

Examiners' Report
June 2014

GCE History 6HI02 C

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Introduction

Centres and candidates are to be congratulated for their performance this examination series, as examiners reported that the majority of candidates understood the essential requirements of the Unit 2 examination with the different focus of the two parts of the question. There was a wide range of responses seen across the mark range.

At the highest levels of attainment, there was impressive work.

However, it is again disappointing to note that there was a significant minority of candidates seen in this exam series who performed poorly, both in terms of their skills set and their knowledge base.

In part (a), many candidates understand the language of cross referencing, but did not actually engage fully in the processes of cross referencing, merely asserting agreement or disagreement between sources without explaining its basis. There seemed to be an increase this series in this kind of approach, this making it very hard for candidates to move beyond level 2 even where they clearly understand the issues raised by the sources. Also in this series, there appeared to be a number of candidates who were using their own knowledge to develop points raised in the content of the sources. There is no credit for this in part(a) and these candidates waste time that would be better spent developing those aspects of the answer that do gain credit – cross referencing, a consideration of provenance linked to the arguments and judgements.

In part (b), it was again disappointing to note that a significant minority of candidates relied very heavily on the material in the sources, which was not always fully understood. In some cases, there was no evidence of any own knowledge being used at all. Centres are reminded that candidates are expected to have some range and depth of knowledge that can be applied to the part (b) questions. Some candidates appeared to view both parts of the examination as relating solely to the use of sources. The best answers used the sources to shape the argument and raise issues which were supported and developed with the use of detailed and specific own knowledge. Despite comments in many previous examiners' reports regarding the focus of AO2b, this issue continues to pose a challenge for many candidates. A significant number of candidates commented to a greater or lesser extent on provenance in their responses to part (b) in this exam series. Such comments are frequently very generic – the historian can be trusted because they have the benefit of hindsight or they cannot be trusted because they were not an eye witness to the event. In any event, such comments, even if well developed, generally do not contribute to AO2b, which is what is being tested in part (b). Candidates would do well to develop their arguments in relation to the question, rather than write whole paragraphs on provenance which can earn no credit under AO2b.

Candidates should take care that they can spell technical words and significant names correctly, especially when those words and names form part of the question or the sources. Where candidates have a few minutes left at the end of the exam, they would be well advised to check their work. There were a number of candidates who used the word 'infer' extensively, without actually understanding its meaning. There also appeared to be an increase in scripts where the handwriting of candidates proved difficult to read this examination series.

Question 1

Question 1(a)

This question worked well and the sources presented few difficulties for candidates, although there were some phrases that were not fully understood and some misreading of aspects of the sources such as a number of candidates believed that Longfellow was the patron saint of the sick. Some candidates suggested that Source 3 was a photograph. This set of sources offered candidates many opportunities for cross referencing. Despite this, there remain a significant minority of candidates who do not cross reference. This exam series saw an increase in the number of candidates who treated the sources separately. They often evaluated them, sometimes very well, in relation to the question focus, but did not cross reference them.

Better responses were able to show how Sources 2 and 3 contrasted with Source 1, both as regards the question as well as the context. Many candidates were able to indicate the role of provenance in Source 1 in a very effective way. The use of provenance for Sources 2 and 3 often tended to be rather more generic in its approach. Candidates only rarely referenced the dates of the sources in their responses. There was some increase in the use of own knowledge in responses to this question, which cannot be credited. Candidates should be able to spell key names correctly; a minority referred to Florence Nightingale. Whilst some impressive level 4 responses were seen, there was a decrease in this series in the number of candidates who engaged in fully developed judgements in their responses.

Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number:

Question 1

Question 2

(a) Each of the sources have some agreement with the statement that Florence Nightingale did not help the sick, however there is some disagreement in the sources too. This shows that the sources 1, 2 and 3 only agree to a certain extent with the statement that Nightingale did not help the sick.

There is agreement in all three sources. In source one it says that Nightingale's efforts did not help the sick and, at the root, are most damaging this is also supported by source 3 where it states that the image of the lady who generously left the country to improve the lot of the sick and wounded was unlike her. This shows that

Positive
the image of the lady with the lamp was not viewed
by everyone at the time. I also know this is true as
Nightingale's work did not actually help decrease the
death rate, in fact, the death rate increased at Scutari
whilst Florence Nightingale was there. Nightingale is
mostly remembered for the reforms she encouraged
after the war. Source 2 ~~states that~~ ^{talks about} what the
hospitals were like. ~~This~~ The Poem extract described
the hospitals as dreary, cold with ~~stone~~ ^{stony} stony

(a) continued) floors. The Poem also described it as house of
misery this also agrees with ~~the~~ ^{the} the statement that
she did not help the sick by changing the state of
the hospitals. This, however, disagrees with fact that
Nightingale is known for separating the surgical and
medical cases at Scutari and also lit more stoves in
Scutari to prevent the soldiers being cold which
disagrees with the information in Source 2.

