



GCSE

History

Session: 1994 June
Type: Question paper
Code: 1606

1606/1

General Certificate of Secondary Education

BRITISH SOCIAL AND ECONOMIC HISTORY

PAPER 1

Wednesday

8 JUNE 1994

Morning

1 hour 45 minutes

Additional materials:

Answer paper

[illegible]**TIME** 1 hour 45 minutes

INSTRUCTIONS TO CANDIDATES

Write your name, Centre number and candidate number in the spaces provided on the answer paper/answer booklet.

Answer any **three** questions.

Write your answers on the separate answer paper provided.

If you use more than one sheet of paper, fasten the sheets together.

INFORMATION FOR CANDIDATES

The number of marks is given in brackets [] at the end of each question or part question.

You will be awarded marks for accurate spelling, punctuation and grammar.

This question paper consists of 4 printed pages.

Answer any **three** questions.

- 1 The rate of enclosure of open fields and commons increased rapidly in the period 1750–1815. Most of this enclosure was by act of parliament. The following questions are about the causes of this increased rate of enclosure and its effects on people in villages.

- (a) In what ways did the open-field system of farming limit food production? [4]
- (b) Was the method of introducing parliamentary enclosure fair to all the members of a village? Explain your answer. [6]
- (c) Which one of the following was the **most** important reason for the introduction of enclosures before 1815?

the growth of population

the French Wars, 1793–1815

the growth of industrial towns

to increase profits

Explain your answer carefully by reference to **all** the statements.

[15]

- 2 As well as enclosure, in the period 1750–1850 there were changes in the uses to which land was put, in the way crops were grown, and in the breeding and care of farm animals, all of which increased production but led to both economic and social changes. The following questions are about the new ideas and changes which they brought about.

- (a) Describe **briefly** how the new farming ideas of the agricultural revolution were spread around the country. [4]
- (b) Explain how the effects of the French Wars (1793–1815) on landowners differed from their effects on farm labourers. [6]
- (c) 'The economic effects of the Corn Laws were more important than the social effects.'
Do you agree? Explain your answer carefully. [15]

- 3** Changes in the late eighteenth and early nineteenth centuries introduced new methods to improve the output of industries. Among the first to change were the old-established textile and coal-mining industries in which old working methods had restricted the amounts which could be produced. The following questions are about the reasons for the changes and the effects on working conditions.

- (a) (i) How did a bell pit differ from an adit (drift) mine? [2]
- (ii) Give **two** reasons why these early mines produced little coal. [2]
- (b) Explain the disadvantages of the domestic system of cloth manufacture. [6]
- (c) 'Working conditions in cotton mills and coal mines did not improve before 1850.'
Do you agree? Explain your answer carefully. [15]

- 4** Industrial growth depended upon a reliable source of power. This needed engineering ideas and the ability to produce good materials for making accurate machine parts. The following questions are about the changes which enabled these developments to be brought about.

- (a) Explain briefly how **each** of the following people helped the development of the iron industry.
- (i) James Neilson
- (ii) James Nasmyth [4]
- (b) Why was the work of James Watt important to the mining and textile industries? [6]
- (c) 'The work of the Darby family was more important than that of Henry Cort to the developing iron industry.'
Do you agree? Explain your answer carefully. [15]

- 5 Before the coming of the railways, the movement of both people and goods was limited in various ways by poor roads. In the eighteenth century attempts were made to make road travel easier and quicker. The following questions are about these attempts and the changes which the early railways brought.

(a) (i) Give **two** ways in which roads were poor in 1700. [2]

(ii) Why was it necessary to replace the parish system of road repair? [2]

(b) How far did the introduction of turnpike trusts improve road transport? Explain your answer. [6]

(c) 'The development of railways before 1850 was of more benefit to social life than to agriculture and to industry.'

Do you agree? Explain your answer carefully. [15]

- 6 Inland water-ways were an alternative to roads especially for moving goods. As well as work being done on improving rivers, from the mid-eighteenth century canals were built to link the main rivers and to join industrial areas to the ports. The following questions are about the building of the canals and their effects.

(a) (i) Name **one** industry that used coastal shipping as a means of transport before 1750. [1]

(ii) What difficulties faced those who used river transport for moving goods? [3]

(b) Canal builders faced many problems. Explain how these problems were overcome. [6]

(c) Which one of the following was the **most** important effect of the building of canals?

investors made large sums of money

the movement of agricultural produce was easier

the cost of coal was reduced

employment increased

Explain your answer carefully by reference to **all** the statements. [15]

1606/2

BRITISH SOCIAL AND ECONOMIC HISTORY

PAPER 2 Optional Topics

Monday

13 JUNE 1994

Afternoon

1 hour 30 minutes

Additional materials:

Answer paper

[illegible]

TIME 1 hour 30 minutes

INSTRUCTIONS TO CANDIDATES

Write your name, Centre number and candidate number in the spaces provided on the answer paper/answer booklet.

