



<https://xtremepape.rs/>

Read the information in the insert and answer **all** questions.

1 Study Sources 1 to 3.

(a) According to Source 1, what is the trend in women working in paid employment?

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..... [1]

(b) From Source 2, identify **two** reasons for gender inequality at work.

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..... [2]

(c) Which reason for gender inequality at work do you think is the most significant? Explain why.

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..... [3]

(d) Explain why gender inequality at work is a significant issue for employers.

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..... [6]

2 Study Source 3.

(a) 'We need more women in management.'

What are the strengths and weaknesses of the argument supporting this claim?

[6]

- (b)** 'Women leaders are often better than men at encouraging teamwork.'

How could you test this claim?

You should consider the types of information, sources of evidence and methods you might use.

[8]

3 Study Source 4.

(a) Identify **one** prediction from Mia's statement. Explain why it is a prediction.

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..... [2]

(b) Koa argues that women can help themselves to become more successful at work.

(i) Identify **one** fact from Koa's statement.

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..... [1]

(ii) Explain how well this fact supports Koa's argument.

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..... [2]

4 A government wants to increase gender equality in employment.

The following actions are being considered:

- Introducing laws to protect the rights of women workers.
- Providing free childcare for women in employment.
- Offering training for women in leadership and management.

Which **one** of these suggestions would you recommend to the government and why?

In your answer, you should:

- state your recommendation
- give reasons and evidence to support your choice
- use the material in the sources and/or any of your own ideas
- consider different arguments and perspectives.

This image shows a full page of a handwriting practice worksheet. It consists of multiple rows of horizontal dashed lines spaced evenly apart, providing a guide for letter height and placement. The background is plain white, and there are no margins or additional markings present.

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