OCR
Oxford Cambridge and RSA

GCE

Critical Thinking

Unit **F504:** Critical Reasoning

Advanced 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 used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions)

Stamp	Description
Q	Q 1 Representativeness Q 4 Use of additional argument elements
J	Q 1 Judgement Q 3 Judgment of impact on reasoning
EVAL	Q 3 Strength or weakness correctly identified.
T	Q 1 Motivation Q 4 Discussion of definition of key terms
+	Q 2 Argument element correctly identified Q 4 Candidate's own thinking Qs 1, 3, 4 in combination = strong answer
C	Q 1 Counter Q 2 Conclusion correctly identified Q 4 Conclusion of argument
R	Q 1 Reference to documents Q 2 Correct reference to relationship of argument elements Q 4 Correct use of resource documents
NAQ	Not answering question
?	Unclear/misjudged
SEEN	Page/section seen but no other annotation used
BP	Page including no candidate response.

MARK SCHEME

Question	Answer	Marks	Guidance
1	Award up to 8 marks according to the guidance opposite. **Indicative content** • Photo 1a is mildly deceptive, • but perhaps for relatively innocent reasons (making the picture look better). • Photo 1b has been altered for sinister reasons, • probably in order to deceive, • but perhaps blatantly, on the principle that people in power can change history ("he who controls the present controls the past"). • The alterations described in Doc 2 are unacceptable because they misrepresent the product. • The statement from L'Oréal is disingenuous. • However, these photographs may have been cherry-picked to illustrate a hypothesis. • According to Doc 3, Shaw's concept of a photograph as objective is unrealistic, • because manipulation in some senses is an inevitable aspect of photography, • and can have an innocent meaning, • but the manipulation of a photograph is often for sinister motives. <u>Judgment</u> • All these examples of manipulation are deceptive, • albeit not necessarily for bad reasons, • but the limited evidence provided in these documents is insufficient to support "is usually".	8	1, 2 or 3 marks for **use of sources** (1 for up to 2 sources, 2 for 3/4, 3 for 5+ sources: annotate each instance R). 1 or 2 marks for critical comment(s) about **motivation**: annotate each instance T). 1 or 2 marks for critical comment(s) about **representativeness** (1 for few examples and 1 for representativeness: annotate Q). 1 or 2 marks for **counter** (1 for simple, 2 for developed: annotate C or C+). 1 or 2 marks for **judgment** which follows from discussion (1 for simple, 2 for nuanced: annotate J or J+).

Marking Grid for Question 2

Marks	Performance Descriptors
Level 4 10 – 12 marks	Candidates demonstrate **thorough** understanding of argument structure, including some complexity by: • accurately identifying the main conclusion AND • accurately identifying most elements of reasoning (including significant elements) using appropriate terminology AND • showing accurately how the main elements relate to each other, using words or a diagram. Mistakes are rare and not serious.
Level 3 7 – 9 marks	Candidates demonstrate a **clear** understanding of argument structure by: • identifying the main conclusion AND • identifying most significant elements of reasoning accurately using appropriate terminology • OR identifying the conclusion and some other elements of reasoning with some accurate indications of how they relate to each other. There may be mistakes, occasionally serious ones.
Level 2 4 – 6 marks	Candidates demonstrate **basic** understanding of argument structure by: At the top of the level • identifying the main conclusion and some other elements accurately • OR identifying some elements of reasoning (not the main conclusion), with some indication of how they relate to each other. At the bottom of the level • accurately identifying a number of elements but NOT the main conclusion. There are likely to be serious mistakes, and possibly some gist.
Level 1 1 – 3 marks	Candidates demonstrate **limited** understanding of argument structure by: • accurately identifying at least one element of argument • providing overall gist.
0 marks	No creditworthy material

Question	Answer	Marks	Guidance
2	**IC1:** A painter is not simply adding more and more paint to a canvas or piece of paper. **R1:** This is because each layer shows fresh thoughts and observations, each adjusting the one that came before. (*Accept* Explanation) **R2:** Layers are a fundamental feature of Photoshop too. **Explanation:** In Photoshop the photographer can create layers of shapes and colours, each changing the layers below. **IC2:** So the creation of digital images has more in common with traditional art than ever before. **Counter Argument** **(R):** They claim the true photograph is the one produced in the camera, without any adjustment or cropping. **(C):** Many dismiss Photoshop as cheating. **Response to Counter Argument** But the photograph is not merely a record of what was there. **R3:** The possibilities of Photoshop are limited only by the imagination, **R4:** and the photographers' manipulation of the images can release the artist in them. **IC3 or MC:** So Photoshop, far from cheating, actually reclaims photography for the artist. **MC or IC3:** So for the photographer as artist, that first click is just the beginning.	12	Look at the marking grid above. Annotate as follows: Conclusion = C. Argument element = +. Relationship between elements = R.

