

Critical Thinking

Advanced Subsidiary GCE

Unit **F502/01-02**: Assessing and Developing Argument

Mark Scheme for June 2011

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Section A

Question	Key	Text	Type	AO
1	A	Fair Trade	Main Conclusion	AO1
2	B	Fair Trade	Name Argument Element (Expl)	AO1
3	B	Blood Testing	Draw Further Conclusion	AO2
4	B	Expensive Cameras	Intermediate Conclusion	AO1
5	D	Expensive Cameras	Flaws (descriptions)	AO2
6	A	Lying Politicians	Main Conclusion	AO1
7	B	Lying Politicians	Weaken	AO2
8	C	Bone Treatment	Intermediate Conclusion	AO1
9	B	Bone Treatment	Principle that supports	AO2
10	C	Bone Treatment	Strengthens	AO2
11	D	Sleep Deprivation	Description of response	AO2
12	C	Sleep Deprivation	Assumption	AO1
13	C	Benin Bronzes	Name Argument Element (Ex)	AO1
14	A	Benin Bronzes	Strengthens	AO2
15	D	Benin Bronzes	Flaw (from list)	AO2

Section A Total = [15]

Analysis of Multiple Choice Passages and Answers

Question			Topic/Answer	Mark	Guidance
1	to	2	Fair Trade		Intro There has been an increase in the sale of Fair Trade products in supermarkets. Exp People want to support small businesses in developing countries. CA Fair Trade helps these small businesses to get a better price for their products. MC It is not clear that Fair Trade is beneficial to developing countries. R Many people feel that by buying Fair Trade products they are doing enough to support developing countries. IC They are less likely to donate money to overseas development charities.
1			A	[1]	See above
2			B	[1]	See above. People's desire to support small businesses in developing countries is why there has been an increase in the sale of Fair Trade products in supermarkets. It is the cause of the increase.
3			Blood Testing		
3			B The fact that clenching fists before blood is taken produces inaccurate results implies that doctors should find a different method of taking blood.	[1]	(a) The claim that doctors should be retrained in how they practise medicine is too strong. The fact that there is one procedure that they need to carry out differently does not show that they need to be retrained in practising medicine in general. (c) We cannot conclude that doctors should ignore blood tests which show a high level of potassium. First, blood tests measure several things and there is no reason to think that the other results will be inaccurate. Second, it is possible that in most cases an abnormal test result reflects genuinely high levels of potassium in the blood. (d) The claim that doctors should not use blood test results to diagnose medical conditions is far too strong. Even if there is a problem measuring potassium levels, blood test results may be reliable indicators of other medical problems.

Question			Topic/Answer	Mark	Guidance
4	to	5	Expensive Cameras		Intro Many people are willing to spend thousands of pounds on sophisticated camera equipment. IC In most cases expensive digital cameras are pointless. R The most common problems with photographs are bad composition and poor timing. R A new camera will not improve your composition or help you to be in the right place at the right time. MC Instead of expensive camera equipment, most people should spend their money on photography lessons.
4			B	[1]	See above
5			D There is a plausible argument that for most people it is a bad idea to spend money on expensive camera equipment, but this does not imply that they should spend their money on photography lessons instead. The argument assumes that lessons are the only alternative to expensive equipment. In fact, there are many alternatives: for example, studying other photographers' compositions, practice, travelling to better locations, etc.	[1]	(a) The fact that bad composition and poor timing are not the only causes of bad photographs does not ruin the argument. It may be that these are the most significant problems for the vast majority of photographers. If so, and an expensive new camera will not help with these problems, then it is still true that such a camera is pointless for those people. (b) The argument does not draw any conclusion about all photographers. It says that expensive digital cameras are pointless 'in most cases' and 'most people' should spend their money on photography lessons. (c) The introduction uses the word 'sophisticated' but the argument itself does not assume that 'expensive' and 'sophisticated' mean the same thing and it certainly does not fall down because of this.
6	to	7	Lying Politicians		Intro People are always complaining that politicians are liars. MC It is voters, not politicians, who are to blame for politicians' lies. R Voters like politicians who tell them everything will get better if their party wins. R The electorate does not vote for honest politicians who admit the negative consequences of their views. IC Voters encourage politicians to lie.
6			A	[1]	See above

