



General Certificate of Secondary Education  
June 2012

**Humanities**

**40702/PM**

**Unit 2 Humanities Options**

**Preliminary Material**

**Sources Booklet for Unit 2**

**To be opened and issued to candidates no sooner than Wednesday 1 February 2012**

**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. In the examination you will be required to answer **all** questions from the **two** options that you choose.

**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 Martin Luther King**

In 1954, Martin Luther King became pastor of the Dexter Avenue Baptist Church in Montgomery, Alabama. King was a leading supporter of civil rights and a member of the executive committee of the National Association for the Advancement of Coloured People (NAACP). King supported non-violent demonstrations against the segregation of blacks in housing, schools, hospitals, employment and transport.

King campaigned successfully to end segregation on buses in Montgomery and other towns and

cities across the southern states of the USA. After this success, he continued to campaign for equality and fairness.

In 1963, King delivered his famous 'I have a dream' speech in front of 250 000 supporters in Washington. A year later, he received the Nobel Peace Prize for fighting against injustice and protecting the civil rights of black people in the USA. He was assassinated on 4 April 1968, whilst supporting striking council workers in Memphis, Tennessee.

**Source B The Montgomery Bus Boycott**

The text from Source B is not reproduced here due to third-party copyright constraints.

The full copy of this paper can be obtained by ordering from the AQA Shop.



Turn over ►

---

**Option 2: Prejudice and Persecution**


---

**Source C The effect of the Criminal Justice System on ethnic minorities in England and Wales 2008/09**

	Ethnicity						Total %
	White %	Black %	Asian %	Mixed %	Chinese or Other %	Unknown %	
<b>Total Population</b>	89.4	2.6	5.2	1.3	1.5	0.0	100
<b>Stop and Searches</b>	67.0	14.8	8.8	2.8	1.3	5.4	100
<b>Arrests</b>	80.6	7.6	5.4	2.8	1.4	2.2	100
<b>Cautions</b>	82.6	6.7	4.9	0.0	1.5	4.3	100
<b>Court ordered supervision by probation service</b>	82.0	6.0	4.7	2.7	1.2	3.4	100
<b>Prison population</b>	72.8	14.4	7.2	3.4	1.7	0.5	100

**Source D The Criminal Justice System in the UK**

The Criminal Justice System is made up of the court system, the police, the prison service and the probation service. The Criminal Justice System has a legal duty to protect the rights of all UK citizens and ensure that everyone is dealt with in a just or impartial manner without discrimination.

These rights include the right to life, liberty, a fair trial, education, the vote and a private life. UK citizens are also free to meet and socialise with whom they wish, follow their choice of religion and should not be tortured or forced to do anything against their will.

If any of these rights and freedoms are abused or restricted in any way, all citizens have the right to seek protection and help from the Criminal Justice System in the UK.

In 1985, Professor Sheri Lynn Johnson of Cornell University in the USA conducted an experiment to see if the justice system in the USA was fair. Professor Johnson created identical mock trials, first with white defendants and then with African Americans. Professor Johnson discovered that white jurors were more likely to find a black defendant guilty than a white defendant, even though the mock trials were based on the same crime and the same evidence. She also concluded that the process of attributing guilt on the basis of race appeared to be subconscious and jurors were unlikely either to be aware of it or to be able to control it during that process.

Professor Johnson's conclusions have been used as evidence to help prove that ethnic minorities in the UK face prejudice and discrimination within the Criminal Justice System. The UK government needs to accept that this is still a problem.

