GCE

Critical Thinking

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

Advanced Subsidiary GCE

Mark Scheme for June 2014

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

Annotation	Meaning
BP	Blank Page – this annotation **must** be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
SEEN	To mark each of the additional lined pages and additional objects pages to indicate that these have been seen and taken into account. (only necessary if no other annotations shown on that page)
C	Weak main conclusion Q24 & 26
C +	Strong main conclusion Q24 & 26
R	Weak reasons Q24 & 26
R +	Strong reasons Q24 & 26
I	Weak intermediate conclusion Q26 only
I +	Strong intermediate conclusion Q26 only
J	Weak Counter argument and response to CA Q24 only
J +	Strong Counter argument and response to CA Q24 only
S	Weak structure and development Q24 & 26
S +	Strong structure and development Q24 & 26

Section A – Multiple Choice

Question	Key	Text	Type	AO
1	B	Passwords	Name Argument element (CA)	AO1
2	D	Passwords	Strengthen	AO2
3	C	Passwords	Weakness	AO2
4	D	Baby Names	Name argument element (Reason)	AO1
5	A	Baby Names	Appeal (AA)	AO2
6	C	Equal Opportunities Policing	Argument element (CA)	AO1
7	B	Equal Opportunities Policing	Assumption	AO1
8	B	Equal Opportunities Policing	Impact of statement	AO2
9	B	Photography in Museums	Main conclusion	AO1
10	A	Photography in Museums	Name Argument element (Expl)	AO1
11	C	Photography in Museums	Flaw (HG)	AO2
12	D	Photography in Museums	Weaken	AO2
13	D	Prenuptial Agreements	Name Argument element (R)	AO1
14	C	Prenuptial Agreements	Weaken	AO2
15	C	Prenuptial Agreements	Evaluation of analogy	AO2
			Section A Total	**15**

Analysis of Multiple Choice Passages and Answers

Question	Topic/Answer		Mark	Guidance
1 - 3				**Passwords**
1		**B**	1	This is a counter-assertion in the argument. It is a simple claim and not an argument, so it cannot be • a counter-reason because this requires a counter-conclusion • or a counter-conclusion because this requires a counter-reason • or a counter-argument because this requires a reason and conclusion to oppose the main argument. It is a counter-assertion to the main conclusion (*it is vital that users have a separate password for each different Web account if they want to stay safe online*).
2		**D**	1	a. The fact that it is possible to regain control of a hacked Facebook account weakens the argument; it does not strengthen it. It reduces the importance of password security. b. The fact that most websites store passwords in a more secure form than Blizzard weakens, not strengthens, the argument. It implies that there is less need for users to take care with their passwords. c. This option does not strengthen or weaken the argument because the conclusion is hypothetical: if users want to stay safe online, then they need to have a separate password for each account. This conclusion is not affected by the degree to which users want to stay safe online. d. This offers a method for making it easier to manage passwords. If there is software which makes it easy to manage a large number of passwords, then the counter-assertion — that it is a pain to memorise a large number of passwords — becomes irrelevant. It is not necessary to memorise them. So this option does strengthen the argument.
3		**C**	1	a. The argument is not about what caused or enabled hackers to steal passwords. Tackling that problem is a totally different approach to improving internet security but as long as hacking is a threat, it makes sense to minimise the consequences by having separate passwords for each different Web account. b. The argument does not make a slippery slope from Blizzard to Amazon and Facebook. The argument just accounts for the actions of hackers. c. The argument is over-drawn because tackling the problem of using only one password does not necessarily require one to have a separate one for each account, even though that may be the safest option. d. No generalisation is made in this argument. Blizzard is purely an example and the reasoning for having a separate password for each Web account does not depend on it. It depends only on the claim that with a shared password, a hacker can easily break into somebody's accounts if one of them is compromised.

Question			Topic/Answer	Mark	Guidance
4-5					**Baby Names**
4			D	1	This element is a reason. • It is supported by evidence (*Research from America shows that girls with names considered more feminine tend to choose humanities subjects at school; girls with names considered less feminine are more likely to choose maths and science subjects*). • It supports the main conclusion (*When parents register their baby's name for the birth certificate, they should be questioned on their choice and spelling of name*).
5			A	1	a. The argument appeals to the authority of Pope Benedict XVI in place of reasoning. b. It is possible that the reader would feel emotion, because the child's name could have a profound effect on them, and also that some parents have regrets. But the author of the argument has not expressed the facts in a way that is calculated to stir up emotion. There is no exaggeration or sentimental language, for example. c. An appeal to history argues that past performance can predict future performance. This argument does not do that. d. An appeal to popularity argues that something is true or right because of the weight of numbers supporting it. This argument does not do that. The results from the British study are evidence to support the IC, they do not form a reason.
6-8					**Equal Opportunities Policing**
6			C	1	This is a counter-conclusion in the argument. It is part of an argument which opposes the author's argument. The counter-reason is '*crime is not an equal opportunities activity*'. The main conclusion of the passage is the '*police service should be diverse*'.
7			B	1	a. This is too strong; it would have been correct to say that the argument assumes that it is *desirable* to break down cultural barriers. b. The author does assume that approachability is reflected by similar ethnicity and gender, to support the conclusion and reasoning. c. The conclusion is that the police service should *be* diverse; it is not saying necessarily that the police service should *become more* diverse, so it is not assuming anything about the present situation. d. The author does not consider the gender breakdown of criminals, so although they say "*crime is not an equal opportunities activity*" this isn't necessarily referring to gender.

Question	Topic/Answer	Mark	Guidance
8	B	1	This additional claim, if true, would enable the argument to be extended to a further conclusion that the judiciary should become more diverse. However it is of no relevance to the argument as it stands which is about the police, so it neither strengthens nor weakens the argument.
9-12			**Photography in Museums**
9	B	1	a. This is a reason in the argument and supports the intermediate conclusion '*The experience of going to an art gallery is completely ruined when visitors are allowed to take photographs*'. b. This is the main conclusion of the argument. c. This is an intermediate conclusion of the argument. It is supported by a reason '*Appreciating a work of art requires quiet contemplation*'. d. This is a reason in the argument.
10	A	1	a. This is an explanation. The statement "*light levels need to be kept low*" is a cause (known technically as the explanans), the effect of which is that "*most photographs [in art galleries] are taken with flash*" (this is known technically as the explanandum). It is not trying to *persuade* the reader of the truth of the fact that most photographs are taken with flash, so it cannot be an argument. b. The reason why light levels need to be kept low is not stated, so it cannot be an intermediate conclusion. c. It is not a principle because it cannot be applied in a variety of different contexts. d. Although it begins with "because" it is not a reason in the strict sense of the word because it is part of an explanation, not part of an argument.
11	C	1	a. There is no confusion between necessary and sufficient conditions. The argument contends that photography makes appreciating a work of art impossible and in that case it is necessary to ban photography. That is an adequate reason for doing it. Whether it is sufficient, or whether there are other steps that need to be taken to improve visitors' experiences is not relevant to this argument. So the author would be right to conclude that photography should be banned. b. An argument is *ad hominem* when it attacks an opponent on a personal level, rather than giving reasons to reject their argument. This argument never mentions an opponent, just the behaviour of some people, so it cannot be *ad hominem*. c. The argument moves from art galleries to museums. The reasoning is all about art galleries but the conclusion tells us that the best thing would be to ban photography in museums. It seems likely that the reasoning would not apply in the case of museums which are not art galleries: the Science Museum, for example. The author makes a hasty generalisation. d. The author does not make a slippery slope from one event to an extreme consequence. Although "completely ruined" may resemble an extreme consequence, that is a matter of opinion, so it is not a clear-cut example of a lack of a logical link to a slippery slope.

