

POVERTY 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 The historical content listed below should be familiar to candidates before they attempt to answer the questions.

Poverty in Britain, c.1880-1914

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:

- The causes of poverty in Britain in the late nineteenth century
- The reports of Booth and Rowntree
- The Liberal social reforms and their impact.

Introduction

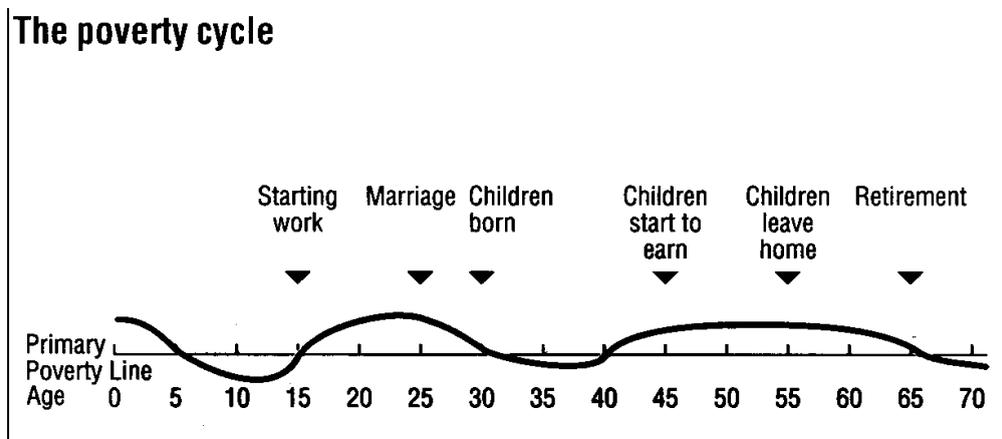
Towards the end of the nineteenth century several surveys about the lives of the poor were carried out. Investigators wanted to know how many people were poor, what conditions they lived in, and how much money a family needed just to survive.

In 1886 Charles Booth began a systematic investigation into the number of poor in London. Using seven assistants to help him, Booth surveyed London's poor over a number of years and, between 1889 and 1903, filled seventeen volumes with his evidence and conclusions.

While Booth was surveying London's poor, Seebohm Rowntree began investigating the poor in the much smaller city of York. In 1901 his findings were published under the title 'Poverty: a study of town life'.

In this assignment you will study the conclusions that Booth and Rowntree reached and the use that historians have made of their research into the poor people of Britain.

SOURCE A: Rowntree produce this diagram of the poverty cycle. It shows the stages during a lifetime when poverty increased and decreased



SOURCE B: A photograph taken in London in the 1890s



SOURCE C: Booth's main conclusions from his survey of London's poor

Booth calculated that 21s (£1.05) a week was enough to maintain a minimum standard of health whilst paying out for food, clothing and shelter.

30% of working people are below the poverty line.

38% of working class people are below the poverty line.

SOURCE D: Rowntree's main conclusions from his survey of York's poor

We have been accustomed to look upon the poverty in London as exceptional. However, the result of careful investigation shows the proportion of poverty in London is practically equalled in what is a typical provincial town. We are faced with the startling probability that from 25 to 30% of the urban population in the United Kingdom are living in poverty.

27.84% of people are below the poverty line.

42% of working class people are below the poverty line.

Rowntree calculated that for 2 adults and three children 21s (£1.05) was enough income to avoid poverty.

SOURCE E: An extract from a letter from Booth to Rowntree, 25 July 1901. This is a response to Rowntree's comments in Source D

Our totals (of those in poverty) may be correctly compared, and the comparison, as you have shown is very close. At this I am not surprised. I have long thought that other cities, if similarly tested, would show a percentage of poverty not greatly different from that which exists in London.

SOURCE F: From a school history textbook, published in 1980

At the beginning of the twentieth century 30% of the nation lived at or below the poverty line. 16% were in such great poverty that they only just survived.

SOURCE G: In 1912 and 1913 A L Bowley and A R Burnett-Hurst carried out a survey into poverty. These are their conclusions.

Percentage of poor in a particular town	Main Industries
6% of Stanley (in the north-east of England) were poor	Coal and iron
9% of Northampton (in the Midlands) were poor	Boots and shoes
15% of Warrington (in the north-west England) were poor	Coal and chemicals
29% of Reading (in the south-east of England) were poor.	Food manufacturing and agriculture

SOURCE H: From 'Efficiency and Empire by Arnold White, 1901

We must forget the idea that every poor man in need of help is an innocent victim. A sterner attitude by the average man towards paupers is essential if England is to deal with the poor. Until we are content to see the idle perish, little change for the better in the state of the country can be looked for.

Assignment One: Objective 1

1. What were the main causes of poverty in the late nineteenth century? **(15)**
2. Describe the work of Charles Booth and Seebohm Rowntree in changing attitudes to poverty in the early twentieth century. **(15)**
3. How successful were the Liberal welfare reforms in tackling problems of poverty in the years 1906-14? **(20)**

(Total: 50 marks)

Assignment Two: Objectives 2 and 3

1. Study Source A.
What can you learn from Source A about the causes of poverty at the beginning of the twentieth century? (6)
2. How useful are Sources B and C in helping you understand poverty in Britain at the end of the nineteenth century? (10)
3. Study Sources C, D, E and F.
Do sources E and F support the evidence of sources C and D about the extent of poverty in Britain in the late nineteenth century? (8)
4. Study Source G and use your own knowledge.

Use the source, and your own knowledge, to explain why there were such differences in poverty in these areas. (12)
5. Study Source H.

Arnold White thought that idleness was the main cause of poverty at the beginning of the early twentieth century.

