

**Advanced Subsidiary GCE  
GCE CRITICAL THINKING**

**F502/01**

Unit F502: Assessing and Developing Argument

**F502/02**

**Specimen Paper**

Morning/Afternoon

Additional Materials: Answer Booklet (...pages)  
Resource Booklet

Time: 1 hour and 30 minutes



### INSTRUCTIONS TO CANDIDATES

- Answer **all** the questions.

### INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [ ] at the end of each question or part of question.
- The total number of marks for this paper is **75**.

### ADVICE TO CANDIDATES

- Read each question carefully and make sure you know what you have to do before starting your answer.

This document consists of **12** printed pages.

**Section A – Multiple Choice**

Answer **all** questions.

Read the documents in the Resource Booklet carefully before answering **all** questions.

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.

New figures suggest that most children know whether they want to go to College and University by the age of 11. Careers services, which cost a great deal of money, advise children based on a view that they do not know where they want to go after school. Clearly, those children who do know where they are going are in no need of careers advice, suggesting that we may be wasting some of the money currently spent on careers work. We can reduce the amount of money spent on careers work.

- 1 Which of the following is the **main conclusion** of the above argument? [1]
- (a) Most children know whether they want to go to College.
  - (b) We can reduce the amount of money spent on careers work.
  - (c) Careers services cost a great deal of money.
  - (d) We may be wasting some of the money currently spent on careers work. [1]
- 2 Which of the following pieces of evidence, if true, would **most strengthen** the above argument?
- (a) 80% of those who said that they wanted to go to College, did so.
  - (b) The 33% who said that they did not want to go to college, were often found to change their mind about this decision.
  - (c) 40% of teenagers go on to College even though they would prefer a more practical career.
  - (d) 55% of teenagers do go on to College after leaving school. [1]
- 3 It is probably no surprise that the majority of graduates expect to change career during their working lives. Given that teaching is often reported in a very negative light, it is more surprising that a fifth of graduates in other careers want to become teachers. They are even prepared to take a cut in pay to do so. It must be the case that teaching is a more attractive career than suggested by many reports.

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

- (a) Teaching is a more attractive career than suggested by many reports.
- (b) Teaching has always been a very attractive career.
- (c) The majority of graduates expect to change career during their working lives.
- (d) Teaching is often reported in a very negative light. [1]

- 4 There are new plans to give drivers who have been caught speeding, the option of attending a course about the dangers of speed. However, it is unlikely that anyone who drives is not already aware of the dangers of speeding. Additionally, by choosing to attend this course, drivers avoid a fine and penalty points, making this a very appealing option. The deterrent effect of a fine and penalty points will be removed and drivers are unlikely to change their behaviour by being told something they already know.

Which of the following is the **conclusion that can best be drawn** from the above passage?

- (a) Once the courses are introduced, drivers will pay no attention to speed limits.
- (b) Introduction of the courses will be of little help in reducing speeding.
- (c) The new courses will not be cost-effective.
- (d) We should increase the fines for drivers caught speeding. [1]

- 5 Ticket sales for British cinemas have increased steadily over the last 5 years. This is partly because cinemas have become more comfortable and have far better sound systems. The very high standard of the films produced in the last 5 years is another major factor.

The passage above is:

- (a) An argument.
- (b) An explanation.
- (c) A description.
- (d) Several unconnected claims. [1]

- 6 Although it has been suggested that exams are not a fair test of students' ability, they remain the best method of assessment. Exams are conducted under controlled conditions and are marked by experienced and expert teachers. The pressure of doing an exam also replicates the pressure of the real world. The only other option, i.e. coursework, can easily be done by relatives or friends and is therefore very unfair.

The argument above consists of:

- (a) A conclusion, counter assertion and three reasons.
- (b) A conclusion, intermediate conclusion and four reasons.
- (c) A conclusion, counter assertion and four reasons.
- (d) A conclusion, counter assertion, four reasons and intermediate conclusion. [1]

