

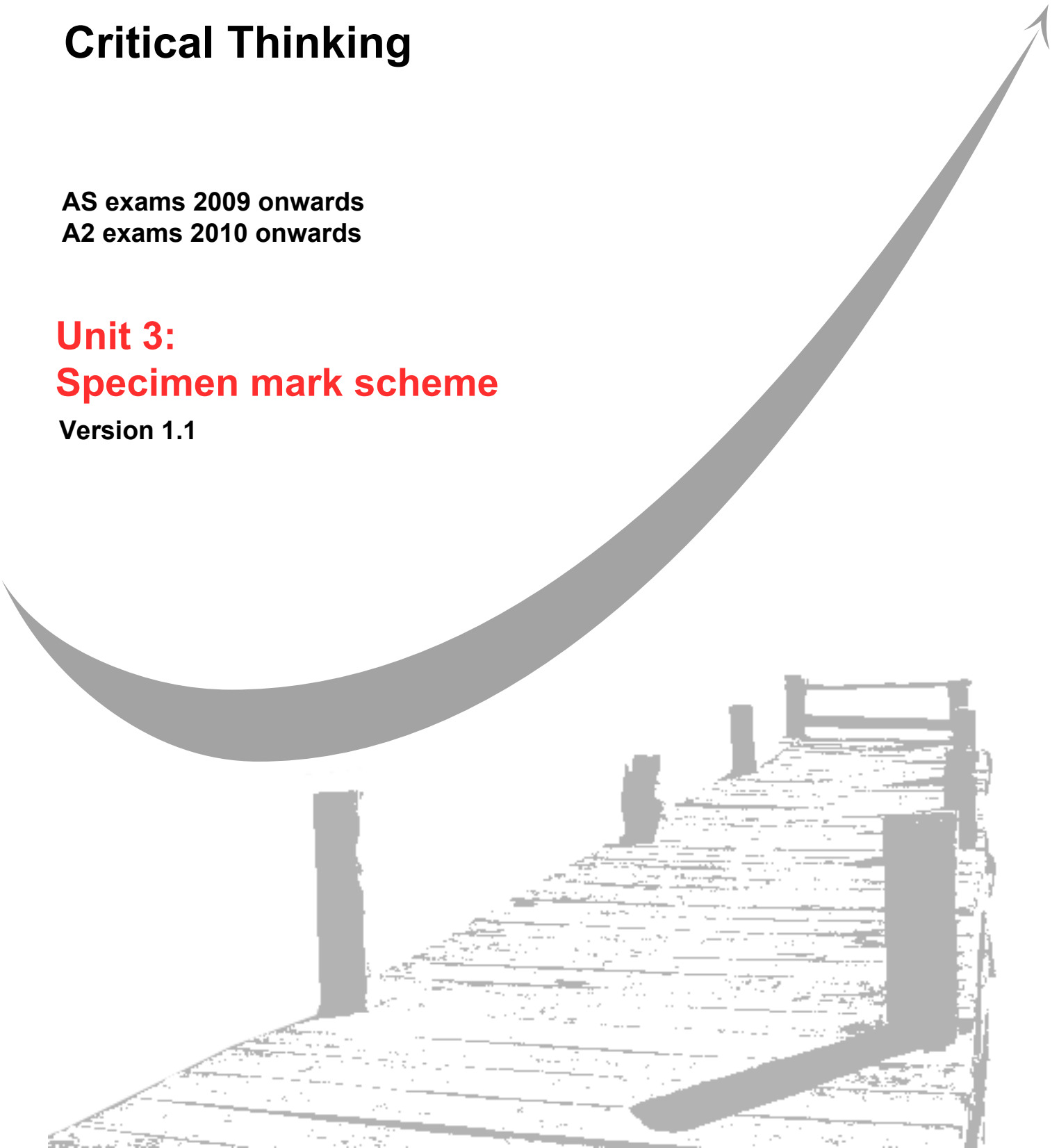
**GCE**  
**AS and A Level**

# **Critical Thinking**

**AS exams 2009 onwards**  
**A2 exams 2010 onwards**

## **Unit 3:** **Specimen mark scheme**

**Version 1.1**



The specimen assessment materials are provided to give centres a reasonable idea of the general shape and character of the planned question papers and mark schemes in advance of the first operational exams