Question	Answer	Marks	Guidance
	The relationship between argument elements is as follows: 		

Marking Grid for Question 3

Marks	Performance Descriptors
Level 4 16 – 20 marks	**Thorough** and **nuanced** evaluation. The following are performance characteristics likely to be found at the **top** of Level 4: • Evaluations made correctly identifying **both key strengths and weaknesses**. • These evaluations are **clearly explained**. • Other more marginal strengths and weaknesses may also be identified. • There is an **accurate assessment of the impact** of these strengths and/or weaknesses on the quality of the reasoning. • There is a **nuanced** overall judgement, which follows from the reasoning. • The writing is **well-structured and precise**.
Level 3 11 – 15 marks	**Developed** evaluation. The following are performance characteristics likely to be found at the **top** of Level 3: • **Several** strengths or weaknesses are accurately identified, at least **one** of which is **key**. • These evaluative points are **explained**. • There is an **assessment of the impact** of these strengths and/or weaknesses on the quality of the reasoning, which may or may not be accurate. • There is a **clear** overall judgement, which follows from the reasoning. • The writing is **clear** and **structured**.
Level 2 6 – 10 marks	**Basic** evaluation. The following are performance characteristics likely to be found at the **top** of Level 2: • **Several** strengths or weaknesses are accurately identified. • There is an **attempt to explain** these evaluative points. • There is a basic attempt at an **assessment of the impact** of these strengths and weaknesses on the quality of the reasoning, but it is probably inaccurate. • There is an overall judgement, which has some support in the reasoning. • The writing may lack structure but is otherwise **clear**. Answers presented in bullet point or note form are capped at top level 2.
Level 1 1 – 5 marks	**Weak** evaluation. The following are performance characteristics likely to be found at the **top** of Level 1: • There is some **attempt to identify** one or more strengths or weaknesses which will probably be inaccurate. • There is an **attempt to explain** an evaluative point which is very limited in scope. • There is **little or no assessment of the impact** on the quality of the reasoning. • Some judgements may be expressed. • The writing is simple.
0 marks	No creditworthy material

Question	Answer	Marks	Guidance
3	**Suggested points** **Key strength** • The claim we oldies keep the nation going strongly supported by references to child care and charity. • Strong structure with two strands of supported reasoning leading to an intermediate conclusion and a conclusion. • The use of rainbow television industry is a key step in argument leading to all sectors of society including older women need to be represented on television in order to be valued. **Marginal strength** • Relevant example of Alesha Dixon replacing Arlene Phillips illustrating older broadcasters being replaced by younger less knowledgeable women. • Another relevant example is the treatment of old women in hospital. • If true, the claim that women over the age of 60 are "denied a role in 90% of prime time factual programmes" supports her conclusion. • Relevant example of herself not being photoshopped at 70. **Key weakness** • The example of Alesha Dixon replacing Arlene Phillips ignores the possibility that there may have been good grounds for the replacement in terms of the intention and expected audience of the programme. • Claiming we are getting **more** ageist but supporting this with an example that gives no indication of **change**. • Using emotive language about old people dying in hospital to enlist our sympathies for older women not appearing on television. • The example of the care of elderly patients is not directly relevant to the issue of elderly women appearing on prime time television. • The claim that ageism is dangerous is exaggerated when applied to older women not appearing on television. • Using emotive language about being ruthlessly shelved or expelled to further her main argument about the lack of older women on television.	20	Look at the marking grid above. Annotations: Identification of key strength or weakness: EVAL+ Identification of strength or weakness: EVAL Assessment of impact: J Accurate assessment of impact: J+ Overall judgement: C. Nuanced overall judgement: C+. Check that the candidate's reasoning supports the conclusion they have come to. The mark scheme cannot cover every possible reasonable point or interpretation that candidates might make: so this mark scheme is not an exhaustive list of creditworthy material. Candidates can gain credit for responses which include interpretations and ideas not explicitly made in the mark scheme if they seem reasonable and are argued well. If unsure, contact the Principal Examiner. Do **not** credit **challenges** to the reasoning. Credit issues of **credibility only** if they relate to a strength/weakness in **reasoning.**

Question	Answer	Marks	Guidance
	• The example of photoshopping in para 4 relies on the assumption that the photographer would not have asked the same question of a younger model. • Using emotive language about ruthless deleting makes the older women being photographed and photoshopped sound like victims. • Using emotive language of "criminal" overstates the process of photoshopping upon older women. • Deformity is a straw man as the photoshoppers are not suggesting a wrinkle is a deformity. • Non sequitur: it does not follow from not being beautiful that a face should not be seen. • Non sequitur: that old people are valued does not necessarily imply that they should be seen on prime time television (can be expressed as an assumption). **Marginal weakness** • The rhetorical question in the last sentence of para 1 has other possible answers than the one the author implies. • The rhetorical questions in para 2 are susceptible of other answers/the claims that retired people are the most committed, loyal and conscientious workers, and that the Queen is the ablest monarch in the world are open to debate. • 90% (para 3) is an unsupported statistic. In paragraph 4 if candidates mistake "stupid stubbornness" as an inconsistency, allow as a marginal weakness.		

