

---

**THINKING SKILLS**

**9694/42**

Paper 4 Applied Reasoning

**October/November 2018**

**1 hour 30 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 **7** printed pages, **1** blank page and **1** Insert.

- 1 Study the information below and answer the question that follows.

**Fish is brain food**

In the year 2014, schools in Dunland province achieved the lowest results in the whole country. In the same year a newspaper report suggested that Omega-3 fish-oil supplements improved children's intelligence by promoting brain development.

The following year the Dunland Education Department announced that it would give all 5000 of its state-educated 15-year-old students a pill containing fish oil every school day for a year before their end of school examinations in 2015. The grades achieved by these students would then be compared with the grades achieved by students at the same schools in 2014.

The results of the students in 2015 were 2.2% higher than the results in 2014. The Dunland Education Department said the trial showed that fish-oil supplements improve intelligence and promote brain development.

Make **five** criticisms of the way the study was conducted or any inference drawn from it. [5]

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

- 2 Briefly analyse Senior Student's argument in Document 1: *Letter to the head teacher of a school*, by identifying its main conclusion, intermediate conclusions and any counter-assertions. [6]
- 3 Give a critical evaluation of the strength of Senior Student's argument in Document 1: *Letter to the head teacher of a school*, by identifying and explaining any flaws, implicit assumptions and other weaknesses. [9]
- 4 'All schools should have compulsory school uniform.'

Construct a reasoned argument to support **or** challenge this claim, commenting critically on some or all of Documents 1 to 5 and introducing ideas of your own. [30]

**DOCUMENT 1****Letter to the head teacher of a school**

The requirement for students to wear school uniform must be removed. The students attending this school believe that uniforms have a number of negative effects which supporters of traditional school uniform might not have considered.

The purpose of schools is to give young people the skills they need to become successful adults. Adults need to make decisions about their clothing every day, so having compulsory school uniforms removes the opportunity for students at this school to practise that skill and hence become successful adults.

Mr Brown, the history teacher, tells us that research has shown that happy students are better learners. As part of my sociology course I have carried out some research among the students using a questionnaire. Over 80% of the students asked said they did not like wearing a tie or the maroon school blazer. We do not like the uniform because it makes us unhappy. It is obvious that if we want to increase the academic, and hence the employment, success of the students we must remove the compulsory school uniform.

In subjects such as art, music and drama we are told that individuality and freedom of expression are important aspects of adult life. Having a compulsory uniform removes the ability of students to express themselves and develop any sense of individuality. Indeed, the art and drama teachers are obliged to correct any uniform transgressions amongst the students while they themselves are often dressed more casually or flamboyantly than us. Where will the artists of the future come from? The First Amendment of the US Constitution guarantees that all individuals have the right to express themselves freely.

We are told the reason for having a compulsory uniform is that it prevents the bullying of students based on wealth differences, but actually uniforms have the opposite effect. The uniforms themselves are too expensive: a pair of school shoes can cost as much as a pair of fashionable shoes that most students would wear outside school. Students can be bullied for having a worn-out uniform that they cannot afford to replace just as much as they can be bullied for wearing less-expensive clothes.

In addition, uniforms make the problems caused by wealth differences worse on the journey to and from school. The students who attend our school come from a relatively poor area of the town. Our uniform immediately identifies us to the students of other schools. This can often lead to name calling, fighting and other forms of bullying. People who carry out this type of aggressive behaviour when they are young often become involved in criminal behaviour when they are adults. So removing the need to wear school uniform would lead to reduced crime levels in years to come.

School uniforms are outdated and this is the 21st Century.

**Senior Student**

## DOCUMENT 2

### Rationale for wearing school uniform

The uniform:

- supports the ethos of the school
- sets an appropriate tone that instils pride in students and gives them a sense of identity and belonging
- supports positive behaviour and discipline
- ensures students' appearance is smart and that they approach their learning with the right attitude, equipment and preparation
- establishes and reinforces high expectations of students and thus supports effective teaching and learning and high achievement
- promotes a common identity for students in the school, overriding potentially divisive social and cultural differences
- helps to build a sense of team spirit, nurtures cohesion and promotes good relationships between different groups of pupils
- helps young people to appreciate the importance of presentation and learn how to dress appropriately
- protects children from social pressures to dress in a particular way
- prevents competition between students for fashionable clothing and accessories, thus reducing the pressure on students to conform in school hours.
- promotes safety in terms of identification of students and therefore identifying those who are not students.

The School recognises that imposing a uniform is a limitation upon freedom and accepts that there are other arguments against a compulsory school uniform including:

- the desire of teenagers for self-expression
- the potential cost and inconvenience
- the time taken by teachers in enforcing the uniform code at the expense of teaching the curriculum
- the inclination for teenagers to rebel against any imposed rules and regulations.

However, on balance the school believes the benefits outweigh the negatives.

### School prospectus

**DOCUMENT 3****Page from school website***Uniform & Dress Code*

We believe that the wearing of a school uniform enables students to identify with their school, gives a sense of belonging, is practical and smart, reinforces a positive work ethos and reduces expenditure for parents.

The official uniform supplier is Chandler's of Netherville, who are appointed to provide the full range of uniforms and clothing. The shop is located at: 42 City Road, Netherville.

The list of essential items of school uniform has been kept short so that demands on family finances are minimised.

- Maroon blazer with badge
- School tie
- White shirt
- Trousers or skirt, dark grey or black
- Shoes – black, plain with back (no trainers)
- Socks – plain black or grey
- Optional black or grey sweater or cardigan (worn under blazer)

The following points are also important in relation to clothing and associated items.

