

Monday 28 January 2013 – Morning

AS GCE CRITICAL THINKING

F502/01 Assessing and Developing Argument
F502/02

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

Duration: 1 hour 30 minutes



Candidate
forename

Candidate
surname

Centre number

Candidate number

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. HB pencil may be used for graphs and diagrams only.
- Answer **all** the questions.
- Read each question carefully. Make sure you know what you have to do before starting your answer.
- 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 booklet. 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.
- Quality of Written Communication will be assessed in Section C.
- This document consists of **16** pages. Any blank pages are indicated.

This paper has been pre modified for carrier language

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:

School uniforms should be abandoned, because they do not succeed in preventing bullying. No matter what students wear to go to school, some people will always find a way to judge others, such as criticising their hairstyle, hair colour and accessories. In addition, school uniforms cost families extra money. Not only do families have to pay for leisurewear, they also have to pay for the uniform too. Children will still ask their parents for designer clothes to wear outside of school.

1 What is the name given to the following **argument element** in the above passage?

‘No matter what students wear to go to school, some people will always find a way to judge others’

- (a) counter-assertion
- (b) evidence
- (c) example
- (d) explanation

[1]

2 What is the name given to the following **argument element** in the above passage?

‘school uniforms cost families extra money’

- (a) counter-assertion
- (b) example
- (c) intermediate conclusion
- (d) main conclusion

[1]

3 Which of the following, if true, would **most strengthen** the above argument?

- (a) Families can obtain designer labels cheaply.
- (b) Funds are given to low-income families to help them buy school uniforms.
- (c) Some schools limit the number or types of hairstyles and accessories that a student can have.
- (d) There is no evidence that uniforms are responsible for better behaviour or better grades.

[1]

Questions 4, 5 and 6 refer to the following passage:

The relationship advice offered by women's magazines is increasingly focused on casual relationships rather than long-term commitment. In 1965, the most popular women's magazine had 32 articles giving relationship advice. Of those, almost 90% focused on marriage. In 2010, only 5% of the articles giving relationship advice mentioned marriage. The relationship advice in women's magazines is damaging because true happiness in a relationship comes from long-term commitment.

- 4 Which of the following is the **main conclusion** of the above argument?
- (a) In 2010, only 5% of the articles giving relationship advice mentioned marriage.
 - (b) The relationship advice in women's magazines is damaging.
 - (c) The relationship advice offered by women's magazines is increasingly focused on casual relationships rather than long-term commitment.
 - (d) True happiness in a relationship comes from long-term commitment.
- [1]
- 5 Which of the following is an underlying **assumption** of the above argument?
- (a) Casual relationships are wrong.
 - (b) The articles about marriage in 2010 were critical of marriage.
 - (c) The relationship advice in women's magazines affects readers' relationships.
 - (d) Women's magazines all have the same attitude to marriage.
- [1]
- 6 Which of the following is a **flaw** in the above argument?
- (a) It conflates long-term commitment with marriage.
 - (b) It creates a straw man out of women's magazines.
 - (c) It is generalising from women's magazines to all magazines.
 - (d) There is a slippery slope from publishing articles about casual relationships to unhappiness.
- [1]

Questions 7, 8, 9 and 10 refer to the following passage:

Teenagers could achieve more if they were allowed to stay in bed longer and start their classes later, because teenagers reach full alertness later in the morning than other age groups. An American study found that this is because a hormone which helps to make us sleepy continues to be produced in teenage brains until much later in the day. A school on Tyneside has tested the idea, changing its start-time from 9 am to 10 am, and exam results improved dramatically: the number of pupils achieving at least five GCSEs at grades A*–C rose by 19%. It is clear that other UK schools should do the same and start later.

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

- (a) Exam results improved dramatically.
- (b) It is clear that other UK schools should do the same and start later.
- (c) Teenagers could achieve more if they were allowed to stay in bed longer and start their classes later.
- (d) The number of pupils achieving at least five GCSEs at grades A*–C rose by 19%.

