



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS  
General Certificate of Education Advanced Level

---

**THINKING SKILLS**

**9694/42**

Paper 4 Applied Reasoning

**May/June 2011**

**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.

**DO NOT WRITE ON 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 **7** printed pages and **1** blank page.



- 1 Study the article below and answer the questions that follow.

Global poverty is finally on the decline. This represents good news for all the activists around the world who have campaigned long and hard for an improvement in the quality of life of the world's poorest people. The reduction in poverty has been confirmed by two recent studies. A statistic from the World Bank shows that the number of people who live below the poverty line decreased from 1.5 billion in 1981 to 1.1 billion in 2001. This measure uses the World Bank's definition of the poverty line: living on less money per day than the value of \$1 in the USA in 1993. The World Bank is the only international body with the capacity to conduct the household surveys necessary to provide this data, across an appropriate sample of the world population.

This statistic is supported by evidence of diminishing global income inequality.

**Distribution of World Income, 2003 – 2004**

World Population	Percentage of World Income	
	2003	2004
Richest 20%	82.7	82.2
Second 20%	11.7	11.9
Third 20%	2.3	2.5
Fourth 20%	1.9	1.9
Poorest 20%	1.4	1.5

The evidence in this table clearly leads us to a heartening conclusion: the rich are getting poorer, and the poor are getting richer!

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

- (b) "Global poverty is finally on the decline."

Do you think the evidence presented is sufficient for this inference to be drawn? Briefly justify your answer. [2]

Questions 2, 3 and 4 refer to Documents 1 to 5.

- 2 Briefly analyse NU's argument in Document 1: A Blessing in Disguise, by identifying its main conclusion and reasons, as well as any intermediate conclusions and counter-arguments. [6]
- 3 Give a critical evaluation of NU's argument in Document 1, by identifying and explaining strengths, weaknesses, implicit assumptions and flaws. [9]
- 4 'Former colonial powers should compensate countries they have once occupied.'

To what extent do you agree with this statement? Construct a well-reasoned argument in support of your view, commenting critically on some or all of Documents 1 to 5, and introducing ideas of your own. [30]

**DOCUMENT 1****A Blessing in Disguise**

Most people would agree that the invasion and occupation of another country should be condemned. Why? There is this idea of 'self-determination' – that the people living in a country should decide their own future and govern themselves. In general, we do not like bullies in our private lives and this feeling carries across to public life too; indeed, our private life gets directly (and negatively) affected by what is happening in our country during an invasion. It is difficult to carry on with your grocery shopping when there is a tank from an enemy driving down the street. The difficulty with this argument is that the long-term benefits of occupation are overlooked because of the short-term injustices of being invaded.

In actual fact, invasion may not be such a bad thing if it leads to an enrichment of culture in the subject countries. Most countries have been invaded several times and this has led to the culture and values of the invading nations being superimposed on the subject nations. The process by which the British occupation of India influenced its culture is a classic example. Some of the greatest Indian thinkers ensured that India took something from its invaders. The Brahmo Samaj was founded by Raja Rammohun Roy (1774 – 1833), whom some see as the founder of modern India. This was a movement of modernisation for societies that had not industrialised in the way that the West had done. Raja Rammohun Roy directed his pupils to read the great Western philosopher Voltaire (1694 – 1778), but he also drew on much earlier Islamic and Persian influences as well as the ancient Greek philosopher Aristotle. So we can see that true leaders and intellectuals do not resist the *culture* of invaders; instead, they think and reflect, so that they can find opportunities to use the incoming culture to enrich the lives and traditions of their own people. This could explain why the so-called British Raj (1858 – 1947) had such a tremendous influence on the India of today.

Knowledge and know-how from the West have greatly contributed to shaping modern India. There would be no Bollywood without Hollywood. Indeed, India would have no film industry if the West had not invented cinema photography. The British Empire passed on to India its own vast industrial and technological acquisitions. In effect, the current industrialisation of India could not have happened without the Industrial Revolution that took place in Britain in the eighteenth and nineteenth centuries. Software development has become one of the greatest business success stories of India in recent years, yet even this would not have happened if the modern computer had not been first invented and then widely adopted by companies in the USA. Of course, these innovations and advances do not come without problems, but that is another matter. What I can assert confidently is that countries which have frequently been invaded should be grateful to their leaders who have recognised and taken advantage of the ideas and inventions of the invaders.