Question			Topic/Answer	Mark	Guidance
12			**D**	**1**	a. The fact that most people use a phone rather than a camera to take photographs makes no difference to this argument. The author's objections to photography have nothing to do with the equipment that the photographer is using unless we were to assume that phones were less likely to use flash than other sorts of camera. b. The fact that flash photography is harmful to works of art strengthens, not weakens, the argument. It provides an additional reason to ban photography in museums that contain works of art. c. This point would strengthen the argument, because it suggests that banning photography would improve the economic viability of museums. d. The enjoyment of the experience of visiting a museum is central to the argument. This point significantly weakens the argument and gives a clear reason why all museums should not ban photography. It is in fact a direct counter to the first sentence of the passage.
13-15					**Prenuptial Agreements**
13			**D**	**1**	This element is a reason. It supports the main conclusion '*Every couple about to marry should consider having a prenuptial agreement*'.
14			**C**	**1**	a. This is an unsupported appeal to (Jewish and Muslim) tradition. If it were shown that such contracts are effective, then it would actually strengthen the argument. It would only weaken the argument if such contracts were shown to be ineffective. As it is, we don't know, so it is irrelevant. b. As prenups are arranged before the marriage, the fact that not every couple has property or children is irrelevant as both are possibilities before and during the marriage. c. This most weakens the argument as it gives a reason why couples should not consider having the prenup in the first place. In the event of a dispute, the decision would still rest with the judge, and though the judge could still choose to endorse the prenup (s)he could overrule it. d. The cost is not totally relevant, as the main conclusion says that every couple should CONSIDER having a prenup, not that they have to have it.
15			**C**	**1**	a. This expresses a difference in the things being compared (known technically as a disanalogy), at best differences are trivial or irrelevant, at worse they are weaknesses in the analogy; they cannot be strengths. b. This is irrelevant and is not an expression of strength in the analogy. Where the items originated from does not show the strength in the comparison of the points. c. This expresses the strength in the analogy in showing the similarity of the situations in protection against personal or other person's mistakes. d. This also expresses a difference (see comment on (a) above).
			Section A Total	**15**	

MARK SCHEME
Section B – Analysing and Evaluating Argument

Question			Topic/Answer	Mark	Guidance
16	**(a)**		**CONCLUSION** **2 marks:** (so) buses should be **fare**-free for everyone [*Para 1*] **Examples for 1 mark:** • (so) buses should be free for everyone. *[missing out information]* • Our taxes already pay for health care, schools and roads, so buses should be fare-free for everyone in England. *[adding argument element]* **Examples for 0 marks:** • It is the government's responsibility to provide public services. *[Para 1 - Principle]* • If something is free for some, it should be free for all *[Para 2 – Hypothetical reason]* • So making buses free is of vital importance in reducing car use. *[Para 7 - Reason]*	**2**	**Principle of discrimination for questions 16a and 16b** This question discriminates between candidates who can demonstrate a secure understanding of the overall structure of the argument, and those who can only recognise the gist of it. **2 marks - PRECISION** For precisely stating the argument element in the exact words of the author. **1 mark - APPROXIMATE** • For stating the argument element in the exact words of the author, but adding or missing out information. • OR For a reasonably precise statement of the argument element which includes minor paraphrases. **0 marks** • For a statement of an incorrect part of the text. • OR For no creditworthy material. NB Only credit the words actually written. Do not credit words replaced by dots. NB Any words in brackets are not required but candidates should not be penalised if these words are included.

Question			Topic/Answer	Mark	Guidance
16	(b)	(i) & (ii)	**PRINCIPLES** *[Para 1]* **2 marks:** • It is the government(')s responsibility to provide public services. [*Para 1*]. • If something is **free for some**, it should be free for all [*Para 2*] • We should **all** strive to achieve a cleaner planet (for our future and our children's future). *[Para 7]* **Examples for 1 mark:** • We should strive to achieve a cleaner planet. *[missing information - all]* • It should be free for all *[missing information]* **Example for 0 marks:** • Buses should be fare-free for everyone *[not a guide to action in **other** areas]*	2 2	**Principle of discrimination for questions 16a and 16b** This question discriminates between candidates who can demonstrate a secure understanding of the overall structure of the argument, and those who can only recognise the gist of it. **2 marks - PRECISION** For precisely stating the argument element in the exact words of the author. **1 mark - APPROXIMATE** • For stating the argument element in the exact words of the author, but adding or missing out information. • OR For a reasonably precise statement of the argument element which includes minor paraphrases. **0 marks** For a statement of an incorrect part of the text. For no creditworthy material. **NB** Only credit the words actually written. Do not credit words replaced by dots. Any words in brackets are not required but candidates should not be penalised if these words are included. The principle from paragraph 1 "It is the government's responsibility to provide public services *can be considered to be a principle, as it is a guide to action (for the government, as it is their responsibility); and it can be applied in different contexts*].

