



GCE

## Critical Thinking

Advanced Subsidiary GCE

Unit F501: Introduction to Critical Thinking

### Mark Scheme for June 2013

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

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

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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

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## Annotations

Annotation	Meaning
	Use a  to indicate the separate marks given in 1(b), 1(e), Q2, Q3(b), Q6, Q7, Q8 and Q9

Use the following annotations in Q10:

Annotation	Meaning
C+	strong credibility
C	weak credibility
P+	strong plausibility
P	weak plausibility
F	the side 'for' eg <b>CF, CF+, PF, PF+</b>
A	the side 'against' eg <b>CA, CA+, PA, PA+</b>
	on pages 10 and 11 that these continuation sheets have been looked at

## Subject-specific Marking Instructions

## Question 1

You must only credit the words written; ellipses (...) should not be credited.

The words in brackets are not required, but candidates should not be penalised if these words are included.

**Credit 3 marks** for precisely stating the argument element in the exact words of the author.

For partial performance marks see the guidance for each question.

**Credit 0 marks for no creditworthy material for all questions.**

Question		Answer	Marks	Guidance
1	(a)	<p><b>Conclusion</b></p> <ul style="list-style-type: none"> <li>• (but) we should still fight a quiet rebellion to keep them and their services going (3).</li> </ul> <p>Accept 'libraries' in place of 'them'.</p>	3	<p><b>2 marks</b> For any omissions eg 'still', 'quiet', 'going', 'and their services'.</p> <p><b>1 mark</b> For any additions eg the counter assertion 'In a recession, libraries may seem a low priority'.</p>
	(b)	<p><b>3 examples</b> Credit 1 mark for each of the following:</p> <ul style="list-style-type: none"> <li>• (someone who had been) homeless (1)</li> <li>• (those who had been) picked on at school (1)</li> <li>• newcomers (1)</li> </ul> <p>Allow additional information about each example.</p>	3	<p><b>Use ticks ✓ to identify where marks are awarded in the candidate's answer.</b> There are no other possible answers.</p> <p><b>0 marks</b> • for 'the internet', 'electronic books', 'phone apps' (not instances).</p>
	(c)	<p><b>Hypothetical reasoning</b></p> <ul style="list-style-type: none"> <li>• (Surely a) part of Britain's community network will be lost if there are mass library closures (3).</li> </ul>	3	<p><b>2 marks</b> for a slight omission eg 'Britain's', 'mass'.</p> <p><b>1 mark</b> for a substantial omission eg either half of the claim. Or for any addition</p>
	(d)	<p><b>Counter-argument</b></p> <ul style="list-style-type: none"> <li>• (The claim frequently made by technologists that) we don't need libraries now, as we have the internet, electronic books and phone apps (3).</li> </ul>	3	<p><b>2 marks</b> for slight omissions eg 'now', 'electronic books' 'phone apps'.</p> <p><b>1 mark</b> For substantial omissions eg either omitting the reason or the conclusion. Or adding eg 'misses the point because books are an adventure'.</p> <p><b>0 marks</b> for 'In recent years more than 450 libraries have faced closure because of public spending cuts.'</p>

Question		Answer	Marks	Guidance
	(e)	<p><b>Argument indicator words</b>  <b>1 mark for each correct answer</b> (up to 3 marks)</p> <ul style="list-style-type: none"> <li>• but (1)</li> <li>• however (1)</li> <li>• included (1)</li> <li>• because (1)</li> <li>• if (1)</li> </ul>	3	<p><b>Use ticks ✓ to identify</b> where marks are awarded in the candidate's answer.</p> <p>Do not accept 'Surely'.</p>
2	(a)	<p><b>Argument element</b></p> <ul style="list-style-type: none"> <li>• Reason (2)</li> </ul>	2	<p><b>Use ticks ✓ throughout the assessments in Q2 to identify where marks are awarded in the candidate's answer.</b></p> <p><b>1 mark</b>  if 'reason' is given as part of an incorrect element eg counter reason or hypothetical reason.</p>
	(b)	<p><b>Element explanation</b></p> <ul style="list-style-type: none"> <li>• It supports the conclusion. (2)</li> <li>• It persuades the reader to accept the conclusion. (2)</li> </ul> <p>A definition is all that is required. However if an answer explains the element correctly via the text, this should be credited 2 marks.</p>	2	<p><b>2(a) and (b) should be marked independently</b>  ie if 2(a) is incorrect, marks can be awarded for a correct answer to 2(b).</p> <p><b>1 mark</b> for an answer that mentions <i>support/persuasion</i> without reference to the conclusion.</p>

