

Level 2 Award

Thinking and Reasoning Skills

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

OCR Level 2 Award

Mark Scheme for June 2017

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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.

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Annotations

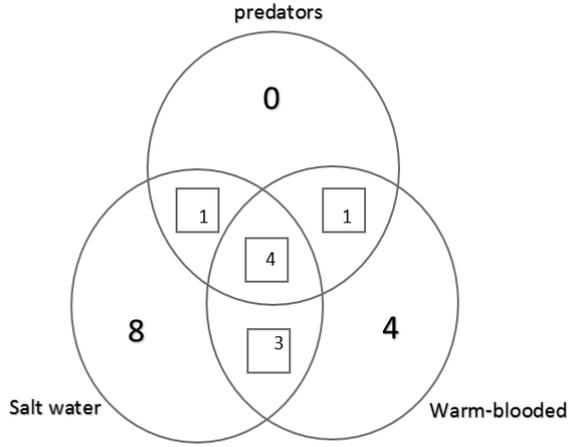
These are the annotations (including abbreviations), including those used in RM Assessor, which are used when marking

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	(So) I should be able to get to the interview on time.	1	
1 a ii	Credit 1 mark for either of the two reasons: <ul style="list-style-type: none"> As long as my car does not break down, I should be able to get to the interview on time. My car has never broken down before. 	1	
1 a iii	So (1)	1	Allow "should" (1)
1 b	Credit 1 mark for an identification or an explanation of the false appeal, for example: <ul style="list-style-type: none"> Appeal to history. The fact it has never broken down before does not imply that it will never break down. 	1	"Appeal to tradition" without any explanation should not gain credit. However, if the flaw or appeal is incorrectly named but correctly explained as an appeal to history, it is worthy of credit.
1 c	Getting to the interview on time is neither a necessary nor a sufficient condition of getting a job.	1	
2 a i	Map B	1	
2 a ii	Credit 1 mark for a description of joint reasoning, for example: <ul style="list-style-type: none"> Because the reasons are joint Because the reasons work together Because the reasons depend upon each other for the conclusion to be drawn. 	1	
2 b i	False dilemma	1	

2 b ii	<p>Credit 1 mark for an accurate explanation, for example:</p> <ul style="list-style-type: none"> • The author is restricting the options. • The author has presented a false dichotomy. • The phone may be neither pink nor white. 	1	
3 a	<p>Credit 1 mark each for up to three acceptable patterns, for example:</p> <ul style="list-style-type: none"> • All 11 year olds said 'yes'. • All those whose favourite animal was a cat were male. • Only females had a horse as a favourite animal. 	3	<p>"Most...." Is not a pattern. "The names are in alphabetical order" is not a pattern. A pattern must link two or more instances of something, e.g. "only females had a rabbit as their favourite animal" should not gain credit. Many candidates conflate "favourite animal" with "owning", but do not penalise this.</p>
3 b i	Sample size is too small.	1	
3 b ii	Sample is unrepresentative because he surveyed only his family and friends.	1	"More males than females were questioned" is not a weakness because there is a balanced sample of genders and it is impossible to have a 50/50 balance with a sample of nine.
3 c	<p>Examples for 1 mark:</p> <ul style="list-style-type: none"> • Because people's opinion about a fact does not stop it being a fact. • Something is not true just because a majority believes it to be true. • Appeal to popularity. 	1	
4 a	7.11	1	
4 b	6.11	1	
4 c	7.41	1	

<p>4 d</p>	<p>Credit up to 2 marks for relevant criteria.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Cost (1) • Length of the journey (1) • Availability of parking (1) • Stress (1) • Comfort (1) • Likely road congestion (1) 	<p>2</p>	<p>Must be written as a criterion rather than a conclusion that might be arrived at after the criterion is applied. Using “if” or “whether” is a good indication of a criterion.</p> <p>For example, “if there is likely to be congestion of the roads” would be acceptable. “There may be congestion on the roads because of traffic jams and breakdowns” is not creditworthy. The criterion is about asking a question rather than answering it.</p>
<p>5 a</p>	<p>21</p>	<p>1</p>	
<p>5 b</p>	<p>Credit up to 4 marks for each correct answer in the boxes, as follows:</p> 	<p>4</p>	
<p>6 a</p>	<p>Xavier</p>	<p>1</p>	
<p>6 b</p>	<p>Ingrid</p>	<p>1</p>	
<p>6 c</p>	<p>Rudolph</p>	<p>1</p>	
<p>6 d</p>	<p>Octavia</p>	<p>1</p>	