Use the sources, and your own knowledge, to explain whether you agree with this view. (14)

(Total: 50 marks)

Coursework Assignments Mark Scheme

Poverty

Assignment One: Objective 2

1. *What were the main causes of poverty in the late nineteenth century?* (15)

Target: Key features, causation \ recall of knowledge

Level 1: Simple statements giving some reasons supported by some knowledge, e.g. old age or sickness. (1-5)

Level 2: Developed statements giving reasons supported by relevant knowledge, e.g. poverty was caused by unemployment or sickness or old age; can make some comment on lack of any safety nets. (6-10)

Level 3: Developed explanation supported by precisely selected knowledge showing understanding of the links between reasons e.g. can give an account that will evaluate the importance of the factors involved in causing poverty. (11-15)

2. *Describe the work of Charles Booth and Seebohm Rowntree in changing attitudes to poverty in the early twentieth century.* (15)

Target: Role of an individual, change and recall of knowledge

Level 1: Simple statements supported by some knowledge of the work of Booth and Rowntree, eg they did research into the causes of poverty in London and York. (1-5)

Level 2: Developed statements giving examples of findings supported by relevant knowledge, eg that poverty was caused by old age and sickness and unemployment, things which people often had little control over. (6-10)

Level 3: Developed explanation supported by selected knowledge showing clear understanding of the importance of both men as researchers and in challenging popular ideas such as the problem of poverty was the fault of the poor -they were lazy or drunkards. (11-15)

3. *How successful were the Liberal welfare reforms in tackling problems of poverty in the years 1906-14?* (20)

Target: Consequence/analysis of key features/recall of knowledge

Level 1: Simple statements giving some comment yes they were or no they were not supported by some knowledge, e.g. did something to help the old and removed the fear old age. (1-5)

Level 2: Developed statements describing the Liberal reforms, e.g. can provide detail on what each measure did to solve the problem of poverty. (6-10)

Level 3: Developed explanation supported by selected knowledge that explains relative success enjoyed, e.g. considers the extent of each of the reforms and what was not done etc. (11-15)

Level 4: Sustained argument supported by precisely selected knowledge that sets the Liberal reforms in the context of the early twentieth century, e.g. contrasts with the Poor Law, assesses the radical nature etc. (16-20)

Coursework Assignments Mark Scheme

Poverty

Assignment Two: Objectives 2 and 3

1. *Study Source A. What can you learn from Source A about the causes of poverty at the beginning of the twentieth century?* (6)

Target: Comprehension of, and inference from, a source

Level 1: Information taken from Source A at face value, eg it shows the periods when people were most likely to be poor. (1-3)

Level 2: Developed statements using information from the Source that can help explain what the source shows about the nature of poverty and precise period in a life when the threat was greatest such as old age. (4-6)

2. *Study Sources A and B. How useful are Sources A and B in helping you to understand poverty in Britain at the end of the nineteenth century?* (10)

Target: Utility of sources

Level 1: Simple statements taking information taken from the sources at face value rooms were dirty etc. (1-3)

Level 2: Developed statements making inferences from the sources eg the children look too young to work and the family is obviously poor, only one family, but statistics are more general etc. (4-6)

Level 3: Developed explanation using the sources as evidence, eg contrasts the photograph of one family with the research etc. (7-10)

3. *Study Sources C, D, E and F. Do Sources E and F support the evidence of sources C and D about the extent of poverty in Britain?* (8)

Target: Comprehension, cross referencing and evaluation of sources

Level 1: Simple statement taking information from the sources at face value, eg all sources show the amount of poverty and don't disagree. (1-3)

Level 2: Developed statements making links between the sources eg Source C says that 30% were below the poverty line. Source F says the same figure. (4-6)

Level 3: Developed explanation using the sources as evidence, eg the nature of the sources, or can suggest possible areas where the support might be qualified. (7-8)

4. *Study Source 4. Use the source, and your own knowledge, to suggest reasons why there were such differences in poverty in these areas.* (12)

Target: Analysis of a source /recall of knowledge

Level 1: Simple statement taking information from the source at face value, eg described the differences. (1-3)

Level 2: Developed statements making inferences from the source supported by relevant knowledge or use of the source to suggest reasons for the differences, eg agricultural areas had a higher problem of poverty than industrial ones. (4-6)

Level 3: Developed explanation using the sources as evidence supported by selected knowledge, eg use of own knowledge to suggest reasons for the differences between industrial areas that were doing well and areas less so, such as the North West and agricultural areas. (7-10)

Level 4: Sustained argument using the source as evidence supported by precisely selected knowledge, giving balanced explanation of the differences, eg that regional differences in poverty were linked to prosperity of different industries lower figure for the North West might be due to the decline of coal mining in the area and that agriculture was traditionally a low paid job. (11-12)

5. *Study all the Sources. Arnold White thought that idleness was the main cause of poverty at the beginning of the early twentieth century. Use the sources, and your own knowledge, to explain whether you agree with this interpretation.* (14)

Target: Analysis of interpretation of events (AO3).

Level 1: Simple statement offering points in support of choice, using sources or own knowledge, eg yes, because people were idle and drunkenness was a problem or no other factors were involved. (1-3)

Level 2: Developed statements offering points in support of judgement, making inferences from the sources and supported by relevant knowledge, eg yes, because of the evidence of Source H or no because of the work of people such as Rowntree and Booth. (4-6)

Level 3: Developed explanation giving a judgement about the view using the sources as evidence supported by selected knowledge, eg puts forward an argument in support or against the view (7-11)

Level 4: Sustained argument giving a reasoned choice using sources as evidence and supported by precisely selected knowledge which critically assesses alternative views, eg can place view in context and is aware of the complexity of factors involved. (12-14)