

Paper Reference(s)

1335/02

Edexcel GCSE

History B

Aspects of Modern Social, Economic &
Political History

Paper 2

Wednesday 11 June 2008 – Morning

Time: 1 hour 45 minutes

Materials required for examination

Nil

Items included with question papers

Sources Booklet
Paper 2 Answer Book



Instructions to Candidates

Answer any TWO of the following questions.

| | | |
|-----------|--|---------|
| Section G | The Impact of Enclosures, c.1750–c.1830 | Page 2 |
| Section H | Poverty and Poor Relief, c.1790–c.1850 | Page 3 |
| Section I | The Chartist Movement, c.1830–c.1850 | Page 4 |
| Section J | The Campaigns for Factory and Mines Reform, c.1800–c.1880 | Page 5 |
| Section K | The Campaigns for Women's Suffrage, c.1870–1918 | Page 6 |
| Section L | The Impact of Cinema, Radio and Television since 1918 | Page 7 |
| Section M | The Impact of the Great Depression on Britain, 1929–39 | Page 8 |
| Section N | The Impact of the Second World War on British Society, 1939–51 | Page 9 |
| Section O | Race Relations in a Multi-Cultural Society since 1945 | Page 10 |
| Section P | Northern Ireland, c.1964–c.1996 | Page 11 |

In the boxes on the answer book, write your centre number, candidate number, your surname, initial(s) and your signature.

Do not return the question paper and the sources booklet with the answer book.

Information for Candidates

The total mark for this paper is **60**.

The marks for various parts of questions are shown in round brackets: e.g. (4).

This paper has 10 questions. All blank pages are indicated.

Advice to Candidates

You are reminded that, in answering questions, you should use your own knowledge of the topic wherever possible.

You are reminded of the importance of clear English and orderly presentation in your answers.

You will be awarded marks for accurate spelling, punctuation and grammar.

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Turn over

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Depth Study G: The Impact of Enclosures, c.1750–c.1830

1. This question is about the open-field system and the effects of the process of enclosure on British agriculture and society. Look carefully at Sources A to F in the Sources Booklet and then answer questions (a) to (d) which follow.

- (a) Study Source A.

What can you learn from Source A about agriculture under the open-field system?

(4)

- (b) Study Sources A, B and C.

Do Sources B and C support the evidence of Source A about the weaknesses of the open-field system? Explain your answer, using all three sources.

(6)

- (c) Study Sources D and E.

How useful are these sources in helping you to understand how enclosures were carried out in the period after 1750?

(8)

- (d) Study all the sources and use your own knowledge.

‘Parliamentary enclosure in the period 1750–1830 benefited the small landowner and the village labourer.’

Use the sources, and your own knowledge, to explain whether you agree with this view of the effects of parliamentary enclosure.

(12)

(Total 30 marks)

Depth Study H: Poverty and Poor Relief, c.1790–c.1850

2. This question is about the Poor Law Amendment Act of 1834 and its effects in the period before 1850. Look carefully at Sources A to F in the Sources Booklet and then answer questions (a) to (d) which follow.

- (a) Study Source A.

What can you learn from Source A about Chadwick's hopes for a new system of poor relief?
(4)

- (b) Study Sources A, B and C.

Do Sources B and C suggest that Chadwick's hopes, given in Source A, were achieved by the New Poor Law of 1834? Explain your answer, using all three sources.
(6)

- (c) Study Sources D and E.

How useful are these sources in helping you to understand workhouse conditions in the period after 1834?
(8)

- (d) Study all the sources and use your own knowledge.

'The New Poor Law made conditions for the poor far worse than before.'

Use the sources, and your own knowledge, to explain whether you agree with this view of the effects of the Poor Law Amendment Act of 1834.
(12)

(Total 30 marks)

Depth Study I: The Chartist Movement, c.1830–c.1850

3. This question is about why people joined the Chartist movement and the methods used by the Chartists in the period 1839–50. Look carefully at Sources A to F in the Sources Booklet and then answer questions (a) to (d) which follow.

- (a) Study Source A.

What can you learn from Source A about why some people joined the Chartist movement?
(4)

- (b) Study Sources A, B and C.

Do Sources B and C support the evidence of Source A about why some people joined the Chartists? Explain your answer, using all three sources.
(6)

- (c) Study Sources D and E.

How useful are these sources in helping you understand the methods used by Chartists to get the vote?
(8)

- (d) Study all the sources and use your own knowledge.

‘Chartists failed to get working men the vote because they were reluctant to break the law and use force.’

Use the sources, and your own knowledge, to explain whether you agree with this view of why the Chartists failed to achieve their aims.
(12)

(Total 30 marks)

Depth Study J: The Campaigns for Factory and Mines Reform, c.1800–c.1880

4. This question is about working conditions in mines and factories and efforts to improve them in the period before 1880. Look carefully at Sources A to F in the Sources Booklet and then answer questions (a) to (d) which follow.

- (a) Study Source A.

What can you learn from Source A about conditions for factory workers in the first half of the nineteenth century?

(4)

- (b) Study Sources A, B and C.

Do Sources B and C support the evidence of Source A about conditions for factory workers in the first half of the nineteenth century? Explain your answer, using all three sources.

(6)

- (c) Study Sources D and E.

How useful are these sources in helping you understand conditions in mines in the early 1840s?

(8)

- (d) Study all the sources and use your own knowledge.

‘There was little need to reform conditions in factories and mines in the period before 1850.’

Use the sources, and your own knowledge, to explain whether you agree with this view of the need for factory and mine reform in the period before 1850.

