

Examiners' Report
January 2012

GCE History 6HI02 C

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Introduction

There were many good responses seen in this examination series. The best responses demonstrated well developed analysis which was focused on the task; the sources were used effectively and, in part (b), supporting own knowledge was specific and detailed. It was clear that such candidates were often aware of the demands of the assessment objectives and were framing their responses in order to meet these demands. It is therefore worth reiterating the key issues with each assessment objective:

Question (a) requires the application of AO2a. This requires candidates to analyse, cross-reference and evaluate source material. They should aim to develop this as fully as possible in relation to the focus of the question and not merely assert similarities and differences.

Question (b) requires the application of both AO1 (the selection and deployment of historical knowledge) and AO2b (the analysis and evaluation of how issues have been interpreted and represented, in relation to historical context).

An understanding of what each assessment objective tests would help candidates to focus their comments more securely. For example, there are still a significant number of candidates who spend considerable amounts of time exploring the provenance of sources in question (b) and may very well be addressing AO2a which is not rewarded in this question.

There were far fewer candidates working through the sources sequentially in question (a) than has been the case previously. This is to be commended. However, candidates now need to develop the quality of the cross referencing that they are engaged in. A significant minority pick out a quote and match it to another quote without explaining how this relates to the question. It should also be pointed out that although a discrete paragraph on provenance is preferable to no reference to this at all, the very best answers integrate provenance within the arguments that are presented in the cross referencing. This enables the candidates to develop more specific arguments than the general comments that characterise most of the separate paragraphs. Candidates should be encouraged to use provenance as the basis for reaching a judgement in response to the question. This particularly distinguishes level 4 candidates from those operating at level 3. The purpose of testing the weight and validity of the evidence is to come to a judgement. It is always disappointing when perceptive comments made in the body of the answer are ignored when reaching a conclusion.

In question (b), examiners were impressed by many responses which demonstrated a strong understanding of the sources, the issues that they related to and which were supported by extensive own knowledge. Fewer candidates than has been usual treated the sources and own knowledge discretely. There were many responses which demonstrated very little knowledge beyond what was offered in the sources. Where this material was well used, it was possible to achieve top level 2 in AO1. It is however, disappointing that some candidates have not prepared well for the examination.

It was pleasing to note that previous advice in examiners' reports has clearly been acknowledged and this applied also to the use of inappropriate abbreviations. There was however, this January something of a resurgence of the use of bias, with its attendant misspellings and misuse.

Question 1(a)

Most candidates identified sources 1 and 2 as representing negative views of Haig as opposed to source 3's more positive view of him and were able to develop varying degrees of cross referencing based on this. Despite this, there remain some candidates whose approach is to work sequentially through the sources paraphrasing the content of each source in turn and then asserting the existence of similarities and differences. Many candidates considered the provenance of the sources with varying degrees of success. Some candidates were aware that Punch is a satirical magazine and of these, some went on to conclude that the arguments being made in source 3 were somehow poking fun at Haig. A number of candidates felt that because sources 1 and 2 had 'met' Haig they were more reliable, although conversely a significant minority argued that as they were memoirs they were less reliable. However, there were some good responses that integrated cross referencing and provenance to reach sustained judgements whilst using sound source inference to pick out subtleties in the sources, such as 'looked the part'.

(a)

Sources 1 and 2 both quite strongly challenge source 3's assessment on Haig.

Sources 1 and 2 were both written by men who had either met Haig or had worked closely with him. They are both private memoirs, so ~~they~~ would have shown their honest opinions about Haig where as source 3 is from a magazine so is designed to sell ~~the~~ the most it can.

Both source 1 and 2 agree that Haig had little imagination or intelligence. Source 2 says "he did not possess the necessary breadth or vision" meaning his war knowledge was low.

