



Tuesday 3 June 2014 – Morning

AS GCE CRITICAL THINKING

F502/01 Assessing and Developing Argument

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 (F502/01/02/RB)

Other materials required:

None

Duration: 1 hour 30 minutes



Candidate forename		Candidate surname	
-------------------------------	--	------------------------------	--

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

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:

On average, Web users have 25 separate accounts but only about 6 passwords to protect them. Many people use the same password to protect all their accounts. This is dangerous because, if hackers break into one account, they can then easily access all the others. When password files were stolen from the online gaming company Blizzard, for example, hackers were soon able to retrieve users' email addresses and passwords, and use these to log into their Amazon and Facebook accounts. Although it is difficult to memorise a large number of passwords, it is vital that users have a separate password for each different Web account if they want to stay safe online.

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

'it is difficult to memorise a large number of passwords'

- (a) counter-argument
- (b) counter-assertion
- (c) counter-conclusion
- (d) counter-reason

[1]

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

- (a) If somebody hacks into your Facebook account, it is always possible to regain control of it.
- (b) Most websites now store passwords in a more secure form than Blizzard.
- (c) Online safety is a high priority for Web users.
- (d) There is software which makes it easy to manage a large number of passwords.

[1]

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

- (a) Having the same password for all internet accounts was not the cause of the hackers stealing password files from the online company.
- (b) It moves too quickly from the example of Blizzard to Amazon and Facebook accounts.
- (c) The danger of using one password does not imply having a separate password for each internet account.
- (d) The example about Blizzard is generalised to all internet accounts.

[1]

Questions 4 and 5 refer to the following passage:

A person's name can have a profound effect on them well into adulthood. Research from America shows that girls with names considered more feminine tend to choose humanities subjects at school; girls with names considered less feminine are more likely to choose maths and science subjects. In 2011, Pope Benedict XVI called for parents to show common sense and responsibility when naming their children. So parents must be strongly encouraged to think carefully before making their choice of name. In a British study, 20% of parents wished they had chosen a name for their child that was easier to spell; 8% were annoyed with people being unable to pronounce their child's name; and 10% thought the chosen name was clever at the time, but said the novelty had worn off. When parents register their baby's name for the birth certificate, they should be questioned on their choice and spelling of name.

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

'A person's name can have a profound effect on them well into adulthood.'

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

[1]

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

- (a) appeal to authority
- (b) appeal to emotion
- (c) appeal to history
- (d) appeal to popularity

[1]

Questions 6, 7 and 8 refer to the following passage:

It has been said that crime is not an equal opportunities activity, so there is no need to ensure that there is gender balance and ethnic diversity in the police service. This is ridiculous. The police service should be diverse. Any workplace is enriched by the diversity of its workforce in terms of race, gender, disability, faith and age. Additionally, a police service that is representative of the communities it serves is more likely to have the trust and confidence of those communities. This will enable the police service to understand the needs of local communities, to build trust and break down cultural barriers. The police service relies on the public to support them by reporting and helping to solve crimes. Having a police officer who is approachable will make this more achievable.

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

'there is no need to ensure that there is gender balance and ethnic diversity in the police service'

- (a) counter-argument
- (b) counter-assertion
- (c) counter-conclusion
- (d) counter-reason

[1]

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

- (a) It is essential to break down cultural barriers.
- (b) People are more likely to approach a police officer who is similar to them.
- (c) The police service is not already diverse in terms of gender and ethnicity.
- (d) Women are less likely to commit crimes than men.

[1]

8 'Only 5% of judges are non-white and less than 25% are female.'

How does this **additional claim**, if true, affect the above argument?

- (a) It both strengthens and weakens the argument.
- (b) It neither strengthens nor weakens the argument.
- (c) It strengthens the argument.
- (d) It weakens the argument.

[1]

Questions 9, 10, 11 and 12 refer to the following passage:

The experience of going to an art gallery is completely ruined when visitors are allowed to take photographs. Appreciating a work of art requires quiet contemplation and photography makes this impossible. Most photographs are taken with a flash, because light levels need to be kept low in art galleries, and frequent bursts of flash are extremely distracting. Another problem is that people want pictures of themselves posing in front of artworks, and often stand in the way of other visitors – sometimes shoving them aside – in order to get these. The best thing would be for all museums to ban photography. Visitors can always buy postcards to remind them of their favourite exhibits.

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

- (a) Appreciating a work of art requires quiet contemplation.
- (b) The best thing would be for all museums to ban photography.
- (c) The experience of going to an art gallery is completely ruined when visitors are allowed to take photographs.
- (d) Visitors can always buy postcards to remind them of their favourite exhibits.

[1]

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

‘light levels need to be kept low in art galleries’

- (a) explanation
- (b) intermediate conclusion
- (c) principle
- (d) reason

[1]

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

- (a) Banning photography is necessary but not sufficient for improving the experience of going to an art gallery.
- (b) The author attacks some visitors for shoving without addressing their argument.
- (c) The author moves from art galleries to museums.
- (d) The author moves quickly from flash photography to the extreme consequence of the experience being completely ruined.