Marking Grid for Question 4

Marks	Performance Descriptors
Level 4 16–20 marks	**Nuanced** argument, displaying **most** of the following characteristics: • There is some well-judged consideration of the **definition** of key terms, especially "artworks" and "objective records of events". • The reasoning has a **clear and complex structure.** The arguments are well organised, containing separate strands of reasoning with reasons and intermediate conclusions. • Other argument elements are used **effectively**: such as relevant analogies, hypothetical reasoning, apt examples, CA with RCA. • Coverage of the main strands of the argument is **thorough.** There may be questionable assumptions but they do not weaken the thrust of the argument. • The **conclusion is consistent** with the reasoning put forward. • The conclusion **refers** to both "artworks" and "objective records of events". • Candidates use their **own ideas** and may also use those drawn from the sources. • If used, use of sources is accurate, evaluative and developed. • The writing is **well-structured and precise.**
Level 3 11–15 marks	**Developed** argument, displaying **most** of the following characteristics: • There may be some consideration of the **definition** of key terms, especially "artworks" and/or "objective records of events". • The argument has **clear structure.** The argument is supported by intermediate conclusions as well as reasons. Other argument elements may help to support, clarify or illustrate the reasoning. • The argument may have flaws and there may be some dubious assumptions. • The **conclusion** is consistent with **all or most** of the reasoning put forward. • The conclusion **refers** to both "artworks" and "objective records of events". • Any candidate using ideas and evidence **from the sources alone** must be capped at top Level 3. • If used, use of the sources is accurate and includes some evaluation and/or development. • The writing is **clear and structured.**
Level 2 6 –10 marks	**Basic** argument, displaying **most** of the following characteristics: • The argument has a **simple structure with some reasons.** Other argument elements, if present, may add little of value to the reasoning. • Parts of the argument have **obvious weaknesses, flaws etc.** • The conclusion is consistent with all or most of the arguments presented, but may be overstated. • The writing is **generally clear**, but may lack structure**.** Answers presented in **bullet point or note form**, however detailed, must be capped at top Level 2. • If used, use of sources may include significant inaccuracies and be uncritical.

Level 1 1–5 marks	**Weak** argument, displaying **most** of the following characteristics: • The argument has **little structure.** • There are **obvious weaknesses** in the reasoning. • There is no final conclusion or the conclusion is **weakly justified** or **overstated**. • The writing is **simple**. It may be in bullet point or note form. • If sources are used there are significant inaccuracies.
Level 0	No creditworthy content.

Question	Answer	Marks	Guidance
4	**Suggested lines of argument:** Definitions: • The definition of "art" has expanded greatly in recent years, as shown in the Turner Prize, which has most often been awarded to objects or events ("performance art") which would not traditionally have been recognized as art at all. • The concept of "objectivity" has been challenged by postmodernity, which claims that all "records of events" are partial (in both senses of the word) and heavily influenced by the perspective of the person recording them. This approach has transformed the understanding of historiography in the twenty-first century. Intention seems to be what makes something (eg a pile of bricks or a bin half-full of litter) an artwork. Elements of contrivance are unavoidable in photography. Even at the most objective end of the spectrum, photographs are taken from a particular viewpoint, have boundaries which include some things while excluding others, and have certain lighting conditions (whether natural or artificial). The most objective photos of all probably come from security cameras (CCTV). They record objectively what the camera "sees", without the intervention of a human intermediary, but they are not necessarily objective "records of events", because they need to be interpreted. Some photographs are intended to record events / place / happenings / people, eg historical contexts, political contexts / photos of family gatherings or holidays as a record of events – we want to look back at the way things were, for information, for nostalgia etc. Photographs are an important source of historical and political information. Such extremes of manipulation of photographs as political and historical record – which have happened in some regimes such as Communist Russia, in which Lenin was airbrushed out – are therefore unethical and should never take place.	20	Look at the marking grid above. Consideration of definition of key terms: annotate T or T+. Candidate's own thinking: annotate +. Correct use of resource documents: annotate R or R+. Use of intermediate conclusion, hypothetical reasoning, pertinent example, counter with response, relevant analogy: annotate Q. Simple conclusion which follows from candidate's reasoning: annotate C. Nuanced conclusion which follows from candidate's reasoning; annotate C+. Candidates are likely to make a range of points. Any valid or reasonable lines of argument should be credited.

Question	Answer	Marks	Guidance
	Studio photographs are the equivalent of portraits in oils, and similar conventions and expectations apply (not necessarily "warts and all").

Autobiography and autobiographical fiction are both valid genres, each of which has different expectations. Photographs can resemble either.

Now that mobile phones are used for much more than telephone conversations, the use of photographs to share experiences with friends has become prominent. These photographs are essentially ephemeral – especially on Snapchat, in which photos are deleted after a few seconds.

Manipulation: choice of camera angle, what to leave in the shot, amending colours, photoshopping zits, changing shape / size, altering the background.

Capturing one's family on the beach while deleting strangers is reasonable – the beach is not accurately portrayed as it was, but the purpose of family photos is to remember family, not to portray the whole scene accurately. | | |

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