**Questions 7 and 8 refer to the following passage.**

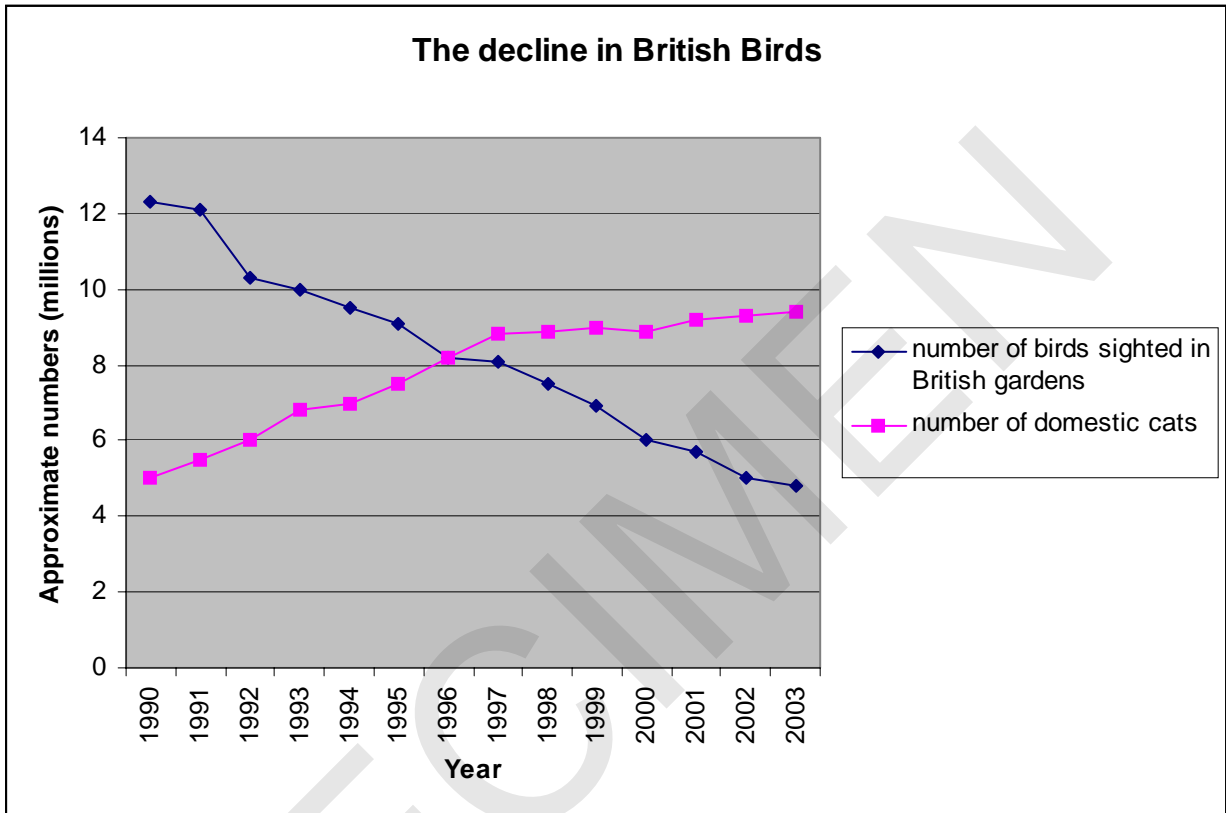
We should build more biomass electricity power stations. These produce electricity by burning organic materials such as wood, a natural material that can be re-grown and will never run out – unlike gas and oil. There are 680,000 hectares of land in this country that cannot be used for food production, but which could be used for quick-growing willow and poplar trees. Although a biomass power station would still add to global warming, they do not produce as much pollution as electricity stations that burn gas and oil.

- 7 Which of the following is the best statement of the **counter assertion** in the above argument?
- (a) We should build more biomass electricity power stations.
  - (b) Biomass power stations produce less pollution than gas or oil burning power stations.
  - (c) Many trees do not grow quickly enough to be used by biomass power stations.
  - (d) Biomass power stations add to global warming. [1]

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

- (a) The area of land available for growing trees is slowly increasing.
- (b) 10 million tonnes of waste wood is currently sent to landfill sites each year.
- (c) It will take many years for the trees to grow to a usable size.
- (d) It is thought that gas supplies will last for another 75 years.

[1]



9

Using the graph above, which of the following statements could **best** be used to **counter** the argument that domestic cats are responsible for the decline in British birds?

- (a) There is no evidence to suggest that the trends shown will continue into the future.
- (b) The change in bird numbers outweighs the change in cat numbers.
- (c) The data does not cover a big enough period to be sure of any causal relationship.
- (d) The numbers of birds continued to decline despite cat numbers remaining steady.

**Questions 10 and 11 refer to the following passage.**

Swapping our cars for bicycles represents the best way to reduce congestion on roads. Compared to other methods, such as congestion-charging, it is simple and cheap and has the added benefit of improving our fitness and health. We cannot continue to ignore these benefits, particularly as government policy should be encouraging healthier lifestyles. Some will say that it is dangerous to cycle in busy cities, but we do not need to be concerned about this because driving a car is also dangerous; sitting in a traffic jam concentrates poisonous carbon monoxide in cars, putting the driver's health at risk. The money spent by the government on road repairs could easily be diverted into building cycle lanes, making cycling an even more attractive option.

