

Critical Thinking

Advanced GCE A2 H450

Advanced Subsidiary GCE AS H050

Mark Schemes for the Units

June 2009

H050/H450/MS/R/09

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of pupils of all ages and abilities. OCR qualifications include AS/A Levels, GCSEs, OCR Nationals, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new syllabuses to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support which keep pace with the changing needs of today's society.

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by Examiners. It does not indicate the details of the discussions which took place at an Examiners' meeting before marking commenced.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

© OCR 2009

Any enquiries about publications should be addressed to:

OCR Publications
PO Box 5050
Annesley
NOTTINGHAM
NG15 0DL

Telephone: 0870 770 6622
Facsimile: 01223 552610
E-mail: publications@ocr.org.uk

CONTENTS

Advanced GCE Critical Thinking (H450)

Advanced Subsidiary GCE Critical Thinking (H050)

MARK SCHEMES FOR THE UNITS

Unit/Content	Page
F491 Credibility of Evidence	1
F492 Assessing and Developing Argument	11
F493 Resolution of Dilemmas	25
F494 Critical Reasoning	37
Grade Thresholds	54

F491 Credibility of Evidence

- 1 **There may be weaknesses in the credibility of the reporting of proposed changes to legal rights (other than the financial rights of couples who have been living together). Explain three possible weaknesses in the credibility of such reporting.**
[AO3 6] 3 x 2 marks

Credit **2 marks** for each of any three developed correct weaknesses which have the three characteristics: the context, reporting and a weakness of reporting.

The context is the law, rights, legal rights, proposed changes, changes, proposals or reforms.

Credit **1 mark** for:

- answers that do not refer to the credibility of reporting but do refer to the context and a weakness.
- answers that refer to weaknesses in the credibility of reporting of the financial rights of couples who have been living together; answers could refer to the documents.

Credit **0 marks** for:

- answers that are generalised assessments that do not fit the context.
- answers that are about a strength of the credibility of reporting the context, or it is not clear whether the answer is about a strength or a weakness.
- answers that assess the specifics of the financial rights of couples who have been living together.

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

Examples of developed correct answers:

There may be motives/vested interest

by those whose rights will be changed, either negatively or positively

- to selectively present evidence to protect or advance their rights.

by bodies that deal with rights

eg lawyers, pressure groups, police

- to selectively present evidence about their experience of rights to influence a review in favour of the people they represent.

by government departments

- to selectively present data about the impact of rights, to try to influence the review to support their aims and objectives.

There may be difficulties in perceiving the true impact of a change in rights

- Those reporting may not have sufficient data about trends to be able to make a prediction about the impact of the proposed changes in rights.
- Those reporting may not be fully aware of all the effects that a change in rights will produce (partial ability to observe) and therefore have only a partial understanding of the possible effects.

- Those reporting may not have the relevant expertise to make informed judgements about the possible effects of a change in rights.

There may be difficulties in judging the truth of the reports

- If the evidence needed to judge the overall impact of a change in rights involves very specific data from particular agencies such as social security records, it may be difficult to access this data to confirm or refute predictions about possible effects.

Credit other similar answers.

- 2 Fig 1 in Document 2 shows a change in the percentage of people getting married. Suggest two possible explanations for this change. [AO1 1] [AO2 2] 2 x 1 mark**

Credit one mark each for up to two correct explanations.

Examples of answers that would gain one mark:

Fear of divorce is growing.

Fewer people are having children and feel less need to marry.

There is a greater social acceptance of bringing up children outside marriage.

Weddings are becoming more expensive.

More people wish to retain the independence of being single.

More people have decided to cohabit instead of marry.

A rise in the level of work commitments prevents marriage for some.

Credit any other reasonable explanation.

Examples of answers that would gain 0 marks as they do not show change:

People try living together before marrying and find out that they don't really want to marry so they break up instead.

People are putting educational values ie university above marriage so they are tending to put this commitment off until later.

Getting married could be too expensive and so many people could be suffering a financial crisis.

- 3 Consider the credibility of Document 2 One Plus One and Document 4 *ekklesia.co.uk*. 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 document
- make reference to the text to support your assessment. (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 assess the document correctly.

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:

One Plus One	Vested interest	Possible vested interest to give accurate evidence that represents the situation accurately to maintain public confidence in their research,	<i>'a team of researchers, practitioners and information specialists whose aim is to enhance understanding'</i>
	Neutrality	As a research body in a specialist area it has no known motive to misrepresent its findings,	<i>'a team of researchers, practitioners and information specialists whose aim is to enhance understanding'</i>
	Neutrality	It makes claims that do not go beyond the data it presents, in an objective manner,	<i>'Fewer people get married' - Fig 1 graph</i>
	Expertise	Its self acclaim to use information specialists, might indicate its expertise in obtaining relevant and accurate data,	<i>'a team of researchers, practitioners and information specialists'</i>

Ekklesia	Vested interest	Possible VI to represent the facts correctly, to maintain the reputation of their website,	in their self acclaim, 'a widely-referenced source of authoritative comment'
	Neutrality	As a religious website it might have a VI to represent facts correctly, because of a belief in the value of truth,	'a religious website'
	Neutrality	It presents views on both sides of the dispute,	'dismay some Christians' and the opposing views of the 'Director'
	Bias	As a religious website it may be influenced by religious belief in its interpretation and presentation of political issues,	'a religious website'
	Bias	It takes a definite stance using evidence from the Church of England to support its own paper suggesting radical reform, giving little to oppose this,	'The move by the Church of England is certainly a step in the right direction.'
	Expertise	Its self acclaimed expertise and its wide use attributed by others may indicate an expertise in the field of religion and politics.	'a widely-referenced source of authoritative comment....issues related to religion and politics.'

3 x 3 marks as above for each of the 2 documents

TOTAL MARKS FOR SECTION A: [AO1:1] [AO2:19] [AO3:6] [26]

4 Consider the bishops' claim in Document 5, "It would inevitably lead to the question, 'Why marry at all?' "

They seem to assume that the main reason for marriage is for financial benefit.

Suggest two ways in which this assumption might be challenged. [AO2 2] 2 x 1 mark

Credit one mark each for up to **two** reasonable challenges eg:

There are other reasons than financial benefit why people marry:
 as an expression of religious belief
 as an expression of a public commitment of love between the couple
 as an opportunity for a public ceremony and celebration involving family and friends
 as a response to an arranged marriage
 to enable children to be able to relate to a publicly identified commitment

Credit other reasonable challenges.

5 Consider the claims made by the Law Commissioner in Document 1 and the Archbishop of Canterbury 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 can use 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] (20)

Credit **1 mark** for a relevant claim, or relevant reported claim – *italicised below*.
1 mark for a relevant criterion that is correctly applied to assess credibility.
1 mark for correctly identifying whether the claim is strengthened or weakened by the criterion.

Plus up to two marks for stating what is supposed to be true to make this assessment. [Award 1 mark for circular reasoning in the supposition.]

Law Commissioner	Vested interest	s	His claim, ' <i>All the work we have done suggests...</i> ', might be strengthened by his vested interest to report the effects upon marriage accurately to protect his professionalism,	if he wanted also to protect his reputation as a lead Law Commissioner.
	Vested interest	w	This claim might be weakened by a vested interest to under play the effects upon marriage in order to get other changes to be made that he wanted,	if this enabled the financial reforms protecting the vulnerable which he has proposed to be accepted.
	Bias	w	His claim, ' <i>We consider that our scheme strikes the right balance</i> ' is self acclaimed and might be weakened by a natural bias towards thinking that one's work is right,	unless this opinion has been informed by the reactions of other individuals and bodies during the review.
	Expertise	s	His claim, ' <i>All the work we have done suggests...</i> ' might be strengthened by his expertise as a Law Commissioner leading the review,	if his review actively researched the possible effects upon marriage.

Archbishop of Canterbury	Vested interest	s	His warning of adding to a ' <i>prevailing social muddle</i> ', might be strengthened by a vested interest to be accurate about the effects to maintain his reputation as the archbishop,	if his reputation or the office that he holds as archbishop is held in high regard by the populace.
	Vested interest	w	This claim might be weakened by a possible vested interest to exaggerate the effects in order to enhance his reputation as a caring archbishop,	if he has formerly been seen as one who was not concerned about vulnerable people.
	Bias	w	This claim might be weakened by his selective focus upon the muddle that might be created,	if he was biased against anything that might threaten the institution of marriage.
	Expertise	s	His claim that marriage had, ' <i>suffered a long process of erosion</i> ' might be strengthened by expertise in the field of marriage,	if as a religious leader he had had concerns in this area and had tracked the effects of financial policies upon marriage.

