

General Certificate of Secondary Education
June 2008



HUMANITIES
Paper 2

3071/2

Thursday 15 May 2008 9.00 am to 10.15 am

For this paper you must have:

- an 8-page answer book.

Time allowed: 1 hour 15 minutes

Instructions

- Use black ink or black 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 **single (or lone) parent family**. *(1 mark)*
- (b) Explain the meaning of the term **reconstituted family**. *(3 marks)*
- (c) Explain **two** reasons why couples get married. *(4 marks)*
- (d) Explain the influence the family can have in the bringing up of its children. Use examples and information from your own studies. You could write about any of the following:
- norms, attitudes and values
 - socialisation
 - gender roles
 - role models.
- (8 marks)*

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

- (e) Explain how divorce can affect family life. Use **Sources A and B** to support your answer. *(8 marks)*

Source A

DIVORCES IN ENGLAND AND WALES IN 2005

Total number of couples divorcing in 2005	Percentage of divorced couples by number of children aged under 16					
	0 children	1 child	2 children	3 children	4 or more children	Total
141 750	47%	22%	22%	7%	2%	100%

Source: adapted from the Office for National Statistics, 2006

Source B

PEOPLE'S EXPERIENCES OF DIVORCE

When Mum and Dad broke up I felt really guilty and I thought that it was all my fault. I used to get really upset about it but my Nan was great. She kept telling me that I wasn't to blame when Mum and Dad started arguing. They both still loved me, but it was their problem and they had to sort it out themselves.

George, aged 14



It was a difficult time when we split up. At least we've stopped arguing with each other since my husband moved out. My sons used to hide in their room until the shouting stopped. Since the divorce came through we get on a lot better. The boys' Dad sees them every weekend and they go to a football match or to the cinema.

Kirsty, aged 42

Mum's a lot happier since she divorced Dad. She used to get really depressed and worried about paying the bills but things have got a lot better since she met Derek. He's divorced too and he's got two young sons. Mum and Derek have organised it so that they have all the children together on one weekend. I'm looking forward to having a couple of new step-brothers when Derek and Mum get married next year.

Hannah, aged 15



I felt really angry and upset when I left Dipesh's mother. I just couldn't bear the thought of another argument about being late home from work or having to make another business trip. Now we are divorced I do miss my son during the week. It is good when I can take him out to the park and play on the swings at the weekend but it is not the same.

Rohan, aged 38

Turn over ►

2 PREJUDICE AND PERSECUTION

- (a) Give the meaning of the term **prejudice**. *(1 mark)*
- (b) Explain the meaning of the term **discrimination**. *(3 marks)*
- (c) Explain **two** ways in which stereotyping can be reduced. *(4 marks)*
- (d) Explain how prejudice and discrimination can affect people in the United Kingdom. Use examples and information from your own studies. You could include any of the following levels:
- individual or personal level
 - community level
 - national level
 - international level. *(8 marks)*

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

- (e) Explain how persecution can affect people. Use **Sources C and D** to support your answer. *(8 marks)*

Source C

In the late 1990s the Serbian government (of the former Republic of Yugoslavia) was in dispute with the Albanian people who lived in the province of Kosovo. There were arguments about land and who should make decisions, so the Serbian government began a campaign to drive all the Albanians out of Kosovo.

COUNTRIES RECEIVING REFUGEES FROM KOSOVO IN APRIL 1999

Austria	Belgium	Croatia	Czech Republic	Finland	France	Germany	Iceland	Israel
811	676	188	115	481	1777	9974	23	106
Holland	Norway	Poland	Spain	Sweden	Switzerland	Turkey	UK	Total
1011	1732	635	103	444	33	5407	161	23 677

Source: adapted from the United Nations Commission for Refugees, 1999

Source D

A KOSOVAN WOMAN DESCRIBES HER EXPERIENCES

I suddenly heard a knock on my door. When I opened it, the first thing I saw was a machine gun in my face. There were three Serbian policemen standing there. One of them shouted, "Are you the owner of this apartment? I'll give you 24 hours to get out of this apartment or you will regret it".

