



**GCE**

**Critical Thinking**

Unit **F504**: Critical Reasoning

Advanced GCE

**Mark Scheme for June 2014**

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All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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## MARK SCHEME

## Marking Grid for Question 1

	Performance descriptors
Level 4 7 - 8 marks	<b>Reasonable</b> judgement <b>well supported</b> by: <b>Clear</b> justification making reference to <b>key</b> parts of the documents and what they imply, possibly with reference to limitations of inference from such information.
Level 3 5 - 6 marks	<b>Reasonable</b> judgement, possibly with some overstatement, <b>mostly supported</b> by: <b>Clear</b> justification making reference to parts of the documents, with perhaps some (implicit) awareness of the limitations of inference from such information.
Level 2 3 - 4 marks	Judgement, possibly overstated, <b>partly supported</b> by: <b>Simple</b> justification with reference to the documents (which may be either too general or too descriptive) with basic awareness of the limitations of inference from such information.
Level 1 1 – 2 marks	If a judgement is made, it is likely to be <b>implausible</b> , extreme and / or based on significant and possibly problematic assumptions OR tend to redescribe the evidence. Accompanied by: <b>Simplistic</b> or unconvincing justification, possibly based on speculation and very vague or imprecise reference to the documents.
Level 0	No creditworthy material.

Question	Answer	Marks	Guidance
1	<p><b>'Banning the sale of gold and diamond jewellery would significantly reduce human rights abuses in the gold and diamond industries.'</b></p> <p><b>Is this a conclusion which can reliably be drawn from documents 1, 2 and 3? Justify your answer.</b></p> <p><b>Key Points</b></p> <ul style="list-style-type: none"> <li>Document 1 as a source is unreliable as it is an internet advert and does not mention human rights abuses</li> <li>Document 2 provides basic statistical information about the gold and diamond industry but does not talk about banning / human rights abuses.</li> <li>Document 3 only deals with abuses in the diamond trade. This clearly shows that nothing can be inferred about the gold trade.</li> <li>Doc 3 talks about the diamond trade fuelling abuses. It could be interpreted/implied that the abuses would end if people did not buy diamonds. However, this implication is tenuous. It depends on a number of possible consequences – one alternative consequence might be that jewellery would become an illegal, black market product, and this could lead to even more abuses.</li> </ul> <p><b>Other Points</b></p> <ul style="list-style-type: none"> <li>The gold and diamond industry is huge so stopping the sale of the products of the industry ought to reduce the size of it. If gold and diamond jewellery were banned, it would seem that the abuses of human rights (as outlined in doc 3) would reduce</li> <li>Doc 1 - jewellery involving gold and diamonds is common and spreading amongst men – so <b>implies</b> that if banned, it could lead to a significant reduction in abuses associated with the industry.</li> </ul>	8	<p><b>LOOK AT THE MARKING GRID!</b></p> <p>Assign a level first.</p> <p>Candidates do not need to make all of the suggested points.</p> <p>Allow “implied by” or “inferred from”</p>

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> <li>• Doc 2 talks about the benefits of mining in general in the USA but does not specifically refer to jobs in the gold and diamond industries. People have a human right to employment, so it could be argued it would be an abuse to ban the sale of jewellery and end the employment. So banning could cause some abuses as well as ending some.</li> <li>• Doc 2: the size of the jewellery industry relative to the whole gold and diamond industries might not be that great: only 30% of diamonds are gem quality, and 70% go for industrial purposes. Gold is used in the computer industry too. So any reduction in abuses that came with a ban on such sales may not be significant.</li> </ul> <p>So overall, we cannot reliably conclude that, 'Banning the sale of gold and diamond jewellery would significantly reduce human rights abuses in the gold and diamond industries.' There are too many uncertainties.</p> <p>Level 4</p> <p>It is not a conclusion that can be reliably drawn given the limitations of the sources in Documents 1, 2 and 3. Only Document 3 deals with human rights abuses and then only in regard to the diamond trade. Given the format of the source (ie a blog newspaper), even this evidence is unreliable.</p> <p>In regard to banning the sale of something significant, like diamond jewellery (more than \$72 billion, doc 2), you ought to be able to reduce the abuses. But banning something does not necessarily stop it happening, eg drugs are banned but still continue to be illegally traded. It is not clear that even if it did reduce abuse, the reduction would be significant.</p> <p>Doc 1 implies that jewellery is increasingly worn by men as well as women, so banning its sale might prevent an increase in human rights abuses.</p> <p>Doc 2 shows that the gold and diamond jewellery industry is huge, but Doc 2 also shows that gold and diamonds are used in industry. It doesn't give figures for the computer, manufacturing and engineering industries that also use gold, so we can't tell if the gold jewellery industry is significant. So jewellery is only part of the problem – we could ban jewellery and still get abuses for gold and diamonds used for industrial purposes.</p>		<p>Credit candidates who come to an alternative conclusion IF it follows from their reasoning.</p>