Question			Topic/Answer	Mark	Guidance
7			<p>B</p> <p>There is a plausible argument that voters are at least partly to blame for politicians' lies but we cannot conclude that politicians are blameless from the fact that voters deserve blame. It is possible that both groups deserve blame.</p>	[1]	<p>(a) This is not a weakness of the argument but an assumption. Unless a policy can be good despite having some negative consequences, the electorate cannot be at fault for not supporting politicians who admit the negative consequences of their policies.</p> <p>(c) Even if voters want politicians to tell the truth, their behaviour encourages politicians to lie and therefore voters may deserve blame.</p> <p>(d) The fact that most people lie occasionally does not make it acceptable to lie. It certainly does not mean that politicians' lies are acceptable or that we should refrain from blaming voters, if they are responsible for those lies.</p>
8	to	10	Bone Treatment		<p>R The majority of women who have had a fracture are not getting treatment to prevent future breaks.</p> <p>Ev Of 1,600 women going to a fracture clinic, a third have had a previous break but only a small number have been put on bone-strengthening drugs.</p> <p>IC The health service should increase the number of women that join bone-strengthening drug programmes.</p> <p>MC Doctors must make more effort to advertise these drugs to women with repeated breaks.</p>
8			C	[1]	See above
9			<p>B</p> <p>The principle that medicine should aim to prevent future harm implies that the health service should provide treatment to avoid repeated bone fractures.</p>	[1]	<p>(a) The principle that doctors should try to avoid unnecessarily prescribing drugs, if anything, weakens the argument. It suggests that it may be right not to give people bone-strengthening drugs.</p> <p>(c) The principle that patients should be given a range of treatment choices gives very little support to the claim that they should be encouraged to accept any particular form of treatment: bone-strengthening drugs or anything else. They can be given a range of other treatment choices.</p> <p>(d) The fact that women are more likely than men to break their bones is not a principle. It is not a rule-like statement that guides action.</p>

Question			Topic/Answer	Mark	Guidance
10			<p>C If treating fractures costs more than providing bone-strengthening drugs, then increasing the number of women on bone-strengthening drug programmes is likely to save money. This is another good reason to do it.</p>	[1]	<p>(a) The fact that long-term use of bone-protection drugs may have side effects, if anything, weakens the argument. It suggests that it may be unwise to increase the number of women taking these drugs.</p> <p>(b) The fact some combinations of drugs are harmful has little effect on the argument. It may be that the bone-strengthening drugs do not interact harmfully with any other drug. Even if they did interact harmfully, then this would weaken the argument, not strengthen it, as it would be a reason for caution in encouraging the use of these drugs.</p> <p>(d) The fact that women are aware of bone-strengthening drugs but choose not to use them weakens, not strengthens, the argument. It implies that there is no point in doctors advertising the drugs.</p>
11	to	12	Sleep Deprivation		<p>IC To do well in exams, students need to make sure they are not sleep deprived.</p> <p>MC They should have at least nine hours' sleep on the night before an exam.</p> <p>Ev Tests have shown that after 18 hours of being awake, performance is equivalent to having drunk three units of alcohol.</p> <p>R Lack of sleep clearly affects performance.</p> <p>Note the ambiguity in the phrases 'sleep deprived' and 'lack of sleep'. They could mean being awake for a long period of time without any sleep at all, or the absence of a sufficiently long period of sleep. The evidence supports the reason and the intermediate conclusion only if 'sleep deprived' and 'lack of sleep' mean being awake for too long, but the reason and the intermediate conclusion support the main conclusion only if they mean not getting enough sleep.</p>

Question			Topic/Answer	Mark	Guidance
11			<p>D The argument hangs on the evidence that performance deteriorates significantly when a person has been awake for 18 hours without any sleep. This cannot be used to show that a person needs a long period of sleep in order to perform well. Long periods of sleep are not necessary in order to avoid long periods without sleep. This is the point of the student's response so it is indicating a weakness in the use of the evidence.</p>	[1]	<p>(a) The student's response does not imply that students can do well in exams even if they are sleep deprived.</p> <p>(b) The student's response does not imply that after 18 hours of being awake, performance is not equivalent to having drunk three units of alcohol.</p> <p>(c) The student's response does not prove that the conclusion is false. It merely shows that it cannot be inferred from the evidence in the passage.</p>
12			<p>C If performance does not usually decline after three units of alcohol, then the argument falls apart. The fact that staying awake for 18 hours without sleep is equivalent to drinking three units of alcohol would not imply that it reduces performance.</p>	[1]	<p>(a) Even if it is true that alcohol affects people differently, the argument survives. The differences may be unrelated to performance in exams.</p> <p>(b) It makes no difference to the argument if only a few students have less than nine hours of sleep before exams at the moment. What students do makes no difference to what they ought to do. In particular, someone might need more sleep than they are currently getting.</p> <p>(d) It makes no difference to the argument whether people are more or less confident after drinking alcohol. The issue is performance, not confidence, and they might be completely unrelated.</p>
13	to	15	Benin Bronzes		<p>Intro The British Museum has a set of bronzes which were taken from the Kingdom of Benin, now part of Nigeria, in 1897. Nigeria now wants them back.</p> <p>R The British Museum has refused to return many other artefacts.</p> <p>Ex It has frequently refused to return the Parthenon Marbles.</p> <p>MC The British Museum must not return the Benin Bronzes.</p>
13			C	[1]	See above

