Researchers in Schools

Should all people vote? Politics and protest in nineteenth-century Britain.

Key Stage 4 Programme

Pupil Name

Coursebook Designed by **Dr D Knott**

Timetable and Assignment Submission

Timetable – Tutorials

Tutorial	Date	Time	Location
1			
2			
3			
4			
5			
6 (Feedback)			
7 (Feedback)			

Timetable – Homework Assignments

Homework Assignment	Description	Due Date
Tutorial 1	Was the political system that existed in Britain before 1832 fair?	
Tutorial 2	A diary extract explaining your life in Britain during the 19th century.	
Tutorial 3	A newspaper report chronicling the Peterloo massacre.	
Tutorial 4	Draft a petition of your own requesting a change you would like to see in the school.	
Tutorial 5	Why did the 1832 Reform Act happen?	

Assignment Submission – Lateness and Plagiarism

Lateness	
Submission after midnight on 9th August	10 marks deducted
Plagiarism	
Some plagiarism	10 marks deducted
Moderate plagiarism	20 marks deducted
Extreme plagiarism	Automatic fail

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Course Rationale

Course Rationale: Why did only a small minority of people have the vote in early nineteenth-century Britain? This course is designed to broaden and develop a student's understanding of the political situation in Britain over the period 1819 to 1832. Students will question effective means of political communication. Who should have access to the vote. How Britain had different social classes. Knowledge of the massacre of Peterloo (1819) and the causes and consequences of the 1832 Reform Act. Crucially though this course will help nurture skills such as critical analysis and academic writing. This course is an important opportunity for students to enrich their understanding of an area of British history that facilitated the development of democratic values and popular political participation.

Between 1819 and 1832, most people across Britain did not have access to the vote. Large industrial towns such as Manchester did not have an MP, despite the fact that it had a large population. Many people wanted to see some form of political change, so that the vote could be more fairly distributed across the country. Large meetings and protests, such as Peterloo (1819), took place to make these political demands. However, there was also considerable resistance to the idea of extending the vote to more people. Many MPs in parliament did not want to see changes and were suspicious that a new wave of voters in Britain could cause unnecessary disruption and chaos to the political system in place. A conflict arose between those who wanted to promote parliamentary reform and those who wished to keep things as they were. Ultimately, parliamentary reform passed in 1832, in a political climate where revolution and violence became a real possibility.

What gave some people the right to vote over others? Was this system fair and did people accept it as a simple matter of everyday life? In the first tutorial students will strengthen their understanding of the scope of the franchise in nineteenth-century Britain. They will question the problems associated with this archaic system, and contemplate contemporary arguments made against it. In the second tutorial students will assess the notion of class. Building on from the first two tutorials, the third will begin to look at the key historical event of Peterloo (1819), whereas the fourth will specifically analyse some of the tactics deployed by contemporaries to facilitate political change. In the final tutorial, students will evaluate the causes of the consequences of the 1832 Reform Act. Ultimately, students will complete a final assessment: a 2000 word essay. This essay will bring the ideas and information discussed in the five tutorials, into a sustained and consistent argument that is embedded with scholarly apparatus such as references and a bibliography.

UniPathways Mark Scheme 2019 – Essay-based assignments

	Skills	1st (70-100)	2:1 (60-69)	2:2 (50-59)	3rd (40-49)	Mark /100
Subject knowledge	Knowledge and understanding	o All content included and materials used are relevant to the general topic and to the specific question/title o Good understanding of all the relevant topics. o Technical terms are defined and used accurately throughout o Clear justification of how the material and content included is related to the specific issues that are the focus of the assignment	o Most of the materials used and content included are relevant to the general topic and to the specific question/title o Good understanding of most the relevant topics o Technical terms are mostly defined and used accurately o Adequate justification of how the material used and content included are related to the specific issues that are the focus of the essay	o Some of the materials used and content included are relevant to the general topic and to the specific question/title o Good understanding on some of the relevant topics but occasional confusion on others o Technical terms are sometimes used and defined accurately o Some justification of how the material used and content included are related to the specific issues that are the focus of the essay	o The content included and materials used are not applied to the question/title in a relevant manner o There is confusion in how understanding of the topics is expressed	
Critical thinking	Research and evidence	o Includes rich sources of research findings, data, quotations or other sourced material as evidence for the claims/ideas o Uses evidence/calculations to support claims/assertions/ideas, consistently clearly and convincingly o Evidence of further reading beyond materials provided which were used in an appropriate context	o Includes adequate sources of research findings, data, quotations or other sourced material as evidence for the claims/ideas o Uses evidence/calculations to support claims/assertions/ideas, mostly clearly and convincingly o Evidence of further reading beyond materials provided o	o Includes some sources of research findings, data, quotations or other sourced material as evidence for the claims/ ideas o Uses evidence/calculations to support claims/assertions/ideas, at times clearly and convincingly o Limited evidence of further reading beyond materials provided o	o Inclusion sources and materials is very limited and mostly not attributed o Applicable sources are rarely used to support ideas. o Data is not used or few appropriate conclusions are drawn from it.	
	Developing an argument	o A point of view or position in relation to the title or question is consistently clear. The position is developed effectively and consistently throughout the essay o Argument is exceptionally well-developed and well-justified o Makes links effectively between subjects that have not previously been associated o Uses concepts from the tutorials in an unfamiliar context and does so accurately and confidently. o Content is analysed effectively to support the argument	o A point of view or position in relation to the title or question is adequately clear. The position is well-developed in most of the essay o Argument is clear and well-developed, and position is justified o Some evidence of linking subjects that have not previously been associated o Uses some concepts from the tutorials in an unfamiliar context, but not always accurately o Analyses content to support the argument	o A point of view or position in relation to the title or question is somewhat clear. The position is well-developed in parts of the essay o Argument is clear but not well-developed o Limited evidence of linking subjects that have not previously been associated o Limited use of concepts from the tutorials in other contexts o Uses some analysis of content to support the argument	o There is not a clear point of view or position taken and sometimes the argument is not clearly established	

