

General Certificate of Education  
June 2005  
Advanced Subsidiary Examination



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

**SSC3**

Tuesday 7 June 2005 Morning 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.
- 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.

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

Each question carries 30 marks.

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

**Source A**

**Women's Employment and Average Earnings**

The gap in the earnings of men and women is one of the more obvious indicators of inequality. In 1997, women working full-time earned only 81% of men's hourly pay rate. Looked at on a weekly basis, the gap was even greater. When women working part-time are taken into consideration, the gap widens further still. The Equal Pay Act of 1970 reduced the gender difference in wages a little, but not for women working part-time.

Women are also less likely than men to be at work, although the proportion of women in paid employment has been increasing steadily. However, most of this increase has been in part-time work, which tends to be of lower status and less well paid than full-time work. In most areas of work women also often come up against a 'glass ceiling' which results in limited opportunities for promotion into higher positions.

*Source:* adapted from N ABERCROMBIE AND A WARDE, *Contemporary British Society 3rd edition*, Polity Press (2000)  
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**Source B**

There is a strong relationship between educational performance and social class, gender and ethnicity. Since the early 1990s, for example, there has been an increasing 'gender gap' in educational attainment. Similarly, no matter how education has been organised in Britain, middle-class pupils have always outperformed pupils from working-class backgrounds.

The relationship between ethnicity and how well pupils do in schools is, however, more complicated. Some groups of students from certain minority ethnic backgrounds underperform compared with white pupils, whereas those from other minority ethnic backgrounds do better.

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

- (a) Using the sources, briefly explain what is meant by:
- (i) ‘glass ceiling’ (**Source A**); *(2 marks)*
  - (ii) ‘‘gender gap’ in educational attainment’ (**Source B**). *(2 marks)*
- (b) Briefly examine some of the causes of poorer life-chances for different groups of people. *(10 marks)*
- (c) Assess the effectiveness of government policies designed to create equal opportunities for all groups of citizens. *(16 marks)*

**EITHER**

- 2 (a) With reference to one or more campaigns with which you are familiar, briefly examine some of the characteristics that a local pressure group needs to be successful. *(10 marks)*
- (b) ‘Through socialisation in the family, school and mass media, society teaches us how to think and act from the moment we are born until the day we die.’ Assess this claim. *(20 marks)*

**OR**

- 3 (a) Briefly examine some of the ways in which the mass media may create negative images of certain social groups. *(10 marks)*
- (b) Assess different explanations of the existence of poverty in modern Britain. *(20 marks)*

**END OF QUESTIONS**

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