

Critical Thinking

Unit: F502: Analysing and Evaluating Argument: High banded candidate style answer.

Introduction

OCR has produced these candidate style answers to support teachers in interpreting the assessment criteria for the new GCE specifications and to bridge the gap between new specification release and availability of exemplar candidate work.

This content has been produced by senior OCR examiners, with the input of Chairs of Examiners, to illustrate how the sample assessment questions might be answered and provide some commentary on what factors contribute to an overall grading. The candidate style answers are not written in a way that is intended to replicate student work but to demonstrate what a “good” or “excellent” response might include, supported by examiner commentary and conclusions.

As these responses have not been through full moderation and do not replicate student work, they have not been graded and are instead, banded “medium” or “high” to give an indication of the level of each response.

Please note that this resource is provided for advice and guidance only and does not in any way constitute an indication of grade boundaries or endorsed answers.

16 Identify the main conclusion of the argument presented in the passage [2]	
<i>Candidate style answer</i>	<i>Examiner’s commentary</i>
<i>We should restrict the amount of television that is broadcast.</i>	The candidate has copied exactly the correct sentence from the passage. The word “Identify” was a clue to the candidate that this is what was required.

17 Identify the intermediate conclusion of the argument presented in the passage. [2]	
<i>Candidate style answer</i>	<i>Examiner’s commentary</i>
<i>Watching television is a danger to all aspects of our well being</i>	The candidate has accurately copied the correct sentence from the passage, again recognising that this is what the word “identify” requires.

18 In paragraph 1 the author suggests a link between watching TV and obesity in order to support an idea that watching television leads to poor health. With reference to the passage, how might you criticise this link. [3]	
<i>Candidate style answer</i>	<i>Examiner’s commentary</i>
<i>Just because obesity has increased as the amount of television viewing has increased does not mean that watching TV has caused the weight rise. It could</i>	The candidate recognises that this could be a causal flaw and uses information from the passage to illustrate this, explaining the difference between cause and correlation. They then develop their answer by giving

<i>be that the link between the two is merely a correlation i.e. the link is statistical not causal. There could be many other reasons for the rise in obesity such as the increase in the amount of fatty foods consumed.</i>	another valid possible cause for the rise in obesity. This means the answer is a detailed, clear criticism with reference to material from the passage.
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19 The reasoning in paragraph 1 uses a “slippery slope”. With reference to the passage, explain why this way of reasoning is flawed. **[3]**

<i>Candidate style answer</i>	<i>Examiner’s commentary</i>
<i>The author reaches the conclusion that hospital beds will be full of depressed people because watching television news makes them pessimistic and pessimism causes depression. This argument moves too quickly and there are too many assumptions at each stage e.g. pessimism may make people feel unhappy but it will not necessarily make them depressed. Pessimism is an emotion whereas depression is a mental illness. Also, even if people were depressed then the majority would be treated at home and not admitted to hospital.</i>	There is an accurate explanation of the flaw (ref. to the argument moving too quickly and with too many assumptions) and the information in the passage is used to illustrate these weaknesses.

20 In paragraph 2, the author uses evidence relating to cartoon movies on DVD. Explain two ways in which this evidence does not support the reasoning in paragraph 2. **[4]**

<i>Candidate style answer</i>	<i>Examiner’s commentary</i>
<i>The 62% of videos which contain images of injuries caused by violence is only just over half and the number of fatal injuries is only 31% so these figures are not large enough to support the idea that these videos could cause sleep disturbance. The evidence is about the content of the videos and this is then used to discuss the effects this could have on the sleep pattern of young children but there is no evidence to show that watching violence on a screen can affect children in this way.</i>	<ul style="list-style-type: none"> • The candidate discusses in detail, using accurate figures from the passage, why the evidence is too weak to support the reasoning. • The candidate identifies the cause/effect weakness in the evidence, using the information in the passage. <p>The key is to explain the weakness (1), illustrating it with information from the passage.</p>

21(a) The reasoning in paragraph 3 uses an analogy. What is being compared in this analogy? **[3]**

<i>Candidate style answer</i>	<i>Examiner’s commentary</i>
<i>The fact that more complex television programmes are unlikely to have</i>	The items are correctly identified (modern cars and more complex television programmes)

