

Level 2 Award

Thinking and Reasoning Skills

Unit 1 **B901**: Thinking and Reasoning Skills

OCR Level 2 Award

Mark Scheme for January 2015

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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

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

Annotation	Meaning
	Unclear
BOD	Benefit of doubt
	Caret sign to show omission
	Cross
DEV	Development
IRRL	Significant amount of material which doesn't answer the question
L1	Level 1
L2	Level 2
L3	Level 3
L4	Level 4
NAQ	Not answered question
NBOD	Benefit of doubt not given
SEEN	Page seen
	Tick

MARK SCHEME

Question		Expected Answer	Mark	Rationale/Additional Guidance
1	(a)	<p>Credit 1 mark for the correct identification of the conclusion:</p> <ul style="list-style-type: none"> Credit 1 mark for underlining the sentence: <u>Schools should provide pens, paper and folders for all students.</u> 	[1]	<p>Principle of discrimination This question discriminates between candidates who can demonstrate accuracy in the selection of the correct argument element from those who have not understood the gist of the argument.</p> <p>1 marks - PRECISION For precisely selecting the correct argument element.</p> <p>0 marks</p> <ul style="list-style-type: none"> For an identification of an incorrect part of the text. For no creditworthy material. <p>NB The mark is not to be awarded to any candidate who underlines the conclusion but also underlines other words or phrases from the following sentences.</p>
1	(b) (i)	<p>Credit 1 mark for correctly circling <u>Map A</u>.</p> <p>Map A is the correct map because it correctly shows each reason independently supports the conclusion and neither depends on each other.</p>	[1]	<p>Principle of discrimination This question discriminates between candidates who can demonstrate accuracy in using visual argument maps to represent the difference between joint and separate reasoning from those who have not understood the relationships between reasons in an argument.</p> <p>1 marks - PRECISION For precisely selecting the correct visual argument map.</p> <p>0 marks</p> <ul style="list-style-type: none"> For an identification of an incorrect argument map. For identification of more than one argument map. For no creditworthy material. <p>NB Candidates who point to the right map or circle the title Map A rather than the whole map should still gain the mark.</p>

Question	Expected Answer	Mark	Rationale/Additional Guidance
1 (b) (ii)	<p>Credit 1 mark for any answer which explains that the reasons are <u>separate / not joint / independent / do not rely on each other / they work on their own</u></p> <p>These terms do not have to be used provided the idea they express is adequately stated.</p> <p>The mark is not to be awarded for claiming the reasons are stronger together because this is true of both joint and independent / separate reasons.</p> <p>Examples for 1 mark</p> <ul style="list-style-type: none"> • Map A is the correct because it shows that the reasons are separate. • Because the reasons are independent and not joint. <p>Examples for 0 marks</p> <ul style="list-style-type: none"> • The reasons are stronger together. • Because the reasons are joint and not independent / separate. 	[1]	<p>Principle of discrimination</p> <p>This question discriminates between candidates who can demonstrate accuracy in recognising how visual argument maps represent the difference between joint and separate reasoning from those who have not understood the relationships between reasons in an argument.</p> <p>1 marks - PRECISION</p> <p>For an explanation which shows the relationships presented by the correct visual argument map.</p> <p>0 marks</p> <ul style="list-style-type: none"> • For an incorrect explanation of the correct argument map. • For a correct explanation of the incorrect argument map • For lack of precision / ambiguity in explaining the correct argument map. • For no creditworthy material. <p>NB The mark <u>is</u> available to candidates who incorrectly circle Map B or Map C in answer to the first part of the question, just as long as their explanation is (b) (ii) is correct.</p>

