

MARK SCHEME for the October/November 2013 series

9694 THINKING SKILLS

9694/41

Paper 4 (Applied Reasoning), maximum raw mark 50

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the October/November 2013 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

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1 Make five distinct criticisms of the data or the way it has been used in the newspaper article. [5]

1 mark for each distinct relevant point made. For example:

- The sample seems likely to be unrepresentative of:
the viewing habits of those in the survey (because at the weekend);
the habits of TV viewers in general (because 5+ hours);
- Insufficiently sophisticated choice of categories.
- “growing ignorance” – no previous comparison.
- Misrepresentation, taking ‘most watched’ to mean ‘only watched’.
- People may have increased their exposure to news via other media.
- Assumption that ‘Entertainment’ and ‘Other’ do not better one’s understanding of the world.
- Extrapolation from TV viewing data to people’s preferences in life.
- Assumption that news programmes better one’s understanding of the world.
- Title of the pie chart provides insufficient detail and is misleading.
- The perspective of the pie chart downplays the proportion of ‘News’ and ‘Documentaries’.

2 Briefly analyse Text-me-not’s argument in Document 1: *Ubiquitous Texting*, by identifying its main conclusion and main reasons, as well as any intermediate conclusions and counter-arguments. [6]

IC – texting culture is obnoxious.

IC/MR – texting is inappropriate in many contexts.

CA – our younger generation argue it is alright to text anywhere because it does no harm.

MR – texting takes up the time that could otherwise be used in rewarding and productive activities.

IC – there are more harms to texting than benefits.

IC – interruptions can have very negative effects.

MR/IC – texting is a major cause of death and injury.

IC – Texting does just that (hurts others/is unethical).

MC – Texting ought to be controlled.

Marks

1 mark for each element (maximum 3 marks if MC not identified).

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- 3 Give a critical evaluation of the strength of Text-me-not’s argument in Document 1: *Ubiquitous Texting*, by identifying and explaining any flaws, implicit assumptions and other weaknesses. [9]

Para 1

Obnoxiousness does not necessary follow from ubiquity.

Analogy of the cow could be seen as a reasonably **strong** and relevant analogy (there is a proper place for everything), or a **flawed** analogy (a dinner is not physically destroyed in the same fashion as a garden).

Para 2

Assumption that improving relationships is not a rewarding and productive activity.

Contradiction: implying that texting is not productive then stating the opposite – that it is used in the service of communication of information.

There is a lot of subjectivity around the meaning of “rewarding and productive”.

Assumption that the satisfaction of curiosity is at best neutral.

Para 3

Confusing cause and correlation: that teenagers who send more than 120 text messages are likely to engage in risky behaviours is not sufficient evidence that texting is the cause of young people’s health problems.

There is a **strength** in that the author considers some of the benefits of texting, **but** the presentation is **unbalanced** and the harms are exaggerated to a much greater extent.

Without further consideration of the benefits the conclusion that there are more harms than benefits cannot be supported.

Para 4

Assumption that people cannot multi-task.

Straw man: some of the examples are far fetched and contrived – in operating theatres and at parliamentary meetings mobile phones should be switched off.

Slippery slope from fiddling with BlackBerry to chaos.

Para 5

Generalisation from a single example to “a major cause”.

Example only covers injury, but death is concluded.

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Para 6

Contradiction: claim that “My argument against texting is not that it hurts the texter”, but much of the argument is that it hurts the texter.

Overall Evaluation

The conclusion is overdrawn – the writer has shown that texting has some negative consequences, but not that texting is unethical, nor that the harms outweigh the benefits, so the reasoning barely supports the conclusion that texting ought to be controlled.

Marks

For each sound evaluative point 1 mark and 2 marks for a developed point, to a maximum of 8 marks.

Up to 2 marks for an overall judgment on the argument.

(Maximum 9 marks.)

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4 'We should be worried about the popularity of texting.'