Source 3 was written after a great success so the public morale would be high and would want to read about success. This may be

Why source 3 is so positive. It is also unlikely that author of the poem had met Haig. Source 2 was written by the prime minister ~~who~~ who had to be professional in his criticisms of Haig even though they were his private

Memiors. He praises Haig for his courage and how professional he was ~~but admits he was unable to plan a~~ which agrees with source 3 but he then admits that in his opinion Haig was unable to plan a major campaign.

Source 3 was published in 1917 so would want to tell the public what they wanted to hear and to tell them that their relatives fighting in the war were well looked after. Sources 1 and 2 on the other hand were published after the war meaning public support did not need to be taken into consideration.

Overall from the comparisons made, I believe that both sources 1 and 2 strongly ~~challenge~~ ^{challenge} source 3. When and why they were written is an important factor on what was said about Haig and both sources 1 and 2 back up each other on some views of Haig. Sources 1 and 2 were written by men that either met or worked with Haig so

are more accurate than source 3 which was designed to sell more magazines.



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This response does have some basic understanding of the approaches taken by each source, but it does not generally cross reference effectively as there is so little development of the points being made. There are a number of comments made about the provenance of the sources, but some are rather general in nature. The combination of these issues means that this is a level 2 response.

Question 1(b)(i)

This was the less popular of the question choices. There was considerable variation in the standard of responses. Some candidates had very little own knowledge pertaining to the issue and relied heavily on what was in the sources. The sources were generally quite well understood, so that it was possible to write an argued response on this basis, although this was unlikely to achieve the higher levels. Many candidates knew about the Charge of the Light Brigade and incorporated this knowledge into their responses. The very best answers were able to clearly comment on the concept of a 'national hero' and contrast this to the view held by contemporary soldiers, as exemplified by source 4. Whilst many candidates commented validly on the provenance of this source to establish the validity of its argument, it should be noted that AO2a skills are not required in part (b) and candidates are unlikely to gain credit for sweeping assertions about the veracity of secondary sources.

* (b) i) The belief that Cardigan "became a national hero" is expressed in Dutton's "forgotten hero" and suggests that this aims to prove this by ~~my~~ use of Tennyson's 'Charge of Light Brigade' and Cardigan's rewards for his role. However, while it may seem that Cardigan's role deserves ~~renewed~~ recommendation, it ~~is not~~ perhaps also, perhaps the ^{public opinion of} ~~the charge~~ ~~rewards~~ that praise should be given to ~~the~~ ~~valour~~ ~~of~~ ~~the~~ ~~600~~ "Six hundred".

Dutton's argument displayed in source 3, ~~states that~~ is supported by evidence that "he was promoted to Inspector-General of Cavalry in 1855, awarded the K.C.B. and made Colonel of the 5th Dragoon Guards in 1858", but these awards are not necessarily down to Cardigan's ~~abst~~ military ability and Dutton suggests that all this is relevant before Mentenay became an influential movement. The creation of Mentenay came about as a result of poor leadership throughout the ~~army~~ ^{armed forces} and in fact, Cardigan's role in the Battle of Balaklava seems incidental of ~~this~~ the necessity of this movement. The occurrence of an awarding a Lord does nothing to suggest a "national hero" has been created

((b) continued) not only because Lords ~~was~~ were often rewarded, ~~regardless of success or failure~~ but because to be a "national hero", one has to be recognised by a nation not a government. And as Maxie shows in source 5, "Cardigan's apparent indifference to the fate of his men did him no good and he never recovered his former standing with the public", ~~this was~~ the ^{whole} nation did not see him as a hero.