[1]

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

‘a hormone which helps to make us sleepy continues to be produced in teenage brains until much later in the day’

- (a) example
- (b) explanation
- (c) main conclusion
- (d) reason

[1]

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

- (a) circular argument
- (b) confusing necessary and sufficient conditions
- (c) hasty generalisation
- (d) slippery slope

[1]

10 Which of the following, if true, would **most strengthen** the above argument?

- (a) American schools have similar timetables to British schools.
- (b) At the Tyneside school there were no changes in teaching staff, class size, or syllabus.
- (c) Teachers find it harder to control a group of teenagers who are fully awake.
- (d) Teachers will be more tired by the end of the school day if it finishes later.

[1]

Questions 11 and 12 refer to the following passage:

Driving represents freedom and independence for older people. For example, it gives them the ability to visit friends and go to the shops, without relying on anyone else. It is a good thing that there is no legal age at which you must stop driving in the UK. For the most part, older drivers are safe. The graph proves that those above the age of 60 are the safest drivers.

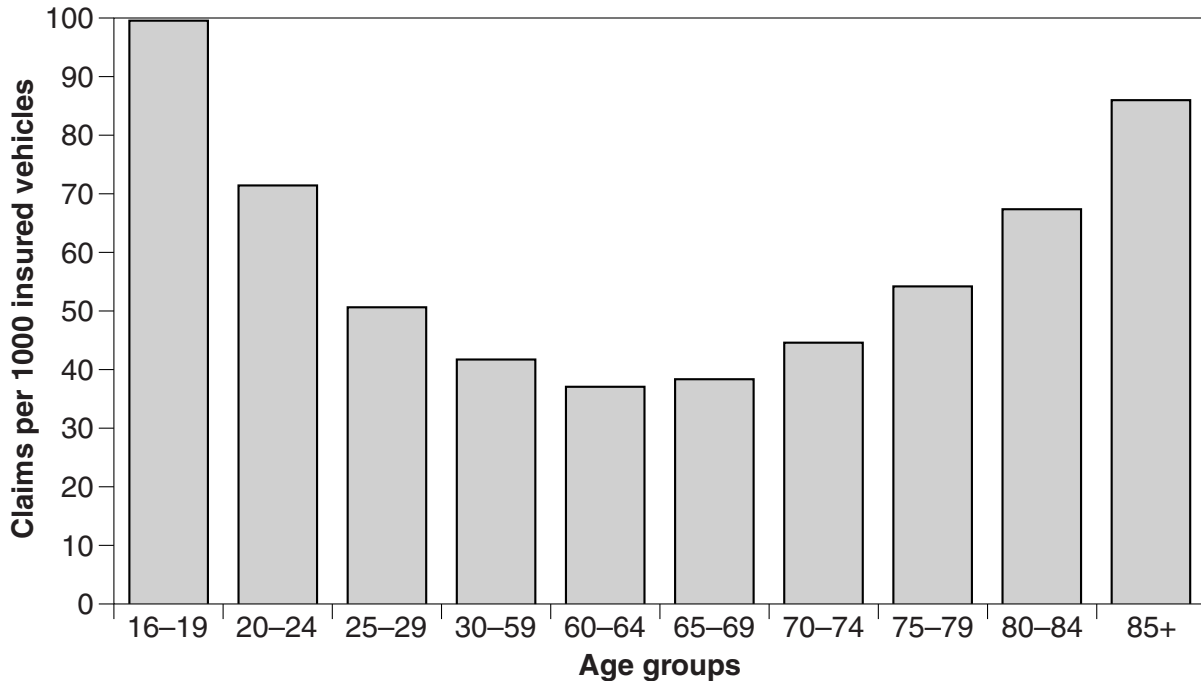


Fig. 1: Number of car accidents caused according to age group

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

- (a) Driving represents freedom and independence for older people.
- (b) For the most part, older drivers are safe.
- (c) It gives them the ability to visit friends and go to the shops, without relying on anyone else.
- (d) It is a good thing that there is no legal age at which you must stop driving in the UK.

