Level 2 Award

Thinking and Reasoning Skills

OCR Level 2 Award in Thinking and Reasoning Skills **B901**

Unit 1 Thinking and Reasoning Skills

Mark Scheme for June 2010

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Section A				
Question		**Expected Answer**	**Mark**	**Additional Guidance**
1	**(a)**	Consider the argument in the box below: *The door was left unlocked. You were the last one out. So you must have forgotten to lock it.* Mark up the argument as follows: • Underline the conclusion. **[1]** • Circle the indicator word. **[1]** Credit 1 mark for each correctly identified part of the argument up to 2 marks. • Credit 1 mark for underlining the sentence: "*So you must have forgotten to lock it*". The mark is to be awarded to those candidates who omit to underline the indicator word "so" but underline the key claim which constitutes the conclusion: "you must have forgotten to lock it: The mark is not to be awarded to any candidate who underlines the conclusion but also underlines other words or phrases from the preceding sentences. • Credit 1 mark for circling the word "so": (so) • Credit 1 mark for circling the word "must": (must)	**[2]**	

Section A				
Question		**Expected Answer**	**Mark**	**Additional Guidance**
(b)		When asked to provide an argument map for the above argument one student provided Map A and another student provided Map B.		

(i)   Circle the correct map.

(ii)   Explain why this is the right answer.

- Credit 1 mark for correctly circling Map B. (Candidates who point to the right map or circle the title Map B rather than the whole map gain the mark)

- Credit 1 mark for any reason which explains that the reasons are joint/not separate/ not independent. These terms do not have to be used provided the idea they express is adequately explained ie the reasons need one another to provide any support for the conclusion. However the mark is not to be awarded for claiming that the reasons are stronger together because this is true of independent reasons also

[2]

Section A					
Question			**Expected Answer**	**Mark**	**Additional Guidance**
	(b)		Examples Map B is the correct map because it correctly shows the reasons are joint. (1 mark) Map B is the correct map because it correctly shows the reasons both work together. (1 mark) The 2nd mark is not available to candidates who incorrectly circle Map A in answer to the first part of the question		
2			A careers adviser is talking to a student and offers them the following advice: "As a talented sports person, you have only two career choices which are: to become a professional footballer or a PE teacher." Identify and explain the flaw in the advice given by the careers adviser: Credit one mark for naming the flaw. Examples It restricts the options (1 mark) It is a false dilemma (1 mark) It limits the options to two (1 mark) The mark is not to be credited for naming the flaw if an explanation rather than a name or label is provided. Credit one mark for explaining the flaw. Because there could be other careers open to the student. (2nd mark) Because there are many other jobs available than this. (2nd mark)	**[2]**	

Section A					
Question			**Expected Answer**	**Mark**	**Additional Guidance**
3	**(a)**		A teacher collects the following information about eight students in her class. This is presented in Table 1: Personal details <table><tr><td>Name</td><td>Gender</td><td>Favourite subject</td><td>Studied thinking and Reasoning Skills in Year 11</td><td>Achieved Grade A in Maths GCSE one year early in Year 10</td><td>Has brothers and sisters</td></tr><tr><td>Andrew</td><td>Male</td><td>History</td><td>No</td><td>No</td><td>Yes</td></tr><tr><td>Belinda</td><td>Female</td><td>Physics</td><td>Yes</td><td>Yes</td><td>No</td></tr><tr><td>Carol</td><td>Female</td><td>Physics</td><td>Yes</td><td>Yes</td><td>No</td></tr><tr><td>David</td><td>Male</td><td>French</td><td>No</td><td>No</td><td>Yes</td></tr><tr><td>Eileen</td><td>Female</td><td>Biology</td><td>Yes</td><td>Yes</td><td>No</td></tr><tr><td>Fariba</td><td>Female</td><td>ICT</td><td>Yes</td><td>Yes</td><td>No</td></tr><tr><td>George</td><td>Male</td><td>French</td><td>No</td><td>No</td><td>Yes</td></tr><tr><td>Hamza</td><td>Male</td><td>Spanisn</td><td>No</td><td>No</td><td>Yes</td></tr></table> Using the information in Table 1, you can see that there are some patterns associating different personal details together. Identify any three patterns in the data: Credit 1 mark for any pattern associating personal details in the data up to 3 marks for three distinct claims. Patterns which do not associate personal details do not get the mark eg no mark for pointing out 4 boys and 4 girls • The pattern does not have to take the form of a universal generalisation (eg all or none) but a weaker generalisation <u>when accurate</u> is to be credited the mark (eg some boys do foreign languages = 1 mark) • However a weaker generalisation which is incomplete is not to get the mark (eg most boys don't do TRS in Y11 = 0 mark) This though true is pragmatically misleading at best and does not accurately represent the pattern in this case.	**[3]**	