Question		Answer	Marks	Guidance
3	(a)	<p><b>Alternative explanation</b>  <b>2 marks</b>            for a correct plausible explanation that identifies the <b>impact</b> of some <b>other factor</b> than library visits on reading levels eg</p> <ul style="list-style-type: none"> <li>• Perhaps the children who borrowed library books were confident and above average readers as a result of <i>the teaching in their schools</i>.</li> <li>• Children who visit libraries may belong to <b>families</b> who are keen to develop their reading skills and so are likely to be good readers already.</li> </ul> <p>Or an answer that deals with the relationship between good readers and libraries.</p> <ul style="list-style-type: none"> <li>• Good readers are more inclined to visit libraries.</li> </ul>	2	<p><b>1 mark</b>            for a correct bald <b>statement</b> without any reference to an alternative factor that has impacted upon reading skills, or a reference to libraries eg</p> <ul style="list-style-type: none"> <li>• They may be the better readers anyway.</li> </ul> <p><b>0 marks</b>            for an explanation that assesses the reliability of the results.            for an explanation that makes no reference to either ability to read/reading levels/reading skills or similar.</p>

Question		Answer	Marks	Guidance
(b)	(i) + (ii)	<p><b>Representative</b> <b>2 marks</b> for each correct <b>comparison</b> that relates to his view – <b>impact upon savings/waste</b>. (up to two responses) eg</p> <ul style="list-style-type: none"> <li>• The retired builder has a library which is very close, whereas many may have to travel to their library which will cost money and cut down on the savings.</li> <li>• The retired builder visits about three times a week, whereas many may not be able to visit and borrow books so frequently, so they will not be able to save so much money.</li> <li>• The retired builder still has a local library, whereas other library users many not have this because of the closures, so it will actually cost them to travel to borrow books rather than being able to save money.</li> <li>• The retired builder values saving money by borrowing books, but some may feel that the money used to buy a book is not wasted because of the value that they place upon owning a book.</li> <li>• As the builder is retired, he may be more in need of saving money than someone who is on a full income, so he may value saving the cost of purchasing books more than many people.</li> </ul>	4	<p>Use ticks ✓ throughout the assessments in Q3 (b) to identify where marks are awarded in the candidate's answer.</p> <p><b>1 mark</b> for a correct answer that does not relate directly to his view – the <b>impact on the savings</b> eg</p> <ul style="list-style-type: none"> <li>• The retired builder lives close to his library whereas other may not.</li> <li>• As he is retired, it implies he is fairly old and only voices for a certain age group.</li> </ul> <p>Or For a correct answer that relates to savings, but with no comparative element.</p> <p><b>0 marks</b> for answers that</p> <ul style="list-style-type: none"> <li>• state that this is only one person's view.</li> <li>• contain no creditable material.</li> <li>• not comparative + not to do with savings.</li> <li>• not focused on the builder eg Some people may prefer to have books as their own and not to give them back.</li> <li>•</li> </ul>

