

General Certificate of Education
January 2004
Advanced Subsidiary Examination



SOCIAL SCIENCE: CITIZENSHIP
Unit 3 The Citizen, Society and the Community

SSC3

Tuesday 13 January 2004 Afternoon Session

In addition to this paper you will require:
an 8-page answer book.

Time allowed: 1 hour

Instructions

- Use blue or black ink or ball-point pen. Pencil should only be used for drawing.
- Write the information required on the front of your answer book. The *Examining Body* for this paper is AQA. The *Paper Reference* is SSC3.
- Answer Question 1 and **either** Question 2 **or** Question 3.

Information

- The maximum mark for this paper is 60.
- Mark allocations are shown in brackets.
- You will be assessed 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 should use local and/or national and/or international examples and/or case studies.

Answer Question 1 and **either** Question 2 or Question 3.

Each question carries 30 marks.

1 Read **Sources A, B, and C**, and answer parts (a) to (c) which follow.

Source A

How much poverty there is depends on how you define it. When a Conservative government minister claimed in 1996 that there was no poverty in Britain, he meant that there was no absolute poverty. When research reports and news articles say a certain percentage of people are in poverty, they are usually referring to relative poverty. Always ask, what does the author of any report mean by 'poverty'.

Source: adapted from J BLUNDELL, *Active Sociology for GCSE* (Pearson Education) 2001

Source B

In 1997, for the first time, the British Government officially acknowledged the existence of poverty. Their statistics showed that in 2000, around 14 million people – 26% of the population – were living in poverty. Similar surveys in 1983 had indicated that 14% of the population were poor. Government figures also suggest that in 2000, 4.3 million children were living in poverty. Government policies managed to reduce the number of children in poverty by 100 000 between 2001 and 2002. Government statistics also showed that there was a direct link between unemployment and poverty and between old age and poverty.

Source: adapted from *Poverty: the facts* on the Child Poverty Action Group website 2003

Source C

Some have argued that the main cause of poverty is that many people in poverty have a set of values and attitudes which keep them poor and which are passed on to their children – a 'culture of poverty'. This includes attitudes such as fatalism (believing that there is no way you can change your situation) and immediate gratification (live for today) which serve to keep the poor in poverty.

One version of this explanation argues that there is an underclass in Britain which has been created by an over-generous welfare state. Welfare benefits are too high and discourage the poor from finding employment.

An alternative view explains poverty in terms of the structure of society. Britain has a class system based on inequality. Therefore, some people have to be at the bottom of the class system. From this point of view, poverty is created by society rather than by individual weaknesses.

1 (cont.)

Your answers should refer to the sources as appropriate but you should also include other relevant information.

- (a) Explain the difference between “absolute poverty” and “relative poverty” (**Source A**). *(4 marks)*
- (b) Briefly examine the reasons why both the unemployed **and** the elderly are at greater risk of experiencing poverty. *(10 marks)*
- (c) Assess some of the actions that communities and governments could take to reduce poverty in Britain. *(16 marks)*

EITHER

- 2 (a) Briefly examine some of the ways in which certain social groups experience discrimination. *(10 marks)*
- (b) Compare and contrast **two** different explanations of the influence of the mass media. *(20 marks)*

OR

- 3 (a) Briefly examine the influence of socialisation on the creation of a person’s identity. *(10 marks)*
- (b) Outline **and** assess the effectiveness of the methods used by any one or more local community campaigns with which you are familiar. *(20 marks)*

END OF QUESTIONS