

**MARK SCHEME for the May/June 2011 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 2011 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

Page 2	Mark Scheme: Teachers' version	Syllabus
	GCE A LEVEL – May/June 2011	9694

1 (a) Identify three points that weaken the credibility of the statistics in the article.

1 mark for each distinct, clearly expressed and relevant comment: e.g.

- Arbitrary definition of poverty.
- Criticism of data collection method (may be unrepresentative or biased).
- No source for the statistics in the table.
- No other study to corroborate the World Bank's statistics.
- The two years in the article may have been selected to show the desired trend (especially since they are not very recent).
- Poverty is an absolute measure but increased proportion of world income is relative.
- Details of the distribution within the quintiles are not shown.
- Details of changes close to the poverty line are not shown.
- Table provides limited information; does not give any information about actual income, or mean and standard deviation of income across the quintiles.

(b) "Global poverty is finally on the decline."

**Do you think the evidence presented is sufficient for this inference to be drawn? Briefly justify your answer.** [2]

1 mark for weak response comprising judgment and minimal explanation. 2 marks for judgment plus a well-developed response.

Some points listed in (a) above may be validly applied in an answer to (b). No credit for repeating or restating points from (a) in (b), but credit may be awarded if a point identified in part (a) is elaborated with fresh critical insight or different application to support whether the inference can or cannot be drawn.

Examples of relevant points:

- 2003/2004 is not very 'recent'.
- 2001 data is not very relevant.
- Poverty includes other elements: access to water, health, civil liberties etc.
- Income inequality is not identical to poverty.
- Insufficient data to discern a trend ("decline").

Sample answer: Neither of the measures given in the article accurately reflects global poverty. The World Bank's measure ignores access to water, health and civil liberties. The world income chart is not sufficiently detailed, since it does not represent where the 'poverty line' is placed amidst the quintiles. Therefore I think there is insufficient evidence to draw the inference that global poverty is on the decline.

Page 3	Mark Scheme: Teachers' version	Syllabus
	GCE A LEVEL – May/June 2011	9694

**2 Briefly analyse NU's argument in Document 1, by identifying its main conclusion, reasons, as well as any intermediate conclusions and counter-arguments.**

CA – (Most people would agree that) the invasion and occupation of another country should be condemned.

CA – There is this idea of 'self-determination' – that the people living in a country should decide their own future and govern themselves.

R1 – The long-term benefits of occupation are overlooked because of the short-term injustices of being invaded.

IC – In actual fact invasion cannot be such a bad thing if it leads to an enrichment of culture in the subject countries.

R2 – Most countries have been invaded several times and this has led to the culture and values of the invading nations being superimposed on the subject nations.

R3 – Some of the greatest Indian thinkers ensured that India took something from its invaders.

IC – (So we can see that) true leaders and intellectuals do not resist the culture of invaders, instead they use the incoming culture to enrich the lives and traditions of their own people.

IC – Knowledge and know-how from the West have greatly contributed to shaping modern India.

R4 – India would have no film industry if the West has not invented cinema photography.

R5 – The current industrialisation of India could not have happened without the Industrial Revolution that took place in Britain in the eighteenth and nineteenth centuries.

R6 – Software development has become one of the greatest business success stories of India in recent years, and would not have happened if the modern computer had not been first invented in the USA.

*Therefore* (MC): Countries which have frequently been invaded should be grateful to their leaders who have recognised and taken advantage of the ideas and inventions of the invaders.

**Marks**

Summary or gist (without any ICs) – 1

Conclusion + gist – 2

Conclusion + 1 IC – 3

Conclusion + 2 IC – 4

Conclusion + 3 IC – 5

Identification of a counter-argument (CA) – 1. (Max 1 mark for this).

Main Conclusion (MC), Intermediate Conclusion (IC) and Counter-arguments (CA) must be correctly identified as such to gain credit for them.

Max 5 if MC not identified:

Gist + 1 IC – 2

Gist + 2 IC – 3

Gist + 3 IC – 4

Gist + 3 IC + CA – 5

Page 4	Mark Scheme: Teachers' version	Syllabus
	GCE A LEVEL – May/June 2011	9694

- 3 Give a critical evaluation of NU's argument in Document 1, by identifying and evaluating its strengths, weaknesses, implicit assumptions and flaws.

### Paragraph 1

*Most people would agree that the invasion and occupation of another country should be condemned. Why? There is this idea of 'self-determination' – that the people living in a country should decide their own future and govern themselves.*

**This explanation is questionable.** There are other explanations why invasions are condemned – international law, human rights violation, destruction etc.

