

Level 2 Award

Thinking and Reasoning Skills

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

OCR Level 2 Award

Mark Scheme for January 2016

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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.

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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

Question			Expected Answer	Mark	Rationale/Additional Guidance
1	a	i	<p>Credit 1 mark for the correct identification of the conclusion:</p> <p>Credit 1 mark for underlining the sentence: <u>Therefore, kids should not get pocket money for doing nothing.</u></p> <p>The mark is to be awarded to candidates regardless of whether they omit or include the argument indicator word: <u>therefore</u>.</p>	[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 preceding sentences.</p>
1	a	ii	<p>Credit 1 mark for putting brackets around one of the following reasons:</p> <ul style="list-style-type: none"> • Adults do not get money for nothing. • It is only fair for children to contribute to their families. <p>Do not credit responses which have put brackets around both reasons (selecting more than one part of the text -scattergun approach).</p>	[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 selecting more than one part of the text (scattergun approach). • For no creditworthy material.

Question			Expected Answer	Mark	Rationale/Additional Guidance
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 that the two reasons act independently of each other to support the conclusion.</p> <p>NB Each reason acts independently and is able to form a different argument with the conclusion, as follows:</p> <p>C = kids should not get pocket money for doing nothing. R = adults do not get money for nothing.</p> <p>C = kids should not get pocket money for doing nothing. R = It is only fair for children to contribute to their families.</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>independent / separate / do not rely on each other</u>. 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"> • It shows that the reasons are independent. • Independent reasoning. • Because the reasons are independent. <p>Examples for 0 marks</p> <ul style="list-style-type: none"> • The reasons are stronger together. • Because the reasons are dependent. 	[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 IS available to candidates who incorrectly circle Map B or Map C in answer to the first part of the question.</p>

Question		Expected Answer	Mark	Rationale/Additional Guidance
1	c	<p>Credit 1 mark for each relevant criterion identified up to a maximum of two marks for two separate criteria</p> <p>Possible criteria include:</p> <ul style="list-style-type: none"> • Age / maturity. • Behaviour. • Effectiveness. • Practicality. • Public opinion / How many children already receive pocket money. • Whether or not parent can afford it / cost. • The principle of desert. 	[1+1]	<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>
1	d	<p>Credit 1 mark for any answer which explains that the view does not have a conclusion.</p> <p>Examples for 1 mark</p> <ul style="list-style-type: none"> • It does not have a conclusion. • It is just reasons / reasoning. <p>Example for 0 marks</p> <ul style="list-style-type: none"> • It has a conclusion and reasons. <p>NB The online teacher resources define an argument as 'an attempt to persuade someone to accept a particular point of view. There will be at least one conclusion and at least one reason'.</p>	[1]	<p>Principle of discrimination</p> <p>This question discriminates between candidates who can demonstrate accuracy in recognising an argument needs a conclusion from those who have not understood the nature of an argument.</p> <p>1 marks - PRECISION</p> <p>For an explanation which shows that an argument requires a conclusion.</p> <p>0 marks</p> <ul style="list-style-type: none"> • For an incorrect explanation of an argument. • For lack of precision / ambiguity in explaining that an argument requires a conclusion. • For no creditworthy material.

Question			Expected Answer	Mark	Rationale/Additional Guidance
2	a	i	Credit 1 mark for <u>Reverend Cohen.</u>	[1]	<p>Principle of discrimination</p> <p>These questions discriminate between candidates who can use verbal information, with or without a matrix, to elucidate connections, from those who have an insecure understanding of detail and inference.</p> <p>1 marks - PRECISION For precisely selecting the correct candidate.</p> <p>0 marks</p> <ul style="list-style-type: none"> • For an identification of an incorrect candidate. • For identification of more than one candidate. • 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>The correct candidates for each number of votes are: 10,000 votes = Reverend Cohen. 20,000 votes = Mrs Daniel. 30,000 votes = Professor Adam. 40,000 votes = Doctor Barlow.</p>
2	a	ii	Credit 1 mark for <u>Mrs Daniel.</u>	[1]	
2	a	iii	Credit 1 mark for <u>Professor Adam.</u>	[1]	