[1]

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

- (a) Few people use a camera to take photographs; they use their phones instead.
- (b) Flash photography is harmful to works of art.
- (c) Museums which have banned photography are more profitable.
- (d) People do not enjoy visiting art galleries where photography is banned.

[1]

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

Marriage is essentially a business contract and, just like any business, partners have rights and duties to one another, during the relationship and after it. Every couple about to marry should consider having a prenuptial agreement (prenup): a written contract that sets out what should happen to finances, property and children during the marriage and in the case of divorce. Without a prenup, important decisions, such as finance and inheritance, will surely lie in the hands of a divorce judge. Prenups require communication and the lack of communication is one of the main causes of divorce. Having a prenup is like wearing a seatbelt when driving: it is good insurance when there is a problem, but does not mean that a person will choose to be reckless.

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

'Prenups require communication'

- (a) evidence
- (b) intermediate conclusion
- (c) principle
- (d) reason

[1]

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

- (a) Detailed marriage contracts are already a part of Jewish and Muslim wedding ceremonies.
- (b) Not every couple has property or children.
- (c) Prenup agreements are not legally binding in the UK.
- (d) The cost of a prenup is minimal in comparison to the costs involved in a divorce settlement.

[1]

15 Which of the following is the **best statement** of the **strength** in the **analogy** in the above argument?

- (a) A seatbelt can save your life but a prenup cannot save your marriage.
- (b) Both seatbelts and prenups first became popular in the USA.
- (c) Both seatbelts and prenups protect a person when things go wrong.
- (d) Wearing a seatbelt is compulsory in the UK but having a prenup is not.

[1]

SECTION B – Analysing and Evaluating Argument

Answer **all** questions.

Read the passage in the Resource Booklet.

For all parts of question 16, you should use the exact words of the author.

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

.....
.....

[2]

(b) State two **principles** used in the argument.

(i) Principle 1

.....
.....

[2]

(ii) Principle 2

.....
.....

[2]

(c) State two **intermediate conclusions** used in paragraphs 2–4.

(i) Intermediate Conclusion 1

.....
.....

[1]

(ii) Intermediate Conclusion 2

.....
.....

[1]

17 Paragraph 2 states, 'It seems that it would cost an enormous sum of money to run the buses for free'.

(a) Name the argument element used.

..... [1]

(b) Explain your answer to 17(a) with reference to the text.

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

18 A student reads the evidence in paragraph 2 in the Resource Booklet and then claims that at least 40% of the UK population already travels for free on the bus.

Explain whether or not this can be reliably inferred from paragraph 2.

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

19 Paragraph 4 states, 'lots of people would visit town centre shops and would be likely to spend more time in them rather than rushing out to avoid parking fines.'

State an **assumption** that must be made for this statement to support the claim that 'There are strong economic benefits to free bus travel.'

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

20 Paragraph 4 uses the evidence that, 'In 2010, fare evasion on London's bus network cost approximately £40 million.'

Explain **one** weakness in the use of this evidence to support the reasoning in paragraph 4.

.....
.....
.....
.....
.....

[3]

21 Paragraph 5 contains 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.

.....
.....
.....
.....

[2]

22 Paragraph 6 refers to the example of Hasselt in Belgium.

Make **one** point of evaluation about the use of this example. Your evaluation may be a strength **or** a weakness.

.....
.....
.....
.....
.....

[3]

10

23 Evaluate the reasoning in paragraph 7. In your answer you may consider the following: use of evidence, hypothetical reasoning, assumptions, flaws or other evaluative points. Make **two** points of evaluation.

(a) Evaluation point 1

.....
.....
.....
.....
.....

[3]

(b) Evaluation point 2

.....
.....
.....
.....
.....

[3]

SECTION C – Developing Your Own Arguments

Answer **all** questions.

24 Write your own argument to support **or** challenge the following claim:

‘It is better to reward good behaviour than punish bad behaviour.’

Marks will be given for a well-structured, sustained and developed argument. You should include:

- **at least two** reasons;
- a counter-argument and response;
- 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.

[12]

12

25 'If something is free for some, it should be free for all.'

(a) Give **a** reason illustrated by an example to **support** this claim.

.....
.....
.....
.....

[3]

(b) Give **one** hypothetical reason to **challenge** this claim.

.....
.....
.....
.....

[3]

26 Write your own argument to **challenge** the following claim:

‘Public transport should be free for all.’

Marks will be given for a well-structured, sustained and developed argument. You should include:

- **at least three** reasons;
- a well-supported intermediate conclusion;
- a main conclusion.

