

# **Critical Thinking**

Advanced GCE

Unit **F504**: Critical Reasoning

## **Mark Scheme for June 2012**

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## Annotations

Annotation	Meaning
	Quality of reasoning. Questioning
	Thinking deeply/clearly
	Judgement (conclusion).
	Evaluation
	Accurate (e.g. accurate analysis of argument when element/structure accurately labelled/described)
	Level 1
	Level 2
	Level 3
	Level 4
	Counter/countering
	Response (to counter)
	Not answering question
	Unclear
	Additional/supplementary/blank 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.

**Subject Specific Marking instructions**

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

AO1	<b>Analyse</b> argument	20 marks
AO2	<b>Evaluate</b> argument	20 marks
AO3	<b>Develop</b> own arguments	20 marks

Question	AO1	AO2	AO3	Total
<b>1</b>	10			<b>8</b>
<b>2</b>	10			<b>12</b>
<b>3</b>		15	5	<b>20</b>
<b>4</b>		5	15	<b>20</b>
<b>Total</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>60</b>

Question 3 predominantly tests AO2, evaluation of reasoning. The small allocation of marks for AO3 reflects the need to organise this evaluation into a coherent argument using structured, comprehensible English.

Question 4 predominantly tests AO3, development of reasoning. The small allocation of marks for AO2 reflects the need to make critical, thoughtful use of ideas and evidence (either from the passage or from the candidate's own thinking) rather than simply structuring ideas.

Annotations used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions)

## Marking Grid for Question 1

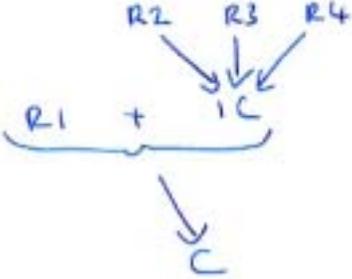
Marks	Performance Descriptors
Level 4 Reasonable, well supported  9 – 10 marks	<b>Reasonable judgement</b> about whether the contributions are arguments or not which is <b>well supported</b> by: <ul style="list-style-type: none"> <li>• justified thinking about whether some or all parts of the reasoning (such as reasons, explanations, report, anecdote etc) give rationally persuasive support to a stated main conclusion <b>or not</b>, or, when appropriate, whether there might be an implied but unstated conclusion.</li> <li>• a clear and correct indication of what that conclusion might be (if appropriate).</li> <li>• justified thinking about what types of reasoning, such as explanation or report, are present in the contributions.</li> </ul>
Level 3 Mostly supported  6 – 8 marks	<b>Judgement</b> about whether the contributions are arguments or not which is <b>mostly supported</b> by: <ul style="list-style-type: none"> <li>• thinking about whether some or all parts of the reasoning (such as reasons, explanations, report, anecdote etc) give rationally persuasive support to a stated main conclusion <b>or not</b>.</li> <li>• a clear and reasonable indication of what that conclusion might be (if appropriate).</li> <li>• some acceptable thinking about what types of reasoning, such as explanation or report, are present in the contributions.</li> </ul>
Level 2 Partly supported  3 – 5 marks	<b>Judgement</b> about whether the contributions are arguments or not which is <b>partly supported</b> by: <ul style="list-style-type: none"> <li>• simple thinking about whether some parts of the reasoning (such as reasons or anecdotes) give rationally persuasive support to a stated main conclusion <b>or not</b>.</li> <li>• a reasonable although possibly inaccurate indication of what that conclusion might be (if appropriate).</li> <li>• simple thinking about what types of reasoning, such as background information, are present in the contributions.</li> </ul>
Level 1 Arbitrary, unsupported  1 – 2 marks	If a judgement is present, it is likely to be <b>arbitrary, unsupported or contradicted</b> . It may be accompanied by: <ul style="list-style-type: none"> <li>• simplistic comments about whether some parts of the reasoning support a main conclusion <b>or not</b>.</li> <li>• an inaccurate and unreasonable indication of what that conclusion might be (even where this is inappropriate).</li> <li>• simplistic comments about elements of argument, such as ‘it has reasons and a counter–argument.’</li> </ul>
Level 0  0 marks	No creditworthy material.