Question		Topic/Answer	Mark	Guidance
14		<p>A If the British Museum has the greatest expertise to preserve and display ancient artefacts, then this is a good additional reason for it not to return the Benin Bronzes.</p>	[1]	<p>(b) If the British Museum is very popular, then a lot of people will see the Benin Bronzes there, but it is possible that even more people would see them in Nigeria. Even if fewer people would see them in Nigeria, it is possible that they would get more out of the experience. The popularity of the British Museum gives very little support to its refusal to return the Benin Bronzes.</p> <p>(c) The case for keeping the Benin Bronzes in the British Museum would be worse if they were not even on display, but the fact that they are on display does not give any additional support to the argument.</p> <p>(d) The fact that the Parthenon Marbles were not being cared for properly in 19th century Greece may support the view that it was right to take them away from Greece and put them in the care of the British Museum, but it has nothing to do with the Benin Bronzes, or what the British Museum should do with them now or in the future.</p>
15		<p>D The argument claims that the British Museum must not return the Benin Bronzes because it has refused to return many other ancient artefacts, such as the Parthenon Marbles. But it is possible that it was wrong not to return the Parthenon Marbles and the other artefacts. If so, then the argument is claiming that it is acceptable to do one thing because it has done other things which are wrong.</p>	[1]	<p>(a) The conclusion is different from the reason.</p> <p>(b) The argument does not conclude that something is true of a group because it is true of some members of the group. In particular, it is not saying that it is right to keep all artefacts because it is right to keep some artefacts. Rather, it is saying that it is right to keep the Benin Bronzes because, right or not, it has kept many other artefacts.</p> <p>(c) The argument does not claim that one event has caused another because one of the events happened after the other one.</p>
Section A Total			[15]	

Section B – Analysing and Evaluating Argument

Question	Expected Answer	Mark	Rationale/Additional Guidance
16	You should use the exact words of the author in your answers to 16 (a), (b) and (c).		
16 (a)	<p>State the <u>main conclusion</u> of the argument presented in paragraphs 1 to 5.</p> <p>Example for 2 marks:</p> <ul style="list-style-type: none"> It would be better for parents to stop their children from having access to the internet at home. <p>Examples for 1 mark:</p> <ul style="list-style-type: none"> It would be better for parents to stop their children from having access to the internet. (<i>omission of 'at home'</i>) Children should be stopped from having access to the internet at home. (<i>gist and leaves out parents</i>) Parents should limit their child's access to the internet at home. (<i>gist/lack of precision</i>) 	[2]	<p>2 marks For precisely stating the argument element in the exact words of the author.</p> <p>1 mark For a less accurate statement of the argument element which has the gist but lacks precision and/or contains additional information and/or misses out information.</p> <p>0 marks For a statement of an incorrect part of the text.</p> <p>OR Inclusion of another argument element in addition.</p>
16 (b)	<p>State a <u>counter-assertion</u> in paragraphs 1 to 5.</p> <p>Example for 2 marks:</p> <ul style="list-style-type: none"> (It is sometimes argued that) using the internet at home can assist pupils with homework. <p>Examples for 1 mark:</p> <ul style="list-style-type: none"> (It is sometimes argued that) using the internet can assist pupils with homework. It is extremely popular. (<i>given partial credit because it does not necessarily argue against the conclusion</i>) Internet access at home is extremely popular. (<i>given partial credit because it does not necessarily argue against the conclusion</i>) 	[2]	<p>NB If candidates leave sections out by using ellipses (...) then credit only what is seen without filling in the gaps.</p> <p>Any words in brackets are not required but candidates should not be penalised if these words are included.</p>

Question		Expected Answer	Mark	Rationale/Additional Guidance
16	(c) (i) (ii)	<p>State <u>two intermediate conclusions</u> in paragraphs 1 to 5.</p> <p>Examples for 2 marks:</p> <p>A Internet access at home is damaging our young children in many (and varied) ways. (<i>para 2</i>)</p> <p>B (Similarly,) parents who allow their children to have PCs with internet access in their bedrooms are putting them in harm's way. (<i>para 4</i>)</p> <p>C (Despite any short-gain, however,) this is not necessarily to the long-term benefit of the pupils. (<i>para 5</i>) (<i>Replacing words such as "this" with clarification such as "using the internet to help with homework" is fine.</i>)</p> <p>D Students like this/who adopt this approach are unlikely to do well in their courses. (<i>para 5</i>)</p> <p>Examples for 1 mark:</p> <p>A Internet access is damaging our children in many ways.</p> <p>A It is extremely popular but internet access at home is damaging our young children in many and varied ways. (<i>includes additional information</i>)</p> <p>B Parents who allow their children to have internet access are putting them in harm's way.</p> <p>C This is not necessarily to the benefit of the pupils.</p> <p>C This is not to the long-term benefit of the pupils.</p> <p>Examples for 0 marks</p> <p>D Students who adopt this approach will not have practised crucial skills necessary at university and are unlikely to do well in their courses. (<i>inclusion of reason</i>)</p> <p>E Unless we want more of our teenagers to have weight issues, we must cut down on their time spent on computers. (<i>not supported by a reason</i>)</p>	[2, 2]	<p>2 marks For precisely stating the argument element in the exact words of the author.</p> <p>1 mark For a less accurate statement of the argument element which has the gist but lacks precision and/or contains additional information and/or misses out information.</p> <p>0 marks For a statement of an incorrect part of the text.</p> <p>OR Inclusion of another argument element in addition.</p> <p>NB If candidates leave sections out by using ellipses (...) then credit only what is seen without filling in the gaps.</p> <p>Any words in brackets are not required but candidates should not be penalised if these words are included.</p>

