



General Certificate of Secondary Education
Specimen Paper

Humanities

Unit 2 Humanities Options

Sources Booklet for Specimen Unit 2

To be opened and issued to candidates no sooner than 1 February.

NOTICE TO CANDIDATES

You have been given **one** copy of this Sources Booklet for use during your preparation for the examination. You may annotate this copy as you wish but you are **NOT** allowed to take it into the examination.

You will be provided with a clean copy of the Sources Booklet, along with the question paper, for use in the examination.

You are advised to study **two** of the Options in this Sources Booklet and the issues raised in them.

Your teacher is encouraged to teach lessons based on the Sources Booklet and to give assistance and advice as required.

OPTION 1: CONFLICT AND CO-OPERATION

Source A: The causes of the Cold War, 1945-1990

The Second World War ended in 1945 and two superpowers emerged. The USA and USSR had been allies in the war but, after 1945, they began to fear and distrust each other and the 'Cold War' started. There were many reasons why they were suspicious of each other. These included:

The USSR did not agree with the ideas of capitalism and the USA opposed communist ideas.

The USA were worried that they would be attacked by communist countries.

The USSR were worried that the USA would attack them.

The USA were scared that the USSR would spread communism.

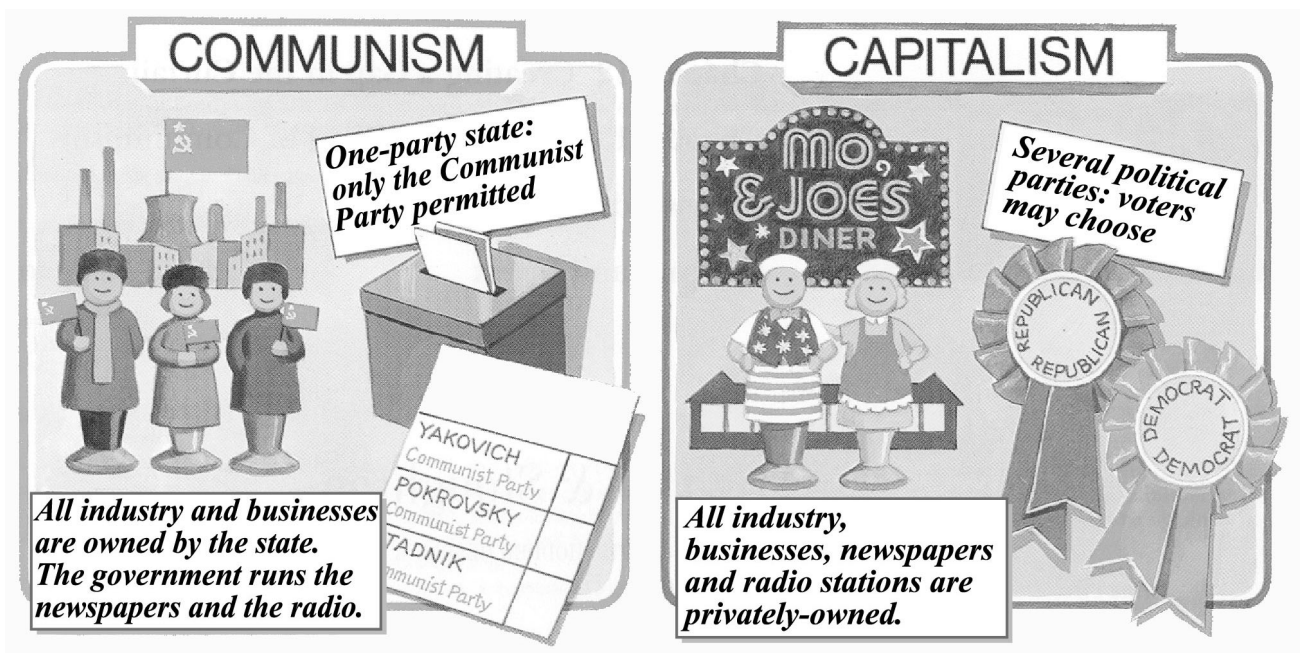
The USA were worried by the USSR's actions in Eastern Europe after 1945.

There was rivalry at the end of the Second World War as to which country would become the greatest superpower.

