



**General Certificate of Education
Advanced Subsidiary/Advanced**

473/03

**HISTORY – HI3
UNIT 3
IN-DEPTH STUDY 3
REFORM AND PROTEST IN
WALES AND ENGLAND,
c. 1830-1848**

P.M. FRIDAY, 11 January 2008

1½ Hours

ADDITIONAL MATERIALS

In addition to this examination paper, you will need a 12 page answer book.

INSTRUCTIONS TO CANDIDATES

Answer **one** question in Section A and **one** question in Section B.

INFORMATION FOR CANDIDATES

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

The time you spend on a question should be in proportion to the marks available.

The sources and quotations used in this unit may have been amended or adapted from the stated published work in order to make the wording more accessible.

You are reminded that marking will take into account the quality of written communication used in your answers.

UNIT 3
IN-DEPTH STUDY 3
REFORM AND PROTEST IN WALES AND ENGLAND, c. 1830-1848

Answer one question in Section A and one question from Section B.

SECTION A

Answer one question.

1. Parliamentary Reform and Change.

Study the source below carefully, and answer the questions based upon it.

‘There were some, he [Palmerston] knew, who called the present Reform measure by the name of Revolution. There were others, he [Palmerston] believed, who thought that it fell far short of what the people were entitled to demand; but he [Palmerston] was convinced that all educated and intelligent men would be satisfied that the plan now proposed was well adapted to the end which all had in view. Any man who looked at the workings of the present system must see that there were five great blemishes, which it was necessary to remove. The first of these was the system of nomination by the patrons of boroughs; the second, the gross and barefaced corruption which prevailed among the lower classes, when their votes become necessary to the higher class; the third, the absence of all adequate balances of representation of the great manufacturing and commercial towns; the fourth, the great expense of elections; and the fifth, the very unequal and unjust distribution of the power of voting among the middle and lower classes. The object of the Government in framing the Bill was, first, to give representatives to the great manufacturing towns; next, to add to the respectability of the electors; and then to increase the number of those who claim to enjoy the right of choosing their representatives. This had been done by conferring the right of voting generally on those who inhabited a house paying £10 a year rent.’

[From a speech by Lord Palmerston, a Whig minister in Parliament, as reported in *Hansard*, the official record of Parliamentary proceedings (3 March 1831)]

- (a) Explain **briefly** the meaning of the phrase “Reform measure” (line 1). [4]
- (b) What does the source suggest about the opponents of Parliamentary reform? [8]
- (c) How useful is the source to an understanding of Parliamentary reform and change? [20]
(You are advised to use in your answer relevant background knowledge as well as information derived from the source.)

2. The Campaign for Social Reform 1830-1848.

Study the source below carefully, and answer the questions based upon it.

‘Children, between the ages of nine and fourteen years, as well as adults, are largely employed in factories; and while the health and morals of the latter are said to suffer severely, the former have been described as being stunted in their growth, and rendered decrepit and miserable for life, by the prolonged confinement, drudgery and ill treatment to which they are exposed. These
5 representations of the ruinous effects of what has been called white slavery, after being circulated in speeches, tracts, petitions, and dissertations, were at length embodied in Mr. Sadler’s famous Factory Report, which, we believe, contains more false statements, and exaggerated and fallacious representations, than any other document of the kind ever laid before Parliament. The discussions,
10 for limiting factory labour to ten hours a day, to which the Report, and the proposal that grew out of it gave rise, induced the Government to enquire on the spot into the actual condition of the labourers, and especially the children employed in factories. This Commission collected a great deal of valuable and authentic information; and much light has since been thrown on the question of factory labour. We do not say that the statements and representations as to its pernicious
15 influence have been proved to be wholly without foundation; but we believe that they have been grossly exaggerated. That abuses have existed in some factories is certain; but these have been rare instances; and, speaking generally, factory work people, including non-adults, are as healthy and contented as any class of the community obliged to earn their bread by the sweat of their brow.’

[From J.R. McCulloch, a prominent utilitarian economist, writing in the *Edinburgh Review*, a journal on current issues (1835)]

- (a) Explain **briefly** the meaning of the phrase “Mr. Sadler’s famous Factory Report” (lines 6-7). [4]
- (b) What does the source suggest about the supporters of factory reform? [8]
- (c) How useful is the source to an understanding of the campaign for social reform, 1830-1848? [20]

(You are advised to use in your answer relevant background knowledge as well as information derived from the source.)

SECTION B

Answer one question.

3. Urban Protest, 1830-1848.

Study the sources below carefully, and answer the questions based upon them.

Source A

‘We find political motives to have disappeared except in name; and the partial reduction of wages in the Cyfarthfa Works, and the supposed grievances of the Court of Requests, together with the other minor matters, formed the chief object of popular excitement.’

[From a report on conditions in Merthyr sent to the Home Office by two senior army officers
(June 1831)]

Source B

‘On the ninth day of May 1831, my miners, with other men to the number of 5,000 persons, met opposite the house of Mr. Stephens and commenced speaking on the subject of reform.’

