

LEVEL 2 AWARD

THINKING AND REASONING SKILLS

Unit 2 Thinking and Reasoning Skills Case Study

B902

**Tuesday 21 June 2011
Afternoon**

Duration: 1 hour

Candidates answer on the question paper.

OCR supplied materials:

- Resource booklet (B902/RB)

Other materials required:

None



Candidate forename		Candidate surname	
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Centre number						Candidate number				
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INSTRUCTIONS TO CANDIDATES

- Write your name, centre number and candidate number in the boxes above. Please write clearly and in capital letters.
- Use black ink. Pencil may be used for graphs and diagrams only.
- Read each question carefully. Make sure you know what you have to do before starting your answer.
- Write your answer to each question in the space provided. Additional paper may be used if necessary but you must clearly show your candidate number, centre number and question number(s).
- Answer **all** the questions.
- Do **not** write in the bar codes.

INFORMATION FOR CANDIDATES

- The number of marks is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is **60**.
- You will be assessed on the quality of your written communication in question 16. The quality of your grammar, spelling and punctuation will affect the mark for this question.
- This document consists of **12** pages. Any blank pages are indicated.

Section A: Thinking through the documents.

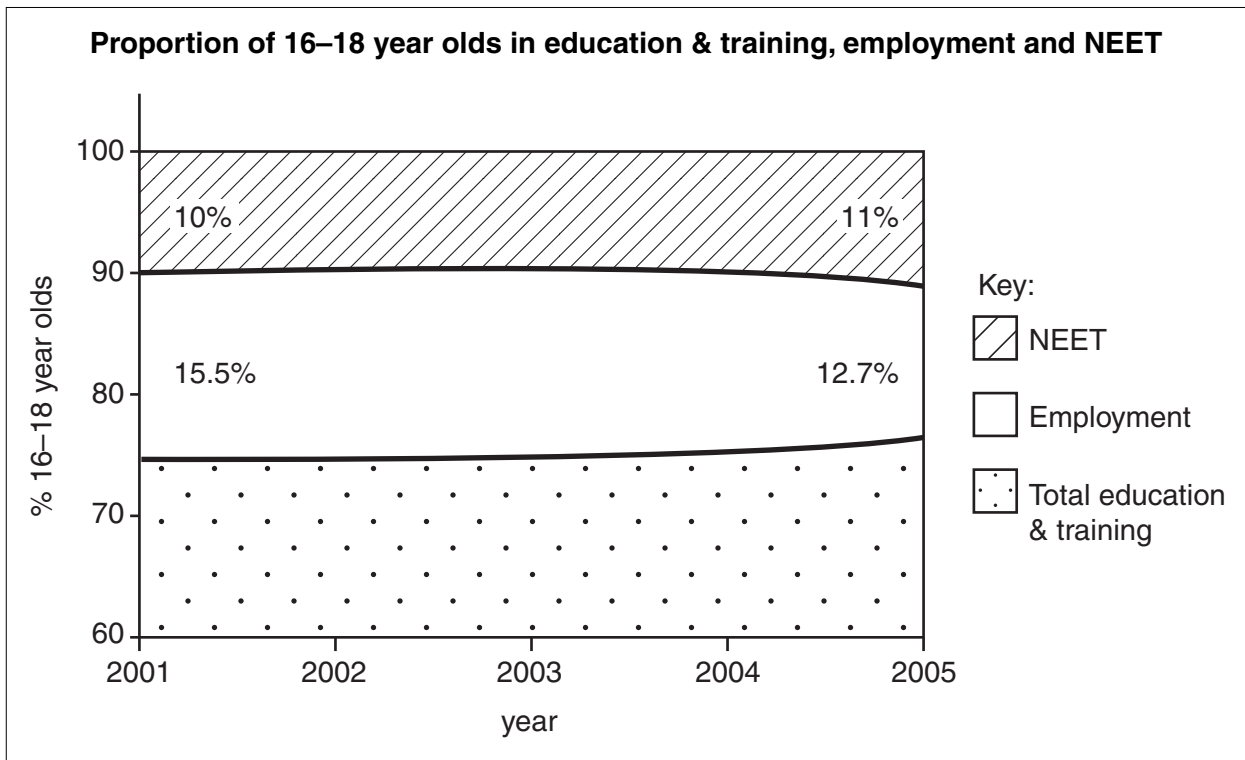
You are advised to spend no more than 40 minutes on this section. It is worth 40 marks.

Answer all the questions in this Section.

In this section you will be required to use all your reasoning, evaluation, information processing and creative thinking skills on the documentary sources.

When it is necessary to refer to one specific source in order to answer the question, you will be directed to that source.

- 1 In Document 1, this graph is presented. Which of the following can be reliably concluded from this graph? Please tick the correct response.



The percentages of NEETs and young people in education and training are increasing because employment is decreasing.	
The percentage of NEETs is increasing and young people who are employed is decreasing but those in education and training has remained roughly the same.	
The percentages of NEETs and young people in education and training are increasing, but the percentage of those who are employed is decreasing.	
The fact that there are more young people who are in education and training means that the number who can get employment is reduced.	

