wish to exaggerate the scale of fears about surveillance in schools. The ATL has an obvious vested interest to defend the interests of its members, which may involve emphasizing the scale of their fears. For both these reasons, the claims in this report may be over-stated or one-sided.</p> <p><i>Document 4:</i> As a popular newspaper, the Daily Mail has a vested interest to raise issues in such a way as to increase its own sales. It has a reputation for exaggerating the threat to the individual of encroaching government regulation.</p>		

Question	Answer	Marks	Guidance
	<p>q = Quality of Argument</p> <p>Ensure that the correct item is highlighted in the marks column in scoris, ie:</p> <p>5q</p> <p>and enter a mark out of 8 for Quality of Argument.</p>		<p>q = 8 marks</p> <p>Level 4 – 7–8 marks</p> <ul style="list-style-type: none"> • Claims well supported by clear and persuasive reasoning. • Consistent use of intermediate conclusions. • Reasoning supported by relevant use of some of: hypothetical reasoning, counter argument/assertion with response, analogy, evidence, example. • Few errors, if any, in spelling, grammar and punctuation. <p>Level 3 – 5–6 marks</p> <ul style="list-style-type: none"> • Claims supported by clear reasoning. • Few significant gaps or flaws. • Generally clear and accurate communication. • Few errors in spelling, grammar and punctuation. <p>Level 2 – 3–4 marks</p> <ul style="list-style-type: none"> • Claims mostly supported by reasoning. • Some significant gaps and/or flaws. • Some effective communication. • Fair standard of spelling, grammar and punctuation, but may include errors. <p>Level 1 – 1–2 marks</p> <ul style="list-style-type: none"> • Little coherent reasoning. • Perhaps significant errors in spelling, punctuation and grammar. <p>Level 0 – 0 marks</p> <ul style="list-style-type: none"> • No discussion of the issue.

Question	Answer	Marks	Guidance
	<p>r = Resolution of Issue</p>		<p>r = 8 marks</p> <p>Level 4 – 7–8 marks</p> <ul style="list-style-type: none"> • Resolution of the issue on the basis of a persuasive account of the arguments in favour of the stated choice and developed consideration of at least one alternative. • Perhaps an awareness that the resolution is partial/ provisional. <p>Level 3 – 5–6 marks</p> <ul style="list-style-type: none"> • Clear identification of a choice. • Some consideration of at least one alternative. • Some attempt to resolve the issue. <p>Level 2 – 3–4 marks</p> <ul style="list-style-type: none"> • Basic discussion of the issue. <p>Level 1 – 1–2 marks</p> <ul style="list-style-type: none"> • Limited discussion of the issue. <p>Level 0 – 0 marks No discussion of the issue.</p> <p>Ensure that the correct item is highlighted in the marks column in scoris, ie: 5r and enter a mark out of 8 for Resolution of Issue.</p>

APPENDIX 1**Principal Examiner's suggestion of possible ideas/approaches to Question 5**

(NB This is **not** the expected level of candidate responses.) *831 words*

The policy I will defend is to install CCTV cameras inside and outside the school buildings, everywhere except classrooms and the staff room.

The most fundamental duty of teachers is to keep their students safe; even the duty to teach them is subordinate to this. Installing CCTV outside school buildings has a good chance of deterring prowlers, and if anything bad were to happen, it would provide valuable evidence. Similarly, CCTV in corridors would probably deter intruders from entering the buildings, or help to catch them if they did. CCTV in playgrounds and in corridors would also help to detect evidence of bullying amongst students, and thereby give the school's anti-bullying policy a greater chance of being effective. It is therefore a good thing to install CCTV outside schools and in corridors.

The defining duty of teachers is, of course, to maximise the learning of their students. As Document 3 describes, CCTV cameras in classrooms could help in achieving this goal, by allowing experienced teachers to coach those with less experience. But even the Deputy Head in that document (who is biased in favour of the scheme) admits that teachers have not welcomed it, and Document 4 gives some support for that view, albeit not as much as the headline suggests. So it might be harder to recruit and keep good teachers if they knew that their every unguarded remark might be recorded and used to judge them. Student behaviour would also almost certainly improve if everyone knew that cameras were watching their every move, and this would make it easier for those who wanted to learn. Overall, installing CCTV in classrooms probably would enhance student learning.

The right to privacy is clearly central to this issue. It has been much discussed and has several aspects. In this scenario, it includes the right not to be observed and the right to keep some information about oneself secret. It could be argued that children's right to privacy is somewhat reduced by comparison with adults, but such restrictions should be as few and as unintrusive as possible. Except under very exceptional circumstances (such as a terrorist threat or well-founded suspicion of crime), the right of privacy extends to conversations, which is why telephone-tapping is so tightly controlled. From the perspective of both teachers and students, this principle would oppose the use of CCTV in classrooms. It would also oppose installing CCTV in staff rooms, where teachers need to know that they can speak openly without fear of being overheard by either students or managers. However, it would not extend to corridors or playgrounds (where students may converse together), provided the filming was visual only, without an audio dimension.

Many people argue that if we have no guilty secrets, we should not insist on our own right to privacy; this is implied by the student comment in Document 2. But this claim is simplistic. Quite apart from the fact that very few people really do have no guilty secrets, there are many secrets which are not guilty, and it is natural to keep some things private.

The concept of professionalism is another important aspect of this issue. Traditionally, one mark of a profession has been self-regulation, which implies that fully-qualified professionals should not be subject to supervision. If teachers are considered to be professionals, this principle would strongly oppose the use of CCTV in classrooms to monitor their performance. However, ever since the rise of professionalism in the 19th century, there has always been doubt as to whether teaching is a profession, and all professions are currently having to submit to far more supervision and evaluation than in previous generations. So this is not a strong argument.

A simple consequentialist approach to this issue asks which policy would maximise benefit. It seems quite clear that using CCTV to survey school grounds and corridors would have important benefits and few if any drawbacks. Monitoring classrooms would also have benefits, especially by improving student learning, but this would have to be offset by the unhappiness which this practice might cause to both teachers and students.

I have shown that there are good reasons to install CCTV on school premises, and no real reasons not to do so. There are strong reasons in favour of using CCTV in classrooms, too, but in this case there are also strong objections against it. Many people would support the use of CCTV in classrooms because of the benefits it would bring, but I reject it, largely because it breaches the right to privacy of both teachers and children. In my view, this right is outweighed by the duty of a school to protect its students, but not by its duty to maximise their learning (important though this is). Despite the difficulties in interpreting the statistics in Document 4, most teachers in the survey seem to agree with this assessment. Overall, therefore, I support the policy of installing visual-only CCTV inside and outside school buildings, but not in classrooms or staffrooms.

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