GCE

Critical Thinking

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

Advanced Subsidiary GCE

Mark Scheme for June 2015

These are the annotations, (including abbreviations), including those used in RM Assessor, which are used when marking.

Annotation	Meaning
✔	To show where marks are allocated in Q 18, 19 and 23(a).
BP	Blank Page – this annotation **must** be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
SEEN	To mark each of the additional lined pages and additional objects pages to indicate that these have been seen and taken into account. (only necessary if no other annotations shown on that page).
C	Weak main conclusion Q22 & 24.
C ✚	Strong main conclusion Q22 & 24 ✚ should only be used once.
R	To indicate a reason Q22 & 24.
R ✚	Strong reasons Q22 & 24 ✚ should only be used once.
I	Weak intermediate conclusion Q22 only.
I ✚	Strong intermediate conclusion Q22 only ✚ should only be used once.
J	Weak Counter argument and response to CA Q24 only.
J ✚	Strong Counter argument and response to CA Q24 only ✚ should only be used once.
S	Weak structure and development Q22 & 24.
S ✚	Strong structure and development Q22 & 24 ✚ should only be used once.

Annotations MUST be used on questions 18, 19, 22, 23a and 24

Section A – Multiple Choice

Question	Key	Text	Type	AO
1	B	Pace of life	Weaken	AO2
2	A	Pace of life	Assumption	AO1
3	C	Baby on board	Identify IC	AO1
4	D	Baby on board	Alternative main conclusion	AO2
5	C	Baby on board	Strengthen	AO2
6	B	Futured Languages	Identify R	AO1
7	D	Futured Languages	Strengthen	AO2
8	C	Futured Languages	Assumption	AO1
9	C	Futured Languages	Flaw (hasty generalisation)	AO2
10	A	Space is open for Business	Identify MC	AO1
11	A	Space is open for Business	Flaw (conflation)	AO2
12	D	Space is open for Business	Strengthen	AO2
13	B	Human Rights for Apes	Identify IC	AO1
14	B	Human Rights for Apes	Impact of further claims	AO2
15	C	Human Rights for Apes	Flaw (slippery slope)	AO2
			Section A Total	15

Analysis of Multiple Choice Passages and Answers

Question	Answer	Mark	Guidance
1	B	1	a. If new communication technology is the reason why the pace of life is slowing down, then this would strengthen the argument, not weaken it. Assuming that a slower pace of life is desirable, this would mean that new communication technology is having a beneficial effect, in which case it seems right to welcome this new communication technology. b. This is the right answer. If new communication technology possibly creates problems unrelated to workload, then it is possible that their overall effect is harmful, and this is a reason why it should not be welcomed, therefore weakening the above argument. c. This challenge to the counter argument does not have to mean that the contact from colleagues is facilitated by new communication technology. New communication technology may only affect the timing and ease of contact that can occur. There are a number of assumptions needed to be made to weaken the argument significantly here. d. The first reason states: New communications technology has reduced the time we spend working. The second reason states that [new communication technology has] enabled us to work more efficiently. This option 'working for less time is different from working more efficiently' just highlights that these are two different things. This is commentary on the reasons, not a statement that would weaken the argument.
2	A	1	a. This is the right answer. The argument claims that new communication technology will reduce the time spent working but this does not necessarily mean that it will increase the time spent with family and friends as there are other ways to use the extra time. Therefore, it has to be assumed that it will increase the time spent with family and friends for the principle that more time with family and friends is always desirable to support the conclusion that we should continue to welcome new communication technology. b. The counter-argument assumes that it is bad for the pace of life to increase, but the main argument does not assume that it is bad to feel rushed. The claim that it is acceptable to feel rushed has no impact on the argument that we should welcome new communication technology because it reduces the time that we spend working. Instead, it provides an alternative response to the counter-argument. c. The author can accept that people have different ideas of what it is to be rushed – as long as there is correlation between the proportion of people who say that they 'always' feel rushed and the pace of life. d. It does not matter whether the same people were surveyed in 2004 as 2012 as long as the percentages quoted are representative of the population as a whole.

