

General Certificate of Secondary Education
June 2007



HISTORY (SPECIFICATION C)
British Social and Economic History
Paper 1 Studies in Depth

3043/1

Friday 8 June 2007 1.30 pm to 3.15 pm

For this paper you must have:

- a 12 page answer book.

Time allowed: 1 hour 45 minutes

Instructions

- Use blue or black ink or 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 3043/1.
- Answer **three** questions.
Answer **one** question from **Section A** and **two** questions from **Section B**. The two questions in Section B **must** be chosen from **any two** different Depth Studies.
- Do all rough work in the answer book. Cross through any work you do not want marked.

Information

- The maximum mark for this paper is 75.
- The marks for questions are shown in brackets.
- 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 45 minutes on Section A and one hour on Section B.

SECTION A

Answer **one** question from this section.

You are advised to spend about 45 minutes on this section.

Total for this question: 31 marks

1 Depth Study A Social Protest

Study **Sources A to D** and then answer **all** parts of Question 1 which follow. In your answers you should refer to the sources by their letters.

Source A The New Unions

5 New Unions were for unskilled workers. Because their members did not have a craft, the New Unions were not concerned with professional standards. They also focused less on providing benefits and more on fighting for higher wages and against unemployment. Their leaders had little time for the idea of improving oneself through education. They felt that poverty, unemployment and safety at work were far more important issues. These unions were much more likely to strike because striking was the only effective weapon they had.

From B WALSH, *British Social and Economic History*, 1997

Source B From Joseph Arch's memoirs, *Joseph Arch, the Story of His Life, by Himself*, 1898, in which he describes why the National Agricultural Labourers' Union was set up in 1872.

5 After the harvest of 1871 had been gathered and the winter had set in, the sufferings of the agricultural labourers had become too cruel. Only two doors seemed open to them. One led to the dreaded workhouse and the other to the grave. Oppression, hunger and misery made the agricultural labourers desperate and this forced them into the idea of forming a union.

Source C From a description of the working conditions of the Matchgirls in *The Record*, an East London newspaper in 1888.

5 I saw more than a thousand of the employees in Bryant & May's factory in East London and they were without doubt some of the most light-hearted workers I have ever come across. There was no evidence of starvation. The girls seemed remarkably healthy and had bright rosy cheeks and none of them showed the least sign of weariness or exhaustion. In nearly every room, the girls were working away willingly and the merry songs that they were singing or whistling did not suggest that they were at all depressed.

Source D A painting made in 1890 of a procession of dockers through London at the time of the London Dock Strike of 1889.



- (a) According to **Source A**, what were the main features of the New Unions? *(4 marks)*
- (b) How useful is **Source B** to an historian studying the National Agricultural Labourers' Union?
Use **Source B and your own knowledge** to explain your answer. *(8 marks)*
- (c) Do you agree with the view given in **Source C** about the working conditions of the Matchgirls?
Use **Source C and your own knowledge** to explain your answer. *(8 marks)*
- (d) **Source D** shows that thousands of people turned out in London to support the dockers. How important was this strong support in the success of their strike in 1889?
Use **Sources A, C and D and your own knowledge** to explain your answer. *(11 marks)*

Turn over for the next question

Turn over ►

Total for this question: 31 marks

2 Depth Study B Social Reform

Study **Sources E to H** and then answer **all** parts of Question 2 which follow. In your answers you should refer to the sources by their letters.

Source E The 1834 Report of the Royal Commission into the Poor Laws

The final report of the Royal Commission contained a strong attack on the old Poor Law and proposed the following radical new measures. There should be one system of poor relief for the whole country. Parishes should join together to form unions and build a workhouse. Outdoor relief for the able-bodied should be ended and paupers
5 should only receive relief if they and their families were prepared to enter the workhouse. These workhouses should be run very strictly so that only the most desperate would enter them.

From B WALSH, *British Social and Economic History*, 1997

Source F The New Poor Law

At Bourne in Lincolnshire a poor man applied to the Guardians for relief. They offered him a place in their workhouse but he refused. A week later he was found dead in a field, having chosen death by starvation rather than enter the workhouse.

