



Cambridge International AS & A Level

THINKING SKILLS

9694/21

Paper 2 Critical Thinking

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MARK SCHEME

Maximum Mark: 50

Published

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 International will not enter into discussions about these mark schemes.

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This document consists of **12** printed pages.

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.















GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

ANNOTATIONS

	In Qs 1, 3 and 4 use to indicate where marks have been awarded.
	Use to indicate an answer or element that is wrong.
	Not good enough.
	Benefit of doubt.
	In Q5 use to indicate creditworthy other argument element In Q 3 use to indicate significant additional element.
	In Qs 2 and 5 use to indicate conclusion.
	In Qs 2 and 5 and in short questions where indicated, use to indicate that marks have been capped because an essential element of the answer is absent.
	In Q2 use to indicate creditworthy evaluation of a source.
	In Q5 use to indicate creditworthy intermediate conclusion.
	In Q2 use to indicate creditworthy personal thinking. In Q 3 use to indicate paraphrase.
	In Q2 use to indicate creditworthy inferential reasoning. In Q5 use to indicate creditworthy reason used to support a conclusion.
	In Q2 use to indicate creditworthy use of a source. In Q5 use to indicate distinct strand of reasoning.
	In appropriate cases, use to indicate significant omission. In Q 3 use to indicate significant omission.
	Use in answers when no other annotations have been used. Use on blank pages.
Highlight	Use to draw attention to part of an answer.

There must be at least one annotation on each page of the answer booklet.

Question	Answer	Marks
1(a)(i)	<p><i>2 marks for a complete valid answer</i> <i>1 mark for a vague or speculative answer</i></p> <p><i>Examples of 2-mark answers:</i></p> <ul style="list-style-type: none"> • The amount of money was likely to represent a significant loss to the owner. • People may have thought there was a greater chance of a reward if they return a wallet containing 'big money'. • Since the wallet contained a large sum of money, they may have feared serious consequences for themselves if they had not contacted the owner. <p><i>Examples of 1-mark answers:</i></p> <ul style="list-style-type: none"> • They might feel that the wallets containing big money would be more valuable to their owners. • More of the people who received wallets containing big money may have had email accounts. 	2
1(a)(ii)	<p><i>1 mark each for up to 2 valid answers.</i></p> <p><i>Examples</i></p> <ul style="list-style-type: none"> • They may not have had an email address. • They may have handed the wallet in to the police. • They may have suspected they were being targeted in a scam. • They may have been too busy. 	2
1(b)(i)	<p><i>2 marks for a correct answer with accurate explanation (3 ticks)</i> <i>1 mark for a correct answer with vague, incomplete or generic explanation (2 ticks)</i> <i>0 marks for a correct answer without explanation (1 tick)</i> <i>0 marks for an incorrect answer with or without explanation (1 tick or 0 ticks)</i></p> <p><i>2-mark answer (3 ticks)</i> Source B is an argument ✓. The conclusion is 'This research should never have been published,' ✓ which is supported by the remainder of the passage ✓.</p> <p><i>1-mark answers (2 ticks)</i> Source B is an argument ✓, because it includes a persuasive conclusion supported by reasons ✓. Source B is an argument ✓. The conclusion is 'This research should never have been published.' ✓</p> <p><i>Accept answers identifying the whole of the first sentence as the conclusion.</i></p>	2

Question	Answer	Marks
1(b)(ii)	<p>Source B is moderately reliable (neither reliable nor unreliable) [1]. As a Chinese national, the student has ability to know relevant information about life in China [1]. Since he is studying Chemistry, he is unlikely to have expertise in social sciences [1], but as a Master's student he is likely to have some expertise in research methodology / the evaluation and interpretation of evidence [1]. As a Chinese citizen, he has a bias to defend the reputation of his homeland [1].</p> <p><i>Credit conclusion only if both sides are supported.</i></p>	3
1(c)	<p>The reference to turning wallets in to the authorities does constitute an alternative explanation for the failure to contact the owners of the wallets [1]. The experiment took place only in university premises, which may not be typical of other settings [1]. The subjects in Source A were handed the wallets and so had to choose what to do with them, whereas those in Source C had the option to simply ignore them [1]. Some of the wallets may not have been noticed, rather than having been deliberately left untouched [1]. Those subjects who 'do nothing' in Source C are counted as honest, whereas those in Source A are counted as dishonest [1], so the experiments are not comparable. The claim that the Chinese population is 'the most honest in the world' is invalid because no evidence about other countries is given [1].</p> <p><i>No mark for judgement.</i></p>	3
1(d)	<p>It is unlikely that anyone would seriously/consciously mistake a picture of eyes for someone watching them [1], but a momentary illusion may be sufficient to make them think about what they are doing / they may subconsciously fear that someone is watching [1].</p> <p><i>No mark for judgement.</i></p>	2