Question	Expected Answer	Mark	Rationale/Additional Guidance
1 (c)	<p>Examples for 1 mark</p> <ul style="list-style-type: none"> • They will remember to bring them • It would replace students' own stationery • It assumes some students would not bring their own fancy pens • If schools do not provide the stationery, then not all students will have it. • If some students do not have the stationery, this will take time at the beginning of a lesson to secure this • Equality between students is desirable. • Time being wasted at the beginning of a lesson needs to be avoided. <p>Examples for 0 marks</p> <ul style="list-style-type: none"> • Most schools do provide stationery for students who do not have it. (<i>counter, not phrased as an assumption</i>). • Most students would prefer to choose their own pens and folders. (<i>counter, not phrased as an assumption</i>). • It assumes that some schools do not already provide pens, paper and folders. (<i>this does not need to be assumed. The argument requires that schools should, not that schools at present do not</i>). <p>Credit 1 mark for a realistic assumption which is clearly stated.</p>	[1+1]	<p>Principle of discrimination</p> <p>This question discriminates between candidates who recognise the unstated assumption causing the argument not to function without it, from candidates who can show a slight recognition of missing reasons in the argument area, but who may lack clear understanding of whether the assumption is necessary.</p> <p>1 mark - CLEAR</p> <p>Identification of an assumption which is necessary for the argument and which would support the author's argument.</p> <p>0 marks</p> <ul style="list-style-type: none"> • For just reference to the text • For a counter which is not presented as an assumption • For a reason which is not necessary for the argument. • For no creditworthy material

Question		Expected Answer	Mark	Rationale/Additional Guidance
2	(a)	<p>Credit 1 mark for an understanding of an <u>irrelevant appeal</u>.</p> <p>Here the appeal is an irrelevant appeal to authority. Referring to an authority without further reasoning is not sufficient to support the claim that 'ice-cream must be good to eat'.</p> <p>Examples for 1 mark</p> <ul style="list-style-type: none"> Knowing about Physics does not mean that he knows about ice-cream It is an appeal to authority. <p>Example for 0 marks</p> <ul style="list-style-type: none"> Einstein has nothing to do with ice-cream 	[1]	<p>Principle of discrimination</p> <p>This question discriminates between candidates who can show that using the authority of Einstein is a weakness from those who have an insecure understanding of why this evidence is used.</p> <p>1 marks - CLARITY</p> <p>For clearly explaining why the reference to Einstein is an irrelevant appeal.</p> <p>0 marks</p> <ul style="list-style-type: none"> For providing an incorrect response. For no creditworthy material.
2	(b) (i)	<p><i>We have the best ice-cream in the universe.</i></p> <p>Credit 1 mark for ticking opinion</p> <p><i>Each scoop costs \$1.</i></p> <p>Credit 1 mark for ticking fact</p>	[1+1]	<p>Principle of discrimination</p> <p>The two parts to this question discriminate between candidates who can distinguish between a fact and an opinion, from those who have not yet understood that a fact has certainty whereas as an opinion is probable.</p> <p>1 marks - PRECISION</p> <p>For precisely identifying that the claim is a fact or an opinion.</p> <p>0 marks</p> <ul style="list-style-type: none"> For selecting the incorrect response. For selecting more than one response (scattergun approach) For no creditworthy material. <p>NB</p> <p>Possible criteria for facts: they are certain, known for certain, everyone accepts them, they are truths.</p> <p>Possible criteria for opinion: they are not certain, they are probable at best, they are different for different people, they cannot be proven, they are not definitely true.</p>

Question	Expected Answer	Mark	Rationale/Additional Guidance
2 (b) (ii)	<p>Credit up to 2 marks for an explanation of a weakness in the credibility of the ice-cream parlour in relation to the claim ‘<i>Albert Einstein loved our vanilla ice-cream with chocolate sprinkles.</i>’</p> <p>Example for 2 marks:</p> <ul style="list-style-type: none"> • The ice-cream parlour has a vested interest to sell its ice-cream and so may lie to do so • The ice-cream parlour has no ability to see now that Einstein is dead and so the claim may not be true. • The ice-cream parlour is biased because they are proud of their product. <p>Example for 1 mark:</p> <ul style="list-style-type: none"> • Vested interest to sell ice-cream (<i>undeveloped</i>) <p>Example for 0 marks:</p> <ul style="list-style-type: none"> • The ice-cream parlour has a good reputation. (<i>undeveloped strength not weakness</i>) • Lack of ability to see. (<i>merely naming the credibility criterion</i>). 	[2]	<p>Principle of discrimination This question discriminates between candidates who can apply a given credibility criterion to a source with clarity from those who have an insecure understanding of the relevance of any criterion.</p> <p>2 marks – DEVELOPED APPLICATION For applying a credibility criterion in a clear and developed way, for example, making use of indicator words such as so, because...</p> <p>1 mark – UNDEVELOPED APPLICATION For applying a credibility criterion in a brief and/or undeveloped .</p> <p>0 marks</p> <ul style="list-style-type: none"> • For providing an incorrect response. • For merely naming a credibility criterion • For no creditworthy material.