	Critical evaluation	○ Moves beyond description to an assessment of the value or significance of what is described ○ Evaluative points are consistently explicit/systematic/reasoned/justified ○ Effectively critiques the reliability of sources provided	○ Mostly description but some assessment of the value or significance of what is described ○ Evaluative points are mostly explicit/systematic/reasoned/justified ○ Some evidence of critiques on the reliability of sources provided	○ Describes with minimal assessment of the value or significance of what is described ○ Evaluative points are at times explicit/systematic/reasoned/justified ○ Limited evidence of critiques on the reliability of sources provided	○ The work is descriptive in nature and there is a lack of critical engagement in the value of sources	
Written communication	Structure and presentation	○ Ideas are presented in paragraphs and arranged in a logical structure that is appropriate for the assignment ○ The introduction clearly outlines how the essay/report will deal with the issues ○ The conclusion summarises all the main points clearly and concisely ○ All sources are referenced correctly in an agreed format	○ Ideas are presented in paragraphs and arranged in a structure that is mostly appropriate for the assignment ○ The introduction adequately describes how the essay/report will deal with the issues ○ The conclusion summarises most of the main points clearly ○ Most sources are referenced correctly in an agreed format	○ Ideas are presented in paragraphs and arranged in a structure ○ The introduction mentions how the essay/report will deal with the issues ○ The conclusion summarises some of the main points clearly ○ Some sources are referenced correctly in the agreed format with occasional errors	○ Ideas are presented in paragraphs but there is a lack of structure in how the work is presented ○ The work lacks an introduction that establishes the scope of the question ○ The work lacks a conclusion that summarise the main points raised ○ Work is not referenced accurately	
	Language and style	○ No spelling, grammar or punctuation errors ○ Writing style consistently clear, tone appropriate and easy to follow ○ Accurate and consistent use of technical language and vocabulary	○ Minimal spelling, grammar or punctuation errors ○ Writing style mostly clear, tone appropriate and easy to follow ○ Some attempts of using technical language and vocab alary, but not always accurate	○ Some spelling, grammar or punctuation errors ○ Writing style moderately clear, tone appropriate and easy to follow ○ Use of simple language and vocabulary effectively but struggles to use technical language	○ There are a significant number of spelling, grammar and punctuation errors ○ Use of simple language and vocabulary effectively but a lack of technical language	
Overall Mark (average of the 6 marks from the criteria above)						

Baseline Assignment (essay based): Pupil Feedback Report

Name of Pupil	
Name of School	Sirius Academy North
Name of RIS teacher	Dr D Knott
Title of Assignment	Who could and could not vote in Britain before 1832?

How your assignment is graded:

Grade	Marks	What this means
1st	70+	Performing to an excellent standard at A-level
2:1	60-69	Performing to a good standard at A-level
2:2	50-59	Performing to an excellent standard at GCSE
3rd	40-49	Performing to a good standard at GCSE
Working towards a pass	0-39	Performing below a good standard at GCSE
Did not submit	DNS	No assignment received by The Brilliant Club

Lateness	
Any lateness	10 marks deducted
Plagiarism	
Some plagiarism	10 marks deducted
Moderate plagiarism	20 marks deducted
Extreme plagiarism	Automatic fail

Marks

OVERALL MARK / 100		FINAL MARK / 100 (including any deductions)	
DEDUCTED MARKS		FINAL GRADE	

If marks have been deducted (e.g. late submission, plagiarism) the teacher should give an explanation in this section:

Mark Breakdown and Feedback

Knowledge and Understanding		Research and Evidence	
	mark		*mark*
Developing an Argument		**Critical Evaluation**	
	mark		*mark*
Structure and Presentation		**Language and Style**	
	mark		*mark*

Final Assignment (essay based): Pupil Feedback Report

Name of Pupil	
Name of School	Sirius Academy North
Name of RIS teacher	Dr D Knott
Title of Assignment	Was the political system that existed before 1832 fair?

How your assignment is graded:

Grade	Marks	What this means
1st	70+	Performing to an excellent standard at A-level
2:1	60-69	Performing to a good standard at A-level
2:2	50-59	Performing to an excellent standard at GCSE
3rd	40-49	Performing to a good standard at GCSE
Working towards a pass	0-39	Performing below a good standard at GCSE
Did not submit	DNS	No assignment received by The Brilliant Club

Lateness	
Any lateness	10 marks deducted
Plagiarism	
Some plagiarism	10 marks deducted
Moderate plagiarism	20 marks deducted
Extreme plagiarism	Automatic fail

Marks

OVERALL MARK / 100		FINAL MARK / 100 (including any deductions)	
DEDUCTED MARKS		FINAL GRADE	

If marks have been deducted (e.g. late submission, plagiarism) the teacher should give an explanation in this section:

Mark Breakdown and Feedback

Knowledge and Understanding		Research and Evidence	
	mark		*mark*
Developing an Argument		**Critical Evaluation**	
	mark		*mark*
Structure and Presentation		**Language and Style**	
	mark		*mark*

Subject Vocabulary

Word	Definition	In a sentence
Democratic	People have an equal say and a role in choosing who runs their country.	The elections held last month were an exercise in democratic values.
Representation	Speaking on behalf of someone else.	Manchester had no MP before 1832 and therefore lacked political representation.
Parliament	The place where people make decisions about how to run the country.	Parliament is located in Westminster and is made up of the House of Lords and House of Commons.
Reform	Making changes or improvements.	The people demanded parliamentary reform.
Franchise	The number of people who can vote in the country.	The franchise increased in number when more people were allowed to vote after 1832.
Election	A time when people choose who they want to speak and work for them in parliament.	Tony Blair became Prime Minister of Great Britain following the 1997 election.
Member of Parliament (MP)	The person who speaks on the behalf of the people who live in my town/city.	My MP is Emma Hardy.
Industrial	The growing use of machines and factories in the place of farming and hand-made products.	Manchester was one of the first industrial towns in England.
Aristocratic	People who often own lots of land and have titles such as Duke, Duchess, Lord and Lady.	Winston Churchill came from an aristocratic family.
Class	A group of people who share similar interests and wealth.	Many working-class people marched and rioted in 1831 to achieve parliamentary reform.

Tutorial 1 – Who should vote? The political context of early 19th century Britain.

What is the Purpose of Tutorial 1?

- **Gain an understanding of some of the key terms namely: franchise, election and representation.**
- **Who did and did not vote pre-1832.**

Starter: 16 year olds should not be able to vote! Argue against this point of view with a partner.

Activity 1

Read the following extract taken from Blackadder the Third. Why do you think Blackadder is happy with the political system in Britain?