President Truman of the USA disliked Stalin, the leader of the USSR.

The USA had discovered the secret of the atom bomb and the USSR were worried that it would be used against them.

Source B: Differences between the USSR's communist system and the USA's capitalist system



Source: adapted from J.F.AYLETT, *The Cold War and After*, Hodder and Stoughton, 1996

OPTION 2: PREJUDICE AND PERSECUTION

Source C: Newspaper headlines in 2006 about migrant workers**MIGRANT WORKERS TAKE BRITISH JOBS**

British workers are worried that they face unemployment due to the expansion of the European Union and the mass immigration of over one million worker from Eastern Europe by the end of 2006.

LABOUR SHORTAGES EASED BY MIGRANTS

Economic migrants are helping to fill many of the job vacancies in the catering, building and farming industries. A government spokesperson commented, "They are hard working and are prepared to do many of the jobs we don't want to do."

Source D: Some reports appearing in the media in 2005

A recent survey showed that, on average, people in Britain think that 23% of the world's refugees and asylum seekers are in the UK. The actual figure is under 2%.

Another recent survey showed that the words 'asylum seeker' have become an emotive phrase. It is a phrase that stirs up suspicion, anger and frustration in almost equal measure.

Researchers in Wales in 2005 reported a story typical of many refugees. A 12-year-old refugee girl said, "People stare at you in a way that says – oh look, this person is different. Racism has happened to me. They call me names and they ask whether you are related to Osama Bin Laden."

In Oldham, a local newspaper reported in 2005 that a 17-year-old boy found himself before the courts after calling a Bangladeshi woman a "terrorist". He had also poured cider all over the woman and her children as they sat eating in a cafe. The boy pleaded guilty to the racially aggravated incident. Her children are now afraid to go out.

OPTION 3: GLOBAL INEQUALITY

Source E: UN Millennium Development Goals

In 2000, the United Nations agreed to achieve eight development goals by 2015:

- End extreme poverty and hunger
- Achieve primary education for all
- Increase equality between men and women
- Reduce child mortality
- Improve the health of mothers
- Reduce killer diseases
- Achieve environmental sustainability
- Build a global partnership for development

Source F: The effects of American rice subsidies on Haiti

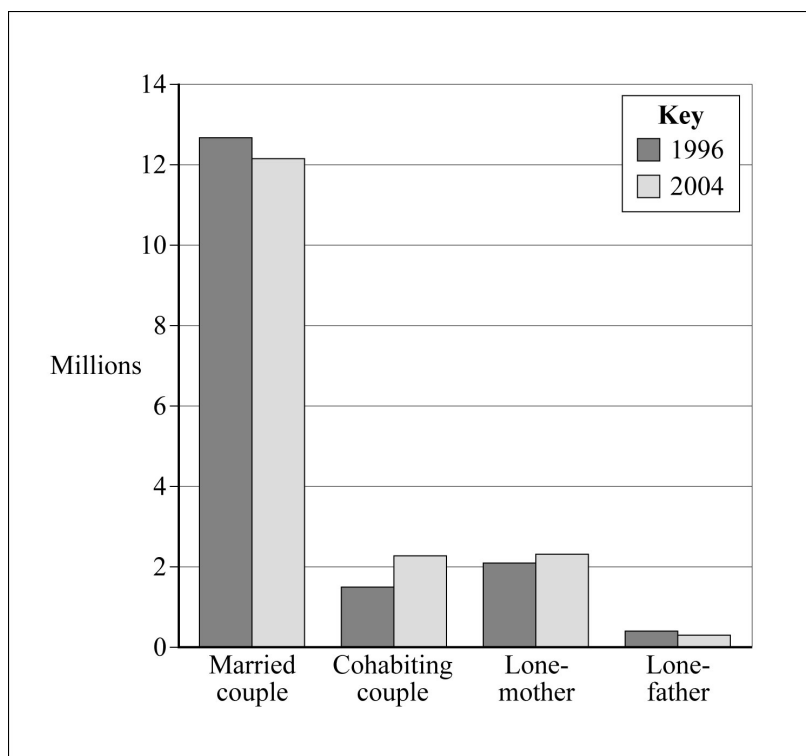
Haiti is an island in Central America. In the early 1980s Haiti produced almost all of its own rice. Then pressure from the United States forced Haiti to open up its markets. As a result, the markets in Haiti have been flooded with rice grown by US farmers which has been heavily subsidised by the US government. Today, Haiti is the poorest nation in the Americas. 3.8 million people – nearly half the nation’s population – suffer from hunger, according to the United Nations.

