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Surname										
Other Names										
Candidate Signature										



General Certificate of Education  
Advanced Subsidiary Examination  
June 2011

# Critical Thinking

**CRIT2**

## Unit 2 Information, Inference and Explanation

**Tuesday 7 June 2011 9.00 am to 10.30 am**

### For this paper you must have:

- a Source Booklet (enclosed).
- You may use a calculator.

### 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 (40 for Section A and 30 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: 40 minutes
  - Section B: 35 minutes.

For Examiner's Use	
Examiner's Initials	
Question	Mark
1	
2	
3	
4	
5	
6	
7	
8	
9	
<b>TOTAL</b>	



J U N 1 1 C R I T 2 0 1

M/Jun11/CRIT2

**CRIT2**

**Section A**

Study **Documents A to D** before answering all the questions in the spaces provided.

There are 40 marks for this section.

Questions 1 and 2 refer to **Document A**.

- 1** In paragraph 2, it is stated that 'it is predicted that the top ten in-demand jobs for 2015 may not even have existed in 2010'.

What does the author infer from the statement?

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(1 mark)

1
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- 2** This question refers to paragraph 3.

- 2 (a)** Explain why the shift from 'Made in China' to 'Designed in China' will affect the postgraduate population.

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(3 marks)

- 2 (b)** In paragraph 3 of **Document A**, the author claims that countries such as China, South Korea and India 'will increasingly compete with us for highly skilled work'.

Identify **one** significant implicit assumption on which this claim relies.

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(2 marks)

5
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Questions 3 and 4 refer to **Document B**.

**3** Explain whether or not the following statements may be safely inferred from **Table 1** in **Document B**.

**3 (a)** In total, the UK invested less money in R&D, higher education and IT software than Australia in 2002.

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(2 marks)

**3 (b)** In 2002, the average Swede was more likely to have a university education than the average Greek.

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(3 marks)

**3 (c)** If the rate of growth in knowledge investment between 1994 and 2002 remains the same for all countries as shown in the table, Britain will fall into the Low Investment group of economies by 2018.

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(3 marks)

8
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Turn over ►



**4** Look carefully at **Table 1** and the graph, **Figure 1**, in **Document B**.

What, if anything, can we conclude from the data about the relationship between investment in the knowledge economy and success in the international competition for wealth and jobs?

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(4 marks)

4
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Questions 5 to 7 refer to **Document C**.

**5 (a)** Identify the main comparison in **Document C**.

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(2 marks)

**5 (b)** Briefly explain whether or not the comparison is appropriate.

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(2 marks)

4
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**6** Steinberg's study included ethnically Chinese pupils in the Asian category, as well as the other Asian sub-groups listed in **Table 2**.

**6 (a)** Using the information from **Table 2**, what percentage of Asian students achieved 5 A\*-C GCSEs in 2008 according to Steinberg's definition of Asian? Show your reasoning.

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(3 marks)

**6 (b)** **Document C** claims that 'The superior performance of the Asian students is stark'. Including Chinese pupils as Asians, to what extent is that claim supported by **Table 2**?

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(3 marks)

**6 (c)** In paragraph 2 Steinberg explains the superior performance of Asian students by their working harder than other students.

Briefly evaluate the reasoning in paragraph 2.

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(3 marks)

9

Turn over ►



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7



Answer this question.

**9** Construct a reasoned argument for or against the following statement.

‘We should aim to lose the great global competition for jobs. If we win it, we get wealth but we will be slaves to the false promises of machines and money; if we lose, we might rediscover freedom, creativity and imagination.’

- produce a structured argument with a clearly stated conclusion or conclusions
- draw on relevant information and evidence found in the source documents
- consider any general principles that may apply
- consider and respond to possible counter-arguments
- you may also draw on your own knowledge and experience if relevant

This image shows a full page of white paper with horizontal dashed lines, typical of primary school writing paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Handwriting practice area with 20 horizontal dotted lines.





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30

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