

Write your name here	
Surname	Other names
Centre Number	Candidate Number
Edexcel GCE History Advanced Subsidiary Unit 2 Option C: Conflict and Change in 19th and 20th Century Britain Paper Reference 6HI02/C	
Monday 23 January 2012 – Afternoon Time: 1 hour 20 minutes Total Marks	
You must have: Sources Insert (enclosed)	

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer question part (a) and part (b) of the topic for which you have been prepared. There is a choice of questions in part (b).
- Answer the questions in the spaces provided
 - *there may be more space than you need.*

Information

- The total mark for this paper is 60.
- The marks for **each** question are shown in brackets
 - *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed
 - *you should take particular care with your spelling, punctuation and grammar, as well as the clarity of expression, on these questions.*

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Check your answers if you have time at the end.

Turn over ►

P38332A

©2012 Pearson Education Ltd.
1/1/1/1/



PEARSON

6HI02/C – Conflict and Change in 19th and 20th Century Britain

Choose EITHER C1 (Question 1) OR C2 (Question 2) for which you have been prepared.

C1 – The Experience of Warfare in Britain: Crimea, Boer and the First World War, 1854–1929

Study the relevant sources in the Sources Insert.

Answer Question 1, parts (a) and (b). There is a choice of questions in part (b).

You should start the answer to part (a) on page 4.

You should start the answer to part (b) (i) OR part (b) (ii) on page 9.

Question 1

Answer part (a) and then answer EITHER part (b) (i) OR part (b) (ii).

(a) Study Sources 1, 2 and 3.

How far do Sources 1 and 2 challenge the assessment of Field Marshal Sir Douglas Haig given in Source 3?

Explain your answer, using the evidence of Sources 1, 2 and 3.

(20)

EITHER

***(b) (i) Use Sources 4, 5 and 6 and your own knowledge.**

Do you agree with the view that, as a result of the Crimean War, Lord Cardigan 'became a national hero' (Source 6, line 32)?

Explain your answer, using Sources 4, 5 and 6 and your own knowledge.

(40)

OR

***(b) (ii) Use Sources 7, 8 and 9 and your own knowledge.**

Do you agree with the view that, during the First World War, British propaganda contributed little to the war effort on the Home Front?

Explain your answer, using Sources 7, 8 and 9 and your own knowledge.

(40)

(Total for Question 1 = 60 marks)



6HI02/C – Conflict and Change in 19th and 20th Century Britain

Choose EITHER C1 (Question 1) OR C2 (Question 2) for which you have been prepared.

C2 – Britain, c1860–1930: The Changing Position of Women and the Suffrage Question

Study the relevant sources in the Sources Insert.

Answer Question 2, parts (a) and (b). There is a choice of questions in part (b).

You should start the answer to part (a) on page 4.

You should start the answer to part (b) (i) OR part (b) (ii) on page 9.

Question 2

Answer part (a) and then answer EITHER part (b) (i) OR part (b) (ii).

(a) Study Sources 10, 11 and 12.

How far do the sources suggest that Millicent Garrett Fawcett was ‘quite unfit to be a leader’ (Source 10, lines 6–7)?

Explain your answer, using the evidence of Sources 10, 11 and 12.

(20)

EITHER

*** (b) (i) Use Sources 13, 14 and 15 and your own knowledge.**

Do you agree with the view that Frances Mary Buss ‘transformed the whole educational scene for women in the second half of the nineteenth century’ (Source 15, lines 35–36)?

Explain your answer, using Sources 13, 14 and 15 and your own knowledge.

(40)

OR

*** (b) (ii) Use Sources 16, 17 and 18 and your own knowledge.**

Do you agree with the view that the Labour Party, before 1914, had little interest in women’s suffrage?

Explain your answer, using Sources 16, 17 and 18 and your own knowledge.

