

## APPROACHING THE TEACHING OF UNIT 1

- » Unit 1 has several very important characteristics:
  - it covers a lengthy period of History as it fulfils the national criteria that History has to be studied in breadth at both AS and A level
  - it focuses entirely on assessing understanding of key historical concepts as laid down in Assessment Objective 1
  - its focus is on skills rather than on content and facts
- » It is stressed that all the content in each option has to be taught, although it is equally stressed that the content does not have to be taught in depth.

### ADVICE ON APPROACHING THE CONTENT OF UNIT 1 PERIOD STUDY 3

**In order to manage the content of Period Study 3** it is recommended that teachers look to use a general overview of important individuals, events, terms, and dates that are essential to understanding each topic or issue. It is vital to stress that the Period Study should be looked at as a whole and where appropriate, links and connections should be made between and across features and characteristics.

One possible way of managing the content of this option is to approach each main topic through discussion. Beginning and ending the study of each topic or issue with discussions or debates helps to focus attention on significant features associated with the topic or issue. This should help learners focus their attention on what matters most in the period studied.

Teachers should make use of the range of suggested discussions as a means of organising their approach to the content of the specification but should not assume or expect that examination questions will be set directly or solely based on any of the discussions suggested below.

**The content of Period Study 3 can be managed by engaging in a series of discussions or debates.** Suggestions include:

- Outline the political structure of Britain in 1780.
- Identify the main problems facing British society in 1780
- Explain why there was pressure for Parliamentary reform in the period 1780- 1832
- Compare the varying responses of governments to political and social pressures 1780-1823
- Examine the main developments in rural and urban protest between 1780 and 1848
- Evaluate the extent of political and social reform in the period 1815-1880
- Analyse the extent to which political parties and their policies changed after 1832
- Debate the significance of the main political leaders between 1815 and 1880
- Discuss whether life for the ordinary person changed for the better in this period

### ACTIVITY 1: USING ILLUSTRATIONS TO DISCUSS CONCEPTS

#### ADVICE ON THE USE OF THIS ACTIVITY

In order to introduce and debate some of the suggested discussions in this option it is possible to use illustrations to introduce or develop understanding of some of the issues. Most of the specified content covered in this option can be introduced, developed, debated or reviewed using illustrations. These can be cartoons, paintings, prints or maps. Below is an example which focuses on the concept of **causation**.

The cartoon below is a contemporary illustration of the Rebecca Riots. Use the cartoon to begin a discussion of why the Rebecca Riots broke out in rural Wales in the 1840s.



Rebecca Riots

Wikimedia Creative Commons [image](#)

**ACTIVITY 2: RAG-rate the key features and characteristics****ADVICE ON THE USE OF THIS ACTIVITY**

For each of the suggested discussions given above, learners should be able to analyse and evaluate a range of features and characteristics associated with each one. For example, these can be considered for their importance or significance in each issue. To start this process, learners could use three coloured highlighters to put a Red, Amber or Green star next to each feature.

Red: Features that have little relevance to the enquiry

Amber: Features that have some relevance to the enquiry

Green: Features which are directly relevant to the enquiry.

**Related activities** would be to use coloured highlighters to identify these features and characteristics in relation to:

**Time** – are they long term or short term factors?

**Perspective** – are they political, economic, social, individual factors or a combination of these?

Here is an example of a suggested discussion:

**Explain why there was pressure for Parliamentary reform in the period 1780- 1832**

Rag-rate the following features and characteristics associated with this question:

- Unfairness of the electoral system
- Corrupt voting system
- Unequal representation
- Influence of French Revolution
- The influence of the radical movement
- Changing attitudes of political parties
- Fear of revolution
- Disorder and protest

- Growth of the middle classes
- The growth of towns and cities.

Now repeat the activity for any three of the other suggested discussions on page 2.

**ACTIVITY 3: MOVING FROM ASSERTION TO ARGUMENT****ADVICE ON THE USE OF THIS ACTIVITY**

**Activity 2 can be followed up by one which asks the learners to justify their RAG-rating decisions. This will help in understanding the difference between assertion and argument.**

**Assertion:** a statement or an opinion which is not supported by a reason or further detail.

**Argument:** an assertion justified with a reason or further detail which explains or justifies something and counters other arguments.

