

A-level GENERAL STUDIES (SPECIFICATION B)

Unit 3 Power

Insert

Source Material

These texts are to be read in conjunction with the questions in unit GENB3.

The questions arise from the texts.

Use the texts, your own knowledge and examples to answer **both** questions in Section A, and **either** Question 03 **or** Question 04 from Section B.

Text A

Human Rights

Human rights are the fundamental rights and freedoms that belong to every single one of us.

But the traumatic events of World War Two dramatically brought home that these rights are not always universally respected. So, in 1948, representatives from the 50 member states of the United Nations came together under the guidance of Eleanor Roosevelt to devise a list of all the rights that everybody across the world should enjoy.



This became the 'Universal Declaration of Human Rights' – thirty rights and freedoms that belong to all of us. 60 years on and the rights they included continue to form the basis for all international human rights law.

The fundamentals

Some key qualities of these rights were also agreed by the international community. It was agreed that human rights must be recognised as:

1. **Universal** – they belong to all of us, to everybody in the world
2. **Inalienable** – they cannot be taken away from us
3. **Indivisible and interdependent** – governments should not be able to pick and choose which are respected.

Why should you care about human rights?

Human rights are not just about the law. They are also about the decisions we make and situations we experience on a daily basis. If we feel annoyed with something a politician does, most of us wouldn't think twice about talking about it with our friends online or in a pub. But when you do, you are exercising a human right – your right to free speech.

Most children in the UK don't wake up on a school day celebrating their ability to exercise their right to education. But those who have fled countries in which they were denied the right to go to school may well appreciate it more.

Unfortunately, human rights' abuse is rife – thousands of people across the world are denied a fair trial, tortured and imprisoned because of what they think or believe. Civilians are targeted at times of war. Children are forced to fight. Rape is used as a weapon.

That is why it is important that we do not take human rights for granted. And why it is important that they are enshrined in international law, so that we can hold states and people to account when they commit atrocities.

Source: Amnesty International UK

Text B**Some claims about the benefits of Free Trade**

Free trade is the ability for countries to import and export products without restrictions or paying additional costs, called tariffs. Adam Smith, considered to be the father of economics, made the claim that free trade was a better solution for trading countries.

Increased Production and Efficiency

1. Countries that specialise in creating commodities where they have the comparative advantage will increase their production, instead of focusing on products or industries in which other countries have the comparative advantage.
 2. By increasing production, countries increase their efficiency. By specialising, countries better allocate their resources and purchase cheaper resources from other countries.
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Consumer Satisfaction

3. Because free trade leads to a global market, consumers benefit from the competition and variety brought to the market. When other countries produce some items at a lower cost, the consumer purchases products for less.
 4. Another benefit to consumers is increased innovation. As free trade expands, competition also expands. To stay competitive, companies must seek ways to create an advantage. This leads to an increase in innovation that improves products.
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Employment and Economic Growth

5. Although free trade may cause jobs in one particular industry to end up overseas, jobs in the exporting and importing sectors will increase. When productivity increases in importing and exporting, wages also tend to rise.
 6. Because consumers can purchase quality products more cheaply, they have more expendable income.
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Foreign Exchange Gains and Decreased Poverty

7. Countries that embrace free trade have the chance to enter the global market, which will increase income for the country. In the 1990s, developing countries that lifted trade restrictions tended to grow three times faster than countries that restricted trade.
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Increased Exports

8. Countries with strict trade restrictions often annoy other countries. Therefore, the country with the restrictions limits its own ability to export. When a country removes their trade restrictions, other countries are more willing to accept their exports.
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Source: eHow.com