Question	Answer	Marks	Guidance
1	<p><b>Key points</b>  <i>Grumpy_old_man</i> does not provide a clear argument. His contribution is assertive and basically a list of opinions with no support. There is no real reason to support the claim that '[Tesco] has the right' or that '[Tesco] is right to insist.' To call this an argument the reader has to do too much work and fill in too many unstated assumptions.</p> <p><i>Fashion_queen</i> does provide an argument to support her claim that 'no, we don't have the right to wear what we want.' She explains that wearing sleepwear during the day will make you lazy and unproductive, uses an analogy of Fridays in offices to support this, and gives the reason that 'dress codes have a purpose and we should stick to them' to support her conclusion. It could be argued that the explanation and the analogy support the reason. There are some assertions and loose logical links but it is an argument.</p> <p><i>Fashion_queen</i> does provide an argument. If a candidate claims that it is not an argument and can clearly justify this, please refer the answer to the Principal Examiner.</p> <p><b>Example of Level 4 answer:</b>  <i>Grumpy_old_man</i> does not provide an argument because he simply asserts his opinions in an unconnected way without giving reasons. There is no reason why Tesco does have the right to stop people shopping in their pyjamas, for example. <i>Fashion_queen</i> does provide an argument because she provides some reasoning to support the conclusion that, 'no we don't have the right to wear what we want.' This includes an explanation about pyjamas making people unproductive, an analogy with offices on Friday and a reason about dress codes.</p> <p><b>Example of Level 3 answer:</b>  <i>Grumpy_old_man</i> does not provide an argument, it's just opinions and rhetoric, such as 'of course Tesco has the right, and is right to insist' – it sounds good but isn't argument.  <i>Fashion_queen</i> does provide an argument. She supports the conclusion that 'no we don't have the right to wear what we want' with a reason about dress codes. She also gives opinions.</p> <p><b>Example of Level 2 answer:</b>  <i>Grumpy_old_man</i> doesn't give an argument. There is no conclusion. <i>Fashion_queen</i> does give an argument, she has a conclusion, 'no we don't have the right to wear what we want.'</p>	10	<p>LOOK AT THE MARKING GRID.</p> <p>Assign a level first.</p> <p>Focus on the justifications given – is the candidate's interpretation reasonable?  The marks are for quality of thinking and analysis, not for getting the same answer as the examiner.</p>

## Marking Grid for Question 2

Marks	Performance Descriptors
Level 4 Thorough  9 – 10 marks	Candidates demonstrate thorough understanding of argument structure, including some complexity by: <ul style="list-style-type: none"> <li>• accurately identifying the main conclusion AND</li> <li>• accurately identifying most elements of reasoning (including significant elements) using appropriate terminology AND</li> <li>• showing accurately how the main elements relate to each other, using words or a diagram.</li> </ul> Mistakes are rare and not serious.
Level 3 Clear  6 – 8 marks	Candidates demonstrate a clear understanding of argument structure by: <ul style="list-style-type: none"> <li>• identifying the main conclusion AND</li> <li>• identifying most significant elements of reasoning accurately using appropriate terminology</li> <li>• OR identifying the conclusion and some other elements of reasoning with some accurate indications of how they relate to each other.</li> </ul> Accept Identifying a significant IC as MC and identifying most or all significant elements of reasoning accurately using appropriate terminology.  There may be mistakes, occasionally serious ones.
Level 2 Basic  3 – 5 marks	Candidates demonstrate basic understanding of argument structure by: <ul style="list-style-type: none"> <li>• identifying the main conclusion and perhaps one other element accurately</li> <li>• accurately identifying a number of elements but NOT the main conclusion.</li> </ul> There are likely to be serious mistakes, and possibly some gist.
Level 1 Limited  1 – 2 marks	Candidates demonstrate limited understanding of argument structure by: <ul style="list-style-type: none"> <li>• inaccurately identifying almost all elements of argument</li> <li>• providing poor paraphrases or overall gist.</li> </ul>
Level 0 0 marks	No creditworthy material.