From G R WYTHEN-BAXTER, *The Book of the Bastilles*, 1841. This was a collection of evidence chosen to show the New Poor Law in a bad light.

Source G A description of a workhouse given in an article in a Scottish newspaper in 1837.

I had heard both good and bad things about the new workhouses. I knew the governor of a workhouse ten miles from London and he invited me to visit it. I stayed there for three days and ate the same food as the paupers. The location is splendid with fine views. The women and the children have their own beautiful garden. The rooms are
5 airy and spacious and everything is kept very clean.

Source H A drawing of an attack on a workhouse in the North of England in 1842.



From *The Illustrated London News*, 1842

- (a) According to **Source E**, what were the findings of the Royal Commission on the Poor Laws which reported in 1834? (4 marks)
- (b) How useful is **Source F** to an historian studying attitudes to the New Poor Law of 1834? Use **Source F and your own knowledge** to explain your answer. (8 marks)
- (c) Do you agree with the view given in **Source G** about life in the workhouses? Use **Source G and your own knowledge** to explain your answer. (8 marks)
- (d) **Source H** is a drawing of an attack on a workhouse in 1842. How important were attacks like this in bringing about changes in the New Poor Law? Use **Sources F and H and your own knowledge** to explain your answer. (11 marks)

Turn over for the next question

Turn over ►

Total for this question: 31 marks

3 Depth Study C Social Improvements

Study **Sources J to M** and then answer **all** parts of Question 3 which follow. In your answers you should refer to the sources by their letters.

Source J Opposition to the 1870 Education Act

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Source K Payment by Results

The great fault of the system known as ‘Payment by Results’ is that it encourages learning by children simply repeating phrases ‘parrot fashion’. It is quite possible to get children through the examination in reading, writing and arithmetic without their really knowing how to read, write and do arithmetic.

From *General Report for the Year 1869* by Matthew Arnold who was a school inspector

Source L From a speech in the House of Commons by W E Forster introducing the Education Bill, 17 February 1870.

Our future as a nation depends upon the speedy introduction of elementary education for all children. Other countries throughout the world are joining together and becoming large nations. If we are to keep our position among the nations of the world, we must make up for our small population by increasing the skills and knowledge of
5 each person.

Source M A drawing from *The Illustrated London News* in 1871 of an attendance officer and a policeman rounding up truants in London where attendance had been made compulsory.



- (a) According to **Source J**, why was there opposition to the 1870 Education Act? (4 marks)
- (b) Do you agree with the view given in **Source K** about the system of Payment by Results? Use **Source K and your own knowledge** to explain your answer. (8 marks)
- (c) How useful is **Source L** to an historian studying the reasons for the introduction of the 1870 Education Bill? Use **Source L and your own knowledge** to explain your answer. (8 marks)
- (d) **Source M** shows truants being rounded up in London in 1871. How important was reducing truancy in the improvement in elementary education in the years 1870 to 1900? Use **Sources L and M and your own knowledge** to explain your answer. (11 marks)

Turn over for the next question

Turn over ►

SECTION B

Answer **two** questions chosen from any **two** different Depth Studies.

You are advised to spend about one hour on this section.

Total for this question: 22 marks

4 Depth Study A Social Protest

If you answer this question you must **not** answer Question 5.

Source N Government response to the Chartists in 1848

5 Fortunately the government's strategy was planned personally by the Duke of Wellington and was very extensive. Large numbers of police and special constables were positioned at both ends of the bridges over the Thames. Nearby and within calling distance a strong force of soldiers was available. In the centre of London, offices were packed with troops and artillery. In addition to the regular police and army, it is estimated that at least 120 000 special constables were recruited and organised throughout London. As a result of these measures, the Chartist action failed.

From *The Annual Register*, 1848. This was published in London once a year and recorded all the major events in British and world history.

- (a) Explain why people became Chartists in the 1830s. (8 marks)
- (b) Describe how William Lovett and Feargus O'Connor contributed to the Chartist movement. (6 marks)
- (c) Would an historian support the view given in **Source N** that the reason for the failure of Chartism was the firm response of the government?
Use **Source N and your own knowledge** to explain your answer. (8 marks)

Total for this question: 22 marks

5 Depth Study A Social Protest

If you answer this question you must **not** answer Question 4.

