

## Thinking and Reasoning Skills

OCR Level 2 Award

Unit **B902**: Thinking and Reasoning Skills Case Study

## Mark Scheme for January 2013

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.













All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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## Annotations

Annotation	Meaning
	Correct point
	Incorrect point
	Benefit of the doubt
	No benefit of doubt given
	Omission mark
	Unclear
	Not answered question
	Irrelevant, a significant amount of material that does not answer the question
	Level one
	Level two
	Level three
	Level four

## Subject-specific Marking Instructions

### Use of the Mark Scheme

- 1.1 Marking must be positive. Marks must not be deducted for inaccurate or irrelevant answers. Half-marks must not be used.
- 1.2 The full range of marks should be used. Do not be afraid to award full marks or no marks. Failure to do this will seriously affect the distribution of marks.
- 1.3 Be consistent from script to script and from batch to batch.
- 1.4 It is not possible to cover every possible type of response within a levels of response mark scheme and examiners are expected to use their professional judgement at all times in ensuring that responses are placed in the correct levels and given an appropriate mark within that level.
- 1.5 If a candidate reaches a particular level s/he must be rewarded with a mark within that level. It is not necessary to work through the levels.
- 1.6 Where a band of marks is indicated for a level these marks should be used with reference to the development of the answer within that level. Decide the appropriate level first and then mark within that level.
- 1.7 The mark scheme primarily aims to reward the demonstration of the skills. **Where examples are given these are not prescriptive but intended as a guide.** If in doubt refer to your team leader.

Question		Answer	Marks	Guidance
1	(a)	Credit 1 mark for 'We should all support a pardon'.	1	Answers which include all or part of the intermediate conclusion in addition to the conclusion cannot be credited.
	(b)	Credit 1 mark for circling 'so' at the start of the penultimate sentence.	1	Accept 'should' if circled in the last sentence.
	(c)	Credit 1 mark for putting brackets around:  So the educated people that tried and convicted them ought to have known better than to sentence them to death.	1	It is not necessary to include the word 'so' in the brackets, but otherwise the whole of the sentence of the intermediate conclusion must be included for credit to be given.
2	(a)	Award one mark for circling the 1st map.	1	
	(b)	Award one mark for correctly identifying 'joint reasoning' (or words to that effect eg dependent) and a second mark for stating that either there are two reasons or that the reasons directly support the conclusion.  2 mark examples: <ul style="list-style-type: none"> <li>• <i>There are two reasons which are not independent</i></li> <li>• <i>Neither reason on its own would support the conclusion. Together they do</i></li> <li>• <i>Both the reasons go together to help form the conclusion.</i></li> </ul> 1 mark examples: <ul style="list-style-type: none"> <li>• <i>The argument consists of two reasons which lead to the conclusion</i></li> <li>• <i>There are two reasons here and each works independently.</i></li> </ul>	2	Where an incorrect answer is given to 2(a) a mark should still be awarded for identifying that there are two reasons, even if the explanation goes on to say they are independent (see second exemplar of one mark answer opposite)
3		Award one mark for ticking the 'explanation' box.	1	
4		Award one mark for ticking 'treating people fairly'.	1	

Question	Answer	Marks	Guidance
5	<p>Award one mark for any correctly identified assumption. Creditworthy answers include:</p> <ul style="list-style-type: none"><li>• <i>That Germany did the right thing</i></li><li>• <i>That no new evidence has been found in Germany to support a pardon</i></li><li>• <i>The German witches were executed for the same reason as the Pendle witches</i></li><li>• <i>The 169 pardoned weren't chosen from a larger number who didn't deserve a pardon</i></li></ul>	1	<p>To gain credit here candidates need to be stating an assumption. Repetition or paraphrasing of Florrie's argument cannot be credited.</p> <p>e.g. '<i>Florrie is saying that because they gave out pardons in Germany, they should do it here as well</i>' – 0 marks.</p>

