

# **Critical Thinking**

Advanced GCE A2 H450

Advanced Subsidiary GCE AS H050

## **Mark Schemes for the Units**

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**H050/H450/MS/R/08J**

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## F491 Credibility of Evidence

Q1. *Consider the reporting of secret military experiments in general.*

**Explain three possible weaknesses in the credibility of the reporting of such alleged experiments.**

Credit any three developed correct weaknesses.

**3x2 marks**

Credit 1 mark for answers that assess the specifics of the Philadelphia Experiment.

Do not credit generalised assessments that could fit any context.

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

Examples of developed correct answers:

In the context such types of dispute:

**There may be motives/ vested interest**

by the military authorities - to selectively present evidence to ensure the secrecy of technological advances.  
- to impose secrecy to protect national security.

by the developers - to misrepresent the truth about military experiment for personal gain.

by those suffering from any negative consequences from the developments  
- to exaggerate or falsify evidence to gain compensation.

by the media and individuals - to fabricate stories about developments for financial gain.  
- to fabricate stories about secret developments to discredit the government as one which hides truth from the people.

**There may be difficulties in perceiving the truth of the events**

There may be technicalities in the development which need expert knowledge to be interpreted correctly.

The secrecy of the development may prevent some information from being publicised that would make the development fully understood.

**There may be difficulties in judging the truth of the reports**

Planned protection of the secrecy may prevent the ability to refute or to corroborate claims, as developers may have been working in isolation without full knowledge of the overall end product.

[AO3 6] **(6)**

**Q2. Consider the map and the claims made about the sightings of the USS Eldridge at Norfolk in Virginia.**

**Give an explanation that would account for sightings of this ship in Norfolk, other than the effect of the alleged experiment.**

Credit two marks for an explanation related to a sighting.

**2 marks**

For example:

Those identifying the Eldridge in Norfolk may have been mistaken about its identity especially since it was reported by one man as being 'invisible...any person within this became vague in form'.

The government may have sent a decoy ship, misnamed as the Eldridge, into the area to divert attention from the Eldridge's wartime mission elsewhere.

It was there because the Philadelphia Experiment did not take place

Credit one mark for explanations relating to the reporting of the sighting, rather than the sighting itself.

The man reporting the incident may have had a vested interest to misrepresent what he saw to encourage media attention to himself or naval research.

Or for a simple statement that it was actually there.

[AO2 2] **(2)**

**Q3. Consider the credibility of Documents 1 and 4.**

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

- **Identify a relevant credibility criterion**
- **Use this to assess the credibility of the documents**
- **Make reference to the text to support your assessment.**

**Credit 1 mark** for each correctly identified criterion of credibility (determine this from the assessment).

A synonym or equivalent phrase is acceptable for the criterion.

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

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

For partial performance, credit one mark for each of the following types of assessment, (a maximum of 6 marks in total for this question) 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:

<b>Wikipedia.org</b>	<p>Reputation/VI</p> <p>Bias</p> <p>Ability to observe</p> <p>Expertise</p> <p>Expertise</p>	<p>VI to represent the events correctly, to maintain the credibility of their encyclopedia by monitoring extreme claims</p> <p>It selectively offers an opinion without any evidence.</p> <p>The entry is a summary of received information rather than an eye witness account of the events.</p> <p>If it is not commercially funded there might be limited ability to research areas expertly.</p> <p>Some answers may relate to the nature of the organisation, in that anyone can add to the entries in this encyclopedia, which could lead to inexperienced comment. This could be credited.</p>	<p><i>‘Wikipedia’</i></p> <p><i>‘The experiment has been widely challenged as unfounded and highly speculative.’</i></p> <p><i>Lack of eye witness reports.</i></p> <p><i>‘The free encyclopedia’</i></p> <p><i>‘Wikipedia’</i></p>
<b>Naval Historical Centre</b>	<p>Ability to observe/primary evidence</p> <p>Expertise</p> <p>Reputation/ VI</p> <p>Vested interest</p>	<p>The NHC refers to primary evidence – ship’s records relating to its whereabouts.</p> <p>The NHC might be expected to have the necessary expertise to be able to provide an accurate comment</p> <p>Possible vested interest to represent the situation accurately to maintain public confidence in them, as part of a military body.</p> <p>to cover up any research that might jeopardise national security</p>	<p>as indicated by the, <i>‘deck log and war diary’</i></p> <p>comments relating to <i>‘known physical laws’</i> and <i>‘invisible to the sensors’</i></p> <p>as indicated by their URL <i>‘www.history.navy.mil’</i></p> <p>in their naval role of <i>‘Naval Historical Centre: www.history.navy.mil’</i></p>

3x3 marks as above for each of the 2 documents [AO2 18] (18)

**TOTAL MARKS FOR SECTION A A02 [20], A03 [6] [26]**

**Q4. Consider the claim by ONR in document 4 that, ‘...no documents have been found which confirm this event...’**

Credit as follows:

**2x1 mark**

**(a) State what ONR is implying here.**

**Implication:** that therefore the experiment did not take place

**State an alternative conclusion that could be drawn from the fact that no documents have been found.**

**Alternative conclusion:**

Credit one of the following:

- that the experiment was not documented
- that the documents are difficult to find
- that ONR was looking in the wrong places
- that the documents have been destroyed / hidden

[AO1 1, AO2 1](2)

**Q5. Consider the claims made by D. Cunningham in Document 2 and the members of the Eldridge’s crew in Document 3.**

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

- **Identify a claim made**
- **Assess how this is strengthened or weakened by any relevant credibility criterion**
- **State what you must suppose to be true in order to reach your assessment.**

Credit **1 mark** for a relevant claim –*italicised below*  
**1 mark** for correctly and explicitly identifying whether this is strengthened or weakened  
**1 mark** by a relevant criterion that is correctly used to assess credibility  
**Plus up to two marks** for stating what is supposed to be true to make this assessment.  
**one mark** if this is circular reasoning

Examples of answers that would gain five marks:

<b>Cunningham</b>	Ability to observe	<b>s</b>	His claim, ‘ <i>I noticed the ship disappearing from around and below me.</i> ’ would be strengthened by his personal experience of the event,	<b>if</b> he was not so overcome by the event as to be disorientated and confused.
	Experience	<b>s</b>	His claim, ‘ <i>the possibilities of the technology had already been proven beyond a doubt</i> ’ would be strengthened by his relevant training in Physics and Electronics,	<b>if</b> this training was sufficient to correctly assess the development of this technology.
	Reputation/ VI	<b>s</b>	His claim, ‘ <i>I noticed the ship disappearing from around and below me.</i> ’ would be strengthened by a possible vested interest to give an accurate report to maintain his claimed international reputation.	<b>if</b> such a reputation was more important than the financial gain from exaggeration or misrepresentation.

<b>Eldridge's crew</b>	Ability to observe	<b>s</b>	Their reported claim, ' <i>All denied anything like what was in the letter actually happened</i> ' is strengthened by their personal experience of being the ship's crew,	<b>if</b> they were on board the ship at the time of the reported experiment.
	Vested interest	<b>w</b>	This claim is weakened by a vested interest to cover up the event,	<b>if</b> they had been instructed that it was in the interest of national defence that they should do so.
	Reputation/VI	<b>s</b>	This claim is strengthened by a vested interest to tell the truth, about the Eldridge.	<b>if</b> they would get into trouble with the navy if found misrepresenting the truth.

**s** = strengthens    **w** = weakens credibility

[AO2 20]    **4x5 marks (20)**

**Q6. Use one credibility criterion to justify which source, either D. Cunningham or the members of Eldridge's crew, is more credible than the other.**

Credit two marks for a comparison which gives an evaluation of both sides and credit one mark for a comparison with evaluation of one side or for an evaluation of two sides with no direct comparison.

An example that would gain two marks:

Vested interest to lie: Cunningham has a greater vested interest to fabricate the story because of financial reward, whereas the crew may have a vested interest to tell the truth as they might otherwise be in trouble with the navy. This would make the crew's account more credible.

AO2 2]    **2x1 mark (2)**

**TOTAL MARKS FOR SECTION B AO1 [1], AO2 [23] 24 marks**



- Q7. Come to a reasoned judgement as to how likely it was that the Philadelphia experiment was conducted to attempt to make the Eldridge invisible. In your answer you should refer to the individual sources within the documents.**

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

**Corroboration**

**2x3 marks**

Credit 1 mark for a correct but unsupported point.

Credit 2 marks for a correct point that is accurately supported with one reference to the text.

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

eg Both D. Cunningham and the witness claim that the ship's appearance was changed. (1 mark)

Cunningham claimed, 'I noted the ship disappearing from around and below me.' (2<sup>nd</sup> mark)

The man claimed, 'yet were walking upon nothing' (3<sup>rd</sup> mark)

Other points that could be supported:

Both ONR and Eldridge's crew denied or inferred denial that the event had taken place.

Both ONR and Cunningham claimed that Einstein had a role with the navy.

- (b) State two precise claims where conflict arises. Support each of these with references from the text.**

**Conflict**

**2x3 marks**

Credit 1 mark for a correct but unsupported point.

Credit 2 marks for a correct point that is accurately supported with one reference to the text.

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

eg - There is conflict as to whether the science of diffraction and invisibility was achieved.

(1 mark)

Cunningham claimed, 'the possibilities of the technology had already been proven beyond a doubt.'

(2<sup>nd</sup> mark)

ONR claimed, 'does not conform to known physical laws...'

(3<sup>rd</sup> mark)

Other conflicting interpretations that could be supported:

The eye witness and ONR conflict about the invisibility of the ship.

The merchant ship's Master and the Eldridge crew conflict with the eye witness about the incident being observed/happening.

Cunningham and ONR conflict about Einstein's role with the navy.

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

**Explain any source that does fit easily onto either side.**

**Balance of evidence**

**4 marks**

Credit as follows:

A statement of what the **sides believe:**

1 mark

The Philadelphia experiment occurred √ It did not occur

A **limited** assessment (less than 4 resources) or a thorough assessment with one or more inaccuracies

1 mark

Credit 2 marks for at least 2 correctly placed sources on the side that the experiment occurred and at least 4 correctly placed sources on the other side 2 marks

Credit 1 mark for 3 correct listings in total

Cunningham	v	ONR	
The naval base at Virginia		Naval Historical Centre	
The eye witness letter		deck log USS Eldridge	
		war diary USS Eldridge	
		ship's crew USS Eldridge	
		Master of the merchant ship	

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

Credit one mark for any one of the following:

Authors of the report on the Philadelphia experiment – It is not stated what conclusion they drew about the experiment.