Question		Expected Answer	Mark	Rationale/Additional Guidance
2	b	<p>Credit 1 mark each, to a maximum of 2 marks for each valid reason.</p> <p>Examples for 1 mark:</p> <ul style="list-style-type: none"> • The voters may not have been choosing the candidates based on their main policy. • Not all of the people of Camford may be able to vote. • Not all of the people of Camford may have voted. • Voting may not be an expression of care. <p>Examples for 0 marks:</p> <ul style="list-style-type: none"> • The newspaper had it the wrong way round – the results show that the people of Camford cared more about pensions than maternity leave. • The people of Camford care about both policies. • The conclusion cannot be reliably drawn. • The conclusion can be reliably drawn. 	[1+1]	<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>1 mark - CLEAR 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.
2	c	<p>Credit 1 mark for circling <u>vested interest</u>.</p>	[1]	<p>Principle of discrimination This question discriminates between candidates who can select different credibility criteria effectively to apply to reasoning, from those who show little discrimination in the selection of credibility criteria.</p> <p>1 mark – CLEAR UNDERSTANDING Identification of the correct criterion (vested interest) used to make the judgement.</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.

Question			Expected Answer	Mark	Rationale/Additional Guidance
3	a	i	Credit 1 mark for <u>7</u> .	[1]	<p>Principle of discrimination</p> <p>This question discriminates between candidates who interpret numerical evidence in a written form from those who have not yet understood the how to use visual and verbal methods to solve problems.</p> <p>NB:</p> <ul style="list-style-type: none"> • If the sentences are not completed, but the Venn Diagram shows a correct solution, then the correct answers in the Venn Diagram can be credited. • If the sentences are completed incorrectly then no credit can be given for a correct solution being shown in the Venn Diagram.
3	a	ii	Credit 1 mark for <u>12</u> .	[1]	
3	a	iii	Credit 1 mark for <u>6</u> .	[1]	

Question			Expected Answer	Mark	Rationale/Additional Guidance
3	b	i	Credit 1 mark for identifying the flaw in the argument: <ul style="list-style-type: none"> • False dilemma. • Restricting the options. 	[1]	<p>Principle of discrimination This question discriminates between candidates who can name flaws in arguments from those who have an insecure understanding of what is wrong with an argument.</p> <p>0 marks</p> <ul style="list-style-type: none"> • For an identification of an incorrect flaw. • For identification of more than one flaw (scattergun approach). • For no creditworthy material.
3	b	ii	Credit 1 mark for an explanation of this flaw in the argument <p>Examples for 1 mark</p> <ul style="list-style-type: none"> • There are other options available. • It could have been a pen pal in Australia. 	[1]	<p>Principle of discrimination This question discriminates between candidates who can explain flaws in arguments from those who have an insecure understanding of what is wrong with an argument.</p> <p>NB The mark IS available to candidates who state an incorrect flaw in their answer to the first part of the question.</p>

Question		Expected Answer	Mark	Rationale/Additional Guidance
3	c	<p>Examples for 1 mark</p> <ul style="list-style-type: none"> • Pen pals from the USA will correspond in English. • People in Europe will not write letters in English. <p>Credit 1 mark for a realistic assumption which is clearly stated.</p>	[1]	<p>Principle of discrimination 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 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. <p>NB Conclusion = Students should only write to European pen pals, not Americans. Reason = This will help improve their understanding of other languages.</p>

