

Thursday 19 May 2016 – Afternoon

AS GCE CRITICAL THINKING

F501/01 Introduction to Critical Thinking

Candidates answer on the Question Paper.

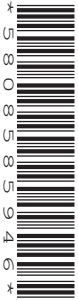
OCR supplied materials:

- Resource Booklet

Other materials required:

None

Duration: 1 hour 30 minutes



Candidate forename		Candidate surname	
-----------------------	--	----------------------	--

Centre number						Candidate number				
---------------	--	--	--	--	--	------------------	--	--	--	--

INSTRUCTIONS TO CANDIDATES

- Write your name, centre number and candidate number in the boxes above. Please write clearly and in capital letters.
- Use black ink. HB pencil may be used for graphs and diagrams only.
- Answer **all** the questions.
- Read each document in the Resource Booklet before starting to answer the questions.
- Read each question carefully. Make sure you know what you have to do before starting your answer.
- Write your answer to each question in the space provided. If additional space is required, you should use the lined page(s) at the end of this booklet. The question number(s) must be clearly shown.
- Do **not** write in the bar codes.

INFORMATION FOR CANDIDATES

- The number of marks is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is **75**.
- You are advised to spend about 10 minutes reading the Resource Booklet, about 35 minutes on Section A and about 40 minutes on Section B.
- Quality of Written Communication will be assessed in this paper.
- This document consists of **16** pages. Any blank pages are indicated.

SECTION A – The language of reasoning

Answer **all** questions.

Read **all** the documents in the Resource Booklet before you answer the questions.

In your answers to all parts of Question 1, you should use the exact words of the author. You must give only the argument element asked for and include no other material.

1 (a) State the **conclusion** given by:

- **Sir Alan Ayckbourn** in **Document 1**, paragraph 5
-
-

- **Michael Boyd** in **Document 1**, paragraph 6.
-
-

[4]

(b) State the **hypothetical reasoning** used in **Document 1**.

.....

..... **[2]**

(c) State the two **counter-assertions** given in **Document 1**, paragraphs 5–6 to negative claims about cinema screening of live theatre productions.

-
.....
.....
.....

-
.....
.....
.....

[4]

(d) State what the following **examples** in **Document 1** are intended to exemplify (illustrate):

- “the distorted face of syphilitic Oswald” (paragraph 3).
.....
.....

- “such cinema broadcasts as the National Theatre’s *Phèdre*, starring Helen Mirren” (paragraph 6).
.....
.....

[2]

(e) State the **argument indicator words** used in **Elizabeth Freestone’s** claims in **Document 3** and state the argument element each indicates.

e.g. therefore – conclusion

- –
- –
- –
- –

[4]

2 In **Document 1**, paragraph 4 **Michael Billington** says:

“being all together in that same space witnessing a live, immediate event is different from having a more solitary, if equally intense, time in the cinema.”

(a) State the **argument element** above.

..... [2]

(b) Explain why this is so.

.....
.....
.....
..... [2]

- 3 (a) In **Document 2** on the basis of the 6.4% increase in local theatre attendance in areas nearest to NTL screenings in London, **Hasan Bakhshi** suggests:

“that NTL has on average increased audiences for local theatres in London.”

Suggest an alternative explanation for this increased theatre attendance in London.

.....

.....

.....

.....

..... [2]

- (b) In **Document 3 Lyn Gardner** argues that people would go to the theatre

“Probably for exactly the same reasons why live gigs are flourishing.”

- (i) Explain one way in which the reasons people have for going to live gigs might **be representative** of why people choose to go to other live forms of entertainment, such as the theatre.

.....

.....

.....

.....

..... [2]

- (ii) Explain one way in which the reasons people have for going to live gigs might **not be representative** of why people choose to go to other live forms of entertainment, such as the theatre.

.....

.....

.....

..... [2]

4 State an **assumption** needed to support **Hasan Bakhshi's** claim in **Document 2**:

“Cinema-goers at NTL screenings are a captive audience for live theatres in London, so regional venues will be able to convert these into greater ticket sales.”

