

**GCE**

**Critical Thinking**

Unit **F504**: Critical Reasoning

Advanced GCE

**Mark Scheme for June 2017**

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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



Gap/error in reasoning; seen but no credit given.



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Q 1a



for each point credited.

Q 1b



Conclusion correctly identified.



Element correctly identified.



Relationships correctly identified.

Q1c



Use twice for precise answer, once for vague/incomplete answer.

Q 2



Balanced conclusion.



Valid comment.

Q 3



Valid judgment.

**R**Valid comment on Doc 4's **response** to Doc 3.**S**Valid comment about **strength** in Doc 4's reasoning.**K**Valid comment about **weakness** in Doc 4's reasoning.

Key point.

Q 4

**C**

Conclusion

**S**

Accurate use of sources

**P**

Personal thinking

**T**

Defining terms

**I**

Intermediate conclusion/inferential reasoning

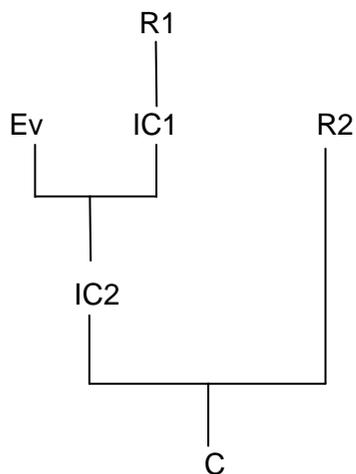
**E**

Use of argument element

Question			Indicative Content	Marks	Guidance
1	a	(i)	Counter assertion – An unsupported claim arguing against (or intended to be argued against) the claim that ‘much work still needs to be done to encourage young people in the UK to study foreign languages’.	2	For each of answers (i) and (ii):  <b>2 marks</b> for accurate identification of element <b>and</b> explanation in relation to text.  <b>1 mark</b> for accurate identification of element <b>without</b> accurate explanation in relation to text. <b>or</b> partially accurate identification of element <b>and</b> accurate explanation in relation to text.
		(ii)	Evidence – Information that supports the counter assertion that ‘there is some progress’.	2	<b>0 marks:</b> No correct content <b>or</b> partially correct identification of element without correct explanation in relation to text.
1	b		Counter assertion – An unsupported claim arguing against (or intended to be argued against) the claim that ‘much work still needs to be done to encourage young people in the UK to study foreign languages’.  Evidence – Information that supports the counter assertion that ‘there is some progress’.	12	See levels grid on the next page.

**C** We need to promote language learning for the sake of the UK's future prosperity and global standing.  
**Ev** The most recent Education and Skills Survey from business leaders showed almost two-thirds of UK businesses need foreign language skills –  
**IC1** and expect that to grow,  
**R1** since the UK's concerted export drive is causing more firms to look to break into new fast-growing markets.  
**IC2** Languages are increasingly essential for our trade, prosperity, cultural exports, diplomacy and national security.  
**R2** The problem is many UK businesses have given up on home-grown talent and rely on translators or hire abroad.

R1 supports IC1.  
 Ev and IC1 jointly support IC2.  
 IC2 and R2 jointly support C.



Allow answers which identify C as an IC, provided it is clear that this is because they are locating this paragraph within the context of the whole passage.

## Levels Grid for Question 1b

<b>Level 4</b> <b>(10 - 12 marks)</b>	<p>Candidates demonstrate thorough understanding of argument structure, including some complexity by:</p> <ul style="list-style-type: none"> <li>• accurately identifying the <b>conclusion</b></li> <li>• AND accurately identifying <b>most</b> elements of reasoning (including significant elements) using appropriate terminology</li> <li>• AND showing accurately how the <b>main</b> elements <b>relate</b> to each other, using words or a diagram.</li> </ul> <p>Mistakes are rare and not serious</p>
<b>Level 3</b> <b>(7 - 9 marks)</b>	<p>Candidates demonstrate a clear understanding of argument structure by:</p> <ul style="list-style-type: none"> <li>• identifying the <b>conclusion</b></li> <li>• AND identifying most <b>significant</b> elements of reasoning accurately using appropriate terminology</li> <li>• AND showing accurately how <b>some</b> of the elements <b>relate</b> to each other.</li> </ul> <p>There may be mistakes, occasionally serious ones.</p>
<b>Level 2</b> <b>(4 – 6 marks)</b>	<p>Candidates demonstrate basic understanding of argument structure by:</p> <ul style="list-style-type: none"> <li>• Correctly identifying the <b>conclusion</b></li> <li>• AND <b>at least one</b> other element.</li> </ul> <p>There is little or no correct indication of how the elements relate to one another.</p>
<b>Level 1</b> <b>(1 – 3 marks)</b>	<p>Candidates demonstrate limited understanding of argument structure by:</p> <ul style="list-style-type: none"> <li>• identifying <b>at least one</b> element accurately.</li> </ul> <p>The Conclusion is <b>not</b> identified correctly, unless that is the <b>only</b> element identified correctly.</p>
<b>Level 0</b> <b>(0 marks)</b>	<p>No creditworthy material.</p>

