

Surname						Other Names					
Centre Number						Candidate Number					
Candidate Signature											

Leave blank

General Certificate of Secondary Education
June 2003



**SOCIAL SCIENCE
HIGHER TIER**

3101/H

Wednesday 25 June 2003 9.00 am to 11.30 am

H

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 30 minutes

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 14 to 17.
- Do all rough work in this book. Cross through any work you do not want marked.

Information

- The maximum mark for this paper is 100.
- 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;
 - 80 minutes on Section B;
 - 40 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 25 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?

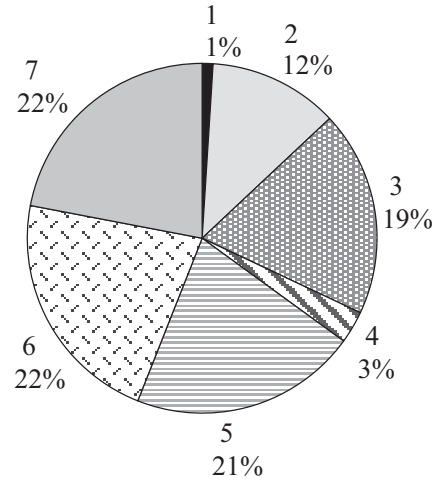
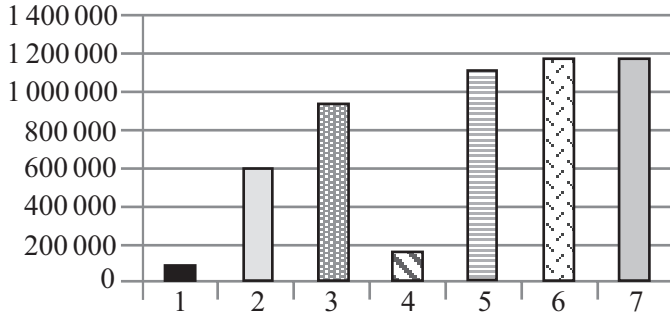
.....
(1 mark)

(b) Explain why increases in household income do not necessarily result in increases in wealth.

.....
.....
.....
.....
.....
.....
(4 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) Roughly 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.....

.....

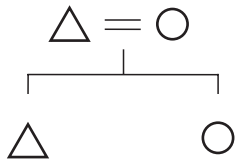
.....

(4 marks)

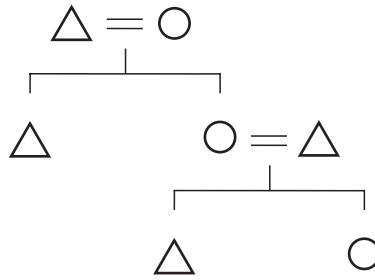
—
4

5 Study the diagrams below and answer the question which follows.

Family Pattern A



Family Pattern B



Discuss some of the social factors which influence the development of different family patterns.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

(4 marks)

—
4

6 (a) Identify **two** benefits to society of economic growth.

Benefit 1.....

.....

Benefit 2.....

.....

(2 marks)

(b) Identify **two** disadvantages to society of economic growth.

Disadvantage 1.....

.....

Disadvantage 2.....

.....

(2 marks)

—
4

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 80 minutes on this section.

This section carries 50 marks.

- 7 Read **Sources A, B** and **C** and answer parts (a) to (d) opposite.

Source A

Offenders Found Guilty of, or Cautioned for, Selected Offences: by Age, Gender and Type of Offence 1998								
<i>Rate = per 10 000 of the age group in the population</i>								
Age	10-15		16-24		25-34		35+	
Gender	M	F	M	F	M	F	M	F
Theft/handling	133	73	221	75	88	30	18	7
Burglary	40	4	66	3	18	1	2	0
Criminal damage	11	1	18	2	8	1	1	0
Robbery	6	1	11	1	2	0	0	0
All indictable offences	250	95	674	131	282	61	53	12

Source B**Recorded Crime in Towns, Cities and the Countryside**

In general, large urban areas have higher rates of recorded crime than those which are more rural. In 1998–99, nearly all urban areas had rates of over 100 crimes per 1 000 of the population. Humberside had the highest rate in England and Wales, with 148 crimes per 1 000 of the population, while Dyfed-Powys had the lowest rate at 51. The British Crime Survey also found that the risk of victimisation was lowest for households in rural areas. In 1995, 3.9% of households in rural areas were burgled compared with 10.3% of those in inner-city areas and 6.3% of those in other urban areas.

