



Cambridge International AS & A Level

THINKING SKILLS

9694/21

Paper 2 Critical Thinking

May/June 2021

MARK SCHEME

Maximum Mark: 50

Published

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 should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

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This document consists of **11** printed pages.

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

ANNOTATIONS

	In Qs 1, 3 and 4 use to indicate where marks have been awarded.
	Use to indicate an answer or element that is wrong.
	Not good enough.
	Benefit of doubt.
	In Q5 use to indicate creditworthy other argument element In Q3 use to indicate 'significant additional element'.
	In Qs 2 and 5 use to indicate 'conclusion'.
	In Qs 2 and 5 and in short questions where indicated, use to indicate that marks have been capped because an essential element of the answer is absent.
	In Q2 use to indicate creditworthy evaluation of a source.
	In Q5 use to indicate creditworthy intermediate conclusion.
	In Q2 use to indicate creditworthy personal thinking. In Q3 use to indicate paraphrase.
	In Q2 use to indicate creditworthy inferential reasoning. In Q5 use to indicate creditworthy reason used to support a conclusion.
	In Q2 use to indicate creditworthy use of a source. In Q5 use to indicate distinct strand of reasoning.
	In appropriate cases, use to indicate significant omission. In Q3 use to indicate 'significant omission'.
	Use in answers when no other annotations have been used. Use on blank pages.
Highlight	Use to draw attention to part of an answer.

There must be at least one annotation on each page of the answer booklet.

Question	Answer	Marks
1(a)	<p>It does agree that people will perform better if their working hours fit their natural rhythms [1], but it links those rhythms to age-group rather than chronotype/choice [1].</p> <p><i>No mark for judgement.</i></p>	2
1(b)	<p><i>2 marks each for up to two developed valid answers</i> <i>1 mark each for up to two undeveloped or marginal answers / answers expressed as criticisms of the data instead of alternative explanations</i></p> <p><i>Examples of 2-mark answers:</i></p> <ul style="list-style-type: none"> • The students (in years 1 and 2) may happen to have been of greater ability (than those in year 0). • The students (in years 1 and 2) may happen to have been healthier people (than those in year 0). • The students (in years 1 and 2) may have been more naturally motivated (than those in year 0). • The teaching (in years 1 and 2) may have been better (than that in year 0). • The national average for absence may have been higher (in years 1 and 2) (than in year 0). • The national standards for attainment may have been set a little lower (in years 1 and 2) (than in year 0). • The students / teachers (in years 1 and 2) may have responded positively to knowing they were in an experiment (the ‘Hawthorne effect’). • The sanctions for absence/rewards for attendance may have increased (in years 1 and 2) (by comparison with year 0). <p><i>Note: answers may refer to existing students/teachers and/or a changing cohort.</i></p> <p><i>Examples of 1-mark answers:</i></p> <ul style="list-style-type: none"> • The improvement in academic results may have been due to the reduced number of absences. • The students in the different years of the experiment were not the same people. 	4

Question	Answer	Marks
1(c)	<p><i>2 marks for a correct answer with accurate explanation</i> <i>1 mark for a correct answer with vague, incomplete or generic explanation</i> <i>0 marks for correct answer without explanation</i> <i>0 marks for incorrect answer with or without explanation</i></p> <p><i>2-mark answer (3 ticks)</i></p> <ul style="list-style-type: none"> • Source D is not an argument. • It consists of a factual report with an explanation of why a school has decided on a particular policy. • It does not include a (persuasive) conclusion / The word “therefore” in the third sentence indicates an explanation, not a conclusion. <p><i>1-mark answers (2 ticks)</i></p> <ul style="list-style-type: none"> • Source D is not an argument, because it does not include a persuasive conclusion. • Source D is not an argument. It consists of a factual report with an explanation of why a school has decided on a particular policy. <p><i>0-mark answer (1 tick or 0 ticks)</i></p> <ul style="list-style-type: none"> • Source D is not an argument, because it does not include two contrasting opinions. It consists of a factual report with an explanation of why a school has decided on a particular policy. 	2
1(d)	<p><i>1 mark each for up to three of the following:</i></p> <ul style="list-style-type: none"> • The experiment involved only 16–18 year olds / is irrelevant to younger ages. • The experiment involved only one school; there may be features of that school that make it unrepresentative of all schools. • There is no evidence (<i>allow</i> ‘no statistics’) to support the school’s evaluation/decision. • There is no indication of the criteria which persuaded the school to judge that the experiment had succeeded. • The experiment involved much later working hours and it is not clear whether the results would support a less radical proposal. • There was no control group to enable a proper comparison to be made. • It is unclear what the experimental period was – if only 1 week for example then the results would not be very reliable. • Source D does not assess the impact on the staff / parents / students’ lives outside school / state resources etc. 	3