(40)

(Total for Question 2 = 60 marks)



P 3 8 3 3 2 A 0 3 2 0

Chosen Question Number:

Question 2

4



((a) continued)



((a) continued)



((a) continued)



((a) continued)





((b) continued)



((b) continued)



((b) continued)

.....

.....

.....



((b) continued)



((b) continued)



((b) continued)



((b) continued)



((b) continued)

TOTAL FOR PAPER = 60 MARKS



BLANK PAGE



BLANK PAGE



BLANK PAGE



Edexcel GCE

History

Advanced Subsidiary

Unit 2

Option C: Conflict and Change in 19th and 20th Century Britain

Monday 23 January 2012 – Afternoon

Sources Insert

Paper Reference

6HI02/C

Do not return the insert with the question paper.

P38332A

©2012 Pearson Education Ltd.

1/1/1/1/



Turn over ►

PEARSON

Choose EITHER C1 (Question 1) OR C2 (Question 2) for which you have been prepared.

C1 – The Experience of Warfare in Britain: Crimea, Boer and the First World War, 1854–1929

Sources for use with Question 1 (a)

SOURCE 1

(From the memoirs of Henry Hamilton Fyfe, published 1935. Fyfe was an official war correspondent during the First World War and met Field Marshal Sir Douglas Haig on several occasions. Haig was commander of the British Expeditionary Force on the Western Front 1915–18.)

- 1 When the official war correspondents, much against Haig's will, first went out to France he made them a speech of 'welcome'. He said that he knew that all they wanted was something for the women back at home to read. Haig was, in person, very disappointing. He looked the part. His face was very impressive. But his
5 face was his fortune. He had little general intelligence and no imagination. He was as shy as a schoolgirl. He was afraid of newspapermen. Indeed, he was afraid of all men except those he had gathered around him, and they were mostly like himself.

SOURCE 2

(From David Lloyd George, *Memoirs*, published 1938. Lloyd George, who was prime minister 1916–22, had been critical of Haig's strategy during the First World War.)

- Haig was a painstaking, professional soldier with a sound intelligence of a secondary
10 quality. He had the courage and stubbornness of an English officer. But he did not possess the necessary breadth of vision or imagination to plan a major campaign. I have never met a man in as high a position who seemed to me so utterly devoid of imagination.

SOURCE 3

(Part of a poem from *Punch* magazine, published 1917. The poem was written to celebrate the capture of Messines Ridge in 1917 and is here referring to Field Marshal Sir Douglas Haig.)

- Firm and calm, unmoved by blame or praise,
15 You dedicate laborious nights and days
To shattering the Hun machine to pieces;
And whichever way the battle sways
The Army's trust in your command increases;
Patient in preparation, swift in deed,
20 We find in you the leader we need.

Sources for use with Question 1 (b) (i)

SOURCE 4

(Part of a letter by Captain Seager to his wife, dated 4 January 1855. Seager had served under Lord Cardigan from the beginning of the Crimean War.)

We have got rid of Lord Cardigan. If self-importance or bluster are necessary for command, then he is the man. He went up to the Russian guns at Balaklava gallantly enough on 25 October but finding it no joke, he bolted and left the brigade to get back the best they could.

SOURCE 5

(From Alastair Massie, *The National Army Book of the Crimean War*, published 2005)

25 On his return from the Crimea, Lord Cardigan was celebrated for his leading of the Charge. But many of his fellow soldiers continued to believe that he had left the fighting too early and should have remained to rally his men. Some even believed that he never took part in the Charge at all. Although a libel case [in 1863] proved that he had reached the Russian guns, the exposure of Cardigan's apparent
30 indifference to the fate of his men did him no good and he never recovered his former standing with the public.