Blackadder: Well, Mrs Miggins, at last we can return to sanity.
The hustings are over, the bunting is down, the mad hysteria is at an end.
After the chaos of a general election, we can return to normal.
Mrs Miggins: Has there been a general election, Mr Blackadder? –
B: Indeed there has, Mrs Miggins.
M: - Well, I never heard about it.
B: Of course not; you're not eligible to vote.
M: Why not?
B: Because virtually no one is: women, peasants, chimpanzees, lunatics, Lords Baldrick: That's not true, Lord Nelson's got a vote.
B: He's got a boat, Baldrick.
Marvellous thing, democracy.
Look at Manchester: population, sixty thousand; electoral roll, three.
M: Well, I may have a brain the size of a sultana, - Correct.
- but it hardly seems fair to me.
B: Of course it's not fair and a damn good thing too.
Give the like of Baldrick the vote and we'll be back to cavorting druids, death by stoning, and dung for dinner.
Baldrick: I'm having dung for dinner tonight.
M: Who are they electing at these elections?
B: The same old shower.
Fat Tory landowners who get made MPs when they reach a certain weight, raving revolutionaries who think that because they do a day's work they have the right to get paid.
Basically, it's a right old mess.
Toffs at the top, plebs at the bottom, and me in the middle making a fat pile of cash out of both of them.
M: You'd better watch out, Mr Blackadder, things are bound to change.
B: Not while Pitt the Elder's Prime Minister.
He's about as effective as a catflap in an elephant house.
As long as his feet are warm and he gets a nice cup of tea in the sun before his morning nap, he doesn't bother anyone until his potty needs emptying.
(Source Blackadder the Third 'Dish and Dishonesty' by Ben Elton and Richard Curtis Taken from https://www.springfieldspringfield.co.uk/view_episode_scripts.php?tv-show=blackadder&episode=s03e01)

Activity 2

Read the following extract. Then answer the following questions.

Source A: Until the 1830s, Britain's elections were neither representative nor balanced. A range of factors determined whether you were eligible to vote, including whether you lived in a county or a borough and whether your area was eligible to send an MP to Parliament at all. In a few places all men could vote, but in the vast majority of locations it depended on whether you owned property or paid certain taxes. Some boroughs, such as those in the rapidly growing industrial towns of Birmingham and Manchester, had no MPs to represent them at all. At the same time, there were notorious 'rotten' boroughs, such as Old Sarum at Salisbury, which had two MPs but only seven voters. There were also 'pocket' boroughs – those owned by major landowners who chose their own MP. Moreover, with no secret ballot, voters were easily bribed or intimidated. (Taken from: Reform Act, 1832
Copyright: Copyright © Parliamentary Archives. Used by permission.
Shelfmark: Parliamentary Archives HL/ PO/ PU/ 1/ 1832/ 2&3W4n147)

1) ***Name two towns that did not have an MP.***
2) ***Why do you think places such as 'Old Sarum' were known as 'Rotten Boroughs'?***

Notes

3) ***Do you think this political system was fair? After reading Source B, can you identify any arguments historians have used to suggest that the pre-1832 political system was fair?***

Source B: *Norman Gash has argued in 'Politics in the Age of Peel' that until the 1820s the system enjoyed the support of all but the most extreme radicals and was, to all intents and purposes, working satisfactorily. Frank O'Gorman in 'Voters, Patrons and Parties' went even further and argued that, contrary to much received opinion, the unreformed system was actually, in its own terms, rather a good one. "Pocket Boroughs", in his argument, is a misleading term. It suggests that electorate is merely following the wishes of their local patron at election time, whereas in reality things were never so predictable, which was precisely why patrons spent such vast sums of money wooing voters. Such arguments paint a refreshingly different picture of eighteenth-century electors, but they have not gone unchallenged. Derek Beales criticised O'Gorman for basing his analysis on six relatively larger towns, untypical of the wide range of constituencies. He also pointed out that, however sturdily independent electors might be, it made little difference if the large proportion of uncontested elections meant that in practice they had fewer opportunities to cast a vote than to observe Halley's comet.*
What is clear is that the people who used the system generally thought that it worked, but that their conception of how it worked was different from our own. The modern parliamentary system is see as representing the electorate which is, to all intents and purposes, the adult population; the eighteenth-century parliament was conceived of as representing the different interests that constituted the nation.
(Taken from S. Lang 'Parliamentary Reform' pp. 12-14.)

Notes

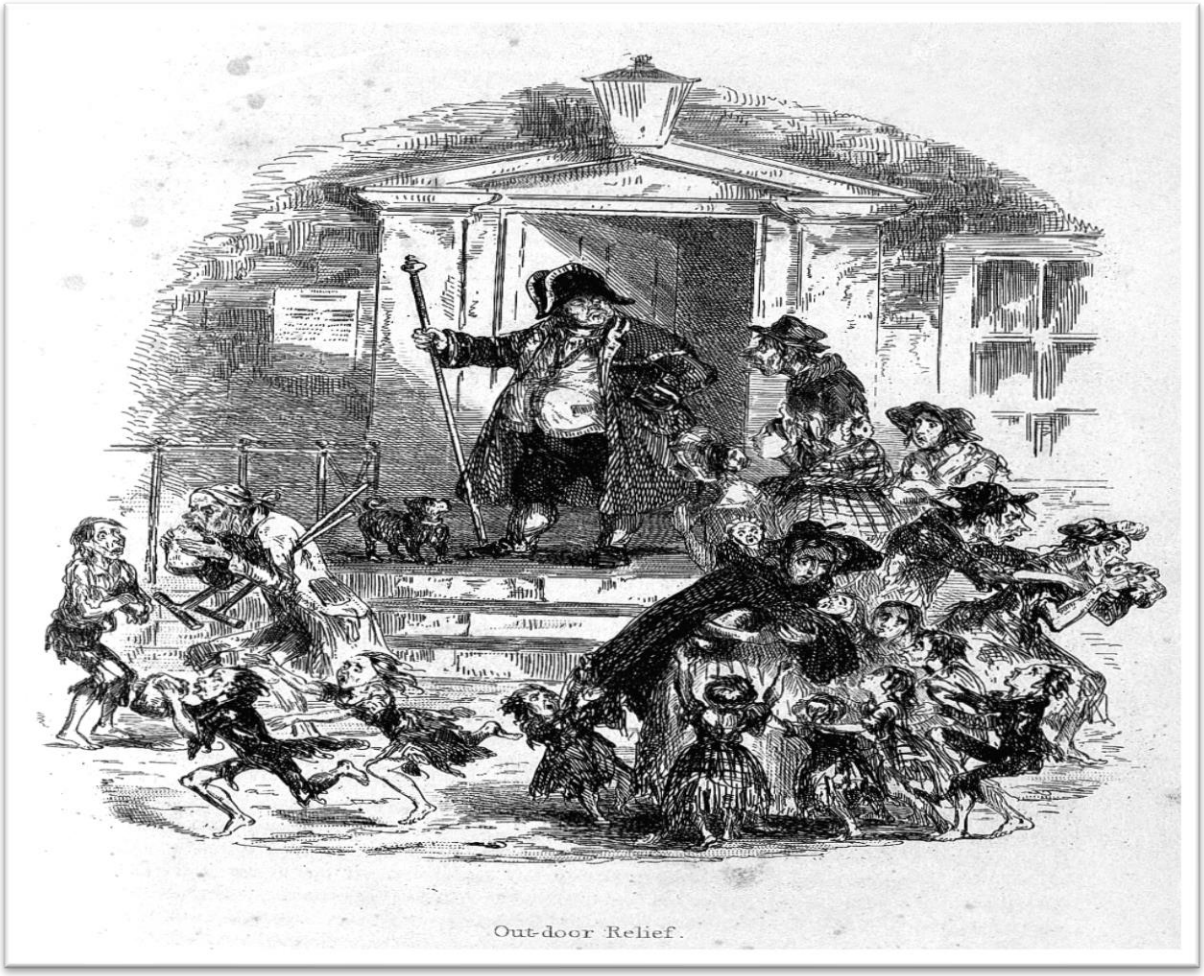
Success Criteria – Essay-based assignments

