



Mark Scheme

Summer 2017

Pearson Edexcel GCE AS
In History (6HI02) Paper 2C

Unit 2: British History Depth Studies
Paper 2C: Conflict and Change in 19th and
20th Century Britain

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear

ii) select and use a form and style of writing appropriate to purpose and to complex subject matter

iii) organise information clearly and coherently, using specialist vocabulary when appropriate.

GCE History Marking Guidance

Marking of Questions: Levels of Response

The mark scheme provides an indication of the sorts of answer that might be found at different levels. The exemplification of content within these levels is not complete. It is intended as a guide and it will be necessary, therefore, for examiners to use their professional judgement in deciding both at which level a question has been answered and how effectively points have been sustained. Candidates should always be rewarded according to the quality of thought expressed in their answer and not solely according to the amount of knowledge conveyed. However candidates with only a superficial knowledge will be unable to develop or sustain points sufficiently to move to higher levels.

In assessing the quality of thought, consider whether the answer:

- (i) is relevant to the question and is explicitly related to the question's terms
- (ii) argues a case, when requested to do so
- (iii) is able to make the various distinctions required by the question
- (iv) has responded to all the various elements in the question
- (v) where required, explains, analyses, discusses, assesses, and deploys knowledge of the syllabus content appropriately, rather than simply narrates.

Examiners should award marks both between and within levels according to the above criteria. This should be done in conjunction with the levels of response indicated in the mark schemes for particular questions.

At the end of each answer, examiners should look back on the answer as a whole in the light of these general criteria in order to ensure that the total mark reflects their overall impression of the answer's worth.

Deciding on the Mark Point Within a Level

The first stage is to decide the overall level and then whether the work represents high, mid or low performance within the level. The overall level will be determined by the candidate's ability to focus on the question set, displaying the appropriate conceptual grasp. Within any one piece of work there may well be evidence of work at two, or even three levels. One stronger passage at Level 4, would not by itself merit a Level 4 award – but it would be evidence to support a high Level 3 award – unless there were also substantial weaknesses in other areas.

Assessing Quality of Written Communication

QWC will have a bearing if the QWC is inconsistent with the communication descriptor for the level in which the candidate's answer falls. If, for example, a candidate's history response displays mid Level 3 criteria but fits the Level 2 QWC descriptors, it will require a move down within the level.

6HI02: Generic Level Descriptors

Part (a)

Target: AO2a (8%)

(20 marks)

As part of an historical enquiry, analyse and evaluate a range of appropriate source material with discrimination.

Level	Mark	Descriptor
1	1-5	<p>Comprehends the surface features of the sources and selects material relevant to the question. Responses are direct quotations or paraphrases from one or more of the sources.</p> <p>Low Level 1: 1-2 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 1: 3-5 marks The qualities of Level 1 are securely displayed.</p>
2	6-10	<p>Comprehends the sources and selects from them in order to identify their similarities and/or differences in relation to the question posed. There may be one developed comparison, but most comparisons will be undeveloped or unsupported with material from the sources. Sources will be used in the form of a summary of their information. The source provenance may be noted, without application of its implications to the source content.</p> <p>Low Level 2: 6-7 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 2: 8-10 marks The qualities of Level 2 are securely displayed.</p>
3	11-15	<p>Comprehends the sources and focuses the cross-referencing on the task set. Responses will offer detailed comparisons, similarities/differences, agreements/disagreements that are supported by evidence drawn from the sources.</p> <p>Sources are used as evidence with some consideration of their attributes, such as the nature, origins, purpose or audience, with some consideration of how this can affect the weight given to the evidence. In addressing 'how far' there is a clear attempt to use the sources in combination, but this may be imbalanced in terms of the issues addressed or in terms of the use of the sources.</p> <p>Low Level 3: 11-12 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 3: 13-15 marks The qualities of Level 3 are securely displayed.</p>

4	16-20	<p>Reaches a judgement in relation to the issue posed by the question supported by careful examination of the evidence of the sources. The sources are cross-referenced and the elements of challenge and corroboration are analysed. The issues raised by the process of comparison are used to address the specific enquiry. The attributes of the source are taken into account in order to establish what weight they will bear in relation to the specific enquiry. In addressing 'how far' the sources are used in combination.</p> <p>Low Level 4: 16-17 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 4: 18-20 marks The qualities of Level 4 are securely displayed.</p>
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NB: generic level descriptors may be subject to amendment in the light of operational experience.

Part (b)

Target: AO1a and AO1b (10% - 24 marks)

Recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner.

AO2b (7% - 16 marks)

Analyse and evaluate, in relation to the historical context, how aspects of the past have been interpreted and represented in different ways.