Question		Answer	Marks	Guidance
6	(a)	Award one mark for ticking 'irrelevant appeal'.	1	
	(b)	Award one mark for an answer which shows an understanding that just because most people believe something it doesn't make it true.	1	Acceptable definitions of an irrelevant appeal can be credited, as can answers which correctly identify this as an appeal to popularity. Credit must be given for answers which accurately identify the weakness in the reason even if a wrong answer was given to 6(a).
7		Award one mark for 'slippery slope'.	1	
8	(a)	Award one mark for (Although it can be argued that) those laws and punishments are outdated because they no longer make sense.	1	Answers which only underline the counter-claim '(Although it can be argued that) those laws and punishments are outdated' should be credited. Answers which in addition underline more of the sentence, ' <i>it just isn't right to reverse decisions that were made all that time ago ...</i> ' should not be credited.
	(b)	Award one mark for each clear and relevant reason supporting the view that laws (against witchcraft) and/or punishments (death penalty) are outdated or the view that such punishments no longer make sense.  Acceptable answers would include: <ul style="list-style-type: none"> <li>• <i>We no longer believe in witchcraft</i></li> <li>• <i>The death penalty has been abolished</i></li> <li>• <i>We need more reliable evidence today for severe punishments to be given</i></li> <li>• <i>Technology has improved</i></li> <li>• <i>We shouldn't accept confessions based on torture.</i></li> </ul>	2	Valid reasons can be accepted even if the answer given extends beyond a reason and includes a conclusion ('... so ...') or evidence/examples.  No credit can be given for a second reason which simply repeats or develops the same point made in the first answer.

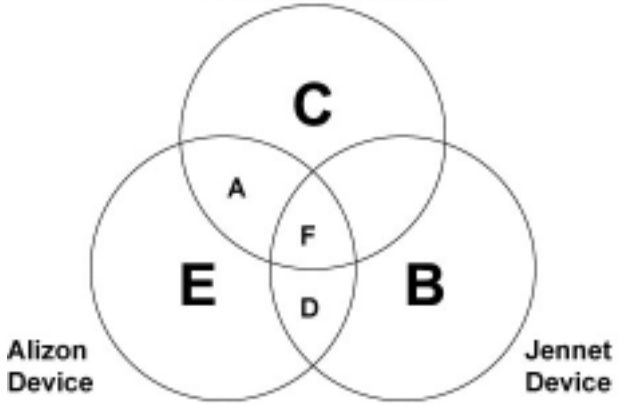
Question	Answer	Marks	Guidance
9	<p>Award up to two marks for each clear and complete explanation of a key weakness.</p> <p>2 mark examples:</p> <ul style="list-style-type: none"> <li>• <i>They are too different because witchcraft was seen as a serious crime at the time whereas printing lies about people is never OK</i></li> <li>• <i>An apology in a newspaper is a common and small gesture, whereas a royal pardon has more significance/consequences so they can't be compared.</i></li> <li>• <i>Newspapers can take back what they have said, but pardoning the witches after they have been hanged doesn't bring them back.</i></li> </ul> <p>1 mark examples:</p> <ul style="list-style-type: none"> <li>• <i>Witchcraft is more serious than printing lies in a newspaper</i></li> <li>• <i>People were hanged for being witches and you can't bring them back with a pardon</i></li> <li>• <i>An apology is different from a pardon.</i></li> </ul>	2 x 2	<p>For 2 marks the answer must explicitly deal with both sides of the analogy. An answer which gives one side and implies a difference with the other which weakens the analogy can only gain one mark.</p> <p>An answer which identifies a valid difference between the two sides of the analogy but which doesn't develop the answer in any way to explain the weakness can only be awarded 1 mark.</p>



Question		Answer	Marks	Guidance
10	(a)	<p>Award one mark for a reasonable, alternative explanation for the doors shutting by themselves which is clearly stated.</p> <p>Acceptable answers include:</p> <ul style="list-style-type: none"> <li>• <i>A strong gust of wind could have caused the doors to shut by themselves</i></li> <li>• <i>Someone could be playing a trick on them and making it look as though they are closing by themselves.</i></li> </ul>	1	
	(b)	<p>Award one mark for a reasonable, alternative explanation for the children failing to dig up anything 'witch-related'.</p> <p>Acceptable answers include:</p> <ul style="list-style-type: none"> <li>• <i>There was nothing witch-related there in the first place</i></li> <li>• <i>Where they were digging was not where Malkin Tower used to be</i></li> <li>• <i>All 'witch-related' items were seized as evidence during the trial.</i></li> </ul>	1	
11		<p>Award up to two marks for an explanation of vested interest that relates to the passage.</p> <p>2 mark example:</p> <ul style="list-style-type: none"> <li>• Because they have turned them into holiday cottages she will make more money if people think they are haunted by the witches</li> <li>• To get free media publicity for their holiday cottages by getting in the papers.</li> </ul> <p>1 mark examples:</p> <ul style="list-style-type: none"> <li>• To make money</li> <li>• To get in the papers.</li> </ul>	2	<p>Answers that refer to any other credibility criterion instead of vested interest should not be credited. This includes bias, so answers such as '<i>she has lived in the area all her life and believes the superstitions</i>' are not valid.</p>