Question			Topic/Answer	Mark	Guidance
16	(c)	(i) & (ii)	**INTERMEDIATE CONCLUSIONS** **1 mark** • (But actually) it would not cost (that) much *[Para 2]* • (Also) the benefits of fare-free travel justify the additional expense *[Para 3]* • There are strong economic benefits to free bus travel *[Para 4]* **Example for 0 marks:** • Buses should be fare-free for everyone *[Para 1 - incorrect argument element]* • Making the buses free for everyone would also make society more equal *[Para 2 - the word "also" rather than "therefore" shows this is functioning as a joint reason]* • This would revitalise our town centres and create new opportunities for everyone. *[para 3 – explanation not an IC].*	1 1	**Principle of discrimination** This question discriminates between candidates who can demonstrate accuracy in the selection of the correct argument element, and those who have not understood the gist of the argument. **1 marks - PRECISION** • For precisely selecting and stating the correct argument element. **0 marks** • For a statement of an incorrect part of the text. • For no creditworthy material. **NB** Only credit the words actually written. Do not credit words replaced by dots. Any words in brackets are not required but candidates should not be penalised if these words are included. Do not credit repeated points. **DO NOT accept the following intermediate conclusions as these are from paragraphs OTHER than 2-4:** • Free buses would be a great service that could be used by everyone [*Para 1 – this is supported by the reasons in Para 2*] • Therefore less likely to spot hazards [*Para 5 – this can be seen as drawn from the reason in para 5*] • Making the buses free for everyone has been shown to be practical and effective *[Para 6]* • There are environmental benefits in changing to free buses *[Para 7]*

Question			Topic/Answer	Mark	Guidance
17	(a)		**ARGUMENT ELEMENT NAME** *[Para 2]* **1 mark** • Counter(-)assertion • Counter(-)claim **Examples for 0 marks** • Counter-claim/counter-assertion *(or any scattergun attempt)* • Counter-argument • Counter-reason • Counter • Flaw • Assertion • Claim	1	**Principle of discrimination** This question discriminates between candidates who can apply the language of reasoning appropriately and precisely to the context, and those who have a basic level of application. **1 mark - CLEAR IDENTIFICATION** • For a clear identification that it is a counter assertion. **0 mark** • For a statement that it is an argument. • For no creditworthy material.

Question			Topic/Answer	Mark	Guidance
17	(b)		**ARGUMENT ELEMENT JUSTIFICATION** **Examples for 2 marks:** • It is refuted by the next statement *[accept this as reference to the text]* and is a simple statement, not an argument *[justification]*. • It is the opposite point of view which is dismissed *[explains counter]* when the author says 'actually it would not cost that much' *[reference to text]* and is only a simple statement. • It does not have a reason and conclusion and is refuted by the point that 'it would not cost that much'. • It is not supported by a reason and opposes the main conclusion that 'buses should be fare-free for everyone'. • It has no conclusion and opposes the main conclusion that 'buses should be fare-free for everyone'. **Examples for 1 marks** • It challenges the author's conclusion and is not an argument. • It is a simple statement that opposes the author's point *[generic, no reference to the text]* • No reason is given why it would cost so much [*why it is an assertion, not an argument etc.]* • The cost opposes the main conclusion *[why it is a counter]* **Examples for 0 marks** • It is followed by the indicator word 'but' • It opposes the main argument *[generic definition of a counter]*	2	**Principle of discrimination** This question discriminates between candidates who can apply the language of reasoning appropriately and precisely to the context, and those who have a basic level of application. There are three areas to be addressed in the response: • To make reference to the text • To explain why it is a counter • To explain why it is an assertion / not an argument **2 marks - CLEAR** • For a clear justification why it is a counter-assertion (**BOTH counter** – such as opposes, refuted by, challenges **AND** why it is an **assertion** / not an argument – such as simple statement, simple claim, simple assertion) in context or with reference to the text. **1 mark - LIMITED** • For a generic definition of what a counter-assertion is (counter – such as opposes, refuted by, challenges AND why it is an assertion or not an argument – such as simple statement, simple claim, simple assertion). • For a justification with reference to the text which explains "counter" or "assertion" but not both, or lacks clarity. **0 mark** • For a statement that it is a counter-assertion. • For a generic definition of "counter" **or** "assertion" but not both. • For no creditworthy material. **NB** • Performance in 17b is not dependent on 17a. • Use of the terms '**reason**' and '**conclusion**' lack clarity in the explanation of the 'assertion' part of the definition.

Question			Topic/Answer	Mark	Guidance
18			**CAN THE CLAIM BE RELIABLY INFERRED** *[Para 2]*	2	**Principle of discrimination**
					This question discriminates between candidates who can recognise whether or not claim can be drawn from the evidence given, and those who can give partial justification(s) for their judgement on the link between a claim and evidence given.
			Examples for 2 marks		
			• No, because the evidence shows those who are entitled to free bus travel, not whether they use it.		
			• It cannot be concluded because the two groups of people mentioned, OAPS and the disabled, may overlap		**2 marks - CLEAR**
					A clear judgment and explanation of why the claim cannot be inferred, with reference to the link between the evidence and the claim.
			Example for 1 mark		
			• The evidence shows those who are entitled to free bus travel, not whether they actually travel on buses. [*explanation without judgement*]		**1 MARK - LIMITED**
			• The number of children who travel free may be less than the number of disabled OAPs *[explanation without judgement]*		• A statement that it cannot be inferred with an unclear or unconvincing explanation.
			• To some extent but the groups may overlap *[hedging their bets- ambiguous judgment]*		• An explanation with no judgment or with an ambiguous judgment
			• No, because the evidence shows those who are entitled to free bus travel *[judgment with unclear explanation]*		**0 mark**
					• For any explanation of why it *can* be reliably inferred
			Example for 0 marks		• For no creditworthy material.
			• Yes because 20% plus 20% equals 40%		• For a correct judgment with no explanation or a wrong explanation *(such as 'it does not include the 1.25million school children').*
			• Yes because if you add up the percentages, then nearly half of the population already are entitled.		
			• Yes, because a lot of children travel free as well		
			• No because the numbers do not add up		
			• No, because we don't know how often they travel on buses [*missing the point – it is not how often, but whether they use buses at all that matters*]		
			• No because it doesn't include school children/may be more than 40% *[misunderstanding meaning of "at least"]*		