Question	Answer	Mark	Guidance
3	C	1	a. This is the main conclusion of the argument.
			b. This is a principle which acts as reason alongside / jointly with the previous sentence (*The original purpose of the signs, to encourage other motorists to drive more carefully, is offensive*), to support the main conclusion. This reason does not support the IC, as the issue of offence is raised and developed with the two reasons.
			c. This is the IC. It is supported by a reason which follows (*They can obscure a driver's vision through the car's rear window*) and is itself a reason for the main conclusion (*baby on board signs must be used more thoughtfully*).
			d. This is the reason which supports the IC (These signs are a distraction).
4	D	1	a. The reason, explanation and evidence could be used to support the first part of this conclusion, but the idea of offensiveness would not strongly support the second part of this conclusion. It is unreasonable to say that the offensive ageism shown in placing the signs in the car would lead to mental danger.
			b. This ad hominem statement cannot be well drawn from the reasoning (distraction and offensiveness), as the reasoning addresses the presence and purposes of the signs, not the personality and intentions of the people who may place them in the car.
			c. Just like the present conclusion, this statement would provide a non sequitur flaw, as the reasoning (distraction and offensiveness) are forceful points which do not lend themselves well to such a weak conclusion. The reasoning does not address the issue of the thoughtful use of the baby on board signs.
			d. The two strands of reasoning (distraction and offensiveness) are forceful points which lend themselves well to a strong conclusion such as this.
5	C	1	To support the idea of 'used <u>more</u> thoughtfully' requires evidence of a current lower standard of thought. The only response which shows carelessness/lack of thought is option C.
6	B	1	a. This is the MC of the argument.
			b. This is a reason for the MC as it gives a reason (by implication of the converse) that 'futured' languages encourage recklessness.
			c. This is part of the scene setting for the argument.
			d. This is part of the scene setting for the argument.

Question			Answer	Mark	Guidance
7			D	1	a. This would weaken the argument, as it suggests that futured language speakers sometimes do save more than futureless language speakers, and that they are not necessarily more reckless. b. The fact that savings rates in the UK and the US are among the worst does not strengthen the argument, even though they are places where most people speak a futured language. They are just examples, not evidence of a pattern. There may be other places with equally low savings rates where most people speak a futureless language, and places with relatively high savings rates and a futured language. c. The size of the sample helps to ensure that the results are statistically significant. As the passage already states that the researchers took a large group of people, this distractor merely exemplifies how large this group is, rather than adding any further support or strength to the argument. d. This is the correct answer. The fact that the speakers were matched not only for income but also for a variety of other variables significantly reduces the number of possible alternative explanations for the difference in savings rates. It strengthens the support for the claim that it is speaking a futureless language, which causes people to save more for their retirement, rather than some other factor.
8			C	1	a. This is too strong. Even if problems in retirement are not an inevitable consequence of failure to save, it may be prudent to save, and reckless not to save. In that case, something which discourages saving is encouraging a form of recklessness. So the argument still works. b. Mandarin is mentioned merely to illustrate what is meant by a 'futureless' language. Nothing needs to be the case about Mandarin for the argument to work. c. This is the correct answer. Unless smoking is reckless, the fact that futured language speakers are more likely to smoke would not support the claim that futured languages encourage recklessness. d. It cannot be an assumption that the language that we speak changes the way that we think because the argument tells us that it does: it says that requiring a different tense makes the future seem less real and so encourages a reckless attitude to the future. These are changes in the way that people think.
9			C	1	a. Conflation occurs when two different concepts are treated as one, and the difference is significant. This is not happening here. b. Nothing in the argument is a necessary or a sufficient condition for anything else. Speaking a futured or a futureless language is neither a necessary nor a sufficient condition for saving or smoking. Neither saving nor smoking is a necessary or a sufficient condition for recklessness. c. This is the correct answer. The author is generalising hastily from particular cases of recklessness (not saving for your retirement and smoking) to recklessness in general about the future. Clearly, futured language speakers could be reckless in these particular ways but sensible in others. d. A slippery slope occurs when someone argues that if one step is taken, it will lead to a series of increasingly dire outcomes. This argument does not have this pattern.

Question			Answer	Mark	Guidance
10			A	1	a. This is the correct answer. It is supported by reasons (R1: There are no direct benefits from the research, just by-products like Velcro® and solar panels. R2: It will release money for governments to spend on more worthwhile issues, such as pollution and poverty). b. This is the second reason which independently supports the main conclusion. c. This is an explanation. d. This is scene setting evidence.
11			A	1	a. The author conflates space tourism with space research and exploration. It can be argued that flying into space is not undertaking additional research or exploration. b. There is no issue of causation or correlation is this argument, so the author has not made a false cause flaw. c. The author uses a number of examples (Virgin Galactic, Velcro®, solar panels, pollution and poverty) but each is used as illustrative. No further claim is based on these examples, so the author has not made any generalisation. d. The author has not argued that any wrong thing is acceptable based on another wrong thing occurring, so the author has not made a tu quoque flaw.
12			D	1	a. This gives a good reason for investing in space research, but does not address the issue of whether it is good that governments no longer need to do this. b. This neither strengthens nor weakens the argument. To strengthen the argument, it would need to be shown that without business funding this research could not occur. c. This neither strengthens nor weakens the argument, as the context is not known. It is difficult to determine if $200K is cheap or not. d. This strengthens the conclusion, as it supports the idea that it is good that governments no longer need to fund the exploration/research.
13			B	1	a. This is a principle used as a reason in the argument. It is illustrated by the evidence that "Chimpanzees have been seen to solve complex puzzles, better than two-year-old humans". b. This is the IC and is supported by the reason "because they are so closely related to us". c. This is part of the evidence given to support the reason 'because they are so closely related to us'. d. This is the main conclusion of the argument.
14			B	1	This neither strengthens nor weakens the argument, as showing that humans share DNA with other organisms does not make the evidence of difference illustrative of being closely related to us change in proportion.

