

# Contents

## **GCSE History (WALES ONLY) Exemplars for Non-Examination Assessment from 2017**

### **Topic Area 1:**

### ***Political, social and economic developments in the nineteenth century or the twentieth century***

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This document contains the WJEC set Non-Examination Assessment exemplars for topic area 1 that are available from 2017. This should be used alongside the general guide to Non-Examination Assessment available on the WJEC website.

### **Topic Area 1:**

### ***Political, social and economic developments in the nineteenth century or the twentieth century***

#### *Exemplar Tasks*

1. The Rebecca Riots
2. Jack the Ripper's London
3. The Depression of the 1930s
4. Quarrying in North Wales
5. Life in the 1960s
6. Welsh Chartism
7. Social and Economic Developments in Twentieth Century America

## **Introduction**

Non-Examination Assessment is a compulsory unit for GCSE History.

### **Please note the following advice:**

- These exemplars are written in a consistent style to ensure comparability of demand.
- These exemplars can be used for entry in any year of the current specification.
- Centres must change their Non-Examination Assessment tasks after three years
- Centres must submit a proposal form for each three year cycle demonstrating to WJEC that they are using different tasks after three years.
- Centres cannot mix and match parts (a) and (b) from different tasks.
- The Non-Examination Assessment unit can only be entered at the end of the course. Candidates must complete the Non-Examination Assessment tasks selected by the centre for that particular year.
- Centres are allowed to write their own Non-Examination Assessment tasks. This is called contextualisation. If this choice is made, the tasks must replicate the style of the exemplars entirely and approval must be gained from a WJEC consultative moderator.

## Topic area 1

### Political, Social and Economic Developments in the Nineteenth Century or the Twentieth Century

#### Task 1: The Rebecca Riots

##### **Non-Examination Assessment Task part (a)**

There were many examples of rural protest in Wales and England in the nineteenth century. One of these was the Rebecca Riots.

Select any FOUR sources from your pack.

**How useful and reliable are these sources in showing why the Rebecca Riots were seen as a threat to society in the mid-nineteenth century?**

##### **Non-Examination Assessment Task part (b)**

Some historians argue that the Rebecca Riots were mainly caused by poverty and poor living conditions.

**How valid is this interpretation of the causes of the Rebecca Riots?**

### **NON-EXAMINATION ASSESSMENT TASK Part (a)**

There were many examples of rural protest in Wales and England in the 19<sup>th</sup> century. One of these was the Rebecca Riots.

Select any FOUR sources from your pack

**How useful and reliable are these sources in showing why the Rebecca Riots were seen as a threat to society in the mid-nineteenth century?**

### **Notes for teachers/candidates about approaching this task**

#### **How can part (a) be tackled?**

Underneath is a suggested structure to approaching part (a) which should be accessible to most candidates following a GCSE History course. It is offered as guidance and should not be seen as a writing frame or the only or best way to tackle this exercise.

- **A brief introduction**  
This needs to have a clear focus on the set question. It needs to briefly set the issue in its historical context. A short paragraph is sufficient here.
- **An evaluation of the selected evidence connected with the issue in the question set.**  
Here candidates can examine developments and issues, while making analysis and evaluation of the evidence selected. Candidates should evaluate four sources only, aiming to link the evidence to its use in the enquiry. **Try to integrate the sources into a narrative of the events of the Rebecca Riots.** Avoid a robotic trawl through the sources.

#### **When looking at the evidence you should consider points such as:**

What information does the source provide about ...?  
Does the source back up your knowledge about ...?  
Who was the author/maker?  
When was the source written?  
Why was it written?  
Is there any doubt over the author/is she trustworthy?

**It is recommended that the answer to part (a) should be about 1000 words in total.**

## SOURCE A1



[An artist's impression of an attack by the Rebecca rioters, from a newspaper, *The Illustrated London News*. This drawing appeared alongside a report on the Rebecca Riots written by a journalist. (1839)]

## SOURCE A2

About noon, a party of rioters advanced towards Carmarthen. The majority of those who arrived in town were mounted on horses, and several were wearing horse-hair beards and dressed in women's clothes. Our correspondent informs us that there were as many as 5,000 rioters. Their target was the Union workhouse and they set about their mission of destruction in a spirited way. It was only the arrival of the 4<sup>th</sup> Light Dragoons and the reading of the Riot Act that forced the rioters to flee and saved the workhouse from total destruction.

[A report on Rebecca's daylight attack on Carmarthen workhouse, which appeared in the South Wales newspaper, *The Cambrian*, 24 June 1843]

**SOURCE A3**



[A cartoon showing Rebecca rioters attacking tollgates marked with the things they were angry about. The cartoon is from the satirical English magazine called *Punch* (1842)]

## SOURCE A4

About 9 o'clock he heard a man calling him out of bed, and Shoni Sgubor Fawr came into the room. He had a single barrellled gun in his hand. From fear he went with him and they went together to the mountain and there they met another party headed by Dai y Cantwr in a shawl and bonnet. They proceeded towards Pontyberem and went to Mr Newman's house, (the owner of Pontyberem Iron-works) where they made a great noise and fired several shots. Shoni said that Slocombe (a clerk in the employ of Mr Newman) must leave in a week, for no Englishman should manage in Wales any more. If he did not he would be killed and his house pulled down.

[Information provided to local magistrates about the activities of the Rebecca rioters by David Lewis of Trimsaran. Lewis was an informer used by the authorities. (26 September 1843)]

## SOURCE A5

Looking downwards my friends and I saw the flashing of sunlight on a thin line of cavalry forcing their way up the hill and through the crowds. It was the reflection of sun rays from their swords and uniforms. In an instant we three rushed to a small side door opening on the road up to the Brewery; the lock was kicked off and, crossing the road, we leapt over a hedge and were safe. Scores followed us and took to flight immediately. Mike Bowen who had dressed up as Rebecca had entered the workhouse yard, but when the horsemen were coming up the hill he clapped his 'curls' in his hat, got out through the small side door and made off across the fields, leaving his horse behind him.

[Alcwyn Evans, a 15 year old who took part in the Carmarthen riots. He wrote notes about his experience in the 1840s.]

## SOURCE A6

Reverend Sir,

I with one of my daughters, have recently been on a journey to Aberaeron, and have heard a great deal about you, namely that you have built a schoolroom in the upper part of the parish, and that you have been very dishonest in the erection of it, and that you promised a free school for the people, but that you have converted it into a church, and that you get £80 a year for serving it. Now, if this is true, you must give the money back, every halfpenny of it, otherwise if you do not, I with 500 or 600 of my daughters will come and visit you, and destroy your property to five times the value of it, and make you a subject of scorn and reproach throughout the whole neighbourhood. You know that I am the foe of oppression.

Yours, Rebecca and her daughters

[A letter sent to the vicar of Llangrannog in Cardiganshire who had been forcing non-conformists in the area to give money towards setting up a local church school. (June 19<sup>th</sup> 1843)]

SOURCE A7

**£500**  
**Reward!!**

Whereas on the Night of the 23rd Day of August inst., a Felonious and

**MURDEROUS**  
**ATTACK**

was made upon  
**MR. JOHN EDWARDS,**  
at the House at  
**GELLYWERNEN,**

in the Parish of Llanon, in this County, by a Mob of Persons who Fired into the said House, with the Intention of taking away the Life of the said Mr. Edwards, and also did much Damage to the House at Gellywernen, and the Kitchen-Garden and out-houses adjoining, although Mr. Edwards providentially escaped,

**Notice is hereby given,**

That a Reward of £500 will be paid to any Person or Persons (except any Person or Persons who actually Fired into the said House, or who was a Ringleader in the said Outrage), who shall give such Information as shall lead to the Detection and Conviction of such Offenders or any of them, upon their Conviction; and

**HER MAJESTY'S**  
MOST GRACIOUS  
**PARDON**

will also be extended to any Person concerned in the said Outrage, who shall give such Information, provided that such Person was not one of those who actually Fired into the said House.

**Geo. Rice Trevor,**  
VICE-LIEUTENANT.

Commission, 23rd August, 1843

PRINTED BY WILLIAM TREVOR, 11, ST. MARK'S LANE, KINGSTREET, CARDIFF.

Reward poster, Gelliwernen (Mr. A. D. G. Williams)

[A poster issued by the authorities offering a reward for information following an attack by Rebecca Rioters (August 1843)]

## SOURCE A8

Probably the greater portion of your life will be spent in a foreign land and how different will be your position then to what it is here. You will be compelled to work but will receive no payment for your labours except such food as will serve to support you. You will not be in name, but in reality, slaves. To that I must sentence you. The sentence of the court is that you John Jones will be transported beyond the seas for the term of your natural life, and that you David Davies be transported for twenty years.

[Part of the sentence passed on two of the Rebecca rioters by the judge at the Carmarthen Assizes (27 December 1843)]

### **NON-EXAMINATION ASSESSMENT TASK part (b)**

Some historians argue that the Rebecca Riots were mainly caused by poverty and poor living conditions.

**How valid is this interpretation of the causes of the Rebecca Riots?**

#### **Notes for teachers/candidates about approaching this task**

Underneath is a suggested structure to approaching part (b) which should be accessible to most candidates following a GCSE History course. It is offered as guidance and should not be seen as a writing frame or the only or best way to tackle this exercise.

- **An introduction**

This needs to have a clear focus on the set question and also needs to show an awareness of what an interpretation actually is. It needs a clear reference to the different interpretations of the issue / topic.

There is a need to briefly set the issue in its historical context.

***There is NO NEED to evaluate any sources or evidence in this part of the assignment.***

- **A discussion / explanation of the first interpretation**

There should be a clear statement of this interpretation.

There should be a clear attempt to explain how people who support this interpretation have arrived at their views.

There should be discussion of evidence which can be used to support this interpretation. Both content and attribution need to be addressed

- **A discussion / explanation of the second interpretation**

There should be a clear statement of this interpretation.

There should be a clear attempt to explain how people who support this interpretation have arrived at their views.

There should be discussion of evidence which can be used to support this interpretation. Both content and attribution need to be addressed

- **Summary**

There should be a final answer to the set question.

There should be a judgement reached as to which set of evidence is considered to have most validity in addressing the interpretation.

**It is recommended that the answer to part (b) should be about 1500 words in total.**

**It is also recommended that candidates use three sources from each section to explain how and why each interpretation has been arrived at.**

## SOURCES WHICH SUPPORT THE INTERPRETATION

### SOURCE B1

It was in the winter of 1842 that the Rebecca riots broke out and their cause was undoubtedly poverty. It was distress and semi-starvation which led the country people to march under the banners of Rebecca. The attacks on the toll-gates were almost accidental.

[David Williams, an academic historian and university lecturer, writing in a specialist text book, *The Rebecca Riots* (1955)]

### SOURCE B2

The main cause of the mischief is beyond doubt the poverty of the farmers. They have become thereby discontented at every tax and burden they have been called upon to pay. If to this can be added an unjust imposition [the tolls] you have the crowning climax, however trivial it may appear in itself, which has fanned this discontent into a flame. Agricultural labourers arrive at starvation point rather than apply for poor relief, knowing that if they do so they will be dragged into the Union Workhouse, where they will be placed themselves in one yard, their wives in another, their male children in a third and their daughters in a fourth. The bread which I saw in a Workhouse is made entirely of barley and is nearly black. It has a gritty and rather sour taste.

[Thomas Campbell Foster, a journalist sent to report on the Rebecca riots, writing in an article in the London newspaper, *The Times* (26 June 1843)]

### SOURCE B3



[A photograph showing living conditions in Cardiganshire in the mid-nineteenth century]

### SOURCE B4

The small farmer here breakfasts on oatmeal and water boiled called 'duffy' or 'flummary' or on a few mashed potatoes. He dines on potatoes and buttermilk, with sometimes a little white Welsh cheese and barley bread, and as an occasional treat he has a salt herring. Fresh meat is never seen on the Farmer's table. He sups (has supper) on mashed potatoes. His butter he never tastes, beef or mutton never form the farmer's food. Labourers live entirely on potatoes, and have seldom enough of them, having only one meal a day.

[Thomas Campbell Foster, a journalist sent to report on the Rebecca riots, writing in an article in the London newspaper, *The Times* (2 December 1843)]

### SOURCE B5

Last time when I had the tithe to pay, I could only make up seven sovereigns (pounds). He (the landlord's agent) refused to take them and trust me for a week or two for the rest, till I could sell something. I have nursed sixteen children and never owed a farthing but we are worse off than ever. Yet my husband has not spent sixpence in beer these twenty years nor can I or the children go to church or chapel for want of decent clothing. We perhaps might have gone on but now this tithe comes so heavy.

[Mary Thomas of Llanelli, the wife of an agricultural labourer, giving evidence to the Commission of Inquiry into the causes of the Rebecca riots (1844)]

### SOURCE B6

When I meet the lime-men on the road covered with sweat and dust, I know they are Rebeccaites. When I see the coalmen coming to town clothed in rags, hard-worked and hard-fed, I know they are mine, they are Rebecca's children. When I see the farmers' wives carrying loaded baskets to market, bending under the weight I know well that these are my daughters. If I turn into a farmer's house and see them eating only barley bread and drinking whey, surely I say, these are members of my family, these are the oppressed sons and daughters of Rebecca.

[From a letter to the newspaper *The Welshman* received in September 1843. The letter was signed 'Rebecca.' *The Welshman* was a newspaper printed in Carmarthen which attacked the poverty and bad living conditions of local people.]

## SOURCE B7

In the year 1840, which was a very wet summer, nearly all the farmers had to purchase corn, either for seed or bread. This distress has not been the result of one or two or three years but a series of at least twenty. The value of the farmer's land and property has decreased in value while the rates, taxes, tithes and rent have been increased. This made the farmers very distressed.

[James Rogers of Carmarthen, a corn merchant, giving evidence to the Commission of Inquiry into the causes of the Rebecca riots (1844)]

## SOURCE B8

Although most people connect the riots with attacks on toll-gates, there were many other causes for complaint which contributed to the violent outbreaks. The living and working conditions of the farmers of West Wales were the main source of discontent. The year before had seen prices of stock at sale falling as had harvest yields, only serving to increase local poverty. The introduction of the Poor Law Amendment Act in 1834 had meant that the poor could only receive help (poor relief) if they entered a workhouse. The workhouse became a symbol of the awful poverty faced by many people in West Wales.

[From an educational website on the local history of Powys aimed at secondary school students, [www.history.powys.org.uk](http://www.history.powys.org.uk) (2008)]

## SOURCES WHICH CHALLENGE THE INTERPRETATION

### SOURCE B9

Tollgates were only the most common objects of popular hatred and resentment: workhouses were also attacked, as were weirs that restricted fishing. Farmers perceived a range of oppressors who, collectively, denied them justice: their unsympathetic, culturally alien landlords, who failed to grant them rent reductions; local magistrates, who treated the poor 'like dogs' when they came before the bench; masters of workhouses wherein the poor were locked up; tithe agents, bailiffs and Anglican clergymen who levied heavy tithes on a largely chapel-going population; and toll collectors.

[From an entry on the Rebecca riots in *The Welsh Academy Encyclopaedia of WALES*, published by University of Wales Press (2008)]

### SOURCE B10

It appears to us generally that the chief grounds of complaint were the mismanagement of funds by the turnpike trusts businesses. Also causing great distress were the amount and the payment of tolls to use the roads and in some cases the conduct and attitude of the toll collectors and the illegal demands made by them.

[From the official report of the Commission of Inquiry set up to investigate into the causes of the Rebecca Riots. The report was presented to the government in 1844.]

## SOURCE B11

The gentry held all the political power in West Wales. Ordinary people did not have the right to vote in elections at this time. Justices of the Peace (magistrates) were nearly always appointed from the ranks of the lesser gentry. The JPs had important responsibilities for law and order and for dealing with issues of poverty. Some of the magistrates in West Wales were corrupt and used their power for their own interest.

[David Egan, an historian and lecturer, writing in a GCSE history text book, *People, Protest and Politics* (1987)]

## SOURCE B12

A person enumerated [counted] to me a list of landowners who draw out of West Wales twenty-five thousand pounds annually, without ever seeing the spot from whence they derive [get] their wealth. This great sum is taken away not by one overgrown Lord but by several landowners of from one to five thousand pounds a year.

[Benjamin Heath Malkin, an English historian and author who travelled extensively in South Wales, writing in his survey *The Scenery, Antiquities and Biography of South Wales* (1807)]

**SOURCE B13****NOTICE**

Being informed that the people, styling themselves Rebeccaites, were assembled on Llechryd Bridge, on Tuesday night, the 18<sup>th</sup> July, with the declared intention of destroying the **SALMON WEIR**, now in my occupation; and having been informed that although their nefarious and unlawful designs were, upon that occasion, frustrated by the arrival of a military Force, yet they have intimated their desire to repeat the attempt.

**I hereby give Notice,**

That upon the commission of any such aggression upon that, or any other part of my Property whatsoever, or upon the Property of any of my Neighbours in the District, I will immediately discharge every Day Labourer at present in my employment; and not restore one of them until the Aggressors shall have been apprehended and convicted

**ABEL LEWIS GOWER****Castle-Malgwyn, 24<sup>th</sup> July 1843****RHYBYDD**

Hysbyswyd i mi fod y bobl a alwant en hunain Rebeccaaid, wedi ymgynnull ynghyd ar Bont Llechryd, ar nos Fawrth, y 18fed o Gor, i'r dyhen i ddistrywio yr Eog Gored, sydd yn bresennol yn fy meddiant; ac hefyd, fod en hamcan drygionus ac anghyfreithlon, yr amser hwnnw, wedi cael ei ddiddymu gan bresenoldeb y Milwr; ond etto, amlygiant eu hamcanion penderfynol i wneuthur ail ruthr. Hyn sydd i hysbysu, mai ar gyflawniad y fath ddinystyr ar fy meddianniau i, neu feddiannau rhywrai o'm cymmydogion yn y Dosparth hwn, y bydd i mi dalu ymaith bob gweithiwr dyddiol sydd an awr yn fy ngwasanaeth; ac nis cymmeraf un a honynt yn ol hyd nes caiff y fath ddynion drygionus en dal a'n cospi.

