



GCE AS/A level

1232/03



S15-1232-03

HISTORY – HY2

UNIT 2

IN-DEPTH STUDY 3

Reform and Protest in Wales and England, c. 1830-1848

P.M. WEDNESDAY, 20 May 2015

1 hour 20 minutes

1232
03/00/01

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 **either** question 1 **or** question 2.

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 **either** question 1 or question 2.

QUESTION 1

Study the sources below and answer the questions that follow.

Source A

The most feared disease of all, cholera, was spread by water supplies contaminated by excrement. During the 1832 outbreak, the disease killed 32,000 people across the country. It returned again in 1848 and killed another 62,000. It was the brutal rapidity of the disease, and the ease with which it could spread from working class to middle class districts, which generated the panic.

[Tristram Hunt, an academic historian, writing in his specialist history book, *Building Jerusalem: the Rise and Fall of the Victorian City* (2004)]

Source B

John Bull's* heart is only reached through his pocket when in a state of alarm. Cry 'cholera' and he bestirs himself. To cholera we owe the few sanitary measures now in force, passed by Parliament in its agonies of fright. The moment, however, cholera bulletins ceased to be issued, John Bull buttoned up his pockets tighter than ever and Parliament was dumb regarding public health.

[Charles Dickens, a novelist and social commentator, writing in *Household Words*, a weekly newspaper (1850)]

[*John Bull was a term used to represent England]

Source C

The factory inspectors ignore all consideration of fair play to the factory owners. The inspectors' periodic reports in the last decade to the government criticise the characters of all the mill owners, exaggerate accounts of accidents and offences and abstain from blaming the factory workers who are very frequently the cause of accidents attributed to the inhumanity of their employers.

[From the Report of the National Association of Factory Owners to its Executive Committee in Manchester (1855)]

Source D

The provision for the appointment of factory inspectors to enforce the regulations in the Factory Act 1833 was a crucial development. Previous factory acts had been easily evaded in the absence of any supervision. At first the workers feared the inspectors would favour the employers and in some cases their anxieties were justified. Employers could deceive inspectors by giving false information or resorting to trickery.

[J.W. Derry, an academic historian, writing in his general textbook, *Reaction and Reform 1783-1851* (1970)]

Source E

We shall avoid a creation of peers but we must have a Reform Bill of some sort, perhaps a harmless one, and if the elements of disorder can be resolved into tranquillity and order again we must not quarrel with the means that have been employed to achieve this end.

[Charles Greville, a prominent Whig aristocrat, writing in his diary (May 12th 1832)]

Source F

[An artist's impression of the Chartist demonstration at Kennington Common in 1848. It appeared in the *Illustrated London News* in 1848, a magazine sympathetic to social and political reform.]

- (a) What does the author of Source E mean by the phrase “if the elements of disorder can be resolved into tranquillity”? [8]

In your answer you are advised to discuss the content and authorship of the source and to use your own knowledge.

- (b) How significant were outbreaks of disease in changing attitudes towards public health in the period 1815-1848? [16]

Explain your answer analysing and evaluating the content and authorship of Sources A and B and using your own knowledge.

- (c) Do you agree with the interpretation that factory inspectors were effective in promoting improved working conditions? [24]

Explain your answer analysing and evaluating the content and authorship of Sources C and D and using your own knowledge.

- (d) How useful are Sources B, E and F in understanding reform and protest in Wales and England, 1830-1848? [32]

In your answer you are advised to analyse and evaluate the content and authorship of these sources and to use your own knowledge.

QUESTION 2

Study the sources below and answer the questions that follow.

Source A

The new Poor Law had to be as cheap as possible and any relief provided to the destitute had to be less than the lowest paid and least attractive jobs on the market. A new Poor Law with these inhuman characteristics was pushed through Parliament in 1834 by a combination of political pressure and lies disguised as statistics. It created more embittering unhappiness than any other statute of modern British history even though a revolt of the not entirely helpless workers prevented its full application in the industrial North.

[Eric Hobsbawm, a Marxist academic historian, writing in his social and economic history book, *Industry and Empire* (1968)]

Source B

When the overseers of the Uckfield Poor Law Union met they fixed a new poor rate of one and a half shillings compared to the previous six shillings. Here there were two houses for able bodied men who were out of employment, with regular hours, regular diet, no beer, no tobacco and strict supervision of oakum picking. The effect was magical – employment was now sought after and the gratitude of the newly employed workman was shown by his civility, his attention and his industry.

[Edwin Chadwick, the main architect of the 1834 Poor Law, writing in an article on *The Principles and Progress of the Poor Law Amendment Act* (1837)]

Source C

Britain in the early nineteenth century was far from being an unschooled or illiterate society. In fact there were schools everywhere, including ancient endowed schools in varying stages of decline, newer charity schools, parish schools, infant schools, Sunday schools and private schools of every description. The available opportunities for learning supported a level of basic literacy – defined by ability to sign the marriage register – approaching 50% for women and between 60 and 65% for men.

[Philip Gardner, an academic historian specialising in the history of education, writing in *A Companion to Nineteenth Century Britain* (2007)]

Source D

Her Majesty has observed with deep concern the lack of instruction which is still observable among the poorer classes of her subjects. All the recent enquiries have shown a deficiency in the general education of the people which is not in accordance with the character of a civilised and Christian nation.

[Lord John Russell, a prominent Whig government minister, writing in a private letter to Lord Lansdowne in 1839]

Source E

In the afternoon we heard that the multitude was assembled in the centre of Bristol. Queen's Square was set on fire as was the Bishop's Palace. Other property to an immense amount is also destroyed. This morning an actual slaughter has taken place and it is believed seventy persons have been killed as the military charged through the streets. Our wretched politicians have raised a storm which, I fear, it will not be in their power to direct or control.

[Reverend J.L. Jackson, writing in a letter to a friend about the reform riot in Bristol (31 October 1831)]

Source F

[An artist's impression of the Chartist procession to present the petition to Parliament in 1842. It appeared in the *Illustrated London News* in 1842, a magazine sympathetic to social and political reform]

- (a) What does the author of Source E mean by the phrase "Our wretched politicians have raised a storm"? [8]

In your answer you are advised to discuss the content and authorship of the source and to use your own knowledge.

- (b) How significant were the effects of the New Poor Law in this period? [16]

Explain your answer analysing and evaluating the content and authorship of Sources A and B and using your own knowledge.

- (c) Do you agree with the interpretation that the standard of education in Britain was inadequate in this period? [24]

Explain your answer analysing and evaluating the content and authorship of Sources C and D and using your own knowledge.

- (d) How useful are Sources A, E and F in understanding reform and protest in Wales and England, 1830-1848? [32]

In your answer you are advised to analyse and evaluate the content and authorship of these sources and to use your own knowledge.

END OF PAPER

BLANK PAGE

BLANK PAGE