

Victorian Certificate of Education
2015**EXTENDED INVESTIGATION
CRITICAL THINKING TEST**

Wednesday 5 August 2015

Reading and writing time: 10.00 am to 11.10 am (1 hour 10 minutes)

Structure of test

<i>Number of questions</i>	<i>Number of questions to be answered</i>	<i>Number of marks</i>
11	11	40

- Students are permitted to bring into the examination room: pens, pencils, highlighters, erasers, sharpeners and rulers.
- Students are NOT permitted to bring into the examination room: blank sheets of paper and/or correction fluid/tape.
- No calculator is allowed in this examination.

Materials supplied

- A computer configured in accordance with VCAA requirements for the conduct of the Critical Thinking Test.
- The Critical Thinking Test.
- Student instructions.

Instructions

- The marks available for each question should be used as an indication of the detail required.
- It is recommended that you read through the whole test before you begin answering questions.
- Answer **all** questions in the test provided.
- All written responses must be in English.

Students are NOT permitted to bring mobile phones and/or any other unauthorised electronic devices into the examination room.

Question 1 (4 marks)

Consider the following proposition:

There should be a tax on junk food.

It has been proposed that certain less-healthy foods should be subject to additional taxes to make them more expensive and less popular.

Read the following four statements.

Junk food is designed to be tempting rather than nutritious and cost is not the issue.

The community as a whole has to deal with the consequences of poor diet. The government should encourage healthy eating.

We need positive campaigns rather than negative measures to convince people to eat healthily if we are to change behaviour.

Some foods are nutritious and others are empty calories with dangerous additives such as salt and sugar.

Below is a table with some arguments for and against the proposition.

Drag each statement and drop it into the most appropriate empty cell in the table.

For	Against
Junk food needs to be actively discouraged because it is tempting.	
	There is no junk food. All foods should be consumed in moderation.
Junk food is cheap and it will be less attractive if it is expensive.	
	Individuals have a right to choose what they eat without interference.
	Taxing junk food will have the most impact on those who can least afford it.

Question 2 (4 marks)

Consider the following proposition:

Our current system of representative democracy is not genuinely democratic.

In our system of representative democracy, citizens elect representatives to a parliament and the parliamentarians make laws on behalf of the citizens. In a system of direct democracy, people vote to make laws.

Read the following four statements.

A general election is the fundamental democratic process that forms the government that makes the laws.

Most members of parliament are put there and controlled by political parties.

Politicians often take actions that most citizens disagree with but cannot control or prevent.

Direct democracy is impractical and ineffective. There is no more efficient system of democracy than representative democracy.

Below is a table with some arguments for and against the proposition. Drag each statement and drop it into the most appropriate empty cell in the table.

For	Against
	Our current system is democratic in that we each have one vote and we can remove a government we disagree with.
Our system would be really democratic if the people could vote on particular pieces of legislation.	
If the people determined the laws, we would have better laws and more social justice.	
	Democratic politics is more than voting for politicians and voting in parliament. It is also a peaceful struggle for influence between different interest groups.
	Democracy is an ideal or an aspiration. In reality it is always imperfect.

Question 3 (6 marks)

Consider the following arguments **for** and **against** the proposition below.

There is no place for competitive sport in schools.	
The case for the proposition	The case against the proposition
<p>Competitive sport in schools supports the development of a small minority while the rest are there to make up the numbers on the team or not be involved at all.</p> <p>The more time spent in school encouraging students to take part in competitive sport, the less time the students spend in the classroom learning.</p> <p>School sport puts unhealthy pressure on students to win at all costs.</p> <p>When a teacher-coach is out for the day on sporting commitments, a substitute teacher is employed to take their classes. This has financial implications for the school and learning implications for the students left without their teacher.</p> <p>School sport takes students away from their community sporting clubs, limiting the networks of young people they know and play sport with.</p>	<p>The whole school benefits from the success of a school sporting team. It lifts the reputation of the school, attracting and retaining students.</p> <p>Inter-school sporting competitions build a sense of school pride and connect students to their school.</p> <p>Relationships that develop through school sporting activities beyond the classroom benefit both the students and the teachers involved.</p> <p>Students involved in extracurricular activities, including sport, consistently receive good academic results.</p> <p>Employers are keen to hire those who can work in a team environment, who are driven and who thrive in a competitive environment.</p>

Which case about competitive sport in schools do you find **more** convincing and why?
Analyse the arguments presented rather than offering your own opinion about the proposition.

B *I* U

Question 4 (3 marks)

After completing an educational course, some people choose to take a gap year to work or travel rather than immediately start a career or further education.

Present a strong argument **to support** the proposition that a gap year is a good idea.

Explain why you think it is a strong argument.

B *I* U

Question 5 (3 marks)

After completing an educational course, some people choose to take a gap year to work or travel rather than immediately start a career or further education.