[1]

- 2 In Document 2, Sahid provides the following argument:

“Everyone should carry on at school after Year 11 just as I did, because it has given me the brightest future out of all of us.”

Circle the indicator word in Sahid’s argument.

[1]

- 3 In Document 2, Michael provides the following argument:

“You know I was one of the brightest in our year group at school and I have no qualifications. Also having a piece of paper with grades on it isn’t the only way to prove you are clever. Therefore, qualifications are not important.”

Mark up Michael’s argument in the box above to show the different argument components:

(a) **Underline** his conclusion.

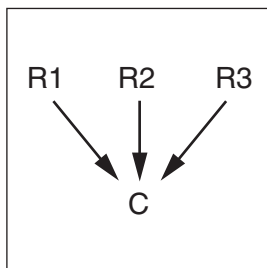
[1]

(b) Put brackets around **three** reasons.

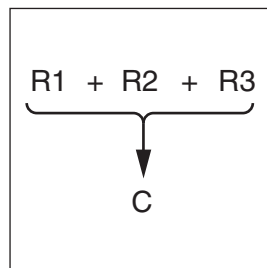
[3]

- 4 Three students were asked to draw an argument map for the argument in question 3. These are shown below. Choose the correct argument map by ticking the correct box below.

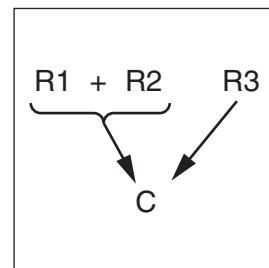
Argument map A



Argument map B



Argument map C



Argument map A	
Argument map B	
Argument map C	

[1]

5 In Document 2, Michael argues:

“So should everyone have been forced to stay on then? Give all young people a longer childhood? Once the government starts doing this, soon they will be making parents pick up their 18 year old children from school to prevent road accidents, forcing them to have babysitters when parents go out at night and we will end up in a situation where young people cannot function on their own at all.”

Michael’s reasoning contains a common flaw. Which **one** of the following correctly names the flaw? Please tick the correct response.

Straw man	<input type="checkbox"/>
Tu quoque	<input type="checkbox"/>
Ad hominem	<input type="checkbox"/>
Slippery slope	<input type="checkbox"/>

[1]

6 In Document 3, paragraph 2, Sara Andrews uses the evidence of 40 broken windows a week in the school to support her claim that there was much unrest due to the raising of the school leaving age.

Identify **one** assumption she is making here.

.....
 [1]

7 Suggest **two** alternative explanations for the broken windows.

(a)
 [1]

(b)
 [1]

8 In Document 3, paragraph 4, Sara Andrews uses an analogy.

“Some people argue that more time in education means more skills. These people obviously have never worked in schools or with young people! Force-feeding young people “skills” is like trying to get more water into a wet sponge. Neither is likely to succeed. It is better for the young people to call it ‘quits’ than to carry on”.

Identify what is being compared with what. Complete the following sentence.

.....
.....

is being compared with

.....
..... [2]

9 Identify and explain **one** key similarity and **one** key difference in this analogy.

(a) One key similarity is

.....
.....
..... [2]

(b) One key difference is

.....
.....
..... [2]

10 Sahid’s tutor asked him to rate his four respondents – Sara Andrews (Document 3), Karl Abraham (Document 4), Mary MacDonald (Document 5) and Teri Goldstein (Document 6) in terms of their credibility. For each criterion, choose which respondent has the better credibility with respect to the school leaving age and explain why.

(a) Using credibility criterion: Relevant Expertise/Experience

The respondent who has the better credibility is: (please tick one box)

Sara Andrews

Karl Abraham

because

.....

..... [2]

(b) Using credibility criterion: Ability to See

The respondent who has the better credibility is: (please tick one box)