However, there is also some disagreement in the Sources
like in Source 2, the well known image of Nightingale
as the lady with a lamp is mentioned which is also
supported by some of the use of language also shown
in Source 2 such as, glimmering, ^{and} dream of bliss shows
that she was seen as a sort of angelic figure to the
suffering men in the Scutari hospital. This is also
supported by a phrase later on in Source 2 where it
talks about the speechless sufferer turning to kiss
her shadow as it pale on the walls. Which shows
that many of the soldiers ^{recovering} ~~were~~ in Scutari had a lot

of respect for Nightingale. This is supported by my own knowledge as many soldiers accounts of the time talk about the respect that all her patients felt towards her. Source 3 could also agree with the picture shows Nightingale holding a lamp to a patient and many of the patients seem to be ((a) continued) looking at her with respect and the paragraph underneath it describes her as an excellent lady which agrees with the use of language in Source 2 as well ~~shows~~ the word glimmering which is shown in the picture surrounding Nightingale with the light from the candle.

§

Source 1 is a letter written to a superior in the time of the Crimean war which means it is a private document which could ^{not} make it biased ^{as it was not} intended to be read by ^{the public.} ~~the public.~~ ~~of the public~~ whereas Sources 2 and 3 are both written for the enjoyment of the public and therefore could be blinded by public opinion. Source 2 is also written after the war and after the Medical Reforms and so could be blinded by hindsight and source 1 could be biased as Sir John Hall could be biased by the fact that Nightingale was a woman who was successful in the medical industry of the time and very popular in Britain.

So, in conclusion, I believe that the sources agree to a certain extent with the fact that Florence Nightingale didn't help the sick, however; I also believe

that some of the sources could have been ~~overlooked~~
overshadowed by hindsight and the ~~post~~ main
public opinion of ~~the~~ Florence.



ResultsPlus
Examiner Comments

This response achieves level 3. It contains some valid cross referencing of the sources, although it is not very wide ranging. Provenance is considered, although it is not integrated within the argument and is left to the penultimate paragraph of the response.



ResultsPlus
Examiner Tip

There is no credit available in this question for elaborating on the content of the sources with own knowledge; this merely wastes valuable time that could be used to develop the cross referencing more thoroughly.

Question 1(b)(i)

This question was answered by about half of the candidates, most of whom found the sources accessible. There were some impressive answers seen in response to this question with candidates who were able to develop the arguments raised in the sources and link this to specific detail about issues such as the Khaki election, concentration camps and the cultural enthusiasm displayed for Empire. Such answers also often successfully engaged the notion of change over the period of the war. Weaker responses tended to take the sources at face value, often struggling to interpret the message of Source 5 and the reference to Hobson in Source 6. A few candidates were sidelined by a focus on patriotism rather than imperialism, but some were able to validly argue that patriotism did not always equate with enthusiasm for Empire.

It was disappointing to note that once again this year, many candidates were still making generic points, some at great length, regarding provenance which cannot be rewarded under AO2b. This issue has been highlighted in previous reports, but the continuing practice disadvantages candidates who spend time that would be more usefully spent on focusing on the question.

Answer EITHER part (b) (i) OR part (b) (ii) of your chosen question.

* (b)(i) Do you agree that the British Public's enthusiasm for the Empire increased during the Second Boer War? (1899-1902).

~~Yes~~ There is evidence to agree AND Disagree to this claim.