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

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## Section A

	AO	1	2	3
<b>1</b>	<b>Why is an explanation needed for the origin of the word ‘posh’? (2 marks)</b>			
	An explanation is needed because the word appeared quite suddenly and relatively recently but with no known origin or derivation. It couldn’t just ‘come from nowhere’. Most words have a traceable history: when one doesn’t it is puzzling. [2]	2		
<b>2</b>	<b>What grounds are there for the hypothesis that ‘posh’ is an acronym from ‘Port Out Starboard Home’? (6 marks)</b>			
	<p>The best argument for the theory – if not the only argument – is that it provides a plausible and very satisfying explanation. [2]</p> <p>This could be expanded in one or more of the following ways</p> <ul style="list-style-type: none"> <li>• <u>If it is true</u> that the phrase ‘port out starboard home’ existed / was used then it would seem almost certain that the word originated from its initials.</li> <li>• It is likely that the cabins that faced north and east would have had more shade at the hottest part of the day, so it is consistent with the geographical and climatic facts.</li> <li>• It is very believable that wealthy passengers on the ships would have insisted on these cabins. The word ‘posh’ described the kind of people who would expect the best amenities and services etc . It accords with a popular view of colonial times.</li> </ul> <p>Other grounds:</p> <p>There are precedents / analogous cases: other words in the 20th century have come from acronyms in a similar way. Doc. B gives examples. If a word like ‘vip’ could evolve from the initials VIP, then it is not unreasonable to argue that ‘posh’ could have come from ‘port out starboard home’ (if there were such a phrase in use).</p> <p>Many people claim to have seen tickets / know of the practice, even though there is no hard evidence.</p> <p>Appeal to popularity: majority opinion is solidly behind the theory . (If included it should be acknowledged that this is a weak reason.)</p> <p><b>Generic Marking Guide</b></p> <p>5-6 marks for a good response showing clear awareness of explanation as the main argument, but identifying and explaining a number of other relevant arguments. Communication is effective and the structure logical.</p> <p>3-4 marks for a reasonable response making reference to explanation and at least one other argument. Communication is generally clear and the structure reasonably logical.</p>	4		2

	<p>1-2 marks for a limited response showing little awareness of explanation or other relevant arguments. Communication or structural errors may impede understanding.</p> <p>0 marks for a completely irrelevant answer.</p>			
<b>3</b>	<p><b>Consider the information given in paragraph 3 and 4 of Document A, together with the information in Document B:</b></p> <p><b>Can the P.O.S.H hypothesis stand up to the lack of hard evidence?</b></p> <p><b>Does the lack of evidence <i>disprove</i> the theory? <span style="float: right;">(10 marks)</span></b></p>			
	<p>If correct the claims made in the two paragraphs cast considerable doubt on the story and raise difficult questions for the theory.</p> <p>It has to be asked why no evidence has been found either in the form of tickets or booking forms, or in the form of references in the literature of the period. As stated in the text there are huge amounts of memorabilia and thousands of documents. It is also surprising that of the many claims to have seen a POSH ticket, no one can produce one.</p> <p>These are severe tests for the hypothesis because they show its lack of predictive power. If the story were true it would be reasonable to expect that at least one such item would surface, and none has.</p> <p>Document B raises another challenge in that acronyms are very much a thing of the 20th century, and according to the dictionary entry ‘posh’ may have been late 19th century. It was already in use / in print by 1918. Other examples of acronyms like NATO and RAM are much more recent than that and the analogous pronouncing of ‘asap’ and ‘vip’ as words is even more so. [4]</p> <p><b>BUT:</b> lack of evidence for a story does not mean that the claim is necessarily false. It could be that all the tickets with POSH on them have been lost. This would not be impossible. There need not have been many of them and the practice need not have been widespread or long-lived for the story to have spread. Similarly it is not impossible that none of the writers of the time thought to mention the practice or the phrase, though it is harder to explain. Once assumptions like this have to be made to accommodate an explanation it tends to make it less convincing.</p> <p>The challenge that ‘posh’ may predate the appearance of acronym words is a bit easier to meet. There is doubt anyway about the age of the word – 19th or 20th, so ‘posh’ could be recent enough to be an acronym. Also the fact that no known acronyms precede the 20th century does not mean there were none. Indeed, ‘posh’ could have been the first, or even started the practice. [4]</p> <p><b>So:</b> Lack of hard evidence does not, strictly speaking, disprove the P.O.S.H theory. However it does make it a lot less credible. The hypothesis can only stand up to the evidence if a range of assumptions / concessions are made. This affects the simplicity of the explanation which in turn makes it less plausible / less credible / more far-fetched. It would not be wrong for a candidate to argue that the hypothesis can’t stand up, for the reasons given. [2]</p> <p>[For observing the challenges to the hypothesis 1-4. For considering viable</p>		6	4

