

Cambridge International AS & A Level

THINKING SKILLS

9694/21

Paper 2 Critical Thinking

October/November 2024

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.

Cambridge International is publishing the mark schemes for the October/November 2024 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

This document consists of **12** 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 descriptions 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 (except 1(a)), 3 and 4 use to indicate where each mark has been awarded.
	Use to indicate an answer or element that is wrong.
	Not good enough. Use wherever such a judgment has been made.
	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 when an element of an answer which would normally be credited cannot receive a mark because of a rubric; e.g., in Q5 use when a type of argument element has already been credited in the same strand of reasoning. 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><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 a correct answer without explanation</i> <i>0 marks for an incorrect answer with or without explanation</i></p> <p><i>2-mark answer (3 ticks)</i> The second paragraph of Source D is an argument ✓. The first sentence is the conclusion ✓, which is supported by the remainder of the paragraph ✓.</p> <p><i>1-mark answer (2 ticks)</i></p> <ul style="list-style-type: none"> • The second paragraph of Source D is an argument ✓, because it includes a persuasive conclusion supported by reasons ✓. • The second paragraph of Source D is an argument ✓. The first sentence is the conclusion ✓. • The second paragraph of Source D is an argument ✓. It suggests that altruism really exists, and supports ✓ the claim by giving reasons for it. <p><i>0-mark answer (1 tick)</i> The second paragraph of Source D is an argument ✓, because it includes two contrasting opinions. The second paragraph of Source D is not an argument ✕.....</p>	2
1(b)	<p><i>Up to 2 marks each for up to two of the following:</i></p> <ul style="list-style-type: none"> • The example study only examined people over 65 years of age, who had retired from employment [1]. These factors may have affected the study's outcome. For instance, a younger group of subjects may have produced a different outcome to the study [1]. • The study only shows a link between involvement in altruistic activities and better mental health, a more positive attitude to life, and a stronger life force [1]. However, it is plausible that people with these characteristics are more likely to get involved in helping others, rather than these characteristics being the result of the involvement / or that there is no causation present in either direction [1]. • The supposed benefits of involvement in altruistic activity may merely be due to being occupied rather than unoccupied [1], instead of being caused by undertaking altruistic activity per se [1]. • Voluntary work is only one type of altruistic activity [1]. Other types may not yield the benefits claimed [1]. <p><i>Accept for 1 mark (as a variant of the first point): 'The source refers to only one study, but the claim purports to be supported by multiple studies'.</i></p>	4

Question	Answer	Marks
1(c)	<ul style="list-style-type: none"> • The claim is partly reliable (neither unreliable nor very reliable) [1]. • Hobbes may have had good ability to perceive his own motivation for performing the act [1]; • although, other sources make the point that this could be illusory [1]. • However, he would have been unavoidably biased in favour of his own theory [1]. • He had a vested interest to maintain his reputation as a well-known sceptic about the possibility of altruism [1] • and a vested interest to make his own behaviour consistent with his theory [1]. • As an ‘influential philosopher’, he had a good reputation [1] • and expertise in philosophy [1]. • However, he lacked expertise in psychology, since this science was not developed in his time [1]. <p><i>Cap at 2 marks if only one side covered. No mark for unsupported judgment.</i></p>	4
1(d)	<p>Source E only partly supports the claim [1]. What may appear to the agent to be a wholly altruistic act may actually have been motivated by selfishness [1], because they may have had a purely self-regarding reason for acting that was hidden from their mind [1]. However, Source E fails to support it inasmuch as it claims that unconscious reasons for acting are inaccessible to the agent [1], and, as a result, we can never be certain whether hidden self-interest is or is not a motive [1].</p> <p><i>Award judgment mark only if both sides are supported</i></p>	4