Agreement however is strong in Source 4 showing a nationalistic celebration in 1900, Mid-Boer-War due to the relief of Mafeking which had been under siege for a while, thus causing quite an essence of Low Morale and malcontent on the issue of imperialism during the war. However 'Liverpool, Newcastle, Birmingham, York and Glasgow' all celebrated and 'London ~~and~~ exploded with joy' showing a mass surge in the enthusiasm of the British Empire as the relief of Mafeking showed the ~~sea~~ strength and honour of the Army in facing many British Troops and ~~the~~ saving the men AND Tactics to defeat the Boer's in ~~the~~ the process. This then was manipulated for an economic gain as due to the increase of ~~the~~ enthusiasm the 'new half-penny press' of the ~~pro-war~~ ^{pro-War/Empire} ~~Boer~~ ^{paper} paper the 'Daily News' making it available to 'thousands of households' that had never read a daily ~~new~~ newspaper' showing that the surge wasn't just in the important cities of Britain but also in the houses of the working class. Which is where

Source 6 comes in, which shows that 'Music Halls' (a place of entertainment popular with the working class) was 'condemned' by 'J. A. Hobson' for the manipulation of 'working-class opinion in favour of Imperialist policies.' Which would have been done by the Government in the form of propaganda like Jingoism or even mock-plays acted out in the purpose of

((b) continued) showing the Empire in a positive manner. And the quote 'commercial success' thus proves that it worked causing high patriotism and morale in the working class which would then lead to better work-rates, less absences and more ~~me~~ products due to the support of the war effort and due to this success, the government would ~~me~~ reward the working-class with reforms as they did like the free School Meals reform to keep kids healthy, or the pension reform. Showing quite the increase in the enthusiasm of the Empire due to the physical evidence of the government at the time and the success of the Propaganda.

However there is also disagreement, in Source 3, the fact that the use of Music Hall to increase support shows that 'J. A. Hobson' must have been pro-Boer and therefore against the Empire in which many people were. Including a key Political Figure David Lloyd George, the leader of the Liberal Democrats who would regularly publically speak against the war effort ~~but~~, Joseph Chamberlain and the Empire in which many would risk against him proven by the fact that he was once injured by a thrown ~~projectile~~ projectile, shortly after public speaking. But there would be others who would agree with him. They may be the minority but they were

present none the less. However Source 3 disagrees on a more ethical issue arguing that 'South Africa does not advance the cause of Imperialism' due to the fact that the Empire included 'the conquest of a white Race'. As the Boer's were dutch farmers ((b) continued) that had emigrated to South Africa. Stating that it is against the 'principles of Empire' as they are a white Nation. Showing they are equal to Britain, which would suggest an ulterior motive for the war ~~was~~ other than Imperialism, which was Gold, the discovery of Gold in the Transvaal led to British taking an interest in that piece of land, thus invading said land in 1899. Thus Imperialism actually not being the contributing factor to the invasion of the Transvaal.

However this did not hinder the enthusiasm of the War Effort to begin with as an election known as 'The Khaki Election' named so over the colour of the uniforms worn by the British soldiers. Joseph Chamberlain used the Imperial enthusiasm to his advantage by calling for an election, which due to the war, Chamberlain won. Which sparked much controversy in the opposition as the war began to be ~~not~~ referred to as 'Joe's War' as they believed it was started due to his economic AND Political interests.

~~I see in my opinion I now have my opinion~~

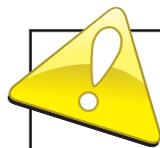
Thus the conclusion, which is that I agree that the British Public's Enthusiasm, ^{for Imperialism} increased during the second Boer War due to the fact that ~~was~~ the mass support in the 'Khaki Election' for Joseph Chamberlain who was in charge when the war began. ~~The~~ The evidence in Source 1 of mass celebration of the relief of ~~the~~ raftering in 1900 and the 'commercial success' of the use of Music Halls

to produce propaganda such as Jingoism and other such
(b) continued) Methods of propaganda to increase working-class
support showing that the support was ~~not~~ dependent on one
social class but all of them showing evidence of a
mass increase in enthusiasm by the British public on
the idea of imperialism during the Second Boer War
~~1899-1902~~ (1899-¹⁹⁰²1902)



ResultsPlus Examiner Comments

This response is not very well organised, but it does make a number of points that are clearly linked to the focus of the question and supported by some relevant own knowledge. It is therefore a level 3 response for AO1. However, the sources are largely only used to provide some information in the form of brief quotes. This means that for AO2, the response is in level 2.



ResultsPlus Examiner Tip

Planning the answer means that the material can be used to best effect.

Question 1(b)(ii)

This question was answered by about half of the candidates, most of whom found the sources accessible and were able to use them to create a debate about the issues. The most confident responses displayed a very detailed use of own knowledge in support of their argument, clearly set against an accurate analysis of the three sources. There was, however, in many responses, a tendency to paraphrase the sources, especially Source 7, and use source derived details to inform and support most of their answer. This led to an over-reliance on the role of alcohol. The knowledge of strikes and measures taken by the government to improve or control the war effort was limited in many responses.

