

Paper Reference(s)

1335/02



Edexcel GCSE

History B

Aspects of Modern Social, Economic & Political History

Paper 2

Thursday 11 June 2009 – Afternoon

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.

Printer's Log. No.

N33802A



N 3 3 8 0 2 A

W850/S1335/57570 5/5/5/2/

This publication may be reproduced only in accordance with Edexcel Limited copyright policy. ©2009 Edexcel Limited.

Turn over

edexcel 
advancing learning, changing lives

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

1. This question is about the effects of the process of enclosure on British agriculture and society. Look carefully at Sources A to F on pages 2–3 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 enclosure on agriculture?

(4)

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

Do Sources B and C support the evidence of Source A about the effects of enclosure on agriculture? 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 enclosure in the period after 1750?

(8)

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

‘Parliamentary enclosure in the period 1750–1830 only benefited rich landowners.’

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 Speenhamland System, other allowance systems and the effects of the Poor Law Amendment Act after 1834. Look carefully at Sources A to F on pages 4–5 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 the Speenhamland System of poor relief?

(4)

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

Do Sources B and C support the evidence of Source A about the effects of allowance systems such as Speenhamland? 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 the New Poor Law was put into practice after 1834?

(8)

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

‘Treatment of the poor improved after the introduction of the New Poor Law in 1834.’

Use the sources, and your own knowledge, to explain whether you agree with this view of the effects of the New Poor Law of 1834.

(12)

(Total 30 marks)

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

3. This question is about Chartist methods and their effectiveness in the period 1839–50. Look carefully at Sources A to F on pages 6–7 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 methods used by the Chartists?

(4)

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

Do Sources B and C support the evidence of Source A about the methods used by the Chartists? 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 effectiveness of Chartist methods in 1848?

(8)

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

‘The Chartists failed to get working men the vote because of divisions between physical and moral force Chartism.’

Use the sources, and your own knowledge, to explain whether you agree with this view of why Chartism failed to achieve its 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 for children in factories and attitudes to factory reform in the period before 1850. Look carefully at Sources A to F on pages 8–9 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 children in factories in the early nineteenth century?

(4)

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

Do Sources B and C support the evidence of Source A about conditions for children in factories? Explain your answer, using all three sources.

(6)

- (c) Study Sources D and E.

How useful are these sources in helping you to understand attitudes to factory reform in the 1830s and early 1840s?

(8)

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

‘There was little support for factory reform in the period before 1850.’

Use the evidence of the sources, and your own knowledge, to explain whether you agree with this view of support for factory 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 suffragist and suffragette methods and the campaigns for women's suffrage in the period before 1914. Look carefully at Sources A to F on pages 10–11 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 Suffragist (NUWSS) methods and aims?

(4)

- (b) Study Sources B and C.

Do Sources B and C support the evidence of Source A about the methods used by the Suffragists? Explain your answer, using all three sources.

(6)

- (c) Study Sources D and E.

How useful are these sources in helping you to understand Suffragette tactics?

(8)

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

'The Militant Suffragette campaign was the most important reason why women failed to win the vote by 1914.'

Use the sources, and your own knowledge, to explain whether you agree with this view of the effects of militant suffragette campaigns.

(12)

(Total 30 marks)

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

6. This question is about the development of television in Britain. Look carefully at Sources A to F on pages 12–13 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 development of television viewing in Britain in the period 1932–50?

(4)

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

Do Sources B and C support the evidence of Source A about the development of television in the period 1932–50? 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 developments in television broadcasting in the late twentieth and early twenty-first centuries?

(8)

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

‘Technology has been the most important influence on changes in television viewing in the period after 1950.’

Use the sources, and your own knowledge, to explain whether you agree with this view of the influence of technology on television viewing.

(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 on pages 14–15 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 economic conditions 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 economic conditions in 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 to understand the experience of the unemployed in Britain in the 1930s?

(8)

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

‘The 1930s were a period of misery and falling living standards in all areas 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 the effects of the war on British society. Look carefully at Sources A to F on pages 16–17 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 role of women in the war effort?

(4)

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

Do Sources B and C support the view given in Source A about the role played by women in the war effort? Explain your answer, using all three sources.

(6)

- (c) Study Sources D and E.

How useful are these sources in helping you to understand people's hopes for the post-war world?

(8)

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

'The war changed every aspect of people's lives in Britain.'

Use the evidence of 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 in the period 1939–51.

(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 on pages 18–19 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 attitudes to immigrants in 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 experiences of immigrants 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 to understand how successful immigrants have been since 1996?

(8)

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

‘Racial discrimination and the tensions of the 1940s, 1950s and 1960s have almost disappeared today.’

Use the evidence of the sources, and your own knowledge, to explain whether you agree with this view of race relations since 1945.

(12)

(Total 30 marks)

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

10. This question is about divisions in Northern Ireland and the effect of those tensions since 1964. Look carefully at Sources A to F on pages 20–21 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 discrimination in Northern Ireland in the 1960s?
(4)

(b) Study Sources A, B and C.

Do Sources B and C support the evidence of Source A about discrimination in Northern Ireland? 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 divisions in Northern Ireland in the 1980s?
(8)

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

‘Solutions to the problems of Northern Ireland were impossible before 1996 because of the extent of the divide between the Protestant and Catholic communities.’

Use the sources, and your own knowledge, to explain whether you agree with this view of the effect of divisions in Northern Ireland in the period 1964–96.
(12)

(Total 30 marks)

TOTAL FOR PAPER: 60 MARKS

END

BLANK PAGE