Question		Answer	Marks	Guidance
4		<p><b>Assumption</b> <b>3 marks</b> for an accurate statement of an assumption eg</p> <ul style="list-style-type: none"> <li>• Digital options (for kids) cannot be chewed and thrown about/explored in a tactile manner/withstand rough treatment.</li> <li>• Chewing and being thrown about are legitimate/okay functions of children's books.</li> <li>• Kids' books are resilient to children's rough treatment.</li> </ul> <p>Acceptable answers refer to assumptions about digital options or books, <b>not</b> about kids.</p>	3	<p><b>2 marks</b> for a less precise statement of the assumption eg</p> <ul style="list-style-type: none"> <li>• Books are designed to be resilient (to children's rough treatment.)</li> </ul> <p><b>1 mark</b> for the essence of an assumption expressed as a challenge eg</p> <ul style="list-style-type: none"> <li>• Digital options could be encased so that they can be chewed and thrown about.</li> </ul> <p><b>0 marks</b> for restating or paraphrasing the author's claim eg</p> <ul style="list-style-type: none"> <li>• Kids need to chew and throw books about.</li> <li>• It is important for children to chew and throw books about.</li> </ul> <p>NB do not credit want/like to/actually do.</p>
5		<p><b>One reason:</b> <b>3 marks</b> for a reason that makes/implies a <b>comparison</b> eg</p> <ul style="list-style-type: none"> <li>• You can get information from electronic sources more quickly.</li> <li>• The electronic sources are cheaper in the long run.</li> <li>• The electronic resources are lighter to carry than a number of books.</li> </ul>	3	<p><b>2 marks</b> for a reason that does not make a comparison eg</p> <ul style="list-style-type: none"> <li>• Books are heavy to carry.</li> </ul> <p><b>1 mark</b> for an answer that goes beyond a reason eg an argument, or includes extra argument elements (eg argument).</p> <ul style="list-style-type: none"> <li>• You can get information from electronic sources more quickly, so they are much more efficient to use.</li> <li>• You can get information from electronic sources more quickly, such as...</li> </ul>

Question		Answer	Marks	Guidance
6		<p><b>Links between reason and conclusion:</b></p> <p><b>1 mark</b> for <b>reference</b> to a key word(s) in the correct conclusion: "Libraries must change in the same way that museums have."</p> <p><b>1 mark</b> for <b>reference</b> to a key word(s) in the correct reason</p> <ul style="list-style-type: none"> <li>• (since) local libraries are still stuck in old-fashioned, often unwelcoming buildings.</li> </ul> <p><b>either 2 marks</b> for a correct point of assessment that <b>focuses directly</b> upon the link between the reason and the conclusion eg</p> <ul style="list-style-type: none"> <li>• The author cites the condition of <i>local</i> libraries to persuade us that <i>all</i> libraries must change, but the former may not be representative of all libraries, as libraries covering larger geographical areas may already have changed because of greater funding.</li> <li>• The author uses the changes made in <i>museums</i> to argue that old-fashioned local <i>library</i> buildings must change in the same way, without any justification that these two public services function in the same way.</li> </ul> <p><b>or 1 mark</b> for a correct point which assesses <b>any point of reasoning</b> that the author makes, instead of the link eg</p> <ul style="list-style-type: none"> <li>• The museum galleries that he visited may not be representative of what could be built with more limited funds elsewhere.</li> </ul>	4	<p>Use ticks ✓ throughout the assessments in Q6 to identify where marks are awarded in the candidate's answer.</p> <p>These marks should be credited independently of each other, ie it is not necessary to gain the first before the others can be credited.</p> <p>The reference to the text maybe brief. A full quote is not necessary, eg 'libraries must change'.</p> <p>A reference to 'libraries' or 'museums' is not sufficient on its own.</p> <p>The reference to the text need not be indicated by speech marks.</p>

