



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
General Certificate of Education
Advanced Level

THINKING SKILLS

9694/04

Paper 4 Applied Reasoning

For Examination from 2011

SPECIMEN PAPER

1 hour and 30 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.

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 **7** printed pages and **1** blank page.



- 1 *Study the passage and answer the questions that follow.*

Government Bans Guns

New legislation will have a dramatic effect on gun crime. The new law, which will come into effect next week, will make it illegal for anyone to possess a gun, unless they work in the police or military forces. The new measure is bound to be welcomed by the public.

The population has risen by just 1% each year since 1989 and is now about 32 million, yet the number of people possessing a gun without a licence has risen by 572.75% over that same 20 year period between 1989 and 2009. This has left most ordinary law-abiding citizens living in fear of being robbed or attacked. Some parts of the country have been affected more than others. We went to the sleepy little town of Elliotsville, where deaths caused by guns rose by 700% last year. There we spoke to Beth Jebbett. She welcomes the new law, saying, "We only wish this law had been brought in earlier".

But some experts believe that the Government should be tackling the cause of the rise in illegal gun possession, rather than introducing draconian counter-measures. One expert we interviewed is convinced that there is a relationship between the proliferation of illegal guns and the increasing popularity of flat-screen televisions. When asked, Dr Roman Kinski of the National Centre for Criminal Studies said, "Yes, there is no denying that there is a strong correlation between the increases in possession of guns and flat-screen television sets". It is a sad reflection on our society that lust for material possessions such as TVs has led to more people possessing illegal guns.

- (a) Identify **three** points that weaken the credibility of the statistics in the second paragraph. [3]

- (b) '...lust for material possessions such as TVs has led to more people possessing illegal guns.'

Do you think that the evidence in the third paragraph is sufficient for this inference to be drawn? Justify your answer briefly. [2]

Study Documents 1–5 and answer the questions below.

- 2 Provide a brief analysis of the structure of Loh Kang's argument in Document 1: The Myth of Equality. [6]
- 3 Give a critical evaluation of Loh Kang's reasoning, assessing any strengths and weaknesses and any implicit assumptions made. [9]
- 4 'Gender equality is possible.'

Commenting critically on some or all of the Documents 1–5, and introducing ideas and arguments of your own, construct a well-reasoned case **either** for **or** against the above statement.

You may use examples of gender inequalities from your own country or other countries. [30]

DOCUMENT 1

The Myth of Equality

Why should women want to be equal to men? Feminists have focused on the inequalities experienced by women. However, they miss an important point. Yes, women have been held back by the social systems which men have constructed. But what would happen if those systems could be made to suddenly disappear as if by magic? What we would find is that women are intrinsically superior to men.

To begin with, women are more able to resolve disagreements in a constructive way. Women are better at hearing and comprehending than men. While men may say that they 'hear' what is being said, this does not mean they go a step further and actually 'listen' (i.e. process and internalize what is being said). Men tend to set out to win an argument, rather than to reach a rational conclusion based on a healthy debate. This highlights a key difference between men and women - men are competitive and women are cooperative. The competitive approach was effective in earlier times of human development (and still is in some narrow spheres such as sport), but the challenges that the world faces in the twenty-first century require a cooperative approach. For example, male leaders have repeatedly failed to resolve conflicts in the world, except by the use of military force.

Women also have other qualities that mark them out as the superior sex. Men may be physically stronger (on average) but women have greater stamina. Women have a greater capacity for withstanding and coping with pain: how many men would have babies if they had to endure the pain of childbirth?

In fact, recent scientific research indicates that soon women will be able to conceive babies without men. This gives added weight to the view that 'a woman needs a man like a fish needs a bicycle'. Hence men are becoming redundant with regard to the continuance of the human race.

It is well-known that women can 'multi-task' - that is they can do several things at the same time, such as making a call on a mobile phone while driving the car and planning the next day's work meeting, all at the same time. Furthermore, women are more flexible and readily adapt to change. Women are good at 'sense making', that is, working out what is happening in unfamiliar circumstances; and then they are pro-active and respond in an appropriate way, rather than procrastinating and/or taking inappropriate action such as being aggressive. All this shows that women can do things much better than men.

History has led to a situation where women have to devote energy to asserting themselves and demanding equal rights, but this obscures the fact that women have innate characteristics that mark them out as better human beings. Nature may have given men an advantage in the recent and distant past, but nature will favour women in tomorrow's world.

Loh Kang

DOCUMENT 2

Emancipation of African Women

Male-authored, male-based history texts have failed to acknowledge women's past contributions to the political life of most African societies. Recently a growing literature has aimed to correct the record by highlighting the important roles African women played as political actors in the pre-colonial period.