Jessop – His comments were restricted to the letter writer rather than the incident.

Movement report cards of the merchant ship are in custody so their content is not revealed

Allow Eyewitness who claimed a sighting and then retracted this.

**(d) Explain the weight of evidence.**

**Weight of evidence** **2 marks**

Numerically the weight of evidence lies with **claims - that the Philadelphia experiment did not take place** (1 mark)

with 3 sources leading to this conclusion and 6 sources opposing this (credit answers that are consistent with allowable balance in 7C). (1 mark)

**(e) Assess the quality of evidence on each side of the dispute.**

**Quality of evidence** **2x3 marks**

Award 1 mark for each correct assessment, up to 3 marks for each side.

eg The vested interest to misrepresent the truth is equally balanced

Cunningham and the eye witness might have a VI to do this for financial gain v

ONR and the ship's crew might have a VI to do this to protect

or fame (1 mark)

naval defence technology (1 mark)

Partial performance credit 1 mark for each side if there is correct assessment without explicit reference to the side.

**(f) State the judgement that results from your assessment as to how likely it was that the**

**Philadelphia experiment was conducted (to attempt to make Eldridge invisible).**

**Judgement** - greater likelihood that... **1 mark**

Award the judgement mark only if it doesn't contradict the assessment given.

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

**Quality of Written Communication** Credit as follows across all answers**5 marks**

<b>Level</b>	<b>Errors in spelling punctuation and grammar</b>	<b>Use of specialist vocabulary</b>	<b>Expression</b>	<b>Marks</b>
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
<b>Section A1</b>	
1	AO3 6
2	AO2 2
3	AO2 18
<b>Section B4a</b>	AO1 1
4b	AO2 1
5	AO2 20
6	AO2 2
<b>Section C7a</b>	AO3 6
7b	AO3 6
7c	AO3 4
7d	AO3 2
7e	AO3 6
7f	AO3 1
<b>QWC</b>	AO3 5
<b>Total marks 80</b>	AO1 1 AO2 43 AO3 36

# F492 Assessing and Developing Argument

## Section A – Multiple choice

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

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.**

It would be wrong to encourage more women to have children.

AO1 [2]

Examples of 1 mark answers

It would be wrong to encourage women to have more children.

The consequences of this approach could be disastrous and it would be wrong to encourage more women to have children.

**22 Identify four 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 Encouraging an increased birth rate could have terrible social consequences.
- 2 Encouraging a rise in birth rate in this country will put even more strain on the planet's resources.
- 3 Swapping to a pro-baby message can only make the/this situation (for teenage mums) worse.
- 4 There are (also) unacceptable financial costs involved in bringing up children.
- 5 It would be wrong to bring more children into such a cruel world.
- 6 Accept: The consequences of this (encouraging more children) approach could be disastrous.

Any four AO1 4x2 [8]

Examples of 1 mark answers

- 1 Encouraging an increased birth rate could have terrible social consequences because of the impact on family finances and sexual equality.
- 2 A rise in birth rate will put strain on the planet's precious resources/will cause more starving children.
- 3 Swapping to a pro-baby message will cause more teenage mums.
- 4 The costs of bringing up a child are huge

**23 Identify the counter argument in the passage.**

Reason

because there will be/have been problems caused by a lack of young people in a declining, and/but increasingly old, population.

AO1 [2]

Conclusion

we should change social policy to encourage women to have more children.

AO1 [2]

1 mark versions may be of the form:

Reason

There are problems connected with a declining population

Conclusion

We should encourage women to have more children

We should change social policy to encourage more women to have children.

Nb: if candidates put the whole argument under the conclusion, award 1 mark.

**24 In paragraph 2 the author suggests that the increasing numbers of women in work is a result of greater equality of the sexes.****(a) Give one other explanation for this increase.**

Lots of possibilities here. Credit anything reasonable that is not already in the author's original argument of sexual equality. eg

- 1 Families need to earn more money so women have had to work/there are pressures that have meant women have had to go to work.
- 2 There are more suitable types of work, such as p/t term time only, that have allowed women with children back into work.
- 3 There has been a change away from male and manual jobs towards jobs more suited to women.
- 4 Women's employment has risen because male employment has fallen.
- 5 Greater educational opportunities for women has resulted in more employment.

Any one AO3 [1]

**(b) What would we need to assume about the type of jobs that women have been taking up since the 1970s to support the idea of greater equality of the sexes?**

We would need to assume that the jobs that they have been taking up are:

- 1 as good as the men's jobs
- 2 similar in status and pay to male jobs
- 3 require similar levels of education and training to the average type of jobs done by males
- 4 have similar conditions of service and pensions etc to the average type of jobs of males.
- 5 The jobs are ones that only men used to do/ were stereotypically male.

Any one AO2 [2]

1 mark answers might be of the form:

not low paid, low status

women's jobs are now good.

- (c) **Assess how well evidence of an increase from 60% to 70% supports the author's reasoning about women moving from the domestic sphere to the world of education and work.**

**Circle your decision:**

**Strongly supports reasoning.      Weakly supports reasoning.**

**Explain your decision**

**To strongly support the author's reasoning:**

We need to show that the increase of 10% is significant and means that there has been a great deal more women moving into education and employment. This could be supported by suggesting that the figure of 70% is very high (we don't have the male figure to compare to, but its not much different) so that the increase to that figure is very significant.

It could be supported by arguing that 60% is not much more than half and that any increase upwards from a relatively low starting figure is significant.

It could be supported by suggesting that the increase over 30 years is a trend and will continue – that it represents a significant shift.

**If it weakly supports the author's reasoning:**

We need to show that the increase of 10% is not significant.

This could be supported by showing that a 10% increase might be very little over 30 years.

That the increase is very little because in the 1960s with women with so many babies after the baby boom the figure was already 60%. 70% now with nurseries and childcare etc does not seem significant.

The statistic only refers to work and does not support reasoning about women going into education **and** work.

This could be supported by the alternative suggestions given in 24a.

Any one AO2 [2]

A one mark answer would refer to the 10% being small or large/significant or insignificant without amplification.

- 25 (a) Name or describe one flaw in the author's reasoning in paragraph 3.**

There are 3 potential flaws in this paragraph.

- 1 An appeal to popularity or arguing on the basis that a lot of people believe something.
- 2 An appeal to emotion (accept pity) or arguing on the basis of making people upset/tugging at heart strings.
- 3 A false dichotomy/restricted options/excluded middle or stating only two options/false dilemma.

Any one AO1 [1]



- (b) **With reference to the text, explain why the author’s reasoning in paragraph 3 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 attempt to explain of the flaw with reference to the information in the passage. **OR** and accurate explanation of the flaw without reference to the information in the passage.

1 mark for an attempt to explain the flaw.

- 1 The fact that everyone **knows** that there are not enough resources to go round does not **prove** that there are not enough. It is very unlikely that ‘everyone’ has the necessary expertise and knowledge to judge this and therefore the opinion of everyone holds little weight, especially when it seems to be based on the limited evidence of starving children which is often caused by natural disasters and wars rather than a lack of resources.
- 2 Starving children on our TVs is a very powerful image that upsets many, but tells us very little about the global distribution of resources. Clearly in that area there are not enough at that moment, but this **cannot** show that there is not enough in the world as a whole. By appealing to our emotion, the author neglects to argue their case.
- 3 The author imagines only two situations – a global decrease in population to solve the problem or continued problems (starving children) if we continue to have a rising population. This is flawed as there could very reasonably be other alternatives, such as a steady population/better distribution of resources/western countries using less. Need to see signs of that third alternative to give 3 marks.

Any one AO2 [3]

- 26 **The author uses the fact that only 28% of teenage mums are in education to suggest that they are facing a ‘bleak future’. Suggest one weakness in the way that the author has used this evidence.**

- 1 The fact that only 28% are in education now does not show that the other 72% never will be in the future/have missed out on it in the past and cannot be used to prove a bleak future.
- 2 The author seems to see education as the only way out of the ‘bleak future’ when there could reasonably be other ways (employment training for example) so the low % does not support their case.
- 3 Teenage would include up to 19 – an age when many women have left school and would not be in education in any case. The figure of 28% could be very little different for teenage girls without babies and does not suggest a bleak future.

Any one AO2 [2]

Examples of answers for 1 mark:

The author ignores the fact that many teenage mums may already be in work.

Education is not everything.

They might go to college later in life.

We don’t have figures for other teenagers to compare to.

- 27 In paragraph 5, the author uses an average figure of £140,000 to represent the high cost of bringing up a child. Give one strength or one weakness in the way that the author has used this evidence.

**Strengths**

- 1 This clearly is a very large amount of money compared to any suitable reference point (average salaries/cost of a home/car) and would be a burden for most parents.
- 2 The author states that it is an average figure, so the true cost could be a lot higher for many parents, particularly if they have children who need a lot of support.

**Weakness**

- 1 Although a large amount of money, spread over 21 years it might be affordable by most parents.
- 2 It is no different to the cost of buying a house which we also spread over many years.
- 3 The author states that it is an average so many parents would be able to bring up children for less/the average may be skewed by rich people spoiling their children.

Any one AO2 [2]

One mark answers will lack the detail and allude only to the general issue.

**Strength**

It's a lot of money compared to...

**Weakness**

It's over a long time period.  
Some people could afford it.

- 28 Give one possible explanation for the rise in the number of children over the age of 30 living at home.

Anything related to the rising costs of housing or the wishes of parents or the needs of parents to be looked after . Credit anything reasonable, such as:

- 1 They cannot afford to leave home to set up on their own.
- 2 Postponing mortgages whilst getting extra qualifications etc.

Any one AO3 [1]

- 29 (a) At the end of paragraph 5, the author argues that children will become totally dependent on their parents. Name or describe the flaw in the author's reasoning.

- 1 It is a slippery slope.
- 2 The author makes too big a jump in reasoning.
- 3 The conclusion is too far from the original reason.