	<p>responses 1-4. For an acceptable conclusion 1-2]</p> <p><b>Generic Marking Guide</b></p> <p>7-10 marks for a good response showing clear awareness of the challenges in both documents A and B, but recognition that these do not necessarily disprove the theory. The lack of hard evidence affecting credibility is examined and the role of assumptions / concessions is evidently understood. A clear and acceptable conclusion is reached. Communication is effective and the structure logical.</p> <p>4-6 marks for a reasonable response showing some awareness of the challenges in both documents A and B and their impact on the theory. The lack of hard evidence affecting credibility and the role of assumptions / concessions are understood, but there may be a lack of development. An acceptable conclusion is reached. Communication is generally clear and the structure reasonably logical.</p> <p>1-3 marks for a limited response showing little awareness of the challenges in documents A and/or B and their impact on the theory. Reference to the lack of hard evidence affecting credibility and the role of assumptions / concessions may be absent, limited or confused. The conclusion is unclear or missing. Communication or structural errors may impede understanding.</p> <p>0 marks for a completely irrelevant answer.</p>			
<p><b>4</b></p>	<p><b>Consider the two alternative hypotheses referred to in Document A.</b></p> <p><b>(a) Are these any more or less convincing than the acronym theory?</b></p> <p style="text-align: right;"><b>(6 marks)</b></p>			
	<p>The alternatives are: derivation from Romani, and contraction of ‘polish’.</p> <p>The derivation from Romani has no more hard evidence on its side than the acronym theory, and relies on very similar reasoning, i.e. that it is plausible or a ‘logical’ link. [1] It could be argued that it is less plausible to make the connection between ‘half’ and ‘rich’. It would be just as logical perhaps to say that ‘half a penny’ or even ‘half-crown’ suggested someone who was relatively poor. [2]</p> <p>The only other justification suggested by the text is that other similar English words – informal words for groups of people – have also come from Romani. But so does the acronym theory have precedents – other acronymic words – which puts them on a par in this respect. [2]</p> <p>The claim that ‘posh’ is a contraction of ‘polish’ again offers a form of explanation, and is fairly believable. And it too has a precedent (e.g. in ‘pram’). But, as with the Romani hypothesis, this is little more than conjecture. [2]</p> <p>Whilst these hypotheses may fail to provide a really convincing alternative, this does not make the acronym theory any stronger in itself. The right conclusion to draw would be that the grounds for the contending theories are equally inconclusive. [2]</p> <p>Maximum: [6]</p>		<p>6</p>	

	<b>(b) Suggest a further possible explanation. What kind of evidence would be needed to give support to your suggestion? (2 marks)</b>			
	Candidates could draw on Text B to give them some ideas: e.g. that ‘posh’ might have been the name (or corruption of the name) of a particular rich individual, or expensive amenity like a luxury hotel. Alternatively it may have come from an Indian word, like ‘bungalow’ or ‘pyjamas’. [2]			2
<b>5</b>	<b>Most people who claim to know ... insist that ‘posh’ is an acronym...’ (Document A, paragraph 2)</b>  <b>As a claim to knowledge, how does the P.O.S.H theory compare with the claim by etymologists that ‘cloak’ and ‘clock’ come from the same source? (Document B) (6 marks)</b>			
	<p>For full marks candidates need to give some indication of what they understand by knowledge, and apply this to their answer.</p> <p>For example, they may say that strictly speaking both claims are beliefs or hypotheses since neither can be regarded as certain. The argument that one may be better grounded or more credible than the other would mean they differed in degree, or in terms of probability, but wouldn’t make either of them any more ‘known’. (There are no degrees of certainty.)</p> <p>More usefully, they could apply the notion of practical (as opposed to absolute) certainty, and treat claims to knowledge as meaning ‘extremely probable’ or ‘beyond reasonable doubt’. They could then argue that there is far less room for doubt in the ‘cloak’ / ‘clock’ than the P.O.S.H case. The main difference is that the existence and meaning of the word ‘cloque’ can be confirmed by documentary / historical evidence, as well as offering a highly plausible explanation for the close similarities between the two words and their different meanings. By contrast the ‘port-out-starboard-home’ story has <u>only</u> plausibility to support it, leaving much more room for doubt / likelihood of being wrong.</p> <p>Another acceptable approach would be to ask whether either claim could be called a ‘justified belief’. Candidates could argue (along the same lines as above) that there is comparatively little justification for believing the P.O.S.H theory, so that, even if it happened to be true, it would struggle to qualify as knowledge. Believing the ‘cloak’ / ‘clock’ claim, for the reasons the etymologists give, could well be said to be justified.</p> <p>Candidates could also consider whether it is significant that the experts agree on one theory and contest the other. They could ask whether believing something that has unanimous expert opinion is the same as knowledge.</p> <p>Candidates should give an answer that is consistent with the way they refer to the concept of knowledge. [Maximum 6]</p> <p>Responses which compare the two cases without reference to the concept of knowledge: [Maximum 3]</p>	4	2	
	<b>Total Section A: [32]</b>	6	16	10