.....
.....
..... [2]

5 Suggest **one** reason of your own to support the following possible claim:

Live screenings of regional productions should be encouraged.

You must give **only** one reason and not add other argument elements.

.....
.....
..... [3]

6 Consider the argument **Michael Billington** gives in paragraph 3 of **Document 1**.

Explain one **weakness** in the support that the reasoning gives to the conclusion.

You should make one **developed point** that refers directly to the text, assessing the **link** between the reasoning and the conclusion.

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
..... [4]

SECTION B – Credibility

Answer **all** questions.

7 Assess the credibility of **Document 2** from **Nesta**.

You should make **two** points.

Each point should identify and use a relevant **credibility criterion** to assess the credibility of the document and support this with **reference to the text**.

-
.....
.....
.....
.....
.....
.....
.....
.....

-
.....
.....
.....
.....
.....
.....
.....

[6]

8 Identify one claim and its source in **Document 1** that would be consistent with **Michael Kaiser’s** claim in **Document 3**, paragraph 2:

“The 60+ generation might be the last one to routinely attend live, fully professional performances produced by regional organisations.”

-
.....
.....

[2]

9 (a) Assess the credibility of the following claim made by **Elizabeth Freestone** in **Document 3**.

“If put into competition with each other, venues will always choose live screenings, since they are much cheaper to buy than live theatre, but venues shouldn’t focus just on cost.”

Apply **three credibility criteria** to explain how these may **strengthen** or **weaken** the credibility of this claim.

In your answer you should:

- assess the credibility of **this particular claim**
- assess what else you need to know to come to **each** of these three assessments.

-
.....
.....
.....
.....
.....
.....
.....
.....

-
.....
.....
.....
.....
.....
.....
.....
.....

-
.....
.....
.....
.....
.....
.....
.....
.....

[13]

(b) **Weigh up** the relative importance of the credibility criteria used in 9(a) and explain which one you consider to be **more important** in this case.

.....
.....
.....
.....
.....
.....
.....
.....
.....

[3]

10 Write a reasoned case which comes to a **judgement** as to whether NTL screenings are likely to have a negative impact on live theatre attendance.

You should assess:

- the **relative credibility** of the sides giving their views as to whether live theatre performance can be successfully captured on the screen.
- the **relative plausibility** (likelihood) that live screenings of plays will decrease live theatre attendance.

Your answer should include sustained comparisons within each of these tasks and must refer to the material within the documents in addition to your own ideas. **[16]**

