

# **Critical Thinking**

Advanced GCE A2 H452

Advanced Subsidiary GCE AS H052

## **Mark Schemes for the Units**

---

**January 2010**

**HX52/MS/R/10J**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of pupils of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, OCR Nationals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support which keep pace with the changing needs of today's society.

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

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

Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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

© OCR 2010

Any enquiries about publications should be addressed to:

OCR Publications  
PO Box 5050  
Annesley  
NOTTINGHAM  
NG15 0DL

Telephone: 0870 770 6622  
Facsimile: 01223 552610  
E-mail: [publications@ocr.org.uk](mailto:publications@ocr.org.uk)

## CONTENTS

**Advanced GCE Critical Thinking (H452)**

**Advanced Subsidiary GCE Critical Thinking (H052)**

### MARK SCHEMES FOR THE UNITS

<b>Unit/Content</b>	<b>Page</b>
F501 Introduction to Critical Thinking	1
F502 Assessing and Developing Argument	21
F503 Ethical Reasoning and Decision-Making	44
F504 Critical Reasoning	54
Grade Thresholds	63

# F501 Introduction to Critical Thinking

Section A – The Language of Reasoning				
Question	Expected Answer	Mark	Rationale/Additional Guidance	
1	<p>Brackets indicate words that may or may not be included, ie they do not affect the mark given.</p> <p><b>3 marks</b> – For precisely stating the argument element in the exact words of the author. You must only credit the words written. Ellipsis quoting the first and last word should not be credited.</p> <p><b>2 marks</b> – For precisely stating the argument element in the exact words of the author, but missing out information.</p> <p><b>or</b> for a reasonably precise statement of the argument element which includes minor paraphrasing.</p> <p><b>1 mark</b> – For a less accurate statement of the argument element which has the gist but lacks precision <b>and/or</b> contains additional information.</p> <p><b>0 marks</b> – For a statement of an incorrect part of the text.</p>			
1	(a)	<p><b>State the <u>main conclusion</u> of the argument presented in paragraphs 1, 2 and 3.</b></p> <p>(Consequently,) as a response to saving money, energy and the planet, the blackout needs to be rethought.</p> <p>NB Credit 2 marks for an answer that misses out “as a response...planet”, ie if the phrase “the blackout needs to be rethought” is given – award 2 marks.</p>	[3]	<p>Do not accept the conclusion of the counter argument (answer to 1c)</p> <p>The 2 marks can be given even if the final phrase is preceded by ellipsis.</p>
1	(b)	<p><b>State <u>three</u> argument indicator words that are used in paragraphs 1, 2 and 3.</b></p> <p>Credit up to three marks, with one mark each for any of the following: if, also, however, equally, because, consequently, needs.</p>	[3x1]	<p>“Claim”, “argue/argument” are not acceptable as they are not argument indicator words.</p> <p>“Needs” is accepted in this passage because it serves the same purpose as “should” and “ought”.</p> <p>“Since” and “as” are not acceptable because not being used in this passage as indicator words.</p>

Section A – The Language of Reasoning				
Question		Expected Answer	Mark	Rationale/Additional Guidance
1	(c)	<p>From the <u>counter argument</u> presented in paragraph 1 state:</p> <ul style="list-style-type: none"> <li>the <u>conclusion</u> of the counter argument (Councils in England and Wales argue that a) reduction in street lighting is necessary.</li> </ul>	[3]	
		<ul style="list-style-type: none"> <li>the <u>hypothetical reason</u> given in the counter argument If street lights are switched off in suburban areas at certain times, a council's carbon footprint can be reduced and its climate change targets can be met.</li> </ul> <p>NB Credit 3 marks if either the carbon footprint or the climate change is given after "...certain times".</p>	[3]	<p>Thus, credit 3 marks for any of the following: "If street lights are switched off in suburban areas at certain times... its climate change targets can be met." "If street lights are switched off in suburban areas at certain times, a council's carbon footprint can be reduced." "If street lights are switched off in suburban areas at certain times, a council's carbon footprint can be reduced and its climate change targets can be met." No marks can be awarded where a candidate paraphrases such that there is no hypothetical reasoning (ie the <b>idea</b> of 'if...then').</p>
		<ul style="list-style-type: none"> <li>one other <u>reason</u> given in the counter argument</li> </ul> <p>Credit only the following:</p> <p>(Councils also claim) the blackout could almost halve street lighting bills.</p>	[3]	Do not allow a reason which is part/all of the hypothetical reason.

Section A – The Language of Reasoning				
Question		Expected Answer	Mark	Rationale/Additional Guidance
2		Consider the <b>second</b> sentence in paragraph 2, ‘Essex County Council insisted that vandalism and petty crime had not increased since it started its blackout trials.’		
2	(a)	<p>Name the argument element used.</p> <p><b>2 marks</b> – example</p> <p><b>1 mark</b> – evidence</p> <p><b>0 marks</b> – for no credit-worthy material</p>	[2]	
2	(b)	<p>Explain your answer to 2(a).</p> <p><b>2 marks</b> – It illustrates a claim/reason.</p> <p>Credit answers that refer to it being an aid to understanding or demonstrate a feature of the claim or similar.</p> <p><b>1 mark</b> – It gives support to the reason/claim.</p> <p><b>0 marks</b> – For no credit-worthy material.</p> <p>NB Candidates with an incorrect answer to 2(a) may be credited in 2(b) if the correct answer is given here.</p>	[2]	<p>Do not accept “supports a conclusion” – this is the role of a reason not an example.</p> <p>If a candidate gives an incorrect answer in 2(a), they cannot gain any credit for explaining this incorrect answer in 2(b).</p>

Section A – The Language of Reasoning			
Question	Expected Answer	Mark	Rationale/Additional Guidance
3	<p>In <u>paragraph 1</u> the author refers to the city of Fairbanks in the US state of Alaska.</p> <p>Explain <u>two</u> ways in which Fairbanks' street lighting bill might or might not be typical of other cities' street lighting bills.</p> <p><b>2 marks</b> – For an explanation, with an element of comparison, eg "higher", "longer", which <b>clearly</b> links to street lighting/electricity bills.</p> <p><b>1 mark</b> – For an answer with limited explanation, that simply describes the situation in Fairbanks Or a justified comparison of a factor which could affect street lighting bills although the link is not given.</p> <p><b>0 marks</b> – For no credit-worthy material, eg if merely it is stated that "Fairbanks is different from other cities". 0 marks for the second answer if it repeats or is merely a reverse of the first.</p> <p>Example of a possible answer that would gain 2 marks:</p> <ul style="list-style-type: none"> <li>• It might not be typical because Fairbanks' street lighting bill is likely to be <u>higher</u> to cope with the extra darkness of their longer winter.</li> <li>• The bill might be <u>higher</u> if they have a greater density of street lights to improve visibility because of the length of time that they are in darkness.</li> <li>• The bill might be typical because Fairbanks might use <u>fewer</u> street lights to keep its costs in line with other cities.</li> </ul> <p>Credit answers that explain other relevant points of similarity or difference which affect the representative nature of the Alaskan evidence.</p> <p>Example of a possible answer that would gain 1 mark:</p> <ul style="list-style-type: none"> <li>• Fairbanks might have a high electricity bill.</li> <li>• Fairbanks might be a larger/smaller city (without further reference to lights/electricity).</li> </ul>	[2x2]	

Section A – The Language of Reasoning				
Question		Expected Answer	Mark	Rationale/Additional Guidance
4	(a)	<p><b>State the assumption that must be made about sodium street lamps in <u>paragraph 1</u>.</b></p> <p><b>3 marks</b> – For an accurate statement of the assumption.</p> <p>Examples of answers that would gain 3 marks:  A significant number of the 100,000 street lights are sodium.  Most street lights are sodium street lamps.  Most councils use sodium street lights.  The running cost of sodium street lamps is similar to that of other street lamps used by the council.</p> <p><b>2 marks</b> – For a less precise statement of the assumption.  eg <b>All</b> street lights are sodium street lamps  eg Councils use only sodium street lights.</p> <p><b>1 mark</b> – For the essence of an assumption expressed as a challenge.  eg Some councils will use other types of street lights/lamps.</p> <p><b>0 marks</b> – For the statement of an incorrect assumption.</p>	[3]	<p>Award 0 marks for “sodium street lights are expensive”.</p> <p>For 3 marks, the candidate needs to show an understanding that the author does not need to assume that <b>all</b> of these 100,000 lights are sodium or that <b>all</b> councils use sodium lights.</p>

Section A – The Language of Reasoning				
Question		Expected Answer	Mark	Rationale/Additional Guidance
4	(b)	<p><b>Those opposed to turning out street lights might argue, ‘Councils can reduce their carbon footprint without resorting to a blackout.’ Suggest <u>one</u> reason of your own to support this. You should not include any other argument elements.</b></p> <p><b>3 marks</b> – For a reason that gives clear support to reducing energy/councils’ carbon footprints without a blackout.</p> <p><b>2 marks</b> – For a relevant reason against the blackouts without reference to reducing carbon footprints or reducing energy.</p> <p><b>1 mark</b> – For an answer that goes beyond a reason, eg an argument/two reasons are given/a reason plus evidence.</p> <p><b>0 marks</b> – For no creditworthy material.</p> <p>Examples of answers that would gain 3 marks:</p> <ul style="list-style-type: none"> <li>• They could use ‘green energy’ for street lights (to reduce the carbon footprint without a blackout).</li> <li>• They could replace the sodium lights with LEDs/more energy efficient lights (to reduce energy consumption without a blackout).</li> <li>• They could reduce the use of plastics (to reduce the carbon footprint without a blackout).</li> <li>• They could recycle more (to reduce the carbon footprint without a blackout).</li> </ul> <p>Credit other relevant reasons. Example of an answer that would gain 2 marks:</p> <ul style="list-style-type: none"> <li>• Councils can use different types of lights.</li> </ul>	[3]	<p>The reason does not have to be linked to street lighting.</p> <p>A useful guide to testing the answer is to complete the sentence given in the question by adding “because...”, followed by the candidate’s response, using appropriate paraphrasing, in your mind.</p>

Question	Expected Answer	Mark	Rationale/Additional Guidance
5	<p>Consider the argument presented in <u>paragraph 3</u>. Assess how strongly the reasons support the conclusion. You should include:</p> <ul style="list-style-type: none"> <li>• <b>two <u>developed</u> points</b></li> <li>• <b>these should refer directly to the <u>links</u> between the reasons and the conclusion.</b></li> </ul> <p>Credit as follows for up to two points made:</p> <p><b>3 marks</b> – For a correct point of assessment that states the correct conclusion and reason and directly assesses the link.</p> <p><b>2 marks</b> – For a correct point that states the correct conclusion and which assesses a correct reason without assessing the link.</p> <p><b>1 mark</b> – For a correct point that identifies the link but offers no assessment.</p> <p>Examples of assessment points that could be made:</p> <ul style="list-style-type: none"> <li>• There is a gap in the link between the reasons given about safety and the conclusion to rethink the blackout. The argument assumes that lack of safety, <i>'increased crime and fear of crime'</i> and possible increase of the <i>'number of road accidents'</i> is important enough to challenge the financial and environmental impact of leaving street lamps on during the hours of the proposed blackout.</li> <li>• The argument provides reasons about safety eg <i>'increased crime and fear of crime'</i> but it does not address issues of <i>'money, energy and the planet'</i>, to be able to draw the conclusion that in terms of these, the proposed blackout needs to be rethought.</li> </ul>	<b>[6]</b>	<p><b>Guidance:</b>  The conclusion is that “as a response to saving money, energy and the planet, the blackout needs to be rethought.”  The reasons are:  “The government-backed blackouts would inevitably lead to increased crime and the fear of crime.”  “Changes in street lighting could increase the number of road accidents.”</p> <p>Candidates do not need to have the reasons and conclusions expressed precisely; they can paraphrase or extract the parts relevant to their assessment.</p> <p>Award 1 mark for stating the reason and conclusion correctly.</p> <p>The conclusion needs to be mentioned in each point (although this could be achieved by referring to only part of the conclusion) or else give no credit for the point where omitted.</p> <p>NB Do not accept simply “there is no evidence” or similar as an assessment of a reason.</p> <p>Do not accept evaluation of credibility of the source of the reason as an assessment of that reason.</p>

Question	Expected Answer	Mark	Rationale/Additional Guidance
	<p>Credit answers that assess the link by treating money, energy or the planet as separate points.</p> <ul style="list-style-type: none"> <li>• The second reason points out the possible results from <i>'changes in street lighting'</i>. This might be different from the <i>'blackout'</i> in the conclusion eg the reason might be referring to different types of street light being used. If so, this would not give a reason to support that <i>'the blackout consequently needs to be rethought.'</i></li> <li>• In the first reason, <i>'inevitably'</i> is a prediction and therefore not an actuality and in the second reason the <i>'warning'</i> is also not a certainty. Both of these therefore are dealing with what might happen, providing no certainty to support <i>'the blackout consequently needs to be rethought.'</i></li> </ul>		
	<b>Section A Total</b>	<b>[35]</b>	