## Section B

6	<p><b>What are the evident objectives of the advertisement (Document C), and the argument it presents? (Suggest two.) (4 marks)</b></p>			
	<p>For example:</p> <ul style="list-style-type: none"> <li>• To persuade readers / the public that private healthcare benefits everyone, not just those that pay for it, and who get the direct benefit of better services. [1]</li> <li>• To encourage people to opt for private health. [1]</li> <li>• To promote private healthcare and attract customers to healthcare providers (Axa, etc.) [1]</li> <li>• To make people who choose private healthcare feel they are benefitting others as well as just themselves.</li> </ul>	4		
7	<p><b>Analyse Document C in a way which explains the structure of the argument.</b></p>			
	<p style="text-align: right;"><b>[4]</b></p> <p>There are two main premises to this argument. One is that private patients themselves benefit from private health care (PHC) by getting prompt treatment etc. The other is that the NHS also benefits from shorter queues. The conclusion of the argument is that (therefore) everyone benefits from PHC. The second premise is an intermediate conclusion (IC) from the claim that without PHC there would be half a million more operations on the NHS.</p> <p>Alternatively:</p> <p>1 Private patients can themselves benefit from PHC</p> <p>BUT</p> <p>2 If there were no PHC, half a million more NHS operations p.a.</p> <p>THEREFORE</p> <p>IC They also help the NHS by shortening the queue</p> <hr style="width: 40%; margin-left: 0;"/> <p>C Everyone benefits from private healthcare</p> <p>[1 for main conclusion, 1 each for identifying main premises, 1 for noting the IC or sub-argument. Max. 4]</p>	4		
8	<p><b>Critically consider the author's headline claim that:</b></p> <p><b>'Private patients don't jump the queue, they shorten it'.</b></p> <p><b>How far is the claim justified by the argument?</b></p>			

	<p><b>Does the reasoning around this claim make any unwarranted assumptions or employ any faulty reasoning?</b></p> <p style="text-align: right;"><i>(6 marks)</i></p>			
	<p>It is justified only at the most simplistic or literal level, in that the NHS queue is numerically shorter if people leave it. However, it is hard to see how leaving it to pay for ‘prompt treatment’ is anything other than a form of jumping the queue. Arguably these two claims – you can get prompt treatment and shorten the queue – are contradictory.</p> <p>The assumption that the argument unavoidably makes is there are two completely separate pools of human and other resources: one for the NHS and another for those who opt for private care. If this is not the case – if for example some doctors work in both the NHS and the private sector – then leaving the queue may result in fewer people waiting but will not necessarily reduce the time they wait, and the crucial assumption is false. Even if there are separate pools of resources it could always be said that if there were no private healthcare there would be more doctors etc. available for the NHS, so that its queue would move more quickly. That possibility, too, would make the assumption dubious.</p> <p>Is the reasoning faulty? Yes. As well as the questionable assumption, the author is guilty of equivocation: using ‘the queue’ with a vague or confused meaning. Whether or not this is a deliberate rhetorical ploy, or just lack of clarity in the author’s own thinking, it is still a flaw in the argument.</p>		6	
<b>9</b>	<p><b>Can it be said that the main argument makes a <i>valid deduction</i>? (That is: if you accepted the reasons as true, would you have to accept the conclusion as well?)</b></p> <p style="text-align: right;"><i>(2 marks)</i></p>			
	<p>A case can be made for a Yes or a No response.</p> <p><b>YES:</b></p> <p>The main argument is that private health care benefits everyone. It is supported by two premises: (1) the private patients benefit and (2) that the NHS is helped. If we are satisfied that this means ‘everyone’, and that ‘is helped’ means ‘benefits’, then the conclusion has to be true, which would make the underlying argument a valid deduction. [2]</p> <p><b>NO:</b></p> <p>The premise that the NHS ‘is helped’ does not mean that everyone concerned with the NHS or treated by it benefits. So it could be true that (1) private patients benefit and (2) that the NHS is helped and still false that everyone benefits. This means the argument is invalid. [2]</p> <p>[Candidates who have understood the main argument differently – e.g. as non-deductive – may be eligible for 1-2 discretionary marks.]</p>		2	
<b>10</b>	<p><b>To what extent is this an ethical argument, or an ethical issue? What ethical principles, if any, could be used to support the argument?</b></p> <p style="text-align: right;"><i>(4 marks)</i></p>			
	<p>On the face of it this looks like a purely pragmatic argument about reducing waiting lists and improving services etc. However, its conclusion is about</p>	2		2

