

Centre Number						Candidate Number				
Surname										
Other Names										
Candidate Signature										

For Examiner's Use	
Examiner's Initials	
Question	Mark
1	
2	
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7	
8	
9	
TOTAL	



General Certificate of Education
Advanced Subsidiary Examination
June 2009

Critical Thinking

CRIT1

Unit 1 Critical Thinking Foundation Unit

Monday 18 May 2009 1.30 pm to 3.00 pm

For this paper you must have:

- a Source Booklet (enclosed).

Time allowed

- 1 hour 30 minutes

Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **all** questions.
- You must answer the questions in the spaces provided. Answers written in margins or on blank pages will not be marked.
- Do all rough work in this book. Cross through any work you do not want to be marked.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 70 (50 for Section A and 20 for Section B).
- You will be marked on your ability to:
 - use good English
 - organise information clearly
 - use specialist vocabulary where appropriate.

Advice

- The recommended time allocation for this examination is as follows:
 - Initial reading: 10–15 minutes
 - Section A: 45–50 minutes
 - Section B: 30 minutes.



J U N 0 9 C R I T 1

Section A

Study **Documents A, B, C** and the **Appendix** before answering all the questions in the spaces provided.

There are 50 marks for this section.

Questions 1 and 2 refer to Document A

Look first at the news article ‘Child use of antidepressants up four-fold’.

1 In paragraph 4 the author implies that the increase in prescribing children antidepressants is not necessarily a good thing.

1 (a) What information in paragraph 4 does he base this view on?

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(1 mark)

1 (b) What further assumption does he need to make about the relationship between children taking antidepressants and self-harming and/or attempting suicide in order for this information to support his judgement?

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(1 mark)

Now look at the reader’s response that follows the article.

2 (a) What is Lucy’s main conclusion?

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(1 mark)

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2 (d) Identify a general principle which Lucy needs to assume in order for her main conclusion to follow from the reasoning.

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(1 mark)

2 (e) Identify and explain a Straw Man in Lucy’s argument.

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(3 marks)

11



Questions 3 to 6 refer to Document B

Read the dialogue between Jenny and Nick.

3 Look at the way the dialogue begins.

3 (a) What assumption has Jenny made about the causes of childhood depression?

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(1 mark)

3 (b) What assumption does Nick make in return?

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(1 mark)

Turn over for the next question

2

Turn over ▶



6 Look closely at the last section of the dialogue:

JENNY So for you quality of life is all about getting richer and living longer.

NICK At least these are things you can actually measure! Look, my main point is this. Have you ever had an operation? Ever taken antibiotics for a serious infection? If so, you probably wouldn't even be alive if this was a hundred years ago. In fact, you probably wouldn't even have been born – almost certainly one of your parents or grandparents would have died for the same reason, or from some other disease that they can now cure, or vaccinate against. So you've got no right to argue that things are worse than they used to be. The fact that you're alive to have this argument proves that's not the case.

JENNY You've just proved my point!

6 (a) Look at Nick's contribution to the dialogue.

6 (a) (i) How might the word 'right' in the penultimate sentence be ambiguous?

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(2 marks)

6 (a) (ii) What effect does Nick's last sentence have on how we should interpret the word 'right'?

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(1 mark)

Turn over ▶



6 (a) (iii) Identify **one** major assumption Nick needs to make in order to conclude that things are **not** getting worse.

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(2 marks)

6 (b) Jenny seems to believe that all Nick’s arguments for an improving quality of life can be reduced down to the claims that:

- we are getting richer
- we are living longer.

Does Nick’s final argument help to show – as Jenny thinks it does (by saying ‘you’ve just proved my point’) – that she is right in her analysis? Give reasons for your answer.

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8 The article contains references to three separate reports (the recent UN report; and two older reports – ‘Limits to Growth’ from the 1960s and ‘Global 2000 Report’ from the 1980s).

8 (a) Compare and contrast the way that the reports have been presented, suggesting **three** ways in which the way the author’s presentation or treatment of the recent UN report differs from his presentation or treatment of the two older reports.

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(3 marks)



Section B

Answer this question in the spaces provided.

There are 20 marks for this question.

9 Write a reasoned argument for or against the view that, generally speaking, the quality of life is getting better.

In answering this question you should:

- state your conclusion (or conclusions) clearly
- offer effective reasoning to support your conclusion(s)
- use the information, and respond to issues or arguments, in Documents A–C (you may also refer to information in the Appendix)
- make it clear what criterion (or criteria) you consider important when judging/ determining quality of life
- make it clear why you are using this/these criteria; and why they enable you to draw the conclusion you have.