Question			Answer	Mark	Guidance
15			**C**	**1**	a. Ad hominem occurs when the author, rather than the argument is attacked. There is no counter here or argument against another author. This is not happening here. b. A sweeping generalisation goes from particular examples to all of the category. This is not happening here. c. This is the correct answer. A slippery slope occurs when someone argues that if one step is taken, it will lead to a series of increasingly dire outcomes. This argument does have this pattern. The final reason is a slippery slope, as it takes assumption laden steps to an extreme conclusion. Arguably, if the rights were not given, then the status quo would continue, and the Great Apes are not currently being experimented on or endangered. d. Two wrongs don't make a right occurs when an author argues for one wrong based on the fact that other wrongs occur. This is not happening here.
			Section A Total	**15**	

Section B – Analysing and Evaluating Argument

Question			Topic/Answer	Mark	Guidance
16			**CONCLUSION (§1)** **1 mark:** Students in schools should be grouped only by ability (and) not (by) age. **Examples for 0 marks:** • Students should be grouped by ability and not by age. *(paraphrase – omission of the words 'in schools' creates a very different argument, such as grouping at university).* • Students in schools should be grouped by ability. *(paraphrase – omission of the words 'and not by age' creates a very different argument, such as grouping at sport).* • The most important focus of teachers must be the progress and achievement of their students (*principle §1.1).*	[1]	**Principle of discrimination** This question discriminates between candidates who can demonstrate accuracy in the selection of the correct argument element, and those who have not understood the gist of the argument. **1 marks - PRECISION** For precisely selecting the correct argument element. **0 marks** • For a paraphrase of the correct part of the text, missing key detail • For a statement of an incorrect part of the text • For no creditworthy material NB Only credit the words actually written. Do not credit words replaced by dots. NB Any words in brackets are not required but candidates should not be penalised if these words are included.

Question			Topic/Answer	Mark	Guidance
17	a		**INTERMEDIATE CONCLUSION § 1-3** **2 marks** They/schools should no longer discriminate based on age. (§1.3) **Example for 1 mark:** • Schools should no longer discriminate *(missing information)* • Just as schools no longer discriminate based on a student's ethnicity, disability or gender, they / schools should no longer discriminate based on age *(includes additional information)* **Example for 0 marks:** • The most important focus of education etc. (§1.1) • Students in schools should be grouped etc. (§1.4) • These schools have shown that there are social benefits to mixed age groups. (§2.2) • Both the general public and students etc. *(only supported by evidence). (*§3.1)	[2]	**Principle of discrimination for all part of question 17** This question discriminates between candidates who can demonstrate a secure understanding of the overall structure of the argument, and those who can only recognise the gist of it. **2 marks - PRECISION** For precisely stating the argument element in the exact words of the author. **1 mark - APPROXIMATE** • For stating the argument element in the exact words of the author, but adding or missing out information. • OR For a reasonably precise statement of the argument element which includes minor paraphrases.
17	b		**INTERMEDIATE CONCLUSION (§ 4-6)** **2 marks** Grouping by ability, instead of age, helps (to) give a better learning experience. (§4.1) **Example for 1 mark:** Grouping by ability helps to give a better learning experience. *(missing information)* **Example for 0 marks:** When students are put into classes according etc. (§4.2) • If practically all parts of society do not and cannot judge people based on age, then neither should schools. (§5.5) *(IC based on hypothetical evidence)* • The views of those who want to stick with the current system of grouping students by age can be dismissed. (§6.1) *(doesn't provide support for conclusion of grouping by ability)*	[2]	**0 marks** • For a statement of an incorrect part of the text. • For no creditworthy material. NB Only credit the words actually written. Do not credit words replaced by dots. NB Any words in brackets are not required but candidates should not be penalised if these words are included.