It was disappointing to note that once again this year many candidates were still making generic points, some at great length, regarding provenance which cannot be rewarded under AO2b. This issue has been highlighted in previous reports, but the continuing practice disadvantages candidates who spend time that would be more usefully spent on focusing on the question.

Answer EITHER part (b) (i) OR part (b) (ii) of your chosen question.

* (b) Government control of the Home front was effective to a large extent. This was because of the introduction of policies such as DORA, censorship and work places being controlled. However, some flaws arose with the government control but it is still regarded effective to an extent even though all sources give an impression of a large worker's strike during the war. Source 7 indicated how workers were able to find work through 'munitions, shipbuilding and transport' and because the government had taken over these industries through DORA, people were able to find work even if they were unskilled and this meant that the standard of living for these people rose as they were earning money. This view is also shown in source 8 as it is written that 'increases in wages and reductions in hours' were available and this shows

how the government had taken the national efficiency approach towards workers on the Home Front ^{by introducing British Summer time} and this implies how it encouraged workers to make better quality goods as they all had a better standard of

^{with reduced hours}
(b) continued) living, therefore making the war effort more efficient. Source 9 also indicated how government had 'great powers' and this was proven by the ^{Conservatives} ~~introducing~~ introducing DORA which included censorship, control over buildings and land, ~~and~~ businesses ~~and~~ etc. By the government taking over the majority of the press and telling people not to talk about the navy and military in public places, it reinforces the idea that they have 'great power' and were effective at controlling the Home Front. Also, Source 7 comments on 'the Central Control Board for liquor' and how the government had beer at home watered down and how people were not allowed to buy in rounds and pubs were closed at specific times to stop men from getting as drunk as they did do before the war started. ~~and~~ This enabled the government to have ~~at~~ a better workforce to help with the war effort and proves how the government ^{control} was effective on the Home Front.

On the other hand, sometimes the government were not effective with control on the

((b) continued) Home Front. For example, source 7 comments on 'worker absenteeism' which implies how the government did not have full control of the workers as they had gone on strike and how before the government ~~order~~ ordered beer to be watered down, workers had a tendency to work insufficiently. Therefore, the government showed a lack of effectiveness on the Home Front as workers were disobeying them. Also, source 8 comments on the strike the workers were involved in as it is written that 'the strike movement is strong and the government is weak'. The word 'weak' implies how the government controls were not being effective as workers and Trade Unions were disobeying laws that were put to them even though government had taken over Trade Unions in effect. Therefore, the government showed ~~not~~ to be ineffective on the Home Front. Also, source 9 indicates how the government had 'failed to persuade the workers during the strike as Lloyd George had tried to reason with the workers. However, this had failed and the 'strike had to be suppressed by force'.

((b) continued) showing a ~~of~~ lack of government control on the Home front

In conclusion, all three sources show how ineffective the government were on the Home front. However, sources 8 and 9 focus on how workers had struck with no regard to how conscription had been successful how how rationing was enforced to keep every citizen from starving. Also, these laws were applied and followed with the exception of Black Markets etc, showing how government ~~of~~ control was effective to a large extent. However, the only big flaw was the workers strikes that showed government control to be weak, other than that, their control through DORA was relatively successful in the Home front effort of the war.



ResultsPlus
Examiner Comments

This response does deal with some relevant issues drawn from the sources with some support, but neither is developed very far and for this reason the response achieves level 2/3 margins for both assessment objectives.

Question 2

Question 2(a)

Candidates found the sources accessible and many recognised that the sources could be seen to both challenge and support the view expressed in the question. Some took a source by source approach, and these candidates often did analyse the message of the sources, although they could not achieve the higher levels which do require clearly developed cross referencing to take place. Many candidates did not make developed comments on the provenance of the sources, especially Source 11, though a number identified both the author and date. A number of candidates confused Emily Davies (Source 10) with Emily Davison. There was some increase in the use of own knowledge in responses to this question, which cannot be credited. Whilst some impressive level 4 responses were seen, there was a decrease this series in the number of candidates who engaged in fully developed judgements in their responses. Few candidates explicitly considered the weight of the evidence, and those that did found it hard to apply that when reaching a judgement.

Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number:

Question 1

Question 2

(a) The sources 10, 11 and 12 suggest that changes in female education in the second half of the nineteenth century challenged the belief in separate spheres to a fairly large extent. Sources 10 and 11 suggest this while source 12 challenges this view. The separate spheres theory says men and women have different roles in society.