Question	Answer	Marks										
2	<table border="1" data-bbox="308 248 1326 813"> <tr> <td data-bbox="308 248 552 349">Conclusion</td> <td data-bbox="552 248 1326 349">1 mark for an explicit supported conclusion <i>Cap at 7 if conclusion is absent or implicit</i></td> </tr> <tr> <td data-bbox="308 349 552 450">Use of sources</td> <td data-bbox="552 349 1326 450">2 marks for use of 3 or 4 sources from B to E 1 mark for use of at least 1 source from B to E</td> </tr> <tr> <td data-bbox="308 450 552 580">Evaluation of sources</td> <td data-bbox="552 450 1326 580">1 mark for each valid evaluation of the credibility or quality of reasoning in sources <i>Maximum 3 marks</i></td> </tr> <tr> <td data-bbox="308 580 552 710">Inferential reasoning from sources</td> <td data-bbox="552 580 1326 710">1 mark each <i>Maximum 3 marks</i> <i>Source must be mentioned for this to be credited</i></td> </tr> <tr> <td data-bbox="308 710 552 813">Personal thinking</td> <td data-bbox="552 710 1326 813">1 mark each <i>Maximum 2 marks</i></td> </tr> </table> <p data-bbox="308 846 724 880">Annotate answers as follows:</p> <p data-bbox="308 913 699 947">CON To indicate 'conclusion'.</p> <p data-bbox="308 981 890 1014">S To indicate creditworthy use of source.</p> <p data-bbox="308 1048 978 1081">EVAL To indicate creditworthy evaluation of source.</p> <p data-bbox="308 1115 978 1149">R To indicate creditworthy inferential reasoning.</p> <p data-bbox="308 1182 938 1216">P To indicate creditworthy personal thinking.</p> <p data-bbox="308 1249 906 1283">C To indicate that mark has been capped.</p> <p data-bbox="308 1305 778 1350">X To indicate incorrect material.</p> <p data-bbox="308 1417 563 1451">Indicative content</p> <ul data-bbox="308 1485 1326 1971" style="list-style-type: none"> • Source A is an explanation of altruism and altruistic action. • Source B states that there is evidence that people who do voluntary work for the benefit of other people tend to have better mental health than those who do not do such work. • As an example, it gives the findings of a recent survey that claims to establish such a link. • However, the survey was limited to retired people over 65 years of age, • and the findings are open to different interpretations. • Source C outlines the doubts expressed by some thinkers that altruism is ever possible, • citing an incident from the life of Thomas Hobbes, a notable sceptic about this possibility. • However, it is arguable that Hobbes' account of this incident was not wholly reliable. 	Conclusion	1 mark for an explicit supported conclusion <i>Cap at 7 if conclusion is absent or implicit</i>	Use of sources	2 marks for use of 3 or 4 sources from B to E 1 mark for use of at least 1 source from B to E	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 from sources	1 mark each <i>Maximum 3 marks</i> <i>Source must be mentioned for this to be credited</i>	Personal thinking	1 mark each <i>Maximum 2 marks</i>	8
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Personal thinking	1 mark each <i>Maximum 2 marks</i>											

Question	Answer	Marks
2	<ul style="list-style-type: none"> • Source D gives a robust defence of the reality of altruism, both from historical evidence and introspection. • Source E gives an account of recent research purporting to prove that far more unconscious thought lies behind our actions than was previous realised, • with the result that much of our motivation is hidden from us. • If this is correct, it partially supports Source C's scepticism about altruism, because we can never be sure that a seemingly altruistic act has not been prompted by a selfish reason of which we are not aware; • however, it also entails that Source C's scepticism can never be proved to be well-founded. • Source E also undermines the more positive view of altruism expressed in Source D. <p>Example 8-mark answer (247 words)</p> <p>There is a long tradition of scepticism about the possibility of genuine altruism existing, as highlighted in Source C. Sceptics deny that we can ever be sure that a seemingly unselfish act is not actually being done for selfish reasons. This doubt is partly corroborated by Source E, which claims that many of our reasons for action are unconscious and hence hidden from us. This claim is the result of research conducted by a professional psychologist, and, being underpinned by expertise, is likely to be reliable.</p> <p>Source D asserts the reality of pure altruism, citing as evidence both historical facts and introspection. Also, by highlighting the beneficial effects of altruistic activity on people who undertake voluntary work for the benefit of others, Source B appears to reach a similar conclusion. However, the study on which this source focusses was limited to retired volunteers aged over 65 years, so its conclusions may not apply to people outside this category. Also, it is entailed by Source E that even if these volunteers thought they were helping others for purely unselfish reasons, they may be mistaken in this respect.</p> <p>It could be argued that what matters is that help is given, not why it is given, but this would be evading a worthwhile question.</p> <p>Overall, it is safest to conclude that no human acts are purely altruistic. The evidence suggests that many acts certainly appear to be; however, we can never remove the possibility that we are unconsciously deceiving ourselves.</p>	

Question	Answer	Marks
<p>In Q3, annotate as follows:</p> <p>AE Significant additional element</p> <p>A Significant omission</p> <p>P Paraphrase</p> <p><i>In Q3(a), (c), and (d), 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><i>2 marks for an exact answer 1 mark for a paraphrase, or for one additional element or omission</i></p> <p>Modern technology causes more harm than good.</p>	2
3(b)	<p><i>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 If more than two answers given, mark the first three only</i></p> <ul style="list-style-type: none"> • (hence) our heavy usage of hi-tech equipment is very bad for the environment. • their [machines'] introduction has resulted in people becoming less active. • This laziness has degraded the moral value of society. 	4
3(c)	<p><i>2 marks for an exact answer of either of the following 1 mark for a paraphrase of either of the following, or for one additional element or omission</i></p> <ul style="list-style-type: none"> • (While it is true that) technology has made it easier than ever before to keep in touch with people who are important to us but who do not live near us, • (Even if) this [targeting advertising to our known interests or showing us material relevant to websites that we've visited] seems of benefit to us, 	2
3(d)	<p><i>2 marks (each) for an exact version of any of the following 1 mark (each) for an incomplete or vague version of any of the following</i></p> <ul style="list-style-type: none"> • Breakdowns are always caused by the failure of electronic parts. 	2

