

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 The historical content listed below should be familiar to candidates before they attempt to answer the questions.

# The Liberal Reforms

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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:

- Poverty in Britain in 1900
- The work of Booth and Rowntree
- The impact of the Boer War

## Introduction

In 1906 the Liberal Party won the general election with a massive majority. It was also supported in the House of Commons by the Irish Nationalist MPs, the Labour Party and the Trade Unions MPs. The Liberal government used its majority to begin a series of reforms which were intended to tackle the problems of ill-health and poverty that were faced by many people in Britain.

Your task in this assignment will be to investigate why the Liberals decided to begin the reforms and how successful they were.

**SOURCE A: Part of a letter written by Winston Churchill in 1901**

I have been reading a book by Mr Rowntree called Poverty which has impressed me very much. It is quite evident that the American labourer is a stronger, larger, healthier, better fed and consequently more efficient animal than a large proportion of our population.

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**SOURCE B: Part of a book published in 1901, entitled “Efficiency and Empire”**

We must abandon the idea that every poor man in need of help is an innocent victim. A sterner attitude towards paupers is essential if England is to begin to deal with her unfit. Consider the army of 26,000 tramps who infest the high roads of England. Get rid of them by locking them up for life. Until we are content to see the idle perish, little change for the better in the health of the people can be looked for.

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**SOURCE C: Part of speech by David Lloyd George on 1<sup>st</sup> October 1908**

I have had letters from people whose cases I have investigated – honest workmen thrown out of work, tramping the streets, begging for work as they would for charity, and at the end of the day trudging home disheartened and empty-handed, to be greeted by faces, and some of them little faces, haggard and pinched with starvation and anxiety. The day will come, and it is not far distant, that this country will shudder at its toleration of that state of things when it was rolling in wealth.

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**SOURCE D: The findings of Seebohm Rowntree’s “Poverty, A Study of Town Life”, 1901**

The causes of poverty in York

Low wages	52%
Large family	22%
Death of the chief wage earner	16%
Illness	5%
Irregular work	3%
Unemployment	2%

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**SOURCE E: Part of an article in the Norwich Mercury, a local newspaper, 9 January 1909**

Friday was the beginning of a new era for the aged poor of this country, as the first payments of old age pensions was made. In Norwich there were old people waiting for the doors to open at 8 am, and by 9 am the first pensioners produced their coupon books without a word, answered one or two routine questions, made their signatures, pocketed their money and walked out.

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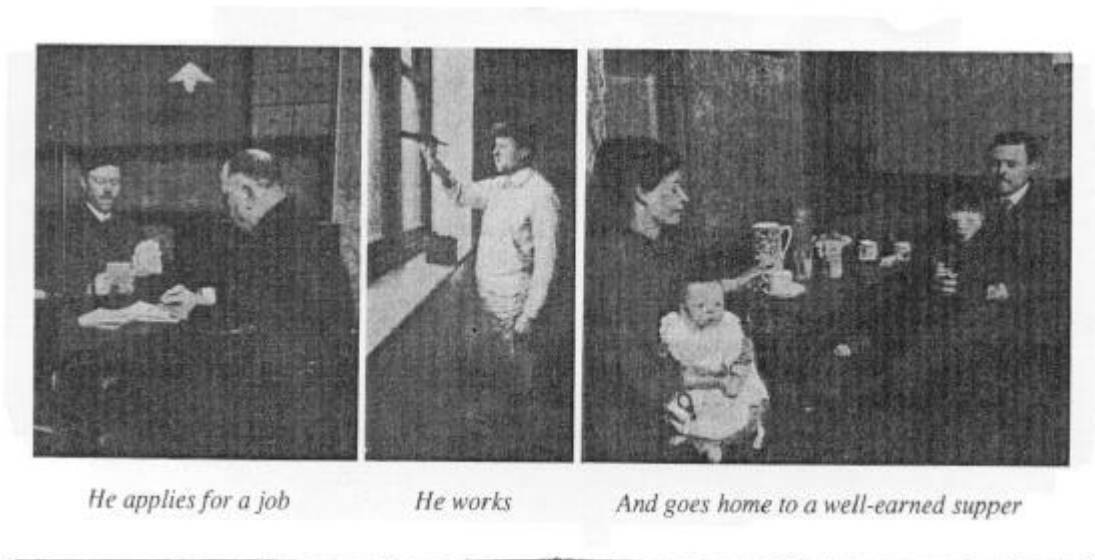
**SOURCE F: A picture of pensioners queuing for old age pensions, drawn in early 1909.**