Question	Answer		Marks
2	Conclusion	1 mark for an explicit supported conclusion <i>Cap at 7 if conclusion is absent or implicit</i>	8
	Use of sources	2 marks for use of 3 or 4 sources 1 mark for use of 1 or 2 sources	
	Evaluation of sources	1 mark for each valid evaluation of the credibility or quality of reasoning in sources <i>Maximum 3 marks</i>	
	Inferential reasoning from sources	1 mark each <i>Maximum 3 marks</i> <i>Source must be mentioned for this to be credited</i>	
	Personal thinking	1 mark each <i>Maximum 2 marks</i>	
	<p>Annotate answers as follows:</p> <p>CON To indicate 'conclusion'.</p> <p>S To indicate creditworthy use of source.</p> <p>EVAL To indicate creditworthy evaluation of source.</p> <p>R To indicate creditworthy inferential reasoning.</p> <p>P To indicate creditworthy personal thinking.</p> <p>C To indicate that mark has been capped.</p> <p>Indicative content</p> <ul style="list-style-type: none"> • Source A supports the claim, since most of the wallets containing a significant amount of money were returned to their 'owners'; • the people who did not return the less valuable items probably did not think they were doing anything wrong. • Source B strengthens the claim, by suggesting several explanations other than theft for why wallets containing big money were not returned to their owners, • although they may be specific to Chinese people. • Source C suggests that in at least one culture an even higher proportion of people would not steal the contents of a wallet • but most of them would also not take the trouble to return it to the owner. • Source D suggests that a significant proportion of university staff and students would be casually dishonest • but would behave more honestly if they were made to think about their behaviour for a moment. • All of the sources focus on fairly narrow contexts for honesty • and they are insufficient to draw a conclusion about honesty in general. 		

Question	Answer	Marks
2	<p>Example 8-mark answer 287 words</p> <p>S Source A supports the claim that most people are honest, since most of the wallets containing a significant amount of money were returned to their ‘owners’; furthermore, the people R who did not return the less valuable items probably did not think they were acting dishonestly. Although the research is reliable because it is based on a large and EVAL varied sample, it is not possible to draw a reliable inference about honesty in general, because Source A states that results varied considerably between countries.</p> <p>S Source B strengthens the claim, by suggesting several explanations other than theft for why wallets containing big money were not returned to their owners; however, these explanations may be specific to Chinese people. S</p> <p>Source C suggests that an even higher proportion of Chinese people would not steal the contents of a wallet but most of them would also not take the trouble to return it to the owner; however, the setting is so specific that the author is not justified in generalising that the Chinese population is ‘the most honest in the world’. EVAL</p> <p>S Source D shows that a significant proportion of university staff and students was dishonest in a small matter if they did not think about it, but behaved more honestly if they were made to think about their behaviour for a moment. P</p> <p>Supermarkets which display cardboard images of police officers to deter theft rely on the same principle. Another plausible R inference from the findings of Source D is that people tend to imitate the behaviour of other people in relation to honesty.</p> <p>Because these sources focus on fairly narrow contexts for honesty, they are insufficient to draw a conclusion about honesty in general. I therefore CON cannot conclude that most people are honest.</p>	

Question	Answer	Marks
<p><i>In q 3, annotate as follows:</i></p> <p>AE Significant additional element A Significant omission P Paraphrase</p> <p><i>In q 3a, c and d, if two answers are given, one of which is correct, award 1 mark.</i></p> <p><i>In all parts of q 3, apply guidance relating to additional material only if it constitutes an additional part of an answer or an alternative answer.</i></p>		
3(a)	<p><i>2 marks for an exact answer 1 mark for a paraphrase, or for one additional element or omission</i></p> <p>(and) all societies and governments should provide them [ceremonies of these kinds / rituals to mark such major events of life as ...]</p>	2
3(b)	<p><i>For up to 2 of the following: 2 marks for an exact answer 1 mark for a paraphrase, or for one additional element or omission If more than two answers given, mark the first three only</i></p> <ul style="list-style-type: none"> • Communities and individuals evidently need ceremonies of these kinds • it is right that family and friends should pause to honour the life which has come to an end. • Rites of passage are important psychologically. 	4
3(c)	<p><i>2 marks: counter argument 1 mark: counter (assertion) OR accurate description of counter argument without naming it.</i></p>	2
3(d)	<p><i>2 marks for an exact version of any of the following 1 mark for an incomplete or vague version of any of the following</i></p> <ul style="list-style-type: none"> • Rites of passage are typically associated with religion • Religious practice was rare in Communist East Germany • The East Germans who practise a revised <i>Jugendweihe</i> are not religious • One example is sufficient to constitute a proof in this case / the experience of East Germany was typical of other countries in which religion had been discouraged/dwindled • The existence of a ritual indicates a human need for it 	2

