

Useful vocabulary to understand:

Victorian
Context
Slum
Expired
Desolation
Communion
Reflection
Spectacle
Solemnity
Heathen
Tumultuous
Condemned
Capital Punishment
Barracks
Magistrate
Gallows
Gait
Convict
Warder
Faltering
Wavering
Abominable
Augmentation
Profusely
Maniac
Exonerated
Acquiesced
Lattice
Resolved
Sentences
Criminal
Habitual
Designated
Commuted

Significant
Transportation
Petty
Larceny
Probation
Discipline
Penal
Intercourse
Juvenile
Delinquency
Indictment
Pilloried
Propensity
Bygone
Restorative
Reformed

**To Read:**

A Peep Behind the Scenes by O F Walton

**To Watch:**

ITV – Victoria (Series)

Victorian Slums (series)

**To Experience:**

The Black Country Living Museum

**Catching the Criminal**

Most prosecutions were not carried out by the police, but by private individuals, normally the victims of the crime. Anyone who was thought to have committed a crime, was taken to the parish constable or magistrate by the person who caught them. Even in places where there was a proper police force, most prosecutions were still started by private citizens.

**The Courts and Judiciary**

In the early nineteenth century, court conditions and the treatment of both the victim and the accused was very different from today. Trials in court were often very quick. Prosecutors, judges and jurors had more power and choice than they do today.

The prosecutor was normally the victim of the crime, and he or she would accuse the defendant. The defendant was expected to explain away the evidence against them and, thus, prove their innocence.

**Sentences and Punishments**

By the time Queen Victoria came to the throne, fewer crimes carried a compulsory death sentence. There were fewer hangings, and sentences for petty crime were getting lighter. In their place, other ideas were being tried out. These included building new gaols and looking at how these could be used to stop criminals from re-offending in the future. **transportation** was often used instead of hanging for more serious crimes.

**Transportation**

During the 18th century, the government started to send prisoners to penal colonies in America, usually for seven years or sometimes for life. This stopped when the American War of Independence broke out in 1775. In 1787, transportation started to the first penal colonies in Australia. Over the years, about 160,000 people were sent there: men, women and children, sometimes as young as nine years old.

**Crime, Poverty and Reform**

At the end of the 18th century it was not just crime that was increasing but also poverty. The industrial revolution made many people rich but for many poor families (both in rural and urban areas) life was the worst it had been for a long time. As people moved into the towns and cities, the crime rate increased rapidly. Middle class people became alarmed at the increase in theft and rioting. Public disturbances occurred quite often throughout the country.

**Assessment Question Stems**

**Section A: 40 marks 1 hour (15 minutes reading time/45 minutes writing time)**

Answer all of the following questions

**Read again the first part of Source A from lines ..... to .....**

**01 Choose four statements below which are true (4 marks)**

**02 You need to refer to both Source A and Source B for this question.**

**Use details from both sources to write a summary of what you understand about (ideas that are presented in the printed texts) (8 marks)**

**03 You now need to refer to only Source B lines ..... to .....**

**How does the writer use language to ....? (12 marks)**

**04 For this question you need to refer to the whole of Source A and the whole of Source B.**

**Compare how the writers convey their perspectives on .....**

**In your answer you could:**

- Compare the writers’ perspectives
- Compare the methods the writers use to convey their perspectives
- Support your response with references to both texts **(16 marks)**

A01	<ul style="list-style-type: none"> <li>• Identify and interpret explicit and implicit information and ideas</li> <li>• Select and synthesise evidence from different texts</li> </ul>
A02	Explain, comment on analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views
A03	Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts
A04	Evaluate texts critically and support this with appropriate textual references

## Victorian Britain Timeline

1837	William IV died and his niece <b>Victoria</b> became Queen at the age of 18
1840	<b>Queen Victoria</b> married Prince Albert
1841	The Great Western Railway from Bristol to London was completed offering a journey of only four hours.
1842	The Mines Act stopped <b>children</b> under 10 from working in the mines.
1843	Charles Dickens published A Christmas Carol. It sold out completely in 6 days.
1844	The Factory Act stops <b>children</b> between 8 and 13 working more than 6.5 hours a day.
1845	Ireland suffered the Great Potato Famine when entire crops of potatoes, the staple Irish food, were ruined.
1850	<b>Workhouses</b> opened to try to help the poorest people who had no money. In return for their labour, the workers were given a bed and basic food.
1851	<b>The Great Exhibition</b> opened at Crystal Palace by Prince Albert.
1852	The first <b>public flushing toilet</b> opens in London
1856	<b>Police forces</b> now in every town
1861	Death of Prince Albert from Typhoid
1864	A law bans boys under 10 from working as chimney sweeps.
1868	The last public hanging
1870	<b>Schools</b> provided for 5 - 10 year olds
1871	Queen Victoria opens the Albert Hall
1876	Scotsman Alexander Bell invented the <b>telephone</b> Primary education was made compulsory
1877	The world's <b>first recording of the human voice</b> was heard when the inventor of the phonograph, Thomas Edison, recited 'Mary Had A Little Lamb' and played it back
1878	The first public <b>electric lighting</b> in London, replacing the old gas lamps, which had to be lit by hand every evening.
1880	The <b>Education Act</b> makes compulsory schooling for all children between 5 and 10.
1891	Free education for every child aged 5-13
1901	<b>Queen Victoria</b> died. Her son, <b>Edward VII</b> , became King.

