

Centre Number						Candidate Number				
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General Certificate of Education
Advanced Subsidiary Examination
June 2011

Critical Thinking

CRIT1

Unit 1 Foundation Unit

Friday 27 May 2011

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: up to 15 minutes
 - Section A: 45 minutes
 - Section B: 30 minutes.

For Examiner's Use	
Examiner's Initials	
Question	Mark
1	
2	
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10	
11	
12	
TOTAL	



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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 and 2 refer to **Document A**

- 1** Identify **two** predictions that the article makes.

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(2 marks)

2

- 2** Consider the claims made in paragraph 1 and the 'evidence' provided in paragraph 2.
Suggest **one** implicit assumption that is needed for the 'evidence' to justify the claim.

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(2 marks)

2



Questions 3 to 7 refer to **Document B**.

3 Look closely at the dialogue below.

KERRY asks **NAZ**:

And where do you stand on the designer labels, like Armani, Hugo Boss, that kind of thing?

NAZ replies:

As far as I'm concerned, as a so-called fashion statement it's even worse. It's still all about the brand name. It's just a more expensive name. There's no meaning or message: nothing artistic or creative about it. It's all just about telling the world how much money you've got.

3 (a) Identify **NAZ's** conclusion.

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(1 mark)

3 (b) Identify **two** implicit assumptions that **NAZ** makes.

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(4 marks)

5

Turn over ►



4 **KERRY** responds to **NAZ's** complaint about fashion and wealth as follows.

You can't complain about that. Fashion's always been tied into wealth. Think of all those 18th century ladies and gentlemen showing off their latest garments from India or somewhere exotic; or the Victorian ladies with the enormous dresses made of expensive materials! It was all just a display of wealth.

Explain **two** ways in which **KERRY's** comment might be considered flawed or weak.

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(4 marks)

4



5 Consider the following section of the debate.

NAZ ...for your appearance to be interesting, I agree that it needs to have some sort of individual twist. Otherwise you're just following the crowd.

KERRY Isn't that exactly what fashion is?

NAZ No! Fashion should be about defining yourself *against* the crowd. Or at least, it should be about saying, I'm part of this small crowd that is different from the rest of you.

KERRY It's still about being part of a crowd, though. So it's not a personal, individual expression.

Who do you think gets the better of this part of the debate? **NAZ**, **KERRY** or neither?

Explain your answer by commenting critically on the claims and/or arguments that each makes.

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(6 marks)

6

Turn over ►



6 Consider the following exchange.

NAZ So you're telling me that designer labels and big sports brands are not dictating what young people wear? Look at the clothes young people are wearing. And then look at the stuff you see being advertised on the television. The kids just buy into brands that have marketed themselves well to the young. Young people are no longer in control of street fashion; they are slaves to the marketing men.

KERRY You're assuming that there is no meaning or message to any clothes that any young people wear. Either that's the case, or you just don't like people in trainers!

6 (a) Briefly explain **two** ways in which **KERRY's** thinking might be considered flawed.

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(4 marks)



- 6 (b)** **NAZ** is arguing that what young people wear is controlled/dictated by the companies that advertise to them.

How well does he support this viewpoint? Explain your answer.

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(6 marks)

Turn over for the next question

10

Turn over ►



7 Consider **NAZ's** final contribution to the debate.

NAZ But where has all the dynamism gone – all the shock of the new? OK there are variations between types and makes of trainers, but sportswear is basically a uniform now – it's become the default setting for the look of the 'youth' – just in the same way that a suit and tie has become the default setting for the look of 'smart' or professional or grown up. Basically if you were wearing a pair of old skool Adidas trainers and a decent hoodie any time in the last 30 years you would have been accepted on the streets.

Consider the analogy **NAZ** makes between the different types of clothing ('sportswear' and 'suit and tie').

What is the analogy trying to show and how successfully does it do this?

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(5 marks)

5



Questions 8 to 11 refer to **Document C**.

8 Identify the author's main conclusion.

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(2 marks)

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9 Explain a possible flaw in the reasoning in paragraph 2.

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(3 marks)

3

Turn over for the next question

Turn over ►



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Give an analysis of the reasoning in paragraphs 3 and 4.

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(8 marks)

8



- 11** Identify and explain a possible flaw, weakness or unfair technique in the reasoning in paragraph 4.

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(3 marks)

3

Turn over for the next question

Turn over ►



Section B

Answer this question in the spaces provided.

There are 20 marks available for this question.

12

Write a reasoned argument for or against the claim below.

‘If you want to be an individual you cannot be a follower of fashion.’

In answering this question you should:

- state your conclusion (or conclusions) clearly
- offer effective reasoning to support your conclusion(s)
- use the information, and respond to issues or arguments, in the source documents.

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(20 marks)

20



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