<i>created more intelligent viewers is being compared to the fact that it is improbable that the complexity of modern cars has made us better drivers.</i>	together with the consequences of those items (the creation of more intelligent viewers and better drivers) and the direction of the relationship is correct (the more complex television programmes are unlikely to have created more intelligent viewers in the same way that it is improbable that the complex modern car has resulted in better drivers.)
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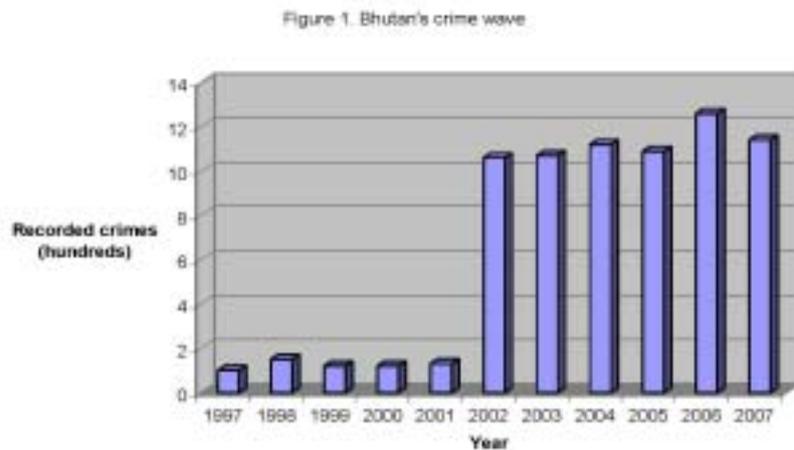
21(b) How well does this analogy support the author’s argument in paragraph 5 that watching TV does not increase our intelligence? **[3]**

<i>Candidate style answer</i>	<i>Examiner’s commentary</i>
<i>It does not support it very well because the technological advances of modern cars have made it easier to drive them and therefore they will not necessarily have improved the skill of the drivers. However, it is unlikely that viewers can fully appreciate more complex TV programmes without more mental application and therefore it is possible that these programmes have helped to increase the intelligence of their viewers.</i>	In this answer the candidate has addressed the detail of the elements i.e. the more complex nature of the modern car and the TV programmes, compared their potential impact and made an assessment based on those impacts i.e. they have clearly explained a relevant difference between the two things and answered the question.

22 Bhutan could be considered to be a very strong example of the dangers of watching television. Referring to the material in the passage, explain, in detail, two possible strengths of this example. **[4]**

<i>Candidate style answer</i>	<i>Examiner’s commentary</i>
<ul style="list-style-type: none"> <i>Bhutan is a very isolated country so the amount of western influence which might give rise to crime e.g. differences in wealth could have been quite limited so the changes which came about in the short period of time after the introduction of TV would be more obvious and it could be possible to argue that there is a link between the two.</i> <i>Prior to the introduction of TV Buddhism and its peaceful values were dominant but TV introduced more Western values including violence and greed so the difference between society “before” and “after” TV is very clear, perhaps suggesting that TV is responsible for some of the observed changes.</i> 	<ul style="list-style-type: none"> Isolation v. non-isolation is identified and linked to the idea that this makes the changes in society introduced as a consequence of exposure to TV perhaps more easily identified than elsewhere. The domination of Buddhism and its associated peacefulness v. the more corrupt Western influences introduced by exposure to the TV again makes the possible changes in society more identifiable. <p>In each case the candidate looks at how a background factor which was dominant in Bhutan has been substantially altered, possibly as a result of the introduction of TV, and how this could have changed behaviour.</p>

23 Figure 1 presents evidence about crime in Bhutan. Explain why this does not support the author's assertion that the introduction of TV into Bhutan led to a crime wave.



[2]

<i>Candidate style answer</i>	<i>Examiner's commentary</i>
<i>Television was introduced in 1999 but the rise in crime did not take place until three years later i.e. 2002 so there could have been other factors to blame e.g. more people moving to live in poor housing conditions in the towns.</i>	The candidate accurately quotes material from the graph (and the text) to show that there was a gap between the introduction of TV and the increase in crime rates and realises that this suggests that other factors may be involved, even suggesting one.

At the end of paragraph 4, the author suggests that the people of Bhutan have a choice.

24(a) Name or describe the flaw in the reasoning behind the author's suggestion.

[1]

<i>Candidate style answer</i>	<i>Examiner's commentary</i>
<i>Restricting the options.</i>	It is sufficient to name the flaw without giving an explanation.

24(b) With reference to the text, explain why the author's reasoning is flawed. You must clearly show why there is a problem with the author's reasoning

[3]

<i>Candidate style answer</i>	<i>Examiner's commentary</i>
<i>The author gives only two choices which are totally opposite to each other. He/she states that either you can have TV but this will bring crime and violence or you ban TV and the previously tranquil lifestyle will return. It would be possible to have other options which lie between these two extremes e.g. restrict broadcasting to programmes which encourage the Buddhist ideas, hoping that this would encourage people to lead a tranquil lifestyle.</i>	Using the text the candidate explains the problem of having only two options, particularly if these represent two extremes. The candidate develops the answer by using an example to show how it is possible to have further options. This means he/she have accurately explained the flaw; with reference to the passage i.e. met the criteria for three marks.