**In order to help move from assertion to argument,** read the example question below and then add support to each of the assertions to turn it into an argument.

**Were economic conditions mainly responsible for discontent and radical protest in the period 1812-1848?**

A1: Economic conditions played a vital role in causing discontent and radical protest in this period.

**Provide support for this assertion**

A2: Another issue to consider is the political pressure caused by the growing seriousness of the French Revolution in the 1790s

**Provide support for this assertion**

A3: It can be argued that the real responsibility for discontent and radical protest was to do with the impact of urbanisation.

**Provide support for this assertion**

**ACTIVITY 4: DEVELOPING A REASONED ARGUMENT**

**ADVICE ON THE USE OF THIS ACTIVITY**

In considering the key historical concepts which underpin this option, it is expected that learners will demonstrate the ability to analyse the issues, evaluate their importance and be able to provide a substantiated judgement supported by appropriate information over the period set. This can often be done in conjunction with the suggested discussions approach as seen on page 2 of this document. Each of the examples of the suggested discussions identified can be used to address specific historical concepts and also to assist learners to develop a reasoned argument.

Here are some examples of how teachers and learners can approach the development of a reasoned argument in answer to a set question:

**Key features:**

- The pressure for social reform
- Reforms in the 1820s
- Reform of factories and mines
- Public health reform
- The Poor Law
- Educational reforms

**Evidence to support the proposition:**

- The extent of the changes in the Poor Law
- The concept of the workhouse
- The economic significance of the reform of the Poor Law
- The approach of Edwin Chadwick