Question		Expected Answer	Mark	Rationale/Additional Guidance									
4	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"> • Those who went to the cinema watched comedy / super-hero films. • Those who streamed their films watched action / thriller films. • None of the girls go to the cinema. • Only boys go to the cinema. <p>Examples for 0 marks</p> <ul style="list-style-type: none"> • There are 4 girls and 4 boys. • Their names go in alphabetical order. • Only the DVD watcher is currently at grade A* (<i>this is not a pattern as it is only 1 item</i>). 	[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>									
4	b	<p>Credit 1 mark each to a maximum of 2 marks for each correct tick.</p> <table border="1" data-bbox="353 1023 974 1182"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>To achieve a B or better in English, you have to watch more than six films a month</td> <td></td> <td>✓</td> </tr> <tr> <td>There is no correlation between the type of film watched and achievement in English</td> <td>✓</td> <td></td> </tr> </tbody> </table>		Yes	No	To achieve a B or better in English, you have to watch more than six films a month		✓	There is no correlation between the type of film watched and achievement in English	✓		[1+1]	<p>Principle of discrimination</p> <p>This question discriminates between candidates who can identify whether or not the evidence presented is sufficient for a conclusion to be drawn, from those who have not yet understood that conclusions needs strong support from its evidence and reasoning.</p> <p>1 marks - PRECISION</p> <p>For precisely selecting the correct judgement.</p> <p>0 marks</p> <ul style="list-style-type: none"> • For an identification of an incorrect judgement. • For an identification of an incorrect judgement, along with a correct judgement (scattergun approach). • For no creditworthy material.
	Yes	No											
To achieve a B or better in English, you have to watch more than six films a month		✓											
There is no correlation between the type of film watched and achievement in English	✓												

Question			Expected Answer	Mark	Rationale/Additional Guidance
4	c		<p>Credit 1 mark for each valid weakness identified, maximum of two marks.</p> <p>Examples for 1 mark:</p> <ul style="list-style-type: none"> • Sample size too small / one class which may not be representative. • Survey based on film watching in one month only. • Sample only watched two types of film. 	[1+1]	<p>Principle of discrimination</p> <p>This question discriminates between candidates who can recognise and identifying common weaknesses in polls from those who are have not yet understood the problems with polls.</p>
4	d		<p>Credit 1 mark for each realistic alternative explanation, which is clearly stated.</p> <p>Examples for 1 mark</p> <ul style="list-style-type: none"> • Access. • Choice. • Cost. • Ability to pause the video. • Wider availability. <p>Example for 0 marks</p> <ul style="list-style-type: none"> • More convenient (<i>not an alternative option, as this was presented in the argument</i>). 	[1+1]	<p>Principle of discrimination</p> <p>This question discriminates between candidates who can provide alternative explanations from those who have a limited understanding of other explanations for people's behaviour.</p> <p>1 mark - CLEAR</p> <p>Identification of a sensible alternative explanation for the increase in households using online video streaming.</p> <p>0 marks</p> <ul style="list-style-type: none"> • For an alternative which is not realistic. • For an explanation which is not an alternative. • For no creditworthy material.
4	e	i	<p>Examples for 1 mark</p> <ul style="list-style-type: none"> • They have an understanding of the increase in video streaming. • They have been able to collect data on the streaming in the past and as such will be able to consider how online video streaming may increase in the future. 	[1]	<p>Principle of discrimination</p> <p>This question discriminates between candidates who can apply different a stated credibility criteria effectively, from those who show little discrimination in the utilisation of credibility criteria.</p> <p>2 marks – DEVELOPED APPLICATION</p> <p>For applying the criteria in a clear way.</p> <p>0 marks</p> <ul style="list-style-type: none"> • For providing an incorrect response. • For merely naming the stated credibility criterion of expertise. • For no creditworthy material.