Furthermore, source 4 displays outright contempt for Cardigan's role in the battle of Balaklava by saying "~~we~~ ^{we} have got rid of Lord Cardigan" which brings up the point ~~of it~~ that if Cardigan's role was seen as brilliant, then surely he would have stayed. Source 3 ^{* confirms} ~~confirms~~ that Cardigan did charge the Russian ^{guns and} ~~guns~~ suggests a level of gallantry which would seemingly support Dutton's claim that Cardigan had "a keen enthusiasm for the duties and responsibilities during the Crimean war" yet completely destroys it when stating that "finding it no job, he halted and left the brigade to get back the best they could" ~~and~~. This ~~same~~ view is shown to be quasi-universal by Massie who states ^{that} "But many of his fellow soldiers continued to believe that he

((b) continued) had left the fighting too early and should have remained to rally his men". It becomes clear that many did not view Cardigan's role as anything worth praise as ^{despite} ~~some~~ ^{despite} "Some even believed that he never took charge ~~part~~ in the charge at all" despite many troops seeing the massacre of the charge, "some even believed that ~~he~~ he never took part in the charge at all".

Yet Dutton speaks of Tennyson being inspired to ~~write~~ write "The Charge of the Light Brigade". Dutton attempts to suggest this was written ^{as a result of combat actions in the battle of Balaclava} and so Cardigan must have ~~not~~ been seen as a successful commander. However, Tennyson's poem emphasizes ~~on~~ the gallantry of "the noble six hundred" who ~~were~~ became national heroes. This was supported by Russell's article in ~~the~~ "The Times" which displayed the soldiers who rode in the fight Light Brigade as worthy of praise and British citizenship. ~~and~~ while whether or not Cardigan ~~was~~ ⁱⁿ seen a good view is clearly debatable as while ^{Major-General} ~~on~~ On his return from the Crimea, Lord * - who no doubt was ^{angry} towards the commander by now as despite his rank as captain, would have suffered severely at the harsh winter of 1854-1855 and would have seen Cardigan in a much

((b) continued) better position than he and his fellow soldiers were. This being written in January does suggest this was the case -

Cardigan was celebrated for his leading of "the Charge" and Dutton, despite the controversial evidence places him in both

entitled "Forgotten Heroes" perhaps suggesting he did become a hero, it seems that his role was seen with mixed views. The soldiers who served with him no doubt displayed anger towards him as believed him to possess nothing that a commander should have: "If self-importance or bluster are necessary for command, then he is the man" presenting Sayer's cynical view of Cardigan's ability*. It becomes clear that the soldiers who made up the ~~best~~ Light Brigade became "national heroes" celebrated by poets, journalists and the public alike and Lord Cardigan's role helped solidify the growing desire to ~~the~~ remove the purchase system, which happened as a result of Cardwell's reforms, and replace it with a system of meritocracy. Lord Cardigan did not become a national hero as a result of the Crimean war and perhaps the reason he was forgotten ~~and~~ in first

((b) continued) place, leading Oulton feeling the necessity to place him in his book 'Forgotten Heroes' is because of the libel case [in 1863] which although proved he died in fact charge at the guns, destroyed his public

appeal and any chance of becoming a symbol
British identity.

* and ~~the~~ preventing him from ever becoming a
"national hero" does not all ~~not~~ the nation
~~is~~ viewed him in a positive light.



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Examiner Comments

This response uses the sources very thoroughly in order to drive the argument, reasoning from them and reaching judgements. It achieves level 4 in AO2b. However, in AO1, it is not quite so highly rewarded. Although it is well argued and there is some supporting evidence and a strong contextual awareness, this aspect of the answer is not sufficiently strong for level 4 and in this assessment objective, high level 3 was awarded.

Question 1 (b)(ii)

This was the more popular question in this section. This question lent itself well to responses being able to include own knowledge from a wide area of candidates' awareness of the war, as long as it was related clearly to the focus of the question. Surprisingly, some responses seemed to be over-reliant on the content of the sources and have fairly limited own knowledge on this issue. Most candidates, however, were able to discuss the different types of propaganda that existed, although a significant minority believed that the radio was in use by this date. The most well informed candidates were also able to discuss the work of the Ministry of Information which was referenced in source 9, although this was not seen with any frequency. There were some impressive answers which made intelligent use of own knowledge integrated with the sources, to produce a clear and persuasively argued judgement. Stronger responses were able to use a wide range of propaganda and make use of source 8 to show its contribution to both sides of the argument. Some candidates drew a clear distinction between propaganda designed to contribute to the Home Front as opposed to the country's military needs.

