

CHARTISM COURSEWORK ASSIGNMENTS

GCSE HISTORY COURSEWORK ASSIGNMENTS

Teacher Information

Introduction:

These assignments comprise sources, questions and mark schemes which will enable your pupils to fulfil the coursework requirements in history for Edexcel Foundation specifications for first examination in summer 2003. You may use these assignments as they stand. They have been designed to assess the full range of grades targeted by the syllabus (Grades G-A*). Assistance may be given in class to aid the comprehension of the sources.

You may also adapt these assignments if wished by:

- providing additional or replacement sources
- providing additional or replacement questions.

However, if you wish to make changes you should submit these to the Edexcel Foundation for approval to ensure that revised sources or questions give candidates appropriate opportunity to meet the targets specified at the appropriate level.

Management of the assignment:

The assignment has been designed to accommodate some flexibility of classroom practice. The following points should be borne in mind:

- Although all the questions *may* be tackled as part of a single task, this is not necessary. The timing of individual questions within an assignment may be staggered over a period of time and integrated into the programme of study.
- Candidates may use the sources provided in the pack as part of their preparation for Assignment 1 but this is not a requirement.
- Your candidates should draw upon their contextual knowledge when using the sources for Assignment 2. The historical content listed below should be familiar to candidates before they attempt to answer the questions.

Chartism

This assignment should arise from a teaching programme designed to occupy approximately half a term. Before candidates begin this assignment they should have knowledge of:

- Origins of the Chartist movement and reasons for support: Chartist aims and methods
- Chartist leadership; the roles of Lovett and O'Connor
- Reactions to Chartism; opposition and Government response
- Reasons for the decline of the movement.

Introduction

In the years 1815-50 many demands were made for political change. Skilled workers and working people in the new industrial areas demanded increased political representation. These demands reached a peak in the early 1830s. Faced with pressure from both the middle class as well as from the working class government made some important changes. The Reform Act of 1832 disappointed many working class people. It greatly increased the number of middle-class voters but did little for the working class. By the middle of the 1830s new demands for working people to vote were being made. The Chartist movement called for all men to have the vote. The Chartists had much support in the 1830s and 1840s but petered out in the 1850s. Various reasons have been given for why the Chartists failed to achieve their aims. Many have said that the split in the movement between those who advocated peaceful methods and those who were prepared to use more violent methods was the crucial reason for Chartists failure.

In this assignment you will investigate the methods and tactics used by the Chartists and the nature of Chartists leadership. You will examine a range of evidence to help you discover the reasons for the movement's failure.

SOURCE A: a description of the Chartist meeting on Kennington Common in *The London Illustrated News*, April 1848

The wagon waiting for the delegates had written on its right side the slogan “The Charter. No surrender. Liberty is worth dying for”, on the left side “The voice of the people is the voice of God”, on the back of the wagon was written “Who would be a slave who would be free? Banners were fixed to the wagon (four on each side) on which was written “The Charter”, “No vote, no muskets”, “Vote by ballot”, “Annual Parliaments”, “Universal Suffrage”, and “No property qualifications”.

SOURCE B: from the autobiography *Life and Struggles of William Lovett*, 1876. In this extract he is giving an account of his opinions in the 1840s.

The whole physical force agitation is harmful and damages the movement. Muskets are not what are wanted, but education and schooling of the working people. O’Connor wants to take everything by storm, and to pass the Charter into law within a year. All this hurry and haste and threat of armed opposition can only lead to the destruction of Chartism.

SOURCE C: from an article written by G J Harney in the Chartist newspaper *The Northern Star*, 17 February 1839.

Universal suffrage there will be, or our tyrants will find to their cost that we will have universal misery. We will make our country a wilderness of destruction rather than let the tyrants win. Believe me there is no argument like the sword and the musket is unanswerable.

SOURCE D: an artist's impression of the attack on the Westgate Hotel, Newport, 1839.



SOURCE E: evidence given by a witness at the trial of John Frost in 1840. Frost was the leader of Newport rising.

The group of people I saw in the morning of the riot were armed; they had guns, sticks etc; the sticks had iron points. I did not see many with guns. I saw two or three hundred – there were not many more. They assembled in front of the Westgate Hotel and asked for prisoner Smith; then a rush was made. Then I heard firing and ran away. I cannot say if the mob had guns, pikes or clubs. I was about 25 yards from the Westgate Hotel. I could not say where the firing began. No man could judge. I saw no smoke outside. It is likely the firing began from the Westgate Hotel.

SOURCE F: from B Wilson's autobiography *The Struggles of an old Chartist*, 1887. In this extract he describes events in Yorkshire in the early 1840s.

A great many people in these districts were arming themselves with guns or pikes, and drilling on the moors. Bill Cockcroft, one of the leaders of the physical force party in Halifax, wished me to join the movement. I agreed, and bought a gun, although I knew it to be a serious thing for a Chartist to have a gun or pike.