Question			Expected Answer	Mark	Rationale/Additional Guidance
4	e	ii	<p>Example for 2 marks</p> <ul style="list-style-type: none"> Video2U has a vested interest to maintain/increase their income, so their claims are weakened as they will want to encourage more households to use online streaming. <p>Example for 1 mark</p> <ul style="list-style-type: none"> They would say anything to get more customers. <p>Example for 0 marks</p> <ul style="list-style-type: none"> Video2U has a vested interest (<i>no explanation</i>). 	[2]	<p>Principle of Discrimination This question discriminates between candidates who can select and apply different credibility criteria effectively to named individuals, from those who show little discrimination in the selection and utilisation of credibility criteria.</p> <p>2 marks – DEVELOPED APPLICATION For applying the criteria 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 the criteria 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 the credibility criterion. For no creditworthy material.

Question		Expected Answer	Mark	Rationale/Additional Guidance
5	a	Credit 1 mark for <u>analogy</u> .	[1]	Principle of discrimination This question discriminates between candidates who can recognise an analogy from those who are yet to have a secure understanding of the nature of this type of comparison in arguments.
5	b	Credit 1 mark for a relevant similarity (e.g. an idea of change / expression / individuality). Examples for 1 mark Cosmetic surgery is similar to the examples because: <ul style="list-style-type: none"> • It allows people to show individuality. • It is a way to express your personality. • It is a way to change your outward appearance. Example for 0 marks <ul style="list-style-type: none"> • Changing clothes is less permanent (<i>identification of a difference in one of the examples</i>). 	[1]	Principle of discrimination These questions discriminate between candidates who can recognise the common properties and distinguishing properties in a range of examples from an analogy from those who are yet to have a secure understanding of what makes examples similar and different. 1 mark (a) For an idea which shows that the examples are similar. (b) For an idea which shows that the examples are different. 0 marks <ul style="list-style-type: none"> • For something unrelated so it does not identify the common / distinguishing properties. • For a statement that is too lacking in plausibility to offer recognisable identification of similarity / difference. • For no credit-worthy material.
5	c	Credit 1 mark for a relevant difference (e.g. an idea of permanence / rarity). Examples for 1 mark Cosmetic surgery is different to the examples because: <ul style="list-style-type: none"> • It is irreversible. • It is more permanent. • It is not as common. • It changes body shape. Example for 0 marks <ul style="list-style-type: none"> • Piercings are as permanent as cosmetic surgery (<i>identification of a similarity in two of the examples</i>). 	[1]	NB All three examples do not need to be referred to in a candidate's response.

Question		Expected Answer	Mark	Rationale/Additional Guidance									
5	d	<p>Credit 1 mark for an expression of the idea of conflation / drawing wrong conclusions from data.</p> <p>Examples for 1 mark</p> <ul style="list-style-type: none"> The graph shows number of procedures, whereas the celebrity sees this as number of men. Some men may have had more than one surgery. <p>Examples for 0 marks</p> <ul style="list-style-type: none"> The graph does show 47,000. 	[1]	<p>Principle of discrimination This question discriminates between candidates who can identify problems in conclusions drawn from graphs, from those who are yet to move beyond simplistic agreement.</p> <p>Accept alternative explanations of the graph, such as repairing an injury or to change a defect.</p>									
6	a	<p>Credit 1 mark for each correct answer.</p> <table border="1" data-bbox="353 746 949 912"> <thead> <tr> <th></th> <th>Main conclusion</th> <th>Intermediate conclusion</th> </tr> </thead> <tbody> <tr> <td>Cosmetic surgery is harmful</td> <td></td> <td>✓</td> </tr> <tr> <td>Cosmetic surgery should be banned</td> <td>✓</td> <td></td> </tr> </tbody> </table>		Main conclusion	Intermediate conclusion	Cosmetic surgery is harmful		✓	Cosmetic surgery should be banned	✓		[1+ 1]	<p>Principle of discrimination This question discriminates between candidates who can recognise and identifying the parts of simple arguments from those who have not understood the gist of the argument.</p> <p>1 marks - PRECISION For precisely identifying the correct argument elements for each of the claims.</p> <p>0 marks</p> <ul style="list-style-type: none"> For an identification of an incorrect argument element name. For a scattergun approach. For no creditworthy material.
	Main conclusion	Intermediate conclusion											
Cosmetic surgery is harmful		✓											
Cosmetic surgery should be banned	✓												