Question			Topic/Answer	Mark	Guidance
17	c		**PRINCIPLE (§1-3)** **2 marks** The most important focus of education must be progress and achievement. (§1.1) **Example for 1 mark:** The most important focus of education must be progress. *(missing information)* **Example for 0 mark:** Just as schools no longer discriminate based on a student's ethnicity, disability or gender, they should no longer discriminate based on age. (§1.2)	**[2]**	
17	d		**PRINCIPLE (§4-6)** **2 marks:** Nobody should believe (that) they are a failure. (§4.5) **Examples for 1 mark:** • It is a bad thing to feel like a failure (*paraphrase*) • Nobody should be a failure (*missing information*) • No one should believe they are a failure (*paraphrase*) **Example for 0 marks:** If car insurers can no longer discriminate on gender grounds, it is only a matter of time before they will not be allowed to discriminate on age grounds either. (§5.4)	**[2]**	

Question	Topic/Answer	Mark	Guidance
18	**EVALUATION: USE OF EVIDENCE (§2-3)** **Examples of correct weaknesses (WHAT)** A. Arguing from pastoral time to all classes (§2) B. Mixed age groups may not be the cause of social benefits (correlation not cause, accept *post hoc*) (§2) C. Mixed aged groups may not be the cause of Ofsted's "Outstanding" judgement (correlation not cause, accept *post hoc*) (§2) D. Evidence about benefits of mixed age groups is not used to support reasoning about ability groups (§2) E. Linking survey of *adults* with views of *students* (§3) F. 67% is appeal to popularity (§3) **Example for 3 marks** A. The evidence of the outstanding schools relates only to pastoral time [W] and may not apply to grouping by ability in schools overall [Y], so not fully supportive of the MC [H]. B. The social benefits may not be caused by mixed age groups [W] because they may be a result of buddy groups [Y] so this doesn't give adequate support to the main conclusion [H]. C. The reasoning from evidence from the 'outstanding' schools is not relevant [H] because they assume the stated benefits are *caused by* the grouping. [W] This is a causation flaw (accept *post hoc* fallacy). There could be other reasons why bullying is low, such as a buddy system [Y]. D. While §2 mentions that the students were not grouped by age, it does not mean that they were grouped by ability [W]. Which is what the author is trying to promote [Y] so the evidence is not sufficient. [H] E. The evidence only gives data from a survey of adults, [W] as students views may be different [Y] This weakens the argument because it isn't sufficient to support the reason. [H]	[3+3]	**Principle of discrimination** This question discriminates on candidates' ability to assess evidence used in the argument, by commenting on its relevance, and/or by assessing the degree to which the evidence helps the author to make the point. **Three marks are independently available:** • Correct identification of **WHAT** a weakness is e.g. name of flaw. • An explanation of **WHY** this is a weakness. • An assessment of **HOW** this weakness in the use of the evidence impacts on the author's reasoning e.g., sufficiency, relevance, selectivity, necessity, adequacy, assumptions (in the paragraph or argument as a whole). **NB** • Do not credit responses that merely state that the claim is a weakness; that is stated in the question; candidates must refer to the impact to get the **HOW** mark. • This question requires candidates to evaluate the **USE** of the evidence, not the evidence itself. **0 marks** For no credit-worthy material.

Question	Topic/Answer	Mark	Guidance
	F. §3 using 67% is an appeal to popularity [W] as just because something is popular doesn't mean it is right, [Y] so the evidence cannot be used to support the conclusion.[H] **Invalid points (0 marks on their own, or ignore if part of a larger explanation)** • The outstanding schools might mostly be fee-paying. • 1715 people is too small a sample • Some of the adults surveyed may not have children. • The 1715 may/may not have all come from the UK • You can't generalise as every school is different • The author assumed that ability defined classes for a short amount of pastoral time would lead to social benefits if all classes were defined that way.		

Question	Topic/Answer	Mark	Guidance
19	**EVALUATION OF REASONING (§4-5)** **Examples of correct evaluative points that may be credited:** A. appeal to popularity: "if practically all parts of society do not .."(§4) B. appeal to history: ECJ judgement in 2011. (§4) C. Non sequitur (accept if phrased as slippery slope): the conclusion "the teacher will inevitably fail" does not logically follow from the reasoning. (§3) D. Analogy: the comparison between car insurance and schools is not equitable (§5) E. HR1 "If car insurers can no longer discriminate on gender grounds…."§5.4 the consequence may not occur from the antecedent. F. HR2 §5.5 "if practically all parts of society do not...". G. Assumptions to do with ending up with mixed ability classes in §4. **Invalid points:** • Comparing age discrimination at school with age discrimination by car insurance companies • restricting the options • tu quoque **Examples of 3 mark answers:** A. The author states that practically all parts of society do not judge people based on age, this is an appeal to popularity [W], just because most people do something doesn't make it right [Y]. It would not necessarily follow that schools should follow suit [H]. B. Appeal to history [W] just because a 2011 case prohibited car insurers from discriminating based on gender, it does not mean that it is only a matter of time before they are not allowed to discriminate on age grounds [Y]. Without this there is nothing to support the reasoning [H].	[3+3]	**Principle of discrimination** This question discriminates between candidates who can identify areas of evaluation in reasoning, explaining accurately what is weak or strong about their use, and candidates who identify obvious strengths or weaknesses in reasoning with some understanding of what is wrong. **Three marks are independently available:** • Correct identification of **WHAT** a weakness is e.g. name of flaw. • An explanation of **WHY** this is a weakness. • An assessment of **HOW** this weakness in the use of the evidence impacts on the author's reasoning e.g. sufficiency, relevance, selectivity, necessity, adequacy, assumptions (in the paragraph or argument as a whole). **NB** • It is unlikely a candidate could get the **HOW** mark unless they have a valid **WHAT** or **WHY** point. • Do not credit responses that merely state that the claim is a weakness; that is stated in the question; candidates must refer to the text to get the **HOW** mark. Max **1 mark** for a counter (alternative view) couched as a weakness. **0 marks** • For just saying there is no evidence. • For just reference to the text. • For mere contradiction or repudiation • **OR** For no credit-worthy material.

