



GCE

Critical Thinking

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

Advanced Subsidiary GCE

Mark Scheme for June 2016

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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.

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Annotations

Annotation	Meaning
	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.
	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)
	Weak main conclusion - Q23 & 25
	Strong main conclusion - Q23 & 25
	Weak reasons - Q23 & 25
	Strong reasons - Q23 & 25
	Weak intermediate conclusion - Q25 only
	Strong intermediate conclusion - Q25 only
	Weak Counter argument and response to CA - Q23 only
	Strong Counter argument and response to CA - Q23 only
	Weak structure and development
	Strong structure and development
	Used to indicate where marks have been allocated on ALL questions apart from Q23 and Q25

Section A – Multiple Choice

Question	Key	Text	Type	AO
1	D	Food Origins	Assumption	AO1
2	D	Food Origins	Weakness	AO2
3	C	Food Origins	Weaken	AO2
4	D	Football salary cap	Intermediate conclusion	AO1
5	B	Football salary cap	Example	AO1
6	C	Football salary cap	Appeal (history)	AO2
7	B	Football salary cap	Flaw (false cause)	AO2
8	B	Alarming Adverts	Main conclusion	AO1
9	D	Alarming Adverts	Flaw (two wrongs don't make a right)	AO2
10	C	News	Main conclusion	AO1
11	D	News	Principle	AO1
12	C	News	Weaken	AO2
13	D	Psychopathy and Capitalism	Intermediate conclusion	AO1
14	C	Psychopathy and Capitalism	Assumption	AO1
15	B	Psychopathy and Capitalism	Strengthen	AO2
Section A Total				15

Analysis of Multiple Choice Passages and Answers

Question		Answer	Mark	Topic / Guidance
1 - 3				Food Origins
1		D	1	<p>a. This is not an unstated and necessary part of the claim. It merely gives a reason why it might not be necessary to grow your own food, as opposed to not having the opportunity.</p> <p>b. This goes in the opposite direction from the claim and would therefore weaken the claim. It speaks of how some people can (and do) have the opportunity to grow their own food, rather than children not having an opportunity.</p> <p>c. This may give some explanation as to why some people do not have the opportunity to grow food in an urban environment, but is not an unstated and necessary assumption for the claim to work.</p> <p>d. This is assumed by the author in order to link between children not having the opportunity and living in an urban environment.</p>
2		D	1	<p>a. This is a counter to the claim that agricultural processes are irrelevant in modern day life for the majority of people, rather than an expression of a weakness within the argument.</p> <p>b. This is a different point from the one made in the passage, so it is not a weakness of it. This option implies that IF younger people are more likely to be vegetarians, THEN they are less likely to know where meat originates from, WHICH could provide some challenge for the conclusion that it does not matter that children do not know where FOOD comes from (as opposed to their food).</p> <p>c. The author does not use the evidence as part of her own argument and it is irrelevant whether the evidence is statistically insignificant.</p> <p>d. This is the correct answer. This explains how the author has treated two concepts as the same: understanding agricultural processes and knowing where food comes from. These are very different concepts and the author's argument is weak because of them being treated the same. This is a conflation.</p>
3		C	1	<p>a. This does not weaken the argument, as it does not give reasons to counter the main conclusion (<i>it does not matter that children do not know where their food comes from</i>) or the reasoning. It is merely further data from the research.</p> <p>b. This gives a group of people who would counter the conclusion, but it does not explain why it is a concern, nor why it should matter that children do not know where their food comes from. It does not weaken the argument just to mention that one group, farmers, would disagree.</p> <p>c. This gives two reasons why it does matter that children do not know where their food comes from and so weakens the main conclusion.</p> <p>d. This does not weaken the argument, as it does not give reasons to counter the main conclusion or the reasoning. It is merely further data from the research.</p>