I was scared and I did not want to end up like others who had just disappeared. I grabbed what I could and went to the railway station. I bought a ticket for the only train leaving that night with the little money I had and waited six hours in the freezing cold.

The train eventually stopped at the Slovenia-Austria border and the police took my identity papers. I didn't understand what they were saying and I was placed on a lorry with other Kosovans. We were cold, tired and scared.

The lorry took us to a refugee centre in Austria. We were given food and it was so good to have a hot shower and somewhere warm to sleep. It took nearly six weeks before they let me travel to my new home in Dusseldorf, Germany. My German was very poor but I coped. At least I was safe.

Life in Dusseldorf is good. I have a cleaning job at a local college and I rent a little flat. My neighbours smile and make me feel welcome. I worry about my family and friends still in Kosovo. I've tried to get in touch but so many were moved on or have just disappeared. I have met a few other Kosovans here and we often get together. They say the same things have happened to them. My heart still misses a beat when I suddenly hear a knock on my door!

Source: adapted from *Open Wounds: Human Rights Abuses in Kosovo*, (Human Rights Watch)

Turn over ►

3 POWER AND DEMOCRACY

- (a) Give the meaning of the term **power**. *(1 mark)*
- (b) Explain the meaning of the term **political ideology**. *(3 marks)*
- (c) Explain **two** ways in which people can be involved in the democratic process. *(4 marks)*
- (d) Explain how democracy can resolve disputes in society fairly and peacefully. Use examples and information from your own studies. You could write about any of the following:
- individual rights and responsibilities
 - the role of pressure groups
 - the role of political parties
 - the democratic process. *(8 marks)*

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

- (e) Explain how reducing the voting age to 16 might affect the democratic process. Use **Sources E and F** to support your answer. *(8 marks)*

Source E

PERCENTAGE OF PEOPLE WHO VOTED IN
GENERAL ELECTIONS IN 1997 AND 2005

Age group	1997	2005
18–24	62	45
25–34	68	53
35–44	78	71
45–54	85	76
55–64	89	84
65–74	89	85
75+	84	89
Total	79	71

Source: adapted from official figures, 2006

Source F

SHOULD 16-YEAR-OLDS GET THE VOTE?

When I was 16, I could never understand why I was fit to pay income tax but not given a say in how it was spent. Now I have been able to vote for six years but I still haven't bothered. Young people will not become interested in politics by being able to vote at a younger age unless they think their vote actually makes a difference.

Paul, Penzance, aged 24



Just because so many young people do not vote in elections doesn't mean that they can't be bothered with politics. Many of them see the lack of choice that our 'democracy' gives them, and choose not to support it by voting. Look at the thousands of young people who marched against the invasion of Iraq and you soon realise there is more to politics than voting.

Shelley, Swansea, aged 22

I believe 16 is too young to have the vote. I firmly believe that you can only get a true grasp of politics when you are directly affected by it, and the vast majority of 16 year olds are still living with their parents. Perhaps it's not voter disinterest that needs addressing, but the idea that the two major parties are as untrustworthy as each other.

Shilpa, Canterbury, aged 21



I can't speak for other people but when I was 16, politics wasn't important to me. I lived at home, didn't get on with my parents, didn't pay tax and had lots of teenage problems. I wouldn't have voted, even if I'd had the opportunity. I probably wouldn't have bothered on point of principle – just to upset my parents.

Karl, Leeds, aged 19

Turn over for the next question

Turn over ►

4 GLOBAL INEQUALITY

- (a) Give the meaning of the term **absolute poverty**. *(1 mark)*
- (b) Explain the meaning of the term **development indicator**. *(3 marks)*
- (c) Explain **two** ways in which Less Economically Developed Countries (LEDCs) can break out of the poverty cycle. *(4 marks)*
- (d) Explain how a growing debt burden is making Less Economically Developed Countries (LEDCs) poorer. Use examples and information from your own studies. You could write about any of the following:
- the cost of capital projects
 - improving infrastructure
 - interest payments
 - the effects of Aid programmes. *(8 marks)*