Question			Topic/Answer	Mark	Guidance
			C. By saying that classes based on age will inevitably have mixed ability which will inevitably force the teacher to juggle tasks which will inevitably demotivate the students, the author is making jumps in the reasoning [W] and draws an extreme conclusion [Y]. So this does not support the idea that the student will be demotivated [H].		
			D. Even though schools and car insurance appear to be a couple of the last places where it is acceptable to discriminate based on age, this is not enough reason [W] to argue that students in schools should be grouped by ability, not by age [H]. There may be valid reasons why other institutions do not discriminate based on age, and valid reasons why school should [Y].		
			E. The author claims that just because car insurers have had to stop discriminating on gender grounds that they will have to stop discriminating on age. There is no law of equality on age, [W] but assumes there will be [Y] and thus the argument misses out a step needed for the conclusion [H].		

Question			Topic/Answer	Mark	Guidance
20	a		**FLAW NAME §6** **Examples for 1 mark:** • Straw man/straw person *(allow either or both).* **Examples for 0 marks:** • Claim. • Straw man/Ad hominem *(scattergun approach).* • False cause. • Ad hominem. • Restricting the options.	[1]	**Principle of discrimination** This question discriminates between candidates who can identify flaws in reasoning, and candidates who identify obvious weaknesses in reasoning without accurate identification. **1 mark – PRECISION** For precisely naming the flaw in the exact words required in the specification. **0 marks** • For naming an unrelated/incorrect flaw, or other key term used in the specification. • **OR** for a scattergun approach (correct answer along with others). • **OR** For no credit-worthy material.

Question			Topic/Answer	Mark	Guidance
20	b		**FLAW EXPLANATION §6** **Example for 2 marks:** The author misrepresents the opponent's argument as "only point to negative extreme examples of bright, but lonely 16 year olds having to go to university and less able students being forced to repeat year after year", but this is not their real argument. The distorted argument is easier to dismiss. **Example for 1 mark:** • Instead of giving reasons why this view is wrong, the writer refutes the opinion by saying "they rely on extreme negative examples" when they probably have other reasons. • The author distorts the opponents' argument in order to make it easier to refute. *[generic]* **Example for 0 marks:** Those people who lazily want to stick with the current system of grouping students by age, only point to negative, extreme examples of bright, but lonely, 16 year olds having to go to university and less able students being forced to repeat year after year. *(quote)*	[2]	**Principle of discrimination** This question discriminates between candidates who can identify flaws in reasoning, explaining accurately what is weak about their use, and candidates who identify obvious weaknesses in reasoning with some understanding of what is wrong. A straw man **distorts/misrepresents** the counter argument in order to make it easier to **dismiss/refute.** **2 marks - CLEAR** • A clear explanation of what is meant by this type of flaw, which then refers to the text, and an explanation of why it weakens the reasoning. **1 mark - LIMITED** • For a generic justification that the flaw is a weakness. • For a reference to the text which shows there is a weakness but does not relate it to the name of the flaw. • For a limited justification that the flaw is a weakness, perhaps phrased as a counter. **0 marks** • For just a reference to the text. • For no credit-worthy material. **NB** If there is a wrong answer in 20a, they can still achieve full marks in 20b.