Question	Answer	Marks	Guidance
	<p>Level 3 This conclusion cannot be reliably drawn. The documents are mostly not even talking about human rights abuses – documents 1 and 2 are only talking about the size of the diamond industry. None of the documents talk about what would happen if you banned the industry. Also, Document 2 says that diamonds and gold are used for other purposes. And the “poster” in document 3 talks about Walmart, which uses sweatshops. Walmart is a huge multinational, so it must be bigger than the gold and diamond jewellery trade, so the gold and jewellery industry is not significant. And some people might rather have a job even if it’s abusive than have no job at all.</p> <p>Level 2 The diamond industry is huge – document 2 says \$72 billion. Banning it would definitely significantly reduce human rights abuses – if we don’t buy diamonds, rebel groups won’t do armed conflict and sexual violence to get them. Document 1 is irrelevant. Men’s styles and rappers have got nothing to do with human rights abuses. Document 3 clearly demonstrates that diamonds are related to human rights abuses. It also shows how people lie about their ethics to sell more blood diamonds. Therefore the conclusion can be reliably drawn.</p> <p>Level 1 Rebel groups and illegal diamonds should be banned. It doesn’t make sense to ban legal diamonds. Document 1 shows us how ice – diamonds – is something we all want. If celebrities can have it, we should all be able to buy it, so why should it be banned? Document 2 provides lots of evidence, but it doesn’t mean much. It talks about how many people work in the diamond and gold industry. The author of document 2 should have done more with their evidence. Document 3 is just a blog. It has really low credibility because it has a low reputation. So the conclusion is wrong.</p>		

## Marking Grid for Question 2

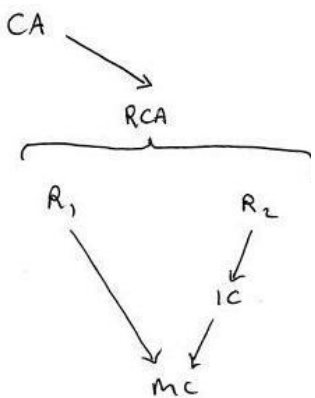
	Performance descriptors
Level 4 4 marks	<p><b>Reasonable judgement</b> which is <b>well supported</b> by:</p> <ul style="list-style-type: none"> <li>justified thinking about whether some or all parts of the reasoning (such as reasons, explanations, report, anecdote etc) give rationally persuasive support to a stated main conclusion <b>or not</b>, or, when appropriate, whether there might be an implied but unstated conclusion.</li> <li><b>AND</b> a clear and correct indication of what that (implied) conclusion might be.</li> <li>justified thinking about what types of reasoning, such as explanation or report, are present.</li> </ul>
Level 3 3 marks	<p><b>Reasonable judgement</b> which is <b>mostly supported</b> by:</p> <ul style="list-style-type: none"> <li>thinking about whether some or all parts of the reasoning (such as reasons, explanations, report, anecdote etc) give rationally persuasive support to a stated main conclusion <b>or not</b>.</li> <li>some acceptable thinking about what types of reasoning, such as explanation or report, are present.</li> </ul>
Level 2 2 marks	<p><b>Reasonable judgement</b> which is <b>partly supported</b> by:</p> <ul style="list-style-type: none"> <li>simple thinking about whether some parts of the reasoning (such as reasons or anecdotes) are reasons, a conclusion or are persuasive.</li> <li>simple thinking about what types of reasoning, such as background information, are present.</li> </ul> <p><b>OR</b></p> <p><b>Judgement which is incorrect but shows</b></p> <ul style="list-style-type: none"> <li>thinking about whether some or all parts of the reasoning (such as reasons, explanations, report, anecdote etc) give persuasive support to an implied main conclusion</li> </ul>
Level 1 1 marks	<p>If a judgement is present, it may be <b>arbitrary, unsupported, contradicted or incorrect</b>. It is likely to be accompanied by:</p> <ul style="list-style-type: none"> <li>simplistic comments about elements of argument, such as 'it has reasons and a counter-argument.'</li> <li>discussion of the meaning of the passage, or other inappropriate forms of analysis.</li> </ul>
0	No creditworthy material