**10** The above argument contains a **flaw** in the reasoning. The flaw would be described as a:

- (a) Straw man.
- (b) Ad hominem.
- (c) Tu quoque.
- (d) Conflation

[1]

**11** Which of the following is the **best statement** of a **general principle** used in the above argument.

- (a) The government should build more cycle lanes.
- (b) We should not be concerned by the dangers of cycling.
- (c) We should take more account of the benefits of cycling.
- (d) Government policy should encourage healthier lifestyles.

[1]

**12** Many of us are aware that being a doctor may be a stressful career, but may not know that more vets commit suicide than doctors. The major causes of suicide are depression and isolation. It must therefore be the case that vets suffer depression and isolation more than doctors. There are always differences between individuals, but work-place stress has frequently been linked to depression and other mental illnesses. It seems that being a vet is more stressful than being a doctor.

Which of the following is the **best statement** of the **intermediate conclusion** of the above argument?

- (a) Many of us do not realise how stressful veterinary work is.
- (b) Vets are more likely to experience stress at work than doctors.
- (c) Vets suffer from depression and isolation more than doctors.
- (d) Individual characteristics may account for the difference in suicide rates.

[1]

**13** People can die from taking paracetamol, not realising that relatively low doses cause liver damage. Finding a permanent solution to this problem is therefore a matter of urgency. Given that drug companies are unlikely to include methionine (which prevents liver damage) in the tablets on grounds of cost and reduced profits, the only other way to reduce the number of deaths is to make paracetamol a prescription-only drug.

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

- (a) Just two possible solutions are suggested when there could reasonably be others.
- (b) There are no statistics to support the need for action.
- (c) The character of the drug companies is attacked rather than their arguments.
- (d) Paracetamol may not have been the only cause of the liver damage.

[1]

**14** Fans of digital cameras argue that everyone can use them to produce reasonable quality family snaps. However, in skilled hands, film cameras can produce images of far higher quality and of more lifelike colour. The prints produced are also likely to last much longer. There is no doubt that digital cameras are very popular, but consumers are missing out on the wonderful potential of film. It is therefore a shame that digital photography has taken over from film.

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

- (a) Small digital cameras are still far more expensive than similar sized film cameras.
- (b) Professionals can still produce higher quality pictures than amateurs when using digital cameras.
- (c) Digital cameras allow users to create slide shows and albums on their computer.
- (d) Most consumers found film cameras very difficult to use and produced poor pictures as a result. [1]

**15** Blackpool continues to be a very popular British seaside resort. 11 million of us travel there each year and the beach is Britain's most visited attraction. The simple pleasures of buckets and spades, sand castles and candy floss are clearly still very attractive to British holiday makers. We all know that there is stiff competition from cheap package holidays abroad, but claims that the British tourist industry is in steep decline are exaggerated.

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

- (a) Cheap package holidays are not representative of all foreign holidays.
- (b) Other seaside resorts may not have as many visitors as Blackpool.
- (c) Blackpool's continued success may not be typical of other British tourist attractions.
- (d) Blackpool's attractions are not similar to those at other British seaside resorts. [1]

**Section A Total [15]**

**Section B – Analysing and Evaluating Argument**

Answer **all** questions.

**Read Document 1**

**16** Identify the main conclusion of the argument presented in the passage.

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

**17** Identify the intermediate conclusion of the argument presented in the passage.

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

**18** In paragraph 1 the author suggests a link between watching TV and obesity in order to support an idea that watching television leads to poor health. With reference to material in the passage, how might you criticise this link?

.....  
.....  
.....  
.....  
..... [3]

**19** The reasoning in paragraph 1 uses a ‘slippery slope’.  
With reference to the passage, explain why this way of reasoning is flawed.

.....  
.....  
.....  
.....  
..... [3]

**20** In paragraph 2, the author uses evidence relating to cartoon movies on DVD. Explain two ways in which this evidence does not support the reasoning in paragraph 2.

1 .....

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

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

**21 (a)** The reasoning in paragraph 3 uses an analogy. What is being compared in this analogy?

.....  
.....  
.....  
.....  
.....  
.....[3]

**(b)** How well does this analogy support the author's argument in paragraph 3 that watching TV does not increase our intelligence?

.....  
.....  
.....  
.....  
.....[3]

**22** Bhutan could be considered to be a very strong example of the dangers of watching television. Referring to material in the passage, explain, in detail, **two** possible strengths of this example.