Candidates should be alerted to the importance of reading sources carefully and correctly. A significant minority of candidates read the phrase 'most men and women thought they were acting on their own initiative' (source 8) as meaning that they were.

I disagree with the view that British propaganda
contributed little to the war effort on the
Home Front.

Source 8 was written a few years after the war in 1925 so memories would still be fresh in the mind of the author. Although it was written by an advertising executive who had worked for the ministry of information during the first world war so may be one sided, it still shows large amounts of knowledge about the effects of media. It states that although the public thought they were acting on their own initiative their decisions were actually influenced by the advertising propaganda. As we can see in Nazi Germany a few years later, propaganda can have a huge influence on the public.

I believe that the public morale was kept high by the constant reminder that their husbands, sons, brothers etc were out ~~there~~^{there} fighting and needed support from home. Instead of worrying they could actually do something to help.

Sources 7 and 9 completely disagree with each other. Source 7 claims that propaganda ~~was~~ reinforced feelings of patriotism and even gives a true account to back up its point whereas source 9 ~~describes~~ describes propaganda as "an effort so chaotic could not have contributed

to mass mind control" but has no evidence to back up any of its claims.

Although source 7 and 8 agree that propaganda had a large contribution to the war effort, they ~~disagree~~ contradict each other on the effect it had on people. Source 7 describes propaganda as having a more spontaneous effect with the example of the lady suddenly deciding to join the WAACs where as source 8 describes it as a constant ~~beat~~ beating on peoples consciences with people not ~~not~~ realising its affect on their actions.

Source 8 was written nearer the time so may be more accurate where as source 9 was written in 1996 and source 7 in 2002 so they both may be more reliable as they could have more information available to them.

Britain was still very patriotic during the years of the war and even though Britain sustained heavy losses ~~propaganda~~ propaganda could have been all that was needed to raise morale and to encourage support at home. We know from history about women taking

mens places by working in factories and this came about by persuasion from propaganda.

I disagree that British propaganda contributed little to the war effort on the Home Front as the constant reminder of the boys and men away fighting would have driven the ones left behind to help in any way possible. Sources 7 and 8 both agree that propaganda ~~helped~~ contributed even if they disagree on the ~~methods~~ effects it had on people but propaganda will influence everyone in a different way whether spontaneously or without realising.



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Examiner Comments

This is level 2 work and is not a strong answer within that level. It uses the sources as the basis of its argument and has only very limited contextual knowledge to support it. It comments on the provenance of the sources in a discrete paragraph. AO2a is not being tested in this question so there is no credit for this at all. The main thing that is working for this answer is that it does understand the focus of the question and there is some attempt to make relevant links, even though these are not well developed.

Question 2(a)

Most candidates were able to draw out the key areas of agreement and disagreement in response to this question. Some were very comprehensive, especially in showing how sources 10 and 11 agreed with the given statement. Many candidates were also able to draw out the support that source 10 gave to source 12, which was not as obvious as its support for source 11. Weaker responses tended to work through the sources sequentially paraphrasing the content and not focusing strongly on establishing criteria for leadership. Very few candidates misinterpreted the content of the sources. Many candidates were able to comment effectively on the provenance, although it was disappointing that so few picked up on the chronological spread of the sources as worthy of comment. It was less surprising that many candidates were unaware that Ray Strachey is a woman.

- (a) ~~The sources~~ To a greater extent the sources suggest that Millicent Fawcett was a poor leader. This is the conclusive judgement of both source 10 and 11. Although source 12 completely opposes this idea and falls heavily on the side of ~~this~~ ^{Mrs} Fawcett being a strong leader of the ~~WWS~~ ^{Women's Suffrage movement,} this view is also partially taken up in source 10.
- The views of source Both sources 10 and 11 agree on the fact that Mrs Millicent Fawcett was 'unfit' for both political both and leadership. They stress this idea focusing on her flaws in her leadership capacity to inspire and organise the ~~WWS~~ ^{Women's Suffrage movement,} causing it to make no progress. This shows that the sources do indeed point strongly to the idea that Millicent Fawcett was a poor leader.

