

Centre Number						Candidate Number				
Surname										
Other Names										
Candidate Signature										



General Certificate of Education
Advanced Level Examination
June 2011

Critical Thinking

CRIT3

Unit 3 Beliefs, Claims and Arguments

Thursday 9 June 2011 1.30 pm to 3.30 pm

For this paper you must have:

- a copy of the Source Material (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 in the spaces provided.
- Do all rough work in this book. Cross through any work you do not want to be marked.

Information

- The maximum mark for this paper is 70
- This paper consists of two sections.
Section A contains questions based on a belief, theory or hypothesis.
Section B contains questions based on complex arguments or persuasive texts.
- You will be marked on your ability to use good English, to organise information clearly and to use specialist vocabulary where appropriate.

Advice

- The recommended time allocation for this unit 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	
3	
4	
5	
6	
7	
8	
9	
10	
TOTAL	



J U N 1 1 C R I T 3 0 1

M/Jun11/Crit3

CRIT3

Section A

Study the **Source Document** before answering **Questions 1 to 7**.

1 What prehistoric event or development is the savannah theory supposed to explain?

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(2 marks)

2

2 (a) In paragraph 1 the author considers a prediction which the savannah theory should support.

Identify the prediction.

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(2 marks)

2 (b) How does the author use the prediction to challenge the savannah theory, and is it an effective challenge?

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(5 marks)

7



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2

[illegible]

10



5 Paragraph 14 makes the following strong claim.

‘AAT is the only theory which logically connects all these and other enigmatic features and relates them to a single well attested historical event.’

Explain why it is correct to call this a ‘strong’ claim, and why its strength is relevant when evaluating the author’s argument.

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(4 marks)

4



- 6** What point is the author making in paragraph 11 on the strength of the observation that humans have learnt to speak?

Does our ability to speak support the AAT, and if so how strongly?

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(6 marks)

Turn over for the next question

6

Turn over ►



- 7 The author begins by claiming that the savannah theory leaves some awkward questions unanswered.

Suggest one 'awkward' question which could be aimed instead at the Aquatic Ape hypothesis, and explain very briefly why your question would be 'awkward'.

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(4 marks)

4



Section BAnswer **all** questions.

- 8** Consider the last section of the article (paragraphs 15-18) in the light of the following critical comment.

‘There is nothing here but speculation. The only support the author can find for her hypothesis is a lack of contrary evidence.’

Is this fair criticism?

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(6 marks)

6

Turn over ►



9 Question 9(a) and 9(b) relate to the following counter-argument.

‘Beaches, lakeside and riverside properties are some of the most expensive and sought-after in the world. They are also favourite destinations for holidays. Proponents of AAT claim that this indicates that humans evolved in the sea. But suppose that were right. We would then have to accept the contradictory indication that we evolved on the savannah – open grasslands punctuated with trees – since we value such land just as highly and we build replicas of it wherever we go. We call them parks. We can’t have evolved in both places at once, so the AAT claim must be wrong.’

9 (a) Carefully explain the reasoning that the author uses in the above passage.

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(6 marks)



- 9 (b)** Give a short critical evaluation of the argument, stating why you do, or do not, accept its reasoning and conclusion.

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(8 marks)

14

Turn over ►



10 Examine the following quotation and illustration.

'Elaborate theories about our origins are motivated mostly by human vanity. The truth is we are not as different from the other animals as we like to think and we are certainly no better!'



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Present a concise but well argued case for *or* against the above viewpoint.

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[illegible]

END OF QUESTIONS

15

There are no questions printed on this page

**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**

