

**Level 2 Award**

**Thinking and Reasoning Skills**

Unit 1 **B901**: Thinking and Reasoning Skills

OCR Level 2 Award

**Mark Scheme for June 2015**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, 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 2015

## Annotations

### 1. Annotations

used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions)

Annotation	Meaning
	Unclear
	Benefit of doubt
	Caret sign to show omission
	Cross
	Development
	Significant amount of material which doesn't answer the question
	Level 1
	Level 2
	Level 3
	Level 4
	Not answered question
	Benefit of doubt not given
	Page seen
	Tick

## MARK SCHEME

Question			Expected Answer	Mark	Rationale/Additional Guidance
1	(a)	(i)	<p>Credit 1 mark for the correct identification of the conclusion:</p> <p>Credit 1 mark for underlining the sentence: <u>Therefore, the legal age for buying a lottery ticket must be raised from 16 to 18.</u></p> <p>The mark is to be awarded to candidates regardless of whether they omit or include the argument indicator word: <u>therefore</u>.</p>	[1]	<p><b>1 mark - PRECISION</b> For precisely selecting the correct argument element.</p> <p><b>0 marks</b></p> <ul style="list-style-type: none"> <li>For an identification of an incorrect part of the text.</li> <li>For no creditworthy material.</li> </ul> <p><b>NB</b> The mark is <b>not</b> to be awarded to any candidate who underlines the conclusion but also underlines other words or phrases from the following sentences.</p>
1	(a)	(ii)	<p>Credit 1 mark for circling the following word: Therefore</p>	[1]	<p><b>1 mark - PRECISION</b> For precisely selecting a correct conclusion indicator word.</p> <p><b>0 marks</b></p> <ul style="list-style-type: none"> <li>For selecting an incorrect part of the text.</li> <li>For selecting more than one part of the text (scattergun approach)</li> <li>For no creditworthy material.</li> </ul>
1	(b)	(i)	<p>Credit 1 mark for correctly circling <u>Map B</u>.</p> <p>Map B is the correct map because it correctly shows that the two reasons depend on each other to support the conclusion.</p>	[1]	<p><b>1 mark - PRECISION</b> For precisely selecting the correct visual argument map.</p> <p><b>0 marks</b></p> <ul style="list-style-type: none"> <li>For an identification of an incorrect argument map.</li> <li>For identification of more than one argument map.</li> <li>For no creditworthy material.</li> </ul> <p><b>NB</b> Candidates who point to the right map or circle the title Map B rather than the whole map should still gain the mark.</p>

Question			Expected Answer	Mark	Rationale/Additional Guidance
1	(b)	(ii)	<p>Credit 1 mark for any answer which explains that the reasons are <u>joint / not independent / not separate / do rely on each other</u>.</p> <p>These terms do not have to be used provided the idea they express is adequately stated.</p> <p>The mark is <b>not</b> to be awarded for claiming the reasons are stronger together because this is true of both joint and independent / separate reasons.</p> <p><b>Examples for 1 mark</b></p> <ul style="list-style-type: none"> <li>• Map B is correct because it shows that the reasons are joint.</li> <li>• Joint reasoning</li> <li>• Because the reasons are not independent.</li> </ul> <p><b>Examples for 0 marks</b></p> <ul style="list-style-type: none"> <li>• The reasons are stronger together.</li> <li>• Because the reasons are independent / separate.</li> </ul>	[1]	<p><b>1 mark - PRECISION</b></p> <p>For an explanation which shows the relationships presented by the correct visual argument map.</p> <p><b>0 marks</b></p> <ul style="list-style-type: none"> <li>• For an incorrect explanation of the correct argument map.</li> <li>• For a correct explanation of the incorrect argument map</li> <li>• For lack of precision / ambiguity in explaining the correct argument map.</li> <li>• For no creditworthy material.</li> </ul> <p>NB The mark IS available to candidates who incorrectly circle Map A or Map C in answer to the first part of the question.</p>
1	(c)		<p>Credit 1 mark for a realistic alternative option, which is clearly stated.</p> <p><b>Examples for 1 mark</b></p> <ul style="list-style-type: none"> <li>• Raise the starting age to 21</li> <li>• Keep the starting age at 16 and reduce the starting age for gambling to 16.</li> <li>• Allow different ages for the different types of gambling</li> </ul> <p><b>Example for 0 marks</b></p> <ul style="list-style-type: none"> <li>• Raise the starting age for buying a lottery ticket to 18 (<i>not an alternative option, as this was presented in the argument</i>)</li> </ul>	[1]	<p><b>1 mark - CLEAR</b></p> <p>Identifying a sensible other option for the government to take</p> <p><b>0 marks</b></p> <ul style="list-style-type: none"> <li>• For an alternative that is which is not realistic</li> <li>• For an option which is not an alternative</li> <li>• For no creditworthy material</li> </ul>