Question		Answer	Mark	Topic / Guidance
4-7				Football salary cap
4		D	1	<p>a. This claim is the main conclusion of the argument.</p> <p>b. This claim is a reason which supports an intermediate conclusion (<i>Lowering wages significantly is likely to make footballers better people and more appropriate role models</i>)</p> <p>c. This is a reason which supports an intermediate conclusion (<i>These extraordinarily high wages are causing serious problems</i>)</p> <p>d. This is an intermediate conclusion which is supported by two reasons</p> <ul style="list-style-type: none"> • <i>only a few teams can afford the best players and matches are less exciting when only a handful of teams dominate their league</i> • <i>all teams are in danger of spending too much money on players</i>
5		B	1	<p>a. The specification distinguishes between evidence and examples, regarding evidence as being in the form of survey/research data, statistics (percentages or proportions) and statistical representations and other numerical information. This quoted element is not evidence.</p> <p>b. This element is an example. It illustrates the reason that all teams are in danger of spending too much money on players.</p> <p>c. This element is not an explanation, as it is stating a specific example, rather than giving an account of why or how the 2012 bankruptcy of Glasgow Rangers football club occurred.</p> <p>d. This element is not a reason for the main conclusion, as it is not trying to persuade the reader.</p>
6		C	1	<p>a. The argument does not refer to an authority in place of reasoning so it is not an appeal to authority.</p> <p>b. The argument does not use artificial means to provoke an emotional response in place of reasoning, so it is not an appeal to emotion.</p> <p>c. The list of other sports which have a salary cap adds weight to the argument that football should have a salary cap because many other sports have done so, with positive results. This is an appeal to history as it implies that past performance will be repeated, (past performance predicts future performance) in place of reasoning.</p> <p>d. An appeal to tradition occurs when someone argues that we should continue to do something because it is traditional to do it. This argument is doing the opposite of that: it is saying that football should make a change from the past. So, there cannot be an appeal to tradition in this argument.</p>
7		B	1	<p>a. The argument does contain negative remarks about footballers, but not at the expense of reasons that they should be paid less. The fact that paying footballers less would turn them into better people is a reason to pay them less and the argument contains several other reasons as well.</p> <p>b. The argument does give a false cause of the Olympian's greater dedication and self-discipline. This may not be due to their lower wages, but other factors.</p> <p>c. The argument is not generalising from one team to all teams. The example of Glasgow Rangers is there only to illustrate the dangers of spending too much money on players. The author is not claiming that because Rangers went bankrupt, all teams will go bankrupt.</p> <p>d. The argument does not take a sequence of implausible steps that lead from paying high wages to bankruptcy and so there is not a slippery slope here.</p>

Question		Answer	Mark	Topic / Guidance
8-9				Alarming Adverts
8		B	1	<p>a. This is part of the reasoning supporting the main conclusion.</p> <p>b. This is the main conclusion.</p> <p>c. This is part of the reasoning supporting the main conclusion.</p> <p>d. This is a reason to support the main conclusion.</p>
9		D	1	<p>a. An <i>ad hominem</i> attacks an opponent rather than the counter argument. This argument does not do that. The author is not attacking children for watching horror films, just stating it.</p> <p>b. This argument has not confused necessary and sufficient conditions. It has not argued that distress is necessary or sufficient for educating young people.</p> <p>c. A slippery slope reasons from one possibility, through a series of events that are not properly / logically linked, to an extreme conclusion. This argument does not do that.</p> <p>d. The author attempts to justify the distress caused by the adverts on the basis that children watch distressing violent films and play distressing violent video games. It does not make the distress caused by the adverts acceptable, just because the children are choosing to access these games and films.</p>
10-12				News
10		C	1	<p>a. This is a reason in the argument.</p> <p>b. This claim sets the scene for the argument.</p> <p>c. This is the main conclusion of the argument.</p> <p>d. This is an example in the argument.</p>
11		D	1	<p>a. This is not the correct answer, as the quoted element is a principle used in the author's argument, rather than a counter-assertion to the main conclusion that 'Relying on the news to learn about changes in the world is a problem'.</p> <p>b. This is not the correct answer, as the quoted element is a principle used in the author's argument, rather than an explanation giving an account for how or why people should know about significant changes in the world.</p> <p>c. This is not the correct answer, as the quoted element acts as a reason to support the intermediate conclusion that 'gradual changes are often more significant'.</p> <p>d. This is the correct answer. It is a principle in the argument. It is a guide to action and can be applied in different contexts.</p>
12		C	1	<p>a. This mentions the issue of interest. Whether or not it is hard to maintain interest in something that is changing gradually does not weaken the main conclusion concerning reliance on the news, nor does this weaken the reasoning of the argument.</p> <p>b. This mentions the issue of complexity. Whether or not it is too hard for people to understand significant changes does not weaken the main conclusion concerning reliance on the news, nor does this weaken the reasoning of the argument.</p> <p>c. This weakens the argument as it negates the reason that long-term, gradual change is rarely reported. It explains that the effects <i>have</i> been reported, which is a gradual change and therefore reliance on the news to learn more about changes in the world is acceptable.</p> <p>d. This does not weaken the argument as it is not addressing the main conclusion or the reasoning. This is just a statement of fact concerning the example used in the argument.</p>