Section B – Credibility						
Question	Expected Answer		Mark	Rationale/Additional Guidance		
6	<p><b>Assess the credibility of <u>Document 2</u> from TheAA.com. 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.</b></p> <p><b>3 marks</b> – For a point of assessment of the document that correctly applies a relevant credibility criterion (accept synonyms) and demonstrates it with explicit reference to the text of the document.</p> <p><b>2 marks</b> – For a point of assessment of the document that correctly applies a relevant credibility criterion without any relevant reference to the text of the document.</p> <p><b>1 mark</b> – For a point of assessment that demonstrates a correct understanding of the credibility criterion selected.</p> <p><b>0 marks</b> – For an irrelevant or inaccurate point/no creditworthy material.</p> <p>Examples of answers that would each gain <b>three</b> marks.</p> <table border="1" data-bbox="371 1018 1151 1190"> <tr> <td>Vested interest</td> <td>The authors have a vested interest to distort the facts in the best interest of their motorists. <i>‘Looking after the interests of its members as motorists has been at the heart of the AA’.</i></td> </tr> </table>		Vested interest	The authors have a vested interest to distort the facts in the best interest of their motorists. <i>‘Looking after the interests of its members as motorists has been at the heart of the AA’.</i>	[2x3]	<p>An assessment of the AA is acceptable as an assessment of the entire document.</p> <p>The credibility criterion has to be supported by the rest of the assessment.</p> <p>The reference to the text must clearly demonstrate support for the assessment; just stating an example is insufficient for the reference mark, eg merely using the statistics about insurance claims to support an assessment of expertise would not gain the third mark.</p> <p>This is an example of a 3 mark answer. <i>“The document has relevant expertise ✓ since it is written by the AA which understands the causes of car accidents ✓. This is shown by the fact that it has ‘a long pedigree in motoring affairs’. ✓”</i></p> <p>As the example above shows, the candidate does not have to state that the document has high or low credibility to achieve the assessment.</p> <p>In some instances the reference can also act as part of the assessment.</p> <p>AA study, AA Insurance and AA President are not acceptable because they are contained within the document.</p> <p>For a correct assessment of one source within the document, eg the Home Office/ Transport Minister, 1 mark can be awarded if a correct criterion is identified. However, if the individual source is used as an example to assess the credibility of the whole document, it can access all 3 marks.</p>
Vested interest	The authors have a vested interest to distort the facts in the best interest of their motorists. <i>‘Looking after the interests of its members as motorists has been at the heart of the AA’.</i>					

Section B – Credibility			
Question	Expected Answer	Mark	Rationale/Additional Guidance
	Vested interest		
	Bias		
	Expertise/ experience		
	Expertise		
	Reputation/ Vested interest		

Section B – Credibility			
Question	Expected Answer	Mark	Rationale/Additional Guidance
7	<p>In <b>Document 2</b>, the Transport Minister claims, “Experience shows that better street lighting helps improve road safety, as well as reducing crime and fear of crime.”</p> <p><b>2 marks</b> – For each source correctly identified together with a correct statement of their claim.  <b>1 mark</b> – For a claim without a source.  <b>0 marks</b> – For no credit-worthy material.</p>		
7	(a)		<p><b>Identify a claim and its source, within <u>Document 1</u>, that corroborates this claim.</b></p> <ul style="list-style-type: none"> <li>Derek Barnett, of the Police Superintendent’s Association, said, “<i>Good street lighting reduces crime, it makes the public feel safe and reduces the risk of road traffic accidents.</i>”</li> </ul> <p>There are no other claims that corroborate the above claim.</p>
		[2]	<p>Provided that the right area is identified by the claim, 2 marks.  Ellipses are acceptable provided that there is a start and a finish.  Paraphrasing must be treated with extreme caution.  Do not accept the warning that “changes in street lighting could increase the number of road accidents” since although this is a consistent statement it does not corroborate.  Do not accept “government-backed blackouts would inevitably lead to increased crime and fear of crime” – this does not corroborate.</p>
7	(b)		<p><b>Identify a claim and its source, within <u>Document 1</u>, that is <u>inconsistent</u> with this claim.</b></p> <p>Credit only the following answers:</p> <ul style="list-style-type: none"> <li>(The spokesperson of the) Essex County Council is reported as insisting that “<i>vandalism and petty crime had not increased since it started its blackout trials.</i>”</li> </ul> <p>Accept as alternative claims for the same source even though they could be interpreted as not directly inconsistent:</p> <p>“<i>There is an argument that cutting street lights reduces some types of crime because groups of people no longer like hanging around street corners if it is dark.</i>”</p>
		[2]	

Section B – Credibility				
Question		Expected Answer	Mark	Rationale/Additional Guidance
		Councils “ <i>blackouts don’t appear to make the streets less safe.</i> ”		

Section B – Credibility				
Question		Expected Answer	Mark	Rationale/Additional Guidance
8	(a)	<p>Refer to <u>Document 1</u>. Assess the credibility of one claim made by the <u>Hampshire resident</u> in paragraph 5 and one made by the <u>Buckingham County Councillor</u> in paragraph 6.</p> <p>Apply <u>two</u> credibility criteria to explain how these may strengthen or weaken the credibility of the selected claim.</p> <p>Claim:  <b>1 mark</b> – For an accurate statement of the claim.  <b>0 marks</b> – For an inaccurate or incorrect statement of the claim.</p> <p>Assessment:  Assessment of two points for each source.  For each application of a relevant credibility criterion (accept synonyms):</p> <ul style="list-style-type: none"> <li>- well explained: <b>2 Marks</b></li> <li>- weakly explained: <b>1 Mark</b></li> </ul> <p>Award <b>1 additional mark</b> for an explicit indication of whether this would strengthen or weaken the claim.</p> <p>Partial performance:  Award a maximum of 1 mark if there is no explicit indication as to whether the credibility criterion strengthens or weakens the claim, regardless of quality of the explanation.  Award a maximum of 1 mark for an assessment which demonstrates a correct understanding of a credibility criterion.</p> <p><b>0 marks</b> – For an irrelevant or inaccurate assessment / no creditworthy material.</p>	[7 + 7]	<p>Markers must be careful if candidates choose both bias and vested interest to check that the same material is not being used twice.</p> <p>Only accept RAVEN criteria, not corroboration, circumstantial, etc.</p> <p>Candidates can use the same criterion twice provided their assessment is different, ie vested interest could be assessed as weakening credibility and then a different point made about vested interest strengthening credibility.</p>

Section B – Credibility									
Question	Expected Answer	Mark	Rationale/Additional Guidance						
	<ul style="list-style-type: none"> <li><b>Hampshire resident's claim</b></li> </ul> Claim: eg " <i>It is a criminal's haven.</i> " Accept the other claims made by the resident.  Example of assessments that would each gain <b>3</b> marks: <table border="1" data-bbox="371 512 1151 1359"> <tr> <td>Expertise</td> <td>It is unlikely that the resident would have the expertise in criminal behaviour to be able to predict such negative consequences. This would <i>weaken</i> the credibility of their claim.</td> </tr> <tr> <td>Vested interest</td> <td>As a resident in the area where the blackout has been introduced, they have a vested interest to exaggerate the possible negative consequences. This would <i>weaken</i> the credibility of their claim.</td> </tr> <tr> <td>Experience/Ability to observe</td> <td>As a resident in the area where the blackout has been introduced, they have first hand experience to directly observe its effects upon the environment and the community, to be able to predict negative consequences in an informed manner. This would <i>strengthen</i> the credibility of their claim.</td> </tr> </table>	Expertise	It is unlikely that the resident would have the expertise in criminal behaviour to be able to predict such negative consequences. This would <i>weaken</i> the credibility of their claim.	Vested interest	As a resident in the area where the blackout has been introduced, they have a vested interest to exaggerate the possible negative consequences. This would <i>weaken</i> the credibility of their claim.	Experience/Ability to observe	As a resident in the area where the blackout has been introduced, they have first hand experience to directly observe its effects upon the environment and the community, to be able to predict negative consequences in an informed manner. This would <i>strengthen</i> the credibility of their claim.		
Expertise	It is unlikely that the resident would have the expertise in criminal behaviour to be able to predict such negative consequences. This would <i>weaken</i> the credibility of their claim.								
Vested interest	As a resident in the area where the blackout has been introduced, they have a vested interest to exaggerate the possible negative consequences. This would <i>weaken</i> the credibility of their claim.								
Experience/Ability to observe	As a resident in the area where the blackout has been introduced, they have first hand experience to directly observe its effects upon the environment and the community, to be able to predict negative consequences in an informed manner. This would <i>strengthen</i> the credibility of their claim.								

Section B – Credibility										
Question		Expected Answer	Mark	Rationale/Additional Guidance						
		<ul style="list-style-type: none"> <li><b>Buckingham County Councillor’s Claim</b></li> </ul> Claim: <i>“We have more of the public on our side than against. We started the ball rolling and now everyone is getting on the bandwagon because of the astronomical energy costs.”</i> Credit answers that give any part of this claim.  Example of assessments that would each gain <b>3</b> marks: <table border="1" data-bbox="371 544 1151 1190"> <tbody> <tr> <td>Reputation/Vested Interest</td> <td>As a councillor, they would have a vested interest <b>not</b> to distort their claim about the support, in order to maintain public confidence in and support for their council. This would <i>strengthen</i> the credibility of their claim.</td> </tr> <tr> <td>Vested interest</td> <td>As a councillor with an aim to reduce street lighting costs, they would have a vested interest to interpret or even exaggerate the level of public support in their favour. This would <i>weaken</i> the credibility of their claim.</td> </tr> <tr> <td>Ability to observe</td> <td>As a councillor they would have the ability to observe and judge the public reaction to the trial. This would <i>strengthen</i> the credibility of their claim.</td> </tr> </tbody> </table>	Reputation/Vested Interest	As a councillor, they would have a vested interest <b>not</b> to distort their claim about the support, in order to maintain public confidence in and support for their council. This would <i>strengthen</i> the credibility of their claim.	Vested interest	As a councillor with an aim to reduce street lighting costs, they would have a vested interest to interpret or even exaggerate the level of public support in their favour. This would <i>weaken</i> the credibility of their claim.	Ability to observe	As a councillor they would have the ability to observe and judge the public reaction to the trial. This would <i>strengthen</i> the credibility of their claim.		
Reputation/Vested Interest	As a councillor, they would have a vested interest <b>not</b> to distort their claim about the support, in order to maintain public confidence in and support for their council. This would <i>strengthen</i> the credibility of their claim.									
Vested interest	As a councillor with an aim to reduce street lighting costs, they would have a vested interest to interpret or even exaggerate the level of public support in their favour. This would <i>weaken</i> the credibility of their claim.									
Ability to observe	As a councillor they would have the ability to observe and judge the public reaction to the trial. This would <i>strengthen</i> the credibility of their claim.									

Section B – Credibility				
Question		Expected Answer	Mark	Rationale/Additional Guidance
8	(b)	<p><b>Explain</b> 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>the Hampshire resident's claim</u>. You should make <u>one</u> precise point.</p> <p><b>3 marks</b> – For an explanation clearly relevant to a valid assessment made in 8(a).  <b>2 marks</b> – For reasoning that is circular or a relevant point which is not explained.  <b>1 mark</b> – A point relevant to the assessment of the claim which however is not related to a valid assessment made in 8 (a).  <b>0 marks</b> – For an irrelevant or inaccurate point / no creditworthy material.</p> <p>An example of an answer that would gain 3 marks (for the credibility criterion of expertise used in 8(a):</p> <ul style="list-style-type: none"> <li>You would need to know that the resident wasn't part of the police force, or had not spoken to the local police or had not accessed local crime statistics to inform themselves to be able to make this prediction.</li> </ul> <p>An example of an answer that would gain 2 marks (for the credibility criterion of vested interest used in 8(a):</p> <ul style="list-style-type: none"> <li>You would need to know that they would be prepared to exaggerate the consequences in order to end the blackout.</li> </ul> <p>Credit other relevant points.</p>	[3]	

Section B – Credibility																
Question	Expected Answer		Mark	Rationale/Additional Guidance												
9	<p><b>Come to a judgement as to whether turning off street lights in suburban areas between midnight and 5am would make these areas less safe at these times than if they were lit. You should make a reasoned case with a judgement based on:</b></p> <ul style="list-style-type: none"> <li>the relative credibility of both sides</li> <li>the relative plausibility (likelihood) of both outcomes ie areas are less safe than when lit, or they are as safe as when lit.</li> </ul> <p><b>Your answer should include sustained comparisons within each of these tasks and must refer to the material within the documents.</b></p> <p>In this question there are four areas:</p> <ul style="list-style-type: none"> <li>credibility both sides</li> <li>and plausibility both outcomes.</li> </ul> <p>For each of the four areas, the assessment could be strong, weak, or not covered.</p> <p>'Strong' means a developed point with justification.</p> <p>'Weak' means an assertion without justification.</p> <p>In plausibility, the assertion must link to the outcome.</p> <p>Merely stating a credibility criterion should not be accepted as an assertion.</p> <table border="1"> <thead> <tr> <th colspan="2">Credibility</th> <th colspan="2">Plausibility</th> </tr> </thead> <tbody> <tr> <td>Side A</td> <td>Strong/Weak/ Not covered</td> <td>Outcome A</td> <td>Strong/Weak/ Not covered</td> </tr> <tr> <td>Side B</td> <td>Strong/Weak/ Not covered</td> <td>Outcome B</td> <td>Strong/Weak/ Not covered</td> </tr> </tbody> </table> <p><b>8-13 marks Level 3</b>  <b>Strong, relative and sustained assessment</b>                      All four areas are covered and at least <b>three</b> are strong – <b>9 marks</b></p>		Credibility		Plausibility		Side A	Strong/Weak/ Not covered	Outcome A	Strong/Weak/ Not covered	Side B	Strong/Weak/ Not covered	Outcome B	Strong/Weak/ Not covered	[13]	<p>Corroboration is accepted as a credibility criterion in THIS question.</p> <p>When phrases such as “the council is credible because it has a good reputation” appear, they should not be accepted as even weak credibility without further support.</p>
Credibility		Plausibility														
Side A	Strong/Weak/ Not covered	Outcome A	Strong/Weak/ Not covered													
Side B	Strong/Weak/ Not covered	Outcome B	Strong/Weak/ Not covered													

