

General Certificate of Secondary Education  
November 2006



**HUMANITIES**  
**Paper 2**

**3071/2**

Wednesday 8 November 2006 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 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.

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

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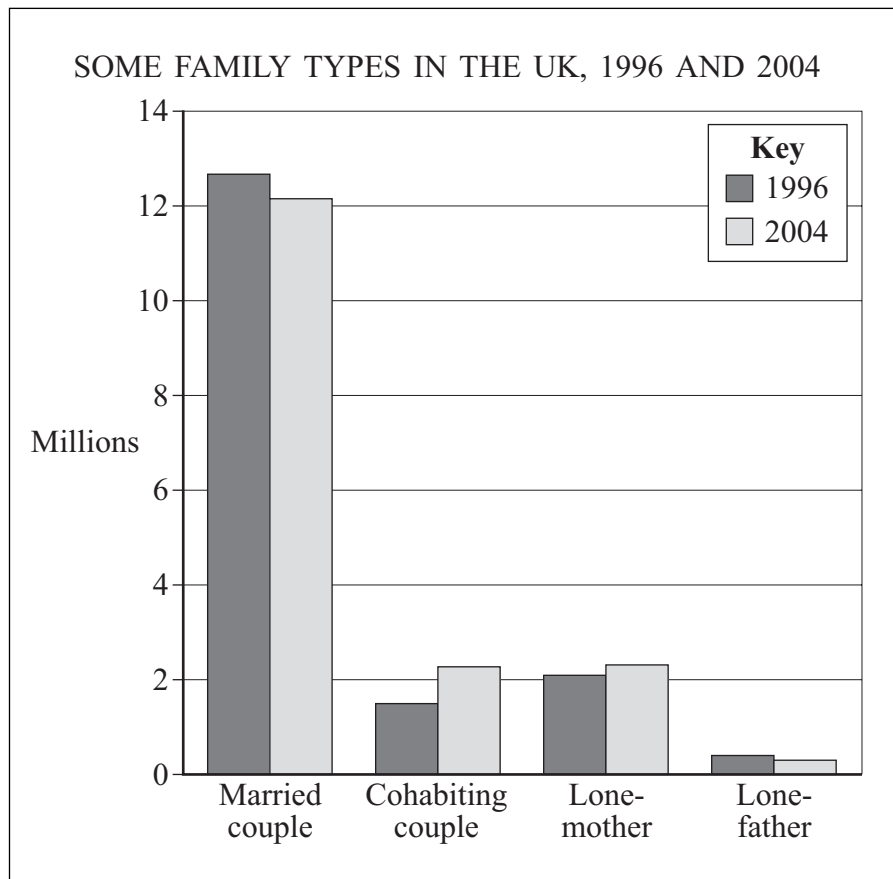
**1 PATTERNS OF FAMILY LIFE**

- (a) Give the meaning of the term **divorce**. *(1 mark)*
- (b) Explain the meaning of the term **extended family**. *(3 marks)*
- (c) Explain **two** ways that traditional gender roles within the family are changing. *(4 marks)*
- (d) Using examples and information from your studies, explain what influences our views about the importance of the family. You could include any of the following:
- the media
  - religion
  - family
  - laws.
- (8 marks)*

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

- (e) Explain whether there is a typical family in the UK today. Use **Sources A and B** to support your answer. *(8 marks)*

## Source A



Source: adapted from the UK Government website [www.statistics.gov.uk](http://www.statistics.gov.uk)

## Source B

**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 also 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 know all my relations and see them often.

My grandad 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.