Examples of answers that would gain five marks:

4 x 5 marks (20)

s = strengthens **w** = weakens credibility

6 Use one credibility criterion to compare the credibility of the Law Commissioner with that of the Archbishop of Canterbury. [AO2:2] 2 x 1 mark

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:

Expertise: The Law Commissioner may have more expertise in predicting the possible effects of the proposals upon marriage, as he has just led a review that looked into this, whereas the Archbishop of Canterbury would be relying upon a general background of knowledge to reach his conclusions.

TOTAL MARKS FOR SECTION B [AO2:24] 24 marks

- 7 Come to a reasoned judgement as to whether or not giving financial rights to unmarried couples who have been living together would undermine the institution of marriage.**

In your answers you should refer to the individual sources within the documents.

- (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 2 marks for two corroborating references to the text including their sources but with no point of corroboration stated.

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

eg Both the bishops and the advisor to the CSJC agree on the likelihood of negative effects of the proposals upon marriage. (1 mark)

The bishops claim, '...would undoubtedly lead to a further undermining of the institution of marriage.' (2nd mark)

The advisor claims, '... we may be increasing the problem, causing more family break up, in the long term.' (3rd mark)

Other points that could be supported:

The Law Commissioner and the authors of the report agree that the proposals would not undermine marriage.

The Archbishop of Canterbury and 'some Christians' believe that the proposals will have negative effects upon marriage.

The director of the think-tank agrees with the decision of the Church of England to support the proposals.

Both the broadsheets and One Plus One agree that living together outside marriage is increasing.

Both the Archbishop of Canterbury and the Catholic bishops agree about marriage having been eroded in the past.

- (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 bishops and the Law Commissioner disagree about whether the proposals will have negative effects upon marriage. (1 mark)

The bishops claim, '...would undoubtedly lead to a further undermining of the institution of marriage.' (2nd mark)

The Law commissioner claims, 'the reforms...would not harm marriage.' (3rd mark)

Other conflicting interpretations that could be supported:

The Bishop of Southwark and the Director of the think-tank disagree about marriage rights and justice through reform.

The advisor to the CSJC and the data from Australia disagree about the impact of the proposals upon marriage.

The Director of the think-tank and 'some Christians' disagree about the stance taken by the Church of England.

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

Identify 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 proposals are likely to undermine marriage	v	the proposals are not likely to undermine marriage
--	---	--

A **thorough** assessment (4 or more correctly placed sources): **2 marks**

<u>the proposals are likely to undermine marriage</u>	v	<u>the proposals are not likely to undermine marriage</u>
the archbishop	v	the Law Commissioner
the Catholic bishops		the authors of the report
the advisor to the CSJC		(accept Director of the think-tank Ekklesia - by implication; but do not accept "Ekklesia" or "ekkleisia.co.uk")
some Christians (not "Christian Today")		

(accept the Church of England – by implication)

A **limited** assessment (less than 4 correctly placed sources) **1 mark**

An **identification of one source that does not fit easily on either side:** **1 mark**

The Government

The Bishop of Southwark

The Church of England (but not if it is listed in the side)

- (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: believing that the proposals are likely to undermine marriage/not in favour of giving financial rights/against reforms **1 mark**

Number of sources – allow the following: 3/1, 4/1, 5/1, 3/2, 4/2, 5/2, 4/3, 5/3 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.** **2 x 3 marks**

Award 1 mark for each correctly applied criterion, up to 3 marks for each side, eg expertise may be greater on the side that the proposals are not likely to undermine marriage.

the Law Commissioner and the authors have done research into the possible effects of the proposals as part of the review.	v	the religious leaders will be drawing upon their own experience of the work of the church and understanding of marriage to predict the possible effects
(1 mark)		(1 mark)

Partial performance – credit up to 2 marks for answers that assess individual sources rather than sides. If two or more individual sources from the same side are assessed using the same criterion, they can be regarded implicitly as a side.

Where answers assess both individual sources and sides, credit up to 2 marks for correct assessments of individual sources and then add extra marks for correct assessments of the sides.

- (f) **State the judgement that results from your assessment as to whether or not giving financial rights to unmarried couples who have been living together would undermine the institution of marriage.** **1 mark**

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

TOTAL MARKS FOR SECTION C [AO3:25] [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 [AO1:1] [AO2:43] [AO3:36] [80]

MARK GRID FOR PAPER

Question	Assessment objective	Grade A	Middle grades	Grade E
Section A				
1	AO3 6	6	4	3
2	AO2 2	2	1	1
3	AO2 18	18	14	9
Section B				
4	AO2 2	2	1	0
5	AO2 20	20	16	10
6	AO2 2	2	2	1
Section C				
7a	AO3 6	6	6	4
7b	AO3 6	6	6	4
7c	AO3 4	4	3	2
7d	AO3 2	2	2	1
7e	AO3 6	6	4	2
7f	AO3 1	1	1	0
QWC	AO3 5	5	4	3
Total marks 80	AO1 0 AO2 44 AO3 36	80	64	40

F492 Assessing and Developing Argument

Section A: Multiple choice

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

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

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

Section B: Analysing and evaluating argument

Where the mark scheme offers two marks it is for each accurately made relevant point. A comment that has the correct meaning, but lacks precision and/or detail would attract 1 mark. Example comments for 1 mark have been given but are for illustration only.

21 Identify the main conclusion of the argument presented in the passage.

We should stop buying designer labels.

AO1 [2]

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

For each precisely identified reason **2 marks**.

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

The reasons given to support the conclusion are:

- 1 Designer clothing has a negative impact on children's self-esteem.
- 2 The high cost of children's designer labels is putting an increasing strain on family finances.
- 3 Designer labels breed snobbery and social division.
- 4 (spending our money) Shopping for designer labels/things we don't really need/don't really want only makes us unhappy.
- 5 (Our) desire for designer labels is supporting crime.
- 6 The fashion industry causes us to go against our better instincts.
- 7 This is (the fashion industry) the main reason why truancy has become such a huge problem.
- 8 Their influence (designer labels) on us and our society is negative (IC).
- 9 Western societies should not encourage exploitation of children.

Any five AO1 5x2 [10]

Examples of 1 mark answers:

- 1 Designer labels reduce children's self-esteem.
- 2 Children's designer labels are putting a strain on family finances.
- 3 Our desire for designer labels is supporting crime because the fakes are sold illegally.
- 4 The fashion industry causes us to go against our better instincts by undermining attempts to eradicate child labour.

- 23 In paragraph 2 the author states, 'evidence suggests that 51% of our 11-14 year olds are now keen to keep up with the latest fashions'.

Explain two weaknesses in the way that this evidence is used to support the reasoning in paragraph 2.

- 1 Evidence is presented about a particular group of children (11-14) in order to support reasoning about **all** children. The evidence may not support the reasoning on this basis.
- 2 Evidence about an interest in fashion/keeping up with fashion is not the same as evidence that the influence is destructive or damaging to children. Candidates may express this by saying that the interest in fashion could actually be making them feel better.
- 3 51% of children is such a small majority that it is not possible to draw a general conclusion about **all** children on the basis of the evidence.
- 4 The evidence is about the 'latest fashions'. This is a general problem with the whole passage. Latest fashions for an 11-14 year old may have very little to do with designer labels. The evidence does not support the reasoning on this basis.
- 5 We do not know the context of the figure. If the trend is downwards over recent years there would be less reason to worry about 51% (if it had previously been 60%). Candidates may express this point in a variety of ways, but without some sort of historical perspective, the impact of the evidence is limited.

Any 2 AO2 [2+2]

Examples for 1 mark:

The author only gives evidence about one age group.

The evidence only refers to a small majority/is weak because it's only a small majority/51% is not a very big majority.

An interest in fashion does not have to be a bad thing.

NB answers that refer to 'not knowing where the evidence came from' or 'there is no proof' or similar should be awarded 0.

- 24 In paragraph 2 the author makes a claim about truancy.

- (a) **Name or describe the flaw in the reasoning that supports this claim.**

False cause/correlation not cause. Allow post hoc.

AO1 [1]

- (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.

