

Critical Thinking

Advanced GCE A2 H452

Advanced Subsidiary GCE AS H052

Mark Schemes for the Units

June 2009

HX52/MS/R/09

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Advanced Subsidiary GCE Critical Thinking (H052)

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F501 Introduction to Critical Thinking

Section A – The Language of reasoning						
Question		Expected Answer	Mark	Rationale		
<p>For answers 1 (a), 1 (b), 1 (c) and 1 (d) credit answers as follows:</p> <p>3 marks For precisely stating the argument element in the exact words of the author. You must only credit the words written; ellipsis (...) should not be credited. The words in brackets are not required, but candidates should not be penalised if these words are included.</p> <p>2 marks For precisely stating the argument element in the exact words of the author, but missing out information or for a reasonably precise statement of the argument element which includes minor paraphrasing.</p> <p>1 mark For a less accurate statement of the argument element which has the gist but lacks precision and/or contains additional information.</p> <p>0 marks For a statement of an incorrect part of the text.</p>						
1	(a)			<p>State the <u>main conclusion</u> of the argument in <u>Document 2</u>.</p> <p>(It would seem then, that) if you want to be happy, (you should) give your money away.</p>	[3]	* Popular omission - only putting 2 nd half of the conclusion - you should credit 2 marks.
	(b)			<p>Refer to <u>paragraphs 1 and 3</u> of Document 2 to state <u>two</u> reasons that are given to support this conclusion.</p> <ul style="list-style-type: none"> (yet) the richest countries do not always have the happiest people in terms of happiness how people use their money is at least as important as how much they earn. 	[2 x 3]	* If “in terms of happiness” is omitted, credit 2 marks.

Section A – The Language of reasoning					
Question			Expected Answer	Mark	Rationale
	(c)		<p>State <u>one</u> example that is given to support the reason in <u>paragraph 1</u> of Document 2.</p> <p>Credit either of the following:</p> <ul style="list-style-type: none"> the Inuit of northern Greenland (who do not lead a life of luxury) the (cattle-herding) Masai of Kenya (whose dung huts have no electricity or running water). 	[3]	<p>* If they include “Others who rate... include”, credit 1 mark.</p> <p>* If they include both examples and/or any other material, credit 1 mark.</p>
	(d)		<p>State <u>one</u> piece of evidence that is given in the <u>first three paragraphs</u> of Document 2.</p> <p>(In a survey) American multimillionaires rated their happiness far higher than homeless people in Calcutta.</p> <p>(This is confirmed by Professor Dunn’s findings,) "(Although) real incomes have surged dramatically (in recent decades), happiness levels have remained largely flat in developed countries."</p> <p>(Professor Dunn’s study discovered that) giving as little as £2.50, either to a friend or to charity, made people happier.</p>	[3]	<p>* If they include “where people were asked to rate their sense of happiness”, credit 1 mark.</p>
2	(a)		<p>Name the argument element used in the <u>second</u> sentence of paragraph 1 in Document 2.</p> <p>2 marks An assertion that is countered (accept counter assertion).</p> <p>1 mark Accept ‘counter’ alone or as part of any other response.</p> <p>0 marks For no creditworthy material.</p>	[2]	

Section A – The Language of reasoning					
Question			Expected Answer	Mark	Rationale
	(b)		<p>Explain your answer to 2(a).</p> <p>2 marks It is an assertion that goes against the main argument.</p> <p>1 mark It is an assertion because there is either no reason/ no conclusion. It is an argument that goes against the main argument.</p> <p>0 marks For no creditworthy material.</p>	[2]	<p>* 2 (a) and (b) should be marked independently, ie if 2 (a) is incorrect marks can be awarded for 2 (b).</p> <p>* If 2 (b) uses “it”, refer back to 2 (a) to determine what this designates.</p>
3			<p>Assess the support given by the photograph to <u>its caption</u>, ‘wealth is not a good indicator of happiness’.</p>	[2 x 2]	
	(a)		<p>Explain <u>one</u> way in which the photograph may give support.</p>		
	(b)		<p>Explain <u>one</u> way in which the support might be limited.</p> <p>2 marks For each point that explicitly assesses the link between cost and pleasure with reference to the photograph.</p> <p>1 mark For each correct assessment that does not either explicitly refer to the link (eg The majority of beaches are free) or does not refer to the photograph (eg You can still be happy when you are poor).</p> <p>0 marks For no creditworthy material.</p> <p>Examples of possible answers that would each gain two marks:</p>		<p>* If they correctly refer to all three aspects (ie the photograph, wealth/cost/money and happiness), credit 2 marks.</p> <p>* Reference alone to the people looking happy is not enough for any credit since this is given in the caption (having fun) and the question is about the link between wealth/cost/money and happiness.</p>

Section A – The Language of reasoning					
Question		Expected Answer	Mark	Rationale	
		<p>(a) The majority of beaches are free. This could therefore be an example of having fun at little cost, which would give some support to the claim about the lack of a link between wealth and happiness.</p> <p>(b) There is no indication in the photograph as to whether the family are wealthy or not. As such, apart from supporting that fun can be had at little cost, it is not relevant to the findings ‘that wealth is not a good indicator of happiness.’ (Candidates could develop this answer in a variety of ways.) For example, it might be expensive to get to the beach so these people could be happy because they can afford to get there.</p>		<p>* The emphasis here is that this activity [going to the beach] is free and can still give pleasure.</p> <p>* In (b), candidates who say that the family could be wealthy/ we do not know about their wealth, should be credited 1 mark.</p>	
4	(a)	<p>State what would need to be assumed about the charity champions in <u>paragraph 4</u> to support the claim, ‘If you want to be happy you should give your money away.’</p> <p>It must assume that giving away their money has brought them happiness.</p> <p>3 marks For an accurate statement of the assumption.</p> <p>2 marks For a less precise statement of the assumption eg where the causal link is implied. eg They were happy after giving their money away.</p> <p>1 mark For the essence of an assumption expressed as a challenge. eg “they might be unhappy after giving the money away”.</p> <p>0 marks For the statement of an incorrect assumption eg “they are happy to give the money away” or “they are happy”.</p>	[3]	<p>* The assumption must be about the charity champions.</p> <p>* The assumption was the “giving away” that brought them happiness not the other way around, ie “they were happy to give away the money” is wrong.</p>	

Section A – The Language of reasoning				
Question		Expected Answer	Mark	Rationale
(b)		<p>Suggest <u>one</u> reason to support the claim, ‘Happiness comes from wealth.’</p> <p>3 marks For a reason that gives clear support to the link between happiness and wealth. However, accept: “The American multimillionaires rated their happiness far higher than did homeless people in Calcutta.”</p> <p>2 marks For a reason that focuses upon money rather than wealth And / or omits the link to happiness. eg Money allows you to buy basics. Wealth can buy you an expensive holiday. Rich people can choose whatever they want to buy.</p> <p>1 mark For an answer that goes beyond a reason eg an argument, or includes extra argument elements (eg an example). eg one of the reasons for 2 or 3 marks but with an example “like a house.”</p> <p>0 marks For no creditworthy material.</p> <p>Examples of answers that would gain 3 marks: Wealth can buy the expensive healthcare needed for some to experience happiness. Happiness can come from the wealth needed to fund extensive travelling abroad. Wealth enables the choice of happiness from luxury and comforts.</p>	[3]	<p>* “Happiness comes from wealth because...” or “because” can lead into a reason worth 3 marks and should not be penalised.</p> <p>* For 3 marks, there must be reference to wealth or a synonym (lots of money), and the fact that this brings you happiness.</p>