Question			Expected Answer	Mark	Rationale/Additional Guidance
1	(d)		Credit 1 mark for each relevant criterion identified up to a maximum of two marks for two separate criteria  Possible criteria include: <ul style="list-style-type: none"> <li>• Public opinion</li> <li>• How many 16 year olds already buy the lottery tickets</li> <li>• Cost to the country</li> <li>• Practicality</li> <li>• Effectiveness</li> </ul>	[1+1]	
1	(e)	(i)	<b>Examples for 1 mark</b> <ul style="list-style-type: none"> <li>• You should be an adult first</li> <li>• You are more responsible at 18</li> <li>• It will give consistency</li> </ul> <b>Examples for 0 marks</b> <ul style="list-style-type: none"> <li>• The government are killjoys</li> <li>• Because it is a form of gambling (<i>this is a reason, but not one of their own</i>)</li> </ul>	[1]	<b>1 mark</b> <b>(i)</b> For a reason that gives support to the claim <b>(ii)</b> For a reason that challenges the claim  <b>0 marks</b> <ul style="list-style-type: none"> <li>• For something unrelated so it does not give support/challenge,</li> <li>• For a statement that is too lacking in plausibility to offer recognisable support/challenge.</li> <li>• For no credit-worthy material.</li> </ul>
1	(e)	(ii)	<b>Examples for 1 mark</b> <ul style="list-style-type: none"> <li>• It does not need to be changed</li> <li>• 16 year olds are responsible</li> </ul> <b>Example for 0 marks</b> <ul style="list-style-type: none"> <li>• Because I would like to play the Lottery at 16</li> </ul>	[1]	Candidates should not be penalised for adding other argument elements.

Question			Expected Answer	Mark	Rationale/Additional Guidance
1	(f)	(i)	Credit 1 mark for selecting " <u>neither a necessary nor a sufficient condition for being a gambler</u> "	[1]	<p><b>1 mark - PRECISION</b> For precisely selecting the correct option.</p> <p><b>0 marks</b></p> <ul style="list-style-type: none"> <li>• For an identification of an incorrect option.</li> <li>• For identification of more than one option (scattergun approach).</li> <li>• For no creditworthy material.</li> </ul>
1	(f)	(ii)	<p><b>Examples for 1 mark</b></p> <ul style="list-style-type: none"> <li>• the buyer may not be purchasing it for themselves</li> <li>• It is not necessary to buy a lottery ticket to be a gamble, they could chose other gambling methods.</li> <li>• A gambler doesn't need to buy a lottery ticket to be a gambler</li> </ul> <p><b>Examples for 0 marks</b></p> <ul style="list-style-type: none"> <li>• You have to be a gambler to buy a lottery ticket</li> <li>• Just by buying it is sufficient to make you a gambler</li> </ul>	[1]	<p><b>1 mark - PRECISION</b> For an explanation which shows that buying a lottery ticket is either not necessary or not sufficient for a person to be a gambler.</p> <p>The mark for this part is awarded independently of 1fi</p>
2	(a)		Credit 1 mark for <u>white</u>	[1]	If the sentences are <b>not</b> completed, but the matrix shows a correct solution, then the correct answers in the matrix can be credited.
2	(b)		Credit 1 mark for <u>black</u>	[1]	
2	(c)		Credit 1 mark for <u>silver</u>	[1]	

