



Oxford Cambridge and RSA Examinations

Advanced Extension Award

CRITICAL THINKING

9913

MARK SCHEME

Multiple Choice Questions

Section A

1	B	6	A
2 (a)	B	7	E
(b)	D	8	A
3	B	9 (a)	B
4	E	(b)	D
5 (a)	C	(c)	C
(b)	B	10	D
(c)	D		

Section B

1 The **speed** of making the **purchase** is confused with the speed of **consumption** by the customer.
(A more general comment relating to the speed of service and ingestion would gain 1 mark). [2]

2 (a) The reply is **weakened** by

- the **assumption that eating whilst walking around is acceptable**, whereas it might be detrimental visually/causing dietary problems/hazardous when crossing roads/staining goods in shops.
- the **assumption that cultural change is for the better**, whereas the traditional eating practices could reflect same hygiene standards and promote healthy digestion.
- **an Ad Hominem argument** which attacks the editor rather than responding to his views.

1 correct weakness 2 marks. (A more unfocussed point which nevertheless targets weakness would gain 1 mark.)

To counter the editors' objection it would be necessary to **counter 'encourage'** . . .

- The argument thus far refers to American fast food chains – these provide restaurant facilities and drive through take-aways. The **'on hoof' consumer** would be a **small percentage of their clientele** especially when many outlets are positioned near to motorways or in out of town situations or offer a delivery service.

N.B. Although it could be argued that people **needed to eat whilst on the move before the advent of** American fast food chains, the candidate would need to recognise that fast food outlets **do** exacerbate this practice. In that this is an undesirable practice it would still be wrong to encourage it.

1 correct alternative reply 2 marks. (If the reply does not specifically mention **encourage** but is correct this would gain 1 mark.) **[4]**

(b) Reply:

- Fast food take away chains cannot be blamed for a litter problem which emerged before their existence. (1)

Weakness:

- This confuses cause with exacerbation. (1)

Strengthened: **N.B.** This must relate to evidence, i.e. not a further argument.

- If it could be demonstrated that the litter problem had not increased since the advent of fast food chains. (1)

Reply:

- Fast food outlets cannot be criticised for using logos inappropriate to historic cities since they are **merely following the trend established** by previous multinational companies. (1)

Weakness:

- **Trends do not imply correct action.** Objections have been raised for many years. This could be expressed as a **Tu quoque flaw** – just because other established signs have been equally polluting it does not mean that objections should not be raised against new signs or the whole issue of inappropriate signs. (1)

Strengthened: **N.B.** This must relate to evidence, i.e. not a further argument.

- If it could be demonstrated that logos could be sized and positioned so that they did not mar the visual landscape, or that they could be made aesthetically pleasing. (1)
- [6]**

(c) Conclusion:

- Fast food should be welcomed by all.(1)

Reason 1:

- It is responding to a need for snack meals in the modern world. (1)

Reason 2:

- It would provide millions of people with a great deal of pleasure. (1)

Weakness R1:

- **Assumes a need** – hunger, whereas it could be a social ritual leading to overeating/
- **Assumes that it is acceptable that our way of life requires fast food**, whereas if the life style changed the need would be redundant. (1)

Weakness R2:

- **Assumes that majority views establish the validity of the activity**, whereas the minority views may be correct. (The majority may wish to evade taxes and speed but this does not validate these activities). Just because the majority consume fast food and gain pleasure from it does not mean that it is a good thing. (1)

Supporting Argument:

- **Fast food chains provide branded food of known quality and value, in unfamiliar surrounds/cultures.** Similar to the reliable standards set by hotel chains.
- **The public has a right to freedom of choice even if it does involve harm to themselves.**
- **In a consumer driven economy, it is wrong to restrict the successful practice of fast food chains.** (1)
- **Fast food chains provide affordable food as opposed to higher restaurant prices which might otherwise preclude eating out for some.**

Other arguments could refer to the 24hr service, an environment which specifically caters for children etc.

[6]

3 The justification of the reasoned case – AO2 [2] AO3 [5] AO4 [5]
(This should include a discussion of **some** of the following points – see table on the following page).