The Brilliant Club Mark Scheme Skills	Examples of success criteria to include in the baseline assessment, final assignment and homework guidance
Knowledge and understanding	Include content that is relevant to the topic and the specific assignment/homework title or question. Include some key words from the glossary and demonstrate that you understand them by explaining what they mean and how they relate to the topic.
Research and evidence	Include research findings from three or four sources and from the workbook.
Developing an argument	Give reasons and evidence to back up the points that you make. You might find the PEE structure helpful: • Point – make the key point clear • Evidence – explain the evidence for the point • Explanation – explain why your point is relevant and important
Critical evaluation	Select some relevant research evidence to back up your thinking.
Structure and presentation	Organise your ideas in paragraphs with a logical structure. Include an introduction that clearly outlines what the assignment will contain. Include a conclusion that summarises all the key points clearly.
Language and style	Make sure your spelling, grammar and punctuation are accurate. Use a formal style of writing that is appropriate for an academic essay.

Baseline assignment: *Was the political system that existed in Britain before 1832 fair?*

Emerging: Explain who had the vote and could not vote before 1832. Which towns had an MP and towns that did not. You should write coherently and accurately as well have an argument.
Secure: Analyse the differences between a 'rotten borough' and an industrial town such as Manchester. Include a judgment whether the disparity between these constituencies was fair. Include an argument that adopts a strong point of view. The argument should be written accurately and have a clear paragraph structure.
Mastered: Make a firm judgement and evaluate the British political system before 1832. Include some references to secondary historical sources and assess their arguments against your own. Writing should be lucid and have a clear and sustained argument.

Tutorial 2 – Social Class in Britain during the 19th century.



What is the Purpose of Tutorial 2?

- **Understand that there were different 'classes' in Britain during the early 19th century.**
- **Students will be able to discuss what sort of jobs people from various classes occupied in Britain during the early 19th century.**
- **Gain an appreciation of how everyday life differentiated between people. Many working-class people lived in terrible conditions and were exploited by their aristocratic and middle-class superiors.**

Starter: Look at the picture above. What can this image tell us about life for the poor in early nineteenth-century Britain?

Miss Havisham beckoned her to come close, and took up a jewel from the table, and tried its effect upon her fair young bosom and against her pretty brown hair. "Your own, one day, my dear, and you will use it well. Let me see you play cards with this boy."

"With this boy? Why, he is a common laboring boy!"

I thought I overheard Miss Havisham answer,—only it seemed so unlikely,—"Well? You can break his heart."

"What do you play, boy?" asked Estella of myself, with the greatest disdain.

"Nothing but beggar my neighbor, miss."

"Beggar him," said Miss Havisham to Estella. So we sat down to cards.

It was then I began to understand that everything in the room had stopped, like the watch and the clock, a long time ago. I noticed that Miss Havisham put down the jewel exactly on the spot from which she had taken it up. As Estella dealt the cards, I glanced at the dressing-table again, and saw that the shoe upon it, once white, now yellow, had never been worn. I glanced down at the foot from which the shoe was absent, and saw that the silk stocking on it, once white, now yellow, had been trodden ragged. Without this arrest of everything, this standing still of all the pale decayed objects, not even the withered bridal dress on the collapsed form could have looked so like grave-clothes, or the long veil so like a shroud.

So she sat, corpse-like, as we played at cards; the frillings and trimmings on her bridal dress, looking like earthy paper. I knew nothing then of the discoveries that are occasionally made of bodies buried in ancient times, which fall to powder in the moment of being distinctly seen; but, I have often thought since, that she must have looked as if the admission of the natural light of day would have struck her to dust.

"He calls the knaves Jacks, this boy!" said Estella with disdain, before our first game was out. "And what coarse hands he has! And what thick boots!" ***(Extract taken from Charles Dickens 'Great Expectations' chapter VIII)***.

Activity 1: What does the following extract from 'Great Expectations' tell us about how working-class boys such as Pip were perceived by aristocrats such as Miss Havisham and Estella?

Notes

Activity 2: Think of as many occupations, interests and living conditions of individuals who could be categorised into the categories of working class, middle class or aristocratic.

Working Class	**Middle Class**	**Aristocratic**

Homework: Pretend you are a working class person living in nineteenth-century Britain. Write a diary account explaining your frustrations with your daily life. This should be no more than two paragraphs.

Emerging: **A** brief descriptive account. Use some evidence and write in clear sentences.
Secure: A descriptive account that uses relevant details about the 19th century.
Mastered: An evaluative account with precise details about life in the 19th century for a member of the working class.

Tutorial 3 – Peterloo! The massacre that shook the nation.

What is the Purpose of Tutorial 3?

- **Gain an understanding of what the Peterloo massacre was and when it took place.**
- **What were the demands of the crowd who attended the meeting later known as the Peterloo massacre.**
- **What were the consequences of the Peterloo massacre?**

Starter: Examine the image above. Describe, in your own words, what is happening in this source.

Activity 1: Read the following extracts describing the events of the Peterloo massacre.

Source A

THE PETERLOO MASSACRE!

REFORM MEETING

OF 60,000 PERSONS, IN 1819,

Held on the present site of the

MUSEUM, FREE TRADE HALL, & THEATRE ROYAL,

PETER STREET, MANCHESTER.

Dispersed by the Military; 630 Persons killed and wounded.

PRICE ONE PENNY.

On Saturday, the 31st of July, 1819, the Manchester reformers, wishing to appoint Orator Hunt "legislatorial attorney" for their city, issued an advertisment in the Manchester Observer, inviting their friends to meet on the 9th of August in the area near St. Peter's Church; the alarmed magistrates pronounced the meeting illegal, and warned the citizens on their peril to abstain from attending it. Meanwhile, as the magistrates had refused to attend to the petition from the reformers for a meeting, the original promoters gave notice that a meeting would take place in St. Peter's Field on Monday, the 16th of August; Mr. Hunt in the chair.