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General Certificate of Education
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Critical Thinking

CRIT1

Unit 1 Critical Thinking Foundation Unit

Source Material

This source material is to be read in conjunction with question unit CRIT1

Document A

Telegraph.co.uk | Print version

Child use of antidepressants up four-fold

By Graeme Paton, Education Correspondent

- (1) The use of antidepressants and other mind-altering drugs among schoolchildren has more than quadrupled in the last decade, it is revealed today.
- (2) New figures show that doctors are prescribing pills in record numbers to combat stress, violent behaviour and even tiredness.
- (3) The huge increase has been blamed on a rise in childhood mental illness sparked by family breakdown and high-stakes school exams.
- (4) The findings come despite the publication of research showing that children given antidepressants run a higher risk of self-harm and are more likely to attempt suicide.
- (5) NCH, the children's charity, claims that one child in 10 suffers a significant mental health problem and that rates have doubled since the 1990s.



Prescription of behaviour-altering drugs to under-16s has soared in the last decade

Source: adapted from *Telegraph News*, 19 April 2008

Reader's response:

Of course this is not justified. The problem is that due to a poor 'junk food' diet, children are not getting what they need to grow and be healthy. People do not get depressed because they have a lack of prozac* in their bodies, people get depressed due to deficiencies in amino acids and other fundamental nutritional building blocks. It shocks and saddens me that most doctors only study nutrition for a few weeks of their medical degrees and the powerful drug companies continue to push and peddle unnecessary drugs for problems that can be treated naturally.

Lucy, Northants

*Prozac – a drug that is used to treat depression

Document B

- JENNY *(having just read the article, 'Child use of antidepressants up four-fold')*
It's hardly surprising, is it? When you think about the world – everything that's going on. What with the environment. Conflict. Genocides.
- NICK But these are all global things. What about the quality of individual people's lives? Surely that's got better.
- JENNY It depends what you mean by 'better'.
- NICK It means not dying of simple infections. It means your mum not dying in childbirth. It means it not being commonplace for one of your brothers or sisters to die before they're five years old.
- JENNY So you're saying that medicine's got better.
- NICK And all the rest of scientific progress. Think of the way technology's improved your life. Televisions. Computers. Mobile phones...
- JENNY Nuclear bombs! Anyway. All this so-called 'progress' – it just pollutes the world. It's also made us greedier. The more you have, the more you want!
- NICK But you're not forced to buy things. What you have these days is choice, like in terms of what you eat. That's got to be an improvement.
- JENNY But that's irrelevant if it's not making us any happier. We've become too materialistic, too selfish – we don't even care about our own children, let alone society. We're driven by getting richer, owning more things, but none of that is making us any happier.
- NICK Well if you want to give everything up and go and live in a cave, that's fine. But leave me your iPod before you go.
- JENNY So for you quality of life is all about getting richer and living longer.
- NICK At least these are things you can actually measure! Look, my main point is this. Have you ever had an operation? Ever taken antibiotics for a serious infection? If so, you probably wouldn't even be alive if this was a hundred years ago. In fact, you probably wouldn't even have been born – almost certainly one of your parents or grandparents would have died for the same reason, or from some other disease that they can now cure, or vaccinate against. So you've got no right to argue that things are worse than they used to be. The fact that you're alive to have this argument proves that's not the case.
- JENNY You've just proved my point!

Document C

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Appendix

(i)

"I began work at the mill in Bradford when I was nine years old.....we began at six in the morning and worked until nine at night. When business was brisk, we began at five and worked until ten in the evening."

Hannah Brown, interviewed in 1832

"Very often the children are woken at four in the morning. The children are carried on the backs of the older children asleep to the mill, and they see no more of their parents till they go home at night and are sent to bed."

Richard Oastler, interviewed in 1832

Source: www.historylearningsite.co.uk

(ii)



In 1900 children were legally viewed as little adults; they could smoke and drink alcohol but could also be sent to adult prisons. In poorer families, they were often obliged to work. A 1900 survey into child labour in London showed 25% of all children aged 5–13 had part time jobs or worked at home making goods like brushes or paper flowers.

Source: www.20thcenturylondon.org.uk

(iii)

Taste

To the modern palate, 1950s food would seem bland and monotonous. More than a decade of rationing and food shortages meant that plain cooking was all that most housewives knew how to do.

With only 2oz* of cheese and 5oz* of bacon allowed a week for each person, cooks had had to learn how to improvise.

The Ministry of Food issued plenty of advice about how to make nutritious food using the small range of foodstuffs available, but the limited number of ingredients restricted the possibilities.

Source: www.eatwell.gov.uk

*oz – shortened form of ‘ounce’, a measurement of weight. 1 ounce = 28 grammes

END OF SOURCE MATERIAL

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