Any one AO2 [1]

- (b) **With reference to the text, explain why the author's reasoning at the end of paragraph 5 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 attempt to explain of the flaw with reference to the information in the passage. **OR** and accurate explanation of the flaw without reference to the information in the passage.

1 mark for an attempt to explain the flaw.

It is entirely unreasonable to argue that children will become totally dependent on their parents from a starting point of there being some children living at home who are over 30. The gap between the two positions is far too large to be filled in with just a reference to rising house prices and the reference to children never growing up does nothing to fill the gap/make the argument work.

Students might want to comment on the over 30's living at home – this may have always been the case/the rate of increase may be slowing etc, but this is to challenge the author and not explain the flaw and should not attract credit.

AO2 [3]

- 30 Identify one example of hypothetical reasoning used by the author in the passage.**

- 1 If we were to suggest that more women had babies, this trend towards sexual equality would be reduced and many families' finances would be damaged.
- 2 ....if we cannot protect them, it would be better not to have them.

Either AO1 [1]

- 31 Suggest one possible inconsistency in paragraph 1.**

The counter argument suggests that we should persuade women to have more children which is not quite the terms that the author responds in, arguing that we should persuade more women to have children. The author is being inconsistent in arguing about more women having children when the original point was whether we should persuade women to have more children.

AO2 [2]

A 1 mark answer might just refer to the author's argument being different to the content of the counter argument.

- 32 Suggest one general principle that would support the author's reasoning in paragraph 4.**

- 1 It is wrong/bad to have children as a teenager.
- 2 Children should not bring up children
- 3 Education should be offered as a way out of a bleak situation/poverty.
- 3 Education is important

Anyone AO3 [2]

1 mark answers could be of the form:

Children cannot bring up children/ Education is important to 18 year olds.

**Questions based on 'The case of the only child'**

- 33 The author argues that the negative stereotypes associated with only children are incorrect. Describe two ways that the author supports this argument.**

The author argues that the negative stereotypes about only children are wrong based on:

- 1 They began in the Victorian era which is known for its strange ideas about family.
- 2 They are partly a result of academic theories from Adler that have now been discredited/challenged.
- 3 There is research to suggest that it is an advantage to be an only child in terms of motivation and academic achievement.
- 4 Common sense arguments that would suggest an only child gets more attention from its parents and benefits as a result.

any two AO2 [2+2]

Examples for 1 mark:

- 1 They began a long time ago
- 2 The original research was wrong.
- 3 Its better to be an only child.
- 4 Common sense says its better to be an only child.

- 34 The author seeks to dismiss the theories put forward by Alfred Adler.**

- (a) Suggest one weakness in the reasoning behind this dismissal.**

The dismissal is weak because Adler's theories being challenged is not the same as them being disproved. It is therefore not possible to be sure that he was wrong about only children.

The author is guilty of a generalisation. The fact that most of his theories have been challenged does not imply that they all have/It is not possible to be sure that this particular theory has been challenged.

Any one AO3 [2]

Examples for 1 mark:

- 1 The author does not show that the other theories have been proved wrong.
- 2 The author generalises about Adler's theories.

- (b) Using information in paragraph 1, give one alternative reason why we might be able to dismiss the theory of Alfred Adler.**

- 1 The time period of his original research (1920) is so long ago and was a time of very different social and family conventions.
- 2 His theory may have been correct then but wrong now as a result of the dramatic changes in our society.
- 3 Research methods in the Victorian era might have been poor and led to invalid results – more recent research may be more accurate.
- 4 His theories were formed at a time of peculiar ideas which means that they may not be applicable now.
- 5 New research contradicts his original ideas.

Any one AO3 [2]

A one mark answer would be something like:  
because it was a long time ago  
there may have been a lot of changes since.

**35 In order to argue that an only child is bound to get more attention from its parents, what would we need to assume about these parents compared to parents with several children?**

- 1 That the parents of only children have similar /not less than(accept the same) amount of time to spend with their child as parents with several children have to spend with their children.
- 2 That the parents with only children do not work longer hours than those parents with several children.
- 3 That the parents with only children do not have other commitments/pastimes/hobbies/etc that keep them away from their child in comparison to parents with several children.
- 4 That there is no difference between the two sets of parents in their desire to give their children more attention. (parents of children with one child could just be less interested in them.)
- 5 That the 'attention' referred to is about time spent with the child rather than attention through financial care. (e.g. gifts, private education etc.)
- 6 The frequency of only children living with both parents is similar to the frequency of multiple children living with both parents/
- 7 The quality of the attention (for similar times) is greater for single children than multiple children families.

Any one AO3 [2]

Examples for 1 mark

- 1 Answers that have the meaning but miss the vital comparison between the two sets of parents.
- 2 More general answers such as:  
Both sets of parents are the same in other respects.

**36 The author describes a 'common sense' link between academic achievement and the amount of attention from parents.**

**(a) Does the author want us to view this link as correlational or causal?**

The author wants us to see this as a causal relationship.  
AO2 [1]

**(b) What would we need to assume to support this suggested link?**

- 1 That only children are not generally more genetically/intrinsically more able than children from larger families.
- 2 That both types of children are receiving roughly the same type and level of education at school.
- 3 That both types of children are receiving roughly the same level of academic stimulation outside of school and outside the family.
- 4 That the parents of only children are not generally more able and academic (and thus better able to develop that side of their child) compared to the parents of several children.
- 5 That the attention given by parents is of a **nature/type** to cause more academic achievement (rather than destructive attention).

Any one AO2 [2]

1 mark answers will lack the precision and detail of the above (or conversely over- do the comparison) and might be of the form:

- 1 The two types of children are the **same**.

- 2 The two types of children have the same experiences.
- 3 The parents of only children might be cleverer.
- 4 They get the same education

nb: there are a lot of answers that merely re-state the link: the author has to assume that getting more attention from parents increases academic achievement. This should not receive credit. There needs to be some comment about the nature/type of the attention to get credit.

**Total marks for Section B [50]**

**AO1[15]**

**AO2[28]**

**AO3[7]**

**Section C**

- 37 Write a very short argument consisting of two reasons and a conclusion to show that there may not be a rise in teenage pregnancies as a result of a pro-baby message.**

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:

Therefore, there may not be a rise in teenage pregnancies as a result of a pro-baby message. (award for anything with that sense)

AO3 [1]

Examples of possible reasons for 2 marks.

- 1 Teenagers clearly ignore current government policy.
- 2 Teenagers wish for children may be unconnected to government policy/be driven by peer pressure.
- 3 Teenage pregnancies are more likely to be driven by contraceptive failure. (and not policy)

Examples of reasons for 1 mark

Teenagers do what they want.

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

Candidates present their own relevant 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 examples is very limited. Conclusions are imprecise and unclear.

- 38** In paragraph 5, the author suggests that many parents hope that their children will look after them in later life. Many would take this further and suggest that we *should* be looking after our parents, financially and physically, in their later years. Construct an argument that supports this view.

The are several possible approaches here:

A moral issue of duty towards our parents who have cared for us.

The inability of the state to care for our parents in old age.

Financial issues as there is plenty of evidence that pensions are inadequate.

Wanting to care for them out of love and respect.

It would be wrong to place them in homes/hospitals etc.

Students may pick up on information given in the counter argument in paragraph 1.

eg

R: Many parents would be unhappy in a home or hospital when elderly

EV: Stories of abuse in homes/evidence that suggests people decline more quickly when taken away from their own homes.

IC: It would be better for most parents to stay in their own home.

R: It may not be possible to remain in their own home without help and support.

R: The costs of paid help may be prohibitive for most people

EV: the hourly rate for nurses vs. state pension

IC: This will only be possible if relatives are willing to help.

hyp: If we really want to know that our relatives are well-cared for, we need to look after them ourselves.

Ev: Poor standards of care in care homes or similar.

C: We should look after our parents in their later years.

AO3 [10]

- 39** Construct **one** further argument that **challenges or supports** the main conclusion of 'Child of our time' (Document 1)

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

eg An argument that supports the author's conclusion:

CA: Although increasing the birth rate might potentially solve the problems of a declining population

R: It would create many others

R: Many parents find bringing up children very stressful

EV: all the programmes on TV about this

IC: and are therefore very unhappy

IC: and as a consequence don't bring their children up very well

IC: who then go on to be very badly behaved

R: Stressed parents may also be more likely to separate/divorce

EV: Increasing divorce rates

IC: leading to the break down of families and more damage to children

IC: so, an increasing birth rate will lead to more unhappy, badly behaved children.

R: This would be a very bad thing (!)

C: we should not encourage more women to have children.

[10]



eg An argument that challenges the author's conclusion

CA: Although bringing up children is very demanding

R: Children are great fun to be with

Lots of possible EV: They look at the world in a unique way/They are not cynical like many adults/They express their feelings openly/show their pleasure

R: Many parents feel that having children is their greatest achievement

EV: Survey data

R: It is not possible to know what a great joy having children is until you have them

EV: The people who were unsure.

IC: It would be a great shame if more people did not have this experience.

Hyp: If having children is so expensive, we will need to do everything to persuade potential parents to have children

IC: so that they do not miss out on this unique experience.

C: We should therefore encourage more women to have children.

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

	<b>Errors in punctuation and grammar</b>	<b>Use of specialist vocabulary</b>	<b>Expression</b>	<b>Marks</b>
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	8			8
23	4			4
24a			1	1
24b		2		2
24c		2		2
25a		1		1
25b		3		3
26		2		2
27		2		2
28			1	1
29a		1		1
29b		3		3
30	1			1
31		2		2
32			2	2
33		4		4
34a		2		2
34b			2	2
35		2		2
36a			1	1
36b		2		2
<b>Total for section B</b>	<b>15</b>	<b>28</b>	<b>7</b>	<b>50</b>
Section C				
37			5	5
38			10	10
39			10	10
<b>Total for section C</b>			<b>25</b>	<b>25</b>
Quality of written communication			5	5
<b>Total</b>	<b>55</b>	<b>28</b>	<b>37</b>	<b>120</b>
%	46	23	31	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 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	4	AO2	4	AO3	2	Total	10
Question 2	AO1	2			AO3	4	Total	6
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, which were agreed at the Standardization Meeting. No annotation will be used except what was agreed at the meeting.