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

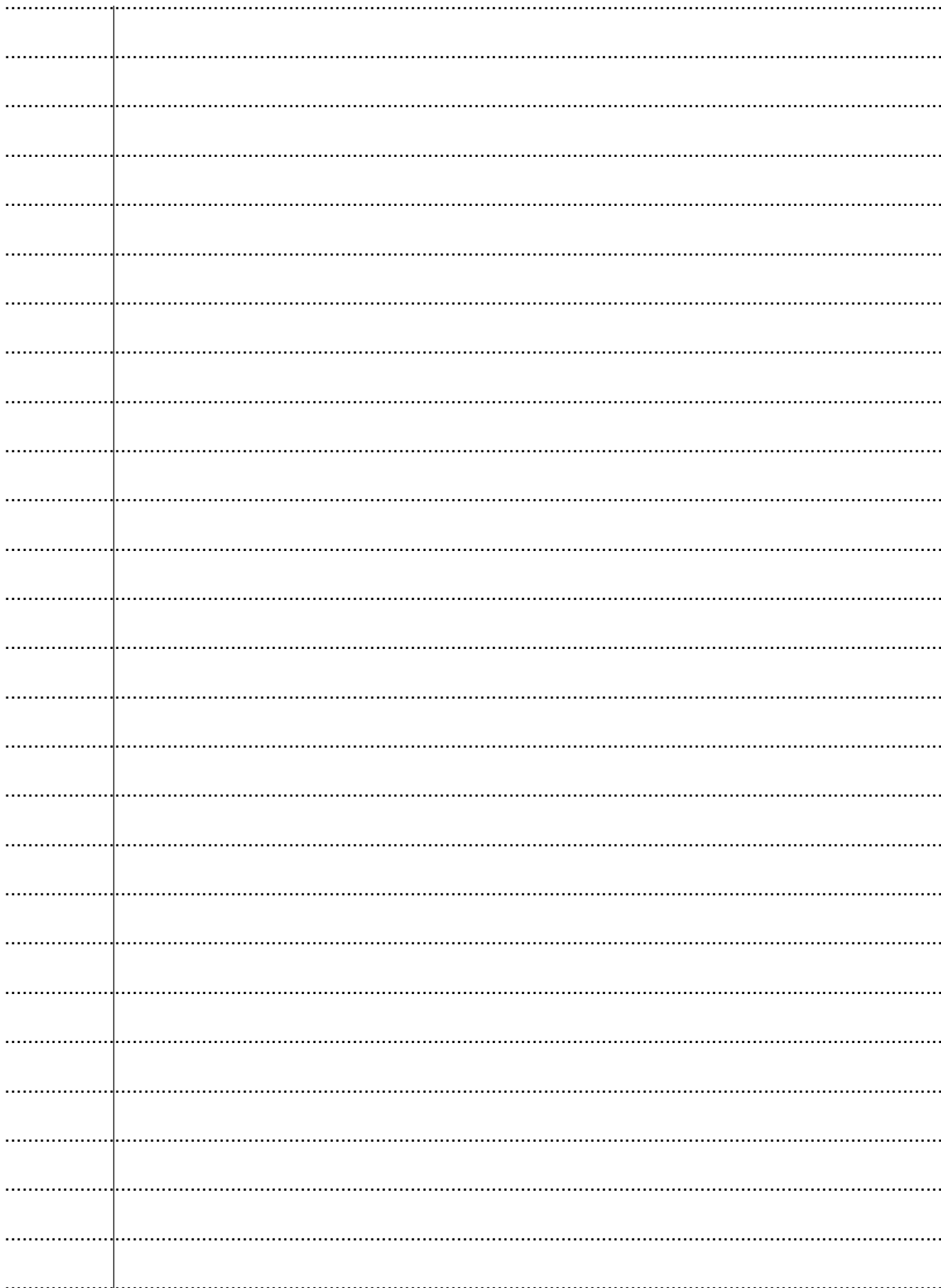
.....

.....

ADDITIONAL ANSWER SPACE

If additional space is required, you should use the following lined page(s). The question number(s) must be clearly shown in the margin(s).

A large rectangular area for writing, bounded by a solid vertical line on the left and horizontal dotted lines on the top, bottom, and right. The area is currently blank.



A blank sheet of handwriting practice paper. It features a vertical solid line on the left side, creating a margin. The rest of the page is filled with horizontal dotted lines, providing a guide for letter height and placement. There are 25 horizontal dotted lines in total, evenly spaced across the page.

This image shows a blank sheet of lined paper. It features a vertical solid line on the left side, creating a margin. The rest of the page is filled with horizontal dotted lines, providing a guide for writing. There are 25 horizontal dotted lines in total, spaced evenly down the page.

A large area of the page is reserved for writing, featuring a vertical solid line on the left side and horizontal dotted lines extending across the page.



Copyright Information

OCR is committed to seeking permission to reproduce all third-party content that it uses in its assessment materials. OCR has attempted to identify and contact all copyright holders whose work is used in this paper. To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced in the OCR Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download from our public website (www.ocr.org.uk) after the live examination series. If OCR has unwittingly failed to correctly acknowledge or clear any third-party content in this assessment material, OCR will be happy to correct its mistake at the earliest possible opportunity.

For queries or further information please contact the Copyright Team, First Floor, 9 Hills Road, Cambridge CB2 1GE.

OCR is part of the Cambridge Assessment Group; Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.