

Centre Number						Candidate Number				
Surname										
Other Names										
Candidate Signature										



General Certificate of Education  
Advanced Subsidiary Examination  
June 2012

# Critical Thinking

**CRIT1**

## Unit 1 Foundation Unit

**Friday 25 May 2012**

**9.00 am to 10.30 am**

**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. Do not write outside the box around each page or on blank pages.
- 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: 15 minutes
  - Section A: 45 minutes
  - Section B: 30 minutes.

For Examiner's Use	
Examiner's Initials	
Question	Mark
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
TOTAL	



J U N 1 2 C R I T O 1

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**CRIT1**

**Section A**

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

There are **50 marks** available for this section.

**Questions 1 to 4 refer to Document A.**

- 1** The author claims in paragraph 3 that ‘the temptation for athletes to tamper with their genes is obvious’.

Identify **one** of the reasons given to support this claim.

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(2 marks)

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- 2** Paragraph 5 contains **three** short arguments given by Professor Pearson.

Identify the conclusion of each.

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(3 marks)

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- 3** Explain **two** ways in which Pearson's reasoning as presented in paragraph 5 could be seen as weak or flawed.

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(6 marks)

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- 4** Explain a possible flaw in Nick Jones's reasoning (paragraph 6).

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(3 marks)

3

**Turn over for the next question**

**Turn over ►**



**Questions 5 to 8 refer to Document B.**

- 5** After disagreeing about whether or not Professor Nigel Pearson is right to say that gene doping is a good thing, the following exchange occurs.

**Alesha** But it's not natural.

**Frank** Oh come on. You're not going to use the 'everything natural is good' argument, are you? Besides, neither is taking protein supplements 'natural'. Or are you saying that athletes have to eat berries they've found from foraging in the woods, train by running up mountains...?

Comment critically on what **Frank** has said.

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(5 marks)

5



**6** Consider the following exchange.

**Alesha** You say there's no difference between gene doping and an athlete who takes protein supplements but the person who's taken the protein supplements still has to work to turn that into muscle. It's not fair for someone else to get there just by messing with their genes.

**Frank** Some people are born with more natural ability to run fast than others. That's not fair, either. Some people's coaching team might be better. Their training facilities might be better. Some people's bikes are better than others. Or their cars are faster. Is that fair?

How effective is **Frank's** response to what **Alesha** has said?

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(6 marks)

6

**Turn over for the next question**

**Turn over ►**



**Frank** [...] Surely it's fairer to give everyone a chance to build their genes up to the same level.

**Frank** I agree with you. That's why gene doping needs to be legalised. It's only unfair if one person has access to the procedure and not the other.

- his conclusion
- the grounds on which he bases his conclusion
- one implicit assumption that he makes

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7



- 8 Later in the dialogue, when **Alesha** raises doubts about the ethical implications of gene doping, the following exchange occurs.

**Alesha** [...] Like, are we saying that people who are strong are better than those who are weak, that being weak is an imperfection, something that needs to be eliminated...? Not even weak, necessarily. Just – different.

**Frank** What's so bad about us getting better? Don't you like the idea of us becoming healthier, not dying of nasty illnesses...? You're in favour of medicine, I presume?

Explain why **Frank's** response could be considered to be guilty of equivocation.

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(2 marks)

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Turn over for the next question

Turn over ►



**Questions 9 and 10 refer to Document C.**

- 9** In paragraphs 3 and 4, the author compares the use of ‘artificial enhancements’ within sport to their use outside sport.

He claims that there is a ‘fundamental ethical difference’ between them.

Explain what this difference is, and whether or not you agree that it is, in fact, an ethical one.

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(5 marks)

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Give an analysis of the reasoning in paragraph 5, identifying its conclusion(s) and the reasons offered.

[illegible]

**10 (b)** Briefly assess the quality of the reasoning in paragraph 5, explaining why you do or do not accept the author's conclusion (or conclusions).

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**Turn over ►**



**Section B**

Answer this question in the spaces provided.

There are **20 marks** available for this question.

**11**

'We should be allowed to change our bodies in any way we wish, whether through use of medicinal drugs or through medical technology.'

Give a reasoned argument in response to the above claim.

In answering this question you should:

- state your conclusion (or conclusions) clearly
- offer effective reasoning to support your conclusions
- use the information, and respond to issues or arguments, in **Documents A – C**.

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[illegible]

[illegible]

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