

Write your name here

Surname

Other names

Pearson
Edexcel GCE

Centre Number

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Candidate Number

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History

Advanced Subsidiary

Unit 2

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

Thursday 22 May 2014 – Afternoon

Time: 1 hour 20 minutes

Paper Reference

6HI02/C

You must have:

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 on these questions with your spelling, punctuation and grammar, as well as the clarity of expression.*

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 ►

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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 the sources suggest that Florence Nightingale did ‘not help the sick’ in the Crimean War (Source 1, lines 2–3)?

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 the British public’s enthusiasm for the Empire increased during the Second Boer War (1899–1902)?

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 government control of the Home Front during the First World War was effective?

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 changes in female education in the second half of the nineteenth century challenged the belief in separate spheres?

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, in the years before the First World War, both the Labour and Liberal Parties were 'keen to keep women out of public life' (Source 14 lines 31–32)?

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 had little impact on the decision to give women the vote?

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

(40)

(Total for Question 2 = 60 marks)



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SOURCE 3

(From the journal, *The London Illustrated News*, 24 February 1855. Florence Nightingale is depicted in the drawing.)

The public have been presented with several portrait-sketches of the lady who has so generously left this country to improve the lot of the sick and wounded at Constantinople. We are told that these pictures are unlike her. We have, therefore, taken the most direct means of obtaining a sketch of this excellent lady, in the dress she now wears, in one of 'the corridors of the sick'.

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

SOURCE 4

(From Paula Krebs, *Gender, Race and the Writing of Empire*, published 1999)

When news of the relief of Mafeking reached London on Friday 18 May 1900, central London exploded with joy. Thousands danced, drank, kissed, and created general uproar. In what was the most famous display of public support for late-Victorian imperialism, Liverpool, Newcastle, Birmingham, York and Glasgow celebrated with fireworks, brass bands, and blasts on factory sirens. This celebration of empire was made possible by the new halfpenny press that spread the daily news to thousands of households that had never before read a daily newspaper.

25

30

SOURCE 5

(From an editorial in the anti-war magazine, *Commonwealth*, October 1901)

Why is it that the war in South Africa does nothing to advance the cause of imperialism? This is because no normal development of the Empire ought to include the conquest of a white race. The principles of Empire have never included the possibility of having to break up a white nation, and then rule it by force.

35

SOURCE 6

(From John Mackenzie, *Imperialism and Popular Culture*, published 1986)

In 1901, the writer J. A. Hobson condemned the music-hall* for manipulating working-class opinion in favour of imperialist policies. Certainly, the commercial success of the patriotic and imperialistic themes which entertainers selected during the Boer War supports the view that there was an increase in music-halls' political influence in this period. It points towards working-class enthusiasm for Empire. It would seem that patriotism and Empire continued to be highly marketable and increasingly popular products in the world of entertainment during the Boer War.

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*music-hall = a place of popular entertainment

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

SOURCE 7

(From Janet Roebuck, *The Making of Modern English Society from 1850*, published 1973)

Worker absenteeism in the munitions, shipbuilding and transport industries affected production, and a government investigation concluded that drinking was the main cause. DORA set up the Central Control Board for Liquor Traffic. This Board had the power to regulate alcohol sales in any area where vital war work was being done. As hop growing areas were ploughed under and planted with food crops, hop production declined and beer became less potent, which also helped limit drunkenness. The numbers of convictions for drunkenness fell from over 3,000 in 1914 to just over 400 in 1918.

45

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SOURCE 8

(From a memorandum, *Labour in Revolt*, produced by Professor E. V. Arnold for the War Cabinet, August 1917)

A large majority of the workers are everywhere opposed to the strike movement, but nevertheless they are swept away by it. It has repeatedly brought them increases in wages and reductions in hours, for which they are grateful. They recognise that the strike movement is strong and the government weak.

55

SOURCE 9

(From A. J. P. Taylor, *English History 1914–45*, published 1965)

During the First World War, the government in theory had great powers. In July 1915, strikes or resistance to dilution in the munitions industry could be punished in the courts. Shortly afterwards the miners of South Wales struck in order to enforce the closed shop. Although the President of the Board of Trade wished to use the full powers of the law, Lloyd George settled the dispute by conceding to the demands of the strikers. However, his intervention on Clydeside was less successful. On Christmas Day 1915, he addressed 3,000 shop stewards in Glasgow who were dissatisfied with dilution. He failed to persuade them, and the subsequent strike had to be suppressed by force.

