

**OXFORD CAMBRIDGE AND RSA EXAMINATIONS
GENERAL CERTIFICATE OF SECONDARY EDUCATION**

1990/04

SOCIOLOGY

Paper 4 (Higher Tier)

TUESDAY 29 JUNE 2010: Morning

DURATION: 1 hour 30 minutes

SUITABLE FOR VISUALLY IMPAIRED CANDIDATES

Candidates answer on the Answer Booklet

OCR SUPPLIED MATERIALS:

8 page Answer Booklet

OTHER MATERIALS REQUIRED:

None

READ INSTRUCTIONS OVERLEAF

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.

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 **FOUR** 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 – RESULTS FROM QUESTIONNAIRES

TEACHERS' VIEWS ABOUT EDUCATIONAL ACHIEVEMENT

I gave my questionnaires to ten secondary school teachers. Five said that if a child did not want to learn, then detentions and exclusions would not work. Most felt peer group pressure had a large effect on student achievement. They felt this was true of students of all ethnic groups.

SOURCE: A LEVEL COURSEWORK (2000)

SOURCE D – 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 examples, explain THREE reasons why the evidence in SOURCE B might not be accurate. [6]

- (c) To what extent does the evidence in SOURCE B support the evidence in SOURCE C?
Explain your answer. [6]**

- (d) How useful is SOURCE D 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 THREE different ways people gain satisfaction from employment. [6]

(b) Using examples, explain ways in which people in paid work are not treated equally. [9]

(c) ‘Technological changes at work are good for everyone.’

Evaluate 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 THREE trends in the ownership of mass media. [6]**
- (b) Using examples, explain how the audience use the mass media. [9]**
- (c) ‘The content of the mass media is controlled by the editors.’
Evaluate this claim. [10]**

[Total: 25 marks]

- 4 The mass media may not present the whole truth.**
- (a) Identify and describe THREE ways the mass media stereotypes ethnic minorities. [6]**
- (b) Using examples, explain how the content of newspapers is selected. [9]**
- (c) ‘The mass media is dominated by men.’
Evaluate this claim. [10]**

[Total: 25 marks]

POVERTY

5 Most governments want to reduce the number of people living in poverty.

(a) Identify and describe THREE reasons why it is difficult to escape from poverty. [6]

(b) Using examples, explain how governments can help reduce poverty. [9]

**(c) ‘The worst effect of poverty is poor education.’
Evaluate this claim. [10]**

[Total: 25 marks]

6 Poverty is defined in different ways

(a) Identify and describe THREE ways sociologists define poverty. [6]

(b) Using examples, explain ways poverty affects people’s lives. [9]

**(c) ‘Gender has the greatest effect on your chances of being poor.’
Evaluate this claim. [10]**

[Total: 25 marks]

CONTEMPORARY SOCIAL CHANGES

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

[Total: 25 marks]

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

[Total: 25 marks]

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