- Should identify opposing moral options, e.g. the moral concept of harm and by association the human right to choose v the duty/responsibility to protect/care.
- Should clarify whether or not the nutritional distinction between a sweet (here Twix) and a biscuit (here Penguin) can be maintained. (Tracker included as a further comparison).
 - Identify that the **key determining nutritional values** are calories/fat (stated guidelines).
 - Recognise that the **values per 100g are similar** for both if not lower for Twix/494 cal of 532 cal 24.1g of 27.7g fat
 - However that the **values per pack are greater by over 50% for Twix** 287 cal of 131 cal 14.0g of 6.8g fat and therefore that the justification will depend upon whether the child eats both bars in the pack.
 - Compare the **media presentation** – whether the emphasis on caramel implies a sweet cf Tracker cereal bar – implies healthy food, Penguin chocolate cream.

- Should determine whether the potential harm caused by one is greater than the other.
 - Identify possible harmful results – obesity, high cholesterol, tooth decay.
 - Using the guidelines of a daily healthy intake for adults. Identify that Twix (2 bars consumed) represents e.g. 20% cf 10% of daily recommended fat intake for women and therefore a greater potential harmful results – obesity/high cholesterol if it is not part of a balanced diet.
 - Identify that the sugar content of Twix is 32% and that the caramel therefore is a potential harm to teeth if they are not cleaned afterwards/include regular visits to the dentist (does not prevent tooth decay only its extent.)

- Should identify principles which arise, and use them to strengthen their case.
 - Children should be allowed the freedom/right to take risks/make decisions.
 - Activities should be regulated if they protect children from harm.
 - Adults should act in a way that is most helpful to children in the long run.
 - The school should take responsibility/act in loco parentis for the whole person/teaching and health issues.
 - It is right to choose those actions which promote health rather than happiness (Hedonism).

Levels of response

Level 1	Level 2	Level 3
Identifies general issues	Identifies either the opposing options or the need for nutritional clarification	Identifies the moral opposing options and the need for nutritional clarification
Selects relevant reasoning or data to justify their case	Selects relevant reasoning or data to effectively justify their case	Selects relevant reasoning and data to effectively justify their case or extensive relevant reasoning
Simple recall of reasoning/ data	Identifies claims/ interpretations which oppose the candidate's judgement	Counters claims/ interpretations which oppose the candidate's judgement
Reasoning is related to this case	Identifies a principle to support their case	Uses principles to support their case
[0-4]	[5-8]	[9-12]

Total: [12]

Section B AO1 [5] AO2 [10] AO3 [10] AO4 [5]

Total: [30]

Section C – Generic Performance Descriptions

	Level 1	Level 2	Level 3
AO2 1 mark	Clarify the question	The question is clarified successfully to direct the answer. [0-1]	As in Level 2.
AO3 1 mark	Present a clear, logical & coherent argument. Organised in an identifiable framework.	The argument – <ul style="list-style-type: none"> evidences Level 3 characteristics in parts but these are not maintained throughout i./e. is generally or evidences Level 3 characteristics but tends to be superficial/ unambitious. [2] 	The argument <ul style="list-style-type: none"> is well formulated is clearly signposted is easy to follow is consistent. [3]
AO4 2 marks	<ul style="list-style-type: none"> may not be well formulated has little or no sign posts may not be easy to follow may lack consistency [0-1] 		
Marks should not be awarded for the quality of English (spelling, punctuation, grammar) or the quality of the persuasiveness/rhetoric, or the quality of description or summary – bur rather for the strength of the composition of the argument.			
AO4 6 marks	<ul style="list-style-type: none"> Select relevant issues to direct the argument. Combine different points of view to construct the argument. 	<ul style="list-style-type: none"> 1 central issue selected with inappropriate attention paid to peripheral or irrelevant points. The conflicting perspectives of 1 issue are broadly identified with some supported examples from text and there is some attempt at integration. The conclusions are presented without strong argument or no conclusion is drawn. [0-2] 	<ul style="list-style-type: none"> 3 central issues selected with little attention to peripheral or irrelevant points. The conflicting perspectives of 3 issues are clearly identified with forceful examples from texts and successfully integrated. The conclusions are reached through strong argument. [5-6]
AO2 7 marks	<ul style="list-style-type: none"> Evaluate the credibility of the documents. Evaluate the strength and relevance of the claims. 	<ul style="list-style-type: none"> An attempt is made to evaluate the credibility of 1 document [0-1] 1 point of reasoning/evidence. [0-1] 	<ul style="list-style-type: none"> The following are successfully assessed the credibility of 3 documents [3] 3-4 points of reasoning/evidence[3-4]
AO3 3 marks	Develop the reasoning with additional examples to support and challenge the argument.	<ul style="list-style-type: none"> An attempt is made to support the reasoning of one side of the argument with little or no additional evidence/examples. [0-1] 	Additional relevant reasoning is successfully given to both present one side of the argument and assess the counter argument with relevant evidence for at least one side. [3]
AO2	evaluate overall 16 [8]	7-13 marks	14-20 marks
AO3	develop and present 8 [4]		
AO4	synthesize 16 [8]		

