

Critical Thinking

Advanced GCE A2 H450

Advanced Subsidiary GCE AS H050

Mark Schemes for the Units

January 2009

H050/H450/MS/R/09J

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Advanced Subsidiary GCE Critical Thinking (H050)

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F491 Credibility of Evidence

Section A: Assessing the credibility of documents

- 1 There may be weaknesses in the credibility of reporting about the fairness of government policies (other than the DNA database).

Explain three possible weaknesses in the credibility of such reporting. [AO3 6] (6)

Credit any three developed correct weaknesses.

3 x 2 marks

Credit 1 mark for

- answers that do not refer to reporting
- answers that refer to weaknesses in the reporting of the national DNA database.

Do not credit generalised assessments that could fit any context.

Do not credit answers that assess the specifics of the national DNA database.

Candidates may be credited for more than one point in each section.

Examples of developed correct answers:

In the context of such types of dispute:

There may be motives/vested interest

- by those that have been affected by a government policy
 - to selectively present evidence to support their case.
- by the government
 - to selectively present data to try to influence the public to support their policies.
- by pressure groups
 - to selectively choose evidence about the effects of government policies that support their cause.

There may be difficulties in perceiving the true impact of the policy

- Those reporting may not be fully aware of all the effects of a government policy (partial ability to observe) and therefore have a partial understanding of the effects.
- Those reporting eg pressure groups may not have the relevant expertise to make informed judgements about the effects of a government policy.

There may be difficulties in judging the truth of the reports

- If evidence is specific to particular areas eg NHS data or police records, it may be difficult to access this data to confirm or refute claims about the effects of a government policy.

Credit other correct alternative answers.

- 2 Consider the claims made about DNA in the second paragraph of Document 4.

Give two inferences that might be drawn from these claims.

[AO1 2] (2)

Credit one mark for each correct inference about DNA.

2 x 1 marks

Examples of correct answers:

- DNA is widely available.
- Collecting DNA samples from a suspect is simple.

- DNA findings can narrow the field for types matches.
- DNA matches are unlikely to be wrong.
- DNA allows ethnic groups to be distinguished
- DNA cannot be found in some cells

Do not credit quotations or rephrasing of the text, as these cannot be inferences.

3 Consider the credibility of Documents 1 and 4.

For each document make three points of assessment, each of which should:

- identify a relevant credibility criterion
- use this to assess the credibility of the documents
- make reference to the text to support your assessment.

3x3 marks as above for each of the 2 documents

[AO2 18] (18)

Credit 1 mark for each correctly identified criterion of credibility (determine this from the assessment). A synonym or equivalent phrase is acceptable for the criterion.

A second mark if this is used to correctly to assess the document.

An additional mark if it is correctly supported from the text – italicised below. A quote in the form of a claim is not necessary, but if used, it should be relevant to the assessment.

Partial performance: Credit 1 mark, (a maximum of 6 marks in total for this question) for the following:

- where the candidate correctly assesses individual sources within the document that would affect its credibility, but does not relate these to the assessment of the document itself.
- for an answer that demonstrates a clear understanding of a credibility criterion from the assessment given, but incorrectly assesses the document.

Examples of correct answers that would gain three marks each:

Home Office	Vested interest	Possible VI to represent the facts correctly, to maintain the credibility of their government department.	<i>'homeoffice.gov'</i>
	Vested interest	Possible VI to selectively present evidence to support the government policy.	<i>'homeoffice.gov'</i>
	Bias	It presents a one-sided account using evidence that supports its case.	<i>'Are under 18s disproportionately represented? No.'</i>
	Ability to observe	It has access to reliable statistics from the police database.	<i>8,000 of these samples matched the DNA taken from crime scenes'</i>
	Ability to observe	It uses secondary source evidence which might be subject to the interpretation of other agencies such as the police	<i>'8,000 of these samples matched the DNA taken from crime scenes'</i>
	Expertise	It uses crime scene data matches to draw its conclusions.	<i>'8,000 of these samples matched the DNA taken from crime scenes'</i>

Panorama	Vested interest	Possible vested interest to give evidence that represents the situation accurately to maintain public confidence in their specialist programme which deals with controversial issues.	<i>'Panorama is a BBC One TV programme that gives in-depth reports on the latest controversial issues.'</i>	
	Neutrality	As a specialist programme dealing with controversial issues, it has nothing to gain from a vested interest to misrepresent the truth.	<i>'Panorama is a BBC One TV programme that gives in-depth reports on the latest controversial issues'</i>	
	Neutrality	It presents evidence for both sides of the dispute in a balanced account.	The <i>'poll'</i> and information about DNA with other views from the <i>'forensic scientist'</i> who questions the faith in DNA and the example of a mistake made in <i>'Swindon'</i> .	
	Expertise	It contains reference to the evidence of an expert.	'A senior forensic scientist'.	

TOTAL MARKS FOR SECTION A

A01 [2]

A02 [18]

A03 [6]

[26]

Section B: Assessing the credibility of evidence

- 4 Several sources refer to the unfairness of the present policy that requires the DNA of innocent people who have been investigated by the police to be retained on the national database.

State what would have to be true to support this claim of unfairness. [AO2 2] **(2)**

Credit **two marks** for a correct reason eg:

- Being on the database will have some negative effect.
- It must be true that people who have been proven innocent yet remain on the database are treated differently from others who are not on the database

Credit **one mark** for an answer that is relevant, but unduly specific or overdrawn or if it misses an allusion to negative impact eg:

- Someone's DNA, simply because it is on the national database, will be used as evidence of guilt in future cases.

- 5 Consider the claims made by the national co-ordinator of the NO2ID in Document 2 and the appeal court judge in Document 3.

Assess the credibility of their claims. For each of these sources make two points of assessment, each of which should:

- identify a claim made (You may assess the same claim twice)
- assess how this claim is strengthened or weakened by any relevant credibility criterion
- state what you must suppose to be true in order to reach your assessment.

[AO2 20]

4 x 5 marks (20)

Credit 1 mark

1 mark

1 mark

Plus up to two marks

for a relevant claim, or relevant reported claim –*italicised below*
for correctly identifying whether this is strengthened or weakened

by a relevant criterion that is correctly used to assess credibility

For stating what is supposed to be true to make this assessment [1 mark for suppositions that are circular]

Examples of answers that would gain five marks:

National co-ordinator of NO2ID	Vested interest	s	His claim, ' <i>The only way...is to remove the records of every innocent person currently held</i> ', might be strengthened by a vested interest to be honest about the unfairness of the database in order to maintain his reputation.	if he did not want to bring the public standing of his cause into disrepute.
	Vested interest	w	This claim might be weakened by a possible vested interest to exaggerate the solution to add strength to his argument.	if by doing this, he removed any flaws or assumptions in his argument.
	Bias	w	This claim might be weakened by a selective focus upon the unfairness.	if he was biased against identity records in general.
	Expertise	s	This claim might be strengthened by expertise in the effects of having personal records.	if as a co-ordinator of this cause he was able to interpret data that demonstrated the negative effects of such records.
Appeal court judge	Vested interest	s	His reported claim, that the present database ' <i>was indefensible and biased against ethnic minorities</i> ', might be strengthened by his vested interest to be honest about the unfairness of the present system to maintain his reputation.	if he regarded his reputation as a more important component of his professionalism as an appeal court judge than other factors such as money.
	Neutrality	s	This claim, might be strengthened by his independent role and lack of motive to misrepresent the situation.	unless he was unduly influenced by past appeals to seek to have the law changed.

	Ability to observe	s	This claim, might be strengthened by his ability to observe directly and therefore have first hand experience of bias against ethnic minorities.	if his observation is not itself biased by his own beliefs.
	Expertise	s	His reported claim that ' <i>the only option was to expand the database to cover the whole population</i> ', might be strengthened by his expertise in the legal system.	if this extended to innocent cases that will be left on the DNA database.

s = strengthens**w** = weakens credibility

- 6 Use one credibility criterion to compare the credibility of the NO2ID co-ordinator with that of the appeal court judge.** [AO2 2] **2x1 mark (2)**

Credit two marks for an explicit comparison which gives an evaluation of both sides using the same criterion.

Give one mark for:

- A comparison with an evaluation of one side only.
- An evaluation of two sides using the same criterion but with no direct comparison

An example that would gain two marks:

Neutrality: the appeal court judge has no known motive to lie about the need for a national universal DNA database. He therefore may be more unbiased than the national co-ordinator of the NO2ID, whose position is against ID records in the form of identity cards and therefore might have a motive to protest against further ID records.

[AO2 2] **2x1 mark (2)**

TOTAL MARKS FOR SECTION B [AO2] 24 marks

Section C: Coming to a reasoned judgement**7 Come to a reasoned judgement as to whether or not the present national DNA database policy is unfair.**

In your answers you should refer to the individual sources within the documents.
[AO3] 25 marks

- (a) State two precise claims that are corroborated.**
Support each of these with two references from the text. 2 x 3 marks

Credit 1 mark for a correct but unsupported point of corroboration.

Credit 2 marks for a correct point of corroboration that is accurately supported with one reference to the text including its source.

Credit 3 marks for a correct point that is accurately supported with two references to the text including their sources.

Eg: Both the judge and the BPA president agree on the unfairness of the database.
(1 mark)

The judge claims, 'this was indefensible and biased against ethnic minorities.'
(2nd mark)

The BPA president claims that the current system was unfair, "You can't have a system where so many black youths...the database"
(3rd mark)

Other points that could be supported:

- The co-ordinator of NO2ID, the judge and the BPA president agree on the unfairness of the database.
- The Home Office and the Home Office minister deny that the database is unfair.
- The judge and the BPA president agree on the solution of a universal database to end the unfairness.
- The Information Commissioner and forensic scientist agree mistakes can happen with DNA matches.

- (b) State two precise claims where conflict arises.**

Support each of these with two references from the text 2 x 3 marks

Credit 1 mark for a correct but unsupported point of conflict.

Credit 2 marks for a correct point of conflict that is accurately supported with one reference to the text including its source.

Credit 2 marks for two conflicting references to the text including their sources but with no point of conflict stated.

Credit 3 marks for a correct point that is accurately supported with two references to the text.

Eg The judge and the co-ordinator of NO2ID disagree about the solution to the unfairness.
(1 mark)

The judge claims, 'the only option is to expand the database to cover the whole population...'
(2nd mark)

The co-ordinator claims, 'The only way to tackle the unfairness ...is to remove the records of every innocent person currently held.'
(3rd mark)

Other conflicting interpretations that could be supported:

- The judge/ BPA president disagree with the Home office/Home Office minister about whether the database is unfair.
- The Panorama DNA information and the Swindon arrest possibly conflict about a chance match.

(c) Identify all the individual sources within the documents on each side of the above dispute.

Explain any source that does not fit easily onto either side.