**NU**

**DOCUMENT 2****Is it wrong to say that colonialism was good for the world?**

**Charlie\_52:** Most of the people state that it has negatively impacted the world, but I take the opposite position and state that because of colonialism, so many people in the West (such as those in Europe and America) have advanced so much in terms of technology and resources that they have improved the lives of people like us everyday. If it weren't for colonialism, Europe and America would not be the strong political powers they are today and Americans like me would not be able to enjoy our privileged lives. I don't see how you can say colonialism is completely terrible since the sacrifices of a few slaves have greatly improved my life. If I had the chance, I wouldn't go back and prevent colonialism from happening since, if I did, I wouldn't have this great life I enjoy now.

**xx\_kt\_xx:** For the most part - bad. Be serious. What countries came out good as former colonies and why? The US because it colonised other countries. South Korea and Taiwan because of massive aid during the cold war. Singapore because of its geopolitical position. You could also make a case for a few others but the majority of former colonies and 'imperialised' nations are doing really badly. Look up any country in Africa, most of Latin America, a big chunk of Asia, even Eastern Europe! All of these countries were screwed up because of imperialism.

**Bloggers**

**DOCUMENT 3****Joys and woes of Empire**

British rule became associated with a number of benefits. One was that, in general, rule of law and the attempt to record land ownership provided a basis upon which native people might one day create their own systems of self-government. At least lip service was paid to ideals like 'democracy', 'freedom of speech', and 'rights of the individual'. Another benefit was the rapid development of the infrastructure in colonies that were deemed ripe for investment and growth. Above all, and despite their many failings and brutalities, the British tended to approach the enormous task of imperial rule with a relatively human pragmatism.

Of course, the fact of Empire had a number of impacts upon the United Kingdom too, both positive and negative. British politicians of all parties were quick to discern in the Empire a means of uniting the people in a common cause, as a way of inspiring a sense of international mission. A great and messy amount of personal and national rubbish could be dumped elsewhere – principally upon 'inferior' black and brown people throughout the imperial system. They thus became repositories of much that was unwanted and disowned at home. It also provided manifold opportunities for making profitable careers, and for personal, financial and sexual exploitation. It introduced strange and exotic foods, flora and fauna, useful words, outlandish philosophies, different sports, other cultures and a whole host of unfamiliar experiences into the British way of life. It can be argued, on the one hand, that the Empire marked out Britain as an island race with connections across the globe matched by no other state. Others argue that the Empire was a matter of indifference to most British people, who hardly noticed the passing of Empire, and were increasingly happy to exchange the imperial mission for the joys of becoming a consumer society.

