





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

| Number of questions | Number of questions to be answered | Number of marks | |
|------------------------|------------------------------------|--------------------|--|
| 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 guestions 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.

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Question 3 (6 marks)

Consider the following arguments for and against the proposition below.

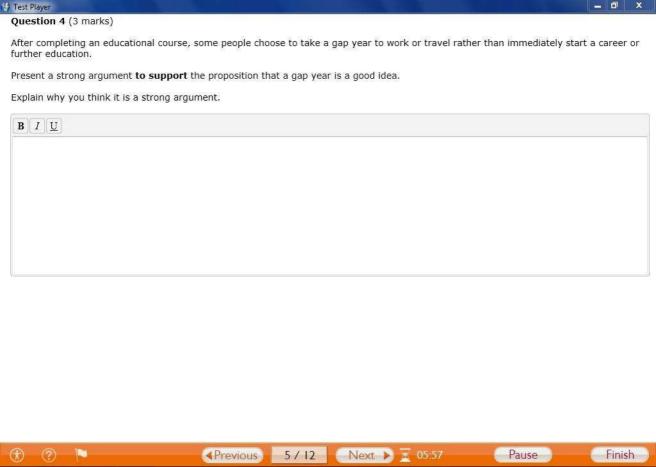
| There is no place for competitive sport in schools. | | | | |
|--|--|--|--|--|
| The case for the proposition | The case against the proposition | | | |
| Competitive sport in schools supports the development of a small minority while the rest are there to make up the numbers on the team or not be involved at all. | The whole school benefits from the success of a school sporting team It lifts the reputation of the school, attracting and retaining students. | | | |
| The more time spent in school encouraging students to take part in competitive sport, the less time the students spend in | Inter-school sporting competitions build a sense of school pride and connect students to their school. | | | |
| the classroom learning. | Relationships that develop through school sporting activities beyond the classroom benefit both the students and the teachers involved. | | | |
| School sport puts unhealthy pressure on students to win at all | MC1-014 CT 15 THE TOTAL THE TOTAL STREET OF TH | | | |
| costs. | Students involved in extracurricular activities, including sport, consistently receive good academic results. | | | |
| 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. | Employers are keen to hire those who can work in a team environment, who are driven and who thrive in a competitive environment. | | | |
| School sport takes students away from their community sporting clubs, limiting the networks of young people they know and play sport with. | | | | |

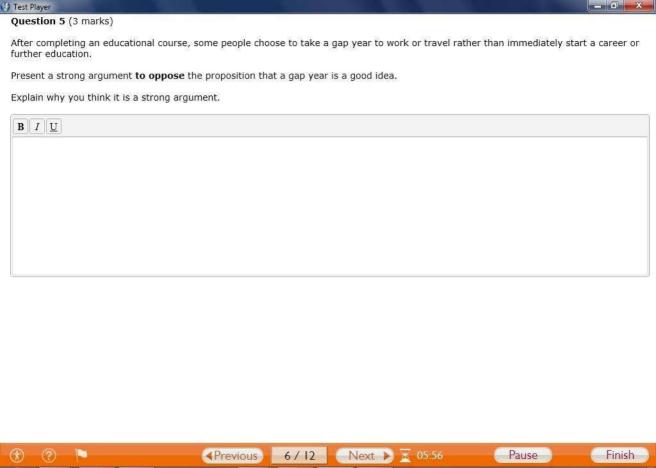
Which case about competitive sport in schools do you find more convincing and why? Analyse the arguments presented rather than offering your own opinion about the proposition.

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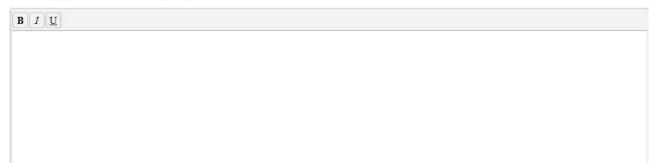


Question 6 (3 marks)

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.

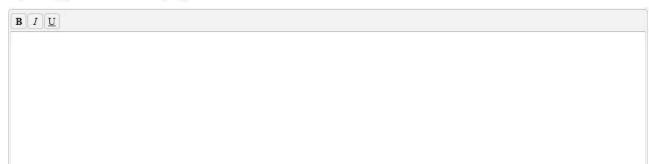


Question 7 (3 marks)

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.

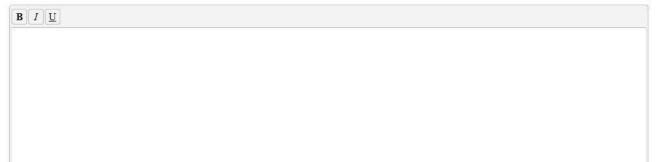


Below are five possible research questions (A.-E.) about social media.

- 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.





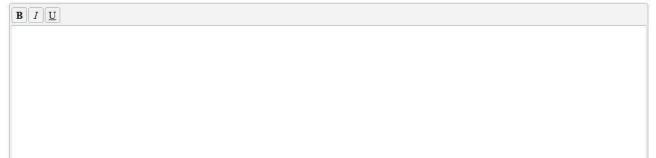


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- E. How much time do young people spend on social media and what do they think they get from such activity?

Question 9 (3 marks)

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















Consider the following arguments for and against the proposition below:

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

| For | Against |
|---|---|
| A. There must be some return on the money spent on unemployment benefits because unemployment is a serious problem that will not go away. | 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. |
| B. It is dangerous for people to be left with nothing useful to do. Unemployment benefits can rob people of the motivation to work. | G. Direct assistance should be given to the unemployed to help them build skills and give them work experience. |
| C. The unemployed should contribute to the community in return for the support they are given. | H. Community work programs are expensive to run and they are not real jobs. |
| D. Community work will give the unemployed job skills and work experience. | I. Community work for the unemployed is a kind of punishment that suggests the unemployed do not want to work. |
| E. Doing community work will benefit the unemployed and the community. | J. If there is community work to be done, it should be done under normal employment conditions. |

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.

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Consider the following arguments for and against the proposition below:

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

| For | Against |
|---|--|
| A. There must be some return on the money spent on unemployment benefits because unemployment is a serious problem that will not go away. | 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. |
| B. It is dangerous for people to be left with nothing useful to do. Unemployment benefits can rob people of the motivation to work. | G. Direct assistance should be given to the unemployed to help them build skills and give them work experience. |
| C. The unemployed should contribute to the community in return for the support they are given. | H. Community work programs are expensive to run and they are not real jobs. |
| D. Community work will give the unemployed job skills and work experience. | I. Community work for the unemployed is a kind of punishment that suggests the unemployed do not want to work. |
| E. Doing community work will benefit the unemployed and the community. | J. If there is community work to be done, it should be done under normal employment conditions. |

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.

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