Answer the questions set on **two** of the Optional Topics.

Write your answers on the separate answer paper provided.

You should read carefully through the questions before attempting to answer them.

In answering the questions you will need to use your knowledge of the topics to interpret and evaluate the sources. Where you are asked to use specific sources you must do so, but you may also use any of the sources on the Topic if they are relevant to the question you are answering.

If you use more than one sheet of paper, fasten the sheets together.

INFORMATION FOR CANDIDATES

The number of marks is given in brackets [] at the end of each question or part question.

You will be awarded marks for accurate spelling, punctuation and grammar.

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This question paper consists of 28 printed pages.

TOPIC A. EDUCATION

Look carefully at Sources A to E. Then answer all the questions.

SOURCE A

By 1818 450,000 were attending Sunday School and by 1850 around 2½ million. But as the schools increased so they changed, sometimes teaching more than the founder Robert Raikes had foreseen and he commented.

In many schools, I am assured, writing and accounts are taught on Sundays. This will surely lead to sin. He who is taught arithmetic on a Sunday as a boy will, when a man, open his shop on a Sunday.

SOURCE B

An inspector's report on a Birmingham National School in the 1840s.

Present 170 boys: room will hold 400. The average time during which scholars stay is about one year. There was not one boy in the school aged 12 years or over. The only book in use was the Bible. There were no maps in the school. The children were taught nothing of History or Geography. Indeed the master, occupied with looking after 170 small boys, half of whom had been admitted within the last six months, could scarcely find any time to give any direct instruction to the school. He had to depend upon his little monitors. Three out of the six classes into which the school is divided, were sitting, when I entered, without books in their hands, and doing nothing, and continued so for over half an hour.

SOURCE C

Picture of a Dame School painted in about 1850.

Image removed due to third party copyright restrictions

SOURCE D

From the book 'London Labour and the London Poor' by Henry Mayhew published in 1851.

A young boy tells of his experiences in a Ragged School, 'I went to get warm and see what it was like. When I got there the master was very kind to me. They used to give us tea parties, and to keep us quiet they used to show us magic lanterns. I soon got to like going there and went every night for six months. There were about 40 or 50 boys in the school. Most of them were thieves.'

SOURCE E

Robert Lowe MP outlining to parliament his 'Payment by Results' policy introduced by the Revised Code of 1862.

If it is not cheap, it shall be efficient: if it is not efficient it shall be cheap. The present system is neither one nor the other. We do not aim to give these children an education that will raise them above their station and business in life but to give them an education that may fit them for that business.

1 Read Source A.

- (a) Give **one** reason why the numbers attending Sunday Schools grew so much. [1]
- (b) What did Raikes believe should mainly be taught in Sunday Schools? [1]

2 Read Source B.

Give **two** problems faced by teachers in some large National Schools in the mid-nineteenth century. [2]

3 Read Source E.

To what extent does this source show that the government was determined to improve elementary education in England? Give reasons for your answer. [6]

4 Study Source C and read Source D.

How reliable are these sources as evidence of the education provided for the poor in nineteenth-century England? [8]

5 Use **all** the sources.

Do these sources provide enough reliable evidence to show there was a need for change in elementary education in England before 1870? Explain your answer carefully. [12]

TOPIC B. MEDICINE, SURGERY, PUBLIC HEALTH AND TOWN DEVELOPMENT

Look carefully at Sources A to E. Then answer **all** the questions.

SOURCE A

*From the book *Lister as I Knew Him* by John Rudd published in 1927.*

The hostility to antiseptics was extraordinary. One of the surgeons at St. Bartholomew's Hospital could always raise a laugh by telling anyone who came into the operating room to shut the door *quickly* lest one of Mr. Lister's microbes came in. A famous London surgeon was fond of remarking that the so-called antiseptic was simply substituting one bad smell for another bad smell.

SOURCE B

New doctors were given no training in vaccination in the mid-nineteenth century and learned how to give it by trial and error. Dr. Pearson began his practice in 1863 and in the 1880s boasted:

Some medical men go so far as to use a needle, and a fresh one each time they vaccinate. I have been vaccinating with the same lancet* ever since I began practice and all I do is to wipe it well before beginning and after I am done.