Question			Answer	Marks	Guidance
1	c	(i)	<ul style="list-style-type: none"> <li>• A degree course which combines law and a language gives graduates sufficient competence in both subjects to be described as a lawyer with language skills.</li> <li>• When choosing a subject for study at university, students should take into account the requirements of employers.</li> </ul>	2	For each part: 2 marks for a precise answer. 1 mark for a vague/incomplete answer.
		(ii)	<ul style="list-style-type: none"> <li>• Understanding another culture helps people to have an open mind. <i>Accept ...another language...</i></li> </ul>	2	

Question	Indicative content	Marks	Guidance
2	<p>Not very well (neither well nor badly)</p> <ul style="list-style-type: none"> <li>• The graph does show that the number of full-time undergraduates in the UK studying natural sciences and engineering has increased,</li> <li>• while the number studying languages has declined,</li> </ul> <p><b>But</b></p> <ul style="list-style-type: none"> <li>• The category ‘Languages’ includes more than foreign languages,</li> <li>• and so the overall decline in this category may be due mainly to a decline in one or more other sub-categories, such as Classics</li> <li>• and/or may have been partially offset by an increase in one or more other sub-categories, such as European Literature.</li> </ul> <p><b>and</b></p> <ul style="list-style-type: none"> <li>• although it is plausible that the rise in STEM subjects may have caused a decline in the study of foreign languages, it could be a coincidence.</li> </ul> <p><b>Example of Level 3 answer</b> The graph does supports the claim to some extent, because it shows that the number of full-time undergraduates in the UK studying natural sciences and engineering has increased, while the number studying languages has declined. However, the category ‘Languages’ includes more than modern foreign languages, and so the overall decline in this category may be due mainly to a decline in one or more other sub-categories, such as Classics. Also, the fact that the two trends have happened at the same time does not prove that one has caused the other, although it is plausible that it has.</p> <p><b>Example of Level 2 answer</b> The graph supports the claim fairly well, because it shows that the number of full-time undergraduates in the UK studying natural sciences and engineering has increased, while the number studying languages has declined, but the category ‘Languages’ includes more than modern foreign languages.</p> <p><b>Example of Level 1 answer</b> The graph supports the claim well, because it shows that the number of full-time undergraduates in the UK studying natural sciences and engineering has increased, while the number studying languages has declined.</p>	6	<p><b>Level 3 5 - 6 marks</b> A balanced conclusion, well supported by reference to trends in undergraduates studying languages and STEM <b>including</b> awareness of the ambiguity of the data <b>and</b> explanation of the <i>cum hoc</i> flaw.</p> <p><b>Level 2 3 - 4 marks</b> A balanced conclusion, supported by reference to trends in undergraduates studying languages and STEM <b>including either</b> awareness of the ambiguity in the data <b>or</b> explanation of the <i>cum hoc</i> flaw.</p> <p><b>Level 1 1 - 2 marks</b> Some valid comment related to trends in undergraduates studying languages and/or STEM. If there is a conclusion, it lacks balance.</p> <p><b>Level 0 0 marks</b> No valid comment related to trends in undergraduates studying languages and/or STEM.</p>

