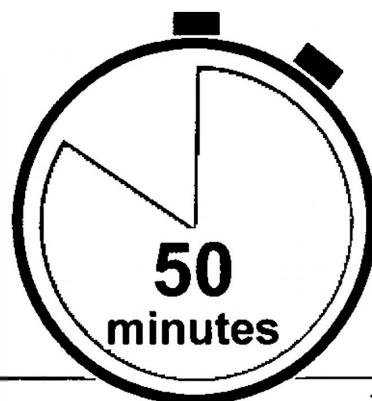




Modern History General course

The Industrial Revolution in Great Britain 1750–1890s

Externally set task 2018



Satisfactory sample

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.



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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?'

Source 2

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See next page

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.

The historical context of source 1 is that the Chartist is ~~presenting~~ the public leader William Lovett is presenting the Public Health Bill 1841, to Sir John Russell, due to the Chartists wanting to improve the health conditions of people. The Chartists wanted people to vote so that the poor people ~~were~~ ^{could} ~~be~~ being treated in a better manner, than they currently were at the time. The poor and homeless people lived in government houses and weren't fed very well. People over the age of 21 weren't allowed to vote and only 600,000 people ended up voting. This event was known as the Amendment Act 1844.

Question 2

(3 marks)

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

Source 2 is a primary source as it was published in 1854, which was during the time. The other reason why it is a primary source is because it is a proper extract from History of the Chartist movement and ~~is~~^{was} written by R.G. Gammage at the time of the event and he refers to Feargus O'Connor, who was the Chartist leader during this time.

Question 3

(4 marks)

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

- similarity
- difference.

The message of source 1 is that the Chartist leader is presenting the Chartist bill to the ~~government~~ Prime Minister, outlining the importance of the bill.

This can be seen by the size of the bill

in the source. The message of source 2 is that the Chartist leader wanted to make the people happier. A similarity between

both sources is that ~~they~~ both clearly outline a positive and/or important idea. For example;

source 1 shows how important the bill is and

source 2 shows that the Chartist leader wanted to make the people happier, which

is an important idea. ~~Both sources~~ A difference

between both sources is that source 1 is

an image and source 2 is an extract.

Question 4

(4 marks)

Explain how useful Source 3 is as historical evidence. You should consider:

- strengths of the source
- weaknesses of the source.

Source 3 is useful as historical ^{evidence,} ~~as historical~~ for an historian studying the Industrial Revolution. The source is both accurate and relevant to the Industrial Revolution because it displays how Ned Ludd led the Luddites, during this time. A strength of Source 3 is that it clearly displays who the leader of the Luddites was. A weakness of Source 3 is that it only provides a viewpoint on the leader of the Luddites, but nothing about the leader of the Chartists. The source is also bias as it only presents ^{Ned Ludd} ~~William Lovett~~ and not ^{William Lovett} ~~Ned Ludd~~. ~~William Lovett~~ is portrayed as being strong and heroic, as he is a brave leader that wanted to change the lives of many people for the better. William Lovett established the ~~N~~

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)

two changes made by leaders shown in the sources ~~were~~ ^{was}; the improvement of the health and living conditions by the chartists, and the chartists' ^{leader} making peoples lives happier. two other major changes that ~~occured~~ occurred in society was; the invention of new machines, and people moving from agricultural areas to cities where they were able to work in factories. the importance of leadership meant that peoples lives were changed for the better. For example; the homeless and poor people were living on the streets under poor conditions and the chartists helped them by creating a the public health bill in 1841, which meant that the poor and homeless people lived in government houses, where they were fed and looked after. The importance of other major changes meant that people were able to do things that they ~~may~~ couldn't do before. For example; the invention of new machines could do jobs that weren't possible and this made work so much easier for

Additional working space if required

People moving from agricultural to areas to cities meant that people had new jobs in factories and they benefitted from this by having jobs of higher quality and receiving a higher wage, or even money for the first time, where this might not have been possible in agricultural areas, during the Industrial Revolution.

* The Luddites were also a group of protesters who lost their jobs due to machines outperforming them, and this meant that the Luddites were no longer needed for work. The Luddites were angry at this idea and therefore destroyed machines, and this led to the government either executing them or transporting them to Australia as punishment.

ACKNOWLEDGEMENTS

- Source 1** Leech, J. (1848). Not so very unreasonable!!! Eh? [Cartoon]. *Punch Magazine*. Retrieved October, 2017, from:
https://punch.photoshelter.com/image?&_bqG=0&_bqH=eJxNjk0LwjAMhv_NLkNQQZRBD7WrEj9aSdvDTmWTos6xwTYH_e2Q9Rc8ryEPIker9msXY_DzOyL3vlnOOwOm7KplFkky9U8Wcx9JWBtxYho.rhr4sG1Y_yqW5d3TZ0XIYumsaUiJb1nBjojvitNNQ_ApBEaMwtKhgjKlj9xqnj6iZf_LBG48KsgxWSRqAlScfRsFEcLkTHhgfJQPIZY1BXclsu2FrzG3_g.SLufngOSJkmncvb6z1iwfYGe3ZQRg--&GI_ID
- Source 2** Gammage R.G. (1894). *History of the Chartist Movement, 1837-1854*. London: Merlin Publishing. Retrieved October, 2017, from
<http://spartacus-educational.com/CHoconnor.htm>
- Source 3** *The Leader of the Luddites* [1990,1109.86]. (1812). [Print]. Retrieved October, 2017, from
http://www.britishmuseum.org/research/collection_online/collection_object_details.aspx?objectId=1620200&partId=1