[1]

12 Which of the following is the **best statement** of the **weakness** in the above argument?

- (a) Driving safely is necessary to prevent accidents, but it is not sufficient.
- (b) The author argues from freedom and independence to safety.
- (c) The author conflates freedom with visiting friends and going to the shops.
- (d) The author generalises from the 60-64 age group to all drivers over the age of 60.

[1]

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

The majority of American primary schools are no longer required to teach handwriting. Instead, pupils must learn 'keyboarding skills'. This is a mistake because handwriting is essential to a child's development. To prove this, researchers took two groups of pre-school children. One group spent four weeks practising writing the letters of the alphabet; the other children practised only seeing and saying the letters. Afterwards, the researchers did brain scans. They found that only the children who practised writing developed a particular type of brain activity that is found in adults. Good handwriting can also mean better grades. A study has shown that undergraduate essays are given better marks if the handwriting is neat.

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

'Good handwriting can also mean better grades.'

- (a) example
- (b) explanation
- (c) principle
- (d) reason

[1]

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

- (a) Children cannot learn handwriting at home.
- (b) Keyboarding skills are more useful today than they were in the past.
- (c) The particular type of brain activity that is found in adults is useful.
- (d) The two groups of pre-school children were approximately the same size.

[1]

15 Which of the following, if true, would **most strengthen** the above argument?

- (a) American parents want primary schools to teach handwriting.
- (b) Computers will soon be able to recognise handwriting with a high degree of accuracy.
- (c) Keyboarding does not develop the particular type of brain activity found in adults.
- (d) Making a list of things helps you to remember them.

[1]

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 all parts of question 16.

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

.....
..... [2]

(b) State one **principle** used in the argument.

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.....
..... [2]

(c) State the **counter-argument** used in the argument.

(i) Counter-reason

.....
..... [2]

(ii) Counter-conclusion

.....
..... [2]

(d) State one **intermediate conclusion** used in paragraphs 2–4.

.....
.....
..... [2]

17 In paragraph 1, there is an **analogy**.

Make **two** points of evaluation about the analogy. You must explain how effectively it supports the author's reasoning. Your evaluations may be strengths **and/or** weaknesses.

(a) Evaluation 1

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..... [3]

(b) Evaluation 2

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.....

..... [3]

18 Evidence is used in paragraph 2 to support the claim that the monarchy 'does not cost us very much.'

Make **one** point of evaluation about the use of evidence to support this claim. Your evaluation may be a strength **or** a weakness.

.....

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..... [3]

19 Paragraph 3 refers to Buckingham Palace.

Make **one** point of evaluation about the use of this example to support the reasoning in paragraph 3. Your evaluation may be a strength **or** a weakness.

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..... [3]

20 In paragraph 4, there is a **flaw**.

(a) Name the flaw.

..... [1]

(b) Explain why the author's reasoning is flawed. You should refer to the text and clearly show why there is a problem with the author's reasoning.

.....

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..... [2]

- 21 Paragraph 4 states 'a monarch will have been trained from birth to be Head of State'.

State an **assumption** that must be made here in order to support the claim that 'a monarch will have more expertise than any elected president'.

.....

.....

..... [2]

- 22 Paragraph 5 contains an **appeal**.

(a) Name the appeal.

..... [1]

(b) Explain why using the appeal may not give strong support to the argument. You should refer to the text.

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..... [2]

24 'We should encourage tourists to visit the UK.'

- (a) Give **one** reason of your own to **support** this claim.
You must give only a reason and not add other argument elements.

.....

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..... [3]

- (b) Give **one** hypothetical reason of your own to **challenge** this claim.
You must give only a hypothetical reason and not add other argument elements.

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..... [3]

[12]

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[illegible]

This image shows a full page of graph paper. A solid vertical line runs down the left side, creating a narrow margin. The rest of the page is filled with horizontal dashed lines, providing a grid for writing or drawing. There are no markings, text, or figures on the page.

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