Section A – The Language of reasoning				
Question		Expected Answer	Mark	Rationale
5		<p>Consider the argument presented in Document 2. Assess how far the reasons support its conclusion. You should include <u>two</u> developed points that refer directly to two of the reasons and the conclusion.</p> <p>Credit as follows for up to two points made:</p> <p>3 marks For a correct point of assessment that states the correct conclusion and which uses reasons from the argument and focuses directly upon the link.</p> <p>2 marks For a correct point that states the correct conclusion and which assesses a reason/evidence/example without any reference to the link between it and the conclusion.</p> <p>1 mark For a correct point that states the correct conclusion and that identifies the link between a reason and the conclusion without any assessment of this. A correct reason is identified and there is a link between it and supporting evidence/example but no assessment.</p> <p><i>Partial performance If candidates have identified the wrong/no conclusion and/or the wrong reason/evidence/example, they can be credited up to 1 mark out of 3, provided an assessment is made.</i></p> <p>0 marks For no creditworthy material.</p> <p>Examples of possible points to be made:</p> <p>Candidates do not need to refer to the exact sequence of the reasons.</p>	[2x3]	<p>* The two points are marked independently: ie one point could be marked on the main mark scheme but the second on partial performance.</p> <p>* This means that candidates who have the right conclusion but the wrong reason/evidence/example are restricted to partial performance.</p>

Section A – The Language of reasoning					
Question			Expected Answer	Mark	Rationale
			<ul style="list-style-type: none"> the first reason lays the basis of the argument that wealth alone does not automatically lead to happiness, relating this to the national level. However by itself it gives limited support to the conclusion, because it does not give a reason to support the suggestion <i>‘that you should give your money away’</i> the second reason, <i>‘If there is enough money for basic needs, greater wealth does not appear to make people any happier’</i>, also does little to support the suggestion <i>‘that you should give your money away.’</i> However it does reinforce the reasoning that wealth alone does not automatically lead to happiness, by relating this to the more personal level the third reason <i>‘how people use their money’</i> gives limited support to the conclusion <i>‘that you should give your money away’</i>, as using could include the option of giving it away. The evidence given in support of the reason makes it clear that money gifts have been demonstrated to produce happiness, thus relating this reason to the conclusion the final reason that <i>‘charity champions clearly demonstrate the benefits’</i> of giving your money away, gives limited support to the conclusion, as it does not specify who reaps the benefits. If it is the receivers, then it is not clear that the act of giving has made the charity champions happier. 		
				Section A Total	[35]

Section B – Credibility				Mark	Rationale
Question			Expected Answer		
6			<p>Assess the credibility of <u>Document 4</u>. You should make <u>two</u> points: each point should identify and use a relevant credibility criterion to assess the credibility of the document and support this with reference to the text.</p> <p>3 marks For a point of assessment that correctly applies a relevant credibility criterion to the document.</p> <p>2 marks For a point of assessment that correctly applies a relevant credibility criterion without any reference to the document.</p> <p>1 mark For point of assessment that demonstrates a correct understanding of the credibility criterion selected.</p> <p>0 marks For an irrelevant or inaccurate point/no creditworthy material.</p> <p>Examples of answers that would each gain three marks:</p>	[2 x 3]	<p>* An assessment to a source within the document can only gain 1 mark for a correct criterion identified. However if the individual source is used as an example to assess the credibility of the whole document, it can access all three marks eg “The credibility of document 4 is increased by the Centre of Excellence which...”</p> <p>* Repetition of a credibility criterion can only be credited if a different assessment is made in relation to the criterion.</p>
			<p>Bias The ‘<i>cabinet office</i>’ describes the positive aspects of the three government backed initiatives to support the ‘<i>progress made</i>’, without any wider context to enable the reader to assess their worth. This weakens the credibility of its claims.</p>		
			<p>Expertise The ‘<i>cabinet office</i>’ should have the necessary expertise to be able to judge the progress made and accurately present the aims of each initiative, as these were set up by the government. This strengthens the credibility of its claims.</p>		

Section B – Credibility					
Question			Expected Answer	Mark	Rationale
			<p>Ability to observe</p> <p>As government backed initiatives, the '<i>cabinet office</i>' should have the ability to observe and know that the initiatives have been implemented. This strengthens the credibility of its claims.</p>		
			<p>Reputation/ Vested Interest</p> <p>The '<i>cabinet office</i>' has a vested interest to present the aims and progress made accurately without exaggeration, as it is open to public scrutiny and needs to maintain public confidence in its measures. This strengthens the credibility of its claims.</p>		
			<p>Vested Interest</p> <p>The '<i>cabinet office</i>' has a vested interest to present the progress in a positive light in order to recruit and maintain support for its initiatives to create a '<i>generous society</i>'. This weakens the credibility of its claims.</p>		
7			<p>In Document 3, Professor Ruut Veenhoven claims that 'humans are not solely motivated by money.'</p> <p>For answers to 7 (a) and 7 (b) credit as follows:</p> <p>2 marks For each source correctly identified together with a correct statement of their claim.</p> <p>1 mark For acceptable claim with inaccurate or no source. Also for the correct source, if the claim cannot be credited simply because of omissions which alter its sense.</p> <p>0 marks For no creditworthy material. Do not credit an unacceptable claim even with a correct source.</p>		<p>* Do not award any marks for only giving a correct source.</p>

Section B – Credibility					
Question		Expected Answer	Mark	Rationale	
(a)		<p>Identify <u>one</u> source and their claim that would be <u>consistent</u> with this claim.</p> <p>Source – Professor Stephen Joseph. Only credit this quote from Joseph: “Most of the research in the past has said money isn't that important in terms of happiness.”</p> <p>Source – Professor Dunn. Only credit these quotes from Dunn: “Regardless of how much income each person made, those who spent money on others reported greater happiness, while those who spent more on themselves did not.” “Although real incomes have surged dramatically in recent decades, happiness levels have remained largely flat in developed countries.”</p> <p>Source – Researchers working for Dunn. Only credit this quote: “governments may be able to improve the happiness of citizens with policies designed to promote “pro-social” spending, by encouraging people to spend their income on others rather than themselves.”</p> <p>Source – photo (caption): “Research shows that wealth is not a good indicator of happiness.”</p>	[2]	<p>* Ellipsis can be used here on the claim but there must be at least a word at the beginning and the end so that the quote can be checked by the marker.</p> <p>* Choosing parts of the claim is acceptable so long as the intention of the author is not lost. eg “money isn't that important in terms of happiness” distorts Joseph's claim.</p> <p>* Paraphrase which does not distort the author's meaning can be credited eg “a businessman claims that people would rather have a better paid job.”</p>	
(b)		<p>Identify <u>one</u> source and their claim that would be <u>inconsistent</u> with this claim.</p> <p>Source – A well known businessman “This research has little to do with real life. If you have a choice of two jobs, most people will choose the better paid job.”</p> <p>Source – Economists “Humans act essentially out of financial self interest.”</p>	[2]		

Section B – Credibility				
Question		Expected Answer	Mark	Rationale
8	(a)	<p>In Document 3 the researchers and Professor Stephen Joseph make claims related to the results of Professor Dunn’s study. Assess the credibility of a claim made by each of these sources.</p> <p>You should apply two credibility criteria to explain how these may strengthen or weaken the credibility of the selected claim.</p> <p>Claim:</p> <p>1 mark For an accurate statement of the claim.</p> <p>0 marks For an inaccurate or incorrect statement of the claim.</p> <p>Assessment of each point: (two points for each source)</p> <p>3 marks For an accurate point of assessment, that applies a relevant credibility criterion indicating how this strengthens or weakens the claim.</p> <p>2 marks For an accurate point of assessment, that applies a relevant credibility criterion without explicitly indicating how this strengthens or weakens the claim.</p> <p>1 mark For demonstrating correct understanding of the criterion.</p> <p>0 marks For an irrelevant or inaccurate assessment/no creditworthy material.</p>	[2 x 7]	* Assessment marks can still be given following an inaccurate or missing claim. If the claim is missing, marks can be awarded for assessing the credibility of the source.