Question		Answer	Marks	Guidance
12	(a)	<p>Award one mark for each clear and relevant point which identifies a weakness of the evidence.</p> <p>A confession from the 'witch' (sometimes after sleep deprivation and other methods of torture)</p> <ul style="list-style-type: none"> <li>• <i>Torture is likely to make someone say anything to make it stop</i></li> <li>• <i>Sleep deprivation has made them so confused they don't know what they're saying.</i></li> </ul>	1	
	(b)	<p>A testimony from another witch swearing that the accused was a witch;</p> <ul style="list-style-type: none"> <li>• <i>By accusing somebody else they might save themselves</i></li> <li>• <i>Another witch may not be a credible witness</i></li> <li>• <i>The other 'witch' may have other reasons for wanting the person to be found guilty</i></li> <li>• <i>The other witch is likely to be biased as he/she will believe that witchcraft is true.</i></li> </ul>	1	
	(c)	<p>The accused having pets with which they communicated.</p> <ul style="list-style-type: none"> <li>• <i>Lots of people talk to their pets out of loneliness/friendliness not because they are witches.</i></li> </ul>	1	Valid answers must relate to communicating/talking to the pets, not simply owning them.

Question	Answer	Marks	Guidance
13	<p>Award up to two marks for each clear and developed explanation related to a relevant credibility criterion.</p> <p>Award one mark for an answer that lacks clarity or for a partial but clear explanation.</p> <p>2 mark examples for BIAS:</p> <ul style="list-style-type: none"> <li>• Old Demdike and Mother Chattox were heads of two feuding families, so Old Demdike's view of what happened would be affected by her dislike</li> <li>• Old Demdike obviously believed in witchcraft, so she would have automatically thought that clay images were to do with magic even if they were unrelated.</li> </ul> <p>2 mark example for ABILITY TO SEE</p> <ul style="list-style-type: none"> <li>• Earlier on we are told that Old Demdike was blind, so she could not have seen them making the clay images like she said.</li> </ul> <p>1 mark examples:</p> <ul style="list-style-type: none"> <li>• Demdike and Chattox were enemies</li> <li>• Demdike was blind.</li> </ul>	4	<p>An answer which deals with strengths in credibility are not to be credited.</p> <p>Relevant answers which are developed and show an understanding of a credibility criterion but do not name it can still access two marks.</p>

Question	Answer	Marks	Guidance												
14	<p>Award one mark for every letter placed in the correct section of the diagram:</p> <table border="1" data-bbox="383 300 1189 683"> <tr> <td data-bbox="383 300 461 368">A</td> <td data-bbox="461 300 1189 368">Richard Baldwin did not want Old Demdike on his land (Old Mother Demdike and Alizon Device)</td> </tr> <tr> <td data-bbox="383 368 461 437">B</td> <td data-bbox="461 368 1189 437">Elizabeth Device was responsible for John Robinson's death. (Jennet Device)</td> </tr> <tr> <td data-bbox="383 437 461 505">C</td> <td data-bbox="461 437 1189 505">Old Mother Chattox and her daughter made clay images of the Nutter family (Old Mother Demdike)</td> </tr> <tr> <td data-bbox="383 505 461 574">D</td> <td data-bbox="461 505 1189 574">Devils can appear in the shape of a dog (Alizon Device and Jennet Device)</td> </tr> <tr> <td data-bbox="383 574 461 643">E</td> <td data-bbox="461 574 1189 643">Old Demdike caused the death of Richard Baldwin's daughter (Alizon Device)</td> </tr> <tr> <td data-bbox="383 643 461 683">F</td> <td data-bbox="461 643 1189 683">Witchcraft involves communication with devils (all)</td> </tr> </table>	A	Richard Baldwin did not want Old Demdike on his land (Old Mother Demdike and Alizon Device)	B	Elizabeth Device was responsible for John Robinson's death. (Jennet Device)	C	Old Mother Chattox and her daughter made clay images of the Nutter family (Old Mother Demdike)	D	Devils can appear in the shape of a dog (Alizon Device and Jennet Device)	E	Old Demdike caused the death of Richard Baldwin's daughter (Alizon Device)	F	Witchcraft involves communication with devils (all)	6	<p style="text-align: center;">Old Mother Demdike</p>  <p style="text-align: center;">Alizon Device                      Jennet Device</p> <p>Where candidates enter a letter in more than one section of the diagram no credit can be given for this letter, even if one of the entries is correct</p>
A	Richard Baldwin did not want Old Demdike on his land (Old Mother Demdike and Alizon Device)														
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E	Old Demdike caused the death of Richard Baldwin's daughter (Alizon Device)														
F	Witchcraft involves communication with devils (all)														
15	<p>Award up to two marks for each clear and reasonable hypothesis that is consistent with both pieces of evidence given.</p> <p>Award one mark for a lack of clarity, plausibility or consistency with the evidence, or for an answer that only deals with part of the evidence.</p> <p>2 mark example:</p> <ul style="list-style-type: none"> <li>• They wrongly believed that they had special powers and when the 'victims' got sick/died by coincidence after they 'cursed' them they misunderstood, felt guilty and so confessed</li> <li>• The pedlar and Richard Baldwin got sick/died naturally and the witches lied about their involvement so they wouldn't damage their reputation.</li> </ul> <p>1 mark examples:</p>	4	<p>As long as each hypothesis is developed and distinct from the other in some respect, answers which partially overlap can still access full marks.</p> <p>To gain both marks candidates must provide an alternative hypothesis to explain <u>both</u> the women's claims to have supernatural powers <u>and</u> why the men both suffered as they did.</p>												