Question	Topic/Answer	Mark	Guidance
19	**ASSUMPTION** *[Para 4]* **Examples for 2 marks** • When people visit the shops they spend <u>money</u> • When people have more time, they will spend <u>money</u>. • People do not panic <u>buy</u> before rushing to the car park • There are more <u>economic benefits</u> if people spend money (in the shops) than if they save it and invest it or spend it in other ways. • It assumes that people spending time in shops has an economic benefit. **Examples for 1 mark** • When people spend more time in the shop, they will spend **lots** more money *[over-stated and is not necessary]* • People would *use the bus* to visit the town centre shops and spend more time in them *[not related to economic benefits]* • Most town centres do not have 'pay at exit' parking *[not related to economic benefits]* • You do not have to get a parking fine if you don't take the bus/just because you have used a car *[counter]* • People who travel by bus may also rush away in order to catch their bus [*counter*] • *It assumes that town centres do not have free parking.* **Example for 0 marks** • Lots of people would visit town centre shops and would be likely to spend more time in them. *[quote]* • It's not true that people will visit the town centre [trivial counter] • Parking tickets reduce the time people spend in shops *[not an unstated assumption as this is just the converse of what is being claimed]* • People will visit town shops more often *[if true, would support reasoning, but not something that "must" be assumed]* • People would have more money to spend in shops if buses were free *[see above comment]*	2	**Principle of discrimination** This question discriminates between candidates who recognise the unstated assumption without which the argument does not function, and candidates who can show some recognition of missing reasons in the argument area, but who may lack clear understanding of whether the assumption is necessary. **2 marks - CLEAR** Identification of an assumption which is necessary for the argument and which would support the author's argument. In this case it must enable the statement "*lots of people would visit town centre shops and spend more time in them rather than rushing out to avoid parking fines*" to support the claim "*there are strong economic benefits to free bus travel*". **1 mark - LIMITED** • Identification of an assumption which lends minimal support to the author's argument. In this case it could be an assumption needed to support the inference that free bus travel would lead to lots of people visiting town centre shops and spending more time there • Identification of an assumption which lends strong support to the author's argument, but lacks clarity in expression. • For the essence of an assumption expressed as a counter. **0 marks** • For just a reference to the text • For no creditworthy material If TWO assumptions are given, mark both independently but award the *lower* of the two marks. If two assumptions are given, then the candidate is implying both are necessary, and so if one is not worthy of credit, award 0.

Question			Topic/Answer	Mark	Guidance
20			**USE OF EVIDENCE EVALUATION** *[Para 4]* **WHAT the weakness is** A. The sum is **relatively** small B. The sum is **lost** revenue/not expenditure C. The **fare evasion** may harm the bus company but not the wider economy D. The evidence is only from **London/**in 2010 E. Non sequitur– the evidence does not link **sufficiently** to the claim **WHY this is a weakness** A. (although it looks a lot) it is only a tiny fraction of total fare revenue B. If buses were made free, this revenue (and more) would be lost anyway C. As people who evade bus fares may be travelling to earn or spend money D. London may not be typical as more people there use buses E. The claim is about combating fare evasion (and fare collection), not just the cost of fare evasion. **How this weakness impacts** A. So the impact on overall/costs benefits of introducing free bus travel will be minimal B. So there would be no economic benefits/effects or there would be added costs C. Which brings economic benefits D. The economic impact may not apply to the rest of the country **Examples for 0 marks** • For answers which suggest that the £40m is the cost of paying ticket inspectors or installing or maintaining barriers *[misinterpreting the evidence]* • The amount lost may even be more than £40m, so there would be no economic benefits *[author is not claiming that fare-dodging has economic benefits]*	3	**Principle of discrimination** This question discriminates between candidates who recognise and give a clear justification for the presence of a weakness in a specific area in relation to the overall argument, and those who can give partial justification(s) for their evaluation of the relative weakness in specific parts of the argument. **Three marks are independently* available:** • Correct identification of WHAT a weakness is • An explanation of WHY this is a weakness • An assessment of HOW this weakness in the use of the evidence impacts on the author's reasoning in Para 4 * It is unlikely a candidate could get the "HOW" mark unless they have a valid "WHAT" or "WHY" point • Do not credit responses that merely state that the claim is a weakness; that is stated in the question; candidates must refer to the impact on reducing costs or bringing about economic benefits to get the "HOW" mark **NB** This question requires candidates to evaluate the **USE** of the evidence, not the evidence itself. For example, evaluative points made about "2010" **must** be about the **USE** of the evidence, not just simplistically that 2010 was some time ago.

Question			Topic/Answer	Mark	Guidance
21	(a)		**FLAW (NAME)** *[Para 5]* **1 mark** • Restricting the options **Accept** • False dichotomy • False dilemma **Examples for 0 marks** • Straw man/person • Necessary and sufficient conditions • Attacking the person / *ad hominem* • Slippery slope • Restricting the reasons • Limiting the options *[not the term used by the specification]*	1	**Principle of discrimination** This question discriminates between candidates who can identify flaws in reasoning, and candidates who identify obvious weaknesses in reasoning without accurate identification. *False dilemma is technically incorrect. However, it is being allowed as it is included within an OCR endorsed textbook and it would be unfair to penalise candidates using this term.* **1 mark – PRECISION** For precisely naming the flaw in the exact words required in the specification. **0 marks** • For naming an unrelated/incorrect flaw, or other key term used in the specification. • **OR** for a scattergun approach (correct answer along with others). • **OR** for no credit-worthy material.

Question			Topic/Answer	Mark	Guidance
21	**(b)**		**FLAW EXPLANATION** **Examples for 2 marks** • The author presents only one option (the current situation is implied, the option offered is fare-free buses) when there could be more options available. • Making buses free is not the only way to avoid accidents; there could be other ways of reducing crashes. **Examples for 1 mark** • There is only one option of avoiding accidents. • There are other ways to avoid accidents and difficulties for the driver. *[doesn't make it clear why this is a false dichotomy – doesn't say what is wrong]* • The author presents one option when there could be more options available. *[no reference to the text]* • It is unlikely that it would end up in accidents (as drivers collect fares when the bus has stopped) *[phrased as a counter, not an evaluation]* • At present buses don't often have accidents (so even if drivers didn't collect fares, there isn't much scope for accident reduction) *[counter]* **0 marks** • The author says that collecting fares will lead to stress, which will in turn lead to failure to spot hazards and thus to accidents is an extreme or exaggerated outcome. *[explanation of slippery slope, but a slippery slope must lack logical links between the steps (or have steps missing) whereas here the steps are logically linked]*	2	**Principle of discrimination** This question discriminates between candidates who can explain accurately what is weak in the use of flaws, and candidates who identify obvious weaknesses in reasoning with some understanding of what is wrong. **2 marks – CLEAR** • A clear explanation of what is meant by this type of flaw, which then refers to the text, and an explanation of why it weakens the reasoning. **1 mark - LIMITED** • For a generic justification that the flaw is a weakness. • For a reference to the text which shows there is a weakness but does not relate it to the name of the flaw • For a limited justification that the flaw is a weakness, perhaps phrased as a counter. **0 marks** • For just a reference to the text • For no credit-worthy material. NB If there is a wrong answer in 21a, they can still achieve full marks in 21b.