Question		Expected Answer	Mark	Rationale/Additional Guidance
2	(d)	<p><b>Example for 1 mark:</b></p> <ul style="list-style-type: none"> <li>• The orange car may not stand out because it is dirty.</li> <li>• Devante may be a bad driver.</li> <li>• Devante may have parked badly.</li> <li>• Being damaged is not the same having an accident.</li> </ul> <p><b>Examples for 0 marks:</b></p> <ul style="list-style-type: none"> <li>• This car may be an exception.</li> <li>• The conclusion can be reliably drawn.</li> </ul>	[1]	<p><b>1 mark - CLEAR</b></p> <p>Identification of a reason why the conclusion cannot be reliably drawn.</p>
3	(a - c)	<p>Credit 1 mark each for a maximum of 3 marks for the correct responses:</p> <p>(a) 7 (b) 12 (c) 16</p>	[1+1+1]	
3	(d)	<p>Credit 1 mark for identifying the flaw in the argument and a credit a further mark for a developed explanation of the flaw in the argument</p> <p><b>Example for 2 marks</b></p> <ul style="list-style-type: none"> <li>• There is a false dilemma flaw, there are other options available, it could have been a hamster.</li> </ul> <p><b>Examples for 1 mark</b></p> <ul style="list-style-type: none"> <li>• false dilemma</li> <li>• restricting the options.</li> <li>• There are other possibilities, because they may have a hamster.</li> </ul> <p><b>Accept:</b> necessary and sufficient conditions. It is sufficient for the other pet to be a dog, but not necessary.</p>	[2]	<p><b>2 marks – DEVELOPED APPLICATION</b></p> <p>For identifying and explaining a flaw in an argument in a clear and developed way, for example, making use of indicator words such as so, because...</p> <p><b>1 mark – UNDEVELOPED APPLICATION</b></p> <p>For explaining a weakness/flaw in a brief and/or undeveloped way.</p> <p><b>0 marks</b></p> <ul style="list-style-type: none"> <li>• For providing an incorrect response.</li> <li>• For no creditworthy material.</li> </ul>

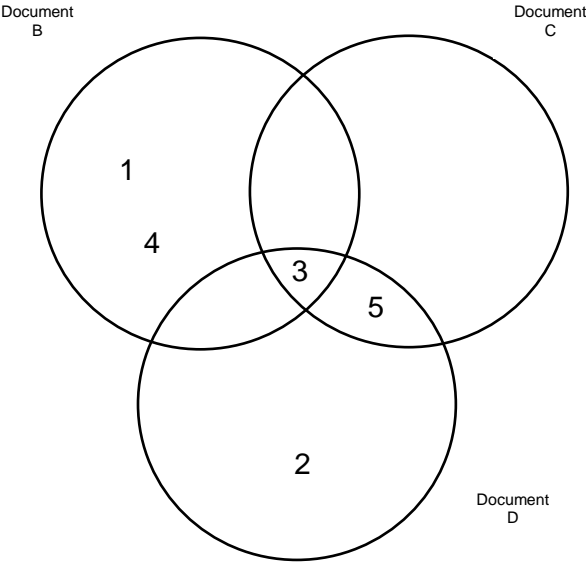


Question		Expected Answer	Mark	Rationale/Additional Guidance
4	(a)	Credit 1 mark for <u>analogy</u>	[1]	
4	(b)	<p>Credit 1 mark for identifying the flaw in the argument and a credit a further mark for a developed explanation of the flaw in the argument</p> <p><b>Example for 2 marks</b></p> <ul style="list-style-type: none"> <li>There is a slippery slope flaw; the end point is far too removed from the first situation.</li> </ul> <p><b>Examples for 1 mark</b></p> <ul style="list-style-type: none"> <li>slippery slope</li> <li>it goes too far too fast.</li> </ul> <p><b>Examples for 1 mark</b></p> <ul style="list-style-type: none"> <li>slippery slope, because one thing leads to another</li> </ul> <p><b>Examples for 0 marks</b></p> <ul style="list-style-type: none"> <li>one thing leads to another</li> </ul>	[2]	<p><b>2 marks – DEVELOPED APPLICATION</b> For identifying ‘slippery slope’ and explaining that the argument moves too far too quickly or that the steps in the reasoning are too extreme or unlikely.</p> <p><b>1 mark – UNDEVELOPED APPLICATION</b> For identifying a flaw only, or for explaining the flaw only, in a brief way.</p> <p><b>0 marks</b></p> <ul style="list-style-type: none"> <li>For providing an incorrect response.</li> <li>For no creditworthy material.</li> </ul>
4	(c)	<p>Credit 1 mark each to a maximum of 2 marks for relevant examples which clarify the meaning of the term fairly in this context.</p> <p><b>Examples for 1 mark</b></p> <ul style="list-style-type: none"> <li>They were seen by another doctor</li> <li>He did not have an appointment</li> <li>There were cases before him which were more serious/urgent</li> <li>Others arrived at the correct time whereas he did not</li> </ul> <p><b>Examples for 0 marks</b></p> <ul style="list-style-type: none"> <li>He may have only waited 20 minutes</li> </ul>	[1+1]	