**ABEL LEWIS GOWER****Castell-Malgwyn, Gor. 24 1843**

[A poster issued by the local landowner following an attack on the Salmon Weir on the River Teifi at Llechryd in Cardiganshire (July 1843)]

**SOURCE B14**

| <b>RATE OF TOLL TO BE TAKEN AT THIS GATE</b>  |   |   |                               |
|---|---|---|-------------------------------|
|   | £ | s | d                             |
| For every Horse or other Beast drawing any Coach or such like Carriage  | 0 | 0 | 6                             |
| For every Horse or other Beast (except Asses) drawing any Waggon or such like   | 0 | 0 | 4                             |
| For every Ass drawing any Cart, Carriage or other vehicle   | 0 | 0 | 2                             |
| For every Horse or Mule, laden or unladen and not drawing   | 0 | 0 | 1 <sup>1</sup> / <sub>2</sub> |
| For every Ass, laden or unladen and not drawing   | 0 | 0 | 1 <sup>2</sup> / <sub>2</sub> |
| For every Horse or other animal employed in carrying lime to be used for manure   | 0 | 0 | 2                             |
| For every drove of Oxen, Cows or Cattle, the sum of <b>Ten Pence per Score</b> , and so in proportion for any greater or less number          |   |   |                               |
| For every drove of Calves, Hogs, Sheep or Lambs, the sum of <b>Five Pence per Score</b> , and so in proportion for any greater or less number |   |   |                               |

[A poster showing the toll charges of the South Gate tollhouse in Aberystwyth in 1842. These were very high charges for poor farmers]

**SOURCE B15**



[An artist's impression of life in a typical mid-nineteenth century Union workhouse. This drawing appeared in the *Illustrated London News* alongside an article looking at the problems of people in West Wales (1843)]

## SOURCE B16

In the summer of 1839 the farmers of west Wales were very unhappy. They were disturbed by the news that Thomas Bullin was gradually taking control of all the turnpike trusts in the area. Bullin had first started his profitable toll activities in England and had now moved to southwest Wales. Bullin paid rent to the Turnpike Trust and in return was allowed to collect the tolls from people who used its roads. In the past, tollkeepers had often allowed local people to use the roads without charge. However, this was to change as the wages of Bullin's tollkeepers depended on the amount of money they collected. The farmers were particularly angry when they heard that Bullin had been granted permission to place more tollgates on the road. These new tollgates would increase the cost of bringing in the lime that they needed to fertilise their land. Extra tolls would also reduce the profits that they made when selling their produce at the local market. In the summer of 1839, the farmers decided to take action against Bullin and his new tollgates.

On the night of May 13, a group of them set fire to the tollhouse at Efailwen. A few weeks later they destroyed the tollgate at Maesgwyn. In both cases, farmers wore women's clothes. Eyewitnesses claimed that the leader was a tall man who the others called Rebecca. Local magistrates were shocked by the violence that the farmers had used, and decided to order Bullin to remove the new tollgates. The Rebeccaites had won a great victory.

[From a website containing specially written school history resources  
[www.ngfl-cymru.org.uk](http://www.ngfl-cymru.org.uk) (2008)]

## Topic Area 1

### Political, Social and Economic Developments in the Nineteenth Century or the Twentieth Century

#### Task 2: Social Conditions and Crime in Jack the Ripper's London

##### **Non-Examination Assessment Task part (a)**

The lives of people in the East End of London were very difficult towards the end of the nineteenth century.

Select any FOUR sources from your pack.

**How useful and reliable are these sources in showing** how difficult life was for the inhabitants of the East End?

##### **Non-Examination Assessment Task part (b)**

Some historians argue that Jack the Ripper was not caught because of police failures.

**How valid is this interpretation of the failure to catch Jack the Ripper?**

### **NON-EXAMINATION ASSESSMENT TASK Part (a)**

The lives of people in the East End of London were very difficult towards the end of the nineteenth century

Select any FOUR sources from your pack

**How useful and reliable are these sources in showing how difficult life was for the inhabitants of the East End?**

### **Notes for teachers/candidates about approaching this task**

#### **How can part (a) be tackled?**

Underneath is a suggested structure to approaching part (a) which should be accessible to most candidates following a GCSE History course. It is offered as guidance and should not be seen as a writing frame or the only or best way to tackle this exercise.

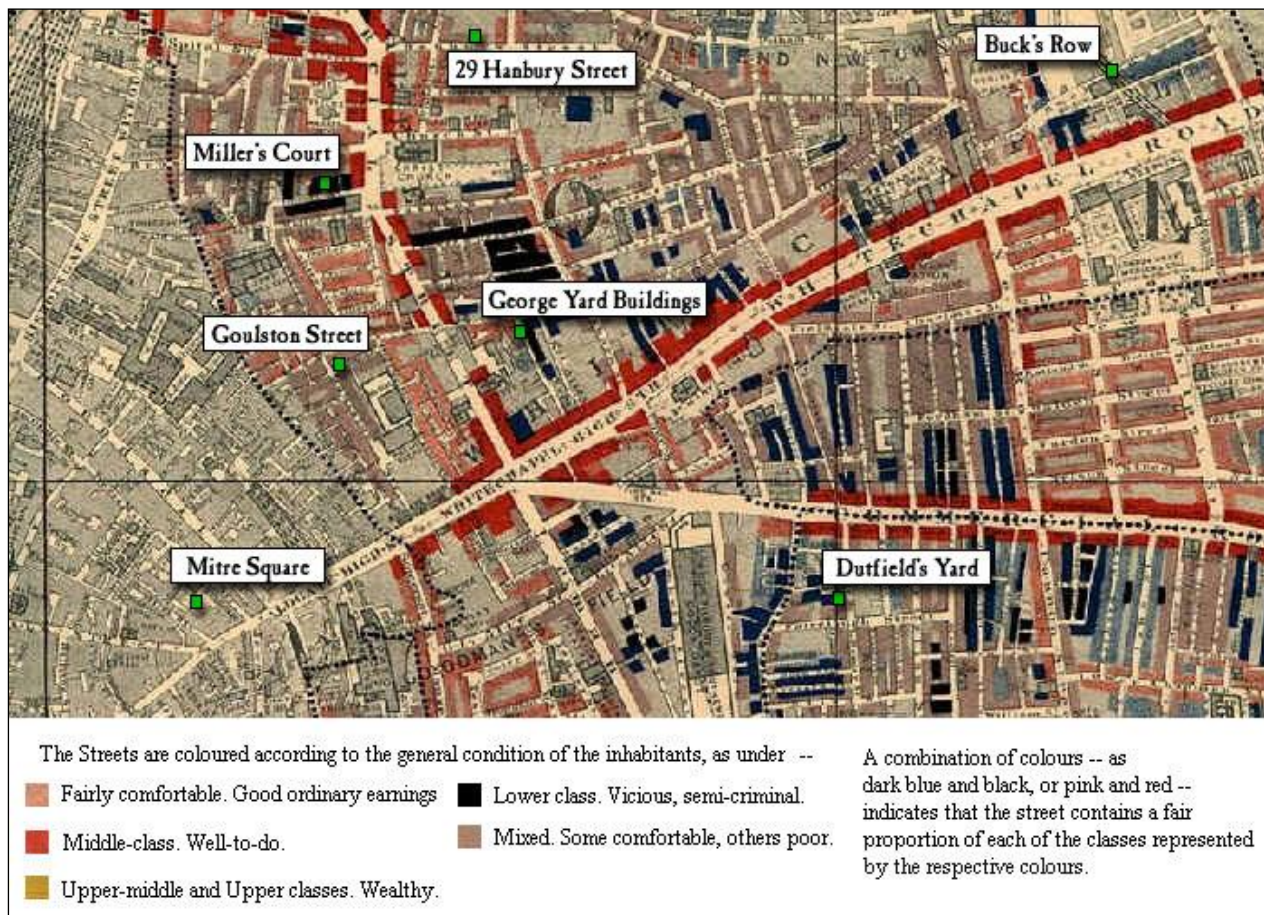
- **A brief introduction**  
This needs to have a clear focus on the set question. It needs to briefly set the issue in its historical context. A short paragraph is sufficient here.
- **An evaluation of the selected evidence connected with the issue in the question set.**  
Here candidates can examine developments and issues, while making analysis and evaluation of the evidence selected. Candidates should evaluate four sources only, aiming to link the evidence to its use in the enquiry. **It is recommended that the sources are integrated into supporting a narrative of life in the East End of London.** Avoid a robotic trawl through the sources.

#### **When looking at the evidence you should consider points such as:**

What information does the source provide about ...?  
Does the source back up your knowledge about ...?  
Who was the author/maker?  
When was the source written?  
Why was it written?  
Is there any doubt over the author/is she trustworthy?

**It is recommended that the answer to part (a) should be about 1000 words in total.**

**SOURCE A1**



**[Part of a map of the East End produced by Charles Booth in 1889 as part of a long term project studying poverty.]**  
 (The full map shows almost all of London. It can be found at [www.casebook.org/victorian\\_london/maps](http://www.casebook.org/victorian_london/maps) or [www.umich.edu/~risotto/imagemap](http://www.umich.edu/~risotto/imagemap))

## SOURCE A2

The East End is London's poor quarter. It is also the area most identified with social problems. Life is hard for those living in its maze of tiny streets. Many of the overcrowded tenement buildings house up to thirty families, some of whom live directly above cess-pits. Many children die before they reach the age of five. Women who could not get "respectable" work prostitute themselves.

[From a report by a social reformer on life in the East End of London (1890)]

## SOURCE A3

The streets are desolate and deserted after nightfall. Turn down this side-street, but tuck out of view any items of jewellery. The street is oppressively dark though some shop fronts are lit. Men are lounging in doorways smoking evil-smelling pipes, women are strolling about in twos and threes, or are seated gossiping on steps leading into even darker passages. Round the corner is the notorious Wentworth Street, where it is said the police will only go in pairs. It is late at night but gutters, doorways, passages and staircases seem to be teeming with children.

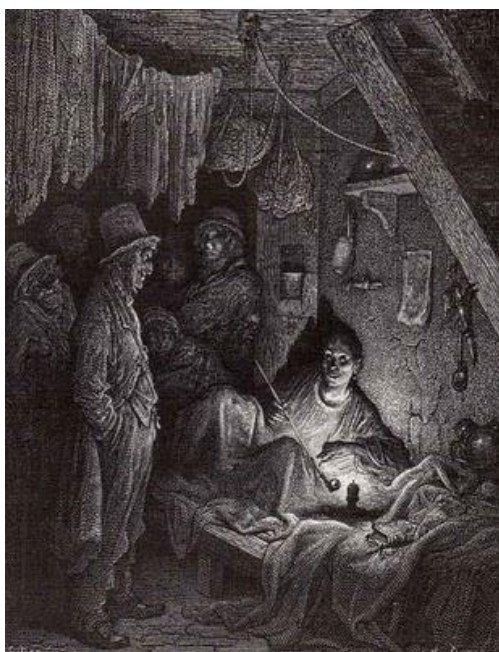
[From an article about Whitechapel in *The Daily News*, a newspaper which campaigned for social improvement (November 1888)]

## SOURCE A4

Against the dreary workhouse were leaning, in the middle of a downpour, what he thought were seven heaps of rags, who in fact were all girls. His impression was of "dumb, wet, silent horrors." He tried to help by appealing to the Master of the workhouse, but it was full, and no help was possible. Dickens gave them each a shilling, for which he received no thanks, and walked on his way reflecting on the low levels to which humans can sometimes fall.

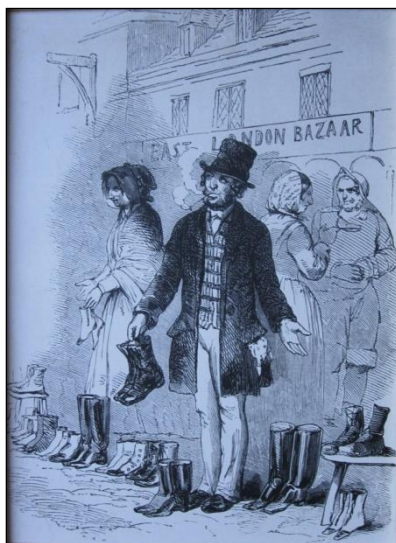
[B.W. Matz, writing an article about Charles Dickens which was later published in the magazine *The Dickensian* in 1905. Dickens often walked through Whitechapel, and used scenes from it in his books. This incident being described happened in 1855.]

## SOURCE A5



[A drawing of life in the East End by French artist Gustave Dore. He produced it as an illustration for one of Charles Dickens's short stories in the 1860s]

**SOURCE A6**



[A magazine illustration of a Jewish second-hand boot seller in London in the late nineteenth century. As a result of massive persecution in Russia from 1881 onwards, an estimated three million Jews fled to the West. Approximately 100,000 settled in the UK, many of them in the East End of London, leading to some anti-Jewish feeling in the area.]

### SOURCE A7

Everything is to be bought from the stalls which line Whitechapel Road. The flame lights show toys, hatchets, crockery, carpets, oil-cloth, meat, fish, greens, second-hand boots, furniture and flowers etc. Round every stall are eager women bartering with the salesman. The poor mother must be very careful with her pennies when she needs food but her child's boots let in the wet. Other women chat and laugh because their husbands have given them a shilling or two extra this week.

[From a feature in the *Daily Telegraph* newspaper (1862)]

### SOURCE A8

It is certainly true that Whitechapel had its problems. There was high unemployment due to the massive influx of refugees from Eastern Europe. Prostitution was rife and alcoholism fuelled by cheap gin was common. Despite these and many other problems Whitechapel and the East End in general were also home to a large number of honest, hard-working residents, many of whom worked to ease the conditions and to integrate with the increasing Jewish community.

It could be argued that the area had two distinct personalities, one light and one dark. During daylight hours it was a bustling community of shop owners, street traders, market sellers, factory workers and tradesmen. Yet between dusk and dawn its personality changed. The single mile stretch of the Whitechapel Road, for example, was home to no fewer than 45 pubs and gin-palaces along with opium houses and innumerable brothels.

After the publicity caused by the 1888 murders lots of social reforms were implemented. Many houses were pulled down to make way for new buildings, street-lighting increased and better sanitation introduced. Certainly the area changed but it had already been a focus of activity for social reformers and educators trying to improve living conditions.

[From an article on the Whitechapel area published in a newspaper in 1900]

**NON-EXAMINATION ASSESSMENT TASK part (b)**

Some historians argue that Jack the Ripper was not caught because of police failures.

**How valid is this interpretation of the failure to catch Jack the Ripper?**

**Notes for teachers/candidates about approaching this task**

Underneath is a suggested structure which should be accessible to most candidates following a GCSE History course. It is offered as guidance and should not be seen as a writing frame or the only or best way to tackle this exercise.

- **An introduction**

This needs to have a clear focus on the set question and also needs to show an awareness of what an interpretation actually is. It needs a clear reference to the different interpretations of the issue / topic.

There is a need to briefly set the issue in its historical context.

***There is NO NEED to evaluate any sources or evidence in this part of the assignment.***

- **A discussion/explanation of the first interpretation**

There should be a clear statement of this interpretation.

There should be a clear attempt to explain how people who support this interpretation have arrived at their views.

There should be discussion of evidence which can be used to support this interpretation. Both content and attribution need to be addressed

- **A discussion/explanation of the second interpretation**

There should be a clear statement of this interpretation.

There should be a clear attempt to explain how people who support this interpretation have arrived at their views.

There should be discussion of evidence which can be used to support this interpretation. Both content and attribution need to be addressed

- **Summary**

There should be a final answer to the set question.

There should be a judgement reached as to which set of evidence is considered to have most validity in addressing the interpretation.

**It is recommended that the answer to part (b) should be about 1500 words in total.**

**It is also recommended that candidates use three sources from each section (6 in total) to explain how and why each interpretation has been arrived at.**

## SOURCES WHICH SUPPORT THE INTERPRETATION

### SOURCE B1

The initial strategy for undoing the Ripper was quite ordinary – just increase the number of police in London's East End. While there, the constables, who throughout had no reliable description of the killer, spent considerable time in cheap lodging houses and pubs seeking any "suspicious" wretch. In the early stages they detained and questioned countless men. Later they became reluctant to check even truly suspicious persons. And so the Ripper went on killing.

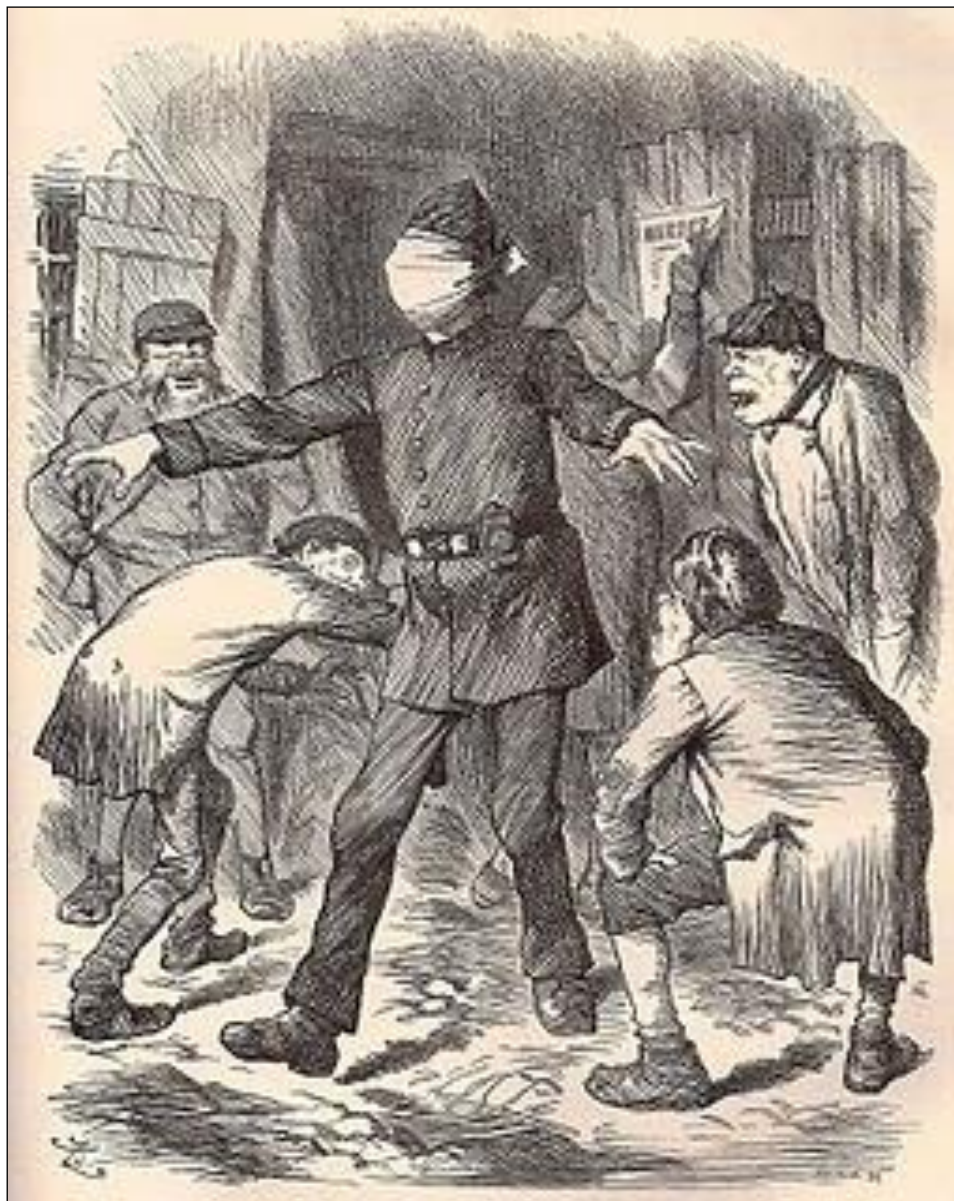
[John Holliday, an historian writing in his book, *Jack the Ripper, the Green River Killer and the Police* (1990)]

### SOURCE B2

The police failed to control public perception of their actions, which led to the crisis quickly spinning out of control. They failed to control the flow of information and did not prove that they were acting responsibly. They failed to show that they were doing everything to catch the killer. Finally the police allowed internal disagreements and failed relationships within their ranks to cause turmoil.