It seems very **unlikely** that anxiety about designer clothes and underwear would be the main reason for the **huge** problem of truancy. It is very likely that there are so many other factors that influence truancy that the author **cannot** claim a causal relationship. There may be a link but not at the causal level suggested by the author. The candidates may well express this through the use of examples of what might cause the truancy problem and this is allowable.

AO2 [3]

Award 1 mark for answers that just say that there could be another reason for the truancy with explanation or analysis of the reasoning.

NB answers that are just description without analysis are not awarded credit.

NB award the marks wherever you find the correct answer – if they write the correct name in part (b) put 1 mark by (a) and vice versa.

25 Explain why the evidence presented about jeans may not support the author's reasoning in paragraph 3.

- 1 It may not support the reasoning because the jeans bought may or may not be 'designer' jeans. If a significant % of the jeans bought are not designer clothes, the evidence would not support a conclusion about damaging effect of designer children's labels.
- 2 The jeans in question may not have been very expensive and therefore not have made a significant contribution to the cost of children's clothing in total/jeans have recently become cheaper allowing people to buy more of them without straining the family finances.
- 3 Candidates could continue to show that 10% of the family budget may not represent a strain on the family finances (although that seems unlikely) but they must start from the evidence on jeans.
- 4 A version of the above would be to say that family incomes may have increased at the same rate as the increase in buying jeans suggesting that the increase in purchases may not be a problem for family finances.
- 5 The fact that the amount of jeans bought has gone up does not prove that the total amount of clothes bought has gone up. Other types of clothes could be bought less often so that there is not a strain on family finances.

AO2 [2]

Examples for 1 mark.

The jeans may not be designer jeans

26 In paragraph 3 the author states, 'it is easy to see how the average family now spends 10% of its budget on children's clothes'. What else would we need to know in order for this evidence to support the overall reasoning in paragraph 3?

- 1 We would need to know that the % of the family budget spent on new clothes was less than 10% in the past/over the past few years/previously.
- 2 We would need to know that 10% of the family budget was actually a strain on their finances/represented such a large % that making ends meet overall became a strain.
- 3 Just because an average family spends 10% of its budget on children's clothes does not allow us to conclude that (all) family finances are strained. The majority of families may spend (far) less than 10% of its budget on children's clothes.
- 4 We would need to know that a significant amount of the 10% spent on children's clothes was spent on designer children's clothes.

Any one AO2 [2]

Examples for 1 mark:

Families used to spend less on children's clothes (ie answers that lack the sense of the proportion of the budget).

As usual, any answer that asks a question – we would need to know how much families used to spend on clothes as a proportion of their income.

We would need to know if any of the 10% was spent on designer clothes.

NB the second mark is for getting the sense of proportion. 1 mark answers will just say 'less'.

No credit should be given to answers along the lines of 'how many children there are' or 'how much they spend on clothes' or 'how much they earn'.

- 27 Give one possible explanation for the very large amount of money spent on designer fakes in this country.

For 2 marks we are looking for something that explains the scale and not just why people buy fakes.

- 1 The fakes are ***much*** cheaper than the real thing so that ***far*** more people can afford them.
- 2 The fakes are of similar quality/indistinguishable to the real thing so that even people who can afford the real thing buy the fakes ***in addition*** to all those who buy fakes because they are cheaper.
- 3 The real thing is ***so*** expensive that a ***very large*** number of buyers can only afford the fakes.
- 4 ***Very large*** numbers of people prefer shopping at car boots/internet ***than*** at posh shops.

Any 1 AO3 [2]

For answers 1, 2 and 4 they need both bits in bold (or a version of this) in order to get both marks.

Examples for 1 mark:

Fakes are cheaper.

People can't afford to buy the real thing.

- 28 What must be assumed about the type of work done by the 100,000 children from Delhi in order to support the reasoning in paragraph 6?

- 1 We need to assume that most/significant %/significant majority/very large number of these children were employed making traditional zari embroidery for designer clothing.
- 2 We need to assume that most/significant %/significant majority/very large number of these children were employed making designer clothing. AO2 [2]

Examples for 1 mark:

Anything with all children, the children etc: We need to assume that the children were employed making traditional zari embroidery for designer clothing.

29 Explain why the reasoning in paragraph 6 strongly supports the idea that we should not buy designer clothes. You should refer to the general principle and evidence used in paragraph 6.

5-6 marks	Detailed answer that uses the evidence and general principle (which needs to be close to the original) that shows how the reasoning supports the overall argument. The strength of the support is clearly explained.
3-4 marks	The evidence and general principle are referred to in an effort to show how the reasoning supports the overall argument. The strength of the support is partially explained. Partial performance: Detailed answer that shows how the evidence strongly supports the argument OR general principle that shows how the reasoning strongly supports the overall argument OR uses an incorrect version of the general principle along with the evidence.
1-2 marks	An attempt is made to use the evidence and/or general principle to show how the reasoning supports the overall argument.

AO2 [6]

The principle used is that **western societies should not encourage child labour**. If we accept this (which seems reasonable) evidence that **so** many children are in bonded labour as a result of our desire for fashion strongly supports a conclusion that we should not be buying or taking part in anything which supports this. The numbers of children involved are clearly huge – the 100,000 refers to Delhi only – and the conditions are clearly appalling. (The evidence strongly supports the idea that we should not buy designer clothes because of the scale and seriousness of the situation and because it goes against the principle.)

30 Throughout the passage the author refers to ‘designer labels’ without offering a definition. Many supermarkets now offer their own cheap designer labels. Show how the author’s argument would be weakened if the definition of designer labels included these budget labels.

3-4 marks	The way that different definitions weaken/change part or parts of the author’s argument is clearly explained.
1-2 marks	An attempt is made to explain the way that different definitions weaken/change part or parts of the author’s argument.

AO2 [4]

The issue here is that the author’s argument relies on a definition of designer labels as expensive, high fashion items. (Candidates could give examples. Burberry springs to mind as one of the most faked labels.) However, many high street stores carry ‘designer’ labels (e.g. George at ASDA) that are neither expensive nor faked. If we used this definition, the author’s arguments about family finances, snobbery and crime would all cease to work. In fact, some of these labels (Primark) are very cheap and might help family finances. It is also debatable whether those children who wish to keep up with fashion are aspiring to George at ASDA. Overall, the author should have defined the term ‘designer label’.

Questions based on the size zero debate

- 31 Give one assumption that must be made for the argument in Document 2 to support the claim that ‘average sized women are excluded from the world of fashion’.

NB The assumptions given have to be part of an argument moving from the presence of size zero models to average women being excluded from fashion.

- 1 The author needs to assume that there are no women of size 16 on or near the catwalks/all (or only) the models are of a much smaller size/size zero.
- 2 The author needs to assume that the clothes modelled by the size zero women on the catwalks are not made into size 16 versions/cannot be made into size 16 versions.
- 3 Size 16 versions of clothes modelled by size zero women on the catwalk look very unattractive/terrible.

Any one AO2 [2]

Examples for 1 mark:

Designers don't cater for size 16 women.

Fashion shows don't address the needs of size 16 women.

The majority of models are size zero.

NB don't allow answers like: fashion shops don't stock size 16.

- 32 The author argues that the fashion industry will continue to use size zero models.

- (a) Name or describe a flaw in this reasoning.

This is an appeal to history.

Accept anything like: appeal to the past or tradition; a generalisation from the past etc.

AO1 [1]

- (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 passage.

1 mark for an attempt to explain the flaw.

There is no reason to suppose that the past preference for size zero models can be used to predict the future size of models, particularly when the industry is under pressure to stop using these models and particularly when the fashion industry changes so quickly. Candidate may want to illustrate this point with other examples and this is acceptable. Thus by using evidence dating from the 1960s does not guarantee the future use of thin models.

AO2 [3]

NB answers that are just description without analysis are not awarded credit.
NB award the marks wherever you find the correct answer – if they write the correct name in part (b) put 1 mark by (a) and vice versa.

- 33 An analogy is used to persuade us that the fashion industry should be allowed to continue to use very thin models.**

(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.

AO1 [3]

The unreasonableness of a (potential) request to ask supermarkets to stop selling their (most) popular chocolate because it contains some sugar is compared to the unreasonableness of a request to stop using thin models because of health concerns.

(The first request is accepted as unreasonable allowing the fashion industry to argue that the second is also unreasonable.)

Candidates are very likely to get this in bits. Still award 3 marks as long as they get **all** the bits.