Mark in **right** margin of answer booklets, as follows:

- 1 (a) number between 0 and 4
- 1 (b) number between 0 and 6.  
total for question 1 ringed and transferred to cover.
- 2 number between 0 and 6 ringed and transferred to cover.
- 3 level for each of three columns, total ringed and transferred to cover.
- 4 (a) number between 0 and 4.
- 4 (b) level for each of four columns and total for part-question.  
total for question 4 ringed and transferred to cover.

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

Question 3

Doc Reference to Document

Eval Evaluation

Question 4b

Ev Use of evidence (resource docs or other)

Pr Use of principle

QA Quality of argument

Res Resolution of dilemma

Salient points may be underlined.

**Question 1** 10 marks [AO1 = 4; AO2 = 4; AO3 = 2]

In Document 2, the author refers to the “British notion of freedom”.

(a) Identify and explain briefly two possible problems of definition which might arise from the use of the term freedom.

(b) Explain how these problems of definition might make it difficult to introduce a National Identity Scheme.

1(a) Problems of Definition

[4 marks]

1 mark for a relevant problem identified but not explained, **or** illustrated but vague

2 marks for a relevant problem identified **and** explained or illustrated.

Maximum 2 points, 4 marks.

Indicative content

- To what extent do we view freedom as a notion/concept and/or something that can be measured/ regulated?
- In the context of Document 2, to what extent can we actually isolate a distinctive “British notion of freedom”?
- Words/phrases connected with freedom might convey different meanings/messages depending upon social/political/cultural contexts.
- Candidates might consider the difference between freedom **from** and freedom **to**. ID cards potentially promise freedom **from** fear of identity theft etc, but at the expense of freedom **to** do certain things. Document 2 is very much based on freedom **to**.

1(b) Problems of Implementation

[6 marks]

1 mark for a relevant point made without development.

2 marks for a relevant point made with limited development.

3 marks for a relevant point made with full development.

Maximum 3 points, 6 marks.

Indicative content

- An inability to define the term “freedom” consistently or satisfactorily could lead to conflicting views as to the acceptability of a national identity scheme.
- Strong and significant objections to ID cards on the basis of civil liberties could make the introduction of any such scheme difficult because of a lack of co-operation from some groups.
- If a definition of freedom were to include a right to privacy, as suggested in Document 2, then introducing any identity scheme might be seen as unacceptable.
- If, as Document 2 claims, there is such a thing as a “British notion of freedom”, then the whole idea of a national identity scheme may, by offending such a notion, prove politically/culturally very difficult to introduce effectively.

**Question 2**            6 marks [AO1 = 2; AO3 = 4]

With reference to Document 3, identify and explain briefly three factors that might affect how people react to identity cards.

1 mark for identifying a relevant factor.

2 marks for identifying a relevant factor and explaining it *and/or* referring to Document 3.

Maximum 3 points, 6 marks.

*Indicative content*

- There might be strong ethical grounds for objecting to the collection of biometric data in particular, based perhaps on the concept of autonomy.
- The difficulty of attending in person to obtain an ID card would deter some people.
- Some people are likely to be persuaded by the advantages listed in Doc 3 to favour ID cards.
- Attitudes to immigration could be a significant factor; such attitudes might be affected by geography, ethnicity or employment.
- The scale of some of the problems alleged in “Some Facts and Figures” would persuade some people that the introduction of an ID scheme would be cost-effective (different items from this list might be identified separately).
- The claim that 10,000 fraudulent passports are issued each year might persuade some people that an ID scheme would be open to similar abuse.

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

Select two of the criteria given in the Criteria box and apply each of them to two of the choices given in the Choices box. In your answer you should

- assess how far each of the two criteria selected might help in making decisions about identity cards;
- evaluate the relevance and importance of each criterion as applied to identity cards;
- where appropriate, critically assess the material in the Resource Booklet.

Mark by levels, according to the following table. Answers which satisfy at least one of the descriptors for a level will normally be awarded a mark within that level. Answers which fulfil all three descriptors of a level will receive a mark at or near the top of that level, while answers which satisfy only one or two of the descriptors will receive a correspondingly lower mark within that level.

*Indicative content*

Effectiveness is the most important of the criteria, because if a scheme is unlikely to achieve what the Government intended, the other criteria become irrelevant. Document 3, and to some extent Document 1, strongly support the introduction of a compulsory ID scheme on the basis of the criterion of effectiveness, but the YouGov survey in Document 4 shows that many of the people interviewed were not convinced that such a scheme would be effective. A voluntary scheme would be effective for some of the purposes listed in Document 3 (proof of age, protecting financial transactions) but would not contribute to the major benefits listed in that document.

The criterion of ease of implementation favours the options in the reverse order in which they are printed on the question paper. A voluntary scheme would be relatively easy to implement, although facilities and staff would be needed to issue the cards and safeguards against forgery would be required. The most difficult option to implement would be a universal compulsory scheme, especially if temporary visitors were included, since arrangements would be needed to vet visitors and issue cards to reputable applicants and also to check up on and punish people who fail to obtain or carry an ID card.

According to Document 1, the criterion of public opinion favours the introduction of an ID scheme. However, the ICM poll recorded in Document 4 claims that the number of respondents favouring the introduction of a scheme has decreased, and is currently slightly fewer than those who oppose it. It seems likely that this apparent drop in approval is based on cost. The YouGov/Daily Telegraph poll suggests widespread misgivings about the effectiveness of the scheme, but does not explicitly state how many support or oppose the introduction of an ID scheme.

The criterion of cost favours the option of abandoning the plans, unless it is considered that by reducing crime a scheme will pay for itself. The most expensive option would be a universal compulsory scheme, especially if temporary visitors were included. The cost of a scheme need not necessarily be a charge on the public purse, since citizens may be expected to pay for the cards themselves – especially if the scheme is voluntary. However, it seems likely that the drop in public approval recorded in Document 4 (the ICM Research poll) may well have been influenced by the fear that citizens would have to meet the cost themselves.

Level	Application and evaluation of selected criteria to choices	Use and critical assessment of evidence in the Resource Booklet	Communication and development of argument
<b>L4: 19-24</b>	<ul style="list-style-type: none"> <li>• Sound and perceptive application of 2 criteria to 2 choices.</li> <li>• Firm understanding of how criteria might support <b>and</b> weaken the case for the selected choices.</li> </ul>	<ul style="list-style-type: none"> <li>• Perceptive, relevant and accurate use of resource material.</li> <li>• Sustained and confident evaluation of resource material.</li> </ul>	<ul style="list-style-type: none"> <li>• Cogent and convincing reasoning, very well structured to express/ evaluate complex ideas/ materials.</li> <li>• Few, if any, errors of spelling, grammar, punctuation.</li> </ul>
<b>L3: 13-18</b>	<ul style="list-style-type: none"> <li>• Clear understanding of how 2 criteria might support <b>and/or</b> weaken the case for 2 choices.</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant and accurate use of resource material.</li> <li>• Some evaluation of resource material.</li> </ul>	<ul style="list-style-type: none"> <li>• Effective and persuasive reasoning.</li> <li>• Some clarity in expression of complex ideas.</li> <li>• Relatively few errors of spelling, grammar, punctuation.</li> </ul>
<b>L2: 7-12</b>	<ul style="list-style-type: none"> <li>• Understanding of how at least one criterion might support <b>and/or</b> weaken support for at least one choice.</li> </ul>	<ul style="list-style-type: none"> <li>• Sensible comments on credibility <b>and/or</b> utility of at least some of the resource documents.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic presentation of reasoning, including relevant points and conclusion(s).</li> <li>• Written communication fit for purpose, but containing significant errors of spelling, grammar, punctuation.</li> </ul>
<b>L1: 1-6</b>	<ul style="list-style-type: none"> <li>• At least one criterion applied to at least one choice in a limited/ simplistic manner.</li> </ul>	<ul style="list-style-type: none"> <li>• Very limited, perhaps implicit, use of resource material.</li> <li>• Few if any relevant points of evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>• Arguments are sketchy and unstructured.</li> <li>• Communication may lack coherence and contain significant errors in spelling, punctuation and grammar.</li> </ul>

**0** = nothing relevant.

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



**Question 4 (a)** 4 marks [AO2 = 2; AO3 = 2]**State and explain one dilemma that arises in making decisions about identity cards.**

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

- 1 mark identifies an issue/problem connected to the topic but fails to express it as a dilemma.
- 2 marks identifies a relevant issue/problem expressed as a choice  
**or** identifies benefits/disadvantages of alternative options without focussing on a particular dilemma.
- 3 marks clearly identifies and explains a relevant dilemma.  
**or** identifies benefits/disadvantages of alternative responses to a dilemma without explicitly identifying the dilemma.
- 4 marks clearly and convincingly identifies and explains a relevant dilemma and briefly identifies the benefits and undesirable consequences of each option.

**Indicative Content**

The fundamental dilemma is whether to introduce an identity card scheme or not. The benefits of such a scheme would be increased security and convenience, while the main disadvantage would be cost. The disadvantages of invasion of privacy and infringement of autonomy would apply only if the scheme were compulsory. The benefits and disadvantages of refraining from introducing such a scheme would be the opposite.

An acceptable alternative dilemma is whether to make an identity scheme compulsory or voluntary. The probable benefit of making it compulsory would be increased security (because criminals and terrorists would probably not carry identity cards if they did not have to), while the disadvantages would be invasion of privacy and infringement of autonomy.

Some dilemmas which are not raised in the resource material but should be credited are:

Whether to charge individuals for each identity card issued or to finance the scheme through general taxation. The benefit of charging individuals would be to avoid a burden on the Exchequer, but facilities would have to be arranged to subsidise the cost for people who could not afford to pay. A scheme in which individuals had to pay for their own cards would be less likely to win public approval than one paid for from taxation.

Whether to require people to carry their identity cards and produce them when required to do so by a police officer or not. The benefits of making this a legal requirement would be that it would make it harder for people to evade the scheme and would increase security. The disadvantages would be that personal autonomy would be further infringed and that some people would be punished because of forgetfulness or their conscientious objection to identity cards rather than because they represented a threat to the security of society.