Question	Answer	Marks	Guidance
2	<p>R1 (Principle) Liberal societies should let people wear what they want unless there is a strong argument otherwise.</p> <p>R2 On security, women can be required to lift their veils if necessary.</p> <p>R3 On sexual equality, women would be better protected by the enforcement of existing laws against domestic violence than by the enactment of new laws forcing them to dress in a way that may be against their will.</p> <p>R4 On secularism, even if Europeans would prefer not to have others' religious commitments paraded on the streets, the tolerance that Westerners claim to value requires them to put up with it.</p> <p>IC And in this case, the three arguments for a ban – security, sexual equality and secularism – do not stand up to scrutiny.</p> <p>C The very values which Europeans feel are threatened by the burqa demand that they oppose a ban.</p> <p>[Accept</p> <p>Scene setting: Europeans feel their values are threatened by the burqa.  C Yet precisely those values demand that they oppose a ban.  C: We should oppose a ban on the burqa.  C: Tolerate the burqa with pride.</p> <p>R: And in this case ... do not stand up to scrutiny SUPPORTED or EXPLAINED by 3 ways in which the arguments do not stand up.]</p> <p>See diagram on next page.</p>	10	<p>LOOK AT THE MARKING GRID.</p> <p>If IC is called MC, L3 is possible, if other elements are correct.</p> <p>In the context of the whole argument this paragraph responds to the counter–argument (or counter view) expressed/explained at the beginning of the article. It arguably contains the main conclusion of the reasoning.</p> <p>Candidates may be credited for calling the whole paragraph a response to counter–argument.</p> <p>Candidates who call the conclusion 'response to counter–argument' and do not understand that it is supported by the other elements in this paragraph do not have a clear understanding.</p> <p>Identifying unstated assumptions is characteristic of L4 candidates, but it is not necessary for them to do so to attain full marks.</p>

Question	Answer	Marks	Guidance
	 <p>The diagram shows a bracket under the expression <math>R1 + IC</math>. Three arrows labeled <math>R2</math>, <math>R3</math>, and <math>R4</math> point to the <math>IC</math> term. A fourth arrow points from the bracket to the letter <math>C</math>.</p>		

## Marking Grid for Question 3

Marks	Performance Descriptors
Level 4 16 – 20 marks	<p>Candidates come to a <b>reasonable conclusion</b> about which contribution has the strongest reasoning <b>supported</b> by:</p> <ul style="list-style-type: none"> <li>• mostly well justified and perhaps occasionally insightful evaluation of <b>key</b> points, which may show understanding that a single point could be a strength interpreted in one light yet a weakness interpreted in another light.</li> <li>• effective weighing up of which contribution is strongest overall, which might include direct comparison and/or consideration of how significant a strength or weakness is.</li> </ul> <p>Inappropriate forms of evaluation may occur. The language is clear and mostly precise.</p>
Level 3 11 – 15 marks	<p>Candidates come to a <b>conclusion (probably reasonable)</b> about which contribution has the strongest reasoning, <b>mostly supported</b> by:</p> <ul style="list-style-type: none"> <li>• mostly relevant and mostly justified evaluative comments.</li> <li>• weighing up of which contribution is strongest, which perhaps lacks balance, but may attempt comparison or consideration of how significant a strength or weakness is.</li> </ul> <p>Inappropriate forms of evaluation may occur. The language is mostly clear.</p>
Level 2 6 – 10 marks	<p>Candidates come to a <b>conclusion (which may or may not be reasonable)</b> about which contribution has the strongest reasoning, <b>partly supported</b> by:</p> <ul style="list-style-type: none"> <li>• some basic evaluative comments with an attempt at justification.</li> <li>• some attempt to weigh up which contribution is strongest, perhaps by comparing two points of limited significance or using simple phrases such as ‘this weakens the argument.’</li> </ul> <p>The language is simple and may lack precision.</p>
Level 1 1 – 5 marks	<p>Candidates may come to a conclusion which does not follow from their reasoning or they may have reached no conclusion at all. This may be <b>accompanied</b> by:</p> <ul style="list-style-type: none"> <li>• limited comment about the reasoning with little or no explanation, possibly consisting of stock, pre-learned phrases which are not applied to this reasoning.</li> <li>• any weighing up is assertive and unconnected to other points and may be contradictory.</li> </ul> <p>Answers may be descriptive or incoherent. The language does not always communicate candidates’ thinking.</p>
Level 0 0 marks	No creditworthy material.

