

**MARK SCHEME for the May/June 2012 question paper
for the guidance of teachers**

9694 THINKING SKILLS

9694/42

Paper 4 (Applied Reasoning), maximum raw mark 50

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 must be read in conjunction with the question papers and the report on the examination.

- Cambridge will not enter into discussions or correspondence in connection with these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2012 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

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1 Suggest five criticisms of the statistics presented in the passage and/or the inferences drawn from them.

Award 1 mark for each distinct relevant point made. For example:

- “Up to 100 million” could be any number from 0 to 100 million/we do not have a frame of reference to know how small or big this is.
- The number of children affected by Type 2 diabetes is not mentioned – it could be insignificantly small.
- “Skyrocketing” implies rapid increase over a short period of time; this extreme claim is unsupported.
- The 40 countries sampled may have been selected with some bias.
- Correlation does not necessarily imply causation – “more milk kids consume... the higher their risk”.
- “Breast cancer is up by 80% since 1971”:
 - It may be that detection rates are up, rather than incidence, or detection rates may be much lower in rural China than in the UK.
 - There may be other reasons why breast cancer rates in the UK have risen or there may be other reasons why rates are low in rural China.
 - 1971 may have been deliberately selected to accentuate the severity of the increase.
 - For this statistic to be relevant, it would have to be shown that milk consumption had also increased, and in line with breast cancer, since 1971.
 - No statistics given to show there is any correlation between breast cancer and milk consumption.
- The increased risk of type 2 diabetes could equally be due to increased meat consumption.
- There are far too many other differences between American and Japanese lifestyles for the single factor of milk consumption to be identified as causing the differences in their respective health.
- “Cow’s milk formulae and early milk drinking can be important triggers...”; this is vague – these factors may well not be triggers in most cases.
- The eating of meat is invalidly introduced to support an argument about milk.
- The inference that “the difference is due to diet not genes” is unsupported / no data provided to rule out genetic susceptibility; having made such a large claim no stats have been provided to support.

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2 Briefly analyse Baik's argument in Document 1: *Democracy – the best government*, by identifying its main conclusion, main reasons and internal conclusions as well as any counter-arguments.

CA – “Democracy is the worst form of government”.

MC – A government empowered by its people to rule over them is the best form of government and worth defending at all costs.

IC – Democracy provides peace internally and externally.

R – Democratic states do not go to war with each other.

IC – It stops tyrants from coming to power.

R – Rulers are chosen by the people.

IC – Democracy is desirable.

R – It works by popular consent.

IC – No one has a right to lord it over others.

IC – By the democratic process, every human being can be in control of their own affairs.

MR – An elected government will represent the people's wishes and make decisions according to the will of the people.

R – Democracy allows full freedom of the media.

IC – In a democracy the people will not be misled.

IC – Democracy safeguards peace and stability.

MR – The will of the people is far more representative of different groups in society.

R – Democratic nations allow citizens to criticise leaders, their policies and laws.

IC – A democratic nation can improve its affairs and progress towards prosperity.

Marks

1 mark for each emboldened element (maximum 4 if MC not identified).

If no elements identified, credit 1 mark for gist.

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- 3 Give a critical evaluation of Baik's argument in Document 1: *Democracy – the best form of government*, by identifying and explaining strengths, weaknesses, implicit assumptions and flaws.

Para 2

Irrelevant appeal to authority. "The words of these great world leaders make the concept of democracy unchallengeable."

Para 3

Assumption that democratic states are not war-like towards non-democratic states.

Assumption that involvement of many people in discussion is likely to/can lead to consensus.

Confusion of necessary/sufficient conditions – The fact that discussion is good is not a sufficient condition for concluding democracy is good.

Appeal to popularity. What is popular is not necessarily good.

Para 4

Inconsistent definition of democracy: "all human beings should have equal rights."; "All male citizens"; "every human being can be in control of his own affairs"; "people have a direct say in who governs them".

Assumption that because people have a direct say in who governs them, they will also have direct say in all policy-making decisions – to ensure that the government "will think about them, care about them, and provide for them".

Para 5

Assumption that any exposure made by the media will not be misleading.

Even though dissatisfied minorities will not get majority support, it does not follow from this that they cannot use violence to overturn the government. Dissatisfied groups may turn to non-violent protests such as peaceful rallies and mass demonstrations which can gain popular support against government.

Contradiction – the implied under-representation of minorities or marginalising of minorities contradicts the democratic principle embraced in para 4 that "all human beings should have equal rights."

Para 6

Assumption that any elites who have risen from ordinary backgrounds no longer understand ordinary people / that influential elites are not chosen by people through the democratic process to become their elected representatives.

The allowing of citizens to criticise leaders, their policies and laws is **neither a sufficient nor necessary** condition for a country to become prosperous.

Restricting the options – totalitarianism is not the only alternative to democracy.

