

General Certificate of Education  
June 2004  
Advanced Subsidiary Examination



**GENERAL STUDIES (SPECIFICATION A)  
Unit 3 Society, Politics and the Economy**

**GA3W**

Wednesday 19 May 2004 Afternoon Session

**In addition to this paper you will require:**

- a loose insert for Questions 1 to 5 (enclosed);
- an 8 page answer book.

Time allowed: 1 hour 15 minutes

**Instructions**

- Use blue or black ink or ball-point pen.
- Write the information required on the front of your answer book. The *Examining Body* for this paper is AQA. The *Paper Reference* is GA3W.
- Answer **all** Questions 1 to 5.
- Write your answers in continuous prose.
- Use your own words, rather than simply repeating those used in the sources, to show your understanding of the points being made.

**Information**

- The maximum mark for this paper is 50.
- Mark allocations are shown in brackets.
- This paper consists of **five** questions based on material provided as a separate insert.
- Part of the assessment will be based on your ability to use an appropriate form and style of writing, to organise relevant information clearly and coherently, and to use specialist vocabulary, where appropriate.
- The degree of legibility of your handwriting and the level of accuracy of your spelling, punctuation and grammar will also be taken into account.

**Advice**

- Where appropriate you may use your own knowledge and ideas to support and enhance your answers to the questions.

**NO QUESTIONS APPEAR ON THIS PAGE**

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Read **Sources A to E** on equality of opportunity and then answer the questions below.

Answer **all** of **Questions 1 to 5** using continuous prose.

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**1** Read **Source A**.

Using information only from the source, explain briefly what is meant by “the gender imbalance at Westminster” and identify **three** steps that might be taken to remedy it. *(5 marks)*

**2** Read **Source B**.

Using the source and your own knowledge, consider how far the evidence in this source proves its claim that “women’s and men’s working lives are still profoundly influenced by their sex”. *(10 marks)*

**3** Read **Source C**.

What are the strengths and weaknesses of Source C in the way it deals with the gap in educational achievement between boys and girls? *(10 marks)*

**4** Read **Source D**.

Explain, using reasoned arguments, to what extent you support **or** oppose the claims of sexism made in this source. *(10 marks)*

**5** Read **Source E**.

Using Source E, **one** of the other sources and your own knowledge, state the extent to which you agree with John Humphrys that “we have to become dissidents” and that “most of the great battles (for equality) have been won”. *(15 marks)*

**END OF QUESTIONS**

**THERE ARE NO QUESTIONS PRINTED ON THIS PAGE**

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***Insert***

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Source booklet for use with **Questions 1 to 5**.

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**SOURCES FOR QUESTIONS 1 TO 5**

Read the **Sources A to E** on equality of opportunity  
and then answer **Questions 1 to 5**.

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**Source A**

Political parties were yesterday challenged to select more women election candidates as the government published legislation to allow positive discrimination. The Sex Discrimination (Election Candidates) Bill, which received its first reading in the Commons, will amend the 1975 Sex Discrimination Act to allow parties to introduce measures such as all-women shortlists when selecting candidates for election to address the gender imbalance at Westminster and other elected assemblies.

Despite a record seven women in the Cabinet, under one in five MPs is female – one of the lowest figures in Europe. Campaign groups pressing for improved women’s representation welcomed the bill. But they urged political parties to take advantage of the law amid evidence that, of the three main parties, only Labour intended to introduce special measures to ensure that more women were selected for Westminster and local elections.

*Source: LUCY WARD, Law change forces pace for more women MPs,  
The Guardian, 18 October 2001*

**Source B**

Women’s and men’s working lives are still profoundly influenced by their sex, the results of the 2001 census have revealed. Women remain clustered in lower paid occupations and are more likely to work part-time, while men still tend to work long hours in jobs that pay more.

Women make up 84% of employees in personal services (jobs such as care assistants, childminders and hairdressers), 78% of people doing administrative and secretarial work, and 71% of sales and customer services staff. 42% of women work part-time compared with 10% of men.

Men make up 91% of those working in skilled trades (jobs such as mechanics, bricklayers and electricians), 83% of process plant and machine operatives and 66% of managers, senior officials and professionals.

Commenting on the census findings, Julie Mellor, Chair of the Equal Opportunities Commission (EOC) said: “Britain needs to take action on several fronts to give women and men the same chances in life. Our education system needs to challenge the outdated ideas about women’s and men’s roles that still inform many young people’s decisions about their futures.”

*Source: Census reveals impact of sex on life at work,  
Equal Opportunities Commission Press Release, 13 February 2003*

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**Source C**

Discipline and a competitive spirit in schools help boys to narrow the gap in examination results with girls, a new Ofsted report concluded. The report, *Boys' Achievements in Secondary Schools*, found that boys respond best to teachers who set clear limits on behaviour, are knowledgeable and enthusiastic about their subject and reward good work.

The educational divide between the sexes begins early. Girls are 7 percentage points ahead of boys in national curriculum reading tests at age 7 and the gap widens to 17 points by age 14. Girls do better than boys in every major subject at GCSE apart from physics with 57% getting at least 5 A\*-C grades in 2002 compared with 46.4% of boys. Girls narrowly moved ahead of boys at A level for the first time in 2000, since when the gap has grown.

David Bell, the Chief Inspector of Schools, said that schools in which boys did best have tackled an anti-learning 'laddish culture' and encouraged boys to make the most of their education. Ministers have become increasingly worried by the apparent academic failure of boys, particularly from white, working class backgrounds.

*Source: TONY HALPIN, Schools get lesson in how boys can catch the girls, The Times, 11 July 2003*

**Source D**

The Source Material for Question 4 is not produced here due to third-party copyright constraints. The full copy of this paper can be obtained by ordering GA3W from our publications section. Tel: 0161 953 1170.

**Source E**

The Source Material for Question 5 is not produced here due to third-party copyright constraints. The full copy of this paper can be obtained by ordering GA3W from our publications section. Tel: 0161 953 1170.

**END OF SOURCES**