Section A					
Question			**Expected Answer**	**Mark**	**Additional Guidance**
			Examples − Only students who do Maths GCSE in Y10 do TRS in Y11 (1 mark) − No boys do TRS in Y11 (1 mark) − Only girls do TRS in Y11 (1 mark) − Only girls do Maths GCSE in Y10 (1 mark) − No boys do Maths GCSE in Y10 (1 mark) − Only girls do Physics (1 mark) Only students doing foreign languages have a brother or sister (1 mark)		
	(b)		The patterns in Table 1 are true of **all** students in the class. On this basis, correctly complete the following table by: • Circling either male or female in the column marked "Gender". • Circling either yes or no in the column marked "Has brothers and sisters". Credit one mark for identifying that Student I will be male. Credit one mark for identifying that Student I will have brothers and sisters. Credit one mark for identifying that Student J will be female. Credit one mark for identifying that Student J will have no brothers and sisters.	**[4]**	

Section A					
Question			**Expected Answer**	**Mark**	**Additional Guidance**
	(c)		Look at Table 1 again. A new student whose favourite subject is German joins the class. The teacher predicts that this student will have brothers and sisters.		
			Identify one way in which the data in Table 1 might support this prediction and one way in which the data might not support this prediction.		
			Credit 1 mark for identifying the connection between liking foreign languages and having brothers and sisters as supporting the prediction.		
			Credit 2nd mark for identifying that as German is not the same as French or Spanish it need not support the prediction. Or for identifying new information is consistent with new student being a female and no females have siblings. Or for pointing out that the correlation does not imply causal or necessary link. Or for pointing out that sample size is too small to support the inference.		
			Examples		
			People who like foreign languages have brothers and sisters so it could be true. (1 mark)		
			German is like French and Spanish so it could be true. (1 mark) The data refers only to French and Spanish not German so it might be false. (2nd mark) German is not actually mentioned in table so it might be false. (2nd mark) The link between languages and siblings may be a coincidence (2nd mark) The link between languages and siblings may be a fluke (2nd mark) The sample size is too small to make confident predictions (2nd mark)	**[2]**	

Section A					
Question			**Expected Answer**	**Mark**	**Additional Guidance**
	(d)		The Head Teacher looks at Table 1 and makes the following claim: "Studying Thinking and Reasoning Skills helps students to do well in Maths GCSE" Give **one** reason why the data in Table 1 does not support the Head Teacher's claim. Credit one mark for pointing out that students do well in their Maths GCSE before studying Thinking and Reasoning Skills. Examples Students do well in Maths in Y10 and don't study Thinking and Reasoning Skills until Y11. (1 mark) It cannot help because it is done afterwards. (1 mark)	**[1]**	
	(e)		The Head Teacher also claims that: "In my school, girls do better in their GCSEs than boys." Give **two** reasons why the data in Table 1 does not provide strong evidence in support of this claim. Credit one mark for any acceptable reason up to two marks. Examples It is only one class. (1 mark) The sample size is too small. (1 mark) The sample size may be unrepresentative, it is only one class. (1 mark) The data only tells you about Maths GCSE not about other GCSE results. (1 mark) The boys might have got A* in Maths GCSE which is better than A (1 mark)	**[2]**	

Section A					
Question			**Expected Answer**	**Mark**	**Additional Guidance**
4			Beth is going to book a holiday. To help her choose her destination she has collected the following information: Destination Climate Cost Distance from home Child friendly Night life Iceland Cold High Medium Medium Very good Wales Cold Budget Close Very good Poor Spain Hot Medium Medium Very good Good Florida Hot High Long haul Very good Medium Egypt Hot High Medium Poor Poor She groups the holiday destinations as shown below: Good holiday . Average holiday Bad holiday Wales Spain Florida Iceland Egypt		
	(a)		Identify the **one** factor which Beth thinks is both necessary and sufficient for a good holiday destination. Credit one mark for identifying "Child friendly" as the one thing which is both necessary and sufficient.	**[1]**	

