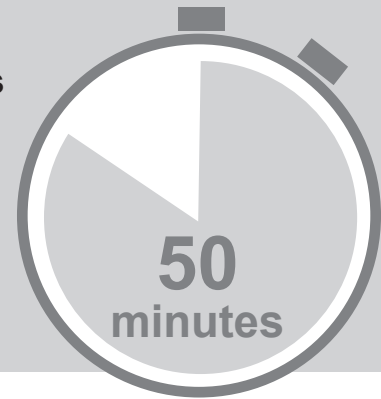# Modern History
General course

The Industrial Revolution in Great Britain 1750–1890s

Externally set task 2018

50 minutes

DO NOT WRITE IN THIS BOX

Student number: In figures

In words

Before starting this task check that you have:

- black or blue pen, 2B pencils
- sharpener
- eraser
- highlighters
- correction fluid/tape.

Total time for the task:	50 minutes
Total marks:	23 marks
Weighting:	15% of the school mark

Use the **three** sources provided to answer the questions that follow.

Source 1
(Cartoon published in Punch Magazine, *in April 1848. Note: the figure on the right is Sir John Russell, who was the Prime Minister at the time.)*

NOT SO *VERY* UNREASONABLE!!! EH?

'Not so very unreasonable!!! Eh?'

Source 2

For copyright reasons this text cannot be reproduced in the online version of this document.

Source 3
(Engraving of 'Ned Ludd', produced in 1812 by an unknown artist.)

'The Leader of the Luddites'

Question 1   **(4 marks)**

Describe the historical context of Source 1. You should consider the following where appropriate:
- relevant event/s
- significant person/people
- key idea/s in the source.

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Question 2   **(3 marks)**

Identify whether Source 2 is a primary or a secondary source. Give **two** reasons to support your response.

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Question 3   **(4 marks)**

Compare and contrast the message/s of Source 1 and Source 2. You should consider the points of:
- similarity
- difference.

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Question 4 **(4 marks)**

Explain how useful Source 3 is as historical evidence. You should consider:
- strengths of the source
- weaknesses of the source.

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Question 5   **(8 marks)**

Discuss 'change' in British society during this period. In your response you **must**:
- identify **two** changes made by leaders shown in the sources   (2 marks)
- identify **two** other major changes that occurred in society   (2 marks)
- explain the importance of leadership and other major changes, using evidence or examples to support your explanation.   (4 marks)

End of questions

Additional working space if required

ACKNOWLEDGEMENTS

Government of **Western Australia**
School Curriculum and Standards Authority

Modern History
General course
The Industrial Revolution in Great Britain 1750–1890s

Externally set task 2018
Marking key

Total marks for this task: 23

Question 1 **(4 marks)**

Describe the historical context of Source 1. You should consider the following where appropriate:
- relevant event/s
- significant person/people
- key idea/s in the source.

Description	Marks
Describes in accurate detail the historical context of Source 1.	4
Provides some specific details about the historical context of Source 1.	3
Makes simple or general comments about the historical context of Source 1.	2
Identifies an aspect/s of the historical context of Source 1 with inaccuracies.	1
Total	**4**

Answer(s) could include some of the following:

- the Chartist movement was a key political force that emerged during the Industrial Revolution, although it focused more on political rights and electoral reform than it did on working conditions or other issues associated with industrialisation
- though focused on political reform, its emergence was largely based on the perception that not enough was being done to alleviate the issues associated with industrialisation and the growth of urban centres, and the lack of political representation of those being affected
- the Chartists consisted primarily of middle and working class people who were dissatisfied with the existing political system, and the failure of previous reforms (such as the 1832 Reform Act) to provide adequate change
- The People's Charter, produced in 1838, outlined six points which focused on universal male suffrage, reform of electoral boundaries, and payment for members of parliament
- the Chartists were divided between those who advocated peaceful means to achieve goals ('moral force' Chartists), such as William Lovett, and those who advocated more 'active' measures (physical force) of which Feargus O'Connor was a key leader
- Chartists were very active in the 1830s and 1840s, presenting a series of petitions to Parliament and engaging in several protests and public meetings, including the Newport Uprising of 1839 and the 1848 Kensington Common protest
- the 1848 Kensington Common protest was the event that led to the decline of the movement, as a petition was presented which was claimed to have millions more signatures than were actually present and the movement lost credibility and influence rapidly thereafter
- Chartist aims were not achieved in the short term, however the movement itself was a symbol of the changing nature of Great Britain, and many of their goals were achieved in subsequent reforms.

