

Edexcel GCE

History

Advanced Subsidiary

Unit 2

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

New Template Exemplar

Sources Insert

Paper Reference

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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 World War I, 1854–1929

Sources for use with Question 1

SOURCE 1

(From an article published in The Times newspaper on 25 November 1854. It was written by William Russell, the principal war correspondent.)

- 1 It is now pouring rain – the skies are black as ink – the wind is howling over the staggering tents – the trenches are turned into water-filled ditches – in the tents the water is sometimes a foot deep – our men have not either warm or waterproof clothing – they are out for twelve hours at a time in the trenches – they are plunged
5 into the inevitable miseries of a winter campaign – and not a soul seems to care for their comfort or even for their lives.

SOURCE 2

(In January 1855, Queen Victoria wrote to Lord Raglan, Commander-in-Chief of the British army, expressing her concerns about the welfare of soldiers in the Crimea. This is part of Lord Raglan's reply.)

- I can with truth assure your Majesty that my whole time and all my thoughts are occupied in attempting to provide for the various needs of your Majesty's troops. However, it has not been in my power to lighten the burden of their duties. Much
10 has been said in private letters of the inefficiency of the staff concerned with the needs of the troops. I do assure your Majesty that I have every reason to be satisfied with their exertions, their untiring efforts, and unwavering close attention to their duties.

SOURCE 3

(From Lieutenant Colonel Anthony Sterling, *The Story of the Highland Brigade in the Crimea*, published in 1895. He fought in the Crimean War and later made many criticisms of the way in which the war was run.)

- The mistake that has been made has been a very common one in our country.
15 Certain military establishments have not been kept up in peacetime because people took it into their heads that war would never come. In France there is a permanent wagon-train always organised, a permanent commissariat, and also a permanent ambulance. The English people destroyed these above named departments that existed during the Spanish war. The British government, on deciding upon war,
20 should have instantly begun to organise them again.

SOURCE 4

(Part of a poem *The Lesson* written by Rudyard Kipling at the end of the Second Boer War)

Let us admit it fairly as business people should,
We have had no end of a lesson: it will do us no end of good.
It was our fault, and our very great fault – and now we must turn it to use.
We have forty million reasons for failure, but not a single excuse.
25 So the more we work and the less we talk, the better results we shall get.
We have had an Imperial lesson. It may make us an Empire yet!

SOURCE 5

(From Anthony S Wohl, *Endangered Lives*, published 1983)

The great agitation over physical degeneration which swept England during the Second Boer War (1899–1902) was related to military strength and was fuelled by statistics of rejected recruits and by military set-backs. It, too, was linked to a
30 realisation that England was a nation primarily of town dwellers and that, since urban conditions had bred a weakened race, the deterioration of the whole nation would probably follow. The Liberal government's legislative programme indicated that at last the thorny problem of the physical consequences of poverty was being tackled in earnest.

SOURCE 6

(Corporal W H Shaw of the 9th (S) Battalion, Royal Welch Fusiliers, records his experience of the Battle of the Somme, 1916)

35 Our artillery had been bombing that line for six days and nights, trying to smash the German barbed-wire entanglements, but they hadn't made any impact. The result was we never got anywhere near the Germans. Never got anywhere near them. Our lads were mown down. They were just simply slaughtered. It was just one continuous go forward, come back, go forward, come back, losing men all
40 the time and there we were, wondering when it was going to end. You couldn't do anything. You were caught between the shelling or the machine-guns and yet we were kept at it. Making no impact on the Germans at all.

SOURCE 7

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

Haig and his generals may not have been the best team that the British army has ever produced, but they were pretty good. They did their best with what they had in
45 a war whose like had never been contemplated. The men who served under them also thought the generals were pretty good, for had there not been trust between leader and led, the British army would surely have gone the way of the French.

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

SOURCE 8

(From a letter written by William Gladstone in 1892 to Samuel Smith MP. Gladstone was leader of the Liberal party and Prime Minister.)

1 I am afraid that, if we give women the vote, we will interfere with something fundamental and sacred – the family. We would injure relationships within it and dislocate domestic life. I am not afraid that women would begin to take power from men. I am afraid that, by giving women the vote, we would be inviting them
5 to give up something of their delicacy, purity and refinement which are the source of women's power.

SOURCE 9

(Mrs Humphrey Ward, first President of the Anti-Suffrage League, gives her views in 1889 about female suffrage)

To men belong the struggle of debate and legislation in Parliament; the hard and exhausting labour implied in the administration of the national resources and powers. In all these spheres, women's direct participation is made impossible either
10 by the disabilities of sex, or by physical difference. Therefore it is not right to give to women direct power of deciding questions of parliamentary policy.

SOURCE 10

(George Sturt, *Change in the Village*, published 1912. He was the son of a wheelwright and wrote about life in his village.)

The main fact is that the two sexes, each engaged daily upon essential duties, stand in surprising equality to each other. It would be absurd to treat these wives and mothers, who have to face every trial of life and death, as though they were all
15 innocence, timidity and daintiness. No labouring man would esteem a woman for delicacy of that kind and the women certainly would not like to be esteemed for it. Hence the sexes habitually meet on almost level terms.

SOURCE 11

(From an address made in 1877 to the Trades Union Congress by Henry Broadhurst, its President)

It is your duty as men and as husbands to use your utmost efforts to bring about a condition of things where your wives should be in their proper sphere at home,
20 seeing after the house and family, instead of being dragged into competition for livelihood against the great and strong men of the world.

SOURCE 12

(Average earnings of women as a percentage of male earnings in 1906)

Industry	Female earnings as % of male earnings
Textiles	58.5
Clothing	46.3
Food, drink, tobacco	41.5
Paper, printing	36.4
Metal industries	38.1
Total (of all industries)	43.7

SOURCE 13

(From Paula Bartley, *Votes for Women 1860–1928*, published in 1998)

After 1870 the new state-funded system of education gave some chances for working-class girls to become numerate and literate. But it offered too narrow a curriculum to have any great effect. State schools emphasised the domestication, rather than the emancipation, of working-class girls, teaching cookery, needlework and housewifery at the expense of other subjects. In this way they reaffirmed, rather than challenged, women's role in society. Change, for the young working-class school-girl, did not necessarily mean progress.

SOURCE 14

(From an article in the May 1916 edition of *The Common Cause*, a newspaper published by the NUWSS)

From all parts of the country, evidence is constantly reaching our headquarters that anti-suffragists are dropping their opposition to the full citizenship of women, and assigning as the reason for this the eagerness of women of all classes to take their share in the national burden and national sufferings caused by the war, coupled with the professional and industrial capacity of women, their adaptability, courage and endurance. These things have made a deep impression on the public mind, and have done more than anything else to produce the great change in public opinion on Women's Suffrage, of which everyone is conscious.

SOURCE 15

(From B Harrison, 'The First World War and Feminism in Britain', in *History Review* 16, published 1993)

In some ways, the war actually obstructed votes for women. First, the war seemed to confirm the Antis' physical force – the idea that men and women had separate roles because women are, on average, weaker than men. Although many women
40 serving in the Armed Forces were extremely brave, they did not experience the horrors of the front line. This separation of role was reinforced by geography with many men across the Channel while most women stayed at home. Second – the war weakened the suffragist movement. It pushed all peacetime problems down the political agenda. The WSPU ended their militant campaign and almost all
45 suffragists diverted their energies into war work of some sort or another.

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