

Surname		Other Names	
Centre Number		Candidate Number	
Candidate Signature			

Leave blank

General Certificate of Secondary Education
June 2003

**SOCIAL SCIENCE
FOUNDATION TIER**

3101/F



Wednesday 25 June 2003 9.00 am to 11.00 am

F

No additional materials are required.

For Examiner's Use			
Number	Mark	Number	Mark
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
Total (Column 1)			
Total (Column 2)			
TOTAL			
Examiner's Initials			

Time allowed: 2 hours

Instructions

- Use blue or black ink or ball-point pen. Pencil should only be used for drawing.
- Fill in the boxes at the top of this page.
- Answer **all** questions in **Section A** and **Section B** in the spaces provided.
- Answer **one** question from **Section C**. Write your answer on pages 16 to 19.
- Do all rough work in this book. Cross through any work you do not want marked.

Information

- The maximum mark for this paper is 85.
- Mark allocations are shown in brackets.
- You are reminded of the need for good English and clear presentation in your answers. The chosen question in Section C should be answered in continuous prose. Quality of language will be assessed in the answer.

Advice

- You are advised to spend approximately:
 - 30 minutes on Section A;
 - 60 minutes on Section B;
 - 30 minutes on Section C.

SECTION A

Answer **all** questions in this section.
You are advised to spend approximately 30 minutes on this section.
This section carries 20 marks.

1 Study the extract below and answer parts (a) and (b) which follow.

Average household income doubled between 1971 and 1999. During the 1970s and early 1980s growth was uneven; for example, average income went down in four particular years – 1974, 1977, 1981 and 1998.

Source: Social Trends, 2000 © Crown copyright

(a) What was the percentage increase in average household income between 1971 and 1999?

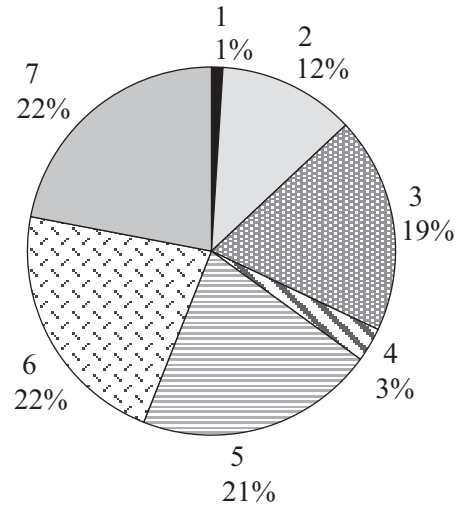
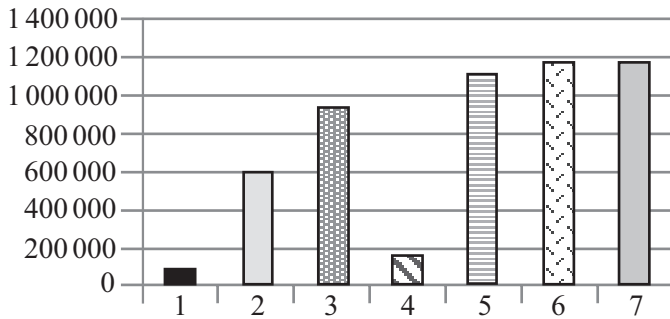
.....
(1 mark)

(b) Explain **one** difference between income and wealth.

.....
.....
.....
(2 marks)

2 Study the diagrams below and answer parts (a), (b) and (c) which follow.

Notifiable Offences Recorded by Police in 1999



- 1 ■ Other offences
- 2 ■ Violent crime
- 3 ■ Burglary
- 4 ■ Drug offences
- 5 ■ Theft of or from a vehicle
- 6 ■ Other theft
- 7 ■ Other property offences

Source: adapted from *Recorded Crime Statistics*, issue 18/99 © Crown copyright

(a) Approximately how many burglaries were recorded by the police in 1999?

..... (1 mark)

(b) What percentage of the offences recorded by the police in 1999 were drug offences?

..... (1 mark)

(c) State **two** sentences, other than imprisonment, which convicted people can be given.

Sentence 1

.....