Whether individuals should participate in an ID card scheme if it is introduced or refuse to do so. Considerable inconvenience would be caused to anyone who refused to participate, but if enough people did so, the scheme would probably be rendered unworkable. Some people might feel that by participating, they were being untrue to their principles.

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

Write an argument that attempts to resolve the dilemma you have identified. 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;
- use the evidence in the Resource Booklet to support your argument where relevant.

Mark by levels, according to the following table. Answers which satisfy at least one of the descriptors for a level will normally be awarded a mark within that level. Answers which fulfil all four descriptors of a level will receive a mark at or near the top of that level, while answers which satisfy fewer of the descriptors will receive a correspondingly lower mark within that level.

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.

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:

- the government's duty of care does/does not justify laws which restrict the privacy/autonomy of individual citizens.
- people ought to abridge their claims to privacy/autonomy for the sake of the common good.
- the principles of equality and fairness suggest that any ID scheme should not discriminate against particular groups of people.

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

Probably the most likely principle to which appeal may be made is the Utilitarian slogan, "[we should aim to produce] the greatest good of the greatest number". Reference is likely to be made to the list of alleged benefits given in Document 3 and/or the opinions cited in section 1 of Document 4. The evidence concerning public opinion is particularly relevant to Preference Utilitarianism, which does not necessarily have to be named. Candidates approaching the subject from a consequentialist perspective are likely to contrast the inconvenience of having to obtain identity cards and perhaps produce them on demand with the improved security which would allegedly result from a universal compulsory scheme. They may question the extent to which security would be improved, on the lines of paragraph 4 of Document 2. They may point out the practical convenience in many contexts of having a simple way of proving one's identity (*cf* paragraph 3 of Document 1). The likelihood that commercial organizations will acquire additional information about their customers (*cf* paragraph 1 of Document 2) may be seen as a

negative – or, conceivably, a positive – consequence. The cost of the cards may be identified as a negative consequence (*cf* Document 4 section 2).

Dilemmas relating to this subject can also be expressed as a conflict of rights. Candidates may set the rights of privacy and autonomy (*cf* paragraph 2 of Document 1, paragraph 3 of Document 2) against the right to security (derivative from the right to life).

Candidates who approach the dilemma from the perspective of duty may appeal to Kant's Categorical Imperative. The first version, "Act according to that maxim which you can will to be a universal law" could be used against imposing such a scheme on certain groups only and conceivably in favour of making an identity card scheme universal. The second version, that we should always treat persons as ends, and not as means only, could possibly (but not necessarily very persuasively) be used against an identity card scheme, on the grounds that requiring people to carry identity cards would be to treat them as means to the end of national security. Kant's concept of autonomy might imply that a voluntary scheme would be better than a compulsory one.

Any candidate who referred to W D Ross's theory of *prima facie* duties could legitimately relate the duty of beneficence to this dilemma.

The content of any appeal to Divine Command ethics would vary according to which religion such commands were drawn from, but principles taken from the Christian tradition which could legitimately be applied to this subject include:

- the command to love one's neighbour as oneself (Mark 12:31).
- the Golden Rule (Matthew 7:12).
- the command to deny oneself (Luke 9:23).
- the authority of the State and the duty to obey it (Romans 13:1-7).
- the command to give up the right to privacy in order to live "in the light" (1 Thessalonians 5:5-8, 1 John 1:6,7).

Candidates may be unlikely to appeal to Natural Law in relation to this subject, but such an approach should be credited if anyone did attempt it. The introduction of an ID scheme could be justified by reference to the principle of survival, which Aquinas identified as the most fundamental and universal principle of Natural Law. Alternatively, it would be possible to relate this subject to the principles of Truth and Society, which Aquinas claims are distinctively human goals.

Candidates may appeal to theories of Social Contract. Any of the four major theories of this kind – associated with the names of Hobbes, Locke, Rousseau and Rawls – could be used to support the introduction of an ID scheme. Document 1 para 1 and Document 4 section 1 could be used as evidence in support of such an approach.

Level	Treatment of a relevant dilemma	Identification, explanation and application of relevant principles	Use of evidence	Quality of argument
<b>L4: 28-36</b>	<ul style="list-style-type: none"> <li>• Confidently-expressed resolution of a clearly-focused dilemma.</li> <li>• Perhaps an awareness that the resolution is partial/provisional.</li> <li>• Clear and valid judgments made in coming to an attempted resolution.</li> </ul>	<ul style="list-style-type: none"> <li>• Skilful and cogent treatment and application of at least 3 principles or at least 2 major ethical theories.</li> <li>• Clear and purposeful exposition of how the principles might be more or less useful in resolving the dilemma.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence/examples very well chosen, apt and skilfully employed to support points being made.</li> <li>• Keen awareness of context in applying principles to the dilemma.</li> </ul>	<ul style="list-style-type: none"> <li>• Cogent and convincing reasoning.</li> <li>• Well-developed suppositional reasoning.</li> <li>• Communication very well suited to handling complex ideas.</li> <li>• Meaning clear throughout.</li> <li>• Frequent very effective use of appropriate terminology.</li> <li>• Few, if any, errors in spelling, grammar and punctuation.</li> </ul>
<b>L3: 19-27</b>	<ul style="list-style-type: none"> <li>• Generally confident and developed treatment of a sufficiently focused dilemma.</li> <li>• Clear indication of an attempt to resolve the dilemma.</li> </ul>	<ul style="list-style-type: none"> <li>• At least 2 relevant principles identified, explained and applied.</li> <li>• Clear exposition of how the principles might be more or less useful in resolving the dilemma.</li> </ul>	<ul style="list-style-type: none"> <li>• Examples/ evidence generally well-chosen, apt and used effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• Effective and persuasive reasoning.</li> <li>• Some suppositional reasoning.</li> <li>• Clear and accurate communication.</li> <li>• Frequent effective use of appropriate terminology.</li> <li>• Few errors in spelling, grammar and punctuation.</li> </ul>
<b>L2: 10-18</b>	<ul style="list-style-type: none"> <li>• At least a basic understanding that a dilemma involves making difficult decisions involving unfavourable consequences whatever is decided.</li> </ul>	<ul style="list-style-type: none"> <li>• At least 2 relevant principles identified or a well-developed discussion of 1 principle.</li> <li>• Basic application of principles to the dilemma.</li> <li>• Limited assessment of usefulness of principles in trying to resolve the dilemma.</li> </ul>	<ul style="list-style-type: none"> <li>• Sketchy and/or weak evidence/ examples.</li> </ul>	<ul style="list-style-type: none"> <li>• Limited ability to combine different points of view in reasoning.</li> <li>• Perhaps some suppositional reasoning.</li> <li>• Some effective communication.</li> <li>• Some use of appropriate terminology.</li> <li>• Fair standard of spelling, grammar, punctuation, but may include errors.</li> </ul>

<b>L1:</b> <b>1-9</b>	<ul style="list-style-type: none"> <li>• Limited awareness of what is meant by a dilemma</li> </ul>	<ul style="list-style-type: none"> <li>• Some attempt to identify at least one principle and to apply it to the dilemma/ problem.</li> </ul>	<ul style="list-style-type: none"> <li>• Few, if any, examples.</li> </ul>	<ul style="list-style-type: none"> <li>• Limited ability to produce coherent reasoning.</li> <li>• Little evidence of effective use of specialist terminology.</li> <li>• May contain significant errors in spelling, punctuation and grammar.</li> </ul>
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**0** = nothing relevant.

Explanation of why the dilemma cannot be resolved: maximum mid-level 3 for "Treatment of a Relevant Dilemma".

# F494 Critical Reasoning

**Section A** **20 x 2**

## Section B

### Coverage of Assessment Objectives

AO1 – analysis of reasoning:	17
AO2 – evaluation of reasoning:	30
AO3 – development of reasoning:	18

**Quality of Language** **5**

**Total Mark** **110**

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.

### Annotations.

The marks for each part of a question should be written in the margin.

The marks for a whole question should be written in the margin and circled.

Where levels of response descriptors are used, the level should be written in the margin by the mark, e.g. Q25, L4, 17.

Ticks should be avoided, especially where they do not add up to the number of marks given.

### Analysis Questions

It is helpful to put the following abbreviations in the left hand margin:

- R where reason is precisely and accurately identified.
- IC where intermediate conclusion is precisely and accurately identified.
- Ev where evidence is precisely and accurately identified.
- Ex where example is precisely and accurately identified.
- CA where counter claim or counter argument is precisely and accurately identified.
- St where accurate indication of structure is given.
- G where gist is given.

I'm not sure this is essential. I think it might help to see at a glance. If we do annotate, it should match what we do in Development of Reasoning questions.

### Evaluation Questions:

In evaluation questions, it is helpful to put the following abbreviations in the left hand margin:

- S where strength is identified
- W where weakness is identified
- E where evaluative comment is made
- I where the impact of strength or weakness is considered
- A where assumption is accurately identified

**Development of Reasoning Questions:**

- R Reason
- SR Strand of Reasoning
- A Argument depends on (glaring) assumption
- IC Intermediate Conclusion
- Ex Example
- Ev Evidence
- CC Counter claim presented
- CA Counter argument presented
- RCA Response to counter argument or counter claim.
- P Use of argument based on principle
- Ag Use of argument based on analogy
- HR Use of Hypothetical Reasoning

	Name	Question Type	V	Key
1		Which is argument?		A
2	Gangs	Identify main conclusion		A
3	Gangs	Function in Structure		D
4	Britishness	Justify		D
5	Commercial Vehicles	Draw Conclusion	V	D
6	Commercial Vehicles	Impact of additional evidence		B
7	Surveillance robots	Assumption		A
8	Surveillance robots	Structure diagram	V	C
9	Surveillance robots	Flaw		D
10	Valid	Which is valid		B
11	Bond	Which is argument		B
12	Botox	Function in Structure of arg		D
13	Botox	Assumption		C
14	Botox	Counter		B
15	Too busy	Diagram	V	A
16	Too busy	Draw conclusion from evidence	V	B
17	Too busy	Draw conclusion	V	B
18	Aliens	Identify main conclusion		B
19	Aliens	Not assumption		A
20	Aliens	Counter		D

**Q1**

Key A

Analysis

Context: A European Union Directive on animal experimentation was introduced in 1986.

R1 There have been many changes in the scientific use of animals and in our understanding of animal welfare since then.