Question	Answer	Marks
1(e)	<ul style="list-style-type: none">• Source E is of moderate credibility (neither incredible nor very credible) [1].• As a teacher, the author has some expertise and ability to see [1],• but he/she does not have current first-hand expertise of being a teenager [1].• The author has an explicit vested interest (<i>accept</i> bias) to oppose a change in school hours, which reduces his/her reliability [1].• The suggestion that students' preference for later working hours is due to their use of mobile phones is inconsistent with Source B [1],• but it is plausible that this is a <i>partially</i> true explanation [1].• The comment about harmful consequences on teachers' family life will be plausible if some schools keep to traditional times [1].• The comment about expectations of employers is not entirely plausible, because tolerance of early start times improves with age [1].	3

Question	Answer		Marks
2	Conclusion	1 mark for an explicit supported conclusion <i>Cap at 7 if conclusion is absent or implicit</i>	8
	Use of sources	2 marks for use of 4 or 5 sources 1 mark for use of 1 – 3 sources	
	Evaluation of sources	1 mark for each valid evaluation of the credibility or quality of reasoning in sources <i>Maximum 3 marks</i>	
	Inferential reasoning	1 mark each <i>Maximum 3 marks</i>	
	Personal thinking	1 mark each <i>Maximum 2 marks</i>	
	<p><i>Indicative content</i></p> <ul style="list-style-type: none"> • Source A supports the idea that working hours should be consistent with the times when people will perform at the optimum ability, • but does not link this to age. • Source B does not refer to teenagers, • but extrapolating the data to teenagers suggests that a time even later than 10 am would be best. • Source B has moderate credibility, because the researcher has relevant expertise but the report is in a popular newspaper, which may have oversimplified or sensationalised the results. • Source C strongly suggests that the change would be beneficial, • although the improvements in attendance and educational attainment may not have a causal basis. • Source D would give some support to even later working hours, but it is not clear whether the proposed change would be sufficient to confer an advantage • and Source D does not provide any evidence about what the effects would be on schoolchildren younger than 16. • The claim in Source E that the needs of teachers should be considered does not count against the proposal, • since the working hours of schools would presumably end at a normal time for many jobs (about 17:30). • The comment about students' use of mobile phones suggests that the benefits of moving the beginning of the working day may be limited. 		

Question	Answer	Marks
2	<p>Annotate answers as follows:</p> <p>CON To indicate ‘conclusion’.</p> <p>S To indicate creditworthy use of source.</p> <p>EVAL To indicate creditworthy evaluation of source.</p> <p>R To indicate creditworthy inferential reasoning.</p> <p>P To indicate creditworthy personal thinking.</p> <p>C To indicate that mark has been capped.</p>	

Question	Answer	Marks
	<p><i>In Q3, annotate as follows:</i></p> <p>AE Significant additional element</p> <p>^ Significant omission</p> <p>P Paraphrase</p> <p><i>In Q3(a), (c), (d) and (e), if two answers are given, one of which is correct, award 1 mark.</i></p> <p><i>In all parts of Q3, apply guidance relating to additional material only if it constitutes an additional part of an answer or an alternative answer.</i></p>	
3(a)	<p>2 marks for an exact answer 1 mark for a paraphrase, or for one additional element or omission</p> <p>Everyone should (therefore) celebrate their own birthday and the birthdays of family and friends.</p>	2
3(b)	<p>For up to 2 of the following: 2 marks for an exact answer 1 mark for a paraphrase, or for one additional element or omission</p> <ul style="list-style-type: none"> • Birthdays are fairer than other celebrations • Birthday presents are worth far more than the monetary value of the gift. (1 mark if the examples are included) • (but) they [people who refuse to celebrate their own birthday] are actually being selfish <p><i>If more than two answers are given, mark only the first three.</i></p>	4
3(c)	<p>2 marks for an exact answer 1 mark for a paraphrase, or for one additional element or omission</p> <ul style="list-style-type: none"> • (People who refuse to celebrate their own birthday may think that) they are being humble and self-effacing 	2

