

THE RISE OF THE LABOUR PARTY 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 the 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 The historical content listed below should be familiar to candidates before they attempt to answer the questions.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 Rise of the Labour Party

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:

- Parliamentary reform from 1867 to 1884
- The development of Trade Unions in the second half of the nineteenth century
- The origins of Socialism

Introduction

Until the late nineteenth century politics in Britain was dominated by the Liberal and Conservative Parties. In 1892 James Keir Hardie, the first Labour MP, was elected. In less than thirty-five years the Labour Party had overtaken the Liberal Party and replaced it as the second largest party in Britain.

Why did the Liberal Party collapse so quickly? Why was the Labour Party able to replace it? These are some of the questions that you will be answering when you tackle this assignment.

SOURCE A: Part of the autobiography of Philip Snowden. This was published in 1934

The new movement (the LRC) did not begin well. At the end of the first year only 40 Trade Unions out of about 1,100 then existing had joined with a membership of 353,000. The great organisations of the miners and the textile workers stood aloof, looking on the new movement with suspicion. The First Annual Conference was held in Manchester in February 1901, and I well remember the feeling of despondency which prevailed. It looked as if this new effort was going to share the fate of previous attempts to secure the direct representation of Labour

SOURCE B: Part of a speech made by a spokesman for the Liberal Party in 1903

To do nothing is to seem to reject the overtures of the L.R.C. But are the aims of the L.R.C. really so friendly? Will the success of the Liberal Party at the polls be purchased too dearly? Ought the Liberal Party to prefer defeat rather than assist in any way to foster the growing power of the Labour Party?

SOURCE C: Numbers of Labour MPs in Parliament 1900-1924

1900	2
1906	29
1910 (January)	40
1910 (October)	42
1918	73
1922	142
1923	191
1924	151

SOURCE D: Part of the L.R.C.'s election manifesto in 1906

The Trade Unions ask for the same treatment as business enjoys. They are refused. The aged poor are neglected. The slums remain; overcrowding continues, while the land goes to waste. Shopkeepers are overburdened with rates and taxation, whilst the increasing land values go to people who have not earned them. Wars are fought to make the rich richer, and the underfed school children are still neglected. The unemployed ask for work, the government gave them a worthless Act.

SOURCE E: A cartoon drawn in the 1900s



FORCED FELLOWSHIP

SUSPICIOUS-LOOKING PARTY: "Any objection to my company, Gov'nor? I'm a-goin' your way" -
(aside) "...And further."

SOURCE F: Numbers of members of trade unions from 1907 to 1914

1907	2,513,000
1910	2,565,000
1911	3,139,000
1912	3,416,000
1913	4,135,000
1914	4,145,000

SOURCE G: Part of *The Decline of the Liberal Party*, a book published in 1981, describing the situation from 1918 to 1922.

The country was therefore faced with the extraordinary spectacle of a Liberal Prime Minister whose government was made up mainly of Conservatives, supported in the House of Commons by one section of Liberals; while the leader of the party, supported by the majority of Liberals, sat on the opposition benches.

SOURCE H: Part of *Labour and the New Social Order*, a policy statement published in 1918

The Surplus for the Common Good: Expansion of opportunities in education for all people.

A Revolution in National Finance: Heavy taxation on large incomes to pay for social services.

A National Minimum: Full employment; Minimum wages; Minimum standards for working conditions; Maximum 48 hour working week; Equal pay for equal work for women.

The Democratic Control of Industry: Public ownership and control of major industries

SOURCE I: Numbers of MPs in the Conservative, Liberal and Labour Parties from 1900 to 1924

	Conservative	Liberal	Labour
1900	402	184	2
1906	157	377	29
1910 (January)	275	273	40
1910 (October)	272	272	42
1918	383	161	73
1922	345	116	142
1923	258	159	191
1924	419	40	151

Assignment One: Objective 1

1. Describe the growth of the Labour Party from 1900 to 1914. (15)
2. Why did the Labour Party replace the Liberal Party in the years after the First World War? (15)
3. How important was the role of Ramsay Macdonald in the creation of the Labour Party? (20)

(Total: 50 marks)

Assignment Two: Objectives 2 and 3

1. Study Source A

What can you learn from Source A about the beginnings of the L.R.C.?

(6)

2. Study Sources A, B and C

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

(8)

3. Study Source D and E

How useful are Sources D and E in helping you to understand the aims of the Labour Party in the early 1900s?

(10)

4. Study Sources G and H

Use Sources G and H, and your own knowledge, to explain why the Labour Party became much more popular after the First World War.

(12)

5. Study all of the sources

‘The main reason for the rise of the Labour Party was the collapse of the Liberal Party.’