Historically, the status of African women was not equal to that of men as patriarchal societies dominated. But this was not the same as what happened to women during colonisation. In pre-colonial times African women wielded substantial economic and political power. Most African women were fully engaged in both reproductive and productive activities. Europeans who colonised Africa transplanted their ideas of male-dominated politics, and ignored African women's political and economic activities, and defined them as dependants of men. Colonial policy ensured that African women were excluded from politics and decision-making in agricultural production, due to Western ideas about the 'proper' place of men and women in societies. Missionary education was primarily geared towards providing the educated men with good wives and home-makers.

One of the ways that African governments today have sought to redress this subordination of African women is through the introduction of affirmative action programmes. For example, in Uganda a 'sex quota' of seats is reserved for women in government. But despite the increase in the number of female politicians in Uganda, it is still extremely difficult for women to achieve emancipation. Female politicians face many challenges including sexual harassment. When women step over from the 'private' sphere to claim their rightful space in the 'public' arena, traditional values provide a ready tool for men to use to remind them of their 'proper' place. Many Ugandan women accept without question such traditional concepts and the stereotypical images painted of women by society. This explains why women themselves are hostile to those women who enter national politics.

Emancipation of African women will depend on public education and awareness-raising as well as transformation of existing political structures.

Sylvia Tamale

DOCUMENT 3

Gender at Source

Two somewhat differing versions by ancient Jewish writers summarise the initial story of creation. The first chapter of the Book of Genesis from the Hebrew scripture, which forms a part of the Christian Old Testament, describes the creation story, of how God in six days created the Earth, and finally a human couple simultaneously. However in the second version of creation in chapter 2, woman is created subsequently from the rib of an already created male. Although more detailed, there is no evidence in the second version that the first ever female, at source of origin, was subordinate, inferior or commanded to be subject to the male. The initial creation story in chapter 1 is as follows:-

Genesis chapter 1:-

v¹. 26: Then God said, 'Let us make adam² in our image, after our likeness. And let them have dominion over the fish of the sea and over the birds of the heavens and over the livestock and over all the earth and over every creeping thing that creeps on earth.'

v. 27: So God created adam in his own image; male and female he created them.

v. 28: And God blessed them. And God said to them, 'Be fruitful and multiply and fill the earth and subdue it and have dominion over the fish of the sea and over the birds of the skies³ and over every living thing that moves on the earth.'

The word 'adam' is the generic⁴ Hebrew term for human being which consists of both males and females. They are given a special role within creation – 'let them have dominion'. This is by virtue of their special relationship to God – they are the bearers of the 'image of God'.

In the account of their creation in Genesis chapter 1, there is no priority given to either sex about the time of their appearance on Earth or their function as human beings on Earth. Their creation occurs simultaneously. Their creative role is described only together, and not as a hierarchy. Neither is given supremacy over the other.

Believers of the biblical creation story will therefore have to guard against errors of interpretation when reading the initial account of the creation story in chapter 1. Such interpretations have come about through the later dominant interpretation of the story by a historically male-dominated society which makes the female the inferior partner.

Brevard S Childs
(Retired Sterling Professor of Divinity, Yale University)

¹ Abbreviation for 'verse'.

² This is translated 'man' usually in many Bible translations of the original Hebrew, without any distinction between the generic (species) term human being (adam) and the specific term, the first ever male human being (Adam).

³ The word in the English translation is 'heavens' which here refers to the 'skies' or 'air'.

⁴ Class or species.

DOCUMENT 4

Pre-modern Western misogyny⁵

Many anatomists of the seventeenth century speculated heavily on the second version of the biblical creation story about the rib from which Eve was created. They decided that of seven ribs in the human anatomy only five were perfectly circular. Many people thought woman was created from one of the imperfect, bent or crooked ribs of the first man. And physical deformity entailed moral imperfection. We find many misogynist writers using this idea to discredit women. Joseph Swetnam who became known as the 'woman-hater' reasoned: 'a rib is a crooked thing good for nothing else, and women are crooked by nature...'⁶ Further in the second version of creation, Eve comes into existence after Adam, and this is significant for understanding the history of misogyny in the West. The historically dominant male interpretation was that since man was created first he had to have priority and therefore woman was inferior. Only rarely were voices raised in the seventeenth century against such interpretations. For instance Margaret Fell the Quaker, declared that God did not 'make such distinctions and discriminations as men did' against women.

