



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. THURSDAY, 20 January 2011

1½ hours

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 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

‘Imagine for a moment a stranger from some distant country who would have been told that the proudest boast of England was its political freedom. He would be surprised to be told that a green mound sent two members to Parliament. His surprise would increase to astonishment if he were taken to the north of England where he would see large flourishing towns full of trade, activity and wealth, only to be told that these places sent no representatives to Parliament.’

[Lord John Russell, a prominent Whig politician, introducing the Reform Bill in the House of Commons (1st March 1831)]

Source B

‘Those opposed to reform agreed that the present Parliamentary system had proved itself to be the best ever which had stood the test of experience. As the nation was enjoying under this system the highest degree of glory, prosperity, wealth and liberty which it had ever possessed, there was no case for anything other than the correction of minor abuses.’

[An editorial in the conservative journal, *Quarterly Review*. The journal was opposed to Parliamentary reform (1832)]

Source C

‘Misery is running riot through the manufacturing districts of Nottingham. The gentry are good-hearted and the Mayor raised £4,000 in a few days, despite the Poor Law supporters, who said we were encouraging idleness. The hatred of the Poor Law is not confined to Chartists – it makes Chartists.’

[Major General Charles Napier, who commanded troops sent to put down Chartist violence in the north of England, writing in a private letter to his brother (1840)]

Source D

‘The new Poor Law of 1834, with its workhouse test and the abolition of outdoor relief had in theory (though not always in practice) imposed a system of terror and deprivation on the unemployed.’

[Boyd Hilton, an academic historian specialising in the history of the early nineteenth century, writing in an article in a history magazine, *From Retribution to Reform* (1987)]

Source E

[A contemporary illustration from a radical publication showing a Chartist attack on the workhouse in Stockport in 1842. The rioters are handing out bread.]

- (a) Study Source D. Use Source D **and your own knowledge** to explain the meaning of the term ‘workhouse test’. [4]
- (b) Study Sources A and B. Use these sources **and your own knowledge** to explain the importance of the campaign for Parliamentary reform. [8]
- (c) Study Sources C and E. How reliable are these sources in explaining the causes of the Chartist Movement? [16]
- (d) Study Sources C and D. How far does Source C support or contradict the interpretation of the Poor Law 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 depth study, as well as information derived from the sources and the attributions).

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

Source A

‘I think a system of primary education established by law is inappropriate to the present condition of the country. Those who recommend it do not reflect upon the funds it would require and upon the exertions already made by individuals and voluntary contributions.’

[Lord Brougham, the Lord Chancellor and a leading Whig politician, giving evidence to a Parliamentary Enquiry into education (1834)]

Source B

‘The recent Factory Law of 1833 was necessary but I have often wished that those who so thoughtlessly believe tales of the miseries of the factory workers would go to some of the mills I visit. Statements as to the unhealthiness of factory employment are misleading. One has only to see the workers in the West Riding of Yorkshire who are well fed, well clothed, healthy and cheerful.’

[Leonard Horner, an Inspector of Factories, writing in an official report to Parliament (1837)]

Source C

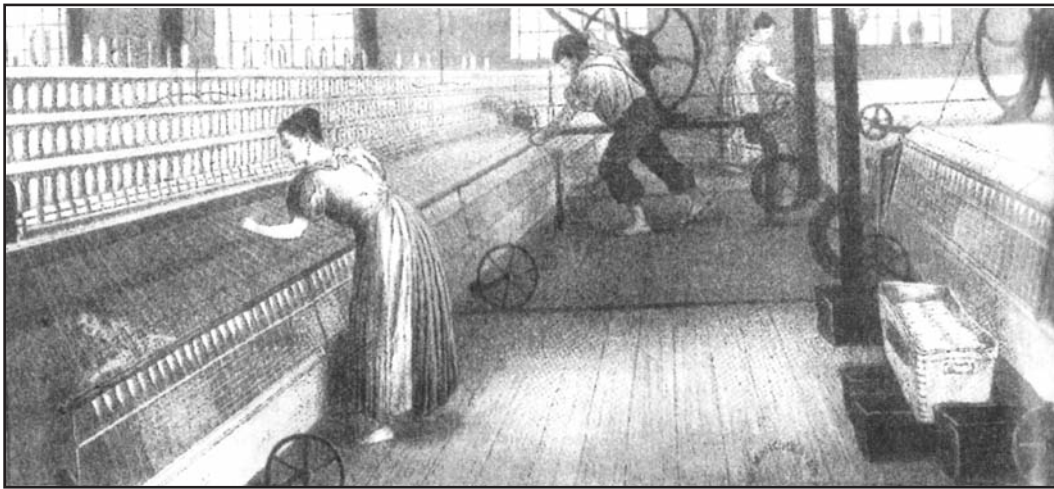
‘It is not in my power to prevent the consequence of what has been done in the passage of this law [*the Reform Act 1832*]. The government of England is destroyed. A Parliament will be returned and I hear the worst accounts of the elections: I do not believe that landed gentlemen will offer themselves as candidates.’

[The Duke of Wellington, a leading Tory and ex-Prime Minister, writing in a private letter to the Duke of Buckingham (23 June 1832)]

Source D

‘It is safe to say that the Reform Act of 1832 did nothing for the working classes, despite their enthusiastic support for reform. It was the factory owners rather than the factory workers who benefited. Only about 400,000 new voters were added. The landed gentry had merely shared a little of its political power with the new industrial and commercial middle class.’

[Richard Cootes, a teacher of history, writing in a school textbook, *Britain Since 1700* (1968)]

Source E

[From a contemporary artist's impression of the inside of a cotton factory in 1829. This was used to illustrate an official report into factory conditions.]

- (a) Study Source B. Use Source B **and your own knowledge** to explain the meaning of the phrase ‘the recent Factory Law of 1833’. [4]
- (b) Study Sources B and E. Use these sources **and your own knowledge** to explain the importance of the campaign for factory reform in this period. [8]
- (c) Study Sources A and E. How reliable are these sources in explaining social reform in this period? [16]
- (d) Study Sources C and D. How far does Source C support or contradict the interpretation of the 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 depth study, as well as information derived from the sources and the attributions).