*In general, we do not like bullies in our private lives and this feeling carries across to public life too; indeed, our private life gets directly (and negatively) affected by what is happening in our country during an invasion. It is difficult to carry on with your grocery shopping when there is a tank from an enemy driving down the street.*

Here is a **straw man/flawed analogy**, in comparing an invasion to bullying and the effects of invasion to a minor disruption such as inconvenience in everyday shopping.

*The difficulty with this argument is that the long-term benefits of occupation are overlooked because of the short-term injustices of being invaded.*

A **reductionist fallacy** – deliberate underestimation of invasion.

**Shift in meaning** – From describing effects of invasion as discomfort to suffering 'injustice'.

**Straw man** – The whole passage trivialises the consequences of invasion in order to argue that invading another country has many advantages for that country. Only if this premise can be accepted can the conclusion be drawn that frequently-invaded countries should be grateful.

**Strength** – This paragraph demonstrates that not the consequences of invasions are not all negative.

### Paragraph 2

*In actual fact, invasion cannot be such a bad thing if it leads to an enrichment of culture in the subject countries.*

**Hypothetical reasoning:** a pointless reasoning on the basis of hypothesis – since it depends on the evaluation of the consequences of the invasion i.e. on the truth of whether it has enriched the culture of another country or not.

**Assumption** – that countries that are invaded do not have parallel culture and values as rich as the invaders.

**Assumption** – that cultural mixing leads to enrichment.

**Assumption** – that any gain in culture outweighs any loss.

**Assumption** – that "true leaders and intellectuals" do not think invasion is wrong. True intellectuals and leaders are well-known to be in the forefront of leading resistance movements.

**Necessary/sufficient condition; begging the question:** ability to think and reflect may be a necessary but not sufficient condition for becoming a "true leader and intellectual", there would have to be other criteria.

**Generalisation** from Roy to "true leaders and intellectuals".

Page 5	Mark Scheme: Teachers' version	Syllabus
	GCE A LEVEL – May/June 2011	9694

**Paragraph 3**

**Conflating** effects of invasion with effects of modern commerce; Industrial Revolution accessed via colonisation but software development are accessed through globalisation.

An **alternative explanation** as to why India has progressed into its modern shape is because it cut free from its colonial heritage and was free to join the global market which it could not have done if it was still a subject nation.

**Another possible explanation:** there may have been vast market reforms based on modern ideas of trade liberalisation which has nothing in common with older ideas of trade and commerce such as the British Empire held.

**Flaw of cause and effect (relevance):** US did not invade India; the passing on of info-tech to India is not as a result of invasion.

**Generalisation** from the case of India to countries which have been frequently invaded.

**For each sound evaluative point 1 mark and 2 for a developed point, up to maximum of 9 marks.** No mark given for mere counter-assertions.

4 'Former colonial powers should compensate countries they have once occupied'

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 27–30	Can consider counter-positions to own argument and reflect on implications in arriving at conclusion.	Developed consideration of counter-positions. Knows precisely what complexities face own argument.	30 29
		Simple statement of 1 or 2 counter-arguments to own argument.	27
Band III 17–21 / 22–26	A critical stance: ideally an <b>evaluation of sources, and explicit consideration of counter-arguments</b> (or conflicting sources). Must reference 3+ documents.	Well-constructed, coherent argument. Candidates introduce their own ideas and arguments building their own position. Can compare and contrast documents and draw inferences synthesising arguments from different documents. Good interpretation of sources.	26 24 22
		Occasional explicit, precise / developed critical reasoning of 2+ points. Can compare and contrast documents relevantly.	21 19 17
Band II 07–11 / 12–16	A reasoned stance: a <b>clear conclusion, supported by reasons clearly expressed but uncritically selected from the sources</b> . Reference to at least 2 documents.	Some independent reasoning / implicit critical comments. Clear statement of 3/4 reasons in support.	16 14 12
		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.	11 09 07
Band I 02–06 0–1	'Pub rhetoric': <b>unclear or no conclusion; reasoning that goes off question target at a tangent; substantial irrelevant material. Completely misunderstands or no understanding of question</b>	Reproduced reasoning from (2) and (3). Disorganised. Unconvincing attempts to construct reasoning.	06 04 02
		Stream of consciousness. Wholly irrelevant / deviant / incoherent material. No attempt.	01 0 0