Question			Topic/Answer	Mark	Guidance
22			**EXAMPLE EVALUATION** *[Para 6]* **Examples of evaluative points which could be raised** A. The scheme has been going a long time B. Hasselt may be very unlike towns in the UK C. Hasselt is only one town in the whole of Europe D. The data on passenger numbers shows a significant increase E. Flaw of arguing from one thing to another F. Hasselt is a small town/ is in Belgium G. 1997 was a long time ago **Examples for 3 marks** • The example given is a small town. The success there may not be transferable to a national scheme in the UK. It cannot be used as an example to show such schemes would be practical or effective in the UK. *[depth of evaluation].* • Hasselt is in Belgium. This may mean that it is very different to the UK. It cannot be used as an example to show such schemes would be practical or effective in the UK. *[depth of evaluation].* • Hasselt is small but the UK is much bigger in terms of population and the cost of applying the project to the UK would be greater. *[breadth of evaluation]* **Examples for 2 marks** • The data on passenger numbers shows a significant increase and this would give persuasive support for doing the same in the UK. **Examples for 1 mark** • It is strong as it gives two reasons – the numbers using the bus each day and the social benefits. • The UK is not like Hasselt.	3	**Principle of discrimination** This question discriminates between candidates who recognise and give a clear justification for the presence of a strength or weakness in a specific area in relation to the overall argument, and those who can give partial justification(s) for their evaluation of the relative strength or weakness in specific parts of the argument. **3 marks - CLEAR EVALUATION** • Correct identification of the weakness or strength with two points of elaboration or development *(depth of evaluation OR breadth of points of evaluation)* **2 marks - LIMITED EVALUATION** • Correct identification of the weakness or strength WITH one point of elaboration or development **1 mark - SUPERFICIAL EVALUATION** • Correct identification of what the weakness or strength is, may be with a superficial or repetitive elaboration perhaps worded in the form of a counter. **0 marks** • For no creditworthy material • OR For a quote (such as "the average number of passengers using the buses each day has increased from 1000 to 12600") • OR For just summarising or paraphrasing the argument in para 6 and calling it a "strength". **N.B.** Candidates can give either a strength or a weakness. They do not need to identify whether their evaluation is a strength or a weakness. Do not credit responses that merely state that the claim is a strength or a weakness.

Question			Topic/Answer	Mark	Guidance
23	(a) & (b)		**EVALUATION OF Para 7** **Examples of evaluative points which could be raised** A. Assumption - printing tickets will require significant amounts of paper/trees B. Assumption - main costs of car use are variable costs dependent on usage C. The nature of hypothetical reasoning is that the consequence is not certain. D. The nature of hypothetical reasoning is that the consequence is persuasive in arguing for the change. E. Assumption – more people using free buses F. Assumption – the extra bus passengers are people who would have used cars G. Flaw of **conflation** - buses and public transport H. **Necessary and sufficient conditions** - making buses free may be necessary in reducing car use, but it is may not be sufficient. I. **Preference** (considering giving up cars) is not the same as choice. J. The conclusion is too strong to be reliably drawn from the reasoning. K. Restricting the options L. Appeal to popularity, just because ¾ of people believe something should be done, does not mean that it should be done. **Example for 3 marks** Passage only talks about not "considering" giving up their car but considering is not the same as doing. People can state a preference for one thing but choose to do another. This evidence does not strongly support the HR. **Example for 2 marks** Printing tickets will require significant amounts of paper whereas the tickets are usually the plastic Oyster card. **Example for 1 mark** Even if there are environmental benefits to changing to free buses, does not mean that we should make buses fare-free.	2x3	**Principle of discrimination** This question discriminates between candidates who can identify areas of evaluation in reasoning, explaining accurately how each impacts on the reasoning, and candidates who identify obvious strengths or weaknesses in reasoning with some understanding of what is wrong. **3 marks - CLEAR EVALUATION** • Correct identification of the weakness or strength with two points of elaboration or development *(quality of evaluation OR quantity of points of evaluation)* **2 marks - LIMITED EVALUATION** • Correct identification of the weakness or strength WITH one point of elaboration or development **1 mark - SUPERFICIAL EVALUATION** • Correct identification of what the weakness or strength is, may be with a superficial or repetitive elaboration, perhaps worded in the form of a counter. **0 marks** • For responses that evaluate the wrong paragraph • For no credit worthy material Candidates can give either a strength or a weakness. They do not need to identify whether their evaluation is a strength or a weakness. Do not credit responses that merely state that the claim is a strength or a weakness. **Do not credit repeated points** Do not credit answers which merely query the evidence (such as 'we don't know how many people were surveyed', '¾ of people is an appeal to popularity').
			Section B Total	30	

Section C – Developing your own arguments

Question	Topic/Answer	Mark	Guidance
24	**Acceptable conclusions** • It is better to reward good behaviour than punish bad behaviour *[support]* • It is not better to reward good behaviour than punish bad behaviour *[challenge]* • It is better to punish bad behaviour than reward good behaviour *[challenge]* • It is good to use rewards and punishments *[qualified]* **Examples of points that may be raised:** Support • It can be unfair just to punish. • Rewards change the intent, rather than just the action. • It avoids resentment and alienation. • It is more effective, kinder, more motivating. Challenge • It is not feasible for the government to reward people • It is not society's role to notice compliance • Different aims of punishment: retribution, reform, rehabilitation, vindication, deterrence, etc. • It demonstrates society's disgust at certain behaviours Qualified • Different situations demand different actions • Both are needed – for example in schools • It demonstrates society's disgust at certain behaviours **Example of a strong counter argument and response** Many people believe that punishing bad behaviour is a deterrent, and so are more likely to change their behaviour. However, this type of discipline reduces morale and makes people fear the authority figure. **Example of weak counters and responses** Some people say that we should not reward good behaviour, however they are wrong. *[counter assertion and weak response].*	12	**Principle of discrimination** This question discriminates on whether a candidate can demonstrate the ability to select and use components of reasoning including sustained response to counter-argument, and synthesise them, to create well- structured arguments. **Level 4 12 marks** 4 areas are strong **12 marks** **Level 3 Cogent and sustained response** 3 areas are strong, 2 are weak **9 marks** Plus credit 1 mark for one of the following: **(MAX +2)** - Other argument elements, if present, effectively support the argument. - Argument as a whole can be considered as concise, not verbose. **Level 2 Fair response** • 3 areas are strong **7 marks** • 2 areas are strong, 2 weak **6 marks** • 2 areas are strong, 1 weak **5 marks** Plus credit 1 mark **each** bullet point: **(MAX +2)** - Other argument elements, if present, effectively support the argument. - Argument as a whole can be considered as concise, not verbose. **Level 1 Limited / Basic Response** • 2 strong **4 marks** • 1 strong, 2-3 weak **3 marks** • 1 strong, 1 weak **2 marks** • At least 2 areas covered weakly **2 marks** • 1 area covered weakly **1 mark** Plus credit 1 mark for the following: **(MAX +1)** - Other argument elements, if present, give some useful - support to the argument.