(12)

(Total 30 marks)

Depth Study K: The Campaigns for Women's Suffrage, c.1870–1918

5. This question is about suffragette methods and attitudes towards their campaign for women's suffrage in the period before 1914. Look carefully at Sources A to F in the Sources Booklet and then answer questions (a) to (d) which follow.

- (a) Study Source A.

What can you learn from Source A about Millicent Fawcett's attitude to the suffragettes? **(4)**

- (b) Study Sources A, B and C.

Do Sources B and C support the evidence of Source A about the effectiveness of suffragette methods? Explain your answer, using all three sources. **(6)**

- (c) Study Sources D and E.

How useful are these sources in helping you understand why people had different attitudes to the treatment of suffragettes in prison? **(8)**

- (d) Study all the sources and use your own knowledge.

'Suffragette methods were the most important reason why many women were given the vote in 1918.'

Use the sources, and your own knowledge, to explain whether you agree with this view of the effects of suffragette methods. **(12)**

(Total 30 marks)

Depth Study L: The Impact of Cinema, Radio and Television since 1918

6. This question is about the development and effects of the cinema in Britain. Look carefully at Sources A to F in the Sources Booklet and then answer questions (a) to (d) which follow.

- (a) Study Source A.

What can you learn from Source A about the reasons for the popularity of the cinema in Britain in the 1930s?

(4)

- (b) Study Sources A, B and C.

Do Sources B and C support the evidence of Source A about the reasons for the popularity of the cinema? Explain your answer, using all three sources.

(6)

- (c) Study Sources D and E.

How useful are these sources in helping you to understand the importance of the cinema in people's lives?

(8)

- (d) Study all the sources and use your own knowledge.

'The cinema did not teach people anything about the real world. It was only a means of escape.'

Use the sources, and your own knowledge, to explain whether you agree with this view of the effects of the cinema on people in Britain.

(12)

(Total 30 marks)

Depth Study M: The Impact of the Great Depression on Britain, 1929–39

7. This question is about the effects of the Depression on Britain in the period before 1939. Look carefully at Sources A to F in the Sources Booklet and then answer questions (a) to (d) which follow.

- (a) Study Source A.

What can you learn from Source A about Britain in the 1930s?

(4)

- (b) Study Sources A, B and C.

Do Sources B and C support the evidence of Source A about Britain in the 1930s? Explain your answer, using all three sources.

(6)

- (c) Study Sources D and E.

How useful are these sources in helping you understand the effects of the Depression on British society in the 1930s?

(8)

- (d) Study all the sources and use your own knowledge.

‘The 1930s were a period of prosperity and rising standards of living for the population of Britain.’

Use the sources and your own knowledge to explain whether you agree with this view of Britain in the 1930s.

(12)

(Total 30 marks)

Depth Study N: The Impact of the Second World War on British Society, 1939–51

8. This question is about life in wartime Britain and its effect on British society. Look carefully at Sources A to F in the Sources Booklet and then answer questions (a) to (d) which follow.

- (a) Study Source A.

What can you learn from Source A about the effects of enemy bombing?

(4)

- (b) Study Sources A, B and C.

Do Sources B and C support the view given in Source A about the effects of bombing on the civilian population? Explain your answer, using all three sources.

(6)

- (c) Study Sources D and E.

How useful are these sources in helping you to understand how people responded to wartime conditions?

(8)

- (d) Study all the sources and use your own knowledge.

‘The spirit of the British people never weakened during the war.’

Use the sources, and your own knowledge, to explain whether you agree with this view of the effects of the war on the population of Britain.

(12)

(Total 30 marks)

Depth Study O: Race Relations in a Multi-Cultural Society since 1945

9. This question is about immigration and race relations in Britain since 1945. Look carefully at Sources A to F in the Sources Booklet and then answer questions (a) to (d) below.

- (a) Study Source A.

What can you learn from Source A about why Jamaicans came to Britain after the Second World War?

(4)

- (b) Study Sources A, B and C.

Do Sources B and C support the evidence of Source A about the reasons for immigration in the period after 1945? Explain your answer, using all three sources.

(6)

- (c) Study Sources D and E.

How useful are these sources in helping you understand race relations in Britain in the 1980s?

(8)

- (d) Study all the sources and use your own knowledge.

‘Race relations in Britain have improved year by year since the 1950s.’

Use the sources, and your own knowledge, to explain whether you agree with this view of race relations since the 1950s.

(12)

(Total 30 marks)

Depth Study P: Northern Ireland, c.1964–c.1996

10. This question is about tensions in Northern Ireland in 1969–72. Look carefully at Sources A to F in the Sources Booklet and then answer questions (a) to (d) which follow.

(a) Study Source A.

What can you learn from Source A about the incident that took place at Burntollet Bridge in 1969?

(4)

(b) Study Sources A, B and C.

Do Sources B and C support the evidence of Source A about the use of violence in Northern Ireland in the late 1960s? Explain your answer, using all three sources.

(6)

(c) Study Sources D and E.

How useful are these sources in helping you to understand the effects of The Troubles on young people of Northern Ireland in the period 1969–70?

(8)

(d) Study all the sources and use your own knowledge.

‘The use of violence by Protestants and Catholics in Northern Ireland in 1969–72 was unplanned and unprovoked.’

Use the sources, and your own knowledge, to explain whether you agree with this view of the use of violence in Northern Ireland in the period 1969–72.

(12)

(Total 30 marks)

TOTAL FOR PAPER: 60 MARKS

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