



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
General Certificate of Education Advanced Level

THINKING SKILLS

9694/41

Paper 4 Applied Reasoning

October/November 2013

1 hour 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 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.

This document consists of **7** printed pages and **1** blank page.



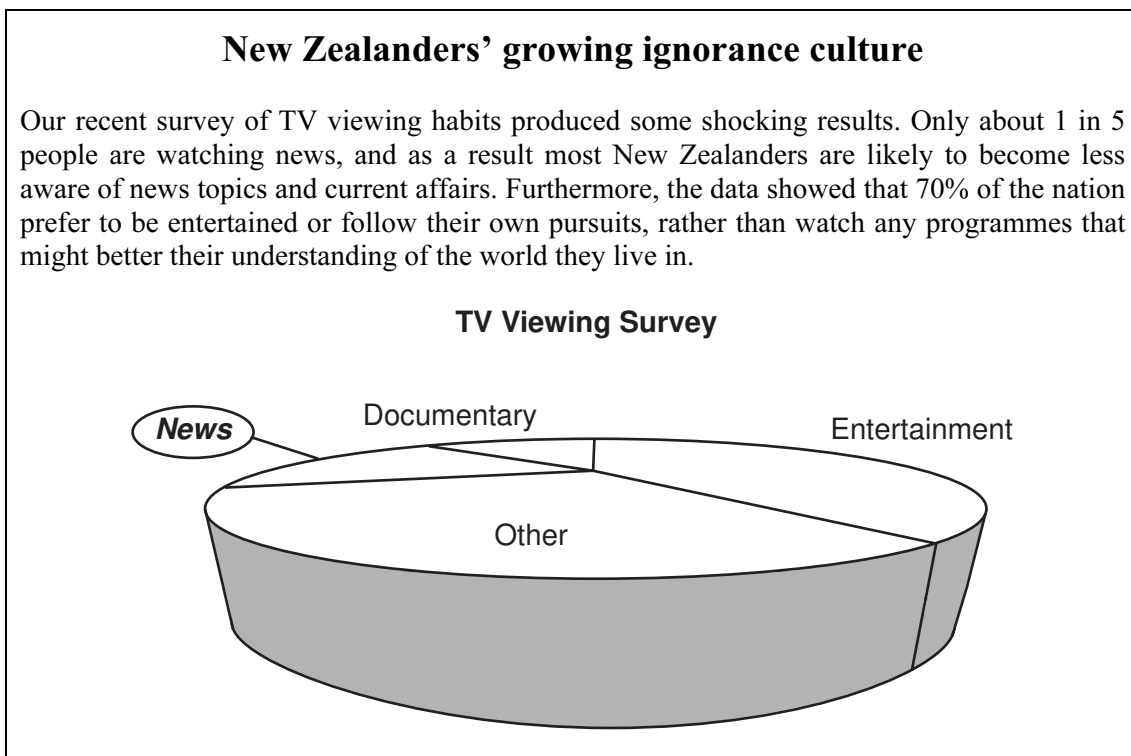
- 1 Study the information below.

Make **five** distinct criticisms of the data or the way they have been used in the newspaper article. [5]

A New Zealand newspaper conducted a public survey in which they asked 1000 people, who were viewing a minimum of 5 hours TV each weekend, which of four categories they watched most. The results were rounded up to the nearest whole number in the summary as follows:

News – 18%, Documentaries – 12%, Entertainment – 40%, Other – 30%.

The following article appeared in the newspaper:



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

- 2 Briefly analyse Text-me-not's argument in Document 1: *Ubiquitous Texting*, by identifying its main conclusion and main reasons, as well as any intermediate conclusions and counter-arguments. [6]
- 3 Give a critical evaluation of the strength of Text-me-not's argument in Document 1: *Ubiquitous Texting*, by identifying and explaining any flaws, implicit assumptions and other weaknesses. [9]
- 4 'We should be worried about the popularity of texting.'

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

Ubiquitous Texting

There's only one word that describes why the texting culture is obnoxious – it's ubiquitous*; it just keeps going – at family dinners, parties, funerals. Wherever you are your teenagers are exercising with their thumbs, unmindful of appropriateness. Consider this saying: "A cow is a very good animal in the field; but we would not want her in a garden." Texting is, quite simply, inappropriate in many contexts. Just because our younger generation argue that it is alright to text anywhere because it does no harm, does that make it ethically right?