Section B – Credibility			
Question	Expected Answer	Mark	Rationale/Additional Guidance
	<p>Three areas are covered and at least <b>two</b> are strong – <b>8 marks</b></p> <p>Plus credit 1 mark each for any of the following:</p> <ul style="list-style-type: none"> <li>• Direct points of comparison are made;</li> <li>• A clear and explicit judgement is drawn from an assessment of both the credibility and plausibility of each side;</li> <li>• Effective reference is made to the material in the documents;</li> <li>• Effective use is made of specialist terms and argument indicator words. Grammar, spelling and punctuation are accurate.</li> </ul> <p><b>4-7 marks Level 2</b> <b>Partial or weak assessment</b></p> <p>Three areas are covered and <b>one</b> is strong – <b>5 marks</b></p> <p>Two areas are covered and <b>one</b> is strong – <b>4 marks</b></p> <p>Plus credit 1 mark each for any of the following:</p> <ul style="list-style-type: none"> <li>• Limited use is made of the material in the documents <b>and</b> an explicit judgement is made;</li> <li>• Correct use of specialist terms <b>and</b> grammar, spelling and punctuation are adequate.</li> </ul> <p><b>1-3 marks Level 1</b> <b>Basic assessment</b></p> <p>Some areas are covered but <b>none</b> are strong or only one area is covered and is strong.</p> <p>The points are connected – <b>2 marks</b></p> <p>The points are disjointed – <b>1 mark</b></p> <p>Plus credit 1 mark for the following:</p> <ul style="list-style-type: none"> <li>• If reference to sources or claims is made and grammar, spelling and punctuation do not impede understanding.</li> </ul>		

Section B – Credibility			
Question	Expected Answer	Mark	Rationale/Additional Guidance
	<p><b>0 marks</b> – for no creditworthy material. NB Candidates who exclusively repeat their answers to Q8(a) without comparison should also be awarded 0 marks. Answers might include <b>some</b> of the following comparisons:</p> <p><b>The relative credibility of both sides</b> eg Vested interest The side that warns of reduced safety in blackouts includes a <i>resident</i> who had experienced the trial and might have a vested interest to exaggerate the outcome as ‘<i>a criminal’s haven</i>’ in order to have the street lighting returned, <b>as</b> the resident claims that it is ‘<i>very intimidating</i>’ for those on their own. The PSA source might <b>also</b> have a vested interest to present information selectively about ‘<i>good street lighting</i>’ <b>thus</b> supporting lighting at night, in order to make policing more effective. In both cases the possible gains from having the trial reversed reduces the credibility of the evidence given by this side.</p> <p>On the side that advocates the blackout as a solution, evidence is only given by those who have much to gain from the trial blackout being seen as successful. <i>Essex County Council</i> and <i>Buckingham County Council</i> both have a vested interest to be selective in what they say to support their trial, <b>as</b> this will help their budgets and them to meet their ‘<i>climate change targets</i>’. This <b>therefore</b> reduces the credibility of the claim of ‘<i>widespread support</i>’ for the blackout and that ‘<i>vandalism and petty crime had not increased</i>’.</p> <p><b>Although</b> there is vested interest on both sides, the views of the person from Police Superintendents’ Association might be seen as more credible, <b>as</b> they do not directly benefit from the reversal of the trial, <b>thus</b> making the side against the blackout slightly more credible.</p>		

Section B – Credibility			
Question	Expected Answer	Mark	Rationale/Additional Guidance
	<ul style="list-style-type: none"> <li>• <b>The relative plausibility (likelihood) of both outcomes ie areas are less safe than when lit, or are as safe as when lit.</b>            The likelihood is that where lights are switched off these areas are likely to become less safe, <b>since</b> the aim of street lighting is to enable the public to see better in the dark. <b>As evidenced</b> by the <i>photographs</i> without street lights it is difficult to anticipate hazards in the dark, <b>although</b> it could be argued that without the glare of street lights people will be able to see better into the areas where the street lights did not extend. <b>Also</b> moonlit nights often offer sufficient light to see <b>and</b> people tend to alter the speed of travel to cope with reduced vision, as in rural areas where people appear to cope without street lights. It seems plausible <b>therefore</b> that there will be more risks, in line with those in rural areas, making the solution less safe than lit streets.</li> </ul> <p>The Hampshire resident pointed out it can feel <i>'intimidating'</i> with concern of increased <i>'vandalism'</i> and <i>'burglary'</i>, <b>but</b> fear of increased danger is not the same as this actually happening. <i>Essex County Council</i> found no increase of these within the trial <b>and</b> it is possible that the dark would deter crime where having to use a light would attract attention to the crime. It seems implausible <b>therefore</b> that any increases in crime would be to the extent of unlit areas being <i>'a criminal's haven'</i>.</p>		
	<b>Section B Total</b>	<b>[40]</b>	
	<b>Paper Total</b>	<b>[75]</b>	

# F502 Assessing and Developing Argument

## Section A

Question	Key	Text	Type	AO
1	B	house birds	Name Argument element	AO1
2	C	house birds	Statement of Flaw	AO2
3	A	bio-fuels	Identify Intermediate Conclusion	AO1
4	A	bio-fuels	Identify Principle which supports	AO2
5	C	bio-fuels	Weaken	AO2
6	D	digital music	Name Flaw	AO2
7	A	digital music	Assumption	AO1
8	D	digital music	Strengthen	AO2
9	D	fast eating	Identify Main Conclusion	AO1
10	C	fast eating	Name Argument element	AO1
11	C	fast eating	Name Flaw	AO2
12	A	custody children	Weaken	AO2
13	B	custody children	Assumption	AO1
14	A	alcohol tax	Identify Argument element	AO1
15	C	alcohol tax	Weaken	AO2

**Section A Total = [15]**

## Analysis of Multiple Choice Passages & Answers

### Q1 & 2 House birds

Ev – According to annual surveys of garden birdwatchers, the number of birds visiting England's gardens has been decreasing for some time.

Ex – The worst case is the sparrow, which has declined by 68% in the past twenty-five years.

Ev – There has at the same time been a steady increase in the popularity of patio-paving and decking instead of lawns.

R – This has reduced the amount of grassed area in the average garden.

MC – We should restrict the removal of grassed areas from gardens.

**Q1 Key – B –** see above.

**Q2 Key – C –** The argument assumes that the decrease in visiting is due to the reduction in grass areas as it has occurred after it (post hoc), but it could be due to other factors such as bird population falls, climate change, etc.

A – Neither of these are options that the argument is proposing – instead that there should be less of either of these.

B – The argument is about the visitations of birds being affected by the lack of lawns, not the survival or population figures for birds.

D – The argument admits this by saying sparrow is the worst case. They are just cited as an example with the evidence given that in general visitation figures are down.

**Q3, 4 & 5 Bio-fuels**

R1 – Bioethanol made by fermenting sugar crops or maize can be added to petrol.

R2 – Replacing some of the petrol with bioethanol would cause less pollution,

IC – so insisting that bioethanol is added to petrol would be good for the environment.

MC – The Government should insist that all petrol contains at least 15% bioethanol.

**Q3 Key – A –** see above.

**Q4 Key – A –** This is a principle and it gives support to the conclusion as reducing petrol content via bio-fuels would avoid some environmental damage.

B – This is a principle but does not support this argument about one already identified alternative fuel.

C – This is a principle but does not support this conclusion which advocates some petrol still being used, a non-renewable fuel.

D – This is too narrow to be considered as a principle and in any case is essentially the conclusion, not a principle that would support it.

**Q5 Key – C –** The argument reasons on environmental pollution grounds that bioethanol should be used. If it is harmful in other ways, this takes away its advantage and thus weakens the argument, even if the bioethanol still helps more than it harms the environment.

A – This is a further advantage that bioethanol could cause, so strengthens the argument.

B – The argument is on environmental grounds. This would put people off the idea of using it but doesn't weaken the argument anywhere near as much as C would.

D – This is an appeal to authority which does not in itself offer much weakness to the argument. Certainly option C weakens more.

**Q6, 7 & 8 Digital Music**

Ev – A university survey has shown that, on average, students have over 800 illegally copied songs on their digital music players.

CR – Most students openly share their digital collections with each other, arguing that the practice is so commonplace that it is acceptable.

IC – These statistics are worrying for record companies and the entire music industry.

- MC – A change in process is needed and, rather than selling CDs or even downloadable albums, companies should introduce pay-for-use as a new way of operation.
- Q6 Key – D** – The students' argument relies upon the fact because it is commonplace, others are doing it, then it makes it okay that they do.
- A – The reasoning does not depend on the conclusion being true – this is not a circular argument.
- B – The argument gives evidence about most students which is enough for the problem to be shown – there is not a hasty generalisation made from here to all students, which the argument relies upon.
- C – The conclusion puts forward one solution: pay-for-use for music. It is not offering this against another weaker option in a false way to get people to choose it. It does not restrict the options as a flaw.
- Q7 Key – A** – In order for it to be necessary for the music industry to change to a new process, we need to assume that the current practice of file-sharing has caused a reduction in profits. If, for instance file-sharing had acted as a kind of marketing to cause more sales and profitability, there would not be a problem.
- B – We do not need to assume this. The fact that it is so large a problem with the student population (who may be the most important sector of the music population) is enough that action should be considered.
- C – We do not need to assume this. Whether students know it is illegal or not, they are still copying music which is potentially harming the industry such that it needs to change its process.
- D – We do not need to assume this. It is still a large amount of copied files and revenue loss for the industry even if per average student it represents a small percentage of their collections.
- Q8 Key – D** – This is an extra reason that supports this particular solution for the industry as it implies it will be successful. If there was not a demand for it, then there would be little point at looking at this as a solution.
- A – This is not a reason that gives extra support to the conclusion. If anything, it could pose problems if true and would therefore mean it would be less likely to succeed, weakening the argument.
- B – The fact that 800 is the average figure implies that this statement is true in any case – it does not offer additional strength to the argument.
- C – Even if true this does not in itself support that pay-for-use would be successful. It may even imply that companies should try charging less for their current services as a solution first, potentially even weakening the support for the conclusion.

**Q9, 10 & 11 Fast Eating**

R/Ev – Research carried out in Japan has shown that people who eat quickly are much more likely to become overweight.

Ev – Fast-eating women were found to be twice as likely to become obese; for men this rose to three times as likely.

Exp – Dietary experts say that eating too quickly reduces the ability of the body to respond to the 'feeling of fullness'.

MC – To avoid becoming obese, people should ensure they take more time over meals and eat slowly.

**Q9 Key – D** – see above.

**Q10 Key – C** – see above.

**Q11 Key – C** – In order for the conclusion to be accepted we need to accept that the research in Japan would be the same across other places in the world and other dietary habits. It may be a genetic effect or the particular diet in Japan that leads to this effect from fast eating.

A – There is no conflation of different words or terms being treated as the same incorrectly here.

B – The argument does not offer false choice between two options.

D – There is not a slippery slope being offered here from eating quickly to obesity – instead data representing that this link definitely occurs.

**Q12 & 13 Custody Children**

Ev – The chart data (showing that more UK children are in custody by a large margin than Germany or France).

Ev – The populations of Germany and France are both greater than the UK's.

MC – British children are far more likely to be involved in criminal activity than French or German children.

**Q12 Key – A** – If true this shows a factor that causes the graph data to be so different, other than criminality of children. Hence it weakens the support to the conclusion.

B – This is not relevant to this particular argument which is in comparison to France and Germany where the population comparisons have already been discussed.

C – This is not relevant to the conclusion which talks about occurrences of crimes, not the nature of them.

D – This does not weaken the conclusion, as the picture now is a stark difference. If this is the UK at its lowest then it shows the problem is normally worse (assuming Germany and France figures stayed static), which would even strengthen the argument.

**Q13 Key – B** – There is conflation in this argument between child crime and crime in general. This is acceptable if the mapping between the two is strong.

- A – This is not relevant to the conclusion which talks about occurrences of crimes, not the ages of the children committing them.
- C – This would imply that for the same figures of children in custody, Ireland has less crime being committed, which would damage the argument and certainly does not need to be assumed.
- D – This is not relevant to the conclusion.

**Q14 & 15 Alcohol Tax**

CR – It's been said that if people have to pay more for alcoholic drinks then they will drink less.

R – But alcoholic drinks have been getting more expensive for years and yet binge drinking is a growing problem.

MC – Increasing alcohol taxes is a poor way to tackle problem drinking.

**Q14 Key A** – see above.

**Q15 Key – C** – This weakens the argument because, if true, it means that alcoholic drinks have been getting cheaper in real-terms. This means that an increase in real-terms cost has not been tried yet, weakening the argument that it is a poor method.

- A – This gives an advantage to raising alcohol taxes as an action, but doesn't have an effect on the conclusion that they are a poor method to tackle problem drinking.
- B – This strengthens the argument.
- D – This is not relevant to the conclusion. Drink drivers are not the only example of problem drinking. Even if their number have decreased, the conclusion can still be drawn.