Source 10 and 11 suggest that changes in female education in the second half of the nineteenth century challenged the belief in separate spheres to a fairly large extent. This is suggested when source 10 says, 'This is true whether they are ... scientists or writers.' These are two professions that men would usually have. This shows they are not so separate ~~as~~ if they

are doing the same jobs, thereby challenging the separate spheres theory. This agrees with Source 11 where it says 'many women will be learning about, 'Natural Philosophy and other branches of Science and Arts'. This suggests again they may go in to be sure work as

((a) continued) men if they are studying science. ~~the~~ However, Source 10 suggests otherwise when it says, 'whether they are in charge of households, or are mothers'. This suggests that women still had to have the old duties of separate spheres in the household. This once again agrees with Source 11, which talks of, 'Plain and ornamental Needlework'. This suggests staying in the house with their old duties like Source 10 does. Source 10 is likely to be biased as it was written in 1896 by Emily Davies. She would want to put a positive spin on her work. However, Source 11 is likely to be impartial as it is a school prospectus and can only tell the truth to what causes they offer. This is different to Source 10. Overall Sources 10 and 11 suggest that changes in female education in the second ~~part~~ ~~year~~ half of the nineteenth century challenged the separate spheres theory to a fairly large extent because they were able to do similar things to men and were not limited to 'separate' things.

Source 12 challenges this view to a fairly large extent. It says, 'Girls are not even educated to be wives but simply to get husbands'. This suggests that women were still very much wives and limited to a small amount of jobs. This disagrees with the view in source 11 where it says, 'History and Geography' will be taught. This challenges source 12 as it suggests women will be doing more than just being wives if they are learning 'History and Geography'. However the two sources agree when source 12 says, 'She will be none the less attractive ... and to some extent shares in, more academic interests'. The fact it uses the ~~words~~ words, 'shares in', suggests they ~~are not~~ do not live in separate spheres anymore, but they 'share' one. Source 11 agrees with this when it says, 'they will be learning about 'other branches of science''. This once again suggests men and women ~~would~~ were not separate. Source 12 is likely not to be reliable as it was written in 1875 and Maria Grey would want to put a positive spin on herself, similarly to source 10. Overall source 12 disagrees to a fairly large extent.

((a) continued) The sources 10, 11 and 12 suggest that changes in female education in the second half of the nineteenth century challenged the belief in separate spheres to a fairly large extent. Sources 10 and 11 suggest this, while source 12 challenges this view.



ResultsPlus
Examiner Comments

This response attempts to cross reference quite a lot, although it is not always done successfully. Some attempt at judgement is made. Provenance is present in the answer, but is rather generic in its approach. This combination means that this response is a secure level 3 answer.

Question 2(b)(i)

This question was attempted by only a relatively small number of candidates, most of whom found the sources accessible. There was a range of responses to be seen. Most candidates were able to comment on individual Liberals such as Asquith and Lloyd George. There was less knowledge relating to the Labour party and specific Labour members, though some candidates mentioned either Keir Hardie, MacDonald or occasionally Lansbury. Most candidates had some knowledge of the Conciliation Bills and of militancy, although this was not always extensive in depth. The most impressive responses demonstrated detailed and specific knowledge and were able to link this to issues generated by the sources. Weaker responses tended to rely heavily on the material provided in the sources.

It was disappointing to note that once again this year many candidates were still making generic points, some at great length, regarding provenance which cannot be rewarded under AO2b. This issue has been highlighted in previous reports, but the continuing practice disadvantages candidates who spend time that would be more usefully spent on focusing on the question.

Answer EITHER part (b) (i) OR part (b) (ii) of your chosen question.

* (b) before WW1, Labour and Liberal keen to keep women out of public life

OK

Plan

- Conciliation Bills ✓
- universal suffrage
- didn't get vote until after
- Poor Law
- School boards
- local elections
- Labour helped WSPU + link with NWSS

Source 13

- involve women → give vote
- ↳ challenges 14 (+ 15? = Liberal)

Source 14

- ↳ keep women out → vote conservative
- ↳ supported by 15 but diff. reason

Source 15

↳ distinctions between M/W

↳ gifted neutralised

↳ not individuals

↳ supported by 14 but admits gifted women

Before WWI, both the Liberal and Labour parties were constantly pressured into allowing the vote to be given to women due to the actions of the suffrage groups such as the NUWSS and WSPU. While the Labour Party gradually accepted the belief that female enfranchisement was necessary, it also had fears over the effects of women voters, something that was also felt within the Liberal Party. This is why it wasn't until after the war that a proportion of women were enfranchised (1918), and meant that before war broke out, ~~perhaps~~ the two parties largely attempted to keep women out of public life.