1 .....  
.....  
.....[2]

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

**23** Figure 1 presents evidence about crime in Bhutan. Explain why this does not support the author's assertion that the introduction of TV into Bhutan led to a crime wave.

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



**24** At the end of paragraph 4, the author suggests that the people of Bhutan have a choice.

**(a)** Name or describe the flaw in the reasoning behind the author's suggestion.

.....  
..... [1]

**(b)** With reference to the text, explain why the author's reasoning is flawed. You must clearly show why there is a problem with the author's reasoning.

.....  
.....  
.....  
.....  
.....  
..... [3]

**Section B Total [30]**

SPECIMEN





.....

.....

.....

.....

..... [12]

**Section C Total [30]**

**Paper Total [75]**

SPECIMEN

The maximum mark for this paper is 75.

SPECIMEN

Section A - Identifying reasoning		
Question Number	Answer	Max Mark
1	B	[1]
2	A	[1]
3	A	[1]
4	B	[1]
5	B	[1]
6	D	[1]
7	D	[1]
8	B	[1]
9	D	[1]
10	C	[1]
11	D	[1]
12	C	[1]
13	A	[1]
14	D	[1]
15	C	[1]
Section A Total		[15]

Section B - Assessing Credibility		
Question Number	Answer	Max Mark
16	<p><b>Identify the main conclusion of the argument presented in the passage.</b></p> <p><b>2 marks</b> - for: We should restrict the amount of television that is broadcast</p> <p><b>1 mark</b> - for answers with minor changes in wording, but similar meaning, e.g.</p> <ul style="list-style-type: none"> <li>• We should reduce the amount of television.</li> <li>• We should reduce the number of television programmes.</li> </ul> <p><b>0 marks</b> - for answers that have significantly different wording or add in unnecessary additional material.</p>	[2]
17	<p><b>Identify the intermediate conclusion of the argument presented in the passage.</b></p> <p><b>2 marks</b> - for: Watching television is a danger to all aspects of our well being. [Accept: There is little doubt that watching television leads to poor health.]</p> <p><b>1 mark</b> - for answers with minor changes in wording, but similar meaning, e.g.</p> <ul style="list-style-type: none"> <li>• Watching television is dangerous to us.</li> <li>• Watching television is a very dangerous thing for us</li> </ul> <p><b>0 marks</b> - for answers that have significantly different wording or add in unnecessary additional material.</p>	[2]
18	<p><b>In paragraph 1 the author suggests a link between watching TV and obesity in order to support an idea that watching television leads to poor health. With reference to material in the passage, how might you criticise this link?</b></p> <p><b>3 marks</b> - for a detailed, clear criticism that refers to material from the passage.</p> <p><b>2 marks</b> - for a basic criticism that refers to material from the passage.</p> <p><b>1 mark</b> - for an attempted criticism of the link.</p> <p><b>0 marks</b> - for answers that make no reference to the link.</p> <p>Example of 3 mark answers:</p> <p>The author appears to be suggesting a causal link between the two when it is more likely to be a correlation. There is no evidence to suggest that the scale of the two changes is in keeping and there are so many other possible factors involved in causing obesity such as food and exercise.</p> <p>Example of 2 mark answers:</p> <p>There are many other factors involved in obesity such as over-eating so the link is probably not as strong as the author suggests.</p> <p>Example of 1 mark answers:</p> <p>There are many other possible factors such as excessive food.</p>	[3]