Question	Answer	Marks	Guidance
7	<p><b>Document:</b> Award up to 3 marks for each correct answer:</p> <p><b>2 marks</b> for a relevant accurate assessment eg The authors of the document have a good ability to perceive the number of library visitors as <i>they will have access to these figures through their cultural role.</i> (✓✓)</p> <p><b>Plus 1 mark</b> where a correct assessment is supported by a <b>relevant reference to the text</b>. The authors of the document have a good ability to perceive the number of library visitors as <i>they will have access to these figures through their cultural role</i> (justified assessment ✓✓) as <i>Department for Culture</i> (relevant reference ✓) NB for expertise (in stats) and reputation the reference to text must include: 'produced by our department to the standards set out in the Code of Practice for Official Statistics'.</p> <p><b>1 mark</b> Or cap at one mark assessments weakened by their misinterpretation of the connection between libraries and the Department of Culture Media and Sport.</p> <p><b>0 marks</b> for an incorrect assessment. an assessment that does not use a credibility criterion. an explanation of a credibility criterion with no context.</p>	6	<p><b>Use ticks ✓ throughout the assessments in Q7 to identify</b> where marks are awarded in the candidate's answer.</p> <p><b>Credibility criteria</b></p> <ul style="list-style-type: none"> <li>Credit only assessments related to <b>RAVEN</b> criteria not corroboration (N – neutrality – includes its opposite, <b>bias</b>).</li> <li>Assessments that relate to the <b>same</b> credibility criterion can only be credited if a different assessment is made eg vested interest that weakens and a different assessment of VI that strengthens credibility.</li> <li>If candidates choose <b>both bias and vested interest</b>, they can only be credited if the same material is not used twice.</li> <li>Accept <b>experience</b> as a version of <b>expertise</b>.</li> <li>Allow adjective forms '<b>neutral, biased, expert, reputable, able to perceive</b>'.</li> </ul> <p><b>Reference to the text</b></p> <ul style="list-style-type: none"> <li>This need not be in quotation marks.</li> <li>It need not be a sentence – a relevant phrase or term may be adequate to support an assessment.</li> <li>This needs to be relevant to the assessment made.</li> <li>It needs to justify why credibility is eg strengthened by expertise rather than being evidence of expertise.</li> <li>The name of the dept can be used where relevant (see expertise opposite, below).</li> </ul>

Question		Answer	Marks	Guidance
7 cont		<p>Examples of a 3 mark answer:</p> <p><b>Vested interest</b> The Department for Culture, Media and Sport might have a vested interest to interpret the number of library visitors in a positive way, as they might want to be seen as having succeeded in their aim 'to improve the quality of life for all through cultural and sporting activities.'</p> <p><b>Expertise</b> Expertise in Stats: The Department for Culture, Media and Sport must have the necessary expertise to be able to correctly present the statistics, because libraries are part of the field of culture in which they specialise, 'produced to the standards set out in the Code of Practice'.</p> <p>Expertise in Libraries: The Department for Culture, Media and Sport must have the necessary expertise in library usage because libraries are part of the field of culture in which they specialise.</p> <p>Also credit VI to maintain professionalism, ability to perceive the relevant data and reputation in line with the code of practice.</p>		

Question		Answer	Marks	Guidance
8	(a)	<p><b>Consistent about library visitors:</b></p> <p><b>Credit 2 marks for any set of two points as below:</b>            NB Both points are required for the two marks.            Do not credit one mark where one of the points is incorrect, as the question is asking for two points that are consistent with each other.</p> <ul style="list-style-type: none"> <li>• They are remaining <b>static</b> for children aged 11–15 with about 70% being regular library users.</li> <li>• The figures show that in between 2006/07 and 2009/10 the figures for these children were between 70% and 80%.            (where 'static' is mentioned a time-period must be indicated in the stats).</li> </ul> <p>Or</p> <ul style="list-style-type: none"> <li>• Library attendance figures aren't improving.</li> <li>• The figures show that there was a drop in adult attendance from 48.2% to 39.4% from 2005-2010.</li> </ul> <p>Or</p> <ul style="list-style-type: none"> <li>• Libraries are packed with under 10s.</li> <li>• The figures show that under 10 attendance at least once a year was under 80% in 2009/10.</li> </ul> <p>Or</p> <ul style="list-style-type: none"> <li>• The claim that "Youngsters don't use libraries any more" is just wrong.</li> <li>• The graph shows that between 2006 and 2010 the figures for children aged 11–15 were over 70%.</li> </ul>	2	<p>Use ticks ✓ throughout Q8 to identify where marks are awarded in the candidate's answer.</p> <p><b>*No source is required for this answer.</b></p> <p><b>Accept paraphrase that does not alter the author's meaning.</b></p> <p><b>Cap at 1 mark</b>            Where candidates make a correct general statement relating to both the claim and a statistic.</p> <p><b>*Accept other possible answers/combinations.</b></p>