**Denis Judd, Professor of History, London Metropolitan University**

**DOCUMENT 4****What happened to Africa**

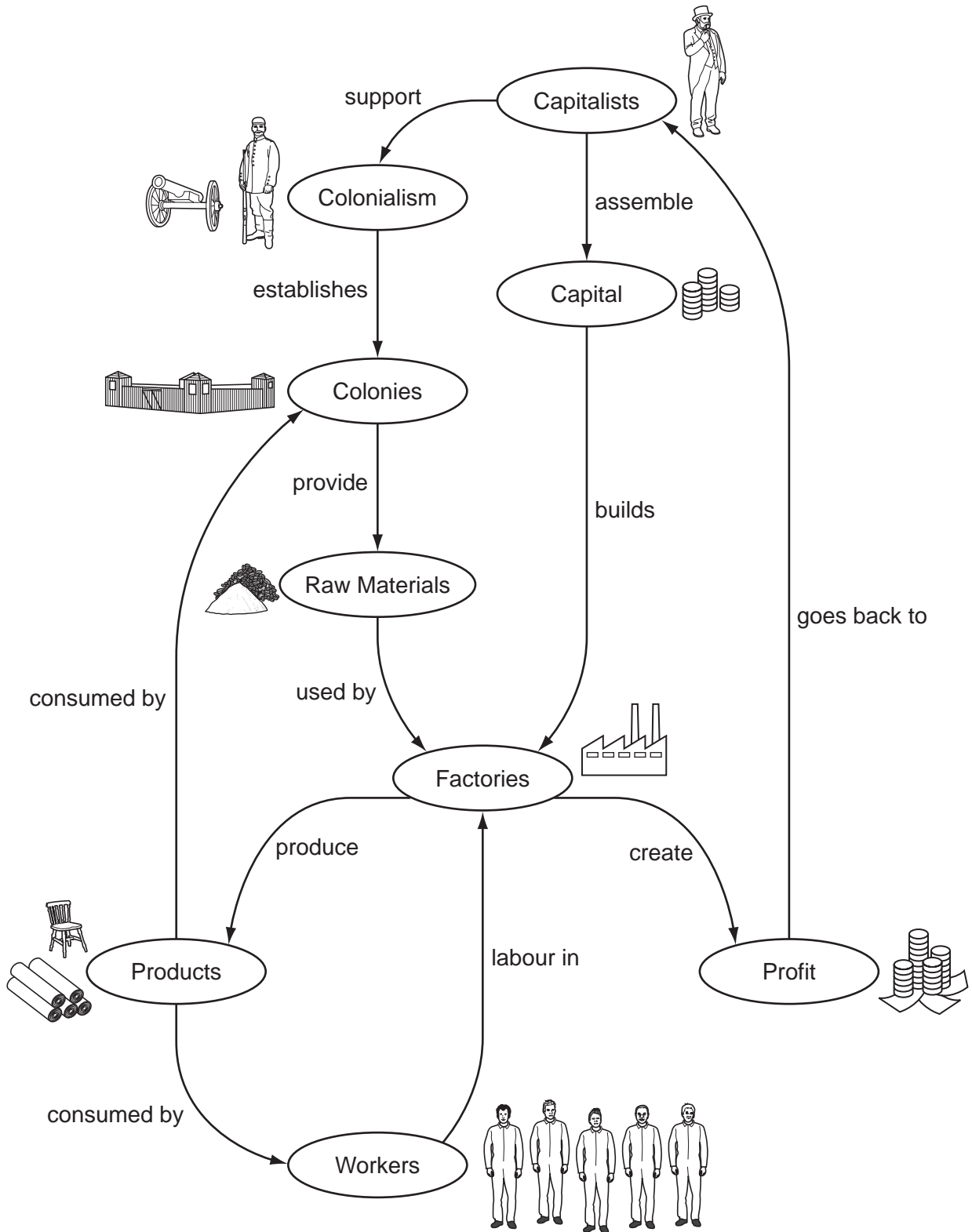
Colonialism caused the loss of sovereignty, which is the loss of the right of a state to control its own destiny, to participate in its own development, to conduct its own diplomacy and international relations and to decide which outside nations to associate with or to emulate. Above all, it took away the right of the state to manage or even mismanage its own affairs, take pride and pleasure in its success, and derive lessons, frustration and experience from its failures. Many African nationalists and critics of colonialism see the independence gained from the withdrawing colonial powers as only partial liberation. Some call it 'false independence'. Full or real freedom, they believe, will come with economic independence.

Colonialism bred political crisis. In disrupting pre-colonial political systems that worked for Africans, and by imposing alien models, colonialism laid the seeds of political crisis, say its critics. By the redrawing of the map of Africa, throwing diverse people together without consideration for established borders, ethnic conflicts were created that are destabilising the continent. The new nation-states were artificial and many were too small to be viable. Less than a third of the countries in Africa have populations of more than 10 million. Western multi-party democracy imposed by colonial powers polarised African societies. "It was the introduction of party politics by colonial administration that set off the fire of ethnic conflicts in Nigeria," wrote Itodo Ojobo in the New Nigerian newspaper in 1986.

***Scribd*** (social publishing and reading website)

DOCUMENT 5

Colonialism and Imperialism



**BLANK PAGE**

---

*Copyright Acknowledgements:*

Document 2 © <http://answers.yahoo.com/question/index?qid=20080601090910AAGJ3YP>.  
Document 3 © Denis Judd; *The Impact of Imperialism*; BBC History Magazine; Vol.9 No.1; January 2008.  
Document 4 © <http://www.scribd.com/doc/26505961/What-Are-the-Effects-of-Colonialism>.

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (UCLES) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

University of Cambridge International Examinations is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.