

Level 2 Award

Thinking and Reasoning Skills

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

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

These are the annotations (including abbreviations), including those used in RM Assessor, which are used when marking

| Annotation | Meaning |
|---|--|
|  | Unclear |
|  | Benefit of doubt |
|  | Caret sign to show omission |
|  | Cross |
|  | Development |
|  | Significant amount of material which doesn't answer the question |
|  | Level 1 |
|  | Level 2 |
|  | Level 3 |
|  | Level 4 |
|  | Not answered question |
|  | Benefit of doubt not given |
|  | Page seen |
|  | Tick |

MARK SCHEME

| Question | | | Answer/Indicative content | Mark | Guidance |
|----------|-----|------|--|------|---|
| 1 | (a) | (i) | Credit 1 mark for underlining <u>Parents would be wise to monitor the amount of time their kids spend gaming and watch closely for any negative effects.</u> | 1 | Credit can still be given if the final clause, 'and watch closely for any negative effects' is missed out. |
| | | (ii) | Credit 1 mark for putting brackets around the reason (one need only look at the way video game violence has progressively increased over the past two decades to get a sense of potential long-term effects). | 1 | The key element of the reason is 'video game violence has progressively increased', so as long as this element is included within the brackets, the mark should be awarded. The start and end of the reason can be omitted. Candidates who include the counter-assertion 'Although long-term effects haven't been clinically documented' should not be credited. |
| | (b) | | Credit 1 mark for selecting a counterargument, one reason and a conclusion as the correct answer. | 1 | 0 Marks <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. |
| 2 | | | Credit 1 mark for each reasonable option suggested. Examples of 1 mark <ul style="list-style-type: none"> • Banning video games in schools. • Monitoring computer use at home. • Having a set amount of time to play games at home. • Checking mobile phones regularly. • Teachers educate about the dangers of gaming • Set parental locks on games | 1+1 | To gain credit the suggestions need to be actions which can be taken by either parents or teachers |

| Question | | Answer/Indicative content | Mark | Guidance | | | | | | | | | | |
|---|----------------|---|---|----------------|--|----------------|--|---------------|---|---|--|---------------|---|---|
| 3 | | <p>Credit 1 mark for each correct answer as follows</p> <table border="1"> <tr> <td>51% of parents think that PEGI ratings are a waste of time</td> <td>No</td> </tr> <tr> <td>7% of parents are buying games that are inappropriate for their children</td> <td>No</td> </tr> <tr> <td>93% of the people surveyed have seen the PEGI labels before</td> <td>Yes</td> </tr> </table> | 51% of parents think that PEGI ratings are a waste of time | No | 7% of parents are buying games that are inappropriate for their children | No | 93% of the people surveyed have seen the PEGI labels before | Yes | 3 | <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. | | | | |
| 51% of parents think that PEGI ratings are a waste of time | No | | | | | | | | | | | | | |
| 7% of parents are buying games that are inappropriate for their children | No | | | | | | | | | | | | | |
| 93% of the people surveyed have seen the PEGI labels before | Yes | | | | | | | | | | | | | |
| 4 | (a) | <p>Credit 1 mark for each correct answer as follows:</p> <table border="1"> <tr> <td>Felix thinks that using gaming as a way of escaping real-life problems is a sufficient condition for being addicted to gaming.</td> <td>Cannot be true</td> </tr> <tr> <td>Felix thinks that using gaming as a way of escaping real-life problems is a necessary condition for being addicted to gaming.</td> <td>Cannot be true</td> </tr> <tr> <td>Felix thinks that answering YES to four or more of his questions is a necessary condition for being addicted to gaming.</td> <td>Could be true</td> </tr> <tr> <td>Felix thinks that missing a deadline or rushing homework in order to spend time gaming is a sufficient condition for being addicted to gaming.</td> <td>Cannot be true</td> </tr> <tr> <td>Felix thinks that missing a deadline or rushing homework in order to spend time gaming is a necessary condition for being addicted to gaming.</td> <td>Could be true</td> </tr> </table> | Felix thinks that using gaming as a way of escaping real-life problems is a sufficient condition for being addicted to gaming. | Cannot be true | Felix thinks that using gaming as a way of escaping real-life problems is a necessary condition for being addicted to gaming. | Cannot be true | Felix thinks that answering YES to four or more of his questions is a necessary condition for being addicted to gaming. | Could be true | Felix thinks that missing a deadline or rushing homework in order to spend time gaming is a sufficient condition for being addicted to gaming. | Cannot be true | Felix thinks that missing a deadline or rushing homework in order to spend time gaming is a necessary condition for being addicted to gaming. | Could be true | 5 | <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. |
| Felix thinks that using gaming as a way of escaping real-life problems is a sufficient condition for being addicted to gaming. | Cannot be true | | | | | | | | | | | | | |
| Felix thinks that using gaming as a way of escaping real-life problems is a necessary condition for being addicted to gaming. | Cannot be true | | | | | | | | | | | | | |
| Felix thinks that answering YES to four or more of his questions is a necessary condition for being addicted to gaming. | Could be true | | | | | | | | | | | | | |
| Felix thinks that missing a deadline or rushing homework in order to spend time gaming is a sufficient condition for being addicted to gaming. | Cannot be true | | | | | | | | | | | | | |
| Felix thinks that missing a deadline or rushing homework in order to spend time gaming is a necessary condition for being addicted to gaming. | Could be true | | | | | | | | | | | | | |