Section B – Credibility				
Question		Expected Answer	Mark	Rationale
		<p>The researchers Claim: eg "...governments may be able to improve the happiness of citizens with policies designed to promote "pro-social" spending, by encouraging people to spend their income on others rather than themselves."</p> <p>Example of assessments that would each gain three marks:</p> <p>Reputation /Vested Interest As researchers involved in significant research that has been published and open to academic and public scrutiny, they would have a vested interest to make measured suggestions, so their research would not be discredited. This would strengthen the credibility of their claim.</p> <p>Vested Interest Having worked on the study they might have a vested interest to attempt to increase its importance, by linking it to government policy. This would weaken the credibility of their claim.</p> <p>Ability to see As researchers having worked on the experiments in the study, they had the ability to see the emotions involved with how money is spent. This would strengthen the credibility of their claim.</p> <p>Expertise As researchers having worked on the experiments in the study, they have the expertise to understand the emotions involved with how money is spent. This would strengthen the credibility of their claim.</p> <p>Expertise They do not necessarily have the expertise to give advice about how society should act. This would weaken the credibility of their claim.</p>		

Section B – Credibility					
Question		Expected Answer	Mark	Rationale	
		<ul style="list-style-type: none"> • Professor Stephen Joseph Claim: eg ‘Telling people how to spend their money, even if it is for worthwhile causes, is a very dangerous path to go down.’ <p>Accept any other claim made by Joseph.</p> <p>However, do not accept “money isn’t that important in terms of happiness” without “most of the research in the past has said” as distorts the meaning of the claim.</p> <p>Example of assessments that would each gain three marks:</p> <p>Reputation As a university professor in the field of the psychology of happiness he would have authority in this field. This would strengthen the credibility of his claim.</p> <p>Vested Interest As a university professor in the field of the psychology of happiness he would have a vested interest to make measured judgements in order to maintain his professionalism. This would strengthen the credibility of his claim.</p> <p>Neutrality As a source that is independent of the research, he would have no motive to interpret the implication of the findings positively. This would strengthen the credibility of his claim.</p> <p>Expertise As a professor in the field of the psychology of happiness he should have sufficient experience in cause and effect studies to lend expertise to this claim. This would strengthen the credibility of his claim.</p>			

Section B – Credibility				
Question		Expected Answer	Mark	Rationale
(b)		<p>Explain what other information you would need to know in order to reach one of your points of assessment in 8(a) about the credibility of <u>Professor Stephen Joseph's</u> claim. You should make <u>one</u> precise point.</p> <p>3 marks For information relevant to an assessment made in 8(a), ie referring to one of the criteria for Joseph.</p> <p>2 marks For a point relevant to the assessment of the claim which however is not related to an assessment made in 8(a), ie which relates to a criterion which could have been made but wasn't.</p> <p>1 mark For relevant reasoning which is an assessment without any reference to any credibility criterion.</p> <p>0 marks For an irrelevant or inaccurate point/no creditworthy material.</p> <p>Example of 3 mark answers:</p> <ul style="list-style-type: none"> • you would need to know how long he had held this position and the quality of his research • you would need to know that he had not compromised his reputation previously with exaggerated or inaccurate claims • you would need to know that he had nothing to gain from discrediting the suggestions made by the researchers • you would need to know how long he had held this position and the quality of his research. 	[3]	

Section B – Credibility													
Question		Expected Answer	Mark	Rationale									
9		<p>Referring to the material within the documents, come to a judgement as to whether or not the government initiatives to create a generous society will succeed. You should make a reasoned case with judgement based on:</p> <ul style="list-style-type: none"> the relative plausibility (likelihood) of both outcomes ie the success and failure of the initiatives in Document 4 an assessment of the quality of evidence in Documents 1 and 3 that would support both the success and failure of these initiatives. <p>In this question there are four areas:</p> <p>plausibility and evidence to support one side; and plausibility and evidence to support the other side. For each of the four areas, the assessment could be strong, weak or not covered.</p> <p>‘Strong’ means a developed point with justification. ‘Weak’ means an assertion without justification.</p> <p>See the grid below.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>Plausibility</th> <th>Evidence</th> </tr> </thead> <tbody> <tr> <td>Side A</td> <td>Strong/Weak/Not covered</td> <td>Strong/Weak/Not covered</td> </tr> <tr> <td>Side B</td> <td>Strong/Weak/Not covered</td> <td>Strong/Weak/Not covered</td> </tr> </tbody> </table>		Plausibility	Evidence	Side A	Strong/Weak/Not covered	Strong/Weak/Not covered	Side B	Strong/Weak/Not covered	Strong/Weak/Not covered	[13]	<p>* Where candidates assess credibility this can only be used to assess plausibility. Evidence needs to be assessed via such criteria as relevance, significance, representativeness.</p>
	Plausibility	Evidence											
Side A	Strong/Weak/Not covered	Strong/Weak/Not covered											
Side B	Strong/Weak/Not covered	Strong/Weak/Not covered											

Section B – Credibility				
Question		Expected Answer	Mark	Rationale
		<p>8-13 marks Level 3 Strong, relative and sustained assessment All 4 areas are covered and at least 3 are strong. 9 marks Three areas are covered and at least 2 are strong. 8 marks Plus credit 1 mark each for any of the following:</p> <ul style="list-style-type: none"> • Direct points of comparison are made. • Clear and explicit judgement drawn from their assessment of both plausibility and the evidence to support each side is made. • Effective reference is made to the material in the documents. • Effective use is made of specialist terms and argument indicator words. Grammar, spelling and punctuation are accurate. <p>4-7 marks Level 2 Partial or weak assessment Three areas are covered and 1 is strong. 5 marks Two areas are covered and 1 is strong. 4 marks Plus credit 1 mark each for any of the following:</p> <ul style="list-style-type: none"> • Limited use is made of the material in the documents and an explicit judgement is made. • Correct use of specialist terms and grammar, spelling and punctuation are adequate. <p>1-3 marks Level 1 Basic assessment Some areas are covered but none are strong or only one area is covered and is strong. The points are connected. 2 marks The points are disjointed. 1 mark</p>		

Section B – Credibility				
Question		Expected Answer	Mark	Rationale
		<p>Plus credit 1 mark for the following:</p> <ul style="list-style-type: none"> if reference to sources or claims is made and grammar, spelling and punctuation do not impede understanding. <p>0 marks For no creditworthy material.</p> <p>Answers might include some of the following comparisons:</p> <p>The relative plausibility</p> <ul style="list-style-type: none"> if people do not have money surplus to their immediate needs to be able to choose to spend on others, this would reduce the likely success of policies to promote <i>'charitable giving'</i> if people <i>'act essentially out of financial self interest'</i>, as some economists believe, this would reduce the likely success of persuasion by the <i>Centre of Excellence</i> to engage in <i>'charitable giving'</i> however if the government were able to re-educate the nation through <i>'Giving Nation'</i> and <i>'Go givers'</i> about the merits of charitable giving, this might increase the likelihood of government initiative success. <p>Thus success would depend upon the ability to educate into charitable giving and surplus money being available, both of which seem likely.</p> <p>The relative quality of evidence Dunn's evidence suggests that giving increases happiness, so this might give support to the success of the initiative. However the representation of Dunn's evidence is limited by:</p> <ul style="list-style-type: none"> small sample size - 46 students and 16 employees. However 632 men and women might be more representative and thus give stronger support to the possibility of producing happiness through generosity by specificity of type used - <i>'student volunteers'</i> from a narrow age group limit the ability to represent national age spans or dispositions. The reaction of the <i>'Boston employees'</i> may be specific to the type of employment eg related to social 		

Section B – Credibility					
Question		Expected Answer	Mark	Rationale	
		<p>outcomes. <i>'American men and women'</i> might have national dispositions not representative of those in the UK. Thus these reported reactions might not give strong support to the government initiatives</p> <ul style="list-style-type: none"> by untypical circumstances - the students were <i>'given \$5'</i> and the employees were dealing with <i>'bonuses'</i>. Their reactions might therefore differ from a wider national response, where giving from regular income might be more typical. However the larger sample of American men and women might be more representative, as the specific context is not given. <p>However the evidence given to suggest that people will not be generous is even weaker.</p> <ul style="list-style-type: none"> past research that claims, <i>'money isn't that important in terms of happiness'</i> – lack of context and ambiguity (it could refer to owning money or in how it is used) limits the support that this evidence can give to challenge the success of the initiatives <i>'that humans act essentially out of financial self interest'</i> – simply rests upon the authority of <i>'those economists'</i> without evidence. This weakens its ability to challenge the success of the initiatives <i>'if you have a choice of two jobs, most people will choose the better paid job'</i> – is presented as a self evident fact, which weakens its ability to challenge the success of the initiatives. <p>Thus the evidence to support both the success and failure of the initiatives is weak, but the three experiments do give limited support to success.</p>			
			Section B Total	[40]	
			Paper Total	[75]	

Please note that the following table indicates the **range** of marks candidates must achieve in order to fall within a grade range. They are not grade boundaries.