Question	Answer	Marks	Guidance
2	<p><b>Analysis Question – referring to Document 3, paragraph 6</b></p> <p><b>Is this an argument? Justify your answer with reference to the kinds of reasoning used</b></p> <ul style="list-style-type: none"><li>• This is not an argument, because it has no conclusion.</li><li>• It is an attempt to persuade that people should give consideration to the ethical sourcing of “things that I buy” but this is implied, not stated.</li><li>• It starts with a rhetorical question. It follows this with a series of assertions.</li><li>• It is groping towards an answer to the question whether we should buy a ring that might be a conflict ring by saying ‘no’. The reasoning may support this conclusion but it is definitely not stated.</li><li>• It is personal opinion /explanation of why a view is held.</li><li>• The final sentence could be seen as a counter view and a response.</li></ul>	4	LOOK AT THE MARKING GRIDS



## Marking Grid for Question 3

	<b>Performance descriptors</b>
Level 4 7 – 8 marks	<p>Candidates demonstrate thorough understanding of argument structure, including some complexity by:</p> <ul style="list-style-type: none"> <li>• accurately identifying the main conclusion AND</li> <li>• accurately identifying most elements of reasoning (including significant elements) using appropriate terminology AND</li> <li>• showing accurately how the main elements relate to each other, using words or a diagram.</li> </ul> <p>Mistakes are rare and not serious.</p>
Level 3 5 – 6 marks	<p>Candidates demonstrate a clear understanding of argument structure by:</p> <ul style="list-style-type: none"> <li>• identifying the main conclusion and some other elements of reasoning with some accurate indications of how they relate to each other.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• identifying the main conclusion AND</li> <li>• identifying most elements of reasoning accurately using appropriate terminology</li> </ul> <p>There may be mistakes, occasionally serious ones.</p>
Level 2 3 – 4 marks	<p>Candidates demonstrate basic understanding of argument structure by:</p> <p>At the top of the level</p> <ul style="list-style-type: none"> <li>• identifying the main conclusion and at least one other element accurately</li> </ul> <p><b>OR</b> at the bottom of the level</p> <ul style="list-style-type: none"> <li>• accurately identifying a number of elements but NOT the main conclusion.</li> </ul> <p>There are likely to be serious mistakes, and possibly some gist.</p>
Level 1 1 – 2 marks	<p>Candidates demonstrate limited understanding of argument structure by:</p> <ul style="list-style-type: none"> <li>• inaccurately identifying almost all elements of argument</li> <li>• providing poor paraphrases or overall gist.</li> </ul>
0 marks	No creditworthy material

Question	Answer	Marks	Guidance
3	<p><b>Analyse in detail the structure of the reasoning in Paragraph 3 of Document 5 by identifying argument elements (such as reasons, intermediate conclusions etc) and showing their relationship to each other.</b></p> <p><b>CA</b> The programme presented 'recycled' gold as an ethically or morally superior alternative to newly mined gold.</p> <p><b>RCA</b> All the rest is RCA:-</p> <p><b>R1</b> (we can't ignore the fact that) newly-mined gold is critically important to developing countries which benefit from the investment and tax revenues generated.</p> <p>(Accept IC as "newly mined gold is critically important to developing countries" following R1 "which benefit from the investment and tax revenues generated"</p> <p>OR</p> <p>R1 "newly mined gold is critically important to developing countries" followed by an Explanation: "which benefit from the investment and tax revenues generated.")</p> <p><b>R2</b> Miners' lives depend on the sale of the gold they mine and</p> <p><b>IC</b> reducing consumption only pushes these communities deeper into poverty.</p> <p><b>C</b> It is inaccurate to assume that boycotting all newly mined gold therefore presents a more 'ethical' alternative.</p> 	8	<p>LOOK AT THE MARKING GRIDS</p> <p>Top Level 4:- All elements on the list plus indication by diagram or text of links relating main elements, including an indication that R1 and R2 are separate strands of reasoning</p> <p>Bottom Level 4 may not indicate 2 separate strands for R1 and R2.</p> <p>Top Level 3 can still be achieved if MC is identified as an IC <b>of the whole argument</b> of the entire passage. Otherwise if the MC is identified as an IC but most other elements are correctly identified, it would achieve Bottom Level 3</p>