((b) continued) Source B, however, strongly opposes this view as it shows how by "repeatedly raising the issue" of women's suffrage, the Labour Party gradually became "in favour of votes for women" and therefore would only support a franchise bill that included ~~women~~ them. This suggests that the Labour Party ~~is~~ were not keen to keep women out of public life, yet it is contrasted by source 14 to a large extent.

This is because the source states that the Labour Party came to fear (just like the Liberals) the "backlash of women's votes" as they would mainly all vote "Conservative". Therefore, the source shows how both parties wanted to "keep women out of public life" for as long as possible as otherwise their chances of winning elections would be reduced. In fact source B also highlights this as it shows how 437,000 Labour members voted against shifting their ^{Labour} movement towards female enfranchisement, and while this was not a majority, it was still a significant amount of members across the country.

~~On the~~ Furthermore, source 15 emphasises how the Liberal Party were also against allowing women the vote and therefore a chance to take part in public life as it shows how their leader and Prime Minister Asquith was strongly against the idea - he states that the ~~of~~ "distinctions" between men and women (i.e. the separate spheres) must continue with the "sphere of Parliamentary representation". This supports source 14, although it gives a different reason as to why the Liberal Party were keen to

((b) continued) keep women out of public life. Moreover source 15 also contrasts source 14 to a certain extent as ~~he~~ Asquith highlights how "gifted and well-qualified women" existed who would allow a "gain" if they were enfranchised and therefore should arguably be allowed into the public arena and sphere. However he counters this and therefore supports source 14 ~~as~~ again as he suggests that there would also be "negative effects" brought by the enfranchisement of "the status and influence of women as a whole".

Using knowledge ~~from~~ that isn't present in the sources, this belief of Asquith's and the Liberal Party's is highlighted as he and many other leading figures such as David Lloyd George constantly denied ~~the~~ any chance of a Women's Suffrage Bill ~~through~~ to go through the House of Commons, while often attempting to appease women by assuring them that they would. This 'two-faced' approach occurred during the creation and failure of the Conciliation Bills in 1910, 11 and 12, as the Liberal Government suggested that an amendment involving women would be allowed, only to deny them this opportunity during the political process. However it can also be pointed out that the

Conciliation Committee created to help construct these Bills which was made up of prominent Liberal, Labour and Conservative MPs emphasised the gradual desire for change within the Houses of Parliament and therefore the Liberal and Labour parties arguably did want to allow women the chance to be a part of public life.

((b) continued)

Despite this, the Labour Party was still focused on achieving a universal suffrage Bill before the war, and opposed only extending the vote to middle class women as this would enforce the class barriers that they were attempting to break down (due to the working class men and women being unable to vote). However, the Labour Party ~~did~~ began to form strong links with Suffrage organisations, most significantly the NUWSS and WSPU which were supported by their local branches and in return offered assistance to Labour MPs and candidates. This relationship meant that many within the Labour Party were keen to enfranchise women and officially free them from the private sphere, and also highlighted that many women were already involved in public life with their campaigning and canvassing roles.

Moreover, while the Liberal Party were in power, many new opportunities were opened up for women which allowed for their gradual entrance into the public arena. For example, women were allowed to be elected to school boards after their creation in the 1870 Education Act, and this meant they were able to take up a profession outside of their domestic duties. However, many merely saw this role as an extension

of the 'Angel in the House' concept and therefore suggested the Liberal Party were still not willing to give women the right to

(b) continued) enter public life. In addition, women were also able to become Poor Law Guardians which meant that they ~~could~~ could volunteer and help in the ~~new~~ workhouses containing paupers, which presented them as able, useful and free from the traditional roles of being a mother and wife. However once again this merely reinforced their ~~the~~ 'Angel in the House' role as they were not seen to be challenging the worth of men, and as well as this, School Boards were abandoned in 1902 ~~and~~ and replaced with County Council boards - which women were able to be a part of

While women were able to vote in local elections after the Representation of the Peoples Act, ~~but~~ they were still unable to vote in national elections before the war, and therefore the Liberal Government can clearly be seen to hinder the opportunities of women and deny them the chance to enter the public sphere. Moreover any attempts by the Labour Party failed, and many believed it would be detrimental to their ~~interest~~ interests - as seen in source 14. ~~Examining~~ Examining the provenance of the sources it can be seen that source 15 originates from a speech by the Liberal leader Asquith in 1912, and therefore reduces the weight of its argument as he ~~was~~ was strongly against giving the vote to women and would have ~~each~~ expressed this ~~arguing~~ partiality to ~~his~~ other MPs (his audience) in order to persuade them likewise. However ~~as~~ as the speech took place in 1912, the source cannot include

