

General Certificate of Secondary Education
June 2008



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

3043/1

Tuesday 3 June 2008 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 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 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 to be 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 about one hour on Section B.

SECTION A

Answer **one** question from this section.

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

There are 31 marks for each question.

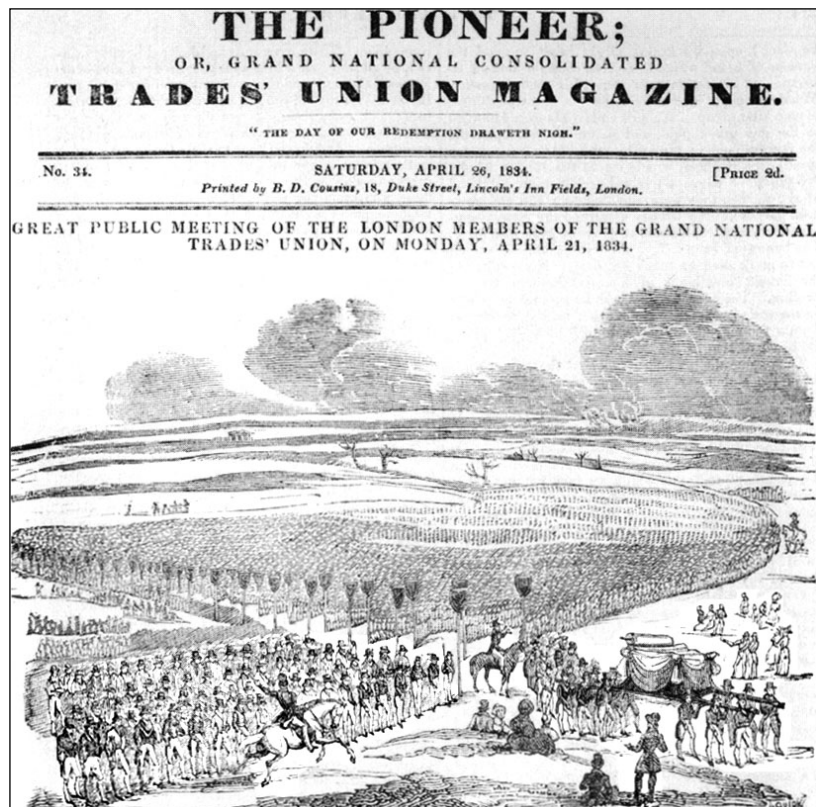
1 Depth Study A Social Protest

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 Friendly Societies in the late eighteenth century

Friendly Societies were set up to help workers put money aside for hard times. The Society collected money from each member. It then paid out a certain sum to members who were unemployed or unable to work because they were sick or injured. It also made sure that they were given a proper funeral. The Society also tried to control entry to the trade and ensure that new members served a proper apprenticeship.

Source B The front page of *The Pioneer*, a magazine published on 26 April 1834, five days after the meeting of Grand National Consolidated Trades Union members. The Union claimed that there were about 400 000 London members at the meeting.



Source C From a book written in 1838 by George Loveless, one of the Tolpuddle Martyrs, after his return from Australia

Most of the evidence against us during our trial in March 1834 was put into the mouths of witnesses by the judge. I thought to myself that we were certain to be found guilty as there seemed to be a special jury selected from among those who were most unfriendly to us.

Source D Problems for trade unions after 1834

There is a great deal of evidence in local newspapers and trade union records to show that many unions remained in existence after 1834. They had to face great difficulties in the years 1836 to 1842 because of serious trade depressions, unemployment, wage reductions and loss of membership. Nevertheless, most of the unions, especially those for skilled
5 workers, appear to have survived.

- (a) According to **Source A**, why were Friendly Societies set up? *(4 marks)*
- (b) How useful is **Source B** to an historian studying support for the Grand National Consolidated Trades Union?
Use **Source B and your own knowledge** to explain your answer. *(8 marks)*
- (c) Do you agree with the view about the trial of the Tolpuddle Martyrs given in **Source C**?
Use **Source C and your own knowledge** to explain your answer. *(8 marks)*
- (d) How successful were trade unions in the first half of the nineteenth century?
Use **Sources B, C and D and your own knowledge** to explain your answer. *(11 marks)*

Turn over for the next question

Turn over ▶

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 Elizabethan Poor Laws

The main idea behind the Elizabethan Poor Laws was that each parish was responsible for its own poor. Property owners paid rates and the money that was raised was spent in a variety of ways. If adults who were fit and well became unemployed, then the parish had to buy materials and give them work. If there were any orphans, then the parish had
5 to educate and apprentice them. If people were either too old or too sick to look after themselves, then the parish had to give them food, clothing and somewhere to live.