Question	Expected Answer	Mark	Rationale/Additional Guidance
17	<p>(i) (ii)</p> <p>Paragraph 1 gives the following explanation for the increase in the number of homes with internet access:</p> <p>“most homes have internet access now that it has become cheaper.”</p> <p>Give <u>two alternative explanations</u>.</p> <p>Examples for 1 mark:</p> <ul style="list-style-type: none"> • Modems have improved. • Internet access is faster. • The usefulness of the internet has increased. • The internet is needed for more tasks than it was. • More streets are connected to the internet. • The internet is easier to use. • The amount of interesting material on the internet has grown. • People have more disposable income. • Internet social networking has become more popular. <p>Examples for 0 marks:</p> <ul style="list-style-type: none"> • The internet is useful. • It helps people to socialise. • Computers have become cheaper. 	[1, 1]	<p>1 mark A factor which plausibly would increase the number of computers with internet access at home which is not related directly to the cost of internet access. Answers must clearly relate to the increase and not just be statements of benefits which may not have changed.</p> <p>0 marks No creditworthy material, eg an answer that gives a benefit of the internet without an idea that the benefit has become larger or is now more important.</p> <p>NB If the second answer is a repeat of the same factor, in a slightly different guise, it should not get credit.</p>

Question	Expected Answer	Mark	Rationale/Additional Guidance
18	<p>(i) (ii)</p> <p>Evaluate the reasoning in paragraph 3 and the support it gives to the author’s overall argument. You should make <u>two points about weaknesses and/or flaws</u>.</p> <p>Example evaluative points:</p> <p><u>False cause/Post hoc/Correlation not cause:</u> Example for 3 marks:</p> <ul style="list-style-type: none"> The numbers of teenagers that are obese may have increased along with the amount of internet usage, but this does not mean that one caused the other as it may be due to a different factor. <p>Example for 2 marks:</p> <ul style="list-style-type: none"> The increase in obesity may not have occurred because of the increase in internet usage. <p>Example for 1 mark:</p> <ul style="list-style-type: none"> Other factors may have caused the obesity. <p><u>Restricting the Options/False Dichotomy</u> Example for 3 marks:</p> <ul style="list-style-type: none"> A choice does not need to be made between having a weight issue and not using computers. Someone could keep using computers and find other ways to manage weight. <p>Example for 2 marks:</p> <ul style="list-style-type: none"> There are other options to reduce obesity, not just reducing computer use. <p>Example for 1 mark:</p> <ul style="list-style-type: none"> There are other options. <p>Other examples shown on the next page.</p>	[3, 3]	<p>For each point of evaluation, a maximum of 3 marks:</p> <p>3 marks CLEAR A statement of what the weakness/ flaw is, with a clear and developed explanation in context of why it does not give support to the author’s overall argument.</p> <p>2 marks LIMITED A statement of what the weakness/ flaw is, giving a limited explanation in context of why it does not give support to the author’s overall argument.</p> <p>1 mark SUPERFICIAL Simple statement of a weakness/ flaw, with no attempt to explain or justify. It may point to the gist of a correct weakness/ flaw but lack any detail for it to be considered a limited explanation.</p> <p>0 marks: No creditworthy material or simplistic counter-assertions.</p> <p>NB</p> <ul style="list-style-type: none"> Flaws may be worded as assumptions. The assessment of evidence needs to focus on the USE of evidence in the reasoning. The naming of the flaws is not necessary; it is the quality of evaluation that matters. <p>NB If the second point is the same evaluative point as the first, then no credit should be given for it.</p>

Question	Expected Answer	Mark	Rationale/Additional Guidance
	<p><u>Conflation of terms:</u> Examples for 3 marks: A The paragraph refers to time spent on computers and time spent on the internet as if they are the same thing, but they are not. B The paragraph gives reasoning about the problems to do with teenagers when the author generally argues about young children – these are not the same groups so it is not relevant to the conclusion.</p> <p>Examples for 2 marks: A Time spent on computers is not the same as time using the internet. A This paragraph is about banning computers whereas the argument is about stopping internet access. B Evidence about teenagers is applied to young children, which are not the same.</p> <p>Examples for 1 mark: A Computers and internet are not the same. B Teenagers are not young children.</p> <p><u>Other evaluative points:</u> Examples for 3 marks:</p> <ul style="list-style-type: none"> • It goes from cutting down on time spent on computers to banning the internet at home which is an extreme answer and not the only way of cutting down computer time. • A tenth of teenagers is a small percentage and is not enough to prompt such a significant policy. • To prevent more teenagers having weight issues, we would merely need to maintain time spent on computers. 		<p>For each point of evaluation, a maximum of 3 marks:</p> <p>3 marks CLEAR A statement of what the weakness/ flaw is, with a clear and developed explanation in context of why it does not give support to the author’s overall argument.</p> <p>2 marks LIMITED A statement of what the weakness/ flaw is, giving a limited explanation in context of why it does not give support to the author’s overall argument.</p> <p>1 mark SUPERFICIAL Simple statement of a weakness/ flaw, with no attempt to explain or justify. It may point to the gist of a correct weakness/ flaw but lack any detail for it to be considered a limited explanation.</p> <p>0 marks: No creditworthy material or simplistic counter-assertions.</p> <p>NB</p> <ul style="list-style-type: none"> • Flaws may be worded as assumptions. • The assessment of evidence needs to focus on the USE of evidence in the reasoning. • The naming of the flaws is not necessary; it is the quality of evaluation that matters. <p>NB If the second point is the same evaluative point as the first, then no credit should be given for it.</p>

