

ADVANCED SUBSIDIARY GCE
CRITICAL THINKING
Assessing and Developing Argument

F502/01
F502/02

Tuesday 18 January 2011
Morning

Duration: 1 hour 30 minutes

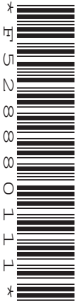
Candidates answer Section A on the answer sheet and Sections B and C on the question paper.

OCR supplied materials:

- Answer sheet for Section A Multiple Choice
- Resource booklet

Other materials required:

None



Candidate forename		Candidate surname	
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Centre number						Candidate number				
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INSTRUCTIONS TO CANDIDATES

- Write your name, centre number and candidate number in the boxes above. Please write clearly and in capital letters.
- Use black ink. Pencil may be used for graphs and diagrams only.
- Read each question carefully. Make sure you know what you have to do before starting your answer.
- Answer **all** the questions.
- Answer Section A, questions 1–15, on the answer sheet provided. You are advised to spend no more than 20 minutes on Section A.
- On completion of Section A move directly on to Sections B and C.
- Answer Sections B and C in the spaces provided on the question paper.
- Write your answer to each question in the space provided. If additional space is required, you should use the lined pages at the end of this question paper. The question number(s) must be clearly shown.
- Additional paper may also be used if necessary.
- Do **not** write in the bar codes.

INFORMATION FOR CANDIDATES

- The number of marks is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is **75**. Section A comprises 20% of the available marks, Sections B and C comprise 80% of the available marks.
- Up to 5 marks are awarded for quality of written communication within Section C.
- This document consists of **16** pages. Any blank pages are indicated.

Section A: Multiple Choice

Answer **all** questions in this section using the separate answer sheet provided.

You are advised to spend no more than 20 minutes on this section of the paper.

Questions 1, 2 and 3 refer to the following passage:

Each year in Britain we throw away about a million tonnes of clothes, most of which are perfectly wearable. Environmentalists complain at this, presumably because they dislike commercialism and want us to reject fashion and look scruffy. But it is good to buy new clothes. Shopping for clothes is exciting and a new wardrobe can make you feel like a new person.

1 Which of the following is the **main conclusion** of the above argument?

- (a) A new wardrobe can make you feel like a new person.
- (b) Environmentalists want us to reject fashion and look scruffy.
- (c) It is good to buy new clothes.
- (d) Most of the clothes we throw away are perfectly wearable.

[1]

2 Which of the following is an **explanation** in the above argument?

- (a) Each year in Britain we throw away about a million tonnes of clothes.
- (b) Most of the clothes we throw away are perfectly wearable.
- (c) Shopping for clothes is exciting.
- (d) They dislike commercialism and want us to reject fashion and look scruffy.

[1]

3 Which of the following is a **flaw** in the above argument?

- (a) Ad hominem
- (b) Reasoning from wrong actions
- (c) Restricting the options
- (d) Straw person

[1]

Questions 4 and 5 refer to the following passage:

Interest in foreign language courses has declined greatly over the past decade. The number of students doing German degrees is a quarter of what it was ten years ago and the number doing French is a third. Universities are considering dropping some language courses. This shows that the decision to allow pupils not take a foreign language for GCSE was a mistake and should be reversed.

4 Which of the following is an **underlying assumption** of the above argument?

- (a) Interest in other language courses has declined as much as French and German.
- (b) French and German are the most important languages for business.
- (c) Interest in other language courses has not risen significantly.
- (d) You cannot learn a language easily as an adult.

[1]

5 Which of the following is the **best statement** of the **flaw** in the above argument?

- (a) GCSE languages are a necessary preparation for language degrees, but they are not a sufficient one.
- (b) It conflates language degrees with GCSE courses.
- (c) The argument restricts the options to French and German degrees.
- (d) The changes at GCSE may not be what caused languages to decline at university.

[1]

Questions 6 and 7 refer to the following passage:

A report examining medical complaints from the last eight years shows that patients complain more readily about male doctors than they do about female ones. It gave figures of 3,635 complaints about men with only 873 about women. The complaints covered a range of issues from inappropriate behaviour to poor clinical skills. As almost all incompetent doctors are male, you should be thankful for a female doctor if you have one.

6 Which of the following is the **intermediate conclusion** of the above argument?

- (a) Almost all incompetent doctors are male.
- (b) Patients complain more readily about male doctors than they do about female ones.
- (c) The report gave figures of 3,635 complaints about men with only 873 about women.
- (d) You should be thankful for a female doctor if you have one.

[1]

7 Which of the following is an **underlying assumption** of the above argument?

- (a) All of the complaints are of a serious nature.
- (b) Complaint figures for the past eight years are similar to those from previous decades.
- (c) Complaints against doctors are a good indicator of incompetence.
- (d) There are as many female doctors as there are male ones.

[1]

Questions 8, 9 and 10 refer to the following passage:

Hitting potholes in roads at speed causes accidents and damage to cars and bikes, so councils spend thousands of pounds every year filling them in. At the same time, they spend a lot of money on installing speed bumps and other traffic-calming measures. This makes no financial sense. Councils should stop filling in potholes and then they won't have to spend taxpayers' money on artificial traffic-calming methods.