Section B – Analysing and Evaluating Argument		
Question Number	Answer	Max Mark
16 a)	<p><b>State the main conclusion of the argument presented in the passage.</b></p> <p><b>2 marks</b> – For precisely stating the main conclusion in the exact words of the author.</p> <p><b>1 mark</b> – 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>OR</p> <p>For precisely stating the intermediate conclusion directly supporting the main conclusion in the exact words of the author.</p> <p><b>0 marks</b> – For a statement of an incorrect part of the text.</p> <p><b><i>NB If candidates leave sections out by using ellipses (...) then credit only what is seen without filling in the gaps.</i></b></p> <p><b>Examples for 2 marks:</b></p> <ul style="list-style-type: none"> <li>• Allowing children under 12 to have mobile phones is unwise</li> <li>• Allowing children under the age of 12 to have mobile phones is unwise. (<i>this addition of “the age of” is clarification and should not be penalised</i>)</li> </ul> <p><b>Examples for 1 mark:</b></p> <p><b><i>Less accurate statements of MC:</i></b></p> <ul style="list-style-type: none"> <li>• Although mobile phones help children to stay in touch with their parents and contact them in an emergency, allowing children under 12 to have mobile phones is unwise</li> <li>• Although mobile phones help children, allowing children under 12 to have mobile phones is unwise</li> <li>• Children under 12 should not be allowed to use mobile phones</li> <li>• Allowing children to have mobile phones is unwise</li> <li>• Allowing children to have a mobile phone is unwise.</li> </ul> <p><b><i>Accurate statement of IC:</i></b></p> <ul style="list-style-type: none"> <li>• There are many problems with owning and using mobile phones at such a young age.</li> </ul>	[2]

Section B – Analysing and Evaluating Argument		
Question Number	Answer	Max Mark
16 b)	<p><b>State two counter-assertions</b></p> <p><b>2 marks</b> – For precisely stating the counter-assertions in the exact words of the author.</p> <p><b>1 mark</b> – For a less accurate statement of the counter-assertions which includes minor paraphrases or adds or subtracts information.</p> <p><b>0 marks</b> – For a statement of an incorrect part of the text. OR inclusion of another argument element in addition to the counter-assertion.</p> <p><b>NB If candidates leave sections out by using ellipses (...) then credit only what is seen without filling in the gaps. Any words in brackets are not required but candidates should not be penalised if these words are included.</b></p> <p>“they” may be replaced by “mobiles” or “mobile phones”, etc. (not just “phones”). “them” may be replaced with “children / youngsters”, etc.</p> <p><i>The two answers should be marked independently.</i></p> <p><b>Examples for 2 marks:</b></p> <ul style="list-style-type: none"> <li>• <i>(Although) mobile phones help children to stay in touch with their parents and contact them in an emergency</i></li> <li>• <i>We should not put a price on our youngsters’ safety</i></li> <li>• <i>Mobiles are not a danger to our kids or something we spoil them with</i></li> <li>• <i>Mobiles are not a danger to our kids</i></li> <li>• <i>Mobiles are not something we spoil them with</i></li> <li>• <i>(On the contrary,) they are something that will make them safer and more protected in society.</i></li> </ul> <p><b>Examples for 1 mark:</b></p> <ul style="list-style-type: none"> <li>• <i>(Although) mobile phones help children to stay in touch with their parents</i></li> <li>• <i>(Although) mobile phones help children contact their parents in an emergency</i></li> <li>• <i>We should not put a price on safety</i></li> <li>• <i>Mobiles are not a danger</i></li> <li>• <i>They are something that will make them safer</i></li> <li>• <i>They are something that will make them more protected in society</i></li> <li>• <i>Mobiles are not a danger to our kids or something we spoil them with. (On the contrary) they are something that will make them safer and more protected in society.</i></li> </ul> <p><b>Example for 0 marks:</b></p> <ul style="list-style-type: none"> <li>• <i>(Although) mobile phones help children to stay in touch with their parents and contact them in an emergency, allowing children under 12 to have mobile phones is unwise</i></li> <li>• <i>We should not put a price on our youngsters’ safety. Mobiles are not a danger to our kids or something we spoil them with. (On the contrary) they are something that will make them safer and more protected in society.</i></li> </ul>	[2,2]

Section B – Analysing and Evaluating Argument		
Question Number	Answer	Max Mark
17	<p><b>Evaluate the hypothetical reasoning in paragraph 2. You should refer to <u>one</u> strength <u>or</u> weakness.</b></p> <p><i>the hypothetical reason is “if they didn’t have mobiles children would be more observant and therefore more able to live safely in today’s busy world.”</i></p> <p><b>3 marks</b> - Developed and clear explanation of strength or weakness of hypothetical reasoning with clear reference to the content of it eg safety, more observant, etc.</p> <p><b>2 marks</b> – Developed and clear explanation of strength or weakness of hypothetical reasoning without clear reference to content</p> <p>OR partially stated or undeveloped statement of strength or weakness with clear reference to content.</p> <p><b>1 mark</b> – Partially stated or undeveloped statement of strength or weakness without clear reference to content.</p> <p><b>NB There are two routes open to candidates in evaluating the hypothetical reasoning:</b></p> <ul style="list-style-type: none"> <li>Evaluating whether the consequence follows from the initial premise</li> <li>Evaluating the place of the reasoning in the whole argument, eg it doesn’t support the MC.</li> </ul> <p><b>Examples for 3 marks:</b></p> <ul style="list-style-type: none"> <li>Not using mobile phones does not necessarily mean that children are more observant – there are plenty of other things which will distract them</li> <li>The hypothetical reasoning supports the fact that children should take care when they use their phones, but this isn’t the same as the question of whether they have them or not</li> <li>The reasoning gives strong support to the main conclusion because if phones do make children less safe, this is a good reason to disallow them.</li> </ul> <p><b>Examples for 2 marks:</b></p> <ul style="list-style-type: none"> <li>The hypothetical reasoning does not consider other factors so is weak</li> <li>There are many other things that distract children, so the hypothetical reason is weak</li> <li>There are many other things that distract children other than mobile phones</li> <li>The reasoning gives good support because mobile phones are making children less safe.</li> </ul> <p><b>Example for 1 mark:</b></p> <ul style="list-style-type: none"> <li>There are many other things that distract children</li> <li>It gives a valid reason to ban phones.</li> </ul> <p><b>NB No credit for answers that discuss the fact the hypothetical reasoning conflicts with counter-assertions.</b></p>	[3]

Section B – Analysing and Evaluating Argument		
Question Number	Answer	Max Mark
18	In paragraph 3 the author states: ‘mobile phones have a long-term negative effect on their [pupils’] educational development.’	
a)	<p><b>Name the argument element.</b></p> <p>Intermediate conclusion.</p> <p><b>No credit for “conclusion”.</b></p>	[1]
b)	<p><b>Justify your answer to question 18 (a).</b></p> <p><b>2 marks</b> – For explaining that there is reasoning that supports this statement AND that it supports the main conclusion.</p> <p><b>1 mark</b> – For explaining one of these factors, eg:</p> <ul style="list-style-type: none"> <li>• There is reasoning that supports it</li> <li>• It supports the main conclusion.</li> </ul>	[2]

Section B – Analysing and Evaluating Argument		
Question Number	Answer	Max Mark
19	<p><b>How strongly does Mr Reeves’ statement in paragraph 3 support the argument? You should make <u>one</u> evaluative point.</b></p> <p><b>2 marks –</b> Developed and clear explanation of strength or weakness of the statement’s support.</p> <p><b>1 mark –</b> Partially stated or undeveloped statement of strength or weakness.</p> <p><b>Examples for 2 marks:</b></p> <ul style="list-style-type: none"> <li>• The fact that job applications have recently got worse is a powerful example, which affects young people to a large extent</li> <li>• The evidence only supports the claim that there are problems with phone use if the applicants are unsuccessful because of their bad spelling, etc</li> <li>• The conclusion is about mobile phone use and under 12s and using evidence about graduate applications does not have much relevance being 8 – 10 years later in time</li> <li>• Just because employers have seen worse applications does not mean that mobile phone use has caused this.</li> </ul> <p><b>Examples for 1 mark:</b></p> <ul style="list-style-type: none"> <li>• Job applications are important so show there is a problem</li> <li>• A lot of time has past between phone use under 12s and graduate applications</li> <li>• Mobile phones have not caused bad spelling, punctuation, etc <i>(this is a challenge not an evaluation)</i></li> <li>• There are other factors which could cause bad spelling, etc</li> <li>• Under 12s do not apply for graduate jobs. <i>(misses the point of the text but this gets partial credit for spotting the time difference)</i></li> </ul> <p><b>NB No credit for any points made relating to any credibility criteria or referring to an appeal to authority.</b></p>	[2]

Section B – Analysing and Evaluating Argument		
Question Number	Answer	Max Mark
20	<p>In paragraph 4, an analogy is used comparing the banning of jewellery with the banning of mobile phones in schools. Make <u>one</u> point of evaluation about this analogy.</p> <p><b>3 marks</b> – For a relevant comparison with clear reference to the reasoning.</p> <p><b>2 marks</b> – A relevant comparison made with no clear reference to the reasoning</p> <p>OR A relevant point made on one side with a clear reference to the reasoning.</p> <p><b>1 mark</b> – A relevant point made on one side with no clear reference to the reasoning.</p> <p><b>0 marks</b> – For describing the analogy or giving a point of comparison or about one side which is irrelevant.</p> <p><b>Examples for 3 marks:</b></p> <ul style="list-style-type: none"> <li>The situations are similar as both are objects of wealth on display that children can get jealous over and see on each other. Banning each would make wealth differences less obvious at school</li> <li>Jewellery is always on display whereas mobile phones can be hidden so do not need to be banned.</li> </ul> <p><b>Examples for 2 marks:</b></p> <ul style="list-style-type: none"> <li>Both are objects that children want to spend money on, so they will cause jealousy/envy in the classroom</li> <li>Jewellery is banned for safety reasons not just wealth on display so the comparison is not the same</li> <li>Jewellery is always on display whereas mobiles can be kept hidden</li> <li>Mobile phones and jewellery can both be used to show off wealth.</li> </ul> <p><b>Examples for 1 mark:</b></p> <ul style="list-style-type: none"> <li>Both are objects which children can get jealous about</li> <li>Jewellery can be dangerous in schools</li> <li>Jewellery is always on display</li> <li>Jewellery is just for looking nice.</li> </ul>	[3]

Section B – Analysing and Evaluating Argument		
Question Number	Answer	Max Mark
21	<p><b>The use of survey evidence in paragraph 4 is flawed. Name the flaw and explain why the reasoning does not work. You must refer specifically to the reasoning in paragraph 4.</b></p> <p><b>Name:</b></p> <ul style="list-style-type: none"> <li>arguing from one thing to another, unrelated conclusion / non-sequitur</li> <li>(confusing) necessary and sufficient (conditions)</li> </ul> <p><b>No credit for “overdrawn conclusion”</b></p> <p><b>Explain:</b></p> <p><b>2 marks</b> – A clear explanation of why the reasoning is flawed clearly related to the passage.</p> <p><b>1 mark</b> – 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><b>0 marks</b> – No creditworthy material; for instance a further generic description of what the flaw is.</p> <p><b>Example for 2 marks:</b></p> <ul style="list-style-type: none"> <li>The fact that the majority of parents are concerned about mobile phones does not necessarily mean they do not want their children to have them.</li> </ul> <p><b>Examples for 1 mark:</b></p> <ul style="list-style-type: none"> <li>The survey was not about parents not wanting their children to have mobile phones.</li> </ul>	<p>[1]</p> <p>[2]</p>

Section B – Analysing and Evaluating Argument		
Question Number	Answer	Max Mark
22	<p><b>Evaluate the author’s use of evidence from university research in paragraph 5. You should refer to <u>one</u> strength <u>or</u> weakness.</b></p> <p><b>3 marks</b> – Clear statement of a strength or weakness with a developed explanation relating to the claim that mobile phones can have a variety of negative effects on physical development.</p> <p><b>2 marks</b> – Clear statement of a strength or weakness.</p> <p>OR</p> <p>Simple statement of a strength or weakness and clear explanation relating to the claim.</p> <p><b>1 mark</b> – A simple statement of a strength or weakness.</p> <p><b>0 marks</b> – No creditworthy material or evaluation of the evidence /credibility.</p> <p><b>STRENGTH</b></p> <p><b>Examples for 3 marks:</b></p> <ul style="list-style-type: none"> <li>• Damage to the spine is serious and gives strong support to the argument that phones have negative effect on physical development / negative physical effects</li> <li>• The study showed the effect was worse on children which supports the main conclusion that young children should not use phones.</li> </ul> <p><b>Examples for 2 marks:</b></p> <ul style="list-style-type: none"> <li>• Damage to the spine is physical damage is serious and gives strong support to the argument that phones can be bad</li> <li>• The study is carried out on children so it is relevant to the conclusion.</li> </ul> <p><b>Examples for 1 mark:</b></p> <ul style="list-style-type: none"> <li>• Neck and spine damage is serious</li> <li>• The study is carried out on children.</li> </ul> <p><b>WEAKNESS</b></p> <p><b>Examples for 3 marks:</b></p> <ul style="list-style-type: none"> <li>• The evidence is just one example of a negative physical effect so it does not give support to the claim that there are a range</li> <li>• Phone users do not necessarily need to twist their necks in order to use a phone so they need not cause negative effects</li> <li>• A study in the USA with phone habits for children over there may not be relevant to habits of children and phones here.</li> </ul> <p><b>Examples for 2 marks:</b></p> <ul style="list-style-type: none"> <li>• You can’t generalise from neck injury to other types of injury</li> <li>• What is relevant in the USA is not necessarily relevant to the UK</li> <li>• Phone users do not necessarily need to twist their necks to use phones</li> </ul> <p><b>Examples for 1 mark:</b></p> <ul style="list-style-type: none"> <li>• Not everyone twists their necks when using the phone</li> <li>• Study in USA not the UK.</li> </ul>	[ 3 ]