SOURCE G: from Charles Napier's autobiography written in 1857. Napier was an army General put in command of troops in the North to deal with the Chartist threat.

Poor people! They will suffer. They have set all England against them and their physical force – fools! We have the physical force, not they. They talk of their hundred thousands of men. What are they to do when I am dancing round them with cavalry, and pelting them with cannon shot.

SOURCE H: from a *Punch* cartoon of 1848 showing a Chartist preparing to go on a demonstration.



SOURCE I: a poster advertising a Chartist meeting in London in April 1848.

CHARTIST DEMONSTRATION!!

“PEACE and ORDER” is our MOTTO!

TO THE WORKING MEN OF LONDON.

Fellow Men,—The Press having misrepresented and vilified us and our intentions, the Demonstration Committee therefore consider it to be their duty to state that the grievances of us (the Working Classes) are deep and our demands just. We and our families are pining in misery, want, and starvation! We demand a fair day's wages for a fair day's work! We are the slaves of capital—we demand protection to our labour. We are political serfs—we demand to be free. We therefore invite all well disposed to join in our peaceful procession on

MONDAY NEXT, April 10,

As it is for the good of all that we seek to remove the evils under which we groan.

The following are the places of Meeting of THE CHARTISTS, THE TRADES, THE IRISH CONFEDERATE & REPEAL BODIES:

East Division on Stepney Green at 8 o'clock; City and Finsbury Division on Clerkenwell Green at 9 o'clock; West Division in Russell Square at 9 o'clock; and the South Division in Peckham Fields at 9 o'clock, and proceed from thence to Kennington Common.

Signed on behalf of the Committee, JOHN ARNOTT, Sec.

Waverley Mission, Printer, 5, Edward Street, Haymarket Road.

SOURCE J: from R G Gammage *History of the Chartist Movement*, 1854. Gammage was himself a Chartist.

O'Connor advised them against all rioting, all civil war, but still said, that if the constitution was violated; he would himself lead the people to death or glory. He wanted to use moral force as long as possible, but he always reminded them that it is better to die free men than to live as slaves.

SOURCE K: from an article about Chartism by a British historian, written in the 1980s.

It must be remembered that, at the time, for many people, Chartism aroused very real fears. To many in the middle and upper classes, a Chartist rebellion was extremely likely. Home Office papers contain many reports of Chartist rebellions. Some of the reports were well founded, others have much less justification. For a number of reasons, fear was sometimes deliberately encouraged by the authorities. There was a tendency to blame any industrial unrest on the work of Chartists and the more violent aspects of these disturbances were often emphasised in order to win public support.

Assignment One: Assessment Objective 1

1. Describe the methods used by the Chartists to achieve their aims in the period 1836-1850 **(15)**

2. Why did many working people support Chartism in the period 1836 – 1850? **(15)**

3. Explain why the Chartists did not achieve even one of the demands in the People's Charter. **(20)**

(Total: 50 marks)

Assignment Two: Assessment Objectives 2 and 3

1. Study Source A.
What can you learn from Source A about Chartist aims and methods? (6)

2. Study Sources B, C and F.
Does the evidence of Source C and F support the view shown in Source B about Chartist methods? (8)

3. Study Sources D, E and J
Using the evidence of these sources and your own knowledge, explain why some Chartists were prepared to use physical rather than moral force to achieve their aims. (12)

4. Study Sources G, H, and K.
How useful are these sources in helping you understand the effectiveness of Chartist methods? (10)

5. Study all the sources
'To many in the middle and upper classes, a Chartist rebellion was extremely likely'. Use these sources, and your own knowledge, to explain whether you agree with this view about the threat that Chartists presented. (14)

(Total: 50 marks)

Coursework Assignments Markscheme

Chartism

Assignment One: Assessment Objective 1

1. *Describe the methods used by the Chartists in the period 1836-1850* (15)

Target: Key features/recall of knowledge

Level 1: Simple statements supported by some knowledge giving some of the methods used e.g. the use of physical and moral force by the movement. (1-5)

Level 2: Developed statements supported by relevant knowledge giving idea of different methods with some use of examples e.g. the Newport Rising or plug riots or demonstrations difference between the leadership in the North and London. (6-10)

Level 3: Developed explanation supported by selected knowledge of the range of areas in which the movement disagreed with examples such as violence and the Newport Rising and petitions to parliament and role of education, can focus on key divisions with the movements leadership (11-15)

2. *Why did many working people support Chartism in the period 1836-1850?* (15)

Target: Key features, causation \ recall of knowledge

Level 1: Simple statements supported by some knowledge giving some reasons, e.g. to get the vote or the failure of trade unions to achieve any real improvements in the position of the working classes (1-5)

Level 2: Developed statements giving reasons supported by relevant knowledge, e.g. Poor working and living conditions and the effects of the new Poor Law of 1834- a growing feeling that things would not change without political change (6-10)

Level 3: Developed explanation supported by precisely selected knowledge showing understanding of the links between reasons political, economic and social e.g. can give a balanced account that will evaluate the relative importance of the factors involved. (11-15)

