

General Certificate of Secondary Education
June 2008



HISTORY (SPECIFICATION A)
HISTORY (SPECIFICATION A)(SHORT COURSE)
Schools History Project
Paper 2 Option B
Britain, 1815–1851

3041/6/2B

Wednesday 11 June 2008 9.00 am to 10.45 am

For this paper you must have:

- a 12-page answer book
- a Sources Booklet (enclosed).

Time allowed: 1 hour 45 minutes

Instructions

- Use black ink or black ball-point pen.
- Write the information required on the front of your answer book. The *Examining Body* for this paper is AQA. The *Paper Reference* is 3041/6/2B.
- Answer **two** questions.
- Answer Question 1 from **Section A**, and **either** Question 2 **or** Question 3 from **Section B**.
- Do all rough work in the answer book. Cross through any work you do not want to be marked.

Information

- The maximum mark for this paper is 75.
- The marks for questions are shown in brackets.
- The sources for use in answering Question 1 are printed in the separate Sources Booklet.
- The sources in this question paper have been simplified to make them easier to understand.
- You are reminded of the need for good English and clear presentation in your answers. All questions should be answered in continuous prose. Quality of Written Communication will be assessed in all answers.

Advice

- You are advised to spend about 65 minutes on Section A and about 40 minutes on Section B.

SECTION A

You **must** answer Question 1.

You are advised to spend about 65 minutes on this section.

There are 45 marks for this question.

The Railways

- 1** Study **Sources A to D** in the Sources Booklet and then answer **all** parts of Question 1 which follow. In your answers you should refer to the sources by their letters.
- (a) Read **Source A**.
What does **Source A** suggest about railway building? *(4 marks)*
- (b) Read **Sources A and B**.
What different view of railway building is suggested by **Source B**?
Refer to **both** sources in your answer. *(6 marks)*
- (c) Why do you think **Sources A and B** show different views?
Explain your answer using **Sources A and B and your own knowledge**. *(7 marks)*
- (d) Study **Source C**.
How useful is **Source C** for understanding the effects of the railways on other forms of transport?
Explain your answer using **Source C and your own knowledge**. *(8 marks)*
- (e) Read **Source D**.
Source D is an interpretation of the importance of the railways.
Do you agree or disagree with this interpretation?
Explain your answer using **Source D and your own knowledge**. *(8 marks)*
- (f) Why was Britain able to develop a national rail network by 1851?
Explain your answer using **the sources and your own knowledge**. *(12 marks)*

SECTION B

Answer **either** Question 2 **or** Question 3.

You are advised to spend about 40 minutes on this section.

There are 30 marks for each question.

EITHER**Social Reform**

- 2 (a) What were the working conditions for children in factories and mines in the early nineteenth century? *(6 marks)*
- (b) **Source E** Elizabeth Fry explains some of her work

We made a point of inspecting the prisons in several towns. I think it right to tell the public what we found so that it might encourage more support for prison reform. If people knew what our prisons are like they will see that we need to make them places where people work hard and change their ways. They must not be nurseries where they learn more about crime.

Using **Source E and your own knowledge**, explain why some Christians tried to improve the lives of the poor. *(9 marks)*

- (c) How important was the work of the Christian churches in improving the living and working conditions of the people of England by 1851? *(15 marks)*

Turn over for the next question

Turn over ►

OR

The Chartists

3 (a) Who was Feargus O'Connor? *(6 marks)*

(b) **Source F** A Chartist speech by Thomas Cooper

When we get the Charter we will repeal the Corn Laws and all other bad laws. Don't be deceived by the middle classes again. You helped them to get the vote. They have forgotten you. Now they want the Corn Laws repealed for their own benefit. 'Cheap bread' they cry. But they mean 'Low wages'. Don't give up
5 your Charter. You are slaves if you can't vote!

Using **Source F and your own knowledge**, explain why people supported the Chartists. *(9 marks)*

(c) How important was the lack of middle-class support in causing the failure of the Chartist movement? *(15 marks)*

END OF QUESTIONS

ACKNOWLEDGEMENT OF COPYRIGHT-HOLDERS AND PUBLISHERS

Permission to reproduce all copyright material has been applied for. In some cases efforts to contact copyright-holders have been unsuccessful and AQA will be happy to rectify any omissions of acknowledgements in future if notified.

Copyright © 2008 AQA and its licensors. All rights reserved.

General Certificate of Secondary Education
June 2008



HISTORY (SPECIFICATION A)
HISTORY (SPECIFICATION A)(SHORT COURSE)
Schools History Project
Paper 2 Option B
Britain, 1815–1851

3041/6/2B

SOURCES BOOKLET

Sources A to D for use in answering Question 1

Source A An account of railway building

From a letter written in 1824 by George Stephenson to his son about the Liverpool to Manchester railway line.

We have had problems with Lord Derby, Lord Sefton and Captain Bradshaw, the great canal owner, whose land we would go through with the planned railway. Their ground is blocked off to prevent us getting on with the survey. Bradshaw fires guns at night to prevent the surveyors coming in. Lord Sefton says he will
5 set a hundred men against us.

Source B Another account of railway building

From *A History of the English Railway* by J Francis, published in 1851, in which the author describes the railway building of the 1840s.

Three different lines were proposed to Norwich. In another area, sixteen schemes to build railways were going on and 1200 houses were to be demolished. Railways were advertised to places where no stagecoaches went. In Durham, three railways were attempted by one company all running in parallel lines. The
5 wildest schemes were considered.

Source C A view of the effects of the railways

This popular engraving produced in 1845 by the Leighton brothers was entitled *Past and Present*.

An image of a popular engraving produced in 1845 by the Leighton brothers entitled *Past and Present*. It shows a traditional farm scene in the foreground with a modern railway and buildings in the background. Not reproduced here due to third-party copyright constraints.

Turn over for Source D

Turn over ►

Source D An interpretation of the importance of the railways
From *The Victorian Railway*, by Jack Simmons, 1991.

A brief text extract from *The Victorian Railway*, by Jack Simmons, 1991 discussing the importance of the railways. It explains how the railways brought together the different classes which helped them to improve their understanding of one another. Not reproduced here due to third-party copyright constraints.

END OF SOURCES

ACKNOWLEDGEMENT OF COPYRIGHT-HOLDERS AND PUBLISHERS

Permission to reproduce all copyright material has been applied for. In some cases efforts to contact copyright-holders have been unsuccessful and AQA will be happy to rectify any omissions of acknowledgements in future if notified.

Question 2, Source E: Adapted from *Britain 1815–1851*, Holmes M^cDougal, 1977. Reprinted by permission of the British Library.

Copyright © 2008 AQA and its licensors. All rights reserved.