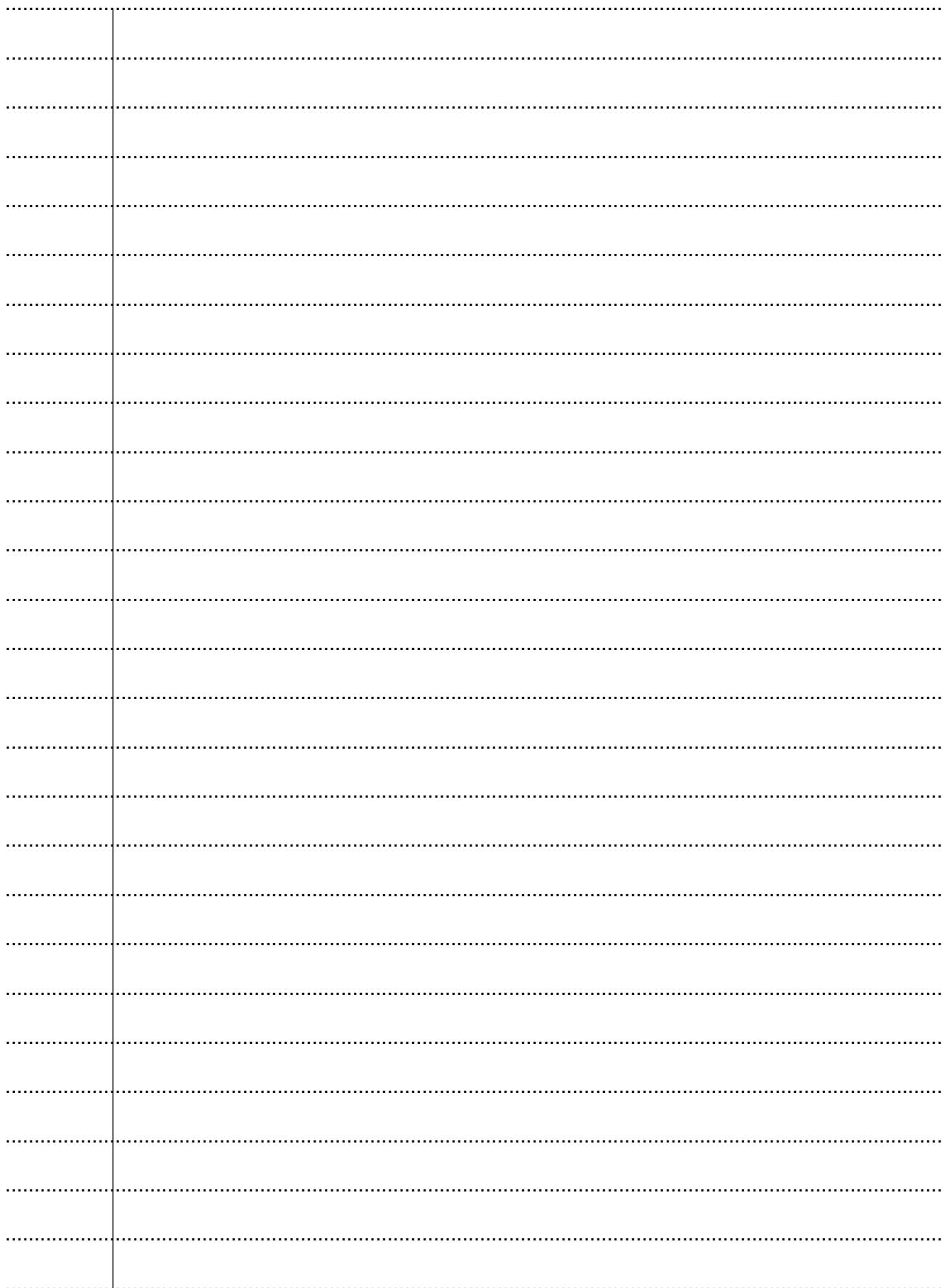
Your argument may also contain other argument elements. You may use information and ideas from the passage, but you must use them to form a new argument. No credit will be given for repeating the arguments in the passage.

END OF QUESTION PAPER

ADDITIONAL ANSWER SPACE

If additional answer space is required, you should use the following lined page(s). The question number(s) must be clearly shown in the margins.

The page contains a vertical line on the left side and 20 horizontal dotted lines for writing. The lines are evenly spaced and extend across the width of the page.



This image shows a blank sheet of handwriting practice paper. It features a vertical red line on the left side, likely representing a margin. To the right of this margin, there are 22 horizontal grey lines spaced evenly down the page, intended for practicing letter formation and alignment.



Copyright Information

OCR is committed to seeking permission to reproduce all third-party content that it uses in its assessment materials. OCR has attempted to identify and contact all copyright holders whose work is used in this paper. To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced in the OCR Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download from our public website (www.ocr.org.uk) after the live examination series.

If OCR has unwittingly failed to correctly acknowledge or clear any third-party content in this assessment material, OCR will be happy to correct its mistake at the earliest possible opportunity.

For queries or further information please contact the Copyright Team, First Floor, 9 Hills Road, Cambridge CB2 1GF.

For queries or further information please contact the Copyright Team, First Floor, 3 Hills Road, Cambridge CB2 2EL.

OCR is part of the Cambridge Assessment Group; Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.