Accept other relevant answers

Question 2 **(3 marks)**

Identify whether Source 2 is a primary or a secondary source. Give **two** reasons to support your response.

Description	Marks
Identification of source	
Identifies Source 2 correctly as a secondary source.	1
subtotal	**1**
Reasons to support the response	
Gives **two** reasons to support the response.	2
Gives **one** reason to support the response.	1
subtotal	**2**
Overall total	**3**
Answer(s) could include some of the following: • the source should be identified as a secondary source (some students may state that it's a primary source simply because it was published in 1854) • the source provides a commentary and/or interpretation of previous events e.g. the History of the Chartist Movement • the source was written after the events to which they refer, i.e. the 1854 source has a focus on O'Connor's leadership which had collapsed after the 1848 Kensington protest • the source is written with the benefit of hindsight and provides an overall comment on the influence of O'Connor, stating that his popularity, 'foamed for a while, only to recede, and be lost to its former possessor'. Note: Students may identify the 'we' reference in the text to argue that Gammage was a witness or participant in the events, and also use the publication date (relatively soon after) to argue that the source is primary rather than secondary. Such answers are to be accepted/rewarded based on the justification.	
Accept other relevant answers	

Question 3   **(4 marks)**

Compare and contrast the message/s of Source 1 and Source 2. You should consider the points of:
• similarity
• difference.

Description	Marks
Compares and contrasts the message/s of Source 1 and Source 2.	4
Makes some relevant comments about the similarities and differences of the message/s of Source 1 and Source 2.	3
Identifies a similarity and a difference in the main ideas of Source 1 and Source 2.	2
Identifies the message/s of Source 1 or Source 2.	1
Total	**4**

Answer(s) could include some of the following:

Similarities:
• both sources convey the message that the Chartist movement was a strong force for change
• both sources convey positive messages of the Chartists as focused on improving the lives of people with the lawful presentation of the Charter to Parliament in Source 1 and the statement in Source 2 that O'Connor 'had a desire to make people happier'
• both sources convey the leadership of the Chartists in a negative light e.g. the dominant or threatening Chartist figure compared to the Prime Minister in Source 1 and the negative comments on O'Connor in Source 2
• students may suggest that the depiction of a Chartist leader in Source 1 is O'Connor, in which case both sources depict him as a strong figure.

Differences:
• the message of Source 1 is that the demands of the Chartists were unreasonable, as shown by the oversized Charter
• in Source 1 the depiction of the Prime Minister as small and weak in contrast with the large size and implied strength of the Chartist leader, could convey the message that the Chartists have been/will be successful in achieving their aims
• students may suggest that the size difference in Source 1 implies that the Chartists are threatening, and that the caption implies potential violence – such an interpretation should be rewarded
• the message of Source 2 comments specifically on the style and approach of Chartist leader Feargus O'Connor
• Source 2 conveys a mixed message; on one hand suggesting O'Connor to be someone who saw himself as working for the good of the people, and yet demanded 'to be their master' and sought to 'knock down' any rival
• Source 2 questions O'Connor's real intentions/integrity and conveys that he sought popularity at the expense of his principles e.g. 'purchased at whatever price'.

Accept other relevant answers

Question 4   **(4 marks)**

Explain how useful Source 3 is as historical evidence. You should consider:
- strengths of the source
- weaknesses of the source.