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Strength – the reasoning that 'democracy is desirable' lends strength to the argument that democracy could be the best form of government – but does not support the conclusion that it should be defended at all costs.

Overall, the argument is weak because it is very one-sided. There is a lack of real counter-arguments, i.e. raising points to be defended against. The argument also lacks a clear definition of democracy. It is also heavily dependent on a very large number of questionable claims, and some lines of reasoning do not lead towards the main conclusion.

Marks

For each sound evaluative point 1 mark and 2 marks for a developed point, to a maximum of 8 marks.
Up to 2 marks for an overall judgment on the argument. (Maximum 9 marks.)

4 'Democracy should be defended at all costs.'

To what extent do you agree with this statement? Construct a well-reasoned argument in support of your view, commenting critically on some or all of Documents 1 to 5, and introducing ideas of your own. [30]

Band	Overall	Within	Score
Band IV	Considers counter-positions to own argument and reflects on implications in arriving at conclusion.	Developed consideration of counter-positions. Knows precisely what complexities face own argument.	27–30
		Limited development of 1 or 2 counter-positions to own argument.	
Band III	Well-reasoned, coherent argument, which should include evaluation of sources, integration of viewpoints, further argument and simple consideration of counter-arguments (or conflicting sources). Must reference 3+ documents.	Introduces further relevant lines of argument building their own position, with supporting examples. Outlines some complexities. Combines different viewpoints, or synthesizes arguments from different documents, using own ideas or critical comments or fresh perspectives.	22–26
		Forges a chain of reasoning through examining multiple sources. Compares and contrasts documents relevantly. Good interpretation of sources. Applies precise critical comments/evaluation to a source.	17–21
Band II	A reasoned stance: a clear conclusion, supported by reasons clearly expressed but uncritically selected from the sources. Implicit or explicit reference to document/s.	Some independent reasoning/implicit critical comments. Clear statement of 3 or 4 reasons in support.	12–16
		Reasons indiscriminately selected. Little clear independent or no independent reasoning. Some irrelevance/deviation from the question. May be multiple conclusions with little support for each one. Too brief a response, even if accurate.	7–11
Band I	'Pub rhetoric': unclear or no conclusion; reasoning that goes off question target at a tangent; substantial irrelevant material. Completely misunderstands or no understanding of question.	Reproduced reasoning from Q2 and Q3. Disorganised. Unconvincing attempts to construct reasoning.	2–6
		Stream of consciousness. Wholly irrelevant/deviant/incoherent material. No attempt.	0–1

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Indicative content

Credit will be given for the judicious use of resources in the documents. Candidates should be able to refer to stimulus documents relevantly, availing of the material therein to support or challenge their case. e.g. when supporting the claim in document 1 that the will of the people is far more representative than elitist hegemony, the claim in document 3 that the populace aren't clued up enough to make political decisions should not be ignored.

Credit will be given for critical reasoning through the assessment and interpretation of evidence. e.g. that evidence shows that whilst many countries may not want totalitarian governments (documents 1 and 5), a democracy may still become a failed or unsatisfactory government. For example, document 2 shows that people may prefer a military government to a dysfunctional democratic government torn by anarchy and instability; or that being given freedom of expression does not necessarily guarantee that governments will listen to the voice of the majority, as demonstrated by document 4.

Credit will be given for critical analysis and evaluation of stimulus sources. e.g. that the chart in document 5 shows a downward trend in electoral democracies, but there is no evidence to show that this is because countries are turning back to communism, or that we can conclude this demonstrates erosion of freedom – there may be other explanations for the decline. Document 3 is more an attack on the capitalist system and gives reasons to show that democracy is vulnerable to manipulation, but does not argue that democracy itself is bad.

Credit will be given for the inferences candidates draw from the sources, synthesis of arguments from different sources and for other examples of observations they bring to the debate. e.g. that document 4 shows that democracy need not be abandoned, but can be re-modelled and re-defined, so argue that the concept can be defended as claimed by document 1; that coups may not be inherently bad (document 2 and other examples such as Pakistan) but can be interim measures for ushering in better-functioning elected governments. It may be pointed out, with other examples and observations, that the best government depends on context and culture, and there is no single model to emulate, so it is difficult to judge whether democracy may be the best form of government for every country, as claimed by document 1; or that a capitalist–communist government such as in China may offer stability and many of the economic benefits democracies are meant to ensure, while many democratic countries fail to deliver these.

To obtain higher bands, candidates should consider counter-arguments and objections to their own position, and some response to these. Anecdotes from personal experience should not dominate the discussion to the exclusion of other considerations raised by the stimulus sources, they should be weighed in the balance properly.

No marks are reserved for the quality of written English or specialist knowledge of the subject matter/s in the stimulus material. It is the quality of critical thinking and reasoning alone which is under assessment, and provided the candidate has made his or her thought processes sufficiently clear to be understood, full credit will be given.