Section A				
Question		**Expected Answer**	**Mark**	**Additional Guidance**
(b)		Explain why the factor you identified in part (a) is both necessary and sufficient: Credit one mark for explaining that it is necessary because holiday destinations which lack this feature are not classed as good holiday destinations. Credit one mark for explaining that it is sufficient because any holiday destination which has this feature counts as a good holiday destination no matter what their other differences. Examples It is necessary because you have to have it to count as a good holiday destination. (1 mark) It is necessary because if you don't have it then it doesn't count as a good holiday destination. (1 mark) It is sufficient because it is the only thing you need to count as a good holiday destination. (2nd mark)	**[2]**	

Section A				
Question		**Expected Answer**	**Mark**	**Additional Guidance**
(c)		Jeremy has very different ideas about what makes a good holiday. According to him: – a hot climate is sufficient but not necessary for a good holiday. – a very good night life is also sufficient but not necessary for a good holiday. Please group the holiday destinations according to Jeremy's ideas by writing the destinations in the circles below: Good holiday destinations Bad holiday destinations Credit one mark for identifying Spain as a good holiday destination. Credit one mark for identifying Florida as a good holiday destination. Credit one mark for identifying Egypt as a good holiday destination. Credit one mark for identifying Iceland as a good holiday destination. Credit one mark for recognising that Wales is a bad holiday destination.	**[5]**	
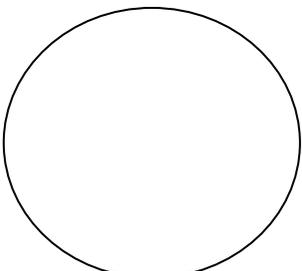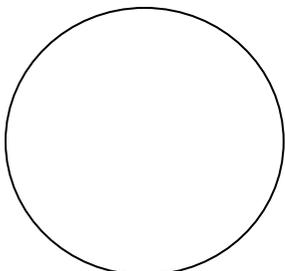
Question			Expected Answer	Mark	Additional Guidance
5			Two male students, Andrew and Callum, and two female students, Barbara and Danielle, all enjoy different hobbies. Use the information provided below to complete the matrix and identify which student enjoys which hobby. • The boy who enjoys dancing goes to the same school as the girl who enjoys kick boxing. • The girl who enjoys kick boxing socialises with Barbara. • The person who enjoys playing in a band is a good friend of both Callum and the dancer. • No two students share the same hobby. Complete the matrix by putting ticks in the box to match the hobby with the right student. <pre> Dancer Kick boxer Plays in a band Plays chess Andrew / X X X Barbara X X / X Callum X X X / Danielle X / X X</pre>	[4]	If candidate has not filled in sentences but has shown clear and unambiguous working in the matrix, they can be credited for correct answers.
			Section A Total	[30]	

Section B					
Question			**Expected Answer**	**Mark**	**Additional Guidance**
6	**(a)**		Identify two questions you would like to ask about the photograph (Document A) and explain why answers to these questions could be useful to you in evaluating it as evidence for the existence of Nessie, the Loch Ness Monster: Credit one mark for any relevant question which could be asked of the photograph in order to begin to evaluate it as evidence for the existence of the Loch Ness Monster. Up to two marks for two relevant questions. Examples Where was the photograph taken? (1 mark) Did the person who took the photograph gain from it in anyway? (1 mark) Was the photograph taken on a digital camera? (1 mark) Were other photographs taken at the same time, which show this from different angles? (1 mark) Was the photograph taken at night? (1 mark) Is the photograph to scale? (1 mark) Was the photograph taken from a great distance? (1 mark) Credit two marks for any developed explanation as to why answers to the question could be relevant for a proper evaluation of the photograph as evidence. Credit one mark for a partial or limited explanation as to why answers to the question could be relevant for a proper evaluation of the photograph as evidence. Up to four marks for two developed explanations. Examples We need to know if the photographer has made money out of selling the photograph because that might mean he had a motive to fake it. (2 marks) If it was taken on digital camera it is much easier to tamper with the image and create a fake but if it's not a digital photograph it is harder to fake. (2 marks) We need to know where the photograph was taken because it cannot be used as evidence for Nessie if it was not even taken at Loch Ness. (2 marks)		Any creditworthy question must focus on the photograph itself as a stand alone item of evidence and should not make unwarranted assumptions about the photograph in relation to the evidence in Document B. Focusing on the photograph itself as evidence means: • Either raising questions about its origin/provenance as a material object eg who took it; when; where etc • Or raising questions about its representative content eg is that meant to be the tail of Nessie? Why is the loch so still? etc <u>do</u> not credit very general questions e.g. is this real/true?