4 marks

Credit as follows:

- A statement of what the **sides believe**: 1 mark
The present system is unfair v the present system is not unfair
- A **thorough** assessment with **some inaccuracy** (4 or more correctly placed sources) 2 marks

<u>System is unfair</u> appeal court judge BPA president national co-ordinator of NO2ID Database figures Swindon case	v	<u>System is fair</u> Home Office Home Office minister (by implication) (by implication)
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For partial performance credit 1 mark for a limited assessment (1 to 3 correctly placed sources)

- Identification of one source that does not fit easily on either side: 1 mark
- The Information commissioner
- The forensic scientist
- The 66% / the survey / the Panorama survey

(d) State which side, if any, has the greater weight of evidence, supporting this with numbers of sources. **2 marks**

The weight of evidence is on the side of the national DNA database policy being unfair/The weight of evidence is against the database. 1 mark

Number of sources - allow answers in the range from 3/1 to 5/2 where the side for each number is stated or is implied by the answer for weight. 1 mark

(e) Using three different credibility criteria, assess the quality of evidence on each side of the above dispute **2x3 marks**

Award 1 mark for each correctly applied criterion and assessment, up to 3 marks for each side eg:

On the unfair side, the judge has a VI to make a truthful, considered opinion to protect his position. (1 mark)	v	The Home Office and the Home Office minister have a motive to be consistent with the position taken by their various concerns. (1 mark)
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Partial performance – credit up to 2 marks for answers that assess individual sources rather than sides.

- (f) State the judgement that results from your assessment as to whether or not the present national DNA database policy is unfair. 1 mark

Award the judgement mark only if it links with the assessment given.

TOTAL MARKS FOR SECTION C [25] AO3 [25]

Quality of Written Communication

Credit as follows across all answers

5 marks

Level	Errors in spelling punctuation and grammar	Use of specialist vocabulary	Expression	Marks
1	errors are intrusive	little use of specialist vocabulary	order and expression impede understanding	(1-2)
2	errors are occasional	occasional use of specialist vocabulary	points exhibit some order	(3)
3	errors are few, if any	specialist vocabulary used where appropriate	well ordered and fluent	(4-5)

PAPER TOTAL**AO1 [2]****AO2 [42]****AO3 [36]****[80]**

F492 Assessing and Developing Argument

Section A – Multiple choice

1	C	AO1 [1]
2	A	AO1 [1]
3	B	AO1 [1]
4	A	AO1 [1]
5	D	AO1 [1]
6	C	AO1 [1]
7	B	AO1 [1]
8	C	AO1 [1]
9	D	AO1 [1]
10	B	AO1 [1]
11	C	AO1 [1]
12	C	AO1 [1]
13	D	AO1 [1]
14	D	AO1 [1]
15	B	AO1 [1]
16	B	AO1 [1]
17	A	AO1 [1]
18	C	AO1 [1]
19	D	AO1 [1]
20	A	AO1 [1]

1 mark for each correct answer. Total mark to be doubled.

Total marks for Section A [40]
AO1 [40]

Section B**21 Identify the main conclusion of the argument presented in the passage.**

We should raise the age limit for drinking alcohol to 21 as a matter of urgency.

AO1 [2]

Examples of 1 mark answers

We should raise the age limit for drinking alcohol/We should raise the age limit to 21 etc.

0 marks No creditworthy material.

22 Identify four reasons that are given to support the conclusion.

2 marks: For each precisely identified reason or equivalent paraphrase

1 mark: Where individual reasons have been correctly identified but the expression is less specific or includes a minor reference to supporting evidence

0 marks: No creditworthy material/Answers with several bits of evidence/answers that are only evidence.

The reasons given to support the conclusion are:

- 1 (It is clear that) The current legal age for purchasing alcohol allows vast numbers of young people to damage their health.
- 2 The views of the Government on this matter/changing the age limit can be dismissed.
- 3 The current legal age limit (allow: which is very low) promotes excessive drinking in teenagers.
- 4 An increase in the legal age for drinking would give the (helpful) impression that drinking is unacceptable.
- 5 Raising the age limit to 21 would be a sensible solution.
- 6 It is not surprising that so many 15 year olds can afford to buy alcohol.
- 7 If we do not legislate to change the situation, the problems for our teenagers will become increasingly severe.
- 8 A change in the law would fit with previous attempts to curb excessive drinking.

Allow any of the answers to question 23, but don't give marks if they use them again in Q23.

Any four AO1 4 x 2 [8]

Examples of 1 mark answers

- 1 The current age for legal drinking allows young people to damage their health because there are more hospital admissions.
- 2 The Government is selfish and we can ignore their views.
- 3 An increase would make drinking unacceptable.

23 Identify an intermediate conclusion of the argument presented in the passage.

- 1 The current age limit is the cause of many serious problems.
- 2 (Consequently) There is an urgent need for action to stop young people drinking and being harmed by alcohol.
- 3 Allow 6 from question 22 but not if they have used it in Q22

Any 1 AO1 [2]

Examples for 1 mark

- 1 The current limit causes many problems.
- 2 We need to stop young people being harmed by alcohol.
- 3 Answers that give 2/both lcs

0 marks No creditworthy material

24 Identify the counter argument presented in the passage.

Reason: (The Government believes) The majority of people drink sensibly.

AO1 [1]

Conclusion: (So) A change in the law is not required.

AO1 [1]

bits in brackets are optional.

0 marks No creditworthy material Both answers in the reason or conclusion space is also 0.

25 In paragraph 1 the author refers to excessive drinking by young people. In order to support the overall argument, what must the author assume about the ages of these young people?

The author must assume that a high proportion/significant proportion/lots of the young people fall in the age category 18-21/under 21 that would be covered by the change in the law.

Examples for 1 mark.

1 Any answer that suggests that ALL of the young people are between 18-21/under 21.

2 The author must assume that the young people are under 21

0 marks No creditworthy material. Answers that refer to the young people being under 18.

AO2 [2]

26 In paragraph 1 the author presents evidence about the increase in people taken to accident and emergency units. Explain one weakness in the author's use of this evidence.

1 Although there is a huge increase, the evidence does not necessarily support the author's argument because it refers to all admissions to A&E and not an **increase** of young people between 18-21 admitted to A&E.

2 There could be a dramatic **increase** in admissions to A&E without an **increase** in the 18-21 age group.

3 The previous year could have been unusually low so the author is using a more realistic figure to suggest a dramatic increase/using a trend over only 2 years to suggest a firm trend over many years. *Lots of ways candidates could express this point: not given info about previous years/it does not show a long term trend/might go down next year.*

4 The author is using evidence about an **increase** in a whole range of alcohol related injuries as if it refers to only an **increase** in injuries resulting from excessive drinking. Alcohol related could mean injuries in opening bottles etc.

AO2 [2]

Examples for 1 mark

1 The evidence is not specific (ambiguous) to young people/18-21s may make up only a small part of the figures/it does not say if these are young people.

2 Answers that give a sensible counter example without any reasoning (the admission may be due to road accidents).

3 The increase may have nothing to do with young people.

0 marks No creditworthy material/answers that suggest the figures may not be related to alcohol at all

- 27 In paragraph 1, the author refers to the comments of Professor Bellis to support the suggestion that statistics underestimate the problem of excessive drinking by young people.**

a Name or describe the type of appeal made by the author.

It is an appeal to authority or an appeal to expertise

AO1 [1]

0 marks No creditworthy material/appeal to fear/emotion/straw man etc

b Explain the extent to which this appeal supports, or does not support, the reasoning in paragraph 1.

3 marks for an accurate explanation of how the appeal supports/does not support the reasoning with reference to the information in the passage.

2 marks for an accurate explanation of how the appeal supports/does not support the reasoning without reference to the information in the passage **or** an attempt to explain how the appeal supports/does not support the reasoning with reference to the information in the passage.

1 mark for an attempt to explain how the appeal supports/does not support the reasoning.

0 marks No creditworthy material

AO2 [3]

NB: Candidates can argue this either way. Professor Bellis appears to have relevant expertise and works in a relevant department and may therefore have good reason to suggest that the figures underestimate the problem, this supporting the author's view that the statistics do not give the true picture. On the other hand, we do not know exactly what he does/whether he has access to statistical information and therefore his comments may not support the author's point of view. He is only ONE expert and without corroboration, we may not be able to support the author's point of view.

NB: Answers that just give a unit 1 assessment (i.e. comment that this person is/is not credible) without reference to support for the reasoning should not be given more than 1.

Award the marks where the answer appears – it does not matter if the answer to part a is given in part b etc.

- 28 In paragraph 2 the author dismisses the Government's objection to a change in the law.**

a Name or describe the flaw in this dismissal.

This is an ad hominem/attack on the person.

AO1 [1]

0 marks No creditworthy material/straw man.

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 marks for an accurate explanation of the flaw with reference to the information in the passage.

2 marks for an accurate explanation of the flaw without reference to the information in the passage or an attempt to explain the flaw with reference to the information in the passage.

1 mark for an attempt to explain the flaw.

0 marks no creditworthy material

AO2 [3]

The author's dismissal of the Government's point of view is based entirely on supposed selfishness and impure motives and so the author attacks the Government's character rather than their argument.

They have not countered the argument presented and the dismissal is flawed on this basis.

Award the marks where the answer appears – it does not matter if the answer to part a is given in part b etc.

29 In paragraph 3, the author suggests that the UK has one of the worst problems in Europe for underage drinking based on evidence of the drinking habits of 11- 15 year olds. What must the author assume about the drinking of the 15-18 year old group to support this claim?

- 1 The author must assume that the drinking habits of the 15-18 year old group are at least as bad or worse than the 11-15 group mentioned in the paragraph. (allow just worse or the same as)
- 2 The author must assume that the drinking habits of the 15-18 year old group are also amongst the worst in Europe (i.e. in addition to the 11-15 year old group)

or the reverse of these

- 3 The author must assume that the drinking habits of the 15-18 year old group are not significantly better than the those of the 11-15 year olds.

Any one AO2 [2]

Examples for 1 mark

15-18 year olds drink a lot/too much.

0 marks No creditworthy material

30 Give two reasons why the statistics about 15 year olds being drunk may be an underestimate.

- 1 The 15 year olds might have lied.
 - 2 The 15 year olds might have forgotten how often they have been drunk.
 - 3 The sample of 15 year olds might have been very unrepresentative/not large enough etc
- accept any reasonable point **but the two points must be different.**

Any two AO3 [2]

0 marks No creditworthy material

- 31 In paragraph 3, the author predicts:
'If we do not legislate to change the situation, the problems for our teenagers will become increasingly severe.'**

Explain to what extent this prediction is supported by evidence presented in the rest of the passage.

There is plenty in the passage that could support this prediction.

- 1 The increase in hospital admissions/A&E would suggest that there is a growing problem which may continue to get worse if we do not do something.
- 2 The decrease in the relative cost of alcohol would also suggest that things are getting worse.
- 3 Paragraph 3 also suggests that there has been a dramatic increase in the numbers of teenagers drinking and if this has been a trend over the last 20 years it might be the case that it will continue to get worse.
- 4 Candidates could use any of these points to suggest that the prediction is well supported.

To argue that the prediction is not well supported, the candidates could point out that:

- 1 There is no evidence that trends from the past will be repeated into the future (perhaps making use of an appeal to history).
- 2 It would be possible to argue that things are at their worse and there will be future improvements without changing the law.