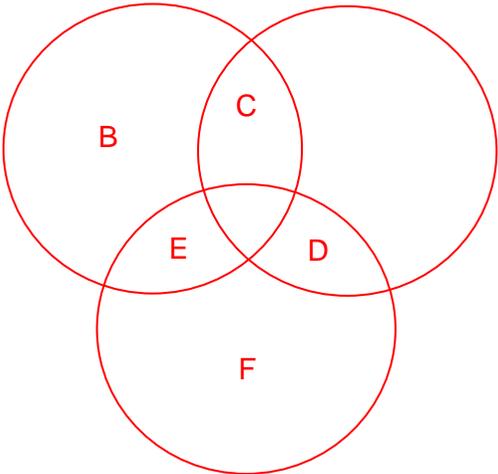
| Question | | Answer/Indicative content | Mark | Guidance |
|----------|---------|--|------|--|
| | (b) (i) | <p>Credit 1 mark for a clear statement of a relevant additional similarity.</p> <p>Examples of 1 mark</p> <ul style="list-style-type: none"> • Both drinking and gaming are addictive. • Both can cause people to neglect their friends and families. • Both are legal, so easy to access and get addicted • Both can cause you to get restless and irritable if you don't do them. | 1 | <p>0 marks</p> <p>Answers which duplicate the similarity pointed out by Felix are not to be credited (they both avoid dealing with real life problems and responsibilities).</p> |
| | (ii) | <p>Credit 1 mark for a clear statement of a relevant difference.</p> <p>Examples for 1 mark</p> <ul style="list-style-type: none"> • Gaming is not physically addictive in the same way. • Gaming is not directly bad for your health. • Alcohol affects you physically, but gaming is just an experience. | 1 | <p>With only one mark available, a valid answer can still be credited if only one side of the analogy is specifically mentioned, as long as the implication about the other side is clear – e.g. '<i>Being an alcoholic can actually kill you.</i>'</p> |
| | (c) | <p>Credit up to two marks for each clear and relevant weakness given.</p> <p>Examples for 2 marks</p> <ul style="list-style-type: none"> • He has only asked 5 people, which is not a sufficient sample size to draw any conclusions from. • He has only asked people in his class who are all the same age, so it isn't a representative sample. • He only offers 'yes' or 'no' answer options. Therefore results are less accurate. • The questions were not asked anonymously, so people might not want to tell the truth. | 2+2 | <p>1 mark answers will lack development and/or clarity.</p> <p>0 marks</p> <p>Answers like 'they could have lied' should not be credited, since they do not identify a weakness in the way the survey was carried out.</p> <p>Answers which suggest the survey is weak because it was only given to people who enjoy gaming should not be credited, as asking people who don't enjoy gaming would not have provided any relevant material for the survey.</p> |