The long wished-for Monday came at last. Many a fly-shuttle ceased for that day to dart across the loom. Bamford has left us, in his History of a Radical, a vivid description of the spirit in which the workmen from the villages round Manchester joined the procession, and the almost solemn manner in which the march was conducted. By eight o'clock in the morning (he says) the whole town of Middleton was on the alert. Even those who would not or could not go to Manchester, came out to see their friends and relations start. The people, marching five abreast, were headed by twelve young men, two deep, each holding in his hand a bunch of laurel, "as a token of amity and peace." Above the men who walked five abreast wave two silk flags, one blue and the other green, inscribed in gilt letters, with the mottoes—

"Unity and Strength," "Liberty and Fraternity," "Parliaments Annual," "Suffrage Universal."

And between these flags was carried on a pole, a cap of liberty, of crimson velvet, and a branch of laurel. The Lees and Saddleworth union, following a coal-black flag, incribed, in ghastly white letters:

Source B

The meeting was all in a tumult; there were dreadful cries; the soldiers kept riding amongst the people, and striking with their swords. I became faint, and turning from the door, I went unobserved down some steps into a cellared passage; and hoping to escape from the horrid noise, and to be concealed, I crept into a vault, and sat down, faint and terrified, on some fire wood. The cries of the multitude outside, still continued, and the people of the house, upstairs, kept bewailing most pitifully. They could see all the dreadful work through the window, and their exclamations were so distressing, that I put my fingers in my ears to prevent my hearing more; and on removing them, I understood that a young man had just been brought past, wounded. The front door of the passage before mentioned, soon after opened, and a number of men entered, carrying the body of a decent, middle aged woman, who had been killed. I thought they were going to put her beside me, and was about to scream, but they took her forward, and deposited her in some premises at the back of the house. (Samuel Bamford, *Passages in the Life of a Radical* 1893)

Source C

Sir William Jolliffe's account of Peterloo, April 11th 1845. I was at that time a Lieutenant in the 15th King's Hussars. This was my first encounter with a large manufacturing population. I had little knowledge of the condition of that population, whether or not a great degree of distress was then prevalent. The day was fine and hot. Mr Hunt, with two or three other men, and I think two women dressed in light blue and white, were in an open carriage drawn by the people. This carriage was adorned with blue and white flags. They marched and there appeared to be few women with them. Other officers and myself occasionally rode to the end of the street to see them pass. As soon as the great bulk of the procession had passed, we at once moved off at a trot which increased to a canter, by a circuitous route to the South West corner of St. Peter's Field. The words "Front!" and "Forward!" were given, and the trumpet sounded the charge. When fronted, our line extended quite across the ground, which in all parts was so filled with people that their hats seemed to touch. I saw the Manchester troop of Yeomanry; they were scattered singly or in small groups over the greater part of the field, literally hemmed into the mob so that they were powerless either to make an impression or to escape; in fact, they were in the power of those whom they were designed to overawe, and it required only a glance to discover the necessity of our being brought into the rescue. This small body of horsemen was entirely at the mercy of the people by whom they were pressed upon and surrounded. The charge of the Hussars swept this mingled mass of human beings before it; people, yeomen and constables, in confused attempts to escape, ran one over the other. The Hussars drove people forward with the flat sides of their swords, but sometimes, as is almost inevitably the case when men are placed in such situations, the edge was used.

Questions:

1) ***When and where did the Peterloo massacre take place?***
2) ***What did the people who attended the Peterloo meeting want to achieve?***
3) ***Describe the chronology of the Peterloo massacre.***
4) ***Imagine you are a protestor who attended the Peterloo massacre. What would you say to someone living today who said they did not want to vote. What arguments would you use to persuade them to change their mind?***

Notes

Activity 2: Think, pair and share! Read the source below and answer the following questions. Taken from 'The Peterloo Massacre Reform Meeting of 60,000 persons, in 1819'.

Many of the Tories loudly insisted that the magistrates had acted rightly, and talked of "the necessary ardour" of the troops. Lord Redesdale even stupidly contended that all reform meetings were overt acts of treasonable conspiracy. Lord Eldon cried aloud for more stringent acts of parliament, as there was "nothing to be done now" but to let the meetings take place, and reading the Riot Act, if there was a riot at any of them. The warm-hearted and wise father (or rather stepfather) of his people, the Regent, was also charmed with the Manchester magistrates. He expressed his "approbation and high commendation of the conduct of the magistrates and civil authorities at Manchester, as well as the officers and troops, both regular and yeomanry cavalry, whose firmness and effectual support of the civil power preserved the peace of the town on that most critical occasion."

Calmly, it must be allowed that the magistrates had done nothing illegal. But the wicked folly was to send forty yeomen to break through from fifty to sixty thousand people; the cruelty was, before even a stone was thrown, to proclaim the meeting a riot.

1) *What does this source note about the response of the cavalry who charged the crowd gathered at Peterloo?*
2) *Do you think riots and revolutions are a good way to make a political statement?*
3) *Do you think the cavalry was justified in their response to the crowd gathered on the site of St Peter's field?*

Homework: Write a newspaper account of the Peterloo massacre. Give a chronology of the events and give an evaluative assessment of its impact.

Emerging: Give a brief chronology of the events. Minimal spelling, grammar and punctuation errors.
Secure: An analytical and descriptive account of the Peterloo massacre.
Mastered: An evaluative account of the Peterloo massacre. Have a strong line of argument and form a strong judgement about the event and its impact on contemporary life in nineteenth-century Britain.

Tutorial 4 – Public meetings and petitions: How to express your political voice.

What is the Purpose of Tutorial 4?