3. *Explain why the Chartists did not achieve even one of the demands in the People's Charter.*

(20)

Target: **Analysis of Causation/recall of knowledge**

Level 1: Simple statements supported by some knowledge giving outline of the movements history or some general reasons such as areas of disagreement e.g. the split in the leadership of the movement. **(1-5)**

Level 2: Developed statements giving reasons supported by relevant knowledge, e.g. the radical nature of the six points in 1848 and support varied according to degree of economic prosperity. **(6-10)**

Level 3: Developed explanation supported by appropriately selected knowledge of the range of reasons that help explain the relative failure of the movement with examples, e.g. can use examples from across the period of Chartist activity and can assess the determination of the authorities not to give in to their demands. **(11-15)**

Level 4: Sustained arguments supported by precisely selected knowledge showing clear understanding of the nature and degree of factors that explain their failure in the period before 1850 e.g. can focus on relative importance of individual factors and make some assessment of what the movement did achieve. **(16-20)**

Coursework Assignments Markscheme

Chartism

Assignment Two: Assessment Objectives 2 and 3

1. *Study Source A. What can you learn from this source about Chartist aims and methods?*
(6)

Target: Comprehension of, and inference from, a source

Level 1: Simple statement using Information taken from Source A at face value, e.g. can give several of the six points of the Charter or use of non violence. (1-3)

Level 2: Developed statements supported by relevant knowledge making inferences from the Source that can explain nature of demands explains the six points and also the peaceful nature of the protest. (4-6)

2. *Study Sources B, C and F. Does the evidence of Source C and F support the view shown in Source B about Chartist methods?*
(8)

Target: Comprehension and cross referencing of sources

Level 1: Simple statements supported by some knowledge using information taken from the sources at face value giving some differences e.g. the first two for violence the third against. (1-3)

Level 2: Developed statements about differences or level of support supported by relevant use of the sources e.g. first the use of peaceful protest, the second the value of force education and the third advocates both force as a last resort. (4-6)

Level 3: Developed explanation supported by selected knowledge statements about differences using all three sources making effective use of the sources in support. (7-8)

3. *Study Sources D, E and J. Using these sources, and your own knowledge, explain why some Chartists were prepared to use physical rather than moral force to achieve their aims.* (12)

Target: **Analysis and explanation of sources in context**

Level 1: Simple statement supported by some knowledge taking information from the sources at face value, e.g. gives examples of use of violence. (1-3)

Level 2: Developed statements supported by relevant knowledge about reasons for support such as the failure of more peaceful methods whereas those with more direct experience of the brutality of the New Poor law more likely to favour the use of force. (4-6)

Level 3: Developed explanation of reasons based on effective use of the sources as well as own knowledge, e.g. can suggest reasons why those who had argued the use of force sometimes had different reasons for doing so. (7-10)

Level 4: Sustained argument supported by precisely selected knowledge giving range of reasons using sources as evidence. Could possibly indicate views might change over time or from place to place (11-12)

4. *Study Sources G, H and K. How useful are these sources in helping you understand the effectiveness of Chartist methods?* (10)

Target: **Evaluation of a source for utility**

Level 1: Makes simple statements about value based on content or nature of the source-takes source at face value e.g. Source G tells about folly of methods or ridicule in Source H. (1-3)

Level 2: Developed statements supported by relevant knowledge about usefulness drawing inferences from the nature origin and purposes of the source or putting it into context e.g. a contemporary or personal view that shows how individuals felt. (4-6)

Level 3: Developed analysis of the strengths and weakness making positive use of both the nature, origin, purpose as well content of the sources, e.g. can comment on the value of eye witness accounts the problems with autobiographies and the difficulties in using cartoons etc. (7-10)

5. *'To many in the middle and upper classes, a Chartist rebellion was extremely likely'. Use these sources, and your own knowledge, to explain whether you agree with this view about the threat that Chartists presented.* (14)

Target: Analysis of sources and recall to make a judgement about a historical interpretation

Level 1: Simple statement supported by some knowledge offering points in support of choice, using sources or own knowledge, e.g. yes, became more afraid because of outbreaks of violence such as that in Newport. (1-3)

Level 2: Developed statements supported by relevant knowledge offering points in support of judgement, using sources and supported by relevant knowledge, e.g. yes, because of the evidence of Sources C, D, E, F, G, J and K or knowledge of own. (4-6)

Level 3: Developed explanation giving a judgement about the view making confident use of the sources and supported by appropriately selected knowledge, e.g. this is a valid view because fear of violence was a major factor in the failure of the movement. (7-11)

Level 4: Sustained argument giving a reasoned choice using sources as evidence and supported by precisely selected knowledge which critically evaluates the view e.g. possibly examines the alternative evidence peaceful methods and the ridicule shown in the cartoon the threat was not a serious one however many thought it was. Can assess the view and compare it with alternative ones (12-14)