



GCE AS/A level

1232/03

HISTORY – HY2

UNIT 2

IN-DEPTH STUDY 3

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

A.M. TUESDAY, 22 January 2013

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 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 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

‘You will be glad to hear that the proceedings of the Chartists were yesterday brought to an end here. Thousands of them came down into the town yesterday morning from the ironworks and collieries on the hills. They were all armed with guns, pistols, swords, pikes and other weapons, and led by the notorious John Frost. When they entered the town, their first inquiry was for the military and where they were stationed, and being informed that a small detachment of them were at the Westgate Hotel, the mob formed in front of it, and immediately commenced an attack. The military, under the direction of our excellent Mayor, promptly returned the fire, and in a very short time several of the rioters were deprived of life, and lay covered in blood. The survivors retreated in great disorder and in every direction.’

[From a report about the Newport Rising in the newspaper, *The Glamorgan, Monmouth and Brecon Gazette* (9 November 1839)]

Source B

‘What is definite is that on this morning in November 1839 in Newport, the British authorities inflicted greater casualties on the civilian population than at any other time in the nineteenth and twentieth centuries. There were probably fifty or more seriously injured and twenty four killed.’

[David Jones, an academic historian, specialising in the history of modern Wales, writing in his specialist book, *The Last Rising: the Newport Insurrection of 1839* (1985)]

Source C

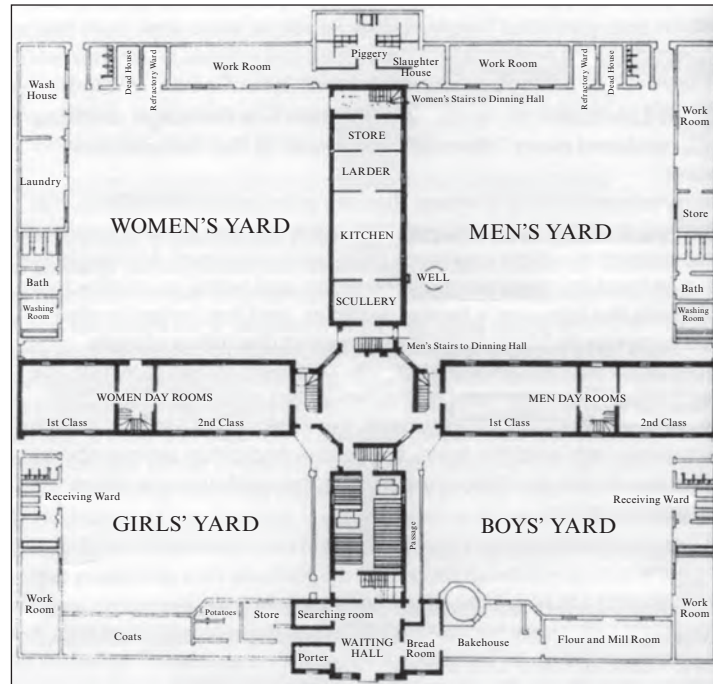
‘The main reason for publishing my Book of the Bastilles was due to the present alarming crisis – a crisis caused by the disastrous operation of such harsh, biting legislation such as the Poor Law Amendment Act. I have to draw the attention of the upper and middle classes to the inhumanity, injustice and social danger of the continued administration of this Act in England and Wales.’

[G.R. Wythen Baxter, a Welsh poet and social commentator, writing in his account of the conditions in workhouses, *The Book of the Bastilles* (1841)]

Source D

‘In the realisation of its aims, the Poor Law Amendment Act must be counted a success. The amount paid by ratepayers fell, especially in southern England where the law was enforced without much difficulty, aided by a succession of good harvests. In 1834 the cost of poor relief was about nine shillings per person, by 1854 it had fallen to six shillings.’

[G. Alderman, an academic historian specialising in political history, writing in his general textbook, *Modern Britain 1700-1983* (1986)]

Source E

[A plan for an ideal workhouse published by the Poor Law Commissioners after the Poor Law Amendment Act in 1835]

- (a) Study Source E. Use the source **and your own knowledge** to explain the meaning of the term “workhouse”. [4]
- (b) Study Sources D and E. Use these sources **and your own knowledge** to explain the significance of the changes introduced by the Poor Law Amendment Act. [8]
- (c) Study Sources A and B. How reliable are these sources in explaining what happened during the Newport Rising of 1839? [16]
- (d) Study Sources C and D. How far does Source C support or contradict the interpretation of the Poor Law Amendment Act 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.)