[Brian Schoeneman, an American historian writing in his article, *A Crisis Management Based Analysis of the Whitechapel Murders* (2002)]

**SOURCE B3**



[An illustration published in *Punch* magazine on September 22<sup>nd</sup> 1888. It was drawn by Tenniel, one of the most famous artists of the time, and was accompanied by a poem making fun of the police.]

#### **SOURCE B4**

We do not wish to blame the police. But we do say that the organisation of the force must be radically wrong if this criminal escapes or even continues his dreadful work. Whether it is from the constant change of "beats," the introduction of recruits from the country areas, the inability of the detectives, or the lack of proper brains in their superior officers, the reputation of our police system is now at stake. Nothing suppresses crime so certainly as the certainty of detection and punishment; nothing encourages it so much as the chance of escape.

[From an editorial in the *London Evening News* newspaper (5th October 1888)]

#### **SOURCE B5**

Near the body of Catherine Eddowes a bloody and soiled piece of her apron was found. Above it was scrawled a message in chalk: "the Juwes are the men that will not be blamed for nothing". Great controversy was caused by the decision of the Metropolitan Police commissioner, Sir Charles Warren, to erase this message.

[Stewart Evans and Keith Skinner, two of the world's leading experts on Jack the Ripper, writing in their book, *Jack the Ripper and the Whitechapel Murders* (2002)]

## SOURCE B6



[Another illustration by Tenniel which criticises the police, published in *Punch* magazine on 13th October 1888]

## SOURCE B7

This new ghastly murder shows the absolute necessity for some very decided action. All these streets must be lit and our detectives improved. They are not what they should be. You promised, when the first murders took place, to consult your colleagues about it.

[A telegram (originally sent in code) from Queen Victoria to the Prime Minister on 10th November 1888]

## SOURCE B8

The Queen fears that the detective department is not as efficient as it might be. No doubt the recent murders were committed in conditions which made detection difficult. Still the Queen thinks it is a small area and a great number of detectives might be employed.

Have all the passenger boats been examined?

Has investigation been made into the number of single men occupying rooms to themselves?

The murderer's clothes might be saturated with blood and must be kept somewhere?

Is there enough surveillance at night?

[Handwritten draft of a letter to the Home Secretary written by Queen Victoria's Private Secretary (13th November 1888)]

## SOURCES WHICH CHALLENGE THE INTERPRETATION

### SOURCE B9

It is unfair to blame the police for not capturing Jack the Ripper. It is hard to recognise now how little in the way of scientific evidence the police would have been able to collect. It would be another fourteen years before the first finger-print conviction. You had no blood-groups, no DNA. In 1888 they could not even tell the difference between human and animal blood.

[Donald Rumbelow, an historian, speaking in the BBC television documentary, *Jack the Ripper: An Ongoing Mystery* (2000)]

### SOURCE B10

#### POLICE NOTICE TO THE OCCUPIER

On the morning of Friday 31st August, Saturday 8th and Sunday 30th September, 1888, women were murdered in or near Whitechapel, supposed by someone residing in the neighbourhood. Should you know of any person to whom suspicion is attached, you are earnestly requested to communicate at once with the nearest Police station.

[A leaflet appealing for help, delivered by the police to every dwelling in Whitechapel after the murders of Elizabeth Stride and Kate Eddowes. (September 1888)]

### SOURCE B11

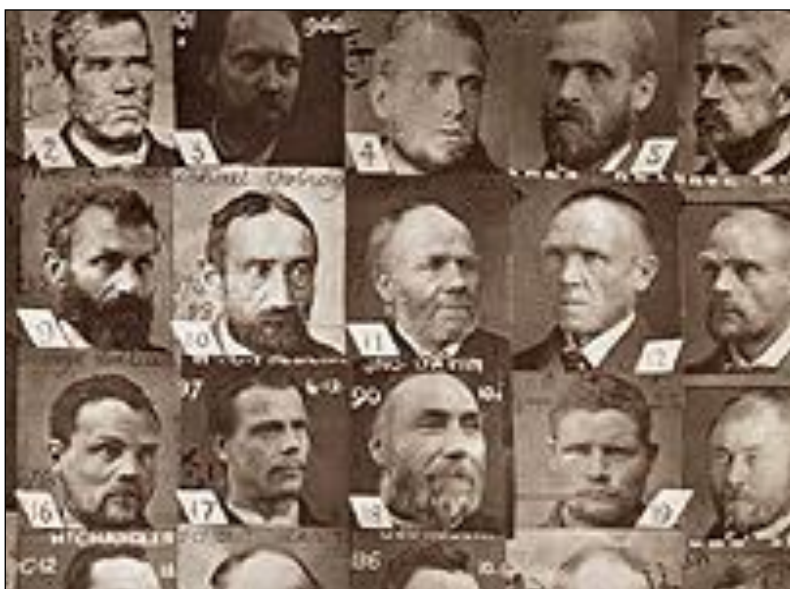
The injuries have been made by someone who had considerable anatomical skill and knowledge. It was done by someone who knew where to find what he wanted and how to use the knife. No unskilled person could have known where to find these organs or to have recognised them. No mere slaughterer of animals could have carried out these operations.

[From the Coroner's Report on the death of Polly Nicholls in September 1888. This persuaded the police to concentrate on looking for a doctor or a butcher.]

**SOURCE B12**

Equally burdensome was the press. Dozens of newspapermen had been sent down to the East End and all had column inches to fill. They hung about outside police stations and sat in pubs buying drinks for anyone willing to concoct wilder and wilder stories. *The Star* published an exclusive front-page story under a banner headline "Leather Apron" about a strange character who prowled about after midnight. The newspaper claimed to have interviewed dozens of prostitutes who all told the same story. It was soon repeated in other papers and in the beer shops and kitchens of Whitechapel. The only flaw was that there was not a scrap of evidence to suggest that "Leather Apron" ever existed. Nevertheless policemen had to be assigned to speak to the reporter and chase down the prostitutes quoted.

[Jeremy Gavron, an author and local historian, writing in *An Acre of Barren Ground*, a novel which is based on events in the history of Spitalfields (2005)]

**SOURCE B13**

[Police photographs of a few of the men who were suspected of being Jack the Ripper. These and many others were interviewed under suspicion of being the serial killer.]

### SOURCE B14

He was dark complexioned and was wearing a deerstalker hat. I think he was wearing a dark coat but I cannot be sure. He was a man over forty as far as I could tell. He seemed to be a little taller than the deceased. He looked to me like a foreigner, as well as I could make out.

[Elizabeth Long, giving evidence at the inquest into the death of Annie Chapman in September 1888. She was describing a man seen talking to Chapman before the murder.]

### SOURCE B15

The murders, so cunningly continued, are carried out with a complete ruthlessness which baffles investigators. Not a trace is left of the murderer, and there is no purpose in the crime to give the slightest clue. All the police can hope is that some accident will lead to a trace which may be followed to a successful conclusion.

[From an article published in *The Times* after the murder of Mary Kelly (November 1888)]

### SOURCE B16

I have to acquaint you that in connection with the recent murders in Whitechapel, one Inspector, 9 Sergeants and 126 constables of the Metropolitan Police have been employed in plain clothes to patrol the neighbourhood of the murders.

[A government official replying to a request for information from the Home Secretary (December 1888)]

## Topic area 1

### Political, Social and Economic Developments in the Nineteenth Century or the Twentieth Century

#### Task 3: The Depression of the 1930s

##### **Non-Examination Assessment Task part (a)**

The 1930s was a period of Depression in much of Wales and England. This Depression had many causes.

Select any FOUR sources from your pack.

**How useful and reliable are these sources in showing why there was a Depression in the 1930s?**

##### **Non-Examination Assessment Task part (b)**

Some historians argue that life in the 1930s was difficult and depressing.

**How valid is this interpretation of life in the 1930s?**

### **NON-EXAMINATION ASSESSMENT TASK Part (a)**

The 1930s was a period of Depression in much of Wales and England.  
The Depression had many causes.

Select any FOUR sources from your pack

**How useful and reliable are these sources in showing why there was a Depression in the 1930s?**

#### **Notes for teachers/candidates about approaching this task**

##### **How can part (a) be tackled?**

Underneath is a suggested structure to approaching part (a) which should be accessible to most candidates following a GCSE History course. It is offered as guidance and should not be seen as a writing frame or the only or best way to tackle this exercise.

- **A brief introduction**  
This needs to have a clear focus on the set question. It needs to briefly set the issue in its historical context. A short paragraph is sufficient here.
- **An evaluation of the selected evidence connected with the issue in the question set.**  
Here candidates can examine developments and issues, while making analysis and evaluation of the evidence selected. Candidates should evaluate four sources only, aiming to link the evidence to its use in the enquiry. **Try to integrate the sources into a narrative of the causes of the Depression.** Avoid a robotic trawl through the sources.

##### **When looking at the evidence you should consider points such as:**

What information does the source provide about...

Does the source back up your knowledge about...

Who was the author / maker

When was the source written

Why was it written

Is there any doubt over the author / is she trustworthy?

**It is recommended that the answer to part (a) should be about 1000 words in total.**

**SOURCE A1**

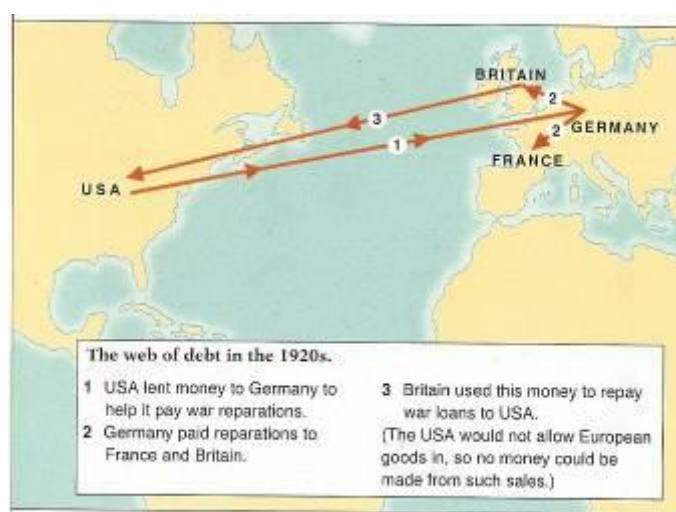
|             | <b>COAL</b>                                      | <b>IRON</b>                                      | <b>COTTON</b>                                       |
|-------------|--|--|---|
|             | <i>Total output of coal<br/>(million tonnes)</i> | <i>Total output of iron<br/>(million tonnes)</i> | <i>Exports of cotton goods<br/>(million metres)</i> |
| <b>Year</b> |  |  |   |
| <b>1913</b> | 290  | 10   | 6,500   |
| <b>1929</b> | 260  | 8  | 3,400   |
| <b>1938</b> | 230  | 7  | 1,300   |

[Official statistics showing what happened to three major British industries between 1913 and 1938]

**SOURCE A2**

The economic clauses of the Treaty of Versailles are malignant and dangerous. Few people bothered to object to the punishment of Germany in this way. Germany can only pay reparations in services or goods like coal and iron. When these goods arrive in the countries demanding compensation, this is going to hit local industries. There will be hard times ahead for industry.

[Winston Churchill, a backbench MP, speaking in Parliament about the Treaty of Versailles (1920)]

**SOURCE A3**

[A factual diagram showing how American money was important to help Europe recover after World War I]

## SOURCE A4



[An election poster for the British general election in October 1924. The poster is criticising the post-war economic policy of the British government.]

## SOURCE A5

There was a basic weakness in the Welsh economy which was not realised until long after the First World War. Wales was almost totally reliant on three main industries – coal, steel and tinsplate. There was little or no diversity from this heavy industry and, though it was not to be foreseen, this was the fundamental reason why South Wales was so hard hit when the Depression of the early 1930s eventually came.

[An extract from a government report on the Depression published in 1932]

## SOURCE A6



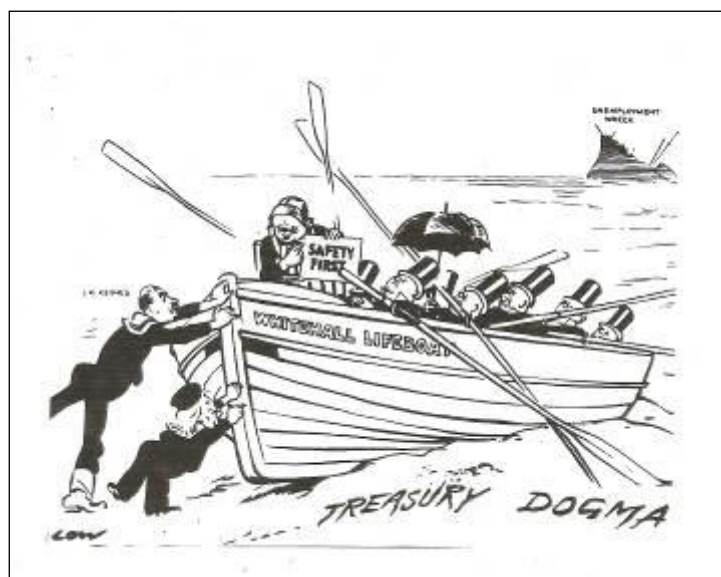
[A photograph of the abandoned Court Herbert Colliery in Neath. The colliery was one of many in the UK that closed after the General Strike in 1926 and never reopened.]

## SOURCE A7

The Labour government was caught up in a big economic storm. It was not easy for a government without a majority to take drastic action. If MacDonald (*the Prime Minister*) had been able to work with Lloyd George (*the leader of the Liberals*) then something might have been done, but the two men didn't get on at all. MacDonald and his ministers had no constructive ideas and failed to take any positive action to help with the economic blizzard.

[Clement Attlee, a Labour MP in the government of 1929-1931, writing in his notes which were later published in his book, *As It Happened* (1938)]

**SOURCE A8**



[A cartoon by David Low, published in the *Evening Standard* newspaper in 1930. The cartoon shows the government ministers stuck in the lifeboat and is captioned *The lifeboat that stayed ashore.*]

**NON-EXAMINATION ASSESSMENT TASK part (b)**

Some historians argue that life in the 1930s  
was difficult and depressing.

**How valid is this interpretation of life in the 1930s?**

**Notes for teachers/candidates about approaching this task**

Underneath is a suggested structure to approaching part (b) which should be accessible to most candidates following a GCSE History course. It is offered as *guidance* and should not be seen as a writing frame or the only or best way to tackle this exercise.

- **An introduction**

This needs to have a clear focus on the set question and also needs to show an awareness of what an interpretation actually is. It needs a clear reference to the different interpretations of the issue / topic.

There is a need to briefly set the issue in its historical context.

***There is NO NEED to evaluate any sources or evidence in this part of the assignment.***

- **A discussion / explanation of the first interpretation**

There should be a clear statement of this interpretation.

There should be a clear attempt to explain how people who support this interpretation have arrived at their views.

There should be discussion of evidence which can be used to support this interpretation. Both content and attribution need to be addressed.

- **A discussion / explanation of the second interpretation**  
There should be a clear statement of this interpretation.  
There should be a clear attempt to explain how people who support this interpretation have arrived at their views.  
There should be discussion of evidence which can be used to support this interpretation. Both content and attribution need to be addressed.
- **Summary**  
There should be a final answer to the set question.  
There should be a judgement reached as to which set of evidence is considered to have most validity in addressing the interpretation.

**It is recommended that the answer to part (b) should be about 1500 words in total.**

**It is also recommended that candidates use three sources from each section to explain how and why each interpretation has been carried out.**

## SOURCES THAT SUPPORT THE INTERPRETATION

### SOURCE B1

The people who suffered grim unemployment lived in areas of declining industry, mainly in the north of England and South Wales. Here the main industries were those that had made Britain a great industrial power in the nineteenth century – coal, iron and steel, shipbuilding and textiles. Unfortunately these were the hardest hit when Britain's share of overseas trade fell. In these 'depressed areas', the long queues of unemployed workers outside the labour exchange, waiting to 'sign on', became a regular part of life.

The Means Test was hated by the unemployed. The Means Test certainly saved the Government several million pounds a year, but the distress it caused was out of proportion to its usefulness. Fathers were 'knocked off the dole' altogether in some cases because their sons and daughters had regular jobs. Nothing could be more damaging to a man's self-respect than to have to be supported by his children.

[R. J. Cootes, an historian, writing in a school history text-book, *The making of the Welfare State* (1966)]

### SOURCE B2



[A photograph of an unemployed man seeking work in Newcastle in 1932.]

**SOURCE B3**

The spirit here in the Rhondda Valley does help to soften many of the hardships of unemployment. I'm glad I haven't got a son. It must be a heartbreaking business to watch your boy grow into manhood and then see him deteriorate because there is no work for him to do. I've been out of work now for eight years and I've only managed to get eleven days work down the pit in all that time. Work used to shape my whole life, and now I've got to face the fact that this will not be so any more.

