

Paper Reference(s)

1335/02

Edexcel GCSE

History B

Aspects of Modern Social, Economic &
Political History

Paper 2

Tuesday 15 June 2010 – 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.

N36483A



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

1. This question is about the open-field system, enclosure and the effects of this process. 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 weaknesses of 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 understand the process of enclosure?

(8)

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

‘The effects of Parliamentary enclosure in the years 1760–1830 did no serious harm to those involved in agriculture.’

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

(12)

(Total 30 marks)

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

2. This question is about workhouses and the effects of the Poor Law Amendment Act of 1834 in the period before 1850. 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 Poor Law Commissioners' recommendations about conditions in workhouses?

(4)

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

Do Sources B and C support the recommendations of the Poor Law Commissioners in Source A about conditions in the workhouses after 1834? Explain your answer, using all three sources.

(6)

- (c) Study Sources D and E.

How useful are these sources in helping you understand the treatment of workhouse inmates?

(8)

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

‘The New Poor Law was a great success for all involved.’

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 became Chartists and Chartist methods in the period 1838–50. 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 why people became Chartists?

(4)

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

Do Sources B and C support the evidence of Source A about why people became 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 effectiveness of physical force Chartism?

(8)

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

‘The only reason Chartism failed was because it relied on violent methods to achieve its aims.’

Use the sources, and your own knowledge, to explain whether you agree with this view of why Chartism failed.

(12)

(Total 30 marks)

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

4. This question is about child labour in factories and the need for factory reform in the period before 1880. Look carefully at Sources A to F on page 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 the working conditions of children in factories?

(4)

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

Do Sources B and C support the evidence of Source A about the working conditions of 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 understand why people had different views on the need for factory reform?

(8)

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

‘Reform of factory conditions in the period before 1850 was not needed.’

Use the evidence of the sources, and your own knowledge, to explain whether you agree with this view of factory reform.

(12)

(Total 30 marks)

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

5. This question is about campaigns for votes for women in the period before 1918. 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 the suffragette campaign?

(4)

- (b) Study Sources B and C.

Do Sources B and C support the evidence of Source A about the campaigns used to get women the vote? Explain your answer, using all three sources.

(6)

- (c) Study Sources D and E.

How useful are these sources in helping you understand attitudes to the suffragettes?

(8)

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

‘It was the activities of the suffragists and suffragettes, rather than the work women did in the 1914–18 war, that changed attitudes to votes for women.’

Use the sources, and your own knowledge, to explain whether you agree with this view of changing attitudes to votes for women.

(12)

(Total 30 marks)

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

6. This question is about the effects of the development of radio and television on life 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 influence of radio in Britain?

(4)

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

Do Sources B and C support the evidence of Source A about the influence of radio in the period before 1945? Explain your answer, using all three sources.

(6)

- (c) Study Sources D and E.

How useful are these sources in helping you understand people's viewing habits since the 1960s?

(8)

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

'Radio and television have had little impact on people since the 1930s.'

Use the sources, and your own knowledge, to explain whether you agree with this view of the impact of radio and television.

(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 the effects of the Depression in the 1930s on the four areas shown?

(4)

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

Do Sources B and C support the evidence of Source A about the effects of the Depression in different parts of the United Kingdom? Explain your answer, using all three sources.

(6)

- (c) Study Sources D and E.

How useful are these sources in helping you understand life in Britain during the Depression in the 1930s?

(8)

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

‘The Depression had no impact on most people in Britain.’

Use the sources, and your own knowledge, to explain whether you agree with this view of the impact of the Depression on people in Britain in the years 1929–39.

(12)

(Total 30 marks)

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

- 8.** This question is about the Blitz and its effects 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 people's reactions to air raids?

(4)

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

Do Sources B and C support the evidence of Source A about how people reacted to air raids? 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 German bombing of Coventry in 1940?

(8)

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

'German air raids had little effect on life and work in Britain during the Second World War.'

Use the evidence of the sources, and your own knowledge, to explain whether you agree with this view of the effects of German air raids.

(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 the reasons for immigration to Britain in the period after 1945?

(4)

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

Do Sources B and C support the evidence of Source A about the reasons for immigration to Britain 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 the contribution made by immigrants to British life in the period since 1945?

(8)

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

‘Immigration has had little impact on Britain and British life since 1945.’

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

(12)

(Total 30 marks)

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

10. This question is about tensions in Northern Ireland and the actions of the British army since 1969. 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 the events in Londonderry in August 1969?

(4)

(b) Study Sources A, B and C.

Do Sources B and C support the evidence of Source A about the events in Londonderry in August 1969? Explain your answer, using all three sources.

(6)

(c) Study Sources D and E.

How useful are these sources in helping you understand the events of ‘Bloody Sunday’ in 1972?

(8)

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

‘The violence in Northern Ireland in the late 1960s and the 1970s was mainly caused by the actions of the British army.’

Use the sources, and your own knowledge, to explain whether you agree with this view of the actions of the British army.

(12)

(Total 30 marks)

TOTAL FOR PAPER: 60 MARKS

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