GCE AS/A LEVEL

2100U30-1

S23-2100U30-1

TUESDAY, 23 MAY 2023 – AFTERNOON

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

1 hour 45 minutes

ADDITIONAL MATERIALS

A WJEC pink 16-page answer booklet.

INSTRUCTIONS TO CANDIDATES

Use black ink or black ball-point pen. Do not use gel pen or correction fluid.

Answer **both** questions.

Write your answers in the separate answer booklet provided, following the instructions on the front of the answer booklet.

Use both sides of the paper. Write only within the white areas of the booklet.

Write the question number in the two boxes in the left-hand margin at the start of each answer,

for example | **0** | **1** | .

Leave at least two line spaces between each answer.

INFORMATION FOR CANDIDATES

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

You are advised to spend approximately 50 minutes on each question.

The sources used in this examination paper may have been amended, adapted or abridged from the stated published work in order to make the wording more accessible.

The sources may include words that are no longer in common use and are now regarded as derogatory terminology. Their inclusion reflects the time and place of the original version of these sources.

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Answer **both** questions

0 1 Using your understanding of the historical context, assess the value of these three sources to an historian studying the reaction of government to popular protest during the period from 1792 to 1819. [30]

Source A Parson James Woodforde, a Norfolk Anglican clergyman, writing in his diary (8 December 1792)

Our newspapers … [contain] alarming accounts of riots daily expected in many parts of the kingdom, including London: a fresh proclamation from the King on the present affairs is expected; the Tower of London is putting [in place] a double guard at the Tower and at the Bank; some people sent to the Tower for high treason; Militia ordered to be assembled; a meeting of the Norfolk Magistrates on Tuesday next at Norwich; Norfolk Militia to meet on Monday next ...

[There is] every appearance at present of troublesome times being at hand, and which chiefly are set on foot by the troubles in France. Pray God however to prevent all bad designs [plots] against old England and may we enjoy peace. Parliament meets on Thursday next. Revolution clubs everywhere are much suppressed and Corresponding Societies [are] daily increasing all over the Kingdom.

Source B Earl Fitzwilliam, Lord-Lieutenant of the West Riding of Yorkshire, in a private letter to the Home Secretary, Viscount Sidmouth, about the Derbyshire rising (June 1817)

There certainly prevails very generally in the country a strong and decided opinion that most of the events that have recently occurred in the country are to be attributed to the presence and active agitation of [the spy] Mr Oliver. He is considered as the main spring from which every movement has taken its rise. All the agitators in the country have considered themselves as subordinate members of a great leading body of revolutionists in London, as co-operating with that body for one general purpose, and in this view to be under its instructions and directions, communicated by some delegate appointed for the purpose. Had not then a person pretending to come from that body and for that purpose made his appearance in the country, probably no movement whatever would have occurred.

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Source C

George Cruikshank, a British caricaturist, comments on the Six Acts (1819) in the satirical cartoon “A Free Born Englishman! The admiration of the World!!! And the envy of surrounding nations!!!!!” (December 1819)

The writing on the path is “Free discussion”, on the letter held by the man it is “Freedom of the press. Transportation”. His lips are sealed with a padlock inscribed with “No Grumbling”, and he stands on the “Bill of Rights” and “Magna Charta” [Carta]. The axe is labelled “Law of Libel”.

0 2 Historians have made different interpretations about **the growth of working-class movements**. Analyse and evaluate the two interpretations and use your understanding of the historical debate to answer the following question:

How valid is the view that working-class agitation after 1815 was the result of economic distress? [30]

Interpretation 1 Eric J Evans, in this extract from his book *The Shaping of Modern Britain: Identity, Industry and Empire, 1780–1914* (2014), provides an economic interpretation.

Levels of popular unrest reached a new pitch in the years 1815–1820 because of economic hardship. The new Corn Law was received with hostility. Where Liverpool and his ministers saw a means of providing steady and regular food prices, his opponents outside Parliament saw undisguised class legislation. Parliament, after all, was dominated by landowners. Were they not just passing laws in their own interest? Agitation in this period was more widespread geographically and it made a much greater impact on Britain's rapidly growing industrial towns and cities. Economic issues were varied, and included opposition to the high price of bread, riots against wage reductions and unemployment.

Interpretation 2 Clive Behagg, in this extract from his textbook *Labour and Reform: Working-class Movements 1815–1914* (1991), provides a social and political interpretation.

The immediate post-war years also witnessed a growth of political radicalism. Often the lead was taken by "gentlemen reformers" who, unlike most of their social equals, accepted the importance of extensive parliamentary reform. Hampden Clubs agitated for what was called a 'general suffrage' and were set up by working people in industrial areas. They were open to any man able to pay the weekly subscription of a penny, this money being devoted to the publication of pamphlets and broadsheets supporting the radical cause. Above all else, the government feared a re-enactment of the French Revolution on British soil. Their concern focused on the growth of support among the artisans for these political clubs.

END OF PAPER