

**TWO NATIONS?  
BRITISH SOCIETY  
IN THE 1930s  
(JARROW)**

**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 syllabuses from September 2001. 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 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 The historical content listed below should be familiar to candidates before they attempt to answer the questions.

# Jarrow

---

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 the Great Depression
- The impact of the Depression on the regions in Britain
- The attempts of the National Government to tackle the Depression

## Introduction

After the First World War the traditional industries in Britain went into decline. Government contracts were lost and foreign competition became much more intense. From October 1929 the situation deteriorated markedly. World trade fell dramatically and the traditional industries were worst affected.

However, not all areas of Britain suffered equally. In the south east and midlands, new industries developed which provided employment, but in South Wales and the north west and north east many towns suffered desperate hardship. The worst affected of all was Jarrow.

In this assignment you will investigate the reasons why Jarrow suffered so much in the 1930s and why so little was done to help its inhabitants.

**SOURCE A: A description of Jarrow written in the early 1930s**

I returned home to Jarrow in 1921. There was no prospect of a job and the streets were becoming dilapidated. From 1922 I was unemployed. In 1929 I became a Jarrow councillor and pledged myself to do whatever I could for Jarrow. Then in 1931 everything went bankrupt, and we in Jarrow had to suffer for it. Often my wife and I went without a meal on Sunday in order to feed the children. We patched up all our clothes as did all the others. In the town 156 shops were closed or empty

---

**SOURCE B: Unemployment figures for Jarrow 1927 to 1936, the towns workforce was 9,700**

<b>Year</b>	<b>Unemployment</b>
1927	2,987
1928	3,233
1929	3,245
1930	3,643
1931	6,603
1932	6,793
1933	7,178
1934	6,462
1935	6,053
1936	4,065

**SOURCE C: A photograph taken in Jarrow in 1932, it shows unemployed men**



**SOURCE D: Part of a report from the Jarrow Public Health Committee, published in 1933**

We enter a tunnel-like passage with bare walls, and then go up a dark bare wooden staircase. At the top we enter the 'living-room' of a two-bedroomed house. It is a small room, perhaps ten feet square. The room is crowded and hot. A fire burns in an old-fashioned grate. The washing hangs on a string, mostly children's garments, old and ragged. There is a broken down sofa, a wooden table, two old plain chairs and a cot. A family of seven lives here.

**SOURCE E: Death rates and infant mortality rates in Jarrow and nationally, published by the Jarrow Public Health Committee**

	1919	1931	1936
<b>Death Rates</b>			
Jarrow	20	15	15
National average	13	10	9
<b>Infant mortality</b>			
Jarrow	151	159	114
National average	58	62	57

---

**SOURCE F: Part of the book *The Town that was Murdered*, written in 1938 by Ellen Wilkinson, the MP for Jarrow**

In 1930 the NATIONAL SHIPBUILDERS' SECURITY LTD was set up. This company bought up and scrapped one-third of the British shipbuilding industry in an alleged attempt to save yards from the economic collapse. NSS were able by the financial weakness of Palmers' to buy it up at scrap prices. Holders of the ordinary shares, such as the workmen, who in better days had invested their savings were left with worthless paper. Protests were made, but nothing effective could be done unless the government was prepared to act