Question		Answer	Marks	Guidance
8	(b)	<p><b>Inconsistent about library visitors:</b></p> <p><b>Credit 2 marks for any set of two points as below:</b>            NB Both points are required for the two marks.            Do not credit one mark where one of the points is incorrect, as the question is asking for two points that are inconsistent with each other.</p> <ul style="list-style-type: none"> <li>• Library attendance figures.....are remaining static for children aged 11–15.</li> <li>• The figures show that library attendance for children aged 11–15 went down in 2009/10 from just under 80% to just over 70%.</li> </ul> <p>Or</p> <ul style="list-style-type: none"> <li>• Youngsters don't use libraries any more.</li> <li>• The figures show that attendance for children 5–15yrs are above 70% in 2009/10.</li> </ul>		<p><b>*No source is required for this answer.</b></p> <p><b>Accept paraphrase that does not alter the author's meaning.</b></p> <p><b>Cap at 1 mark</b>            Where candidates make a correct general statement relating to both the claim and a statistic.</p> <p><b>*Accept other possible answers/combinations.</b></p>
9		<p><b>Claim (1)</b></p> <p><b>1 mark</b>            for an accurate statement of the claim.</p> <p><b>0 marks</b>            for an inaccurate claim(gist).            or incorrect claim (another person's claim).</p>	1	<p><b>Use ticks ✓ throughout the assessments in Q9 to identify where marks are awarded in the candidate's answer.</b></p>

Question		Answer	Marks	Guidance
9 cont		<p><b>Assessment (6)</b></p> <p><b>2 marks</b> For an accurate point that assesses the person <b>in relation to an aspect of their claim</b> by applying a relevant credibility criterion eg As a public librarian they should have the ability to perceive the use elderly people make of libraries to be able to judge the opportunity that they have for conversation there. (assess + ref ✓✓)</p> <p><b>Plus 1 mark</b> Where a correct assessment explicitly indicates whether this <b>strengthens or weakens</b> the claim. eg "This would weaken (W/S ✓) the credibility of his reported claim." <b>NB This mark can only be credited where an aspect of the claim is assessed.</b></p> <p><b>0 marks</b> for irrelevant or inaccurate assessment/no creditworthy material.</p>	6	<p><b>Credibility criteria</b></p> <ul style="list-style-type: none"> <li>Credit only assessments related to <b>RAVEN</b> criteria not corroboration (<b>N</b> – neutrality – includes its opposite, <b>bias</b>).</li> <li>Assessments that relate to the <b>same</b> credibility criterion can only be credited, if a different assessment is made in eg vested interest that weakens and a different assessment of VI that strengthens credibility.</li> <li>If candidates choose <b>both bias and vested interest</b>, they can only be credited if the same material is not used twice.</li> </ul> <p><b>Reference to the claim</b></p> <ul style="list-style-type: none"> <li>does not have to be in speech marks.</li> <li>may be a key word or phrase not found in the claim eg social/communication/benefits/vital/advice/recommendation/ state of the libraries/ways of improving libraries - however, must refer clearly to the content of the claim.</li> </ul> <p><b>Synonyms</b> of strengthen or weaken should be credited eg <i>increases credibility</i>. Accept <i>positive/negative credibility, strong/weak, credible/not credible</i>.</p> <p><b>Cap at 1 mark for</b></p> <ul style="list-style-type: none"> <li>correct assessment of an <b>incorrect claim</b>.</li> <li>correct assessment of <b>missing claim</b> (However credit according to the 3 marks available, if the candidate refers to the correct claim in a correct answer).</li> <li>correct assessment <b>without reference to an aspect of their claim</b>.</li> </ul>