Question	Expected Answer	Mark	Rationale/Additional Guidance
19	<p>Suggest a <u>principle</u> that would <u>support</u> the argument made in paragraph 4.</p> <p>Examples for 2 marks:</p> <ul style="list-style-type: none"> • Parents should protect their children from harm. • It is right to protect children from harm. • Parents should not allow their children complete freedom. • It is wrong to allow children complete freedom. • Allowing children to come to harm is wrong. <p>Examples for 1 mark:</p> <ul style="list-style-type: none"> • Children should be protected. • Harm should be avoided. • Freedom is dangerous. <p>Examples for 0 marks:</p> <ul style="list-style-type: none"> • Parents are responsible for their children. • Sweets are bad for you. 	[2]	<p>2 marks For a principle which strongly supports the reasoning in paragraph 4 (to allow their children to be put in harm's way with the internet is madness).</p> <p>1 mark For a principle that is too vague to give strong support.</p> <p>OR</p> <p>A relevant statement that is too specific to be a principle but has the form of one.</p> <p>OR</p> <p>A principle which only gives partial support to the reasoning.</p> <p>0 marks No creditworthy material.</p>

Question	Expected Answer	Mark	Rationale/Additional Guidance
20 (a)	<p>The reasoning in paragraph 4 uses an <u>analogy</u>.</p> <p>State precisely what is being compared in this analogy.</p> <p>Examples for 3 marks:</p> <ul style="list-style-type: none"> • Parents allowing their children to have PCs with internet access in their bedrooms is being compared to them allowing their children to spend hours in a sweet shop with no control. (W, X & Y) • Children having PCs with internet access in their bedrooms putting them in harm's way is said to be the same as it being madness to allow them in a sweet shop with no control. (X, Y & Z) <p>Examples for 2 marks:</p> <ul style="list-style-type: none"> • Parents allowing their children to have PCs with internet access in their bedrooms is being compared to children spending hours in a sweet shop with no control. (X, Y) • Parents leaving children in a sweet shop is being compared to them leaving children in a bedroom with internet access. (W, X) <p>Example for 1 mark:</p> <ul style="list-style-type: none"> • Children in a bedroom with the internet is being compared to them in a sweet shop. (X) 	[3]	<p>There are four elements in the analogy to pick out:</p> <p>W "parents and their children" in both cases X "sweet shop" and "internet access" Y "no control" and "bedrooms" Z "madness" and "harm's way"</p> <p>3 marks For any three elements of the analogy correctly identified.</p> <p>2 marks For any two of the elements of the analogy correctly identified.</p> <p>1 mark For one of the elements of the analogy correctly identified.</p> <p>0 marks For none of the above elements picked out. Note that a complete element has to be written, and sub-parts of different elements do not together get credit.</p> <p>Note that copying out the section of text in paragraph 4 does not get credit. Candidates need to actively tell us what is being compared with what, as in the elements above.</p>

Question		Expected Answer	Mark	Rationale/Additional Guidance
20	(b)	<p>Make <u>one</u> point of evaluation about this analogy. You must explain how effectively it supports the author's reasoning.</p> <p>Examples for 3 marks:</p> <ul style="list-style-type: none"> Children will not continue to keep eating in a sweet shop as they will soon get full. The same is not true on the internet, where they can go on for a long time because there is nothing stopping them. The internet access in the bedroom may have some controls on it so the children do not have complete freedom like they would do in a sweet shop without control. <p>Example for 2 marks:</p> <ul style="list-style-type: none"> Children will not continue to keep eating in a sweet shop as they will soon get full but you cannot get full on the internet. <p>Example for 1 mark:</p> <ul style="list-style-type: none"> The children may not have free access to the internet, as there might be some control. <p>Examples of other evaluative points:</p> <ul style="list-style-type: none"> Difference between physical and emotional harm. Different sort of risk on the internet. Internet has benefit, sweets do not. 	[4]	<p>1 mark Relevant evaluative point about one side only.</p> <p>2 marks Relevant evaluative point which refers to both sides.</p> <p>3 marks Relevant evaluative point which refers to both sides which is developed with explanation or justification.</p> <p>-----</p> <p>Additional Mark (if any mark is given above) for: A clear judgement about the support given in context, which follows from the evaluation.</p> <p>Example Additional Marks for judgements:</p> <ul style="list-style-type: none"> The children will not be at risk from the internet in their bedrooms. Which gives more reason why children should not have the internet in their bedrooms. So the internet cannot be compared to a sweet shop. So there needs to be control for the internet.