Assessment Objectives Grid (includes QWC)

Question	AO1	AO2	AO3	Total	Grade A	Grade C	Grade E
1a	3			3	3	3	2
1b	6			6	5	3	2
1c	3			3	3	3	2
1d	3			3	3	3	
2a	2			2	2	1	1
2b			2	2	2	1	1
3a		2		2	2	2	1
3b		2		2	2	1	1
4a	3			3	2	1	1
4b			3	3	3	2	2
5		4	2	6	5	4	3
Section A total	20	8	7	35	32	24	16
6		6		6	6	4	4
7a	2			2	2	2	1
7b	2			2	2	2	1
8a	2	12		14	12	10	8
8b			3	3	3	2	1
9			13	13	10	8	6
Section B total	6	18	16	40	35	28	21
Unit 1 Total	26	26	23	75	67	52	37
Designer grade range					60 – 67	45 – 52	30 – 37

F502 Assessing and Developing Argument

Section A: Multiple Choice

Question	Key	Text	Type	AO
1	C	vaccination	Identify Main Conclusion	AO1
2	B	vaccination	Name argument element (CA)	AO1
3	D	vaccination	Name Appeal	AO2
4	A	school tests	Name argument element (Ev)	AO1
5	B	school tests	Assumption	AO1
6	A	school tests	Flaws (description)	AO2
7	C	Rubbish collection	Identify Principle which supports	AO2
8	C	Rubbish collection	Flaws (description)	AO2
9	B	Facebook	Identify Main Conclusion	AO1
10	D	Facebook	Assumption	AO1
11	B	Facebook	Weaken	AO2
12	A	school lunches	Identify Main Conclusion	AO1
13	B	school lunches	Identify Principle which supports	AO2
14	D	school lunches	Effect of Additional Claim	AO2
15	C	assault conviction	Assumption	AO1

Section A Total = [15]

Analysis of Multiple Choice Passages & Answers

Q1, 2 & 3 Vaccination

R1 – Many girls will be saved from developing a serious illness later in life.

R2 – A survey has shown that the majority of teenage girls are happy to be given the vaccination.

CA – Although it costs the taxpayer over £100 million pounds a year.

MC – the cervical cancer vaccination programme for teenage girls should be continued.

Q1 Key – C – see above

Q2 Key – B – This is a reason using evidence that would support an opponent's argument that we should not continue the vaccination programme (due to the high expense to taxpayers).

A – The element is not a counter-argument as it only gives a reason to the opposite point of view and is not a full argument against it with a conclusion as well as reason(s).

C – This does not support the main conclusion, nor is it supported by reasons and so cannot be an intermediate conclusion.

D – This does not support the main conclusion, or any other statement in the passage, so it cannot be a reason in the author's argument.

Q3 Key – D – The reason, ‘The majority of teenage girls are happy to be given the vaccination’, appeals to the popularity of the vaccination to justify continuing to have it. This may or may not be reasonable.

A – There is no reference to authority made in the argument.

B – The reason that many girls will be saved from a serious illness later in life is stated in an objective and not an emotive way. Although this can be an emotional issue, the author is not attempting to play on this in his argument by appealing to emotion.

C – There is no reference to any historical data or occurrences in the argument.

Q4, 5 & 6 School Tests

Ev – Children in England face more tests during their time at school than in any other country in the European Union.

R1 – Teachers complain that pupils are tested too frequently

R2 – The largest teachers’ union has called for the amount of testing to be reduced.

R3 – It is clear that children can become stressed by exams

Ev – doctors report seeing many more children with stress-related conditions during the exam period

MC – Therefore the government should reduce the number of tests that children must sit during their education.

Q4 Key – A – see above, this is a statement of testable data which is used to support the reasoning that too much testing occurs.

B – It does not merely illustrate the claim that children can become stressed (as an example would); it gives clear support to this claim.

C – It does not have the form, ‘If ..., then ...’, so it cannot be a hypothetical reason.

D – This does not support the main conclusion, nor is it supported by reasons and so cannot be an intermediate conclusion.

Q5 Key – B – The evidence from doctors is that many children are stressed and have stress-related conditions. What is not said, but is assumed is that stress is negative for children, for us to accept this reasoning as supporting the conclusion.

A – It does not matter whether children in France are tested more or less frequently than children in England. We can still accept the conclusion.

C – This may well be true and as such would be an extra reason to support the conclusion, but it does not have to be assumed for the conclusion to be accepted. Even if the current level of testing is not bad for teachers, we can accept the conclusion that the Government should reduce the number of tests that children sit.

D – It may well be true that we ought to follow the advice of this teaching union on this issue at this time, however we do not need to assume this to be the case for all unions at all times.

- Q6 Key – A** – A large branch of the reasoning is about children suffering from stress as a result of exams, whereas the conclusion is about testing. The two are not the same, although they may have things in common. The fact that exams are causing issues supports the notion that there perhaps should be fewer exams, which is not the same as less testing in general.
- B – The generalising does not work this way around. It could be argued that exams are being generalised to all tests, within the above conflation idea, but not the other way around.
- C – The conclusion is that the number of tests should be reduced, not that there should be a choice between no tests and many tests, and that the former option should be chosen.
- D – The evidence is that stress is caused by exams. There isn't a slippery slope from testing to stress as it's not a series of steps leading to an exaggerated conclusion.

Q7 & 8 Rubbish Collection

The first and third sentences give context.

R1 – One council that did this had 250 residents complaining that their bins started smelling and becoming infested with vermin during the summer months

R2 – Evidence showed that the region's 47,000 households were inspired to recycle more rather than less after this reversal.

MC – It is obvious that weekly rubbish collection is better than fortnightly

- Q7 Key – C** – The argument moves from the idea that weekly collections lead to more recycling to the idea that weekly collections are better. This assumes that recycling is a good thing. Hence the principle that we should encourage recycling strongly supports the argument.
- A – This could be an alternative conclusion that could be potentially drawn or argued towards. However it is too narrow to be considered a principle and it does not support the conclusion of this argument.
- B – This is a principle that could be used to support an argument that the council should reverse its decision, but it does not offer particular support to the main conclusion of this passage that weekly collection is better than fortnightly.
- D – This is not a principle but a statement of verifiable fact.
- Q8 Key – C** – The argument moves from the idea that weekly collections were better for one council to the idea that they are better for everyone.
- A – The argument discusses the impact of rubbish collection on recycling but does not rely on using the two terms in the same way, treating them as the same.
- B – The argument gives evidence that after reducing rubbish collection, in some cases there was vermin infestation. This is not a slippery slope arguing that vermin infestation could or will happen – it is just a statement that it did happen.
- D – The reasoning does not depend on the conclusion being true – this is not a circular argument.

Q9, 10 & 11 Social Networking Sites

The evidence gives the context of the scale of use of social networking but isn't used in the reasoning to support the conclusion.

R1 – Teenagers need to maximise their future employment chances.

IC – If people spend a lot of time and effort on their job applications, it will be a pity for them to have their chances jeopardised by information on how they behaved five to ten years earlier.

R2 – Unscrupulous employers can browse these web-sites and research applicants.

MC – They should not post information about themselves on internet sites.

Q9 Key – B – see above

Q10 Key – D – Nowhere in the argument does it state that the information stored by teenagers is negative and that this information is going to cause problems for job prospects. This is implied by the passage, but is an assumption that needs to be made for the conclusion to follow.

A – We do not need to assume that job applications take a lot of time and effort. They could still be disadvantaged in getting jobs due to web-site use regardless of the time spent on applications.

B – The argument is about teenagers in the present not posting information about themselves. We have to assume that some or most employers in the future will look at this information, not that teenagers in the future will do so.

C – It may be true that teenagers waste too much time on networking sites, which would be an extra reason for them not to use them. However, this does not need to be assumed as it is not related to the issue of hindering job prospects by the information they post.

Q11 Key – B – If this is true, then individuals can protect themselves from people viewing information on them that they don't want them to see. This reduces the concern about what they post, hence weakening the argument.

