



GCE AS/A level

1232/03 – **LEGACY**



HISTORY – HY2

UNIT 2

IN-DEPTH STUDY 3

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

P.M. WEDNESDAY, 25 May 2016

1 hour 20 minutes

1232
03/0001

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

Children between the ages of nine and fourteen are largely employed in factories. The descriptions of their employment have been embodied in Mr. Sadler's famous Factory Report which contains more false statements and exaggerated claims than any other document laid before Parliament. There have been abuses, but these have been rare instances and factory workers are as healthy and contented as any class of the community.

[J R McCulloch, a leading economist, writing in an article in *The Edinburgh Review*, an influential Whig magazine (1835)]

Source B

Is there any justification for Parliament to limit the hours of labour of the adult population? It is highly dangerous to embark on this legislation as it is based on a false principle; namely that there was something in the factory labour in this country that was worse than the average nature of employment to which the labouring population were subject. In all the reports on the subject, the employment of females in factories was regarded by them as a favourite employment and it was very difficult to get a young woman in the factory districts to become a domestic servant as the wages were lower.

[Henry Labouchere, a Whig Member of Parliament, in a speech in the House of Commons opposing the proposed Factory Bill in 1844]

Source C

As they watched the building of the great grim workhouses and heard the rumours of the prison-like discipline, the working classes were seized with fear. They looked like prisons and life within them was made as dreary and comfortless as was possible without endangering health. The principle of less eligibility was sufficiently enforced to make the workhouse a terror and shame to ordinary people. Had all masters and matrons, overseers and guardians been humane and honest it would have been terrifying enough; but several were not and abuses aroused widespread hostility.

[J.F.C. Harrison, an academic historian specialising in social history, writing in his textbook, *The Early Victorians: 1832-1851* (1973)]

Source D

The operation of the new law on the general condition of the labouring classes has shown most gratifying results. Whilst cases of individual suffering may have occurred they occurred more frequently under the old system of Poor Law operation. Almost all of the complaints about the new law have been found to be greatly exaggerated and without foundation.

[From the second annual report of the Poor Law Commission presented to Parliament (1836)]

Source E

I would rather die than see the great bill of reform rejected or mutilated. I see that you are all of one mind on the subject. Answer me then, had you not all rather die than live as slaves of the corrupt owners of votes in the boroughs?

[Thomas Attwood, a campaigner for parliamentary reform, in a speech at a rally of the Birmingham Political Union (May 1832)]

Source F



[A satirical cartoon of the polluted river Thames and the local water company by the radical cartoonist George Cruikshank (1832)]

- (a) What does the author of Source E mean by the phrase “corrupt owners of votes in the boroughs?”? [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 humanitarian concerns in the movement for factory reform in the period 1830-1848? [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 the operation of the New Poor Law was unfair? [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.

BLANK PAGE

QUESTION 2

Study the sources below and answer the questions that follow.

Source A

At the great meeting of the National Society, presided over by the Archbishop of Canterbury, it was resolved: that it is an object of the highest national importance to provide that instruction in the truths of Christianity should form an essential part of every system of education for the people at large and that such instruction should be in conformity with the doctrines of the Church of England.

[From a resolution of the National Society in response to fears about the Whig government's attempt to extend government influence on education (1839)]

Source B

As a result of the general and persistent opposition of the Dissenters to the proposed measure of the government for providing religious education for the children employed in factories, your Majesty's servants thought it better to withdraw the measure than make a futile effort to carry it and cause religious animosity and strife.

[Sir Robert Peel the Prime Minister, in a letter to Queen Victoria, explaining the government's decision to abandon the provision for education in the Factory Bill (1843)]

Source C

I do not agree with you when you say the Chartists did little and disappeared without leaving a trace. The Chartists and the strike movement they organised played a great role in compelling the ruling class to make a number of concessions in regard to abolishing rotten boroughs and general reforms in society in order to avoid unrest and disorder. The English ruling class of the nineteenth century were very clever and flexible in maintaining their class interests under pressure from movements like the Chartists.

[Josef Stalin, the Communist leader of the USSR, in an interview given to the left-wing magazine, the *New Statesman* (1934)]

Source D

It is said by its enemies that Chartism is a failure, dead and buried and will never rise again. It is true that there have been no meetings, processions nor agitations reaching the heights of 1839 and 1842 but Chartism is still going on. Politics is the chief topic of conversation amongst handloom weavers. The *Northern Star* is still being published and it is common practice to meet at friends' houses to read the paper and talk politics. We are waiting for our time to come again.

[Benjamin Wilson, a Chartist supporter, writing in his diary (1848)]

Source E

We are aware that in the discharge of our duties we have unavoidably interfered with powerful interests which have the immediate means of making themselves heard by members of Parliament. Our condemnation of the present arrangements for the supply of water to London excited the hostility of the water companies. The passing of the Public Health Act 1848 has met powerful opposition.

[From a Report presented by the General Board of Health to Parliament on the reaction to its work from 1848 (1854)]

Source F



[An anonymous illustration entitled *Staunch Patriots* showing some supporters of reform, which appeared in a news broadsheet in 1831]

- (a) What does the author of Source E mean by the phrase “we have unavoidably interfered with powerful interests”? [8]

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

- (b) How important was religion in attempts to improve the education of children 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 Chartist movement had little impact 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 C, 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