- C It now needs to be updated.
- B Three unconnected opinions. The last sentence superficially appears to give a reason why young people should become scientists – but it does not give a reason why young people who want to change the world should become scientists.
- C Opinion, Fact, Opinion. There is no support for the claim that ‘this is just greed.’
- D Report of a recommendation and what needs to be done if governments wish to achieve this target. We are not persuaded that the government should take this action, only informed that it needs to take this action in order to meet a target.



**Q2, 3**

## Analysis

- R1 When children grow up on a housing estate where gang culture has taken hold, and where the adult residents have no organisation, gangs gain control.
- IC1 They (young people) belong or are seen as outsiders and do not come under the protection of the gang
- R2 (not being part of the gang) makes them vulnerable.
- IC2 Young people have little choice.
- IC3 To counter the gang culture, children need to be given more choices. RCA Teaching youngsters about parenting and families has its place.
- R3 But it takes a village to raise a child.
- IC3 If children do not experience what they are being taught, no outside agency can replace the caring community.
- C This means working with adults and children to create caring communities in which children are heard and trusted.

- 2) key A (see analysis)  
3) key D (see analysis)

**Q4**

## Key D

People born in the UK would have absorbed general information, such as that quite a lot of women work without knowing the specific statistics. People not born in the UK might need to learn this as a specific statistic as their way into the knowledge that people born in the UK take for granted. The same may be true for other culturally absorbed information. It is possible to argue against this justification for the use of questions to determine who gains British citizenship; it is nevertheless the right answer to the question because it 'might justify' the use of such questions.

A cannot justify the use of such questions because such information cannot be central to being British if British people are ignorant of it.

B refers only to the question relating to the Commonwealth, and does not justify the use of questions to determine who gains citizenship.

C does not justify granting citizenship on the basis of answers to questions. It refers to a possible consequence of the policy, which most of us would find worrying.

**Q5**

Key D iii) only.

- i) Cannot be concluded reliably because it does not take account of forms of trade other than goods moved by truck.
- ii) Cannot be concluded reliably because it does not take account of goods moved by other means than truck.
- iii) Can be concluded by a simple process of addition.

**Q6**

Key B Domestic truck travel decreased during this period.

This would have an effect on overall carbon emissions from freight movement, but not on whether the increase in truck freight across the border led to an increase in carbon emissions from Canadian freight movement. The point is not to challenge whether carbon emissions from Canadian freight movement did rise, but whether the increase in international truck freight LED to such an increase. So cannot either strengthen or weaken the claim.

A Air freight decreased while road freight increased.

This could weaken the claim that the increase in truck freight across the border led to an increase in carbon emissions from Canadian freight movement if the increase in emissions from truck freight was offset by a significant decrease in emissions from international air freight.

C Old Canadian trucks were replaced with new trucks.

This could weaken the claim if the new trucks were significantly more efficient.

This could strengthen the claim if the new trucks were less efficient (more powerful) or if making them created more emissions and this were attributed to Canadian freight movement.

D Technological changes have led to new trucks producing less pollution per mile.

This could weaken the claim if it was significantly less pollution and if this outweighed the increase in truck miles and if new trucks had replaced old trucks.

**Q7, 8, 9**

Analysis

Ev There are downloadable games which require players to control a number of virtual CCTV cameras and report crime.

A

R1 People are beginning to treat CCTV as an interactive game

R2 They [robotic toys] are increasingly interactive, sophisticated and game-like.

IC1 Robotic toys are becoming increasingly popular.

Ex There is already a really cool Japanese robot that can be controlled by wireless network and has a webcam so that you can see where it is going.

A (actually example which implies that this combination is possible)

C The future of gaming lies with surveillance robots, which are sent out into the real world, viewed and controlled remotely, and which interact with each other and us.

**7 Key A**

The example of the unbelievably cool Japanese robot supports the unstated IC that the logical next step is already possible; this idea of possibility supports the idea that the future of gaming lies with surveillance robots.

B Having a webcam is the same as surveillance.

The example of the Japanese robot with a webcam is used to show that surveillance robots are possible. However, this does not mean that having a webcam is the same as surveillance, because a webcam would enable surveillance, but does not entail it.

C Players who like controlling virtual CCTV cameras will like surveillance robots.

This is likely, but not necessary for the argument.

D The existence of one robot with a web cam means that this will soon be a trend.

This may distract; it hints at a problem with the argument which does not exist. The author is not generalising from one robot to a trend but suggesting that this one robot indicates that his idea is possible.

8 Key C (see analysis)

9 Key D

**D The argument excludes other trends in gaming.**

The conclusion is too strong for the limited reasoning and evidence provided; we have heard nothing about other gaming trends and yet robotic surveillance is called ‘the’ future of gaming.

A Many people may find watching CCTV very dull.

At best this would be a reason why surveillance might not catch on; however, there is a significant difference between watching CCTV and playing with interactive surveillance robots. There is also evidence in the argument that there are the beginnings of interest in CCTV as an interactive gaming experience. Many of us find computer games dull but this does not stop them being very popular.

B Surveillance robots represent a nightmare of loss of privacy for many of us.

This would be a reason to fight against the development of this technology, but is not a weakness in the argument which is presented to support the claim that surveillance robots are the future of gaming.

C The argument draws a general conclusion from a single example. It doesn't.

**Q10**

Key B Only children take teddies to bed with them. You are taking a teddy to bed. You must be a child.

In this argument, if both reasons are true, the conclusion must also be true.

A Dangerous stunts should not be shown on television. A television presenter's serious crash was shown on television. So he can't have been doing a dangerous stunt when he crashed.

This argument moves from a claim about what should (not) be the case to what can (not) have been the case. Because many things do happen which should not happen, it does not follow that he cannot have been doing a dangerous stunt. So this argument is not valid.

C You are allergic to wheat flour. You are eating a biscuit. So it must be a wheat-free biscuit.

The conclusion is not necessarily true. It is possible that ‘you’ are eating a normal biscuit (by mistake, ignoring the unpleasant consequences etc). So this argument is not valid.

D All the ‘celebrities’ on that game show are desperately seeking to improve their fading careers. Your career is fading. You should go on that game show.

This argument moves from what is the case to what ought to be the case. It is not a logical necessity that you should go on that game show. So it is not a valid argument.

**Q11**

Key B

Context: In *Diamonds are Forever*, Q gives James bond a set of false fingerprints to conceal his identity.

Evidence Researchers in Japan recently tricked one security system by using fake fingerprints from a gelatine mould.

R1 Fake prints made out of common household ingredients can fool expensive biometric security systems which use fingerprints for identification.

C Another far-fetched Bond gadget? No. (So this is not another far-fetched Bond gadget)

A Explanation.

C Has no conclusion. Would be an explanation anyway.

D Information about robots.

**Q 12, 13, 14**

Analysis

Context: More and more women / men in their early twenties are paying hundreds of pounds for Botox treatment to prevent their skin from ageing and conceal the first signs of wrinkles.

Ev A study of identical twins in America ... One twin was given regular Botox jabs for thirteen years and her sister received none. The twin who had been treated showed no visible signs of wrinkles when she wasn't smiling, frowning or squinting. The other twin showed normal signs of ageing.

A1 There were no other significant differences in the lifestyles of the twins.

R1 this indicates that Botox injections can work to delay ageing in young women.

Explanation of Ev / R This is because lines and wrinkles are caused by the muscle movements when we smile, frown etc. and Botox stops these muscles working properly, so the skin is not being creased.

R2 It is easier to prevent wrinkles than to fix them,

A2 Signs of ageing do need to be treated

A3 These (super-vain) women will not become increasingly anxious about their appearance and have more cosmetic surgery later in their search for perfect youthful looks.

IC1 These people will need less cosmetic surgery later in life.

C These people are not simply wasting their money.

**12** Key D Main Conclusion (see analysis)

**13** Key C These people would age prematurely if they did not invest in Botox treatments.

*The argument does not require them to age prematurely, just to show normal signs of ageing.*

A A2.

B A1

D A3

**14** Key B ii) only

i) Smoking, drinking, staying up late and sunbathing speed up ageing.

These women would be wasting their money on anti-ageing treatments only if they were also engaging in behaviour which sped up the ageing of their skin. We do not know that they are, so this does not counter the argument that these people are not wasting their money.

ii) An expressive smile is more beautiful than smooth skin.

Botox stops the muscles which allow smiling from functioning. So it inhibits a natural, expressive smile. If this is more beautiful than smooth skin, and these women seek to remain beautiful, then they are indeed wasting their money.

iii) It is better to eat healthily and look after your skin than to rely on cosmetic treatments for your looks.

This is probably true. But, as with i), we do not know that these people are using cosmetic treatment instead of eating healthily, etc. So we cannot say that they are wasting their money on expensive treatment whilst ignoring free, common sense behaviour.

**Q15, 16, 17**

**15** Key A

**16** Key B

Tamara and Kah Yin have diving, but this finishes at 7, before the cut off time of 7.30. Some of the others may sometimes do circuit training, but could do this training on other nights. Every other night two or more people are busy until after 7.30.

**17 Key B**

Each girl works all day on either Saturday or Sunday. Lauren has football on Saturday, so she must work on Sundays.

A It is possible to be in the band and play football. Afternoon matches should be finished before band starts at 7.

C None of the boys is regularly busy with clubs on Tuesdays, but both Zafar and Peter play football, so have to do circuit training twice a week. This might sometimes be on a Tuesday.

D We cannot be sure that Meera is free on Saturdays either, as we do not know which day she works. It might be Saturday.

**Q18, 19, 20**

Analysis

CA:

R Even if only a tiny percentage of all the billions of stars have planets which can support life, that's still billions of planets.

C Therefore, we are told, it's pretty conclusive that life exists somewhere else in the universe.

Argument:

Rh Q: So where is it?

R If the chance of extra-terrestrial life in the universe is so overwhelming, isn't it surprising, on a fantastic scale, that absolutely no evidence exists of it? R When we look up at the night sky at all those billions of stars, we simply see a cold, uneventful and - apart from natural phenomena - dead universe.

R We've been listening for radio signals for decades now, desperately searching for anything that might give us a sign that life exists.

R But nothing.

R There are galaxies out there billions of light years away.

R If they harboured life, these life forms would be far advanced of anything we could ever comprehend.