While it is true that relaying inter-personal messages may improve relationships, texting takes up the time that could otherwise be used in rewarding and productive activities. Texting, like TV and video games, while providing a distraction and diversion, only satisfies curiosity. It can also result in young people acquiring harmful knowledge. It might serve a necessary purpose in communicating information, but the technology is mostly misused, like most internet chat.

Texting is remote, which encourages anti-social behaviour towards others. Texting also causes many health problems for young people. Researchers have found that teenagers who send more than 120 text messages per day, or spend more than three hours on social networking sites daily, are more likely than their peers to engage in risky conduct such as indulging in sex, cigarettes, drugs and alcohol. In fact there are more harms to texting than benefits.

Incessant texting and taking mobile phone calls disrupt our personal interactions by putting too much of a burden on our concentration. Having to pull different tasks together can damage us personally. So interruptions can have very negative effects. After any interruption it takes a while to regain concentration. Few of us want our surgeon to text, then stop and ask "Now where was I?" while he is performing surgery on us. Or think of the leader of a country's parliament fiddling with his BlackBerry throughout an important meeting between party leaders. At the end of the event, the meeting would have descended from being merely disorderly to chaos.

Worst of all, texting is a major cause of death and injury. You might have read of the Boston subway driver who was indicted for dangerous negligence, when the train he was operating ploughed into another train, injuring more than 50 people – he was texting while on duty.

Now I am not anti-texting, nor am I anti-technology – I use my word processor a lot. But no one has authorised a culture of ongoing interruption. My argument against texting is not that it hurts the texter. When you injure yourself, that is unfortunate; but when you injure someone else, that's unethical. Texting does just that. Texting ought to be controlled.

Text-me-not

* Ubiquitous: appearing in all places, found everywhere.

DOCUMENT 2

Texting and Education

Both parents and teachers have felt that texting will destroy proper English and is a distraction from serious learning. In addition, some physicians and psychiatrists fear that texting is taking a toll on teenagers' sleep patterns and ability to think for themselves. However, today some teachers are seeking to harness the power of texting. Teachers report that when they embrace the importance of texting, their students really appreciate being met at their level.

One of the biggest fears about texting has been that its shortcuts have a bad effect on teenagers' use of language. Now educators maintain that writing in any form is expressing thoughts and expressing thoughts is always good. Studies have found that texting may actually help teenagers with informal writing assignments. In a study that featured a conversational essay about happiness, when teenagers were asked, "What does it mean to be happy?", those who used more texting shortcuts performed better than their peers who did not.

Educators have even taken this a step further by asking students to translate passages from classic literature to text-speak to see if they understood the use of language in different contexts. This is in line with current research that shows that text-speak is not a mangled form of English that is degrading proper language; rather, it is a kind of 'pidgin' language all of its own that actually stretches teenagers' language skills. But, as with anything, an overuse of texting or texting in the wrong circumstances is never beneficial.

Educators and parents must work together to set boundaries on appropriate texting behaviours. By working together, students, educators and parents can use texting to broaden and deepen the educational possibilities for all students.

Surfnetkids

DOCUMENT 3

The gr8 db8

Has there ever been a linguistic phenomenon which has aroused such curiosity, suspicion, fear, confusion, antagonism, fascination, excitement and enthusiasm all at once as text messaging? Here are some headlines taken from research reports found on the Web in 2007:

- Texting fogs your brain like cannabis
- Texting does not influence literacy skills
- Texting replaces speech for communication among teenagers
- Texting deprives children of sleep
- Texting helps shy teenagers communicate
- Teenagers to get free mobiles to help improve literacy standards
- Mobiles prove effective in getting NEETs back into learning

(NEETs – short for those ‘not in employment, education or training’)

Why do teenagers text? It is not about or not just about saving time and energy. It is to do with the human ludic* temperament. It’s fun in the broadest sense of the word. Playing with language is part of our intuition from our earliest days. Texters are continually ‘upping the ante’ – one texter would introduce an abbreviation, and another would play with it, making it longer, then another would take it further. For example:

ROTFL – rolling on the floor laughing

ROTFLMHO – rolling on the floor laughing my head off

ROTFLMHOAY – rolling on the floor laughing my head off at you

ROTFLMHOWTIME – rolling on the floor laughing my head off with tears in my eyes

This has nothing to do with speed and efficiency of typing. This is language play. Texting is one of the most innovative linguistic phenomena of modern times. It is also blamed for all kinds of evils that it could not possibly have been responsible for. Virtually any piece of non-standard English in schoolwork is now likely considered the result of texting, even if that non-standardism has been around for generations. It is possible to think of many reasons why it has become the preferred method of communication among teenagers. To those who text, the beep heralding a new message invariably thrills, not pains.