---

**SOURCE G: Part of an account of the Jarrow March written by the Mayor of Jarrow at the time**

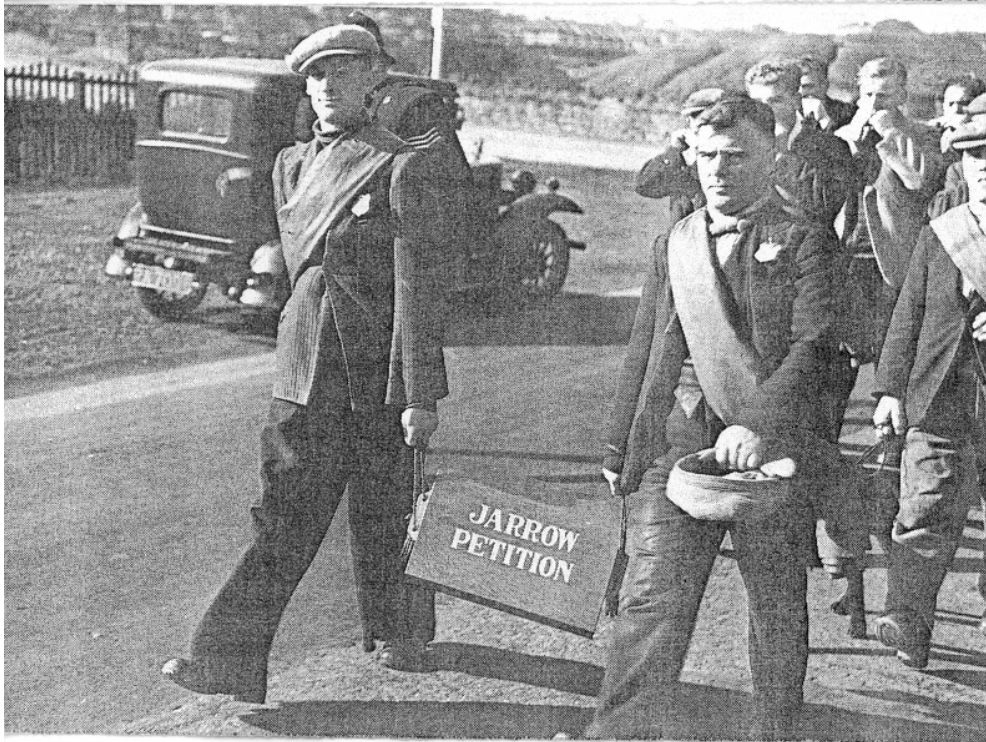
A campaign was started by the Labour Party to send a petition. Then it was decided to march with the petition. I opposed the decision. There were hunger marches going on all over and I didn't want to embarrass and put down the men. I eventually had to agree, and I marched to Darlington with some of the men. I managed to get time off from Spiller's in Newcastle. Some Communists wanted to join us on the march, but we wouldn't let them.

---

**SOURCE H: Part of an account of the March written by one of the stewards**

It was first of all intended to call it the Jarrow Hunger March. I said that it was not a very nice name to have, and that the Jarrow Crusade would be a better title. And of course we adopted the idea. At that time there was quite a number of marches being held all over the country, and they weren't being received too well in many places, although the reasons for their marches were no worse than ours.

**SOURCE I: A photograph of the Jarrow March**



## **Assignment One: Objective 1**

1. Describe the effects of the Depression in Britain in the early 1930s. **(15)**
2. Why were towns like Jarrow particularly badly hit by the Depression? **(15)**
3. In what ways did the National Government attempt to help people in the Depressed Areas? **(20)**

**(Total: 50 marks)**

---



## Assignment Two: Objectives 2 and 3

### 1. Study Source A

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

**(6)**

### 2. Study Sources A, B and C

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

**(8)**

### 3. Study Sources D and E

How useful are Sources D and E in helping you to understand the effects of the Depression upon people in Jarrow?

**(10)**

### 4. Study Source F and H

Use Sources F and H, and your own knowledge, to explain why the Jarrow Crusade took place.

**(12)**

### 5. Study all of the sources

‘Jarrow’s problems were caused by the policies of the National Government.’

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

**(14)**

**(Total: 50 marks)**

---

## Coursework Assignments Mark Scheme

### Jarrow

#### Assignment One: Objective 1

1. Describe the effects of the Depression in Britain in the early 1930s.

**Target: Key features/recall of knowledge**

- Level 1:** Simple statements supported by some knowledge, eg unemployment, homelessness, bankruptcies, etc. (1-5)
- Level 2:** Developed statements supported by relevant knowledge, eg details of the numbers of people unemployed, industries affected, home life etc. (6-10)
- Level 3:** Developed exposition supported by selected knowledge, eg overall view of Britain, areas/industries affected/unaffected etc. (11-15)

2. Why were towns like Jarrow particularly badly hit by the Depression?

**Target: Causation/recall of knowledge**

- Level 1:** Simple statements supported by some knowledge, eg they were poor, one industry, shipbuilding badly affected etc. (1-5)
- Level 2:** Developed statements supported by relevant knowledge, eg details of problems of one industry towns, problems of shipbuilding, old industries etc. (6-10)
- Level 3:** Developed explanation supported by selected knowledge, eg makes links between factors, small scale, reliant on one industry/shipyard, unable to expand, old industries worst affected by the Depression because concentrated etc. (10-15)