Section C:

25 In paragraph 3, the author suggests that it would be impossible to identify a causal relationship between watching TV and a global increase in IQ scores. Give one reason why this might be the case.	
[2]	
<i>Candidate style answer</i>	<i>Examiner's commentary</i>
<i>It would be very difficult to say that watching TV is the only or main cause of an increase in IQ scores, as there could be many other factors involved at the same time, for example improved access to education, or increased availability of books and other reading materials. These might also contribute to raising IQ levels, so you would not be able to say that watching TV was the only or main reason that caused it.</i>	This answer makes it very clear that it is impossible to say that watching TV is the cause of an increase in IQ scores; it is a developed answer because examples of other possible causes are given.

26 In paragraph 5, television is compared to other things that are potentially harmful, such as smoking and alcohol. Using relevant examples, explain whether television is or is not comparable.	
[4]	
<i>Candidate style answer</i>	<i>Examiner's commentary</i>
<i>Television is not comparable to smoking or alcohol, as they both have bad effects on your health and make you ill, and normally watching TV does not do that. Although watching TV might affect your eyesight if you do it too much, it does not make you ill or shorten your life like smoking and drinking alcohol do. On the other hand, you can watch too much TV, just like you can get addicted to cigarettes or alcohol, so they are a bit similar in that way.</i>	This candidate has balanced two examples, one showing a similarity and the other dissimilarity; both examples are relevant, so the candidate deserves high marks.

27 Consider the following general principle.

“The Government should restrict all potentially harmful activities.”

This is a general principle that would support the author’s argument in paragraph 5. Consider the way that this principle might be applied to a wide variety of situations and construct a further argument that either supports this principle or challenges it.

Marks will be given for a well-structured and developed argument that contains at least 3 reasons, intermediate conclusions and an overall conclusion. Your argument should also contain examples and/or evidence.

[1]

<i>Candidate style answer</i>	<i>Examiner’s commentary</i>
<p><i>Although it could be argued that the Government has a duty of care to protect its citizens from harm, in practice to restrict all potentially harmful activities could severely limit the rights of the individual. A wide range of sports, from skiing to rugby to horse-racing, are all potentially harmful, and some famous rugby players have had to stop playing because of the injuries they sustained on the sports field. However, sport is good for us, and we should have a right to take part in any sport we like. It is not for the Government to decide for us that we might get hurt and should not take the risk. While there might be a case for restricting potentially harmful activities for children, because they are not aware of all the risks, adults should be allowed to make informed decisions on what risks they are prepared to take. Furthermore, practically any activity could be described as potentially harmful, even walking to the corner shop. For the Government to restrict any activity that is potentially harmful would leave us little else to do than to sit carefully on the sofa and watch TV, assuming the programme did not over-excite us! It is clear that Government intervention into potentially harmful activities would be a serious infringement of our civil liberties. Therefore the Government should not restrict all potentially harmful activities.</i></p>	<p>This is a good top-level answer, deserving of high marks. There is a properly supported Intermediate Conclusion which moves the argument forward. The examples and evidence used are relevant to the argument. There are two counter-arguments, both properly refuted. This candidate has done all that they were asked to do.</p>

28 Construct one further argument that challenges or supports the main conclusion of Document 1.

Marks will be given for a well-structured and developed argument that contains at least 3 reasons, intermediate conclusions and an overall conclusion. Your arguments should also contain examples and/or evidence.

You may use information and ideas from the original passages, but you must use them to form a new argument. No credit will be given for repeating the original arguments in Document 1.

[1]

Candidate style answer

Although it can be argued that watching TV is essentially a passive occupation, because the viewer is not required to do more than receive whatever is being offered, in fact TV can provide a gateway into a whole new world of experiences and of knowledge. The wider the range of programmes, the more chances there are of finding something that interests or inspires you. For example, watching wild life programmes can both inform us of animals and birds we might never have heard of, and awaken in us a concern for the environment. Watching historical programmes can help us understand the world we live in. Watching sport can remind us of the need to exercise our bodies as well as our minds, and encourage us to aim higher in our performances. Restricting the amount that is broadcast would limit all these opportunities, and make our experience of the world narrower. Furthermore, restriction would give power to those making decisions over what should be shown. This is almost like censorship, and is undemocratic. People should be able to watch what they want. Therefore we should not restrict the amount of TV that is broadcast.

Examiner's commentary

This is a high level answer, and would get high marks. The candidate has used relevant examples. The Intermediate Conclusion is well-supported by the reasons given, and there is a second strand of reasoning brought in to strengthen the conclusion. The conclusion itself is clearly and accurately stated, and does not rest on many assumptions. Grammar, spelling and punctuation are very good. This candidate has done all that is asked.