IC Surely, if there was extra-terrestrial life, when we look up at the night sky it should be teeming with life and activity.

R If the chances of life were as abundant as the common theory suggests, there would be millions of different alien races out there, all at different levels of evolution.

R It's simply not plausible to believe that every one of them has decided to hide from us.

IC And they can't just be shielding themselves from us.

C It just can't be there.

**18 Key B** (see analysis)

**19 Key A** doesn't have to assume 'far distant galaxies' – interstellar or close galaxies would do. If we are to move from the lack of evidence that there are alien life forms to the conclusion that, 'it just can't be there' we have to assume that they could communicate with us in ways we could recognise, that they would choose to do so and that we would recognise alien life forms if we did come across them. If we do not assume these things, then it is possible that we have no evidence of alien life because we cannot communicate, or because they choose not to communicate with us or because we simply haven't recognised them.

**Q20** Key D This counters the argument by sorting out the false dilemma / showing that we are not restricted to the options of no aliens or having clear evidence of aliens

A Even though we cannot be sure that the comment is true, it does counter the argument by suggesting a way in which aliens might observe us without us knowing about it. So we cannot make the leap from lack of evidence about aliens to them not being there.

B This is a simple disagreement with the comment, combined with a stereotype of what an alien would be.

C The comment does not demonstrate that evidence of UFOs might be reliable. It may explain such evidence (at a push).

- 21 **Name and briefly explain the function of the following elements in the structure of Rake's argument:** [2] marks each

One mark for name, one mark for explanation. Mark for explanation can be given if accurate, even where name is inaccurate.

- a) **'It's just as insulting as the slights of 'noisy virago,' and 'shrieking sisterhood,' hurled at women campaigning for women's right to vote more than 100 years ago.'** Para 1  
 Response to counter assertion (accept counter argument) (that feminists are hairy, dungaree wearing etc) / argues against the idea that women are hairy, dungaree wearing etc (2 marks)

Accept:

Counter argument/assertion (1 mark)

Analogy (1 mark)

- b) **'It [feminism] is about much more than tinkering at the edges – and that feels threatening to a lot of people.'**

Intermediate conclusion (1 mark) + supported by reasons, examples of what feminism is about (1 mark) OR supporting the idea that feminism is calling for something many women and men find difficult (1 mark)

- c) **'More than 80% of MPs are men.'** Paragraph 5

Evidence (1 mark) to support the claim that women still need to work together on the issues that preoccupied 1970s feminists but still are not resolved. (1 mark)

**(Accept example because it could be seen as part of a list of examples; the author is using evidence in a list of examples to illustrate her point.)**

- d) **'To make it happen, we have to reclaim the f-word, show what we are really about and unite for change.'** Paragraph 9

Conclusion. 2 marks

Accept: Intermediate conclusion (1 mark)

**Q22 Analyse in detail the structure of the argument in paragraph 2 by identifying reasons, intermediate conclusions etc.** [9]

**Analysis of Reasoning AO1**

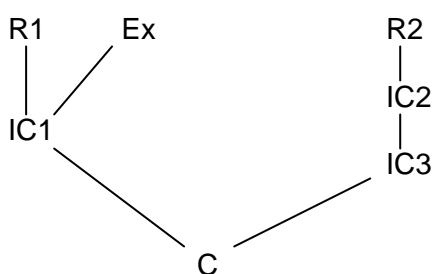
In all cases performance descriptors refer to candidates performing at the top of the band. Any candidate performing above the descriptor enters the bottom of the next band.

Candidates should demonstrate understanding of argument structure. Candidates should identify elements of subtle and complex arguments using appropriate terminology.

	Performance descriptors
Level 4 7 - 9	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 5 - 6	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 3 - 4	Candidates demonstrate basic understanding of argument structure. Candidates are able to identify some elements of reasoning accurately using appropriate terminology. They may mix this with gist and misunderstanding.
Level 1 1 - 2	Candidates demonstrate limited understanding of argument structure. Candidates may provide poor paraphrases of isolated elements of arguments or give overall gist.

- R1 It [stereotype] gives the impression that feminism is all about how women should dress.  
 IC1 It [stereotype] belittles feminists' serious concerns –  
 Ex (of serious concerns) the pay gap, violence against women, that women's caring roles are so undervalued, that women are under-represented in positions of power.  
 R2 There is no single definition of feminism  
 IC2 People can choose and exaggerate the elements they want and then knock them down  
 IC3 It [lack of single definition] makes it easier for people to indulge in feminist-bashing  
 IC4 / C The stereotype of the mythological feminist is dangerous

A candidate who has correctly identified the main conclusion of the passage (or identified that IC4 is supported by all other reasoning in the passage) is deemed to have basic understanding of the structure of the argument. Good answers will show that there are two strands of reasoning working independently.





23) How effectively does Rake respond to feminist-bashers and hostility to feminism in paragraphs 1 – 4? [18]

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 14 - 18	Candidates demonstrate sound, thorough and perceptive evaluation of strength and weakness in Rake's response to feminist-bashers and hostility to feminism. They provide consistent evaluation of the impact of this strength and weakness on the overall support given by the reasoning to this claim. Candidates select key points to evaluate. Inappropriate forms of evaluation are rare and not serious. Candidates have evaluated Rake's response, making some relevant points to support their evaluation.
Level 3 10 - 13	Candidates demonstrate a clear understanding of weakness in Rake's response to feminist-bashers and hostility to feminism. They evaluate the impact of this on the overall support given by the reasoning to this claim. Candidates begin to evaluate strength more clearly. Candidates select points to evaluate, but not always key points. Inappropriate forms of evaluation (disagreement, counterargument, false attribution of weakness) may occur. Candidates have made a mixture of relevant evaluation and irrelevant or inappropriate points in an attempt to evaluate Rake's response.
Level 2 6 - 9	Candidates demonstrate basic awareness of strength and weakness in Rake's response to feminist-bashers and hostility to feminism. Valid points may be isolated, but candidates begin to evaluate the impact of weakness on the overall support given by the reasoning to this claim. Candidates may attribute weakness inappropriately and occasionally disagree with the reasoning or provide counterarguments rather than evaluating it. Candidates make the odd relevant evaluative point amidst description and irrelevance.
Level 1 1 - 5	Candidates demonstrate limited awareness of strength and weakness in Rake's response to feminist-bashers and hostility to feminism. They attribute weakness inappropriately and have little awareness of the impact of weakness on the overall support given by the reasoning to this claim. Candidates tend to disagree with the reasoning rather than evaluate it. <i>Candidates' responses are overwhelmingly irrelevant, descriptive or wrong.</i>

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

*'Support your evaluation by **selectively** referring to:  
Flaws in the reasoning and their impact on the strength of the reasoning.  
Assumptions which must be made and their impact on the reasoning.  
The effectiveness of the use of examples.  
How effectively reasons support intermediate conclusions.'*

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

**Indicative content**

## Key points

Her response is highly rhetorical and emotive. She does not really respond effectively to genuine concerns. She picks on 'feminist bashing' and stereotyping and highlights problems with them but never questions whether there are any real arguments against her standpoint.

## Flaws/weaknesses

Para	Comment	Impact / evaluation
1	Attacking the arguer rather than the argument, 'roll up, roll up, for a spot of that old favourite, feminist bashing. Anyone can have a go, it's easy...'	She treats those who oppose feminism as unsubtle, likening opposition to feminism to mass fairground activities which are not known for their intellectual rigour. So she is attacking the arguer rather than their arguments. However, her whole point is that the people she is responding to tend not to have arguments against her position but prejudice, stereotype and insult. So Rake has highlighted an important point, but her response at this point is emotive rather than rational.
	Rhetoric / appeal to emotion	Her response to stereotype and insult is that, 'it is insulting,' but this does not mean that it is wrong. It is a rhetorical trick to arouse emotion rather than a solid reason to oppose a point of view.
	Appeal to history	She appeals to history, assuming that historical events which have favoured the women's movement demonstrate that the women are right. However the same argument could be used to show that history has long been on the side of those who would oppress women. So this is not an effective response to hostility or feminist bashers.
2	Response to counter argument	Rake does respond to the misperception that feminism is all about how women should dress, demonstrating that the feminist bashers use a straw person flaw, exaggerating the elements they choose. She gives examples of feminists' serious concerns to counter the idea that feminism is all about dress. She does not argue, however, but treats the examples as speaking for themselves. This paragraph is stronger than para 1, but not yet strong.
2	Focus of response Query Straw person flaw in Rake's own argument	Rake does not respond to feminist bashing as such, but presents feminist issues as if they alone are sufficient to stop people feminist bashing. (Although she ostensibly focuses just on feminist bashing, her response is to oppose an image of a woman with issues dealing with feminism). Whilst this is in part her argument, (you're getting at us for the image you hold of us, but actually we're about more than just how we dress), it does seem that, by omitting to mention issue-based opposition, she thereby conflates opposition with feminist bashing. Candidates may consider how far this constitutes a straw person flaw; just dealing with an extreme part of the opposition rather than all of their

		arguments. On the other hand, the problem is not people who oppose feminism with thoughtful arguments, but people who are opposing it with insults and stereotypes. (Good students might consider some of these issues).
1/2	Conflation	Rake takes one problem with the stereotype, that it focuses on how women dress, and treats that as the whole problem. However, the problem with the hairy, scary dungaree clad feminist, is, I think, as much to do with 'scary' as anything else. It is an image of a woman who does not submit to attempts to control her; a woman who cannot be dominated or controlled by claims that she is stupid and delicate and needs to be looked after by paternalistic man; who does not wish to be simply 'eye candy' and is therefore scary to men. This part of the image does address many of the real problems raised by feminism. There is a real issue with people treating feminism as about how women dress, or at least rejecting it because of images of how feminists dress, but this is by no means the whole of a complex problem.
3/4	Lack of response to counter argument	Rake gives a good reason why feminism provokes hostility – it is trying to change relationships and it is threatening. She explains this hostility without responding to it. She assumes that these changes should be supported rather than trying to oppose hostility.
	Inconsistency	This is also inconsistent with her earlier point that people oppose feminism because of superficial images.
2/4	Inconsistency	Having said in para 2 that there is no single definition of feminism, Rake proceeds to talk about the aims of feminism as if there were consensus.
5	Causal problem	Credit reasonable points about link between women's bodies as sex objects and self-harm / plastic surgery.

