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Oxford Cambridge and RSA

Friday 26 May 2017 – Afternoon**AS GCE CRITICAL THINKING****F502/01** Assessing and Developing Argument
F502/02

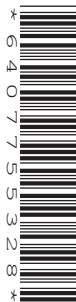
Candidates answer Section A on the Answer Sheet and Sections B and C on the Question Paper.

OCR supplied materials:

- Answer Sheet for Section A Multiple Choice
- Resource Booklet (F502/01/02/RB)

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 page(s) 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.
- The information contained in the Resource Booklet was accurate when it went to press, but may subsequently have changed. Questions should be answered on the basis that the information is correct.
- This document consists of **20** pages. Any blank pages are indicated.

SECTION A – Multiple choice

Answer **all** the 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 and 2 refer to the following passage:

The dominance of football on our televisions and in our newspapers is unjustified. Twenty-two million people visit the theatre in London every year, for plays such as *A Midsummer Night's Dream* and musicals such as *Billy Elliot*. This is nearly twice the thirteen million people who attend Premier League football matches each year. Commitment to a form of entertainment is shown in attendance at a match or show.

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

- (a) Commitment to a form of entertainment is shown in attendance at a match or show.
- (b) The dominance of football on our televisions and in our newspapers is unjustified.
- (c) Thirteen million people attend Premier League football matches each year.
- (d) Twenty-two million people visit the theatre in London every year.

[1]

2 'Season tickets are available for football, but not for theatres.'

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]

Question 3 refers to the following passage:

Schools are encouraging families to get into debt. The rise of the American-style school 'prom' has become a £100 million industry in the UK. Many schools are using the prom as a way of celebrating good attendance and behaviour in Year 11 and/or Year 13. Schools promote proms as a memory-making event. According to MoneyWise.co.uk, in 2014, the average cost of attending a school leavers' ball or high school prom was a huge £186, whereas the average national weekly income, after tax and National Insurance, in 2014 was merely £379. Schools are aware that students and their families spend too much on the proms. This is shown by the results of a Holiday Inn survey in 2011, which showed that one in 10 people spent more than £500 on their school prom and 2% spent more than £1500.

3 Which of the following is an **assumption** used in the above argument?

- (a) Proms are a memory-making event.
- (b) Schools should not encourage people to spend £186 on the prom.
- (c) There are no other ways to celebrate good attendance and behaviour in Year 11 and/or Year 13.
- (d) When families spend money on the prom, they get into debt.

[1]

Questions 4, 5, 6 and 7 refer to the following passage:

There should be no second chances with crime. Motoring offences, such as speeding and using a mobile while driving, can be punished by 'endorsing' the driver's licence with penalty points, as well as fines. Once the number of penalty points collected has built up to 12 points within a period of 3 years, then the driver can be disqualified from driving. There are different rules for new drivers. Their licence can be revoked if they get 6 or more points within 2 years of passing their test. This is discrimination against the young. It is wrong to allow people to add up their crimes without being punished. Penalty points should be abandoned.

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

'There should be no second chances with crime.'

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

[1]

5 Which of the following is an **underlying assumption** of the following part of the argument?

'There are different rules for new drivers. Their licence can be revoked if they get 6 or more points within 2 years of passing their test. This is discrimination against the young'.

- (a) Different rules cause discrimination.
- (b) Discrimination is always wrong.
- (c) New drivers are young.
- (d) Revoking a person's licence is discrimination.

[1]

6 Which of the following is a **weakness** in the following part of the argument?

'It is wrong to allow people to add up their crimes without being punished. Penalty points should be abandoned.'

- (a) It assumes that penalty points are not punishment.
- (b) It conflates punishment and penalty points.
- (c) It creates a slippery slope from speeding to licences being revoked.
- (d) It creates a straw man flaw, distorting the argument for penalty points.

[1]

5

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

- (a) Insurance companies only require information on the number of penalty points a person has, not the fines.
- (b) Penalty points are often accompanied by fines.
- (c) The system of penalty points is too complex for most people to understand.
- (d) Three quarters of people surveyed saw penalty points as a harsher punishment than fines.

[1]

Questions 8, 9, 10 and 11 refer to the following passage:

Every country has a right to protect itself. However, no country should be trying to develop weapons of mass destruction, such as the nuclear bomb. Where a country is putting money into developing nuclear research, they should not receive charitable aid from another country. South Africa decided to disarm its nuclear weapons voluntarily and coincidentally enjoys significant charitable aid from other countries. Countries should receive charitable aid to help the lives of the people who live there, not make it more possible for that country to kill people around the world. Countries who give charitable aid expect it to be spent on health and education.

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

- (a) Countries should receive charitable aid to help the lives of the people who live there, not make it more possible for that country to kill people around the world.
- (b) Countries who give charitable aid expect it to be spent on health and education.
- (c) No country should be trying to develop weapons of mass destruction.
- (d) Where a country is putting money into developing nuclear research, they should not receive charitable aid from another country.