Question		Answer	Mark	Topic / Guidance
13-15				Psychopathy and Capitalism
13		D	1	<p>a. This statement is an explanation and is illustrated by the example (<i>if this can be achieved by selling a customer a harmful product, driving a rival to bankruptcy, or firing 30% of the workforce, a company will do this</i>) and explains the reason (<i>Companies are not interested in the wellbeing of others</i>).</p> <p>b. This is the main conclusion of the argument.</p> <p>c. This is evidence which supports the reason (<i>This is the behaviour of a psychopath</i>).</p> <p>d. This is an intermediate conclusion and is supported by a reason (<i>Companies are not interested in the wellbeing of others</i>).</p>
14		C	1	<p>a. The author does not need to believe that consumers are easily persuaded to buy harmful products. Whether it is easy or hard to persuade them, the fact that companies are even trying to sell harmful products shows a lack of interest in the wellbeing of others.</p> <p>b. The author is not requiring us to believe that maximising profits is not in companies' best interests. Whether maximising profits is ultimately good or bad for companies is irrelevant. The argument is that capitalism is fundamentally bad because it forces companies to behave in a way that is bad for other people.</p> <p>c. The argument does not work unless psychopathic behaviour is, at least, usually harmful. If psychopathic behaviour is sometimes beneficial, then the fact that company behaviour is psychopathic would not necessarily be a problem and we could not conclude that there is something fundamentally wrong with our economic system.</p> <p>d. The author does not need to believe that the laws which govern company behaviour are inadequate. The evidence for the psychopathy of companies is that they show remorse only when they are caught breaking the law, and this stands regardless of the adequacy of the laws they break.</p>
15		B	1	<p>a. If alternatives to capitalism have even more serious problems than capitalism, then capitalism is the right economic system and we do not need to reform it. So this option would weaken the argument, rather than strengthen it.</p> <p>b. This is the correct answer. The fact that banks have knowingly risked the health of the economy to boost their own profits strengthens the argument because it provides a significant example of companies acting recklessly and selfishly in accordance with capitalist principles.</p> <p>c. This option weakens the argument. The fact that companies have accepted lower profits in exchange for a better environment suggests that altruism in a capitalist economy is possible.</p> <p>d. It may be the case that psychopaths are dramatically more likely than others to commit crime, but this does not strengthen the argument significantly. The fact that psychopaths are so likely to commit crime suggests that psychopaths are likely to act in ways that are harmful to others but this does not help to show that companies will do so, or that our economic system is at fault if they do.</p>
Section A Total		15		

MARK SCHEME

Section B – Analysing and Evaluating Argument

Question		Topic/Answer	Mark	Guidance
16		<p>CONCLUSION</p> <p>1 mark: (But) the throwaway society should not be condemned [para 1].</p> <p>Allow minor errors “throway”, “throw away” “shouldn’t” “must not”.</p>	1	<p>1 marks For selecting and stating the correct argument element.</p> <p>0 marks</p> <ul style="list-style-type: none"> For a statement of an incorrect part of the text. For no creditworthy material. <p>NB Only credit the words actually written. Do not credit words replaced by dots.</p> <p>NB Any words in brackets are not required but candidates should not be penalised if these words are included.</p> <p>Credit 0 marks</p> <ul style="list-style-type: none"> Our throwaway society makes economic sense [para 6].
17	(a)	<p>PRINCIPLES</p> <p>Examples for 2 marks</p> <ul style="list-style-type: none"> It is unfair to judge people for buying (the) products companies sell. [para 3] (It also) (supports charitable causes) which it is our duty to do [para 4] <p>OR It is our duty to support charitable causes [reworked for clarity]</p> <p>Examples for 1 mark</p> <ul style="list-style-type: none"> It is unfair to judge people for buying products [para 3 - missing information] It is our duty [para 4 – missing information] 	2	<p>For all part of question 17</p> <p>2 marks – PRECISION For precisely stating the argument element in the exact words of the author.</p> <p>1 mark – APPROXIMATE</p> <ul style="list-style-type: none"> 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. <p>0 marks</p> <ul style="list-style-type: none"> For a statement of an incorrect part of the text. For no creditworthy material. <p>NB Only credit the words actually written. Do not credit words replaced by dots.</p> <p>NB Any words in brackets are not required but candidates should not be penalised if these words are included.</p>

Question		Topic/Answer	Mark	Guidance
				<p>Credit 0 marks</p> <ul style="list-style-type: none"> • Make do and mend [para 5; though a principle, it is opposed rather than 'used' in the argument]. • It does not make sense to pay extra for something which will last longer when it will soon be out of date [judgement not principle].. •
17	(b)	<p>INTERMEDIATE CONCLUSION [paras 5-6]</p> <p>Examples for 2 marks</p> <ul style="list-style-type: none"> • We live in a society that no longer has a "make do and mend" attitude. [para 5] • (However) our throwaway society makes economic sense. [para 6] <p>Examples for 1 mark</p> <ul style="list-style-type: none"> • Society no longer has a "make do and mend" attitude. [para 5 - missing out information] • Our throwaway society makes sense. [para 6 - missing out information] 	2	<p>Credit 0 marks</p> <ul style="list-style-type: none"> • <u>The country benefits from this.</u> • <u>Having cheaper clothes is not preventing people from reusing and recycling them [para 4 – reason drawn from evidence only and incorrect area of the RB].</u>
17	(c)	<p>COUNTER ASSERTION</p> <p>2 marks</p> <ul style="list-style-type: none"> • (There are concerns about how) our throwaway society is encouraging people to spend their way into debt. [para 6] <p>accept:</p> <ul style="list-style-type: none"> • (Recently the H of L criticized) the rising popularity of high street clothes which are so inexpensive that there is no incentive to mend them. [para 4] • (The committee said) these cheaper clothes are often made from low-quality fabrics which wear out quickly and (/OR) are hard to recycle. [para 4] <p>Example for 1 mark</p> <p>Our throwaway society is encouraging people to get into debt. [para 6 - missing information]</p>	2	<p>Credit 0 marks</p> <p>Our habit of buying more products, buying them more cheaply and then throwing them away has been criticised and labelled the "throwaway society". [para 1 – scene-setting]</p>