Mary MacDonald

Teri Goldstein

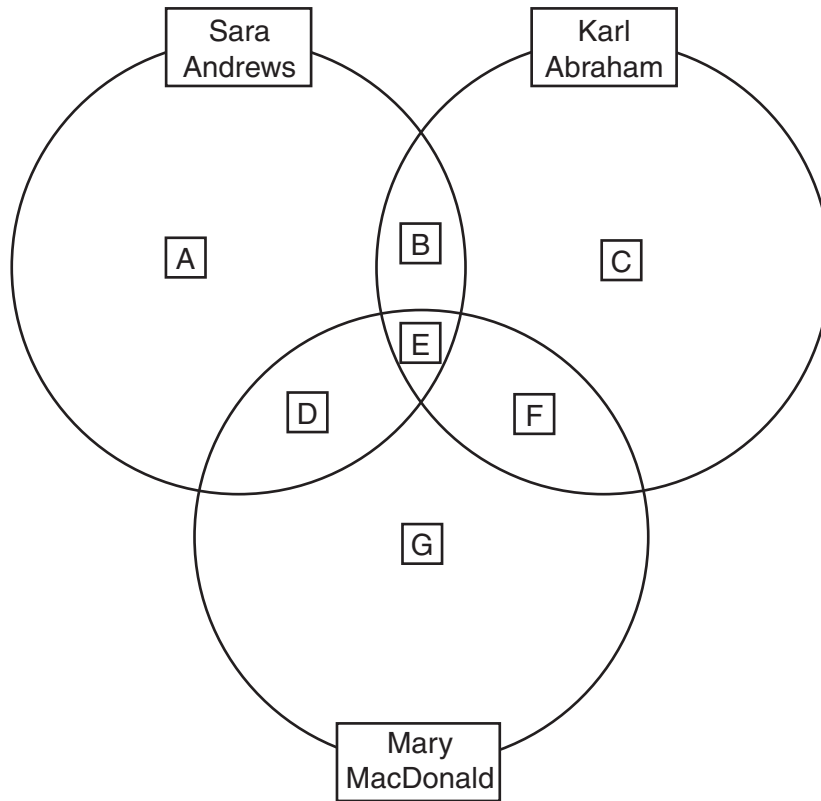
because

.....

..... [2]

- 11 In Documents 3 to 5, Sara, Karl and Mary give reasons in support of their claims. In some cases these reasons are the same.

Using the Venn Diagram, identify which area of the diagram the reasons below can be placed in. Circle the correct letter for each of the reasons. The letters can be used once, more than once or not at all. The first one has been done for you.



Reason
<i>Young people should stay at school until at least the age of 18</i>
The UK should do it because the USA does it
It is a better use of resources
It will make teachers happy
16 year olds may not be mature enough
16 year olds may be mature enough
It promotes equality
It is worthwhile to make the change.
It will reduce truancy

Area on the Venn Diagram
A B <input checked="" type="radio"/> C D E F G
A B C D E F G
A B C D E F G
A B C D E F G
A B C D E F G
A B C D E F G
A B C D E F G
A B C D E F G
A B C D E F G

[8]

12 In Document 7 we are told that:

Sahid also sent out a questionnaire to students at his university to gain their views on the school leaving age.

- Number of questionnaires sent out: 1450
- Number of questionnaires returned: 248
- Percentage of questionnaires returned: 17%

Identify and explain **two** weaknesses in the poll he has conducted.

(a)
..... [2]

(b)
..... [2]

13 In Document 7, Sahid concludes that:

Practically everyone believes that the way to make education better is to put more resources into schools in the form of teachers, reducing class size or giving money for results. So the government should increase taxes to make education better.

There is a weakness in his reasoning. Which one of the following correctly names this weakness? Please tick the correct response.

Straw man	<input type="checkbox"/>
Tu quoque	<input type="checkbox"/>
Appeal to popularity	<input type="checkbox"/>
Slippery slope	<input type="checkbox"/>

[1]

14 Sahid, Michael and Miriam each selected one of the additional comments from Document 7 with which they agreed. Identify and explain which of the three comments was selected by each friend. Choose a **different** comment for each friend.

Comment
A. It did not matter to me that there was a legal age to finish school, I carried on studying because it was important to my future.
B. It would have been great to have had the choice to leave at 14 years old.
C. (Education) It's important to me.

(a) Sahid is most likely to have agreed with comment _____ (insert **one** letter here) because

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..... [2]

(b) Michael is most likely to have agreed with comment _____ (insert **one** letter here) because

.....
.....
..... [2]

(c) Miriam is most likely to have agreed with comment _____ (insert **one** letter here) because

.....
.....
..... [2]

[Section A Total: 40 marks]

Section B: Thinking to a conclusion based on reasons and evidence.

Allow approximately 20 minutes for this section.

It is worth 20 marks.

Answer all the questions in this section.

15 Sahid’s tutor asked him to improve his questionnaire in Document 7 about the age at which compulsory education should end . A weakness is that two of the questions are not directly related to the age at which compulsory education should end. The questions were:

- When should compulsory education end?
- Is education important?
- What is the best way to improve secondary education?

Using any of the question words: ‘WHO?’, ‘WHEN?’, ‘WHERE?’, ‘WHY?’, ‘WHAT?’ ‘HOW?’ produce 6 new questions which would help to make a decision on the age at which compulsory education should end. The question words may be used once, more than once or not at all.

- (a) Question 1: [1]
- (b) Question 2: [1]
- (c) Question 3: [1]
- (d) Question 4: [1]
- (e) Question 5: [1]
- (f) Question 6: [1]

16 Present and develop a brief argument in favour of having a compulsory school leaving age at **one** of the following three options:

- aged 14
- aged 16
- aged 18

In your argument you must:

- Clearly identify your **main** conclusion.
- Provide **reasons** for your main conclusion
- Support at least **one** reason with relevant **evidence or examples**.

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..... [9]

TURN OVER FOR QUESTION 17

17 In Document 4, Karl Abraham has claimed that young people are naturally lazy. Present a brief counter-argument to this claim. In your counter-argument you must:

- Clearly identify your **main** conclusion.
- Provide **two** developed reasons for your main conclusion

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..... [5]

[Section B Total: 20 marks]



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