SOURCE 6

(From Roy Dutton, *Forgotten Heroes*, published 2007)

As a result of the battle of Balaklava, Cardigan became a national hero. Tennyson was inspired to write 'The Charge of the Light Brigade'. To commemorate Cardigan's role in the Charge, a sword of honour was presented to him by the
35 county of Yorkshire in August 1856. He was promoted to Inspector-General of Cavalry in 1855, awarded the K.C.B. and made Colonel of the 5th Dragoon Guards in 1859. He was a most gallant officer and displayed a keen enthusiasm for the duties and responsibilities of his brigade during the Crimean War. It is unfortunate that he is often remembered for minor failings in his private life.

Sources for use with Question 1 (b) (ii)

SOURCE 7

(From George Robb, *British Culture and the First World War*, published 2002)

40 Propaganda reinforced feelings of patriotism and boosted flagging resolve. For example, one young woman, Louise Sanders, was inspired to join the WAACs when she saw a poster modelled on the famous Kitchener image, with a woman in uniform declaring 'Your Country Needs You'. 'That settled it for me', she recalled. 'I thought that is what I'll do. I'll go and help win the war.'

SOURCE 8

(Part of a letter by Charles Higham, dated 1925. Higham was an advertising executive who had worked for the Ministry of Information during the First World War.)

45 Most men and women thought they were acting on their own initiative during the First World War, yet half of their self-sacrificing decisions would not have been made without the continual recharging of heart and thought and action by the state. Government publicity, throughout the war, was like the beating of drums. Yet they were silent drums and the beating was not on musical instruments but on
50 people's consciences.

SOURCE 9

(From Gerard DeGroot, *British Society in the Era of the First World War*, published 1996)

British propaganda during the First World War was characterised by terrible chaos and lack of direction. The establishment of a Ministry of Information in 1918 improved matters but the spheres of the Ministry's work were still not defined with sufficient clearness. Given these deficiencies, one doubts that propaganda made
55 a significant contribution to maintaining home front morale. During the first four years of the war, the British people had little reason to feel cheerful, yet their morale held. They were not duped by their government. A propaganda effort so chaotic could not have contributed to mass mind control. The continuing patriotism of the British people rose from within themselves.

BLANK PAGE

Choose EITHER C1 (Question 1) OR C2 (Question 2) for which you have been prepared.

C2 – Britain, c1860–1930: The Changing Position of Women and the Suffrage Question

Sources for use with Question 2 (a)

SOURCE 10

(Part of a letter from John Stuart Mill, the president of the London National Society for Women's Suffrage, to George Robertson, a member of the executive committee of the Society, dated 6 November 1871. Mill was keen that none of the Society's members became involved in the on-going campaign against the Contagious Diseases Acts.)

- 1 Millicent Fawcett is quite public spirited and is a recent convert to the movement against the Contagious Diseases Acts. However, she has a simple way of looking at things, and sees principles from one stand-point only, without seeing the opposing principles by which they might be countered. Hence, she sometimes
- 5 thinks that defending her principles demands foolish conduct. Moreover, she is a poor organiser and, though an excellent grass-roots fighter, she is quite unfit to be a leader.

SOURCE 11

(Part of a letter by Alexander Webster published in the *Aberdeen Free Press*, 12 October 1913. Webster was a supporter of the WSPU.)

- The recent speech in this city by Mrs Fawcett was inaudible and devoid of inspiration. As a result of her leadership, the women's suffrage movement has
- 10 made no progress. Rather than showing a lead, Mrs Fawcett merely waits for something to turn up. She has proved herself unfit for political power.

SOURCE 12

(From Ray Strachey, *Millicent Garrett Fawcett*, published 1931. Strachey was a leading member of the NUWSS.)

- Millicent Fawcett's private life was uneventful and tranquil, in spite of the storms she lived through and the great social movement she led to victory. In the midst of all the excitement, she remained unaltered. She showed the same balanced
- 15 judgement and the same quiet conviction from beginning to end. An unshakeable reasonableness was evident in everything she did. She knew how to work and how to wait, but she did not know how to give up.