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"><li>• They were lying in court.</li><li>• They confessed due to torture</li><li>• They were mistaken about the extent of their powers.</li></ul>		

## Section B: Thinking to a conclusion based on reasons and evidence

Question	Answer	Marks	Guidance
16	<p>Award up to two marks for each relevant reason that offers good support for the claim that we should care about things that happened in the past.</p> <p>Two mark examples:</p> <ul style="list-style-type: none"> <li>• We can learn a lot from history so that we don't repeat the mistakes of the past</li> <li>• It is important to understand how things that happened in the past have an effect on the present</li> <li>• By caring about the past we can find more evidence about the witches and put right a wrong that has been committed.</li> </ul> <p>Award one mark for a reason that is relevant but requires obvious assumptions to be made or lacks clarity or only gives partial support for the claim.</p> <p>1 mark examples:</p> <ul style="list-style-type: none"> <li>• History is an important subject</li> <li>• So we can learn from it</li> <li>• The descendants of the witches care about the past and could get a pardon for their relatives.</li> </ul>	4	<p>Valid reasons can be accepted even if the answer given extends beyond a reason and includes a conclusion ('... so ...') or evidence/examples.</p> <p>No credit can be given for a second reason which simply repeats or develops the same point made in the first answer.</p> <p>Answers can either be written in general terms about the past or applied more directly to the context of the Pendle Witch Trials; both are equally valid.</p>
17	<p>Marks are to be allocated in accordance with the performance descriptors below.</p> <p>The content for the arguments may be utilised and/or developed from the documents or may be independent of those documents.</p>	10	<p>The main discriminator here in terms of levels is likely to be the quality of the reasoning.</p> <p>The candidates should all have had an opportunity to study the pre-release documents, so developed reasons should be expected in order to reach level 3, making use of evidence and/or examples drawn from the documents or introduced independently.</p>

Question	Answer	Marks	Guidance
	<p><b>Performance descriptions for 7 to 10 marks: Level 3</b></p> <ul style="list-style-type: none"> <li>• The conclusion is precisely stated</li> <li>• Reasons are provided for the conclusion, which are persuasive, cogent and fully developed</li> <li>• The structure of the reasoning is clear and explicit and places minimal reliance on assumptions</li> <li>• Evidence and examples are provided which are both relevant and clearly strengthen the reasoning</li> <li>• Grammar, spelling and punctuation are good.</li> </ul> <p><b>Performance description for 4 to 6 marks: Level 2</b></p> <ul style="list-style-type: none"> <li>• The conclusion is clearly stated</li> <li>• Reasons are provided for the conclusion, which are plausible and relevant</li> <li>• The structure of the reasoning is not fully explicit and does rely on some assumptions</li> <li>• Evidence and examples are provided which are</li> </ul>		<p>Marks within the levels can be determined by the number of reasons provided and the extent of the evidence or examples provided.</p> <p><b>Exemplar answers:</b></p> <p><b>Level 3</b></p> <p><i>The Pendle Witches should be given an official pardon. Firstly, we have a duty to put right the things we did wrong in the past, especially when we know for a fact that what we did was wrong. In this case, expert research into the historical details shows how wrong we were – ‘legalised murder’ is what historian John Callow says about it.</i></p> <p><i>Secondly, it is clear that the trial was influenced by the false beliefs and unfair legal system of the time, which we would not allow today. For example, the official record of the trial by Thomas Potts described Jennet Device’s mother as a ‘repulsive witch’ and Jennet Device herself gave significant evidence and she was only 9 years old. Neither of these things would be acceptable by today’s standards.</i></p> <p><i>This was a terrible miscarriage of justice and we should do what we can to make up for it so that the relatives of these women can move on without any ill feeling towards society.</i></p> <p><i>Therefore, we should issue a pardon. (10 marks)</i></p> <p><b>Level 2</b></p> <p><i>Pardon the witches. First of all, their relatives deserve the peace of mind knowing that they are not the descendents of convicted witches who murdered people. This is important because the children in these families might get bullied. Also, times have changed so much since then, so it wouldn't be right to stand by a punishment that we wouldn't give</i></p>