AO2 [2] Examples for 1 mark

The figures about underage drinking show that there is a serious problem.

Figures that show it is a bad situation but without the sense of change e.g. 24% of 15 year olds admit to being inebriated at least 10 times in the past year.

0 marks No creditworthy material

- 32 In paragraph 4 the author uses the recent increase in the legal age for buying cigarettes to show how such increases can change attitudes. Decide whether a rise in the age limit for buying cigarettes is or is not comparable to a potential rise in the age limit for buying alcohol. Explain your answer, including relevant examples to support your ideas.**

5-6	Accurate and detailed explanation of the comparison with clear reference to the nature of alcohol/cigarettes and supporting examples.
3-4	Attempted explanation of the comparison with some reference to the nature of alcohol/cigarettes and limited use of examples.
1-2	Basic comments relating to the comparison of alcohol to cigarettes.
0	No creditworthy material

AO2 [6]

They are similar in that both changes in age limit could potentially restrict access to drugs that are widely seen as harmful and dangerous but are equally prevalent in youth culture. If the two drugs are similarly used and abused by young people, the changes in the age limits may be similarly effective. Candidates may want to list ways in which the alcohol and cigarettes are different as drugs but these answers should only be awarded marks in the 1 – 4 range.

On the other hand there are some significant differences. Cigarettes were sold legally at a much younger age (16) prior to the increase and the increase from 16 to 18 may be far more effective than an increase from 18 to 21. Candidates may express this by reference to children at 16 and adults at 18 – the impact on children being far greater. There is no suggestion that cigarettes are responsible for antisocial behaviour and violence – they are not so tied up with the social life of young people – and so cigarettes might have been easier to make unacceptable, showing the change for alcohol may be far less effective. On this basis the comparison does not work.

Alcohol is probably cheaper (thinking of cheap 2 litre bottles of cider) and the extra cost of cigarettes may have made people far more willing to stop smoking when the law was changed.

There are answers to be had about the different levels of health risk. Candidates should be credited in the 1-4 region if they show how the health risks are different.

Questions based on 'French wisdom?'

33 The author presents evidence about young people in France drinking imported beers. Explain why this may not support the suggestion that the French way does not work.

- 1 Evidence that the French youngsters are drinking imported beers is not the same as evidence that they are drinking imported beers **to excess**. They could be drinking the beers very sensibly and hence this evidence may not support the author's argument.
- 2 The French youngsters may not drink any wine at all, so that the evidence of beer drinking may support the effectiveness of growing up with wine.
- 3 It is two different arguments: the evidence is about what they drink and not how much they drink.
- 4 The increase in drinking of imported beers may be instead of drinking wine or French beers and therefore does not represent an increase in overall consumption.
- 5 The French way may be taken more generally by candidates and they be credited for saying that what the French drink cannot have any impact upon the effectiveness or quality of the teaching about alcohol given to French children.

Any one AO2 [2]

Examples for 1 mark

- 1 We don't know how much of the imported beers they/French youngsters are drinking.
- 2 They may drink beer **instead** of wine.

0 marks No creditworthy material

**34 The author concludes:
'We should not be looking to France as a way forward.'
In order to support this conclusion:**

a State what we would need to know about the average alcohol consumption in Britain.

Given that the author concludes that we should not be looking to France, the (average) alcohol consumption, per person in Britain, needs to be less than (per person) (allow the use of the 56 litres as the reference to France) in France.

Allow: Candidates could go outside the passage and say that those who drink too much in Britain drink less than those who drink too much in France.

AO2 [2]

Examples for 1 mark

- 1 We would need to know that the British drink less alcohol (i.e. lacks the sense of context/reference to France).
- 2 Answers in the form of a question: we would need to know if it is higher or lower than in France

0 marks No creditworthy material/we would need to know the amount drunk with no reference to France or Britain.

b State what the author must assume about liver disease in France

- 1 The author must assume that a significant proportion of the liver disease in France resulted from alcohol consumption/abuse. (Allow most/majority etc.)
- 2 The author must assume that there is not an overwhelming cause of liver disease in France that is NOT related to alcohol.

AO2 [2]

Examples for 1 mark

Any comment that suggests that alcohol caused all the liver disease or was the only cause.

0 marks No creditworthy material and **references to liver disease being higher in France than the UK which is clearly stated in the passage,**

35

a Identify the components of this analogy.

3 marks for all the components correctly identified and the direction of the argument/analogy.

2 marks for some of the components correctly identified and the direction of the argument/analogy OR all of the components correctly identified.

1 mark for some of the components correctly identified.

0 marks No creditworthy material

Credit candidates for this even if some of the work is in part b)

AO1 [3]

Giving heroin to our children as a way to educate them about excessive drug use is compared to the French method of allowing children to grow up with wine as a way of educating them about excessive drinking. Since the first idea is suggested to be ridiculous, the analogy is suggesting that the French way is also ridiculous.

Candidates may not get this in one go and can still be credited for the following:

The author compares 'growing up with wine' to 'giving our children heroin'.

The author compares 'educating about the dangers of excessive drinking' to 'educating about the dangers of drug abuse'.

In both cases the author suggests that this is a ridiculous idea in the case of drugs and (by analogy) must be a ridiculous idea in the case of alcohol/wine. The author is trying to ram home the senselessness of the idea as well as its ineffectiveness.

b Assess the analogy by explaining one relevant similarity or dissimilarity within it.

3 marks for a detailed explanation of a relevant similarity/differences that links to the quality of the analogy.

2 marks for an explanation of a relevant similarity/difference.

1 mark for an attempted answer.

0 marks for an answer that merely repeats the elements as in part a.

AO2 [3]

- 1 Dissimilarity that shows that the analogy doesn't work.
There is a gaping hole in the middle of this analogy – there is a clear difference between 'growing up in the presence of wine vs. **'giving** children heroin'. The candidates should be able to argue that the analogy is not persuasive on this basis.
- 2 The educational effect of being shown how bad something is must be very different to the experience of taking something bad.
- 3 Giving heroin would be designed to put them off drugs altogether, whereas giving wine is designed to familiarise them with it so they use alcohol sensibly.
- 4 There is a difference in the laws relating to the two drugs. Whilst heroin is always illegal, alcohol is not. The analogy may not work on the basis that the two drugs are so different.
- 5 The different levels of risk seems a common answer – heroin can kill you the first time you take it whereas alcohol is only dangerous in excessive quantities. Answers like this are missing the point really, but can be credited. Award only 1 mark for a simple statement of the difference between the two without relevance to the analogy.
- 6 The analogy does not work because far lower amounts of heroin are needed to cause addiction compared to alcohol. Thus, the experience of heroin is likely to lead to addiction whereas taking small amounts of alcohol would not.

Similarity that shows that the analogy does work.

- 1 On the other hand, both are addictive and dangerous substances and it does seem odd that the French allow their children such access to wine.
- 2 Similarly to point 4 above, we can give credit answers that state that both heroin and alcohol are dangerous/addictive. Limit to 1 for a simple statement of the similarity between them.

Section C. Developing your own arguments**36 Other than the price, give one other factor that might influence the ability of 15 year olds to purchase alcohol.**

Most candidates should get this mark. Accept any reasonable answer such as:

- 1 Increase in pocket money
- 2 More shops sell alcohol
- 3 More alcohol is made
- 4 Comments about how well 15 year olds can make themselves look older.
- 5 How much the pub/shop cares about the age limits/how much they check.
etc

Any one AO3 [1]

37 Give two general principles, not stated in the original text, that would support the author's conclusion.

We are looking for the general principles that would sit behind the reasoning:

- 1 Government policy should be based on the needs of the population.
- 2 We should do everything possible to reduce harm (to those under age).
- 3 We should make dangerous substances unacceptable/illegal/hard to purchase.
- 4 We should use the views of experts in decisions about age limits.

These are just examples. Students could come up with others.

Any two AO3 [2+2]

Examples for 1 mark

These will be too specific/too vague/somewhat irrelevant.

We should do everything possible to reduce harm to 15 year olds from drinking alcohol.

We should use the views of experts in making decisions.

18 year olds are not mature enough to make decisions about dangerous substances.

Drinking is always wrong.

Performance description for questions 38 and 39**Performance descriptions for 7-10 marks:**

Candidates present their own relevant and reasonable further argument with a clear structure that includes at least two reasons supporting an intermediate conclusion. The argument is persuasive and relies only on one or two reasonable assumptions. The argument will also contain a further reason or reasons/examples/evidence/counter-examples that support the argument. The final conclusion is precisely stated.

Performance description for 4-6 marks:

Candidates present an argument that contains several reasons and there is an attempt to form an intermediate conclusion. The argument may be persuasive but relies more heavily on assumptions so that the link between reasons and conclusion is less clear. The argument may contain an example/evidence that has less relevance to the overall argument. The main conclusion is clearly stated.

Performance description for 1-3 marks

Candidates present an argument that contains one or more reasons of limited relevance to the main conclusion. There is no intermediate conclusion and use of examples is limited. The argument is unlikely to be persuasive without including several assumptions and the use of evidence is very limited. Conclusions are imprecise and unclear.

Performance description for 0 marks

Irrelevant reasoning/no reasons/arguments about completely different topics to that set in the question.

38 Although the Government already collects a lot of money by taxing alcohol, it could be argued that we should make alcohol more expensive by further increasing the taxes on it. Construct an argument that would support this view.

Marks will be given for a well-structured argument that contains several reasons that support an intermediate conclusion and an overall conclusion. Your argument may also contain examples or evidence and counter assertions.

Candidates could pick up on the ideas of making alcohol less cheap to reduce drinking in 15 year olds or extend the idea of making alcohol seem more unacceptable. There are strands of argument to be had about increasing Government revenue to spend on other more desirable causes/reducing consumption and showing that they are not trying to keep the drinks industry happy.

Candidates could pick up on their general principles from question 37 – a duty to protect us from ourselves.

Candidates might pick up on the anti-social behaviour aspect of alcohol consumption – increasing taxes might improve health and behaviour.

AO3 [10]

- 39 Construct one further argument that challenges or supports the main conclusion of Document 1.**

Marks will be given for a well-structured argument that contains several reasons that support an intermediate conclusion and an overall conclusion. Your argument may also contain examples or evidence and counter assertions.

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.

NB: A candidate who gets the conclusion wrong in Q21 is *not* to be penalised twice. Mark question 39 on the basis of the conclusion given in Q21 – how well does the argument given in 39 support the conclusion given in 21?

For the conclusion:

Greater life experience at 21.

Might reduce anti-social behaviour in teenagers.

Might influence parents to be stricter with their children's drinking.

Would be obvious that 15 year olds are underage and they would not be able to buy alcohol so easily.

If young people are the binge drinkers, reducing the consumption in this period might have life time benefits.

Against the conclusion:

Doesn't fit with other big decisions – voting, driving, smoking, marriage, etc

Would damage many businesses – pubs, restaurants, drinks industry.