John Jonston in 'An History of the Wonderful Things of Nature' stated, 'We all know there are two sexes: the male and the female; and the female is inferior in all things. God gave the man the superiority and commanded the woman to obey... women are easily angry, and as soon as their temper is kindled it boils over'⁷. A hundred years earlier John Knox had ranted against the reign of Queen Elizabeth I and the idea that women should have dominance over men: 'For (in the animal kingdom) nature has printed a certain mark of dominion in the male and a certain subjection in the female, which differentiates them'⁸. Knox would no doubt have been seriously irritated by the discovery that not only the English but the bees also were ruled by a queen.

P C Almond

⁵ Hatred of women.

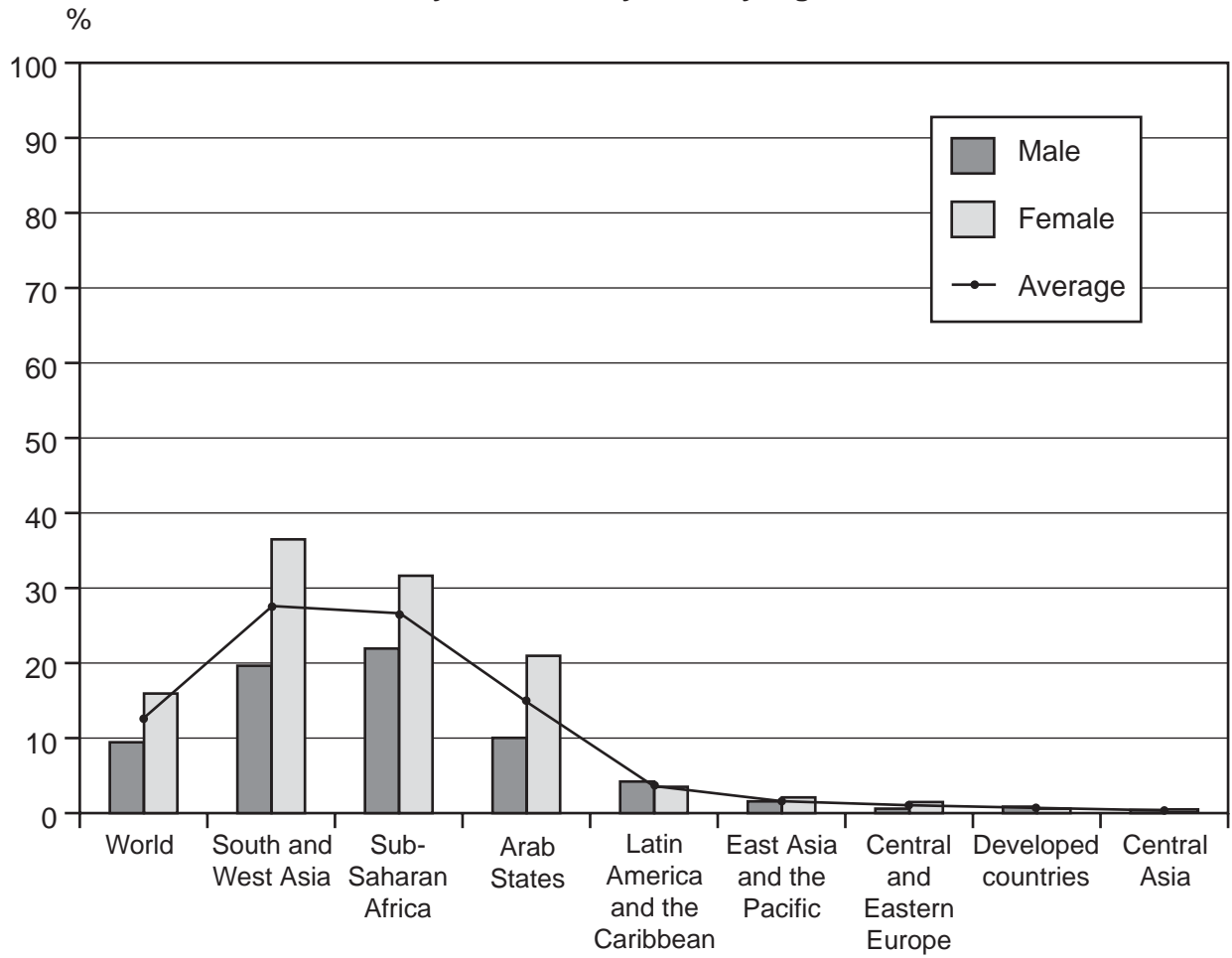
⁶ Joseph Swetnam, *The arraignment of lewede, idle, forward and unconstant women* (London, 1615), p.1.

⁷ John Jonston, p.329, (London 1657); the quote is rephrased for modern readers.

⁸ John Knox, *Trumpet against the monstrous regimen of Women* (Geneva, 1558), rephrased here in modern terms.

DOCUMENT 5

World youth illiteracy rates by region and sex



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