## Marking Grid for Question 4

	Performance Descriptors
Level 4 16 – 20 marks	<p>Candidates come to a <b>reasonable judgement</b> about how <b>effectively the arguments in Document 5 respond to the claims</b> made about the jewellery industry in Document 4 <b>supported</b> by:</p> <ul style="list-style-type: none"> <li>• mostly justified evaluation of <b>how effectively these respond to claims in Document 4</b> (which might include but not be limited to an assessment of how the credibility of both Document 4 and the Letters in Document 5).</li> <li>• mostly well justified and perhaps occasionally insightful evaluation of <b>key</b> parts of the reasoning in Document 5</li> </ul> <p>Inappropriate forms of evaluation may occur. The language is clear and mostly precise.</p>
Level 3 11 – 15 marks	<p>Candidates come to a <b>reasonable judgement (perhaps slightly too strongly stated)</b> about how effectively the arguments in Document 5 respond to the claims made about the jewellery industry in Document 4, <b>mostly supported</b> by:</p> <ul style="list-style-type: none"> <li>• Evaluation of how effectively these respond to claims in Document 4 (which might be overly weighted towards credibility assessment)</li> <li>• mostly relevant and mostly justified evaluative comments about parts of the reasoning which might oppose or be similar to claims in document 4.</li> </ul> <p>Inappropriate forms of evaluation may occur. The language is mostly clear.</p>
Level 2 6 – 10 marks	<p>Candidates come to a <b>judgement which may be overstated</b> about how effectively the arguments in Document 5 respond to the claims made about the jewellery industry in Document 4, <b>partly supported</b> by:</p> <ul style="list-style-type: none"> <li>• some basic evaluative comments about how effectively these respond to claims in Document 4 (which might be very little more than the credibility of the letters).</li> <li>• some basic evaluative comments about parts of the reasoning which might oppose or be similar to claims in document 5 with an attempt at justification.</li> </ul> <p>The language is simple and may lack precision.</p>
Level 1 1 – 5 marks	<p>Candidates <b>may</b> come to a judgement which <b>does not follow from</b> their reasoning or they may have reached no judgement at all. This may be <b>accompanied</b> by:</p> <ul style="list-style-type: none"> <li>• any comments about how effectively the reasoning of Document 5 responds to that of Document 4 are assertive and unconnected to other points and may be contradictory.</li> <li>• limited comment about the reasoning with little or no explanation, possibly consisting of stock, pre-learned phrases which are not applied to this reasoning.</li> </ul> <p>Answers may be descriptive or incoherent. The language does not always communicate candidates' thinking.</p>
Level 0 0 marks	No creditworthy material.

Question	Answer	Marks	Guidance
4	<p><b>How effectively do the arguments in document 5 respond to the claims made about the jewellery industry in Document 4?</b></p> <p>Document 4 is a preview of a programme and as such makes no claim in and of itself but it does suggest that various claims will be made within the programme; these are</p> <ul style="list-style-type: none"> <li>• Shop assistants give “vastly misleading” information about where gold in their jewellery is mined.</li> <li>• Child labour is used in hazardous and illegal mines in Senegal</li> <li>• Large scale industrial mining in Honduras leads to health issues among the local population</li> <li>• There is a lack of traceability in the supply chain</li> <li>• Recycling old gold could offer an alternative source of supply</li> <li>• Cookson Gold is not living up to their pledge to support ethical alternatives</li> </ul> <p>However, Letter 1 &amp; Letter 2 are in fact responding to the TV programme “The Real Price of Gold” rather than Document 4 which is a description of the programme published before the TV programme went on air. This makes response to the specific claims of Document 4 imprecise.</p> <p>Letter 1 is in general a well argued and thoughtful piece, which does respond to the idea in doc 4 that there is not enough recycled gold and that recycled gold would be the answer, although it has some weaknesses and does not go far enough. Hoare (the letter writer) only asserts that ‘much of the gold in UK manufacture is from recycled sources’ but it seems reasonable to accept this. However, this does not fully answer the claim that recycling old gold could offer an alternative source of supply for gold.</p> <p>The point re newly-mined gold and miners’ livelihoods as an ethical consideration is important as a response to the programme’s suggestion that recycled gold is the answer. This is a powerful counter, not because it destroys Bounds’ argument but because it introduces a new idea which must be weighed up with Bounds’ points. It responds by showing that there is no easy answer. On the other hand, he overstates the opposition to Bounds – it is not a matter of accuracy or fact but a matter of opinion. It is significant that neither the NAG nor the BJA was asked to comment on the programme. This indicates that the programme might have been biased or one sided,</p>	20	<p>LOOK AT THE MARKING GRID</p> <p>Check that the candidate’s reasoning supports the conclusion they have come to.</p> <p>The mark scheme cannot cover every possible reasonable point or interpretation that candidates might make so this mark scheme is not an exhaustive list of creditworthy material.</p> <p>Candidates can gain credit for responses which include interpretations and ideas not explicitly made in the mark scheme if they seem reasonable and are argued well. If unsure, contact your team leader or principal examiner.</p> <p>The answer facing supposes that the candidate addresses each Letter in turn. Alternatively, the answer could address any of the claims in Document 4.</p>