Thin models are compared to popular chocolate; stopping using thin models compared to stopping selling popular chocolate; health concerns about thin models compared to presence of sugar in chocolate; both requests are unreasonable.

(b) Assess the analogy by explaining one relevant similarity or dissimilarity in the analogy.

3 marks for a detailed explanation of a relevant similarity/difference 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]

Guidance

For 3 marks, there needs to be some clear reference to the 'reasonableness' issue. To show that the analogy does not work candidates need to show that it is reasonable for the fashion industry to stop using thin models in a way that it is unreasonable for supermarkets to stop selling a popular chocolate. To show that the analogy does work, we need to see the candidate analysing the situation to show that both genuinely are unreasonable.

For 2 marks, the candidate is likely to refer to the items involved in the analogy but without any reference to the issue of 'reasonableness'. Their comparison must refer to both parts of the analogy and there must be analysis.

For 1 mark, we are likely to see vague or incomplete comments – but ones that still consider essential properties of both parts of the analogy.

On the next page are some examples of what a candidate might write to get 3 marks. These are not in student language and you are not looking for a word for word version.

- 1 The analogy is unsuccessful as chocolate is only a small part of what a supermarket sells and therefore it may not be unreasonable to ask a supermarket to stop selling it. On the other hand, thin models are the bulk of the fashion industry's models and it would be far more difficult for them to make the change.
- 2 There are considerable differences in the degree of seriousness. Sugar in chocolate is unlikely to be a health concern on its own whereas being very thin is a concern on all sorts of levels. It is therefore unreasonable to ask the supermarket to stop selling something that doesn't really cause any harm, but entirely reasonable to ask the fashion industry to stop using size zero models because it would protect the health of the models.
- 3 The analogy does work in the sense that both supermarkets and the fashion industry could be similarly disadvantaged by the changes – supermarkets losing money/designers selling fewer clothes. It is therefore unreasonable to ask them both to make the change.
- 4 The two components of the analogy are different in that sugar is an essential ingredient in chocolate whereas size zero models are not essential in fashion. It may therefore be unreasonable to ask this of a supermarket but not unreasonable to ask the fashion industry to change their models.

Total marks for Section B [50]

Section C: Developing your own arguments

- 34 Fashion manufacturers would say that they sell their products for a fair price. Write a very short argument consisting of two reasons and a conclusion to support this view.**

Award 2 marks for each identified reason, accurately stated, that supports the conclusion.

AO3 [2+2]

Award 1 mark for a more muddled reason that offers weak support to the conclusion.

Award 1 mark for the correct conclusion which must be of the form:

Fashion manufacturers sell their products for a fair price.

AO3 [1]

Examples of possible reasons for 2 marks:

- 1 The materials/fabrics used in designer clothes are of the highest quality/very expensive.
- 2 Prices reflect the skill/knowledge/experience of highly trained designers.
- 3 Paying for exclusivity is no different in other areas such as cars, jewellery etc (ie any reason that demonstrates a comparison).
- 4 The complicated nature of the designs makes them very difficult/expensive to manufacture.

For 2 marks there must be some sense of the way in which these designer labels are different to ordinary clothing. The fabrics are **better** quality/designers are paid **more**/items last **longer** etc.

NB the reason does not have to be true to get 2 marks.

Examples of reasons for 1 mark:

The manufacturers can charge what they like.

The designs are special.

The fabrics are good quality.

Comments that lack some sort of special qualifier that would lead to the higher cost outlined in the passage.

Performance description for questions 35 and 36**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.

35 In paragraph 4 the author suggests that our need for possessions is making us unhappy. Construct an argument to support the following conclusion:

‘Our obsession with material possessions does not make us happy’.

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

This question might allow candidates to write something more related to our values/principles/beliefs etc and will give room for some general principles. They may also argue on:

The basis of cost and the fact that we spend all our time working to be able to afford these items.

The transitory nature of the pleasure of shopping.

An obsessed society that has lost sight of caring for others.

The desired possessions are always changing – a never ending pursuit of these possessions.

Identifying what really makes humans happy – relationships with others, children etc.

AO3 [10]

- 36 Construct one further argument that challenges or supports the main conclusion of 'Labelled for life' (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 should 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 'Labelled for life'.

NB A candidate who gets the conclusion wrong in Q21 is *not* to be penalised twice. Mark question 36 on the basis of the conclusion given in Q21 – how well does the argument given in 36 support the conclusion given in 21?

For the conclusion:

The impracticality of the designs.

Picking up on the idea that fashion is only for thin people and is divisive.

Supporting the celebrity industry – that's got to be a bad thing!

Same issue in Q34 – makes us forget what is really important/makes us happy.

Against the conclusion:

Individual choice.

Employment and economy – even allowing for the child labour the industry must still make jobs and we could buy the labels that are more eco friendly to persuade others to follow suit.

Quality of the fibres/materials/designs.

A way to feel good/look at our best which seems reasonable enough.

AO3 [10]

Total marks for section C [25]

AO3 [25]

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 [5]

Paper total [120]

Assessment objectives breakdown

Question	AO1	AO2	AO3	Total
Section A				
1 - 20	40			40
Section B				
21	2			2
22	10			10
23		4		4
24a	1			1
24b		3		3
25			2	2
26		2		2
27			2	2
28		2		2
29		6		6
30		4		4
31		2		2
32a	1			1
32b		3		3
33a	3			3
33b		3		3
Total for section B	17	29	4	50
Section C				
34			5	5
35			10	10
36			10	10
Total for section C			25	25
Quality of written communication			5	5
Total	57	29	34	120
%	47	24	29	100

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 1	AO1	2	AO2	2	AO3	4	Total	8
Question 2	AO1	4	AO2	2	AO3	2	Total	8
Question 3			AO2	12	AO3	12	Total	24
Question 4 (a)			AO2	2	AO3	2	Total	4
Question 4 (b)	AO1	2	AO2	8	AO3	26	Total	36
		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 Standardisation meeting.

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

- 1 number between 0 and 8 ringed and transferred to cover.
- 2 two numbers between 0 and 4. Total ringed and transferred to cover.
- 3 total (calculated from levels) ringed and transferred to cover.
- 4 (a) number between 0 and 4.
- 4 (b) total for part-question (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)

Quality of Argument

IC	Intermediate conclusion
HA	Hypothetical argument
CA	Counter-argument
RCA	Response to counter-argument
An	Analogy
Ex	Example
Ev	Evidence

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

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

Refer to the documents in the Resource Booklet. Several of these documents refer to “positive discrimination”. Suggest and explain one possible problem of definition which might arise from their use of the term “positive discrimination”.

[8]

Mark by levels as follows:

Level 4: 7,8	<ul style="list-style-type: none"> Detailed identification and developed explanation of a problem. Perceptive reference to at least two documents.
Level 3: 5,6	<ul style="list-style-type: none"> Clear identification and explanation of a problem. Accurate reference to at least two documents.
Level 2: 3,4	<ul style="list-style-type: none"> Basic identification and explanation of a problem. Explicit reference to at least one document.
Level 1: 1,2	<ul style="list-style-type: none"> Limited identification and explanation of a problem. Use (perhaps implicit) of at least one document.
Level 0: 0	<ul style="list-style-type: none"> No problem identified.

Indicative content

Because positive discrimination is illegal (as Document 1 explains), anyone proposing it (eg ACPO, according to Document 5) has a vested interest to use a different expression for what they are proposing and to explain that their proposal does not constitute positive discrimination.

The author of Document 4 uses the expression “positive discrimination” to mean roughly what Document 5 means by “affirmative action”.

The author of Document 4 uses the expression “positive discrimination” to refer to what the person in the story terms “affirmative action”.

Document 5 gives a “straw person” explanation of positive discrimination, which is significantly different from the definition given in Document 1.

Developed answers may combine more than one of these points. Other valid answers should be accepted.

Partial Performance

Level 1 for a minor problem.

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

Refer to Document 2. Suggest and briefly explain two problems that might arise in using the statistics in Document 2 as the basis for a policy of affirmative action on the recruitment of ethnic minorities into police forces.

[4+4]

For each point made:

4 marks for identifying a relevant problem, referring to Document 2 and giving a developed explanation.

3 marks for identifying a relevant problem and **either** referring to Document 2 and giving an undeveloped or vague explanation **or** giving a developed explanation without reference to Document 2.

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

1 mark for identifying a relevant problem.