Question		Expected Answer	Mark	Rationale/Additional Guidance
3	(a)	<p>Credit 1 mark each to a maximum of 2 marks for correct patterns associating details in the data.</p> <p>Patterns which do not link the details from more than one column do not get the mark</p> <p>Examples for 1 mark</p> <ul style="list-style-type: none"> • All males can download apps • Those at and beyond the age of 7 can tie their own shoe laces • Those at and beyond the age of 9 can tell the time <p>Examples for 0 marks</p> <ul style="list-style-type: none"> • There are 3 females and 3 males. • Their names go in alphabetical order. 	[1+1]	<p>Principle of Discrimination</p> <p>This question discriminates between candidates who can identify patterns across data, from those who cannot link data and material from more than one column.</p>
3	(b) (i)	<p>Credit 1 mark for <u>ticking</u> 'Owning a mobile phone is neither necessary nor sufficient for knowing how to download an app'</p>	[1]	<p>Principle of discrimination</p> <p>This question discriminates between candidates who can distinguish necessary from sufficient conditions, from those who have not yet been able to demonstrate this distinction.</p> <p>1 marks - PRECISION</p> <p>For precisely identifying that the owning a phone is necessary nor sufficient for understanding how to download an app.</p> <p>0 marks</p> <ul style="list-style-type: none"> • For selecting the incorrect response. • For selecting more than one response (scattergun approach) • For no creditworthy material.

Question			Expected Answer	Mark	Rationale/Additional Guidance
3	(b)	(ii)	<p>Credit 1 mark each, to a maximum of 3 marks for each valid alternative explanation.</p> <p>Examples may include:</p> <ul style="list-style-type: none"> • Leeza does not want to • Leeza does not have a mobile which can use apps • Leeza does not know how to download the apps • Leeza does not have internet coverage 	[3x1]	<p>Principle of discrimination</p> <p>This question discriminates between candidates who can identify plausible alternative explanations, from those who have not yet been able to demonstrate this creative thinking in application.</p>
3	(c)		<p>Credit 1 mark for any relevant question which could be asked about internet skills versus developing other skills.</p> <p>Examples of questions</p> <p>Do you use the internet on a PC? Can you cook for yourself? How much time do you spend on the internet?</p> <p>Credit 1 mark for any relevant explanation of the question. Please note the question must match the explanation to gain the full 2 marks for each question/explanation.</p> <p>Examples of explanations</p> <p>Question: Can you use the internet on a PC? Explanation: This would show internet skills.</p> <p>Question: Can you cook for yourself? Explanation: This is a traditional growing up skill.</p>	[2+2]	<p>Principle of discrimination</p> <p>This question discriminates between candidates who can show creativity in generating questions in response to stimulus from those who cannot apply their questions to the claim.</p> <p>Questions must have potential to link to the claim – ‘the internet is getting in the way of young people developing other skills’.</p> <p>Do not credit very general questions- e.g. do you live with your parents?</p>

Question	Expected Answer	Mark	Rationale/Additional Guidance
4	<p>Credit 1 mark for identifying the flaw in the argument and a credit a further mark for a developed explanation of the flaw in the argument</p> <p>Example for 2 marks</p> <ul style="list-style-type: none"> • There is a tu quoque flaw, just because the teachers use theirs does not mean that it is OK for the students to do so as well <p>Examples for 1 mark</p> <ul style="list-style-type: none"> • tu quoque • one wrong thing does not make another thing right. 	[2]	<p>Principle of discrimination This question discriminates between candidates who can name and explain flaws in arguments from those who have an insecure understanding of what is wrong with an argument.</p> <p>2 marks – DEVELOPED APPLICATION For identifying and explaining a flaw in an argument in a clear and developed way, for example, making use of indicator words such as so, because...</p> <p>1 mark – UNDEVELOPED APPLICATION For explaining a weakness/flaw in a brief and/or undeveloped .</p> <p>0 marks</p> <ul style="list-style-type: none"> • For providing an incorrect response. • For no creditworthy material.