Sources for use with Question 2 (b) (i)

SOURCE 13

(Part of a letter by Frances Mary Buss to a colleague, 2 November 1856)

If one must choose between educating our boys and our girls, it would be better to educate the girls. Firstly, the whole care of childhood belongs to women and
20 secondly, they suffer most from reverses of fortune. If things go wrong for boys at least they can emigrate, even if uneducated. It is a curious thing that good and nice people in this country, in all questions of education, certainly consider children to be of one sex only.

SOURCE 14

(From June Purvis, *A History of Women's Education in England*, published 1991)

Miss Buss did not escape the trap of the need to conform to both male
25 academic standards and ladylike behaviour. Although she encouraged intellectual attainments, she also emphasised that traditional feminine qualities must be upheld. In many of her weekly assemblies she praised the virtues of the dutiful, good daughter who contributed to the comforts of home as a way of repaying her parents for the care and money expended on her education.

SOURCE 15

(From Josephine Kamm, *Hope Deferred*, published 1965)

30 Fiery but intensely capable, Frances Mary Buss was one of the greatest pioneers of women's education. In 1850 she embarked on an independent and ambitious venture and opened the North London Collegiate School for Ladies. Under her direction the school gained so high a reputation that it served as a model for all the high schools for girls which opened after that date. Indeed, it was the pioneer
35 institution for secondary education and as such transformed the whole educational scene for women in the second half of the nineteenth century.

Sources for use with Question 2 (b) (ii)

SOURCE 16

(Part of an article by Ramsay MacDonald, the leader of the Labour Party, published in the *Leicester Pioneer*, 9 March 1912)

I have no objection to revolution but I have the very strongest objection to childishness masquerading as revolution, and all I can say of the militant suffragettes' window-breaking expeditions is that they are simply silly and provocative. The
40 working women of the country, who really care for the vote, should come to London and tell these petty middle-class ladies who are going out with little hammers in their handbags that if they do not go home they will get their heads broken.

SOURCE 17

(From Martin Pugh, *Women's Suffrage in Britain 1867–1928*, published 1980)

Before 1914, many Labour Party members felt that working-class men could perfectly well vote on behalf of their womenfolk. They also thought that women
45 undermined men's wages. As a result, at party conferences, proposals to enfranchise women on the same terms as men received a rough ride from anti-feminist trade unionists. Furthermore, the WSPU's tactic of supporting Conservative by-election candidates connected, in many Labour MPs' minds, female suffrage with rich women.

SOURCE 18

(From Harold Smith, *The British Women's Suffrage Campaign 1866–1928*, published 2007)

50 The Labour Party appealed to the NUWSS because it had a stronger record of support for women's suffrage than other parties. Unlike the Liberals, all Labour MPs had voted for the Conciliation Bill in 1912. Also, at its January 1912 annual conference, the Labour Party made women's suffrage part of its programme and pledged that it would not accept any franchise reform which did not include
55 women. Thus, in May 1912, the NUWSS formed an electoral alliance with Labour. Although Ramsay MacDonald was uncertain, other Labour leaders welcomed the NUWSS initiative, partly because a court judgement the previous year had reduced the funds available to the party for election purposes.

Acknowledgements

Source 5 © Alastair Massie, published by PanMacmillan; Source 6 © Roy Dutton @ InfoDial Ltd.; Source 7 reproduced by permission of Palgrave Macmillan; Source 8 is from George Robb, *British Culture and the First World War*, © Palgrave Macmillan 2002; Source 9 © Heinemann; Source 14 published by Open University Press; Source 15 © Methuen, reproduced by permission of Taylor & Francis Books UK; Sources 16 and 18 © Pearson Education; Source 17 reproduced by permission of the Historical Association/Blackwell 2008

Every effort has been made to contact copyright holders to obtain their permission for the use of copyright material. Edexcel, a product of Pearson Education Ltd. will, if notified, be happy to rectify any errors or omissions and include any such rectifications in future editions.