0 for nothing worthy of credit.

Indicative content

The examples chosen may be unrepresentative, in which case other forces are probably more representative. So the problem may not be as bad as the article suggests.

No information is given for police forces in areas with large ethnic minority populations, such as London or the West Midlands. If they have higher proportions of officers from ethnic minorities, the national problem is not as bad as the article suggests.

The fact that a particular force includes only a small number of officers from ethnic minorities does not by itself imply that that force needs to engage in affirmative action.

Some of the forces mentioned, eg North Wales, probably cover areas with very few inhabitants from ethnic minorities. So it cannot be taken for granted that the proportion of officers that they have from such a background is less than it should be.

Other valid answers should be accepted.

Partial Performance

Half marks (max 2 each) for minor problems.

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

Select one of the choices given in the Choices box. Evaluate your choice as a course of action for a police force. 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.

[24]

Mark by levels, according to the following table.

Level	Application and evaluation of selected criteria to choice	Use and critical assessment of evidence in the Resource Booklet	Communication and development of argument
L4: 19-24	<ul style="list-style-type: none"> • Sound and perceptive application of 3 or 4 criteria to one of the listed choices. • Firm understanding of how criteria might support and weaken the case for the selected choice. 	<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. • Consistent use of intermediate conclusions. • Few, if any, errors of spelling, grammar, punctuation.
L3: 13-18	<ul style="list-style-type: none"> • Clear understanding of how 3 or 4 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. 	<ul style="list-style-type: none"> • Relevant and accurate use of resource material. • At least some evaluation of resource material. 	<ul style="list-style-type: none"> • Effective and persuasive reasoning. • Some clarity in expression of complex ideas. • Accurate use of intermediate conclusions. • 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.

Level	Application and evaluation of selected criteria to choice	Use and critical assessment of evidence in the Resource Booklet	Communication and development of argument
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 1 overall if criteria are not used to evaluate a choice.

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.

Quality of Argument

Typical indicators of Level 3 are:

- use of intermediate conclusions
- use of hypothetical reasoning.

Consistent and well-supported use of intermediate conclusions and/or hypothetical reasoning is an indicator of level 4.

In addition to the indicators of Level 3, typical indicators of Level 4 are some of:

- use of relevant counter-argument with persuasive response
- use of relevant analogy
- use of relevant examples or evidence.

Indicative content

The resource documents do not give much information about public attitudes on this issue. Keith Jarrett is probably right when he claims in Document 4 that members of ethnic minorities would like to see people like themselves in positions of authority, but he offers no evidence in support of this assertion and he has a vested interest to interpret the evidence to favour his case.

It is clear from the resource documents that the first two choices are currently illegal, and the last choice is legal. The third choice is ambiguous in this respect: in Document 5, ACPO claims that it would be legal, but the guidance from the Government in Document 1 implies that it would not. Document 1 has high credibility. However, legality is not an overwhelmingly important criterion, since Parliament could change the law if the Government wanted to go beyond the current law in encouraging recruitment from ethnic minorities. The report in Document 5 should be accurate, because it comes from a reputable source and gives both sides of the debate, but each party has a vested interest to interpret evidence in favour of its own position.

Crime reduction includes prevention and detection. Both of these activities may be indirectly helped to some extent by policies which bring more members of ethnic minorities into the police force and into positions of seniority. However, it must not be assumed that any communities are more likely to break the law than any other, unless there is reliable evidence to prove that it is so. Any reduction in standards for some recruits and in promotion to higher ranks is likely to reduce operational effectiveness in relation to the prevention and detection of crime.

In principle, the criterion of fairness favours the last choice only. Applicants from the majority community who fail to be accepted into the police force because of a policy which gives any kind of preferential treatment to members of other ethnic groups are likely to feel that they have been treated unfairly. However, it is possible to argue that giving preferential treatment to some groups would actually be fairer, if it would be compensating for educational disadvantage and reduced expectations.

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

Doc 1

This document is based on excellent expertise and ability to see, since it is a guide to the law issued by the Government. Although documents issued by the Government have a reputation for often being influenced by vested interest to support particular policies, this short extract appears to be purely factual.

Doc 2

The source of this document has a good reputation and as a news channel in competition with more popular channels it has a vested interest to present news accurately and authoritatively. The reference to statistics from the Home Office shows that the source has good ability to see, and the Home Office itself is an exceptionally reliable source on this subject (with excellent ability to see, vested interest to tell the truth and expertise in this subject). However, Channel 4 may have a vested interest to sensationalise the report, which is probably why the report is not neutral (mentioning only the bad examples and none of the good ones).

Doc 3

This document presumably has good expertise in relation to employment law (since the website address implies that it comes from a journal called Personnel Today). The detailed evidence appears to be based on good ability to see. There is no evidence of bias or vested interest.

Doc 4

The Daily Telegraph has a good reputation as a broadsheet newspaper. Its Conservative (and conservative) political stance gives it some vested interest to portray news from a particular perspective, but if there is any bias in this report, it is subtle and inexplicit. The quotations from a first-hand source imply good ability to see.

Doc 5

The BBC has an unrivalled reputation for accuracy and lack of bias. The report includes extended quotations from both sides of the debate (from people who have excellent expertise and ability to see).

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

Police forces need to decide whether to follow a policy of actively recruiting more members of ethnic minorities or to ignore Government targets. Explain why this decision would be a dilemma. [4]

- 1 mark for stating that a dilemma is a choice in which each alternative has strong reasons against it and/or that it is impossible to choose both options or neither.
 0 mark for failing to state this explicitly.

+

- 3 marks Clear statement of reasons against both alternatives.
- 2 marks Clear statement of reasons in favour of **both** alternatives
or
 Clear statement of reasons against **and** in favour of **one** alternative
or
 Clear statement of reasons against **one** alternative
or
 Vague statement of reasons against or in favour of **both** alternatives.
- 1 mark Vague statement of reasons against or in favour 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 has strong reasons against it.

If the force adopts a policy of affirmative action, the disadvantages are lack of fairness to other applicants and a possible reduction in operational efficiency.

If the force ignores Government targets, the disadvantages are failure to fulfil their duty of implementing public policy and probable alienation from minority communities.

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

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.

Quality of Argument

Typical indicators of Level 3 are:

- use of intermediate conclusions
- use of hypothetical reasoning.

Consistent and well-supported use of intermediate conclusions and/or hypothetical reasoning is an indicator of level 4.

In addition to the indicators of Level 3, typical indicators of Level 4 are some of:

- use of relevant counter-argument with persuasive response
- use of relevant analogy
- use of relevant examples or evidence.

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. Well-developed suppositional reasoning. Communication very well suited to handling complex ideas. Consistent use of intermediate conclusions. 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. Clear and accurate communication. Accurate use of intermediate conclusions. Frequent effective use of appropriate terminology. Few errors in spelling, grammar and punctuation.

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
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. 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 L1 overall if principles are not used.

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:

- Equality of opportunity would most obviously go against affirmative action, unless it was to compensate for educational inequalities.
- The duty of police forces to implement Government policies would count in favour of affirmative action.
- The principle of multi-culturalism would probably count overall in favour of affirmative action, despite the resentment it might cause from the majority community.

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

Unusually, the Utilitarian slogan, “[we should aim to produce] the greatest good of the greatest number” does not shed much light on this dilemma. Because Utilitarianism concerns itself with aggregates rather than with the identity of individuals, the direct consequences of each alternative will be roughly equal: whichever applicants are successful and unsuccessful, those who are accepted or promoted will be happy about it, and those who are unsuccessful will be unhappy. Similarly, the closest indirect consequences of the alternatives are unlikely to be very different, since recruiting or promoting more members of ethnic minorities may make those communities happier, but will disappoint some members of the majority community (the fact that the latter are racist is not relevant to Utilitarianism).

The other main reason why Utilitarianism does not give much guidance on this issue is that the resource documents give little indication of why the Government is trying to increase the numbers of police officers from ethnic minorities. The mere fact that a policy will help to meet Government targets does not of itself increase or decrease happiness. However, if it is true, as Trevor Phillips alleges in Document 3, that recruiting more members of ethnic minorities will improve national security, then a policy of affirmative action will increase the sum total of happiness (despite disappointing potential terrorists). Similarly, if an increase in the number of police officers from ethnic minorities will reduce the incidence of racist behaviour from police, then that will improve the sum total of happiness.