Question		Expected Answer	Mark	Rationale/Additional Guidance
5	(a)	<p>Credit 1 mark each to a maximum of 2 marks for correct patterns associating details in the data.</p> <p>Patterns which do not link the details from more than one column do not get the mark</p> <p><b>Examples for 1 mark</b></p> <ul style="list-style-type: none"> <li>• The appointments for teenagers are shorter</li> <li>• Appointments for those in their thirties lasted longer</li> <li>• Those who called on the day for an appointment called about a cold or flu virus.</li> <li>• People booking injections called in advance</li> </ul> <p><b>Examples for 0 marks</b></p> <ul style="list-style-type: none"> <li>• There are 3 teenagers and 3 people in their thirties.</li> <li>• Their names go in alphabetical order.</li> <li>• The majority of people called about colds or flu</li> <li>• All people who called on the day, called before 10 am.</li> </ul>	[1+1]	Do not credit the second point if it is a direct reversal of the first
5	(b)	<p>Credit 1 mark for each valid <b>weakness</b> identified, maximum of three marks.</p> <p><b>Examples for 1 mark:</b></p> <ul style="list-style-type: none"> <li>• Sample size too small.</li> <li>• Survey only undertaken on one morning</li> <li>• Survey only undertaken in March</li> <li>• They only surveyed 2 age groups.</li> </ul>	[1+1+1]	

Question			Expected Answer	Mark	Rationale/Additional Guidance
6	(a)		<p>Credit 1 mark for an understanding of an <u>irrelevant appeal to tradition</u>.</p> <p>Referring to the past to argue that wind turbines are no longer needed without further reasoning is not sufficient to support conclusion. What was true for the past may not be true for the present or for the future. You cannot go from this to that.</p> <p>This <b>appeal name</b> does not need to be directly stated, provided the idea is expressed (e.g. It is a flaw that is based on expecting the past to be relevant for the present/future).</p>	[1]	<p><b>1 mark - CLARITY</b> For clearly explaining why the reference to the past is an irrelevant appeal.</p> <p><b>0 marks</b></p> <ul style="list-style-type: none"> <li>• For providing an incorrect response.</li> <li>• For no creditworthy material.</li> </ul> <p>Do not accept appeal to history or an explanation of same</p>
6	(b)	(i)	<p>Credit 1 mark for the correct identification of the conclusion:</p> <p>Credit 1 mark for underlining the sentence: <u>Therefore, wind turbines should only be placed in big cities.</u></p> <p>The mark is to be awarded to candidates regardless of whether they omit or include the argument indicator word: <u>therefore</u>.</p>	[1]	<p><b>1 mark - PRECISION</b> For precisely selecting the correct argument element.</p> <p><b>NB</b> The mark is <b>not</b> to be awarded to any candidate who underlines the conclusion but also underlines other words or phrases from the following sentences.</p>