| Question | Answer/Indicative content | Mark | Guidance |
|----------|--|------|--|
| | <p>Examples for 1 mark</p> <ul style="list-style-type: none"> • He only asked 5 people. • It isn't a big enough sample. • It isn't representative. • They are all the same age. • Only yes/no answers sought. | | |
| 5 | <p>Credit up to 2 marks for a clear, relevant weakness.</p> <p>Examples for 2 marks</p> <ul style="list-style-type: none"> • Just because two things happen together doesn't mean one caused the other – it could be coincidence that those killers played dark games. • It could be the other way around – people who are capable of this type of crimes are more likely to prefer dark violent games. <p>Examples for 1 mark</p> <ul style="list-style-type: none"> • They got the cause and effect the wrong way round. • People who are generally violent are likely to play violent games. • Correlation doesn't always mean cause. • No evidence to suggest gaming was the cause, it might be because of mental illness that people did the shootings. | 2 | <p>1 mark answers will lack development and/or clarity.</p> <p>Answers which suggest other causes, rather than gaming, but fail to point out the specific weakness, can be awarded one mark.</p> |

| Question | | Answer/Indicative content | Mark | Guidance |
|----------|----------|---|------|--|
| 6 | (a) | Credit 1 mark for underlining <u>(Therefore), society has a responsibility to protect young people, and the rest of us, from violence in video games.</u> | 1 | A candidate who does not underline 'therefore' should still be credited. |
| | (b) | Credit 1 mark for putting brackets around 'Some people think that watching violence on TV causes violence in young people because it desensitises them to violent behaviour.' | 1 | 'Some people think' does not necessarily have to be bracketed for a candidate to get the mark. The mark can still be awarded for candidates who only bracket the conclusion of the counter argument 'watching violence on TV causes violence in young people'. Credit can still be given if the additional phrase, 'but that is not the case at all' is also bracketed. |
| 7 | (a) | Credit 1 mark for selecting 'explanation' as the correct answer. | 1 | 0 Marks <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. |
| | (b) (i) | Credit 1 Mark for selecting vested interest as the correct answer. | 1 | 0 Marks <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. |
| | (b) (ii) | Examples of 1 mark <ul style="list-style-type: none"> Because he has published a book so he wants people/parents to be scared into buying it. If people accept his point they may go out and buy his book. He wants to sell more books. | 1 | To gain credit, there must be a sense of vested interest here – i.e. that he has something to gain. In this case it is that people will buy his book. So reference to bias here because of the opinions expressed in the book will not be credited. |

| Question | | Answer/Indicative content | Mark | Guidance |
|----------|-----|--|------|---|
| | (c) | <p>Credit 2 marks for a developed explanation of a credibility criterion which strengthens Jenkin's claims.</p> <p>Examples for 2 marks</p> <ul style="list-style-type: none"> • As the author of a book about video games, he has expertise. • In writing his book he would have carried out research so that he has the ability to see. <p>Credit 1 mark for explanations which are vague or lack development</p> <p>Examples for 1 mark</p> <ul style="list-style-type: none"> • He has written a book about video games. • He is an expert because he has written a book. • | 2 | <p>No credit can be given for simply naming a credibility criterion.</p> <p>0 marks</p> <ul style="list-style-type: none"> • He is an expert. • He has a good reputation. |
| 8 | (a) | Credit 1 mark for identifying 'slippery slope' as the correct answer. | 1 | <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. |