*Note: lancet = surgical knife

SOURCE C

*From a book called *King Cholera* written by a recent historian.*

One well-known London physician, Dr. John Snow, bravely put forward his views on the spread of cholera in a pamphlet in 1849 which attracted much attention. Snow's opinion was based on the results of his thorough investigation into the epidemics in Southwark and Wandsworth in London. He argued that cholera was not breathed in through the lungs, as many believed, but swallowed in drinking water and that it was spread by the excretions of the sick infecting water drunk by the healthy. Snow's pamphlet was well received by some parts of the medical world but not by others.

SOURCE D

From a book about growing up in a slum area of a Northern town in the early years of this century.

The council lent out its whitewash brushes, distributed free bags of lime and bottles of a preventive medicine known as 'diarrhoea mixture' and urged hygiene on everyone. And no wonder. In summer houseflies and bluebottles swarmed in every kitchen. In warm weather the bed bugs appeared in battalions.

Through the summer days one saw the 'fever van' carrying off some child, who only too often would be seen no more. It is true that the health of the people as a whole was improving steadily but in great slum areas it is doubtful whether the health of their inhabitants was much better than twenty years before.

SOURCE E

Government poster, 1987.

'AIDS - don't die of ignorance'
Image removed due to third party copyright restrictions

1 Read Source A.

(a) What antiseptic did Lister introduce?

[1]

(b) How was this antiseptic used in the operating rooms?

[1]

2 Read Source B.

Briefly describe how vaccination was carried out.

[2]

3 Read Source C.

How well does this source show you the importance of Dr. Snow's work with regard to preventing cholera? Give reasons for your answer.

[6]

4 Read Source D and study Source E.

What are the advantages and disadvantages of these sources for showing how local and national government have tried to help the fight against disease? Give reasons for your answer.

[8]

5 Use **all** the sources.

Are these sources more useful for showing

(a) medical progress

or (b) obstacles to medical progress?

Explain your answer carefully.

[12]

TOPIC C. THE POOR LAW AND THE SOCIAL SERVICES

Look carefully at Sources A to E. Then answer all the questions.

SOURCE A

Report of a meeting held on 6 May 1795 from the Reading Mercury newspaper.

At a General Meeting of the Justices of this County at the Pelican Inn in Speenhamland it was resolved unanimously 'that the present state of the Poor does require further assistance than has been generally given to them'.

The Magistrates also earnestly recommend to the farmers and others throughout the County to increase the pay of their labourers in proportion to the present price of bread.

The Magistrates have unanimously resolved that they will make the following calculations and allowances for the relief of all . . .

SOURCE B

A description of a Norfolk workhouse from The State of the Poor written in 1797.

The present number in the House is 539.

The men are employed in cultivating 60 acres of fields and gardens and weaving articles of wool, flax and hemp into various goods principally for use in the House.

The women and children are mostly employed in spinning.

No persons over 60 years of age are obliged to work.

The rooms are lofty, well-aired and seem well adapted to the different purposes for which they are intended.

SOURCE C

Extract from a letter in the Gentleman's Magazine October 1805 written by a man who had visited a number of workhouses.

At Lynn the children were decently and uniformly clothed, properly fed and religiously educated.

At Aylsham the workhouse is one of the best I have seen. The buildings well constructed, rooms spacious and well ventilated and remarkably clean. The diet is very good and the poor are well attended to in every respect.

SOURCE D

William Cobbett wrote in Rural Rides about relief allowances in Sussex in 1825.

They give a single man sevenpence a day (about 3p), enough to buy enough bread for 6 days in the week, and as he does not work on Sundays, there is no allowance for that day. The poor creature has sevenpence a day to find food, clothes, washing and lodging. We hear of the efforts of Mrs Fry and others to improve the situation of criminals in prison but never do they give one single sigh for those sufferers who are driven to become criminals or waste away from hunger.

SOURCE E

From the 1834 Report of the Commission Enquiring into the Poor Law reporting on existing workhouses.

In by far the greater number of cases, it is a large house in which the young are trained in idleness, ignorance and vice; the able-bodied maintained in sluggish laziness; the aged and more respectable exposed to all the misery that comes from dwelling in such a society. All the inmates had more and better food than the independent labourer and the majority of the persons who contribute to their support.

1 Read Source C.

Give **two** reasons why people could have been in a workhouse before 1834.

[2]

2 Read Source D.

Give **two** reasons why Cobbett thought some poor people became criminals.