A – If true this means that employers are possibly wrong to discriminate according to information they see on these web-sites. However, this does not mean they won't do so, and hence teenagers disadvantaging themselves by posting information.

C – Even if true this does not mean that teenagers who use them won't be disadvantaging themselves. Alternatively they could be doing so on new competitor sites which still fit under the terms of this argument.

D – The fact that this would discredit the evidence used in the argument does not render the argument weaker. In fact it shows the use of social networking is even more wide-spread in the teenage population (although even a small number of users would be disadvantaged by use and for these the argument would stand).

Q12, 13 & 14 School Lunches

The first and second sentences give context.

R1 – Schools in our area have been working hard to provide healthy, tasty food that gives balanced nutrition.

R2 – This work is undone by burger vans and chip shops doing a roaring trade at lunch-time just outside the school gates.

IC – The fight against children being obese is not helped by the presence of these outlets.

MC – Schools should clearly ban their pupils from eating at junk food outlets at lunch-time.

Q12 Key – A – see above

Q13 Key – B – This is a principle and it supports the argument because if pupils are allowed out at lunchtimes, they can voluntarily choose to receive unbalanced, unhealthy food which goes against this principle.

A – This principle would go against the conclusion.

C – This statement is too narrow to be a principle. Besides, this is an alternative way of stopping pupils from having food from outlets at lunch-time; it does not support the conclusion of the argument.

D – This statement is too narrow to be a principle. Besides, it is the conclusion, not a principle that would support the conclusion.

Q14 Key – D – This would weaken the argument because, if true, the action of banning pupils from visiting the food outlets would make them more determined to visit them, perhaps even increasing visitations.

A – Nothing in the argument forces us to believe that banning junk food makes it more desirable, let alone that banning things in general makes them more desirable.

B – see above

C – see above

Q15 Assault Conviction

Ev1 – Research has shown that in this country only 1 in 20 cases reported to the police results in a guilty verdict.

Ev2 – This compares to a figure of 5 out 20 in the Netherlands and 12 out of 20 in Ireland.

R – The UK criminal justice system is failing the victims of serious assault.

MC – Police and courtroom prosecutors in the UK need to work harder to increase the conviction rates for serious assault.

- Q15 Key – C** – If this is not true then by increasing conviction rates, innocent people would be found guilty which is not wanted. Hence we need to assume that guilty people are being found innocent to accept the conclusion.
- A – Even if juries are not always capable of telling the guilty from the innocent, we can still say that prosecutors must work harder. In fact, if anything, the fact that juries struggle to tell the guilty from the innocent supports the claim that prosecutors must work harder.
- B – Knowing the success rate has nothing to do with it! It does not change the need for prosecutors to work harder.
- D – This does not need to be assumed. The actual number of serious assaults could be different and yet conviction rates be too low compared to actual incidences of serious assault.

Section B – Analysing and Evaluating Argument		
Question Number	Answer	Max Mark
16 (a)	<p>State the main conclusion of the argument presented in the passage.</p> <p>2 marks – For precisely stating the main conclusion in the exact words of the author.</p> <p>1 mark – For a less accurate statement of the main conclusion which has the gist but lacks precision and/or contains additional information and/or misses out information.</p> <p>0 marks – For a statement of an incorrect part of the text. Or for inclusion of another argument element along with the main conclusion (eg a reason or counter-assertion).</p> <p>NB The words in brackets are not required but candidates should not be penalised if some or all of them are included.</p> <p>NB If candidates leave sections out by using ellipses (...) then credit only what is seen without filling in the gaps. In this case, this will mostly mean 1 mark is scored.</p> <p>2 marks:</p> <ul style="list-style-type: none"> (It is clear that) we should reduce the length of (the) school summer holidays. <p>Examples for 1 mark:</p> <ul style="list-style-type: none"> We should reduce the length of the summer holidays. School summer holidays should be made shorter. <p>Examples for 0 marks:</p> <ul style="list-style-type: none"> The current school holiday system creates too many problems. It is clear that we should reduce the length of the school summer holidays. (Includes intermediate conclusion.) It is clear that we should reduce the length of the school summer holidays because it is worse for children’s progress. (Includes reason.) 	[2]

Section B – Analysing and Evaluating Argument		
Question Number	Answer	Max Mark
16 (b)	<p>State the intermediate conclusion that directly supports the main conclusion of the passage.</p> <p>3 marks – For precisely stating the intermediate conclusion in the exact words of the author.</p> <p>2 marks – For precisely stating the intermediate conclusion in the exact words of the author but adding information or missing out information.</p> <p>OR For a reasonably precise statement of the intermediate conclusion which includes minor paraphrase.</p> <p>OR For precisely stating a different intermediate conclusion in the exact words of the author.</p> <p>1 mark – For a less accurate statement of the intermediate conclusion which has the gist but lacks precision.</p> <p>OR For a precise or inaccurate statement of the intermediate conclusion that includes the counter-assertion.</p> <p>OR For a reasonably precise statement of a different intermediate conclusion which includes minor paraphrase.</p> <p>NB The words in brackets are not required but candidates should not be penalised if some or all of them are included.</p> <p>NB <i>If candidates leave sections out by using ellipses (...) then credit only what is seen without filling in the gaps.</i></p> <p>0 marks – no creditworthy material.</p> <p>Examples on the next page.</p>	

Question Number	Answer	Max Mark
16 (b) continued	<p>3 marks: The current (long school holiday) system creates too many problems.</p> <p>NB Answers may insert “the long current school holiday system” in place of “the current system”, to give the context – this is good practice and loses no credit.</p> <p>Examples for 2 marks:</p> <p><i>First examples are for the correct IC but with a loss of accuracy.</i></p> <ul style="list-style-type: none"> • The (long school holiday) system creates too many problems. • The current (long school holiday) system creates problems. <p><i>The next examples are for a different, but precisely stated IC.</i></p> <ul style="list-style-type: none"> • Children are no longer needed to work on the farms. • (One problem with) long summer holidays (is that they actually) harm children’s academic progress. • (For both reasons) having schools open in the winter is not in children’s best interests. • Long summer holidays contribute to social problems in the UK. • It is about time teachers were given the same conditions as the majority of other people in the country. <p>Examples for 1 mark:</p> <p><i>First examples are for a different IC with less accuracy:</i></p> <ul style="list-style-type: none"> • Farms do not need children. • Long summer holidays are bad for children’s progress. • Having schools open in the winter is not in children’s interests. • Long holidays contribute to social problems in the UK. • Teachers should be given the same conditions as other people. <p><i>The next examples are for the gist of the correct IC and/or inclusion of counter-assertion.</i></p> <ul style="list-style-type: none"> • The system creates problems. • Although many teachers and pupils may like the long summer holidays, the current (school holiday) system creates too many problems. • Although people like the summer holidays, the system causes problems. 	[3]

Question Number	Answer	Max Mark
17	<p>In paragraph 1 the author states:</p> <p>‘Historically, they were a necessity for farming communities as children were required as additional workforce during the harvest.’</p> <p>(a) Name the argument element</p> <p>Explanation</p> <p>(b) Justify your answer to question 17 (a)</p> <p>2 marks – for a definition of ‘explanation’ with reference to the text. 1 mark – for a definition of ‘explanation’.</p> <p>Examples for 2 marks:</p> <ul style="list-style-type: none"> • It says why we have long summer breaks. • It gives the cause for long summer breaks. <p>Example for 1 mark:</p> <ul style="list-style-type: none"> • It says why things are/were. • It gives a cause for an effect. 	<p>[1]</p> <p>[2]</p>

Question Number	Answer	Max Mark
18	<p>Suggest a principle which would support the reasoning in paragraph 2.</p> <p>2 marks – For a principle which strongly supports the reasoning in paragraph 2 (towards the IC that long holidays actually harm children’s academic progress).</p> <p>1 mark – For a principle that is too vague to give strong support, OR an attempt at a principle that is too specific, OR a principle which only gives partial support to the reasoning.</p> <p>Examples for 2 marks:</p> <ul style="list-style-type: none"> • We should avoid anything which hinders academic progress. • Academic progress should not be harmed. • Children’s academic progress should not be harmed. <p>Examples for 1 mark:</p> <ul style="list-style-type: none"> • We should not do things which are harmful. (<i>Too vague</i>) • We should aim for children to get a high number of good GCSE grades. (<i>Too specific</i>) • Children’s progress should not be harmed. (<i>Too vague</i>) <p>Examples for 0 marks:</p> <ul style="list-style-type: none"> • Children should work hard. (<i>Doesn’t support the reasoning</i>) • GCSEs are important. (<i>Not an attempt at a principle</i>) • It is important that children’s academic progress is not harmed. (<i>Not an attempt at a principle</i>) 	[2]