**'The most significant social reform in the period 1815-1848 was the reform of the Poor Law.' Discuss.**

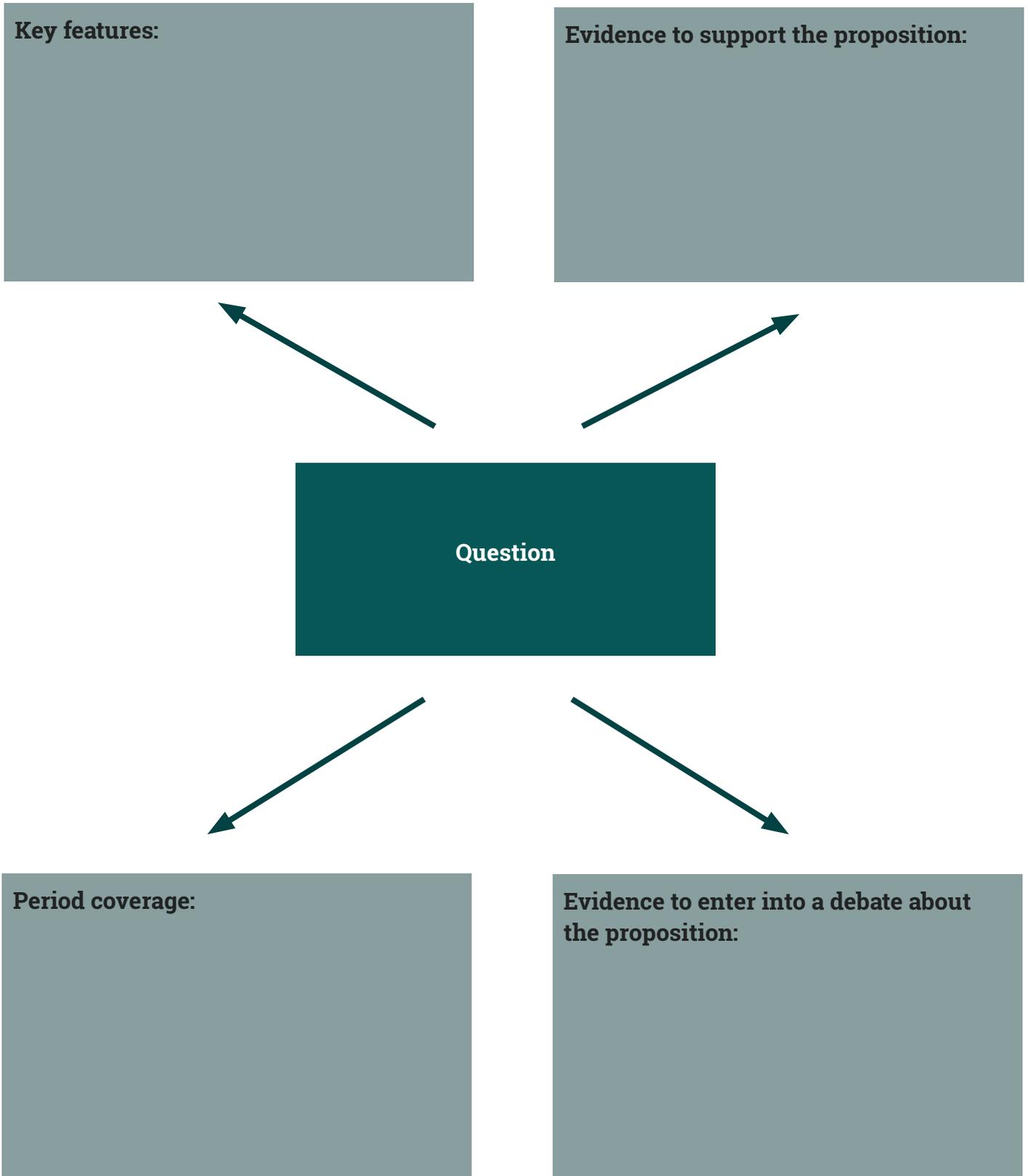
**Period coverage:**

- The reforms of the Tory governments 1815-1830
- The Whig reforms 1833-1841
- Peel's reforms 1841-1846
- Public health reforms of the late 1840s

**Evidence to enter into a debate about the proposition including an evaluation of the significance of:**

- Reforms connected with working conditions
- Reforms connected with public health
- Reforms connected with education

Using the example above, **complete the diagram that follows** for two more questions that have appeared on past examination papers for this option.



**ACTIVITY 5: LINKING CONTENT WITH KEY CONCEPTS**

**ADVICE ON THE USE OF THIS ACTIVITY**

Assessment Objective 1 outlines a number of concepts which underpin the study of History at AS and A Level. When responding to their assignments, learners often fail to focus on the key concepts in their responses, instead deploying information in a narrative or listing style.

It is important that learners understand that the content in Period Study 3 is linked with the key historical concepts which underpin AO1. These key concepts are shown below with examples of how the content of this option can be utilised to illustrate these particular concepts.

Look at the specification that you are studying for Period Study 3. **Identify two more features of the content of the specification that can illustrate each key concept.**

Remember that the specified content can be used to illustrate more than one concept if appropriate.

Key concepts	Examples of content to illustrate these concepts	
<b>Cause and consequence</b>	1	The <b>main reasons</b> for demands for Parliamentary reform 1780-1832
	2	
	3	
<b>Change and continuity</b>	1	The <b>changing</b> fortunes of political parties 1830-1880
	2	
	3	
<b>Similarity and difference</b>	1	A <b>comparison</b> of the leadership of political leaders 1830-1880
	2	
	3	
<b>Significance and importance</b>	1	The <b>significance</b> of humanitarianism in social reform 1812-1848
	2	
	3	

## ACTIVITY 6: SPOTTING HISTORICAL CONCEPTS

### ADVICE ON THE USE OF THIS ACTIVITY

All the questions set for Unit 1 will expect you to engage with a debate over an historical concept. To do this effectively you should become skilled at spotting the concept and the evaluation that the question requires.

Can you identify the key concept from the sample questions below? This first one is completed and identified in **bold**.

- To what extent were Sir Robert Peel's reforms an **effective solution** to the problems he faced as a politician in the period 1822-1846??
- 'The ideas of the utilitarians were the most significant influence upon social reform in the period 1830-1848.' Discuss.
- How far do you agree that the Anti-Corn Law League was the most effective popular protest movement in the period 1780-1850?
- Was the demand for parliamentary reform mainly responsible for popular protest in the period 1812-1880?
- How successfully did governments deal with the demand for parliamentary reform in the period 1780-1848?
- To what extent was the career of Benjamin Disraeli the most important influence on the fortunes of the Conservative party in the period 1830-1880?