Question	Indicative content	Marks	Guidance
3	<p>Response</p> <ul style="list-style-type: none"> <li>• Doc 4 challenges the general claim that native speakers of English need to learn a second language.</li> <li>• But it does not challenge cases like Andy Brassell, whose specific job makes good use of his talent for languages.</li> <li>• Nor does it challenge Irene Missen's claim that the social use of a foreign client's language can create a positive atmosphere, even if the actual negotiations are conducted in English.</li> </ul> <p>Strengths of Doc 4</p> <ul style="list-style-type: none"> <li>• The examples in paras 3 and 4 support the author's argument well, by showing that knowledge of any single foreign language is of limited value.</li> <li>• The evidence in para 5 is persuasive, because it shows how pervasive English has become in many different aspects of life which involve international communication.</li> <li>• The range of examples in para 6 support and illustrate the argument well, because it includes both classical and modern culture.</li> <li>• The argument ends in a clear, well-supported conclusion.</li> </ul> <p>Weaknesses of Doc 4</p> <ul style="list-style-type: none"> <li>• The CA in the second sentence of para 1 is expressed in contemptuous language and is also a straw man. It exaggerates the views of those who argue that native users of English should learn other languages, and thereby fails to engage with more moderate arguments, such as those in Doc 3.</li> <li>• The CAs in the second and third sentences of para 2 use emotive language and understate the benefits of proficiency in a foreign language.</li> </ul> <p>Judgement</p> <ul style="list-style-type: none"> <li>• Overall, Doc 4 makes a good case against the need for native speakers of English to learn an additional language,</li> <li>• but it does not respond well to the specific claims in Doc 3, mainly because those claims are quite limited.</li> </ul>	14	<p><b>Allocate marks according to the grid of Level Descriptors (next page).</b></p> <p><b>To achieve each of the levels in the grid candidates need to satisfy all the characteristics in the grid for that level.</b></p> <p><b>Use the quality of the evaluation to determine where within the level the answer should be located.</b></p> <p><b>The key points of evaluation are the ones identified in the mark scheme.</b></p>

## Levels Grid - Question 3

<p><b>Level 4</b> <b>(12 - 14 marks)</b></p>	<p>Candidates come to a <b>reasonable judgment</b> about how effectively the claims/arguments in Doc 4 respond to the claims/arguments in Doc 3 about the benefits of learning a foreign language, well supported by:</p> <ul style="list-style-type: none"> <li>• Mostly justified evaluation of how effectively these claims/arguments <b>respond</b> to claims/arguments in Doc 3.</li> <li>• Mostly well-justified and perhaps occasionally insightful evaluation of <b>key</b> parts of the reasoning in Doc 4, with reference to <b>both</b> strengths and weaknesses.</li> <li>• The language is clear and mostly precise.</li> </ul>
<p><b>Level 3</b> <b>(8 - 11 marks)</b></p>	<p>Candidates come to a <b>fair judgment, possibly overstated</b>, about how effectively the claims/arguments in Doc 4 respond to the claims/arguments in Doc 3 about the benefits of learning a foreign language, mostly supported by:</p> <ul style="list-style-type: none"> <li>• Evaluation of how effectively these claims/arguments <b>respond</b> to claims/arguments in Doc 3.</li> <li>• Some sensible points of evaluation of parts of the reasoning in Doc 4, but <b>not necessarily</b> key parts.</li> <li>• Balance may be lacking in the evaluation of Doc 4's strengths and weaknesses.</li> <li>• The language is mostly clear.</li> </ul>
<p><b>Level 2</b> <b>(4 – 7 marks)</b></p>	<p>Candidates come to a <b>judgment, possibly overstated</b>, about how effectively the claims/arguments in Doc 4 respond to the claims/arguments in Doc 3 about the benefits of learning a foreign language, partly supported by:</p> <ul style="list-style-type: none"> <li>• Basic evaluative comments about how effectively these claims/arguments <b>respond</b> to claims/arguments in Doc 3.</li> <li>• A few relevant points of evaluation of parts of the reasoning in Doc 4.</li> <li>• The points may be simplistic and may rely more on credibility than weaknesses in reasoning.</li> <li>• Balance may be lacking in the evaluation between strengths and weaknesses.</li> <li>• The language is simple and lacks precision.</li> </ul>
<p><b>Level 1</b> <b>1– 3 Marks)</b></p>	<p>Candidates may or may not come to a <b>judgment</b>.</p> <ul style="list-style-type: none"> <li>• Some evaluative comments are made about how effectively these claims/arguments <b>respond</b> to claims/arguments in Doc 3.</li> </ul> <p><b>And/or</b></p> <ul style="list-style-type: none"> <li>• Some relevant points of evaluation are made of parts of the <b>reasoning</b> in Doc 4.</li> <li>• The points may be simplistic and may rely more on credibility than weaknesses in reasoning.</li> <li>• The language is simple and lacks precision.</li> </ul>
<p><b>Level 0</b> <b>(0 Marks)</b></p>	<p>No creditworthy material.</p>