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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 Emily Davies, *Women in the Universities of England and Scotland*, published 1896. Davies helped found Girton College, which later became part of the University of Cambridge.)

The aim of the new colleges for women is not towards changing the occupations of women, but rather towards ensuring that whatever they do shall be done well. Women's work currently suffers from a distinct lack of training. This is true whether they are in charge of households, or are mothers, teachers, artists, scientists or writers. The choice, therefore, is not between a life wholly given up to study, and a life wholly spent in active domestic duty. 5

SOURCE 11

(From the North London Collegiate School prospectus, 1850)

The course of education will comprise the following subjects:
Religious Instruction. Scripture, History and Geography. English Language and Literature. Elements of Latin. Writing and Arithmetic. French Language and Literature. Drawing, from models and nature. Singing. The Leading Facts of Natural Philosophy and other branches of Science and Art. Plain and Ornamental Needlework. 10
Extras
The Pianoforte. Solo Singing. Painting in Water Colours. Dancing.

SOURCE 12

(From a speech given by Maria Grey to the Women's Education Union in 1875. Grey was one of the founders of the Girls' Public Day School Company.)

Existing schools are totally ineffectual. Girls are not even educated to be wives but simply to get husbands. An alternative system is needed. A girl will be none the less feminine because she has some serious interests in life, none the less graceful because her tastes have a wider range than mere schoolroom accomplishments. She will be none the less attractive because she sympathises with, and to some extent shares in, more academic interests. 15 20

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

SOURCE 13

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

By the turn of the twentieth century, Labour had no less than 13 MPs in the North-West of England. They provided an authentic working-class voice in support of suffragism. By repeatedly raising the issue at Trade Union and Labour Conferences, they succeeded in shifting the Labour movement in favour of votes for women. By 1913, the Labour Party Conference was prepared to accept by 850,000 votes to 437,000 a motion committing MPs to oppose any franchise bill from which women were excluded. 25

SOURCE 14

(From Marij Van Helmond, *Votes for Women: the events on Merseyside*, published 1992)

In the early years of the twentieth century, women were considered to be naturally conservative. The Liberal Party, and later on the Labour Party, feared the backlash of women's votes, which they expected to be Conservative. It was largely as a result of these concerns that both parties were keen to keep women out of public life for such a long time. 30

SOURCE 15

(From a speech made by H. H. Asquith, the prime minister, during a debate on the third Conciliation Bill, 28 March 1912)

The natural distinctions, which differentiate the functions of men and women in many departments of human activity, ought to continue to be recognised in the sphere of Parliamentary representation. The question: 'Why should you deny to a woman of genius the vote, which you would give to her gardener' is answered in this way. You are not dealing with individuals but with the masses. In my judgement, the gain which might result through the admission of gifted and well-qualified women, would be more than neutralised by the negative effects on the status and influence of women as a whole. 35 40

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

SOURCE 16

(From Alan Farmer, *The Experience of Warfare in Britain: Crimea, Boer and the First World War, 1854–1929*, published 2011)

Arguably, women would have received the vote by 1918 even if there had been no war. The argument that women deserved the vote because of their wartime service was something of a myth. Those who had really helped the national cause – women under 30 who worked in munitions factories – did not get the vote.

SOURCE 17

(From John Stevenson, *British Society, 1914–45*, published 1984)

The war accelerated and intensified the movement towards emancipation for women. Many who had opposed female suffrage were forced to admit that women had played so vital a part in winning the war that political rights could not be denied to them any longer. Thus, the Representation of the People Act, which enfranchised women over thirty, was passed in July 1918. Although younger women had to wait until 1928 before attaining full equal voting rights with men, the contribution of women of all classes to the war effort had made an overwhelming case for granting them the vote.

SOURCE 18

(From a speech made by H. H. Asquith during a Parliamentary debate on the franchise in 1917)

Wherever we turn we see women doing work which three years ago we would have regarded as being exclusively men's work. After the war, the question will arise about women's labour and women's functions in the new order of things. I would find it impossible to withhold from women the power and the right of making their voices directly heard.

Acknowledgments

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