The right of applicants from the majority community to equality of opportunity may be set against the right to security of the nation or even the world (on the assumption that a policy of affirmative action would favour the latter).

The first version of Kant’s Categorical Imperative, “Act according to that maxim which you can will to be a universal law” could be used against preferential treatment, which by definition is not universal. Similarly, 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 preferential treatment, on the basis that the unsuccessful candidates from the majority community, and probably even the successful candidates from ethnic minorities, were being treated merely as means to the end of the policy of integration.

Candidates may be unlikely to appeal to Divine Command or Natural Law in relation to this subject, but such an approach should be credited if anyone did attempt it.

Because theories of Social Contract have been used to justify the existence of an army and a police force, to defend citizens against external and internal threats respectively, it may be possible to derive subsidiary principles concerning the racial profile of that force.

In the Rawlsian Original Position, one would not know what one’s race would be and would have to choose a policy accordingly. Perhaps under those circumstances one would choose a policy of affirmative action.

F494 Critical Reasoning

Section A – Multiple choice mark scheme

	Name	Type	Key
1	Pensioners' playgrounds	Which is argument?	B
2	Valid	Which is valid?	C
3	Santa deception	Function /structure	C
4	Santa deception	Function /structure	B
5	Santa deception	Response	C
6	Food labelling	Main conclusion	D
7	Food labelling	Assumption	C
8	Food labelling	Function /structure	A
9	Hardcore gamers	What can be concluded?	A
10	Hardcore gamers	Strengthen /weaken	B
11	School boring	What can be concluded?	B
12	Snot otters	Which is argument?	D
13	Live music	Main conclusion	A
14	Live music	Analogy	B
15	Independent schools	Main conclusion	D
16	Independent schools	Function /principle	A
17	Independent schools	Principle /counter	B
18	High rise buildings	Structure diagram V	A
19	No Google	Argument?	D
20	No Google	Not flaw	B

1 Key B

- R A defendant has to be found guilty beyond all reasonable doubt.
- CA The defendant probably assaulted the policewoman,
- R but there is room for doubt.
- C So the jury should find the defendant not guilty.

2 Key C

A

All hermits enjoying being alone does not imply that everyone who enjoys being alone must be a hermit.

B

All the well-off owning castles does not imply that only the well-off own a castle (it is possible that one might have inherited a castle but not the means to keep it up). This one might distract if candidates bring in their real world knowledge that owning a castle more or less means being well-off.

D

Only the well-off own castles does not imply that all the well-off have castles.

3, 4, 5**Analysis**

- R Parents provide elaborate 'evidence' for their children such as icing sugar footprints, empty glasses of milk and half eaten carrots.
- R This is deceitful.
- IC This breaches the fundamental trust between parent and child.
- R Staging evidence also undermines the child's developing ability to draw conclusions from evidence.
- R Threatening children with Santa's anger if they misbehave also encourages lazy parenting and
- R can lead to children being unreasonably anxious and fearful.
- R They write letters to Santa demanding long lists of toys.
- R Children do not learn the connection between effort and reward if everything they want 'appears' from Santa.
- IC A belief in a magical gift-giver also makes children more materialistic.
- IC It is not just harmless fun, but harmful in many ways.
- C It is wrong to trick children into believing in Santa Claus.

3 Key C (see analysis)**4 Key B (see analysis)**

5 Key C

The example of the speaker's son is insufficient to show that uncovering the lies about Santa does not do children any harm, partly because it is only one child, partly because the argument is about more than just uncovering the lies. So, although it is intended to counter the argument, it fails to do so.

- A This is not evidence. It also does not clearly support the conclusion.
- B For the reasons given above, this argument fails to counter the conclusion.
- D It clearly is relevant whether uncovering the lies about Santa is harmful – if something is harmful it is much easier to argue that it is wrong.

6, 7, 8**Analysis**

Context: New European laws will standardise food labelling across Europe. It will be compulsory to clearly display the amounts of sugar, salt, saturated fat, carbohydrates and energy on the front of packaging. These amounts should be displayed as a percentage of a guideline daily amount (GDA).

- CA Although the EU has not adopted the easy-to-understand traffic light system of food labelling,
- R1 it defeats Europe's powerful food industry, which is lobbying for a system of self-regulation.
- A1 A system of self-regulation would be a bad thing (because it would not be as clear/consistent/accurate or because companies would not stick to it).
- A2 (R) Not knowing which foods are unhealthy is often the cause of obesity.
- IC (follows from A2) Clear food labelling will significantly reduce levels of obesity in Europe.
- C This legislation is a positive step forward.

Justification**6 Key D (see analysis)****7 Key C**

Not knowing which foods are unhealthy is often the cause of obesity.

Only if this is the case will clear labelling on food make any difference to the levels of obesity. If people are obese for other reasons, they will continue to eat fattening food even if it has a label saying 'fattening.' This would then mean that it was less positive that the legislation had been introduced.

A

This is true, so it should distract, but does not have to be assumed for the argument to work. There are many reasons why it may be a good thing to defeat the powerful food lobby.

B

This does not have to be assumed. We do have to assume that these labels will be harder to understand than the traffic light system, but we do not have to go as far as saying it will be difficult. If a cake has 300% of GDA fat, don't eat it. It's not hard.

D

This does not have to be assumed. The argument claims that clear food labelling will reduce obesity, but does not need this to be the only way of doing so.

8 Key A (see analysis)

Analysis

Ev Nintendo has sold 20 million Wii consoles, which are mostly known for mildly interactive sports games such as fishing, golf and tennis, whilst only around 8.5 million PS3 consoles and 16.8 million Xbox consoles have been sold.

Ev The top selling games in the US for 2007 do include the complex, violent Halo3 and Call of Duty, at 1 and 3, but Wii Play, which includes soap bubble catching, was the second highest seller, and Guitar Hero was fourth.

R Softer games are triumphing by every sales measure.

Explanation of R The reason for this is that most people are not looking for games which involve mind-twisting complexity and state of the art graphics. They are happy with good enough versions of popular sports.

C Hardcore gamers are no longer the mainstream of gaming evolution.

This is just an argument. There is a reason supported by evidence and explanation, and this reason is used to support a conclusion, which is open to persuasion (just).

Justification

9 Key A

There is evidence that softcore and hardcore games are selling well, so games companies should develop games for both parts of the market. Even though hardcore gamers are no longer mainstream, they are still buying games such as Halo 3 and Call of Duty, so they are not insignificant.

B This does not follow, because the evidence is that the companies have developed quite a lot of softer games. We cannot be sure that they need to increase such development.

C This does not follow because the market for hardcore games is not shown to have shrunk.

D This may be the case, but it does not follow from the reasoning, which shows only that the market for softer games has pushed hardcore gamers out of the mainstream.

10 Key B

This comment is aimed at persuading hardcore gamers that games do not need to be complex to be difficult, so its focus is different from the focus of the argument in q9, which is simply that such hardcore gamers are no longer the mainstream of gaming evolution.

- A It does not show that hardcore gamers (who are characterised as liking complex, violent games, with high quality performance and graphics (as opposed to 'good-enough' versions) could enjoy games such as chess or golf (they may find the difficulty unbearable, or prefer the problem solving approach to the strategic or repetitive approach of chess or golf). Nor does it show that the conclusion that hardcore gamers are no longer the mainstream of gaming evolution is wrong.
- C It does not show that games such as golf and chess are significantly better than complex, violent games. Nor would it strengthen the argument even if it did, as this is irrelevant to whether hardcore gamers are in the mainstream of gaming evolution.
- D If hardcore gamers were convinced to try 'good-enough' versions of everyday games and sports such as chess and golf instead of Halo 3 etc, they may rejoin the mainstream of gaming evolution. They would, however, no longer be hardcore gamers, but would be part of the new mainstream. And in any case, this would not show that hardcore gamers are part of the mainstream. So this would not weaken the argument.

11 Key B

The headline moves from 77% and 97% of children to a conclusion about summer holidays being 20% less boring than school. This is a misinterpretation of the statistics: the correct headline would be that fewer children say that the summer holidays are boring than that school is boring. It may be that even the 77% who find the summer holidays boring think that the summer holidays are only a little boring, whereas school is very boring. Or it may be that the 77% who think the holidays are boring are really bored, whereas at school they are somewhat entertained. There is no information at all about the relative boredom of school and holidays, just about the numbers of children who find each boring.

