



Oxford Cambridge and RSA

AS Level History A

Unit Y140

From Pitt to Peel: Britain 1783–1853

Sample Question Paper Version 0.16

Date – Morning/Afternoon

Time allowed: 1 hour 30 minutes



OCR supplied materials:

- 12 page Answer Booklet

Other materials required:

- None



First name										
Last name										
Centre number						Candidate number				

INSTRUCTIONS

- Use black ink.
- Complete the boxes above with your name, centre number and candidate number.
- Answer **all** the questions in Section A and **one** question in Section B.
- Write your answer to each question on the Answer Booklet.
- Do **not** write in the bar codes.

INFORMATION

- The total mark for this paper is **50**.
- The marks for each question are shown in brackets [].
- Quality of extended responses will be assessed in questions marked with an asterisk (*).
- This document consists of **8** pages.

Section A**Peel and the Age of Reform 1832–1853**

Study the three sources and then answer **both** questions.

- 1 Use your knowledge of factory reform 1833–1846, to assess how useful Source C is as evidence for attitudes to female labour in factories.

[10]

- 2 Using these three sources in their historical context, assess how far they support the view that the Factory Acts did more harm than good.

[20]

Source A: One of the new Factory Inspectors comments on the progress made since the Factory Act of 1833.

I see a decided change for the better. The strong dislike of the Act among many respectable mill-owners has greatly subsided. Both owners and workers are convinced that the effective interference of Parliament for the protection of children has been necessary and just. That many owners still appear indifferent to the health and moral welfare of their child employees is proved by our prosecutions, but outright cruelty and oppression are not common. Before 1833 the factory system was defective as young children laboured 12 hours a day with no opportunity for air, exercise or proper education.

Leonard Horner, Report on the Factories, 1837

Source B: A Northern factory owner comments in a published pamphlet on the effects of the factory reform. He is usually considered fair and reforming in his approach to adult and child labour.

The enemies of the factory system assume that all labour is severe and all workers are children of tender years and delicate health. We should no longer be shocked at child factory labour as if we find any under 13 we have the satisfaction of knowing they only work 8 hours a day. It may also be asked where the children who were discharged from the mills are? Some are working down the mines. Are they, for whose protection the provisions of the 1833 Act were made and enforced, in a better physical and mental condition than before?

Robert Hyde Greg, The Factory Question of the Ten Hours Bill, 1837

Source C: A middle class writer comments on the impact of factory labour upon girls and women.

Those female factory children who survive grow to be young women. Those who have the choice prefer the life of a factory girl to that of a household servant and they are not far wrong. They have comparative freedom and, after the 1844 Act, work only at stated hours. But as well as learning to be independent, they become selfish and impatient with their duties as women. What training has fitted them to be working men's wives? They have not learnt needlework, habits of cleanliness and order with which to make the most of their husband's wages and give their homes a degree of comfort. The Factory Commissioners state that a 'girls' education is even more neglected than boys'.

Mrs Anna Jameson, Memoirs and Essays Illustrative of Arts, Literature and Social Morals, 1846

Section B

From Pitt to Peel

Answer **ONE** question.

EITHER

3* How successful were Pitt the Younger's domestic policies?

[20]

OR

4* 'Government policies were the most important reason for the failure of the radical challenges in the period from 1812 to 1822.' How far do you agree?

[20]

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Source A: Adapted from: Leonard Horner, Report on the Factories, 1837. Found in: Jenkins, J. and Evans, E., (2002), Victorian Social Life: British Social History 1815–1914 (Advanced History Sourcebooks), p 65. Hodder Education, UK.

Source B: Adapted from: Robert Hyde Greg, The Factory Question of the Ten Hours Bill, 1837. Found in: Walsh, B. (1997), GCSE British Social and Economic History: Student's Book (History In Focus), p95. Hodder Education, UK.

Source C: Adapted from: Mrs Anna Jameson, Memoirs and Essays Illustrative of Arts, Literature and Social Morals, 1846. Found in Jenkins, J. and Evans, E., (2002), Victorian Social Life: British Social History 1815–1914 (Advanced History Sourcebooks), p 66–67. Hodder Education, UK

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