Clarify the question	'there should be regulation' is ambiguous –	
Select The relevant issues	There should be regulation – to prevent the law being broken.	
Combine conflicting views and select relevant examples	ought	can
	There should be regulation – Doc 5 to prevent breach of copyright and piracy. Frank Creighton suggests there are possible targets to be pursued.	There cannot be regulation – Doc 5 Ian Clarke envisages anonymous networks which will be impossible to censor.
Develop additional arguments for against	Even if the internet is difficult to regulate, it is still a defendable principle and a desired end.	Even though regulation is difficult at present, if the government keeps in touch with technological advances it might not be absurd to attempt regulation in the future.

Assess

Credibility

the credibility of the documents

- Doc 5
- Attempts – **objective, historical technical** account, quoting authorities from **both perspectives.**
 - However – **selective** – weighted towards the problems of regulation.

and strength and relevance of their claims

- Doc 6
- Style is **emotive and facetious** – **not inclined to objectivity.**
 - **Selective** – of degrading, perverted uses and dismissive of constructive uses/**generalises** addictive, obsessive response is typical.
- Doc 7
- Times a **reputable source** but **no indication of agent** of study.
 - **Significance questionable** – no indication of extent or selection – may not be representative of national trends.

[6]

It could be interpreted as a question of **general principle/aspiration** or as a **practical directive to the government** to take action.

to prevent **harm being done**.



v

protection

freedom

There should be **regulation to protect**
.....**from**.....

Regulation would prevent freedom of speech

Doc 5, 6 and 7

- Children from pornography
- Individuals from obsession and self indulgence
- Society from dangers to national security.

Doc 5 – which

- Ian Clarke argues prevents acts of barbarism
- Enables access to all knowledge
- Enables criticism of the rich and powerful
- Prevents silencing of opposition e.g. to Scientology

There is a **danger** that the internet will be **used unscrupulously** if it remains unregulated.
e.g. by terrorist groups.

The **positive aspects** of the internet
e.g. education, finance would have **nothing to fear** from regulation.

Freedom of information is desirable and the internet provides this. Regulation would **stifle** this, and could be detrimental in the wrong hands – raises questions – who should regulate using which rules?