You can also use the WJEC Question Bank facility to practice spotting the key concepts in a range of other past questions. This is available at:

<http://www.wjec.co.uk/question-bank/index.html>

### ACTIVITY 7: SETTING APPROPRIATE CONCEPTUAL QUESTIONS

#### ADVICE ON THE USE OF THIS ACTIVITY

In order to understand the broader nature of Unit 1 it is important that teachers and learners become familiar with how conceptual questions are formed, how they can be phrased and how they can be adapted according to what area of the Period Study is being taught. The following advice is offered:

- the question should be on a **mainstream issue** which is named or closely linked to the detail in the specification. Try not to set questions on minor or inconsequential areas of the specification
- there has to be **sufficient substance** to the main issue set that it promotes a lively debate of the topic studied. Do not set an issue that the learners can easily dismiss
- the question set should cover a **substantial period of time**
- the question should allow learners to **sustain an argument** throughout the answer
- the question should allow learners to show **accurate understanding of the relevant historical concept** in the question
- the question should include a **key word or words** which will allow learners to form a balanced judgement e.g. *'Sir Robert Peel was the main influence on the development of the Conservative Party 1830-1880.'* Discuss.

A suggested way of approaching this aspect of learning is to use the following checklist when tasks and questions are set to learners.

Does the question set....	YES	NO
highlight a mainstream issue?		
allow a debate to be engaged with?		
cover a substantial period of time?		
focus on a key historical concept?		
include an evaluative word?		

Try and set your own conceptual questions on the content of Period Study 3. Can you set appropriate conceptual questions on the following content areas?

- The reasons for parliamentary reform 1780-1832
- The effectiveness of the response of governments to political and social pressure 1812-1848
- A comparison of the significance of rural and urban protests 1812-1848
- The impact of social and economic reforms 1815-1848
- The importance of political leaders 1830-1880

Once you have done this, try and rag-rate the key features associated with your questions.

## ACTIVITY 8: EVALUATING ESSAY STYLE WORK

Here are two examples of answers to Unit 1 questions set in the 2017 examinations.

- Can you apply the checklist on page 11 to these essays?
- Consider the strengths and limitations of each essay.
- Consider how each one could be improved and what advice you could give to the learner who wrote it.

## Exemplar 1

### **Was the demand for Parliamentary reform mainly responsible for popular protest in the period 1812-1880?**

Demand for Parliamentary reform was the main factor for popular protest. However, a combination of economic reform and social reform also led to popular protest.

The radical tradition established in the 1780s and 1790s by the London Corresponding Society and Wyville's Yorkshire Association went underground during Pitt's 'reign of terror' but re-emerged due to times of social or economic discontent. This is where the tradition for Parliamentary reform spawned from the context of popular protest as all these societies petitioned for manhood suffrage and annual parliaments. These aims re-surfaced during Liverpool's ministry in the form of the Spa Fields meetings and riots, St Peter's Field and later on Chartism. The Spa Fields meetings and riots led by Cobden and Bright protested for annual parliaments and manhood suffrage. However this was put down due to government action in the form of troops. This then led Lord Liverpool to follow a policy of repression where he suspended habeas corpus and passed the Seditious Meetings Act similar to Pitt. St Peter's Field was an open air meeting turned massacre due to the over-reaction of local authorities who initiated violence on the families that were gathered there in support of annual parliaments and universal suffrage. Despite the killings and violence Peter's Field became a national story due to the press and their reports on 'Peterloo' which made Parliamentary reform a national cause. However after the 1832 Reform Act and economic prosperity there was little popular protest in general until the rise of Chartism in 1848 which had a charter of six aims that it wanted to accomplish, all of the points being achievable through means of Parliamentary reform such as the introduction of a secret ballot and those over 21 being the right to vote. Chartism is considered to be the most effective popular protest throughout the period due to it being a national movement that was primarily working class allowing them to have a political consciousness. However Parliamentary reform was not the only reason despite it being the main reason. In contrast with Chartism Parliamentary reform was needed on a regional level as shown by the Merthyr Rising which resulted in the Welsh town being given one MP and the enfranchisement of 500 people, Merthyr can also be seen as caused by an economic slump which led to unemployment and therefore the need for economic reform also.

The need for economic reform also developed into popular protest through Luddism and Plug riots. Britain was becoming more industrial during this period leading to mechanisation which led to increased unemployment due to the working class being replaced. The Luddist movement of 1811-1812 was a response to the increasing unemployment by destroying the machinery that cost men their livelihoods. The same issue of mechanisation led to the Plug riots where rioters removed the plugs from the machines that stopped men working in retaliation. This shows that economic reform was needed to allow more jobs for the unemployed.