Question	Expected Answer	Mark	Rationale/Additional Guidance
21	<p>In paragraph 5, the author says that the student is unlikely to do as well in her Law course because of not practising the right skills. What do we need to assume about the Law course for this to be true?</p> <p>Examples for 2 marks:</p> <ul style="list-style-type: none"> • You cannot do well in the Law course by handing in work that is not your own. • The skills required by the Law course are not developed by copying essays from the internet. • The Law course requires skills similar to those she would have developed by doing the coursework herself. • The Law course requires skills that are hard to learn on the course. <p>Examples for 1 mark:</p> <ul style="list-style-type: none"> • It is impossible to hand in essays that are not your own on the Law course. <i>(too strong)</i> • You cannot pass the Law course by handing in work that is not your own. <i>(too strong)</i> • The skills for A-level coursework are the same as those needed for the Law Course. <i>(too strong)</i> • The skills at A-level are similar to the skills for the Law Course. <p><i>(This is partial and not specific enough as the argument was about coursework, not just any part of A-level.)</i></p>	[2]	<p>2 marks A statement of an assumption necessary for her to fare worse in her university Law course.</p> <p>1 mark A statement which is too strong to be needed to be assumed for her to fare worse in her university Law course.</p> <p>OR</p> <p>A statement which is too weak so that, even if it were true, we would still have to assume a lot more to draw the conclusion about the student's performance in her Law course.</p> <p>OR</p> <p>A statement of something that could be an assumption but is only partially stated so is not clear enough to tell whether it is necessary or not.</p> <p>0 marks No creditworthy material.</p> <p>NB Treat 'essay-writing' as synonymous as 'A-level coursework'.</p>

Question		Expected Answer	Mark	Rationale/Additional Guidance
22	(a)	<p>The response given by <i>Kevin's Mum</i> uses an <u>appeal</u>. Name the appeal and explain why using it may not give strong support to her argument.</p> <p>Name (Appeal to) popularity</p>	[1]	
22	(b)	<p>Explanation</p> <p>Example for 2 marks:</p> <ul style="list-style-type: none"> Just because many parents want their children to have the internet does not mean that this is the right conclusion to come to. <p>Examples for 1 mark:</p> <ul style="list-style-type: none"> The most popular idea is not necessarily the best one. <i>(an explanation of why the appeal is wrong but not clearly related to passage)</i> The author is trying to convince people to support the internet access just because lots of people want that to happen. <i>(a description of the appeal in context but with no evaluation)</i> <p>Examples for 0 marks:</p> <ul style="list-style-type: none"> The author is wanting people to accept something just because it is popular. <i>(a generic description only with no evaluation)</i> There are lots of people who do not want internet access as well. <i>(a counter-assertion not an evaluation)</i> 	[2]	<p>2 marks A clear explanation of why the appeal does not give strong support, clearly related to the passage.</p> <p>1 mark An explanation of why the appeal does not give strong support, but not clearly related to the passage.</p> <p>OR</p> <p>A description of what the appeal is, clearly related to the passage, but missing a clear explanation of why it does not give strong support.</p> <p>0 marks No creditworthy material; for instance a further generic description of what the appeal is.</p>
Section B Total			[30]	

Section C – Developing Your Own Arguments

Question	Expected Answer	Mark	Rationale/Additional Guidance
23	<p>(i) (ii)</p> <p>‘Teachers should not set homework that involves the use of the internet.’</p> <p>Give <u>two</u> reasons which <u>support</u> this claim.</p> <p>Examples for 2 marks:</p> <ul style="list-style-type: none"> • Not all students have internet access at home. • If there are several students in the same house sharing a PC, it could cause arguments/difficulty to access. • Students spend too much time on the PC already. • It is more likely students will get distracted while trying to do the work. • It could lead to students visiting unsafe sites. • Students will not necessarily be able to discriminate between information on the internet. <p>Examples for 1 mark:</p> <ul style="list-style-type: none"> • It is better to encourage people to read books. <i>(limited because the notion is not that teachers will only set homework using the internet)</i> • The internet is expensive. • The students can use the internet to cheat/cut and paste their work. <i>(assumes something about task)</i> • Not all students know how to use the internet well. <i>(not really a plausible reason – if they didn’t that could be more of a reason to do it)</i> 	[2, 2]	<p>For each reason:</p> <p>2 marks For a reason that gives clear support to the claim that homework should not be set that involves the internet.</p> <p>1 mark For a statement that shows some awareness of the issue but gives limited support.</p> <p>0 marks The reason is so implausible or relies on glaring assumptions such that support is too weak.</p> <p>OR No creditworthy material.</p> <p>NB No credit for the second reason if it is a repetition of the first reason.</p>