Section B – Analysing and Evaluating Argument		
Question Number	Answer	Max Mark
23	<p><b>A student reads the paragraph in the Resource Booklet and then claims that microwaves produced by mobile phones are not damaging. Explain whether or not this can be concluded from paragraph 5.</b></p> <p><b>2 marks</b> – Clear and convincing explanation of why the claim cannot be concluded.</p> <p><b>1 mark</b> – A statement that it cannot be concluded</p> <p style="padding-left: 40px;">OR A correct rationale on why it cannot be concluded without an explicit statement that it cannot be.</p> <p><b>0 marks</b> – A statement that it can be concluded even if supported by an argument.</p> <p><b>Example for 2 marks:</b></p> <ul style="list-style-type: none"> <li>• <i>This cannot be concluded from the paragraph as there is no evidence or reasoning in the paragraph to support this</i></li> <li>• <i>It cannot be concluded as the evidence in paragraph 5 is not about microwave injuries.</i></li> </ul> <p><b>Examples for 1 mark:</b></p> <ul style="list-style-type: none"> <li>• <i>It cannot be concluded</i></li> <li>• <i>It does not state that microwaves are damaging, it just says it has been debated.</i></li> </ul>	<b>[2]</b>

Section B – Analysing and Evaluating Argument		
Question Number	Answer	Max Mark
24	<p><b>Paragraph 6 contains a flaw. Name the flaw and explain why the reasoning does not work. You must refer specifically to the reasoning in paragraph 6.</b></p> <p><b>Name:</b></p> <ul style="list-style-type: none"> <li>• Ad hominem</li> <li>• Attacking the man/person/arguer.</li> </ul> <p><b>Explain:</b></p> <p><b>2 marks</b> – A clear explanation of why the reasoning is flawed clearly related to the passage.</p> <p><b>1 mark</b> – An explanation of why the reasoning is flawed but not clearly related to the passage</p> <p>OR</p> <p>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><b>0 marks</b> – No creditworthy material; for instance a further generic description of what the flaw is.</p> <p><b>Example for 2 marks:</b></p> <ul style="list-style-type: none"> <li>• The author is trying to discredit the chairman’s comments because he is unmarried and has no children. None of this gives any points against the reasoning</li> <li>• The author makes a personal attack which is not related to the argument whether phones are too expensive.</li> </ul> <p><b>Examples for 1 mark:</b></p> <ul style="list-style-type: none"> <li>• The personal attack does not consider his reasoning</li> <li>• Whether the chairman is married or has kids is unrelated to his argument.</li> </ul> <p><b>Example for 0 marks:</b></p> <ul style="list-style-type: none"> <li>• It criticises the author not the argument.</li> </ul>	<p>[1]</p> <p>[2]</p>

Section B – Analysing and Evaluating Argument		
Question Number	Answer	Max Mark
25	<p>In paragraph 6 the author states:</p> <p style="text-align: center;">‘Even basic models are expensive and bills quickly add up.’</p> <p>a) Name the argument element.</p> <p>Reason.</p> <p>b) Briefly justify your answer to question 25(a).</p> <p><b>Example for 1 mark:</b></p> <ul style="list-style-type: none"> <li>• It gives support to a conclusion</li> <li>• It gives support to the main conclusion</li> <li>• It gives support to the intermediate conclusion</li> <li>• It backs up the statement that high costs cannot be justified</li> <li>• It supports the statement that children should not own mobile phones.</li> </ul> <p><b>Example for 0 marks:</b></p> <ul style="list-style-type: none"> <li>• It gives support.</li> </ul>	[1]
	<b>Section B Total</b>	<b>[30]</b>

Section C – Developing Your Own Arguments		
Question Number	Answer	Max Mark
26	<p>In paragraph 6 Mark Sullivan refers to the idea of spoiling children. Suggest three reasons why children should not be given everything they want.</p> <p><b>For each reason:</b></p> <p><b>2 marks</b> – For a reason that gives clear support to the idea.</p> <p><b>1 mark</b> – For a statement that shows some awareness of the issue but gives limited support perhaps by not showing why it is a problem.</p> <p><b>0 marks</b> – No creditworthy material.</p> <p><b>Repeated points should not get full credit. If a later point has overlap but perhaps develops, restrict to 1 mark.</b></p> <p><b>Examples for 2 marks:</b></p> <ul style="list-style-type: none"> <li>• Spoiling children stops them from being able to form an idea of value</li> <li>• Giving everything they want will encourage children to be greedy</li> <li>• Some of the things they may want might be dangerous</li> <li>• It is good for children to learn how to face being refused</li> <li>• If children are given everything they want they will not be able to relate well to less privileged children</li> <li>• It is good for children to want something for a while and learn to work towards it rather than being given things easily</li> <li>• It is expensive and it is better to spend money on other things.</li> </ul> <p><b>Examples for 1 mark:</b></p> <ul style="list-style-type: none"> <li>• They will become greedy</li> <li>• Not all things are good</li> <li>• It is unfair on other children</li> <li>• It is wrong to spoil children</li> <li>• It is expensive.</li> </ul> <p><b>Example for 0 marks:</b></p> <ul style="list-style-type: none"> <li>• It is not possible</li> <li>• Parents cannot afford it.</li> </ul> <p><b>Statements for why it cannot happen as opposed to why it should not happen should not get credit.</b></p>	[2,2,2]

Section C – Developing Your Own Arguments		
Question Number	Answer	Max Mark
	<p><b>Performance descriptors for questions 27 and 28</b></p> <p><b>10–12 marks – (level 4)</b> Candidates present their own relevant and plausible argument with a clear structure where the conclusion is supported by at least three relevant 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 argument elements which are effectively used 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><b>7 – 9 marks – (level 3)</b> Candidates present their own argument that contains at least three relevant reasons and there is an intermediate conclusion. The argument may be convincing and plausible in general. There may be signposted and functional use of other argument elements. The main conclusion is clearly stated, perhaps with minor paraphrase(s). Grammar, spelling and punctuation are good: errors are few.</p> <p><b>4 – 6 marks – (level 2)</b> Candidates present a basic argument that contains at least three reasons, but in general the argument is anchored to the original passage. There is an attempt to form an intermediate conclusion. The argument will rely on several assumptions and is not in general terms convincing or plausible. Other argument elements may be included but they give little or no support to the argument. The conclusion is stated but may have a slightly different wording and/or meaning to that required. Grammar, spelling and punctuation may have errors which are sometimes intrusive.</p> <p><b>1 – 3 marks – (level 1)</b> 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><b>0 marks –</b> No creditworthy material. Do not credit arguments simply lifted or paraphrased from the passage.</p>	

Level	C	R	New Argument	IC	Argument elements	Convincing	GSP
4	Precise and correctly stated	3 or more relevant and plausible reasons	Reasoning uses ideas not present in article	Well supported	Relevant and effective use of other elements	Argument as a whole is convincing and plausible only relying on reasonable assumptions	<ul style="list-style-type: none"> <li>• Very good</li> <li>• Errors few if any</li> </ul>
3	Clearly stated, may have minor paraphrase(s)	3 or more relevant reasons	Reasoning may use ideas from passage but in a significantly new way	IC	Signposted and functional use of other elements	Convincing in general and mostly plausible.	<ul style="list-style-type: none"> <li>• Good</li> <li>• Errors few</li> </ul>
2	Stated May have different wording / meaning but right direction	3 or more reasons	Reasoning is anchored to the ideas presented in the passage	IC attempt	<b>May</b> contain these but they give weak or little support to the argument	Basic, generally not convincing and lacks plausibility. Obvious and unwarranted assumptions needed	<ul style="list-style-type: none"> <li>• Adequate</li> <li>• Errors are sometimes intrusive</li> </ul>
1	May be unstated or different but related to that required (eg opposite to what asked for)	1 or more reason	Does not develop from the passage	No IC	examples or evidence if given are in the place of reasoning	Limited	<ul style="list-style-type: none"> <li>• Poor</li> <li>• Errors are intrusive</li> </ul>

Section C – Developing Your Own Arguments		
Question Number	Answer	Max Mark
27	<p>In paragraph 3, the author claims that the use of mobile phones leads to poor use of English. Write your own argument to <u>support</u> or <u>challenge</u> the following conclusion:</p> <p style="text-align: center;"><i>“The quality of spelling and grammar should not matter.”</i></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><b><u>Acceptable conclusions – examples</u></b></p> <p><u>Support</u></p> <ul style="list-style-type: none"> <li>• The quality of spelling and grammar should not matter.</li> </ul> <p><u>Challenge</u></p> <ul style="list-style-type: none"> <li>• The quality of spelling and grammar is important</li> <li>• The quality of spelling and grammar should matter.</li> </ul> <p>Examples of points which <b><u>support</u></b>:</p> <ul style="list-style-type: none"> <li>• Context can still be understood regardless of spelling and grammar</li> <li>• People will imply intelligence from spelling and grammar which it isn't – so incorrect assumptions are made about people</li> <li>• People who have dyslexia, etc cannot help having worse grammar and spelling so it is unfair</li> <li>• Language evolves and having fixed rules on grammar and spelling holds it back</li> <li>• There are tools like spelling and grammar checks on PCs so these skills matter less</li> <li>• People can have a shortcoming in this but employ secretaries to write for them, so their lack of skill does not matter</li> <li>• Within the European market, people who have English as a second language may be better skilled so we should not select on grammar and spelling grounds.</li> </ul> <p>Examples of points which <b><u>challenge</u></b>:</p> <ul style="list-style-type: none"> <li>• It illustrates how much formal education people have</li> <li>• It indicates how interested in general reading they are</li> <li>• Subtleties in language are missed within bad grammar and spelling</li> <li>• Communication is more ambiguous if rules of grammar and spelling are not followed</li> <li>• People are judgemental so bad grammar and spelling creates a bad impression</li> <li>• Readers assume that good grammar is a sign of intelligence, so it is important</li> <li>• Being good at grammar in English is an important first step in adequately learning other languages.</li> </ul>	<b>[12]</b>

Section C – Developing Your Own Arguments		
Question Number	Answer	Max Mark
27 (cont.)	<p><b><u>Example for 7 marks</u></b> (supporting claim)</p> <p>Some people may argue that the quality of spelling and grammar does not matter. However, having good spelling and grammar has many benefits. If children leave school with good spelling and grammar skills, they will have more career opportunities open to them. For example they have a choice of becoming a doctor as well as a teacher or a writer.</p> <p>Good spelling and grammar can also show professionalism when applying for a job or in an interview. In a recent survey figures showed that 78% of employers look for employees who show a good level of English including spelling and grammar in their applications. Also a good standard of English in school allows children to be able to communicate properly outside of school.</p> <p>A recent study showed that those students who had a good level of spelling and grammar were three times more likely to talk to others with good social skills. ie saying ‘please’ and thank you’. Therefore the quality of spelling and grammar should matter.</p> <p><b><u>Example for 12 marks</u></b> (challenging the claim)</p> <p>The quality of spelling and grammar should not matter. Apart from in the worst cases, it is normally possible for a person to understand the message. Scientific testing has shown that spelling makes little difference in overall comprehension. Even if the letters are wrong it is little more than a slight hindrance in understanding what the word is meant to be.</p> <p>The wide use of spell checking software on computers increasingly used as a primary form of communication, mean that words that are spelt wrong by the user will be highlighted. So the actual ability of the user to spell correctly is less important. Therefore, communication is not hindered by poor spelling and grammar particularly in the modern age.</p> <p>Spelling and grammar have changed over time and vary from place to place. For example, in the UK’s Universities different grammar manuals are used all with significant variations. There is no ‘standard’ grammar system in use. Expecting someone to apply such rules, even in a casual context, in unreasonable.</p>	[12]

Section C – Developing Your Own Arguments		
Question Number	Answer	Max Mark
28	<p>“Mobile phones are essential for <u>teenagers</u>.”</p> <p>Write an argument to <b>support</b> or <b>challenge</b> this claim. 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><b><u>Acceptable conclusions – examples</u></b></p> <p><u>Support</u></p> <ul style="list-style-type: none"> <li>• Mobile phones are essential for teenagers.</li> </ul> <p><u>Challenge</u></p> <ul style="list-style-type: none"> <li>• Mobile phones are not essential for teenagers</li> <li>• Mobile phones are luxuries for teenagers.</li> </ul> <p>Examples of points which <b><u>support</u></b>:</p> <ul style="list-style-type: none"> <li>• Communication between friends and family</li> <li>• Communication at all times to emergency services</li> <li>• Social networking facilitated</li> <li>• Ability to take pictures easily</li> <li>• Texting to multiple users at once</li> <li>• Internet browsing for encyclopaedias to support work</li> <li>• Technical improvements are not helped by stopping teenagers from using technology.</li> </ul> <p>Examples of points which <b><u>challenge</u></b>:</p> <ul style="list-style-type: none"> <li>• Not real communication</li> <li>• Have landlines so not needed</li> <li>• Do not help students plan as it’s all “too easy”</li> <li>• Incentives for mugging</li> <li>• Used for happy slapping</li> <li>• Repeat texting is bad for finger points – rheumatism.</li> </ul>	[12]