((b) continued) the beliefs of Liberal members or leaders up until the start of the war in 1914, and therefore arguably suggests that these views would change over time. Both sources 13 and 14 originate from historical, factual books and were published over 70 years after the events took place. This increases their significance as the authors would have been able to collect a wide range of evidence in order to discover the truth and include it so their books remained impartial and educational for their readers.

~~This~~ This is why, to conclude, the sources bring about a varying amount of weight to the argument that the Liberal and Labour parties were keen to keep women out of the public sphere before the First World War as they all offer different view points and hold contrasting amounts of significance - arguably sources 13 and 14 (which contest each other) hold the most significance, which shows that the different parties were split between giving female enfranchisement. Using extra knowledge, it can be judged that the Labour Party made important links with suffrage organisations, but ultimately failed to bring about immediate changes, while the Liberal Party introduced new opportunities for women such as School Boards which gave them a place in the public sphere, yet failed to allow them female enfranchisement and ultimate freedom from the private sphere.



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Examiner Comments

This answer clearly works from the sources and argues a very convincing case which is supported by some reference to own knowledge of the material. The candidate clearly understood the question focus - dealing with 'public life' in its broadest sense, not just with the vote. It was awarded level 4 in both assessment objectives.



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Examiner Tip

Candidates are reminded that there is no requirement to consider the provenance of the sources in question B and no credit has been awarded to the response for this.

Question 2(b)(ii)

This question was clearly the more popular choice with candidates, most of whom found the sources very accessible. The most successful answers were able to apply specific and detailed knowledge and link this clearly to the issues raised by the sources, focussing securely on whether or not there was 'little impact'. Such answers clearly debated the contrasting views expressed in Sources 16 and 17. There were a number of candidates who did not tackle the question as set, but looked either at the impact of the First World War or the reasons for granting women the vote. There were a significant number of candidates whose supporting own knowledge in this mainstream topic was very limited in both depth and range, even where the argument was effective, and this clearly impacted on achievement. Some candidates whose own knowledge was thin tended to describe in some detail the pre-war activities of the suffragettes, generally not linking this material to the focus of the question.

It was disappointing to note that once again this year many candidates were still making generic points, some at great length, regarding provenance which cannot be rewarded under AO2b. This issue has been highlighted in previous reports, but the continuing practice disadvantages candidates who spend time that would be more usefully spent on focusing on the question.

Answer EITHER part (b) (i) OR part (b) (ii) of your chosen question.

*(b)(ii)

The First World War had little impact on the decision to give women the vote to a small extent. It helped to a large extent in achieving women's enfranchisement. Sources 17 and 18 agree with my view, while source 16 does not.

Source 16 suggests the first world war had little impact on the decision to give women the vote to a large extent. This is suggested when the source says, 'Those who had really helped the national cause - women under 30 who worked in munitions factories - did not get the vote'. This suggests that if the first world war had a big impact, then the Representation of the people Act would have included people under 30 who 'had really helped'. The fact that

it does not, suggest^v women's enfranchisement had nothing to do with the war. However, I know that the women's land army was set up, and that by 1917 260,000 women were working on farms. These vacancies were created by men going to war. The fact that the war enabled women to work more showed the country what they

((b) continued) were capable of. This is significant because it contradicts the ~~an~~ view of a 'myth' suggested in source 16. The fact that the source was published in 2011 suggests it is impartial. There is no reason to lie that long after the events. This suggests that the first world war had little impact if the facts in source 16 are impartial. Source 16 suggests the first world war had little impact on the decision to ~~an~~ give the vote to women to a large extent, because there is no correlation with who the vote was given to and the people who worked during the war.

Source 17 suggests that the war had little impact on the decision to give women the vote to a small extent. It suggests that the war had a large impact. This can be shown in the source where it says, 'Many who had opposed female suffrage were forced to admit that women had played so vital a part in winning the war....'