To what extent do you agree with this statement? Construct a well-reasoned argument in support of your view, commenting critically on some or all of Documents 1 to 5, and introducing ideas of your own. [30]

| Level | Structure | Max 8 | Quality of argument | Max 8 | Use of documents | Max 8 | Treatment of counter positions | Max 6 |
|-------|---|-------|---|-------|--|-------|---|-------|
| 4 | <p>Precise conclusion and accomplished argument structure with consistent use of intermediate conclusions. Likely to include more than two of the following:</p> <ul style="list-style-type: none"> • strands of reasoning • suppositional reasoning • analogy • evidence • examples <p>Argument is structured so the thought process is made clear. Uses vocabulary of reasoning appropriately and effectively to support argument.</p> | 7–8 | <p>Cogent and convincing reasoning which answers the question which was asked. Subtle thinking about the issue. Use of relevant own ideas and ideas from documents. Questioning of key terms, which informs the argument. Very few significant gaps or flaws.</p> | 7–8 | <p>Perceptive, relevant and accurate use of documents to support reasoning. Sustained and confident evaluation of documents to support reasoning. (More than 2 evaluative references to documents or nuanced evaluation). Able to combine information from two or more documents and draw a precise inference.</p> | 7–8 | <p>Anticipation of key counter arguments and effective response to these. Use of valid critical tools to respond to counter arguments. Frequent effective use of appropriate terminology.</p> | 5–6 |
| 3 | <p>Clear conclusion and clear argument structure, which may be simple and precise or attempt complexity with some success. Appropriate use of intermediate conclusions. Use of other argument elements to support reasoning. Generally makes thinking clear. Use of vocabulary of reasoning appropriately.</p> | 5–6 | <p>Effective and persuasive reasoning which answers the question which was asked. (Although there may be some irrelevance or reliance on dubious assumptions.) Use of own ideas and ideas from documents. Some questioning of key terms. Few significant gaps or flaws.</p> | 5–6 | <p>Relevant and accurate use of documents which supports reasoning. (Must reference 3+ documents.) Some evaluation of documents to support reasoning. Compares and contrasts documents explicitly.</p> | 5–6 | <p>Anticipation of relevant counter arguments and some response to these. Attempt to use critical tools to respond to counter arguments. Some use of appropriate terminology.</p> | 3–4 |

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| 2 | <p>Clear, straightforward argument or a discourse at length with a focus on the ideas and content but only a basic structure.</p> <p>Conclusion stated or clearly implied. May be multiple conclusions.</p> <p>Uses reasons.</p> <p>Limited ability to combine different points of view in reasoning.</p> <p>Sufficient clarity for meaning to be clear.</p> <p>Some appropriate use of vocabulary of reasoning.</p> | 3–4 | <p>A reasoned stance which answers the general thrust of the question which was asked.</p> <p>Some support for the conclusion. (Although there may be considerable irrelevance or reliance on dubious assumptions.)</p> <p>Some thinking/own ideas about the issue.</p> <p>Use of rhetorical questions and emotive language.</p> <p>Some significant gaps or flaws.</p> | 3–4 | <p>Some relevant and accurate use of documents, but some documents used indiscriminately.</p> <p>Implicit comparison of documents.</p> <p>No critical evaluation of documents.</p> | 3–4 | <p>Inclusion of counter argument or counter assertion but response to this is ineffective.</p> | 1–2 |
| 1 | <p>Attempt to construct and argument.</p> <p>Unclear or no conclusion.</p> <p>Disjointed, incoherent reasoning.</p> <p>Use of examples in place of reasoning.</p> <p>Possibly a discourse or a rant.</p> <p>Reasons presented with no logical connection.</p> <p>Substantial irrelevant material.</p> | 1–2 | <p>Attempt to answer the general thrust of the question.</p> <p>Attempt to support their view.</p> <p>Excessive use of rhetorical questions and emotive language.</p> <p>Ideas which are contradictory.</p> | 1–2 | <p>Very limited, perhaps implicit, use of documents.</p> | 1–2 | <p>Counter argument or assertion not included.</p> | 0 |