Question	Answer	Marks
4(a)	<p>When a machine breaks down, the passage restricts the options to only two possible courses of action: <u>either</u> having it repaired <u>or</u> buying a new one [1]. This excludes other options, such as buying a second-hand machine or ceasing to use a machine of the type in question* [1].</p> <p><i>* Accept any reasonable example.</i></p>	2
4(b)	<p>Being 'less active' is conflated with 'laziness' [1]. 'Less active' refers merely to the amount of activity, whereas laziness involves an unwillingness to engage in activity [1].</p>	2
4(c)	<p>Contrasting 'contact by electronic means' with 'meaningful face-to-face interaction' [1] <i>begs the question</i> [1].</p> <p><i>May be described in terms of an unstated assumption: that 'contact by electronic means' does not provide 'meaningful face-to-face interaction with family and friends'.</i></p> <p><i>Accept for maximum 1 mark any reasonable counter to the above assumption.</i></p>	2
4(d)(i)	<p>The evidence used to support the statement that 'all hi-tech devices result in an invasion of privacy' is inadequate. It relies solely on the gathering, analysis and use of data collected from our internet browsing [1]. However, computers used for this purpose are only a small proportion of all hi-tech devices [1], and cannot provide adequate support for the general claim made [1].</p>	2
4(d)(ii)	<p>The rash generalisation seriously weakens the support given to the claim that 'all hi-tech devices result in an invasion of privacy' [1]. However, although this IC is overdrawn, a weaker version would still support the MC quite well [1].</p>	2

Question	Answer		Marks										
5	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Conclusion</td> <td>1 mark for conclusion in acceptable format.</td> </tr> <tr> <td>Reasons</td> <td>2 marks for three or more reasons supporting conclusions 1 mark for one or two reasons supporting conclusions</td> </tr> <tr> <td>Inferential reasoning</td> <td>1 mark for each use of an intermediate conclusion or chain of intermediate conclusions <i>(including if used in a response to a counter)</i> Maximum 3 marks</td> </tr> <tr> <td>Argument elements</td> <td>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> Maximum 3 marks</td> </tr> <tr> <td>Structure</td> <td>1 mark for two or more distinct strands of reasoning</td> </tr> </table> <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>No credit for material unrelated to the claim given on the question paper. No credit for material 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 distinct strand of reasoning.</p> <p>C To indicate that mark has been capped.</p> <p>✗ To indicate material that is judged not to have a structural function the argument.</p> <p>Use highlighter to indicate material which is not relevant to the stated claim or is derived from the passage.</p>		Conclusion	1 mark for conclusion in acceptable format.	Reasons	2 marks for three or more reasons supporting conclusions 1 mark for one or two reasons supporting conclusions	Inferential reasoning	1 mark for each use of an intermediate conclusion or chain of intermediate conclusions <i>(including if used in a response to a counter)</i> Maximum 3 marks	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> Maximum 3 marks	Structure	1 mark for two or more distinct strands of reasoning	8
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5	<p>Example 8-mark answers</p> <p><i>Support (160 words)</i></p> <p>Human life is short, so it is good to make the maximum possible use of it. Were people not to do this, they would be more likely to have regrets when they are older, when it would be too late to put things right.</p> <p>Studies consistently show that people who are involved in many different activities are generally happier and more fulfilled than those who are not thus engaged. Everyone seeks happiness and fulfilment, so it is wise for young people – who are more likely than adults to have plenty of energy and free time – to take the steps necessary to achieve this.</p> <p>Just as runners in a competition need to move quickly to avoid being left behind, people have to do likewise in life's 'race'. Nobody wants to feel like a failure; hence, to avoid having low self-esteem people should get out into the world and get involved.</p> <p>Therefore, it is good for young people to lead busy lives.</p> <p><i>Challenge (170 words)</i></p> <p>It is often argued that young people should fit as much into their lives as possible. However, this can lead to problems such as stress and depression, if they should overreach themselves by taking on too many commitments. Being too busy can lead to mental harm.</p> <p>Just as passengers see more of their surroundings on a slow car journey than on a fast one, moving through life at a relaxed pace enables people to form a deeper and more lasting impression of the beauty in the world. Hence, in this sense, we get more out of life by not rushing through it. This is especially important for young people, who are at the beginning of their 'journey'.</p>	

Question	Answer	Marks
5	<p data-bbox="304 277 1267 331">R Different personality types have different needs, preferences and abilities.</p> <p data-bbox="304 344 1302 483">R People are not all Type A personalities, so the lifestyle suitable for someone energetic and driven will not necessarily suit everyone. The latter will need a slower pace for them to thrive.</p> <p data-bbox="304 528 1086 582">CON Therefore, it is not good for young people to lead busy lives.</p> <p data-bbox="304 636 772 667"><i>Acceptable 'challenge' conclusions:</i></p> <ul data-bbox="304 674 1002 739" style="list-style-type: none">• It is not good for young people to lead busy lives.• It is good for young people not to lead busy lives.	