

THE CREATION OF THE WELFARE STATE COURSEWORK ASSIGNMENTS

GCSE HISTORY COURSEWORK ASSIGNMENTS

Teacher Information

Introduction:

These assignments comprise sources, questions and mark schemes which will enable your pupils to fulfil the coursework requirements in history for Edexcel Foundation specifications for first examination in summer 2003. You may use these assignments as they stand. They have been designed to assess the full range of grades targeted by the syllabus (Grades G-A*). Assistance may be given in class to aid the comprehension of the sources.

You may also adapt these assignments if wished by:

- providing additional or replacement sources
- providing additional or replacement questions.

However, if you wish to make changes you should submit these to the Edexcel Foundation for approval to ensure that revised sources or questions give candidates appropriate opportunity to meet the targets specified at the appropriate level.

Management of the assignment:

The assignment has been designed to accommodate some flexibility of classroom practice. The following points should be borne in mind:

- Although all the questions *may* be tackled as part of a single task, this is not necessary. The timing of individual questions within an assignment may be staggered over a period of time and integrated into the programme of study.
- Candidates may use the sources provided in the pack as part of their preparation for Assignment 1 but this is not a requirement.
- Your candidates should draw upon their contextual knowledge when using the sources for Assignment 2. The historical content listed below should be familiar to candidates before they attempt to answer the questions.

The Creation of the Welfare State: British Society in the 1940s

This assignment should arise from a teaching programme designed to occupy approximately half a term. Before candidates begin this assignment they should have knowledge of:

- Welfare in 1939
- The effects of the Second World War on the people in Britain
- The attempts of the British government to provide for the health and welfare of the British people during the Second World War

Introduction

When the Second World War broke out in September 1939 most people in Britain expected the worst. Plans for evacuation went into effect immediately and rationing began in January 1940. All hospitals were taken over to provide treatment for the hundreds of thousands of casualties that were expected from aerial bombing.

These events brought a basic change in government policy towards the care that was provided for the people of Britain. When the Beveridge report was published in 1942, the government was committed to providing care for the people of Britain from the 'cradle to the grave'.

In what ways were the lives of people in Britain affected by the experiences of war? Why did the war lead to such a change in government policy? These are some of the questions that you will be answering as you tackle this assignment.

SOURCE A: A woman describes her experiences before the Second World War, this was written down in the 1980s

I had my daughter before the 1939 war. At the maternity home we had to pay £2 deposit and another 10 shillings when she came. I got up at six in the morning and said to my husband, 'Come on, we're ready'. I had to walk down to the maternity home with a hole in my shoe.

I never went to the doctor's. There was a post natal clinic, but I didn't go. We got no help with anything.

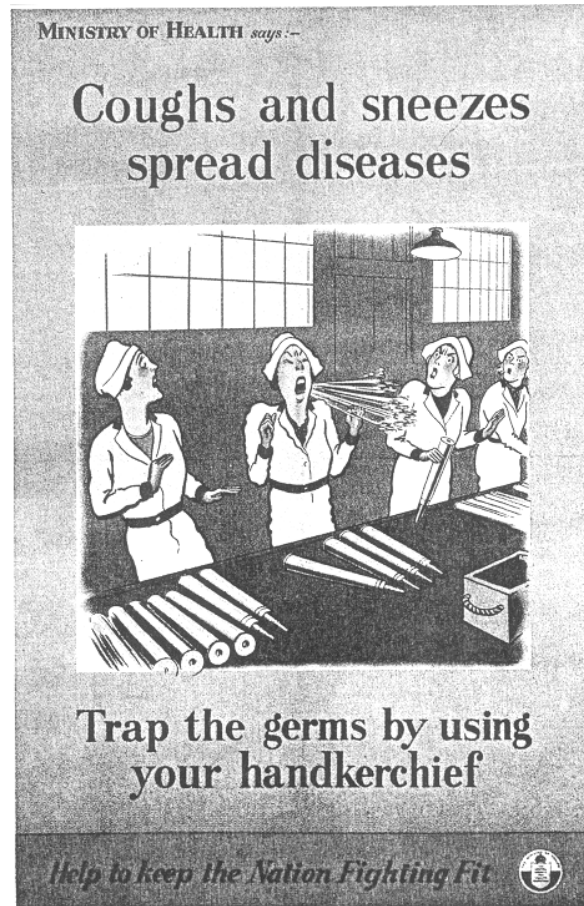
SOURCE B: A woman talking in 1985 describes health cover in the early 1940s