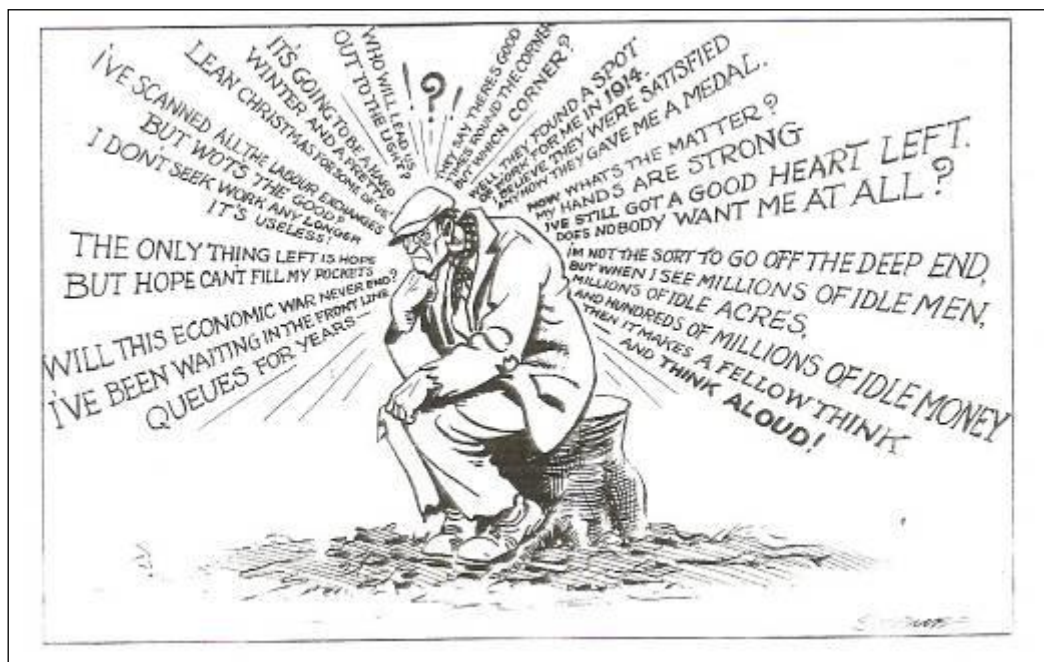
[John Evans, a 47 year old out of work coal miner from the Rhondda in South Wales, interviewed for a government survey into the effects of unemployment (1935)]

**SOURCE B4**

Unemployed miner, wife and 4 children: Income 39/- per week from Unemployment Assistant Board

| Expenditure:                      | s.  | d.   |
|-----------------------------------|-----|------|
| Rent                              | 10. | 4.   |
| Doctor                            |     | 1.   |
| Hospital                          |     | 1.   |
| Light                             | 1.  | 0.   |
| Coal                              |     | 6.   |
| Soap                              |     | 9½.  |
| Starch                            |     | 1½.  |
| Blue                              |     | 1.   |
| Cleaning things, polish etc.      |     | 4½.  |
| Insurance                         |     | 8.   |
| Clothes and Boots for children    | 1.  | 6.   |
| Bread                             | 4.  | 0.   |
| 3 lbs. butter                     | 3.  | 6.   |
| Meat (Sunday only)                | 1.  | 6.   |
| 1 lb. cheese                      |     | 11.  |
| 2 tins of milk                    |     | 7.   |
| 1 lb. bacon                       | 1.  | 2.   |
| 2 qutrs of tea                    | 1.  | 1.   |
| 4 lbs. sugar                      |     | 11½. |
| 1 lb. margarine                   |     | 7.   |
| 1 tin cocoa                       |     | 5½.  |
| Potatoes                          | 2.  | 6.   |
| Other vegetables                  | 1.  | 0.   |
| Jam                               |     | 7½.  |
| Tin of fruit and cream for Sunday | 1.  | 0.   |
| Baby milk food                    | 2.  | 0.   |
| ½lb. lard                         |     | 4½.  |
|                                   | 37. | 9½.  |

[From a government enquiry into living standards for the unemployed. This case study is from the town of Blaina in Monmouthshire in 1937.]

**SOURCE B5**

[A cartoon drawn by Sidney Strube and published in the *Daily Express* newspaper in November 1932. The cartoon was titled *Thinking Aloud*.]

**SOURCE B6**

Once I was back living in Wales I could see much more clearly the humiliating and terrible effect of unemployment on people, particularly in the coal mining valleys where all hope seemed to be gone. Men were standing on street corners, not knowing what to do with themselves. People were really hungry. You had to take part in any activity, like the hunger march, which would make people themselves feel that they were fighting back. Also you felt it was absolutely essential to get other people to understand the huge seriousness of the situation.

[Mrs Dora Cox, being interviewed for a BBC Wales radio interview programme in 1985. She was remembering taking part in a hunger march from Wales in 1934.]

## SOURCE B7

For women in South Wales, an area of traditional coal industry, the unemployment of their husbands and sons has resulted in even more work under strained conditions. The routine that made house-work organised has gone. The men are indoors sometimes all day and in the way most of the time. On top of this disruption is the frightening problem of making ends meet on a small budget, of feeding, clothing and housing a much less cheerful family on a much smaller income. Unemployment for their menfolk puts a terrible strain on women that is both physical and mental.

[From the Report of the Wales Council for Social Services, a committee that reported every year on social conditions in Wales. This part of the report is dealing with the problems faced by women in areas of high unemployment (1935)]

## SOURCE B8

A very long queue of men lined this part of the street. They were without collars and in shabby suits. They were talking and spitting and smoking little bits of cigarette held between middle finger and thumb. "We shall cross here", said Miss Brodie and herded the class across the road. Monica Douglas whispered, "They are idle." "In England they are called the unemployed. They are waiting to get their dole from the labour bureau" said Miss Brodie. "You must all pray for the unemployed. I will write you out a special prayer for them. Do you all know what the dole is?" Eunice Gardiner had not heard of it. Miss Brodie explained, "It is the weekly payment made by the state for the relief of the unemployed and their families. Sometimes they go and spend their dole on drink before they go home and their children starve. But they are our brothers. Sandy, stop staring at once!"

[An extract from the novel, *The Prime of Miss Jean Brodie*, written by Muriel Spark and published in 1961. The novel is based on the experiences of a group of wealthy schoolgirls in Edinburgh in the mid 1930s. In this extract they are being taken on a walking tour of the city by their teacher Miss Brodie.]

## SOURCES WHICH CHALLENGE THE INTERPRETATION

### SOURCE B9

There were really two Britains in the 1930s. There was the Britain which depended for its living on the old, staple industries such as coal and shipbuilding. Most of the Welsh people belonged to that half of Britain still dependent on the heavy industries of coal, steel, iron, tinsplate and slate. The other Britain was built on new industries making new products and consumer goods such as motor vehicles, electrical goods and man-made fibres. As the traditional heavy industries declined, the new light industries began to take their place. The government encouraged these new industries by offering grants and by setting up industrial estates. It was thought that those made unemployed by the old industries would find jobs in the new industries. This did not really happen, although over 400,000 people left South Wales between 1920 and 1939 for work in other parts of Britain. This was mainly in London, the Midlands and the south east of England, where the majority of the new light industries were located.

[Roger Turvey, an historian and school teacher, writing in a book for GCSE history students, *Wales and Britain 1906-1951*, (1997)]

### SOURCE B10

| Town or city   | Unemployed |
|----------------|------------|
| Jarrow         | 67.8%      |
| London         | 8.6%       |
| Merthyr Tydfil | 61.9%      |
| Luton          | 7.7%       |
| Gateshead      | 44.2%      |
| Watford        | 7.0%       |
| Birmingham     | 6.4%       |

[Official figures showing the percentage of the workforce unemployed in some towns and cities in 1934]

## SOURCE B11

The 1930s were the best years of my life. I was working on a farm in Cambridgeshire. 1930 was a bad year, I seem to remember. We had to plough the potatoes back into the ground as nobody could afford them. But things got better and from 1936, life was splendid. Things improved on the farm with the government giving us subsidies so that we could afford fertilisers. Although I can't remember the Jarrow march, I do recall buying a radio for the first time in 1937. This provided excellent entertainment with all the best bands having their concerts broadcast. I even got a cheap Austin Seven and often went over to Yarmouth in the summer.

[Ernest Macer, a retired farmer from Eastern England, recalling his life in the 1930s in an interview for a local radio station (1986)]

## SOURCE B12



[A newspaper advertisement selling new houses in southern England in 1933]

### SOURCE B13



[A photograph showing the mass-production of radios on an assembly line in a factory at Perivale, London in 1936.]

### SOURCE B14

I left school at 14 in 1932 when the depression was at its worst in the valleys. For weeks I reported to the local pit with my father, but as grown men with experience could not get work, there was little hope for a young boy. My mother eventually managed to nag the local coal merchant to get me a job, so I began my career picking coal from the tips. If the pickings were good I could earn £2 a week, but it was mostly less than ten shillings (50p).

A friend of mine had gone to work in England, as a servant in a big public school. When he came home for the holidays he would delight us with his stories about good food, his own room, regular hours, time off. I wrote off and asked if they had a job for me. I was called for an interview and taken on as a houseboy. I left Wales shortly after my sixteenth birthday and entered a very different world.

[J. T. Dyer, recalling his life as a boy in the Rhondda in South Wales, in an interview for a local newspaper (1986)]

## SOURCE B15



[A photograph of a cinema in South Wales in 1931. Many new cinemas were built in the 1930s. The film being shown was *Feet First*, starring the comedian Harold Lloyd.]

## SOURCE B16

The 1930s was a period when all people in Britain were able to expand their experiences and begin to live. The BBC gave people radio and then television, and by 1939 there were about 15,000 television sets in London. The number of people going on holidays increased immensely. Hotels and boarding houses, fish and chip shops, ice-cream stands, fairgrounds and dancehalls all expanded. The holiday camps flourished, the most famous being Butlins in Skegness.

[Josh Brooman, an historian, writing in a GCSE history text book, *People in Change* (1994)]

## Topic Area 1

### Political, Social and Economic Developments in the Nineteenth Century or the Twentieth Century

#### Task 4: Quarrying in North Wales

##### **Non-Examination Assessment Task part (a)**

Quarrying families in North Wales developed a distinctive lifestyle in the second half of the nineteenth century and the early twentieth century.

Select any FOUR sources from your pack.

**How useful and reliable are these sources in showing** what life was like for quarrying families in the second half of the nineteenth century and the early twentieth century?

##### **Non-Examination Assessment Task part (b)**

Some historians argue that the striking quarrymen were to blame for the Penrhyn Lockout lasting so long.

**How valid is this interpretation of the Penrhyn Lockout?**

### **NON-EXAMINATION ASSESSMENT TASK Part (a)**

Quarrying families in north Wales developed a distinctive lifestyle in the second half of the nineteenth and the early twentieth century.

Select any FOUR sources from your pack

**How useful and reliable are these sources in showing what life was like for quarrying families in the second half of the nineteenth century and the early twentieth century?**

#### **Notes for teachers/candidates about approaching this task**

##### **How can part (a) be tackled?**

Underneath is a suggested structure to approaching part (a) which should be accessible to most candidates following a GCSE History course. It is offered as guidance and should not be seen as a writing frame or the only or best way to tackle this exercise.

- **A brief introduction**  
This needs to have a clear focus on the set question. It needs to briefly set the issue in its historical context. A short paragraph is sufficient here.
- **An evaluation of the selected evidence connected with the issue in the question set.**  
Here candidates can examine developments and issues, while making analysis and evaluation of the evidence selected. Candidates should evaluate four sources only, aiming to link the evidence to its use in the enquiry. **It is recommended that the sources be integrated into supporting a narrative of life in the quarrying villages of North Wales.** Avoid a robotic trawl through the sources.

##### **When looking at the evidence you should consider points such as:**

What information does the source provide about ...?  
Does the source back up your knowledge about ...?  
Who was the author/maker?  
When was the source written?  
Why was it written?  
Is there any doubt over the author/is she trustworthy?

**It is recommended that the answer to part (a) should be about 1000 words in total.**

## SOURCE A1

The mean age at death of those registered in Blaenau Ffestiniog in 1883-93 as 'quarriers', that is, those employed in the dressing-sheds, where slate dust was most heavy, was 48 years; the average age at death for engine-drivers and plate-layers in the quarries – those least exposed to slate dust – was 60 years; labourers could expect to live until they were 53 years of age, while rockmen and miners could only look forward to a couple of months more than the quarriers.

[Dr R. Jones of Blaenau Ffestiniog giving evidence to a Commission of Inquiry into the causes of death of quarrymen (1893)]

## SOURCE A2



[A photograph of Gerlan, a quarrying village founded in 1864 to provide homes for Penrhyn quarry workers and their families]

**SOURCE A3**

At the time there wasn't a house worth calling a house; a house was only four walls and a thatched roof. There was a peat fire on the floor and two wooden beds. Jane knew that working in the quarry and running a small-holding was too much for Ifan. But one thing troubled Jane greatly – that was the condition of the house. The kitchen was the only comfortable room. The bedrooms, especially the back one, were damp and quite unhealthy for anyone to sleep in. The dampness ran down the walls, spoiling the paper, and water dripped on to the bed from the wooden ceiling during frosty weather. She would like to have a new part built alongside the old house so that she would at least have a good parlour and two bedrooms. There were enough stones on Ffridd Felen to build such an extension, and getting rid of the stones would improve the land. But Ifan would have to blast the stones and that would be more work for him. So what was the use of day-dreaming?

[Kate Roberts, writing in a novel called *Traed mewn Cyffion* (Feet in Chains) which was set in the period 1880-1914, published in 1936. Kate Roberts was the daughter of a quarryman from Rhosgadfan]

**SOURCE A4**

|          |       |
|----------|-------|
| Rent     | £2.10 |
| Bread    | £2.00 |
| Coal     | 60p   |
| Meat     | 40p   |
| Potatoes | 35p   |
| Clothes  | 60p   |
| Butter   | £1.00 |
| Milk     | 10p   |
| Sugar    | 20p   |
| Tea      | 22p   |
| Candles  | 10p   |
| Total    | £7.62 |

[Official statistics showing the monthly budget for a quarryman's family, consisting of two adults and five children in 1900. The average quarryman's monthly wage at the time was around £7.50]

**SOURCE A5**

| <b>A week's events held by one chapel in Bethesda (1900)</b> |         |                                  |
|--|---------|----------------------------------|
| Sunday   | 9 a.m.  | Prayer meeting for young members |
|  | 10 a.m. | Sermon                           |
|  | 2 p.m.  | Sunday School                    |
|  | 5 p.m.  | Hymn singing practice            |
|  | 6 p.m.  | Sermon                           |
| Monday   |         | Prayer meeting                   |
| Tuesday  |         | Chapel committee meeting         |
| Wednesday  |         | Five Study Meetings              |
|  |         | Literary Society                 |
| Thursday   |         | Four Study Classes               |
| Friday   |         | Band of Hope                     |

[A weekly timetable of events for a chapel in Bethesda in 1900]

**SOURCE A6**

| Address     | Names              | Relation to the head of the family | Condition | Age | Occupation           | Where born         | Language spoken |
|-------------|--------------------|------------------------------------|-----------|-----|----------------------|--------------------|-----------------|
| 15 Well St. | Rowland Hughes     | Head                               | Widower   | 50  | Grocer               | Anglesey           | Welsh           |
|             | William Hughes     | Son                                | S         | 28  | Quarryman            | Caernarfon         | Welsh           |
|             | Robert R. Hughes   | Son                                | S         | 25  | Quarryman            | Caernarfon         | Welsh           |
|             | Mary Hughes        | Daughter                           | S         | 26  | Domestic Servant     | Caernarfon         | Welsh           |
|             | Thomas R. Hughes   | Son                                | S         | 17  | Quarryman            | Caernarfon         | Welsh           |
| 14 Well St. | David Williams     | Head                               | M         | 58  | Quarryman            | Llanbeblig         | Welsh           |
|             | John D. Williams   | Son                                | S         | 20  | Quarryman            | Llanberis          | Welsh           |
|             | Catherine Williams | Daughter                           | S         | 18  |                      | Llanberis          | Welsh           |
|             | Thomas Williams    | Lodger                             | M         | 52  | Quarryman            | Llanberis          | Welsh           |
| 13 Well St. | William Jones      | Head                               | M         | 36  | Quarryman            | Brynsiencyn        | Welsh           |
|             | Mary Jones         | Wife                               | M         | 33  |                      | Holyhead           | Welsh           |
|             | Mary Jones         | Mother-in-Law                      | Widow     | 68  |                      | Llanddyfnant       | Welsh           |
|             | Grace Jones        | Daughter                           | S         | 12  |                      | Llanberis          | Welsh           |
|             | Margaret Jones     | Daughter                           | S         | 12  | Scholar              | Llanberis          | Welsh           |
|             | Mary Ann Jones     | Daughter                           | S         | 3   |                      | Llanberis          | Welsh           |
|             | Ellen Jones        | Daughter                           | S         | 1   |                      | Llanberis          | Welsh           |
| 12 Well St. | Rowland Parry      | Head                               | M         | 54  | Quarry Engine Driver | Anglesey: Llanidan | Welsh           |
|             | Ellen Parry        | Wife                               | M         | 55  |                      | Llanfihangel       | Welsh           |
|             | Richard Parry      | Son                                | S         | 21  | Quarryman            | Llanrug            | Welsh           |
|             | Ellen Parry        | Daughter                           | S         | 19  | Domestic Servant     | Llanberis          | Welsh           |
|             | John Parry         | Brother                            | S         | 44  | Engine Driver        | Llanidan           | Welsh           |

[The official census return for part of Well Street in Llanberis (1891)]

**SOURCE A7**

The *caban* wasn't just a canteen. It was also a concert hall, a theatre and an eisteddfod pavilion! Over lunch we entertained one another by singing hymns, folk-songs and *cerdd dant*, reciting poetry and passages from the Bible, and miming and acting. General knowledge quizzes and spelling competitions were very popular, and there were always loud arguments about religion and politics. Many quarrymen went regularly to Sunday School and listened to sermons in chapel. During the week they went to society meetings and the Band of Hope. There were 22 chapels within three miles of the centre of Bethesda. But there were also more than 40 pubs, and we liked to quench our thirst with a pint of beer.

