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**Edexcel GCE**

**History**  
**Advanced Subsidiary**  
**Unit 2**  
**Option C: Conflict and Change in 19th and 20th Century Britain**

Tuesday 22 May 2012 – Afternoon <b>Time: 1 hour 20 minutes</b>	Paper Reference <b>6HI02/C</b>
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<b>You must have:</b> Sources Insert (enclosed)	Total Marks
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**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.

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**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 reasons for Britain's involvement in the Boer War 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, in terms of reform, the 'lessons of the Crimean War were not learned' (Source 5, line 28)?

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 there were significant advances in the medical care received by the British Army during the First World War?

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 the main reason for withholding the vote from women was that by nature they were physically weaker than men?

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 legislative reforms in the second half of the nineteenth century 'had little bearing on the actual lives of married women' (Source 13, lines 20–21)?

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 First World War did little to advance women's rights?

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

**(40)**

**(Total for Question 2 = 60 marks)**



















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(b) continued

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**TOTAL FOR PAPER = 60 MARKS**



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**Edexcel GCE**

# History

**Advanced Subsidiary**

**Unit 2**

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

Tuesday 22 May 2012 – Afternoon

**Sources Insert**

Paper Reference

**6HI02/C**

**Do not return the insert with the question paper.**

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**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 an editorial in the *Manchester Guardian* newspaper, 14 March 1901)

- 1 The mining bosses and the financiers who fund them, with their methods of bribery, blackmailing, organised espionage, political and social pressures, have disregarded every kind of moral principle. From the time of the Jameson Raid until today, British policy in South Africa has been more or less successfully 'rigged'.
- 5 The Boer War is a war for the meanest and most mercenary of aims. It is a war of conquest and expansion. It is a war waged on behalf of capitalists and not in the real interests of the Empire.

**SOURCE 2**

(From a speech by David Lloyd George made during a by-election in Carmarthen, 27 November 1899)

The Boers have invaded our territories and, until they are driven back, the government is entitled to equip forces to defend our possessions. However, the way these poor hunted Boers have been driven in self-defence to challenge us aggravates our crime in bringing about the war. We were negotiating, and the Boers had conceded to our demands, when we withdrew our proposals and sent thousands of soldiers to South Africa with munitions for war. The war has no connection with the civil rights of British subjects in the Transvaal. It is a question of profits.

**SOURCE 3**

(From a speech by Joseph Chamberlain in Parliament, 19 October 1899)

We are going to war in defence of the principles upon which the British Empire has been founded. If we are to maintain our position in regard to other nations we are bound to show that we are both willing and able to protect British subjects wherever they are made to suffer oppression and injustice. The policy and aim of the Boers is to create a United States of South Africa entirely free of British influence and control. In the last resort, we were driven to arms to prevent this.

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

**SOURCE 4**

(Part of a letter published in *The Times* newspaper, 23 August 1866. The letter was headed 'Army Reform'.)

Until recently I thought the public had no interest in military questions. However, the discussions generated by the Prussians' recent success against Austria\* have changed my opinion. We now seem anxious about the organisation of our army.  
25 Ten years ago I ventured to address the public on this matter, and in private speak to some of the principal people in the land about it. I was not listened to. Indeed, instead of matters being improved, they are worse than ever.

\* Success against Austria – the Prussian army quickly defeated Austria in six weeks.

**SOURCE 5**

(From Llewellyn Woodward, *The Age of Reform, 1815–1870*, published 1938)

The lessons of the Crimean War were not learned. In 1855, the office of secretary-at-war was merged with secretaryship of state for war and over the next decade  
30 there were some improvements in the conditions of service for army recruits. However, the reorganisation of the infantry was delayed until Prussian successes had awakened public opinion and the war office had come under the direction of a man of first-class ability.

**SOURCE 6**

(From Norman Lowe, *Mastering Modern British History*, published 1984)

As a result of the Crimean War, some improvements were made in the British army.  
35 The system of supply was modernised, training standards were raised, a modern breech-loading rifle introduced and the price of commissions was reduced by a third. Furthermore, following Florence Nightingale's work in Scutari, nursing was taken more seriously in Britain. Using the £50,000 presented to her by the grateful public, Miss Nightingale set up a training school for nurses in London. The idea  
40 soon spread over the country, bringing marked improvements in standards.

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

**SOURCE 7**

(An extract from the diary of Lieutenant A. West, 12 April 1915. West had served in the army since the outbreak of war and had been hospitalised twice as a result of injuries.)

Medical care is dreadful. Injections are brutal, with a regulation dose given to every man regardless of his condition. For inspections, dying men are made to sit up and smile. Doctors look on every man as a shirker. Staff shortages increase the suffering of those confined to bed. The buildings are gloomy with bathtaps all loose and tied  
45 to the wall with string.

**SOURCE 8**

(From Denis Winter, *Death's Men*, published 1978)

Looking back today at the medical treatment received during the Great War, one can only wonder that more men did not die. The general level of medical knowledge was distinctly Victorian. Medical technology was also backward. Since there were no practical X-rays for hospital use, battle hardware was likely to remain in the body  
50 with all its possibilities for septicaemia later. Haemorrhages were always likely to be fatal since blood transfusion was in its infancy.