[2]

3 Read Source A.

How useful is this source for understanding the problems of the poor at the end of the eighteenth century? Give reasons for your answer.

[6]

4 Read Source B and Source E.

These two sources present very different views of the workhouses before 1834. Does this mean that historians would find them both unreliable? Give reasons for your answer.

[8]

5 Use **all** the sources.

To what extent do these sources enable you to decide whether those who were very poor were well cared for before 1834? Explain your answer carefully.

[12]

TOPIC D. TRADE UNIONS AND WORKING-CLASS MOVEMENTS

Look carefully at Sources A to E. Then answer all the questions.

SOURCE A

George Howell, secretary to the parliamentary committee of the TUC, wrote in 1878.

Whatever may be said with regard to trade unions, either as to their policy, their aims, or the means which they use, one great fact cannot be ignored, namely that they wield vast power, socially and politically, and, whether for good or evil, it is daily increasing.

SOURCE B

An artist's impression from the Illustrated London News in 1887.

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A sector of the Bloody Sunday battlefield: St. Martin's Lane, where the police attempted to head off a contingent of unemployed people. They were going to the demonstration in Trafalgar Square.

SOURCE C

Reynolds' Newspaper of 1 September 1889 reported on the London Dock Strike.

As days passed the strike grew and every industry was paralysed. This was because of united action by workers. Though we hope that a general uprising may not be necessary, it is satisfactory to have proved that workers have the future of the world in their own hands. They can, if they wish, use their strength against all the power of the employers.

SOURCE D

The front page of a newspaper.

THE
LABOUR LEADER
 A WEEKLY ILLUSTRATED RECORD OF SOCIAL AND POLITICAL PROGRESS.

Edited by
KEIR HARDIE.

SATURDAY, APRIL 28, 1894.

CARTOON.

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Archives &
 Heritage

THE THREE DISGRACES.

SOURCE E

The socialists Sidney and Beatrice Webb wrote in 1902.

The real grievance of the Trade Unions lies in the uncertainty of the English law and the possibility that it might be used unfairly against them. This danger is increased by the dislike of Trade Unionism and strikes which nearly all judges and juries share with the rest of the upper and middle classes.

- 1 Read Source A.

Give **two** examples of how Trade Unions increased their power in the 1870s. [2]

- 2 Read Source E.

Give **two** reasons why the Trade Unions faced difficulties in the Law Courts at this time. [2]

- 3 Read Source C.

How reliable is this source as an account of the importance of the London Dock Strike? Give reasons for your answer. [6]

- 4 Study Sources B and D.

Do these pictures prove that in the late nineteenth century the working class was 'downtrodden'? Give reasons for your answer. [8]

- 5 Use **all** the sources.

Can you decide from these sources whether the power of the working class had increased between 1870 and 1902? Explain your answer carefully. [12]

TOPIC E. THE CHANGING ROLES AND STATUS OF WOMEN SINCE 1700

Look carefully at Sources A to E. Then answer all the questions.

SOURCE A

*An extract from Charles Dickens' book *The Old Curiosity Shop* written in 1840.*

One circumstance troubled Mr. Swiveller's mind very much, and that was that the small servant always remained somewhere in the bowels of the earth and never came to the surface unless the master rang his bell, when she would answer it and immediately disappear again. She never went out, or had a clean face, or took off her coarse apron, or looked out of any of the windows, or stood at the door for a breath of air, or had any rest or enjoyment whatever. Nobody ever came to see her, nobody cared about her.

SOURCE B

A factory inspector of the mid-nineteenth century comments on the life of a female factory worker.

Half an hour to dress and feed her infant and carry it out to a child minder; one hour for household duties before leaving home; half an hour for actually travelling to the mill; twelve hours actual labour; one and a half hours for meals; half an hour for returning home at night; one and a half hours for household duties and preparing for bed. That leaves six and a half hours for recreation, seeing and visiting friends and sleep.

SOURCE C

*Taken from the 1906 edition of Mrs. Beeton's *Book of Household Management* (which had been the normal reference book on this subject since 1862). Here she outlines the responsibilities of the wife and mother.*

See that the children receive proper care, and are clean and comfortable. The first meal of the day, breakfast, will then be served, at which all the family should be present. After breakfast is over, the mistress should make a round of the kitchen and other rooms to see that all is in order, and that the early morning's work has been properly performed by the various servants. The orders for the day should then be given.

SOURCE D

A woman recalls her childhood days in St. Helens, Lancashire, in the 1920s.