## Assumptions

Para	Assumption	Impact / Evaluation
	Assume that having a single definition of feminism would make it harder for opponents to distort it.	It might, but it would still be possible to distort feminism.
4	Assumes that opponents of feminism have no good reasons to oppose it than feelings of threat.	If these opponents do have good reasons, then Rake has misrepresented them. However, this does not greatly undermine her point that much opposition to feminism can be explained by a feeling of being threatened.

### Examples

Rake's argument relies quite heavily on the use of examples. Many of them are good examples of serious feminist issues which can help to counter feminist bashers and encourage all those who wish to live in a respectful and fair world to work together. To this extent her use of examples is effective as a response to feminist bashers. However, she tends to make sweeping references to issues without substantiating her claim that they still are issues / to what extent they are still issues. This may be because of the restrictive length of a newspaper article, but this hand gesture style of reference does make the reasoning feel weaker and more rhetorical, and leave it open to opponents to claim that equality of pay is not, for example, an issue today.

Rake uses examples of issues in which women seek improvement in pay, status or conditions; she focuses on women's issues. The whole context here is of women gaining, and men probably relinquishing their claims to higher status, pay, exemption from cleaning the toilet etc. Equality would mean this – but in order to really respond to hostility to feminism and persuade men to join feminists in pursuit of equality, she might need to address issues of unfairness towards men as well; divorce settlements, prejudice, unfair assumptions about them as threatening, male image issues etc. So in this respect, Rake's examples are too polemical to successfully counter hostility to feminism.

Many of these examples run through the passage, including beyond paragraphs 1 – 5. Where candidates **include** critical comment about the examples with reference to Rake's use of them in later paragraphs in a general evaluation of the use of this example in countering hostility to feminism, this may be credited. Where candidates only refer to comments in later paragraphs, this may not be credited.

Suffragettes / 70's feminists / 90's women	These are all good examples of women who have fought, and won for aspects of equality. They are examples of the best of feminism, and as such, do add to Rake's reasoning. They remind us that there is a real cause to fight for and that the battle is ongoing. However, she has picked only the strongest examples; there are women / feminists out there fighting against men rather than for the equality of women. Rake neither acknowledges this nor responds to it.
Pay gap	This is a key example of an issue in which equality has not been achieved; that men and women are paid differently for work of equal value. This is a good example, which really shocks people out of complacency but Rake only refers to it, rather than supporting it. This may make the reference seem ritualistic and formulaic rather than soundly based on evidence. It also does not distinguish between women being paid less for exactly the same work, 'women's' jobs being generally paid at a lower rate, and women earning less because they choose to work part time because of caring roles.
Violence against women	Again, this is an important issue and can be used to wake people up to the reality that women are not always treated equally, fairly, kindly or with respect. Rake does not set it in the context of other violence: is violence by men against women disproportionate to violence by women against women, women against men, or men against men? It is of particular concern when men treat women as property to be used and abused but Rake needs to do more to show the extent to which this is still an issue.
Caring roles	Rake should probably provide a justification for caring roles being paid highly in 'ukplc'. This is an interesting example but not necessarily one which everyone can unite on. Even women whose beliefs are firmly rooted in capitalism may accept that jobs which generate money should be rewarded more highly than jobs which are valuable in other ways.

	<p>Where is the money to come from to pay nurses etc? So this example may provoke hostility rather than responding to it.</p> <p>There is also a contradiction in Rake's reasoning on this issue. She complains that childcare is not affordable, but also (in para 8) that we pay those who look after our cars more than those who look after our children. If we paid child care workers more, childcare would be even less affordable.</p> <p>Rake also focuses on the financial aspects of this issue. There are perhaps other, more interesting aspects. Many women – or even men – wish to spend time with their own children rather than paying someone else. Rake does not address the stigma that can be attached to this choice. She also does not address the issues of dependence; if an individual does not engage in paid work in order that they can care for their own children, they will generally have to spend a period of time dependent on their partner (or the state) and this state of dependence can be even more damaging than simply not being paid.</p>
Under-rep in power	<p>This is also a good and interesting example of a real, important issue. Rake does not deal with the question of why there are so few women MP's – is it that women don't want these jobs because they are not as good as men think they are? Is it that women don't want them because they conflict with other things such as childcare and there is an equality issue, because men don't join in with childcare? Is there a business and political culture excluding women (perhaps because of stereotyping)? The answers to these questions might indicate whether there really is a feminist issue here.</p>
Cleaning the toilet	<p>This is an excellent example of a difficult issue which has yet to be resolved to the satisfaction of feminists (and many women who would not call themselves feminists). It particularly illustrates that there are still feminist issues in the private sphere, and that Rake has an important point here. On the other hand, it is not an example likely to counter hostility as its emotional resonances will provoke hostility towards feminists.</p>
Safe walking home	<p>This is an issue on which most people can unite, and is therefore a good example to use to counter hostility to feminism. It could probably be extended to males safely walking home.</p>

### Reasons → IC

Reasonable support for the stereotype of the myth fem is dangerous in para 2. This is quite a reasonable part of the response to hostility.

Reasonable support through examples for the claim that feminism is about more than tinkering at the edges – but there is little support for the claims that this feels threatening or that men and women find this difficult. It is merely asserted. If we accept these claims, this seems to be a reasonable (if partial) explanation of why feminism has always provoked such hostility. However, it does not deal with other reasons for hostility to feminism, so it can only ever be partial. Little support for the claim that changing rules of game.

## 24 How effectively does this response counter Rake's reasoning?

[12]

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 10 - 12	Candidates demonstrate sound, thorough and perceptive evaluation of the effectiveness of the blogger's response to Rake's reasoning, including understanding of the meaning, strength and weakness of Rake's reasoning, where appropriate. Candidates select key points to evaluate. Inappropriate forms of evaluation are rare and not serious. Candidates have evaluated the blogger's response, showing understanding of Rake's original reasoning, and making some relevant points to support their evaluation.
Level 3 7 - 9	Candidates demonstrate a clear understanding of weakness in the blogger's response to Rake's reasoning, including some understanding of Rake's reasoning, where appropriate. They evaluate the effectiveness of this response. Candidates select points to evaluate, but not always key points. Inappropriate forms of evaluation (disagreement, counterargument, false attribution of weakness) may occur. Candidates have made a mixture of relevant evaluation and irrelevant or inappropriate points in an attempt to evaluate the blogger's response.
Level 2 4 - 6	Candidates demonstrate basic awareness of strength and weakness in the blogger's response to Rake's reasoning. They may make basic comments about the strength or weakness of Rake's original reasoning. Valid points may be isolated, but candidates begin to evaluate the impact of weakness on the overall support given by the reasoning to this claim. Candidates may attribute weakness inappropriately and occasionally disagree with the reasoning or provide counterarguments rather than evaluating it. Candidates make the odd relevant evaluative point amidst description and irrelevance.
Level 1 1 - 3	Candidates demonstrate limited awareness of strength and weakness in the blogger's response to Rake. They attribute weakness inappropriately and have little awareness of the impact of weakness on the overall support given by the reasoning to this claim. Candidates tend to disagree with the reasoning rather than evaluate it. <i>Candidates' responses are overwhelmingly irrelevant, descriptive or wrong.</i>

**Indicative content**

The blogger's response gives reasons why some men and women might not unite in the cause of feminism. The idea that some women admire female pop stars who sell sex etc seems to pose a real problem for Rake's argument / feminism (because these women may not join in and because Rake might be claiming too much when she says that, 'ordinary' men and women want the world she has outlined) but also to illustrate why feminism needs to reach out further (to give these women higher, more fulfilling aspirations etc). It also misses the point that feminism is about creating equality and opportunity. The problem is not with women choosing certain roles, but with cultural stereotypes which pre-determine those roles for women, or which exclude women who do not fit into these roles.

The problem with the toilets is based on a misunderstanding of Rake; she says that feminism is about 'who gets the job of cleaning the toilet,' – so she is not saying that women should tell their men to clean the toilet, but that cleaning the toilet after someone

else has used it should not automatically be a woman's job. This response highlights the threatening nature of profoundly changing power relationships between men and women in the home, which is precisely Rake's point. So, whilst the blogger may be right that not many men wish to join a movement of 'women who think they can tell everyone else who should clean the toilet,' he does not provide a good answer to Rake's reasoning. (For this read; not many men want to clean the toilet, or be made to feel guilty about not wanting to clean the toilet. Women, of course, should enjoy this job.)

Then the blogger attacks Rake as, 'talking the usual sexist feminist rubbish,' instead of addressing her arguments, and completely distorts Rake's argument (straw person). Rake's reasoning in the latter part of the argument is weak; she asserts (with some but not much) evidence, that there are still problems, and that this is a basis for uniting different feminists and harnessing a third wave of feminism. It paints a detailed picture of a more equal future and states that feminism needs to attract men and minorities to achieve this future. It is an image or manifesto rather than an argument. The blogger simply discounts this, and engages in a spot of feminist bashing.

So the blogger's response is not effective.

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

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

### Quality of Language

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



General guidelines for quality of language:

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

We want to credit communication of good thinking.

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

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

# Grade Thresholds

Advanced GCE Critical Thinking (H050/H450)  
January 2008 Examination Series

## Unit Threshold Marks

Unit		Maximum Mark	a	b	c	d	e	u
F491	Raw	80	59	50	41	33	25	0
	UMS	120	96	84	72	60	48	0
F492	Raw	120	77	68	59	51	43	0
	UMS	180	144	126	108	90	72	0
F493	Raw	80	59	52	45	39	33	0
	UMS	120	96	84	72	60	48	0
F494	Raw	120	75	66	58	50	42	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
<b>H050</b>	300	240	210	180	150	120	0
<b>H450</b>	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
<b>H050</b>	9.0	26.3	47.5	68.2	83.8	100	1515
<b>H450</b>	11.1	29.6	63.0	81.5	92.6	100	29

## 1544 candidates aggregated this series

For a description of how UMS marks are calculated see:

[http://www.ocr.org.uk/learners/ums\\_results.html](http://www.ocr.org.uk/learners/ums_results.html)

Statistics are correct at the time of publication

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