Question		Topic/Answer			Mark	Guidance																			
18	(a)	ANALOGY [para 2] Credit 1 mark for each correct, explicit pairing (max. of 3)																							
		<table border="1"> <tbody> <tr> <td>T</td><td>change</td><td>change / development / upgrading</td></tr> <tr> <td>U</td><td>technology (not mobiles)</td><td>fashion</td></tr> <tr> <td>V</td><td>EXPECT</td><td>NO POINT</td></tr> <tr> <td>W</td><td>CONTRACT</td><td>BORROW / LOAN</td></tr> <tr> <td>X</td><td>SAME</td><td>ONE</td></tr> <tr> <td>Y</td><td>BETTER</td><td>OUT OF DATE</td></tr> <tr> <td>Z</td><td>18 MONTHS / COUPLE OF YEARS</td><td>time ...paying</td></tr> </tbody> </table> <p>Lowercase – synonyms allowed Uppercase – has to be precise</p>	T	change	change / development / upgrading	U	technology (not mobiles)	fashion	V	EXPECT	NO POINT	W	CONTRACT	BORROW / LOAN	X	SAME	ONE	Y	BETTER	OUT OF DATE	Z	18 MONTHS / COUPLE OF YEARS	time ...paying	3	<p>Note that a complete element has to be written, and sub-parts of different elements do not together get credit.</p> <p>Credit 0 marks</p> <ul style="list-style-type: none"> • <u>Mobiles</u> is/are being compared with <u>coats / suits</u>. <i>[example given in question]</i> • <u>Change of technology</u> is/are being compared with <u>out of date</u>. <i>[3 incomplete elements – T, U and Y]</i> • Mobiles is/are being compared with washing machines. <i>[washing machines are in paragraph 3]</i> <p>NB.</p> <ul style="list-style-type: none"> • More than one pairing get occur in a single row. • Candidates' pairings can be laterally inverted.
T	change	change / development / upgrading																							
U	technology (not mobiles)	fashion																							
V	EXPECT	NO POINT																							
W	CONTRACT	BORROW / LOAN																							
X	SAME	ONE																							
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Z	18 MONTHS / COUPLE OF YEARS	time ...paying																							

Question		Topic/Answer	Mark	Guidance
18	(b)	<p>ANALOGY WEAKNESS</p> <p>Examples of areas of weakness</p> <p>A. Rate of progress B. Improvement C. Frequency of use D. Need / necessity E. Breakdown / wear out</p> <p>Examples for 3 marks</p> <ul style="list-style-type: none"> • The design of phones changes more rapidly than coats, so there is less reason to replace coats • Mobiles can't be fixed when broken, but coats can be mended, so it is more reasonable to throw away mobiles. • Change in the design of mobiles is faster than in coats, which gives less reason to bin a coat. • Expensive / designer coats don't need to be replaced as often as mobiles, so the analogy doesn't support the 'throwaway society'. • If it is a cheaper handset on the phone contract, whereas the coats are expensive / designer, then the claim is making an unreasonable assumption / comparison. <p>Examples for 2 marks</p> <ul style="list-style-type: none"> • Expensive / designer coats don't need to be replaced as often as mobiles, so it doesn't support the MC. • Mobiles go out of date more quickly than designer fashion. • Mobiles cannot be fixed when broken, but you can mend and repair coats. <p>Examples for 1 mark</p> <ul style="list-style-type: none"> • We should buy coats more often because fashions change more rapidly. <i>[capped AND has not developed the point to include phones]</i> 	3	<p>Three marks are available:</p> <ul style="list-style-type: none"> • Correct identification of a weakness. <i>[WEAKNESS]</i> • Development of the weakness in the analogy <i>[EXPLANATION]</i> • An assessment of the consequences of this weakness on the reasoning. <i>[IMPACT]</i> <p>Credit 1 mark Answers which identify an issue which would <u>support</u> the analogy / reasoning are capped at 1 mark.</p> <p>Credit 0 marks</p> <ul style="list-style-type: none"> • For merely states the analogy is a weakness. • OR for a repudiation/rejection of the evidence. <p>Example for 0 marks Mobiles are electronic and coats are types of clothing, so there are different and you cannot compare them.</p>