[A quarryman interviewed about life in a quarrying village in the 1920s]

**SOURCE A8**

**THE DISASTEROUS ACCIDENT  
in a  
NANTLLE QUARRY**

**APPEAL TO THE CHARITABLE PUBLIC**

In a terrible accident on Monday at the Dorothea Quarry, Nantlle seven married men lost their lives in a sudden and fearful way, and have left behind

**7 WIDOWS AND 22 CHILDREN**  
unprovided for.

An appeal is made to the kind and sympathetic, and any contribution towards the relief of these unfortunate Women and Fatherless Children will be gladly received by this newspaper.

[An appeal for money to support the widows and children of seven men killed in a quarrying accident. This appeared in the local newspaper, *The Carnarvon and Denbigh Herald* on January 3<sup>rd</sup> 1885].

### **NON-EXAMINATION ASSESSMENT TASK part (b)**

Some historians argue that the striking quarrymen were to blame for the Penrhyn Lockout lasting so long.

**How valid is this interpretation of the Penrhyn Lockout?**

#### **Notes for teachers/candidates about approaching this task**

Underneath is a suggested structure which should be accessible to most candidates following a GCSE History course. It is offered as guidance and should not be seen as a writing frame or the only or best way to tackle this exercise.

#### **An introduction**

This needs to have a clear focus on the set question and also needs to show an awareness of what an interpretation actually is. It needs a clear reference to the different interpretations of the issue / topic.

There is a need to briefly set the issue in its historical context.

***There is NO NEED to evaluate any sources or evidence in this part of the assignment.***

- **A discussion/explanation of the first interpretation**

There should be a clear statement of this interpretation.

There should be a clear attempt to explain how people who support this interpretation have arrived at their views.

There should be discussion of evidence which can be used to support this interpretation. Both content and attribution need to be addressed

- **A discussion/explanation of the second interpretation**  
There should be a clear statement of this interpretation.  
There should be a clear attempt to explain how people who support this interpretation have arrived at their views.  
There should be discussion of evidence which can be used to support this interpretation. Both content and attribution need to be addressed
- **Summary**  
There should be a final answer to the set question.  
There should be a judgement reached as to which set of evidence is considered to have most validity in addressing the interpretation.

**It is recommended that the answer to part (b) should be about 1500 words in total.**

**It is also recommended that candidates use three sources from each section to explain how and why each interpretation has been arrived at.**

## SOURCES WHICH SUPPORT THE INTERPRETATION

### SOURCE B1

We believe the dispute is almost entirely the work of the Independent Labour Party and the quarrymen's union and that the object is, not so much to obtain better working conditions for the men, as to obtain if possible control of a great industry in order to use it in promoting socialistic principles. We believe that Lord Penrhyn has been grossly and most unfairly and unfeelingly misrepresented. The I.L.P. and the union are at the bottom of the whole business and are using the quarrymen.

[From an article in the regional newspaper, *The Cambrian News* on 19<sup>th</sup> April 1901. The newspaper supported the owner of the Penrhyn quarries, Lord Penrhyn.]

### SOURCE B2

Sir

#### Penrhyn Quarry Dispute

In compliance with your request I have the honour to report further that the troops mentioned in my letter of the January 1st arrived yesterday, the infantry at Bethesda at about 4 a.m. and the cavalry at Bangor about 3 p.m.

On the afternoon of the January 2nd a large crowd met the workmen who were returning to work by one of the exits from the quarry and behaved in a very disorderly and threatening manner. They made a rush, which the police were unable to stop, for the workmen, who had to escape as best they could and assaulting one or two of them, but not seriously.

The object of the strikers, so far as I can judge at present, seems to be to thoroughly frighten and break as many windows as possible of the workmen. Should any of the workmen, too, fall into the hands of the crowds meeting them as they return to work, they would undoubtedly come off badly...

I have the honour to be, Sir

Your obedient servant,

A. A. Ruck,

[A letter from the Chief Constable of Caernarfonshire to the Home Office, reporting on the situation at the quarry (January 3<sup>rd</sup> 1902)]

## SOURCE B3

### WHAT THE UNION WANTS

1. The right freely to elect spokesmen from the ranks of the men in the quarry to discuss grievances with the management from time to time.
2. The right of the men during the dinner hour to discuss matters among themselves in the quarry.
3. The reinstatement of certain victimised leaders.
4. The establishment of a minimum wage.
5. The punishment of unjustifiable conduct on the part of the foremen and officials towards the men.
6. The introduction, experimentally, of a system of co-operative piece-work in place of work hitherto done under contract.
7. The humanising of the harsh rules of discipline, and the reduction of the punishments for breaches of them.
8. The reintroduction of the annual holiday on May 1st.
9. More democratic control of the Quarry Sick Club.

[W. J. Parry, one of the leaders of the NWQU, writing in his book, *The Penrhyn Lock-out, Statement and Appeal* (1901)]

## SOURCE B4

### THE LIBERTY AND PROPERTY DEFENCE LEAGUE

7, Victoria Street,  
Westminster

We, the undersigned, believing in the free conduct of trading concerns, and in the independence of employers and employed alike against the interference of Government and control by organised trade unions of workmen, would respectfully express to you our deep sense of the courage and consistency you have shown in the maintenance of these sound principles in the conduct of your business at the Bethesda Slate Quarries.

(Signed) Lord Wimborne  
Earl Fortescue  
Lord Aldenham  
Sir William Lewis  
Sir George Livesey  
Sir Frederick Bramwell  
The Hon. Percy Wyndham  
J. Buckingham Pope  
Sir Benjamin Browne (and others)

[From a letter sent to Lord Penrhyn by members of the Liberty and Property Defence League (21<sup>st</sup> May 1903). This organisation was an anti-socialist group, supported by the 'industrial barons.']

## SOURCE B5

Dear Lord Wimborne,

I have received your letter of the 21<sup>st</sup> May addressed to Lord Penrhyn. Without hesitation, I say the large employers of England owe Lord Penrhyn a debt of gratitude for the stand he has made against the striking quarrymen's union. For their own and their children's future welfare I wish the working men of the United Kingdom would think and act more for themselves and ignore the agitators and some of our M.P.s who try to rouse up ill feeling and strife on the part of working men towards their employers.

[Part of a letter from the manager of the Dinorwic quarry to the Chairman of the Liberty and Property Defence League (22<sup>nd</sup> May 1903) *[This is a reply to the letter featured in Source B4]*

## SOURCE B6

D.R. Daniel (*the union organiser*) urged the men not to talk to the blacklegs. To be sure of identification and so that maximum pressure could be brought to bear, cards were issued to all strikers' homes bearing the slogan *Nid oes bradwr yn y tŷ hwn* ('There is no traitor in this house'). Most of the cards were to hang in Bethesda windows for over two years. To make identification even easier, the radical Welsh papers *Y Werin* and *Yr Eco Cymraeg* published lists of blacklegs with their addresses. Traitors were not often called blacklegs, the common name for them was *cynffonnau*, which means 'tails'.

[R. Merfyn Jones, a historian and specialist on North Wales quarrying, writing in *The North Wales Quarrymen 1874-1922* (1982)]

## SOURCE B7

The humble petition of the workmen now employed at the Penrhyn Slate Quarries, Bethesda showing:

That we have been working at the Penrhyn Slate Quarries since the eleventh day of June last, and that since that date a large force of police has been brought into the neighbourhood for our protection.

That the protection is not sufficient, because we are molested and intimidated by the men who are still on strike, and their supporters.

That we and members of our families are not allowed to walk the streets to the shops without being followed and molested.

That there are many instances where we or members of our families, women and children, have been molested in the public streets and forced by large and disorderly crowds to return to our homes escorted by the crowd, hooting and shouting, and using violence toward us.

That assaults have been committed in the public streets, stones thrown through our windows and at our houses, both in the day-time and at night.

That on several Saturday nights now, large crowds have been congregating in the village of Bethesda for the purpose of watching and molesting us and our wives and children when visiting the shops.

That actual violence has been committed upon these occasions, and the houses and shops, where we happened to be, have been surrounded and watched by these crowds for several hours.

That these crowds are most threatening and disorderly, and are beyond the control of the force of police now stationed here.

That the police are obstructed and resisted in the execution of their duty, and they are unable to prevent the crowds from molesting us and assaulting us.

[The non-striking workers of Penrhyn Quarry sent this letter along with a petition to the Home Secretary complaining of the behaviour of the striking quarrymen (July 1901)]

## SOURCE B8

## PUNT Y GYNFFON.

Mesur, "Y



Mochyn Du."

Glywsoch chwi'r ystori anfwyn—  
Stori'r brád, a stori'r cynllwyn?  
Gwaeth na Brad y Cylllil Hirion  
Yw ystori Punt y Gynffon.

*Cydgan,*

O! mor drwm yr ydym ni,  
O! mor drwm yr ydym ni;  
Y mae arnom alar calon,  
Punt y Gynffon,—ach á hi!

Ofer siarad am bersonau,  
Baich y testyn yw cynffonau  
Os am helynt—"teulu'r gynffon"  
Holweh urdd y "crysau gwynion."  
*Cydgan,—O! mor drwm, &c.*

Rhaid cael corph i ysgwyd cynffon,  
Pwy yw hwnw'r—corpws gwirion?  
Rhyfedd iawn 'does ond cynffonau  
Oll yn chware ar y bonciau!  
*Cydgan,—O! mor drwm, &c.*

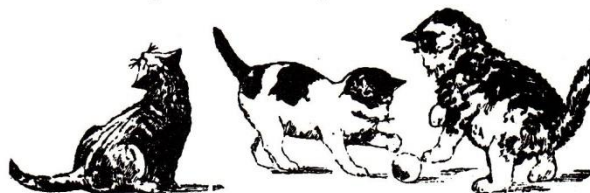
O! mor werthfawr yw *cymeriad!*  
'Does á'i pryn holl aur y cread;  
Dei'll yr hollfyd brynu *dynion*—  
Fe eill *sofren* brynu cynffon!  
*Cydgan,—O! mor drwm, &c.*

Bydd yn ffyddlon, O Chwarelwr!  
Actia'r *dyn* gerbron uchelwr  
Nis gall oesoedd tragwyddoldeb  
Ddattod dyn o'i *gyfrifoldeb*.  
*Cydgan,—O! mor drwm, &c.*

Weithwyr! Cariwch bawb eich croesau,  
Chwi gewch fendith mil o oesau;  
'Welir "cynffon" ar fynyddoedd  
Yn holhti creigiau'r mil blynnyddoedd?

*Cydgan,—*

O! mor hardd fydd eu gwedd!  
O! mor hardd fydd eu gwedd!  
*Dynion cryfion*—bawb yn ffyddlon,  
A phob "CYNFFON" yn ei fedd!!



"OLL YN CHWAREU' AR Y PONCIAU."

[This song sheet was handed out by the striking quarrymen during the strike. It mocks the men that returned to work and breaking the strike]

\*See appendix at the end for an English translation.

## SOURCES WHICH CHALLENGE THE INTERPRETATION

### SOURCE B9



[The official badge of the North Wales Quarrymen's Union which was formed in 1874. From the start the owners and managers of the quarries tried to destroy the Union]

### SOURCE B10

Lord Penrhyn was as stubborn as a mule. He said that he expected all his workers to be loyal and obedient to him. He refused to budge an inch. Quarry officials, helped by clergymen, tried to persuade the quarrymen to return to work. On 11th June 1901, Lord Penrhyn rode on horseback to the quarry and gave each worker a gold sovereign. Those who were still on strike called it *Punt y Gynffon* ('The Traitor's Pound').

[Geraint H. Jenkins, an historian, writing in a general history of Wales, *Wales: Yesterday and Today* (1990)]

## SOURCE B11

There were many reasons why the quarrymen should see advantages in combining together in some sort of organisation to negotiate wages and conditions of work. The owners, particularly people like Lord Penrhyn, did not want the men united. The skilled quarrymen, with their interest in the language and culture around them were wholly Welsh. Owners like the Penrhyn family had much in common with the English aristocracy – in education, lifestyle and language. The quarrymen supported the Liberal party; the owners supported the Tory party. The quarrymen, like most of the workers in Wales, attended chapels. The important quarry owners... supported the Church of England. All these differences were at the centre of political struggles in Wales especially in the last thirty years of the 19th century. But, at the bottom of everything, there was one fact which could not be disputed. Lord Penrhyn was one of the wealthiest men in Wales.

[Gareth Elwyn Jones, an historian writing in a GCSE history text book, *People, Protest and Politics: Case Studies in Twentieth Century Wales* (1987)]

## SOURCE B12



[Penrhyn Castle, the home of Lord Penrhyn, built between 1820-40 at an estimated cost of £150,000 (the equivalent of £49.5 million in today's money).]

### SOURCE B13

We must not lower our banner now. It must be a fight to the death with this tyrant. He will stop at anything to gain his end. He gave each of the men who returned to work a golden sovereign. Who but Lord Penrhyn would have done this? His friends say that he is a good sportsman, but evidently he can strike below the belt.

[W. J. Parry the NWQU leader quoted in the Welsh language newspaper, *Y Clorian* in March 1903. Lord Penrhyn was so angry when he read this he took Parry to court and won £500 in damages and £1,985 in legal costs]

### SOURCE B14

## PENRHYN QUARRY. **NOTICE.**

Inasmuch as a number of the Penrhyn Quarry Employees has during the last fortnight actively participated in certain acts of violence and intimidation against some of their fellow-workmen and officials, and to-day nearly all the Employees have left their work without leave, Notice is hereby given that such Employees are suspended for 14 days.

**E. A. YOUNG**

PORT PENRHYN,  
Bangor, November 6th, 1900.

[A notice issued by E. A. Young, the manager of the Penrhyn quarry (6<sup>th</sup> November 1900). After the 14 day suspension Young refused to allow 800 men to return to work because of their membership of the Union]

## SOURCE B15



[A photograph of members of the Penrhyn Strike Committee which led the quarrymen in their dispute (1901)]

## SOURCE B16

According to information I have received from the Police, the non-striking workmen themselves, by their conduct, are responsible for causing disturbances. I should like to point out that nearly all the more serious disturbances are caused by the appearance in the streets of Bethesda of these workmen or their families at times when large numbers of striking quarrymen are about.

[A letter by the Chief Constable of Caernarfonshire, A. A. Ruck to Lord Penrhyn asking that non-striking workmen and their families keep away from certain places (21<sup>st</sup> December 1901)]

## **Appendix**

### **THE TRAITOR'S POUND**

Heard you then the dreadful story  
Dire treason and conspiracy  
Worse far worse than any other  
Is the effect of blackleg brother.

**Chorus** - As we watch with heavy heart  
As we watch with heavy heart  
For a single golden sovereign  
Blacklegs sell themselves at mart

Useless mentioning any people  
It's the blacklegs cause the trouble  
If you want to know the story,  
Ask around, - details are gory.

#### **Chorus**

Where's the dog who wags these tails  
Behind his castle wall he quails,  
Only turntails late and early  
Can be seen about the gallery.

#### **Chorus**

O how valuable is one's character  
Without price, above all other,  
Men to bribe the world darent' design.  
Blacklegs fall for just sovereign.

#### **Chorus**

Be you true, o my brothers,  
Act the man before your masters,  
Ages long, a whole eternity,  
Won't free your from responsibility

#### **Chorus**

Workers, bear you all your crosses  
You'll be blessed by a thousand ages,  
No more blacklegs on the mountain  
Hewing rock and causing pain

#### **Last chorus**

What a sight there'll be to see  
What a sight there'll be to see  
Big strong men, all true and brave,  
And all traitors in the grave.

## Topic Area 1

### Political, Social and Economic Developments in the Nineteenth Century or the Twentieth Century

#### Task 5: Life in the 1960s

##### **Non-Examination Assessment Task part (a)**

The lives of young people changed greatly in the 1960s.

Select any FOUR sources from your pack.

**How useful and reliable are these sources in showing** how the lives of young people changed in the 1960s?

##### **Non-Examination Assessment Task part (b)**

Some historians argue that the 1960s was really a period of continuity with the past.

**How valid is this interpretation of the 1960s?**

### **NON-EXAMINATION ASSESSMENT TASK Part (a)**

The lives of young people changed greatly in the 1960s.

Select any FOUR sources from your pack

**How useful and reliable are these sources in showing how the lives of young people changed in the 1960s?**

#### **Notes for teachers/candidates about approaching this task**

#### **How can part (a) be tackled?**

Underneath is a suggested structure to approaching part (a) which should be accessible to most candidates following a GCSE History course. It is offered as guidance and should not be seen as a writing frame or the only or best way to tackle this exercise.

- **A brief introduction**  
This needs to have a clear focus on the set question. It needs to briefly set the issue in its historical context. A short paragraph is sufficient here.
- **An evaluation of the selected evidence connected with the issue in the question set.**  
Here candidates can examine developments and issues, while making analysis and evaluation of the evidence selected. Candidates should evaluate four sources only, aiming to link the evidence to its use in the enquiry. **It is recommended that the sources are integrated into supporting a narrative of how the lives of young people changed in the 1960s.** Avoid a robotic trawl through the sources.

#### **When looking at the evidence you should consider points such as:**

What information does the source provide about ...?  
Does the source back up your knowledge about ...?  
Who was the author/maker?  
When was the source written?  
Why was it written?  
Is there any doubt over the author/is she trustworthy?

**It is recommended that the answer to part (a) should be about 1000 words in total.**

## SOURCE A1

Forget the Mods and Rockers. Forget the lunatic fringe of unwashed pill-takers, scruffy beatniks and hairy layabouts. The truth is that they are outnumbered ten to one by the normal decent young people of Britain. They don't take drugs. They don't get drunk. But they do live tremendously exciting lives at a breathless pace that completely baffles their mothers and fathers. Whatever activity they engage in, from dancing until dawn to ten pin bowling, they plunge into it with a tremendous and dynamic zest.

[Arthur Helliwell, a journalist writing in the *Sunday People* newspaper (September 1966)]

## SOURCE A2



[Posters for 1960s pop concerts which were popular with young people]

### SOURCE A3

#### CALL THEM SPENDAGERS!

There are some five and a half million teenagers in Britain, spending an annual total of £1000 million and buying over 50 million records a year. Overall spending by teenagers has increased by more than twelve times in the last eight years.

[From a report in the *Daily Mirror* newspaper, published in October 1963]

### SOURCE A4

This is the time for a breakthrough to an exciting and wonderful period in our history in which all can and must take part. Our young men and women, especially, have in their hands the power to change the world. We want the youth of Britain to storm the new frontiers of knowledge, to bring back to Britain that surging and adventurous self-confidence and sturdy self-respect.