Question	Topic/Answer	Mark	Guidance
	In this question, there are four requirements: 1. well-structured, sustained and developed argument 2. at least two reasons 3. a counter-argument and response 4. a main conclusion. For each of the four areas, the assessment could be strong, weak or not covered / absent / missing. **Main Conclusion** • Strong (C+) = MC is stated and precisely responds to the question • Weak (C) = MC present but different from that required • Absent = MC is significantly different to that required or implied **Counter argument and Response** • Strong (J+) = Relevant counter argument which is responded to by reasoning relevant to MC • Weak (J) = A counter-assertion or weak counter-argument and a response are offered • Absent = counter assertion / argument alone are given. **Reasons** • Strong (R+) = Two distinct reasons giving support to the MC, without intrusive assumptions and/or flaws • Weak (R) =One or more relevant reasons (e.g. reasons are just repetitious) • Absent = reasoning given cannot be classified as reasons and/or relevant. **Structure and Development** • Strong (S+) = Sustained, organised and easy to follow (e.g. good use of argument indicator words). Effective development (e.g. through connecting the reasons, supporting / illustrating / clarifying reasons through		**NB:** **The response to the counter cannot be 'doubled marked' as a response to CA and as a reason. Candidates were required to give 2 reasons, as well as a response to their counter.**

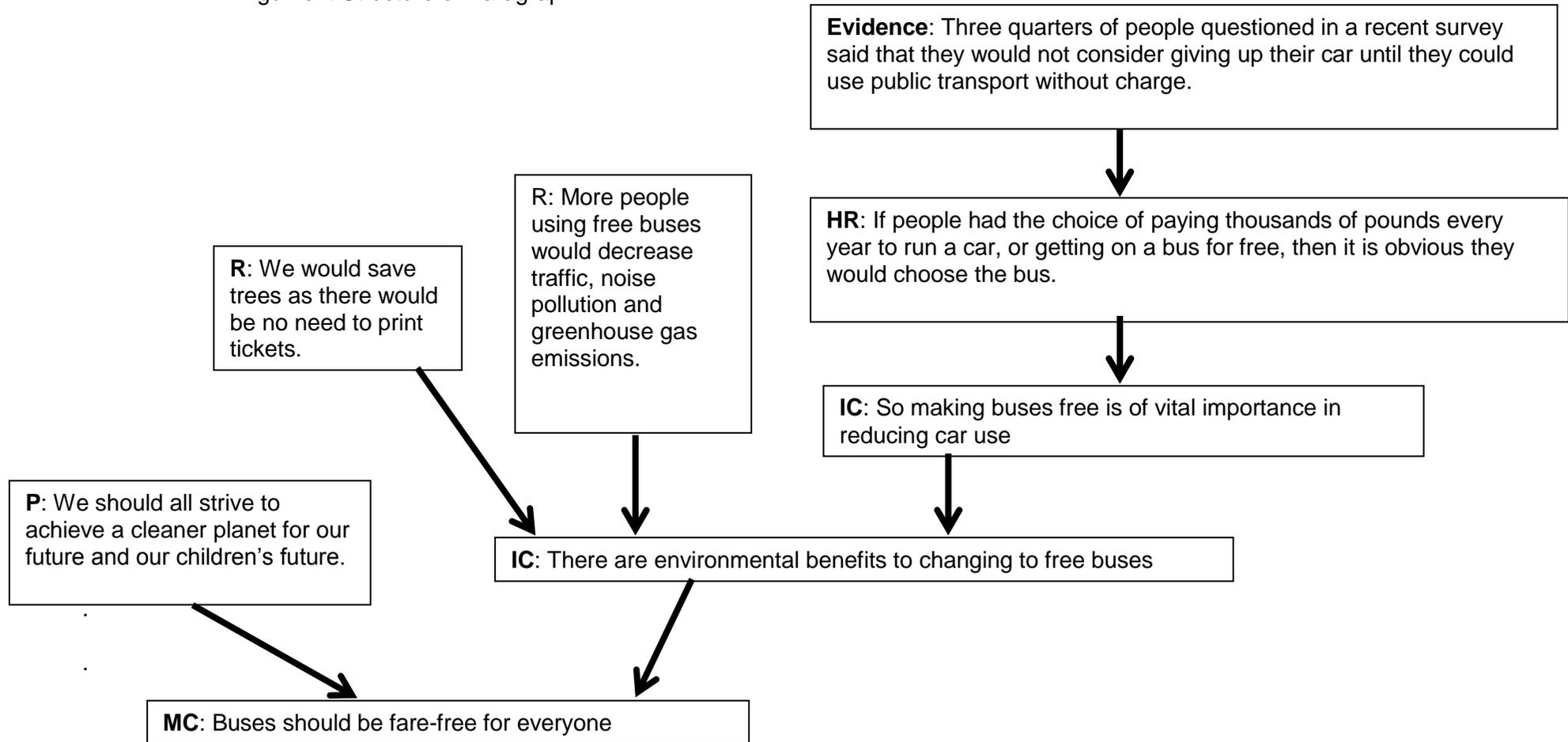| Question			Topic/Answer	Mark	Guidance
			explanations / examples) • Weak (S) =Some clarity and organisation. GSP may impede understanding. May be characterised as a rant / emotive / rhetorical reasoning. • Absent = Unclear or no organisation.		

Question			Topic/Answer	Mark	Guidance
25	a		**REASON WITH EXAMPLE TO SUPPORT** **3 marks** **E.g. Reasons and examples based on fairness** • It is unfair. For example, homeless women are given housing by local authorities but homeless men are not. • Because it is unfair that those who are in need of dental surgery have to pay quite large sums, whereas those who need other sorts of surgery get it free • Because it is unfair *[reason]* that only OAPs and school children receive bus passes *[example]*. **E.g. Reasons and examples based on stigmatisation** • Because it can lead to stigmatisation when poor students are the only ones to get free school meals **E.g. Reasons and examples based on practicality** • Because it would create a lot of extra work *[reason]* if, for example, GP surgeries had to screen out foreign visitors to eliminate health tourism *[example]* **2 marks** • Because poor students may suffer bullying, if for example they are the only ones to get free school meals *and* free school uniform *[2 examples]* • It is unfair, that old people and students can get a railcard, whereas others cannot *[reason with example offering limited support as rail cards only give the holder a discount, not free travel]* • Healthcare is free for all *[example]* because even a rich person might struggle to pay for the cost of an operation *[reasoning specific to the example]* **1 mark** • Because it would be unfair *[no example]* • Lots of people already get free prescriptions *[example]*	3	**Principle of discrimination** This question discriminates between candidates who select and utilise argument elements effectively and clearly, accurately and coherently using appropriate language, and those who convey a basic point. **3 marks - PRECISE** For a relevant and precise reason WITH example that gives clear support to the claim *[the example must be illustrative of the reason, not vice versa]*. **2 marks – ADDITIONAL ELEMENTS / PARTIAL SUPPORT** • For a simple error in selection of the requested elements (e.g. adding material) • AND/OR For selecting elements which only offer partial support for the claim (such as selecting an example which is then developed into a reason). **1 mark – OMISSION** Omission of the reason OR the example required. **0 marks** • For no creditworthy material. • OR for something unrelated or implausible. so it does not give support • OR for a response which challenges the claim. DO NOT penalise responses which utilise material from the Resource Booklet (e.g. bus passes). **NB** Hypothetical reasons are reasons. Principles can also act as reasons. **NB** If 'free' is used in the context of charging / free speech / free trade / freedom, the candidate can still access the full range of marks.