However, the prominence of source's 10 and 11 are questionable. With source 10 being from John Stuart Mill of the London National Society for Women's Suffrage, who ~~opposed~~ ^{opposed}

(a) continued) The idea of suffrage being mixed with ~~as~~ the contagious disease act, of which Millicent Fawcett was essentially tying together. Thus showing that source 10's view may be bias based on John Stuart Mill's resentment of this factor. Furthermore the prominence of a source 11 is clearly unreliable due ^{to} the fact Alexander Webster, publisher of the article is a supporter of the WSPU, who are ~~the~~ essentially the main opposing suffrage group to Millicent Fawcett's, NSWS/NUWSS periodically, meaning his view point could be bias against Millicent.

In contrast to the ~~views~~ ^{view} of source 11 and the foremost agreement of source 10, source 12, ~~and~~ source 10 also, give the view that Millicent Fawcett was perhaps a strong, hardworking leader. source 12 clearly capitulates this point giving ^{arguing} the view that she 'led to victory' in her votes for women campaigns and ~~was~~ ^{was} ~~an~~ ^{an} ~~excellent~~ ^{excellent} This is in agreement with source 10's claim

that she was an excellent grass-roots fighter.' These view points clearly oppose that of source 11 which suggests her methods were 'devoid of inspiration', and depict her instead

((a) continued) as a great leader which suggest the sources do not entirely criticise her leadership.

Furthermore source 12 is in complete opposition of source 10's point on the 'poor organisation of the NUWSS', and instead suggest she was had 'quiet conviction' in leadership and on a right movement.

THE IN suggesting this source 12 clearly shows the sources have some disagreement in the sources in the opinion that Millicent was a poor leader.

Although the provenance of source 12 is also as questionable as that of source 10 and 11 as ~~Ray~~ Ray Strachey is a ~~known~~ leading member of the NUWSS and would clearly ~~be~~ therefore be a keen advocate of it's leader making this source unreliable.

Overall the sources do seem to suggest to a greater extent that Millicent Fawcett was unfit for leadership. Although there is some agreement for her being a strong

effective leader from source 12 and partially from source 10, the conclusive view is that her failure to adapt to events and inspire the movement meant that she was

(a) continued: unfit for leadership.



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Examiner Comments

This is a level 3 response. There is evidence of cross referencing, although the way in which it is developed is rather variable. Provenance is present, but the comments about this tend to make only rather basic points, again without much development.

Question 2 (b)(i)

This was the more popular question in this section. Many candidates were able to respond well to this question, using both sources and own knowledge to provide argument and counter argument. The strongest responses were likely to note that source 3 was a statement of intent rather than an actual achievement and also to indicate the impact or otherwise of Buss on girls of different social classes. It was possible for candidates to use a wide variety of own knowledge about aspects of women's education in their responses, as long as it was made relevant to the question focus and integrated with the sources. On the other hand, some responses simply described aspects of women's education, most notably the various education acts passed from 1870 onwards and the different types of school.

*(b)

Agree

Disagree

* 1850 - first college for ladies. ✓

* oxford + cambridge not except them

* led them to more education - other schools begin to accept. ✓

* very angel in house - SOURCE 11. SOURCE 13.

* "better to educate girls" ✓

* only upper class girls had to pay

* "encourage intellectual attainments" ✓

* 1870 - Education compulsory

* could take exams yet.

I believe to some extent that Frances Mary Buss 'transformed the whole educational scene for women in the second half of the 19th century'.