Question Number	Answer	Max Mark
19	<p>The reasoning in paragraph 2 uses an analogy about footballers. Make <u>two</u> points of evaluation about this analogy.</p> <p>NB <i>The candidate may give similarities, differences, or points about the reasoning.</i></p> <p>FOR EACH ANSWER:</p> <p>3 marks – for an answer that clearly shows how the analogy supports the reasoning or not. Either by explaining a relevant difference/similarity between the things compared or by convincing evaluation of the reasoning involved.</p> <p>2 marks – for an answer that shows how the analogy supports the reason or not. Either by explaining what could be a relevant difference/similarity or by some evaluation of the reasoning involved, perhaps not argued clearly or convincingly.</p> <p>1 mark – for an attempt to point out a relevant difference/similarity or a statement on the reasoning which would be part of a full answer and therefore deserves partial credit.</p> <p>0 marks – for describing the analogy or giving a point of comparison which is irrelevant.</p> <p>NB <i>Take care that the second answer does not repeat the first one. If it is very similar to the first then it only deserves partial credit at most.</i></p> <p>REASONING</p> <p>3 mark examples:</p> <ul style="list-style-type: none"> • Footballers need long breaks so that their bodies can recover and in the same way school-children need breaks so they don't get too tired. • Although people may not expect footballers to take unreasonably long breaks, this begs the question how long is unreasonable. The school summer breaks are not unreasonably long. • The footballers having a break is not necessarily the same as them having a rest. They could still be exercising and practising. <p>2 mark examples:</p> <ul style="list-style-type: none"> • Footballers need long breaks between seasons and so do school-children. • Footballers do not take unreasonably long breaks between seasons. Neither do school-children in summer holidays. • The footballers having a break is not necessarily the same as them having a rest. <p>1 mark example:</p> <ul style="list-style-type: none"> • <i>Footballers need to take breaks between seasons.</i> • <i>The time footballers have off in the summer is not unreasonable.</i> • <i>A break isn't the same as a rest.</i> 	

Question Number	Answer	Max Mark
19 continued	<p>NB <i>The analogy is supposed to show that long summer holidays will harm children's academic progress. Differences and similarities must be relevant to the outcome of taking a break.</i></p> <p>SIMILARITIES SUPPORTING</p> <p>Examples of 3 mark answers:</p> <ul style="list-style-type: none"> • Footballers will get worse if they do not practise their skills. So will students. So students should get short breaks like footballers. • They are both situations in which what has been learned may be forgotten over the break. This is bad for their performance. <p>Examples of 2 mark answers:</p> <ul style="list-style-type: none"> • Footballers will get worse if they do not practise their skills. So will students. • They are both situations in which what has been learned may be forgotten over the break. <p>Examples of 1 mark answers:</p> <ul style="list-style-type: none"> • Both involve skills which need practice. • You can forget things over a break. <p>DIFFERENCES GIVING LACK OF SUPPORT</p> <p>Examples of 3 mark answers:</p> <ul style="list-style-type: none"> • Top footballers are adults but school-children are not. So footballers will understand the need to practise in the break whereas school-children may not. • Football is a physical skill, but school-work involves mental skills. The skills are different so you can't compare them. • Footballers get paid lots for being successful so they are motivated to practise in the off-season. School-children do not have the same motivation. <p>Examples of 2 mark answers:</p> <ul style="list-style-type: none"> • Footballers will understand the need to practise in a break whereas school-children may not. • Football is a physical skill, but school-work involves mental skills. • Footballers get paid lots for being successful, but school-children do not. <p>Examples of 1 mark answers:</p> <ul style="list-style-type: none"> • Footballers are adults whereas school-children are not. • Footballers have chosen their career whereas school-children have to go to school. • Footballers will keep practising in the break. • Footballers will practise; school-children will not. • Playing football and learning use different skills. • Footballers get paid a lot. <p>Examples of 0 marks:</p> <ul style="list-style-type: none"> • Footballers and school-children are different. 	[3, 3]

Question Number	Answer	Max Mark
20	<p>The reasoning using the school example in paragraph 2 contains a flaw. Name the flaw and explain why the reasoning does not work. You must refer specifically to the reasoning in paragraph 2.</p> <p>(a) Name: <i>post hoc (ergo propter hoc)/cum hoc (ergo propter hoc)/false cause/flaw of causation</i></p> <p><i>'confusing correlation and cause' NOT accepted</i> <i>'confusing cause and effect' NOT accepted</i> <i>'hasty generalisation' NOT accepted</i></p> <p>(b) Explanation: 2 marks – A clear explanation of why the reasoning is flawed clearly related to the passage.</p> <p>1 mark – An explanation of why the reasoning is flawed but not clearly related to the passage.</p> <p>OR A statement of what the flaw is in context, clearly related to the passage, but missing a clear explanation of why the reasoning is flawed.</p> <p>0 marks – No creditworthy material; for instance a further generic description of what the flaw is.</p> <p>Example for 2 marks:</p> <ul style="list-style-type: none"> The increase in the GCSE results happened after/at the same time as the reduction of summer holidays, but it did not necessarily happen because of this reduction. <p>Example for 1 mark:</p> <ul style="list-style-type: none"> There could be another cause for the increase in results. <p>NB <i>If (a) is blank and the correct name is in (b) then give the mark for (a).</i></p>	<p>[1]</p> <p>[2]</p>

Question Number	Answer	Max Mark
21	<p>In paragraph 3 the author uses the evidence that 5% of the population have been diagnosed with SAD to support the argument that summer terms are better for schooling than winter terms. Explain <u>one</u> weakness in the use of this evidence.</p> <p>2 marks – A developed and clear explanation of a weakness.</p> <p>1 mark – A partially stated or not clear statement of weakness.</p> <p>Examples for 2 marks:</p> <ul style="list-style-type: none"> • relevance: The 5% is for the whole population, we are not told how many school-children have SAD, which may be a much lower percentage. • significance: The percentage is very small and doesn't justify such a big change in the system. • There may be other groups of students which work better in the winter than the summer months. <p>Examples for 1 mark:</p> <ul style="list-style-type: none"> • The number of school-children with SAD could be lower than 5%. • 5% is very small. 	[2]

Question Number	Answer	Max Mark
22	<p>Supposing the evidence in paragraph 4 is true, what do we need to assume in order to make it support the conclusion?</p> <p>2 marks – A clearly stated assumption linked to the evidence that is necessary for the conclusion to be drawn that long summer holidays contribute to social problems/we should reduce the length of the school summer holidays.</p> <p>1 mark – A statement that is too strong to be an assumption but supports the conclusion or an assumption that is too weak to support the conclusion.</p> <p>0 marks – No creditworthy material; for instance an answer unrelated to the evidence.</p> <p>Examples for 2 marks:</p> <ul style="list-style-type: none"> • A significant number of the (extra) crimes committed in August were by school-children. • That the August crime figures were worse than other months of the year during term-time (not only worse than the month of September). • These crime figures are representative of/can be generalised to other areas of the UK. • Shorter summer holidays would reduce crime levels. • Criminal damage is/causes social problems. <p>Examples for 1 mark:</p> <ul style="list-style-type: none"> • The (extra) crimes committed in August were by school-children. <i>(too strong)</i> • Some/a number of the (extra) crimes committed in August were by school-children. <i>(too weak)</i> • All other geographical areas in the UK also show crime is worse during the summer holidays. <i>(too strong)</i> <p>NB No credit for saying that it is assumed that other types of crime are higher as well in the summer. Criminal damage being worse is itself enough to conclude that social problems are caused.</p>	[2]