Section B - Assessing Credibility		
Question Number	Answer	Max Mark
19	<p><b>The reasoning in paragraph 1 uses a ‘slippery slope’. With reference to the passage, explain why this way of reasoning is flawed.</b></p> <p><b>3 marks</b> – for an accurate explanation of the flaw with reference to the information in the passage.</p> <p><b>2 marks</b> - for a simple explanation of the flaw with some reference to the information in the passage or a very accurate explanation of the flaw with little or no reference to the text.</p> <p><b>1 mark</b> - for a limited attempt to explain the flaw with no reference to the text.</p> <p><b>0 marks</b> - for no creditworthy material.</p> <p>Example of 3 mark answers: The author reaches the extreme conclusion that hospitals are full of depressed people, after going through a series of unsupported stages from the idea that the news makes some people feel pessimistic. The conclusion is very unlikely to follow.</p> <p>Example of 2 mark answers: The author runs away with the argument to an extreme conclusion that hospitals are full of depressed people.</p> <p>Example of 1 mark answers: The author gives a ridiculous, extreme conclusion without reasoning.</p>	[3]
20	<p><b>In paragraph 2, the author uses evidence relating to cartoon movies on DVD. Explain two ways in which this evidence does not support the reasoning in paragraph 2.</b></p> <p><i>For each explanation:</i></p> <p><b>2 marks</b> - for a detailed answer that clearly shows how the evidence does not support the reasoning..</p> <p><b>1 mark</b> - for an answer that suggests support/lack of support for the reasoning.</p> <p><b>0 marks</b> - for points that do not show how the evidence fails to support the reasoning / no creditworthy material.</p> <p>Example of 2 mark answers:</p> <ul style="list-style-type: none"> <li>• The evidence does not support the reasoning because the evidence is about movies on video or DVD and the conclusion is about programmes on TV. Even though cartoons are broadcast on TV they could be very different from those on video or DVD.</li> <li>• The evidence does not support the reasoning because it is hardly more than half of the videos that are violent and only half of this number contain death. Such low figures do not support the idea that we can help children’s sleep by reducing TV.</li> <li>• The evidence refers to the content of these cartoons, not their effects on children. The author is therefore using evidence about the number of images and drawing a conclusion based on their effect. The evidence does not support the reasoning.</li> </ul>	



Section B - Assessing Credibility		
Question Number	Answer	Max Mark
20 cont'd	<p>Although there is evidence of violence it is possible that this violence is presented in such a slap-stick manner that no child would see it as upsetting. If this is the case the evidence does not support the reasoning.</p> <ul style="list-style-type: none"> <li>Difficulties and inconsistencies in defining 'young children' could mean that the children with sleep disturbances are different to those children who are affected by the videos and DVDs so that the evidence does not support the reasoning.</li> </ul> <p>Example of 1 mark answers:</p> <ul style="list-style-type: none"> <li>62% is not a very big figure and so many children will not watch these movies and not get nightmares.</li> <li>Children might find the violence funny and not be disturbed by them.</li> </ul>	[2x2]
21(a)	<p><b>The reasoning in paragraph 3 uses an analogy. What is being compared in this analogy?</b></p> <p><b>3 marks</b> – for all elements (including the direction of the relationships) of the analogy correctly identified.</p> <p><b>2 marks</b> - for most of the elements of the analogy correctly identified..</p> <p><b>1 mark</b> - for some of the elements of the analogy correctly identified.</p> <p><b>0 marks</b> - for an answer that compares the wrong elements or do not identify any of the elements correctly/no creditworthy material.</p> <p>Example of 3 mark answers:</p> <ul style="list-style-type: none"> <li>The analogy compares the increasing complexity of cars to the increasing complexity of television programmes and the lack of improved driving skills to the lack of improved/increased intelligence.</li> <li>A more sophisticated student might suggest that it compares the low probability of gaining intelligence through watching increasingly complex television to the (proven) low probability of gaining driving skills by driving increasingly complex cars.</li> </ul> <p>Example of 2 mark answers:</p> <p>Increasingly complex cars are compared to increasingly complex TV programmes and better driving skills to more intelligent viewers.</p> <p>Example of 1 mark answers:</p> <p>Cars are compared to TV programmes</p>	[3]

Section B - Assessing Credibility		
Question Number	Answer	Max Mark
21(b)	<p><b>How well does this analogy support the author’s argument in paragraph 3 that watching TV does not increase our intelligence?</b></p> <p><b>3 marks</b> – for an answer that clearly shows how the analogy supports the reasoning by explaining a <b>relevant</b> difference/similarity between the things compared.</p> <p><b>2 marks</b> - for an answer that shows how the analogy supports/does not support the reasoning by explaining what could be a relevant difference/dissimilarity between the things compared.</p> <p><b>1 mark</b> - for an attempt to identify a similarity/difference between the things compared.</p> <p><b>0 marks</b> - for describing the analogy or comments related to irrelevant issues.</p> <p>Example of 3 mark answers:</p> <p><b>Supports argument:</b></p> <ul style="list-style-type: none"> <li>• They are both driven by consumer demand so potentially the knowledge/skill of people has resulted in changes in programmes and cars rather than the programmes/cars causing the changes in people. More simply, the consumer has a choice over which programme/car they use, suggesting the direction of any relationship. This would support the author’s argument.</li> <li>• They are both similar in that we may not be aware of the complexity of both — few people will be aware of how complex braking systems etc. work just as people will not be aware of how the programmes were made — both are ‘consumed’ without thought.</li> <li>• The timescale of advances fits quite well/are similar and without any obvious evidence of better driving skills/lots of evidence that we are not better drivers, it might be reasonable to suggest something similar about intelligence.</li> </ul> <p><b>Does not support argument:</b></p> <ul style="list-style-type: none"> <li>• They are dissimilar in that you do not need to know how a complex car works in order to drive it well. It is probably not possible to fully enjoy a complex programme without understanding it. It is therefore entirely possible for a complex car not to improve our driving skill in a way that is not possible with programmes.</li> <li>• The complexity of a car is not necessarily related to the driving experience (good drivers often prefer unsophisticated cars). This is unlikely to be true of a television programme (intelligent viewers do not prefer basic programmes).</li> <li>• They are dissimilar in that a physical skill is being compared to an intellectual skill - there is no reason to believe that the two are learned (or not!) in the same way. Students might give examples here, like reaction times vs. knowledge etc.</li> <li>• They are dissimilar in that it could be argued that a skill can be practised and improved so that a complex car might help. However, intelligence may be genetic and there is nothing that can be done to improve this. [this is back to front to the author’s point, but allow.]</li> </ul>	