Question		Answer	Marks	Guidance
9 cont		<p><b>The librarian</b></p> <p><b>Claim</b></p> <p>"Libraries are not just a luxury, they are absolutely crucial for community cohesion and they are vital for life-long learning.</p> <p>In isolated places where elderly people have lost partners, the librarian may be the only person they speak to that day and they really enjoy that dialogue and conversation."</p> <p>Accept any part of these claims.</p>		<p><b>The children's author</b></p> <p><b>Claim</b></p> <p>Accept any part of <b>any</b> of his claims eg</p> <p>"Libraries must change in the same way that museums have, since local libraries are still stuck in old-fashioned, often unwelcoming buildings."</p>

Question		Answer	Marks	Guidance
9 cont		<p><b>Assessments</b> Example of assessments that would each gain <b>three</b> marks:</p> <p><b>Reputation/vested interest</b> As a (public) librarian, they may have a vested interest to preserve their professionalism by making an accurate claim about the importance of libraries. This would strengthen the credibility of their claim about libraries being absolutely crucial for community cohesion.</p> <p><b>Vested Interest/lack of neutrality</b> As a public (librarian), they may have a vested interest to exaggerate library use to support their continued existence. This would weaken the credibility of their claim about libraries being absolutely crucial for community cohesion.</p> <p><b>Expertise/experience/ability to perceive</b> As a (public) librarian, they should have the ability to perceive the use elderly people make of libraries. This would strengthen the credibility of their claim about the opportunity that the elderly have for conversation there. (Qualified librarian would also have expertise in libraries eg claim about life-long learning).</p>		<p><b>Assessments</b> Example of assessments that would each gain <b>three</b> marks:</p> <p><b>Reputation/vested interest</b> As a children's author, they may have a vested interest to preserve their public image by making an accurate claim about the state of local libraries. This would strengthen the credibility of their description of local libraries as old-fashioned and often unwelcoming.</p> <p><b>Vested Interest/lack of neutrality</b> As a children's author, they may have a vested interest to exaggerate the state of libraries to increase interest in children buying books. This would weaken the credibility of their claim that libraries must change.</p> <p><b>Expertise/experience/ability to perceive</b> As a children's author, they may have the relevant expertise required to accurately assess the state of local libraries in relation to children's needs, advising that they must change. This would strengthen the credibility of their claim that these libraries must change.</p>