Question Number	Answer	Max Mark
23	<p>What does paragraph 4 imply about working parents?</p> <p>1 mark – A statement of an inference that can be drawn from the passage.</p> <p>0 marks – No creditworthy material; for instance a statement that is far too strong to be safely inferred from the passage. Or for statement that is in the passage.</p> <p>Examples for 1 mark:</p> <ul style="list-style-type: none"> • (Many) parents find it difficult to take time off work. • (Many) parents do not wish to take time off work. • (Many) parents are reluctant to entertain their children. <p>NB <i>If the answer clearly says ‘ALL parents’ then this scores zero, for being too strong.</i></p> <p>Examples for 0 marks:</p> <ul style="list-style-type: none"> • No working parent wishes to take time off work. <i>(too strong)</i> • Working parents would welcome shorter summer breaks. <i>(in passage)</i> • Many parents feel forced to take time off work. <i>(in passage)</i> 	[1]
24	<p>(a) State the counter-assertion given in paragraph 5.</p> <p>(It can be argued that) a reduced summer break would be unpopular with teachers.</p> <p>The words in brackets are not required but candidates should not be penalised if some or all of them are included.</p> <p>Paraphrases of the statement get no marks.</p> <p>NB <i>If candidates leave sections out by using ellipses (...) then credit only what is seen without filling in the gaps. In this case, this will mostly mean no marks are scored.</i></p> <p>(b) Evaluate the reasoning used in paragraph 5 to reject this counter-assertion. You should refer to at least <u>two</u> strengths or weaknesses.</p> <p>Candidates need to make two points. Each point may be strong or weak.</p> <p>5 marks: two strong points 4 marks: one strong point, one weak point 3 marks: one strong point 2 marks: two weak points 1 mark: one weak point</p>	[1]

Question Number	Answer	Max Mark
24 continued	<p>Examples of strong points:</p> <p>Strengths</p> <ul style="list-style-type: none"> • 14 weeks is far more holiday than the vast majority of people get. • 9-3.30 is a lot less than the average hours that employees have to be at work. Most employees have to work until five o'clock at least. <p>Weaknesses</p> <ul style="list-style-type: none"> • Even if teachers are not teaching/at school, they could be working. They could be preparing lessons or marking homework. • Many teachers however will be on less than 14 weeks of holiday, as it's an average. • Teaching is more stressful than the average job so comparison of hours is not fair. • The unpopularity with teachers cannot be ignored because it might lead to teachers leaving the profession or make recruitment more difficult. • Just because other people work long hours and get short holidays doesn't mean teachers should. • Working conditions vary considerably from profession to profession so it's meaningless to compare teachers to other people. • The author is trying to make people angry/jealous but does not give reasons for shortening their holidays. • Teachers have relatively low salaries so they deserve longer holidays. <p>Examples of weak points:</p> <p>Strengths</p> <ul style="list-style-type: none"> • 14 weeks is a lot. • 9-3.30 is a lot less than the average hours that employees have to be at work. <p>Weaknesses</p> <ul style="list-style-type: none"> • Even if teachers are not teaching/at school, they could be working. • 14 weeks is only an average. • Teaching is more stressful than other jobs. • The unpopularity with teachers is still an important factor. • There is no reason to treat teachers like everybody else. • There is lots of variation in working conditions. • The author makes an appeal to emotion. • The author is trying to make people angry/jealous. • Teachers have low pay. <p>NB Ad hominem gets no credit. The author is not attacking the counter-arguer even though there is an attack on teachers.</p>	[5]
Section B Total		[30]

Section C – Developing Your Own Arguments		
Question Number	Answer	Max Mark
25	<p>Having shorter school summer holidays would reduce the time-frame within which family holidays could be taken. Give <u>one</u> detailed example of a problem this might cause.</p> <p>3 marks: for a detailed statement of a problem caused by having concentrated holidays.</p> <p>2 marks: for a statement of a problem caused by having concentrated holidays which lacks detail.</p> <p>OR for a detailed statement of a problem caused by having shorter summer holidays (<i>ie the candidate has focussed on the shortness as opposed to the fact they are concentrated</i>).</p> <p>1 mark: for a simply stated problem that has some relevance either to shorter summer holidays or to more concentrated holidays.</p> <p>Examples for 3 marks:</p> <ul style="list-style-type: none"> • The cost of holidays will be more expensive during this concentrated time-frame, meaning less wealthy people will be unable to go on the same quality of holidays. • The extra demand on holidays within a shorter time-frame will mean that some holiday locations will become full, so there is less availability of choice for people. • The higher concentration will mean the roads become more congested, so travel becomes more difficult for everyone in the UK during this time. • The impact of family holidays upon attendance might be increased, if as a result of the reduced time-frame, families needed to take their summer holidays during the extended term times. <p>Examples for 2 marks:</p> <ul style="list-style-type: none"> • Holidays will become more expensive, so not everyone will be able to afford to go on them. • There will be more competition on holiday resorts and some will become full. • A shorter time-frame for holidays will be worse for the tourist industry as the season is shorter. • Within a shorter time-frame, it is going to be harder for families to take longer, more adventurous holidays. <p>Examples for 1 mark:</p> <ul style="list-style-type: none"> • With shorter holidays the income for the tourist trade is lower. • Competition for holidays will be higher. • Holidays will become more expensive. 	[3]

Question Number	Answer	Max Mark
26	<p>Some people have suggested that: ‘School summer holidays should be at different times in different parts of the country.’</p> <p>Give <u>one</u> detailed example of a problem this might cause.</p> <p>3 marks: for a detailed statement of a problem caused by staggering holidays across the country.</p> <p>2 marks: for a statement of a problem caused by staggering holidays across the country which lacks detail.</p> <p>1 mark: for a simply stated problem that has some relevance to staggering holidays across the country.</p> <p>Examples for 3 marks:</p> <ul style="list-style-type: none"> • Staggering would mean that some parts of the UK may have their school holidays at time which has worse weather, which is unfair. • Families who have members in different regions would find it harder to go on holiday together. • Staggering the holidays will disrupt the national exam system. • People from different regions are less likely to go on holiday together which is less good for social mixing in the UK. <p>Examples for 2 marks:</p> <ul style="list-style-type: none"> • People from different regions are less likely to go on holiday together. • Some families will have members in schools in different regions. <p>Examples for 1 mark:</p> <ul style="list-style-type: none"> • The exams are at fixed dates. • The weather in July is better than in August. 	[3]

Question Number	Answer	Max Mark
	<p>Performance descriptors for questions 27 and 28</p> <p>10-12 marks (level 4) – Candidates present their own relevant argument with a clear structure where the conclusion is supported by at least three reasons and at least one well supported intermediate conclusion. The argument is convincing and may rely on only one or two reasonable assumptions. The argument may also contain other relevant argument elements eg evidence/examples, counter-assertion. The main conclusion is precisely and correctly stated. Grammar, spelling and punctuation are very good: errors are few, if any.</p> <p>7-9 marks (level 3) – Candidates present an argument that contains three or more reasons and there is an intermediate conclusion. The argument may be convincing in general but relies on some assumptions, so the link between reasons and conclusions is weakened. The argument may contain other argument elements that have less relevance to the overall argument. The main conclusion is clearly stated, perhaps with minor paraphrase(s). Grammar, spelling and punctuation are good: errors are few.</p> <p>4-6 marks (level 2) – Candidates present a basic argument that contains one or more reasons of some relevance to the main conclusion. There is an attempt to form an intermediate conclusion. The argument will rely on several assumptions and is not in general terms convincing. The conclusion is stated but may have a slightly different wording and/or meaning to the conclusion required. Grammar, spelling and punctuation are adequate but with errors which are sometimes intrusive.</p> <p>1-3 marks (level 1) – There is a limited attempt at an argument, which is related to that asked for in the question. The conclusion may be unstated, or different from that asked for in the question. At least one reason is given. There is no attempt to form any intermediate conclusions. Grammar, spelling and punctuation may be poor with errors which are intrusive.</p> <p>0 marks – No creditworthy material. Do not credit arguments simply lifted or paraphrased from the passage.</p>	