[Part of an election speech made by Labour Party leader Harold Wilson in Birmingham Town Hall in January 1964. Labour won the General Election a few months later]

### SOURCE A5

Carnaby Street is crowded with slender young men in black tight trousers that fit on the hips like ski pants, their tulip-like girlfriends on their arms, peering into the garishly lit windows at the burgundy coloured suede jackets with slanted, pleated pockets – very hot stuff with the Mods right now.

[John Crosby, a journalist, writing in an article in the *Weekend Telegraph* newspaper (April 1965)]

**SOURCE A6**



[The front cover of an edition of *Time*, an American magazine that was entirely devoted to “Swinging London” (April 15<sup>th</sup> 1966)]

**SOURCE A7**

Mum and Dad,

I know that you don't agree with the way the kids today look and act but we feel so liberated. I've settled into a squat in a groovy area of London and there are no rules. You get up when you want, eat what you want, smoke what you want and if nobody gets hurt I can't see what the problem is. Let's face it: your generation were materialistic, but my generation has seen through all that.

[Part of a teenager's letter home to her parents (1967)]

**SOURCE A8**

Percentage of British 17-30 year olds in Higher Education

|      |     |
|------|-----|
| 1960 | 5%  |
| 1962 | 6%  |
| 1964 | 7%  |
| 1966 | 10% |
| 1968 | 11% |
| 1970 | 14% |

[From official government statistics published in 1972]

## **NON-EXAMINATION ASSESSMENT TASK part (b)**

Some historians argue that the 1960s was really a period of continuity with the past.

**How valid is this interpretation of the 1960s?**

### **Notes for teachers/candidates about approaching this task**

Underneath is a suggested structure which should be accessible to most candidates following a GCSE History course. It is offered as guidance and should not be seen as a writing frame or the only or best way to tackle this exercise.

- **An introduction**  
This needs to have a clear focus on the set question and also needs to show an awareness of what an interpretation actually is. It needs a clear reference to the different interpretations of the issue / topic.  
There is a need to briefly set the issue in its historical context.  
***There is NO NEED to evaluate any sources or evidence in this part of the assignment.***
- **A discussion/explanation of the first interpretation**  
There should be a clear statement of this interpretation.  
There should be a clear attempt to explain how people who support this interpretation have arrived at their views.  
There should be discussion of evidence which can be used to support this interpretation. Both content and attribution need to be addressed.
- **A discussion/explanation of the second interpretation**  
There should be a clear statement of this interpretation.  
There should be a clear attempt to explain how people who support this interpretation have arrived at their views.  
There should be discussion of evidence which can be used to support this interpretation. Both content and attribution need to be addressed.

- **Summary**

There should be a final answer to the set question.

There should be a judgement reached as to which set of evidence is considered to have most validity in addressing the interpretation.

**It is recommended that the answer to part (b) should be about 1500 words in total.**

**It is also recommended that candidates use three sources from each section to explain how and why each interpretation has been arrived at.**

## SOURCES WHICH SUPPORT THE INTERPRETATION

### SOURCE B1

Many of the most notable developments in British life in the 1960s, from the expansion of the suburbs to changing role of women, built on the previous decades. There had been controversies about birth control, discussions of teenage affluence and arguments about American pop music in the 1920s and 1930s. Even the so-called revolution in sexual attitudes of the 1960s reflected trends that had been long under way.

[Dominic Sandbrook, an historian specialising in the history of the 1960s, writing in his book, *Never Had It So Good: A History of Britain from Suez to the Beatles* (2005)]

### SOURCE B2

The pop charts of the 1960s show some musical change but also a lot of continuity. For example, the Top 20 for the last week in June 1962 contained songs by 3 groups and 17 solo artists (including two entries each by Elvis Presley and Cliff Richard). 16 of the songs were what could be termed “ballads”. The chart just over three years later contained releases by 7 groups and 13 solo artists (including Elvis Presley, Cliff Richard and two from comedian Ken Dodd). Fifteen of the songs were ballads. Early July 1968’s Top 20 saw 8 groups and 12 soloists (including Elvis Presley and comedian Des O’Connor, but almost uniquely for the 1960s, missing Cliff Richard!)

[An internet analysis of 1960s pop music based on pop charts compiled by the NME (*New Musical Express*) magazine]

### SOURCE B3

Very little seems to happen here. The only angry noises which have so far emerged from Ludlow in the sixties arose from a suggestion that the cobblestones might be covered in tarmac. There is this feeling that nothing ever changes here. There are people who seem not only to be living in the past but who are fairly wallowing in it.

[Geoffrey Moorhouse, a journalist and historian, writing in his book, *Britain in the Sixties: The Other England* (1964)]

### SOURCE B4



[An advert for a food mixer published in an American women's magazine in the 1960s]

### SOURCE B5

There they sit or sprawl, among the garbage of a weekend's picnicking, listening to a continuous blast of amplified pop. But are the flower children layabouts and drug-taking louts? I have to admit that I could not find any who were not in jobs or at university. Some admitted to having smoked marijuana or taken LSD but very few said they used them now. Hardly any drank alcohol or smoked cigarettes. Many are kindly, earnest and intelligent just like their parents.

[From a newspaper article written by a journalist after meeting some hippies at a pop concert and published in the *Daily Telegraph* newspaper (September 1966)]

### SOURCE B6

Along with the Kinks, the Beatles seem at their happiest when celebrating the past. Even Sergeant Pepper himself, we are told, began to play "twenty years ago today". Much of *Sergeant Pepper's Lonely Hearts Club Band* evokes fading memories of circuses, music halls and terraced streets.

[George Melly, a famous jazz musician, artist and social commentator, writing in his book, *Revolt into Style* (1969)]

### SOURCE B7

Shouldn't one talk of the Cautious Sixties rather than the Swinging Sixties? You get the very strong impression that that if the 1960s meant anything to people it was because it got them a better chance to live a not-too-poor, not-too-insecure life. Despite the way the 1960s has been portrayed, this has not become a wildly changed country. People are not that keen on being disturbed.

[From an article published in the *New Society* magazine in November 1969. It is referring to a detailed survey of over 1000 adults. The survey was carried out to test people's attitudes to the changes of the 1960s.]

**SOURCE B8**



[Album covers for the film musicals *South Pacific* and *The Sound of Music*. During the 60s, *South Pacific* was number one in the album chart for 43 weeks while *The Sound of Music* was number one for 69 weeks]

## SOURCES WHICH CHALLENGE THE INTERPRETATION

### SOURCE B9

The generation which grew up after the Second World War did not understand the virtues of self-denial and self-control which had shaped the old outlook of previous generations. What erupted in the 1960s was a new outlook of pursuing enjoyment for its own sake.

[Brian Masters, an historian specialising in social history, writing in his book, *The Swinging Sixties* (1985)]

### SOURCE B10

Today's adolescents are taller and heavier than those of previous generations and they mature earlier. A large majority reach puberty well before the age of 15. This has implications for behaviour, including sexual behaviour.

[From an official report by the Ministry of Education called *The Youth Service in England and Wales* (1960)]

### SOURCE B11

I got tickets for the Hammersmith Odeon. They were just a phenomenon on the stage. We had a banner that said 'JOHN' and it had an enormous heart on it – the whole theatre was full of banners. Everyone was on their feet and the screaming began, I screamed my head off. It was impossible to hear them.

[From an interview with a woman who remembers going to a Beatles concert in 1963 when she was 14. The interview took place in 1992]

## SOURCE B12



[A photograph taken for a fashion magazine at Ascot Races in 1965]

## SOURCE B13

Come mothers and fathers throughout the land  
Don't criticise what you can't understand  
Your sons and your daughters are beyond your command  
Your old road is rapidly ageing  
Please get out of the new one if you can't lend a hand  
For the times they are a-changing

[Part of the song lyrics for *The Times They are a-Changing* written by Bob Dylan in 1964. It became an anthem for many young people around the world who wanted social and political reform].

## SOURCE B14



[The cover of the Beatles album *Sergeant Pepper's Lonely Hearts Club Band* (1967)]

This record used methods of production, sound effects and song topics that were all revolutionary for the time. Since the 1960s it has become one of the biggest selling albums of all time.

[From an entry in *Wikipedia* (2012)]

## SOURCE B15

There is increasing evidence that the stability of the traditional British way of life is threatened. Venereal disease is increasing. Termination of pregnancy is increasing. Drug addiction is increasing. Smoking is increasing. Gambling is increasing. All are examples of anti-social behaviour. This tide of immorality and insatiable appetite for all that is worthless must be resisted.

[Dr S E Ellison, a London GP, writing in a letter to *The Times* newspaper in October 1969. Ellison went on to be a founder member of The Responsible Society, a group working to resist many of the changes of the 60s].

## SOURCE B16

During Harold Wilson's Labour government of 1964 to 1970 there were many significant changes. Unemployment and inflation remained low, while economic growth was quite good. Living standards generally improved, while spending on health, education, research, transport, social security and housing went up by an annual average of more than 6 per cent. Compared with the 1970s and 1980s the figures are pretty impressive. The mid-sixties are justifiably seen as the golden age of the Welfare State. When Wilson left office in 1970, homosexuality was no longer a criminal offence, unhappy marriages could easily be dissolved, effective contraception was widely available, women could legally end unwanted pregnancies, racial discrimination was illegal and the state could no longer execute criminals.

[Dominic Sandbrook, an historian specialising in the history of the 1960s, writing in his book, *White Heat: A History of Britain in the Swinging Sixties* (2006)]

## Topic area 1

### Political, Social and Economic Developments in the Nineteenth Century or the Twentieth Century

#### Task 6: Welsh Chartism

##### **Non-Examination Assessment Task part (a)**

There were many examples of protest in Wales and England in the nineteenth century. One of these was the Chartist Movement.

Select any FOUR sources from your pack.

**How useful and reliable are these sources in showing why support for Chartism grew in Welsh communities during the 1830s and the 1840s?**

##### **Non-Examination Assessment Task part (b)**

Some historians argue that the Welsh Chartists were planning a revolution to overthrow the British Government in 1839.

**How valid is this interpretation of Chartism in Wales?**

### **NON-EXAMINATION ASSESSMENT TASK Part (a)**

There were many examples of protest in Wales and England in the nineteenth century. One of these was the Chartist Movement.

Select any FOUR sources from your pack

**How useful and reliable are these sources in showing why support for Chartism grew in Welsh communities during the 1830s and the 1840s?**

#### **Notes for teachers/candidates about approaching this task**

##### **How can part (a) be tackled?**

Underneath is a suggested structure to approaching part (a) which should be accessible to most candidates following a GCSE History course. It is offered as guidance and should not be seen as a writing frame or the only or best way to tackle this exercise.

- **A brief introduction**  
This needs to have a clear focus on the set question. It needs to briefly set the issue in its historical context. A short paragraph is sufficient here.
- **An evaluation of the selected evidence connected with the issue in the question set.**  
Here candidates can examine developments and issues, while making analysis and evaluation of the evidence selected. Candidates should evaluate four sources only, aiming to link the evidence to its use in the enquiry. **Try to integrate the sources into a narrative of the events of Chartism in Wales.** Avoid a robotic trawl through the sources.

##### **When looking at the evidence you should consider points such as:**

What information does the source provide about ...?  
Does the source back up your knowledge about ...?  
Who was the author/maker?  
When was the source written?  
Why was it written?  
Is there any doubt over the author/is she trustworthy?

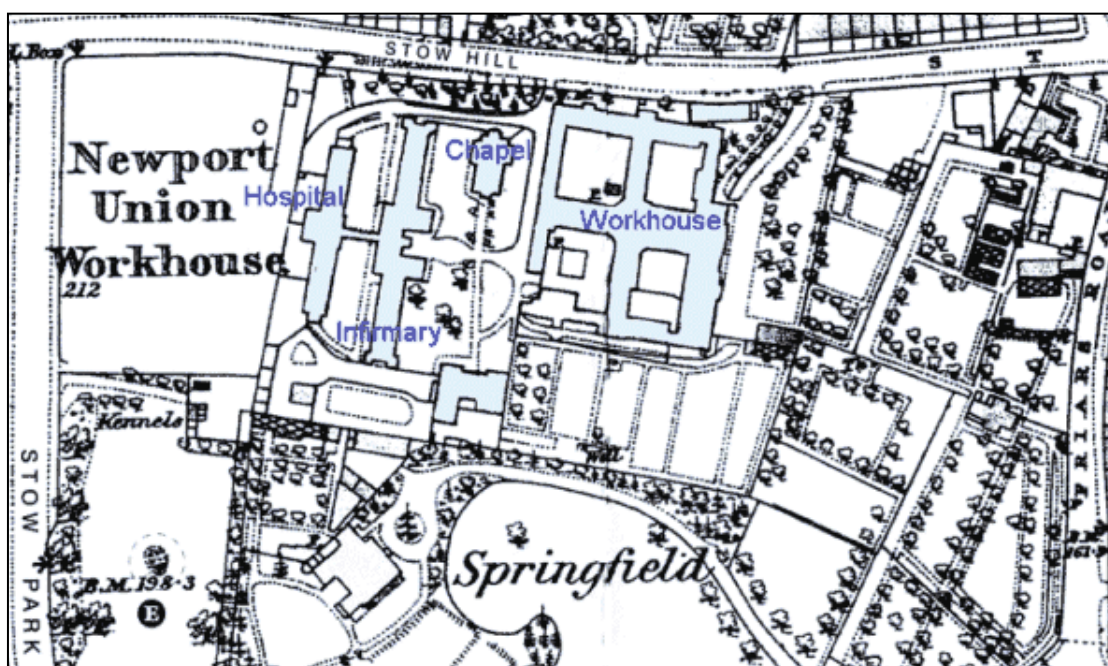
**It is recommended that the answer to part (a) should be about 1000 words in total.**

## SOURCE A1

Chartism means meat and drink and clothing, good hours, and good beds, and good substantial furniture for every man, woman and child who will do a fair day's work. Chartism means a complete mastery, by all the people over all the laws and institutions in the country; and with that mastery the power of providing suitable employment for all, as well as of securing to all the full proceeds of their employment.

[Bronterre O'Brien, a leading Chartist, writing in a pamphlet distributed in South Wales (1839)]

## SOURCE A2



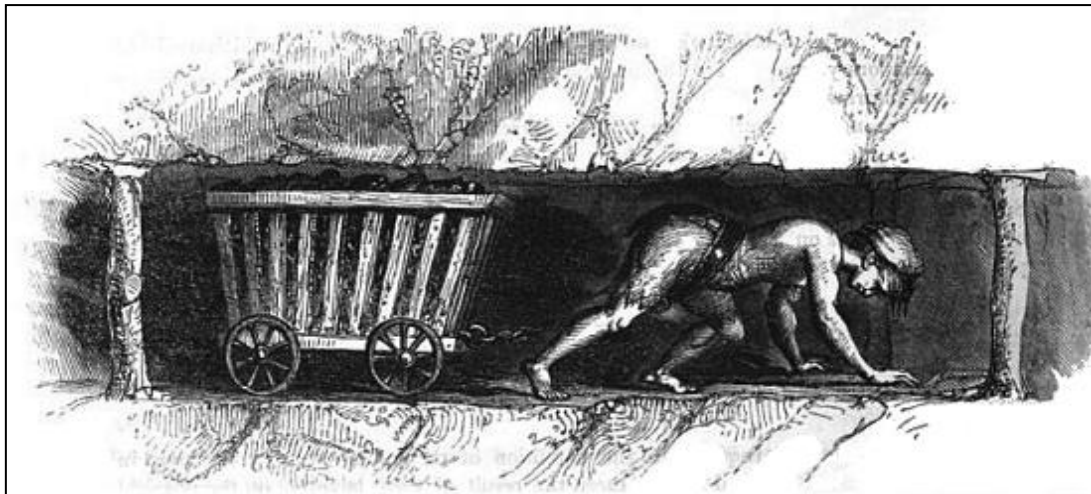
[A map showing the location of the Newport Union Workhouse, which was built near Stow Hill between 1837 and 1838 (1887)]

**SOURCE A3**



[An illustration based on primary evidence showing living conditions in Merthyr Tydfil during the 1830s and the 1840s]

## SOURCE A4



[An artist's impression of work underground, taken from *the Children's Employment Commission (Mines) report* (1842)]

## SOURCE A5

... there is something more in hand with the people at the present time than mere questions of a rise or fall in wages. They feel the degradation (humiliation) of being bound by laws, oppressive and tyrannical in their nature, made by persons who know nothing of their condition and their wants. They have felt there is no security for their rights – no respect for their feelings – no hope of any amelioration (improvement) from a Parliament elected by you – the middle classes. They have been robbed of the fruits of their labour, and their poverty and misery laughed at by worthless and wicked men. They have been slaves, and from all appearances they are determined to be so not much longer.

[An article written in *The Western Vindicator* (4 May 1839)]

**SOURCE A6****National Charter Association members in selected manufacturing centres in England and Wales in 1842**

| <b>TOWN</b>             | <b>POPULATION (1841)</b> | <b>NCA MEMBERS (1842)</b> |
|-------------------------|--------------------------|---------------------------|
| <b>Merthyr *</b>        | 34,977                   | 1,100                     |
| <b>Newport (Mon.) *</b> | 13,766                   | 400                       |
| Bilston                 | 20,181                   | 1,000                     |
| Oldham                  | 42,595                   | 700 - 900                 |
| Halifax                 | 28,000                   | 450                       |
| Northampton             | 21,000                   | 600                       |
| Loughborough            | 10,170                   | 800                       |
| Trowbridge              | 11,050                   | 500                       |
| <b>Aberdare *</b>       | 6,471                    | 440                       |
| Keighley                | 13,413                   | 20                        |

[A table showing support for Chartism in some English and Welsh communities in 1842. **Welsh towns have been tagged with \***]

## SOURCE A7

Evil in every shape is rampant in this district; demoralisation is everywhere dominant, and all good influences are comparatively powerless; they drink to the most brutal excess ... They have little regard to modesty, or to truth ... The bodies and habits of the people are almost as dirty as the towns and houses of the swarthy region in which they swarm. The whole district, with the exception of Newport, teems with grime ... The people are savage in their manner, and mimic the repulsive rudeness of those in authority over them. The whole district and population partake of the iron character of its produce; everything centres in and ministers to the idolatry of profit ... There are, of course, even in this black domain, some individual exceptions, but the general picture can only be drawn with truth in the colours I am constrained to use. The masters are looked upon as the natural enemies of the men ... both classes imagine that they are necessarily antagonistic (hostile). The spirit, which engendered (created) and fed the onslaught on Newport, is by no means defunct (dead).