Would promote more illegal and unsupervised drinking that is potentially more dangerous.

Freedom of choice issues.

AO3 [10]

Quality of Written Communication

Credit, where written communication is found, as follows across Section B and C answers.

	Errors in punctuation and grammar	Use of specialist vocabulary	Expression	Marks
Level 1	Errors are intrusive	Little use of specialist vocabulary	Points tersely expressed	1 – 2
Level 2	Errors are occasional	Occasional use of specialist vocabulary	Points exhibit some order	3
Level 3	Errors are few, if any	Specialist vocabulary used where appropriate	Well ordered and fluent	4 – 5

Section A total marks [40]

Section B total marks [50]

Section C total marks [25]

Quality of written communication [15]

Paper total [120]

F493 Resolution of Dilemmas

Preamble

The Unit 3 paper sets out to assess candidates' critical thinking skills in the context of decision-making. To be successful, in general terms candidates need to be able to demonstrate the ability to handle key terms and concepts such as choice, criteria and dilemma and to come to judgments in the context of situations determined by a set of resources. The term "dilemma" is to be understood here in a broad sense as **a situation where a choice must be made between mutually exclusive options, each of which will result in undesirable consequences as well as benefits**. This will include a consideration of the consequences of doing X and not doing Y.

Assessment by Specification

		Qn 1	Qn 2	Qn 3	Qn 4
5.3.1	Understand and apply the language of reasoning				✓
	Clarify expressions and ideas				
	Recognise and evaluate different kinds of claim	✓		✓	✓
	Recognise and evaluate special kinds of reasoning			✓	✓
5.3.2	Assess arguments		✓	✓	✓
	Understand, interpret and draw conclusions from forms of statistical and numerical representation appropriate to informed citizens		✓		
	Develop and present relevant arguments			✓	✓

Assessment Objectives [AOs] and Allocation of Marks

The total mark for the paper is 80, allocated as follows:

- AO1 **Analysis** of the use of different kinds of reasoning 8 marks
- AO2 **Evaluation** of different kinds of reasoning 26 marks
- AO3 **Communication** of developed arguments 46 marks

This weighting is reflected in the different types of questions asked and in the application of the markscheme.

Question	AO1	AO2	AO3	Total
1	2	2	4	8
2	4	2	2	8
3		12	12	24
4a		2	2	4
4b	2	8	26	36
Total	8	26	46	80

Guidelines for Annotating Scripts

All markers will be required to use the following conventions. No annotation will be used except what is agreed at the Standardization meeting.

Mark in **right** margin of answer booklets, as follows. No other annotations to be made in the right margin.

- 1 (a) number between 0 and 4
- 1 (b) number between 0 and 4
total for question 1 ringed and transferred to cover.
- 2 (a) number between 0 and 4
- 2 (b) number between 0 and 4
total for question 2 ringed and transferred to cover.
- 3 number between 0 and 24 (calculated from levels) ringed and transferred to cover.
- 4 (a) number between 0 and 4.
- 4 (b) number between 0 and 36 (calculated from levels).
total for question 4 ringed and transferred to cover.

At the end of question 3, state three levels. At the end of question 4b, state four levels.

The following annotations may be made in the **left** margin in questions 3 and 4b:

D	Reference to Document (may also use in qns 1 and 2)
E	Evaluation
ED	Evaluation of Document
Q	Quality of argument
C	Reference to criterion (qn 3)
EC	Evaluation of criterion (qn 3)
P	Use of principle (qn 4)
R	Resolution of dilemma (qn 4)

Salient points may be underlined and contributory marks may be written in the body of the script.

Question 1**8 marks** [AO1 = 4; AO2 = 2; AO3 = 2]

Refer to Documents 1 and 2. Identify and briefly explain (a) one factor from Document 1 which might influence some people to oppose the arms trade and (b) one factor from Document 2 which might influence some people to support the arms trade. [4+4]

For each 4-mark question:

4 marks for identifying a relevant factor, referring to the Document and giving a developed explanation.

3 marks for identifying a relevant factor and **either** referring to the Document and giving an undeveloped or vague explanation **or** giving a developed explanation without reference to the Document.

2 marks for identifying a relevant factor and **either** referring to the Document **or** giving an undeveloped or vague explanation

1 mark for identifying a relevant factor.

0 for nothing worthy of credit.

Partial Performance 1 for identifying and explaining relevant factor **not** in document.

Indicative content

- a)** People who accept Doc 1's claim that without arms sales, "the world would simply be a better, safer, happier place" are likely to disapprove of the arms trade.

People who believe the claim in Doc 1 that countries involved in terrorism and human rights violations are invited to DSEI may be more likely to reject the claim (expressed in Doc 2) that the Government already prohibits the export of arms to countries of which it does not approve, and thereby disapprove of the arms trade.

- b)** People who are concerned about national defence are likely to approve of the arms trade if they accept Doc 2's claim that research and development of arms would be compromised if they were not funded partly from exports.

People who are concerned about the provision of employment, especially if they themselves work in the arms industry or live in an area where it is a major employer, are likely to approve of the arms trade, which according to Doc 2 makes a big contribution to employment in the UK.

Most people are concerned about the well-being of the national economy, which may influence them in favour of the arms industry, since Doc 2 (corroborated by Doc 3) claims that it makes a big contribution to exports from the UK.

People who believe the claims in Doc 2 about other applications of technology developed for the arms trade may at least disapprove of it less than they would otherwise have done.

People who believe the claim in Doc 2 that the Government already prohibits the export of arms to countries of which it does not approve may be more likely to reject the concerns expressed in Doc 1 and thereby approve of the arms trade.
Other valid answers should be accepted.

Question 2**8 marks** [AO1 = 2; AO2 = 2; AO3 = 4]

- a) Identify and briefly explain **one** problem in using **Document 3** to estimate the importance of the arms trade to the economy of the UK. [4]
- b) Identify and briefly explain **one** problem in using **Document 3** to estimate how involved countries are in military conflict. [4]

For each 4-mark question:

4 marks for identifying a relevant problem, referring to the Document and giving a developed explanation.

3 marks for identifying a relevant problem and **either** referring to the Document and giving an undeveloped or vague explanation **or** giving a developed explanation without reference to the Document.

2 marks for identifying a relevant problem and **either** referring to the Document **or** giving an undeveloped or vague explanation

1 mark for identifying a relevant problem.

0 for nothing worthy of credit.

Partial performance 1 for identifying and explaining a minor issue

Indicative content

- a) The statistics in Table I refer to the absolute value of exports. The importance of the arms trade to the national economy would need to be expressed as a proportion of overall production or exports.
- So in order to use Doc 3 to estimate the importance of the arms trade to the UK economy, it would be necessary to have some figures for overall production or exports for the UK.
 - Because the figures in the tables are totals for a period of seven years, it is not possible to identify trends.
- b) The statistics in Table II refer to purchases rather than use. Any one of the following points should be credited:
- in order to know how much money a country spends on arms in total, it would be necessary to know the value of arms produced in the country itself.
 - arms may be bought to act as a deterrent or reassurance, rather than for immediate use; so the amount spent on arms may be more of an indication of fear than of belligerence.
 - arms which are being used may be directed towards internal threats from criminals or rebels, rather than external, from neighbouring countries.
 - because the figures in the tables are totals for a period of seven years, it is not possible to identify trends.
 - The size of the country/population affects the significance of the amount spent on arms.

Other valid answers should be accepted.

0 for claiming that 2001-07 statistics are out-dated

1 for drawing an inference from the claim that 2001-07 statistics are out-dated

Question 3**24 Marks** [AO2 = 12; AO3 = 12]

Select one of the choices given in the Choices box. Evaluate this choice as a course of action for the Government. You should refer closely and critically to at least three of the criteria in the Criteria box and to the documents in the Resource Booklet.

Mark by levels, according to the following table.

Level	Application and evaluation of selected criteria to choices AO2+AO3	Use and critical assessment of evidence in the Resource Booklet AO2	Communication and development of argument AO3
L4: 19-24	<ul style="list-style-type: none"> • Sound and perceptive application of at least 3 criteria to one of the listed choices. • Firm understanding of how criteria might support and weaken the case for the selected choice and/or some evaluation of criteria. 	<ul style="list-style-type: none"> • Perceptive, relevant and accurate use of resource material. • Sustained and confident evaluation of resource material. 	<ul style="list-style-type: none"> • Cogent and convincing reasoning, very well structured to express/evaluate complex ideas/materials. • Few, if any, errors of spelling, grammar, punctuation.
L3: 13-18	<ul style="list-style-type: none"> • Clear understanding of how at least 3 criteria might support and/or weaken the case for one of the listed choices. or clear understanding how 2 criteria might support and weaken the case for one of the listed choices and/or some evaluation of criteria. 	<ul style="list-style-type: none"> • Relevant and accurate use of resource material. • Some evaluation of resource material. 	<ul style="list-style-type: none"> • Effective and persuasive reasoning. • Some clarity in expression of complex ideas. • Relatively few errors of spelling, grammar, punctuation.
L2: 7-12	<ul style="list-style-type: none"> • Basic understanding of how at least 2 criteria might support and/or weaken support for one of the listed choices or clear understanding how 1 criterion might support and weaken the case for one of the listed choices. 	<ul style="list-style-type: none"> • Relevant and accurate use of resource material. 	<ul style="list-style-type: none"> • Basic presentation of reasoning, including relevant points and conclusion(s). • Written communication fit for purpose, but containing significant errors of spelling, grammar, punctuation.
L1: 1-6	<ul style="list-style-type: none"> • At least one criterion applied to a choice or to the issue in a limited/simplistic manner. 	<ul style="list-style-type: none"> • Very limited, perhaps implicit, use of resource material. 	<ul style="list-style-type: none"> • Reasoning is sketchy and unstructured. • Communication may lack coherence and contain significant errors in spelling, punctuation and grammar.
L0 0	<ul style="list-style-type: none"> • No application of criteria to issue 	<ul style="list-style-type: none"> • No use of resource material 	<ul style="list-style-type: none"> • No discernible reasoning

Maximum level 2 for “Use and critical assessment of evidence in the Resource Booklet” if sources are used uncritically.

Answers which fulfil all three descriptors of a level will receive a mark at the top of that level, while answers which satisfy only one or two of the descriptors will receive a correspondingly lower mark.

Indicative content

Ban the arms trade.

According to Doc 2, this option would have a deleterious effect on national security, since research and development on arms would be reduced if it was being financed only from within the UK; however, stopping the export of arms would greatly reduce the possibility of arms produced in the UK being used against our own forces, and would thereby improve national security. Since arms constitute a significant element in the UK export trade (as shown by Doc 3), banning them would harm the balance of trade. Similarly, even if the statistics on employment cited in Doc 2 are generous estimates, it is clear that a large number of people in the UK are employed in the arms industry, and this number would be seriously reduced if exports were to be banned. The author of Doc 2 has expertise and ability to see, but also a vested interest. Although ethical government is a much more complex and ambiguous concept than the name, used as a slogan, suggests, the danger of the UK indirectly aiding terrorism or the suppression of human rights would be greatly reduced if arms exports were to be banned; however, countries which are trying to eliminate terrorism or to defend themselves against belligerent undemocratic neighbours might find themselves in a weaker position if they could not import arms from this source.