Question			Expected Answer	Mark	Rationale/Additional Guidance
6	(b)	(ii)	<p><b>Examples for 1 mark</b></p> <ul style="list-style-type: none"> <li>Planes do not need to fly low in big cities</li> <li>Aircraft training does not need to occur around big cities</li> <li>Wind turbines do interfere with planes' radar</li> <li>Wind turbines are tall enough to impede low flying aircraft</li> </ul> <p><b>Example for 0 marks</b></p> <ul style="list-style-type: none"> <li>Planes DO need to fly low in big cities</li> </ul> <p>Credit 1 mark for a realistic assumption which is clearly stated.</p>	[1]	<p><b>1 mark - CLEAR</b> Identification of an assumption which is necessary for the argument and which would support the author's argument.</p> <p><b>0 marks</b></p> <ul style="list-style-type: none"> <li>For just reference to the text</li> <li>For a counter which is not presented as an assumption</li> <li>For a reason which is not necessary for the argument.</li> <li>For no creditworthy material.</li> </ul>

Question	Expected Answer	Mark	Rationale/Additional Guidance															
6 (c)	<table border="1" data-bbox="347 236 958 651"> <tr> <td data-bbox="347 236 392 304">1</td> <td data-bbox="392 236 667 304">Wind turbines are a good idea.</td> <td data-bbox="667 236 958 304">Document B</td> </tr> <tr> <td data-bbox="347 304 392 373">2</td> <td data-bbox="392 304 667 373">Wind turbines are bad for wildlife.</td> <td data-bbox="667 304 958 373">Document D</td> </tr> <tr> <td data-bbox="347 373 392 442">3</td> <td data-bbox="392 373 667 442">Wind turbines cause problems.</td> <td data-bbox="667 373 958 442">Documents B, C and D</td> </tr> <tr> <td data-bbox="347 442 392 544">4</td> <td data-bbox="392 442 667 544">Wind turbines create a lot of noise.</td> <td data-bbox="667 442 958 544">Document B</td> </tr> <tr> <td data-bbox="347 544 392 651">5</td> <td data-bbox="392 544 667 651">Wind turbines should be placed in cities.</td> <td data-bbox="667 544 958 651">Documents C and D</td> </tr> </table>  <p data-bbox="369 766 952 1332">A Venn diagram with three overlapping circles. The top-left circle is labeled 'Document B', the top-right circle is labeled 'Document C', and the bottom circle is labeled 'Document D'. The regions are numbered as follows: '1' is in the part of Document B that does not overlap with any other document; '2' is in the part of Document D that does not overlap with any other document; '3' is in the intersection of Document B and Document C; '4' is in the intersection of Document B and Document D; '5' is in the intersection of Document C and Document D; there is an unnumbered region in the center where all three documents overlap.</p>	1	Wind turbines are a good idea.	Document B	2	Wind turbines are bad for wildlife.	Document D	3	Wind turbines cause problems.	Documents B, C and D	4	Wind turbines create a lot of noise.	Document B	5	Wind turbines should be placed in cities.	Documents C and D	<p data-bbox="996 207 1064 303">[1+1+1+1+1]</p>	<p data-bbox="1108 207 1601 231"><b>1 mark – CLEAR UNDERSTANDING</b></p> <p data-bbox="1108 239 1848 263">Identification of the correct document the claims relate to.</p> <p data-bbox="1108 311 1220 335"><b>0 marks</b></p> <ul data-bbox="1108 343 2027 438" style="list-style-type: none"> <li>• For identification of an incorrect response.</li> <li>• For identification of more than one response (scattergun approach)</li> <li>• For no creditworthy material</li> </ul>
1	Wind turbines are a good idea.	Document B																
2	Wind turbines are bad for wildlife.	Document D																
3	Wind turbines cause problems.	Documents B, C and D																
4	Wind turbines create a lot of noise.	Document B																
5	Wind turbines should be placed in cities.	Documents C and D																

