

Surname	Centre Number	Candidate Number
Other Names		0



GCSE

4271/01



S15-4271-01

HISTORY

UNIT 1: STUDY IN-DEPTH

Popular Movements in Wales and England, 1815-1848

A.M. MONDAY, 1 June 2015

1 hour 15 minutes

For Examiner's use only		
Question	Maximum Mark	Mark Awarded
1.	18	
2.	20	
3.	12	
SPaG	3	
Total	53	

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INSTRUCTIONS TO CANDIDATES

Use black ink or black ball-point pen.

Write your name, centre number and candidate number in the spaces at the top of this page.

Answer ALL the questions on the examination paper.

Write your answers in the spaces provided in this booklet. Use supplementary sheets when there is insufficient room in this booklet. Write your name at the top of each supplementary sheet, indicating clearly the number of the question you answer. Put the supplementary sheets inside this booklet.

INFORMATION FOR CANDIDATES

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

You are reminded that assessment will take into account the quality of written communication used in your answers that involve extended writing. These are question 2(c) and question 3.

In addition, your ability to spell, punctuate and use grammar accurately will be assessed in your answer to question 3.

Answer all questions.

QUESTION 1

This question is focused on the threat from industrial protest.

[18]

Study the sources below and then answer the question which follows.

Source A



[An artist's impression of what happened to Dic Penderyn]

Source B

After the Newport Rising, over 200 Chartists were arrested for being involved and twenty-one were charged with high treason. The three main leaders of the march, John Frost, Zephaniah Williams and William Jones, were found guilty and were sentenced to be hanged, drawn and quartered. However, after a nationwide campaign the government eventually reduced the sentence of each man to transportation for life.

[From a website entry on the Newport Rising]

(a) What do Sources A and B suggest about how the authorities dealt with industrial protests? [4]

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Study the source below and then answer the question which follows.

Source C

Chartism united different groups of working class people, including industrial workers, miners and farm workers. They were joined by skilled craftspeople, shopkeepers, professional people and middle-class Radicals. The reasons why these people joined the Chartists were varied, but all wanted improvements to their lives.

[From a modern school textbook]

- (b) Use Source C and your own knowledge to explain why Chartism appealed to many people. [6]

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Study the sources below and then answer the question which follows.

Source D

The most terrific fight followed and the soldiers were nearly overcome. The major and many men were wounded, knocked down by clubs and stabbed by the bayonets taken from them. After the most determined fighting, the few brave soldiers chased the rioters away. Major Falls was severely cut on the head and was covered with blood. The streets and houses were drenched with blood from the dreadful wounds inflicted by the rioters' clubs on the soldiers.

[William Crawshay, the Cyfarthfa ironmaster, writing in his book *The Late Riots at Merthyr Tydfil*, published in 1831]

Source E

It was agreed that all persons were to get all their men together armed with guns, pikes and sticks and to meet in the most convenient place in their neighbourhood. Then they would proceed to Risca at about 12 o'clock and were to obey the orders of the leaders. It was agreed that they were to seize those in authority wherever they could be found and stop the mail coaches, so that people in the North of England would know they had succeeded.

[William Davies, a local Chartist, in evidence given to his solicitors preparing for the Chartist trials after the Newport Rising (December 1839)]

- (c) How useful are Sources D and E to an historian studying industrial protests during this period? [8]

Explain your answer using the sources and your own knowledge.

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END OF QUESTION 1

18

QUESTION 2

This question is focused on the pressures on rural life in Wales and England.

[20]

(a) Describe the tactics used by the Rebecca Rioters.

[4]

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Study the source below and then answer the question which follows.

Source F



[A cartoon entitled *The Home of the Rick Burner*. It was published in the popular middle class magazine *Punch* in the 1830s, at the time of the Swing Riots]

Historians have made different interpretations about the success of the Rebecca Riots.

The following pieces of evidence refer to the degree of success achieved by the Rebecca Riots.

Study these and answer the question which follows.

Evidence 1

This interpretation is written by David Williams, an historian writing in a school textbook, *Modern Wales*, published in 1962.

He argues that the Rebecca Riots were very successful.

Largely because of the publicity given to the Rebecca Riots by *The Times* newspaper, three special commissioners were appointed to enquire into the riots. As a result, a turnpike bill was introduced into Parliament and became law in July 1844. The tolls were simplified and the toll on lime was reduced by half. Rebecca had won a substantial victory.

Evidence 2

This evidence is from Edward Crompton Lloyd-Hall, a landowner, reflecting in the 1860s on the Rebecca Riots.

He argues that the Rebecca Riots achieved limited success.

There can be no doubt that the changes to the turnpike roads have benefitted farmers and much of this was down to the Rebecca rioters. However, most are still very poor and discontented, as little else in their lives has improved.

Evidence 3

This evidence is from William Chambers, a Rebecca rioter, during his trial for the attack on the Pontarddulais toll-gate (September 1843).

The firing continued for about ten minutes and 60 or 70 shots were fired. The soldiers followed William Hugh, my fellow rioter, and caught him at the bottom of the hill. I reached the Pontarddulais Gate and inside I found three more of my fellow rioters handcuffed on the floor. We had failed to achieve our aims.

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END OF QUESTION 2

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QUESTION 3

This question is focused on the growth of Radicalism, 1815-1822.

[12 + 3]

Did Radicalism achieve any success during the period 1815-1822?

[12]

In your answer you should discuss the successes and failures of the Radical movement during this period.

Marks for spelling, punctuation and the accurate use of grammar are allocated to this question. [3]

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END OF QUESTION 3

END OF PAPER

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SPaG 3

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