**NB** Inappropriate forms of evaluation may occur at any level.

Question	Indicative content	Marks	Guidance
4	<p><b>Some valid points which may be made</b></p> <ul style="list-style-type: none"> <li>• The expression ‘international understanding’ is relevant to both politics and commerce, and includes relationships as well as literal comprehension.</li> <li>• Some foreign politicians and business-people who can understand and use English choose not to do so, in order to make a point or so as not to put themselves at a disadvantage by comparison with someone who – though no merit of their own - can use English more fluently.</li> <li>• English people who cannot speak any language other than English can be resented by people of other nationalities as linguistic colonialists.</li> <li>• People whose native language is not English do appreciate it if English-speakers take the trouble to learn at least a modicum of their language, and this makes for improved relationships.</li> <li>• There is a need for professional interpreters, who need to be equally fluent in two or more languages. Some English people potentially have the talent to study foreign languages to this level, but they will not fulfil their potential if they are not introduced to the study of foreign languages early in life.</li> <li>• If one reason for the decline in language-learning in the UK is the government’s encouragement of STEM subjects, then arguably that creates a duty to redress the balance if that is what the country needs.</li> <li>• The main objection (<b>counter</b>) to the claim is that English has become the <i>de facto</i> international language.</li> <li>• That native speakers of English do not need to acquire the international language in addition to their native tongue is an unavoidable aspect of the unfairness of life.</li> <li>• This is doubly unfair, since native English speakers do not have to learn English alongside their own language and yet they are likely to be more expert in using English than someone who has learned it as a foreign language.</li> <li>• Another <b>counter</b> is that many people will not become politicians, diplomats or high-level business-people and will therefore never need communicate with people who speak a different language, except perhaps on holiday. So arguably the study of languages should be facilitated and encouraged, but not necessarily made compulsory for all students in UK schools.</li> <li>• Another <b>counter</b> is that there are other subjects which are even more important, such as literacy, numeracy and ICT, and there should be a severe limit on how many subjects are compulsory, in order to allow as much opportunity as possible for students to develop their own talents and interests.</li> </ul>	20	Refer to Levels Grid

## Marking Grid for Question 4

<b>Level 4</b> <b>16–20</b> <b>marks</b>	<p>Nuanced argument, displaying most of the following characteristics:</p> <ul style="list-style-type: none"> <li>• There is some well-judged consideration of the definition of key terms, especially ‘international understanding’.</li> <li>• The reasoning has a clear and complex structure. The arguments are well organised, containing separate strands of reasoning with reasons and intermediate conclusions.</li> <li>• Other argument elements are used effectively: such as relevant analogies, hypothetical reasoning, apt examples, CA with RCA.</li> <li>• 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.</li> <li>• The conclusion is consistent with the reasoning put forward.</li> <li>• The conclusion refers to all of ‘the study of foreign languages’, ‘compulsory’, ‘UK schools’ and ‘international understanding’.</li> <li>• Candidates use their own ideas as well as those drawn from the sources.</li> <li>• Use of sources is accurate, evaluative and developed.</li> <li>• The writing is well-structured and precise.</li> </ul>
<b>Level 3</b> <b>11–15</b> <b>marks</b>	<p>Developed argument, displaying most of the following characteristics:</p> <ul style="list-style-type: none"> <li>• There may be some consideration of the definition of key terms, especially ‘international understanding’.</li> <li>• 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.</li> <li>• The argument may have flaws and there may be some dubious assumptions.</li> <li>• The conclusion is consistent with all or most of the reasoning put forward.</li> <li>• The conclusion refers to all of ‘the study of foreign languages’, ‘compulsory’, ‘UK schools’ and ‘international understanding’.</li> <li>• Any candidate using ideas and evidence from the sources alone must be capped at top Level 3.</li> <li>• Use of the sources is accurate and includes some evaluation and/or development.</li> <li>• The writing is clear and structured.</li> </ul>
<b>Level 2</b> <b>6 –10</b> <b>marks</b>	<p>Basic argument, displaying most of the following characteristics:</p> <ul style="list-style-type: none"> <li>• The argument has a simple structure with some reasons. Other argument elements, if present, may add little of value to the reasoning.</li> <li>• Parts of the argument have obvious weaknesses, flaws etc.</li> <li>• The conclusion is consistent with all or most of the arguments presented, but may be overstated.</li> <li>• 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.</li> <li>• Use of sources may include significant inaccuracies and be uncritical.</li> </ul>
<b>Level 1</b> <b>1–5</b>	<p>Weak argument, displaying most of the following characteristics:</p> <ul style="list-style-type: none"> <li>• The argument has little structure.</li> </ul>

<b>marks</b>	<ul style="list-style-type: none"><li>• There are obvious weaknesses in the reasoning.</li><li>• There is no final conclusion or the conclusion is weakly justified or overstated.</li><li>• The writing is simple. It may be in bullet point or note form.</li><li>• If sources are used there are significant inaccuracies.</li></ul>
<b>Level 0</b>	No creditworthy content.

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