"North London Collegiate School for Ladies" was the first college established for women. Source 15 states it "served as a model for all other the high schools for girls..." due to its "high reputation." It was the first time ^{higher} education had been made accessible to women. Source 14 agrees that the school changed the educational scene for women by the way Buss would "encourage intellectual attainments." Women were finally able to extend out of the private sphere to become educated about the world, branching out into the public sphere. Mary Buss stated in source 13 that it is "better to educate girls." This was remarkable at the time as even elementary education was not compulsory. However, I believe there are many reasons why

((b) continued) Frances Mary Buss did not transform the educational scene for women. For example, as source 14 states, she "emphasised the traditional feminine qualities must be upheld." Pragmatically suggesting that women would be unable to be educated in subjects that would be considered to be a male domain. From my own knowledge I know the subjects women could be taught were limited. They could learn about botanics, the plant life cycle. This was considered acceptable as it would help them use these talents at home whilst gardening. The subjects were closely linked to the private sphere, which shows that

women had not escaped the concept of separate spheres, it had simply been extended. This meant women were very much still 'angels in the house.'

Another reason Buss failed to transform the whole educational scene for women was due to the high fees the school charged. This limited the students to upper class women, who did not need an education for work anyway. It could be argued that Buss transformed the educational scene for upper-class women as they could afford to attend the college, but her actions did not benefit women as a whole as working-class, middle-class and lower class women could not afford to attend the school.

Perhaps another reason Buss did not transform the educational scene for women was because women were still unable to sit exams ~~at~~ when the college was founded.

((b) continued)

* source B supports this view stating, "the whole of ~~child~~ care of childhood belongs to women", suggesting further that a women's subjects would only be based on life in the private sphere; childcare, gardening, cooking and cleaning.

Although women were able to take an exam, they would not be awarded a certificate or qualification. This meant their education was to some extent pointless as they ~~eat~~ would have no proof of what they could or had accomplished.

Source 14 also suggests the education of women and "North London Collegiate School for ladies" was used to keep women in the private sphere. It says "... who contributed to the comforts of the home as a way of repaying her parents for the care and money expended on her education." This suggests upper-class families wanted their daughters to be educated ~~so~~ about ways they could help at home, directly linking back to 'angel in the house.' The belief that women were meant to cook and clean and cater to their husbands and families needs.

Overall I believe the sources clearly ~~state~~ state that although Frances Mary Buss had some impact on the education scene for women, she did not transform it. Both sources 13 and 14 demonstrate how the education offered was simply an expansion on the private sphere, only there to help

((b) continued) women become better daughters, parents and wives. It could not benefit women as a whole as the college was only aimed at women who were upper-class. Therefore it was not revolutionary, however due to being the first college for women, it can be argued that it sparked a revolution in women's education.



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This is level 3 in both assessment objectives. The candidate understands the focus of the question and argues a relevant case that has some supporting own knowledge, although this is not very detailed or specific. The sources are not well integrated into the line of argument, although there is some developed argument from them.

Question 2 (b)(ii)

This was the less popular of the two questions. Many candidates who selected this question were very dependent on what was in the sources and not all candidates understood what was in the sources. Source 16 in particular was not always well understood by candidates who were working through the sources sequentially, paraphrasing the content and with very little own knowledge. For many, the WSPU was synonymous with women's suffrage which limited the potential scope of the response. Stronger responses were able to identify and expand on the resistance from some Labour supporters as shown in source 17 and identify the 'other Labour leaders' referred to in source 18 by examples such as Keir Hardie and George Lansbury. Such answers were then able to develop an argument linked to their role.

* (b) (ii) Before 1914 it is clear that the Labour Party did indeed have very little interest in the cause of women's suffrage. Their main focus was upon universal male suffrage, and essentially the plight of working class men. They gave very little interest to the needs and concerns of women especially those of the middle and upper class movement.

