

General Certificate of Secondary Education
June 2007



HUMANITIES
Paper 2

3071/2

Monday 21 May 2007 1.30 pm to 2.45 pm

For this paper you must have:

- an 8-page answer book.

Time allowed: 1 hour 15 minutes

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 3071/2.
- Answer **two** questions.
- Write the correct question number and letter at the start of each answer.

Information

Question 1 — Option Unit 2, Patterns of Family Life
Question 2 — Option Unit 3, Prejudice and Persecution
Question 3 — Option Unit 4, Power and Democracy
Question 4 — Option Unit 5, Global Inequality
Question 5 — Option Unit 6, People and Work

- Each question carries 24 marks. The maximum mark for this paper is 48.
- The marks for questions are shown in brackets.
- You are reminded of the need for good English and clear presentation in your answers. Questions carrying 3 or more marks should be answered in continuous prose. Quality of Written Communication will be assessed in your answer to part (e) of the questions.

Advice

- You are advised to spend approximately 35 minutes on **each** of the two questions you choose.


Answer **two** questions from Questions 1–5.

1 PATTERNS OF FAMILY LIFE

- (a) Give the meaning of the term **marriage**. *(1 mark)*
- (b) What can a family do to take responsibility for its elderly relations?
Explain, using an example. *(3 marks)*
- (c) Explain **two** reasons why gender roles in the family have changed in the UK since 1900. *(4 marks)*
- (d) Explain why there are different family types in the UK. Use examples and information from your own studies. You could include any of the following:
- culture
 - religion
 - law
 - wealth. *(8 marks)*

Study **Sources A and B** before answering part (e).

- (e) Is it the media or parents who most influence children's attitudes towards the family?
Explain, using **Sources A and B** to support your answer. *(8 marks)*

Source A

I used to help my parents get ready for Christmas. We used to leave a mince pie out for Santa. I can't wait to do that with our daughter.

I remember our Sunday walks. My mum and dad would take my sister and brother and me off somewhere nearby. We'd talk about everything and get back exhausted!

We eat together and go out as a family, just like my parents did with my brothers and me.

I have lovely memories of my granddad. He used to sit me on his knee and tell me stories about people in our family. We used to have such a laugh. Now my dad can pass on those stories to our children.

Source B

Source B is an extract of text.
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Turn over ►

2 PREJUDICE AND PERSECUTION

- (a) Give the meaning of the term **scapegoat**. *(1 mark)*
- (b) What is genocide? Explain, using an example. *(3 marks)*
- (c) Explain **two** examples that show stereotyping is a form of prejudice. *(4 marks)*
- (d) Explain how prejudice can lead to discrimination. Use examples and information from your own studies. You could include any of the following levels:
- personal
 - local
 - national
 - international. *(8 marks)*

Study **Sources C and D** before answering part (e).

- (e) Are anti-racist laws enough to combat racism? Explain, using **Sources C and D** to support your answer. *(8 marks)*

Source C**RACISM AND THE LAW**

Stephen Lawrence was the victim of a racist murder in 1993. Nobody has yet been convicted of his murder. The Macpherson Report (1999) claimed that the police who investigated his violent death were incompetent and racist. Since then, steps have been taken to tighten the law. These include:

- giving longer prison sentences for crimes involving racism
- making racist chanting at football grounds an offence.

In 2005, black teenager Anthony Walker was murdered with an ice axe. His attackers, aged 17 and 20, were found guilty of murder. At the end of the trial, the judge gave them long prison sentences. He said, "This was a racist attack of a type poisonous to any civilised society. In spite of your youth, deterrent sentences are vital."

The number of racist incidents recorded by the police in England and Wales was:

1993–4: 11 006

2004–5: 57 902.

Source D

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3 POWER AND DEMOCRACY

- (a) Give the meaning of the term **democracy**. *(1 mark)*
- (b) What is a pressure group? Explain, using an example. *(3 marks)*
- (c) Explain **two** ways the United Kingdom could be made more democratic. *(4 marks)*
- (d) Explain the advantages of a democracy over a dictatorship. Use examples and information from your own studies. You could include any of the following:
- rights
 - participation
 - decision-making
 - power.
- (8 marks)*

Study **Sources E and F** before answering part (e).

- (e) Do young people have a responsible attitude towards their democratic rights? Explain, using **Sources E and F** to support your answer. *(8 marks)*

Source E

PERCENTAGE OF TWO AGE GROUPS WHO VOTED IN
GENERAL ELECTIONS IN THE UK, 1987–2005

General Election Year	Age group	
	18–24	25–34
1987	77%	85%
1992	76%	87%
1997	62%	68%
2001	54%	56%
2005	45%	53%

In 2005, more votes were cast on the television programme *Big Brother* than in the General Election of that year.