Question	Answer	Marks	Guidance
	<p>and puts some of its claims in question.</p> <p>Hoare's final point could be described as tu quoque / ad hominem. It doesn't respond to claims made in the programme but to the general attack.</p> <p>Letter 1 briefly acknowledges that there are issues within the gold industry but does not respond in any way to the health and safety issues raised in Document 4.</p> <p>Credibility: although the author presumably has some bias and vested interest, he also has expertise. He acknowledges that there are problems within the industry but his response is largely to the point made about using recycled gold instead of newly mined gold. He puts forward a number of factual claims. For instance, we have to take his word that 'much of the gold ... recycled.' But it seems reasonable to do so as he knows the industry and we have enough experience of 'cash for gold' to know that gold jewellery is recycled. So he seems overall credible enough that we should accept the evidence and assertions he presents.</p> <p>Letter 2</p> <p>This is more rhetorical and associative than Letter 1. It is not claiming that the jewellery industry is free from problems, but it largely seems to be responding to the point about shop assistants giving customers misleading information.</p> <p>It is a good point that sales assistants will not necessarily know all the details of a complex issue – the analogy with sausage rolls is effective – the supply chain of sausage is less convoluted than the supply chain of gold. This analogy can also be accepted as ineffective or weak: ie that the two (sausage vs gold) is not comparable and that production of sausages and gold are also very different .</p> <p>Supports her point with first-hand experience but has a vested interest.</p> <p>There is an appeal to emotion –re humiliating store staff – but this is not irrelevant and could be seen as responding to possible emotional tricks in Document 4.</p>		

## Question 5 Levels Table

	Performance descriptors
Level 4 16 – 20 marks	<p>Answers <b>must</b>:</p> <ul style="list-style-type: none"> <li>• answer the question which was asked with some precision and subtlety.</li> <li>• give generally strong support to this answer (their conclusion) using reasons and intermediate conclusions (although there may be some weaker parts to the argument).</li> <li>• question key terms; this questioning informs the argument, possibly qualifying the conclusion</li> </ul> <p>Answers <b>may</b> include some of the following characteristics:</p> <ul style="list-style-type: none"> <li>• accomplished argument structure using strands of reasoning.</li> <li>• subtle thinking about the issue / relevant own ideas or examples about the issue / thoughtful use of ideas from resource booklet.</li> <li>• anticipation of key counter arguments and effective response to these.</li> </ul> <p>The argument is written in clear, precise prose in language capable of dealing with complexity.</p>
Level 3 11 – 15 marks	<p>Answers <b>must</b>:</p> <ul style="list-style-type: none"> <li>• answer the question which was asked.</li> <li>• give support to this answer (their conclusion) using reasons and intermediate conclusions (although there may be some irrelevance or reliance on dubious assumptions)</li> </ul> <p>Answers <b>may</b> include some of the following characteristics:</p> <ul style="list-style-type: none"> <li>• clear argument structure, which may be simple and precise or attempt complexity with only some success.</li> <li>• an attempt to question or define terms and possibly an attempt to use this questioning or definition in the argument.</li> <li>• clear (if perhaps one dimensional) thinking about the issue / own ideas or examples about the issue / reasonable use of ideas from the resource booklet</li> <li>• anticipation of relevant counter arguments and some response to these.</li> </ul> <p>The argument is written in prose in language which is clear and developing complexity.</p>
Level 2 6 – 10 marks	<p>Answers <b>must</b>:</p> <ul style="list-style-type: none"> <li>• answer the general thrust of the question which was asked, possibly in an overstated or vague way.</li> <li>• give some support to this answer (their conclusion) using examples and reasons (although there may be considerable irrelevance and / or reliance on dubious assumptions).</li> </ul> <p>Answers <b>may</b> include some of the following characteristics:</p> <ul style="list-style-type: none"> <li>• either clear, straightforward, possibly simplistic arguments, or a discourse at length with a focus on the ideas and content but only basic structure of reasoning.</li> </ul>