---

**Option 3: Global Inequality**

---

**Source E Gross Domestic Product per capita – 2009**

<b>Rank</b>	<b>Country</b>	<b>GDP per capita (US\$)</b>
1st	Luxembourg	105 044
2nd	Norway	79 089
9th	USA	45 989
22nd	UK	35 165
44th	Venezuela	11 490
Mean average	World	8 594
56th	Brazil	8 121
132nd	India	1 134
148th	Kenya	738
154th	Bangladesh	551
172nd	Malawi	326
175th	Burundi	160

**Source F How poor is poor?****Measuring Absolute Poverty**

Poverty was defined in the 1990s by the World Bank as an income of \$1 per day. In 2005, this was raised upwards to \$1.25. People living in less economically developed countries (LEDCs) who earn less than this 'poverty line' are viewed as being in absolute poverty. It is suggested that a measure such as this works because the use of a simple standard measure makes comparisons between countries easier. In more economically developed countries (MEDCs), this monetary measure of poverty will be significantly higher. Critics suggest that any attempt to draw a line is misleading. Living just above the poverty line, say at \$1.26 per day, is little different from being on or below the line. Low levels of income affect different people in different ways.

Does this definition, then, really help us to define what we mean by poverty or should we take a broader view and look at other indicators? Social, environmental and political measures are just as important as income. In 1995, the United Nations saw absolute poverty as characterised by severe deprivation of basic needs, including food, safe drinking water, sanitation facilities, shelter, and access to health, education and information.

**The Human Development Index (HDI)**

The HDI has been used by the United Nations to measure a country's economic development since 1990. The HDI combines the following:

- the level of life expectancy at birth
- the overall health of the population
- the standard of primary, secondary and higher education
- the level of adult literacy
- the standard of living indicated by the level of GDP and GDP per capita.

The HDI is measured on a scale between 0 and 1, with the most developed countries being closest to 1. In 2010:

- Norway was 1st with a value of 0.938
- Luxembourg was 24th with a value of 0.852
- Bangladesh was 129th with a value of 0.469
- Malawi was 153rd with a value of 0.385.

The HDI is not perfect and still does not take account of a number of important social, environmental and political factors that contribute to the quality of life.

**Turn over ►**

---

**Option 4: Family and Socialisation**

---

**Source G Arranged marriage****The tradition of arranged marriages**

Arranged marriages are made with the consent of all involved. The practice is still common in South Asia, the Middle East and Africa. In many communities, priests or religious leaders as well as relatives or family friends play a major role in matchmaking.

Unfortunately, some arranged marriages become forced marriages and it is usually the bride who tends to be the unwilling partner. Forced marriages are generally made because of family pride, the wishes of the parents, social standing or obligation. For example, many forced marriages in Britain are aimed at providing citizenship to a member of the family. The United Nations has declared that forced marriage is an abuse of human rights.

**Arranged marriage has been a part of life for Sikhs in Edinburgh**

The Sikh community in Edinburgh is very proud of its traditional values and it prides itself on the fact that strict arranged marriages have lasted so long in the city. Elders admit that other cities in the UK have not had the same success in keeping the tradition alive. However, a rise in the number of failed traditional arranged marriages has led to calls for emergency action from both community leaders and parents.

Edinburgh has a Sikh community of about 400 people, who all worship at a single Gurdwara, or Sikh Temple, in Leith. Traditionally, parents have chosen a suitable partner for their children, with the family arranging the wedding. Until now, it has been normal for the bride and groom not to meet until the wedding day.

However, community elders are concerned that these marriages are breaking down in increasing numbers. Recently, two couples split in a single month. This has never happened before. "We've been having meetings trying to solve it, trying to find out why marriages are breaking down so quickly," said Ragbir Singh, vice president of Edinburgh Gurdwara. "Some marriages are breaking down within the first five or six weeks." Some people have started to think that old-fashioned values are no longer working for a new generation of young Sikhs.

**Source H Do arranged marriages work?**

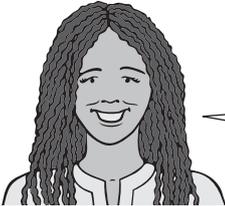
Donna

I am 100% against arranged marriage. I can't believe parents would encourage a marriage that was loveless and abusive, where the men are middle-aged while the girls have just left school.

This is the way we have always done things. Sikhs value family ties before anything else. Children are brought up to respect the judgement of their parents who love them. Couples grow to love each other, have children and make a responsible home.