**SOURCE G: Part of the novel ‘Lark Rise to Candleford’, which was written by Flora Thompson. It was published in 1939.**

The Poor Law authorities allowed old people past working age a small weekly sum as outdoor relief, but it was not sufficient to live on. When Old Age Pensions began, life was suddenly transformed. They were relieved of anxiety. They were suddenly rich. Independent for life. At first when they went down to the Post Office to draw it, tears of gratitude would run down the cheeks of some, and they would say as they picked up their money ‘God bless that Lord George’.

**SOURCE H: Three official photographs of Frank Curtis, the first man to get a job from a Labour Exchange**



**SOURCE I: Part of a newspaper article about Labour Exchanges which was published in 1912**

When I arrived there were 200 men outside the door. They all had come in the hope of finding work. When the door was opened, the men fought and struggled to get through so that they got jammed. They found the long counter with patient, polite clerks who wrote down details in cards and then said: "Look in again next week", or "We will let you know if anything turns up".

The men who came in so eagerly went out slowly with drooped heads.

**SOURCE J: A government poster advertising the National Insurance Act of 1911**





## **Assignment One: Objective 1**

1. Describe the problems of ill-health and poverty that faced people in Britain at the beginning of the twentieth century.  
(15)
2. Why did the Liberal government begin a series of reforms in 1906?  
(15)
3. In what ways did the Liberal Reforms (1906-1914) change the ways that poverty and ill-health were tackled in Britain?  
(20)

**(Total: 50 Marks)**

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## Assignment Two: Objectives 2 and 3

1. Study Source A

What can you learn from Source A about poverty in Britain at the beginning of the twentieth century?

**(6)**

2. Study Sources A, B and C

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

**(8)**

3. Study Source F and G

Use Sources F and G, and your own knowledge, to explain why Old Age Pensions were so popular with many people.

**(12)**

4. Study Sources H and I

How useful are Sources H and I in helping you to understand the effects of Labour Exchanges?

**(10)**

5. Study all of the sources

‘The Liberal Reforms completely changed the ways that ill-health and poverty were dealt with in Britain.’

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

**(14)**

**(Total: 50 Marks)**

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## Coursework Assignment Markscheme

### Liberal Reforms

#### Assignment One: Assessment Objective 1

1. *Describe the problems of ill-health and poverty that faced people in Britain at the beginning of the twentieth century.* (15)

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

**Level 1:** Simple statements supported by some knowledge, eg many people were unemployed, they were sick, old had large families, lived in poor housing etc. (1-5)

**Level 2:** Developed statements supported by relevant knowledge, e.g. details of problems caused, tuberculosis, low life expectancy, aspect of the Poor Law etc. (6-10)

**Level 3:** Developed exposition supported by selected knowledge, e.g. shows understanding of the limited forms of help, Poor relief/charity, that were available to people etc. (11-15)

2. *Why did the Liberal government begin a series of reforms in 1906?* (15)

#### Target: Causation/recall of knowledge

**Level 1:** Simple statements supported by some knowledge, eg Boer War, Booth and Rowntree, New Liberalism etc. (1-5)

**Level 2:** Developed statements supported by relevant knowledge, eg details of factors, the evidence of Booth and Rowntree, impact of the Boer War, ideas of Lloyd George and Churchill, USA, Germany etc. (6-10)

**Level 3:** Developed explanation supported by selected knowledge, e.g. making links between factors, Boer War raised fears for a future war, coupled with New Liberalism and possible challenge from Labour Party, MacDonald-Gladstone Pact etc. (10-15)

3. *In what ways did the Liberal Reforms (1906-1914) change the ways that poverty and ill-health were tackled in Britain?* (20)

