

**ADVANCED GCE
GENERAL STUDIES**

2966

The Social Domain 2

TUESDAY 17 JUNE 2008

Morning

Time: 1 hour 30 minutes

Additional materials (enclosed): Answer Booklet (8 page)

Additional materials (required):
None



INSTRUCTIONS TO CANDIDATES

- Write your name in capital letters, your Centre Number and Candidate Number in the spaces provided on the Answer Booklet.
- Write your answers in the Answer Booklet.
- Read each question carefully and make sure you know what you have to do before starting your answer.
- If you use additional sheets of paper, fasten the sheets to the Answer Booklet.
- Answer the question in Section A and **one** question from Section B.

INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is **100**.
- You are advised to divide your time equally between Sections A and B.
- **Where an answer requires a piece of extended writing, the quality of your written communication will be assessed, including clarity of expression, structure of arguments, presentation of ideas, grammar, punctuation and spelling.**
- Credit will be given for appropriate use of examples.

This document consists of **4** printed pages.

Section A

You must answer this question.

Read Source A, Source B and Source C and answer the question below.

Source A:

'The most important thing in the Olympic games is not to win but to take part, just as the most important thing in life is not the triumph, but the struggle. The essential thing is not to have conquered, but to have fought well.'

The Olympic Creed: Bishop Ethelbert Talbot, in a sermon preached at a service for Olympic Athletes, 1908.

Source B:

'I am always amazed when I hear people saying that sport creates goodwill between the nations, and that if only the common peoples of the world could meet one another at football or cricket, they would have no inclination to meet on the battlefield. Even if one didn't know from concrete examples (the 1936 Olympic Games, for instance) that international sporting contests lead to orgies of hatred, one could deduce it from general principles.

At the international level sport is frankly mimic warfare. But the significant thing is not the behaviour of the players but the attitude of the spectators: and, behind the spectators, of the nations who work themselves into furies over these absurd contests, and seriously believe – at any rate for short periods – that running, jumping and kicking a ball are tests of national virtue. As soon as strong feelings of rivalry are aroused, the notion of playing the game according to the rules always vanishes. People want to see one side on top and the other side humiliated, and they forget that victory gained through cheating is meaningless.

Serious sport has nothing to do with fair play. It is bound up with hatred, jealousy, boastfulness, disregard of all rules and sadistic pleasure in witnessing violence: in other words it is war minus the shooting.'

Adapted from an essay, *The Sporting Spirit* by George Orwell, 1946.

Source C:

'In the name of all competitors, I promise we shall take part in these Olympic Games, respecting and abiding by the rules which govern them, committing ourselves to a sport without doping and without drugs, in the spirit of true sportsmanship, for the glory of sport and the honour of our teams.'

The Olympic Oath: written by the Baron de Coubertin, 1920, modernised [to refer to drugs and doping] for the Sydney Olympic Games, 2000.

- 1 With reference to these extracts discuss how values in society have been reflected in the changing significance of sport during the last 100 years.

[50]

Section B

Answer **ONE** question from this section.

Your answer should be in the form of an essay.

- 2 'University graduates are like poems or bottles of wine, and unlike cars or tins of salmon, in that you cannot *decide* to have more good ones. All you can decide to have is more. The delusion that there are thousands of young people about who are capable of benefiting from university training, but have somehow failed to find their way there, is a necessary component of the expansionist case. More will mean worse.'

Adapted from an article by Sir Kingsley Amis, Encounter, 1959.

In 1960 5% of school leavers went to University; by 2005 the percentage had risen to 45%.

In the light of Kingsley Amis's prediction and his reasons for it, discuss the advantages and disadvantages of the increase in the number of university students since 1960.

[50]

- 3 Describe **three** different ways in which organisations collect information about people's views and lifestyles.

Assess the advantages and disadvantages to researchers of the methods you describe, and assess the likely reliability of conclusions drawn from the use of such information.

[50]

- 4 'We will be tough on crime and tough on the causes of crime.'

Tony Blair, then Shadow Home Secretary, in a 1992 speech.

In what ways is it possible to turn both parts of this slogan into action?

What difficulties could be involved in the attempt?

[50]

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Adapted text adapted from Peter Preston, *There is no such thing as community*, The Guardian, 18/07/2005 © Guardian Newspaper Limited.

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