



**ADVANCED SUBSIDIARY GCE
CRITICAL THINKING**

Unit 2: Assessing and Developing Argument

**F502/01
F502/02**

Candidates answer on the question paper

OCR Supplied Materials:

- Answer Sheet for Section A Multiple Choice
- Resource Booklet

Other Materials Required:
None

**Monday 18 May 2009
Afternoon**

Duration: 1 hour 30 minutes



Candidate Forename		Candidate Surname	
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Centre Number						Candidate Number				
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INSTRUCTIONS TO CANDIDATES

- Write your name clearly in capital letters, your Centre Number and Candidate Number in the boxes above.
- Use black ink. Pencil may be used for graphs and diagrams only.
- Read each question carefully and make sure that you know what you have to do before starting your answer.
- Answer **all** the questions.
- 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 on the question paper.
- Do **not** write in the bar codes.
- Write your answer to each question in the space provided, however additional paper may be used if necessary.

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.
- Up to 5 marks are awarded for quality of written communication within Section C.
- This document consists of **16** pages. Any blank pages are indicated.

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:

Although it costs the taxpayer over £100 million pounds a year, the cervical cancer vaccination programme for teenage girls should be continued. Many girls will be saved from developing a serious illness later in life. Furthermore, a survey has shown that the majority of teenage girls are happy to be given the vaccination.

- 1 Which of the following is the **main conclusion** of the above argument?
- (a) Many girls will be saved from developing a serious illness later in life.
 - (b) The benefit of the vaccination programme outweighs the cost.
 - (c) The cervical cancer vaccination programme for teenage girls should be continued.
 - (d) The majority of parents would be happy with their daughters being given the vaccination.
- [1]
- 2 What is the name given to the following **argument element** in the above passage?
- “... it costs the taxpayer over £100 million pounds a year”
- (a) Counter-argument
 - (b) Counter-assertion
 - (c) Intermediate conclusion
 - (d) Reason
- [1]
- 3 Which one of the following is an **appeal** used in the above argument?
- (a) Appeal to authority
 - (b) Appeal to emotion
 - (c) Appeal to history
 - (d) Appeal to popularity
- [1]

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

Children in England face more tests during their time at school than in any other country in the European Union. Teachers complain that pupils are tested too frequently. The largest teachers' union has called for the amount of testing to be reduced. It is clear that children can become stressed by exams as doctors report seeing many more children with stress-related conditions during the exam period. Therefore the government should reduce the number of tests that children must sit during their education.

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

“... doctors report seeing many more children with stress related conditions during the exam period”

- (a) Evidence
- (b) Example
- (c) Hypothetical reason
- (d) Intermediate conclusion

[1]

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

- (a) Children in France are tested less frequently than children in England.
- (b) It is bad for children to experience stress.
- (c) Testing children so frequently is bad for teachers.
- (d) We should always follow the advice of the teachers' unions.

[1]

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

- (a) It conflates tests and exams.
- (b) It generalises from tests to exams.
- (c) It restricts the options to lots of tests and no tests.
- (d) It uses a slippery slope from tests to stress.

[1]

Questions 7 and 8 refer to the following passage:

Many local councils have reduced rubbish collection from once a week to once a fortnight in a bid to encourage recycling. One council that did this had 250 residents complaining that their bins started smelling and becoming infested with vermin during the summer months. After five months, and a petition, the council reversed its decision and went back to weekly collections. Evidence showed that the region's 47,000 households were inspired to recycle more rather than less after this reversal. It is obvious that weekly rubbish collection is better than fortnightly.

7 Which of the following is a **principle** which would **best support** the conclusion of the above argument?

- (a) Collection of rubbish should happen more frequently in the summer than in the winter months.
- (b) Councils should respond to the wishes of their residents.
- (c) Recycling should be encouraged.
- (d) Rubbish can be a health hazard.

[1]

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

- (a) It conflates rubbish collection with recycling.
- (b) It creates a slippery slope from reducing rubbish collection to vermin infestation.
- (c) It generalises unreasonably from one council to all councils.
- (d) It is circular because it moves from weekly to fortnightly to weekly collection.

[1]

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

Since teenagers need to maximise their future employment chances, they should not post information about themselves on internet sites. A recent survey carried out in a teenage magazine showed that 78% used internet social networking sites such as Facebook or MySpace. Unscrupulous employers can browse these web-sites and research applicants. If people spend a lot of time and effort on their job applications, it will be a pity for them to have their chances jeopardised by information on how they behaved five to ten years earlier.