Question		Topic/Answer	Mark	Guidance
		<ul style="list-style-type: none"> Fashion changes quickly, as much as phones do, so they should be thrown away. <i>[capped - supportive of the analogy/reasoning]</i> 		
19		<p>EXAMPLE EVALUATION [para 3]</p> <p>Examples for 3 marks</p> <ul style="list-style-type: none"> It is not precisely relevant <i>[IMPACT]</i>, as the % of washing machines breaking down <i>[WHAT]</i>, does not mean that they are less repairable <i>[WHY]</i>. It is rational for consumers to replace things rather than repair them <i>[WHAT]</i>, because it may well cost more to repair a washing machine than replace it. <i>[WHY]</i> The effect is to encourage the throwaway society <i>[IMPACT – STRENGTH]</i>. <p>Example for 2 marks</p> <ul style="list-style-type: none"> Being lower cost may suggest <i>[WHAT]</i> that people are less likely to get the washing machines repaired <i>[WHY]</i> and so supports the claim. <p>Example for 1 mark</p> <ul style="list-style-type: none"> Washing machines cost less than they used to <i>[WHAT]</i>. 	3	<p>Three marks are independently available:</p> <ul style="list-style-type: none"> Correct identification of <i>WHAT</i> a strength/weakness is. An explanation of <i>WHY</i> this is a strength / weakness. An assessment of the consequences of this strength / weakness on the reasoning. <i>(IMPACT)</i> <p>Candidates can give either a strength or a weakness.</p> <p>Do not credit responses that merely state that the claim is a strength or a weakness.</p> <p>Examples of evaluative points</p> <ol style="list-style-type: none"> Lower (relative) cost of the washing machines <u>nowadays</u> does support part of the claim Washing machines breaking down less nowadays may not mean that products are less repairable Encouraging the throwaway society actively or as a secondary effect through the actions of <u>consumers</u>. <p>Credit 0 marks</p> <ul style="list-style-type: none"> For merely quoting the resource booklet For querying / repudiating the evidence For repudiation of the <u>claim</u>. For an evaluative point based on another paragraph e.g. para 4. Companies do not produce less repairable products to encourage the throwaway society, they do it to maximise profit as it confuses correlation with cause. <i>[this is finding fault with the claim, not evaluating the use of the example]</i>

Question		Topic/Answer	Mark	Guidance
20		<p>EVIDENCE EVALUATION [para 4]</p> <p>Example for 3 marks</p> <ul style="list-style-type: none"> 12.5% is a small amount [<i>WHAT</i>] it does not refute the claims that (cheaper) clothes are going to landfill [<i>IMPACT</i>] because up to 87.5% could be going to landfill [<i>WHY</i>]. We cannot assume that the 12.5% are the cheaper, worn out, hard-to-recycle clothes [<i>WHAT</i>]. It is very plausible that people take their better clothes to a shop, and just put the others in a bin, [<i>IMPACT</i>] if so, the evidence fails to address the concerns of the House of Lords [<i>WHY</i>] Restricting the options [<i>WHAT</i>] There are other options (not just landfill / charity) This does not support the claims about landfill/recycling. 12.5% of clothes given to charity shows it does happen [<i>WHAT</i>] and has a positive impact on the reasoning and shows the throwaway society shouldn't be condemned [<i>IMPACT</i>] because it proves clothes can be recycled for people's benefit [<i>WHY</i>]. <p>Examples for 2 marks</p> <ul style="list-style-type: none"> 12.5% is a tiny proportion [<i>WHAT</i>] and does not fully counter the claim that clothes are hard to recycle. [<i>IMPACT</i>] The author disproves the committee's claim [<i>IMPACT</i>] as it does not all end up in landfill [<i>WHAT</i>]. <p>Examples for 1 mark</p> <ul style="list-style-type: none"> Conflation - giving to charity and recycling [<i>WHAT</i>] Non sequitur [<i>WHAT</i>] 	3	<p>Three marks are independently available:</p> <ul style="list-style-type: none"> Correct identification of WHAT a strength/weakness is. An explanation of WHY this is a strength / weakness. An assessment of the consequences of this strength / weakness on the reasoning. (IMPACT) <p>Candidates can give either a strength or a weakness.</p> <p>Do not credit responses that merely state that the claim is a strength or a weakness.</p> <p>Examples of evaluative points</p> <ol style="list-style-type: none"> Significance – 12.5% is small Relevance - the 12.5% are not necessarily the cheaper, worn out, hard-to-recycle clothes Non sequitur / conflation – giving to charity ≠ recycling Restricting the options – more than just landfill or charity Sufficiency – giving to charity just postpones the problem Significance – 12.5% shows that it is happening <p>Credit 0 marks</p> <ul style="list-style-type: none"> For merely quoting the resource booklet For querying / repudiating the evidence e.g. you are not allowed to give broken clothes to charity For an evaluative point based on another paragraph e.g. para 4.