Section B					
Question			**Expected Answer**	**Mark**	**Additional Guidance**
			Because he might have faked it. (1 mark)		
			Because it could be a fake. (1 mark)		
			Because it might be somewhere else. (1 mark)	**[6]**	
	(b)		Eileen Campbell in her witness statement claims "the evidence for the existence of the monster is simply too strong to reject".		It is not necessary to quote EC verbatim to be credited the mark. However a paraphrase which omits a key part of the evidence does not get the mark. Eg missing out the word "often" in "Nessie is often described as being like a dinosaur or serpent"
			Identify and evaluate the two pieces of evidence which she uses to support this claim.		
			Credit one mark for correctly identifying one piece of evidence cited by Eileen Campbell in support of her conclusion.		
			Up to two marks for two distinct and separate pieces of evidence produced by her.		Candidate is not to be penalised twice so he or she can access the explanation marks provided it is clear which evidence the candidate is evaluating.
			Examples "There have been over a hundred reported sightings of the Loch Ness monster since 1880." (1 mark) "Further many of these sightings are very similar." (1 mark) "Nessie is often described as being like a dinosaur or serpent" (1 mark)		
			Credit two marks for any developed explanation as to why the evidence can be viewed as strong or weak.		Developed explanations contain reasoning and will often contain indicator words like "because", "as", "so" "if ..then"etc.
			Credit one mark for a partial and limited explanation as to why the evidence can be viewed as strong or weak.		Partial explanations offer a reason but are incomplete and invite the response "And so?"
			Up to four marks for two distinct and separate explanations as to why the evidence can be viewed as strong or weak.		See examples

Section B					
Question			**Expected Answer**	**Mark**	**Additional Guidance**
			Examples		
			"A hundred sightings is a large number and it is extended over a long period of time so this does amount to fairly good evidence that there is something unusual here". (2 marks)		
			"The fact that all the many sightings are similar means there is some corroboration here which makes the evidence stronger". (2 marks)		
			"A hundred sightings over such a long period is not really very many – less than one a year- and this is surprising given all the tourists who have been there so it is not strong evidence". (2 marks)		
			"The fact that all the sightings are similar is what you would expect if they are all copying from one another so this is not strong evidence". (2 marks)		
			The fact that Nessie is often described as being like a dinosaur or serpent is strong evidence because this shows close corroboration between witnesses" (2 marks)		
			The fact that Nessie is often described as being like a dinosaur or serpent may not be strong evidence because this might show people just copy one another in their story" (2 marks)		
			"It is a large number". (1 mark)		
			"Other people say the same". (1 mark)	**[6]**	
	(c)		As part of a school assignment, you are asked to write a brief argument to convince the students in your class that David Bruce did **not** see the Loch Ness Monster.		
			Your argument should include:		
			• An alternative explanation for what David Bruce witnessed.		
			• A reasoned case to support your explanation, which uses the evidence in Document B to show:		
			◊ how the evidence supports your explanation ◊ why the views of David Bruce and others may not be convincing.		

Section B					
Question			**Expected Answer**	**Mark**	**Additional Guidance**
			Marks are to be allocated in accordance with the performance descriptors below. Reference must be made to **<u>Document B</u>** as explicitly indicated in the wording of the question. **Performance descriptions for 7 to 10 marks: Level 3** • The alternative explanation is precisely stated. • A full range of evidence which clearly strengthens the alternative explanation is identified from the relevant Document B and is fully explained and properly evaluated. • Reasons which are persuasive, cogent and fully developed are offered against the views of David Bruce and the other witnesses who support his claims. • The structure of the reasoning is clear and explicit and places minimal reliance on assumptions. • Grammar, spelling and punctuation are good. Example I think it is most likely that what David Bruce heard and saw was actually the tourist's dog playing in the water catching sticks. Firstly this fits with the evidence of the fishermen who say that at the time David Bruce passed them, there was a tourist who "kept throwing sticks in the loch for the dog to catch". Secondly this fits with the evidence of the tourist who says that his dog was "excited" and barked. So this is a simple and plausible explanation both for the "loud splash" heard by David Bruce and for the noise which he described as "between a cough and a growl". A dog jumping in the water and barking excitedly would explain what he heard. The claim that what David Bruce saw and heard was Nessie is far less convincing. Firstly no one else claims to have seen Nessie. The fishermen who were nearby don't say anything about Nessie. The tourist says it must have been Nessie but doesn't claim to have seen Nessie himself and is just guessing.		For level 3 both parts have to be addressed (argue for own alternative explanation and against David Bruce) – a full answer and meeting descriptors