Men were tyrants. There was an awful lot of wife-beating and women were the underdogs. My mother slept in the outside lavatory at times. The wife-beating came from the Victorian era. When it happened, women went to neighbours' houses. Then the husband would come and kick the door down to get the wife out. It was just a way of life.

SOURCE E

An advertisement for a gramophone taken from a magazine of the 1920s.

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- 1 Read Source B.

Give **two** examples of 'household duties'.

[2]

- 2 Study Source E.

Give **two** reasons why you know that the women featured in this advertisement were in an upper-class household.

[2]

- 3 Read Source B.

Does this source prove that the life of all working women in the mid-nineteenth century was very hard? Give reasons for your answer.

[6]

- 4 Read Sources A and C.

What are the advantages and disadvantages of these sources for an historian studying the life of domestic servants in the nineteenth century? Give reasons for your answer.

[8]

- 5 Use **all** the sources.

Can a full and reliable comparison between the lives of working-class and upper-class women be drawn from these sources? Explain your answer carefully.

[12]

TOPIC F. THE EVOLUTION OF THE MULTI-CULTURAL SOCIETY IN BRITAIN SINCE 1800

*Look carefully at Sources A to E. Then answer **all** the questions.*

SOURCE A

The famous writer Thomas Carlyle wrote in the 1830s.

The English coachman, as he whirls past, lashes the Irishman with his whip and curses him with his tongue whilst the Irishman is holding out his hat to beg. He is the secret evil this country has to contend with. In his rags and savagery he is there to undertake all work that can be done by mere strength. He lodges in any pig sty or dog kennel. There he lives in his squalor and drunken violence.

SOURCE B


An Irish clergyman told a committee of the House of Lords in 1847.

If you bring people over from Ireland to work for 6d (2½p) a day, and place them in competition with those persons here who are obtaining 3s (15p) or 5s (25p) a day, the necessary consequence will be that those Irish labourers will consider themselves well paid with 1s (5p) or 2s (10p) a day, and your English labourers must come down to that standard. Either you raise the Irish to the condition of the English, or you will pull the English down to the condition of the Irish.

SOURCE C

A sketch from Punch in 1850 showing cellar-dwellers of Liverpool, who were often Irish, resisting the rent collector.

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SOURCE D

Samuel Peto MP, a railway builder, speaking in Parliament in 1851 about Irish labourers and their living conditions.

I know from personal experience that if you pay him well, and show you care for him, he is the most faithful and hardworking creature in existence. But if you find him working for 4d (about 2p) a day, and that paid in potatoes and flour, can we wonder at the wretchedness we find him in?

SOURCE E

From a book about the Victorian Underworld published in 1970.

It was not true that the Irish were generally bad workers and they certainly weren't the only ones likely to get drunk. But for the most part they arrived in England as peasants. They were ill-equipped for more skilled work and desperate to seize whatever means of life a strange and unfriendly environment offered. They were bound to depress living standards among the lowest levels of population.

- 1 Read Source D.

Why did Peto have 'personal experience' of the work of Irish labourers?

[2]

- 2 Read Source E.

Give **two** problems faced by the Irish in seeking employment in nineteenth-century England. [2]

- 3 Read Source B.

How useful is this source for showing the effects of Irish immigration on England in the nineteenth century? Give reasons for your answer. [6]

- 4 Read Source A and study Source C.

These sources appear to agree with each other. Does this mean that they therefore provide reliable evidence of the life of Irish immigrants in England in the nineteenth century? Give reasons for your answer. [8]

- 5 Use **all** the sources.

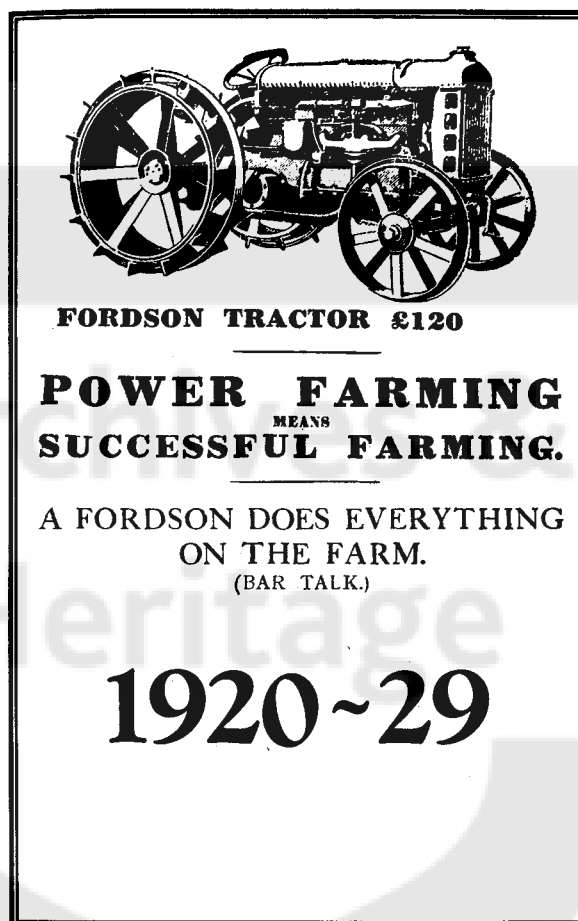
'Irish immigrants were not welcomed in England in the nineteenth century.' Do these sources provide enough reliable evidence to support this statement? Explain your answer carefully. [12]