Question	Answer	Marks
4(a)	<p><i>Up to 2 marks for either of the following:</i></p> <ul style="list-style-type: none"> • The reference to anthropologists is an appeal to authority [1]. It strengthens the reasoning, since anthropologists have relevant expertise / ability to see [1]. • The claim that rites of passage are universal is an appeal to popularity [1]. It is valid evidence to support the claim that ‘Communities and individuals evidently need ceremonies of these kinds.’ [1] 	4
4(b)	<p>Moderately effective (neither effective nor ineffective) [1]. The author does explain why the communal dimension of all four of the major life events he has identified is significant [1], but the lack of any comparison fails to substantiate the claim that it is the ‘main’ value [1]. The author’s reasons are simple assertions, without any support (reliant on ‘unsupported claims’) [1].</p> <p><i>Credit judgement only if both sides are supported.</i></p>	3
4(c)	<p>The single example of the <i>Jugendweihe</i> in East Germany is inadequate to support the claim that ‘Rituals remain a human need even in the absence of religious belief.’ This is a rash generalisation [1]. Communist East Germany is not a good example of a society without religion [1], since in some ways Communism may have acted very much like a religion [1].</p> <p>The claim that religion is declining is Euro-centric: the role of religion in some other parts of the world remains strong or is even growing [1].</p> <p>The fact that many teenagers rather than all have ‘continued to follow a revised version of this practice’ shows that the practice is not universal since the fall of Communism [1].</p> <p>The continued practice of the <i>Jugendweihe</i> may have nothing to do with human needs but rather be simply a matter of people practising a cultural tradition [1].</p>	3

Question	Answer		Marks
5	Reasons	2 marks for three or more reasons supporting conclusions 1 mark for one or two reasons supporting conclusions	8
	Inferential reasoning	1 mark for each use of an intermediate conclusion or chain of intermediate conclusions <i>(including if used in a response to a counter)</i> Maximum 3 marks	
	Argument elements	1 mark for each use of other argument elements that strengthens the reasoning: counter with response, example, evidence, analogy, hypothetical reasoning <i>Credit each type only once per strand of reasoning</i> Maximum 3 marks	
	Structure	1 mark for two or more distinct strands of reasoning	
<p><i>Each component of a candidate response may score only once. Where there is more than one possibility, use the classification which leads to the higher total mark.</i></p> <p><i>Maximum 6 marks for no conclusion or wrong conclusion, or a conclusion that does not follow from the reasoning, or if both sides are argued without a resolution.</i></p> <p><i>0 marks for answer unrelated to the claim given.</i> <i>No credit for material merely reproduced from the passage.</i></p> <p>Annotate answers as follows:</p> <p>CON To indicate main conclusion.</p> <p>R To indicate creditworthy reason used to support a conclusion.</p> <p>I To indicate creditworthy intermediate conclusion.</p> <p>AE To indicate creditworthy other argument element.</p> <p>S To indicate second distinct strand of reasoning.</p> <p>C To indicate that mark has been capped.</p>			

Question	Answer	Marks
5	<p>Example 8-mark answers</p> <p><i>Support (146 words)</i></p> <p>R Not many communities in the world are still based on subsistence farming or I hunting, and so traditional definitions of adulthood – such as males being AE capable of hunting and females being capable of child-bearing – are no longer R relevant. Social life and nearly all jobs now require education which continues long past the age of physical puberty. Adolescence, the process of becoming R an adult, now takes several years, and so it is impossible to locate it at a I particular point of time.</p> <p>S R Adulthood now also encompasses a greater range of activities, such as AE driving, sexual relationships, marriage, earning one's own living, being a R householder and voting. People vary as to when they begin each of these R activities, and many jurisdictions set different minimum ages for them. There I can therefore be no agreement as to which threshold is definitive.</p> <p>CON Therefore in today's world it is difficult to know when adulthood begins.</p> <p><i>Challenge (166 words)</i></p> <p>AE Many people argue that becoming an adult involves a wide range of AE thresholds, such as driving, sexual relationships, marriage, earning one's own R living and being a householder, but one can be regarded as the official AE definition, namely being able to vote in governmental elections. If someone I wants to know when people become adults in a particular state, therefore, all they need to do is find out when residents gain the franchise.</p> <p>S AE It is also often alleged that there is no international consensus on the age of I becoming an adult, but this divergence is over-stated, since 18 is generally R accepted as the correct age. Well over half of all states, including almost all AE those of major political and economic significance, now agree on that age, which is also at the apex of the 'bell curve' of the ages set by different I jurisdictions. So 18 should be agreed as the age at which adulthood begins.</p> <p>CON Therefore in today's world it is not difficult to know when adulthood begins.</p>	

Question	Answer	Marks
5	<p><i>Acceptable ‘challenge’ conclusions:</i></p> <ul style="list-style-type: none">• Therefore in today’s world it is not difficult to know when adulthood begins.• Therefore in today’s world it is easy to know when adulthood begins.• Therefore in today’s world it is impossible to know where adulthood begins.	