

**CAMBRIDGE INTERNATIONAL EXAMINATIONS**

Cambridge International Advanced Subsidiary and Advanced Level

## **MARK SCHEME for the October/November 2014 series**

### **9694 THINKING SKILLS**

**9694/23**

Paper 2 (Critical Thinking), maximum raw mark 45

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- 1 (a) Suggest two ways in which Source A could be relevant in deciding whether the three Eastland soldiers were guilty of spying in Westland territory. [4]

*2 marks for each clear, valid answer. 1 mark for each vague or incomplete answer.  
2 answers required.*

If Eastland believe that Westland are preparing to attack them, they have a motive for sending spies into Westland territory.

If Westland are preparing to attack Eastland, they may have kidnapped the soldiers and accused them of spying in order to give them an excuse for military action.

*1 mark for* The use of spy satellites makes the use of human spies unnecessary/more likely.

- (b) How reliable is Source B in deciding whether the Eastland soldiers were spies? [2]

Unreliable [1]. The Eastland authorities have a strong vested interest to promote an account of the incident in which their own soldiers are innocent [1], in order to reduce the likelihood of harm coming to the soldiers [1] and political damage to themselves [1]. The newspaper would know only what the authorities wanted it to know [1].

- (c) How useful is the evidence in Source D in deciding whether the soldiers were spying? [3]

The report is reliable, because the Red Cross has an excellent reputation for neutrality [1]. The captured soldiers' denials are not very credible, because of their strong vested interest [1]. The fact that their explanation is inconsistent with the official explanation given by their own government [1] suggests that neither is true and that the soldiers therefore were spying [1]. Evidence about how well they are being treated is not relevant to the issue of whether they have been spying or not [1], except that if Westland authorities really believed they were spies, they might have been treated less well [1].

*No mark for judgment.*

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- (d) Do you think the Eastland soldiers were guilty of spying? Write a short, reasoned argument to support your conclusion, with critical reference to the evidence provided and considering a plausible alternative conclusion. [6]

<b>Level 3</b> 5–6 marks	A strong answer, which provides a reasoned argument including thorough evaluation of all or most of the evidence to support an acceptable conclusion in terms of probability and evaluates the plausibility of at least one alternative conclusion.
<b>Level 2</b> 3–4 marks	An answer which evaluates some of the evidence, draws an acceptable conclusion in terms of probability and may mention the plausibility of at least one alternative conclusion.
<b>Level 1</b> 1–2 marks	A weak answer, which refers to some of the evidence, possibly including a simple evaluative comment. The conclusion may be unstated or over-stated.
<b>Level 0</b> 0 marks	No credit-worthy material.

***Indicative content***

- As the answer to (c) indicates, it is probable that the men were captured while on a spying mission.
- The other two possible explanations are that they were kidnapped from their barracks or accidentally strayed over the border.

These are individually plausible, but each of them is the strongest reason against believing the other.

Most of the sources have strong bias and vested interest.

The spying equipment displayed on Westland television could have been captured with the Eastland soldiers or supplied by Westland in order to incriminate them. The interpreters did not necessarily translate what the captured soldiers actually said.

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2 (a) Suggest two reasons why Source B is more reliable than Source A. [3]

3 marks: 2 reasons, at least one of which is developed  
 2 marks: 1 developed reason **or** 2 undeveloped reasons  
 1 mark: 1 undeveloped reason  
 0 marks: No credit-worthy material

*Sample developed answers:*

Both sources are biased, because each gives only one side of the picture, but the claims in Source A are more extreme, and it is therefore more biased than Source B.

Source A has a clear vested interest (to sell its own alternative to coffee). Source B has no explicit VI, although it would not be surprising if it were sponsored by the coffee industry.

Source B has better expertise than Source A, because its claims are derived from professional medical journals, but the use of scientific terminology in Source A suggests it has some expertise.

Some of the claims in Source B are obscure and implausible, but the claims in Source A are more extreme, even more obscure and even less plausible. So Source B is more reliable.

*Sample undeveloped answers (incomplete/over-stated):*

Source A has a clear vested interest, to sell its own alternative to coffee.

Source A has a clear vested interest, to sell its own alternative to coffee, but Source B has no VI.

Source A is biased, because it mentions only the negative aspects of coffee.

The claims in Source A are obscure and implausible.

(b) Is Source C an argument? Briefly explain your answer. [2]

2 marks for a correct answer with an accurate explanation.

1 mark for a correct answer with a vague, incomplete or generic explanation.

0 marks for a correct answer without an explanation.

0 marks for an incorrect answer with or without an explanation.

*2-mark answer*

Source C is not an argument. It is a factual report on a research project, which does not try to persuade the reader to do anything.

*1-mark answers*

Source C is not an argument, because it does not include a persuasive conclusion.

Source C is not an argument. It is a factual report on a research project.

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- (c) Suggest two ways in which the sample used for the research in Source C might not be representative. Briefly explain the significance of your answers. [4]

2 marks for each clear, valid answer. 1 mark for each vague, incomplete or marginal answer.  
2 answers required.

The factors which may be significant are:

Employment (the participants of the survey were all in a stressful occupation and they were also likely to be aware of health issues).

Nationality/location (the participants of the survey were all resident in the United States).

Age (the average age of participants is quite high).

Education (the participants of the survey were all educated to a professional level).

Explanations of the possible significance of a factor should refer to the incidence of coffee-drinking and/or of depression.

Allow 1 mark for: All the participants were female.

*Examples of 2-mark answers*

The participants in the survey were all engaged in a stressful occupation and may therefore have been more liable to suffer from depression.