Limit the export of arms to allies of the UK only.

On the whole, this option would satisfy the criterion of national security, by helping our friends and refusing to equip our potential enemies, although it is always possible for a country to find itself on the opposite side of a conflict from a former ally, and recent experience has shown that determined exporters can usually find a way of concealing the true destination of arms in order to evade restrictions of this kind: so the possibility of armaments made in the UK being used against us is only reduced, not removed. Restricting the destinations of arms sales in this way would presumably reduce the overall number of arms produced and sold, which would to some extent compromise the contribution of the arms industry to employment and the balance of trade, but not too greatly. If all our allies were democratic regimes, dedicated to the protection of human rights and the elimination of terrorism, arming them would be consistent with the criterion of ethical government; in practice, however, there are many reasons why countries form alliances, and it is often politically expedient to enter into such relationships with states which are far from admirable.

Neither restrict nor support the arms trade.

This option would allow market forces to control the arms trade. It would run the risk of harming national security by selling arms which might eventually be used against our forces and by allowing for the possibility that the arms industry in this country might succumb to foreign competitors or be taken over by foreign owners. Doc 2 claims that the arms industry in this country already receives less support from our government than its competitors in some other countries receive from theirs: so – assuming that is true - if the existing support were to be withdrawn, arms producers in this country would become less competitive, thereby reducing their contribution to employment and the balance of trade. The author of Doc 2 has expertise and ability to see, but also a vested interest. This option would be moderately ethical, especially if great significance is attributed to the difference between an act and an omission: the Government might fail to prevent the sale of arms to morally objectionable destinations, but at least it would not play an active role in facilitating it.

Continue to support the arms trade.

As stated in Doc 2, by helping arms manufacturers to conduct research and development in weapons systems, this option would ensure that the most up to date and effective weapons would be available to the armed forces of the UK; however, there is a risk that some of the arms sold to other countries might eventually be used against our own forces. If the claims made in Doc 2 about the contribution made by the arms industry to employment and the balance of trade are anything like true (they are supported by Doc 3), this option satisfies both those criteria. The author of Doc 2 has expertise and ability to see, but also a vested interest. Although it is admittedly possible to mount an ethical defence of this option, it can result in aiding oppressive regimes to maintain their control over their citizens, which is certainly not what was understood by the expression “ethical government” when used by one political party to differentiate its approach from that of the previous administration.

Evaluation of Resource Documents: Indicative Content for Use in Qns 3 and 4b**Documents 1 and 2**

The BBC has a very good reputation for reliability and neutrality. The only vested interest on this subject which the BBC might have is to promote discussion, which might cause them to present public opinion as more evenly divided than it is. Docs 1 and 2 taken together, under the title “Head to Head”, provide a balanced presentation of the two sides of the debate.

Each of Docs 1 and 2 taken separately is clearly biased towards one side of the issue. Both authors have expertise and ability to see accurate information on the issue, but they each present it from their own perspective. The author of Doc 2 has more of a vested interest to present the information in a one-sided way, since he represents people who make a lot of money from the arms trade, whereas the author of Doc 1 represents a pressure group which presumably does not have a financial interest (although he may well be employed by the group).

Document 3

The Stockholm International Peace Research Institute apparently specialises in collecting and supplying reliable statistics about the arms trade, and thereby has expertise and access to reliable, up-to-date information (ability to see). Although the name of the Institute suggests that it has a vested interest to oppose the arms trade, the document as presented does not draw any inference from the statistics, and can therefore be described as neutral. Overall, these statistics are likely to be reliable.

Question 4 (a) 4 marks [AO2 = 2; AO3 = 2]

(a) The Government needs to decide whether to continue to support the arms trade or to discourage it. Explain why this decision is a dilemma. [4]

- | | |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 mark | for stating that a dilemma is a choice in which each alternative has undesirable consequences. [Candidates are not expected to mention that another aspect of a dilemma is that a choice must be made, because that is stated in the question.] |
| 0 mark | for failing to state this explicitly. |
| + | |
| 3 marks | Clear statement of undesirable consequences of both alternatives |
| 2 marks | Clear statement of benefits of both alternatives
or
Clear statement of benefits and undesirable consequences of one alternative
or
Clear statement of undesirable consequences of one alternative
or
Vague statement of benefits/undesirable consequences of both alternatives |
| 1 mark | Vague statement of benefits/undesirable consequence of one alternative |
| 0 | Nothing creditable |

Indicative Content

In this examination, a dilemma is understood as a situation where a choice must be made between mutually exclusive options, each of which will result in undesirable consequences as well as benefits.

The disadvantage of continuing to support the arms trade would be that

- more people would be killed and injured by war and oppression
- or that terrorists would be better equipped to attack the UK and other countries.

The disadvantages of discouraging the arms trade would be that

- some people would lose their jobs
- and the country's international economic position would be weakened.

Other valid adverse consequences should be accepted, but references to public opinion should be credited as "vague or unpersuasive".

Question 4 (b) 36 marks [AO1 = 2; AO2 = 8; AO3 = 26]

(b) Write an argument that attempts to resolve this dilemma. In your argument you should:

- **identify some relevant principles (these may be ethical principles);**
- **assess the extent to which these principles are helpful in terms of resolving the dilemma;**
- **support your argument with critical use of the evidence in the Resource Booklet.**

[36]

Mark by levels, according to the following table.

Principles

General principles have implications that go beyond the case in point. Different kinds of principle a candidate can refer to might include legal rules, business or working practices, human rights, racial equality, gender equality, liberty, moral guidelines.

Candidates may respond to the dilemma by explaining and applying relevant ethical theories. This is perfectly acceptable, provided the result is not merely an exposition of ethical theories with little or no real application to the problem in hand. Candidates are not required to identify standard authorities such as Bentham or Kant, or even necessarily to use terms such as Utilitarianism etc. Candidates who deploy a more specific knowledge of ethical theories will be credited only for applying identified principles to the dilemma in order to produce a reasoned argument that attempts to resolve it. The specification for this Unit does, however, provide examples of principles/ethical theories/values that could be applied to any dilemma, including need, desert, right, deontology, egalitarianism, consequentialism, elitism, prudentialism, egoism, altruism, hedonism, but not all of these could convincingly be applied to this particular issue.

Level	Treatment of a relevant dilemma AO3	Identification, explanation and application of relevant principles AO3	Use of resource material AO1 + AO2	Quality of argument AO3
L4: 28-36	<ul style="list-style-type: none"> • Confidently-expressed resolution of a clearly-focused dilemma. • Perhaps an awareness that the resolution is partial/provisional. • Clear and valid judgments made in coming to an attempted resolution. 	<ul style="list-style-type: none"> • Skilful and cogent treatment and application of at least 3 principles or at least 2 major ethical theories. • Clear and purposeful exposition of how the principles might be more or less useful in resolving the dilemma. 	<ul style="list-style-type: none"> • Perceptive, relevant and accurate use of resource material. • Sustained and confident evaluation of resource material. 	<ul style="list-style-type: none"> • Cogent and convincing reasoning. <ul style="list-style-type: none"> • Well-developed suppositional reasoning. • Communication very well suited to handling complex ideas. <ul style="list-style-type: none"> • Meaning clear throughout. • Frequent very effective use of appropriate terminology. • Few, if any, errors in spelling, grammar and punctuation.
L3: 19-27	<ul style="list-style-type: none"> • Generally confident and developed treatment of a sufficiently focused dilemma. • Clear indication of an attempt to resolve the dilemma, perhaps concluding that it cannot be resolved. 	<ul style="list-style-type: none"> • At least 2 relevant principles accurately identified, explained and applied. • Clear exposition of how the principles might be more or less useful in resolving the dilemma. 	<ul style="list-style-type: none"> • Relevant and accurate use of resource material. • Some evaluation of resource material. 	<ul style="list-style-type: none"> • Effective and persuasive reasoning. • Some suppositional reasoning. <ul style="list-style-type: none"> • Clear and accurate communication. • Frequent effective use of appropriate terminology. • Few errors in spelling, grammar and punctuation.
L2: 10-18	<ul style="list-style-type: none"> • At least a basic understanding that a dilemma involves making difficult decisions involving unfavourable consequences whatever is decided or a basic discussion of the issue not expressed as a dilemma.	<ul style="list-style-type: none"> • At least 2 relevant principles identified or a well-developed discussion of 1 principle. • Basic application of principles to the dilemma/ issue. 	<ul style="list-style-type: none"> • Relevant and accurate use of resource material. 	<ul style="list-style-type: none"> • Limited ability to combine different points of view in reasoning. • Perhaps some suppositional reasoning. • Some effective communication. <ul style="list-style-type: none"> • Some use of appropriate terminology. • Fair standard of spelling, grammar, punctuation, but may include errors.

L1: 1-9	<ul style="list-style-type: none"> • Limited discussion of the issue. • Little or no awareness of what is meant by a dilemma. 	<ul style="list-style-type: none"> • Some attempt to identify at least one principle and to apply it to the dilemma/issue. 	<ul style="list-style-type: none"> • Very limited, perhaps implicit, use of resource material. 	<ul style="list-style-type: none"> • Limited ability to produce coherent reasoning. • Little evidence of effective use of specialist terminology. • May contain significant errors in spelling, punctuation and grammar.
L0 0	<ul style="list-style-type: none"> • No discussion of the issue 	<ul style="list-style-type: none"> • No use of principles 	<ul style="list-style-type: none"> • No use of resource material 	<ul style="list-style-type: none"> • No discernible reasoning

Maximum of L2 for “Use of Resource Material” for answers which use resources uncritically.

Answers which fulfil all four descriptors of a level will receive a mark at the top of that level, while answers which satisfy fewer of the descriptors will receive a correspondingly lower mark.

Indicative Content

Credit must be given to any argument based on a principle in the sense outlined in the preceding notes. Principles of that kind might include:

- If we don't do it, someone else will.
- War is a bad thing and should be discouraged.
- It is sometimes necessary to use force in self-defence or to suppress evil.
- The Government has a duty to promote the commercial success of the country.

The best answers are likely to appeal to two or three of the following ethical principles and theories, which are susceptible of fuller development.

As always, the most likely principle to which appeal may be made is the Utilitarian slogan, "[we should aim to produce] the greatest good of the greatest number". If we assume that someone else will supply arms if we don't, then there is little difference between the two sides of the dilemma, but if we imagine a scenario in which all arms suppliers cease to export, then there is likely to be an overall increase in happiness and in the satisfaction of preferences.

Dilemmas relating to this subject may be expressed as a conflict of rights. The right to life is generally considered to include or imply the right to self-defence, and the arms trade can support this right. On the other hand, arms may be used by oppressive regimes to threaten the right to life of neighbours or of their own citizens or the expression of political dissent. The right to engage in free trade would count against interference by the Government.