[1]

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

- (a) Countries should receive charitable aid to help the lives of the people who live there.
- (b) Countries who give charitable aid expect it to be spent on health and education.
- (c) Every country has a right to protect itself.
- (d) No country should be trying to develop weapons of mass destruction.

[1]

10 'Nuclear research helps to provide sustainable energy.'

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]

- 11 Which of the following is the **correct assessment** of the evidence used in the above argument?
- (a) Disarming its nuclear weapons was not a necessary or a sufficient condition for South Africa to receive significant aid from other countries.
 - (b) Disarming its nuclear weapons was a sufficient condition for South Africa to receive aid from other countries, but it was not necessary for it to have been done.
 - (c) It was necessary and sufficient for South Africa to disarm its nuclear weapons in order to receive aid from other countries.
 - (d) It was necessary for South Africa to disarm its nuclear weapons, but not sufficient in order to receive aid from other countries.

[1]

Questions 12, 13, 14 and 15 refer to the following passage:

It has been claimed that the British education system is failing as some people leave school without qualifications. Even so, many people choose to come to Britain for their education. More than 10% of the world's heads of state, such as presidents, prime ministers and kings, studied at a British school or university. The British education system is the best in the world. Of all of the post-graduate university students in Britain, 26% are from the UK and 23% are Chinese. The focus on learning in and outside of the classroom is a strength of our education system, as well as allowing students to study a wide range of subjects. From the total amount that the British government spends on 11–18 year olds, more than a third goes on their education, whereas in France, Germany and the USA, it is less than a quarter.

12 Which of the following is the **conclusion** of the above argument?

- (a) Many people choose to come to Britain for their education.
 - (b) The British education system is failing.
 - (c) The British education system is the best in the world.
 - (d) The focus on learning in and outside of the classroom is a strength of our education system.
- [1]

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

'It has been claimed that the British education system is failing as some people leave school without qualifications.'

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

[1]

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

- (a) Coming to Britain to study at a school or university demonstrates that it is the best.
- (b) It is important to study a wide range of subjects at school.
- (c) Post-graduate study in China is not as good as in Britain.
- (d) The more money a government invests in education, the more improvement an education system will have.

[1]

- 15 'Nearly half of the money spent by Cyprus and Niger on 11–18 year olds is spent on education.'

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]

SECTION B – Analysing and evaluating argument

Answer **all** questions.

Read the passage in the Resource Booklet.

For all parts of Questions 16 and 17, you should use the exact words of the author.

16 State the **main conclusion** of the argument.

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17 (a) State one **principle** used in the argument.

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(b) State three **intermediate conclusions** used in the argument.

Intermediate conclusion 1

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Intermediate conclusion 2

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Intermediate conclusion 3

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[6]

(c) State the **hypothetical reason** used in the argument.

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..... [2]

- 18** A student reads paragraph 1 in the Resource Booklet and then concludes that crime cannot be reduced by removing the target or motivation.

Explain whether or not this can be reliably inferred from paragraph 1.

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..... [2]

- 19** In paragraph 2, the author uses an appeal.

Ever since 2001, young people from the age of 14 have been legally responsible for wearing a seatbelt in a coach. Practically none of them know that they can be fined £500 for not doing so. It would be better in the future to make it impossible for the coach to start until all seatbelts are being worn. This will mean that no one will break this law.

Name and explain the appeal.

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..... [2]

20 In paragraph 4, there is an **analogy**.

- (a) Identify precisely the parallels that are being compared. Make at least **three** points of comparison.

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- (b) Explain **one** weakness in the analogy. You must explain clearly the impact of this weakness on the author's reasoning.

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21 Explain **two different weaknesses** in the use of examples in paragraph 5. You must explain the impact of the weakness on the author's reasoning.

- Weakness 1

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- Weakness 2

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[6]

22 In paragraph 6, the author claims:

When there is a sign saying ‘Do not walk on the grass’, many people do actually walk on the grass! Being told not to do something is why people disobey.

Name and explain the flaw in the author’s reasoning. You must explain clearly the impact of this weakness on the author’s reasoning.

(a) Name

..... [1]

(b) Explanation of the flaw

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..... [2]

24 'Drivers should not be responsible for whether their passengers wear a seatbelt.'

- (a) Give **two** reasons of your own to **support** this claim. In each instance you must give only a reason and not add other argument elements.

Reason 1

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Reason 2

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[4]

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

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..... [2]

..... [12

[12]

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[illegible]

This image shows a blank sheet of white paper designed for handwriting practice. It features a series of horizontal dashed lines spaced evenly down the page. A single vertical solid line runs along the left side, creating a narrow margin. The rest of the page is open space between the margin line and the right edge, bounded by the horizontal dashed lines.

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