Question			Expected Answer	Mark	Rationale/Additional Guidance
5	(a)	(i)	Credit 1 mark for <u>Nora</u>	[1]	<p>Principle of discrimination</p> <p>These questions discriminate between candidates who can use verbal information, as well as a matrix, to elucidate connections, from those who have an insecure understanding of detail and inference.</p> <p>1 marks - PRECISION For precisely stating the correct name.</p> <p>0 marks</p> <ul style="list-style-type: none"> • For an identification of an incorrect name. • For identification of more than one name. • For no creditworthy material. <p>NB:</p> <ul style="list-style-type: none"> • If the sentences are not completed, but the matrix shows a correct solution, then the correct answers in the matrix can be credited. • If the sentences are completed incorrectly then no credit can be given for a correct solution being shown in the matrix. <p>NB:</p> <p>The correct birth months for each person are: Karl = March 1999 Layla = November 1998 Michael = May 1999 Nora = January 1999</p>
5	(a)	(ii)	Credit 1 mark for <u>Karl</u>	[1]	
5	(a)	(iii)	Credit 1 mark for <u>Michael</u>	[1]	

Question	Expected Answer	Mark	Rationale/Additional Guidance
5 (b)	<p>Example for 2 marks:</p> <ul style="list-style-type: none"> • The research is an average, this does not mean that Layla will definitely be more successful • Being born in the autumn is neither necessary nor sufficient for Layla to have the best exam results. <p>Example for 1 mark:</p> <ul style="list-style-type: none"> • because the research is an average and not particular to individuals. • Layla may be unusual and not follow this average. <p>Examples for 0 marks:</p> <ul style="list-style-type: none"> • The conclusion cannot be reliably drawn • The conclusion can be reliably drawn. <p>NB: The information provided: <i>Research shows that on average children born during autumn and winter months achieve higher exam results at GCSE, but not at A Level</i>, alongside Layla being born in the autumn would allow us to infer that she may be statistically more likely to achieve better. However, it is not sufficient to draw this conclusion reliably.</p>	[2]	<p>Principle of discrimination This question discriminates between candidates who can identify whether or not evidence / reasoning is sufficient to draw a particular conclusion, from those who have not yet understood that conclusions require strong support from its evidence and reasoning.</p> <p>2 marks – DEVELOPED For identifying and explaining a reason why the conclusion cannot be reliably drawn in a developed way, for example, making use of indicator words such as so, because...</p> <p>1 mark – UNDEVELOPED Identification of a reason why the conclusion cannot be reliably drawn.</p> <p>0 marks</p> <ul style="list-style-type: none"> • For stating that the conclusion cannot be reliably drawn, with no explanation • For a reason why the conclusion can be reliably drawn • For a response which lacks clarity • For no creditworthy material.
6 (a)	Credit 1 mark for stating 16.	[1]	<p>Principle of discrimination This question discriminates between candidates who interpret numerical evidence in a written form from those who are have not yet understood the how to use visual and verbal methods to solve problems.</p>
(b)	Credit 1 mark for stating 24.	[1]	
(c)	Credit 1 mark for stating 8.	[1]	

Section B

Question	Expected Answer	Mark	Rationale/Additional Guidance
7 (a) (i & ii)	<p>Credit 1 mark for each valid weakness identified, maximum of two marks.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Sample size too small. • Museums in London are not representative of all museums • Bias because only directors were asked. <p>Credit 1 mark for each valid method of improvement identified, maximum of two marks.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Extend the survey to more places • increase the number of survey responses • Ask different people involved in museums 	[2+2]	<p>Principle of discrimination</p> <p>This question discriminates between candidates who can evaluate evidence and show creativity in making improvements to the use of evidence from those who have not yet understood the problems with surveys or any method in which this can be alleviated.</p> <p>Example for 2 marks:</p> <p>Weakness 1: The sample size was too small because only 20 directors were asked</p> <p>Improvement 1: Extend the survey to more directors.</p> <p>Example for 1 mark:</p> <p>Weakness 1: The sample was from only London museum directors</p> <p>Improvement 1: Extend the survey to more directors.</p> <p><i>(This improvement does not necessarily address the weakness. By having more directors asked does not necessarily mean that these are outside of London).</i></p>