Source: adapted from *British Election Study, 1964–2005*, from the website: www.essex.ac.uk

Source F

A SURVEY OF YOUNG PEOPLE IN 2005

These are some of the findings from a study of a sample of 11–21 year olds carried out in 2005.

According to 90% of the people in the survey, obeying the law is the most important aspect of being a responsible citizen. Next is taking part in activities to benefit the community (73%), and third, activities to protect the environment (69%). Voting comes fourth (at 67%).

Their general understanding of what it is to be a responsible citizen is reflected in their actions. In the survey:

- 64% said they had given money to the tsunami appeal
- 46% said they had taken part in a sponsored event in the last two years
- 47% said they were likely to work with an organisation or charity to help people in need in the future.

Many want to make their voices heard, with 35% having signed a petition in the last two years. 7% had demonstrated against the Iraq War.

Source: adapted from the website: www.spreckley.co.uk

Turn over ►

4 GLOBAL INEQUALITY

- (a) Give the meaning of the term **international debt**. *(1 mark)*
- (b) What is absolute poverty? Explain, using an example. *(3 marks)*
- (c) Explain **two** reasons why literacy rates are usually lower in Less Economically Developed Countries (LEDCs) than in More Economically Developed Countries (MEDCs). *(4 marks)*
- (d) Explain how colonialism has affected the development of countries. Use examples and information from your own studies. You could include any of the following:
- exploitation
 - natural resources
 - cash crops
 - economic power.
- (8 marks)*

Study **Sources G and H** before answering part (e).

- (e) Is aid the most effective method of reducing global inequality? Explain, using **Sources G and H** to support your answer. *(8 marks)*

Source G: Aid to Less Economically Developed Countries

TWO TYPES OF NGO AID

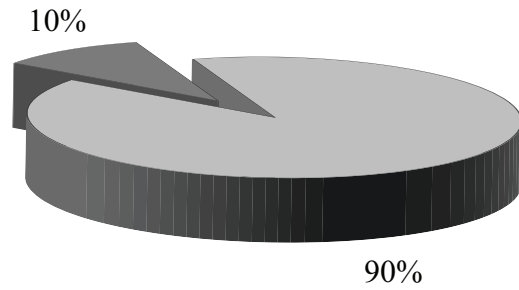
(1) A fish farm – please give £23

Help a family living in poverty in Malawi overcome malnutrition with a simple fish farm. It's filled with lots of fast-growing bream which breed and produce more fish. It's a vital source of protein and income.

(2) Emergency clean water kits – please give £21

In an emergency what is needed is clean water. With water containers, water purification tablets and soap, the kit will prevent diseases from contaminated water and poor hygiene.

DEVELOPMENT AID FROM MEDCs TO LEDCs IN 2005



Key

- Official Development Aid (ODA)
- Non-Government Organisations' Aid (NGO)

Source for NGO aid: adapted from the website of World Vision (a Non-Government Organisation): www.greatgifts.org

Source H

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5 PEOPLE AND WORK

- (a) Give the meaning of the term **division of labour**. *(1 mark)*
- (b) What is alienation? Explain, using an example. *(3 marks)*
- (c) Explain **one** advantage **and one** disadvantage of economic migration. *(4 marks)*
- (d) Explain the effects of introducing new technology in the workplace. Use examples and information from your own studies. You could include any of the following:
- specialisation
 - skills
 - employment patterns
 - industrial relations. *(8 marks)*

Study **Sources I and J** before answering part (e).

- (e) Should all employees join a trade union? Explain, using **Sources I and J** to support your answer. *(8 marks)*

Source I**THE NATIONAL MINIMUM WAGE CAMPAIGN**

The Union of Shop, Distributive and Allied Workers (USDAW) warmly welcomes the Government's decision to increase the minimum wage.

The minimum wage rates are now up to:

- £3.30 an hour for workers aged 16–17
- £4.45 an hour for workers aged 18–21
- £5.35 an hour for workers over 21 years old.

We should like to thank all Union members, including those on higher pay, for backing our campaign to raise the minimum wage.

The minimum wage was only brought in for these very vulnerable workers because this Union did its research and found some terrible examples of exploitation of 16 and 17 year olds by employers, which we published.

Source: USDAW, adapted from the website: www.usdaw.org.uk

Source J**SOME YOUNG PEOPLE GIVE THEIR VIEWS ON JOINING TRADE UNIONS**

I don't really see the point of a union. If I don't like the job or the pay, I just move on. You can't really change anything.

People don't want to join unions and complain about their conditions because it might mean they lose their jobs. In the past people had better job security so they felt they could stand up for their rights. Now you're grateful for a job, as long as you've got half-decent working conditions.



Many people where I work are students. There are so many things we don't like about our work. If we had the opportunity to join a union we could do something about them, but we can't. We just have to moan to each other. We can't even moan to the managers because we'd lose our jobs.

Source: HEADLINERS, adapted from the website: www.headliners.org

END OF QUESTIONS

There are no questions printed on this page

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