TOPIC G. AGRICULTURAL DEVELOPMENT SINCE 1850

Look carefully at Sources A to E. Then answer all the questions.

SOURCE A

Advertisement from a farming magazine of the late 1920s.

**SOURCE B**

An M.P. speaking in the early 1930s about agriculture in Norfolk.

Agricultural buildings are coming down, the farmers are despairing and the labourers are losing their employment.

I found that men had lost the wish to live and that women were broken-hearted at the outlook and were without hope. It seemed as though emigration or the dole were the only alternatives.

SOURCE C

*From a book published in 1986 called *Seventy Summers* in which a retired farmer recalls his farming years. Here he is referring to the 1930s.*

We all used to say that you could not use the combine harvesters and modern machinery which were being used in places like the USA on the land in this country. We were all talking rubbish. It was all nonsense. It could have been done. The only thing missing was confidence to go in for those things. For most of us our confidence had been destroyed by the very long period of depression.

SOURCE D

Extract taken from a book called Speed the Plough published in 1942.

The fact has got to be faced that farming is a backward industry by contrast with all other activities of the nation. It offers no opportunity to people of ability and ambition and it cannot keep its workers. The discoveries of science are too slowly applied; the experience of other industries and other countries is ignored.

SOURCE E

A farmworker talking in 1982 remembers the farmers in the years after 1945.

The Government gave farmers subsidies on practically every commodity they had: on all the corn; on the milk; the cattle; on the fertilizers; the drainage; the ditching; practically everything. Well, they called them feather-bedded farmers and, of course, they were in those days. They had it jolly good.

1 Read Source B.

Why was there such despair among farmers in the early 1930s?

[2]

2 Read Source C.

Give **two** reasons why many farmers did not use modern machinery in the 1930s.

[2]

3 Read Source E.

Does this source show that farming was a very important industry in the years immediately after 1945? Give reasons for your answer.

[6]

4 Study Source A and read Source D.

Source A shows farming as a successful industry whilst Source D shows it as a 'backward' industry. Does this mean that one of the sources is unreliable? Give reasons for your answer.

[8]

5 Use **all** the sources.

During the period 1920 to 1950 the prosperity of farming varied quite considerably. Do these sources give a full and reliable explanation for this? Explain your answer carefully.

[12]

TOPIC H. INDUSTRIAL DEVELOPMENTS SINCE 1850

Look carefully at Sources A to E. Then answer all the questions.

SOURCE A

Extract from the Pelican Social History of England.

Using the mass-production methods of assembly-lines and large modern factories, the number of motor vehicles produced each year rose from 95,000 in 1923 to over 500,000 in 1937. Austin had produced the first mass-market car in 1921, but was soon followed by Morris and Ford. These three firms accounted for two-thirds of car production by 1939. Mass production led to a fall in prices, so that by 1935/6 a typical small family car could be bought for half what it would have cost ten years earlier.

SOURCE B

Memories of work in a radio-making factory in the 1930s.

It was very tedious, but we used to get a lot of fun out of it. We each had to do at least so many in a day. There were ten of us, and we all tried to outdo the other one. We weren't allowed to eat sweets with wrappers on because it took too long to take the wrappers off.

SOURCE C

A miner talks about the increased mechanisation in the coalmines in the 1930s.

They put conveyors in and you threw the coal on that, and this conveyor would be tipping it into the trams*. They cut wages down thinking we were having an easier time.

The coal cutter had a four-feet six-inch blade which used to go underneath the coal and cut about nine inches. Miners were working then in dust, nothing but dust. And that was the cause of a lot of people having lung disease.

*Note: trams = trucks.