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

- Level 1:** Simple statements supported by some knowledge, eg lists the Liberal Reforms etc. (1-5)
- Level 2:** Developed statements supported by relevant knowledge, e.g. provides details of the Liberal Reforms etc. (6-10)
- Level 3:** Developed explanation supported by selected knowledge, e.g. points to limitations of the Liberal Reforms, OAPs only at 70, NI Act only the worker, medical treatment limited, Poor Law not abolished etc. (11-15)
- Level 4:** Sustained argument supported by precisely selected knowledge, e.g. compares the situation before and after the Liberal Reforms and assesses their impact, a new concept, how far could the Liberals have been expected to go etc. (15-20)

## Coursework Assignment Markscheme

### Liberal Reforms

#### Assignment Two: Assessment Objective 2 and 3

1. Study Source A. What can you learn from Source A about poverty in Britain at the beginning of the twentieth century?

(6)

#### Target: Comprehension of a source

**Level 1:** Simple statements supported by some knowledge taking the source at face value, eg Americans were healthier than British, British were less efficient 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 Rowntree's book was effective, Churchill was impressed 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.

(8)

#### Target: Cross referencing and evaluation of sources

**Level 1:** Simple statements supported by some knowledge taking the source at face value, eg Source C supports Source A because it says that British workmen are in a bad way, it does not support Source B. (1-3)

**Level 2:** Developed statements supported by relevant knowledge making links between sources, eg the state of the health of many people in Britain is very poor, there is real concern in Sources C and A, Source B suggests that it is the poor's own fault, etc. (4-6)

**Level 3:** Developed explanation supported by selected knowledge and making positive use of sources, eg both Sources A and C are the work of politicians, soon to be colleagues in the Liberal government, Source A is more concerned with efficiency, while Source C is concerned with morality etc. (7-8)

3. Study Sources F and G. Use Sources F and G, and your own knowledge, to explain why Old Age Pensions were popular with many people.

(12)

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

**Level 1:** Simple statements supported by some knowledge taking the source at face value, eg before they had nothing, they were poverty-stricken etc. (1-3)

**Level 2:** Developed statements supported by relevant knowledge making inferences from the source eg gives details of the pensions provided in 1909, it was the first time that any help had been provided etc. (4-6)

**Level 3:** Developed explanation supported by selected knowledge and making positive use of the sources, eg the fact that it is mentioned in a novel twenty years later shows how significant it was, the fact that someone bothered to draw a picture shows that it was important, it meant that people no longer had to rely on the Poor Law etc. (7-10)

**Level 4:** Sustained argument supported by precisely selected knowledge and using the sources as evidence, eg until OAPs many families had large numbers of children so that they could be looked after in their old age, this is borne out by the personal experiences in Source G etc. (11-12)

4. *Study Sources H and I. How useful are Sources H and I in helping you to understand the effects of Labour Exchanges?*

**(10)**

**Target: Analysis and evaluation of sources to assess utility**

**Level 1:** Simple statements supported by some knowledge taking the source at face value, eg Source H shows that people could get jobs, but I shows that they could not etc.

**(1-3)**

**Level 2:** Developed statements supported by relevant knowledge making inferences from the source, evaluating strengths and weaknesses of the source or setting the source in context, eg obviously not everyone got a job, Source H is only one man and Source I is several years later when events had changed 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 Source H is clearly propaganda produced by the government at the beginning of Labour Exchanges, while Source I is a more objective view several years later etc.

**(7-10)**

5. Study all the Sources. *'The Liberal Reforms completely changed the ways that ill-health and poverty were dealt with in Britain.'*

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

**Target: Analysis of interpretation of events/recall of knowledge**

- Level 1:** Simple statements supported by some knowledge taking the sources at face value supporting or opposing the view, e.g. yes they did because they introduced NI, OAPs and Labour Exchanges etc. (1-3)
- Level 2:** Developed statements supported by relevant knowledge making inferences from the sources, supporting or opposing the view, e.g. the sources show that some of the causes of poverty were attacked, the Liberals also tried to improve the health of children and the problems of low pay, details given etc. (4-6)
- Level 3:** Developed explanation supported by selected knowledge and making positive use of the sources to support or oppose the view, e.g. the reforms did not do away with the Poor Law, which remained in force until 1929, they only had limited effects, as Source J shows; did not always work as Source I shows; the NI Act only covered certain people 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 whilst the Liberal Reforms had weaknesses, as I shows, they were the first attempt to provide a safety net and to tackle the causes of poverty, they did begin to change the ways that poverty and ill-health were tackled etc. (12-14)