Section C – Developing Your Own Arguments		
Question Number	Answer	Max Mark
28 (cont.)	<p><b><u>Example for 7 marks</u></b> (supporting the claim)</p> <p>Mobile phones allow teenagers to let their parents know where they are which ensure communication between parents and their teenage children, which reassures the parents. If there was a problem, teenagers would be able to use their mobile to call for help from either from the police/ambulance service or their parents. In today's climate, mobile phones are extremely useful in helping to keep a teenager safe.</p> <p>Mobile phones also allow teenagers to keep up with their friends via texting or Facebook application, which allows them to keep their social life active without being with their peers constantly.</p> <p>Therefore, mobile phones are essential for teenagers.</p> <p><b><u>Example for 12 marks</u></b> (supporting the claim)</p> <p>Mobiles are essential for teenagers. It is an important way for teenagers to communicate with each other. Evidence suggests that more than 75% of teenagers use their phones to communicate with each other, so without them they will be less sociable with others. Many people argue that mobile phones distract teenagers from academic work. However, instead of hindering their academic progress, mobile phones make it easier for teenagers to get help from their peers when they have an academic problem – by simply calling them! In addition, mobile phones are an essential tool for reading news and getting information online. So if we want our children to be knowledgeable, we should get them a mobile phone.</p> <p>Mobile phones have proven to be essential in case of an emergency. Teenagers who are lost can easily find their way home by either calling their parents or using the GPS on their mobile phones. Therefore, mobile phones make the life of teenagers a lot easier and safer. So mobile phones are essential for teenagers.</p>	[12]
	<b>Section C Total</b>	<b>[30]</b>
	<b>Paper Total</b>	<b>[75]</b>

# F503 Ethical Reasoning and Decision-Making

## Question 1

**Suggest and briefly explain two problems in using Documents 1 and 2 to inform decision-making about “benefit theft”. You should refer directly to Documents 1 and 2 in your answers. [3+3]**

For each of two answers:

- 2 marks    Clear explanation
- 1 mark    Vague explanation
- +
- 1mark    Relevant reference to the document
- 0 marks    No correct content.

### Indicative Content

Examples of 3-mark answers:

- Because the activity which is being measured is illegal (described as “fraud” and “theft”), it is impossible to obtain reliable statistics. So the figures given in both documents to indicate the scale of the problem are unreliable.
- Both documents come from a Government department (Department of Work and Pensions). The Government has a vested interest in exaggerating the scale of the problem, in order to encourage people to take action about it.
- Document 2 conflates “benefit theft” and “benefit fraud”. It is not clear whether these are the same thing or subtly different.
- Document 1 begs the question when stating that investigators “cross-check the bank accounts of benefit thieves”. Presumably the checking is to discover whether they are benefit thieves or not.
- It is unclear from whom benefit thieves are stealing. Document 1 accuses them of stealing from “law-abiding taxpayers” and “public funds”, but Document 2 says they are “taking money from those who need it most” (which probably means genuine claimants).
- The claim in Document 2 that benefit thieves are “taking money from those who need it most” appears to imply that levels of benefit would be increased if all claims were genuine, but this is unlikely to be the case.
- Both documents use rhetorical language (such as “picking pockets”) in order to persuade readers to inform on people they know who are cheating the benefit system.

Examples of 2-mark answers:

- The Government has a vested interest in exaggerating the scale of the problem, in order to encourage people to take action about it.
- Both documents come from a Government department. The Government has a vested interest in exaggerating the scale of the problem.
- The statistics for the two different years are the same (“£800 million”) and are therefore probably unreliable.

Examples of 1-mark answers:

- The numbers are estimates.
- The Government has a vested interest to exaggerate the cost.
- The documents use rhetorical language.

Other valid answers should be credited. It is not necessary for the two answers to be different kinds of problems.

1 partial-performance mark for trivial answers (such as statistics out of date) and for omissions.

**Question 2**

**Suggest and briefly explain two factors which might have influenced some of the views expressed in Document 3. In your answer, you should refer to particular contributions to the discussion in Document 3. [6]**

- 2 marks    Clear explanation  
1 mark    Vague explanation  
+  
1 mark    Relevant reference to the document  
  
0 marks    No correct content.

Answers must refer to circumstances/underlying values/fundamental beliefs which may have influenced the stated opinion.

0 marks for showing how the stated opinion might be applied to particular cases.

*Indicative content*

People who believe in not involving themselves in other people's lives (Cam, Fi, Izzi) may be influenced against informing on benefit cheats.

People who are surviving on low incomes might be influenced against informing on benefit cheats (Denise).

People who have been on benefit may be influenced against informing on some kinds of benefit cheats (Hasima).

People with a strong sense of class loyalty (Ed) may be influenced against informing on low-level benefit cheats.

Other valid answers should be accepted.

**Question 3**

The contributors to the discussion in **Document 3** recommend different choices for individuals who know that someone is committing benefit theft. Evaluate the choice recommended by **one** of the following: Bruce, Denise, Ed or Gary. You should use **three** criteria (such as fairness).

[12]

The mark for this question is the sum of the following:

- a mark out of 8 for Application and Evaluation of Selected Criteria to Choice
- a mark out of 4 for Quality of Argument

Level	Application and evaluation of selected criteria to choice AO1 4 AO2 4		Quality of argument AO3 4	
<b>Level 4</b>	8	<ul style="list-style-type: none"> <li>• Sound and perceptive application of at least 3 criteria to a clearly defined choice.</li> <li>• Firm understanding of how criteria might support <b>and</b> weaken the case for the selected choice <b>and/or</b> some evaluation of criteria.</li> </ul>	4	<ul style="list-style-type: none"> <li>• Cogent and convincing reasoning, very well structured to express/evaluate complex ideas/materials.</li> <li>• Consistent use of intermediate conclusions.</li> <li>• Few, if any, errors of spelling, grammar, punctuation.</li> </ul>
<b>Level 3</b>	6, 7	<ul style="list-style-type: none"> <li>• Clear understanding of how at least 3 criteria might support <b>and/or</b> weaken the case for a clearly-defined choice. <b>or</b> clear understanding how 2 criteria might support <b>and</b> weaken the case for a clearly-defined choice <b>and/or</b> some evaluation of criteria.</li> </ul>	3	<ul style="list-style-type: none"> <li>• Effective and persuasive reasoning.</li> <li>• Some clarity in expression of complex ideas.</li> <li>• Appropriate use of intermediate conclusions.</li> <li>• Relatively few errors of spelling, grammar, punctuation.</li> </ul>
<b>Level 2</b>	3, 4, 5	<ul style="list-style-type: none"> <li>• Basic understanding of how at least 2 criteria might support <b>and/or</b> weaken support for a choice <b>or</b> clear understanding how 1 criterion might support <b>and</b> weaken the case for a choice.</li> </ul>	2	<ul style="list-style-type: none"> <li>• Basic presentation of reasoning, including relevant points and conclusion(s).</li> <li>• Written communication fit for purpose, but containing significant errors of spelling, grammar, punctuation.</li> </ul>
<b>Level 1</b>	1, 2	<ul style="list-style-type: none"> <li>• At least one criterion applied to a choice or to the issue in a limited/ simplistic manner.</li> </ul>	1	<ul style="list-style-type: none"> <li>• Reasoning is sketchy and unstructured.</li> <li>• Communication may lack coherence and contain significant errors in spelling, punctuation and grammar.</li> </ul>
<b>Level 0</b>	0	<ul style="list-style-type: none"> <li>• No application of criteria to issue.</li> </ul>	0	<ul style="list-style-type: none"> <li>• No discernible reasoning.</li> </ul>

Answers which evaluate a clearly-defined choice by three clearly-defined criteria reach at least the top of level 2 for *Application and evaluation of selected criteria to choice*.

To achieve level 3 or 4 they must **also**

- Recognise ambiguity in the application of the criteria *and/or*
- Explain why the criterion is *or* is not important in this case.

### Indicative content

Suitable criteria include:

- Cost/benefit to the national economy
- Fairness
- Family loyalty
- Class loyalty.

Other suitable criteria should be credited.

### Denise: Never inform on anyone

This is the worst option from the perspective of cost to the national economy, since it does nothing to reduce the amount of benefit fraud. It satisfies the criterion of fairness inasmuch as it treats people equally, but it is arguably unfair on people who resist the temptation to claim benefits dishonestly. It neither contravenes family loyalty nor makes a point of it. On the assumption that the person making the choice belongs to the same social class as the benefit cheat, this option does meet the criterion of class loyalty.

### Bruce: Inform on anyone who is not a friend or relative

Since this choice involves informing on some people but not others, it meets the criterion of cost/benefit to the national economy to some extent but not wholly. It does not meet the criterion of fairness, since it treats relatives and friends differently from other people; however, provided everyone has a circle of friends and relatives, it could be argued that it would be fair overall if everyone followed this policy. This is the option which most fully satisfies the criterion of family loyalty, but it does not address the issue of class loyalty.

### Ed: Inform on anyone who cheats on a large scale

This choice partially satisfies the criterion of benefit to the national economy, since it reduces the amount of benefit fraud. It is fair, since the decision whether to inform or not is based on an objective and defensible criterion. It ignores family loyalty. As Ed portrays the issue, this choice to some extent satisfies the criterion of class loyalty.

### Gary: Inform on anyone who cheats the system

This choice satisfies the criterion of benefit to the national economy, since it reduces the amount of benefit fraud. It also satisfies the criterion of fairness, since it treats all cheats in the same way; however, it may be considered unfair on those cheats whose activities happen to be known to the person making the decision. This choice goes against the criteria of family and class loyalty, unless the agent's family and class do not include cheats, in which case it could be argued that informing protects their interests.

**Question 4 36** marks [AO1=5; AO2 = 9; AO3 = 22]

**Write an argument supporting the choice recommended by any one of the following: Bruce, Denise, Ed or Gary. In your argument you should use some of the relevant principles and explain why you have rejected at least one of the other views. Support your argument by referring critically to material from the Resource Booklet. [36]**

Mark by levels, according to the following table. Answers which satisfy at least one of the descriptors for a level will normally be awarded a mark within that level. Answers which fulfil all four descriptors of a level will receive a mark at or near the top of that mark-band, while answers which satisfy fewer of the descriptors will receive a correspondingly lower mark within that mark-band.

Principles

General principles have implications that go beyond the case in point. Different kinds of principle a candidate can refer to might include legal rules, business or working practices, human rights, racial equality, gender equality, liberty, moral guidelines.

Candidates are likely to respond to the issue by explaining and applying relevant ethical theories. This is an appropriate approach, provided the result is not merely a list or even exposition of ethical theories with little or no real application to the problem in hand. Candidates who deploy a more specific knowledge of ethical theories will be credited only for **applying** identified principles to the issue in order to produce a reasoned argument that attempts to resolve it. Candidates are **not** required to identify standard authorities such as Bentham or Kant, or even necessarily to use terms such as Utilitarianism etc, although they may find it convenient to do so; the word “however” is likely to deserve more marks than the word “deontological”.

Quality of Argument

Typical indicators of Level 3 are

- use of intermediate conclusions
- use of hypothetical reasoning.

Consistent and well-supported use of intermediate conclusions and/or hypothetical reasoning is an indicator of level 4.

In addition to the indicators of Level 3, typical indicators of Level 4 are some of:

- use of relevant counter-argument with persuasive response
- use of relevant analogy
- use of relevant examples or evidence.