“When we get our rice to market there is cheap imported rice from the US. How can we compete against the big guys?” the Haitian rice farmers complain. “What we need is fair trade,” they argue.

These US subsidies have had a terrible effect on the 20 % of Haiti’s population who rely on rice production for their living. With the right machinery and training, they could be producing all the rice Haiti needs. Instead, production has fallen by about 50 %. There is a steady stream of people leaving the fields to join the already overcrowded slums, with little hope of finding employment. The infant mortality rate has risen and a growing number of parents cannot afford to send their children to school.

OPTION 4: FAMILY AND SOCIALISATION

Source G: Some family types in the UK, 1996 and 2004



Source: adapted from the UK Government website www.statistics.gov.uk

Source H: A sample of answers from some students who were asked to describe their family

My parents believe you should be married before you have children. They believe divorce is wrong.

I live with my mum. She says she has never really wanted to live with a partner.

My parents started living together before I was born. They say they've never seen the need to get married.

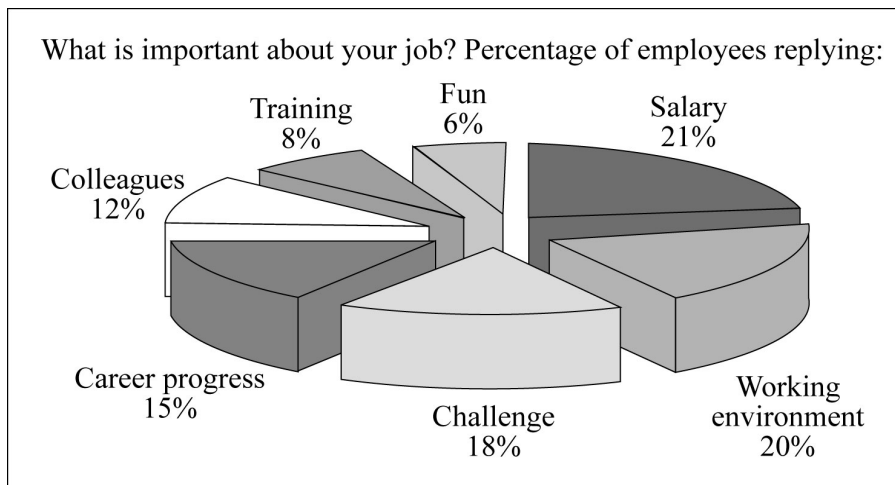
I live with my parents and my brother. My parents like to show me their wedding album. I see all my relations often.

My granddad lives with us. My parents say that their parents looked after them when they were little, so now it's their turn and we should do the same when we're older.

My mum left my dad when I was 4. Then he met and married my step-mum. I live with her and my step-sisters now.


OPTION 5: PEOPLE AND WORK

Source I: A recent survey of UK employees' attitudes



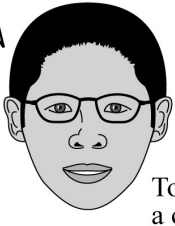
Source J: The views of some young graduates about their jobs

I have the freedom to work on what I want. I get excited about having an idea, and having the time and freedom to organise my research. I'm doing what I'm interested in. The pay isn't great though.




Charlotte,
a medical researcher

My work is very repetitive. The people I am responsible for don't care much about the job and they don't stay long. I can't say I blame them either. It's hard to motivate them. I'm under a lot of pressure to get them to hit their targets.




Tom,
a call centre manager

I work in a team. We all depend on each other to achieve our sales targets, so that's a good aspect. But I'm really frustrated that the skills I developed at university are not being used. I'm worried my career is not going forward.



Hardeep,
a trainee sales manager

I'm working far too much. I hardly have any social life. But it's great when you prepare a really good lecture, even though it might take hours. When people come up to you afterwards and say they've learned something new, that's a lovely feeling.



Philip,
an astronomy lecturer

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