A change in economic climate also led to political reform due to the commercial revolution and increased population growth in 1866 which led to redistribution of seats despite larger

towns industrialising and more people.

The need for social reform can be seen in the march of the Blanketeers in 1817 where textile workers protested in groups of 10 which was the legal number of people allowed to present a petition to Parliament about the lack of paternalism shown by the landed aristocracy which dominated government at the time. The need for social reform can also be seen in the 10 hours movement which encouraged fewer working hours for children and adults. However this cause is limited due to social reforms being avoided if influenced by popular protest which is seen under the Whigs and Peel.

In conclusion Parliamentary reform is the main cause of popular protest due to the establishment of radical tradition being established and focused on Parliamentary reform and other protests continuing the tradition. Despite it being the main cause, it is not the only cause as social and economic causes play a part. Social causes being of less importance due to the limited response to popular pressure.

## Exemplar 2

**To what extent were Sir Robert Peel's reforms an effective solution to the problems he faced as a politician in the period 1822-1846?**

Robert Peel faced many different problems as a politician ranging from social problems and political problems such as the right to vote, issues in Ireland and the effects of economic depression. His attempts at reform proved effective in tackling these problems to a large extent but often served to create more problems for Peel.

One political problem he faced as Home Secretary in the 1820s was connected with Catholic emancipation. After Lord Liverpool's death, Prime Minister Wellington and his Home Secretary Peel wanted to maintain the union with Ireland. Pressure from the Whigs, assisted by popular protest, forced Catholic emancipation, and although Peel was against this move, he voted for it to maintain the union. This showed that although this reform was forced, Peel was prepared to support it for political gain making it an effective solution.

In addition, at the end of the 1820s the Whig Party helped the collapse of the Tory Party and forced them to split over suffrage. The Whigs used popular protest to demonstrate to the King that things had to change. Peel could not betray his principles again and vote for this change. After the split in the Tory Party, Peel reformed the party as the Conservative Party, stating that they would support gradual, cautious change - something which was manifested in the Tamworth Manifesto of 1834. This promise was addressed to a nationwide audience and proved very effective in healing the rift in the party.

Some of Peel's problems had a clear link with economics. Peel had been a supporter of Free Trade policies since 1818 as he firmly believed that these benefitted the economy and people's lives. One of the vital components of Britain's economy at this time was the Corn Laws which prevented the price of corn from fluctuating too much. Peel knew that any attempt to reform the Corn Laws would affect his support in the Tory party which was made up of a mixture of ultra-Tories and Peelites. The economic reforms that Peel undertook in the 1830s were gradual and focused on lowering tariffs on materials used by the middle classes to create a stronger economy. While this economic policy was effective in gaining more middle class support, the landed elite believed in a more protectionist policy to protect the agriculture of the country from foreign competition. Their opposition was seen when Peel attempted to repeal the Corn Laws in the 1840s to create greater wealth to maintain the economy. The repeal was passed with support from the Whigs and again fractured the Conservative Party. The reform of the Corn Laws showed that while Peel's reform might have effectively solved one problem, they also led to a new set of problems within his own party.

With regard to social problems, Peel did not directly take on these problems and never really was effective in solving these. For example, one problem was with working conditions and wages, both areas that the Chartists protested against. Peel responded by ignoring

any protests and labelled these as a mob. He was a firm opponent of any radical groups believing in control by a political and economic elite. His tinkering with social reform was not effective at all in the long term but luckily for Peel, as the economy improved in the 1830s and early 1840s the clamour for social reform was easier to ignore. His refusal to tackle big social issues was not really effective but it might have seemed so.

Overall the reforms undertaken by Peel in the period 1822-1846 were effective from an economic standpoint but didn't really solve any political or social issues in the longer term. The Conservative Party split after the Repeal of the Corn Laws, just as it had done under Wellington in the 1830s and this prevented any really effective measures from being taken. The radical ideas of groups like the Chartists remained to pressure governments until the 1890s influencing policies under later Prime Ministers such as Disraeli and Gladstone. This shows that Peel's policies were only partially effective, passing on the problems rather than solving them directly.