Question	Expected Answer	Mark	Rationale/Additional Guidance
24	<p>The response given by <i>Dr_Net</i> claims “it is more dangerous to take risks away from children” than to expose them to risks.</p> <p>Give <u>one</u> example other than internet use that would <u>support</u> this claim.</p> <p>Examples for 2 marks:</p> <ul style="list-style-type: none"> • Not allowing children to cross the road on their own stops them from learning how to. • If you don’t allow them to try alcohol at an early age then they may not appreciate how to drink sensibly. • Not allowing children to cook at an early age means they won’t learn how to cater for themselves safely. <p>Examples for 1 mark:</p> <ul style="list-style-type: none"> • Crossing the road. • Learning to cook. <p>Examples for 0 marks:</p> <ul style="list-style-type: none"> • Making decisions in risky situations is an important life skill. • Children need to learn how to react to dangerous situations. 	[2]	<p>For each reason:</p> <p>2 marks For a relevant example which shows the danger caused by taking risks away.</p> <p>1 mark For a relevant example without the danger of taking risks away clarified.</p> <p>0 marks No creditworthy material. A reason that does not work as an example should not be given credit.</p>

Marking Grid to assist in level-finding for Q25 and Q26

Level	Reason	Structure of Reasoning	Quality of Argument	Conclusion	Other Argument Elements (if used)	GSP
4 10-12 marks	3 or more relevant reasons giving sound support to the conclusion	IC supported by a reason which develops the argument and supports the MC	Sound. Weaknesses, if present, are subtle	Precise and correctly stated	Relevant and effective use	<ul style="list-style-type: none"> • Very good • Errors few if any
3 7-9 marks	3 or more relevant reasons, 2 giving sound support to the conclusion	IC present but mainly summarising as opposed to developing reasons	Generally sound. Weaknesses may be present but are not intrusive so as to damage the whole	Clearly stated, may have minor paraphrase(s)	Signposted and functional use	<ul style="list-style-type: none"> • Good • Errors few
2 4-6 marks	3 or more relevant reasons	Basic development in reasoning, ie supported by other argument elements	Basic argument which contains obvious weaknesses	Stated. May have different wording/meaning but right direction	Weak or little support to the argument	<ul style="list-style-type: none"> • Basic • Errors may be intrusive
1 1-3 marks	1 or 2 relevant reasons	Reasons not developed or supported	Limited attempt which is not persuasive. Perhaps emotive	May be unstated or different but related to that required	Examples or evidence if given are in the place of reasoning	<ul style="list-style-type: none"> • Poor • Errors impede comprehension

Performance Descriptors to assist in level-finding for
Q25 and Q26

Level 4: 10 – 12 marks

Candidates present their own relevant argument, with a clear structure where the conclusion is supported by at least three relevant and sound reasons and at least one intermediate conclusion, which develops from the reasoning to be an intermediate statement supporting the conclusion. The main conclusion is precisely and correctly stated. The argument is convincing and may rely on only one or two reasonable assumptions. The argument may also contain other argument elements which are effectively used, eg evidence/examples, counter-assertion. Grammar, spelling and punctuation are very good: errors are few, if any.

Level 3: 7-9 marks

Candidates present their own argument that contains at least three relevant reasons, two of which are sound and there is an intermediate conclusion, although this may mainly summarise rather than develop. The argument may be convincing, though weaknesses may be present but are not intrusive so as to damage the whole. The main conclusion is clearly stated, perhaps with minor paraphrase(s). There may be signposted and functional use of other argument elements. Grammar, spelling and punctuation are good: errors are few.

Level 2: 4-6 marks

Candidates present a basic argument that contains at least three relevant reasons. There is a development in the reasoning, but no clear intermediate conclusion. The conclusion is stated but may have a slightly different wording and/or meaning to that required. The argument may contain obvious weaknesses. Other argument elements may be included but they give little or no support to the argument. Grammar, spelling and punctuation may have errors which are sometimes intrusive.

Level 1: 1-3 marks

There is a limited attempt at an argument, which is not persuasive and perhaps emotive. Fewer than three relevant reasons are given. The conclusion may not be stated, or different from that asked for in the question. There is hardly any development in the reasoning and certainly no intermediate conclusion present. Examples or evidence, if given, may be in the place of reasoning. Grammar, spelling and punctuation may be poor with errors which are intrusive and can impede comprehension.

0 marks

No creditworthy material. Do not credit arguments simply lifted or paraphrased from the passage.