8 What is the name of the following **argument element** in the above passage?

“Hitting potholes in roads at speed causes accidents and damage to cars and bikes”

- (a) Counter-argument
- (b) Counter-assertion
- (c) Explanation
- (d) Reason

[1]

9 Which of the following, if true, would **most weaken** the above argument?

- (a) Installing a speed bump is more expensive than filling in a pothole.
- (b) Many drivers break the speed limit.
- (c) More residents complain about speed bumps in roads than potholes.
- (d) Most drivers do not slow down for potholes.

[1]

10 Which of the following is a **principle** which would **best support** the above argument?

- (a) Drivers should take more care on the roads.
- (b) Roads should be attractive as well as safe.
- (c) Safer roads should not be at the expense of damage to vehicles.
- (d) Taxpayers' money should be used carefully.

[1]

Questions 11 and 12 refer to the following passage:

When his teacher asked Adam why he constantly copied other students' homework rather than doing it himself, Adam was indignant. Answering back, he said, "Why should I do my work if you don't do yours? Most of the time, you give it back with only a few ticks. I'm not going to waste my time on homework if you won't take time to read it properly."

11 Adam's reasoning contains a **flaw**. The flaw would be **best described** as:

- (a) Ad hominem
- (b) Hasty generalisation
- (c) Reasoning from wrong actions
- (d) Straw person

[1]

12 Which of the following, if true, would **most weaken** Adam's reasoning?

- (a) Homework does not normally count towards qualifications.
- (b) Most pupils are set too much homework to do.
- (c) Most teachers do mark work properly.
- (d) There is benefit in doing homework even if it is not marked properly.

[1]

Questions 13, 14 and 15 refer to the following passage:

We ought to think seriously about how artists in Britain are trained, as art in Britain has completely lost its way. Artists working today lack traditional skills in the handling of paint and are unable to produce convincing representations of their subjects. Most people find contemporary artists' work ugly and pointless, and it's no surprise that so few people attend contemporary art exhibitions.

13 Which of the following is the **intermediate conclusion** of the above argument?

- (a) Art in Britain has completely lost its way.
- (b) Artists are unable to produce convincing representations of their subjects.
- (c) It's no surprise that so few people attend contemporary art exhibitions.
- (d) We ought to think seriously about how artists in Britain are trained.

[1]

14 Which of the following is an **underlying assumption** of the above argument?

- (a) Artists working today are trying to produce convincing representations of their subjects.
- (b) Colleges of art do not spend enough time teaching traditional skills.
- (c) Most artists go to art college.
- (d) The skill of the artist is an important factor when judging art.

[1]

15 Which of the following is an **appeal** made in the above argument?

- (a) Appeal to authority
- (b) Appeal to emotion
- (c) Appeal to popularity
- (d) Appeal to tradition

[1]

Section A Total [15]

Section B – Analysing and Evaluating Argument

Answer **all** questions.

Read the passage in the Resource Booklet.

You should use the exact words of the author in your answers to 16 (a), (b) and (c).

16 (a) State the **main conclusion** of the argument presented in the passage.

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(b) State **three intermediate conclusions** in the passage.

(i)
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(ii)
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(iii)
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(c) State **one counter-argument** given in the passage.

Reason
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Conclusion
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17 In paragraph 2 the author uses evidence to support his claim that “Organic farming is less efficient than conventional farming”. Make **two points of evaluation** about the use made of the evidence.

(i) strength / weakness 1:

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(ii) strength / weakness 2:

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18 What **assumption** is being made in the author’s reasoning in paragraph 3?

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..... [2]

19 In paragraph 4, the author states:

“we could make fertilisers using solar or wind energy.”

(a) Name the **argument element**.

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(b) Briefly justify your answer to question 19(a).

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..... [1]

20 How well does the **reasoning** work in paragraph 5?

You should make **at least three** points which evaluate the reasoning by explaining some of the strengths and/or weaknesses. These might include the use of examples/evidence, hypothetical reasoning, assumptions, flaws, appeals or other evaluative points.

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Section B Total [30]

Section C – Developing your own arguments

Answer **all** questions.

- 21 (a)** ‘It should be compulsory for packaged food to have clear labelling showing how all ingredients have been produced.’

Give **one** hypothetical reason that would give **support** to the above claim.

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- (b)** ‘Making it compulsory for packaged food to have clear labelling showing how all ingredients have been produced would be very problematic.’

Give **one** detailed example of a problem that would **support** this claim.

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..... [3]

22 'The government should tax unhealthy foods like they tax tobacco and alcohol.'

Write your own argument to **support or challenge** this claim.

Marks will be given for a well-structured and developed argument. You should include **at least three reasons**, a well-supported intermediate conclusion and a main conclusion. Your argument may also contain other argument elements.

You may use information and ideas from the passage, but you must use them to form a new argument. No credit will be given for repeating the arguments in the passage.

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Additional Page

If you use this lined page to complete an answer to any question, the question number **must** be clearly shown.

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