Section B - Assessing Credibility		
Question Number	Answer	Max Mark
21(b) cont'd	<ul style="list-style-type: none"> <li>• They are dissimilar in that learning to drive a complex car is a one off experience whereas new TV programmes require a new effort each time and therefore might have more effect on our abilities.</li> <li>• The features of a complex car do not help anyone learn the physical aspects of driving a car whereas the complex details of a programme might actually teach us something new. [Similar to the fourth point].</li> <li>• The complexity of cars could actually make us worse drivers as they are more difficult to drive and understand. It is hard to imagine that a complex programme could make us less intelligent.</li> <li>• Complex cars make driving easier with all the electronic and mechanical aids and this could make us lazier and worse drivers whereas any new complexity in a TV programme needs to be thought about.</li> </ul> <p>Example of 2 mark answers:</p> <ul style="list-style-type: none"> <li>• You drive a car which is an active thing whereas you do nothing whilst watching TV so the outcome might be different.</li> <li>• You don't have to think to drive a car whereas some TV programmes make you think about the issues involved</li> </ul> <p>Example of 1 mark answers:</p> <ul style="list-style-type: none"> <li>• In both cases people choose what they watch and what they drive.</li> <li>• Nobody knows how either are made/work.</li> <li>• Both are recent technological advances.</li> <li>• People do not understand how cars work whereas lots of people do understand the plot of TV programmes.</li> <li>• They are two different skills.</li> </ul>	[3]

Section B - Assessing Credibility		
Question Number	Answer	Max Mark
22	<p><b>Bhutan could be considered to be a very strong example of the dangers of watching television. Referring to material in the passage, explain, in detail, two possible strengths of this example.</b></p> <p><b>2 marks</b> - for a detailed answer that refers to material from the passage.  <b>1 mark</b> - for a brief answer that refers to material from the passage.  <b>0 marks</b> - for description or irrelevant material.</p> <p>Example of 2 mark answers:</p> <ul style="list-style-type: none"> <li>• The isolated nature of Bhutan makes it an ideal example because it has not been exposed to other western influences (illustrated by the lack of roads, schools etc) that might also be thought to lead to violence or crime, such as computer games, wealth, greed... It would be easier to establish a causal link because of this.</li> <li>• The large difference between Buddhism and Western values make the change clearer – from a society that set no value by material possessions to one that does. The dramatic nature of the change may make it easier to suggest a causal link.</li> <li>• The suddenness of the introduction also makes it easier to identify a causal link – the effects of TV may have grown in the West along with other trends that make it hard to decided what is really going on. In Bhutan going from no television to 46 channels is a dramatic change.</li> </ul> <p>Example of 1 mark answers:</p> <ul style="list-style-type: none"> <li>• Being previously so isolated from the West means that it is a good example because now it has all our TV</li> <li>• It's a good example because they went from no TV to 46 channels in a short space of time.</li> <li>• No other factors involved.</li> <li>• It's a sudden change/the change was very dramatic.</li> <li>• Buddhism and Western culture at opposite ends of spectrum.</li> </ul>	[2x2]
23	<p><b>Figure 1 presents evidence about crime in Bhutan. Explain why this does not support the author's assertion that the introduction of TV into Bhutan led to a crime wave.</b></p> <p><b>2 marks</b> - for a detailed answer that uses information from the chart.  <b>1 mark</b> - for an attempted answer that uses some information from the chart.  <b>0 marks</b> - for answers that make no reference to the chart / no creditworthy material</p> <p>Example of 2 mark answers:</p> <p>Although TV was introduced in 1999, the chart shows that crime did not rise until 2002. The three year gap could mean that many other factors could have been responsible for the crime wave and so we cannot blame it on the introduction of TV.</p>	