Sentence 2

..... (2 marks)

3 Read the extract below and answer the question which follows.

Education is Everywhere

People learn all the time. Children learn from their families and in school. Many people of all ages get information from television, newspapers and the internet. Friends and neighbours tell us many things, so we learn from them as well. Opportunities to learn are everywhere – some are formal and others are informal.

Explain the differences between formal and informal education.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

(4 marks)

—
4

4 Describe **two** differences between democratic and totalitarian systems of government.

Difference 1.....

.....

Difference 2.....

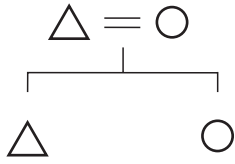
.....

(4 marks)

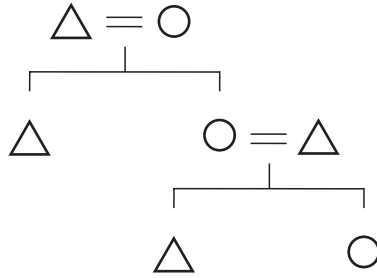
—
4

5 Study the diagrams below and answer parts (a), (b) and (c) which follow.

Family Pattern A



Family Pattern B



(a) What family pattern is represented by A?

.....
(1 mark)

(b) What family pattern is represented by B?

.....
(1 mark)

(c) Identify **one** other family pattern not shown in either A or B.

.....
.....
(1 mark)

3

6 (a) Identify **one** benefit to society of economic growth.

.....
(1 mark)

(b) Identify **one** disadvantage to society of economic growth.

.....
(1 mark)

2

SECTION B

Answer **all** questions in this section.
 You are advised to make reference to the Sources
 and use your own knowledge when answering the questions.
 You are advised to spend approximately 60 minutes on this section.
 This section carries 40 marks.

- 7 (a) Study **Source A** and answer parts (i), (ii) and (iii) which follow.

Source A

Notifiable Offences in Urban Areas 1991-1999 (millions)									
	1991	1992	1993	1994	1995	1996	1997	1998	1999
Cities	2.2	2.4	2.5	2.4	2.2	2.2	2.2	2.0	2.4
Towns	2.5	3.0	3.1	3.0	2.9	2.9	2.8	2.7	2.9

Source: adapted from *Social Trends*, 2000 © Crown copyright.

- (i) In which year was the total number of notifiable offences in cities **and** towns highest?

.....
 (1 mark)

- (ii) How many more offences were there in towns than cities in 1998?

.....
 (1 mark)

- (iii) Describe the crime rate pattern in towns **and** cities between 1991 and 1999.

.....

 (2 marks)

(b) Study **Source B** and answer the question which follows.

Source B

Recorded Crime in Towns, Cities and the Countryside

Towns and cities have higher rates of recorded crime than the countryside. In 1995, the British Crime Survey found that 3.9% of households in rural areas were burgled compared with 10.3% of those in inner-city areas.

Source: adapted from *Social Trends*, 2000 and 2001 © Crown copyright

Refer to **Source B** and your own knowledge. Why are more crimes recorded in towns and cities than in the countryside?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

(6 marks)

QUESTION 7 CONTINUES ON THE NEXT PAGE

Turn over ▶

(c) Study **Source C** and answer parts (i), (ii) and (iii) which follow.

Source C

Labels, Stereotypes and Socialisation

In a low-income neighbourhood, teenagers fighting in the street might be described as being delinquents. In a wealthy neighbourhood, the same behaviour might be seen as evidence of youthful high spirits. The acts are the same but the people see and explain them differently.

These different explanations can be influenced by the labels people have and by stereotyped views about how a lot of different groups behave. We find out what labels we have, and what labels other people have, during socialisation.

Not everyone accepts the labels that other people wish to give to them, and not everyone thinks of other people in terms of stereotypes, but there can be little doubt that these things exist in the minds of many people. What is less clear is where labels have come from in the first place.

(i) Name **two** agencies of socialisation.

Agency 1.....

Agency 2.....

(2 marks)

(ii) How might socialisation result in a person developing criminal behaviour?

.....
.....
.....
.....

(2 marks)

(iii) Describe **one** way in which labelling can result in deviant behaviour.

.....
.....
.....
.....

(2 marks)

- (d) Attitudes towards differences in gender and towards cultural diversity appear to have changed in the UK.