Question	Answer	Marks	Guidance
3	<p><b>Key points</b></p> <p><i>grumpy_old_man</i> neither answers the question directly nor provides reasoning – he simply asserts his opinions. So not strong.</p> <p><i>fashion_queen</i> – does answer the question and is an argument, but weak and assertive. The claims ‘you are what you wear’ and ‘if you wear sleepwear during the day you’ll be lazy and unproductive’ are not self evidently true or generally accepted so need support. The only support given is the analogy with casual wear on Fridays in offices, but that is weak because it confuses correlation and cause, as Friday lack of productivity could be caused by end of week tiredness or focus on the weekend, not clothes. This is so weak that it removes the only support for the initial claims. It also doesn’t fully support ‘dress codes have a purpose’ – so this claim lacks support in her argument, and could easily be challenged, and therefore doesn’t give full support to the conclusion, ‘we don’t have the right to wear what we want.’ So, <i>fashion_queen</i> is stronger than <i>grumpy_old_man</i> and <i>polar_opposite</i> but not as strong as <i>vampire_nemesis</i> or <i>john_flower</i>.</p> <p><i>vampire_nemesis</i> provides a strong argument based on principle in answer to the question and a reasonably strong argument in response to but not in answer to the question (discussion about judgement goes beyond it). Good use of principle. The only ways to attack this argument would be to question the principle that ‘we should be free to do whatever we want in a democracy so long as it doesn’t hurt others’ or to show that wearing pyjamas to the shops harms others. From our western perspective both of these are very difficult, so her argument stands and is very strong.</p> <p><i>vampire_nemesis</i>’s argument to show that we should make our judgements on something more important than clothes does not directly answer the question, but it is a response to it. Slight generalisation in explanation of how people judge does not weaken the support for the conclusion that we shouldn’t judge people on their clothes. So this part is fairly strong, but less strong than her first argument.</p> <p><i>polar_opposite</i> simply asserts opinions with no justification and doesn’t argue. He limits the functions of clothing (as argued by <i>john_flower</i>) and makes arbitrary judgements. So his reasoning is weak (even if you agree with his opinions they are not supported).</p>	20	<p>LOOK AT THE MARKING GRID.</p> <p>Credit candidates who argue either that <i>john_flower</i> is the strongest or that <i>vampire_nemesis</i> is the strongest.</p> <p>Candidates who do not consider either <i>j_f</i> or <i>v_n</i> at all should not be credited higher than Level 2.</p> <p>Candidates who have considered either <i>j_f</i> or <i>v_n</i> but who have not judged them to be the strongest may access Level 3 marks.</p> <p>Check that the candidate’s reasoning supports the conclusion they have come to.</p> <p>The mark scheme cannot cover every possible reasonable point or interpretation that candidates might make so this mark scheme is not an exhaustive list of creditworthy material.</p> <p>Candidates can gain credit for responses which include interpretations and ideas not explicitly made in the mark scheme if they seem reasonable and are argued well. If unsure, contact your Team Leader or Principal Examiner.</p>

Question	Answer	Marks	Guidance
	<p><i>john_flower</i> does provide an argument. His examples do show that social prejudices about clothing can stop us from wearing what we want. The link to this stopping us being who we are is looser, and depends on the unsupported claim that clothing is a really important way of expressing individuality. This could be argued either way. However, even if we don't accept this part of the argument, it is not wholly damaging to the support for the conclusion. He can show that we don't have the right to wear what we want until we can exercise that right even if we don't accept that wearing what we want is important to who we are. However, this idea of clothing as important to who we are is damaging to the extent that 'we need to fight against these prejudices' is a call to action rather than a way of showing that we still don't actually have the right to wear what we want. Interpretation of 'right' as social or legal – if we interpret 'having the right' as purely legal, then we do have the legal right to wear what we want even if this goes against social prejudice. So his argument seems reasonable but has some places where it could be argued to be weak. It's stronger than <i>fashion_queen's</i>, because her argument was very assertive and weak, and this is reasoned – the weaknesses here are a matter of interpretation rather than glaring weaknesses in the reasoning.</p> <p><b>The following are part answers dealing with only one participant to show different levels of performance. Whole answers will clearly compare the strength of reasoning of different contributors.</b></p> <p><b>Example Level 4 part answer</b></p> <p><i>john_flower's</i> reasoning is the strongest because it is the most relevant to the question and doesn't have any major flaws. His examples really illustrate how social prejudices can stop people from wearing what they want. Although he only asserts that clothing is an important way of expressing individuality, this doesn't seem unreasonable. As the introductory article says, 'who hasn't hated wearing school uniform?' – most people will have some experience of using their clothes to express who they are, so this also successfully shows that social prejudices about clothes can stop people from being who they are. But most people do this within certain normal, social limits.</p> <p><i>john_flower's</i> examples talk about extremes of gender and religious dress, but in this case that's probably a strength because it's only at the extremes that we still need to fight for our rights to wear what we want. And the right to wear a burqa or not is probably more important than the right to wear pyjamas to Tesco.</p>		<p>Credit candidates who argue that <i>vampire_nemesis's</i> argument about judgement is not an answer to the question and that it is irrelevant, if they do it well. This point is a matter of perspective and interpretation.</p> <p>Points about generalisation get little credit – he says 'generally' and this is probably not unreasonable.</p> <p>This shows thoughtful evaluation of the examples as strength/weakness with awareness that it's not simple. It also shows thoughtful evaluation of the claim that 'clothing is an important way of expressing individuality' also showing nuanced understanding of their relative strength/weakness. The effect of these points of evaluation is evaluated with</p>