Source O An agreement made by employers in Derby at the end of a meeting, 25 November 1833. This agreement was later published in *The Pioneer*, a local newspaper, 14 December 1833.

We agree to adopt immediately a strong and unending resistance to the Grand National Consolidated Trades Union. This is absolutely necessary to protect the rights of the employer, to protect the trade of the country and, indeed, to look after the real interests of the workers themselves.

- (a) Describe the problems which trade unions faced in the years 1799 to 1825. (6 marks)
- (b) Would an historian support the view given in **Source O** that the reason why the Grand National Consolidated Trades Union failed was the strong opposition of the employers? Use **Source O and your own knowledge** to explain your answer. (8 marks)
- (c) Explain the importance of the trial and punishment of the Tolpuddle labourers. (8 marks)

Turn over for the next question

Turn over ►

Total for this question: 22 marks

6 Depth Study B Social Reform

If you answer this question you must **not** answer Question 7.

Source P From the Report of the Royal Commission of Inquiry on the Poor Laws. This extract was based on a commissioner's investigation of workhouses before 1832.

In most large workhouses, the young and the able-bodied were trained to be lazy and ignorant. All the inmates were given food which was far better, both in quality and quantity, than that which the labourer outside the workhouse normally had.

- (a) Explain how the Elizabethan Poor Law dealt with the problems of poverty before 1795. (8 marks)
- (b) Describe how the Speenhamland System worked. (6 marks)
- (c) Would an historian support the view given in **Source P** of the reasons why the Royal Commission of Inquiry on the Poor Laws was set up in 1832?
Use **Source P and your own knowledge** to explain your answer. (8 marks)

Total for this question: 22 marks

7 Depth Study B Social Reform

If you answer this question you must **not** answer Question 6.

Source Q Government Legislation on Public Health.

There is little doubt that the Government will very soon introduce whatever laws it feels are necessary to improve sanitary conditions in the towns. It is also very likely that town councils will be given the power to control house building, to ensure regular street cleaning and to construct an efficient drainage system.

From *The Manchester Guardian* newspaper, 6 January 1844

- (a) Describe how Edward Jenner helped in the control of epidemic diseases. (6 marks)
- (b) Would an historian support the view given in **Source Q** of the role of government and local councils in improving public health in the 1840s?
Use **Source Q and your own knowledge** to explain your answer. (8 marks)
- (c) Explain how the 1875 Public Health Act improved living conditions in the towns. (8 marks)

Total for this question: 22 marks

8 Depth Study C Social Improvements

If you answer this question you must **not** answer Question 9.

Source R A statement made in 1807 about the advantages of the monitorial system by Andrew Bell, who claimed to have developed it.

It is not proposed that the children of the poor should be educated in an expensive manner or even taught to write and do arithmetic. It may be enough to teach most children to read and understand their Bible.

- (a) Describe the different types of schools which were available to children from wealthy families in the nineteenth century. (6 marks)
- (b) Would an historian support the view of monitorial schools given in **Source R**?
Use **Source R and your own knowledge** to explain your answer. (8 marks)
- (c) Explain why the system of Payment by Results was introduced in 1862. (8 marks)

Total for this question: 22 marks

9 Depth Study C Social Improvements

If you answer this question you must **not** answer Question 8.

Source S The obituary of Elizabeth Fry in *The Times* Newspaper, after her death in 1845.

Mrs Fry for many years devoted her time and money to reduce the miseries of our various prisons. She gave much attention to the condition of female prisoners at a time when prison discipline and management were much worse than they are now.

- (a) Would an historian support the view given in **Source S** of the work of Elizabeth Fry?
Use **Source S and your own knowledge** to explain your answer. (8 marks)
- (b) Describe the work of Dr Barnardo. (6 marks)
- (c) Explain how William Booth helped the poor of London. (8 marks)

END OF QUESTIONS

There are no questions printed on this page

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