[An extract from *the Report of the Education Commissioners*, written by a government inspector, Hugh Seymour Tremenheere on conditions in South Wales (1846)]

## SOURCE A8



[A photograph of the cholera graveyard at Cefn Gollau, Tredegar. It contains the bodies of approximately 235 victims of the 1832-3 and 1849 cholera epidemics]

## **NON-EXAMINATION ASSESSMENT TASK part (b)**

Some historians argue that the Welsh Chartists were planning a revolution to overthrow the British Government in 1839.

### **How valid is this interpretation of Chartism in Wales?**

#### **Notes for teachers/candidates about approaching this task**

Underneath is a suggested structure to approaching part (b) which should be accessible to most candidates following a GCSE History course. It is offered as guidance and should not be seen as a writing frame or the only or best way to tackle this exercise.

- **An introduction**

This needs to have a clear focus on the set question and also needs to show an awareness of what an interpretation actually is. It needs a clear reference to the different interpretations of the issue / topic.

There is a need to briefly set the issue in its historical context.

***There is NO NEED to evaluate any sources or evidence in this part of the assignment.***

- **A discussion / explanation of the first interpretation**

There should be a clear statement of this interpretation.

There should be a clear attempt to explain how people who support this interpretation have arrived at their views.

There should be discussion of evidence which can be used to support this interpretation. Both content and attribution need to be addressed

- **A discussion / explanation of the second interpretation**

There should be a clear statement of this interpretation.

There should be a clear attempt to explain how people who support this interpretation have arrived at their views.

There should be discussion of evidence which can be used to support this interpretation. Both content and attribution need to be addressed

- **Summary**

There should be a final answer to the set question.

There should be a judgement reached as to which set of evidence is considered to have most validity in addressing the interpretation.

**It is recommended that the answer to part (b) should be about 1500 words in total.**

**It is also recommended that candidates use three sources from each section to explain how and why each interpretation has been arrived at.**

## SOURCES WHICH SUPPORT THE INTERPRETATION

### SOURCE B1

... as the autumn of 1839 turned to winter, local initiatives (plans) for direct action came to the fore. Plans for a concerted (concentrated) strike gave way to plans for a concerted rising. How far such plans got is uncertain. Rumours were rife in the West Riding (of Yorkshire) in the late autumn, but only in South Wales did anything happen. Here, on the night of 3/4 November, some 7,000 colliers and iron-workers led by John Frost, Zephaniah Williams and William Jones, marched on Newport at the beginning of what was to have been a concerted rising in the Valleys to capture key towns and establish a republic.

[Edward Royle, an academic historian and university lecturer, writing in a specialist book, *Chartism* (1986)]

### SOURCE B2

What they were really concerned about ... was the fact that they were being kept out of political power ... they wanted to improve their conditions, but the only way they could see of doing that was eventually to take over the State ... All the Chartists ... were potentially revolutionary; they all believed, in the final analysis, if a government was obstructive, they had the right to rebel, going back to Tom Paine and *the Rights of Man* ... if Newport had been taken ... there was the potential for a 'rolling revolution'. I know from my research that there were Chartists in the West Riding and the West Country who knew it was going to happen ... and who were prepared to join in. ... This was the one time in the nineteenth century when a revolution was possible, and the Newport Rising was, potentially, the beginning of that national revolution.

[Taken from an interview with the historian David J.V. Jones for the BBC *Timewatch* programme (1984)]

### SOURCE B3

*Dear Parents,  
I hope this will find you well, as I am myself at present. I shall this night be engaged in a struggle for freedom, and should it please God to spare my life, I shall see you soon; but if not, grieve not for me, I shall fall in a noble cause. My tools are at Mr. Cecil's, and likewise my clothes.*

*Yours truly,*

*George Shell*

[A letter from a young Chartist, George Shell of Pontypool, sent to his parents living in Bristol on the eve of the Rising (1839)]

### SOURCE B4

We have called that by the name of a riot which should have been styled 'an insurrection'; for a riot is ... some sudden outbreak of popular fury ... this is no momentary outbreak, but a long-planned insurrection, deeply organised, managed and with a secrecy truly astonishing, and which has been defeated only by ... Providence (fate).

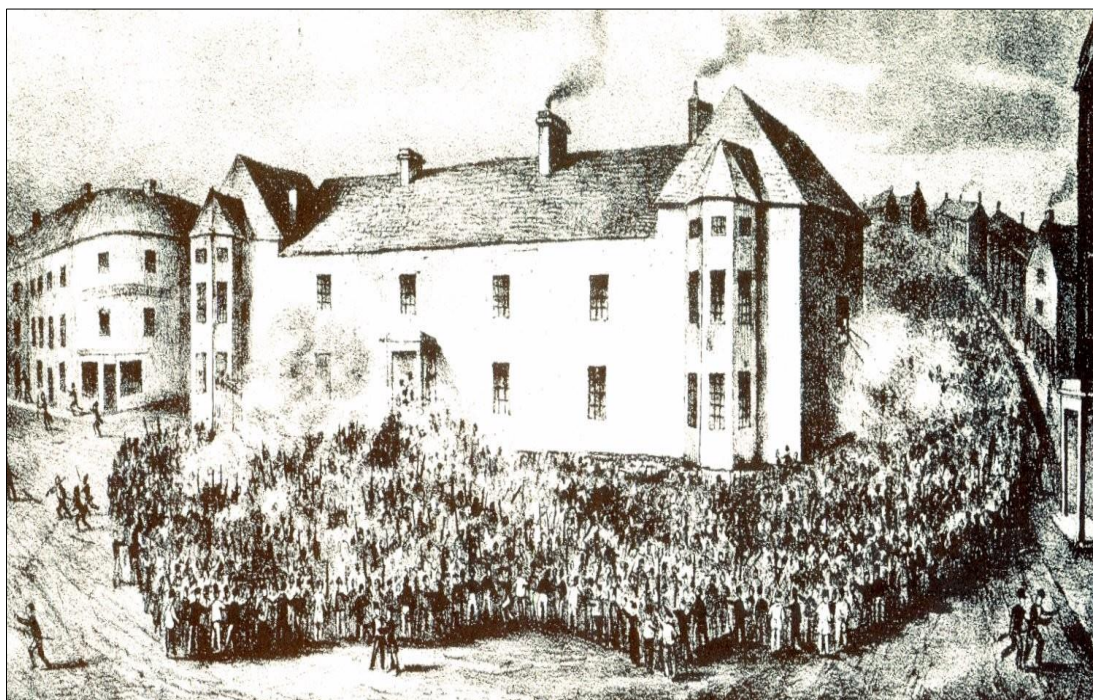
[An editorial published in the London newspaper, *The Times*  
(11 November 1839)]

### SOURCE B5

(John) Frost, who was the chairman, said 'I have called you together to ask will you rise at my bidding, for it must be done?' Well, upon that, one of the delegates, an old soldier named David Davies, of Abersychan ... got up and said, 'I will tell you Mr Frost, the conditions upon which we will rise, and there is no other condition ... The Abersychan Lodge is 1,600 strong; 1,200 of them are soldiers; the remaining 400 have never handled arms, but we can turn them into fighting men ... I know what the English army is, and I know how to fight them ...'. Every delegate gave a similar reply.

[Used as a source by David Egan, an historian and lecturer, when writing a GCSE history textbook, *People, Protest and Politics* (1987)]

## SOURCE B6



[An artist's impression of 'The attack of the Chartists on the Westgate Inn' (1839)]

## SOURCE B7

I went up to the road to them and spoke to a few of them on the folly (foolishness) of their conduct. ... They told me that it was useless for me to talk to them in that way, that they were kept out of their rights, and that they were determined to have the Charter. I then said, supposing that as you say your rights are withheld from you, this surely is not the way to obtain them. One of them, who appeared to be a kind of leader said in reply, it was by such means that the people obtained their rights in America and France.

[From an account by John Lewis, a tin-plate manufacturer of Ty-du (now known as Rogerstone) near Newport, found in the Treasury Solicitors' Papers at the National Archives in London (2 December 1839)]

## SOURCE B8

The plan was ... they should march on Newport, which they were to reach at about two in the morning, at a time when it was expected that there could be no preparation to receive them, when the inhabitants were buried in sleep, entirely disarmed, and even without the suspicion of danger. Arriving at Newport, they were to attack the troops that were there; they were to get possession of the town, to break down the bridge which is erected across the river Usk; Newport, as you are aware, being at the mouth of that river; they were to stop the mail; and this was to be a signal by which the success of the scheme was to be announced; the mail bag from Newport not arriving at Birmingham in an hour and a half, it would be known by those who were in concert with them, as it was said, in that town, that the scheme had succeeded. There was to be a general rising through Lancashire and throughout the kingdom, and Charter law universally and instantly established.

...

Well, then, gentlemen, here there was, according to the evidence that will be laid before you, an armed insurrection, very formidable in numbers, with a public purpose. There was actually a conflict with Queen's troops – not accidental – not on any sudden affray – but with premeditation and design. ... I hear nothing for private revenge; I hear nothing of any private grievance; this was not a meeting for discussion; it was not a meeting arising out of any dispute between masters and servants ... it was not any sudden outbreak from want of employment, or from want of food ... the witnesses who I [shall] call before you speak the truth – that there was this public object, by armed force to change the law and constitution of the country.

[Sir John Campbell, the Attorney-General who was responsible for the Crown Prosecution, speaking at the trial of the Welsh Chartists in Monmouth (January 1840)]

## SOURCES WHICH CHALLENGE THE INTERPRETATION

### SOURCE B9

The riot at Newport was of small proportions; its importance lies in the question whether it was part of a general plan of insurrection (revolution), and as such merits close attention. ... The Chartists elsewhere were, no doubt, threatening to rise, but there is no evidence that the Chartists even intended to 'seize' Newport. The three contingents could so easily have entered the town from three directions, and, if necessary, destroy the bridge to stop the mail, but they were at pains to join forces outside the town at the expense of bringing the Pontypool men considerably out of their way, and they entered the town on the other side. This would confirm the belief that their purpose was a mass demonstration; as a plan to capture the town it is patently absurd. Equally absurd is the theory that their purpose was to liberate (Henry) Vincent. ... The only reasonable explanation of the Newport riot is that it was intended as a mass demonstration.

[David Williams, an academic historian and university lecturer, writing in a specialist book, *Chartist Studies* (1959)]

### SOURCE B10

What their intended plan of operations was cannot with certainty be arrived at from the conflicting evidence given at the examinations and on the trial; but one of their objects appeared to be the release of Vincent and his fellow-prisoners, whose harsh treatment in prison had so excited their indignation (anger) and abhorrence (hatred).

[Robert G. Gammage, a nineteenth-century historian, who relied mainly on newspaper reports to write his book, *The History of the Chartist Movement, 1837-1854* (1854)]

## SOURCE B11

**TO THE**  
***Men & Women***  
**OF**  
**NEWPORT.**

**MY FRIENDS,**  
You have ever found me your consistent and dauntless advocate, I have a right, therefore, to expect you are my Friends.

I am informed upon unquestionable authority that your local rulers are anxious to arrest me to night. **LET THEM TAKE ME.** If their conduct be legal---*well!* If illegal, they shall hereafter rue it. At the worst my detention can but be for a few days---and as Philosophy is every thing, the jails of our tyrants do not appal me.

Efforts are being made to frighten the people by calling our meetings illegal.---I never attended an illegal meeting---and there have been none of an illegal nature held within the precincts of Newport, *save one held lately at Christchurch, where a man named Phillips told the mob to make their horses stand fire, and keep their powder dry!*

I am told your Magistrates are about to swear in persons as Special Constables. They have their reasons for so doing; I believe them to be bad ones, and will with your assistance, turn the mischief they may contemplate into an engine for their own legal destruction.

Meet me to night at Pentonville, where I shall do myself the honour of addressing you.

Keep the Peace I charge you!---The slightest indications of tumult on our part would afford our enemies a pretext for letting loose their Bloodhounds on us.

**Keep the Peace**  
and laugh your enemies to scorn!  
*Your devoted Friend,*  
**HENRY VINCENT.**

APRIL 25th, 1839.

John Partridge, Printer, Newport

[A poster made by Henry Vincent calling on Chartists in Newport to demonstrate peacefully (25 April 1839)]

## SOURCE B12

I am entirely innocent of that which I stand charged. I never entertained any notion of the kind imputed (assigned) to me. As relates to what was said by the witnesses examined, I assure you it is extremely false – at least, the greater part of it. I never entertained the least design of revolting against the Queen, so help me God.

[From evidence given by Zephaniah Williams to Crown prosecutors (16 November 1839)]

### SOURCE B13

A definite and accurate statement of the total number of the armed Chartist rioters would be of great interest, were it obtainable. The *Times* stated the figure at 8,000, *The Morning Chronicle* at 1,000, another account gives 20,000. It is very probable that the actual figure is much smaller than any of these. Fear and darkness cause such statistics to multiply furiously. The facts are that forty Chartists were taken prisoners, and that a smaller number, say twenty, were killed. (Only ten bodies were forthcoming when the inquest was held.) We may assume that others, perhaps fifty, were wounded some of these would probably be included among those captured. In view of the number of special constables and soldiers in Newport on the fatal night, we have a right to assume that an armed insurgent would stand a very good chance of being captured. The fight at the Westgate Hotel lasted at least twenty minutes, or time enough to allow of the assembly of all the upholders of law and order in the town. We must therefore conclude that the total number has been grossly exaggerated by all concerned, and that 200 would be a generous estimate of the number of rioters.

[Julius West, an historian and poet at the time of the First World War, writing in his book, *A history of the Chartist movement* (1920)]

### SOURCE B14

... it is very doubtful whether Frost was the real leader even of this local rising, and more than doubtful whether the Newport affair was part of any widely organised project of revolution. ... Such was the 'Newport Rising' - the nearest thing to an armed revolt that Chartism produced and, because it was the nearest thing, an episode magnified both by contemporaries and by subsequent historians. ... Was there a plan for a national Chartist uprising ... Did the colliers and ironworkers who marched on Newport during the night of November 3, 1839, believe that they were the advance guard of the British Revolution ... why did nothing happen in Lancashire or Yorkshire, where the main strength of the Chartist lay? ... I may yet be proved wrong; but the absence of any evidence makes me feel pretty sure that there was nothing that deserves to be called a plan, and that the 'Newport Rising' was as local in its inspiration, or nearly so, as it appears.

[G.D.H. Cole, a Socialist (Labour) historian, writing at the time of the Second World War in a specialist book, *Chartist Portraits* (1941)]

## SOURCE B15

If 4 November was simply intended as a 'monster demonstration', however, it was unlike any other Chartist demonstration. ... But perhaps it is wrong to see the events of that bitter winter in too rational and logical a way. If the Newport colliers and iron workers saw themselves as embarked on something much more serious than a demonstration ... it does not therefore follow that they were part of a consistent plan for a national revolution. There can be little doubt that many of the strongest Chartist districts were considering projects for some kind of rising ... However, none of the evidence necessarily adds up to the positive existence of a co-ordinated plan. A great deal of mystery must remain surrounding the Newport events.

[Dorothy Thompson, an academic historian and university lecturer, writing in a specialist book, *The Chartists* (1984)]

## SOURCE B16

It is proved that three persons, (William) Jones, Zephaniah Williams, and the prisoner at the bar (John Frost), met at some public house on the Friday evening, and that several other persons were there. But what they met for, what passed there ... whether any plan was there laid ... gentlemen, I ask you whether there is one iota (bit) of proof? ... I deny upon the evidence that ... either the prisoner at the bar or any of the numerous multitude (crowd) which came down upon Newport on the 4<sup>th</sup> November, ever for one moment seriously intended to make any attack whatever upon the soldiers.

[Fitzroy Kelly, a member of the counsel for the defence, speaking to the jury at the trial of the Chartists in Monmouth (January 1840)]

## Topic area 1

### Political, Social and Economic Developments in the Nineteenth Century or the Twentieth Century

#### Task 7:

#### Social and Economic Developments in Twentieth Century America

##### **Non-Examination Assessment Task part (a)**

America in the aftermath of the Second World War has been regarded as an affluent society.

Select any **FOUR** sources from your pack.

How useful and reliable are these sources in showing how living standards greatly improved in the United States during the 1950s and 1960s?

##### **Non-Examination Assessment Task part (b)**

Some historians argue that the New Deal united the American people during the period of the Great Depression in the United States.

**How valid is this interpretation of Roosevelt's attempt to rebuild the American economy during the 1930s?**

## **NON-EXAMINATION ASSESSMENT TASK part (a)**

### **Non-Examination Assessment Task part (a)**

America in the aftermath of the Second World War has been regarded as an affluent society.

Select any FOUR sources from your pack.

**How useful and reliable are these sources in showing** how living standards greatly improved in the United States during the 1950s and 1960s?

### **Notes for teachers/candidates about approaching this task**

#### **How can part (a) be tackled?**

Underneath is a suggested structure to approaching part (a) which should be accessible to most candidates following a GCSE History course. It is offered as guidance and should not be seen as a writing frame or the only or best way to tackle this exercise.

- **A brief introduction**  
This needs to have a clear focus on the set question. It needs to briefly set the issue in its historical context. A short paragraph is sufficient here.
- **An evaluation of the selected evidence connected with the issue in the question set.**  
Here candidates can examine developments and issues, while making analysis and evaluation of the evidence selected. **It is recommended that the sources be integrated into supporting and reflecting on a narrative of life in the aftermath of World War II.** Candidates should evaluate up to four sources only, aiming to link the evidence to its use in the enquiry. Avoid a robotic trawl through the sources.

**When looking at the evidence you should consider points such as:**

What information does the source provide about?

Does the source back up your knowledge about?

Who was the author/maker?

When was the source written?

Why was it written?

Is there any doubt over the author/is she trustworthy?

**It is recommended that the answer to part (a) should be about 1000 words in total.**

## SOURCE A1

**FULL MEAL, 45<sup>¢</sup>**

• Bring the Family to **McDonald's!**

Pure Beef  
**Hamburgers 15<sup>¢</sup>**

Triple Thick  
**Shakes 20<sup>¢</sup>**

Crisp Golden  
**Fries ..... 10<sup>¢</sup>**

**McDonald's**  
1515 W. JEFFERSON  
(between Midland and Larkin)

[An advertisement for a McDonald's fast food restaurant in the United States during the 1950s]

## SOURCE A2

I recently heard an economics expert on the radio saying that the expansion of consumer credit is one of the great economic achievements of the past century. I agree that credit has greatly helped many families to obtain attractive consumer goods but are we being duped by smart entrepreneurs pondering the problem of "How do you get people to buy things that they can't afford with the money in their pocket?" The desire to own an automobile, a freezer, a television set has unsettled the habit of careful saving for many families. Yesterday I saw a bumper sticker that read "I owe, I owe, so off to work I go."