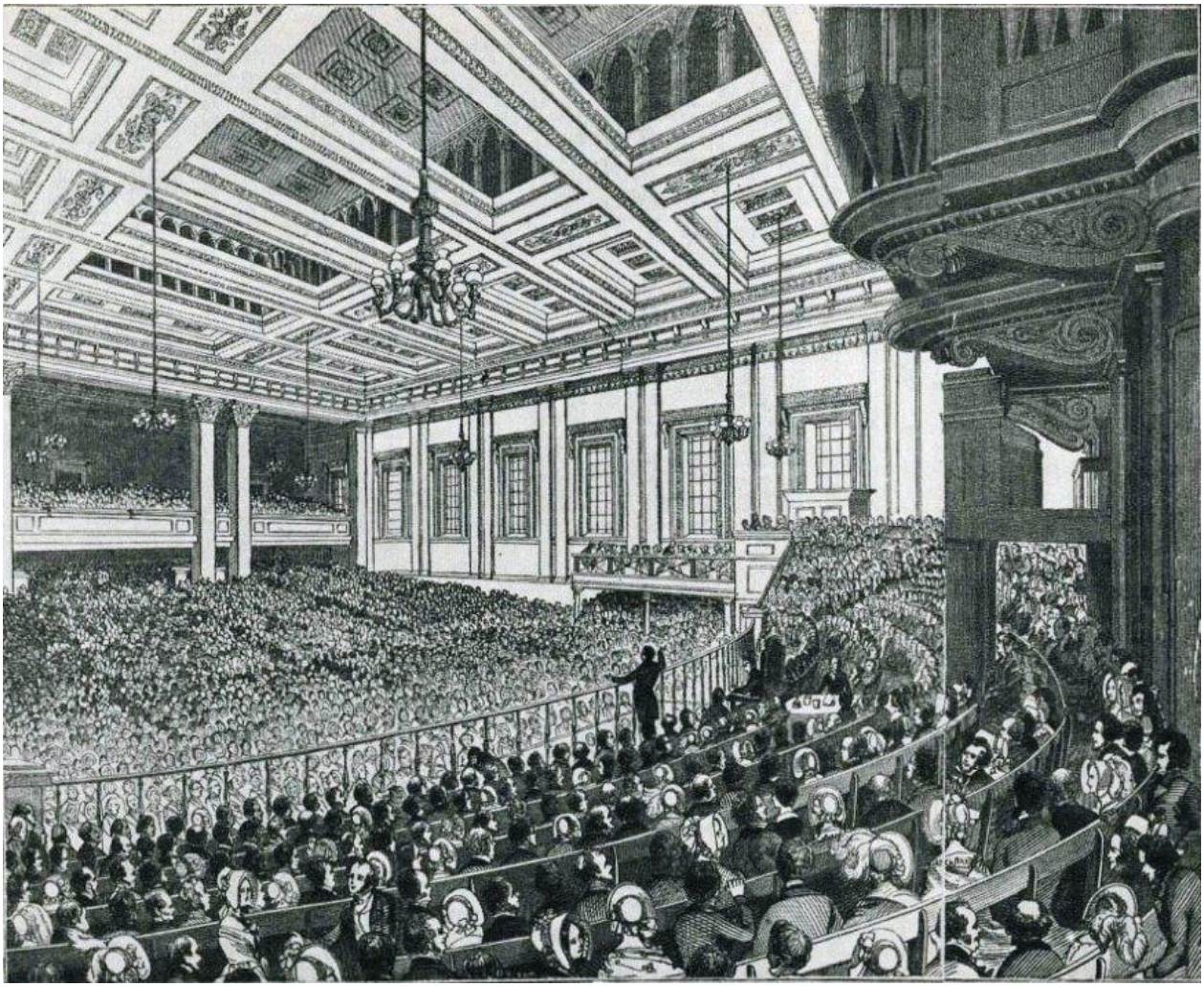
- Understand the difference between a mass outdoor meeting and an indoor meeting.
- How petitions were used in the 19th century to make political demands.

Activity 1: Examine sources A and B.

Source A: ***A Chartist meeting on Kennington Common by William Edward Kilburn 1848.***

Question: What are some of the distinctive features of this meeting? Where is it taking place? Who do you think could attend this type of meeting? Do you think there are any drawbacks to this style of public meeting?

Source B: ***An Anti-Corn Law Meeting, 1846.***

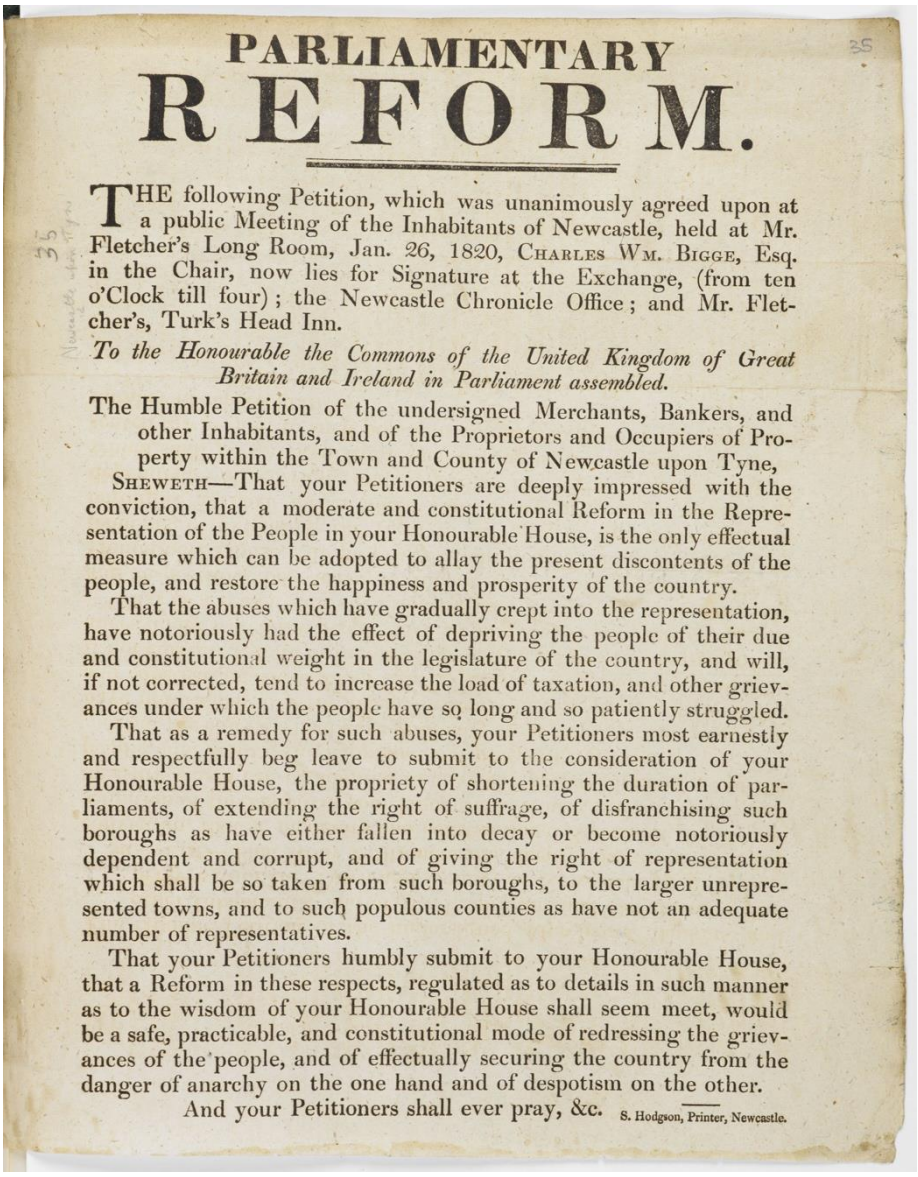


Question: How does the meeting presented in Source B differ from the image of a meeting portrayed in Source A? Where is this meeting taking place? Who seems to be in attendance at this meeting? Do you think this type of meeting would be more effective? Do you think there were any drawbacks to this type of meeting?