Section C – Developing your own arguments		
Question Number	Answer	Max Mark
25	<p><b>In paragraph 3, the author suggests that it would be impossible to identify a causal relationship between watching TV and a global increase in IQ scores. Give one reason why this might be the case.</b></p> <p>It might be impossible to identify to this causal relationship because there are so many factors involved in increasing intelligence that it would be impossible to identify watching TV as the <b>ONLY</b> or <b>MAIN</b> factor.</p> <p><b>2 marks</b> - full and clearly expressed statement of reason for impossibility to identify a causal link.  <b>1 mark</b> - partial statement of reason for impossibility to identify a causal link. Answer may lack some precision of expression.  <b>0 marks</b> - for answers that do not refer to the nature of the causal link.</p>	[2]
26	<p><b>In paragraph 5, television is compared to other things that are potentially harmful, such as smoking and alcohol. Using relevant examples, explain whether television is or is not comparable.</b></p> <p><b>4 marks</b> – for a developed answer with relevant examples, which is clearly expressed.  <b>3 marks</b> - for a developed answer with a relevant example, which is generally well expressed.  <b>2 marks</b> - for a simple answer with examples/more developed answer without examples and may lack some precision of expression.  <b>1 mark</b> - for an attempted answer which may be poorly expressed.  <b>0 marks</b> - for answers that do not address the comparison</p> <p>There are many ways that students might like to answer this question. We need to look for an understanding of the comparison and an explanation of the relevant differences or similarities.</p> <p>One clear difference is that the others have warnings associated with them in addition to any legislation – all the campaigns about the dangers of speeding spring to mind. It might be hard to argue that TV is similar given this difference in the level of warning/it might be easier to argue that there should be warnings about the danger of TV before legislation is considered.</p> <p>There are issues about the age groups involved in that TV is broadcast to a younger audience so legislation is needed in the same way that we do not allow young people to buy alcohol or cigarettes. (There is a watershed already, but this hardly stops young people staying up late.) In this way, TV may be seen as similar to smoking and alcohol.</p>	[4]

Section C – Developing your own arguments		
Question Number	Answer	Max Mark
27	<p><b>Consider the following general principle.</b></p> <p><b>‘The Government should restrict all potentially harmful activities’.</b></p> <p><b>This is a general principle that would support the author’s argument in paragraph 5. Consider the way that this principle might be applied to a wide variety of situations and construct a further argument that either supports this principle or challenges it.</b></p> <p><b>Marks will be given for a well-structured and developed argument that contains at least 3 reasons, intermediate conclusions and an overall conclusion. Your argument should also contain examples and/or evidence.</b></p> <p><b>10-12 marks</b> – Candidates present their own relevant further argument with a clear structure that includes at least three reasons and at least one properly supported intermediate conclusion. The argument is persuasive and relies only on one or two reasonable assumptions. The argument will also contain a further reason or reasons/examples/evidence/counter-examples that support the argument. The final conclusion is precisely stated. Grammar, spelling and punctuation are very good. Errors are few, if any.</p> <p><b>7-9 marks</b> - Candidates present an argument that contains several reasons and there is an intermediate conclusion. The argument may be persuasive but relies on some assumptions so that the link between reasons and conclusion is not strong. The argument may contain examples/evidence that has less relevance to the overall argument. The main conclusion is clearly stated. Grammar, spelling and punctuation are good. Errors are few.</p> <p><b>4-6 marks</b> - Candidates present an argument that contains one or more reasons of some relevance to the main conclusion. There is an attempt to form an intermediate conclusion and use of examples/evidence/counter argument is very limited. The argument will rely on several assumptions. The conclusion is stated but may be worded differently from the one asked for in the question. Grammar, spelling and punctuation are adequate. Errors are sometimes intrusive.</p> <p><b>1-3 mark</b> - There is some evidence of an argument. A reason or reasons may have some relevance to a conclusion that may not be stated or may be different to that asked for in the question. Grammar, spelling and punctuation may be poor. Errors are intrusive.</p> <p><b>0 marks</b> - no creditworthy material Possible topics to support the principle.</p>	