6 e	Carmel	1	
7	<p>Having a tattoo could make it harder to get a job = A&C.</p> <p>People may regret having a tattoo = C&D.</p> <p>Tattoos are an important way of expressing who you are = B&D.</p>	3	
8 a	<p>Credit 1 mark for an undeveloped explanation. Credit 2 marks for a developed explanation.</p> <p>Example for 1 mark:</p> <ul style="list-style-type: none"> • The tattooist owns a tattoo studio and so he stands to make money. <p>Example for 2 marks:</p> <ul style="list-style-type: none"> • The tattooist owns a tattoo studio and makes his living from tattoos. Therefore, he has a vested interest to exaggerate the benefits or minimise the risks. 	2	<p>A developed explanation should include the use of a relevant credibility criterion and some link to a claim made.</p> <p>Do not penalise candidates for confusing bias and vested interest.</p>
8 b	<p>Credit 1 mark for an undeveloped explanation. Credit 2 marks for a developed explanation.</p> <p>Example for 1 mark:</p> <ul style="list-style-type: none"> • She has expertise because she is a psychologist. <p>Examples for 2 marks:</p> <ul style="list-style-type: none"> • She is a psychologist and so has relevant expertise, which strengthens her claim that having a tattoo is a sign of impulsivity. • She refers to 'everyone she knows' regretting having a tattoo, which means that she does not have the ability to see the many people who do not regret their tattoos. • Good ability to see because she knows people who regret their tattoos. • Bias because she thinks tattoos look "common". 	2	<p>A developed explanation should include the use of a relevant credibility criterion and some link to a claim made.</p> <p>Do not penalise candidates who confuse reputation and expertise.</p> <p>To gain any credit, the answer must be about credibility, not flaws in the argument.</p>

9	<p>Credit up to 2 marks for a developed answer.</p> <p>Examples for 2 marks:</p> <ul style="list-style-type: none"> • The analogy is strong because tattoos and hair colour both relate to physical appearance and it is unfair to discriminate against someone because of how they look. • The analogy is weak because hair colour can be natural but tattoos are not. Ginger is a natural hair colour but tattoos are not a natural skin appearance. <p>Example for 1 mark:</p> <ul style="list-style-type: none"> • The analogy is weak because tattoos are unnatural. 	2	<p>No mark for ticking the box.</p> <p>The comparison is between discriminating against someone based on hair colour and discriminating because of tattoos.</p> <p>A developed answer must refer to both sides of the analogy.</p>
10 a	<p>Credit one mark for an identification of a weakness, for example:</p> <ul style="list-style-type: none"> • Tu quoque. • Arguing that two wrongs make a right. 	1	
10 b	<p>Credit one mark for an identification of a weakness, for example:</p> <ul style="list-style-type: none"> • Lots of people who have had a tattoo do not regret having one, so 'everyone I know...' is clearly not a representative group. • It is unclear how many people she is referring to. • False appeal/appeal to popularity. • Over-generalisation. 	1	
10 c	<p>Credit one mark for identification of an assumption, for example:</p> <ul style="list-style-type: none"> • Being impulsive is a negative quality when looking for a job. • A person interviewing you for a job would know whether or not you have a tattoo. 	1	