My husband used to pay a stamp of one and sixpence a week, a health insurance stamp for himself only, for the doctor or for any medication he would need. He also paid a scheme at work, threepence a week, which was called a hospital scheme and that covered the whole family for any hospitalisation that was needed, but not maternity. I paid threepence a week into a medical aid for my son, but I was in good health so I didn't bother about myself

SOURCE C: A woman describes her father's medical problems in the early 1940s, she was speaking in the 1980s

Dad had a small wage, and thought with a family of four children to bring up, it was too much for him to be able to go to the doctor. He used to buy some concoction from the chemist at sixpence a bottle that eased his pains in his stomach. But when he went on the National Health Service, this was thoroughly investigated, and they found that Dad hadn't a stomach upset, Dad had cancer. Had it been treated earlier, it could have been cured, but unfortunately, due to the expensive doctors, Dad had not had this looked into before, and we lost Dad. Dad died of cancer.

SOURCE D: A poster published by the government during Second World War



SOURCE E: A cartoon published in Britain in 1942



SOURCE F: Extracts from reports on evacuees published by the National Federation of Women's Institutes in 1941

The state of the children was such that the school had to be fumigated. The children were filthy. They had not had a bath for months. One child was suffering from scabies. Others had dirty septic sores all over their bodies. Some of the little children were sent in their ragged little garments. Many of the mothers and children were bed-wetters.

SOURCE G: Part of a letter written during the war by a woman who accepted evacuees

Some children from poor areas have become almost unrecognisable within a few weeks. One small girl was so chubby that she needed a larger size of gas mask.

SOURCE H: Amounts spent on welfare in 1935 and 1955 in millions of pounds

1935		1955	
Unemployment	73.9	NHS	445.5
Housing	42.3	Family Allowances	94.1
Health Insurance	25.7	National Assistance	114.4
Poor Relief	34.3	Pensions	94.1
Pensions	98.0	Housing	83.5
TOTAL	274.2	National Insurance	493.2
		TOTAL	1324.8

Assignment One: Objective 1

1. Describe the welfare provided for the people of Britain at the beginning of the Second World War. **(15)**

 2. In what ways did evacuation and rationing help to change attitudes to welfare during the Second World War? **(20)**

 3. Why was the Beveridge Report published in 1942? **(20)**
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Assignment Two: Objectives 2 and 3

1. Study Source A

What can you learn from Source A about welfare at the beginning of the Second World War?

(6)

2. Study Sources A, B and C

Does the evidence of Source C support the evidence of Sources A and B about welfare at the beginning of the Second World War? Explain your answer.

(8)

3. Study Sources D and E

How useful are Sources D and E in helping you to understand the British government concern for the health of people in Britain during the Second World War?

(10)

4. Study Sources F and G

Use Sources F and G, and your own knowledge, to explain the impact of evacuation upon people in Britain.

(12)

5. Study all of the sources

‘The introduction of the Welfare State was only made possible by the experience of the Home Front during the Second World War.’

Use the sources and your own knowledge to explain whether you agree with this view.

(14)

Coursework Assignments Mark Scheme

The Welfare State

Assignment One: Objective 1

1. Describe the welfare provided for the people of Britain at the beginning of the Second World War.

(15)

Target: Key features/recall of knowledge

Level 1: Simple statements supported by some knowledge, eg they had to look after themselves, they had to pay etc.

(1-5)

Level 2: Developed statements supported by relevant knowledge, eg details of the insurance system, which only covered the worker, the panel etc.

(6-10)

Level 3: Developed exposition supported by selected knowledge, eg understands that the system was haphazard, the worker was covered but any further cover was the responsibility of the family, people had to pay and therefore did not seek medical treatment etc.

(11-15)

2. In what ways did evacuation and rationing help to change attitudes to welfare during the Second World War?

(20)

Target: Key features/recall of knowledge

Level 1: Simple statements supported by some knowledge, eg they made people aware of differences, they mixed classes together etc.

(1-5)

Level 2: Developed statements supported by relevant knowledge, eg details of results of mixing of classes, disease, malnutrition, improved health as a result of rationing etc.

(6-10)

Level 3: Developed explanation supported by selected knowledge, eg references to the WI reports, awareness of the problems of life in the inner cities, pressure through the Picture Post etc.

(11-15)

Level 4: Sustained argument supported by precisely selected knowledge, e.g. proved to the government that action could be taken and that it would work, new incentive to try to improve the welfare of the people of Britain, hence the Beveridge Report etc.

(16-20)

3. *Why was the Beveridge Report published in 1942?*

(15)

Target: Causation/recall of knowledge

Level 1: Simple statements supported by some knowledge, eg the government wanted to do something, the British people had suffered etc.