Harjinder



Kirsty

I am not really surprised more marriages are failing. The girl needs to get to know the man really well, and decide to marry without being forced. Then she can make up her own mind, and choose the man that she thinks will make her happy.

My Indian friend went through this. She was introduced to a couple of other guys before she met her husband. She did not think they were suitable, so she rejected them politely. Girls can refuse a match for a good reason. My friend's been happily married for seven years now and has two lovely children.



Caroline

---

## Option 5: People and Work

---

### Source I What is flexible working?

Flexible working opportunities can benefit everyone – employers, employees and their families. Most employers now recognise that it makes good business sense to provide flexible working opportunities for their staff.

‘Flexible working’ is a phrase that describes any working pattern which is adapted to suit your needs and the needs of your employer.

Common types of flexible working are:

- part-time: working fewer hours or fewer days per week
- flexi-time: choosing flexible starting and finishing times
- annualised hours: set hours are calculated over a year, with set shifts
- compressed hours: working agreed hours over fewer days
- staggered hours: different starting, break and finishing times for employees
- job-sharing: sharing a job designed for one person with someone else
- home working: working from home for part or all of the working week.

**Source J How can flexible working benefit employers?**

Many employers believe that flexible working brings a number of benefits, such as:

- saving money when employees work from home
- using machinery more effectively when 24-hour shifts are worked
- earlier opening times and/or later closing times
- attracting and retaining more highly-skilled employees
- greater job satisfaction and better staff morale
- reduced levels of absence, lateness and transport problems
- more continuity of trading and service
- increased customer satisfaction and loyalty
- improved competitiveness
- the ability to react to changing market conditions.

If employees are allowed to work flexibly, they can have a better work-life balance which can lead to improvements in health and well-being. However, some employees may abuse the freedom that flexible working provides. Some businesses may also find it difficult to monitor flexible working and measure the performance of their employees effectively. In some sectors of the economy, flexible working may have no benefit at all.

**END OF SOURCES**

---

**There is no source material printed on this page**

**ACKNOWLEDGEMENT OF COPYRIGHT-HOLDERS AND PUBLISHERS**

Permission to reproduce all copyright material has been applied for. In some cases, efforts to contact copyright-holders have been unsuccessful and AQA will be happy to rectify any omissions of acknowledgements in future papers if notified.

- Source A: Photo: © Superstock © Getty Images  
 Source B: Photo: Photographer GREY VILLET © Getty Images  
 Source B: text adapted from *Rosa Parks: Biography*, JOHN SIMKIN, [www.spartacus.schoolnet.co.uk](http://www.spartacus.schoolnet.co.uk)  
 Source C: adapted from *Statistics on Race and the Criminal Justice System 2008/9*, Ministry of Justice, [www.justice.gov.uk](http://www.justice.gov.uk).  
 Contains public sector information licensed under the Open Government Licence v1.0  
 Source E: adapted from The World Bank: GDP per Capita (current US\$): <http://data.worldbank.org>  
 Source F part 1: Extract from 'How poor is 'poor'? Towards a rights based poverty line.' By David Woodward.  
 Publisher: nef (the new economics foundation)  
 Source F part 2: adapted from *Human Development Index and its components*, 2010, United Nations Development Programme,  
<http://hdr.undp.org/en/>  
 Source G part 2: adapted from *Arranged Marriage 're-think' call*, CATRIN NYE, [www.news.bbc.co.uk](http://www.news.bbc.co.uk), © BBC News, 2011  
 Source I: adapted from *Who can request flexible working?*, Directgov, [www.directgov.uk](http://www.directgov.uk). Contains public sector information  
 licensed under the Open Government Licence v1.0  
 Source J: adapted from *Employment & skills/Working hours and time off/Flexible Working – the law and best practice*,  
 Business Link, [www.businesslink.gov.uk](http://www.businesslink.gov.uk). Contains public sector information licensed under the Open Government  
 Licence v1.0