Level	Mark	Identification and application of relevant principles AO2 2 AO3 10	Mark	Resolution of Issue AO2 4 AO3 4	Use and critical assessment of resource documents AO1 5 AO2 3	Quality of argument AO3 8
<b>Level 4</b>	11, 12	<ul style="list-style-type: none"> <li>• Skilful and cogent treatment and application of at least 3 principles or at least 2 major ethical theories.</li> <li>• Clear and purposeful exposition of how the principles might be more or less useful in resolving the issue.</li> </ul>	8	<ul style="list-style-type: none"> <li>• Confidently-expressed resolution of the stated issue on the basis of a persuasive account of the arguments in favour of both sides.</li> <li>• Perhaps an awareness that the resolution is partial/provisional.</li> <li>• Clear and valid judgments made in coming to an attempted resolution.</li> </ul>	<ul style="list-style-type: none"> <li>• Perceptive, relevant and accurate use of resource material.</li> <li>• Sustained and confident evaluation of resource material.</li> </ul>	<ul style="list-style-type: none"> <li>• Cogent and convincing reasoning.</li> <li>• Well-developed suppositional reasoning.</li> <li>• Communication very well suited to handling complex ideas.</li> <li>• Consistent use of intermediate conclusions.</li> <li>• Meaning clear throughout.</li> <li>• Frequent very effective use of appropriate terminology.</li> <li>• Few errors, if any, in spelling, grammar and punctuation.</li> </ul>
<b>Level 3</b>	8, 9, 10	<ul style="list-style-type: none"> <li>• At least 2 relevant principles or theories accurately identified, explained and applied.</li> <li>• Clear exposition of how the principles might be more or less useful in resolving the issue.</li> </ul>	6, 7	<ul style="list-style-type: none"> <li>• Generally confident and developed treatment of the stated issue.</li> <li>• Some awareness of the arguments in favour of both sides of the issue.</li> <li>• Clear attempt to resolve the issue.</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant and accurate use of resource material.</li> <li>• Some evaluation of resource material.</li> </ul>	<ul style="list-style-type: none"> <li>• Effective and persuasive reasoning.</li> <li>• Some suppositional reasoning.</li> <li>• Clear and accurate communication.</li> <li>• Appropriate use of intermediate conclusions.</li> <li>• Frequent effective use of appropriate terminology.</li> <li>• Few errors in spelling, grammar and punctuation.</li> </ul>

<b>Level 2</b>	4, 5, 6, 7	<ul style="list-style-type: none"> <li>At least 2 relevant principles identified or a well-developed discussion of 1 principle.</li> <li>Basic application of principles to the issue.</li> </ul>	3, 4, 5	<ul style="list-style-type: none"> <li>Basic discussion of the issue.</li> </ul>	<ul style="list-style-type: none"> <li>Relevant and accurate use of resource material.</li> </ul>	<ul style="list-style-type: none"> <li>Limited ability to combine different points of view in reasoning.</li> <li>Perhaps some suppositional reasoning.</li> <li>Some effective communication.</li> <li>Some use of appropriate terminology.</li> <li>Fair standard of spelling, grammar, punctuation, but may include errors.</li> </ul>
<b>Level 1</b>	1, 2, 3	<ul style="list-style-type: none"> <li>Some attempt to identify at least one principle and to apply it to the issue.</li> </ul>	1, 2	<ul style="list-style-type: none"> <li>Limited discussion of the issue.</li> </ul>	<ul style="list-style-type: none"> <li>Very limited, perhaps implicit, use of resource material.</li> </ul>	<ul style="list-style-type: none"> <li>Limited ability to produce coherent reasoning.</li> <li>May contain significant errors in spelling, punctuation and grammar.</li> </ul>
<b>Level 0</b>	0	<ul style="list-style-type: none"> <li>No use of principles.</li> </ul>	0	<ul style="list-style-type: none"> <li>No discussion of the issue.</li> </ul>	<ul style="list-style-type: none"> <li>No use of resource material.</li> </ul>	<ul style="list-style-type: none"> <li>No discussion of the issue.</li> </ul>

Maximum level 1 **overall** (9 marks) for anyone who does not attempt to apply principles to the issue.

Maximum level 1 for Identification and Application of Relevant Principles for anyone who re-cycles criteria from question 3 as principles.

To achieve level 3 or higher for Resolution of issue, it is necessary **both** to consider at least one alternative policy and to attempt a resolution.

Maximum level 2 for Use and Critical Assessment of Resource Documents for anyone who uses the documents uncritically.

Indicative Content

Credit must be given to any argument based on a principle in the sense outlined in the preceding note. Principles of that kind might include:

- the right of individuals to receive sufficient income to support a reasonable lifestyle (derived from the right to life)
- the natural right to privacy (especially within families and amongst friends) and a correlative duty to preserve confidentiality
- the right of the state and individual citizens to defend themselves against being exploited
- a possible duty of citizens to inform the authorities about criminal acts.

The best answers are likely to appeal to two or three of the following ethical principles and theories, which are susceptible of fuller development.

Probably the most likely principle to which appeal may be made is the Utilitarian slogan, “[we should aim to produce] the greatest good of the greatest number”. It would probably be possible to argue for either side from a Utilitarian perspective. In the short term, the harm done to benefit cheats by causing their income to be reduced and punishments to be imposed would almost certainly outweigh the benefit to the community of reducing the amount of fraud. In the longer term, other potential cheats might be deterred, which would be good for the community as a whole, although it might add to the hardship experienced by those who might have been tempted to claim benefits dishonestly.

Candidates who approach the issue from the perspective of duty may appeal to Kant’s Categorical Imperative. The first version, “Act according to that maxim which you can will to be a universal law” could certainly be used against dishonest claims (since no one would want everyone to claim benefits dishonestly) and by extension it could be used to support informing the authorities about dishonest claims, since we would not want all law-breakers to go undetected and unpunished; it is likely that Kant himself would have taken this view, since he claimed that punishing the guilty was a fundamental characteristic of a moral community. The second version, that we should always treat persons as ends, and not as means only, could be used to support informing on benefit cheats, who use their fellow-citizens as means to their ends.

Any candidate who referred to W D Ross’s theory of *prima facie* duties might possibly appeal to the duty of justice, which implies that one should inform the authorities about cases of benefit fraud. The duty of non-maleficence may imply that one should not harm benefit cheats by informing on them, although it could be argued that failing to do so harms the law-abiding majority.

The content of any appeal to Divine Command ethics would vary according to which religion such commands were drawn from, but principles taken from the Christian tradition which could legitimately be applied to this subject include:

- the command not to steal (one of the Ten Commandments)
- the exhortations in the New Testament to support the Government and be responsible citizens
- the exhortations to help the poor.

Since all of the theories of Social Contract justify the existence of a legal system, including sanctions for law-breakers, any of them could be used to support informing the authorities about dishonest claims. Behind the Rawlsian veil of ignorance, one would know neither whether one would be a tax-payer, an honest benefit claimant or a dishonest claimant, nor whether one would be rich or poor: under those hypothetical circumstances, one might choose a policy of not informing on benefit cheats.

Indicative content on evaluation of resourcesDocuments 1 and 2

These documents were produced for public information by a Government department. Those who wrote them had excellent expertise and ability to see in relation to the statistics, but they may have lacked experience of living in receipt of benefit. Although the Government has a vested interest to tell the truth, because it would cause a public scandal if they were caught out in a lie, it also has a vested interest to overstate the scale of the problem in order to persuade members of the public to help resolve it. Both documents are written in support of the campaign to eradicate benefit fraud: so they do not attempt to present the issue in a neutral or even-handed fashion.

Document 3

Because the contributors to chatrooms can say what they like, without any need to substantiate or defend their opinions, the views expressed in this document have a poor reputation. It is not even certain that the contributors genuinely hold the views which they express. Some of the remarks claim to be based on personal knowledge of particular cases (ability to observe). None of the contributors admits to being a benefit cheat, which would give him/her a vested interest to persuade people not to inform the authorities about such cases, but it is possible that some may be motivated in this way. Although each of the individual speakers expresses a view on one side of the question or the other, overall the selection of contributions reproduced in this document avoids bias.

Specimen Level 4 answer 857 words

I am going to defend Ed's view, that one should inform on anyone who is cheating the benefit system on a large scale, or without being in dire need, but not on someone who is "doing rubbish paid work to get a little bit extra." The nature of a chatroom makes it impossible to know whether Ed genuinely holds this opinion or not, but for the purpose of this discussion, it does not matter.

The Social Contract implies that citizens have a duty to prevent crime, which could be used to support Gary's view, that one should always inform on benefit cheats. However, the duty to inform on people who you know are committing criminal acts is quite weak and can easily be outweighed by other duties. This is why laws have recently been passed requiring people to pass on to the authorities information about certain crimes if they happen to know it (especially terrorism and child abuse). In particular, this duty can be weighed against the duty to give practical help to people in need; among other sources, this principle is supported by Divine Command ethics (accepted by Jews, Christians, Muslims and probably members of other religions). The judgment as to which of these duties takes precedence has to be made in relation to particular cases, and opinions will certainly vary, but Ed's approach can be supported in this way, whereas Gary's inflexible policy, which implicitly claims that the duty to prevent crime always takes precedence, ignores important conflicting duties. At the other extreme, Denise's policy of never informing on law-breakers simply ignores the duty of crime prevention, which is also wrong. Only Ed takes appropriate account of both these duties and his policy is therefore to be preferred.

Kant would have claimed that Ed's approach contravenes the first version of the Categorical Imperative, since Ed does not advocate ignoring all law-breaking - in fact, Kant would have said that no one could hold that view, since it goes against the very nature of a civilised society. Both Gary's and Denise's policies satisfy the Universalization Principle better, but at the expense of flexibility, which is a weakness of Kant's theory. A modified Kantianism might support Ed's approach, provided he would turn a blind eye to low-level cheating on the benefit system by anyone who was doing it to alleviate slightly the poverty of their own family, which is probably what he does mean. A subtle version of the Categorical Imperative, therefore, favours Ed over both Gary and Denise.

Although the most basic meaning of the right to life is the right not to be killed unjustly, a simple and uncontroversial extension justifies a right to a sufficient income to meet basic necessities of life. If the benefit system fails to give people that income, it follows that they have a moral (albeit not legal) right to supplement the benefit in whatever way they can, in which case anyone who becomes aware of their actions ought not to inform the authorities. This derived right justifies Ed's policy more than either Gary's or Denise's, since Gary fails to respect the right, while Denise is not influenced by it.

A simple Consequentialist approach would support any policy which could be said to produce the greatest good of the greatest number. Although Documents 1 and 2 suggest that eliminating benefit theft would make a big difference to the national economy, and/or to the amount of help which could be given to genuine claimants, the estimate is inevitably very unreliable, because it is impossible to obtain reliable statistics of illegal activities; in addition, the Government (the source of both documents) has a vested interest to exaggerate the amount of money which is at risk. Furthermore, informing on an individual case would not make much difference, and no one would notice themselves benefiting from it, even if the amount gained were to be redistributed. This analysis could support Denise's case, but not Gary's. Large-scale cheating, however, would make more of a difference, and if a few people evaded detection many others would probably imitate them: so turning a blind eye to major benefit fraud would cost the economy a significant amount and would reduce the aid available to benefit other beneficiaries and/or other departments of government spending. Overall, therefore, a consequentialist approach favours Ed's more nuanced policy over Denise's reluctance to inform on any law-breaker.

Focusing more specifically on happiness, as Hedonistic Utilitarianism does, may produce a slightly different (and counter-intuitive) judgment. If (as seems likely) the pleasure gained by large-scale benefit cheats outweighs the pleasure which would be gained by redistributing the money (which would barely be noticed), then Denise's policy of never reporting anyone is right. One of the faults of Utilitarianism is that it ignores the element of desert, and for that reason it is quite justifiable to reject this conclusion. Alternatively, it is possible to include in the hedonic calculus the pleasure felt by law-abiding people when law-breakers are punished, which may make a difference.

Having shown that both deontological and consequentialist reasoning supports Ed's policy better than either Gary's or Denise's, I am confident in recommending it.

## F504 Critical Reasoning

**1 Name the following elements and briefly explain their function in the structure of the reasoning:**

- (a) 'Me, I just think of that weary couple, not wanting any more trouble, just wanting some sleep.' Document 1 Paragraph 5 **[2]**

Response to the counter assertion that 'you may find all this surveillance rather chilling,' used as a reason to support the conclusion that, 'I don't think this surveillance is such a big deal.'

One for name, one for explanation.

*This is a reason to support the conclusion that, 'I don't think this surveillance is such a big deal.'*  
2 marks

*This is a response to the counter assertion that, 'you may find all this surveillance rather chilling.'*  
2 marks.

*Response to counter argument.*  
1 mark.

*Intermediate conclusion. It supports the main conclusion that 'surveillance is not a big deal' and if it can be used to solve neighbourhood feuds then it should.*  
1 mark for 'supports the mc + quotation of part of mc.'

- (b) 'As he leaves the off-license, a man lurking in a nearby doorway takes a sneaky photograph.' Document 2 Paragraph 1 **[2]**

Example of how the Stasi's methods, mindset and powers to intimidate live on in 21 C Britain, which forms part of the scene-setting or context of the document.

One for name, one for explanation.

*This is a scene-setting sentence. It is part of an example used to highlight the problem about to be discussed.*  
2 marks

*This, at the beginning of the document acts as scene-setting, giving substance for the argument to work on.*  
1 mark.

*Example. The author uses what happened to this man as an example to support the lines of reasoning and to provide support for the conclusion that 'we must not, like the Stasi, assume a right to pry into others' lives.'*

1 mark for example. 'Support the reasoning' is too vague, a stock, pre-prepared answer. MC inaccurately identified, example does not support this claim.

**2 Is Document 1 an argument? Briefly justify your answer. [4]**

Level 4: Accurate and thorough analysis of the types of reasoning present in the document including some understanding of complexity.

Level 3: Clear and mostly accurate analysis of the type of reasoning present in the document.

Level 2: Basic analysis of the type of reasoning present in the document with some accuracy.

Level 1: Limited analysis of the type of reasoning present in the document, characterised by inaccuracy.

Level 0: No creditworthy material

Candidates can access all levels by answering either that the document is an argument, or that it is not, providing this opinion is well supported by the candidate's analysis of the types of reasoning. It is to some extent a matter of interpretation whether the whole document is an argument or not. The answers that follow indicate the type of performance typical of different levels.

Indicative content

Level 4

*Document 1 is an argument because it comes to a conclusion – 'I don't think this surveillance is such a big deal.' It is supported by reasons, such as, 'I just think of that weary couple, not wanting more trouble,' and it responds to counter claims that this surveillance is rather chilling. However, it only takes the form of an argument in paragraph 5. before this it appears to set the scene quite thoroughly without actually arguing either way; it merely informs. However, the end of paragraph 5 draws all of this information together to form a conclusion and it is this which makes it an argument.*

Level 3

*This is not an argument although it has a conclusion which is 'I don't think this surveillance is such a big deal' however the document sounds more like a report on what the undercover journalist did and his opinion on surveillance.*

Level 2

*Document 1 is an argument because it has a main conclusion backed up by reasons. It also has a counter argument and uses evidence to support the reasoning. The main conclusion is 'I don't think surveillance is such a big deal.' R1 dog poo. R2 wanting some sleep. Ev 60 of these bugs Ev 8000 complaints. CA misusing 'anti-terrorist legislation.'*

Level 1

*I don't believe document 1 is an argument because it doesn't build up into a final point or conclusion with the support of reasons or argument elements strong enough to make it an argument.*

- 3 **Analyse in detail the structure of the reasoning in Paragraph 3 of Document 2 by identifying elements of argument (such as reasons, intermediate conclusions etc) and showing their relationships to each other.** [12]

In all cases performance descriptors refer to candidates performing at the top of the band. Any candidate performing above the descriptor enters the bottom of the next band.