Text C

High Status

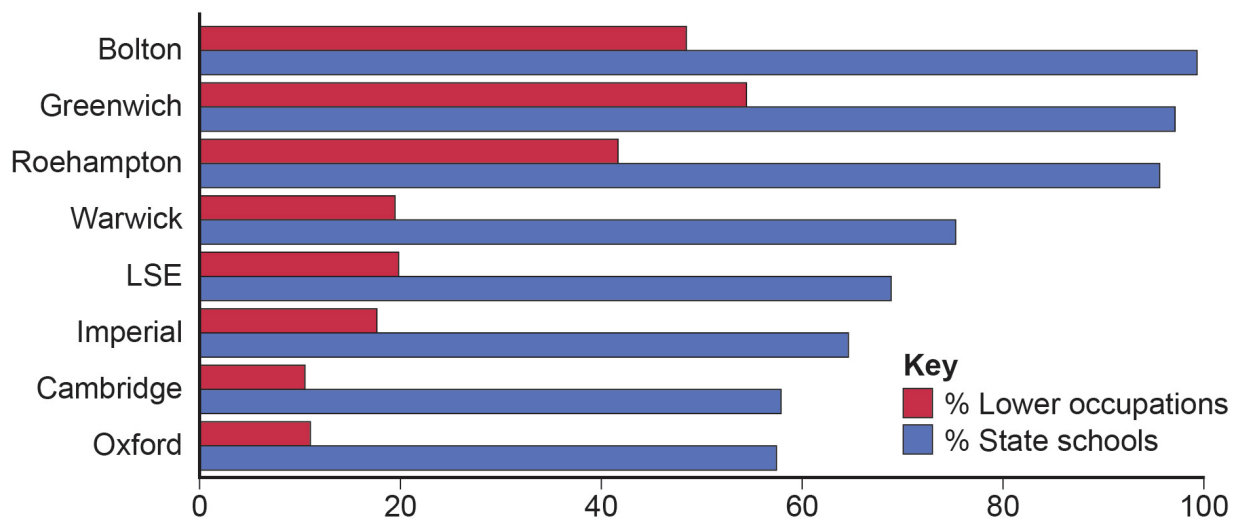
There is currently a debate in policy circles about access to “the upper echelons of power” (Sir John Major, ex-Prime Minister, speaking in 2013). Research seeks to understand the relationship between family background and early access to top occupations.

We find that privately educated graduates are a third more likely to enter into high status occupations than state educated graduates from similarly affluent families and neighbourhoods. A modest part of this difference is driven by educational attainment with a larger part of the story attributable to the university that the privately educated graduates attend. Staying on to do a Masters or a doctorate is also a part of the picture.

Source: abstract from a research paper by the Department of Quantitative Social Science, Dec 2013
Institute of Education, University of London

The chart (below) compares the proportion of young people from different backgrounds in a selection of English Universities.

- Two measures of social stratification are considered: (i) state school pupils, and (ii) lower occupational groups. ‘Lower occupational groups’ includes employers with small businesses, lower supervisory and technical occupations and workers in jobs requiring little or no personal initiative to carry out that job.
- At the top English institutions, including Warwick, LSE (London School of Economics) and Imperial (Imperial College, London), only one in eight young undergraduates comes from ‘lower’ occupational backgrounds. This compares to more than half at some modern universities (e.g. Greenwich). Similarly, more than 40% of Oxford and Cambridge students attended a private school. At some modern institutions the figure is just two or three per cent.



Source: Royal Academy of Engineering, 2013

Text D

Children and Art

The director of a charity that encourages young people and families to visit exhibitions has accused the artist Jake Chapman of snobbery after he said taking children to art galleries was a complete waste of time.

Dea Birkett, director of 'Kids in Museums', said it was "typical of the art establishment to say we're all simply not clever enough to understand them". She also warned of the effects of isolating children from galleries. "How many doctorates do they say we need to appreciate Picasso or Pollock? Young children are just their latest target. But they're also the most dangerous to deny access to art. Because that's all a child will remember, well into adulthood: art isn't for them."

Chapman, who along with his brother, Dinos, is known for controversy-courting art, caused outrage among the artistic community after he said it was "arrogant" of parents to believe their children could comprehend artists such as Jackson Pollock or Mark Rothko, and that the assumption was insulting to the artist.

Chapman, a father of three, told the 'Independent on Sunday' that standing a child in front of a Pollock was "like saying ... it's as moronic as a child. Children are not human yet".

Birkett said not showing art to children at a young age could destroy interest in the subject. "Kill any natural, joyful response to art at an early age, and you could kill it for life. Then where would artists like Jake Chapman be? No one would look at or buy their work."

She condemned the idea that appreciation of art only came with age and said the importance of introducing children to art from a young age was a founding principle of 'Kids in Museums'. "At what age exactly does Chapman think we can wander into a room full of paintings? Four? Five? 15? When is that magical moment when we begin to take art seriously?"

Birkett was not alone in her condemnation of Chapman's views. Speaking to 'The Times', the sculptor Anthony Gormley, whose work includes the Angel of the North, said his experiences of seeing art as a child had made a lasting and valuable impression. "I don't think art is to be understood – it's to be experienced. I wouldn't be an artist today if I had not been taken to art galleries as a child."



Jake Chapman, VIP guest at the Sackler Gallery, 2013



'Reflection of the Big Dipper', Jackson Pollock, 1944

Source: The Guardian, August 2014

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