Question			Topic/Answer	Mark	Guidance
21	a		**ANALOGY (§6)** There are a number of elements in the analogy to pick out: <table><tr><td>farmers</td><td>teachers/schools</td><td>u</td></tr><tr><td>to harvest</td><td>grouping **OR** to go on to the next year/stage/completing school</td><td>v</td></tr><tr><td>strawberries</td><td>students/pupils</td><td>w</td></tr><tr><td>day</td><td>year</td><td>x</td></tr><tr><td>unripe</td><td>unready/underachieved</td><td>y</td></tr><tr><td>rot</td><td>Overachieved/bored/frustrated/unnecessarily delayed</td><td>z</td></tr></table> **Example for 3 marks:** The farmer represents the school (u). The strawberries represent the students (w). The unripe and rotting strawberries are the underachievers and the overachievers (y and z). **Example for 2 marks:** Farmers being asked to pick all their strawberries (w) in one day (x) despite their ripeness and all students (w) from one calendar year (x) being place in one academic year despite ability. **Example for 1 mark:** The harvest of strawberries (w) and the education of students (w) are compared. **Example for 0 marks:** It will be as ridiculous as asking farmers to harvest all of their strawberries on the same day, as some would be unripe and some starting to rot (quote).	[3]	**Principle of discrimination** This question discriminates between candidates who can identify all areas of an analogy, showing a secure understanding of the structure of the argument element, and those who can only recognise the gist of the argument element. **3 marks** For three elements of the analogy precisely identified. **2 marks** For two elements of the analogy precisely identified. **1 mark** For one of the elements of the analogy precisely identified. **0 marks** For none of the above elements picked out. **Note that a complete element has to be written, and sub-parts of different elements do not together get credit.** **Note that copying out the section of text in paragraph 6 does not get credit. Identification of the situations being compared must be explicit.**

Question			Topic/Answer	Mark	Guidance
21	b		**ANALOGY EVALUATION** **Examples for 3 marks:** • Physical growth of strawberries is very different from the academic growth of young people [Y] and cannot be controlled [Y]. • Student and strawberries mature in very different ways [W]. Students don't rot – this is applying non-human characteristics to humans [Y]. Rotting is something which makes strawberries useless, where it is good for student to overachieve [Y]. This means we cannot use strawberries to draw conclusions about students [H]. **Examples for 2 marks:** • The purpose of the elements is very different, strawberries are for consumption and education is for life [W], so control of grouping (harvesting and education) should be linked to outcome, rather than just age [Y]. • The timescales are not comparable [W]. Rotting or being unripe is a shorter timescale than going to university or being forced to repeat year after year [Y]. **Example for 1 mark:** Education is more important than a strawberry harvest [W]. **Examples for 0 marks:** • It is a weakness. • Strawberries do get harvested at the same time. *(counter not evaluation)* • The harvest of strawberries and the exams for students happen in the summer *(not a relevant difference).* • Strawberries and young people are different. *(too vague).* • The situations are very different. • Harvesting is a one off process, whereas teaching is ongoing *(base on a misapplication of the analogy).*	[3]	**Principle of discrimination** This question discriminates between candidates who recognise and give a clear justification for the presence of a weakness in a specific area in relation to the overall argument, with those who can give partial justification(s) for their evaluation of the relative weakness in specific parts of the argument. **3 marks - CLEAR JUSTIFICATION** Correct identification of **WHAT** a weakness is, with a **DEVELOPED** explanation of **WHY** this is a weakness. **OR** • Correct identification of **WHAT** the weakness is. • with a **LIMITED** explanation of **WHY** this weakness matters/is significant. • and with an assessment of **HOW** this weakness impacts the analogy, conclusion or the argument as a whole. **2 marks - LIMITED JUSTIFICATION** Correct identification of **WHAT** a weakness is, **with** an explanation of WHY this is a weakness **OR HOW** this impacts the reasoning. **1 mark - SUPERFICIAL** Identification of **WHAT** the weakness is, possibly worded as a counter. **0 marks** • For just reference to the text. • **OR** For no credit-worthy material. • **OR** any reference to car insurance.
			Section B Total	[30]	

Section C – Developing your own arguments

Question			Topic/Answer	Mark	Guidance
22			**OWN ARGUMENT WITH IC:** **SEE APPENDIX 1** **SUPPORT** **Acceptable strong conclusions**: • We should never make students repeat a school year. • I agree/I think that we should never make students repeat a school year. • My conclusion is we should never make students repeat a school year. **Examples of weak conclusions:** • I do not think that we should never make students repeat a school year (*double negative*) • Students should never be made to repeat a year (*passive voice*) • We should never make students repeat school years (*significant alternations to the wordings*) Conclusion is **absent** if it is implicit e.g. "I agree/don't agree with this conclusion/claim". **Examples of acceptable reasons**: • Effect on the student repeating; embarrassment, separation from friendship groups, bullying, depression, boredom. • Effect on the rest of the class – repeaters may be disruptive; the chance of repeating may make some try less hard first time round. • Cost implications – larger classes (especially in lower grades). • Difficulty of deciding who repeats; may depend on a single mark in a test; students who are weak in one subject may be good at something else.	**[12]**	**Principle of discrimination** This question discriminates on whether a candidate can demonstrate the ability to select and use components of reasoning including an intermediate conclusion, and synthesise them, to create well-structured, sustained arguments. **Concision** • The bonus mark for concision can **only** be awarded if the candidate has given a well-developed and sustained argument. • This mark on Levels 2 and 3 is to recognise that the candidate has been **actively** concise, by selecting argument elements carefully, rather than crediting a short argument which makes omissions. **Intermediate Conclusions** • A **progressive** IC is able to act as a reason on its own for the MC, as well as be supported by a reason. Examiners are recommended to do the "therefore...because" tests to ensure that the IC is sufficient on its own as a reason for the MC. • Examiners are alerted to the fact that the presence of the word 'because' in an argument may not indicate an IC. The word because can also be used for explanations and reasons. • The IC cannot be 'double marked' as an intermediate conclusion *and* as a reason. Candidates are required to give 3 reasons, as well as an intermediate conclusion. • Candidates are required to give 3 reasons, as well as an intermediate conclusion.