Question	Answer	Marks
3(d)	Examples [1] of (birthday) presents [1] .	2
3(e)	<p><i>2 marks for an exact version of the following 1 mark for an incomplete or vague version of the following or for one additional element.</i></p> <ul style="list-style-type: none"> Selecting a gift requires a significant amount of time and effort. / The person has spent a significant amount of time and effort choosing a gift. <p><i>Allow for 1 mark</i></p> <ul style="list-style-type: none"> The gift does not consist of money. 	2

Question	Answer	Marks
4(a)	<p>The author restricts the options to either being willing to be the centre of attention or recognising that one has an extremely low sense of self-esteem / claims that anyone who is not willing to be the centre of attention must have an extremely low sense of self-esteem [1].</p> <p>This ignores the possibility of other attitudes towards oneself / other reasons for not wishing to be the centre of attention / other reasons for not celebrating a birthday / other ways of celebrating a birthday without being the centre of attention [1].</p>	2
4(b)	There is some similarity, in that both having a birthday and being President involve attracting attention / being special/important [1] but the latter involves expertise and responsibility (etc.) [1] .	2
4(c)	The criticism of people who choose not to celebrate their birthdays is not an irrelevant attack on an opponent [1] ; it is an intrinsic element of the argument, supporting the MC and well supported by the reasoning in the paragraph [1] .	2
4(d)	The explanation in paragraph 1 that people do not celebrate their birthdays because they are not willing to be the centre of attention [1] is inconsistent with the explanation in paragraph 4 that they are drawing more attention to themselves [1] .	2

Question	Answer		Marks
5	Reasons	2 marks for three or more reasons supporting conclusions 1 mark for one or two reasons supporting conclusions	8
	Inferential reasoning	1 mark for each use of an intermediate conclusion or chain of intermediate conclusions <i>Maximum 3 marks</i>	
	Argument elements	1 mark for each use of other argument elements that strengthens the reasoning: counter with response, example, evidence, analogy, hypothetical reasoning <i>Credit each type only once per strand of reasoning</i> <i>Maximum 3 marks</i>	
	Structure	1 mark for two or more distinct strands of reasoning	
<p><i>Each component of a candidate response may score only once. Where there is more than one possibility, use the classification which leads to the higher total mark.</i></p> <p><i>Maximum 6 marks for no conclusion or wrong conclusion, or a conclusion that does not follow from the reasoning, or if both sides are argued without a resolution.</i></p> <p><i>0 marks for answer unrelated to the claim given.</i> <i>No credit for material merely reproduced from the passage.</i></p> <p>Annotate answers as follows:</p> <p>CON To indicate main conclusion.</p> <p>R To indicate creditworthy reason used to support a conclusion.</p> <p>I To indicate creditworthy intermediate conclusion.</p> <p>AE To indicate creditworthy other argument element.</p> <p>S To indicate second distinct strand of reasoning.</p> <p>C To indicate that mark has been capped.</p>			

Question	Answer	Marks
5	<p>Example 8-mark answers</p> <p><i>Support (137 words)</i></p> <p>Many influences currently try to persuade young people that they have no significance as individuals and are no more than a statistic. However, these attitudes are seriously mistaken, since – like snowflakes – each young person has a unique appearance and inner nature. Furthermore, all of them have their own personal circle of intimate relationships and their own peculiar profile of talents, interests and tastes in such matters as food, books and music.</p> <p>The devaluing of young people as individuals is demoralising, and hinders them from fulfilling their potential. If someone thinks they have nothing special to offer, they are unlikely to develop their talents or to impress interviewers. So it is important to confront and oppose these influences, by emphasising the unique worth of each individual.</p> <p>Therefore young people need to know that they are special.</p> <p><i>Challenge (162 words)</i></p> <p>Teenagers should not be encouraged to think of themselves as unique, because what they have in common with other people is actually far more important than any differences. Young people need to begin to recognise the other inhabitants of their little world as persons, with a similar value and equivalent rights to themselves. If they achieve this developmental task, they will become capable of fulfilling such roles of adulthood as working for their living, entering into a relationship and even founding a family of their own.</p> <p>Claiming that everyone is ‘special’ goes against the meaning of the word. Such a claim is as nonsensical as it would be to say that everyone is exceptional. People who believe themselves to be special will develop expectations and hopes for their lives which are likely to be disappointed. For that reason, recognising that one is not special is actually a mark of maturity.</p> <p>Therefore young people need to know that they are not special.</p> <p><i>Acceptable ‘challenge’ conclusions:</i></p> <ul style="list-style-type: none"> • Young people do not need to know that they are special. • Young people need to know that they are not special. 	