12 Key D

- R The British state collects more information about individuals than the East German secret police did under communism.
- R They also frequently lose this information.
- Ex One example of this is the loss of unencrypted discs with the names, addresses and bank details of millions of people.
- C It would be best if we resisted projects such as ID cards.

A
Explanation of why it is difficult to find out which is the most common typo in English.

B
Explanation of why snot otters have their name. Includes explanation of why their mucus should protect them (it's toxic) and an irrelevant piece of information about wrinkliness.

C
Information about Stubbins Ffirth and yellow fever which does not attempt to persuade us of anything.

13, 14

Analysis

C Ass Recorded music is a wonderful advance with many advantages.

R1 The emotional thrill of listening to real people producing real sounds far exceeds the experience of sitting alone listening to electronic pulses.

R2 Even modern surround-sound systems cannot compare with being immersed in the music at a live concert.

R3 Concerts also have the advantage that the audience can see the musicians, make a real connection between the sounds and the people.

IC1 The audience can perceive the music as an essentially human activity.

IC2 Live music provides a far superior experience.

R (Ag) Sticking to recorded music would be like reading the menu in a restaurant but never actually eating the food.

C Everyone should therefore listen to live music as often as possible.

13 Key A (see analysis)

14 Key B

Attempt to get at the idea that recorded music allows us most of the musical experience, just not the extra bits you get at a concert, whereas looking at the menu does not allow the key experience of eating the food.

A

This is irrelevant to the issue of whether recorded music is as unsatisfying as only reading the menu.

C

This would be a similarity rather than a difference, and therefore not a weakness. It also missed the key point that it is eating the food which satisfies our basic need. Smelling it but not eating would be deeply unsatisfying.

D

This is a difference which refers to R3. However, it is not significant because watching food being cooked is not an important part of participating in the human experience of eating whereas watching music being produced does make an important difference to the experience of listening to music.

15, 16, 17

Analysis

CA (Principle) Many of them argue that people should not make a profit from education.

RCA:

R The state sector routinely employs private, profit-making companies to provide the cleaning, catering and buildings.

Ex Most notably by selling sports fields for housing estates,

R It also continues to strip schools of their assets.

R Independent schools, on the other hand, are not-for-profit organisations which cherish their grounds.

IC This objection to independent schooling does not stand up.

R Independent schools provide the best possible education with an atmosphere and ethos that inspires their students.

IC Former pupils tend to be grateful and

IC consequently donate the money which allows independent schools to provide bursaries to able and talented students from low-income families.

R This is a form of altruistic charitable donation.

C Those who oppose the charitable status of independent schools should recognise the weakness of their position.

15 Key D (see analysis)

16 Key A (see analysis)

17 Key B

The argument intends to show that opposition to the charitable status of independent schools is weak. One strand of this argument suggests that the excellence of independent schools generates one form of altruistic charitable donation. However, this does not mean that independent schools as such are characterised by altruism or charity. It would have to generalise from one example of charitable giving to the whole independent school sector. So this strand of reasoning does not show that opposition to the charitable status of independent schools is weak. The additional comment explains this flaw.

A

The comment does not simply disagree with the reasoning, it focuses on a flaw in the reasoning. A disagreement might be; 'Not very many alumni actually do donate money to their old schools.'

C

The statement is not a principle. However, by pointing out a flaw it would challenge the reasoning.

D

This is not a restatement of the reasoning.

18 Key A

Analysis

R1 They are ugly.

IC1 They make us feel brutal and

IC2 therefore contribute to urban violence.

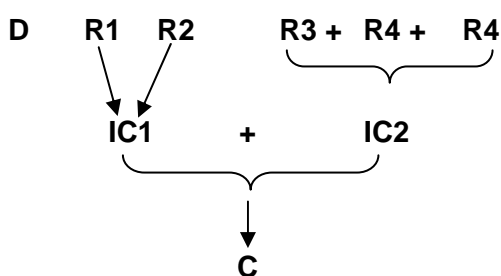
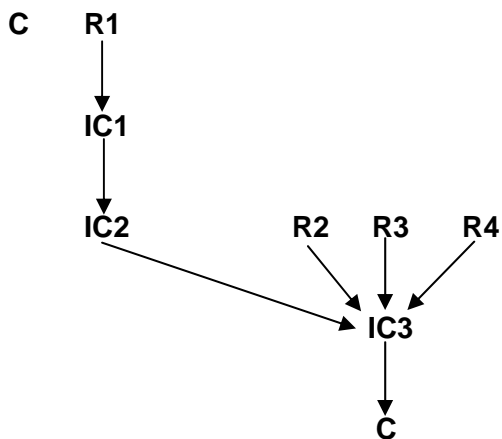
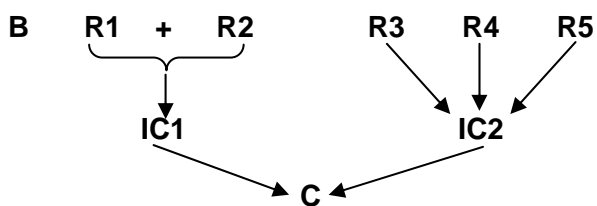
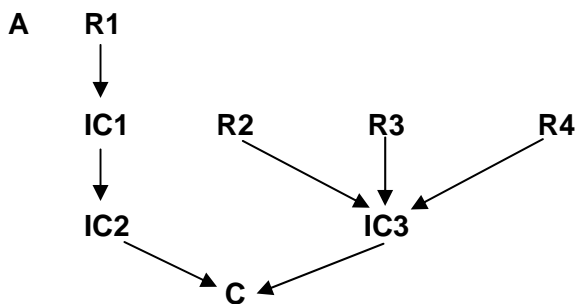
R2 There are limited play areas for children,

R3 tenants become isolated and

R4 people feel unsafe.

IC3 People do not want to live in high-density accommodation.

C Planning permission should not be given for further high rise towers in Britain's cities.



19 Key D

This passage is not an argument because it does not seek to persuade the audience to agree that the professor has forbidden first years from using information from the internet in their essays. It explains why she has done this.

20 B The response does not confuse cause and effect.

A

It does attack the professor as a dinosaur rather than addressing her reasoning.

C

It does confuse the popularity of a website with the level of expertise it might present.

D

It does misrepresent the professor's reasoning. She forbids first year students from using information from the internet in their essays. This is very different from the blanket ban of the internet ascribed to her by the response.

Section B: Analysing and evaluating argument

- 21 Name and briefly explain the function of the following elements in the structure of McLachlan's argument:**

- (a) 'Yet in other areas of reproduction (or life in general) safety alone is not seen as sufficient grounds to make something illegal.' (paragraph 4) [2]**

Response to counter argument. 2 marks.

Accept counter argument + clear statement of what it is a counter argument to (eg counter argument to the reasoning given at the start of the paragraph of safety being an issue).

Accept reason to support the claim that 'the risks should be explained to the prospective mother.' 2 marks.

Accept counter argument. 1 mark.

- (b) 'In a free society, actions should be legal unless there is a case for making them illegal.' (paragraph 10) [2]**

Principle (1 mark) used as a reason (1 mark) to support the main conclusion that cloning should be legalised (1 mark) OR to support the IC that 'It should be for those who want cloning to remain a crime to justify themselves.' Any two of these.

Do not credit 'supports the main conclusion' if the candidate has not identified the main conclusion.

Max 4

- 22 Analyse in detail the structure of the reasoning in paragraph 3 by identifying elements of reasoning (eg reasons, conclusion, assumptions etc) and showing their relationship to each other. [13]**

Analysis 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 11 - 13	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 8 - 10	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 5 - 7	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 - 4	Candidates demonstrate limited understanding of argument structure. Candidates may provide poor paraphrases of isolated elements of arguments or give overall gist.

CAss One argument against human cloning is the idea that it is morally wrong or undesirable to create replicas of people.

CAss A clone has the same gene set as the adult from which it was cloned.

A (IC) This would make it a genetic replica of someone.

Response to CAss:

R1 Environmental factors will ensure that the resulting individual is not an identical copy, either psychologically or physically.

R2 What's more, we accept genetically identical people in the form of twins.

R3 Clones would be different ages and be brought up in different contexts.

IC Clones would be less alike than twins.

A (IC) So being a genetic replica of someone is not the same as being a replica of someone.

C Objecting to cloning on these grounds makes no sense.