3. In what ways did the National Government attempt to help people in the Depressed Areas?

**Target: Key features/recall of knowledge**

- Level 1:** Simple statements supported by some knowledge, eg grants, some works, dole, Means Test etc. **(1-5)**
- Level 2:** Developed statements supported by relevant knowledge, eg details of attempts, Special Areas Act, grants of £2,000,000, scrap and build, rearmament, did nothing for Jarrow etc. **(6-10)**
- Level 3:** Developed explanation supported by selected knowledge, eg makes links between factors, Budget deficit meant tax cuts, therefore less money for investment, expected business to sort itself out etc. **(11-15)**
- Level 4:** Sustained argument supported by precisely selected knowledge, eg to explain National Government policy, not prepared to invest in public works, amalgamation and rationalisation favoured, off Gold Standard, Ottawa Agreements, long term measures **(16-20)**

## Coursework Assignments Mark Scheme

### Jarrow

#### Assignment Two: Objectives 2 and 3

##### 1. Study Source A

*What can you learn from Source A about Jarrow in the early 1930s?*

##### **Target: Comprehension of a source**

**Level 1:** Simple statements supported by some knowledge taking the source at face value, eg things were bad, people were very poor 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 worst came in 1931 after the May Report, scale of hardship etc. (4-6)

##### 2. Study Sources A, B and C

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

##### **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 things were bad, people were out of work etc. (1-3)

**Level 2:** Developed statements supported by relevant knowledge making inferences from the sources, pointing out the weaknesses of the sources or setting the source in context, eg yes people were out of work in every source and the effect was depressing, there seemed to be nothing that they could do about it 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 C the photograph and B the statistics back up the observations by the eye-witness in A etc.

**(7-8)**

### 3. Study Sources D and E

*How useful are Sources D and E in helping you to understand the effects of the Depression upon people in Jarrow?*

**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 both show the effects on people's health etc.

**(1-3)**

**Level 2:** Developed statements supported by relevant knowledge making inferences from the sources, pointing out the weaknesses of the sources or setting the sources in context, eg D describes a house in which people lived, E proves that Jarrow was very badly affected because the figures are much worse than the national average 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 both sources were published by the Jarrow Public Health Committee, which would have researched its findings, the view of one house in D is backed up by the statistical evidence in E etc.

**(7-10)**

#### 4. Study Source F and H

*Use Sources F and H, and your own knowledge, to explain why the Jarrow Crusade took place.*

#### **Target: Analysis and interpretation of sources/recall of knowledge**

- Level 1:** Simple statements supported by some knowledge taking the sources at face value, eg only the government could help, the situation was desperate etc. (1-3)
- Level 2:** Developed statements supported by relevant knowledge making inferences from the sources, pointing out the weaknesses of the sources or setting the sources in context, eg workers had been ruined and had no work, they wanted to draw attention to their problems, Jarrow had been ruined by the NSSL etc. (4-6)
- Level 3:** Developed explanation supported by selected knowledge and making positive use of the Nature, Origin and Purpose of sources, eg both sources were written by people closely involved in the March, the title of F suggests that the MP blamed the NSSL, Palmer's Yard had been bought up and scrapped, which meant that there was no hope of it being reopened, H implies that people were starving etc. (7-10)
- Level 4:** Sustained argument supported by precisely selected knowledge and using the sources as evidence, eg the National Government's policy of amalgamation and rationalisation mean that places like Jarrow had no hope of work, Palmer's Yard was too small, as Ellen Wilkinson pointed out, only the government could help etc. (11-12)

5. Study all of the sources

‘Jarrow’s problems were caused by the policies of the National Government.’

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

**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 yes the government did nothing, no it was the Depression etc. (1-3)
- Level 2:** Developed statements supported by relevant knowledge making inferences from the sources, supporting or opposing the view, eg the sources suggest that Jarrow was given no help and that the government’s policy was to blame, the Depression was the real problem as the sources suggest (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 Sources A, B E and F all suggest that the problems of Jarrow began before the National Government was set up and before the Depression, Sources F, G and H suggest that only the National Government could have done anything to help Jarrow 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 the problems of Jarrow began before the Wall Street Crash and before the National Government was set up, however, the government did almost nothing to help, by 1936, in fact, B suggests that the situation had begun to improve considerably etc. (12-14)