[William Crawshay, a leading ironmaster, writing in his book on the riots,
The Late Riots at Merthyr Tydfil (1831)]

Source C

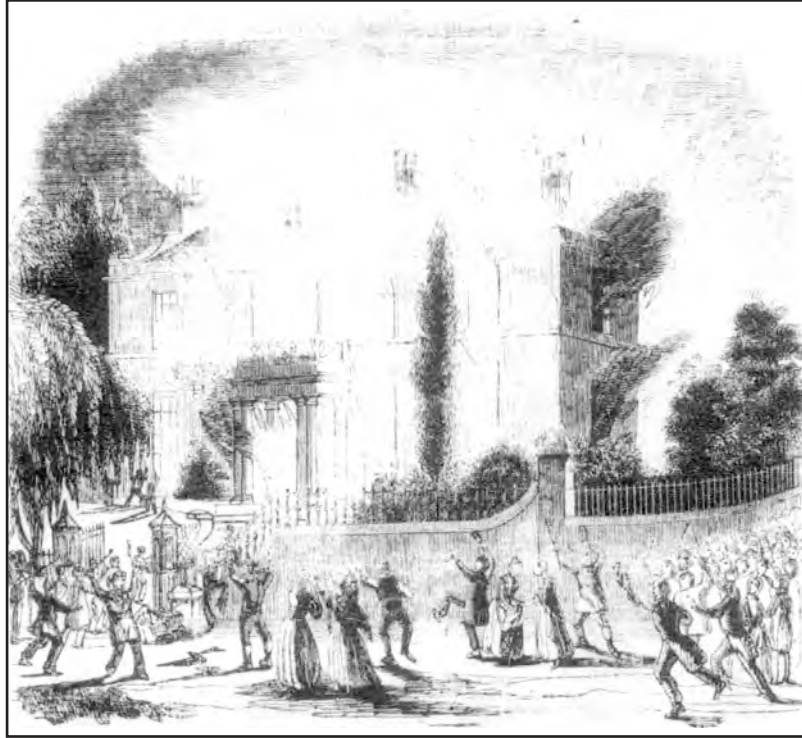
‘It was the fond expectation of the people that a remedy for the greater part of their grievances would be found in the Reform Act of 1832. They have been bitterly and basely deceived. The Reform Act has effected a transfer of power from one domineering faction to another, and left the people as helpless as before. Therefore, we demand universal suffrage. The suffrage, to be exempt from the corruption of the wealthy and the violence of the powerful, must be secret.’

[From the Chartist National Petition, written in 1838]

Source D

‘Shall it be said, fellow countrymen, that four millions of men, capable of bearing arms, and defending their country against every foreign assailant, allowed a few domestic oppressors to enslave and degrade them? We have resolved to obtain our rights, peacefully if we may, forcibly if we must, but woe to those who begin the warfare with the millions, or who forcibly resist their peaceful agitation for justice.’

[From Chartist leader, Feargus O’Connor, writing in a radical newspaper,
The Northern Star (3 July 1847)]

Source E

[A contemporary print of a Chartist incident in the Midlands in which a house was set on fire (1842)]

- (a) Compare Sources A and B. How do Sources A and B show differing views of the causes of the Merthyr Rising? [8]
- (b) Study Sources C and D. How reliable are Sources C and D as evidence to an historian studying the Chartist movement? [16]
- (c) How useful are the sources to an understanding of urban protest 1830-1848?
(You are advised to use in your answer relevant background knowledge as well as information derived from the sources.) [24]

4. Rural Protest 1830-1848.

Study the sources below carefully, and answer the questions based upon them.

Source A

‘It is understood that the farmers whose threshing machines have been broken by the rioters do not intend to renew them. So far, therefore, the objects of the riots will be answered. Farmers do not consider threshing machines to be of much advantage, seeing that they throw the labourers out of work, and consequently upon the parish.’

[From a report in *The Times* newspaper, about the Captain Swing riots in Kent (6 September 1830)]

Source B

‘The Magistrates therefore beg to recommend to the owners and occupiers of land in this area to discontinue the use of threshing machines, and to increase the wage of labour to ten shillings a week for able bodied men, and that when task work is preferred, that it should be put out at such a rate as to enable an industrious man to earn two shillings per day.’

[From a public notice issued by the North Walsham Magistrates (24 November 1830)]

Source C

‘The discontinuance of the employment of machines used for threshing out corn and for other purposes is to be deplored. These machines are as much entitled to the protection of the law as any other property.’

[A circular issued to magistrates by Lord Melbourne, the Home Secretary (8 December 1830)]

Source D

‘Daring outrages at Llannon have now spread to the wanton destruction of private property. An immense body of Rebeccaites of over five hundred assembled, the majority had women’s clothes and blackened faces. The Rebecca was dressed in white and mounted on a bay horse. Several horns were played and rockets fired. They proceeded to the house of Mr. John Edwards of Gelliwernen who was the agent for Rees Goring Thomas, the parish tithe owner who had refused to reduce tithe payments. The house was bombarded with shotgun blasts and threats were made on the life of John Edwards.’

[From the *Carmarthen Journal*, a local newspaper hostile to rural protestors (22 August 1843)]

Source E

[From a print of Rebecca supporters published in *The Illustrated London News* in 1843]

- (a) Compare Sources A and C. How do Sources A and C show differing views of threshing machinery? [8]
- (b) Study Sources B and D. How reliable are Sources B and D as evidence to an historian studying the effects of rural protest? [16]
- (c) How useful are the sources to an understanding of rural protest 1830-1848?
(You are advised to use in your answer relevant background knowledge as well as information derived from the sources.) [24]