Section B					
Question			**Expected Answer**	**Mark**	**Additional Guidance**
			Eileen Cambell believes in Nessie but she wasn't there and doesn't claim to have seen Nessie. So only David Bruce claims to have seen Nessie. But his evidence is not corroborated. Furthermore everyone who was there agrees it was "getting dark". The fishermen say this, the tourist says this, even David Bruce says this. So his ability to see is not very good. He then contradicts himself by claiming to have seen Nessie "clear as daylight" so this shows he is not to be trusted. Also he is the owner of a holiday company which makes money out of tourists who come to see Nessie. So this gives him a vested interest to lie or exaggerate. So his story is not credible. (10 marks)		

Section B					
Question			**Expected Answer**	**Mark**	**Additional Guidance**
			Performance description for 4 to 6 marks: Level 2 • The alternative explanation is clearly stated. • A wide range of evidence which strengthens the alternative explanation is identified from the relevant Document B but is not fully explained and evaluation is partial and limited. • Reasons which are plausible and relevant are offered against the views of David Bruce and the other witnesses who support his claims. • The structure of the reasoning is not fully explicit and does rely on some assumptions. • Grammar, spelling and punctuation are adequate. I think it is most likely that what David Bruce heard and saw was actually the tourist's dog playing in the water catching sticks. The claim that what David Bruce saw and heard was Nessie is far less convincing. Firstly no one else claims to have seen Nessie. The fishermen who were nearby don't say anything about Nessie. The tourist says it must have been Nessie but doesn't claim to have seen Nessie himself and is just guessing. Eileen Cambell believes in Nessie but she wasn't there and doesn't claim to have seen Nessie. So only David Bruce claims to have seen Nessie. Everyone who was there agrees it was "getting dark". The fishermen say this, the tourist says this, even David Bruce says this. So he doesn't have any real ability to see. Furthermore his claim to have seen Nessie "clear as daylight" contradicts his own claim and that of everyone else that it was dark so he cannot be trusted. Also he is the owner of a holiday company which makes money out of tourists who come to see Nessie. So this gives him a vested interest to lie or exaggerate. So his story is not credible at all. (6 marks)		An answer which only addresses part of the question can only access level 2

Section B					
Question			**Expected Answer**	**Mark**	**Additional Guidance**
			Performance description for 1 to 3 marks: Level 1 • The alternative explanation is imprecise and unclear or unstated. • Only a limited range of evidence which is relevant to the alternative explanation is identified from the relevant Document B and it is poorly explained and evaluation is lacking. • Reasons offered against the views of David Bruce and the other witnesses who support his claims are undeveloped and only provide weak support for their conclusion. • Structure is either absent or minimal or unclear. • Grammar, spelling and punctuation may be inadequate. Example I don't think David Bruce saw Nessie. The dog could have been barking at anything. That doesn't prove there was a monster. It was just chasing sticks. People believe in what they want to believe like the tourist. Your eyes play tricks on you in the dark. If there was a monster it would have been caught by now. So what he saw wasn't the monster. He might be lying. (3 marks)	**[10]**	