	Performance descriptors
	<ul style="list-style-type: none"> <li>• an attempt to define some terms, but this definition is used ineffectively if at all.</li> <li>• some thinking / own ideas about the issue / inclusion of ideas from the resource booklet.</li> <li>• inclusion of a counter argument or counter reason but any response to this is ineffective, possibly merely dismissive.</li> </ul> <p>The argument may be written as annotated bullet points rather than in coherent prose. The language may be either simple and clear or overly flowing, with little attention to meaning and precision.</p>
Level 1 1 – 5 marks	<p>Answers <b>must</b>:</p> <ul style="list-style-type: none"> <li>• attempt to answer the general thrust of the question, although there may be no stated conclusion.</li> <li>• attempt to support this answer, possibly using examples in place of reasoning (and there is likely to be considerable overstatement and reliance on very dubious assumptions).</li> </ul> <p>Answers <b>may</b> include some of the following characteristics:</p> <ul style="list-style-type: none"> <li>• disjointed, incoherent reasoning with little structure, possibly a discourse or rant on the theme.</li> <li>• rhetorical questions and emotive language.</li> <li>• ‘reasons’ and ‘intermediate conclusions’ presented with no logical connection.</li> <li>• ideas which tend to be contradictory, asserted or derived largely from the stimulus material.</li> </ul> <p>The argument may be written as annotated bullet points rather than in coherent prose. Language is used in a vague, imprecise way.</p>
0 marks	No creditworthy material.

Question	Answer	Marks	Guidance
5	<p><b>‘We should use the earth’s rare resources only for essential purposes.’</b>  <b>Write your own argument to support your view. You should use your own ideas and you may use ideas/evidence from the Resource Booklet to help you. [20]</b></p> <p>Suggested lines of reasoning:</p> <p>Questioning of what the earth’s rare resources are, what rare means, how the nature and/or concept of rare changes over time: e.g. oil (wasn’t rare, running out makes it rarer), clean water, rare elements (used in gadgets), diamonds, gold, other gems, other metals, endangered species (trees, animals, fish etc).</p> <p>Questioning of “use “ ....Recycling?</p> <p>Questioning of what essential is – to sustain life, communications (discuss how essential constant texting is), fulfil wants, fulfil needs...</p> <p>Questioning of purpose – human purposes – rainforest versus beef to feed people, feed now versus feed later...</p> <p>The earth has limited resources, and some of these are rare – that is, they occur in relatively small quantities or are hard to access / extract / process. Many of them are not renewable, and our current rate of extraction and use of these resources is unsustainable. So we need to accept either that we will fairly soon run out of these resources, or that we will have to limit our exploitation of them.</p> <p>If they are recyclable, this is less of a problem.</p> <p>Many of these rare resources are valuable, useful and precious, so it doesn't make sense to accept that we will soon run out. It makes more sense to ration our use. The question then becomes how to ration or limit our use, how to decide what is essential and what is not.</p> <p>What are essential purposes? Thoughtful questioning discussion. Jewellery v electronics v survival v luxury. Is an iPhone essential?</p> <p>Adornment has a much longer history than electronics and is deeply bound up with the human psyche – does this make it essential? Or more important than gadgets?</p>	20	<p>LOOK AT THE MARKING GRID</p> <p>Credit other lines of reasoning. eg the significance of non-renewables that can be recycled like gold and diamonds, as opposed to those that cannot such as fossil fuels.</p> <p>These are suggestions only.</p>



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