This ~~is~~ insinuates that the women's war work changed the minds of people against female suffrage. The fact it says, 'what a part in winning the war', further emphasises this. I know

((b) continued) that Herbert Asquith - famous for being against women's suffrage - said that women had 'earned' the right to vote. This backs up the source saying many who had opposed female suffrage were forced to change their minds. However, the source says, 'many who had...'. The word 'many' suggests this was not the case for everyone. Therefore ~~it~~ ~~is~~ there is no evidence to suggest it was linked to female suffrage. Similarly to source 16, source 17 seems reliable. It was written in 1984 which shows this because it was for after the events. There is no biased opinions because the author was not directly involved with the issues. Source 17 suggests that the war had little impact on the decision to give women the vote to a small extent, because of the fact that women's war work changed so many people's opinions on the matter.

Source 18 suggests that the war had little impact on the decision to give women the vote to a fairly small extent. The source suggests this when it says, 'wherever we turn we

see women doing work which three years ago we would have regarded as being exclusively men's work.' This suggests that political figures such as Asquith showed ~~the~~ respect for women for their war work. I know that there was a bad relationship between the WSPU and Asquith. ~~As~~ But as soon as the war started the WSPU got behind the war effort rather than attempting to hinder it. This shows that women used the war to better their relationships with influential political figures such as Asquith. This agrees with the source in that Asquith gained respect for women. However, the contrary is suggested in the source where it says, 'I would find it impossible to withhold from women the power and the right of making their voices directly heard.' This in ~~no~~ no way suggests he is for women's suffrage nor does it show he has changed his mind ~~to~~ to be the respective problem. It merely suggests he felt ~~and~~ inclined to do ~~his~~ what he did. Source 17 is most likely unreliable as it was written in 1917. I know that there was a vote the next year, so he is likely to be expressing a view that would help ~~the~~ the liberals to get power. Overall, source 18 suggests that the war had little impact on the decision to give women the vote to a fairly small

((b) continued) extent, because of ~~the~~ the effect it had on influential political figures.

the first world war had little impact on the decision to give the vote to women to a small extent. The views expressed in sources 17 and reflect this, while the view in source 16 challenges this.



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Examiner Comments

This response takes a source by source approach to the question, which makes it difficult to develop analysis. The answer does argue a number of points, but relies heavily on generalised contextual knowledge rather than on specific detail. For AO1, this answer achieved a low level 3. The sources were occasionally argued from, but were also often used for information, so in AO2 this response at the L2/3 margins.



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Examiner Tip

Planning an answer means that an answer is likely to move away from a source by source approach and this is likely to encourage higher level analysis.

Paper Summary

Based on their performance on this paper, candidates are offered the following advice:

All Questions

- Candidates should proof read their answers at the end of the examination, and correct any instances where they have incorrectly labelled a source, used the wrong names or the wrong dates.
- Candidates need to use the terms 'implies' and 'infers' correctly. Candidates should argue that a source implies something and that they, the reader, infer from it.
- Too many candidates are using phrases such as 'using the sources as a set', without actually engaging in that task.

Part (a)

- Candidates should spend sufficient time reading the sources to ensure that they understand the nuances of the arguments presented.
- Candidates should treat the sources as a package in order to facilitate cross referencing. Weaker candidates work through sources sequentially. Such responses cannot go beyond level 2.
- Provenance should be integrated within the argument and decisions need to be made on the relative strengths and weaknesses of the sources. The attributes of the sources should be discussed, not described. This aids the use of provenance as part of the argument. Candidates should avoid making sweeping assertions from the provenance that could apply to any source and avoid labelling a source as both reliable and unreliable without coming to any judgement on its worth.
- The best responses cross reference not only the content of the sources, but also their provenance. This enables candidates to weigh the sources and reach supported judgements.
- There are no marks available for knowledge in part (a). Candidates should avoid arguing from their knowledge since it cannot be credited.

Part (b)

- Candidates need to ensure that their subject knowledge conforms to the specification. Weaker responses usually relied very heavily on information derived primarily from the sources.
- In order to address the question effectively, candidates need to offer an analysis driven by the arguments raised in the sources. Sources should be used to develop lines of argument and reasoning rather than used for information to develop a descriptive answer.
- Whilst it may be relevant to use the provenance of the contemporary source(s) to judge the weight that can be assigned to the argument, there is no such requirement for the secondary sources and it is not rewarded in A02b. Many candidates still engage in generalised comments that a particular historian is or is not reliable at the expense of developing argument and analysis tested by specific own knowledge.
- Candidates need to ensure that they are aware of the focus of the question and the time period specified. They should maintain the focus throughout their answer and avoid straying into irrelevant areas that cannot be rewarded.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

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