Section B					
Question			**Expected Answer**	**Mark**	**Additional Guidance**
7			The Yeti is supposed to be a creature living in the remote, mountainous areas of the Earth. There have been claims of sightings over many years of these strange, human-like creatures walking upright. Imagine that future explorers find a community of Yeti. The explorers report back that the Yeti appear harmless. They live on nuts and berries, are very sociable and affectionate and live together in extended family groups. They do not seem to be frightened of humans. But despite showing some signs of intelligence they seem unable to communicate with us. The explorers need to make a decision about how to treat these Yeti. They need to know whether to give them the same respect and rights as we give to human beings or whether some should be captured and put on show in zoos.		
	(a)		Identify one key question to which you would like to know the answer before making a decision about how these Yeti should be treated: Credit one mark for any pertinent question which could be asked about the Yeti in order to elicit information which could be relevant and significant in reaching a decision about how they should be treated. Examples "Are they intelligent?" (1 mark) "Do they talk to one another?" (1 mark) "Do they have feelings and emotions similar to our own?" (1 mark) "Are they dangerous?" (1 mark) "Are they easy to feed and look after?" (1 mark) "Do they feel stress when held captive?" (1 mark) "Can they be taught to speak to us?" (1 mark)	**[1]**	Candidate is not to be penalised twice so he or she can access the explanation marks provided it is clear which question the candidate is presupposing.

Section B			
Question	**Expected Answer**	**Mark**	**Additional Guidance**
(b)	Explain why the answer to this question will be relevant to any decision over how to treat the Yeti: Credit two marks for any developed explanation as to why the answer to the chosen question is relevant to the decision about how to treat the creature. Credit one mark for a partial and limited explanation as to why the answer to the chosen question is relevant to the decision about how to treat the creature. Examples "If the creature is intelligent then this could be a reason for keeping it as a pet as an intelligent creature is more likely to be fun and interesting than a stupid creature like a gold fish". (2 marks) "If the creature is intelligent then it should not be kept as a pet because if it is intelligent it will want to be free". (2 marks) "Because intelligent creatures should not be pets". (1 mark) "Because intelligent creatures are better pets". (1 mark)	**[2]**	Developed explanations contain reasoning and will often contain indicator words like "because", "as", "so" "if ..then"etc. Partial explanations offer a reason but are incomplete and invite the response "And so?" See examples

Section B				
Question		**Expected Answer**	**Mark**	**Additional Guidance**
	(c)	Develop a brief argument of your own with the following conclusion: "The Yeti are too similar to humans to be kept in zoos." Your argument should include at least two reasons, with some supporting evidence or examples **Performance descriptions for 4 to 5 marks: Level 3** • At least two reasons are provided for the conclusion, which are persuasive, cogent and fully developed. • Evidence and/or examples are provided which are both precisely relevant and adequate. • The structure of the reasoning is clear and explicit and does not rely on assumptions. • Grammar, spelling and punctuation are good. Example "Firstly it is reported that the Yeti show signs of intelligence like us and intelligent creatures will suffer more than other animals if kept captive in a zoo. Secondly they are like humans because they are sociable and like living together and it is cruel to keep sociable creatures apart from their extended families. For example when humans are kept captive in prison or held hostage they suffer enormously because they cannot be with loved ones. Also there is some evidence provided by the explorers that they have emotions like us and we feel homesick and sad when away from our homes and they will probably have the same feelings. Therefore the Yeti are too similar to humans to be kept in zoos." (5 marks) **Performance description for 2 to 3 marks: level 2** • At least two reasons are provided for the conclusion but at most one is fully developed and not open to challenge. • Evidence and/or examples are provided which are relevant but not adequate. • The structure of the reasoning is not fully explicit and does rely on some assumptions. Grammar, spelling and punctuation are adequate.		If candidates argue against the given conclusion they can access a maximum of 2 marks (bottom of level 2) At level 2 the conclusion may not precisely fit the one given in the question. If candidates argue for a conclusion tangential to the one given but not opposed the maximum they can access is top of level 2 If the right conclusion is strongly implied and reasoning is strong candidates can access level 3

Section B					
Question			**Expected Answer**	**Mark**	**Additional Guidance**
			Example "They are like humans because they are sociable and like living together and it is cruel to keep sociable creatures apart from their extended families. For example when humans are kept captive in prison or held hostage they suffer enormously because they cannot be with loved ones. The explorers also provide evidence that they are harmless and don't even eat meat. So they should be left where they are because they are no danger to us and very like us" (3 marks) **Performance description for 1 marks: Level 1** • Reasons are undeveloped and only provide weak support for their conclusion. • Evidence and/or examples are not provided. • Structure is either absent or minimal or unclear. • Grammar, spelling and punctuation may be inadequate. Example "They are nice creatures. They are not dangerous; they just eat nuts and berries. They have feelings. They walk upright. So I think that the Yeti are too similar to humans to be kept in zoos." (1 mark)	**[5]**	
			Section B Total	**[30]**	
			Paper Total	**[60]**	

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