Source F From *Rural Rides*, written by William Cobbett in 1826. Cobbett toured the countryside and highlighted the distress of the poor in his writing.

In November 1825, we passed through a village in Sussex and came across a man repairing a hedge. I asked him how much he got a day. He told me that under the Speenhamland System the allowance was only 7d (3p) a day. Prisoners in the local jails live better with their free bread, meat, clothing and lodging. And this, I believe, is in a
5 part of England where the agricultural workers live better than in any other part of the country.

Source G An illustration which appeared in a local newspaper in 1830, showing agricultural labourers burning hayricks on a farm in Kent during the Swing Riots

An illustration which appeared in a local newspaper in 1830 showing agricultural labourers burning hayricks on a farm in Kent during the Swing Riots. Not reproduced here due to third-party copyright constraints.

Source H Problems with the Speenhamland System

Many people at the time believed that the Speenhamland System, with its family allowance, encouraged larger families. There also seems to be some evidence that it encouraged earlier marriages.

- (a) According to **Source E**, what were the main features of the Elizabethan Poor Laws? *(4 marks)*
- (b) Do you agree with the view of the Speenhamland System of poor relief given in **Source F**?
Use **Source F and your own knowledge** to explain your answer. *(8 marks)*
- (c) How useful is **Source G** to an historian studying the Swing Riots?
Use **Source G and your own knowledge** to explain your answer. *(8 marks)*
- (d) **Source H** mentions some of the problems with the Speenhamland System of poor relief. How important were the problems of the Speenhamland System in the government's decision in 1832 to set up a Royal Commission to investigate the Poor Law?
Use **all the sources and your own knowledge** to explain your answer. *(11 marks)*

Turn over for the next question

Turn over ▶

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 John Wesley

A brief text extract describing John Wesley's preaching. It states that much of his preaching was directed at the poor and was done outdoors, to very large crowds, who found his sermons extremely moving. Not reproduced here due to third-party copyright constraints.

Source K A late nineteenth century painting showing Elizabeth Fry reading to the prisoners at Newgate prison in 1823

A late nineteenth century painting showing Elizabeth Fry reading to the prisoners at Newgate prison in 1823. Not reproduced here due to third-party copyright constraints.

Source L A letter criticising William Booth, from a retired bank manager to *The Times* newspaper on 26 December 1890

We have to question 'General' Booth's honesty. His Poor Man's Bank promised to pay an interest rate of 2.5%. But in his book, 'In Darkest England', he had previously promised 5%. In this book he also exaggerated the number of paupers in England and Wales. He puts the figure at over 870 000 whereas the official government figure shows only 592 983.

Source M Dr Barnardo

Dr Barnardo was the most influential person in the child migration of the second half of the nineteenth century. The first group of 50 Barnardo's children was sent to Canada in 1882. There were great advantages to this scheme. It cost about £12 a year to look after a child in one of his Homes in Britain. To send a child overseas required a small one-off 5 payment.

- (a) According to **Source J**, what were the main features of John Wesley's preaching? (4 marks)
- (b) How useful is **Source K** to an historian studying the work of Elizabeth Fry? Use **Source K and your own knowledge** to explain your answer. (8 marks)
- (c) Do you agree with the view about William Booth given in **Source L**? Use **Source L and your own knowledge** to explain your answer. (8 marks)
- (d) **Sources L and M** describe some of the work of William Booth and Dr Barnardo. How important were these two men in improving conditions for the poor in the second half of the nineteenth century? 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.

There are 22 marks for each question.