Question		Expected Answer	Mark	Rationale/Additional Guidance
6	b	<p>Credit 1 mark for a realistic assumption which is clearly stated.</p> <p>Examples for 1 mark</p> <ul style="list-style-type: none"> • It is a detriment / bad thing / wrong to want physical perfection. • Detrimental / bad things should be banned. • Appearance is not important. <p>Example for 0 marks</p> <ul style="list-style-type: none"> • Appearance IS important. 	[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															
7	<table border="1"> <tr> <td data-bbox="349 217 398 300">1</td> <td data-bbox="398 217 678 300">Cosmetic surgery is OK.</td> <td data-bbox="678 217 974 300">Document B</td> </tr> <tr> <td data-bbox="349 300 398 379">2</td> <td data-bbox="398 300 678 379">Cosmetic surgery causes problems.</td> <td data-bbox="678 300 974 379">Documents D & E</td> </tr> <tr> <td data-bbox="349 379 398 459">3</td> <td data-bbox="398 379 678 459">Cosmetic surgery should be banned.</td> <td data-bbox="678 379 974 459">Document E</td> </tr> <tr> <td data-bbox="349 459 398 571">4</td> <td data-bbox="398 459 678 571">We have a right to do what we like to our bodies.</td> <td data-bbox="678 459 974 571">Document B</td> </tr> <tr> <td data-bbox="349 571 398 718">5</td> <td data-bbox="398 571 678 718">Cosmetic surgery does not help people with mental illness.</td> <td data-bbox="678 571 974 718">Document D</td> </tr> </table>	1	Cosmetic surgery is OK.	Document B	2	Cosmetic surgery causes problems.	Documents D & E	3	Cosmetic surgery should be banned.	Document E	4	We have a right to do what we like to our bodies.	Document B	5	Cosmetic surgery does not help people with mental illness.	Document D	[5]	<div data-bbox="1294 228 1818 691" data-label="Diagram"> </div> <p data-bbox="1122 730 1496 762">Principle of Discrimination</p> <p data-bbox="1122 767 2063 863">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 data-bbox="1122 900 1615 932">1 mark – CLEAR UNDERSTANDING</p> <p data-bbox="1122 936 1868 968">Identification of the correct document the claims relate to.</p> <p data-bbox="1122 1005 1234 1037">0 marks</p> <ul data-bbox="1122 1042 2063 1137" style="list-style-type: none"> • For identification of an incorrect response. • For identification of more than one response (scattergun approach). • For no creditworthy material.
1	Cosmetic surgery is OK.	Document B																
2	Cosmetic surgery causes problems.	Documents D & E																
3	Cosmetic surgery should be banned.	Document E																
4	We have a right to do what we like to our bodies.	Document B																
5	Cosmetic surgery does not help people with mental illness.	Document D																

Question	Expected Answer	Mark	Rationale/Additional Guidance
8	<p>Acceptable conclusion</p> <ul style="list-style-type: none"> • Non-essential cosmetic surgery should not be banned. <p>Examples of reasons which could be raised:</p> <ul style="list-style-type: none"> • Personal choice. • It is already available (bolted horse, stable door). • Helps to improve mental health. <p>Indicative content for 10 marks Indicative content for 6 marks Indicative content for 3 marks For SSU</p> <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 (top of Level 1). 	[9]	<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 9 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
9	<p>Conclusion: There should be no limits on our freedom to express ourselves.</p> <p>Examples of reasons which could be raised:</p> <ul style="list-style-type: none"> • People cannot live with restrictions. • People have a right to express their views fully. • This distinguishes from other animals. <p>Indicative content for 9 marks Indicative content for 6 marks Indicative content for 3 marks For SSU</p> <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 (top of Level 1). 	[9]	<p>Principle of Discrimination 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 9 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.

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

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Head office
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Facsimile: 01223 552553

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