

Cambridge International Advanced Subsidiary and Advanced Level

3 hours

READ THESE INSTRUCTIONS FIRST

The number of marks is given in brackets [] at the end of each question or part question.

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[Turn over

Answer **three** questions.

Section A: Education

Answer **either** Question 1 **or** Question 2.

- 1 (a) Explain why intelligence might have little influence on who succeeds at school. [9]
(b) 'The main function of education is to promote the core values of society.' Assess this view. [16]
- 2 (a) Explain how the educational performance of pupils may be influenced by social class. [9]
(b) 'Gender socialisation in the family is the main factor explaining differences in the educational achievement of males and females.' Assess this view. [16]

Section B: Global Development

Answer **either** Question 3 **or** Question 4.

- 3 (a) Explain the reasons why development should not be defined only in economic terms. [9]
(b) 'Differences in culture are the main reason why some countries have higher rates of population growth than others.' Assess this view. [16]
- 4 (a) Explain how the rapid growth of cities may affect rural areas. [9]
(b) 'Economic growth in developing countries only benefits people who are already rich.' Assess this view. [16]

Section C: Media

Answer **either** Question 5 **or** Question 6.

- 5 (a) Explain how media owners can influence the content of the media. [9]
(b) 'The media directly control the way people behave.' Assess this view. [16]
- 6 (a) Explain how the media may support ruling class interests. [9]
(b) 'It is the user who has power to control the new media.' Assess this view. [16]

Section D: Religion

Answer **either** Question 7 **or** Question 8.

- 7 (a) Explain how sociologists have attempted to measure religiosity. [9]
(b) 'Rather than promoting social cohesion, religion leads to conflict between people.' Assess this view. [16]
- 8 (a) Explain the impact of social class on religious participation. [9]
(b) Assess the different explanations for the growth of fundamentalist religious movements. [16]

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