



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

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**THINKING SKILLS**

**9694/23**

Paper 2 Critical Thinking

**October/November 2013**

**1 hour 45 minutes**

Additional Materials: Answer Booklet/Paper

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**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.

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



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

**Source A****Newspaper report**

21 March 2013

***Death of Protester***

A body has been found after the political protest demonstration yesterday. Adam Aziz, who is believed to have taken part in the demonstration, had been stabbed. Police are treating the death as murder and have announced that a 23-year-old man and an 18-year-old woman are helping them with their enquiries into the death. A knife has been recovered from the scene.

**Source B****Statement**

from Brian Benares

11 pm 20 March 2013

My girlfriend, Charlotte Cruz, and I were part of a peaceful counter-demonstration. Some of the protesters became violent, so we ran away, but a small group chased us and cornered us in an alley. One man threatened Charlotte with a knife. I tried to take the knife away from him, but unfortunately in the struggle he was stabbed. I did not intend to kill him. I was defending Charlotte. She was standing there and saw everything. She will confirm that this is what happened.

**Source C****Statement**

from Charlotte Cruz

2 am 21 March 2013

A friend, Brian Benares, persuaded me to go to the counter-demonstration, although I was scared. We became separated and I went home. I don't know anything about the death of Adam Aziz.

**Source D****Statement**

from Brian Benares

9 am 21 March 2013

I am sorry that I lied in my first statement, in order to protect my girlfriend. I have now seen her statement, and see that she has refused to back me up. So I am now going to tell the truth. Charlotte Cruz came to the demonstration intending to hurt someone. She was excited at the thought. She borrowed a knife from her parents' house and brought it along. She deliberately stabbed Adam Aziz. It seemed to give her a thrill.

**Source E****Statement**

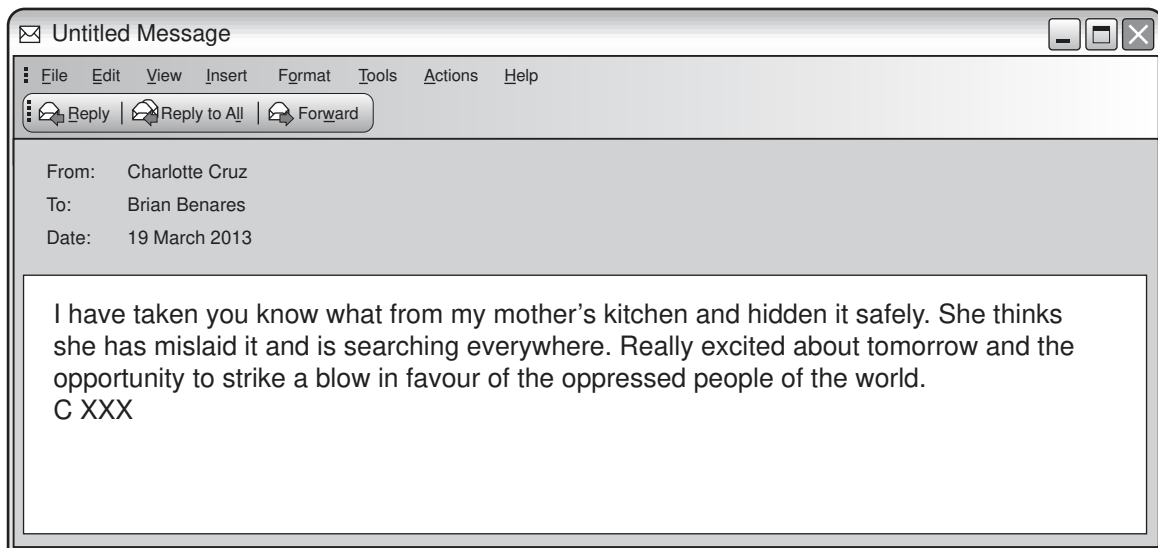
*from Mrs Dorothy Cruz  
11 am 21 March 2013*

Charlotte has always been a loving and responsible daughter. Unfortunately, a few months ago she came under the influence of Brian Benares. He comes from a much less respectable background, and for a short time she adopted some extreme political opinions which were completely different from the way she had been brought up. After the demonstration, she has realised the kind of man Brian Benares is and she has come to her senses.

Charlotte brought Brian to our house once, when he kept expressing offensive and dangerous political opinions. I told her he would not be welcome again. After they had left, I noticed that a knife was missing from the set in my kitchen, and I realised that Brian must have stolen it. I don't know why I did not report the theft to the police. I have been shown a knife by the police and I have identified it as mine.

**Source F****Email**

*recovered from the computer of Charlotte Cruz by police on 22 March 2013*



- (a) How reliable is Charlotte Cruz's evidence (Source C)? [3]
- (b) How useful is the evidence of Mrs Dorothy Cruz (Source E)? [3]
- (c) Explain the significance of the fact that Mrs Dorothy Cruz did not report the theft of the knife to the police. [3]
- (d) How do you think Adam Aziz died? 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**

