



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
General Certificate of Education
Advanced Subsidiary Level and Advanced Level

THINKING SKILLS

9694/21

Paper 2 Critical Thinking

October/November 2013

1 hour 45 minutes

Additional Materials: Answer Booklet/Paper

READ THESE INSTRUCTIONS FIRST

If you have been given an Answer Booklet, follow the instructions on the front cover of the booklet.

Write your Centre number, candidate number and name on all the work you hand in.

Write in dark blue or black pen.

Do not use staples, paper clips, highlighters, glue or correction fluid.

DO NOT WRITE IN ANY BARCODES.

Answer **all** the questions.

Start each question on a new answer sheet.

At the end of the examination, fasten all your work securely together.

The number of marks is given in brackets [] at the end of each question.

This document consists of **6** printed pages and **2** blank pages.



- 1 Study the evidence and answer the questions that follow.

Source A

College reference

Arrowe College

Barbara Bach would be an excellent candidate for an administrative post. She has been a conscientious student, and passed her Diploma in Administration with Distinction, after achieving A grades in all of her assignments and receiving excellent reports from her placements. Good working relationships are especially important to Barbara, and several of her fellow students have commented that she has always been ready to listen to their problems.

Carrie Chan, Personal Tutor

Source B

Email

from Barbara

I have just started work at the Coriander Counselling Centre. It is a registered charity, and most of the people working here are volunteers. Even the Office Manager (my line manager) is a volunteer. Until now, she has run the office herself, but the administration and filing are in a real mess, and so the charity decided to appoint a paid administrator. I have a permanent contract, subject to a three-month trial period. Everyone seems very friendly, except for Diana, one of the volunteer counsellors. Other people have warned me to be careful with her. Apparently she is on the Management Committee and uses her position to reward her friends and punish her enemies.

Source C

Email

from Senior Counsellor to Office Manager

I think you should know that I have just spent an hour with Barbara Bach, listening to her problems. Apparently Diana asked her to do some shopping for her, and when Barbara replied that it wasn't part of her job description, Diana became quite unpleasant. Barbara even offered to check with you whether she should do the shopping or not, but of course Diana didn't want her to, because she knew you would say no. Barbara seemed very upset about the incident. I assured her that the rest of us all like her a lot and that we are very impressed by the work she is doing setting up proper systems for filing and administration.

Source D**Email**

from Barbara to Friend

Something strange has happened at work. I have been asked to draw up a job description and advertisement for a receptionist. It is a junior post, and the salary is quite a lot less than I am paid. At present, reception duties are part of my job, and I really don't think they need two paid people in the office. When I asked the Office Manager why she thought they needed a receptionist as well as an administrator, she didn't give a straight answer. I even asked her if they were planning to make me redundant now that I have sorted out the filing and set up systems for the administration, but she assured me I don't need to worry and that the Management Committee is very pleased with the work I have done.

Source E**Letter**

from Chairman of Management Committee

Dear Barbara

You will recall that your appointment as Administrator for the Coriander Counselling Centre was subject to satisfactory performance of your duties during a three-month trial period. I regret to inform you that you have failed this trial period and your employment will therefore be terminated at the end of this week.

- (a) Is Source A an argument? Briefly explain your answer. [2]
- (b) How useful is the reference from Arrowe College (Source A) in deciding why Barbara lost her job? [3]
- (c) How reliable is the evidence from the Senior Counsellor about the confrontation between Barbara and Diana (Source C)? [4]
- (d) Why do you think Barbara lost her job? Write a short, reasoned argument to support your conclusion, with critical reference to the evidence provided and with consideration of any plausible alternative scenarios. [6]

2 Study the evidence and answer the questions that follow.

Source A

Extract from anthropological website

Swearing is a mode of speech existing in all human languages. Most swear words in different cultures refer either to God or to bodily parts or functions. Saying swear words is taboo in nearly every culture, but instead of avoiding them as with other taboos, people sometimes use them. Swearing is often associated with being angry or frustrated, when it functions like crying does for small children. Swearing also serves multiple purposes in social interactions. Men may swear to create a masculine identity, and women to be more like men. Other reasons that have been suggested are:

- to establish a group identity;
- to establish membership in a group and maintain the group's boundaries;
- to express solidarity with other people;
- to express trust and intimacy;
- to add humour, emphasis or "shock value";
- to attempt to camouflage fear or insecurity.

