



GCE AS/A LEVEL

2100U30-1



S18-2100U30-1

HISTORY – AS unit 2

DEPTH STUDY 3

Reform and Protest in Wales and England c. 1783-1848

**Part 1: Radicalism and the fight for Parliamentary Reform
c. 1783-1832**

TUESDAY, 22 MAY 2018 – AFTERNOON

1 hour 45 minutes

ADDITIONAL MATERIALS

A WJEC pink 16-page answer booklet.

INSTRUCTIONS TO CANDIDATES

Use black ink or black ball-point pen.

Answer **both** questions.

INFORMATION FOR CANDIDATES

The number of marks is given in square brackets at the end of each question.

You are advised to spend around 50 minutes on answering each question.

The sources and extracts used in this unit may have been amended or adapted from the stated published work in order to make the wording more accessible.

UNIT 2**DEPTH STUDY 3****Reform and Protest in Wales and England c. 1783-1848****Part 1: Radicalism and the fight for Parliamentary Reform c. 1783-1832**

Answer both questions.

QUESTION 1

Study the sources below and answer the question that follows.

Source A

The real strength and all the resources of a country have sprung from the labour of its people. Elegant dresses, superb furniture, stately buildings, fine roads and canals, fast horses and carriages, numerous and stout ships, warehouses teeming with goods: all these spring from labour. With this correct idea of your own worth in your minds, with what indignation must you hear yourselves called the Populace, the Rabble, the Mob, the Swinish Multitude by those who have brought you to your present misery? What has caused this? It is the enormous amount of the taxes, which the government compels us to pay for the support of its army, its placemen, its pensioners and for the payment of the interest of its debt. That this is the real cause has been a thousand times proved. The remedy is what we have now to look to, and that remedy consists wholly and solely of such a reform of Parliament, that shall give to every payer of direct taxes a vote at elections, and that shall cause the Members to be elected annually. This, and all other things, must be done by a reformed Parliament. We must have that first, or we shall have nothing good.

[William Cobbett, a political campaigner and agitator, writing in a radical pamphlet, *The Weekly Political Register* (2nd November 1816)]

Source B

Within less than twenty minutes from the commencement of the meeting, the Yeoman Cavalry of the town of Manchester charged the populace with swords in hand, cut their way to the platform and, with the police at their head, made prisoners of Hunt and several of those who surrounded him. They seized the flags of the Reformers and trampled and cut down a number of the people, who, after throwing some stones and brickbats at the cavalry in its advance towards the hustings, fled on all sides in the utmost confusion and dismay. Of the crowd, a large portion consisted of women. About 8 or 10 persons were killed, and, besides those whom their own friends carried off, above 50 wounded were taken to the hospitals. Was that meeting at Manchester an 'unlawful assembly'? Was the notice of it unlawful? We believe not. Was the subject proposed for discussion (a reform in the House of Commons) an unlawful object? Assuredly not. Was anything done at this meeting before the cavalry rode in upon it, either contrary to the law or in breach of the peace? No such circumstance is recorded in any of the statements which have yet reached our hands.

[John Tyas, a journalist and an eyewitness at Peterloo, writing in a report in *The Times* newspaper (16th August 1819)]

Source C

[A cartoon by George Cruickshank entitled *A Radical Ladder*, published in a popular broadsheet in 1820. It shows radicals supporting Queen Caroline's attempt to seize the crown climbing a ladder with the steps named Cato Street, revolution, anarchy and ruin.]

With reference to the sources and your understanding of the historical context, assess the value of these three sources to an historian studying radical protest in the period 1816-1820. [30]

QUESTION 2

Study the extracts below and answer the question that follows.

Interpretation 1

The Reform Act Crisis, which grew in pressure from 1831, showed how working class agitation and pressure for reform could be felt in every county in Britain. This agitation arose from the people and displayed the most astonishing consensus of opinion about the necessity for reform. Britain was without doubt passing through a crisis in which revolution was possible. The enormous demonstrations, rising to above 100,000 in Birmingham and London in the autumn of 1831 and in May 1832 were overwhelmingly composed of working men. Britain was within an ace of a revolution at this time. The fact that revolution did not occur was due in part to the moderation of the radicals and in part to the skill of the middle class radicals in finding a compromise which strengthened the state and property rights against the working class threat.

[E.P. Thompson, a Marxist historian, writing in his book, *The Making of the English Working Class* (1963)]

Interpretation 2

In the two years following the summer of 1830 Britain was certainly in a state of seething political excitement but the role of popular agitation in causing the constitutional change associated with Reform is open to debate. Public pressure certainly ensured that Grey got his dissolution of Parliament from a reluctant king after the failure of the first Reform Bill in April 1831. In the 'Days of May' in 1832 it was believed that the Duke of Wellington was prevented from forming a government by the massive expression of public opinion against him and that the House of Lords was cowed into submission by popular agitation. However the truth was otherwise. The feared run on the banks never materialised nor did Francis Place's great plan of a national uprising led by the Political Unions. It was Wellington's failure to win over Peel that ensured his failure to form a government – not public pressure. What finally persuaded the House of Lords to submit to reform was not the popular agitation of the previous 18 months but the threat of the creation of additional peers.

[Derek Fraser, a revisionist historian, writing in a collection of essays, *Popular Movements 1830-1850* (1976)]

Historians have made different interpretations about the Reform Act Crisis 1828-1832. Analyse, evaluate and use the two extracts above and your understanding of the historical debate to answer the following question:

How valid is the view that popular agitation was mainly responsible for the Reform Act Crisis 1828-1832? [30]

END OF PAPER