
THINKING SKILLS

9694/21

Paper 2 Critical Thinking

October/November 2017

1 hour 45 minutes

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

An answer booklet is provided inside this question paper. You should follow the instructions on the front cover of the answer booklet. If you need additional answer paper ask the invigilator for a continuation booklet.

Answer **all** the questions.

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



This document consists of **6** printed pages, **2** blank pages and **1** insert.

1 Study the evidence and answer the questions that follow.

Source A**Email to friend**

5th January

I have just begun my new job, as Senior Care Worker at Ropewalk Care Home. Most of the residents require one-to-one care during the day-time and regular monitoring during the night. In addition to taking some shifts caring for residents myself, I am the Line Manager for the team of care workers.

Staff have become very slack since the departure of my predecessor (or perhaps he tolerated it). Residents have become accustomed to living how they like, instead of following a healthy diet and lifestyle. Several residents have told me that they regard care workers as their closest friends, which suggests that staff have been failing to maintain proper boundaries.

I intend to leave the care workers in no doubt that if they fail to meet my standards, there will be no place for them in this care home.

Love, Jane

Source B**Anti-bullying policy of Ropewalk Care Home**

- Bullying is unwanted, aggressive behaviour that involves a real or perceived power imbalance. Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally, and deliberately excluding someone from a group.
- Bullying of residents or colleagues at Ropewalk Care Home is absolutely forbidden. Any allegations of bullying will be rigorously investigated, and any member of staff proved to have engaged in such behaviour will be summarily dismissed.
- In cases where it is disputed whether particular behaviour constitutes bullying or not, the feelings of the complainant take priority. If someone feels that they have been bullied, then they have been.

Source C**Entries in confidential daily log**

6th February

When one of our residents, Charlie, discovered that I would be caring for him today, he became uncooperative and aggressive. The core of his complaint seemed to be that he did not want me to care for him, because I do not allow him to eat chips. When his behaviour became disruptive and was upsetting other residents, I called in a doctor, who prescribed a sedative to help calm Charlie down. I have warned Charlie that if he behaves in this way again, he may be moved to another home, so that he will lose touch with his friends at Ropewalk.

Jane Kelly

7th February

Today I was caring for Charlie. He seemed more withdrawn than usual; eventually he said the reason was that Jane had been unkind to him the day before. We watched television together, and by the afternoon he seemed happier.

Alan Dale

Source D**Extract from letter of resignation**

17th April

I wish to make it clear that my only reason for leaving my job at Ropewalk in order to work in another care home is the bullying behaviour of the Senior Care Worker towards residents and staff. I am aware that several of my colleagues have recently resigned stating the same reason for leaving, and I am disappointed that no action has been taken to investigate the allegations and to deal with this problem.

Alan Dale

Source E**Response to Manager**

Thank you for showing me Alan Dale's letter of resignation and for inviting my comments. I have to say that I am glad he is leaving. I came to the conclusion some time ago that if he did not leave voluntarily, I would have to begin disciplinary proceedings against him with a view to dismissal. Alan has shown himself to be a trouble-maker and has encouraged residents to reject my authority over their lives.

Jane

- (a) (i) Suggest and briefly explain **one** factor that **reduces** the reliability of Jane's report in the daily log (Source C). [2]
- (ii) Suggest and briefly explain **one** factor that **reduces** the reliability of Alan's report in the daily log (Source C). [2]
- (b) Explain the significance of Source C in relation to the allegation that Jane has bullied residents and staff. [2]
- (c) How well does the Senior Care Worker's memo (Source E) respond to Alan Dale's allegation that she has been bullying staff and residents of the Ropewalk Care Home? [3]
- (d) How likely do you think it is that the Senior Care Worker is guilty of bullying residents and staff at Ropewalk Care Home?
Write a short, reasoned argument to support your conclusion, with critical reference to the evidence provided and considering a plausible alternative conclusion. [6]

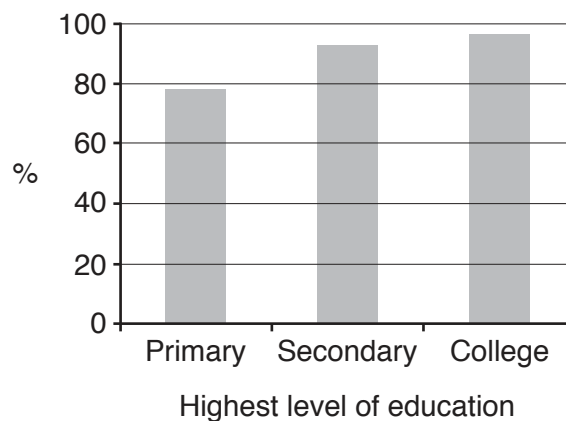
2 Study the evidence and answer the questions that follow.