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

(14)

(Total: 50 marks)

Coursework Assignments Mark Scheme

The Rise of the Labour Party

Assignment One: Objective 1

1. Describe the growth of the Labour Party from 1900 to 1914. (15)

Target: Key features/recall of knowledge

Level 1: Simple statements supported by some knowledge, eg L.R.C., Taff Vale, 1903, 1906, 1909, 1913 etc. (1-5)

Level 2: Developed statements supported by relevant knowledge, eg details of events in the development of the Labour Party etc. (6-10)

Level 3: Developed exposition supported by selected knowledge, eg description of the significance of events, or accurate sequence of events with links, Taff Vale led to big increase, M-G Pact gave guaranteed seats etc. (11-15)

2. Why did the Labour Party replace the Liberal Party in the years after the First World War? (15)

Target: Causation/recall of knowledge

Level 1: Simple statements supported by some knowledge, eg the Liberals collapsed, more voters, better policies etc. (1-5)

Level 2: Developed statements supported by relevant knowledge, eg details of factors, Liberals split, more radical manifesto in 1918, treatment of miners after 1919, Free Trade etc. (6-10)

Level 3: Developed explanation supported by selected knowledge, eg making links between factors, war discredited Liberals, new franchise gave votes to many working men, Lloyd George appeared to be unreliable, Labour became the Opposition etc. (10-15)

3. *How important was the role of Ramsay MacDonald in the creation of the Labour Party?*

(20)

Target: Key features/recall of knowledge

Level 1: Simple statements supported by some knowledge, eg lists actions, sec of L.R.C., Pact, first Prime Minister etc. (1-5)

Level 2: Developed statements supported by relevant knowledge, eg details of events, held the L.R.C. together 1900-6, created the M-G Pact, gained Lib support, became first PM etc. (6-10)

Level 3: Developed explanation supported by selected knowledge, eg making links between factors, persuaded the Liberals to accept the Pact and won a place for the Labour P in the House of Commons, held party together during First World War and enabled Labour to get into office in 1924 etc. (11-15)

Level 4: Sustained argument supported by precisely selected knowledge, eg assessing the role of Macdonald against other factors, Keir Hardie, decline of the Liberals, support from Trade Unions etc. (16-20)

Coursework Assignments Mark Scheme

The Rise of the Labour Party

Assignment Two: Objectives 2 and 3

1. What can you learn from Source A about the beginnings of the L.R.C.?
(6)

Target: Comprehension of a source

- Level 1:** Simple statements supported by some knowledge taking the source at face value, eg it did not begin very well, few trade unions joined 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 people were very despondent, there were fears that it would collapse etc.
(4-6)

2. 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 shows that the Labour Party did well, Source A thinks it will not, Source B suggests that it is growing.
(1-3)
- Level 2:** Developed statements supported by relevant knowledge making links between the sources, or setting the source in context, eg Source C shows that the fears in Source A were not borne out as the numbers of MPs grew at every election until 1924, B also suggests that the Labour Party is on the move and considers whether the Libs should accept the offer of a Pact etc.
(4-6)
- Level 3:** Developed explanation supported by selected knowledge and making positive use of the sources, eg Source C shows statistical evidence of the growth of the Labour Party, which does not support the fears of Source A, who was there at the time, the concerns of Source B are borne out in Source C etc.
(7-8)

3. How useful are Sources D and E in helping you to understand the aims of the Labour Party in the early 1900s?

(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 D tells us what the Labour Party was trying to achieve, Source E is just a cartoon which is making the Labour Party look evil etc.

(1-3)

Level 2: Developed statements supported by relevant knowledge, evaluating the sources, pointing out strengths and weaknesses of the sources or setting the source in context, eg Source D shows what the Labour Party was concerned about, but does not tell us much about policies, Source E suggests that the Labour Party is more radical than the Liberals 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 Party manifestos are to win votes, the Labour Party is appealing to as many people as possible, the cartoon deliberately creates a sinister image for the Labour Party, which was not the case before the FWW etc.

(7-10)

4. Use Sources G and H, and your own knowledge, to explain why the Labour Party became much more popular after the First World War.

(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 the Liberals were split, Labour had better policies etc.

(1-3)

Level 2: Developed statements supported by relevant knowledge making inferences from the source, or setting the source in context, eg describes the details of the Liberal split and explains the policies in Source H etc.

(4-6)

Level 3: Developed explanation supported by selected knowledge and making use of the sources, eg explains that Source H was a much more radical policy than ever before and was born out of the experiences of the First World War when industries were nationalised, explains the impact of the Liberal split upon voters etc.
(7-10)

Level 4: Sustained argument supported by precisely selected knowledge and using the sources as evidence, eg sets the sources in the context of events 1916 to 1922, the reputation of Lloyd George, treatment of the miners, new franchise etc.
(11-12)

5. *'The main reason for the rise of the Labour Party was the collapse of the Liberal Party.'*

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, eg yes it gave the Labour Party a chance in elections and the House of Commons etc.
(1-3)

Level 2: Developed statements supported by relevant knowledge making inferences from the sources, supporting or opposing the view, eg yes, the Liberal split was very important as Source G shows, Lloyd George reduced the numbers of Liberal MPs very suddenly e
(4-6)

Level 3: Developed explanation supported by selected knowledge and making use of the support or oppose the view, eg yes ,Source G is written with the benefit of hindsight and explains that the Liberal Party damaged itself very seriously, no, the support of the Liberal Party/Trade Unions was crucial 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 while the split in the Liberal Party was very important, the strength of the Labour Party was also essential for its success, the organisation of Macdonald etc.
(12-14)