Question		Expected Answer	Mark	Rationale/Additional Guidance
6	(d)	<p><b>Example for 2 marks</b></p> <ul style="list-style-type: none"> <li>The environmental scientist is qualified in this area, so their claims are more likely to have credibility as they have an understanding of the effect of the wind turbines</li> </ul> <p><b>Example for 1 mark</b></p> <ul style="list-style-type: none"> <li>The scientist knows about the environment</li> </ul> <p><b>Examples for 0 marks</b></p> <ul style="list-style-type: none"> <li>The scientist has expertise (<i>no explanation</i>).</li> <li>The scientist is only an expert in bats, so will not know about wind turbines (<i>using the criteria to weaken, not strengthen, the credibility</i>).</li> </ul>	[2]	<p><b>2 marks – DEVELOPED APPLICATION</b> For applying the criteria in a clear and developed way.</p> <p><b>1 mark – UNDEVELOPED APPLICATION</b> For applying the criteria in a brief and/or undeveloped way.</p> <p><b>0 marks</b></p> <ul style="list-style-type: none"> <li>For providing an incorrect response.</li> <li>For merely naming the credibility criterion</li> <li>For no creditworthy material.</li> </ul>
6	(e)	<p><b>Example for 2 marks</b></p> <ul style="list-style-type: none"> <li>The owner of Cliff Top Views Hotel wants to maintain/increase their income, so their claims are weakened as they will want to avoid having wind turbines near them.</li> </ul> <p><b>Example for 1 mark</b></p> <ul style="list-style-type: none"> <li>They would say anything not to have wind turbines near them.</li> </ul> <p><b>Examples for 0 marks</b></p> <ul style="list-style-type: none"> <li>The owner of Cliff Top Views Hotel has a vested interest (<i>no explanation</i>).</li> <li>The owner of Cliff Top Views Hotel has a vested interest to be very honest (<i>using the criteria to strengthen, not to weaken, the credibility</i>).</li> <li>He is biased against wind turbines as he thinks they are ugly.</li> </ul>	[2]	

Question		Expected Answer	Mark	Rationale/Additional Guidance
6	(f)	Credit 1 mark for circling <u>ability to see</u>	[1]	<b>1 mark – CLEAR UNDERSTANDING</b> Identification of the correct criterion used to make the judgement.
6	(g)	Credit 1 mark for circling <u>bias</u>	[1]	<b>0 marks</b> <ul style="list-style-type: none"> <li>For identification of an incorrect response.</li> <li>For identification of more than one response (scattergun approach)</li> <li>For no creditworthy material</li> </ul>
7		<p><b>Acceptable conclusions</b></p> <ul style="list-style-type: none"> <li>A wind turbine should be placed near my home</li> <li>A wind turbine should not be placed near my home</li> </ul> <p><b>Examples of reasons which could be raised:</b></p> <p><b>Support</b></p> <ul style="list-style-type: none"> <li>The government must meet its targets</li> <li>They are cleaner than nuclear power stations.</li> </ul> <p><b>Challenge</b></p> <ul style="list-style-type: none"> <li>They are noisy</li> <li>They do not look good and may spoil a view</li> </ul> <p><b>NB:</b></p> <ul style="list-style-type: none"> <li>A “best fit” approach should be adopted when assigning an answer to a level. The quality of the reasoning is the most important factor in determining the level for a response. At least two developed reasons, relevant to the conclusion, are expected for a top level answer.</li> </ul>	[10]	<p><b>Performance descriptions for 7 to 10 marks: Level 3</b></p> <ul style="list-style-type: none"> <li>The conclusion is precisely and clearly stated</li> <li>Reasons are persuasive, cogent and fully developed</li> <li>Counter arguments are valid</li> <li>The structure of the reasoning is clear and explicit and places minimal reliance on assumptions</li> <li>Evidence derived from the documents is used critically and strengthens the argument</li> <li>Grammar, spelling and punctuation are good</li> <li>Any ideas borrowed from the documents are developed and expanded</li> </ul> <p><b>Performance descriptions for 4 to 6 marks: Level 2</b></p> <ul style="list-style-type: none"> <li>The conclusion is clearly stated</li> <li>Reasons which are plausible and relevant are offered</li> <li>The structure of the reasoning is not fully explicit and does rely on some assumptions</li> <li>Evidence derived from the documents is used to strengthen the argument</li> <li>Grammar, spelling and punctuation are adequate</li> <li>Any ideas borrowed from the documents are re-expressed in the students own words and used appropriately but not necessarily further developed</li> </ul> <p><b>Performance descriptions for 1 to 3 marks: Level 1</b></p> <ul style="list-style-type: none"> <li>The conclusion is imprecise and unclear</li> <li>Reasons offered are undeveloped and only provide weak support for their conclusion</li> </ul>