Candidates should demonstrate understanding of argument structure.

Candidates should identify elements of subtle and complex arguments using appropriate terminology.

	<b>Performance descriptors</b>
<b>Level 4 10-12</b>	<b>Thorough.</b> Candidates demonstrate thorough understanding of argument structure, including some complexity. Candidates are able to identify elements of complex reasoning accurately using appropriate terminology. Mistakes are rare and not serious.
<b>Level 3 7-9</b>	<b>Clear.</b> Candidates demonstrate a clear understanding of argument structure. Candidates are able to identify most elements of reasoning accurately using appropriate terminology. They may make mistakes, occasionally serious ones.
<b>Level 2 4-6</b>	<b>Basic.</b> Candidates demonstrate basic understanding of argument structure. Candidates are able to identify some elements of reasoning accurately using appropriate terminology. They may mix this with gist and misunderstanding.
<b>Level 1 1-3</b>	<b>Limited.</b> Candidates demonstrate limited understanding of argument structure. Candidates may provide poor paraphrases of isolated elements of arguments or give overall gist.
<b>0</b>	No creditworthy material

**Counter argument:**

(Accept either  $R \rightarrow C$  (of CA) or Explanation which forms CA)

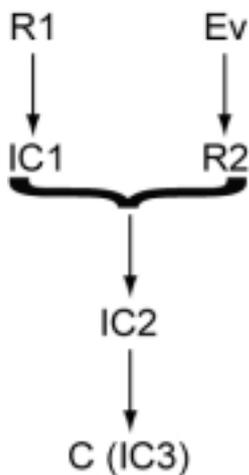
R (with Ex)	Fly-tipping, selling counterfeit goods, fouling pavements and cheating taxpayers infuriate voters, who frequently urge their councils to crack down on such abuses.
C (of CA)	It seemed sensible at the time to delegate some powers of investigation to relevant local officials.

**Main argument:**

(credit candidates who mention that it responds to CA, but expect them to analyse)

- R1 Dictatorships are upheld not by daily terror but by giving petty, unchallenged powers to minor officials.
- IC1 (Accept as R) This (allowing councils to give themselves permission...) is how freedom is eroded.
- R2 And such powers are being used more and more.
- Ev (to support R2) In 2007 there were 12,494 applications for directed surveillance, almost double the number for 2006.
- IC2 Allowing councils to give themselves permission to carry out surveillance sets a dangerous precedent.
- IC3 (C of para) But governments should beware of such knee-jerk response.

**If IC1 is accepted as a reason, then there will be three reasons supporting IC2.**



## Evaluate

- 4 Is the reasoning stronger in Document 1 or Document 2? Justify your answer with selective reference to key strengths and weaknesses in each document and their effect on the strength of the reasoning. [20]

	Performance Descriptors
<b>Level 4</b> <b>16-20</b>	<b>Sound, thorough and perceptive.</b> Candidates come to a clear conclusion about the relative strength of the documents, supported by sound, thorough and perceptive evaluation of key strengths and weaknesses in the reasoning of both documents. They provide consistent and accomplished evaluation of the effect of this strength and weakness on the overall strength of the reasoning in the documents, focussing on the way specific claims are supported and the effect this has on the overall structure of an argument. Inappropriate forms of evaluation are rare and not serious. Their language is nuanced and conveys complex evaluation clearly.
<b>Level 3</b> <b>11-15</b>	<b>Clear.</b> Candidates come to an appropriate conclusion (perhaps slightly too strongly stated) about the relative strength of the documents, supported by clear and mostly relevant evaluative comments which refer mostly to weaknesses in the reasoning of both documents. They may give undue weight to the evaluation of one document. They evaluate the effect of this weakness on the overall strength of the reasoning in the documents with some precision. Inappropriate forms of evaluation may occur. Their language is clear and appropriate.  <i>Candidates have made a mixture of relevant evaluation and irrelevant or inappropriate points in an attempt to evaluate the reasoning.</i>
<b>Level 2</b> <b>6-10</b>	<b>Basic.</b> Candidates come to an overstated conclusion about the relative strength of the documents, partially supported by some basic evaluative comments, possibly referring predominantly to one document. Candidates tend to make basic, stock comments about the effect of a weakness on the overall strength of the argument. They may attribute strength or weakness inappropriately and may disagree with the reasoning or provide counter arguments rather than evaluating. They tend to use language like a blunt instrument.  <i>Candidates make the odd relevant evaluative point amidst description and irrelevance.</i>
<b>Level 1</b> <b>1-5</b>	<b>Limited.</b> Candidates make random or isolated points of limited comment about the reasoning in one or both documents. Candidates at this level characteristically contradict themselves or draw conclusions which do not follow from their reasoning. Awareness of the effect of a weakness on the overall strength of the reasoning is limited – stock comments such as ‘this weakens the argument’ are often used incorrectly. Answers may be descriptive or garbled. Candidates’ grasp and use of language is vague and wobbly.  <i>Candidates’ responses are overwhelmingly irrelevant, descriptive or wrong.</i>
<b>0</b>	No creditworthy material.

**Indicative content Question 4****Document 1 key points**

Essentially uses one extended example to support the fairly weak conclusion, 'I don't think this surveillance is such a big deal.' It implies that the rest of us shouldn't be fussed either, but there is less support for this strong implication.

The example is well-chosen. It is likely to be typical of the sort of complaint that many of us wish the council had the power to act on, and is portrayed as collecting evidence, which sounds better than snooping. On the other hand, just because there are some reasonable examples doesn't mean that there is no abuse.

It is reasonable to point out that people who oppose this measure are overreacting.

However, there is only very limited argument, and the conclusion does not really go beyond a personal opinion. The article is largely report, suggestion and rhetorical devices, such as appeal to sympathy. It strikes a reasonable tone, but is as emotive as the opposition.

**Document 2 key points**

Not an argument, but would clearly support a claim along the lines of 'the use by councils of the RIPA powers to observe people to maintain social order are a bad thing that we shouldn't accept.'

Slippery slope/exaggerated – overstated extreme consequences imagined (Stasi, dictatorship, snooping, prying).

Straw person – misrepresenting those who support the use of surveillance for anti-social behaviour.

Rhetorical/emotive with plenty of appeals to fear and indignation.

Fairly strong structure of reasoning in some places; ICs such as 'governments should beware of the knee-jerk response' and 'the trend is alarming' are fairly well supported with reasoning which works based on sound premises.

**Conclusion**

It would be reasonable for candidates to argue either:

Document one is somewhat stronger reasoning because, although it doesn't state a single conclusion, it does contain some good passages of argument, whereas document two is a very loose structure with a weak conclusion.

Or

Document two is somewhat stronger because, although its conclusion is very weak, it is supported, and the reasoning does not exaggerate as much as document one. Document one tries to do too much and fails to see it through.

**Exemplar part – answers**

**Note: Point by point, level 4 candidates tend to provide more detailed (longer) evaluation. The whole answer will not necessarily be longer than others. Levels 2 and 3 candidates may well write more, by accumulating lots of weakly made points.**

**Note: the specific points made are not prescriptive. It is the quality of evaluation being exemplified.**

**Overall assessment****Level 2, Basic**

Document 2 is much stronger than Document 1. It's got reasons and intermediate conclusions which strengthens. Document 1 is like a spy story. Even if the neighbours don't like the noise, we live in a free country so the man has a right to have as many parties as he likes. Spying on him is wrong. This weakens.

**Level 3, Mostly clear**

Document 2 is stronger than document 1. It supports the conclusion that 'this trend is alarming' quite well, even though it attacks the arguer and uses a slippery slope. Document 1 only really uses an example to support a simple opinion and it's very emotive.

**Level 4, Sound, thorough and perceptive**

Document 2 is probably stronger than document 1, although it is hard to say. Document 1 is only just an argument, but it has supported its weak conclusion (as shown above) but not the implications. The example and response to straw person counter arguments just support the author's claim, 'I don't think surveillance is such a big deal.' On the other hand, Document 2 attempts a much bigger task and uses more complex reasoning, some of which works, but also contains some significant weaknesses. But it does persuade us to accept that the trend is alarming and therefore accept the unstated, further conclusion that we should oppose the use of RIPA powers by councils.

***Slippery Slope*****Level 2, Basic**

Document 2 is a slippery slope leading to an extreme conclusion. We are not like East Germany. Our government isn't a dictatorship. This weakens the conclusion.

**Level 3, Mostly Clear**

Document 2 uses slippery slope reasoning because dictatorship is an extreme consequence to come just from surveillance. This is weak because there are other things that make dictatorship, such as not having freedom of speech or elections.

**Level 4, Sound, Thorough and Perceptive**

Although Document 2 uses slippery slope reasoning to move from surveillance to the extreme prospect of Britain becoming (like a) dictatorship, this is only slightly weak. It does not significantly undermine the reasoning in the article as a whole as surveillance is an unpleasant aspect of dictatorship that we want to avoid. Also the example of East Germany shows that the slope from high ideals to petty tyranny is not beyond possibility – and this does support the claim that this 'trend is alarming.'

***Opinion*****Level 2, Basic**

Document 1 is just opinion and storytelling. It doesn't reason. One example isn't enough.

**Level 3, Mostly clear**

Document 1 is just the author's opinion about one instance of surveillance. You can't generalise from this to all surveillance, weakening the argument. Just because the author thinks it's ok to snoop on people who like parties doesn't mean it really is ok.

**Level 4, Sound, Thorough and Perceptive**

Document 1 supports the opinion that, 'I don't think all this surveillance is such a big deal.' It implies that none of us should be fussed. The example of the noisy neighbour is strong enough to support this opinion – it clearly supports the underlying idea that something should be done about antisocial neighbours. But it is not strong enough to go beyond this opinion that sometimes surveillance is ok to persuade us that, as implied, we should all accept surveillance generally.

## Develop your own reasoning

## 5 The end can never justify the means.

Write your own argument to support or challenge this claim.

[20]

	Performance Descriptors
<b>Level 4</b> <b>16-20</b>	<b>Cogent.</b> Candidates produce cogent reasoning focussed on the claim given in the question. Most importantly, candidates' reasoning demonstrates an accomplished argument structure using strands of reasoning with examples, reasons and intermediate conclusions giving strong support to the conclusion. Candidates define complex or ambiguous terms, such as <i>end, justify and means</i> , and may qualify the conclusion in response to this definition. Candidates anticipate and respond effectively to key counter arguments. Their language is clear, precise and capable of dealing with complexity. Blips rare.
<b>Level 3</b> <b>11-15</b>	<b>Clear.</b> Candidates produce effective reasoning to support their conclusion. Most importantly, arguments will have a clear structure, which may be simple and precise or attempt complexity with some blips. Examples, reasons and intermediate conclusions generally support the conclusion well with occasional irrelevance or reliance on dubious assumptions. Candidates may attempt to define complex or ambiguous terms such as <i>educated</i> and may anticipate and respond to counterargument. Their language is clear and developing complexity.
<b>Level 2</b> <b>6-10</b>	<b>Basic.</b> Candidates demonstrate the ability to produce basic reasoning with reasons and examples which give some support to their conclusion but may rely on a number of dubious assumptions. Candidates' reasoning has some relevance to the claim given in the question. Clear, straightforward, perhaps simplistic. Occasionally disjointed. Language simple, clear. Candidates may include a counter argument or counter reason, but respond to it ineffectively if at all.
<b>Level 1</b> <b>1-5</b>	<b>Limited.</b> Candidates demonstrate limited ability to reason. They tend to give examples instead of reasoning. Disjointed, incoherent. Reasons often do not support conclusion. There may not even be a stated conclusion. Language vague.

# Grade Thresholds

Advanced Subsidiary GCE Critical Thinking (H052)  
January 2010 Examination Series

## Unit Threshold Marks

Unit		Maximum Mark	A	B	C	D	E	U
F501	Raw	75	55	48	41	34	28	0
	UMS	100	80	70	60	50	40	0
F502	Raw	75	55	49	44	39	34	0
	UMS	100	80	70	60	50	40	0
F503	Raw	60	42	37	32	27	23	0
	UMS	100	80	70	60	50	40	0
F504	Raw	60	45	39	33	28	23	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	10.5	32.0	56.7	76.7	90.6	100.0	1449

## 1449 candidates aggregated this series

For a description of how UMS marks are calculated see:  
<http://www.ocr.org.uk/learners/ums/index.html>

Statistics are correct at the time of publication

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

**OCR Customer Contact Centre**

**14 – 19 Qualifications (General)**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

**[www.ocr.org.uk](http://www.ocr.org.uk)**

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

**Oxford Cambridge and RSA Examinations**  
is a Company Limited by Guarantee  
Registered in England  
Registered Office; 1 Hills Road, Cambridge, CB1 2EU  
Registered Company Number: 3484466  
OCR is an exempt Charity

**OCR (Oxford Cambridge and RSA Examinations)**  
Head office  
Telephone: 01223 552552  
Facsimile: 01223 552553

© OCR 2010