4 Depth Study A Social Protest

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

Source N From a speech by a Chartist leader reported in a newspaper, 13 July 1839

<p>We do not want a revolution to overthrow the present government. We believe that moral force is quite sufficient to achieve our aims. We do not believe that the people will ever gather in sufficient numbers to gain the Charter by force.</p>

- (a) Describe the aims of Chartism. *(6 marks)*
- (b) Would an historian support the view given in **Source N** that the Chartists did not believe in violent protest?
Use **Source N and your own knowledge** to explain your answer. *(8 marks)*
- (c) Explain why the Chartist movement had failed by 1848. *(8 marks)*

5 Depth Study A Social Protest

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

Source O The Matchgirls' Strike as reported in *The Times* newspaper, 14 July 1888

This unnecessary strike of the Matchgirls is still going on. It is not possible that this state of affairs can carry on much longer. The girls must either return to work or find a job of another kind. This situation is the inevitable result of starting a strike without adequate funds, a strike which was encouraged by trouble-makers who make it their business to stir up things between employers and workers.

- (a) Describe the main features of New Model Unions. (6 marks)
- (b) Would an historian support the view given in **Source O** that the Matchgirls' Strike was unnecessary and unlikely to succeed?
Use **Source O and your own knowledge** to explain your answer. (8 marks)
- (c) Explain why the London dockers went on strike in 1889. (8 marks)

Turn over for the next question

Turn over ▶

6 Depth Study B Social Reform

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

Source P A report in 1835 from a Poor Law Union in the south of England

In the last three months of 1834, there were more than 250 labourers out of work who received relief for themselves and their families. The new measures are proving successful. We are pleased to report that in the same period this year, despite all work in agriculture being stopped by snow, there are only 28 able-bodied men in the workhouse.
 5 A strong desire to change their ways has also persuaded some unmarried men to enlist as soldiers.

- (a) Describe the recommendations made in 1834 by the Royal Commission of Inquiry into the Poor Laws. (6 marks)
- (b) Would an historian support the view given in **Source P** that the New Poor Law was successful?
 Use **Source P and your own knowledge** to explain your answer. (8 marks)
- (c) Explain how the poor were discouraged from entering the workhouse after 1834. (8 marks)

7 Depth Study B Social Reform

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

Source Q The causes of the spread of cholera. From *Reynolds' Political Registry*, a newspaper that supported reform, 29 December 1849.

We feel sure that cholera is not a punishment from God but a natural disease. Cholera is made worse by the scandalous, cruel and heartless neglect shown by the government. The upper classes generally show the same neglect towards the needs of the poor.

- (a) Describe the main features of the 1848 Public Health Act. (6 marks)
- (b) Would an historian support the view given in **Source Q** about the causes of the spread of cholera?
 Use **Source Q and your own knowledge** to explain your answer. (8 marks)
- (c) Explain how local authorities contributed to the improvement in public health in the nineteenth century. (8 marks)

8 Depth Study C Social Improvements

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

Source R From evidence given by Robert Owen, a factory owner, to a Parliamentary Inquiry in 1816 on the state of children employed in factories

In my school the children are taught to read, write, do sums and the girls are also taught to sew. The children are also instructed in healthy and useful pastimes for an hour or two every day. They are taught to dance and those who have good voices to sing. Also, the boys who have a natural talent for music are encouraged to play an instrument.

- (a) Describe the Monitorial System. *(6 marks)*
- (b) Would an historian support the view given in **Source R** about education for poor children in 1816?
Use **Source R and your own knowledge** to explain your answer. *(8 marks)*
- (c) Explain why the government became more involved in education in the years 1833 to 1869. *(8 marks)*

9 Depth Study C Social Improvements

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

Source S Charles Cooper, writing in 1935, remembers his time at a Board School in Yorkshire in the 1870s

A brief text extract written by Charles Cooper in 1935 in which he recalls the time he spent at a boarding school in Yorkshire in the 1870s. The belief there was that all children could do the work with enough effort and that their effort was encouraged by threatening them with punishment. Not reproduced here due to third-party copyright constraints.

- (a) Explain why the 1870 Education Act was introduced. *(8 marks)*
- (b) Would an historian support the view of Board Schools given in **Source S**?
Use **Source S and your own knowledge** to explain your answer. *(8 marks)*
- (c) Describe how educational provision was extended in the years 1875 to 1900. *(6 marks)*

END OF QUESTIONS

There are no questions printed on this page

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