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

Source A

‘I was not long in the factory until I saw the evil workings of this accursed system. It is a system which will bring this country to ruin if it is not altered. I read some of the speeches of the late Mr. Sadler, and I read many letters of Richard Oastler and very shortly I became an advocate of the Ten Hours Movement. Suppose, gentlemen of the jury, you were obliged to subsist on the paltry pittance given to us in the shape of wages, and had a wife and six helpless children, how would you feel? I have done everything that I could in the way of resisting reductions in wages, that I might keep my wife and my children from the workhouse, for I detest parish relief.’

[Richard Pilling, a leading Chartist, giving evidence during his trial for leading a strike in 1843]

Source B

‘Shall it then be said, in the very heart of our own country, that there shall exist a state of society in which hundreds of young girls are sacrificed to such shameless indecencies, filthy abominations, and cruel slavery as is found to exist in our coal-pits? Chained, belted, harnessed like dogs in a go-cart, black, saturated with wet, and more than half-naked, crawling upon their hands and feet, and dragging their heavy loads behind them. They present an appearance indescribably disgusting.’

[From the report of the Royal Commission into conditions in the mines (1842)]

Source C

‘The Whig Bill of Reform was never intended to do you any good. The object of its promoters was not to change the “glorious constitution” but to make it immortal. The intention was to reinforce our aristocracy with the middle classes, making common cause in keeping down the people and quelling the rising spirit of democracy, to give permanency to existing institutions.’

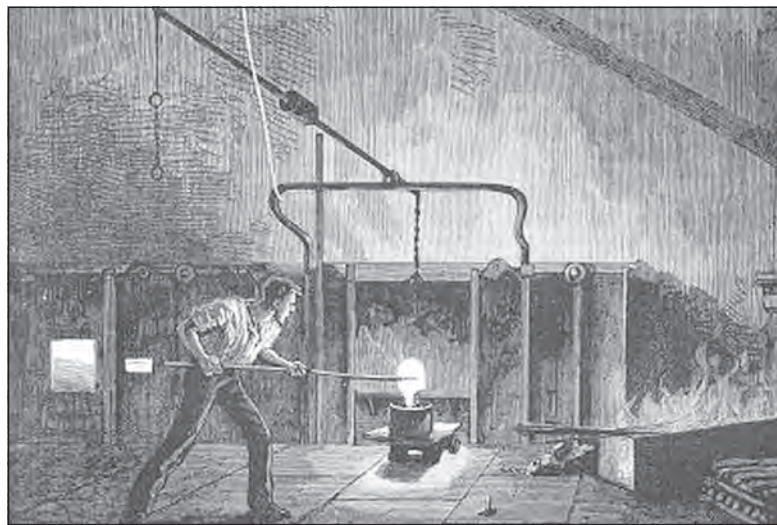
[An extract from the radical newspaper, *The Poor Man’s Guardian*, addressed to a working class audience (27 October 1832)]

Source D

‘The Great Reform Act created a radically different electoral landscape. Not only did the number of voters increase, but with the weakening of control by landowners, the number of elections that went to a contested vote rose sharply. The most obvious abuses had been swept away, and social groups and regions that contributed massively to Britain’s wealth now gained direct representation.’

[Linda Colley, a specialist in eighteenth and nineteenth century British history, writing in her general textbook, *Britons: Forging the Nation 1707-1837* (1992)]

Source E



[An artist’s impression of a puddler at work at an iron furnace in the 1830s]

- (a) Study Source A. Use the source **and your own knowledge** to explain the meaning of the phrase “Ten Hours Movement”. [4]
- (b) Study Sources B and E. Use these sources **and your own knowledge** to explain the significance of dangerous working conditions in this period. [8]
- (c) Study Sources A and B. How reliable are these sources in explaining the demand to reform working conditions? [16]
- (d) Study Sources C and D. How far does Source C support or contradict the interpretation of the effects of the Great Reform Act 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.)