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## 2 PREJUDICE AND PERSECUTION

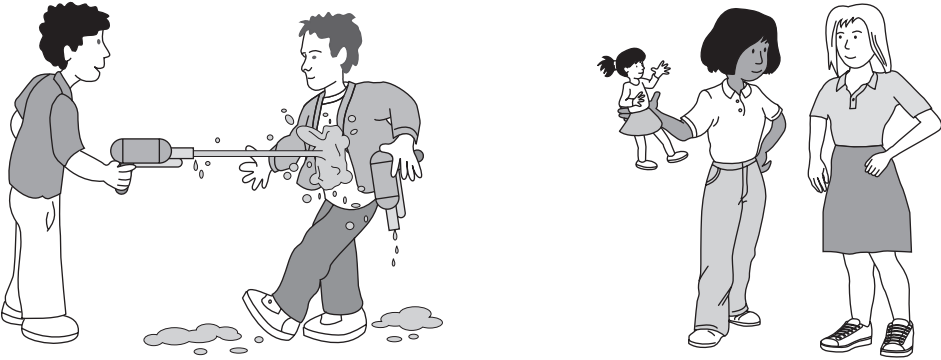
- (a) Give the meaning of the term **persecution**. *(1 mark)*
- (b) Explain the meaning of the term **institutional discrimination**. *(3 marks)*
- (c) Describe **two** examples which show how some people have been used as scapegoats. *(4 marks)*
- (d) Using examples and information from your studies, explain how discrimination can be reduced in the UK. You could include any of the following levels of action:
- individual
  - community
  - government
  - international.
- (8 marks)*

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

- (e) Explain how stereotyping in childhood can lead some people to persecute others. Use **Sources C and D** to support your answer. *(8 marks)*

## Source C

**TOYS FOR BOYS OR GIRLS**



“Toy manufacturers develop and market toys specifically for girls or boys. Not only are they stereotyped, but many boys’ games and toys are noticeably violent and aggressive.”

Source: text adapted from *The Development of Gender Roles in Young Children* from the website: [www.eoc.org.uk](http://www.eoc.org.uk)

## Source D

**BULLYING IN SCHOOLS**

There is growing concern about the amount of bullying in some schools. One type of bullying is where the victims are picked on because they are behaving in ways the bullies think are not properly masculine.

Recent research has shown that this type of bullying can take a number of forms:

- name calling or verbal threats, such as using the term ‘gay’ as a put-down;
- spreading rumours about an individual’s sexuality;
- exclusion from social groups, isolation and rejection;
- in extreme cases, physical attacks.

Source: adapted from the UK Government website: [www.dfes.gov.uk](http://www.dfes.gov.uk)

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### 3 POWER AND DEMOCRACY

- (a) Give the meaning of the term **political party**. *(1 mark)*
- (b) Explain the meaning of the term **ideology**. *(3 marks)*
- (c) Explain **one** argument for **and one** argument against extending democracy in schools. *(4 marks)*
- (d) Using examples and information from your studies, explain the advantages **and** disadvantages of pressure groups in a democracy. You could include any of the following:
- participation
  - methods
  - the media
  - power.
- (8 marks)*

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

- (e) Explain how democratic rights are abused under a dictatorship. Use **Sources E and F** to support your answer. *(8 marks)*

## Source E

## 11 SEPTEMBER 1973: THE END OF DEMOCRACY IN CHILE



*Soldiers arrest the defenders of La Moneda, Santiago, 1973.*

Chile is a country in South America. In 1970 Salvador Allende, the leader of the Chilean Socialist Party, was elected President. He attempted to build a socialist society but was opposed by business interests and sections of the Chilean Armed Forces, led by Augusto Pinochet.

The United States Central Intelligence Agency (CIA) was secretly helping Pinochet to prepare to use force to seize power. On 11 September 1973 Pinochet led a military coup against Allende's government. Allende died in the fighting at La Moneda presidential palace in Santiago.

## Source F

## LIFE IN PINOCHET'S CHILE, 1973–1989: A SURVIVOR SPEAKS

I was one of about 20 people working on a project set up under Allende to redistribute land to poor farm workers. When we heard that Pinochet had seized power, we feared for our lives. It was all right for the rich. We knew he would look after them.

Pinochet then closed down the Chilean Parliament and banned all opposition political parties and trade union activity. The government took control of the media.