- (a) Denim clothing and coats with adornments, diagrams, pictures or lettering are not allowed.
- (b) Training shoes must not be worn except during Physical Education lessons and sport related activities.
- (c) Jewellery must be limited to one pair of very small close-fitting studs worn at the bottom of the ear.
- (d) For safety reasons no jewellery whatsoever may be worn in Physical Education, Drama or Engineering/Electronics and long hair must be tied back in Engineering/Electronics, PE and Science.
- (e) Outdoor clothing must not be worn in the building.
- (f) Only black shoes are to be worn with school uniform. Shoes should not be backless for health and safety reasons and heels should be of sensible proportions.
- (g) Skirts should not be of an inappropriately short length.
- (h) Hairstyles must not be of an exotic or severe nature. This includes brightly coloured dyed hair. Excessively short haircuts are not permitted.

*Financial Hardship*

The school maintains a small stock of used items for emergency replacement or for cases of hardship. Uniform vouchers are available for those families in receipt of state benefits.

**DOCUMENT 4****Report in a local newspaper****School uniform introduction reduces crime**

Two years ago, Glassfield, in the south-eastern USA, was not such a pleasant place to live. Violent crime levels, including muggings, knife-crime and robbery, were high. Many of these crimes involved teenagers, either as victim or perpetrator.

As part of a package of measures, the mayor introduced a city-wide mandatory school uniform policy. Since then reports of assault with a deadly weapon in the city's schools decreased by 45%, assault and battery dropped by 31%, incidents of fighting went down by 48%, sex offences were cut by 80%, robbery was down 60%, possession of real or fake weapons decreased by 50%, possession of drugs was down by 65%, and vandalism was 18% below its pre-uniform levels. As part of his re-election speech, Mayor John Perry said, "Without my introduction of uniform and other school reforms, your son or daughter could have been a victim of these crimes."

One of the mayor's advisers told us, "A 2014 study in a respected academic publication found that one year after a school in the north of the country introduced a uniform policy, police data showed a 62% decrease in police reports originating from incidents in schools. Decreases were also noted in gang activity, student fights, graffiti and other types of damage to school property."

"Wearing a uniform makes it more difficult to display gang colours," the adviser added. "And without baggy clothing it's harder for students to conceal weapons."

The superintendent of schools in Glassfield commented, "When students are dressed the same, they are safer. If someone comes into a school uninvited, the intruder is much more easily recognised." He also noted, "During the first semester of a mandatory uniform programme at a school in the south-western USA, discipline referrals dropped from 1565 in the same semester the year before to 405."

## DOCUMENT 5

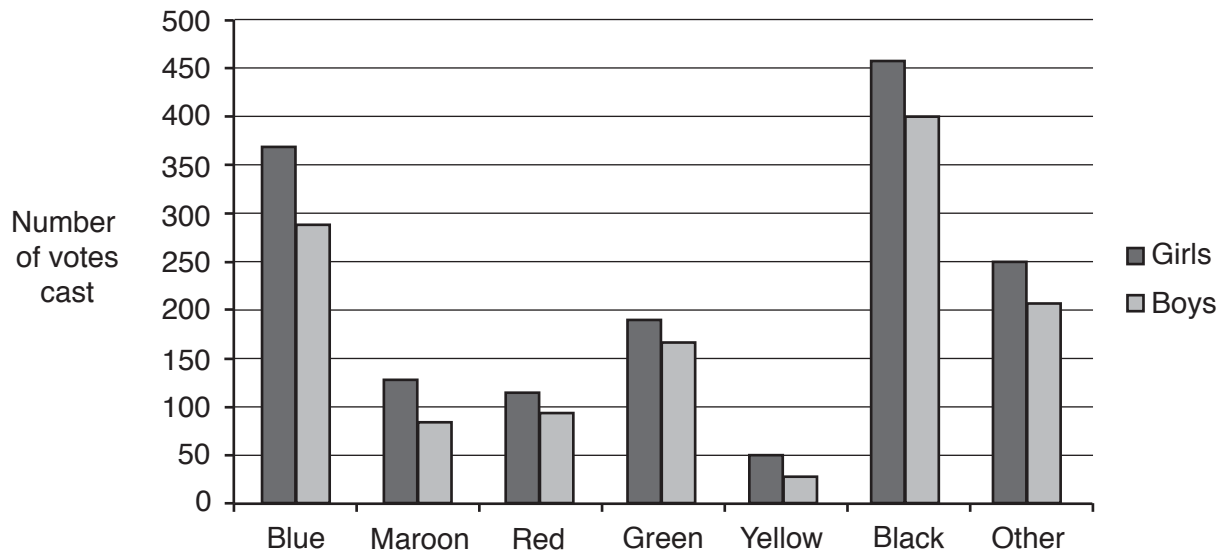
## Some data about school uniforms

## Price-comparison of school uniform costs

Clothing type	Average cost of clothing items (to nearest \$1)		
	Official supplier	High-street store	Supermarket
Blazer	73	22	10
2 shirts	9	9	5
Sweater	12	11	3
Skirt	33	11	5
Total	127	53	23

## Results from an Australian school questionnaire

Students were asked, "What is your preferred colour of uniform?"



**BLANK PAGE**

---

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.

To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced online in the Cambridge International Examinations Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download at [www.cie.org.uk](http://www.cie.org.uk) after the live examination series.

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.