(1-5)

Level 2: Developed statements supported by relevant knowledge, eg details of suffering and of other factors, effects of poverty, problems revealed of rationing/evacuation, success of attempts to provide extra nutrition for children, pregnant mothers etc.

(6-10)

Level 3: Developed explanation supported by selected knowledge, eg making links between factors, 1939 government took over hospitals and had to rationalise health care, food had to be conserved and provided for those who needed it most, this helped to create the situation in which a welfare state could be set up etc.

(10-15)

Coursework Assignments Mark Scheme

The Welfare State

Assignment Two: Objectives 2 and 3

1. *What can you learn from Source A about welfare at the beginning of the Second World War?*

(6)

Target: Comprehension of a source

Level 1: Simple statements supported by some knowledge taking the source at face value, eg women had to pay a deposit, they got no help etc. (1-3)

Level 2: Developed statements supported by relevant knowledge making inferences from the source, pointing out the weaknesses of the source or setting the source in context, eg the degree of desperation, could not afford to go to the doctor etc. (4-6)

2. *Does the evidence of Source C support the evidence of Sources A and B? Explain your answer.*

(8)

Target: Cross referencing and evaluation of sources

Level 1: Simple statements supported by some knowledge taking the sources at face value, eg yes they all say that women got no help, people could not afford to pay etc. (1-3)

Level 2: Developed statements supported by relevant knowledge making links between the sources, eg if you wanted insurance you had to pay for it, people put off seeking medical help because they could not afford it, they died as a result etc. (4-6)

Level 3: Developed explanation supported by selected knowledge and making positive use of the nature, origin and purpose of the sources, eg these are all first hand accounts by women, who sacrificed themselves for their families, women put up with almost everything etc. (7-8)

3. *How useful are Sources D and E in helping you to understand why the British government became more concerned about the health of people in Britain during the Second World War?*

(10)

Target: Analysis and evaluation of sources to assess utility

Level 1: Simple statements supported by some knowledge taking the sources at face value, eg they wanted to make sure that the British people were healthy, the Beveridge report was published etc. (1-3)

Level 2: Developed statements supported by relevant knowledge, evaluating reliability of sources, pointing out the strengths and weaknesses of the sources or setting the sources in context, eg details of the campaigns to make the British people healthy and of the Beveridge report etc. (4-6)

Level 3: Developed explanation supported by selected knowledge and making positive use of the nature, origin and purpose of the sources, eg the poster shows how important the government believed that the health of the British people was 'coughs and sneezes', the Beveridge report showed that the government wanted to act before the end of the war etc. (7-10)

4. *Use Sources F and G, and your own knowledge, to explain the impact of evacuation upon people in Britain.*

(12)

Target: Analysis and interpretation of sources/recall of knowledge

Level 1: Simple statements supported by some knowledge taking the sources at face value, eg people mixed, children were unhealthy etc. (1-3)

Level 2: Developed statements supported by relevant knowledge making inferences from the sources, or setting the sources in context, eg details of problems of evacuees etc. (4-6)

Level 3: Developed explanation supported by selected knowledge and making positive use of the sources, eg the WI was a conservative organisation, the situation must have been bad if it produced a report, the scale of improvement in Source G was remarkable, there was a great mixing of classes etc. (7-10)

Level 4: Sustained argument supported by precisely selected knowledge and using the sources as evidence, eg for the first time people really got to know what life was like in the city centres, it led to great pressure upon the government to introduce changes in welfare etc. (11-12)

5. *'The introduction of the Welfare State was only made possible by the experience of the Home Front during the Second World War.'*
Use the sources and your own knowledge to explain whether you agree with this view. (14)

Target: Analysis and interpretation of sources/recall of knowledge

Level 1: Simple statements supported by some knowledge taking the sources at face value supporting or opposing the view, eg lists events during the war, rationing, evacuation, bombing etc. (1-3)

Level 2: Developed statements supported by relevant knowledge making inferences from the sources, supporting or opposing the view, eg details of events during the war etc. (4-6)

Level 3: Developed explanation supported by selected knowledge and making positive use of the nature, origin and purpose of sources to support or oppose the view, eg the differences between Sources A, B and C and H suggest that major changes had taken place, the experience of the war must have been a major factor in bringing about these changes etc. (7-11)

Level 4: Sustained argument supported by precisely selected knowledge and using the sources as evidence to assess the view and compare it with alternative views, eg although the war was a major factor, the influence of Beveridge was perhaps greater and the determination of the Labour Government 1945-50 to introduce a Welfare State, had Churchill won the election things would have been different etc. (12-14)