We were rounded up and put in one of the concentration camps. I was one of the few lucky survivors. I say lucky, but I was tortured horribly. I can't bear to think about it even now, nearly 30 years later. I managed to escape and became a refugee in Sweden. After Pinochet finally went in 1989, we discovered that over 35 000 people had been tortured.

A secret police force was set up. It even spied on Chileans living abroad and terrorised those of us who spoke out against the military regime.

We also discovered that Pinochet received help from the British Government, which supplied arms to the regime in the 1980s and blocked attempts by the United Nations to investigate human rights abuses. I always thought Britain was against brutal dictatorships.

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#### 4 GLOBAL INEQUALITY

- (a) Give the meaning of the term **colonialism**. *(1 mark)*
- (b) Explain the meaning of the term **relative poverty**. *(3 marks)*
- (c) Explain **two** reasons why life expectancy is higher in More Economically Developed Countries (MEDCs) than in Less Economically Developed Countries (LEDCs). *(4 marks)*
- (d) Using examples and information from your studies, explain how different forms of aid can help people in LEDCs make progress. You could include any of the following:
- humanitarian aid
  - government aid
  - non-governmental organisations.
- (8 marks)*

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

- (e) Explain how fair trade would help the people of Haiti achieve the UN development goals. Use **Sources G and H** to support your answer. *(8 marks)*



## Source G

### 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.

## Source H

### 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

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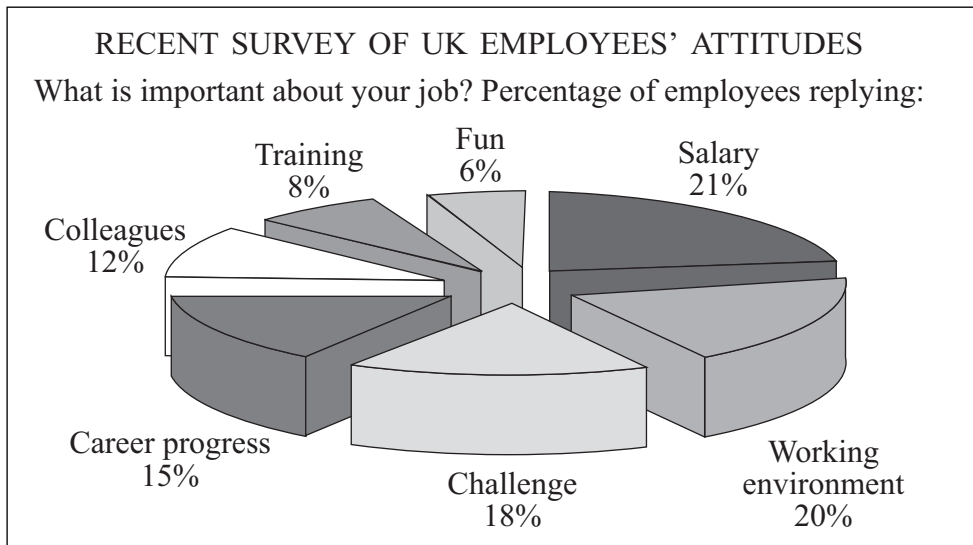
**5 PEOPLE AND WORK**

- (a) Give the meaning of the term **trade union**. *(1 mark)*
- (b) Explain the meaning of the term **secondary industry**. *(3 marks)*
- (c) Explain **one** advantage **and one** disadvantage of specialisation in the workplace. *(4 marks)*
- (d) Using examples and information from your studies, explain the positive **and** negative effects of economic migration. You could include any of the following:
- standard of living
  - industrial relations
  - employment
  - equal opportunities.
- (8 marks)*

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

- (e) Explain why people have different attitudes to work. Use **Sources I and J** to support your answer. *(8 marks)*

## Source I



## Source J

Some young graduates were asked to explain what they felt about their work. Here are some of their replies.

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.



Winston,  
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

END OF QUESTIONS

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