Level	C	R	IC	Argument elements	Assumptions	Convincing	GSP
4	Precise and correctly stated	3 or more relevant reasons	Well supported	May contain EV/EX, CA, HYP, analogy	May rely on reasonable assumptions only	Convincing	<ul style="list-style-type: none"> • Very good • Errors few if any
3	Clearly stated, may have minor paraphrase(s)	3 or more relevant reasons	IC	May contain these but they give weaker support to the argument	Relies on some – so link between R and C is weakened	Convincing in general	<ul style="list-style-type: none"> • Good • Errors few
2	Stated May have different wording / meaning but right direction	1 or more relevant reason	IC attempt		Will rely on several and/or questionable assumptions	Basic, generally not convincing	<ul style="list-style-type: none"> • Adequate • Errors are sometimes intrusive
1	May be unstated or different but related to that required (eg opposite to what asked for)	1 or more relevant reason	No IC			Limited	<ul style="list-style-type: none"> • Poor • Errors are intrusive

Question Number	Answer	Max Mark
27	<p>It has been argued that the real problem with education in the UK is class size. Consider the following claim:</p> <p>‘The average number of pupils in classes in the UK’s schools should be greatly reduced.’</p> <p>Write your own argument to <u>support or challenge</u> this claim.</p> <p>Marks will be given for a well-structured and developed argument. You should include at least 3 reasons, a well supported intermediate conclusion and a main conclusion. Your argument may also contain other argument elements.</p> <p>You may use information and ideas from the passage, but you must use them to form a new argument. No credit will be given for repeating the reasoning in the passage.</p> <p>CHALLENGING</p> <p><u>Acceptable conclusions – examples</u></p> <ul style="list-style-type: none"> • The (average) number of pupils in classes should not be greatly reduced (in the UK’s schools). • The (average) number of pupils in classes should be increased (in the UK’s schools). • The (average) number of pupils in classes should stay the same (in the UK’s schools). <p>Examples of points <u>challenging</u> the claim that the number of pupils in classes should be reduced – <i>these are all written with the first bullet point in mind.</i></p> <ul style="list-style-type: none"> • Less effective discussions with fewer ideas in class. • Worse for social interaction. • More expensive for schools as more teachers needed. • Not all schools have enough classrooms. • Expense of providing more classrooms/schools. • Difficulty of recruiting/training more teachers. • Some countries have excellent results with much larger classes, eg China, Japan. • If classes are smaller, then absences will have a more serious, negative effect. 	

Question Number	Answer	Max Mark
27 continued	<p>SUPPORTING</p> <p><u>Acceptable conclusions – examples</u></p> <ul style="list-style-type: none"> • The (average) number of pupils in classes (in the UK’s schools) should be greatly reduced. • (Average) class size should be much smaller (in the UK’s schools). <p>Examples of points <u>supporting</u> the claim that the number of pupils in classes should be reduced:</p> <ul style="list-style-type: none"> • Pupils get more individual attention from teachers. • Pupils get less distracted with a reduced number of them in the class. • Pupils get a better share of class equipment/resources. • Pupils get a greater opportunity to join in with class discussions. • Pupils have more chance to ask questions/get answers. • Pupils more confident in smaller groups. • Pupils get more space to stretch out their work rather than being cramped and not having adequate space for books, etc. <p><u>12 mark example</u></p> <p>The larger a class is, the harder it is for a teacher to control. Those who teach larger classes usually claim that they spend a greater amount of time taking disciplinary measures. This reduces the amount of time that students in these classes are actually receiving education. Another disadvantage to large classes is the amount of time that a teacher can spend attending to each pupil. This means that each student spends less time having their own problems solved. Therefore, smaller classes lead to a better education. The calmer environment also means that students have a better experience at school. Studies have shown that not only do pupils in smaller classes enjoy their education more, but are also bullied less. It is obvious that school classes should be greatly reduced in size.</p>	[12]

Question Number	Answer	Max Mark
28	<p>Write your own argument to challenge the main conclusion of the argument in the passage.</p> <p>Marks will be given for a well-structured and developed argument. You should include at least 3 reasons, a well supported intermediate conclusion and a main conclusion. Your argument may also contain other argument elements.</p> <p>You may use information and ideas from the passage, but you must use them to form a new argument. No credit will be given for repeating the arguments in the passage.</p> <p>The expected argument will be to challenge the conclusion that “we should reduce the length of the school summer holidays”.</p> <p>NB Check Q16 a), and accept the candidate arguing to challenge the conclusion of their answer to 16 a).</p> <p>NB For top two levels (7-12 marks); candidates need to have some reasoning referring to length of summer holidays, and not only reasons supporting the existence of summer holidays irrespective of length.</p> <p>NB If the candidate’s argument supports the conclusion, the maximum level they can be in is in level 1 (0-3 marks).</p> <p>Example acceptable conclusions:</p> <ul style="list-style-type: none"> • We should not reduce / shorten the length of the school summer holiday. • We should keep the length of the school summer holiday the same. • We should increase the length of the school summer holiday. <p>Examples of points challenging the conclusion that the length of school summer holidays should be reduced:</p> <ul style="list-style-type: none"> • Less time for children to take part in holiday activities/sports. • Will damage the UK’s tourist industry. • Some children find it hard to concentrate at school in the summer due to hay fever, etc. • Over 16s in school will have less opportunity for summer employment. • Independent schools tend to have longer summer holidays and get better academic results. • Summer holidays will become more expensive, with people competing for them in a shorter time-span. • Many sixth form students use the summer for vacations and for work experience/summer placements. If shorter there may not be time for both. • Teachers and pupils get tired after the year and need time to refresh. • Exam boards need time to process results within the break. <p>A 7 mark example is on the next page.</p>	

Question Number	Answer	Max Mark
28 continued	<p><u>7 mark example</u></p> <p>Long summer holidays reduce stress of the pupils involved potentially improving their mental health and reducing the effects of disorders such as SAD. Teachers also find this time very important to prepare for the upcoming term to give the students the best learning opportunities possible.</p> <p>It may also be beneficial to the pupils as it gives them the opportunity to participate within extra-curricular activities enriching their learning experience. Reducing the summer holidays may have adverse effects on children's opportunities to relax and enrich, and it may even affect their learning due to lack of time for preparation. Some people may argue that this is wasted time, but there may be more problems created than solved by restricting the freedom, therefore restricting summer holidays should not be employed.</p>	[12]
	Section C Total	[30]
	Paper Total	[75]

Assessment Objectives Grid (includes QWC)

Question	AO1	AO2	AO3	Total
1-15	8	7		15
16a	2			2
16b	3			3
17a	1			1
17b	2			2
18	2			2
19		6		6
20		3		3
21		2		2
22	2			2
23	1			1
24a	1			1
24b		5		5
25			3	3
26			3	3
27			12	12
28			12	12
Total	22	23	30	75

Specification Reference	Question Numbers
3.2.1.1 understand and use specific terms	1,9,10,12,14,16,23
3.2.1.2 identify and explain the purpose of argument elements	2,4,7,13,14,18,19,24
3.2.1.3 explain the difference between explanation and argument	17
3.2.1.4 recognise explanations in longer arguments	17
3.2.2.1 assessing strengths or weaknesses within arguments	5,10,11,15,19,21,22,24
3.2.2.2 identify and explain flaws within arguments	6,8,20
3.2.2.3 identify and describe appeals within arguments	3
3.2.3 develop own reasoned arguments	25,26,27,28

Grade Thresholds

Advanced GCE Critical Thinking (H052 H452)
June 2009 Examination Series

Unit Threshold Marks

Unit		Maximum Mark	A	B	C	D	E	U
F501	Raw	75	58	52	46	40	35	0
	UMS	100	80	70	60	50	40	0
F502	Raw	75	56	51	46	41	37	0
	UMS	100	80	70	60	50	40	0

Specification Aggregation Results

Overall threshold marks in UMS (ie after conversion of raw marks to uniform marks)

	Maximum Mark	A	B	C	D	E	U
H052	200	160	140	120	100	80	0

The cumulative percentage of candidates awarded each grade was as follows:

	A	B	C	D	E	U	Total Number of Candidates
H052	9.1	25.1	46.9	66.2	81.3	100.0	15315

15315 candidates aggregated this series

For a description of how UMS marks are calculated see:

http://www.ocr.org.uk/learners/ums_results.html

Statistics are correct at the time of publication

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