

**GENERAL CERTIFICATE OF SECONDARY EDUCATION**  
**SOCIOLOGY**

**1990/02**

Paper 2 (Foundation Tier)

Candidates answer on the Answer Booklet

**OCR Supplied Materials:**

- 8 page Answer Booklet

**Other Materials Required:**

None

**Tuesday 29 June 2010**  
**Morning**

**Duration:** 1 hour 30 minutes**INSTRUCTIONS TO CANDIDATES**

- Write your name clearly in capital letters, your Centre Number and Candidate Number in the spaces provided on the Answer Booklet.
- Use black ink. Pencil may be used for graphs and diagrams only.
- Read each question carefully and make sure that you know what you have to do before starting your answer.
- Answer the question in **Section A**.
- Answer the question in **Section B**.
- Answer **one** question from **Section C**.

**INFORMATION FOR CANDIDATES**

- The number of marks is given in brackets [ ] at the end of each question or part question.
- The total number of marks for this paper is **80**.
- You will be awarded marks for the quality of written communication where an answer requires a piece of extended writing.
- This document consists of **8** pages. Any blank pages are indicated.

**Answer ALL of Question One in Section A. Answer ALL of Question Two in Section B.  
Answer ONE question from Section C.**

## **SECTION A – EDUCATION**

### **Introduction**

The following **three** sources present evidence about educational achievement.

### **SOURCE A – RESULTS FROM A SURVEY**

#### **Ethnic group and university education.**

Ethnic group of Year 11 students	Percentage planning to go to university	Percentage whose parents attended university
White British	50%	48%
Black Caribbean	10%	5%
Black African	14%	11%
Indian	51%	8%
Bangladeshi	8%	1%

**Source: survey by a London borough council (2009)**

### **SOURCE B – INTERVIEW RESULTS**

#### **A student's views about educational achievement**

Extract from teacher's notes made during an unstructured interview with Paul, 15 years old.  
The interview took place during morning break.

"I know I don't do well at school because of my mates. I did alright at primary school then I came to secondary school and it all changed. I started hanging out with my crew and we just mess around. I did try in the beginning but the boys just kept laughing at me. I suppose being black is part of it. The teachers treat us differently to the white kids."

**Source: research by a teacher (2000)**

## SOURCE C – OBSERVATION RESULTS

**Observation in a Liverpool comprehensive school**

I observed one year 11 History lesson. I found that:

- 5 boys were told off: 1 was white, and 4 were black.
- 5 boys were praised: all were white.
- 10 girls were praised: 5 were Asian and 5 were white.
- 1 girl was told off: she was white.

**Source: adapted from GCSE coursework (2009)**

Answer **all** of Question 1.

- 1 (a)** From the evidence in **Source A**, which ethnic group has the highest percentage of:
- (i) students planning to go to university? [1]
- (ii) parents who attended university? [1]
- (b)** **Source B** is based upon evidence gathered from an *unstructured interview*.  
Using **two** examples, explain what is meant by an *unstructured interview*. [6]
- (c)** Using examples, explain **two** reasons why the evidence in **Source B** might not be accurate. [6]
- (d)** How useful is **Source C** as evidence of the experience of **all** students in the UK? [6]
- (e)** 'Student achievement depends on family background.'  
Describe and explain the **methods and evidence** sociologists could use to test this claim. [10]

**[Total: 30 marks]**

**SECTION B – WORK AND EMPLOYMENT**

Answer **all** of Question 2.

- 2** Work has changed in many ways. These changes might not have helped everyone.
- (a)** Identify and describe **two** different ways people gain satisfaction from employment. **[6]**
  - (b)** Using examples, describe ways in which people in paid work are not treated equally. **[9]**
  - (c)** 'Technological changes at work are good for everyone.'  
Evaluate the arguments **for** and **against** this claim. **[10]**

**[Total: 25 marks]**

## SECTION C

**Altogether there are six questions in this section. Answer ONE question only.**

**THE MASS MEDIA**

- 3** Some sociologists believe the mass media is a tool used by its audience.
- (a) Identify and explain **two** trends in the ownership of mass media. [6]
  - (b) Using examples, describe how the audience use the mass media. [9]
  - (c) 'The content of the mass media is controlled by the editors.'  
Evaluate the arguments **for** and **against** this claim. [10]
- [Total: 25 marks]**
- 4** The mass media may not present the whole truth.
- (a) Identify and describe **two** ways the mass media stereotypes ethnic minorities. [6]
  - (b) Using examples, describe how the content of newspapers is selected. [9]
  - (c) 'The mass media is dominated by men.'  
Evaluate the arguments **for** and **against** this claim. [10]
- [Total: 25 marks]**

**POVERTY**

- 5 Most governments want to reduce the number of people living in poverty.
- (a) Identify and describe **two** reasons why it is difficult to escape from poverty. [6]
  - (b) Using examples, describe how governments can help reduce poverty. [9]
  - (c) 'The worst effect of poverty is poor education.'  
Evaluate the arguments **for** and **against** this claim. [10]

**[Total: 25 marks]**

- 6 Poverty is defined in different ways.
- (a) Identify and describe **two** ways sociologists define poverty. [6]
  - (b) Using examples, describe ways poverty affects people's lives. [9]
  - (c) 'Gender has the greatest effect on your chances of being poor.'  
Evaluate the arguments **for** and **against** this claim. [10]

**[Total: 25 marks]****CONTEMPORARY SOCIAL CHANGES**

- 7 The population of the world is growing.
- (a) Identify and describe **two** examples of how technology could reduce world poverty. [6]
  - (b) Using examples, describe reasons for population growth. [9]
  - (c) 'Population growth improves people's lives.'  
Evaluate the arguments **for** and **against** this claim. [10]

**[Total: 25 marks]**

- 8 Many governments are trying to reduce world poverty.
- (a) Identify and describe **two** ways to reduce population growth. [6]
  - (b) Using examples, describe why people migrate. [9]
  - (c) 'Governments are always to blame for world poverty.'  
Evaluate the arguments **for** and **against** this claim. [10]

**[Total: 25 marks]**

**BLANK PAGE**

**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, is given to all schools that receive assessment material 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.