Question			Topic/Answer	Mark	Guidance
25	**b**		HYPOTHETICAL REASON TO CHALLENGE **Examples for 3 marks** • If you extended the free services that some enjoy to everyone, then the cost would be prohibitive • If someone needs/deserves something, then it doesn't necessarily mean they have a right to it • If it is free for everyone, some people will misuse it and abuse it *[misuse and abuse are not seen as separate]]* • If everyone had the same things for free, then some people would not value it, which is disappointing *[the final clause is not additional material, it merely provides clarification].* • If, when deciding whether to charge for things, you show positive discrimination by making them free only for disadvantaged people, then you bring about equality *[most answers which talk about equality are supporting the claim, but this is challenging it* **2 marks** • Things should not be free for all because if they were then people would waste them [*additional element, even though it comes from the question rubric]* • If it is free for everyone, some people will misuse it and make everyone unhappy. *[misuse and making people unhappy are seen as separate]* • If everyone had a free bus pass, then some people would not value this service *[hypothetical example – partial support].* **1 mark** • Because it will cause taxes to rise *[not hypothetical]* **0 marks** • Because if you don't treat everyone equally then people will get jealous *[support not challenge]*	3	**Principle of discrimination** This question discriminates between candidates who select and utilise argument elements effectively and clearly, accurately and coherently using appropriate language, and those who convey a basic point. **3 marks - PRECISE** For a relevant and precise hypothetical reason that gives clear support to the claim. **2 marks – ADDITIONAL ELEMENTS / PARTIAL SUPPORT** • For a simple error in selection of the requested elements (e.g. adding material) • AND/OR For selecting elements which only offer partial support for the claim (for example by offering a hypothetical example) **1 mark – REASON not HYPOTHETICAL** For selection of a reason, which is not hypothetical. **0 marks** • For no creditworthy material • OR for something unrelated or implausible, so it does not give challenge (even if it is still a hypothetical reason) • OR for material which supports the claim. **NB** If 'free' is used in the context of charging / free speech / free trade / freedom, the candidate can still access the full range of marks.

Question			Topic/Answer	Mark	Guidance
26			In this question, there are four requirements: 1. well-structured, sustained and developed argument 2. at least two reasons 3. an intermediate conclusion 4. a main conclusion. For each of the four areas, the assessment could be strong, weak or not covered / absent / missing. **Main Conclusion** • Strong (C+) = Correct MC is stated - **Public transport should NOT be free for all** • Weak (C) = MC present but different from that required *(e.g. 'I don't think that public transport should be free for all)* • Absent = MC is significantly different to that required or implied (such as 'I disagree') **Intermediate Conclusion** • Strong (I+) = Progressive IC – it is fully supported by one or more reasons and gives support to the MC • Weak (I) = summary statement or a statement of the MC reworked • Absent = IC not present (e.g. explanatory statement, implicit statement) **Reasons** • Strong (R+) = 3 relevant and distinct reasons, 2 giving strong support to the MC/IC, without intrusive assumptions and/or flaws • Weak (R) =One or more relevant reasons (e.g. reasons are just repetitious) • Absent = reasoning given cannot be classified as reasons and/or relevant to their MC. **Structure and Development** • Strong (S+) = Sustained, organised and easy to follow (e.g. good use of argument indicator words). Effective development (e.g. through connecting the reasons, supporting / illustrating / clarifying reasons through explanations / examples) • Weak (S) = Some clarity and organisation. GSP may impede	**12**	**Principle of discrimination** This question discriminates on the whether a candidate can demonstrate the ability to select and use components of reasoning including an intermediate conclusion, and synthesise them, to create well-structured, sustained arguments. **Level 4 12 marks** 4 areas are strong **12 marks** **Level 3 Cogent and sustained response** 3 areas are strong, 2 are weak **9 marks** Plus credit 1 mark for one of the following: **(MAX +2)** - Other argument elements, if present, effectively support the argument. - Argument as a whole can be considered as concise, not verbose. **Level 2 Fair response** • 3 areas are strong **7 marks** • 2 areas are strong, 2 weak **6 marks** • 2 areas are strong, 1 weak **5 marks** Plus credit 1 mark **each** bullet point: **(MAX +2)** - Other argument elements, if present, effectively support the argument. - Argument as a whole can be considered as concise, not verbose. **Level 1 Limited / Basic Response** • 2 strong **4 marks** • 1 strong, 2-3 weak **3 marks** • 1 strong, 1 weak **2 marks** • At least 2 areas covered weakly **2 marks** • 1 area covered weakly **1 mark** Plus credit 1 mark for the following: **(MAX +1)** - Other argument elements, if present, give some useful support to the argument.

Question			Topic/Answer	Mark	Guidance
			understanding. May be characterised as a rant / emotive / rhetorical reasoning. • Absent = Unclear or no organisation. **Examples of points that may be raised:** • Needing free public transport is not the same as having a right to it or deserving it • Use should be determined by want • Big government versus small government • It is very costly • It would be impractical • Many already have entitlement • It would not stop anti-social behaviour • Might lead to overcrowding • Suggestion that it would reduce carbon emissions is based on questionable assumptions • Might discourage cycling/walking • It may increase pollution • Logistical issues. **Acceptable conclusion** – this question asks ONLY for a challenge: Public transport should NOT be free for all **Do NOT credit material simply repeated from the Resource Booklet (e.g. copying particular reasons / examples).** For example, candidates who merely give an argument against free buses will be unlikely to gain strong for reasons. **If the candidate has adapted / developed material from Resource Booklet into a new argument, then this is acceptable.**		NB The intermediate conclusion cannot be 'double marked' as an intermediate conclusion *and* as a reason. Candidates were required to give 3 reasons, as well as an intermediate conclusion. The specification [3.2.1.4 page 13] says "candidates should recognise that longer arguments *may contain explanations* as part of the argument. Explanations in this type of question should therefore be credited. In particular a statement that has been explained (*explanans*) *(*by means of a "because…." type *explanandum*) can be accepted as an intermediate conclusion. *[The textbooks have examples of this (OCR Heinemann Page 127, Dynamic eBook page 194]).* However do NOT accept as ICs statements that are supported merely by evidence (especially spurious evidence that is sometimes seen from candidates) Candidates who support rather than challenge the claim are capped at 3 marks out 12
			Section C Total	30	
			Paper Total	75	