Source B

Psychological report

Children in the United States are beginning to swear at an earlier age, according to recent research by psychologists. Swearing tends to be well established by the age of three or four. Swearing amongst US adults has also increased greatly over the past thirty years, and the psychologists say this is why young children are developing the habit.

According to the research, certain words which used to be taboo are now used commonly without causing much offence. Men swear more frequently in public than women and use more offensive words. Both men and women swear more frequently in the presence of a group consisting only of their own gender than in a mixed-gender group. 74% of 18–34 year olds admit to swearing in public, compared with only 48% of people who are over the age of 55.

Source C

A retired teacher reminisces

When I began teaching, I discovered that the same mild swear words were used by both pupils and teachers amongst themselves, but it would have been a serious offence for pupils to use them to teachers or teachers to pupils. Forty years later, as I ended my teaching career, students used serious swear words in almost every sentence both amongst themselves and to teachers, and we took no notice, but I was reprimanded by a manager for telling a student to "shut up", which was regarded as unprofessional language.

Source D**Research report**

Researchers at the University of Keele (England) have discovered that swearing can increase tolerance of pain. Previously, some psychologists had suggested that swearing as a response to pain made it seem worse and thereby reduced people's ability to endure it, but the experiment designed to test this hypothesis actually discovered the opposite. 67 university students were tested on how long they could hold a hand in ice-cold water while repeating a swear word by comparison with repeating an item of ordinary vocabulary. They were also asked to estimate the intensity of the pain under both conditions. All of the participants experienced pain as of lower intensity when swearing and were able to endure it for longer. These findings applied to both male and female students, but were more definite for females. The researchers have suggested some possible explanations for their findings, but further research will be needed before they can be sure which of those explanations (if any) is correct.

- (a) To what extent does the report in Source B contradict the information given in Source A? [3]
- (b) Suggest **two** possible explanations for the changes in acceptable behaviour described by the retired teacher in Source C. [4]
- (c) Based only on the information given in Source D, suggest **two** ways in which the sample used in the research project may not have been representative of the general world population. [2]
- (d) 'Swearing is good for you.'
To what extent do you agree with this claim? Write a short, reasoned argument to support your conclusion, using and evaluating the information provided in Sources A – D. [6]

3 *Read the passage and answer the questions below.*

- 1 At times of economic hardship, it is understandable if museums are considered very low on a government's list of priorities. However, this is a short-sighted view. The truth is that the survival of nations depends on museums. Human lives – and even generations – can if necessary be replaced, but the heritage of a nation cannot. Once the ancient artefacts and records of life in previous generations have been lost or stolen, they are gone for ever.
- 2 Some people may argue that individual cultures matter less in a time of globalisation. But a world in which everyone looked the same, believed the same things and had the same tastes would be unbearably boring. True unity consists of accepting one another's differences, not destroying them. So the preservation of cultures is even more necessary now than it was in previous generations.
- 3 The influence of museums spreads much more widely than the few who actually visit them. Most people are pleased to know that their heritage is being cared for, even if they do not have the spare time to visit museums or the education to appreciate the exhibits.
- 4 A wise man once said, "Whoever controls the present controls the past; whoever controls the past controls the future." This is, of course, why some governments have air-brushed disgraced politicians from the photographs which showed them in positions of honour and power. By re-writing history, those who have power in the present have been able to influence what happens in the future. If documents and artefacts from the past were not kept safe, powerful people would be free to change history to suit their own purposes, and ordinary members of the public would be unable to challenge them. The existence of museums is therefore a vital support in the defence of democracy.

- (a) Using the exact words from the passage as far as possible, identify the main conclusion. [2]
- (b) Using the exact words from the passage as far as possible, identify **three** reasons used to support the main conclusion. [3]
- (c) Evaluate the strength of the reasoning in the argument. In your answer you should consider any flaws, unstated assumptions and other weaknesses. [5]
- (d) 'The study of history has no value.'
Write your own short argument to support **or** challenge this claim. The conclusion of your argument must be stated. [5]

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