Question		Topic/Answer	Mark	Guidance
21	(a)	ARGUMENT OR EXPLANATION [para 6] 1 mark <ul style="list-style-type: none"> Explanation It is an explanation not an argument 	1	Credit 0 marks <ul style="list-style-type: none"> It is not an argument (identified what it is not rather than what it is) argument claim flaw
21	(b)	ARGUMENT OR EXPLANATION JUSTIFICATION Examples for 2 marks: <ul style="list-style-type: none"> It helps us understand how / why the government gets its money It does not persuade us that the government should gain money. It gives a cause for how the government gains money. Gaining money from VAT is the effect. Examples for 1 mark <ul style="list-style-type: none"> It is an explanation because when the text says 'because' it is giving an account, rather than supporting a conclusion [<i>'because' is sufficient reference to the text</i>]. It says why the government gains money. [<i>lacks clarity</i>] It is a reason for why the government gains money. [<i>lacks clarity</i>] It is not argument because it does not give a reason and a conclusion. [<i>generic</i>] This is an explanation because it is not trying to persuade us. [<i>generic</i>] It is an explanation because it is trying to give a cause for something. [<i>generic</i>] It gives the reason why the country benefits. [<i>the term 'reason' lacks clarity when distinguishing between argument and explanation</i>] 	2	2 marks - CLEAR <ul style="list-style-type: none"> For a clear justification why it is an explanation, with relevant reference to the text. For a clear justification of why it is NOT an argument, with relevant reference to the text 1 mark - LIMITED <ul style="list-style-type: none"> For a generic definition of what an explanation is (i.e. no reference to the text). For a justification which is limited or lacks clarity (for example, by offering contradictory points), with relevant reference to the text. 0 mark <ul style="list-style-type: none"> For an explanation which has ambiguity without further justification, such as reason / because / explains [<i>can refer to argument or explanation, so is not sufficient</i>] For an ambiguous explanation with an incorrect reference to the text. For no creditworthy material. Credit 0 marks <ul style="list-style-type: none"> It is an explanation / it is not an argument. It has the indicator word 'because'. It has a reason It persuades you that the government gains money.

Question		Topic/Answer	Mark	Guidance
22		<p>EVALUATION [paras 5 and 6]</p> <p>Examples of evaluative points - paragraph 5</p> <p>A. Non sequitur – the conclusion does not logically follow from the reasoning.</p> <p>B. Circular argument– we can't condemn the throwaway society because we live in a throwaway society.</p> <p>C. Appeal to popularity - most don't know how to repair does not mean that this is positive.</p> <p>Examples of evaluative points - paragraph 6</p> <p>D. Slippery slope - less tax from purchases may not lead to a decline in the NHS.</p> <p>E. Hypothetical reason - consequences unlikely to follow from the antecedents (less tax ≠ decline in NHS)</p> <p>F. Restricting the options - spending more / spending less – there are other options, like no encouragement.</p> <p>G. Assumption – the author assumes that the £780 p.a. is spent on clothes made (and even sold) in the UK.</p> <p>H. Assumption – When the government gains money, it is used for the country's benefit</p> <p>I. Implies - spending less on clothes / consumer goods would be bad for the economy.</p> <p>Example for 2 marks Hypothetical reason - the consequences are unlikely to follow from the antecedents (if the gov. wanted to stop the throwaway society, schools would...)</p> <p>Example for 1 mark Use of hypothetical reasoning – 'if the gov. wanted to stop the throwaway society, schools would...'</p>	2 2 2	<p>2 marks - CLEAR EXPLANATION</p> <ul style="list-style-type: none"> Correct identification of WHAT a weakness is, with relevant reference to the text WITH a clear explanation of WHY this is a weakness. <p>1 mark – LIMITED</p> <ul style="list-style-type: none"> Identification of WHAT a weakness is with relevant reference to the text. <p>Max 1 mark for a 'WHAT – WHEREAS' response which has no further development.</p> <p>0 marks</p> <ul style="list-style-type: none"> For a counter OR for a counter masquerading as an assumption OR for no reference to the text OR for just reference to the text OR for no credit-worthy material. <p>Examples for 0 marks</p> <ul style="list-style-type: none"> Hypothetical reason - the consequences are unlikely to follow from the antecedents <i>[generic]</i> The author is restricting the options by claiming that teaching sewing is the only way to stop the throwaway. The hypothetical reason is not relevant to the main conclusion <i>[no relevant reference to the text]</i> The government does encourage recycling <i>[counter]</i> The claim "Most people do not know how to repair.." is a sweeping (or hasty) generalization. <i>[incorrect]</i> Hypothetical reasons are weak because they might not happen. <i>[generic and lacks understanding]</i> £780 is an average figure which doesn't represent everyone <i>[Strength and does not affect its impact on the clothing industry or government VAT revenues]</i>
		Section B Total	30	