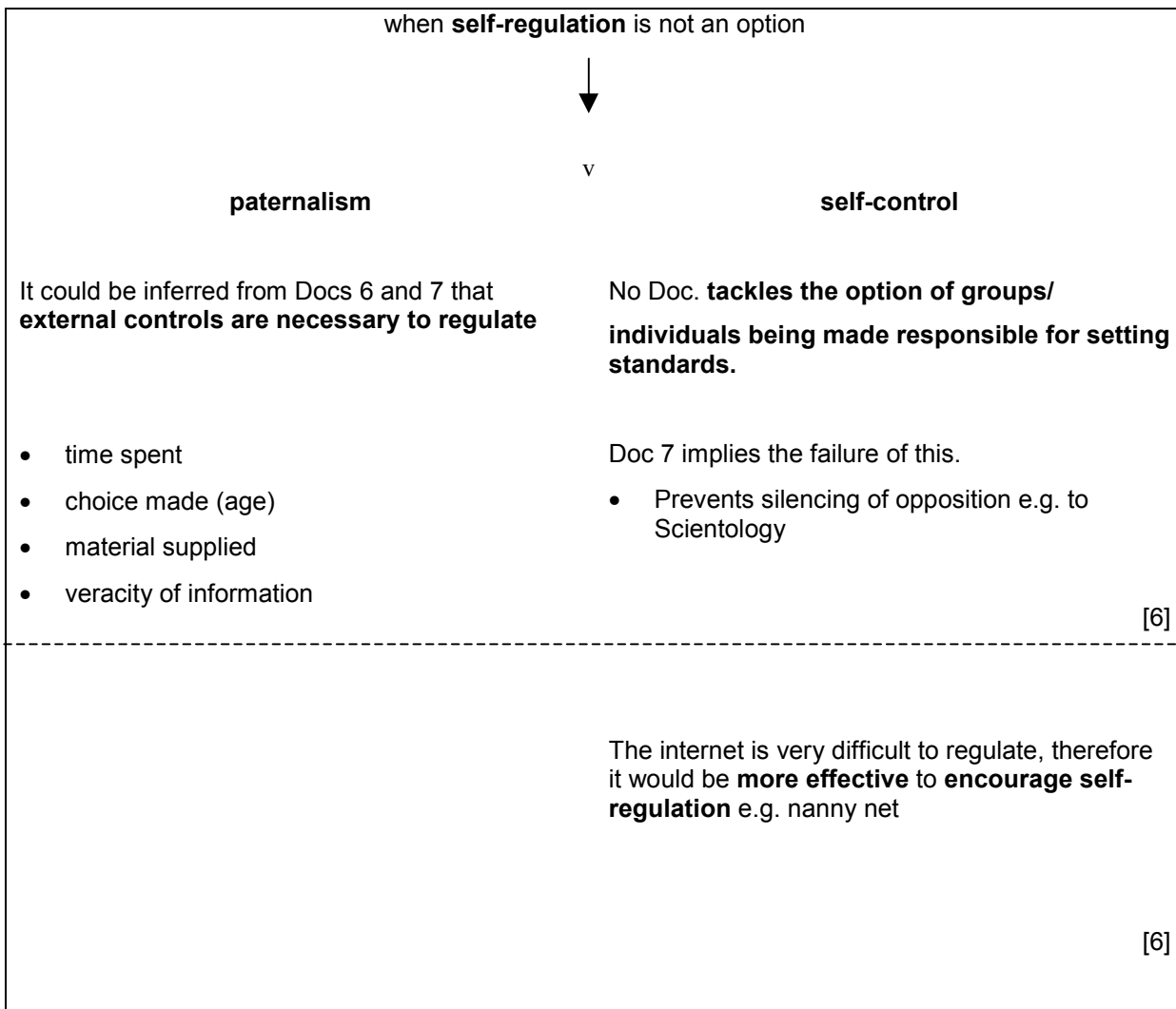
Relevance

- Doc 5
- **Makes the argument** for practical regulation **difficult**.
 - **Irrelevant to** regulation as a practical end.

Doc 6 **Indicates areas to consider for regulation** since self-regulation seems to have failed.

- Doc 7
- **Limited relevance** dealing with one area for regulation.

[3]



Strength of claims (a few suggestions)

- | | |
|-------|---|
| Doc 5 | <ul style="list-style-type: none"> • Analogy internet piracy and tapes and post assess speed, extend and quantity. Possible Tu quoque. |
| Doc 6 | <ul style="list-style-type: none"> • Reverse causation – internet and isolation. • Generalisation and Selection if not credited previously. |
| Doc 7 | <ul style="list-style-type: none"> • Significance – of data e.g. inappropriate topics 7th – is this number of hits or % of time spent?
e.g. 6 in 10 don't but this means 40% do – a concern. |

[6]

[15]