- 9 Which of the following is the **main conclusion** of the above argument?
- (a) It would be a pity for people to have their chances jeopardised with information on how they behaved five to ten years earlier.
 - (b) Teenagers should not post information about themselves on internet sites.
 - (c) Too many teenagers use internet social networking sites.
 - (d) Unscrupulous employers can browse these web-sites and research applicants.
- [1]
- 10 Which of the following is an **underlying assumption** of the above argument?
- (a) Job applications take a lot of time and effort.
 - (b) Teenagers in the future will want to use social networking sites.
 - (c) Teenagers waste too much time on social networking sites.
 - (d) The information that the average teenager stores on these sites will hinder rather than help get a job.
- [1]
- 11 Which of the following, if true, would most **weaken** the above argument?
- (a) A person's behaviour as a teenager is a poor indication of their character as an adult.
 - (b) Access to information on social networking sites can be restricted.
 - (c) The popularity of Facebook and MySpace is declining.
 - (d) More than 78% of teenagers use social networking sites.
- [1]

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

Most schools have a large number of junk food outlets just minutes away. Here pupils can eat what they like, away from the control of parents and school. A Leicester City Councillor said: "Schools in our area have been working hard to provide healthy, tasty food that gives balanced nutrition. This work is undone by burger vans and chip shops doing a roaring trade at lunch-time just outside the school gates." The fight against children being obese is not helped by the presence of these outlets. Schools should clearly ban their pupils from eating at junk food outlets at lunch-time.

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

- (a) Schools should clearly ban their pupils from eating at junk food outlets at lunch-time.
- (b) The majority of pupils are allowed to eat what they like at lunch-time.
- (c) The fight against children being obese is not helped by the presence of these outlets.
- (d) The schools' work is undone by burger vans and chip shops doing a roaring trade just outside the school gates.

[1]

13 Which of the following is a **principle** which would **best support** the conclusion of the above argument?

- (a) Children should be allowed complete freedom of choice.
- (b) Children should receive a healthy and balanced diet.
- (c) Food outlets should not be able to serve children during school hours.
- (d) Schools should ban their pupils from leaving the school site at lunchtimes.

[1]

14 'Banning something often makes it more desirable.'

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

- (a) It is implied by the argument.
- (b) It neither strengthens nor weakens the argument.
- (c) It strengthens the argument.
- (d) It weakens the argument.

[1]

- 15** Police and courtroom prosecutors in the UK need to work harder to increase the conviction rates for serious assault. Research has shown that in this country only 1 in 20 cases reported to the police results in a guilty verdict. This compares to a figure of 5 out of 20 in the Netherlands and 12 out of 20 in Ireland. The UK criminal justice system is failing the victims of serious assault.

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

- (a) Juries are capable of determining between innocence and guilt.
- (b) Most people know how many serious assault cases are tried unsuccessfully in the courts.
- (c) Some people who have committed serious assaults are not being convicted.
- (d) The number of serious assaults is the same in the UK as in the Netherlands and Ireland.

[1]

Section A Total [15]

Section B – Analysing and Evaluating Argument

Answer **all** questions.

Read the passage in the Resource Booklet.

You should use the exact words of the author in your answers to 16 (a) and (b).

16 (a) State the main conclusion of the argument presented in the passage.

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..... [2]

(b) State the intermediate conclusion that directly supports the main conclusion of the passage.

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..... [3]

17 In paragraph 1 the author states:

‘Historically, they were a necessity for farming communities as children were required as additional workforce during the harvest.’

(a) Name the argument element.

..... [1]

(b) Justify your answer to question **17(a)**.

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..... [2]

18 Suggest a principle which would support the reasoning in paragraph 2.

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..... [2]

19 The reasoning in paragraph 2 uses an analogy about footballers. Make **two** points of evaluation about this analogy.

strength/weakness 1:

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..... [3]

strength/weakness 2:

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..... [3]

20 The reasoning using the school example in paragraph 2 contains a flaw. Name the flaw and explain why the reasoning does not work. You must refer specifically to the reasoning in paragraph 2.

(a) Name: [1]

(b) Explanation:
.....
.....
..... [2]

21 In paragraph 3 the author uses the evidence that 5% of the population have been diagnosed with SAD to support the argument that summer terms are better for schooling than winter terms. Explain **one** weakness in the use of this evidence.

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..... [2]

22 Supposing the evidence in paragraph 4 is true, what do we need to assume in order to make it support the conclusion?

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..... [2]

23 What does paragraph 4 imply about working parents?

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..... [1]

24 (a) State the counter-assertion given in paragraph 5.

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..... [1]

(b) Evaluate the reasoning used in paragraph 5 to reject this counter-assertion. You should refer to at least **two** strengths or weaknesses.

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..... [5]

Section B Total [30]

Section C – Developing your own arguments

25 Having shorter school summer holidays would reduce the time-frame within which family holidays could be taken. Give **one** detailed example of a problem this might cause.

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..... [3]

26 Some people have suggested that:

‘School summer holidays should be at different times in different parts of the country.’

Give **one** detailed example of a problem this might cause.

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..... [3]

28 Write your own argument to **challenge** the main conclusion of the argument in the passage.

Marks will be given for a well-structured and developed argument. You should include at least 3 reasons, a well supported intermediate conclusion and 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 reasoning in the passage.

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Section C Total [30]

Paper Total [75]

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