

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Edexcel GCSE**

## **History B (Schools History Project)**

**Unit 3: Schools History Project Source Enquiry**

**Option 3D: The work of the historian**

Tuesday 29 January 2013 – Afternoon

**Time: 1 hour 15 minutes**

Paper Reference

**5HB03/3D**

**You must have:**

Sources Booklet (enclosed)

Total Marks

### **Instructions**

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided – *there may be more space than you need.*

### **Information**

- The total mark for this paper is 53.
- The marks for **each** question are shown in brackets – *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (\*) are ones where the quality of your written communication will be assessed.
- The marks available for spelling, punctuation and grammar are clearly indicated.

### **Advice**

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

P41206A

©2013 Pearson Education Ltd.

1/1/1



**PEARSON**

**Answer ALL questions.**

Look carefully at the background information and Sources A to F in the Sources Booklet and then answer Questions 1 to 5 which follow.

**1 Study Source A.**

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

**(6)**

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



(Total for Question 1 = 6 marks)



**2 Study Source B.**

What impression has the author tried to create of the effects of unemployment in the 1930s? Explain your answer, using Source B.

(8)

A series of horizontal dotted lines for writing the answer.



*(Total for Question 2 = 8 marks)*



P 4 1 2 0 6 A 0 5 1 6





(Question 3 continued) .....

Lined writing area with 25 horizontal dotted lines for student responses.

**(Total for Question 3 = 10 marks)**





**4 Study Sources E and F.**

Is Source E or Source F more valuable to the historian who is enquiring into the effects of unemployment in the North of England in the 1930s? Explain your answer, using Sources E and F.

(10)

A series of horizontal dotted lines provided for writing the answer.





(Question 4 continued) .....

[Dotted lines for writing]

**(Total for Question 4 = 10 marks)**



**\*5 Study Source C and use your own knowledge of the work of the historian.**

**Spelling, punctuation and grammar will be assessed in this question.**

This source suggests that during the 1930s life in the North of England was very different from life in the South of England.

Explain the difficulties in finding evidence to support this and suggest other research the historian could do to discover if England was divided in this way.

(16)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



Handwriting practice area with 25 horizontal dotted lines.



Handwriting practice area with 25 horizontal dotted lines.





**BLANK PAGE**

Edexcel, a product of Pearson Education Limited., gratefully acknowledges the following sources used in the preparation of this paper:

**Source A:** *The Making of the Welfare State*, Richard J Cootes © Pearson Education Ltd.

**Source C:** *Britain and Europe 1848-1980*, Martin Roberts © Pearson Education Ltd.

**Source F:** Kurt Hutton © Getty Images (2012).

Every effort has been made to contact copyright holders to obtain their permission for the use of copyright material. Edexcel, a product of Pearson Education Ltd. will, if notified, be happy to rectify any errors or omissions and include any such rectifications in future editions.





**Edexcel GCSE**

**History B (Schools History Project)**

**Unit 3: Schools History Project Source Enquiry**

**Option 3D: The work of the historian**

Tuesday 29 January 2013 – Afternoon

**Sources Booklet**

Paper Reference

**5HB03/3D**

**Do not return this Sources Booklet with the question paper.**

*Turn over* ►

**P41206A**

©2013 Pearson Education Ltd.

1/1/1



**PEARSON**

## Background information

England in the 1930s is often seen as a country with high unemployment and poverty. In fact, the period has often been called the Great Depression. For some these were years of hardship and falling living standards. However, for others it was a time of prosperity and rising living standards. Some areas of the country and some people suffered more than others.

From *The Road to Wigan Pier*, an account of life during the Great Depression by the novelist George Orwell, published in 1937.

To study unemployment and its effects you have to go to the Northern industrial areas. In the South unemployment exists but it is scattered. There are also plenty of rural districts where you rarely hear of a man out of work.

In this paper you will investigate life in England in the 1930s and show your understanding of the way historians work when they try to reconstruct the past.

---

**Source A:** From *The Making of the Welfare State*, a history textbook by Richard J Cootes, published in 1966.

For the majority of people, the 1930s was a period of steady improvement in wages and living standards. This was especially true of areas with new, expanding industries such as building, electrical equipment and motor engineering. These were mostly in South-East England. However, there was a minority of people in Britain who suffered grim unemployment. They lived mainly in the North of England. Here the main industries were older ones such as coal, iron and steel, shipbuilding and textiles.

**Source B:** From an article published in the magazine *Picture Post*, January 1939. It is about Alf Smith who lived in South London and had been out of work for three years.

His face is lined and his cheeks are sunken because he has no teeth. He is only 35 years old. He walks with his hands in his pockets, shoulders bent, and head slightly forward. And he looks down as he walks - the typical walk of the unemployed man. He has kept his spirits up through three long years of disappointment. But he is beginning to feel that perhaps there is no longer a place for him anymore - that he must change or die.

**Source C:** From *Britain and Europe, 1848–1980* by Martin Roberts, published in 1987.

In the 1930s, house-building boomed, especially in the South-East of England. New industries producing motor cars and electrical goods developed in the South-East. In the North of England there was much economic depression. For the majority of people, the standard of living rose. New developments like electricity, the radio and the spread of high street shops such as Marks and Spencer, improved quality of life for many.

**Source D:** Graphs showing unemployment in two parts of England in 1932 and 1937.



**Source E:** From an interview given in the 1960s by Frank Cousins at a time when he was leader of the Transport and General Workers Union. Here he is describing life in the 1930s.

I was in a transport cafe near London, when a young couple came in with a child in a nearly broken-down pram. They had come down from a town in the North of England because the man thought he could get a job in London. They fetched a baby's feeding bottle out and it only had water in it. They fed the baby with water. The child had a newspaper nappy on. They took this off and sort of wiped the baby's bottom with the nappy they had just taken off. Then they picked up another newspaper and used that for a new nappy. I really hated the way the country was run at that moment. I thought somebody ought to do something about it.

**Source F:** A photograph of an unemployed miner in a town in the North of England in 1939.