SOURCE D

Photograph showing ring-spinning machinery in the textile industry in the 1940s. This was faster and cheaper than mule-spinning and, as less skill was needed, teenage girls could be paid lower wages.

Image removed due to third party copyright restrictions

Archives &
Heritage

SOURCE E

A Ford motor worker interviewed in 1970 about working on an assembly line.

It's the most boring job in the world. It's the same thing over and over again. It wears you out. There's no need to think. You just carry on. You just endure it for the money. That's what we are paid for—to endure the boredom of it. Ford class you more as machines than men. They expect you to work every minute of the day.

1 Study Source D.

Give **two** advantages of ring-spinning for the cotton industry mills.

[2]

2 Read Source B.

Give **two** reasons why many manufacturers regarded as successful the method of production referred to in this source.

[2]

3 Read Source A.

How useful is this source as an indication of the growing importance of mass production in the 1920s and 1930s? Give reasons for your answer.

[6]

4 Read Sources C and E.

Can these views about working conditions in modernising industries be accepted as reliable evidence? Give reasons for your answer.

[8]

5 Use all the sources.

Can you decide from these sources whether the introduction of mass production and modern machinery to British industry was always beneficial? Explain your answer carefully.

[12]

TOPIC I. TRANSPORT SINCE 1850

Look carefully at Sources A to E. Then answer **all** the questions.

SOURCE A

Sir Malcolm Campbell in 1937 wrote a book called *The Roads and the Problem of their Safety*; in which he said.

By 1933 we find that the motor vehicle has become a vital link in the life of the nation. It has enabled new areas of the country to be opened up to trade and housing. It alone has made possible slum clearance and the removal of slum dwellers to the open countryside. I would say that if we had to choose between road or rail transport, the nation would lose less by the loss of the railways, because the motor can do most things the railways do but the railways cannot do all that the motor vehicle can.

SOURCE B

Statistics issued by the Ministry of Transport.

Motor vehicles in use, 1923–83		
	All vehicles	Private cars
1923	1,105,388	383,525
1928	2,038,000	884,645
1939	3,084,896	1,944,394
1946	3,106,810	1,769,952
1959	8,661,980	4,965,774
1969	14,751,900	11,227,900
1983	20,698,000	15,925,000

SOURCE C

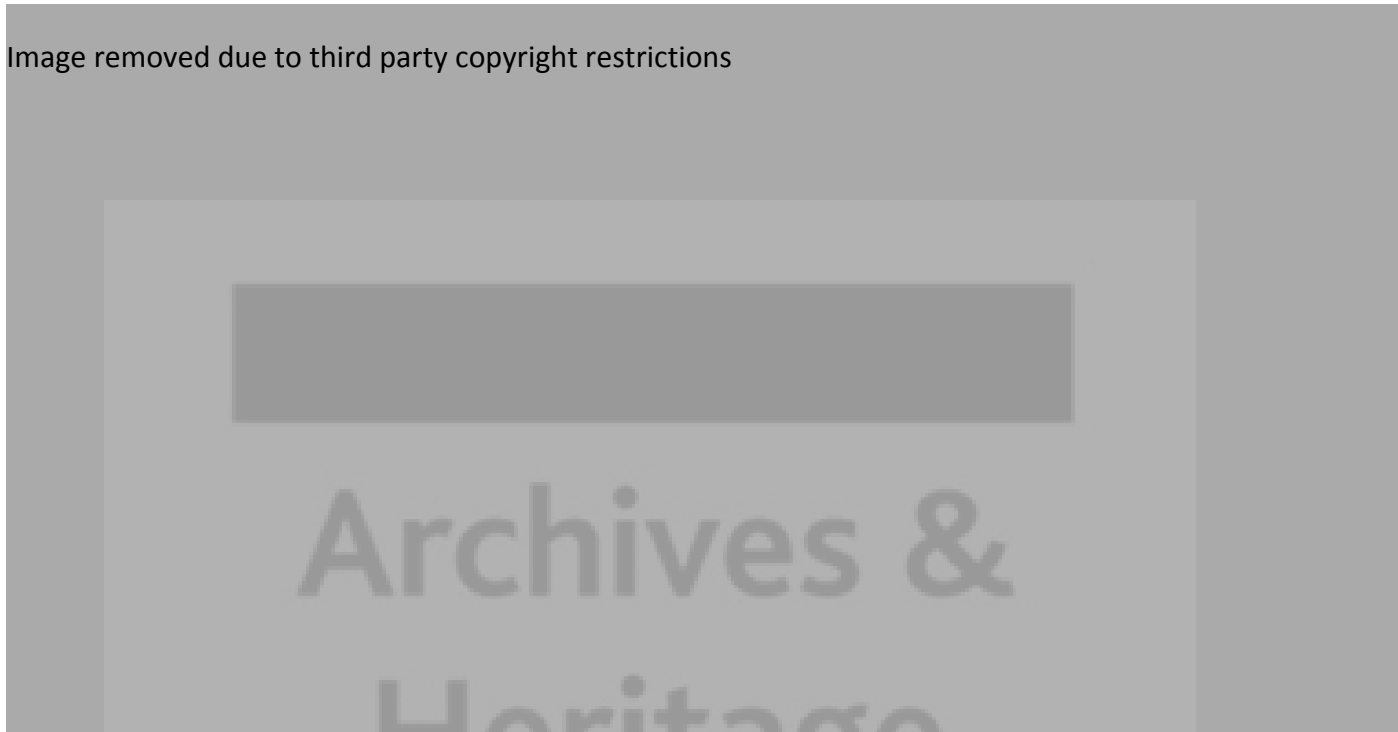
A photograph of traffic congestion on London Bridge in the 1930s.