Question	Expected Answer	Mark	Rationale/Additional Guidance
7 (b) (i & ii)	<p>Credit up to 2 marks for each explanation of why each conclusion cannot be reliably drawn.</p> <ul style="list-style-type: none"> • Conclusion A: 'If the artefacts had to be returned, only one museum would have to close.' • Conclusion B: 'If the artefacts had to be returned, museum entrance fees would be increased.' <p>Examples for 2 marks:</p> <ul style="list-style-type: none"> • This conclusion cannot be reliably drawn as there as the situation is hypothetical, whereas the conclusion is definitive. • The research is future, whereas the conclusion is definitive <p>Examples for 1 mark</p> <ul style="list-style-type: none"> • More would have to close • This is imagining in the future. <p>Examples for 0 marks:</p> <ul style="list-style-type: none"> • People would not go to museums, so more museums would have to close • Only one museum would have to close. (<i>repetition of the passage</i>) • Museum entrance fees would be increased. (<i>repetition of the passage</i>) 	[2+2]	<p>Principle of discrimination This question discriminates between candidates who can identify whether or not evidence / reasoning is sufficient to draw a particular conclusion, from those who have not yet understood that conclusions require strong support from its evidence and reasoning.</p> <p>2 marks – DEVELOPED For identifying and explaining a reason why the conclusion cannot be reliably drawn in a developed way, for example, making use of indicator words such as so, because...</p> <p>1 mark – UNDEVELOPED Identification of a reason why the conclusion cannot be reliably drawn.</p> <p>0 marks</p> <ul style="list-style-type: none"> • For stating that the conclusion cannot be reliably drawn, with no explanation • For a reason why the conclusion can be reliably drawn • For a response which lacks clarity • For no creditworthy material.

Question		Expected Answer	Mark	Rationale/Additional Guidance
7	(c)	<p>Credit 1 mark for any valid option that could be a solution to a perceived problem.</p> <p>Examples may include:</p> <ul style="list-style-type: none"> • Increase the number of British artefacts • Ask for lottery funding • Do not return their artefacts • Use volunteers rather than paid staff. 	[1]	<p>Principle of discrimination</p> <p>This question discriminates between candidates who can identify plausible alternative options, from those who have not yet been able to demonstrate this creative thinking in application.</p>
7	(d)	<p>Credit 1 mark each, to a maximum of two for reasonable criterion.</p> <p>Examples may include:</p> <ul style="list-style-type: none"> • Cost • Preservation • Practicality • Effectiveness • Public opinion 	[2x1]	<p>Principle of discrimination</p> <p>This question discriminates between candidates who can identify criteria which are relevant to help make decisions, from those who have not yet understood that the applicability of criteria.</p>

Question	Expected Answer			Mark	Rationale/Additional Guidance
8	If the 'Elgin Marbles' were returned to Athens, further damage may occur.	B		[3x1]	<p>Principle of Discrimination This question discriminates between candidates who can scan and skim sources for relevant information from those candidates who have yet to secure an overall understanding of documents.</p> <p>1 mark – CLEAR UNDERSTANDING Identification of the correct document the claims relate to.</p> <p>0 marks</p> <ul style="list-style-type: none"> • For identification of an incorrect response. • For identification of more than one response (scattergun approach) • For no creditworthy material
	Other countries have returned their artefacts to the country of origin, we should as well.		D		
	The 'Elgin Marbles' give pleasure to huge numbers of museum visitors every year.		C		