Kant's Categorical Imperative offers clear guidance on this topic. The first version, "Act according to that maxim which you can will to be a universal law" could appropriately be used against the Arms Trade, provided it is accepted that the ideal state of affairs would be one in which no country produced or exported arms. The second version, that we should always treat persons as ends, and not as means only, could also be used against the arms trade, on the grounds that some of the arguments on the other side treat the victims of armaments as means to the end of this country's economic well-being.

The content of any appeal to Divine Command ethics would vary according to which religion such commands were drawn from.

- Most Buddhists and some Christians are pacifists and would therefore argue in favour of suppressing the arms trade. The first Precept of Buddhism is non-violence, and Buddhists are forbidden to earn their living by the arms trade, because it causes harm to others. Christian pacifism is generally inspired by the New Testament exhortations to love one's enemies and not to retaliate when harmed.
- The mainstream Christian attitude is that war is sometimes justified. The principles of the Just War were devised in order to differentiate between those wars in which Christians may legitimately involve themselves and those from which they should abstain. However, recent discussions have tended to claim that under current conditions it is impossible to satisfy the traditional criteria for a Just War. Since it is difficult to be sure that armaments, once sold, would be used only for a Just War, Christians nowadays tend to disapprove of the arms trade.

Theories of Social Contract – such as those of Hobbes and Locke – tend to justify the maintenance and equipment of police and army for internal and external defence respectively. By extension, those theories could justify the production and import of armaments. Behind the Rawlsian Veil of Ignorance, one would not know whether one would seek to buy arms as an oppressor or as a victim of such oppression; since the former are more likely to be in a position to buy arms than the latter, it is probably better to ban the arms trade.

Example of L4 answer (558 words)

The first version of the Categorical Imperative, “Act according to that maxim which you can will to be a universal law” could appropriately be used against the Arms Trade, provided it is accepted that the ideal state of affairs would be one in which no country produced or exported arms. The implication of this principle would be that the Government should discourage (or even ban) the Arms Trade.

However, this argument is rather unrealistic. It is heroic for an individual to act in the way which he would wish to be a universal law, but if one Government were to discourage or ban the Arms Trade, other countries would quickly fill the gap. According to Doc 2, this would have serious implications for the security and the economic well-being of that country. Although Doc 2 has a strong vested interest to present facts in its own favour and the statistics it quotes may therefore be over-stated to some extent, it has excellent expertise and ability to see and a vested interest not to jeopardise its credibility by wildly misrepresenting the truth. Furthermore, the economic arguments can be supported by the statistics supplied in Doc 3, which is a reliable source.

The second version of the Categorical Imperative, that we should always treat persons as ends, and not as means only, could also be used against the arms trade, on the grounds that the economic arguments put forward in Doc 2 setting out the benefits of the Arms Trade treat the victims of armaments as means to the end of this country’s economic well-being.

Doc 1 alleges that some customers of the UK arms industry are guilty of serious breaches of human rights. The principle that a country (or an individual) should defend human rights implies that we should not sell arms to countries which may use them to threaten the right to life of neighbours or of their own citizens or the expression of political dissent. This information is likely to be reliable, since it is based on expertise and ability to see and the source has a vested interest not to endanger its own credibility by making allegations which could easily be disproved. However, none of the countries named in Doc 1 as serious violators of human rights appears in Table III of Doc 3 as importing many arms from the UK: so Doc 1 may be exaggerating the problem. Furthermore, the right to life is generally considered to include or imply the right to self-defence, and the arms trade can support that right.

Consequentialist principles seek to maximise the benefits and minimise the harm of actions and policies. As previously stated, there is little doubt that if the UK were to reduce or discontinue the sale of arms, other countries would quickly take their place. So the bad effects described in Doc 2 would happen, and not be offset by any reduction in tyranny or suffering. The implication of this approach is in favour of continuing to support the Arms Trade.

The balance of these arguments leads to the conclusion that the Government should continue to support the Arms Trade. The Kantian argument is unrealistic; human rights are balanced (with some doubt over to what extent we really do sell arms to countries which abuse rights); and the consequentialist argument favours continuing to support the trade.

F494 Critical Reasoning

Section A – Multiple choice mark scheme

	Name	Skill	Key
1	Car alarms	Which is an argument?	B
2	Zoo keepers	Principle	D
3	Zoo keepers	Counter	D
4	Smoking/gambling	Explain	A
5	Strictly come dancing	Function/structure	B
6	Strictly come dancing	Function/structure	D
7	Russian men	Weakness in the use of evidence	C
8	Valid	Which is valid?	C
9	Too little time	Main conclusion	A
10	Too little time	Function/structure	A
11	Too little time	Flaw	C
12	Big business women	Draw conclusion	B
13	Medieval puberty	Assumption	A
14	Medieval puberty	Flaw	A
15	Manchester Met	Venn diagram V	B
16	Manchester Met	What can be concluded	C
17	Classical music	Main conclusion	A
18	Classical music	Flaw	D
19	China	Assumption	D
20	China	Response	D

1 Key B

Context: Honey bees in Europe and the Americas are disappearing.

CA This may sound trivial but

R Honey bees pollinate the plants which provide our food.

IC it is potentially disastrous.

C It is not trivial.

A explains how car alarms etc pose a significant threat to our health.

C is a description of an intervention in children's eating.

D is an unsupported prediction.

2, 3**Analysis**

Context: Zoo keepers at the Nuremberg zoo decided not to intervene when a polar bear at the zoo neglected her three cubs. In the end, the mother ate her cubs.

CA Although they have been accused of cruelty.

RCA This is an unfair charge.

R1 In nature, things do go wrong.

R2 (P) We should accept the natural course of events.

Ex to support R2 (P) Furthermore, when keepers at another German zoo hand reared the polar bear cub Knut there were great concerns about the effects of this intervention on the adult polar bear and its interactions with humans.

C The keepers made the right decision.

Justification**2 Key D**

We should accept the natural course of events.

This is a general claim which applies to many situations and is a guide to action.
Therefore a principle.

A

This is an empirical statement about the way things are. The use of the word, 'wrong' might tempt the weakest candidates.

B

This is a specific claim about a specific situation. Therefore not a principle. Expect fairly weak candidates to pick this one because of the use of 'unfair.'

C

This is a judgement about the specific situation. Therefore not a principle. Candidates might allow the ethical nature of the judgement to convince them that it is a principle.

3 Key D

The argument is based on the principal that we should allow nature to take its course, and that bad things happen in nature. However, polar bears in captivity in a part of the world they could not naturally survive in, are not living in a natural way. So it seems unreasonable to expect these polar bears in an unnatural situation to behave in a natural way, and further human intervention to correct the original intervention might be necessary.

A

Although this is true, it is not relevant to whether the zoo keepers in Nuremberg should intervene in the natural course of events.

B

This may tempt candidates, but it would attack the rationale for keeping animals in zoos rather than the specific argument about whether the zoo keepers should have intervened in this case.

C

This would strengthen the argument: it's actually an articulation of an assumption needed if we are to accept the response to the counter argument that it is unfair to accuse the zoo keepers of cruelty.

4 Key A

This would be an alternative explanation for the drop in spending on gambling in venues which would not necessarily depend on the smoking ban. It refers to a general increase in online gambling rather than smokers specifically gambling online instead of in venues.

5, 6**Analysis**

R1 We love to see celebrities showing themselves to be human and fallible, behaving like slightly drunk relatives at a lively family get together.

RCA But we are not just laughing at the antics of half-familiar people in embarrassing costumes.

R2 The celebrities are learning a new skill, dancing.

R3 Many of them are not very good, but they do get better.

IC So they give us hope in a way that a polished, professional show cannot.

C The reason why *Strictly Come Dancing* is successful television is precisely that the celebrities' performance and behaviour are so amateur.

5 B see analysis

6 D see analysis

7 Key C

This addresses the generalisation from 43% of deaths of Russian men between 25 and 54 being linked to vodka, to vodka killing 43% of all Russian men.

A

The question is about the relationship between the single study and a conclusion drawn from it; it is not an appeal to authority.

B

No. It's a conclusion which is too strong to be drawn from the evidence rather than a random sweeping generalisation.

D

This is a weakness, but in the use of language rather than in the reasoning.

8 Key C

If only students own mobile phones and you are not a student, it does follow that you cannot own a mobile phone.

A

'All students owning mobile phones' does not imply that other people can't own a phone as well.

B

Just because all students own a mobile phone does not mean that all people own a mobile phone, so you could be a non-student mobile phone owner.

D

'Only students own mobile phones' does not imply that all students own mobile phones. So you could be a non-phone owning student.

9, 10, 11**Analysis:**

Counter argument:

R Jobs, homes and families impose demands that are difficult to manage.

IC People have too little time.

Ev – head chefs and construction workers under pressure to complete a job on time are six times more likely to suffer serious depression or anxiety, according to researchers.

R If the job is demanding, ordinary stress may tip into clinical depression.

Explanation:

These jobs are stressful because failure leads to public humiliation, deadlines are pressing, the work is physically hard in an uncomfortable environment, and there is often little encouragement or support.

Assumed conclusion of CA:

There are grounds to condemn high stress modern lifestyles.

Main argument:

- R Deadlines can bring excitement as well as fear.
- R Unpredictability means variety and wards off boredom.
- A So pressure has a positive side.
- R Unemployment is a scourge whose victims suffer far more than those in work.
- R and are prey to drug-taking and crime.
- R The loss of work, through redundancy or retirement, may trigger a worse reaction than the stress of doing it.
- IC Having too much to do is better than having too little.
- C Before condemning high-stress modern lifestyles, consider the alternative.

Justification

9 Key A (see analysis)

- B R in CA
- C IC in CA
- D R in main argument.

10 Key A (see analysis)

11 Key C

The passage contrasts particularly demanding jobs with having too little to do, ignoring the middle ground of having a suitable amount to do. So we might wish to condemn modern lifestyles on the basis that too many jobs impose too many stressful demands, but that there would be suitable alternatives which would fulfil us without making us ill. Thus the conclusion is not supported.

A

The passage does not do this. It does suggest that some stress is a good thing (which is less than necessary) but does not suggest that stress is sufficient.

B

The passage does generalise from two high pressure jobs to our entire lifestyle. It talks in general about the demands of life, and gives a piece of evidence naming two jobs specifically to support the claim that, 'if the job is demanding, ordinary stress may tip into clinical depression.' This is different from generalising. However, this should distract.

D

The passage does not attack the unemployed; it makes sweeping reference to the problems of being unemployed, but this is not an ad hominem attack.

12 Key B

The evidence indicates that there are very few women in the highest leadership positions, but that companies which do have high up women make more money (and would therefore be well advised to nurture more potential female leaders). The last paragraph shows that simple things can nurture or put women off.

A

The first part of this overstates the case. If only three women are CEs and 20% of women are promoted into leadership roles, this is not fair representation.

C

We do not know that women can be attracted into big business leadership – only that more applicants for unspecified jobs in business are female. It is not really questionable whether this is a beneficial strategy – if a majority of the educated work force are female, and most spending decisions are made by women, and if companies with women make more money, it makes sense to have women (at a high level) in the business.