| Question | | Answer/Indicative content | Mark | Guidance |
|----------|-----|--|------|---|
| 8 | (b) | <p>Credit answers which identify the key component of a slippery slope flaw, that the argument moves from a reasonable starting point to an extreme or over exaggerated conclusion.</p> <p>Examples for 1 mark</p> <p>It goes from teenagers being bored to teenagers vandalising things without any reasons for this.</p> <p>It jumps to an extreme conclusion without any reasons.</p> <p>It makes a ridiculously exaggerated argument from little evidence.</p> <p>There are big gaps in his argument so he jumps from a reason to a conclusion.</p> | 1 | Answers which simply state that the argument 'jumps to conclusions' should not be credited, unless there is reference to these conclusions being too extreme. |
| 9 | | <p>Credit 1 mark for correctly identifying the flaw as 'straw man' and 1 mark for explanations that show an understanding of a straw man flaw.</p> <p>Examples for 1 mark</p> <ul style="list-style-type: none"> • It distorts the actual argument. • It attacks a different version of the argument | 2 | |

| Question | Answer/Indicative content | Mark | Guidance |
|----------|---|------|--|
| 10 | Award 1 mark for each correctly placed letter as follows:  | 5 | 0 Marks <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. |
| 11 (a) | Credit 1 mark for identifying the 3rd option 'Doing what is right or appropriate in the circumstances' as the correct answer. | 1 | 0 Marks <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. |
| (b) | Credit 1 mark for each reasonable counterexample. Examples for 1 mark <ul style="list-style-type: none"> When they are considering breaking the law. When it is likely to cause harm to someone. When it affects the human rights of someone else. If they were too young to make the right decision for themselves If they were suffering from a mental illness | 2 | Where a candidate presents two different scenarios which involve the same valid reason – e.g. taking choice away from a child because they are too young – then only the first mark should be awarded. |

| Question | Answer/Indicative content | Mark | Guidance |
|----------|--|------|---|
| 12 | <p>Marks are to be allocated in accordance with the performance descriptors below. The content for the arguments may be utilised and/or developed from the documents or may be independent of those documents.</p> <p>Performance descriptions for 7 to 10 marks: Level 3</p> <ul style="list-style-type: none"> • The conclusion is precisely stated. • Reasons are provided for the conclusion, which are persuasive, cogent and fully developed. • The structure of the reasoning is clear and explicit and places minimal reliance on assumptions. Evidence and examples are provided which are both relevant and clearly strengthen the reasoning. • Grammar, spelling and punctuation are good. <p>Performance description for 4 to 6 marks: Level 2</p> <ul style="list-style-type: none"> • The conclusion is clearly stated. • Reasons are provided for the conclusion, which are plausible and relevant. • The structure of the reasoning is not fully explicit and does rely on some assumptions. • Evidence and examples are provided which are relevant but are open to challenge. • Grammar, spelling and punctuation are adequate. <p>Performance description for 1 to 3 marks: Level 1</p> <ul style="list-style-type: none"> • The conclusion is imprecise and unclear. • Reasons are undeveloped and only provided weak support for their conclusion. • Structure is either absent or minimal or unclear. • Evidence and examples are poorly developed or explained and are open to obvious counter examples and objections. | 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> <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>Level 3 exemplar:</p> <p><i>I strongly agree with violent video games being banned for a number of reasons. Firstly, all people should be free to choose for themselves what games they want to play, unless it is causing direct harm to themselves or someone else. In the case of children, a parent's decision about what is appropriate for their child, who they know better than any government, should be respected. Banning games takes away that freedom and responsibility.</i></p> <p><i>My second reason is that many balanced and happy people enjoy and get useful stress release from playing violent video games. A teenager who has had a hard day at school can let out a lot of anger that might otherwise come out in inappropriate ways. There are not many other activities that teenagers can do that keep them off the streets as well as offering this outlet for stress. Lastly, there are PEGI age ratings on every single game, which gives a fair and straightforward warning to anyone buying one. Surely it is better to give the responsibility to parents and adult gamers to purchase wisely. With these in place, a ban is completely unnecessary. (10 marks)</i></p> |