How long will it last? It is always difficult to predict the future when it comes to technology. Perhaps it will remain as part of an increasingly sophisticated battery of communicative methods. Or perhaps in a generation’s time texting will seem as archaic a method of communication as the telegram does today, and new styles will have emerged to replace it. For the moment, texting seems here to stay.

David Chrystal

Professor of Linguistics, University of Wales

*Ludic: spontaneous or playful

DOCUMENT 4

Inspiration Texting

There are many critics of texting who see it as language vandalism and little more appealing than graffiti. However, many texters are able to manipulate the language to convey both profound thoughts and inspiration in a very small space, using poetry or prose.

According to Anthony Roman, a Filipino researcher, “In the Philippines, friends very often greet each other with text messages. So-called “forwarded messages”, circulating in this predominantly Catholic country, have a strong religious basis, or are inspired by some religious thought, as the following example shows:

Without “JESUS CHRIST”, days are “moanday” “tearsday” “wasteday” “thirstday” “fightday” “shatterday” & “sinday” so allow Him to be w/U everyday...!
GOD BLESS U

This desire to play with words so that they are recognisable, and at the same time cool and loaded with meaning, may not be a modern phenomenon. The following verses are excerpts from a teasing poem entitled *Essay to Miss Catherine Jay*, found in a compilation by CC Bombaugh and dated 1867.

Essay to Miss Catherine Jay

An S A now I mean 2 write
2 U sweet K T J,
The girl without a | | ,
The belle of U T K.

An essay now I mean to write
To you sweet Katie Jay,
The girl without a parallel,
The belle of Uticay.

I 1 der if U got that 1
I wrote 2 U B 4
I sailed in the R K D A,
And sent by L N Moore.

I wonder if you got that one
I wrote to you before
I sailed in the Arcadia,
And sent by Allan Moore.

My cous N says he loves U 2 X S,
U R virtuous and Y's,
In X L N C U X L
All others in his I's.

My cousin says he loves you to excess,
You are virtuous and wise,
In excellency you excel
All others in his eyes.

Now fare U well, dear K T J,
I trust that U R true;
When this U C, then you can say,
An S A I O U.

Now fare you well dear Katie Jay,
I trust that you are true;
When this you see, then you can say,
An essay I owe you.

DOCUMENT 5

Data – 2007

Here are some data on texting published by Advanced Telecom Service in June 2007:

In January 2001, Joseph Estrada was forced to resign from the post of president of the Philippines. The popular campaign against him was widely reported to have been coordinated with SMS chain letters.

In the Netherlands, police use text messaging to receive crime tips and send alerts of missing children.

In 2003 a Malaysian court ruled that, under Sharia law, a man may divorce his wife via text messaging as long as the message was clear and unequivocal.

The median age of a text message user is 38 years old. 51% are women, 49% are men.

Right after the 8 October 2005 earthquake in Kashmir, Pakistan, the government granted free cell phone use so that separated families could find one another.

Cell phone owners were able to pledge a donation to disaster relief after the Asian tsunami by texting “donate” to a short code.

Cell phones are so common in China that authorities used text messages to warn millions of residents of the impending landfall of typhoon Kaemi.

An asthma management program at San Mateo Medical Center in California uses text messaging to monitor patients’ compliance with treatment regimens.

Data – 2011

In October 2011 a UK firm, Oxygen 8, displayed the following statistics:

- 5 billion cell phones are in use
- 1.08 billion are smartphones
- 98% of text messages are opened immediately
- Half of all local searches are performed on cell phone devices
- 86% of cell phone owners use theirs while watching TV
- 29% of cell phone users are open to scanning a mobile tag to get coupons
- 75% of smartphone owners would like to get notified of new offers by SMS

BLANK PAGE

Copyright Acknowledgements:

- Document 2 © <http://www.surfnetkids.com/go/safety/673/texting-and-education-what-teachers-are-saying-about-kids-who-text/>.
Document 3 © adapted: David Chrystal; *Txtng: The gr8db8*; Oxford University Press; 2008.
Document 4 Source 1 © Anthony G Roman; *Texting God – SMS and Religion in the Philippines*;
<http://www.freinademetzcenter.org/pdf/Texting%20God%20SMS%20and%20Religion%20in%20the%20Philippines.pdf>.
Document 5 Source 1 © The Text Message Blog; <http://www.textmessageblog.mobi/2007/06/29/cell-phone-statistics/>.
Document 5 Source 2 © <http://www.advancedtele.com/blog/>.

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.