D

The first part of this is clearly unsupported by the evidence. It might distract weak candidates who have not read carefully (and who harbour significant prejudices).

13, 14**Analysis**

Context (explanation). It is commonly thought that people are reaching puberty at an earlier age than they used to as a result of modern diet and standards of living.

Ev Evidence suggests that girls today reach puberty at about eleven or twelve, and boys at about fourteen,

Ev A hundred years ago girls reached puberty between fourteen and sixteen years of age.

Ev However, during the Middle Ages, around seven hundred years ago, church law specified that young women could consent to marriage at twelve, and boys at fourteen.

A (R) Church law reflected the age of onset of puberty in the Middle Ages.

C We can therefore conclude that the age of onset of puberty was unusually high a hundred years ago rather than being unusually low now.

13 Key A

If church law did not reflect the age of onset of puberty in the Middle Ages, then it would not be evidence to support a conclusion about the normal age of puberty. It may have been, for example, that the church allowed girls to consent to marriage at twelve to make sure that they were married before they could reproduce.

B

This misses the point that there is a missing step between the evidence and the conclusion, which must relate to the age of onset of puberty in the Middle Ages. This distractor is general.

C and D

We do not need to make any assumptions about living standards, although it may be possible to align this evidence about age of onset of puberty and evidence about living standards in various periods and compare them.

14 Key A

The author uses only three pieces of information to draw a conclusion about a long term trend. Even if we do assume that church law reflected the age of onset of puberty in medieval times, we cannot also be sure that this was typical of the long term trend. It may be that this author is comparing evidence from a hundred years ago, which was typical of the long term trend, with two aberrant periods.

B

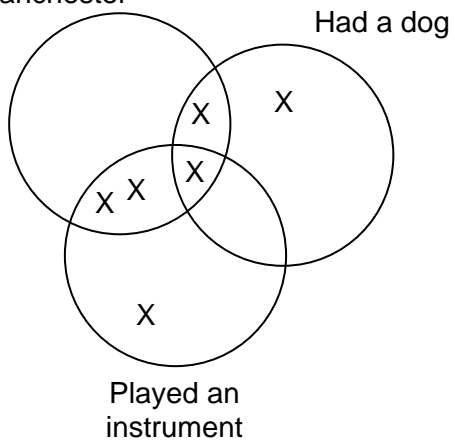
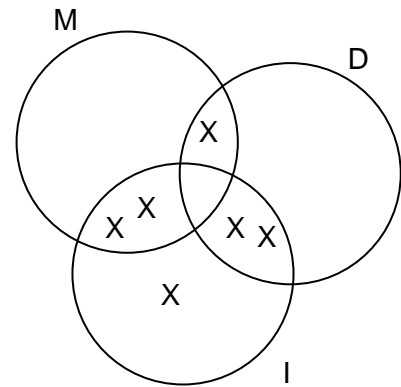
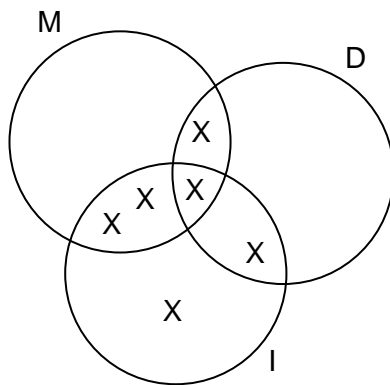
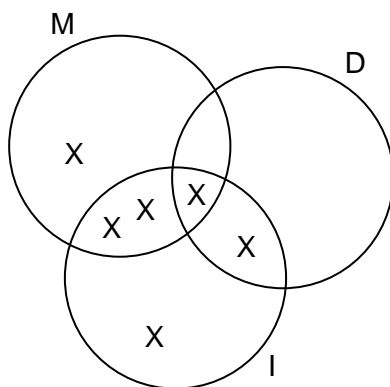
The argument does not confuse necessary and sufficient conditions with relation to the relationship between age of onset of puberty and living standards.

C

The author is not appealing to history to make a prediction about the future age of onset of puberty.

D

The author is not restricting the options to unusually high or unusually low age of onset of puberty, but talking about two specific instances.

15 Key B**A** Came from Manchester**D****B****C**

IC1 and R2 support IC2, which supports IC3, which supports C. R3 and R4 provide independent support for C.
(and indicating in words or with a diagram how they relate to one another).

16 Key C

We know that five people play an instrument. Two of the four people from Manchester play the saxophone, but they aren't the girls because all the girls have dogs and no one who has a dog plays the sax. So, we know that there are two girls from Manchester, and in order to make the total of five playing an instrument, we know that one of them must play an instrument (but not the sax).

A

Because only five people play an instrument, and we know about the two people from Blackpool and the two boys from Manchester, it is not possible that both the girls from Manchester could play an instrument.

B

It is possible that the girl from Manchester who plays an instrument could play the guitar (although we do not know that she must). So we cannot conclude that neither of them could play the guitar.

D

We know only that one of the girls from Manchester must play an instrument. We do not know which instrument that might be, and there is no reason to think that it might be the guitar.

17, 18**Analysis**

- R1 It seems unreasonable that these 'trained' musicians should rely on sheet music whilst 'untrained' rock musicians play for two hours from memory.
- R2 They would be able to communicate better with each other if they could see each other
- R3 In order to commit a piece of music to memory they would have to develop a deep understanding of its shape, structure and meaning,
- IC1 They would be able to communicate this music better to the audience.
- IC2 Classical musicians would also perform better if they memorised the music.
- C Classical musicians should play from memory without relying on sheet music.

17 Key A**18 Key D**

The piece confuses necessary and sufficient conditions and this answer captures that.

A

This is a disagreement or counter to R2. It may well be right, but it does not express a flaw in the reasoning.

B

This argument is not generalising from the complexities of rock music to the complexities of classical music.

C

It is not an ad hominem argument. It is not attacking rock musicians for being untrained, but is considering their memory skills – and rather overstating them.

19, 20

Analysis

- Ev Air pollution in Beijing is so bad that people are advised to exercise in their homes rather than go outside.
- Ev In 2006 alone China's emissions grew by 8%, around 450 million tonnes, an increase around the size of the UK's entire annual carbon emission.
- R China's economy is growing extremely quickly, and increases in pollution are coming along with this economic growth. Continuing increases like this will inevitably speed up global warming, so
- IC There is clearly a need for action.
- A Western countries have the right and the duty to take such action.
- C Western countries should take action to prevent the rapid increase in China's carbon emissions.

19 Key D (see analysis)

There is a clear jump from action being needed to 'western countries' should take this action. This might be a reasonable assumption, but it is assumed.

A

We do not have to assume this. It might be possible for China to take advantage of new technologies which would allow it to develop economically without creating so much pollution, especially if the West helps out.

B

This does not have to be the case for China's increasing emissions to be problematic. In fact, in 2006 China was producing similar emissions to America.

C

We do not have to assume that only western countries are in a position to make a significant difference to China's emissions. China might be in a position to make that difference.

A

Countering the argument by addressing an inconsistency in Europe and America's reasoning.

B

Failing to counter the argument because it uses Europe and America's wrong actions to justify China's wrong actions.

C

Weakening the argument by showing that it would be hypocritical of western countries to take action against Chinese pollution.

D

Strengthening the argument by indicating how western countries could effectively take action to minimise Chinese pollution.

20 Key D

D

The Chinese woman's argument shows/implies that we could stop buying the cheap products from China which are driving the increase in emissions, and stop moving factories to China. Doing this would help to reduce emissions from China, and therefore strengthens the argument that we should take action.

A

It does address an inconsistency in E and A's reasoning, but this is not used to counter the argument that western countries should take action etc.

B

It does not use Europe and America's wrong actions to justify China's wrong actions; it uses them to say that they should not blame China for the results of their wrong actions. This should distract.

C

It does not show that it would be hypocritical to take action, just that it is hypocritical to blame China for pollution that has its origins in western consumerism.

Section B

21 Name and briefly explain the function of the following elements in the structure of Greer's argument about graffiti:

- (a) 'In England two young men known in art as Krek and Mers ... have been sent to prison for 12 months and 15 months respectively.'** [2]

Example (1 mark) of how 'Wall art, whether brilliant or ordinary, is a crime so serious that it is to be treated with zero tolerance.' (1 mark)

- (b) 'Graffiti cost Londoners £100m a year, and the country as a whole more than a billion, we are told.'** [2]

Example (1) used in counter claim (1)

- (c) 'Whether at Lascaux 17,000 years ago or in Western Arnhem Land 50,000 years ago, art began on a wall.'** [2]

Analogy/comparison (1) between cave painting and graffiti used as a reason (1) to support the claim that 'we might as well stop washing graffiti off walls.' (1) Any two of these.

Discuss this at standardisation to see what candidates are coming up with.

22 Analyse of Reasoning AO1

In all cases performance descriptors refer to candidates performing at the top of the band. Any candidate performing above the descriptor enters the bottom of the next band.

Candidates should demonstrate understanding of argument structure.

Candidates should identify elements of subtle and complex arguments using appropriate terminology.

	Performance descriptors
Level 4 10 – 11	Candidates demonstrate thorough understanding of argument structure, including some complexity. Candidates are able to identify elements of complex reasoning accurately using appropriate terminology. Mistakes are rare and not serious.
Level 3 7 – 9	Candidates demonstrate a clear understanding of argument structure. Candidates are able to identify most elements of reasoning accurately using appropriate terminology. They may make mistakes, occasionally serious ones.
Level 2 4 – 6	Candidates demonstrate basic understanding of argument structure. Candidates are able to identify some elements of reasoning accurately using appropriate terminology, including the main conclusion of the paragraph. They may mix this with gist and misunderstanding.
Level 1 1 – 3	Candidates demonstrate limited understanding of argument structure. Candidates may provide poor paraphrases of isolated elements of arguments or give overall gist.

R People associate both [graffiti and fly-posting] with crime.

IC1 Graffiti and fly-posting can fill people with a feeling of unease or fear.

R2 As fear of crime is already way out of proportion to the actual incidence of crime.

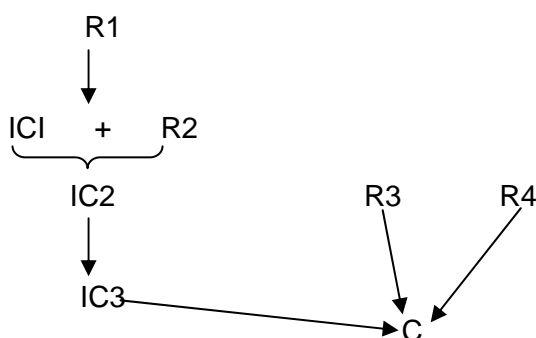
IC2 Loathing of graffiti must be equally, if not more irrational.

IC3 We should not pander to it.

R3 Walls don't look much better after their graffiti have been washed off than they did before.

R4 In environmental terms, the washing-off makes a worse mess than the painting ever did.

C We might as well stop doing it.