The participants in the survey all worked in a medical environment, and may therefore have been more likely to recognise symptoms of depression and more likely to seek treatment for it.

*Examples of 1-mark answers*

The participants in the survey were all engaged in a stressful occupation.

The participants in the survey all worked in a medical environment.

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(d) ‘Everyone should drink more coffee for the sake of their health.’

To what extent do you agree with this statement? Write a short, reasoned argument to support your conclusion, using and evaluating the information provided in Sources A–D. [6]

<b>Level 3</b> 5–6 marks	A reasoned argument, which uses and evaluates all or most of the evidence provided.
<b>Level 2</b> 3–4 marks	A simple argument, which uses and/or evaluates evidence.
<b>Level 1</b> 1–2 marks	A weak answer, which makes some correct reference to evidence but consists of opinion and/or assertion rather than argument <b>or</b> a weak argument which makes no reference to evidence.
<b>Level 0</b> 0 marks	No credit-worthy material.

**Indicative content**

- The claim cannot apply to “everyone”, because some people may already drink enough coffee, or even too much.
- Source A carries very little weight, because of its obvious strong vested interest and the implausibility of its claims.
- Source B suggests that drinking coffee has more health benefits than drawbacks, and thereby implies that many people would benefit to some extent from drinking more coffee.
- Source B seems to be based on expertise/evidence, but the evidence is one-sided and presumably selective (biased).
- The research reported in Source C suggests that a fairly low level of coffee drinking has some benefit to mental health, but the range of the sample was limited.

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- 3 (a) Using the exact words from the passage as far as possible, identify the main conclusion. [2]

2 marks: The only qualification required to be a teacher should (, therefore,) be the ability to enable students to pass their exams.

1 mark: recognisable paraphrase of the above.

1 mark: (This shows that) possession of a university degree is no guarantee that someone will be a good teacher.

- (b) Using the exact words from the passage as far as possible, identify three reasons used to support the main conclusion. [3]

- (This shows that) possession of a university degree is no guarantee that someone will be a good teacher.
- Under the present system, they [degrees] mean nothing.
- Experts are often bad teachers.
- (Any teacher knows) that [teachers need qualifications in order to show that they have been taught how to teach] is not true.
- Such a change would also be consistent with current trends.

- (c) Evaluate the strength of the reasoning in the argument. In your answer you should consider any flaws, unstated assumptions and other weaknesses. [5]

*Marks for each evaluative point as follows, up to a maximum of 5 marks:*

*2 marks Valid evaluative point, clearly expressed.*

*1 mark Weak attempt at a valid evaluative point.*

*Paragraph 1*

- The key flaw in this argument is false dichotomy (restricted options). The choice stated here is not very realistic, since most teachers have both qualifications and at least some interest in their subject.
- The fact that a degree is not sufficient to make someone a good teacher does not mean it is not necessary.
- The intermediate conclusion is quite moderate, but the author subsequently interprets it as if it had been much stronger. Although possession of a degree does not guarantee that the graduate will be a good teacher, it makes it probable that he/she will be reasonably competent – or, at least, more competent than he/she would have been without a degree.

*Paragraph 2*

- The intermediate conclusion is over-stated. The argument would support only a much weaker version of this conclusion.

*Paragraph 3*

- Another false dichotomy. Education is about both teaching and learning.

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*Paragraph 4*

- Also based on a false dichotomy. Teachers are not divided simply into those who can teach and those who cannot. Rather, all teachers can be located somewhere on a continuum of competence, and few of them, if any, would not benefit from a course of training.
- Inconsistency: para 3 claims that education is not about teaching, but para 4 focuses on teaching.

*Paragraph 5*

- The two sentences are inconsistent with one another. If qualifications are less important than skills, then the ability to enable students to gain qualifications (= pass exams) cannot be the crucial quality for a teacher.

**(d) ‘Gaining qualifications is the main purpose of education.’**

**Write your own short argument to support or challenge this claim. The conclusion of your argument must be stated. Credit will not be given for repeating ideas from the passage.**

**[5]**

<b>Level 3</b> 4–5 marks	Developed, coherent argument. Reasons strongly support conclusion. Development may include intermediate conclusion or apt examples. Simply structured argument – 4 marks. Effective use of IC etc. – 5 marks.
<b>Level 2</b> 2–3 marks	A simple argument. One reason + conclusion – 2 marks. Two or more separate reasons + conclusion – 3 marks.
<b>Level 1</b> 1 mark	Some relevant comment.
<b>Level 0</b> 0 marks	No relevant comment.

*Maximum 3 marks for wrong conclusion or if conclusion is implied but not stated.  
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***Specimen level 3 answers***

*Support [97 words]*

When you are appointing someone to a job, it is not easy to discover whether candidates have the qualities you are looking for or not. References and interviews are subjective and may be mistaken. But qualifications are objective and provide a fair basis for differentiating between candidates. So schools, colleges and universities should prepare students for the world of work by enabling them to gain qualifications.

Qualifications are also the only reliable way of assessing the ability of students and how hard they and their teachers have worked.

Gaining qualifications is, therefore, the main purpose of education.

*Challenge [103 words]*

One aspect of education is to enable students to gain the qualifications which indicate to potential employers that they have the knowledge and skills required to earn a living, but the knowledge and skills themselves are more important than the piece of paper.

Furthermore, life is more than work, and education for life therefore has more dimensions than preparation for work. Education should prepare students for intimate relationships and family life. It should also introduce them to cultural and sporting activities, some of which they may choose to take with them into adulthood.

Gaining qualifications is, therefore, not the main purpose of education.