Image removed due to third party copyright restrictions

SOURCE D

In 1970 a roundabout and flyover were added to the Westway in London. Many people lost their homes when motorways were built across residential areas. However, motorists welcomed these roads which made it much easier to get into and out of major cities.

Image removed due to third party copyright restrictions



SOURCE E

From a government publication in 1980, Lorries, People and the Environment.

Lorries provide the great majority of the general day-to-day haulage on which industry and commerce depend. They provide a comprehensive service to almost all our 100,000 industrial premises, 200,000 warehouses and half a million shops. Lorries also perform a large number of specialised functions such as those carried out by cement-mixer lorries, dust carts, petrol tankers, tippers, furniture removal vans, refrigerated lorries for carrying perishable food and milk tanker lorries.

- 1 Read Source B.

Why did the number of vehicles in use grow much faster from 1946 to 1983 than from 1923 to 1946? [2]

- 2 Read Source A.

Give **two** reasons why Campbell thought that motor transport had a better future than rail. [2]

- 3 Read Source E.

How useful is this extract for showing that the government fully recognised the impact of lorry transport on Britain in 1980? Give reasons for your answer. [6]

- 4 Study Sources C and D.

Do these photographs show that traffic congestion was worse in the 1930s than in the 1970s? Give reasons for your answer. [8]

- 5 Use **all** the sources.

Do these sources give a full and reliable account of both the advantages and the disadvantages of the development of modern motor transport? Explain your answer carefully. [12]

TOPIC J. COMMUNICATIONS SINCE 1850

Look carefully at Sources A to E. Then answer **all** the questions.

SOURCE A

Part of the front page of the Daily Graphic, 26 July 1909, reporting the first air crossing of the English Channel. The caption from the newspaper is reprinted beneath the photograph.

Image removed due to third party copyright restrictions

M. Bleriot and his monoplane, in which he yesterday accomplished the first cross channel flight by a 'heavier-than-air' machine. The flight from Baraques, near Calais, to Dover, occupied twenty-three minutes.

SOURCE B

Part of the front page of the Sunday Pictorial, 29 April 1923, after the first F.A. Cup Final played at Wembley.

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SOURCE C

Part of the front page of The Daily Sketch of 2 February 1953 following severe flooding along the East coast.

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SOURCE D

The relief of the Siege of Mafeking in May 1900 when the Boers had besieged a British garrison for 217 days.

Image removed due to third party copyright restrictions

SOURCE E

D-Day 6 June 1944. The Allied invasion of France after 4 years of German occupation.

Image removed due to third party copyright restrictions

1 Name **two** people who played an important role in the development of the 'popular' press. [2]

2 Study Source B.

Give **two** reasons why you think the Sunday Pictorial was a popular newspaper in the 1920s. [2]

3 Study Sources A and C.

Do these sources show that the popularity of newspapers was achieved by presenting news in dramatic fashion? Give reasons for your answer. [6]

4 Study Sources D and E.

Can these sources be used as reliable evidence of the ways in which newspapers reported war-time events? Give reasons for your answer. [8]

5 Use **all** the sources.

'The popular press did not change much in the first sixty years of this century.' Do these sources provide enough reliable evidence to support this view? Explain your answer carefully. [12]

The Midland Examining Group gratefully acknowledges the contribution made by the following to the preparation of this question paper.

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Topic H, Source D. The Hulton Deutsch Collection.

Topic I, Source C. Topham Picture Source.

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