Activity 2:

Question 1: Examine the following petition pictured below. What distinctive features do you think a petition must have? What do you think the purpose of a petition is?

Question 2: What was the following petition trying to achieve?



PARLIAMENTARY

REFORM.

THE following Petition, which was unanimously agreed upon at a public Meeting of the Inhabitants of Newcastle, held at Mr. Fletcher's Long Room, Jan. 26, 1820, CHARLES WM. BIGGE, Esq. in the Chair, now lies for Signature at the Exchange, (from ten o'Clock till four); the Newcastle Chronicle Office; and Mr. Fletcher's, Turk's Head Inn.

To the Honourable the Commons of the United Kingdom of Great Britain and Ireland in Parliament assembled.

The Humble Petition of the undersigned Merchants, Bankers, and other Inhabitants, and of the Proprietors and Occupiers of Property within the Town and County of Newcastle upon Tyne,

SHEWETH—That your Petitioners are deeply impressed with the conviction, that a moderate and constitutional Reform in the Representation of the People in your Honourable House, is the only effectual measure which can be adopted to allay the present discontents of the people, and restore the happiness and prosperity of the country.

That the abuses which have gradually crept into the representation, have notoriously had the effect of depriving the people of their due and constitutional weight in the legislature of the country, and will, if not corrected, tend to increase the load of taxation, and other grievances under which the people have so long and so patiently struggled.

That as a remedy for such abuses, your Petitioners most earnestly and respectfully beg leave to submit to the consideration of your Honourable House, the propriety of shortening the duration of parliaments, of extending the right of suffrage, of disfranchising such boroughs as have either fallen into decay or become notoriously dependent and corrupt, and of giving the right of representation which shall be so taken from such boroughs, to the larger unrepresented towns, and to such populous counties as have not an adequate number of representatives.

That your Petitioners humbly submit to your Honourable House, that a Reform in these respects, regulated as to details in such manner as to the wisdom of your Honourable House shall seem meet, would be a safe, practicable, and constitutional mode of redressing the grievances of the people, and of effectually securing the country from the danger of anarchy on the one hand and of despotism on the other.

And your Petitioners shall ever pray, &c. S. Hodgson, Printer, Newcastle.

Homework: Imagine your Headteacher wants to introduce extra lessons on a Saturday morning. What political tactics would you use to persuade the Principal to reconsider his plans. Explain why you made your choices and describe the format and procedures you would adopt to ensure its success.

Emerging: I am able to use a petition format to make an argument.
Secure: I am able to write a persuasive petition in the correct format using specific details to support my argument.
Mastered: I am able to write a persuasive petition in the correct format using specific details and evaluative comments to support my argument. I have also written a separate running commentary to explain my decisions.

Tutorial 5 – The threat of revolution and the passage of the 1832 Reform Act.

What is the Purpose of Tutorial 5?

- Explain some of the reasons why the 1832 Reform Act passed.
- Identify some of the changes wrought by the 1832 Reform Act.

Starter: ***Examine the image below. What do you think the cartoonist is trying to say about the issue of parliamentary reform in the 1830s? What is happening in this picture? Who is in it?***

You can annotate this image to help formulate your ideas and understanding of the image.

Activity 1

Read the following extract below and answer the following questions.

Do not you think the tone of England is more liberal – to use an odious but intelligible phrase – than the policy of the government. It seems to me a curious crisis – when public opinion never had such influence on public measures, and yet never was so dissatisfied with the share it possessed. It is growing too large for the channels it is accustomed to run through. Can we resist – I mean not next session or the session after that – but can we resist for seven years reform in parliament?

(A letter by Robert Peel to political John Wilson Croker March, 1820)

1) What do you think public opinion means?
2) Why did Robert Peel think parliamentary reform would eventually happen?

Activity 2

Read the following two extracts and make some notes regarding some of the issues you think contributed to the passage of the 1832 Reform Act. Do you think the threat of revolution was enough to tip the balance in favour of parliamentary reform?

Pressure had been building at least since the early 1790s. It had reached such a pitch by the early 1790s. If I had reached such a pitch by the early 1820s, converting such a wide cross-section of society outside Westminster, that even anti-reformers were becoming convinced that reform could not be held back indefinitely. In 1822, the leading Whig politician Lord John Russel introduced a bill to take away on of the two parliamentary seats held by the smallest hundred boroughs and redistribute them to the counties and large towns with not separate representation. It was defeated…The tide seemed to be turning when Grey, the Whig leader, had believed before 1820 that he would not see reform in his lifetime. From the early 1820s he became more optimistic. When anti-reformers felt that it was more dangerous to deny that reform than to accede to it, then it became inevitable. The alternative interpretation is sceptical about the ability of parliamentary reforms outside Westminster to sustain pressure…[and] to frighten governments into action against their better judgements. From 1783 to 1830, British government was dominated by Pittites and Tories…From the early 1790s, they were…opposed to parliamentary reform they believed that concessions risked leading Britain into a French-style revolution. The reform cause, it is true, had built up impressively from the early 1770s. However, it had only seemed threatening when linked to adverse economic factors, usually high prices, high levels of unemployment or both. Governments had been able to take the heat out of the situation by passing repressive legislation, locking up radical leaders and generally battering down the hatches of liberty until the economy began to boom again…Leaders like Cobbett, Hunt, still addressed their meetings and penned their pro-reform articles…Outwardly, at least, they remained supremely confident of success, but they could claim no 'mass platform' in the mid 1820s.

(Eric Evans, *Parliamentary Reform in Britain, c. 1770-1918,* pp. 18-25).

If any person suppose that Reform will lead to ulterior measures, they are mistaken; for there is no one more decided against annual parliaments, universal suffrage, and the ballot, than I am. My object is not to favour, but to put an end to such hopes and projects.

(Earl Grey speaking in the House of Lords, November 1831).

Activity 3

England and Wales	**1831**	**1833**	**Percentage Increase**
County	**201,859**	**370, 379**	**83**
Borough	**164, 391**	**282, 395**	**71**
Combined	**366, 250**	**652, 777**	**78**

Arrange the following bullet points into the table. What existed before 1832 and what changed after the passage of the 1832 Reform Act.