Question	Answer	Marks	Guidance
	<p><b>Example Level 3 part answer</b>  <i>john_flower's</i> reasoning is strong because he doesn't use any flaws. He has chosen good examples which really demonstrate social prejudice – men wearing skirts is a strong example of something that people are prejudiced against. Also burqas – as document 2 says, 'some European governments plan to ban the ... burqa' because it offends them. Also it's good to show that women used to have to fight to wear trousers because that's really normal now so it makes us question the prejudices we still have about clothes. He makes you really think about the ways in which some groups of people control what other people wear. This really strengthens his overall conclusion that 'we need to fight against these prejudices to really gain the right to wear what we choose.'</p> <p><b>Example Level 2 part answer</b>  <i>john_flower's</i> reasoning is weak because he uses extreme examples of dressing differently. Some other people might only want to wear pyjamas in Tesco, which isn't as extreme as a man wearing a skirt or a woman wearing a burqa. He's generalising from extreme examples. This weakens his argument.</p>		<p>reference to specific claims – 'his examples really illustrate how social prejudices...'/this is probably a strength because it's only at the extremes that we still need to fight for...'</p> <p>This shows clear evaluation of the examples as a strength, but not really of their use in the reasoning. The candidate's focus is on the examples as showing social prejudice, rather than on the examples as showing that 'social prejudices about clothing can stop us... wearing what we want.' The candidate has tried to refer to the effect of the strength of the examples on the overall strength of the argument with reference to the conclusion but hasn't said how or gone beyond assertion.</p> <p>This is a weak attempt at evaluation, applying something that the candidate has learned but which doesn't quite apply here. The attempt to evaluate the effect is limited – it doesn't really go beyond saying this is a weakness.</p>

Question	Answer	Marks	Guidance
	<p><b>Example L1 part answer</b> Men don't have to fight to wear skirts. It depends where you go at night. His example is wrong which weakens.</p>		Inappropriate disagreement with the truth of the example in place of evaluation. Contrast this with a consideration of whether the example is reasonable, which would be worth more.

## Marking grid for Question 4

Marks	Performance Descriptors
Level 4  16 – 20 marks	<p>Answers <b>must</b>:</p> <ul style="list-style-type: none"> <li>• answer the question which was asked with some precision and subtlety.</li> <li>• give generally strong support to this answer (their conclusion) using reasons and intermediate conclusions (although there may be some weaker parts to the argument).</li> </ul> <p>In doing so, answers <b>may</b> include some of the following characteristics:</p> <ul style="list-style-type: none"> <li>• accomplished argument structure using strands of reasoning.</li> <li>• questioning of key terms, such as <i>judge (conscious v subconscious, rational v emotional, legal v cultural) and clothing (uniform v fashion)</i>; this questioning if present informs the argument, possibly qualifying the conclusion.</li> <li>• subtle thinking about the issue/relevant own ideas or examples about the issue/thoughtful use of ideas from resource booklet.</li> <li>• anticipation of key counter–arguments and effective response to these.</li> </ul> <p>The argument is written in clear, precise prose in language capable of dealing with complexity.</p>
Level 3  11 – 15 marks	<p>Answers <b>must</b>:</p> <ul style="list-style-type: none"> <li>• answer the question which was asked.</li> <li>• give support to this answer (their conclusion) using reasons and intermediate conclusions (although there may be some irrelevance or reliance on dubious assumptions).</li> </ul> <p>In doing so, answers <b>may</b> include some of the following characteristics:</p> <ul style="list-style-type: none"> <li>• clear argument structure, which may be simple and precise or attempt complexity with only some success.</li> <li>• an attempt to question or define terms such as <i>judge or clothing</i> and possibly an attempt to use this questioning or definition in the argument.</li> <li>• clear (if perhaps one dimensional) thinking about the issue/own ideas or examples about the issue/reasonable use of ideas from the resource booklet.</li> <li>• anticipation of relevant counter–arguments and some response to these.</li> </ul> <p>The argument is written in prose in language which is clear and developing complexity.</p>