**Press release reproduced in several newspapers**

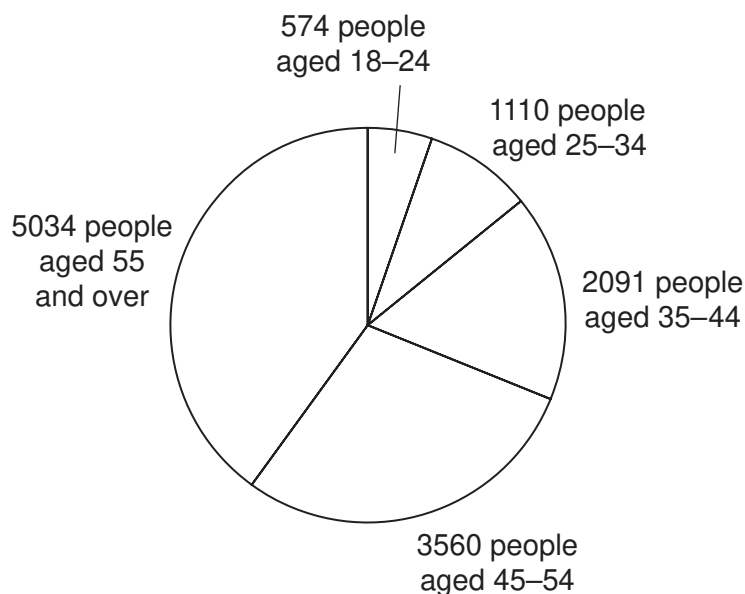
Some Britons have knees, elbows and other joints that appear to be more than a decade older than their actual age, according to research. Younger people are also affected – with around one in five of those aged 25 to 34 having a ‘joint age’ over 50. Some under-35s have even older joints than their parents and in some cases their grandparents, according to the statistics.

The findings are based on data from 13 000 people who submitted information about themselves to the online Joint Age Calculating Tool, run by a company producing dietary supplements. They answered a series of questions about their lifestyles, including their occupation, weight, how much exercise they do, of what type and how often. They noted any strenuous activities and included information on their diet, such as how much dairy produce and oily fish they eat, as well as noting any pains in their joints. People were also asked to complete a series of exercises, including touching their toes and crossing one leg to see how far their knee could bend towards the floor.

The findings suggested that being overweight was a significant factor in ‘joint age’, with those who were overweight or obese adding five years to their ‘joint age’ on average.

**Source B**

**Ages of people taking the Joint Age Calculating Tool**



**Source C**

**Email**

*to friend*

I have just completed the online Joint Age Calculating Tool, which has informed me that my joints are more than 20 years older than I am. Since I am in my mid-sixties, does that mean my joints are about 90 years old? What on earth does that mean? How can parts of my body be older than I am? And how do they know without examining me?

**Source D****Email**

*from dietary supplement company*

Thank you for completing the first stage of the online Joint Age project. You should now enrol for Stage 2. Take our fish oil capsules daily for three months and then complete the online questionnaire again. Compare the two sets of results.

**Source E****From Arthritis Research UK website**

Osteoarthritis is the most common form of joint disease and affects at least 8 million people in the UK. Rheumatoid arthritis is the second most common form of arthritis in the UK.

Several studies have suggested that fish body oil can reduce joint pain, morning stiffness, fatigue and the need for painkillers if you have rheumatoid arthritis. Fish liver oil does not seem to have a significant effect on improving pain or other symptoms if you have osteoarthritis, although studies are limited.

Fish oils are considered safe at therapeutic doses. It is important that you do not take large amounts of fish liver oil because you can exceed the recommended daily dose of vitamin A. Excess vitamin A can cause liver problems and hair loss, and it can harm unborn babies. The most common side-effects of fish oils include stomach upsets, flatulence and diarrhea. Fish oils can interfere with blood clotting, so you should not take them if you are on anticoagulant medication (e.g. aspirin and warfarin).

- (a) Although Source A was published as a news report, it consisted of a press release from manufacturers of dietary supplements. How reliable is this report? [4]
- (b) Is Source C an argument? Briefly explain your answer. [2]
- (c) The author of Source C suggests that it does not make sense to allege that his joints are older than he is. How reasonable is this objection to the research described in Source A? [3]
- (d) 'Most people would benefit from taking fish oil supplements to reduce their 'joint age'.' 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 – E. [6]

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

- 1 Human rights apply to people of all ages. Corporal punishment in schools has been abolished, because hurting children goes against their right to safety and freedom from bodily harm. All forms of punishing children go against their human rights. Teachers should not make pupils stay behind after school as a punishment, because false imprisonment is an offence against the human right to freedom. Forcing children to do extra schoolwork as a punishment cannot be justified, because – since slavery was abolished – no one may force anyone else to work against their will.
  - 2 As these examples illustrate, teachers should never punish children in any way.
  - 3 Children do not need to be punished to make them learn. All good educational psychologists now realise that children naturally want to learn. If any psychologists still do not accept this insight, they are living in the past and we should take no notice of their biased opinions.
  - 4 Teachers, too, know that very young children do not need to be forced to learn, because they are curious about life and eager to find out new things. If the same children have lost that enthusiasm and curiosity by the time they reach High School, it is because their teachers have driven it out of them. So it is unjust to punish teenagers for their failure to learn.
  - 5 All children have the right to an education which will enable them to fulfil their potential. If some children are prevented from achieving their life goals, it is the fault of the teachers, not the students; the teachers are the ones who should be punished. Schools in the UK are leading the way in recognising this. As recently as thirty years ago, it was almost impossible to dismiss an incompetent teacher, but now if students gain disappointing exam results, their teacher can expect to be disciplined.
- (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) ‘Everyone deserves an education.’  
Write your own short argument to support **or** challenge this claim. The conclusion of your argument must be stated. [5]



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