Question	Expected Answer	Mark	Rationale/Additional Guidance
9	<p>Conclusion: The ‘Elgin Marbles’ should be returned to Greece</p> <p>Acceptable conclusions</p> <ul style="list-style-type: none"> • The ‘Elgin Marbles’ should be returned to Greece’ • The ‘Elgin Marbles’ should not be returned to Greece’ <p>Examples of reasons which could be raised:</p> <p>Support</p> <ul style="list-style-type: none"> • It belonged to them in the beginning. • Tourists like to see them. • It would raise funds for their country. <p>Challenge</p> <ul style="list-style-type: none"> • It is the Law • They have been curated well already, no need to change • The environmental conditions are better <p>NB:</p> <ul style="list-style-type: none"> • A “best fit” approach should be adopted when assigning an answer to a level. The quality of the reasoning is the most important factor in determining the level for a response. At least two developed reasons, relevant to the conclusion, are expected for a top level answer. • Candidates are allowed to answer in either direction – supporting or challenging the conclusion. 	[10]	<p>Principle of Discrimination</p> <p>This question discriminates between candidates who can carefully select argument elements and construct these into a plausible and coherent argument, from those who show little discrimination in the selection and utilisation of argument elements.</p> <p>Performance descriptions for 7 to 10 marks: Level 3</p> <ul style="list-style-type: none"> • The conclusion is precisely and clearly stated • Reasons are persuasive, cogent and fully developed • Counter arguments are valid • The structure of the reasoning is clear and explicit and places minimal reliance on assumptions • Evidence derived from the documents is used critically and strengthens the argument • Grammar, spelling and punctuation are good • Any ideas borrowed from the documents are developed and expanded <p>Performance descriptions for 4 to 6 marks: Level 2</p> <ul style="list-style-type: none"> • The conclusion is clearly stated • Reasons which are plausible and relevant are offered • The structure of the reasoning is not fully explicit and does rely on some assumptions • Evidence derived from the documents is used to strengthen the argument • Grammar, spelling and punctuation are adequate • Any ideas borrowed from the documents are re-expressed in the students own words and used appropriately but not necessarily further developed <p>Performance descriptions for 1 to 3 marks: Level 1</p> <ul style="list-style-type: none"> • The conclusion is imprecise and unclear • Reasons offered are undeveloped and only provide weak support for their conclusion • Structure is either absent or minimal or unclear

Question	Expected Answer	Mark	Rationale/Additional Guidance
			<ul style="list-style-type: none">• Ideas are copied from documents with our further development• Evidence derived from the document is not always relevant or significant• Grammar, spelling and punctuation may be inadequate <p>Performance descriptions for 0 marks</p> <ul style="list-style-type: none">• No conclusion• Claims are irrelevant and imprecise

Question	Expected Answer	Mark	Rationale/Additional Guidance
10	<p>Conclusion: 'Museums should not charge entrance fees'.</p> <p>Examples of reasons which could be raised:</p> <ul style="list-style-type: none"> • equal opportunities • it will encourage more people to visit • resources are held in trust for the nation <p>NB:</p> <ul style="list-style-type: none"> • A "best fit" approach should be adopted when assigning an answer to a level. The quality of the reasoning is the most important factor in determining the level for a response. At least two developed reasons, relevant to the conclusion, are expected for a top level answer. • If candidates argue in the wrong direction, they can access a maximum of 3 marks (bottom of Level 2). 	[6]	<p>Performance description for 5 to 6 marks:</p> <ul style="list-style-type: none"> • Precise conclusion clearly identified • At least two reasons are provided for the conclusion, which are persuasive, cogent and fully developed • Evidence and/or examples are provided which are both precisely relevant and adequate • The structure of the reasoning is clear and explicit and does not rely on assumptions. <p>Performance description for 3 to 4 marks:</p> <ul style="list-style-type: none"> • A conclusion is identified but may be imprecise or over blown • At least two reasons are provided for the conclusion but at most one is fully developed and not open to challenge • Evidence and/or examples if provided may be relevant but not adequate • The structure of the reasoning is not fully explicit and does rely on some assumptions. <p>Performance description for 1 to 2 marks:</p> <ul style="list-style-type: none"> • The conclusion may not be explicitly identified • Reasons are undeveloped and only provide weak support for their conclusion • Evidence and/or examples are not provided • Structure is either absent or minimal or unclear. <p>Performance descriptions for 0 marks</p> <ul style="list-style-type: none"> • No conclusion • Claims are irrelevant and imprecise

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