[A letter sent to a Boston newspaper in 1953]

### SOURCE A3



[Part of a magazine advertisement for a well-known shoe manufacturer showing an American family watching TV (1954)]

### SOURCE A4

How can we talk about prosperity to the sick who cannot afford proper medical care? How can we talk about prosperity to the hundreds of thousands who can find no decent place to live at prices they can afford? And how can we talk about prosperity to a sharecropper living on worn-out land, or to city dwellers packed six to a room in a unit tenement with a garbage-strewn alley for their children's playground? To these people, national prosperity is a mockery – to the 11 million families in this nation with incomes of less than \$2,000 a year.

[From a campaign speech given by Adlai Stevenson, a Democrat Senator and losing presidential candidate, in 1952]

**SOURCE A5**



[An advert by the American car manufacturer Chevrolet in the 1950s. Chevrolet claimed that their cars were affordable for all Americans by the 1950s]

**SOURCE A6**

Going to the World's Fair! Seeing so many futuristic amazing things. Seeing how I would look as a blonde in the Clairol exhibit, the carousel of progress, the uni sphere – everything. And, all the international foods – Polynesian fried puffs with a sweet syrup, and the best authentic Belgian waffles covered with whipped cream and strawberries. Yum! One more thing – go-go boots!”

[Marian Giorlando, writing in a New York school year book in 1965 about what she enjoyed most in the last year. ]

**SOURCE A7**

| Date | Cars | Televisions | Refrigerators | Washing machines |
|------|------|-------------|---------------|------------------|
| 1950 | 60%  | 26.4%       | 86.4%         | 71.9%            |
| 1956 | 73%  | 81%         | 96%           | 86.8%            |
| 1960 | 80%  | 89.9%       | 97.4%         | 91.2%            |

[Official government statistics showing the percentage of American families owning consumer goods 1950 – 1960]

**SOURCE A8**



[A photograph of President Lyndon Johnson's visit to Tom Fletcher's home in Kentucky in 1964. Johnson visited Fletcher's home as part of a fact-finding tour of poverty stricken areas of the US. It led to Johnson's Great Society policy and 'unconditional war on poverty in America']

## NON-EXAMINATION ASSESSMENT TASK part (b)

Some historians argue that the New Deal united the American people during the period of the Great Depression in the United States.

**How valid is this interpretation of Roosevelt's attempt to rebuild the American economy during the 1930s?**

### Notes for teachers/candidates about approaching this task

Underneath is a suggested structure which should be accessible to most candidates following a GCSE History course. It is offered as guidance and should not be seen as a writing frame or the only or best way to tackle this exercise.

- **An introduction**

This needs to have a clear focus on the set question and also needs to show an awareness of what an interpretation actually is. It needs a clear reference to the different interpretations of the issue / topic.

There is a need to briefly set the issue in its historical context.

***There is NO NEED to evaluate any sources or evidence in this part of the assignment.***

- **A discussion/explanation of the first interpretation**

There should be a clear statement of this interpretation.

There should be a clear attempt to explain how people who support this interpretation have arrived at their views.

There should be discussion of evidence which can be used to support this interpretation. Both content and attribution need to be addressed.

- **A discussion/explanation of the second interpretation**

There should be a clear statement of this interpretation.

There should be a clear attempt to explain how people who support this interpretation have arrived at their views.

There should be discussion of evidence which can be used to support this interpretation. Both content and attribution need to be addressed

- **Summary**

There should be a final answer to the set question.

There should be a judgement reached as to which set of evidence is considered to have most validity in addressing the interpretation.

**It is recommended that the answer to part (b) should be about 1500 words in total.**

**It is also recommended that candidates use no more than 3 sources from each section (6 in total) to explain how and why each interpretation has been arrived at.**

## SOURCES WHICH SUPPORT THE INTERPRETATION

### SOURCE B1

It could be said that Roosevelt's New Deal helped restore confidence to American companies and citizens. The New Deal identified problems, such as banking irregularities, and tried to address them. Roosevelt's public work schemes also helped to ease the burden of unemployment. Although the actual amount of success of the New Deal can be argued over, Roosevelt's measures had at least held together the economy of the USA and provided relief to the victims of the Depression. Also, while some European nations turned to extreme totalitarian political systems as a response to the Depression, Roosevelt had preserved the democratic tradition of America.

[Taken from a page about the New Deal on the BBC's *Bitesize* website (2014)]

### SOURCE B2

Roosevelt was the first president to master the technique of reaching people directly over the radio. In his fireside chats, he talked like a father discussing public affairs with his family in the living room. As he spoke, he seemed unconscious of the fact that he was addressing millions. "His head would nod and his hands would move in simple, natural, comfortable gestures," Frances Perkins recalled. "His face would smile and light up as though he were actually sitting on the front porch or in the parlour with them." Eleanor Roosevelt later observed that after the President's death people would stop her on the street to say "they missed the way the President used to talk to them. They'd say 'He used to talk to me about my government.' There was a real dialogue between Franklin and the people," she reflected.

[William E. Leuchtenburg, an academic historian and specialist on the life and career of Franklin Delano Roosevelt, writing in his book, *'Franklin D. Roosevelt and the New Deal'* published in 1963]

**SOURCE B3**



[A newspaper cartoon by C. K. Berryman, entitled *'The Spirit of the New Deal'*. It shows Uncle Sam bringing together an employee and an employer in the National Recovery Administration, projecting an atmosphere of co-operation between workers, the government, and businesses (1933)]

**SOURCE B4**

By 1936 a system of unemployment insurance and old age pensions had been instituted; in 1938 a new law established a minimum wage and maximum weekly working hours. Measures were also taken to protect union activities: collective bargaining, the right of labour to its own organisations. ... Roosevelt's action did not solve all the difficulties of the Depression. The economy did not really recover until war had broken out again in Europe in 1939 and the United States joined in the rearmament boom. But his greatest achievement was to raise people's hopes again, to convince them that something was at last being done to help – itself a major turnaround.

[An extract from a book, which accompanied the British television series, *People's Century*, written by Godfrey Hodgson, a journalist and expert on American political affairs since the 1960s (1995)]

**SOURCE B5**

As the first election returns reached his family estate in Hyde Park, New York, on a November night in 1936, Franklin Delano Roosevelt leaned back in his wheelchair, his signature cigarette holder at a cocky angle, blew a smoke ring and cried "Wow!" ... The outpouring of millions of ballots for the Democratic ticket reflected the enormous admiration for what FDR had achieved in less than four years. He had been inaugurated in March 1933 during perilous times—one-third of the workforce jobless, industry all but paralyzed, farmers desperate, most of the banks shut down—and in his first 100 days he had put through a series of measures that lifted the nation's spirits. In 1933 workers and businessmen marched in spectacular parades to demonstrate their support for the National Recovery Administration (NRA), Roosevelt's agency for industrial mobilization, symbolized by its emblem, the blue eagle. Farmers were grateful for government subsidies dispensed by the newly created Agricultural Adjustment Administration (AAA).

[Taken from a specialist article written by the historian, William E. Leuchtenburg for the academic *Smithsonian Magazine* (May 2005)]

## SOURCE B6



[An illustration entitled “*Roosevelt Labor’s Choice*”, taken from an American Jewish left-wing newspaper, *New York Forvertz* (1936). The newspaper had strong links with trade unionism in the 1930s]

## SOURCE B7

The New Deal itself created millions of jobs and sponsored public works projects that reached almost every county in the nation. Federal protection of bank deposits ended the dangerous trend of bank runs. Abuse of the stock market was more clearly defined and monitored to prevent collapses in the future. The Social Security system was modified and expanded to remain one of the most popular government programs for the remainder of the century. For the first time in peacetime history the federal government assumed responsibility for managing the economy. The legacy of social welfare programs for the destitute and underprivileged would ring through the remainder of the 1900s.

[Taken from an American website, [USHistory.org](http://USHistory.org) (2016)]

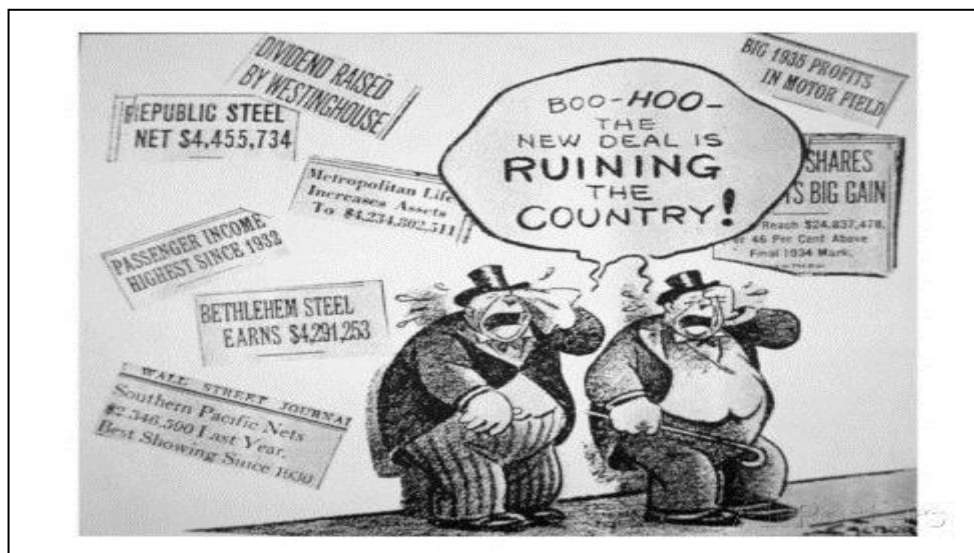
**SOURCE B8**



[A cartoon by Tom McCoy of *the New York Herald* shows Roosevelt as an engineer at the helm of a speeding train, rapidly changing American society with the support of Uncle Sam. (March 1933)]

## SOURCES WHICH CHALLENGE THE INTERPRETATION

### SOURCE B9



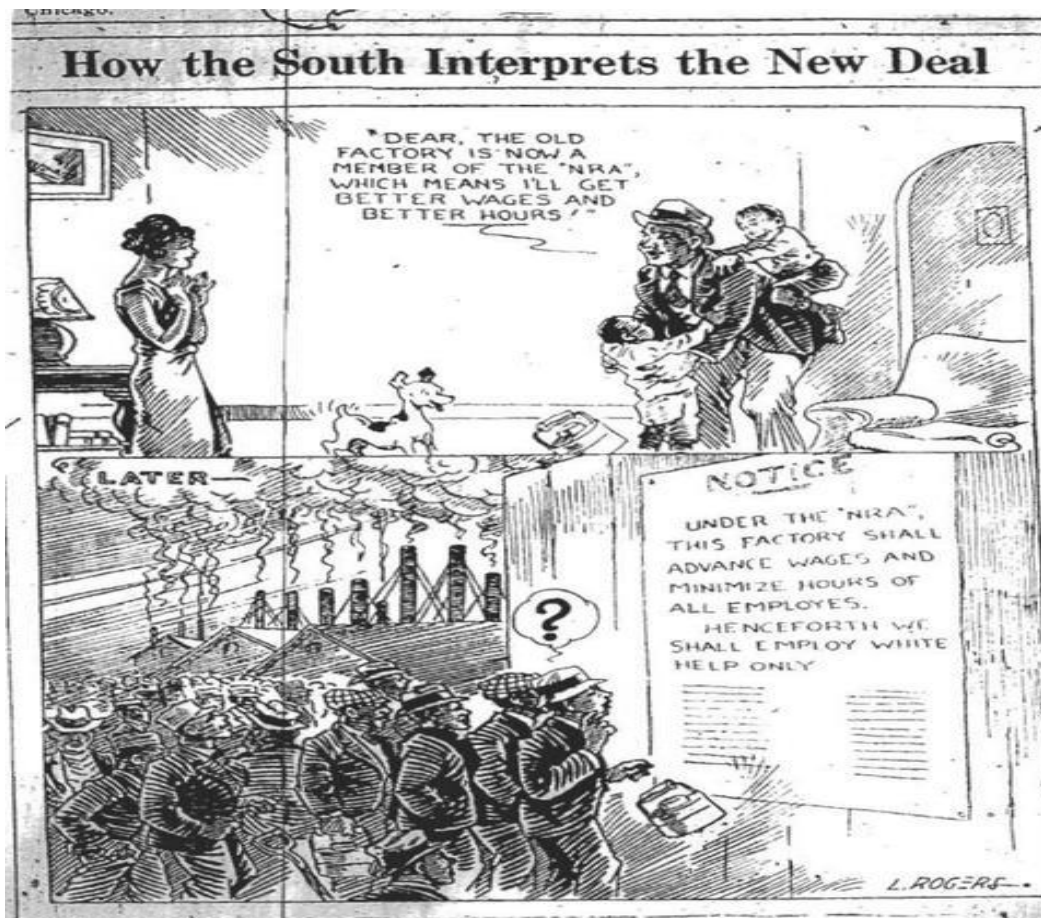
[A political cartoon entitled, 'Boo-hoo, the New Deal is ruining the Country'. It attempts to show that big businesses complained about the New Deal, even though profits rose as a result of Roosevelt's economic policies (1936)]

### SOURCE B10

For all the credit Roosevelt has been given for the success (or otherwise) of the New Deal, there was opposition in America to both what he was doing with regards to his economic policies to combat unemployment and to the beliefs he was perceived to have held. ... The 1936 election result showed that a substantial number of people voted against Roosevelt. In November 1936, Roosevelt got 27 million votes while his Republican opponent, Alf Landon, got 16 million votes. Landon's support represented 37% of the total number of voters. Roosevelt's victory was described as a landslide, which it was in electoral terms as he only lost the states of Vermont and Maine, but 16 million voters clearly were not convinced by the New Deal. This election obviously took place after the "100 Days" of what was called the first New Deal. That over 1/3rd of voters voted against Roosevelt gives some indication that not all of America was behind him.

[An article written for the website *historylearning.co.uk* by the academic historian C. N. Trueman entitled, *Opposition To The New Deal* (2015)]

**SOURCE B11**



[A political cartoon, by L. Rogers, published in a black Chicago newspaper, *the Chicago Defender*. It claims that white racists used New Deal agencies, like the NRA, to further discriminate against low-wage black workers (1934)]

**SOURCE B12**

America is in peril. For three long years the New Deal administration has dishonoured the American traditions and betrayed the pledges upon which the Democratic Party sought and received public support. The rights and liberties of American citizens have been violated. It has created a vast multitude of new offices, filled them with its favourites, set up a centralised bureaucracy and sent out swarms of inspectors to harass our people.

[An extract from an election manifesto for the Republican Party fighting Roosevelt for the presidency (1936)]

## SOURCE B13



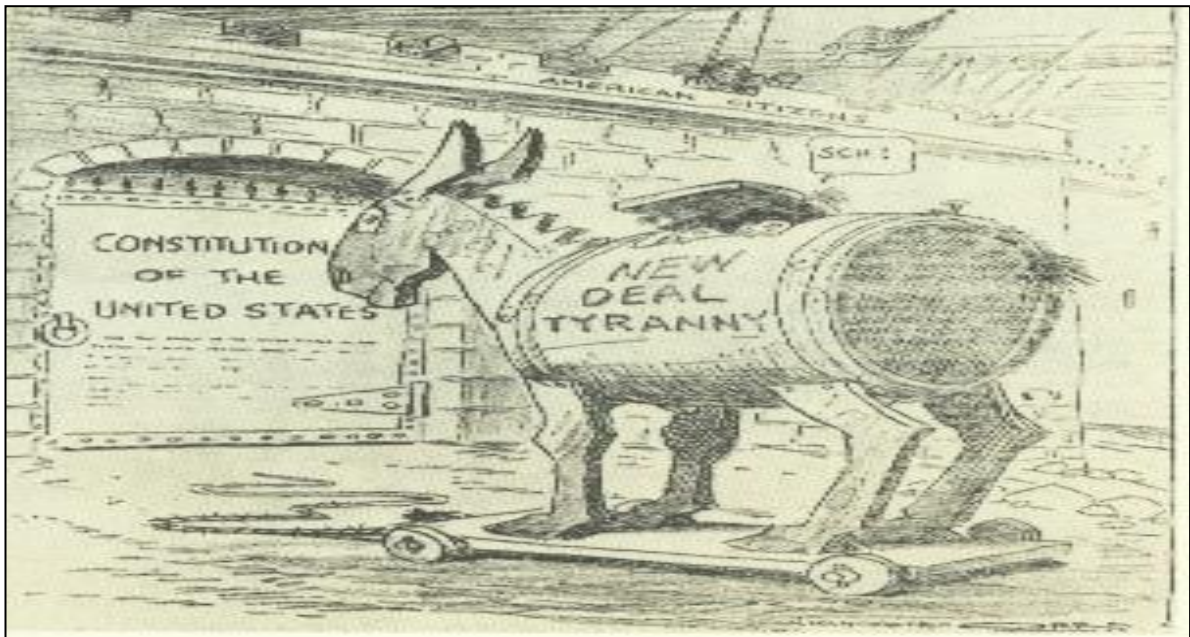
[A political cartoon entitled '*The Illegal Act*'. It depicts Roosevelt in a rowing boat named 'National Recovery', struggling to keep Uncle Sam from drowning in the Depression. It was published around the time that the United States Supreme Court declared the National Recovery Administration (NRA) to be unconstitutional. The caption reads: '*I'm sorry, but the Supreme Court says I must chuck you back again*' (1935)]

## SOURCE B14

Any smart historian of the 1930s is a New Deal critic. ... When New Deal policies did help workers, they disproportionately benefited white men. Construction jobs went to men as a matter of custom, and benefits went to whites as a matter of politics. Still dependent on segregationists for a national majority, the Democrats of the 1930s often yielded local control of New Deal agencies to Southerners unsympathetic to black laborers. Although the New Deal did help African Americans - enough to make a difference in their voting, as black voters increasingly backed Democrats - black Americans did not benefit equally to their white neighbors.

[From an article on an American website, entitled *Learning From the New Deal's Mistakes* (2008)]

**SOURCE B15**



[A political cartoon by Casey Orr, who worked for the *Chicago Tribune* during the Great Depression. As an opponent of the New Deal, his cartoon claims that the New Deal was an attack on the Constitution, depicting the New Deal as a Trojan horse (1935)]