Section C – Developing your own arguments

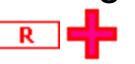
Question		Topic/Answer	Mark	Guidance
23		<p>OWN ARGUMENT WITH CA: SEE APPENDIX 1</p> <p>Acceptable strong conclusions:</p> <ul style="list-style-type: none"> • It is better to give your time to charities rather money. <i>[support]</i> • It is better to give your time to charities instead of / over money. <i>[support]</i> • It is not better to give your time to charities rather than (giving them) money. <i>[challenge]</i> • It is better to give (your) money to charities than your time <i>[challenge]</i> <p>Weak conclusions:</p> <ul style="list-style-type: none"> • It is better to give money to charities. <i>[lacks comparison]</i> • You should give money to charity <p>Examples of points that may be raised:</p> <p>Support</p> <ul style="list-style-type: none"> • It is more efficient as it will directly affect the recipients of the charity. • Many people have more time to give than money. • The charity's mission can't be achieved without people's time. • It is more of a challenge/commitment to give time. • It allows a personal touch, such as OAP visitation. • It benefits the giver. • Charities need workers and expertise. • Charity work experience can look good on your CV. <p>Challenge</p> <ul style="list-style-type: none"> • It takes effort to cater for the volunteers. • You may not have the right skills. • Some charity work is abroad or in dangerous situations. • Emergency relief needs large scale funding. 	12	<p>Use the following annotations to indicate judgement on all 4 areas assessed in this question:</p> <div style="display: flex; align-items: center; gap: 10px;"> C R J S + </div> <p>Concision The bonus mark for concision can only be awarded this mark</p> <ul style="list-style-type: none"> • on Levels 2 and 3 • to recognise that the candidate has been actively concise, by selecting argument elements carefully, rather than crediting a short argument that makes omissions. <p>The argument's conclusion: It is better to give your time to charities rather than money' Can be interpreted as:</p> <ul style="list-style-type: none"> • Give your time to charity not your money • Don't give your time to money. <p>Other argument elements Other argument elements, if present, effectively support the argument.</p>

Question		Topic/Answer	Mark	Guidance
24	(a)	(i)	OWN REASO NTOS TO SUPPORT	<p>2 marks</p> <ul style="list-style-type: none"> For a relevant and precise reason, without any other argument elements. <p>1 mark</p> <ul style="list-style-type: none"> For a reason that gives some support to the claim AND / OR for a reason that includes other argument elements. <p>0 mark</p> <ul style="list-style-type: none"> For something unrelated so it does not give support, or a statement that is too lacking in plausibility to offer recognisable support. No creditworthy material. <p>NB. Where an additional phrase/clause has been presented with the word:</p> <ul style="list-style-type: none"> Which That <p>then another argument element is clearly being introduced.</p>
24	(a)	(ii)	EXAMPLE TO SUPPORT OWN REASON	<p>1 mark</p> <p>A plausible, relevant example which illustrates the reason they have given in 24ai.</p> <p>0 mark</p> <ul style="list-style-type: none"> For an example which does not illustrate their reason in 24i OR for an example that is too lacking in plausibility to offer recognisable illustrative support. OR for no creditworthy material. <p>NB. Where several examples are given, mark the first given.</p>

Question		Topic/Answer	Mark	Guidance
24	(b)	<p>OWN HYPOTHETICAL TO CHALLENGE</p> <p>Examples of 3 marks</p> <ul style="list-style-type: none"> • If you have limited funds, then it will still allow use. • If you have to share, then it will promote responsibility. • If you own it, then you may get into debt to have it. • If a person has to share, it will promote responsibility because they will have to take care of the item. <p>Example of 2 marks</p> <ul style="list-style-type: none"> • If you only use luggage a few times, then it is better to borrow some and not waste money. • If you crashed your new car, then it would be better to have borrowed your mum's. • If more people borrowed books from a library, then less trees need to be cut down to make books, it is always bad to cut down trees. <p>Example of 1 mark</p> <ul style="list-style-type: none"> • It is good to share. <i>[not a hypothetical reason]</i> • If you borrow something, you must be respectful. <i>[does not challenge the statement]</i> • If you borrow clothes, then you are likely to damage them. <i>[no challenge, but it a hypothetical reason]</i> <p>Example of 0 mark</p> <ul style="list-style-type: none"> • It makes you more responsible. <i>[ambiguous – could refer to borrowing or owning]</i> • Nobody wants to share. • If it is better to own something than have to borrow it, then when why is there such a market for second-hand clothing? <i>[rhetorical questioning here is not hypothetical - no idea of cause-consequence]</i> 	3	<p>3 marks – PRECISE For a <u>relevant</u> and precise <u>hypothetical reason</u> that gives clear <u>challenge</u> to the claim.</p> <p>2 marks – LIMITED For a hypothetical reason that gives <u>limited challenge</u> to the claim (for example, by being relevant to a specific example)</p> <p>1 mark – SUPERFICIAL</p> <ul style="list-style-type: none"> • For a claim that gives challenge to the claim, but is <u>not a hypothetical reason</u>. • For a hypothetical reason that gives <u>ambiguous</u> or no challenge. <p>0 marks</p> <ul style="list-style-type: none"> • No creditworthy material. • For something unrelated so it does not challenge, or a statement that is too lacking in plausibility to offer recognisable challenge. <p>The question asks for a counter to the claim 'it is better to own something than have to borrow it'.</p> <p>The candidates can give a reason for either:</p> <ol style="list-style-type: none"> 1. It is better to borrow something 2. OR It is not better to own something