Section C – Developing your own arguments		
Question Number	Answer	Max Mark
27 cont'd	<p>Candidates may wish to refer to the other activities that have been restricted (such as smoking and alcohol) but also how this might be useful in other dangerous areas such as driving or dangerous sports. There are arguments for a consistency of approach or the duty of the Government to protect us/inform us about harmful activities. Intermediate conclusions are likely to be based around the benefit of doing this, as a benefit would support the need to restrict the activities.</p> <p>Arguments against the principle</p> <p>It would be easier to argue against the principle. There are arguments about civil liberties but also the fact that many potentially harmful activities are good for us:- sport and exercise for example. Thus by restricting these the Government may end up restricting something that overall is good for us. Intermediate conclusions are likely to be based around the idea that overall such restrictions would not be in the public interest.</p>	[12]
28	<p><b>Construct one further argument that challenges or supports the main conclusion of Document 1.</b></p> <p><b>Marks will be given for a well-structured and developed argument that contains at least 3 reasons, intermediate conclusions and an overall conclusion. Your argument should also contain examples and/or evidence.</b></p> <p><b>You may use information and ideas from the original passages, but you must use them to form a new argument. No credit will be given for repeating the original arguments in Document 1.</b></p> <p><b>10-12 marks</b> – Candidates present their own relevant further argument with a clear structure that includes at least three reasons and at least one properly supported intermediate conclusion. The argument is persuasive and relies only on one or two reasonable assumptions. The argument will also contain a further reason or reasons/examples/evidence/counter-examples that support the argument. The final conclusion is precisely stated. Grammar, spelling and punctuation are very good. Errors are few, if any.</p> <p><b>7-9 marks</b> - Candidates present an argument that contains several reasons and there is an intermediate conclusion. The argument may be persuasive but relies on some assumptions so that the link between reasons and conclusion is not strong. The argument may contain examples/evidence that has less relevance to the overall argument. The main conclusion is clearly stated. Grammar, spelling and punctuation are good. Errors are few.</p>	



Section C – Developing your own arguments		
Question Number	Answer	Max Mark
28 cont'd	<p><b>4-6 marks</b> - Candidates present an argument that contains one or more reasons of some relevance to the main conclusion. There is an attempt to form an intermediate conclusion and use of examples/evidence/counter argument is very limited. The argument will rely on several assumptions. The conclusion is stated but may be worded differently from the one asked for in the question. Grammar, spelling and punctuation are adequate. Errors are sometimes intrusive.</p> <p><b>1-3 mark</b> - There is some evidence of an argument. A reason or reasons may have some relevance to a conclusion that may not be stated or may be different to that asked for in the question. Grammar, spelling and punctuation may be poor. Errors are intrusive.</p> <p><b>0 marks</b> - no creditworthy material</p> <p>There are several arguments left over here that students could tackle. Putting 'restricted' into the conclusion allows students to take this as meaning either restricting the time and length of the broadcasts or restricting the content of the broadcasts. Hopefully, this will give them more to argue about.</p> <p>For the conclusion:</p> <ul style="list-style-type: none"> <li>• Suggestion that TV leads to copy cat violence</li> <li>• Immoral nature of TV/leads to lack of morality</li> <li>• Cultural/ racial biases – mainly white western views broadcast</li> <li>• Restricting TV (in time terms) might have a knock on effect of promoting other desirable activities – reading, talking to people!</li> </ul> <p>Against the conclusion:</p> <p>This is a bit trickier because the conclusion is 'restrict' broadcasts rather than 'ban' them. The students need to show that restricting TV might lead to some less popular broadcasts being shelved to make way for more popular ones, if there is limited time available.</p> <ul style="list-style-type: none"> <li>• There is the danger of censorship by the state so that only pro-Government issues are broadcast.</li> <li>• There might be job losses as a result of a restriction.</li> <li>• Lots of valuable information about the world - may not make us more intelligent, but is certainly interesting and informative. Might be lost in restricted broadcasting.</li> <li>• Arguments about free choice – but would need to show why it is different to alcohol (as dangers not proven in the same way/to the same extent for instance)</li> <li>• TV news may be depressing but allows us to know what is going on when there are disasters/generates money for special causes. Restricted TV might only allow happy news!</li> </ul>	[12]
<b>Section C Total</b>		<b>[30]</b>
<b>Paper Total</b>		<b>[75]</b>

**Assessment Objectives Grid (includes QWC)**

<b>Question</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>Total</b>
1-15	15			<b>15</b>
16	2			2
17	2			2
18		3		3
19		3		3
20		4		4
21a	3			3
21b		3		3
22		4		4
23		2		2
24a	1			1
24b		3		3
25			2	2
26			4	4
27			12	12
28			12	12
<b>Total</b>	<b>23</b>	<b>22</b>	<b>30</b>	<b>75</b>

SPECIMEN

SPECIMEN