Question	Topic/Answer	Mark	Guidance
	CHALLENGE: **Acceptable strong conclusions**: • We should make students repeat a school a year. • We should sometimes make students repeat a school year. • We should make students repeat a school year under certain circumstances. • I don't agree that we should never make students. • Students should be made to repeat a school year. **Examples of weak conclusions**: • We should *allow* students to repeat a school year. (*significant alterations to the wording*) • We should always make students repeat a school year (*ambiguous*) Conclusion is **absent** if it is implicit e.g. "I agree/don't agree with this conclusion/claim". **Examples of acceptable reasons:** • If students are threatened with repeating a school year it will make them work harder (incentive). • A student who fails the school year deserves to repeat it. • It is kinder to make someone repeat the year than struggle. • Students might have gaps in their learning.		N.B. Reasons and conclusion which discuss the different but related issue of whether students should be allowed to re-sit, if they want to, should be judged "weak", effectively capping such essays at 3. **Do NOT credit material simply repeated from the Resource Booklet (e.g. copying particular reasons/examples).** **If the candidate has adapted/developed material from Resource Booklet into a new argument, then this is acceptable.**

Question			Topic/Answer	Mark	Guidance
23	(a)		**TWO REASONS FOR:** **'Car insurance should cost the same for everybody.'** **Examples for 2 marks:** • This is because (if it cost the same) it would be fairer. • No one would/should be discriminated against on the basis of age, race, gender • Discrimination based on age is illegal (accept) • All drivers have passed the same driving test. • It would make it simpler to get a quote • It would be easier to administer • Cars use the same roads **Examples for 1 mark:** • Everybody, including teenagers, would be treated equally *(adding argument element).* • Car insurers can't tell from your gender whether or not you are a good driver and whether or not you are less likely to have an accident (debateable, but two elements) • Different costs for car insurance would lead to an expectation of different quality of service (*challenges why car insurance shouldn't cost the same, doesn't support claim*) **Examples for 0 marks:** • It is wrong to assume one group is more accident prone *(not a wrong assumption but a statistical fact!).*	[2+2]	**Principle of discrimination** This question discriminates between candidates who select and utilise argument elements effectively and clearly, accurately and coherently using appropriate language, with those who convey a basic point. **2 marks – PRECISE** For a relevant and precise reason that gives clear support to the claim. **1 mark – LIMITED** • For a reason that gives some support to the claim e.g. by being poorly expressed, arguing against the opposite • **OR** for a reason that includes other argument elements, such as the claim in the question **0 marks** • For something unrelated so it does not give support the claim. • **OR** for a statement that is too lacking in plausibility to offer recognisable support. • **OR** for no credit-worthy material. **N.B.** Hypothetical reasons and principles used as reasons are valid. **N.B.** Do not credit the same reason twice.

Question			Topic/Answer	Mark	Guidance
23	(b)		**ONE COUNTER REASON:** **'Car insurance should cost the same for everybody.'** **Examples for 2 marks:** • Some people are a bigger risk than others • It would not be fair to low risk drivers • Your chances of an accident depend on your past driving record • Everyone would probably end up paying a very high amount • It removes the benefits of competition • Cars have different values **Examples for 1 mark:** • Car insurance should not cost the same for everyone because that is a way of deterring dangerous drivers *(two elements even though one is just copying the question!)* **Example for 0 marks:** • Not everybody drives *(unclear whether this is support or challenge)* • Discrimination based on age in car insurance is legal *(in passage, not own reason)* • People may not be able to afford it *(this may be true whether you have a flat rate or different rates)*	[2]	**Principle of discrimination** This question discriminates between candidates who select and utilize argument elements effectively and clearly, accurately and coherently using appropriate language, with those who convey a basic point. **2 marks – PRECISE** For a relevant and precise reason that gives clear challenge to the claim. **1 mark – LIMITED** • For a reason that gives some challenge to the claim, e.g. by being poorly expressed • **OR** for a reason that includes other argument elements, such as the claim in the question **0 marks** • For something unrelated so it does not challenge the claim • **OR** for a statement that is too lacking in plausibility to offer recognisable support • **OR** for no credit-worthy material **N.B.** Hypothetical reasons and principles used as reasons are valid