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

- (e) Explain how trade between More Economically Developed Countries (MEDCs) and Less Economically Developed Countries (LEDCs) is unfair. Use **Sources G and H** to support your answer. *(8 marks)*

Source G

THE PAYMENT OF SUBSIDIES TO COTTON FARMERS

	USA in US dollars (\$)	Mali in US dollars (\$)
Total government subsidy paid to cotton farmers	\$3 400 million	0
Farmers' income per kilogram of cotton	\$0.80	\$0.18

Source: from government figures

Source H

UNFAIR TRADE

The US government helps its own cotton farmers by paying them money called a subsidy. These subsidies encourage US farmers to produce more cotton. As the world's supply of cotton increases, prices fall. US farmers can sell their cotton to the rest of the world at these lower prices and still make a profit, unlike their competitors who have no government help.

Mali, a country in West Africa, also produces cotton and sells it abroad. The Mali government has taken out loans from the International Monetary Fund and the World Bank to develop its economy. The conditions attached to these loans mean that the Mali government is not allowed to support its agriculture and pay subsidies to its cotton farmers.

When US President Bush visited Africa, the media concentrated on his promise to provide \$15 billion to Africa to tackle HIV/Aids. No mention was made of the US overseas trade policy that is partly responsible for keeping many millions of Africans in poverty. The USA places great pressure on weak Less Economically Developed Countries (LEDCs) such as Mali to buy American goods and it threatens to reduce aid and support if they don't.

Cotton is Mali's second most important export, but its cotton farmers are suffering even though they actually produce cotton more efficiently and more cheaply than US farmers. If the US subsidies were removed, then the US cotton farmers would be the ones who couldn't compete on the world markets.

Turn over ►

5 PEOPLE AND WORK

- (a) Give the meaning of the term **employment**. *(1 mark)*
- (b) Explain the meaning of the term **job satisfaction**. *(3 marks)*
- (c) Explain **two** reasons why an increasing number of UK workers are now employed in the service sector. *(4 marks)*
- (d) Explain how technology is changing the way people work. Use examples and information from your own studies. You could write about any of the following:
- the nature of work
 - the experiences of employees
 - the experiences of employers
 - the importance of education, skills and training. *(8 marks)*

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

- (e) Explain how the rights of employees in the workplace are protected. Use **Sources I and J** to support your answer. *(8 marks)*

Source I

NUMBER OF TRADE UNIONS AND
THEIR MEMBERSHIP IN GREAT BRITAIN

Year	Trade union membership (million)	Number of trade unions
1976	12.1	484
1986	10.6	374
1996	7.9	255
2006	7.5	201

Source: from official figures, 2006

Source J

EMPLOYMENT LEGISLATION

The UK workforce is now more varied than ever before. Women make up almost half the workforce. Many of them are working parents, some are lone parents and people who have elderly parents or children to look after as well as needing to work. This means that the demand for part-time and other flexible ways of working is increasing. In the past, parents, carers, disabled people and older people may not have been able to work because of the hours, travel problems or discrimination. The Government has recognised that these barriers to employment exist and has introduced laws to stop this unfair treatment.

Businesses and employees should, therefore, be aware of the relevant laws. These include protection against discrimination and harassment on the grounds of:

Sex or marital status	Sex Discrimination Act 1975 (amended and updated 2007)
Age	Employment Equality (Age) Regulations 2006
Sexual orientation	Employment Equality (Sexual Orientation) Regulations 2003
Religion or belief	Employment Equality (Religion or Belief) Regulations 2003
Disability	Disability Discrimination Act 1995 (amended and updated 2006)
Part-time working	Part-Time Work Regulations 2000

Source: adapted from ACAS guidelines, 2006

END OF QUESTIONS

There are no questions printed on this page

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Source C: From *Kosovo Displacement Statistics: UNHCR estimates*, a publication of the Office of the United Nations High Commissioner for Refugees

Source E: Produced by British Election Study, c/o Department of Government, University of Essex, Wivenhoe Park, Colchester CO4 3SQ.

Source I: From the Annual Report of the Certification Officer for Trade Unions and Employers' Associations, (2005–06 and 2003–04).

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