

**ADVANCED SUBSIDIARY GCE  
CRITICAL THINKING**  
Assessing and Developing Argument

**RESOURCE BOOKLET**

**To be issued with the question paper**

**F502/01/RB  
F502/02/RB**

**Tuesday 7 June 2011  
Morning**

**Duration: 1 hour 30 minutes**



**INSTRUCTIONS TO CANDIDATES**

- Use the resource booklet to answer all the questions in Section B and Section C.

**INFORMATION FOR CANDIDATES**

- This document consists of **2** pages. Any blank pages are indicated.

**INSTRUCTION TO EXAMS OFFICER/INVIGILATOR**

- Do not send this resource booklet for marking; it should be retained in the centre or destroyed.

## Caught in the Net

Since the 1980s computers have been invading our homes. It is estimated that over 90% of homes have PCs, and most homes have internet access now that it has become cheaper. The statistics on the expansion of the internet and its use are clear, but has this been of benefit? 1

It is extremely popular but internet access at home is damaging our young children in many and varied ways. It would be better for parents to stop their children from having access to the internet at home. 2

A recent report showed that teenagers use the internet for an average of more than thirty hours per week. At the same time, a national survey showed that over a tenth of teenagers are medically obese, an increase of almost 50% since the 1990s. Unless we want more of our teenagers to have weight issues, we must cut down on their time spent on computers. 3

Young people have not got the same self-control as adults. No sensible parent would allow their son or daughter to spend hours in a sweet shop with no control. To do so would be madness. Similarly, parents who allow their children to have PCs with internet access in their bedrooms are putting them in harm's way. 4

It is sometimes argued that using the internet at home can assist pupils with homework. Despite any short-term gain, however, this is not necessarily to the long-term benefit of the pupils. An Oxford University student doing Law recently admitted that she had handed in essays she found on the internet for all her A-level coursework and had not written any herself. Students, like this one, who adopt this approach will not have practised crucial skills necessary at university and are unlikely to do well in their courses. 5

## Readers' Responses

### *Kevins\_Mum*

Most parents want their children to have access to the internet, and so many people can't be wrong. I actually feel that there are problems with kids using the world-wide web, but because all the parents I talk to feel that the benefits are clear, I feel it would be wrong to limit the amount of time that teenagers can use the internet.

### *Dr\_Net*

Of course there are risks with internet usage, but it is more dangerous to take risks away from children. Protecting children from risks can stunt their development and harm their ability to assess risks and make informed decisions. Parents should think carefully before banning the internet in their children's rooms.



#### Copyright Information

OCR is committed to seeking permission to reproduce all third-party content that it uses in its assessment materials. OCR has attempted to identify and contact all copyright holders whose work is used in this paper. To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced in the OCR Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download from our public website ([www.ocr.org.uk](http://www.ocr.org.uk)) after the live examination series.

If OCR has unwittingly failed to correctly acknowledge or clear any third-party content in this assessment material, OCR will be happy to correct its mistake at the earliest possible opportunity.

For queries or further information please contact the Copyright Team, First Floor, 9 Hills Road, Cambridge CB2 1GE.

OCR 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.