Question	Topic/Answer	Mark	Guidance
24	**OWN ARGUMENT WITH CA:** **SEE APPENDIX 2** **SUPPORT** **Acceptable strong conclusions:** • Friendship is more important than achievement • I agree/I think that friendship is more important than achievement • My conclusion is that friendship is more important than achievement **Examples of weak conclusions**: • Friendship is more important than achievements • Friendships are more important than achievement • Friendship is much more important than achievement • **Having friends** is more important than achievement **Acceptable reasons to support:** • Achievement is at the expense of someone else, but friendships bring mutual benefits • Friendships are more long-lasting than achievements • Friendships develop social skills • Friends bring happiness	[12]	**Principle of discrimination** This question discriminates on the whether a candidate can demonstrate the ability to select and use components of reasoning including a counter argument and response, and synthesise them, to create well-structured, sustained arguments. **Concision** • The bonus mark for concision can **only** be awarded if the candidate has given a well-developed and sustained argument. • This mark on Levels 2 and 3 is to recognise that the candidate has been **actively** concise, by selecting argument elements carefully, rather than crediting a short argument which makes omissions. **Example of a strong counter argument and response** Many people believe that being a good friend to others is second to getting good A Levels, because there is too much of a consequence in not achieving. However, friendship in itself shows a social achievement which should be valued. **Example of weak counters and responses** Some people say that it is better to be a friend than get A levels, however they are wrong. *[counter assertion and weak response]*.

Question			Topic/Answer	Mark	Guidance
			CHALLENGE:		
			Acceptable strong conclusions:		
			• Achievement is more important than friendship		
			• Friendship isn't more important than achievement		
			• Friendship is as important as achievement		
			Examples of weak conclusions:		
			• Achievements are more important than friendship		
			• Achievement is more important than friendships		
			• Achievement is much more important than friendship		
			• Achievement is more important than **having friends**		
			Acceptable reasons to challenge:		
			• Achievements are more long-lasting than friendships.		
			• Having friends is an achievement		
			• If you achieve, you will become wealthy and people will want to be your friend		
			• Achievement leads to wealth/better jobs/opportunities		
			• Success raises your self-esteem		

APPENDIX 1: Marking grid for question 22 : We should never make students repeat a school year

Main Conclusion		Reasons	
Strong (C+)	MC is stated and precisely responds to the question.	**Strong (R+)**	• 3 distinct reasons without intrusive assumptions and/or flaws. • 2 of which giving **strong** support to the **correct** MC/IC
Weak (C)	MC present but different from that required.	**Weak (R)**	1 or more relevant reasons.
Intermediate conclusion		**Structure and development**	
Strong (I+)	Progressive IC - supported by one or more reasons and gives support to the correct MC.	**Strong (S+)**	• Sustained, organised and easy to follow (e.g. good and relevant use of argument indicator words). **AND** • Effective development (e.g. through connecting the reasons, supporting / illustrating / clarifying reasons through explanations / examples).
Weak (I)	Weakly supported by reasons or weakly supportive of MC, maybe characterised as: • Summary statement • Description of a possible outcome • Statement of MC reworked	**Weak (S)**	• Some clarity and organisation. May be rambling, repetitive or list like. • May be characterised as emotive / rhetorical reasoning. • Use of irrelevant, implausible or invented evidence.

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

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

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

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

APPENDIX 2: Marking grid for question 24: Friendship is more important than achievement

Main Conclusion			Reasons	
Strong (C+)	MC is stated and precisely responds to the question	Strong (R+)	• 2 distinct reasons giving strong support to the correct MC without intrusive assumptions and/or flaws. **AND** • 1 of which compares the importance of friendship with achievement.	
Weak (C)	MC present but different from that required	Weak (R)	One or more relevant reasons to the **correct** MC/IC.	
Counter and response			**Structure and development**	
Strong (J+)	**Relevant** counter argument which is **effectively responded** to by reasoning relevant to correct MC.	Strong (S+)	• Sustained, organised and easy to follow (e.g. good and relevant use of argument indicator words). **AND** • Effective development (e.g. through connecting the reasons, supporting/illustrating/clarifying reasons through explanations /examples).	
Weak (J)	Counter-argument **AND** response are offered.	Weak (S)	• Some clarity and organisation. May be rambling, repetitive or list like. • May be characterised as emotive/rhetorical reasoning. • Use of irrelevant, implausible or invented evidence.	
Absent	Counter assertion and response OR counter argument with no response.			

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

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

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

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

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