	<p>‘benefitting’ people, and is therefore making a judgement about what is good or desirable. That is enough to make it an ethical argument, or at least an argument with ethical implications.</p> <p>The principle it most obviously appeals to is utilitarianism: the principle that we should always do what brings the most benefit to the greatest number. If allowing some inequality means that on average everyone would be a little better off than they would under a universal free NHS, then that would make the inequality right. If, conversely, a universal NHS brought no general improvement, then the loss of freedom (for some) to choose private care would be unjustified.</p> <p>(It is sometimes objected that utilitarian arguments are not strictly ethical in kind, and candidates articulating that view should not be penalised.)</p>			
11	<p><b>Consider the following challenge to the argument in the advertisement.</b></p> <p><b>‘Private healthcare is like first-class travel on trains. It would be absurd to argue that the existence of first class seats benefits everyone by reducing the crowding in standard class, because if there were no first class there would be correspondingly more seats for everyone, and fewer people, not more, standing up on long journeys.’</b></p> <p><b>What method of reasoning is used here; and how fair and effective is it?</b></p> <p><b>What reply could be made to counter the challenge?</b></p> <p style="text-align: right;"><i>(8 marks)</i></p>			
	<p>It is an argument from analogy. [1]</p> <p>Is it a fair analogy? In the main, yes. There is a strong parallel between first class travel and private health: both cost extra money, both offer something more than the basic, both exist side-by-side. In the relevant respects they are sufficiently alike to make the point. We can see how standing up on a train and waiting for a hospital appointment are interestingly analogous. [3]</p> <p>Is the challenge effective? Again, yes. It would be absurd to say that first class reduces crowding, and therefore by analogy there is something absurd about the claim in the advertisement. [2]</p> <p>In defence it could be said that the analogy is superficial; that it breaks down because it wrongly compares the entire health service to a single train, whereas the advertisement implies that private patients ‘leave the train’ altogether and therefore do make more space for all. If that is the correct picture, then the analogy is not fair and the challenge is not effective either. [2]</p>	2	2	4
12	<p><b>Images are often used to make statements or support arguments. Document D is a set of photographs taken by different campaigners against the practice of advertising on parked lorry trailers next to main roads and motorways. The law permits ‘mobile’ advertisements.</b></p> <p><b>Draw your own conclusion (or conclusions) from the photographs and support it (or them) with a concise, well-reasoned argument. <i>(10 marks)</i></b></p>			

	<p>A wide range of conclusions could be drawn. For example, that roadside advertisements are a danger and should be prohibited; OR that farmers are not suitable custodians of the countryside; OR that landowners have a right to profit from their own property.</p> <p>Marks will be awarded for:</p> <p><b>Conclusion(s):</b> clearly stated and relevant to the sequence of images [1-2]</p> <p><b>Reasoning:</b></p> <ul style="list-style-type: none"> <li>• giving a reason or reasons which give some support to the conclusion [1-3]</li> <li>• giving plausible / credible reasons which give adequate / strong support [4-6]</li> <li>• giving plausible, adequate reasons in a well structured argument including, e.g., examples, analogies, explanations, anticipation of objections or counter arguments [7-10]</li> </ul>			10
	<b>Total Section B: [28]</b>	12	10	16
	<i>+ Section A</i>	6	16	10
	<b>Total Paper 3: [70]</b>	18	26	26