Question	Answer	Marks	Guidance
	<p>relevant but are open to challenge</p> <ul style="list-style-type: none"> <li>• Grammar, spelling and punctuation are adequate.</li> </ul> <p><b>Performance description for 1 to 3 marks: Level 1</b></p> <ul style="list-style-type: none"> <li>• The conclusion is imprecise and unclear</li> <li>• Reasons are undeveloped and only provided weak support for their conclusion</li> <li>• Structure is either absent or minimal or unclear</li> <li>• Evidence and examples are poorly developed or explained and are open to obvious counter examples and objections</li> <li>• Grammar, spelling and punctuation may be inadequate.</li> </ul> <p><b>0 marks – no creditworthy material</b></p>		<p><i>nowadays. An example of this is the human rights act. The witches should get their pardon. (6 marks)</i></p> <p><b>Level 1</b></p> <p><i>I think we should do this because no-one believes in witches any more. Loads of people talk to their pets, but we don't go around hanging them for it! You can't go round killing blind, elderly ladies who think they have special powers. (3 marks)</i></p>



Question	Answer	Marks	Guidance
18	<p>Marks are to be allocated in accordance with the performance descriptors below.</p> <p><b>Performance descriptions for 5 to 6 marks: Level 3</b></p> <ul style="list-style-type: none"> <li>• The conclusion is precisely stated</li> <li>• At least one reason is provided for the conclusion, which is persuasive, cogent and fully developed, which could be supported by evidence or examples.</li> <li>• The structure of the reasoning is clear and explicit and places minimal reliance on assumptions</li> <li>• Grammar, spelling and punctuation are good.</li> </ul> <p><b>Performance description for 3 to 4 marks: Level 2</b></p> <ul style="list-style-type: none"> <li>• The conclusion is clearly stated, though not necessarily precisely focused.</li> <li>• At least one reason is provided for the conclusion, which is plausible and relevant</li> <li>• The structure of the reasoning is not fully explicit and does rely on some assumptions</li> <li>• Grammar, spelling and punctuation are adequate.</li> </ul> <p><b>Performance description for 1 mark: Level 1</b></p> <ul style="list-style-type: none"> <li>• The conclusion is imprecise and unclear</li> <li>• The reason(s) provides very weak support for the conclusion</li> <li>• Structure is either absent or minimal or unclear</li> <li>• Grammar, spelling and punctuation may be inadequate.</li> </ul>	6	<p><b>Exemplar Answers</b></p> <p><b>Level 3</b>  <i>It would be inappropriate for your newspaper to use the Pendle Witches' story as a way of attracting tourists to the area.</i></p> <p><i>First of all, the story does not portray our heritage in a good light. The executions, as well as the fact that the government still refuse to issue pardons, are examples of a huge miscarriage of justice that we should not be proud of.</i></p> <p><i>Secondly, it might actually discourage people from wanting to visit Pendle. Tourists usually want to visit somewhere they can take their children and have fun, but somewhere with a dark story about witches murdering people and being hanged would scare most children. (6 marks)</i></p> <p><b>Level 2</b>  <i>The Pendle Witch story is not a good way to attract tourists. It would be offensive to the relatives of the women who were accused of witchcraft and it is wrong to make money out of that. Also, everyone knows that witchcraft is made-up nonsense which we don't believe in today. We don't want to scare people off. Please don't publish the story. (4 marks)</i></p> <p><b>Level 1</b>  <i>Don't write about the witches! The pendle witches were just deluded and poor people trying to make a living. They shouldn't have been hanged in the first place. (2 marks)</i></p>

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