Description	Marks
Explains how useful the source is as historical evidence based on identified strengths and weaknesses.	4
Makes some relevant comments about how useful the source is as historical evidence based on some identified strengths and weaknesses.	3
Identifies a strength and weakness of the source in relation to it being useful as historical evidence.	2
Identifies a strength or weakness of the source in relation to it being useful as historical evidence.	1
Total	**4**

Answer(s) could include some of the following:

Strengths:
- Source 3 is an engraved image (a primary source) created in 1812 depicting the 'leader' of the Luddites, and is useful as historical evidence as it conveys the negative attitudes that some people e.g. industrialists, felt towards the Luddite movement at the time
- as Source 3 was created in 1812 it represents the perspective of someone present at the time i.e. a valuable eye-witness account, useful as historical evidence
- the source suggests the Luddites were perhaps a large and powerful force, which is useful in terms of the impact they had on the period, and the way in which they were perceived by some in society
- Source 3 could be seen as depicting Luddites as threatening, and this bias could be seen as a strength in that it reflects the fears that the Luddite movement produced in some sections of society, especially given their propensity to engage in acts of sabotage.

Weaknesses:
- the source is clearly biased against the Luddites as the leader is mocked and shown dressed in women's clothing. This questions the accuracy and reliability of the source, and its usefulness as historical evidence
- the image provides little information on the work or effectiveness of the Luddites; it merely depicts the leader as an aggressive fool, encouraging the burning of buildings and armed conflict. As it lacks details, the source may be less useful as historical evidence
- as there is exaggeration shown in the image, such as in the size of the figure, this also questions its use as historical evidence
- the name of the artist and the location are unknown.

Accept other relevant answers

Question 5   **(8 marks)**

Discuss 'change' in British society during this period. In your response you **must**:
- identify **two** changes made by leaders shown in the sources   (2 marks)
- identify **two** other major changes that occurred in society   (2 marks)
- explain the importance of the leadership and other major changes, using evidence or examples to support your explanation.   (4 marks)

Description	Marks
Changes made by leaders shown in the sources	
Identifies two changes made by leaders shown in the sources.	2
Identifies one change made by a leader shown in the sources.	1
subtotal	**2**
Two other major changes in society	
Identifies two major changes.	2
Identifies one major change.	1
subtotal	**2**
Explanation of the importance of the leadership and other major changes, using evidence or examples to support the explanation	
Explains the importance of the leadership and other major changes, using relevant supporting evidence/examples.	4
Outlines the importance of the leadership and other major changes, using mostly relevant evidence/examples.	3
Provides some relevant points about the importance of the leadership and other major changes, using some evidence/examples.	2
Makes superficial comments about the leadership and/or other major change/s without evidence/examples.	1
subtotal	**4**
Overall total	**8**

Note: This question invites the student to write what they know about change during the whole period of study. Students should explain the importance of leadership and other changes and how society changed as a result.

Answer(s) could include some of the following:

Changes made by leaders shown in the sources include:
- in Source 1 the leader of the Chartist movement is shown presenting a huge Charter to the Prime Minister requesting change regarding the lack of political power of the working class
- Source 2 comments on the leader of the Luddites, Feargus O'Conner, and how he only wanted change where he 'was the master' and how his style of leadership brought about the downfall of him, his rivals and perhaps the movement itself
- in Source 3 the leader of the Luddites is shown fighting against change, and although the Luddites were unsuccessful in achieving their aims, they did raise concerns about the changes to traditional occupations, wages and working conditions that resulted from industrialisation.

Explanation of other major changes, with supporting evidence/examples could include:
- social changes, such as the nature of life in urban Britain as a result of the Industrial Revolution
- economic changes based around the nature of work and the results of the Industrial Revolution
- other political reform movements that focused on improving working conditions in factories, and child labour laws.

Accept other relevant answers

ACKNOWLEDGEMENTS