Question	Expected Answer	Mark	Rationale/Additional Guidance
25	<p>'The Government should provide funds to give laptops to pupils in low-income families.'</p> <p>Write your own argument to <u>support or challenge</u> this claim.</p> <p>Marks will be given for a well-structured and developed argument. You should include <u>at least three reasons</u>, a well-supported intermediate conclusion and a main conclusion. Your argument may also contain other argument elements.</p> <p>You may use information and ideas from the passage, but you must use them to form a new argument. No credit will be given for repeating the arguments in the passage.</p> <p>Acceptable conclusions – examples:</p> <p><u>Support:</u></p> <ul style="list-style-type: none"> • The government should provide funds to give laptops to pupils in low-income families. <p><u>Challenge:</u></p> <ul style="list-style-type: none"> • The government should not provide funds to give laptops to pupils in low-income families. • The government should not provide funds to give laptops to pupils. (<i>in any family – this challenges the claim</i>) • The government should provide funds to give laptops to all pupils regardless of family background. 	[12]	<p>Examples of points which <u>support:</u></p> <ul style="list-style-type: none"> • Pupils without internet access are disadvantaged. • Right to equality of opportunity. • Use of laptops is necessary for social mobility. • A lot of school work needs to be done on computers. • Benefits all society as lifts up education generally. • Assists in application to university. • This is one disadvantage that low-income families have that can be put right. <p>Examples of points which <u>challenge:</u> (<i>this focuses on the first example conclusion to challenge above</i>)</p> <ul style="list-style-type: none"> • Takes away money from other worthwhile projects. • Laptops will not be respected if they are given not earned. • Laptops are luxury items and not necessary so do not need to be given out. • Internet access is already available for free in libraries. • Cannot trust people not to sell laptops. • Poor people may not be able to afford repair or upkeep of laptops. • There should be rewards for doing well in life and the giving of luxury items like laptops takes away the motivation to do well. • Many have laptops already.

Question	Expected Answer	Mark	Rationale/Additional Guidance
26	<p>‘Schools should focus on getting children interested in sport rather than encouraging them to use ICT.’</p> <p>Write your own argument that <u>supports or challenges</u> this claim.</p> <p>Marks will be given for a well-structured and developed argument. You should include <u>at least three reasons</u>, a well-supported intermediate conclusion and a main conclusion. Your argument may also contain other argument elements.</p> <p>You may use information and ideas from the passage, but you must use them to form a new argument. No credit will be given for repeating the arguments in the passage.</p> <p>Acceptable conclusions – examples:</p> <p><u>Support:</u></p> <ul style="list-style-type: none"> • Schools should focus on getting children interested in sport rather than encouraging ICT. <p><u>Challenge:</u></p> <ul style="list-style-type: none"> • Schools should focus on encouraging ICT rather than sport. • Schools should not focus on getting children interested in sport rather than ICT. • Schools should focus on both ICT and sport skills equally. • Schools should focus on neither ICT and sport skills (<i>but try and be balanced</i>) 	[12]	<p>Examples of points which <u>support:</u></p> <ul style="list-style-type: none"> • There is problem with obesity in England which interest in sport can help with. • An interest in sport can be a good balance to the pressures of work. • We will do better in the Olympics and other world competitions if we take sport more seriously in school. • Most children are better with computers than they are in sport. • An interest in ICT will not help against heart disease or diabetes later whereas an interest in exercise will. • ICT is a tool to make work easier whereas sport is something that should be a core part of people’s lives. • By playing sport people learn how to relate to others and engage in teamwork whereas computing can do the reverse. • Sport is healthier. • Sport is a more social activity. • Get used to the winning and losing differences. • There is too much focus on ICT already. • Healthy people study better. <p>See next page for examples of points which challenge.</p>

Question	Expected Answer	Mark	Rationale/Additional Guidance
	<p>Examples of points which challenge: <i>(these are focussed on the conclusion that schools should not encourage sport more than ICT, rather than the argument to focus on both equally)</i></p> <ul style="list-style-type: none"> • Lots of sports can be done outside school so a focus on sport is not necessary in schools. • Sport is a lifestyle choice which should not be forced on people. • Sport is not useful in getting a job whereas ICT is. • Both are needed in balanced education, so it is wrong to emphasise one over the other. • Sport is a leisure activity so it is not a core activity unlike ICT. • Sport makes people have to lose which is not good. • People get miserable when forced to do sport. • Sport has no use whereas ICT has. 		
	Section C Total	[30]	
	Paper Total	[75]	

Assessment Objectives Grid (includes QWC)

Question	AO1	AO2	AO3	Total
1-15	7	8		15
16a	2			2
16b	2			2
16c	4			4
17i		1		1
17ii		1		1
18i		3		3
18ii		3		3
19	2			2
20a	3			3
20b		4		4
21	2			2
22		3		3
23			4	4
24			2	2
25			12	12
26			12	12
Total	22	23	30	75

Specification Reference	Question Numbers
3.2.1.1 understand and use specific terms	2,3,6,8,9,15,16,19
3.2.1.2 identify and explain the purpose of argument elements	1,2,4,6,8,9,11,13,16,19,20
3.2.1.3 explain the difference between explanation and argument	2,17
3.2.1.4 recognise explanations in longer arguments	17
3.2.2.1 assessing strengths or weaknesses within arguments	7,10,11,12,14,18,20,21
3.2.2.2 identify and explain flaws within arguments	5,15,18
3.2.2.3 identify and describe appeals within arguments	18,22
3.2.3 develop own reasoned arguments	3,19,23,24,25,26

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