Question	Answer	Marks	Guidance				
10	<p>Apply the levels mark scheme below using the annotations opposite:</p> <p><b>Level 3</b> strong, relative, sustained assessment 11–16 marks</p> <p>4 strong areas <b>13 marks</b> 3 strong areas <b>11 marks</b></p> <p>Plus credit 1 mark each for any of the following:</p> <ul style="list-style-type: none"> <li>direct <b>points of comparison</b> with <b>effective</b> reference to the text in <b>3</b> areas.</li> <li>clear and explicit judgement relating to <b>serious or limited negative effects</b>, consistent with their assessment of <b>both</b> credibility and plausibility.</li> <li><b>effective</b> use of specialist terms and argument indicator words and grammar, spelling and punctuation are accurate.</li> </ul> <p><b>Level 2</b> partial or weak assessment 6–10 marks</p> <p><b>3+</b> areas of which <b>2</b> strong and 1 or 2 weak <b>8 marks</b> <b>2</b> areas covered, both strong <b>6 marks</b></p> <p>Plus credit <b>1 mark each</b> for any of the following:</p> <ul style="list-style-type: none"> <li>explicit relevant judgement <b>relating to serious or limited negative effects</b> consistent with their assessment of <b>both</b> credibility and plausibility.</li> <li>a reference to the text in <b>2</b> areas and <b>correct</b> use of specialist terms and grammar, spelling and punctuation are adequate.</li> </ul> <p><b>Level 1</b> Basic assessment 1–5 marks</p> <p>1 strong area <b>3 marks</b> No strong areas <b>0 marks</b></p> <p>Where areas are covered but not strongly, award marks for the two bullets only, where present.</p> <p>Plus credit <b>1 mark each</b> for either of the following:</p> <ul style="list-style-type: none"> <li>explicit judgement <b>relating to serious or limited negative effects</b> consistent with an assessment of <b>either</b> credibility or plausibility</li> <li>grammar, spelling and punctuation don't impede understanding.</li> </ul> <p><b>But the answer should be in the context of the question.</b> <b>0 marks</b> for no creditworthy material.</p>	16	<p>In this question there are four areas that need to be assessed using the annotations below:</p> <table border="1"> <tr> <td><b>Credibility side for closure (CF)</b> politicians, technologists, town and city councils, blogger <b>(Not</b> children's author-change)</td><td><b>Credibility side against closure (CA)</b> often inferred: author doc 1, director NLT, builder, librarian, bookshop manager <b>(Not</b> dept for CM&amp;S- stats only)</td></tr> <tr> <td><b>Plausibility limited negative effects (PF)</b></td><td><b>Plausibility serious negative effects (PA)</b> literacy, lifelong learning, inconvenience, cost, different premises, reduced opportunity to socialise &amp; enjoy books</td></tr> </table> <p>Use the following annotations:</p> <p><b>Credibility</b> <b>strong</b> CF+, CA+ Credibility is correctly assessed for <b>at least 2</b> sources on one side.</p> <p><b>weak</b> CF, CA <b>Only one</b> source's credibility is correctly assessed on one side.</p> <p><b>Plausibility</b> <b>strong</b> PF+, PA+ Either there is <b>one</b> completely new thought, or <b>one</b> point of the text is developed and discussed, or the ideas in the text are synthesized to make a reasoned case. (This should include a coherent comment on, or an assessment of, the ideas in the text, rather than being just a list of stated text or a paraphrase of it).</p>	<b>Credibility side for closure (CF)</b> politicians, technologists, town and city councils, blogger <b>(Not</b> children's author-change)	<b>Credibility side against closure (CA)</b> often inferred: author doc 1, director NLT, builder, librarian, bookshop manager <b>(Not</b> dept for CM&S- stats only)	<b>Plausibility limited negative effects (PF)</b>	<b>Plausibility serious negative effects (PA)</b> literacy, lifelong learning, inconvenience, cost, different premises, reduced opportunity to socialise & enjoy books
<b>Credibility side for closure (CF)</b> politicians, technologists, town and city councils, blogger <b>(Not</b> children's author-change)	<b>Credibility side against closure (CA)</b> often inferred: author doc 1, director NLT, builder, librarian, bookshop manager <b>(Not</b> dept for CM&S- stats only)						
<b>Plausibility limited negative effects (PF)</b>	<b>Plausibility serious negative effects (PA)</b> literacy, lifelong learning, inconvenience, cost, different premises, reduced opportunity to socialise & enjoy books						