Question	Expected Answer	Mark	Rationale/Additional Guidance
	<ul style="list-style-type: none"> <li>• Candidates are allowed to answer in either direction – supporting or challenging the conclusion.</li> </ul> <p><b>Indicative content for 10 marks</b> A wind turbine should be near my home because they should not be around urban or rural areas and I live by the sea. The wind turbine should be away from cities as it can impact on human health and can cause noise pollution. The wind turbines should be away from coastal areas, because this may have an impact on coastal wildlife, such as bats, as well as for aircraft coming in to land. While there is debate over where inland the wind turbines should be placed, it would be better to have these at sea, even though this is near my home because it will help the government meet its targets.</p> <p><b>Indicative content for 6 marks</b> The wind turbines should be put out to sea and not next to my home. Nobody wants them near their homes because of worries about noise. It cannot be in cities because there is already pollution. It would harm the bats if the wind farms were near them. The best solution is to be out at sea.</p> <p><b>Indicative content for 3 marks</b> Nobody likes the wind farms because they are ugly and spoil the view. Therefore I don't want one near my home.</p>		<ul style="list-style-type: none"> <li>• Structure is either absent or minimal or unclear</li> <li>• Ideas are copied from documents with our further development</li> <li>• Evidence derived from the document is not always relevant or significant</li> <li>• Grammar, spelling and punctuation may be inadequate</li> </ul> <p><b>Performance descriptions for 0 marks</b></p> <ul style="list-style-type: none"> <li>• No conclusion</li> <li>• Claims are irrelevant and imprecise</li> </ul>



Question	Expected Answer	Mark	Rationale/Additional Guidance
8	<p><b>Conclusion:</b> 'Human beings are more important than animals'.</p> <p><b>Examples of reasons which could be raised:</b></p> <ul style="list-style-type: none"> <li>• Humans are more intelligent</li> <li>• Humans are dominant</li> <li>• Humans have the full range of emotions</li> <li>• Divine command</li> <li>• We should look after our own</li> <li>• We can utilise animals</li> <li>• Humans have a moral sense</li> </ul> <p><b>NB:</b></p> <ul style="list-style-type: none"> <li>• A "best fit" approach should be adopted when assigning an answer to a level. The quality of the reasoning is the most important factor in determining the level for a response. At least two developed reasons, relevant to the conclusion, are expected for a top level answer.</li> <li>• If candidates argue in the wrong direction, they can access a maximum of 3 marks (bottom of Level 2).</li> </ul>	[6]	<p><b>Performance description for 5 to 6 marks: Level 3</b></p> <ul style="list-style-type: none"> <li>• Precise conclusion clearly identified</li> <li>• At least two reasons are provided for the conclusion, which are persuasive, cogent and fully developed</li> <li>• Evidence and/or examples are provided which are both precisely relevant and adequate</li> <li>• The structure of the reasoning is clear and explicit and does not rely on assumptions.</li> </ul> <p><b>Performance description for 3 to 4 marks: Level 2</b></p> <ul style="list-style-type: none"> <li>• A conclusion is identified but may be imprecise or over blown</li> <li>• At least two reasons are provided for the conclusion but at most one is fully developed and not open to challenge</li> <li>• Evidence and/or examples if provided may be relevant but not adequate</li> <li>• The structure of the reasoning is not fully explicit and does rely on some assumptions.</li> </ul> <p><b>Performance description for 1 to 2 marks: Level 1</b></p> <ul style="list-style-type: none"> <li>• The conclusion may not be explicitly identified</li> <li>• Reasons are undeveloped and only provide weak support for their conclusion</li> <li>• Evidence and/or examples are not provided</li> <li>• Structure is either absent or minimal or unclear.</li> </ul> <p><b>Performance descriptions for 0 marks</b></p> <ul style="list-style-type: none"> <li>• No conclusion</li> <li>• Claims are irrelevant and imprecise</li> </ul>

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

**OCR Customer Contact Centre**

**Education and Learning**

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 2015