Marks	Performance Descriptors
Level 2  6 – 10 marks	<p>Answers <b>must</b>:</p> <ul style="list-style-type: none"> <li>• answer the general thrust of the question which was asked, possibly in an overstated or vague way.</li> <li>• give some support to this answer (their conclusion) using examples and reasons (although there may be considerable irrelevance and/or reliance on dubious assumptions).</li> </ul> <p>In doing so, answers <b>may</b> include some of the following characteristics:</p> <ul style="list-style-type: none"> <li>• either clear, straightforward, possibly simplistic arguments, or a discourse at length with a focus on the ideas and content but only basic structure of reasoning.</li> <li>• an attempt to define some terms, but this definition is used ineffectively if at all.</li> <li>• some thinking/own ideas about the issue/inclusion of ideas from the resource booklet.</li> <li>• inclusion of a counter–argument or counter–reason but any response to this is ineffective, possibly merely dismissive.</li> </ul> <p>The argument may be written as annotated bullet points rather than in coherent prose. The language may be either simple and clear or overly flowing, with little attention to meaning and precision.</p>
Level 1  1 – 5 marks	<p>Answers <b>must</b>:</p> <ul style="list-style-type: none"> <li>• attempt to answer the general thrust of the question, although there may be no stated conclusion.</li> <li>• attempt to support this answer, possibly using examples in place of reasoning (and there is likely to be considerable overstatement and reliance on very dubious assumptions).</li> </ul> <p>In doing so, answers <b>may</b> include some of the following characteristics:</p> <ul style="list-style-type: none"> <li>• disjointed, incoherent reasoning with little structure, possibly a discourse or rant on the theme.</li> <li>• rhetorical questions and emotive language.</li> <li>• ‘reasons’ and ‘intermediate conclusions’ presented with no logical connection.</li> <li>• ideas which tend to be contradictory, asserted or derived largely from the stimulus material.</li> </ul> <p>The argument may be written as annotated bullet points rather than in coherent prose. Language is used in a vague, imprecise way.</p>
Level 0  0 marks	No creditworthy material.

Question	Answer	Marks	Guidance
4	<p>Conscious v unconscious judgement            Judgement – placing a value v deciding what we think            Total v partial judgement – we might feel an instant prejudice when we see how someone dresses but we can overcome this by thinking about it, getting to know the person            Different circumstances – job interview v in own home v in shops v on beach            Information about a person from the way they dress – rebellious, conservative, confident, doesn't care what people think – especially if dress really does express personality, it gives us information to work with in making a judgement about a person.            So perhaps we can avoid being judgemental but we can't avoid making judgements</p> <p><b>Question 4: Exemplar answer at highest Level 4 (taken from candidate script)</b></p> <p>Many would argue that in previous generations people were judged by the colour of their skin and their ethnicity. This has largely been eliminated, and so too could people being judged by their clothing.            However, there are great differences between skin colour and styles of dress. Colour is something the person is born with, and as such is no reflection of their class, interests, beliefs, or way of life. Clothing is something which in many cases is chosen by the wearer as a symbol of who they are to the outside world. Even when the wearer does not select their clothing it still reflects their characteristics, such as their culture, class or religion. It is therefore impossible to avoid judging people based on their clothing; as it is such a strong reflection of their life and background.</p> <p>Avoiding judging people based on their clothing is also likely to become harder in the present age. Today, people increasingly define themselves by what they buy and consume. The growing variety of teenage 'style tribes' reflects this – Goths, emos and hippies define themselves by what music they listen to, where they spend their time and what clothes they wear. Clothing is increasingly a reflection of the person's ideas about themselves and so it would be impossible to avoid coming to judgements on them based on it.</p>	20	