Present a strong argument **to oppose** the proposition that a gap year is a good idea.

Explain why you think it is a strong argument.

B *I* U

Question 6 (3 marks)

The *Racial and Religious Tolerance Act 2001* (Vic.) makes religious and racial vilification unlawful in Victoria. The 'hate speech' Act, as it is sometimes called, states that a person must not engage in conduct that incites hatred against, serious contempt for, or revulsion or severe ridicule of, another person or class of persons because of their race or religion.

Present a strong argument **to support** the proposition that we should have a law making hate speech illegal.

Explain why you think it is a strong argument.

B *I* U



Question 7 (3 marks)

The *Racial and Religious Tolerance Act 2001* (Vic.) makes religious and racial vilification unlawful in Victoria. The 'hate speech' Act, as it is sometimes called, states that a person must not engage in conduct that incites hatred against, serious contempt for, or revulsion or severe ridicule of, another person or class of persons because of their race or religion.

Present a strong argument **to oppose** the proposition that we should have a law making hate speech illegal.

Explain why you think it is a strong argument.

B *I* U



The following information is repeated for Questions 8 and 9.

Below are five possible research questions (**A.–E.**) about social media.

- A.** How does the use of social media empower people in times of crisis?
- B.** Are young men more likely to be creators or receivers of digital content?
- C.** Does the knowledge of a permanent digital footprint lead young people to self-censor?
- D.** Does engaging with a live feed reduce feelings of frustration and helplessness in young people during a time of crisis?
- E.** How much time do young people spend on social media and what do they think they get from such activity?

Question 8 (3 marks)

Which question (**A.–E.**) is based on an assumption about the topic?
Explain your answer.

B *I* U

The following information is repeated for Questions 8 and 9.

Below are five possible research questions (**A.–E.**) about social media.

- A.** How does the use of social media empower people in times of crisis?
- B.** Are young men more likely to be creators or receivers of digital content?
- C.** Does the knowledge of a permanent digital footprint lead young people to self-censor?
- D.** Does engaging with a live feed reduce feelings of frustration and helplessness in young people during a time of crisis?
- E.** How much time do young people spend on social media and what do they think they get from such activity?

Question 9 (3 marks)

Which question (**A.–E.**) would be most difficult to answer?
Explain why.

B *I* U

The following information is repeated for Questions 10 and 11.

Consider the following arguments **for** and **against** the proposition below:

People should have to do community work to receive unemployment benefits.

For	Against
<p>A. There must be some return on the money spent on unemployment benefits because unemployment is a serious problem that will not go away.</p> <p>B. It is dangerous for people to be left with nothing useful to do. Unemployment benefits can rob people of the motivation to work.</p> <p>C. The unemployed should contribute to the community in return for the support they are given.</p> <p>D. Community work will give the unemployed job skills and work experience.</p> <p>E. Doing community work will benefit the unemployed and the community.</p>	<p>F. There should be incentives to employ people rather than pressure put on the vulnerable unemployed as though it is their fault there are no jobs for them.</p> <p>G. Direct assistance should be given to the unemployed to help them build skills and give them work experience.</p> <p>H. Community work programs are expensive to run and they are not real jobs.</p> <p>I. Community work for the unemployed is a kind of punishment that suggests the unemployed do not want to work.</p> <p>J. If there is community work to be done, it should be done under normal employment conditions.</p>

Question 10 (4 marks)

Which of the arguments (**A.–J.**) do you find **least** convincing and why?

Analyse the arguments presented rather than offering your own opinion about the proposition.

B
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The following information is repeated for Questions 10 and 11.

Consider the following arguments **for** and **against** the proposition below:

People should have to do community work to receive unemployment benefits.

For	Against
<p>A. There must be some return on the money spent on unemployment benefits because unemployment is a serious problem that will not go away.</p> <p>B. It is dangerous for people to be left with nothing useful to do. Unemployment benefits can rob people of the motivation to work.</p> <p>C. The unemployed should contribute to the community in return for the support they are given.</p> <p>D. Community work will give the unemployed job skills and work experience.</p> <p>E. Doing community work will benefit the unemployed and the community.</p>	<p>F. There should be incentives to employ people rather than pressure put on the vulnerable unemployed as though it is their fault there are no jobs for them.</p> <p>G. Direct assistance should be given to the unemployed to help them build skills and give them work experience.</p> <p>H. Community work programs are expensive to run and they are not real jobs.</p> <p>I. Community work for the unemployed is a kind of punishment that suggests the unemployed do not want to work.</p> <p>J. If there is community work to be done, it should be done under normal employment conditions.</p>

Question 11 (4 marks)

Which of the arguments (**A.–J.**) do you find **most** convincing and why?

Analyse the arguments presented rather than offering your own opinion about the proposition.

B
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