Use your own knowledge to describe developments in equality of opportunity in the UK during the last thirty years.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

(6 marks)

22

TURN OVER FOR THE NEXT QUESTION

Turn over ▶

- 8 (a) Study **Source D** and answer the question which follows.

Source D, adapted from an article by Terri Judd in *The Independent* (2 January 2002), is not reproduced here due to third-party copyright constraints.

□

The full copy of this paper can be obtained by ordering 3101/F□
from AQA Publications □
Tel: 0161 953 1170□

Using **Source D** and your own knowledge, give **two** reasons why some people in the UK do not want to join the Euro.

Reason 1.....

.....

Reason 2.....

.....

(2 marks)

- (b) Study **Source D** and **Source E** and answer the question opposite.

Source E adapted from 'Success in Politics' by N. McNaughton John □
Murray (2001), is not reproduced here due to third-party copyright □
constraints.□

□

The full copy of this paper can be obtained by ordering 3101/F□
from AQA Publications □
Tel: 0161 953 1170□

Referring to **Source E**, explain why countries in the European Union do not always have to do the same as each other, e.g. **Source D** shows that not all countries joined the Euro.

.....
.....
.....

(2 marks)

(c) Explain why the European Union has both a Council of Ministers and a separately elected Parliament, **and** how their roles differ.

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

(6 marks)

QUESTION 8 CONTINUES ON THE NEXT PAGE

Turn over ▶

(d) (i) Describe **two** benefits to countries of joining the European Union.

Benefit 1

.....

.....

Benefit 2

.....

.....

(4 marks)

(ii) Apart from the Euro, discuss **two** other ways in which membership of the European Union can affect the lives of European citizens.

.....

.....

.....

.....

.....

.....

(4 marks)

SECTION C

Answer **one** question from this section, **either** Question 9, **or** 10, **or** 11, **or** 12.
You are expected to use appropriate examples and/or evidence when answering the question.

Write your answers on pages 16 to 19.

If you need extra space, use the continuation sheets at the end of this book.

You are advised to spend approximately 30 minutes on this section.

This section carries 25 marks.

EITHER**9****Total for this question: 25 marks**

- (a) Explain what is meant by the ‘nature versus nurture’ debate. *(5 marks)*
- (b) Identify **and** discuss the importance of factors that influence people’s behaviour.

You may wish to include in your answer:

- a range of factors which influence behaviour, e.g. in relation to primary and secondary socialisation;
- the sort of influences these factors can have, e.g. how they can change behaviour;
- norms of behaviour can vary between groups, e.g. by age, ethnicity and location;
- your views on the importance of each of the factors you mention;
- any other relevant points. *(20 marks)*

OR**10****Total for this question: 25 marks**

- (a) Explain what is meant by ‘the division of labour’. *(5 marks)*
- (b) Identify **and** discuss the changing nature of the occupational structure of the UK.

You may wish to include in your answer:

- what the occupational structure used to be in your area or nationally, e.g. identifying traditional industries;
- changes that have taken place and their effects, e.g. what have been the advantages and disadvantages of the changes?
- likely changes in the future and their effects, e.g. how ICT might continue to have an influence on the nature of the work;
- your views on the impact of the changes you mention;
- any other relevant points. *(20 marks)*

OR**11****Total for this question: 25 marks**

- (a) Explain what is meant by ‘the Rule of Law’. *(5 marks)*
- (b) Identify **and** discuss the effects of different sentences on reducing criminal behaviour.

You may wish to include in your answer:

- different reasons people might have for breaking the law;
- connections between the sentences used by courts and different offences;
- the accuracy of crime figures;
- your own views of the importance of the factors you mention;
- any other relevant points. *(20 marks)*

OR**12****Total for this question: 25 marks**

- (a) Explain what is meant by the ‘first past the post’ voting system. *(5 marks)*
- (b) Identify **and** discuss the advantages and disadvantages of electoral systems other than ‘first past the post’.

You may wish to include in your answer:

- the purpose of electoral systems, e.g. why people may vote;
- voting systems other than ‘first past the post’, e.g. forms of proportional representation;
- contrasting issues, e.g. there are benefits to having a clear majority and benefits of government by coalition;
- your views on which is the best system;
- any other relevant points. *(20 marks)*