APPENDIX 1: Argument Structure of Paragraph 7

APPENDIX 2: Marking grid for question 24

Main Conclusion		Reasons	
Strong (C+)	MC is stated and precisely responds to the question	Strong (R+)	Two distinct reasons giving support to the MC, without intrusive assumptions and/or flaws
Weak (C)	MC present but different from that required	Weak (R)	One or more relevant reasons
Counter and response		**Structure and development**	
Strong (J+)	Relevant counter *argument* which is responded to by reasoning relevant to MC	Strong (S+)	• Sustained, organised and easy to follow (e.g. good use of relevant use of argument indicator words). • Effective development (e.g. through connecting the reasons, supporting / illustrating / clarifying reasons through explanations / examples)
Weak (J)	A counter-assertion or weak counter-argument and a response are offered	Weak (S)	• Some clarity and organisation. May be repetitive or list like. • May be characterised as emotive / rhetorical reasoning

Level 4
4 areas are strong **12 marks**

Level 3
3 areas are strong, 1 is weak **9 marks**
Credit 1 mark for each: (MAX +2)
• *Other argument elements*
• *Concision*

Level 2
3 areas are strong **7 marks**
2 areas are strong, 2 weak **6 marks**
2 areas are strong, 1 weak **5 marks**

Credit 1 mark for each: (MAX +2)
• *Other argument elements*
• *Concision*

Level 1
2 areas are strong **4 marks**
1 strong, 2-3 weak **3 marks**
1 strong, 0-1 weak **2 marks**
At least 2 areas covered weakly **2 marks**
1 area covered weakly **1 mark**
Credit 1 mark for: (MAX +1)
• *Other argument elements*

APPENDIX 3: Marking grid for question 26

Main Conclusion		Reasons	
Strong (C+)	Correct MC is stated	Strong (R+)	3 distinct reasons, 2 giving strong support to the MC/IC, without intrusive assumptions and/or flaws
Weak (C)	MC present but different from that required	Weak (R)	1 or more relevant reasons
Intermediate conclusion		**Structure and development**	
Strong (J+)	Progressive IC – it is fully supported by one or more reasons and gives support to the MC	Strong (S+)	• Sustained, organised and easy to follow (e.g. good use of relevant use of argument indicator words). • Effective development (e.g. through connecting the reasons, supporting / illustrating / clarifying reasons through explanations / examples)
Weak (J)	Summary statement or a statement of the MC reworked	Weak (S)	• Some clarity and organisation. May be repetitive or list like. • May be characterised as emotive / rhetorical reasoning

Level 4
4 areas are strong **12 marks**

Level 3
3 areas are strong, 1 is weak **9 marks**
Credit 1 mark for each: (MAX +2)
• *Other argument elements*
• *Concision*

Level 2
3 areas are strong **7 marks**
2 areas are strong, 2 weak **6 marks**
2 areas are strong, 1 weak **5 marks**
Credit 1 mark for each: (MAX +2)
• *Other argument elements*
• *Concision*

Level 1
2 areas are strong **4 marks**
1 strong, 2-3 weak **3 marks**
1 strong, 0-1 weak **2 marks**
At least 2 areas covered weakly **2 marks**
1 area covered weakly **1 mark**
Credit 1 mark for: (MAX +1)
• *Other argument elements*

Assessment Objectives Grid

Question	AO1	AO2	AO3	Total	Timing	Specification Reference
1	1			1	1-2	3.2.1.2 identify and explain the purpose of argument elements
2		1		1	1-2	3.2.2.1 assessing strengths or weaknesses within arguments
3		1		1	1-2	3.2.2.1 assessing strengths or weaknesses within arguments
4	1			1	1-2	3.2.1.2 identify and explain the purpose of argument elements
5		1		1	1-2	3.2.2.3 recognise, identify and explain appeals within arguments
6	1			1	1-2	3.2.1.2 identify and explain the purpose of argument elements
7	1			1	1-2	3.2.1.2 identify and explain the purpose of argument elements
8	1			1	1-2	3.2.1.1 analysis of argument
9	1			1	1-2	3.2.1.2 identify and explain the purpose of argument elements
10	1			1	1-2	3.2.1.2 identify and explain the purpose of argument elements
11		1		1	1-2	3.2.2.2 recognise, identify and explain flaws within arguments
12		1		1	1-2	3.2.2.1 assessing strengths or weaknesses within arguments
13	1			1	1-2	3.2.1.2 identify and explain the purpose of argument elements
14		1		1	1-2	3.2.2.1 assessing strengths or weaknesses within arguments
15		1		1	1-2	3.2.2.1 assessing strengths or weaknesses within arguments
Section A Totals	8	7		15	20	
16a	2			2	1-2	3.2.1.2 identify and explain the purpose of argument elements (MC)
16b	4			4	3-4	3.2.1.2 identify and explain the purpose of argument elements (P)
16c	2			2	2	3.2.1.2 identify and explain the purpose of argument elements (IC)
17a	1			1	1	3.2.1.2 identify and explain the purpose of argument elements (CA)
17b	2			2	1-2	3.2.1.2 identify and explain the purpose of argument elements (CA)
18		2		2	2	3.2.2.1 identifying conclusions that can be drawn from evidence
19	2			2	2-3	3.2.1.2 identify and explain the purpose of argument elements (Assumption)
20		3		3	2-4	3.2.2.1 assessing strengths or weaknesses within arguments (Ev)
21a		1		1	1	3.2.2.2 recognise, identify and explain flaws within arguments (RTO)
21b		2		2	2	3.2.2.2 recognise, identify and explain flaws within arguments (RTO)
22		3		3	2-4	3.2.2.1 assessing strengths or weaknesses within arguments (Ex)
23		6		6	5-7	3.2.2.1 assessing strengths or weaknesses within arguments
Section B Totals	13	17	0	30	30	
24			12	12	10-12	3.2.3 develop own reasoned arguments
25a			3	3	2-3	3.2.3 develop own reasoned arguments
25b			3	3	2-3	3.2.3 develop own reasoned arguments
26			12	12	10-12	3.2.3 develop own reasoned arguments
Section C Totals			30	30	30	
Paper Totals	21	24	30	75	90	

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

OCR Customer Contact Centre

Education and Learning
Telephone: 01223 553998
Facsimile: 01223 552627
Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

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