**SOURCE 9**

(From Gordon Corrigan, *Mud, Blood and Poppycock*, published 2003)

War always stimulates medical advances, and survival rates increased dramatically as the First World War went on. What was important was speed, and on the Western Front, once wounded men got into the chain of evacuation, only 7.61 per cent died.  
55 In the case of men sick or injured from causes not attributable to the enemy, 0.91 per cent died. In the South African War [1899–1902] the figures were 8.39 and 3.39 per cent respectively.



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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**

(From Heber Hart, *Women's Suffrage and National Danger*, published 1889. Hart was heavily involved with a range of Christian charities and was an early supporter of the Salvation Army.)

1 The power of men over women is a consequence of their nature. More importantly, it is set out in the Scriptures. The story of the Creation makes plain that woman was made for the benefit of man. Eve was told that Adam shall rule over her. Therefore, both the language and spirit of the Bible point to only one conclusion:  
5 women cannot, without defying the authority of the Christian religion, claim voting equality with men.

**SOURCE 11**

(From Sir Almroth Wright, *The Case Against Women's Suffrage*, published 1913. Wright was a leading consultant at St. Mary's Hospital, London.)

It is by physical force alone and by prestige that a nation protects itself against foreign interference, upholds its rule over subject populations, and enforces its own laws. The main argument against giving women the vote is that their vote would  
10 not represent physical force.

Women do, and should, relate to physical violence in a fundamentally different way from men. Nothing can alter the fact that, the very moment women resort to violence, they break a law of nature.

**SOURCE 12**

(Part of a letter written by Mrs Humphrey Ward and published in *The Times* newspaper, 27 February 1909)

15 Women's suffrage is dangerous because of the vast growth of Empire, the immense increase of England's imperial responsibilities and increased complexities of the problems which lie before our statesmen. These problems can only be solved by the physical labour and special knowledge of men. They are problems where the men who bear the burden ought to be left unhampered by the political inexperience of women.

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

**SOURCE 13**

(From Martin Pugh, *State and Society*, published 1994)

20 Attempts to address legal inequalities had little bearing on the actual lives of married women in the second half of the nineteenth century. Among the upper-classes it was customary to use the law to settle money on a daughter which her husband couldn't touch. At the other end of the spectrum, the law was largely irrelevant to working-class women. Among the respectable working-class, marriage and a  
25 husband who brought home a regular wage were cherished ambitions. Amongst the very poor were wives who found themselves deserted or had abandoned their husbands. In both cases, laws about property or custody had no relevance.

**SOURCE 14**

(From Rosemary Rees, *The Changing Role of Women in Britain*, published 2008)

In 1884, a Matrimonial Causes Act denied the husband the right to lock up his wife if she refused to have sex with him. This reduced wife-battering and marital rape  
30 by indicating that a husband's physical control over his wife was not absolute. Thus, by the end of the nineteenth century, considerable progress had been made in enabling married women to gain some control over their personal lives. They could retain property and money they brought with them into marriage; divorce was easier and access and even custody of the children of the marriage was made  
35 possible.

**SOURCE 15**

(Part of the judgement in a custody case in 1887. The woman in the case had previously been granted the right of separation from her husband on the grounds of cruelty.)

To leave the children with the wife might tempt the husband to commit violence towards her. However, to leave the child in the husband's custody may introduce a soothing influence to cheer the darkness of his lot, and bring out the better part of his nature.

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

**SOURCE 16**

(From Ray Strachey, *The Cause*, published 1928. Strachey was a leading member of the NUWSS.)

40 The war years [1914–18] brought about a change more vital to the women's movement than the approval of public opinion. This was the change in the outlook of women themselves. For the first time hundreds of thousands of women had experienced the joys of achievement. They had done things they felt to be important. They saw what the world was like for men and no post-war backlash  
45 could take that knowledge away from them.

**SOURCE 17**

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

Post-war culture and society were dominated by conservatism, but this should not blind us to new freedoms for women which emerged from the Great War. In 1918, women's contributions to the war effort were acknowledged by granting them the vote, though initially only women over 30 were enfranchised in order to ensure that  
50 men remained the majority of voters. Furthermore, despite the renewed emphasis on motherhood, women were exercising greater control over their fertility than ever before. The war also revealed new possibilities and raised women's consciousness of their oppression. Many working-class women were politicised during the war through union membership.

**SOURCE 18**

(From Martin Pugh, *The March of the Women*, published 2000)

55 The role played by women in munitions factories and other formerly male employment generated excellent copy for the newspapers. But it did not lead men generally to change their ideas about gender roles. The press, the government, the unions and employers largely agreed in regarding women's war work as temporary. Indeed, the war made them see women's traditional roles as wives and mothers as  
60 even more important, now that the flower of British manhood had been frittered away in Flanders.

**Acknowledgements**

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