Question	Answer	Marks	Guidance
	<p><b>Reasoned case:</b>            Answers might include <b>some</b> of the following comparisons:</p> <ul style="list-style-type: none"> <li>• <b>The relative credibility of both sides</b>            eg Vested interest            The side that are against library closures includes a librarian and a bookshop manager. Their incomes or professions might be affected if libraries were to close <b>so</b> they might have a vested interest to exaggerate the negative effects of the recommended closures. <b>Additionally</b> the Director of the National Literary Trust might have a vested interest to interpret the statistics about the effects of libraries upon literacy favourably, in order to continue their role in supporting literacy. <b>Therefore</b> their claims, especially '<i>the librarian may be the only person they speak to that day</i>' are likely to be exaggerated or at least an interpretation in favour of their cause, weakening the credibility of this side's views.</li> <li><b>However</b>, the credibility of the views on the side supporting the library closures are no less affected by vested interest. Both the technologists and the town and city councils have their own agendas. The former may have a vested interest to promote their own goods above those of books to corner the market and the latter have a vested interest to exaggerate the decreasing role of libraries to support their decision to close so many. This weakens the credibility of their claims such as "<i>We don't need libraries now.</i>"</li> <li>It <b>thus</b> appears that there is an <u>equal</u> vested interest on both sides to present the situation in a manner that is favourable to themselves. From the perspective of vested interest, neither side's claims are more credible than the other.</li> </ul>		<p><b>weak PF, PA</b>            A relevant part of the text is restated specifically in relation to plausibility, but without development. (This should refer to the serious or limited negative effects.)</p> <p><b>If there is additional material eg a plan, the text should be marked first. Then return to the plan and credit any relevant material even if crossed out.</b></p>

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> <li>• The relative plausibility (likelihood) of conflicting outcomes.</li> </ul> <p><b>However</b> the plausibility of the two outcomes is very different. It seems clear that <b>if</b> so many libraries are closed, <b>then</b> this will definitely have a negative effect upon literacy. The National Literacy Trust research statistics show '<i>how important a role libraries play in supporting literacy</i>'. <b>If</b> this role is reduced, <b>then</b>, with the cuts in schools budgets which mean fewer textbooks and often larger class sizes, literacy is very likely to be badly affected.</p> <p>Also, limiting the negative effects by providing these services elsewhere seems very implausible, <b>as</b> many services are housed in libraries, <b>such as</b> free internet facilities for research and book clubs for children. It would be difficult for even the Big Society to try take over these roles <b>because of</b> lack of funding and buildings, not forgetting the large number of volunteers that would be needed. Even though in theory story sessions '<i>could be held elsewhere more cheaply</i>' those reading the stories may not have the expertise that children's librarians have in engaging children.</p> <p><b>So</b> the plausibility of limiting the negative effects is quite a remote possibility, <u>making serious negative effects of closure more certain</u>.</p> <p>Overall, as there is very little to choose between the credibility of the claims of the sides, it would seem that the judgement must rest upon the likely outcomes, and as such it would seem that serious negative effects are more likely than these being limited by the services being able to be replaced elsewhere.</p>		

**APPENDIX 1**

Please note that the following table indicates the **range** of marks candidates must achieve in order to fall within a grade range. They are not grade boundaries.

**Assessment Objectives Grid (includes QWC)**

Question	AO1	AO2	AO3	Total	Grade A	Grade C	Grade E
1a	3			3	3	3	2
1b	3			3	3	2	2
1c	3			3	3	1	0
1d	6			6	6	4	3
2a	2			2	2	2	1
2b			2	2	2	2	1
3a		2		2	2	2	1
3b		4		4	3	3	2
4	3			3	2	1	1
5			3	3	3	2	1
6		2	2	4	3	2	2
<b>Section A total</b>	<b>20</b>	<b>8</b>	<b>7</b>	<b>35</b>	<b>32</b>	<b>24</b>	<b>16</b>
7		6		6	6	4	4
8	2		2	4	4	4	2
9 ((a)+(b))	2	12		14	12	10	8
10	2		14	16	13	10	7
<b>Section B total</b>	<b>6</b>	<b>18</b>	<b>16</b>	<b>40</b>	<b>35</b>	<b>28</b>	<b>21</b>
<b>Unit 1 Total</b>	<b>26</b>	<b>26</b>	<b>23</b>	<b>75</b>	<b>67</b>	<b>52</b>	<b>37</b>
<b>Designer grade range</b>					<b>60 – 67</b>	<b>45 – 52</b>	<b>30 – 37</b>

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