



GCE AS/A level

1232/03

HISTORY – HY2

UNIT 2

IN-DEPTH STUDY 3

**REFORM AND PROTEST IN WALES AND ENGLAND,
c. 1830-1848**

P.M. TUESDAY, 22 May 2012

1½ hours

ADDITIONAL MATERIALS

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

INSTRUCTIONS TO CANDIDATES

Use black ink or black ball-point pen.

Answer **one** question.

INFORMATION FOR CANDIDATES

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

The time you spend on a part-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 assessment will take into account the quality of written communication used in your answers.

UNIT 2

IN-DEPTH STUDY 3

REFORM AND PROTEST IN WALES AND ENGLAND, c. 1830-1848

Answer one question.

1. *Study the sources below and answer the questions that follow.*

Source A

‘The House of Commons, in its present state, is evidently too far removed in habits, wealth and station from the wants and interests of the lower and middle classes of the people, to have any hope of representing them. The great aristocratic interest is well represented there. The landed interest, the church, the law, the monied interest, all these have taken the House of Commons into their hands. But the interests of industry and of trade have scarcely any representatives at all! These, the most vital interests of the nation, the source of all its wealth and of all its strength, are comparatively unrepresented.’

[From the statement of aims of the Birmingham Political Union, a radical protest group in favour of Parliamentary reform (1830)]

Source B

‘Everywhere, the Political Unions boasted of the numbers whom they could bring into the field. The chairman of the Birmingham Political Union openly declared that they could supply two armies of supporters, each of them as numerous and brave as that which had conquered at Waterloo, to fight for the cause of reform.’

[From the *Annual Register*, a conservative journal critical of the campaign for Parliamentary reform (March 1831)]

Source C

‘Never was there so grand and glorious a display of loyalty of feeling against the cause of the Chartists. All ranks from the Duke to the worker were associated together in the ranks of the special constables. At no period in our history have the upper and middle classes been more united and we thank God that the Reform Bill was passed. Let us hope that this nation may take warning from the present state of anarchy abroad.’

[W.S. Dugdale, a Justice of the Peace and county squire in Warwickshire, referring in his diary to the recent Chartist demonstration in London (11 April 1848)]

Source D

‘The upper and middle classes were not united in their opposition to Chartism in 1848. The official figure for the number of signatures on the petition was two million: several times the size of the electorate and covering all classes of society. At least 150,000 took part in the demonstration.’

[Edward Vallance, an academic historian specialising in political history, writing in *A Radical History of Britain* (2009)]

2. Study the sources below and answer the questions that follow.

Source A

‘The power and influence of the magistrates has been replaced by Boards of Guardians, chosen by the local ratepayers. The Poor Law Act has covered England and Wales with a network of small and efficient organisations.’

[Nassau Senior, a utilitarian writer and strong supporter of poor law reform, in a letter to his friend, George Villiers (December 1835)]

Source B

‘I fear that this country will have much to answer for in permitting the growth of the system of employing children in factories, which leads directly to the creation of those circumstances which inevitably cause disease. Children were not designed for labour and both our conscience and our feelings equally demand that the labour of children should be restricted.’

[Professor Henry Green, a leading surgeon, giving evidence to the Parliamentary Select Committee on Factory Conditions (1832)]

Source C

‘As an inspector in the last three years I have visited as great a number of factories as perhaps any other individual has done. It is an act of public duty to deny the truth of those general accusations against factory masters of oppression, poor health and suffering of the workforce. The statements about unhealthy factory employment are untrue. Young women and lads coming out of great power-loom sheds even in the great towns of Manchester and Stockport or from the woollen factories of West Yorkshire are well-fed, well-clothed, healthy and cheerful people.’

[L. Horner, a factory inspector, writing in a report to Parliament on conditions in the factories and mills (1837)]

Source D

‘Life for the industrial worker was hard. The lot of the mine and factory workers was far from satisfactory. Most mine and factory owners had little sympathy for the plight of their workforce and tended to judge matters in terms of profit and loss.’

[Roger Turvey, an academic historian, writing in a student textbook, *Wales in an Age of Change: 1815-1918* (2003)]

Source E



[A contemporary cartoon published in the satirical magazine *Punch* in 1843. The cartoon was titled *The milk of poor-law kindness*. It portrays the poor law official as a devil whilst an angel weeps at the separation of mother and child]

- (a) Study Source A. Use the source and **your own knowledge** to explain the phrase “Boards of Guardians”. [4]
- (b) Study Sources B and C. Use these sources and **your own knowledge** to explain the importance of factory work in this period. [8]
- (c) Study Sources A and E. How reliable are these sources in explaining the New Poor Law in this period? [16]
- (d) Study Sources C and D. How far does Source C support or contradict the interpretation of the factory owners given in Source D? [20]
- (e) How useful are these sources to an understanding of reform and protest in Wales and England, 1830-1848? [32]

(In your answer you are advised to use relevant background knowledge from the in-depth study, as well as information derived from the sources and the attributions.)