Question		Topic/Answer	Mark	Guidance
25		<p>OWN ARGUMENT WITH IC: SEE APPENDIX 2</p> <p>Strong conclusion</p> <ul style="list-style-type: none"> Products should be made to last. <p>Weak conclusion</p> <ul style="list-style-type: none"> Products must be made to last. Products that last are better in the long run. Lasting goods are better than disposable ones <p>Examples of likely ICs</p> <ul style="list-style-type: none"> There will be benefits for the customers There will be economic benefits There will be environmental benefits <p>Examples of points that may be raised:</p> <ul style="list-style-type: none"> Consumer rights It allows products to be passed onto children It avoids being tricked. It benefits the environment. It gives companies/producers pride in their work. It gives good value / cost-effective Replacing items can be difficult. Saves the time and hassle of replacing 	12	<p>Use the following annotations to indicate judgement on all 4 areas assessed in this question:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> C R I S + </div> <p>Intermediate Conclusions</p> <ul style="list-style-type: none"> 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 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 IC <i>and</i> as a reason. Candidates are required to give 3 reasons, as well as an IC. <p>Concision</p> <p>The bonus mark for concision can only be awarded this mark</p> <ul style="list-style-type: none"> on Levels 2 and 3 to recognise that the candidate has been actively concise, by selecting argument elements carefully, rather than crediting a short argument that makes omissions. <p>Other argument elements</p> <p>Other argument elements, if present, effectively support the argument.</p> <p>Do NOT credit material simply repeated from the Resource Booklet (e.g. copying particular reasons/examples).</p> <p>If the candidate has adapted/developed material from Resource Booklet into a new argument, then this is acceptable.</p>
		Section C Total	30	
		Paper Total	75	

APPENDIX 1: Marking grid for question 23 - It is better to give your time to charities rather than money

Main Conclusion		Reasons	
Strong 	MC is stated and precisely responds to the question (e.g. It is better to give your <u>time</u> to <u>charities</u> rather than <u>money</u>)	Strong 	2 distinct reasons giving support to the correct MC without intrusive assumptions and/or flaws
Weak 	MC present but different from that required	Weak 	One or more relevant reasons to the correct MC
Counter and response		Structure and development	
Strong 	Relevant counter argument which is effectively responded to by reasoning relevant to MC	Strong 	<ul style="list-style-type: none"> Sustained, organised and easy to follow (e.g. good and relevant use of argument indicator words) <p>AND</p> <ul style="list-style-type: none"> Effective development (e.g. through connecting the reasons, supporting / illustrating / clarifying reasons through explanations / examples)
Weak 	Relevant counter-argument AND response are offered	Weak 	<ul style="list-style-type: none"> May lack relevance to the whole claim (<u>better-time-charity-money</u>) May lack overall direction, e.g. by arguing to 2 different conclusions May lack clarity and organisation. May be repetitive or list like. May be characterised as emotive / rhetorical reasoning. May rely on irrelevant, implausible or invented evidence.
Absent	<ul style="list-style-type: none"> Counter-argument AND response are offered, but lacks relevance Counter assertion and response OR counter argument without response OR no relevant material 		

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 (indicate at end) 

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 (indicate at end) 

Level 1

2 areas are strong **4 marks**1 strong, 2-3 weak **3 marks**1 strong, 0-1 weak **2 marks**4 areas covered weakly **2 marks**2 areas covered weakly **1 mark**Credit 1 mark for: **(MAX +1)**

- Other argument elements 

APPENDIX 2: Marking grid for question 25 - Products should be made to last

Main Conclusion		Reasons	
Strong 	MC is stated and precisely responds to the question <u>Products should be made to last</u>	Strong 	<ul style="list-style-type: none"> 3 distinct reasons, without intrusive assumptions and/or flaws 2 of which giving strong support to the correct MC/IC
Weak 	MC present but different from that required	Weak 	1 or more relevant reasons
Intermediate conclusion		Structure and development	
Strong 	Progressive IC – supported by one or more reasons and gives support to the correct MC	Strong 	<ul style="list-style-type: none"> Sustained, organised and easy to follow (e.g. good and relevant use of argument indicator words) <p>AND</p> <ul style="list-style-type: none"> Effective development (e.g. through connecting the reasons, supporting / illustrating / clarifying reasons through explanations / examples)
Weak 	Weakly supported by R or weakly supportive of the MC, may be characterised as: <ul style="list-style-type: none"> Summary statement Description of a possible outcome Statement of the MC reworked 	Weak 	<ul style="list-style-type: none"> May lack relevance to the whole claim (<u>products-made-last</u>) May lack overall direction e.g. by arguing to 2 different conclusions May lack clarity and organisation. May be repetitive or list like May be characterised as emotive / rhetorical reasoning Reliance on 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 (indicate at end) 

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 (indicate at end) 

Level 1

2 areas are strong **4 marks**1 strong, 2-3 weak **3 marks**1 strong, 0-1 weak **2 marks**4 areas covered weakly **2 marks**2 areas covered weakly **1 mark**Credit 1 mark for: **(MAX +1)**

- Other argument elements 

Cap at 3 marks any answer that challenges: L1

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