The underlying Party policy of Labour Party previous to 1914 was to simply focus on suffrage for men, particularly the working classes. This meant that the women's suffrage movement, which was essentially of middle-class orientation was of little interest and importance to Labour Party particularly previous to universal male suffrage in the 20th century. This was coupled with the rising militancy of the suffragette movement and the WSPU^{headed by Emmeline Pankhurst}. This caused

considerable anger within the labour party furthering their disinterest in the suffrage movement. This view is supported by source 16 to some extent as it states it is anger

(b) continued) ^(leader of the labour party) Ramsay MacDonald's anger with the 'petty middle-class ladies' and their militancy, as well as emphasising the labour party's support of the working classes rather than the middle classes, as MacDonald calls for 'working women of the country' who he believes deserve the vote more. This clearly shows that the labour party were not disinterested by women's suffrage previous to 1914.

~~Although this viewpoint is in opposition~~
However the labour party were not entirely against votes for women, as they did care for the plights of working class women as this would affect their overall lives which was tied in with the lives of working class men. Again shown in source 16 in MacDonald's supposed support of working class women and again similarly by source 15's 1894 which highlights the labour party's electoral alliance with the NUWSS. This clearly shows that the labour party did have some interest in women.

Although some interest was shown however the outright view of most Labour MP's was that working class men were their priority. To attempt to similarly enfranchise women

((b) continued) could jeopardise their ~~own~~ aim of universal male suffrage. This is supported by source 11 in which ~~the~~ view is given the Labour MP's thought that male working class voters could vote on behalf of their 'womankind' which ~~supports~~ concurs with the view that men were Labour's priority. This clearly shows that the Labour party showed little interest in women's previous suffrage previous to 1914 adopting ~~the~~ perhaps the 'angel in the house' view in their support of male suffrage over female.

Furthermore the ~~Furthermore~~ ^{tactics} the military of the VSPU in supporting the Conservative by-election were another ~~offer~~ putting factor and discouraged Labour's ~~interest~~ any interest Labour had in the movement. * It solidified the belief of many Labour MP's that female suffrage was ~~affaird~~ entirely with 'rich women' and the middle to upper-classes of which Labour had no interest. Thus meaning Labour showed little interest to the ~~see~~ women's suffrage movement prior to 1914. * AS shown ~~in~~ in source 11..

Again in disagreement that Labour were uninterested in women's suffrage, the involvement of Labour MPs in the Conciliation Committee and the three Conciliation Bills prior

((b) continued) to 1914 does show that they had some interest in women's suffrage. This is further strengthened by source 12's evidence that Labour MPs 'voted for the Conciliation Bill in 1912' and refused to accept the Labour party's refusal to accept franchise reform without the involvement of women. Further support ^{can be seen} in source 10, in which MacDonald states he has no objections to the suffrage resolutions in concurrence with source 12 with the ^{electoral} alliance of Labour and the NUWSS. These factors clearly show that the Labour party did have interest in women's suffrage prior to 1914.

In conclusion it is not fair to say that the Labour party simply had little interest with women's suffrage previous to 1914. As in 1912 their support of the Conciliation Bill and electoral alliance shows that they did. However they still held firm to their aim of universal male

Suffrage and it seems that although they ~~or~~ didn't oppose ^{female} Suffrage they did little to support it until male Suffrage seemed undeniable. ^{Meaning to Labour party} ~~and~~ did essentially have ^{limited} ~~little~~ interest for female women's Suffrage

((b) continued) *previous to 1914.*



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Examiner Comments

This response does try to argue a case from the sources with some basic contextual understanding. There are errors, but nonetheless, the level of argument is just sufficient for this to be at the bottom end of level 3 for AO1 and into level 3 for AO2b.

Paper Summary

In order to improve performance candidates should address the following issues:

- Read the question carefully in order to be able to address the precise issues that are required
- Read the sources carefully before beginning to write in order to ensure that all the sources are securely understood
- Ensure that in part (a) the sources are cross referenced as fully as possible in relation to the question
- Ensure in part (b) that the sources are integrated with secure own knowledge
- Leave time for a well-judged conclusion to part (b)

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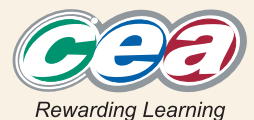
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Welsh Assembly Government



Rewarding Learning