| Question | Answer/Indicative content | Mark | Guidance |
|----------|--|------|---|
| | <ul style="list-style-type: none"> • Grammar, spelling and punctuation may be inadequate. <p>0 marks No creditworthy material.</p> | | <p>Level 2 exemplar:</p> <p><i>Violent video games should definitely be banned. One of the main causes for concern is the link between anti-social behaviour and gaming, ranging from aggressive behaviour to anti-social withdrawal from friends and family as stated in Document 1. Some people think these games help to teach young people about survival in war, but they are addictive and give children an unhealthy preoccupation with gaming. So, all violent games need to be banned. (6 marks)</i></p> <p>Level 1 exemplar:</p> <p><i>People from all age groups need entertainment or there would be global boredom. Gaming prevents crime too, as it keeps them indoors away from danger. Therefore we should not ban something that keeps us entertained. (3 marks)</i></p> |

| Question | | Answer/Indicative content | Mark | Guidance |
|----------|-----|--|------|--|
| 13 | (a) | <p>Credit up to 2 marks for each relevant, developed reason that supports Felix's argument about the NHS helping gaming addicts.</p> <p>Credit 1 mark for a reason that is relevant but less clearly developed/challenging.</p> <p>Examples for 2 marks</p> <ul style="list-style-type: none"> • This would make it clear to people that gaming addiction is a real problem that society takes seriously. • Gamers are taxpayers too, so the NHS has a responsibility to help whatever it is they are addicted to. • If people are gaming less, this might have a positive knock on effect with unemployment levels. • Gaming addiction can cause an unhealthy lifestyle, so this would help prevent other illnesses that may be more serious later on. <p>Examples for 1 mark It would help people control their gaming habits.</p> | 2+2 | <p>Reasons which simply repeat those given in Felix's argument should not be credited.</p> <p>Answers which are relevant and show some development but which are vague and less clearly reasoned should be awarded one mark.</p> |

| Question | Answer/Indicative content | Mark | Guidance |
|----------|---|------|--|
| (b) | <p>Marks are to be allocated in accordance with the performance descriptors below.</p> <p>Performance descriptions for 5 to 6 marks: Level 3</p> <ul style="list-style-type: none"> • The conclusion is precisely stated. • At least one reason is provided for the conclusion, which is persuasive, cogent and fully developed, which could be supported by evidence or examples. • The structure of the reasoning is clear and explicit and places minimal reliance on assumptions • Grammar, spelling and punctuation are good. <p>Performance description for 3 to 4 marks: Level 2</p> <ul style="list-style-type: none"> • The conclusion is clearly stated, though not necessarily precisely focused. • At least one reason is provided for the conclusion, which is plausible and relevant. • The structure of the reasoning is not fully explicit and does rely on some assumptions. • Grammar, spelling and punctuation are adequate. <p>Performance description for 1 to 2 marks: Level 1</p> <ul style="list-style-type: none"> • The conclusion is imprecise and unclear. • The reason(s) provides very weak support for the conclusion. • Structure is either absent or minimal or unclear. <p>Grammar, spelling and punctuation may be inadequate.</p> | 6 | <p>Level 3 exemplar:</p> <p><i>One clear reason against getting help from the NHS for addiction is that the effects are not serious enough to justify the expense to the taxpayer, unlike alcohol or drugs. Drug and alcohol addiction can prove fatal in their effects, for example overdose or alcohol poisoning, but there are no fatalities directly associated with excessive gaming. To conclude, I do not think the NHS should provide support for gaming addicts. (5 marks)</i></p> <p>Level 2 exemplar:</p> <p><i>NHS should not help gaming addicts. It's an individual's choice if they want to game or not and shouldn't be anyone else's concern. It's ludicrous. You don't see people that are TV addicts getting NHS support so why should gaming addicts? I wouldn't expect someone to help me just because I can't control my gaming. Therefore, I think it's up to gamers and not the NHS to sort it out. (4 marks)</i></p> <p>Level 1 exemplar:</p> <p><i>The NHS isn't there to sort out people's problems. They have enough to worry about with sick people and dealing with accidents and emergencies. Felix's survey makes too many assumptions. We should put more money into mental health and housing. (2 marks)</i></p> |

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