Between 1997 and 1999, the police recorded a 5% fall in crimes compared with the British Crime Survey, which found a 10% fall. Patterns in recorded crime are partly influenced by people's willingness to report crimes to the police. According to the British Crime Survey, there were nearly 15 million incidents of crime in 1999, a third higher than the figure of 11 million in 1981, but 23% lower than the 19 million incidents of crime in 1995.

Sources A and B: adapted from Social Trends, 2000 and 2001 © Crown copyright

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.

- (a) Study **Source A** and identify **two** differences between male and female offending in 1998.

Difference 1

.....

Difference 2

.....

(2 marks)

- (b) Refer to **Source B** and your own knowledge. What explanations are there for differences in crime rates between rural and urban areas?

.....

.....

.....

.....

.....

.....

(4 marks)

- (c) Give **two** reasons for changes in the crime rate in the UK. Explain your two reasons.

Reason 1.....

.....

.....

Reason 2.....

.....

.....

(4 marks)

- (d) Study **Source C**. Using examples, explain how stereotypes of different social groups influence people's ideas about crime and criminals.

.....

.....

.....

.....

.....

.....

(4 marks)

Turn over ►

(e) Describe **two** other factors, apart from stereotypes, which can influence people's behaviour.

.....

.....

.....

.....

.....

.....

.....

(4 marks)

(f) Explain how primary and secondary socialisation can influence attitudes towards members of minority ethnic groups.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

(7 marks)

8 (a) Refer to Source D and answer parts (i), (ii) and (iii) which follow.

Source D, 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/H from AQA Publications
Tel: 0161 953 1170

(i) Explain how **two** aims of the European Coal and Steel Community might have been achieved.

Aim 1.....

.....

.....

Aim 2.....

.....

.....

(4 marks)

(ii) Explain why the number of countries in the European Union has grown over the past 50 years.

.....

.....

.....

.....

.....

.....

(4 marks)

(iii) Identify one other international organisation and briefly describe its role.

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

(5 marks)

(b) Refer to **Sources D** and **E**, and your own knowledge, and answer the question which follows.

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/H□
from AQA Publications □
Tel: 0161 953 1170□

Members are elected to the European Parliament. On what basis are they elected?

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

(4 marks)

Turn over ►

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 14 to 17.

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

You are advised to spend approximately 40 minutes on this section.

This section carries 25 marks.

EITHER

9 Identify **and** assess which factors have the greatest influence on people's behaviour.

You may wish to include in your answer:

- the 'nature versus nurture' debate;
- the influence of a variety of social institutions;
- the extent to which norms vary between societies;
- any other relevant points;
- a supported conclusion.

(25 marks)

OR

10 Identify **and** assess the impact of the changing nature of the UK's occupational structure.

You may wish to include in your answer:

- what the occupational structure used to be;
- the influence of any changes on the nature of work;
- the effects of these changes on society;
- any other relevant points;
- a supported conclusion.

(25 marks)

OR

11 Identify **and** assess how effective different sentences are in reducing criminal behaviour.

You may wish to include in your answer:

- the purposes of sentencing;
- discussion of a range of sentences;
- the uses and limitations of available information;
- your own views on the importance of the factors you mention;
- any other relevant points;
- a supported conclusion.

(25 marks)

OR

12 Identify **and** assess the advantages and disadvantages of 'first past the post' in relation to other electoral systems.

You may wish to include in your answer:

- the purpose of electoral systems;
- voting systems other than 'first past the post';
- the benefits of having a clear majority and the benefits of government by coalition;
- any other relevant points;
- a supported conclusion.

(25 marks)

Turn over ►