Source A**News report**

In highly developed countries, such as the United States, individuals make important life choices partly on the basis of economics. Expenditure on college education is a wise long-term investment, because it is repaid several times over in increased lifetime earnings. There is also a correlation between education and improved health and longevity. A recent study has estimated that each year of college-level education adds between 0.18% and 0.6% of a year to life expectancy. People who have been to college have a reduced likelihood of suffering from various diseases which would reduce their quality of life.

Source B**Survey of health****Health and Education**

Percentage of respondents who said they were satisfied with their health

**Source C****News report**

Research has shown that the number of years spent in education may affect the treatment and survival rates of patients who suffer a type of heart attack called acute ST-segment elevation myocardial infarction (STEMI). STEMI is generally considered to be the most dangerous type of heart attack.

Data from 11 326 STEMI patients in several countries revealed that patients who had completed less than eight years of education were less likely to receive certain treatments, and more likely to die, than patients who had spent more than sixteen years in education. About 17.5% of patients with less than eight years' education died within one year, compared with 3.5% of those whose education had lasted for more than sixteen years.

Source D

News report

Researchers have reported that the more education people have had, the less likely they are to suffer from many health problems, including heart conditions, emphysema, diabetes, asthma and ulcers. People with greater education are less likely to have high blood pressure and high levels of cholesterol. Those who have been educated to a higher level tend to function better, both physically and mentally. They are less likely to report that they are in poor health, and to say that they experience anxiety or depression.

These health differences are probably caused partly by differences in behaviour between groups of greater or less education. People who have had more years of schooling are less likely to smoke, to drink heavily, to be overweight or obese, and to use illegal drugs. They are also more likely to take care over household safety, preventative medical care, and treatment for hypertension and diabetes.

- (a) Is Source A an argument? Briefly justify your answer. [2]
- (b) How well does Source B support the claim in Source A that “There is also a correlation between education and improved health and longevity”? [3]
- (c) Source D suggests that one reason for the correlation between education and longevity is that people with more education are more likely to follow a healthy lifestyle. Suggest **two** other possible explanations for the correlation. [4]
- (d) ‘If you want to live a longer, healthier life, obtain as much education as you can.’

To what extent do you agree with this advice? 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 There are many reasons why people should in principle not tell lies. Other people are likely to make embarrassing and perhaps costly mistakes if they are misled into believing something which is not true. Innocent people may suffer social isolation if their friends or colleagues believe lies which have been told about them. It is not surprising that habitual liars have no friends.
- 2 Even 'white lies', told for good motives, can do more harm than good. If you know that a friend, or even a teacher, always tries to encourage you and never says that anything you do is less than perfect, then you can never know when you have really achieved something good. If a man tells his wife or girlfriend that a new dress suits her, even though he actually thinks it is hideous, she is likely to make a fool of herself. She will never trust anyone again.
- 3 However, lying is not always wrong, because some people do not have a right to know the truth. So the principle we should follow is actually that we should tell the truth to anyone who has a right to it. The finest moral philosophers would agree with this principle, while those who reject it are either incapable of thinking clearly or unwilling to do so.
- 4 Privacy is a basic and universal human right. This right would be undermined if we had a duty to give truthful answers to anyone who pried into our private affairs. We are therefore entitled to refuse to answer such intrusive questions.
- 5 In some jurisdictions it is illegal in a job interview to ask a female applicant about possible plans for marriage or having children. But some interviewers still ask those questions. No applicant can admit that she hopes to be married or to have children, because a truthful answer may prevent her from being appointed. Yet a refusal to answer will be interpreted as meaning "yes" and will also identify her as a trouble-maker. So she should lie. Because the interviewer did not have a right to this truth, the lie has not harmed him.

- (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** intermediate conclusions. [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) 'Moral principles should have no exceptions.'

Write your own short argument to support **or** challenge this claim. The conclusion of your argument must be stated. Credit will not be given for repeating ideas from the passage. [5]

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