Identifying C = 6. L3 answers will probably differentiate between the two assertions and the response to them. L4 answers should identify that R1 is in a different strand to R2 and R3. Identifying the assumptions would be characteristic of Top L4, even if they have not identified the two strands of reasoning.

23 How effectively does McLachlan respond to arguments against legalising human cloning? (paragraphs 2 to 9) [30]

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 25 - 30	<p>Candidates demonstrate sound, thorough and perceptive evaluation of strength and weakness in McLachlan's response to arguments against legalising human cloning. They provide consistent evaluation of the impact of this strength and weakness on the effectiveness of the response to counter argument. Candidates select key points to evaluate. Inappropriate forms of evaluation are rare and not serious.</p> <p><i>Candidates have evaluated McLachlan's response, making some relevant points to support their evaluation.</i></p>
Level 3 17 - 24	<p>Candidates demonstrate a clear understanding of weakness in McLachlan's response to arguments against legalising human cloning. They evaluate the impact of this on the effectiveness of the response to counter argument. Candidates begin to evaluate strength more clearly. Candidates select points to evaluate, but not always key points. Inappropriate forms of evaluation (disagreement, counter argument, false attribution of weakness) may occur.</p> <p><i>Candidates have made a mixture of relevant evaluation and irrelevant or inappropriate points in an attempt to evaluate McLachlan's response.</i></p>
Level 2 9 - 16	<p>Candidates demonstrate basic awareness of strength and weakness in McLachlan's response to arguments against legalising human cloning. Valid points may be isolated, but candidates begin to evaluate the impact of weakness on the overall effectiveness of the reasoning. Candidates may attribute weakness inappropriately and occasionally disagree with the reasoning or provide counter arguments rather than evaluating it.</p> <p><i>Candidates make the odd relevant evaluative point amidst description and irrelevance.</i></p>
Level 1 1 - 8	<p>Candidates demonstrate limited awareness of strength and weakness in McLachlan's response to arguments against legalising human cloning. They attribute weakness inappropriately and have little awareness of the impact of weakness on the effectiveness of the reasoning. Candidates tend to disagree with the reasoning rather than evaluate it.</p> <p><i>Candidates' responses are overwhelmingly irrelevant, descriptive or wrong.</i></p>

Key points

McLachlan does not support his claim that opposition to cloning is irrational and based on fear. This is very important as it is one of two key claims he makes in his attack on counter argument.

McLachlan does not consider important differences between cloning and other methods of reproduction, which significantly weakens his other key claim, that we accept the risks of cloning in other forms of reproduction. (Differences include: We have to accept the risks of sexual reproduction, we don't have to accept the risks of cloning. Sexual reproduction is natural, cloning is not. Sexual reproduction (including assisted) mixes the genes of two parents to make a child, cloning uses just one.) So there might be good, rational reasons for not accepting the risks of cloning.

McLachlan misrepresents the counter arguments he is refuting (straw person - various). Weakens his response because he is arguing against the wrong things (details required in student answers). Especially strong misrepresentation of 'moral wrongness' argument, which he reduces to the idea that we are (irrationally) unhappy about creating replicas of people. Although he shows (strength) that we won't be creating exact replicas of people, he doesn't answer the whole moral wrongness argument (student might amplify here).

Inconsistency re risk paragraph 2 'risks we accept easily and naturally'; paragraph 4 'very high risks'; paragraph 5 'increased risk of ...' So perhaps we are being rational not wanting to take the increased risks - again weakens the claims that are key to McLachlan's response by showing a) that CA is not irrational and b) that the degree of risk is different.

Wrong way round reasoning paragraph 5. The fact that some children are born only as the result of adulterous sex or forced sex is not a reason to support adulterous or forced sex. So the pattern of argument cannot be used re cloning, and does not answer the consent counter argument. (Could be described as an appeal to emotion.)

Reasoning from twins – wrongness not felt to be in the existence of genetically identical people but in the artificial creation of them – not answered.

Safety – in other areas of life safety is seen as sufficient grounds to make something illegal. So McLachlan's answer to the safety counter argument is inadequate / inaccurate.

Strength

Reasoning in paragraphs 6, 7 and 8 is quite strong, but it deals with fairly minor and quite weak points against cloning (which are therefore easy to knock down) so they are not a key part of the response to argument against cloning.

Where candidates say, 'McLachlan has answered part of a CA' or 'He has answered this CA quite well' we take this as evaluation of strength (so long as it is accurate).

Indicative content

Extracts from candidate answers on specific points follow below, to illustrate the difference between ways of making similar points at different levels.

Irrational**Level 4**

This whole argument is based on what McLachlan believes, as stated in the first paragraph, that all the arguments are based in irrational fear. It could be that people are against cloning due to the cost or lack of technology rather than an 'irrational fear.' He hasn't shown that the counter arguments are all irrational. The strength of all reasoning is highly diminished due to this flaw.

Level 3

He first makes a rather general response to the many arguments against his view writing 'I believe it has more to do with an irrational fear than any logical reason'. This unbiased borderline ad hominem does not greatly weaken his argument as he does address them all later on, at worst it would possibly make him appear childish... but his reasoning does not suffer because of it.

Level 2

It might not be irrational to think that cloning is unnatural.

Level 1

First McLachlan explains that we are against human cloning because we are fearful of it. This is a strong reason but he refers to no evidence to back it up. Then he goes on to explain...

Twins**Level 4**

Though clones are genetically identical, McLachlan points out that twins are too and they are accepted. However, he does not counter the idea that it is morally wrong to create replicas. Twins are identical through chance of natural process, cloning is not similar at all as it has the intent of replication. McLachlan's twin argument is weak as there are large differences between clones and twins.

Level 3

The author supports his response with an example, being the fact that we accept genetically identical people in the form of twins. This is true, and is a reasonably good example to counter the fears of those against cloning. However, those who give birth to twins are not aware they will have twins at the point of conception and if they had the choice, may have chosen not to. Those who are cloned are in total control of their actions.

Level 2

He then explains that it is not immoral to make clones. This point he makes badly. He makes a flaw in a bad analogy between twins and clones and makes the assumption that clones should be accepted as twins. However this isn't true as twins are naturally occurring clones from two parents whereas a clone has only one parent and is unnatural. This weakens the argument a lot.

Level 1

'Clones would be less alike than twins because they would be different ages.' There is no evidence of this so these examples are clear assumptions used to strengthen his argument and reasoning. In reality though they weaken it as we have no proof as to how reliable this information is.

Appeal to authority/expertise

Level 4

Though McLachlan encourages an appeal to expertise by citing his own credentials as a 'bioethicist, specialising in reproductive issues' he offers little scientific evidence in support of his argument. So, his evidence might be reliable, but his expertise does not mean that a flawed argument should be trusted.

Level 3

The evidence provided in this argument can be considered effective as the author has the relevant expertise to comment on such matters as they are a professor of bioethics 'specialising in human reproduction.' We can assume that McLachlan is in a position to comment due to the amount of research into the subject that is required to become a professor.

Level 2

McLachlan is a professor and has expertise therefore we can trust his evidence.

Level 1

He is a professor in a university meaning he is a reliable source to the community.

24 Freedom of choice should always be limited.**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 focussed on the claim given in the question. Most importantly, reasons and intermediate conclusions give strong support to the conclusion. Accomplished argument structure using strands of reasoning. Candidates define complex or ambiguous terms, such as freedom of choice, should, always and limited, and use these definitions to inform their argument, possibly qualifying 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, examples, reasons and intermediate conclusions generally support the conclusion well with occasional irrelevance or reliance on dubious assumptions. Arguments will have a clear structure, which may be simple and precise or attempt complexity with some blips. Candidates may attempt to define complex or ambiguous terms such as freedom of choice and limited 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)
June 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	76	68	60	52	45	0
	UMS	180	144	126	108	90	72	0
F493	Raw	80	50	45	40	35	31	0
	UMS	120	96	84	72	60	48	0
F494	Raw	110	79	70	62	54	46	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	12.2	31.2	54.9	76.3	91.5	100.0	6189
H450	12.8	35.3	60.4	82.6	95.9	100.0	2506

8695 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

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

OCR Customer Contact Centre

14 – 19 Qualifications (General)

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

Oxford Cambridge and RSA Examinations
is a Company Limited by Guarantee
Registered in England
Registered Office; 1 Hills Road, Cambridge, CB1 2EU
Registered Company Number: 3484466
OCR is an exempt Charity



OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553