23 'We might as well stop doing it [washing graffiti off walls]' (paragraph 6)
Evaluate the support given to this claim by the reasoning in paragraphs 3 – 7.

Performance descriptors refer to candidates performing at the top of the band. Any candidate performing above the descriptor enters the bottom of the next band.

	Performance Descriptors
Level 4 24-30	<p>Candidates demonstrate sound, thorough and perceptive evaluation of strength and weakness in Greer's support for the claim that, 'We might as well stop washing graffiti off walls'. They provide consistent evaluation of the impact of this strength and weakness on the overall support given by the reasoning to this claim. Candidates select key points to evaluate. Inappropriate forms of evaluation are rare and not serious.</p> <p>Candidates have evaluated Greer's reasoning, making some relevant points to support their evaluation.</p>
Level 3 16-23	<p>Candidates demonstrate a clear understanding of weakness in Greer's support for the claim that, 'We might as well stop doing it [washing graffiti off walls]'. They evaluate the impact of this on the overall support given by the reasoning to this claim. Candidates begin to evaluate strength more clearly. Candidates select points to evaluate, but not always key points. Inappropriate forms of evaluation (disagreement, counterargument, false attribution of weakness) may occur.</p> <p>Candidates have made a mixture of relevant evaluation and irrelevant or inappropriate points in an attempt to evaluate Greer's reasoning.</p>
Level 2 8 – 15	<p>Candidates demonstrate basic awareness of strength and weakness in Greer's support for the claim that, 'We might as well stop doing it [washing graffiti off walls]'. Valid points may be isolated, but candidates begin to evaluate the impact of weakness on the overall support given by the reasoning to this claim. Candidates may attribute weakness inappropriately and occasionally disagree with the reasoning or provide counterarguments rather than evaluating it.</p> <p>Candidates make the odd relevant evaluative point amidst description and irrelevance.</p>
Level 1 1 – 7	<p>Candidates demonstrate limited awareness of strength and weakness in Greer's support for the claim that, 'We might as well stop doing it [washing graffiti off walls]'. They attribute weakness inappropriately and have little awareness of the impact of weakness on the overall support given by the reasoning to this claim. Candidates tend to disagree with the reasoning rather than evaluate it.</p> <p>Candidates' responses are overwhelmingly irrelevant, descriptive or wrong.</p>

23 continued

The following instruction is given in the rubric of the question:

‘Support your evaluation by **selectively** referring to:

- flaws in the reasoning and their impact on the strength of the reasoning
- assumptions which must be made and their impact on the reasoning
- the effectiveness of the use of examples
- how effectively reasons support intermediate conclusions.

This rubric is intended to give support to candidates rather than to provide a straitjacket which limits answers. Marks are allocated on the basis of a holistic assessment of the quality of the candidate’s answer. Candidates do not need to refer to all four bullet points to gain good marks. A candidate who writes an answer which indicates good or perceptive understanding of key flaws and how they affect the support for the claim, but who does not refer to assumptions or the use of evidence can still access high marks. Quality not quantity!

Indicative content

There is some support for Greer’s claim that we might as well stop doing it [washing graffiti off walls] but it depends on a number of assumptions and sweeping statements and logical oddities.

Para	Comment	Impact
3	Effective use of examples	The use of the examples of the IRA murals being recycled and of Banksy’s work on the West Bank barrier does provide some support for the claim that ‘a great graffito is not simply an arresting design; it is a once in a lifetime coincidence of work, place and space’. She distinguishes between good graffiti and bad, which is a useful distinction, and supports her general drift of reasoning that we should mark them out of ten.
3 Key Point	Unsupported claim	Greer does not in this paragraph (or at all) support her claim that you have to put up with the millions of naff ones if you want the occasional brilliant one. She takes it for granted that the great graffiti are worth having. This is a significant weakness, because if we don’t even want the great ones we can happily wash them all off.

4 Key Point	Dodgy logic	Greer conflates wall art with all other art at the beginning of paragraph 4. She proceeds by analogy with other art, suggesting that if bad art was a crime, some of our most respected citizens would be locked up. However, she is wilfully ignoring the distinction that the crime is not bad art but defacing property in order to make those who treat it as a crime look silly. Her reasoning is weakened by this smoke and mirrors trick.
4	Extreme Examples – straw person?	The examples of reactions to graffiti are perhaps a bit extreme and exaggerated. It is possible that Berlin's planes are to be used to catch all kinds of criminals at work, not just graffiti artists. 'Oceans' is extreme. Krek and Mers do seem to have been unfairly treated, but we do not know the details of their offences, nor whether the young man's art course can be postponed for a year. These two young men may also be untypical.
4	Rhetoric	Much of this paragraph is rhetorical, and leaves the reader to fill in the logical gaps. This is a minor weakness.
4 – 5	Strength	The references to cost of treating graffiti with zero tolerance do provide some support for the conclusion that we should stop washing graffiti off walls: the cost, the environmental costs, the illiberal measures and the counter-productive nature of the measures would all be reasons not to wash graffiti off walls. So although this paragraph has some weaknesses, it does provide fairly strong support for the conclusion.

5	Definition	<p>Greer again refers to graffiti as 'art' which implies that it has a value. This could be contested, and if we did not regard graffiti as 'art' we would be more inclined to wash it off the walls. Greer has at no point supported her use of 'art' to describe graffiti, so this is potentially a serious weakness in her argument.</p> <p>However, if we accept Greer's definition of graffiti as art, her response to the evidence about the cost of graffiti is fairly strong, although it ignores the abusive, unpleasant nature of much graffiti.</p>
5	Straw person?	<p>References to Encam may misrepresent their mission in order to dismiss everything they do. However, these references probably also contain some truth, in that major mess makers such as nuclear power plants do not come under their remit. This is a very minor weakness as it is an aside in Greer's reasoning and has almost no impact on the strength of support given to her claim that we should stop washing graffiti off walls.</p>
6	Illogical Key point	<p>There is no logic at all to the claim that, because fear of crime is way out of proportion to the actual incidence of crime, loathing of graffiti must be equally, if not more irrational. This non-sequitur does weaken Greer's reasoning.</p> <p>However, if loathing of graffiti is somewhat out of proportion, this would be a reason not to pander to it; environmental costs and lack of aesthetic improvement would be further reasons which do genuinely support Greer's claim that we shouldn't wash graffiti off walls.</p>
7	Alternative	<p>Greer does suggest an alternative to washing graffiti off walls: although it is humorous rather than entirely serious, it adds to the support for her main claim, by showing that alternatives are possible.</p> <p>She takes this idea too far with her idea of layered dialogue. This is not a slippery slope (although we could credit good explanations of the reasoning which called it this) but certainly an exaggeration, an absurd follow-up to an idea.</p>

7	analogy	The analogy to cave painting is perhaps extreme and there are dissimilarities (fill in the blanks here at standardisation). We have lost a lot of these. 'Just because we wouldn't sandblast cave paintings doesn't mean we shouldn't sandblast the worse graffiti' – perhaps we'd rather people in thousands of years' time didn't remember us by graffiti! Nothing to suppose that cave paintings were on a par with graffiti – they may have been the great artists of their time – or just the menus.
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More points to be added at standardisation.

- 24 There should be funding for more art in schools.
Write your own argument to support or challenge this claim.**

[18]

Descriptors refer to candidates performing at the top of the band.

	Performance Descriptors
Level 4 14-18	Candidates produce cogent reasoning focused on the claim given in the question. Most importantly, candidates' reasoning demonstrates an accomplished argument structure using strands of reasoning with reasons and intermediate conclusions giving strong support to the conclusion. Candidates define complex or ambiguous terms, such as art, and may qualify the conclusion in response to this definition. Candidates anticipate and respond effectively to key counter arguments. Language clear, precise and capable of dealing with complexity. Blips rare.
Level 3 10-13	Candidates produce effective reasoning to support their conclusion. Candidates address the claim given in the question. Most importantly, arguments will have a clear structure, which may be simple and precise or attempt complexity with some blips. Examples, reasons and intermediate conclusions generally support the conclusion well with occasional irrelevance or reliance on dubious assumptions. Candidates may attempt to define complex or ambiguous terms such as art and may anticipate and respond to counter argument. Language clear and developing complexity.
Level 2 6-9	Candidates demonstrate the ability to produce basic reasoning with reasons and examples which give some support to a conclusion but may rely on a number of dubious assumptions. Clear, straightforward, perhaps simplistic. Occasionally disjointed. Language simple, clear. Candidates may include a counter argument or counter reason, but respond to it ineffectively if at all.
Level 1 1-5	Candidates demonstrate limited ability to reason. Disjointed, incoherent. Reasons and examples often do not support conclusion. There may not even be a stated conclusion. Language vague.

Candidates will not have time to produce thorough arguments covering all possible strands of reasoning and responding to all counter arguments. We should reward candidates who have demonstrated the ability to argue cogently, coherently and concisely. We are looking for an intelligent, thoughtful, structured response.

Quality of Language

5	Coherent and competent language capable of dealing with nuance and complexity. Technical terms are used accurately and appropriately.
4	Good use of language to communicate critical thinking points. Tends to use technical terms appropriately. May include slightly stilted note form (omitting subject, for example) providing points are made clearly. May be succinct rather than flowery.
3	Basically ok – grammatically sound but not especially fluent or competent. Possibly inclined to use sophisticated vocabulary in a rhetorical way with little regard to meaning. May misuse technical terms occasionally.
2	Plenty of basic mistakes, including in technical terms, but not so awful that it is incomprehensible. Tends to be vague – for example using 'it' without clear reference.
1	Incoherent, disjointed, grammatically weak and incomprehensible.

General guidelines for quality of language:

We want to credit language which means something, and which is clear, succinct and precise.

We want to credit communication of good thinking.

We do not want to over-reward flowery or waffly language which says very little.

We do not want to penalise candidates for slips of the pen caused by pressure of time.

Grade Thresholds

Advanced GCE Critical Thinking (H050/H450)
January 2009 Examination Series

Unit Threshold Marks

Unit		Maximum Mark	A	B	C	D	E	U
F491	Raw	80	52	43	35	27	19	0
	UMS	120	96	84	72	60	48	0
F492	Raw	120	73	65	57	49	42	0
	UMS	180	144	126	108	90	72	0
F493	Raw	80	54	47	41	35	29	0
	UMS	120	96	84	72	60	48	0
F494	Raw	110	82	74	66	58	50	0
	UMS	180	144	126	108	90	72	0

Specification Aggregation Results

Overall threshold marks in UMS (ie after conversion of raw marks to uniform marks)

	Maximum Mark	A	B	C	D	E	U
H050	300	240	210	180	150	120	0
H450	600	480	420	360	300	240	0

The cumulative percentage of candidates awarded each grade was as follows:

	A	B	C	D	E	U	Total Number of Candidates
H050	12.7	30.9	54.2	74.5	89.0	100	1212
H450	15.8	42.1	68.4	100	100	100	22

1234 candidates aggregated this series

For a description of how UMS marks are calculated see:

http://www.ocr.org.uk/learners/ums_results.html

Statistics are correct at the time of publication

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