- One in five men - those who owned property and earned more than £10 per year - got the vote.
- Small 'pocket boroughs' existed which had very few voters.
- Seats must be created for MPs in new industrial towns such as Birmingham and Manchester.
- Most of the British population could not vote.
- Seats for MPs from rotten boroughs had to be removed.
- Voters based their choice of MP on personal or local issues. Many were bribed and others did not dare go against the wishes of the local landowner.
- Women explicitly excluded from the vote.
- There were no political parties in the modern sense. People called Whigs and Tories tended to group themselves into voting factions depending on the political issue.
- The monarch appointed ministers who formed a government. MPs could chose whether or not to support the government over different issues.
- 56 boroughs lost two MPs and 30 boroughs lost one MP.
- 22 new boroughs were given two MPs and 20 new boroughs were given one MP.
- There were 64 new county MPs.

Before 1832	After 1832

Stretch question: **Do you think the 1832 Reform Act made Britain more democratic?**

Success Criteria – Essay-based assignments

The Brilliant Club Mark Scheme Skills	Examples of success criteria to include in the baseline assessment, final assignment and homework guidance.
Knowledge and understanding	Include content that is relevant to the topic and the specific assignment/homework title or question. Include key words from the glossary and demonstrate that you understand them by explaining what they mean and how they relate to the topic.
Research and evidence	Include research findings from a wide range of sources. As well as using the sources provided, you should be discovering some sources yourself from the independent work that you do outside tutorials.
Developing an argument	Give logical reasons and evidence to support and justify the points that you make. You might find the PEE structure helpful: • Point – make the key point clear • Evidence – explain the evidence for the point • Explanation – explain why your point is relevant and important Make links to topics you have covered during tutorials as well as some topics that you have not discussed during tutorials.
Critical evaluation	Include evaluation of what is being described and provide clear justification and reasoning. Select relevant research evidence to back up your thinking.
Structure and presentation	Organise your ideas in paragraphs with a logical structure. Include an introduction that clearly outlines what the assignment will contain. Include a conclusion that summarises all the key points clearly. Make sure that you have referenced everything correctly.
Language and style	Make sure your spelling, grammar and punctuation are accurate. Use a formal style of writing that is appropriate for an academic essay.

Final assignment: *Why did the 1832 Reform Act happen?*

Emerging 30-55: Pinpoint some basic information about the background of the 1832 Reform Act. Include basic sentence structures, some evidence and analytical descriptions.

Secure 55-65: Describe some of the main features why the 1832 Reform Act happened: including frustrations with the pre-1832 political system, protests and meetings, the threat of riots and revolution and support in parliament. Write lucidly and have an argument.

Mastered 65-100: Analyse the main causes of the 1832 Reform Act. Make a strong argument, which takes a clear point of view. Assess which reason (riots, protests or the support of parliament) you think is the most reasonable and integral factor that led to the passage of the 1832 Reform Act. Include historiographical accounts into your argument and integrate primary evidence to support your assessments.

Tutorial 6 – Feedback tutorial

What is the Purpose of Tutorial 6?

- To receive feedback on your final assignment
- To respond to the feedback from your Uni Pathways teacher
- To write targets for improvement on your final assignment

Final assignment feedback from your Uni Pathways Teacher

(Remember to look at the mark scheme to help you understand what you have done well so far, and how you can do even better in your final assignment)

Here are three things that my Uni Pathways Teacher thought I did well in my draft assignment
•   •   •

Here are three things that my Uni Pathways Teacher thinks that I could do to get a higher mark in my final assignment
•   •   •

Tasks from my Uni Pathways Teacher to do during the feedback tutorial to help me improve
•   •   •
My response:

Actions I will take to improve my final assignment after this tutorial…
•   •   •

Hand in date for my final assignment:	

Tutorial 7 – Final tutorial

What is the Purpose of Tutorial 7?

- To receive feedback and a grade on your final assignment.
- To reflect on the programme including what you enjoyed and what was challenging.
- To ask any questions you may have about university.

Final assignment feedback from my Uni Pathways Teacher

Final mark:	University style grade:
Feedback: Here are three things that my Uni Pathways teacher thought I did well in my final assignment • • •	

Here are three things that my Uni Pathways teacher thinks I should remember for when I am doing this kind of study in the future
• • •

University

What questions do you still have about University after taking part in Uni Pathways?
• • •

Reflecting on Uni Pathways

What did you most enjoy about Uni Pathways?
• • •

What did you find challenging about the programme?	How did you overcome these challenges?
• • •	• • •

Appendix 1 – Referencing correctly

When you get to university, you will need to include references in the assignments that you write, so we would like you to start getting into the habit of referencing in your Brilliant Club assignment. This is really important, because it will help you to avoid plagiarism. Plagiarism is when you take someone else's work or ideas and pass them off as your own. Whether plagiarism is deliberate or accidental, the consequences can be severe. In order to avoid losing marks in your final assignment, or even failing, you must be careful to reference your sources correctly.

What is a reference?

A reference is just a note in your assignment which says if you have referred to or been influenced by another source such as book, website or article. For example, if you use the internet to research a particular subject, and you want to include a specific piece of information from this website, you will need to reference it.

Why should I reference?

Referencing is important in your work for the following reasons:

- It gives credit to the authors of any sources you have referred to or been influenced by.
- It supports the arguments you make in your assignments.
- It demonstrates the variety of sources you have used.
- It helps to prevent you losing marks, or failing, due to plagiarism.

When should I use a reference?

You should use a reference when you:

- Quote directly from another source.
- Summarise or rephrase another piece of work.
- Include a specific statistic or fact from a source.

How do I reference?

There are a number of different ways of referencing, and these often vary depending on what subject you are studying. The most important to thing is to be consistent. This means that you need to stick to the same system throughout your whole assignment. Here is a basic system of referencing that you can use, which consists of the following two parts:

1. **A marker in your assignment**: After you have used a reference in your assignment (you have read something and included it in your work as a quote, or re-written it your own words) you should mark this is in your text with a number, e.g. [1]. The next time you use a reference you should use the next number, e.g. [2].
2. **Bibliography**: This is just a list of the references you have used in your assignment. In the bibliography, you list your references by the numbers you have used, and include as much information as you have about the reference. The list below gives what should be included for different sources.

    a. **Websites** – Author (if possible), title of the web page, website address, [date you accessed it, in square brackets].

    E.g. Dan Snow, 'How did so many soldiers survive the trenches?', http://www.bbc.co.uk/guides/z3kgjxs#zg2dtfr [11 July 2014].

    b. **Books** – Author, date published, title of book (in italics), pages where the information came from.

    E.g. S. Dubner and S. Levitt, (2006) *Freakonomics*, 7-9.

    c. **Articles** – Author, 'title of the article' (with quotation marks), *where the article comes from* (newspaper, journal etc.), date of the article.

    E.g. Maev Kennedy, 'The lights to go out across the UK to mark First World War's centenary', Guardian, 10 July 2014.

Notes

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