Question	Answer	Marks	Guidance
	<p>Dress can often reflect characteristics of a person and can also allow us to judge whether they are like us or different. It increasingly is becoming an image that people present to the world as a reflection of who they are. Though we may be able to avoid making negative judgements about a person based on their dress, it is impossible to avoid making judgements about their background and their personality, particularly as in many cases such judgements are the aim of the clothing (20 marks)</p> <p><b>Question 4: Exemplar answer at lowest Level 3 (taken from candidate script)</b></p> <p>The question of whether we can avoid judging people by their clothing is dynamic. We can “avoid” judging people by their clothes by not legislating on them. For example France introduced a burqa ban controversially, which shows a pro-active take on judging by clothes: whereas in Britain this is avoided by not taking legal measures in Parliament to enforce such impositions. In day to day life, people are often judged by their clothing on such issues as shopping. “Hoodies” are associated with criminal activity and are therefore asked to remove them. This is an example of pro-actively judging based on clothes and therefore to avoid such pre-conceptions, society must become more tolerant. Clearly this can be achieved as the 1960’s decade showed that people were willing to fight back against conventional views of drug use, music and abortion which can also be applied to clothing.</p> <p>There are a range of factors involved with clothing choices to address when considering if we can avoid judging people on this basis. Culturally, it is likely we can avoid judging people’s clothing in time. The burqa as a case in hand is yet to be avoided as a source of judgement as it has religious connotations confused with a predominantly cultural choice. Therefore again tolerance of other cultures and learning them is necessary before we can avoid judging people by their clothing.</p>		

## APPENDIX 1

**Principle Examiner's suggestion of possible ideas/approaches to Question 3**

(NB This is **not** the expected level of candidate responses, for which see the levels part answers in the mark scheme.)

*john\_flower* and *vampire\_nemesis* both provide fairly strong reasoning which does to some extent answer the question 'do we have the right to wear what we want?'

*vampire\_nemesis* provides a short, strong piece of reasoning at the beginning of her contribution, in which she applies the principle that 'we should be free to do whatever we want in a democracy so long as it doesn't hurt others' to the issue of wearing pyjamas to the shops. If we accept this principle, and most people in western societies do, her reasoning is sound. We might question whether 'not respecting' (cf *grumpy\_old\_man*) is the same as harming – but it's not lasting or physical harm – so *vampire\_nemesis*'s reasoning that people 'have the right to dress like that' stands.

The rest of her contribution does not *answer* the question, but it could be said to be *in response* to it. She raises thought-provoking issues, explains in a rather generalised way how people judge by appearance – this is a reasonable explanation but the generalisation might weaken this part of her argument. However, this doesn't detract from her conclusion that 'we should make our judgements on something more important than clothes' – a weakness in an explanation of how something does happen doesn't weaken the case that it *shouldn't* happen. So overall her contribution is quite sound and mostly relevant.

*john\_flower* starts by responding to *vampire\_nemesis* and *polar\_opposite* rather than the question, but does tie it in to the question. His examples do show that social prejudices can stop us wearing what we want, but the link to this stopping us being who we really are is looser. His claim that 'we don't have a right till we can exercise it' seems reasonable and if true gives strong support to his conclusion that 'we need to fight against these prejudices to really gain the right to wear what we choose' – unless we see 'right' as a legal rather than social entity. We can exercise our right to wear what we want without any *legal* consequences. So the soundness of his reasoning depends on an unusual understanding of 'right' and it's not entirely convincing. For this reason, and because *vampire\_nemesis* is very strong in the part where she answers the question, *vampire\_nemesis*'s reasoning is the strongest.

*polar\_opposite* and *grumpy\_old\_man* can be discounted because they are asserting their opinions not reasoning or arguing, and *fashion\_queen* provides a rather weak argument. 'You are what you wear' can easily be challenged, and the connection between wearing sleepwear and being lazy is only asserted. It's also weak in the context of the case in point where the people wearing pyjamas are getting their shopping done not lazing around. The support from the analogy is weak, as productivity might be down in offices on Fridays because people are winding down for the weekend, not because they are wearing casual clothes, so this fails to support the claim about sleepwear and productivity, and also fails to show that dress codes have a purpose. Even if dress codes do have a purpose, that in itself is not enough reason to stick to them – that purpose might be repressive.

So, *fashion\_queen*'s argument that we don't have the right to wear what we want is weak, *grumpy\_old\_man* and *polar\_opposite* simply assert, and, as shown above, *vampire\_nemesis*'s contribution is just stronger than *john\_flower*'s, so *vampire\_nemesis* provides the strongest reasoning in response to the question.

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