<p>11</p>	<p>Performance descriptions for 7 to 9 marks: Level 3</p> <ul style="list-style-type: none"> • The conclusion is precisely and clearly stated. • Reasons are persuasive, cogent and fully developed. • Counter arguments are valid. • The structure of the reasoning is clear and explicit and places minimal reliance on assumptions. • Evidence derived from the documents is used critically and strengthens the argument. • Grammar, spelling and punctuation are good. • Any ideas borrowed from the documents are developed and expanded. <p>Performance descriptions for 4 to 6 marks: Level 2</p> <ul style="list-style-type: none"> • The conclusion is clearly stated. • Reasons which are plausible and relevant are offered. • The structure of the reasoning is not fully explicit and does rely on some assumptions. • Evidence derived from the documents is used to strengthen the argument. • Grammar, spelling and punctuation are adequate. • Any ideas borrowed from the documents are re-expressed in the students own words and used appropriately but not necessarily further developed. <p>Performance descriptions for 1 to 3 marks: Level 1</p> <ul style="list-style-type: none"> • The conclusion is imprecise and unclear. • Reasons offered are undeveloped and only provide weak support for their conclusion. • Structure is either absent or minimal or unclear. • Ideas are copied from documents with our further development. 	<p>9</p> <p>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.</p> <p>Possible reasons:</p> <p>For Level 3, at least one of the reasons should be a positive argument for raising (or not raising) the legal age, rather than just a general argument about tattoos being good or bad.</p> <ul style="list-style-type: none"> • Young people may be more likely to make impulsive decisions that they may later regret. At 25 we can expect people to make more considered decisions. • At the current age of 18, 14 or 15 year olds may get tattoos with fake IDs. It is more difficult for children to appear 25. • Young people may be more likely to be influenced by fashion and may get fashion tattoos that they may regret. • Tattoos may limit people's employment chances. • Tattoos are permanent/difficult to reverse, so it is more serious than piercing or make-up. • At 18, a person is legally an adult and so should be free to make own decisions. • Most legal rights are granted by 18, e.g. voting, driving or marrying.
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12	<p>Performance descriptions for 7 to 9 marks: Level 3</p> <ul style="list-style-type: none"> • The conclusion is precisely and clearly stated. • Reasons are persuasive, cogent and fully developed. • Counter arguments are valid. • The structure of the reasoning is clear and explicit and places minimal reliance on assumptions. • Evidence derived from the documents is used critically and strengthens the argument. • Grammar, spelling and punctuation are good. • Any ideas borrowed from the documents are developed and expanded. <p>Performance descriptions for 4 to 6 marks: Level 2</p> <ul style="list-style-type: none"> • The conclusion is clearly stated. • Reasons which are plausible and relevant are offered. • The structure of the reasoning is not fully explicit and does rely on some assumptions. • Evidence derived from the documents is used to strengthen the argument. • Grammar, spelling and punctuation are adequate. • Any ideas borrowed from the documents are re-expressed in the students own words and used appropriately but not necessarily further developed. <p>Performance descriptions for 1 to 3 marks: Level 1</p> <ul style="list-style-type: none"> • The conclusion is imprecise and unclear. • Reasons offered are undeveloped and only provide weak support for their conclusion. • Structure is either absent or minimal or unclear. • Ideas are copied from documents with our further development. 	9	<p>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.</p> <p>If candidates argue in the wrong direction, they can access a maximum of 3 marks (top of Level 1).</p> <p>Possible reasons:</p> <ul style="list-style-type: none"> • It is reasonable to judge people by their appearance when employing someone, especially in a customer-facing role. • We may judge people negatively if they were to wear a T shirt with an offensive slogan. • Judging people does not necessarily mean judging then negatively. We may admire someone's appearance. • People's appearance is often a matter of choice and it is reasonable to judge people based on the choices they make. • Judging people based on appearance may be a matter of personal safety. • If people choose a certain appearance because they want to 'express themselves' then this would imply that they inviting judgement.
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Appendix: Assessment Objectives

Question	Skill area	AO1	AO2	AO3	Total	Time	Specification Reference
1 a i	1	1			1	1	
1 a ii	1	1			1	1	
1 a iii	1	1			1	1	
1 b	2	1			1	1	
1 c	6	1			1	1	
2 a i	1	1			1	1	
2 a ii	1	1			1	1	
2 b i	2	1			1	1	
2 b ii	2	1			1	1	
3 a	9		3		3	2	
3 b i	5	1			1	1	
3 b ii	5	1			1	1	
3 c	5	1			1	1	
4 a	9		1		1	1	
4 b	9		1		1	1	
4 c	9		1		1	1	
4 d	7	2			2	2	
5 a	8		1		1	1	
5 b	9		4		4	5	
6 a,b,c,d,e	9		5		5	5	
Section A Totals		14	16	0	30	30	
7	9		3		3	3	
8 a	4	2			2	2	
8 b	4	2			2	2	
9	8		2		2	2	
10 a	2	1			1	1	
10 b	2	1			1	1	
10 c	2	1			1	1	
11	3			9	9	9	
12	3			9	9	9	
Section B Totals		7	5	18	30	30	
Paper Totals		21	21	18	60	60	

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