(40 marks)

AO1a and AO1b (24 marks)

Level	Mark	Descriptor
1	1-6	<p>Candidates will produce mostly simple statements. These will be supported by limited factual material, which has some accuracy and relevance, although not directed analytically (i.e. at the focus of the question). The material will be mostly generalised. There will be few, if any, links between the simple statements.</p> <p>Low Level 1: 1-2 marks The qualities of Level 1 are displayed; material is less convincing in its range and depth.</p> <p>Mid Level 1: 3-4 marks As per descriptor.</p> <p>High Level 1: 5-6 marks The qualities of Level 1 are securely displayed; material is convincing in range and depth consistent with Level 1.</p> <p>The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.</p>

2	7-12	<p>Candidates will produce a series of simple statements supported by some accurate and relevant, factual material. The analytical focus will be mostly implicit and there are likely to be only limited links between simple statements. Material is unlikely to be developed very far or to be explicitly linked to material taken from sources.</p> <p>Low Level 2: 7-8 marks The qualities of Level 2 are displayed; material is less convincing in its range and depth.</p> <p>Mid Level 2: 9-10 marks As per descriptor.</p> <p>High Level 2: 11-12 marks The qualities of Level 2 are securely displayed; material is convincing in range and depth consistent with Level 2.</p> <p>The writing will have some coherence and will be generally comprehensible, but passages will lack both clarity and organisation. Some of the skills needed to produce effective writing will be present. Frequent syntactical and/or spelling errors are likely to be present.</p>
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3	13-18	<p>Candidates answers will attempt analysis and show some understanding of the focus of the question. They may, however, include material which is either descriptive, and thus only implicitly relevant to the question's focus, or which strays from that focus. Factual material will be mostly accurate, but it may lack depth and/or reference to the given factor. At this level candidates will begin to link contextual knowledge with points drawn from sources.</p> <p>Low Level 3: 13-14 marks The qualities of Level 3 are displayed; material is less convincing in its range and depth.</p> <p>Mid Level 3: 15-16 marks As per descriptor.</p> <p>High Level 3: 17-18 marks The qualities of Level 3 are securely displayed; material is convincing in range and depth consistent with Level 3.</p> <p>The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.</p>
4	19-24	<p>Candidates offer an analytical response which relates well to the focus of the question and which shows some understanding of the key issues contained in it. The analysis will be supported by accurate factual material, which will be mostly relevant to the question asked. There will be some integration of contextual knowledge with material drawn from sources, although this may not be sustained throughout the response. The selection of material may lack balance in places.</p>

	<p>Low Level 4: 19-20 marks The qualities of Level 4 are displayed; material is less convincing in its range and depth.</p> <p>Mid Level 4: 21-22 marks As per descriptor.</p> <p>High Level 4: 23-24 marks The qualities of Level 4 are securely displayed; material is convincing in range and depth consistent with Level 4.</p> <p>The answer will show some degree of direction and control but these attributes may not be sustained throughout the answer. The candidate will demonstrate the skills needed to produce convincing extended writing but there may be passages which lack clarity or coherence. The answer is likely to include some syntactical and/or spelling errors.</p>
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NB: generic level descriptors may be subject to amendment in the light of operational experience.

AO2b (16 marks)

Level	Mark	Descriptor
1	1-4	<p>Comprehends the sources and selects material relevant to the representation contained in the question. Responses are direct quotations or paraphrases from one or more of the sources.</p> <p>Low Level 1: 1-2 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 1: 3-4 marks The qualities of Level 1 are securely displayed.</p>
2	5-8	<p>Comprehends the sources and selects from them in order to identify points which support or differ from the representation contained in the question. When supporting the decision made in relation to the question the sources will be used in the form of a summary of their information.</p> <p>Low Level 2: 5-6 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 2: 7-8 marks The qualities of Level 2 are securely displayed.</p>
3	9-12	<p>The sources are analysed and points of challenge and/or support for the representation contained in the question are developed from the provided material. In addressing the specific enquiry, there is clear awareness that a representation is under discussion and there is evidence of reasoning from the evidence of both sources, although there may be some lack of balance. The response reaches a judgement in relation to the claim which is supported by the evidence of the sources.</p> <p>Low Level 3: 9-10 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 3: 11-12 marks The qualities of Level 3 are securely displayed.</p>
4	13-16	<p>Reaches and sustains a conclusion based on the discriminating use of the evidence. Discussion of the claim in the question proceeds from the issues raised by the process of analysing the representation in the sources. There is developed reasoning and weighing of the evidence in order to create a judgement in relation to the stated claim.</p> <p>Low Level 4: 13-14 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 4: 15-16 marks The qualities of Level 4 are securely displayed.</p>

NB: generic level descriptors may be subject to amendment in the light of operational experience.

Unit 2 Assessment Grid

Question Number	AO1a and b Marks	AO2a Marks	AO2b Marks	Total marks for question
Q (a)	-	20	-	20
Q (b)(i) or (ii)	24	-	16	40
Total Marks	24	20	16	60
% weighting	10%	8%	7%	25%

Note on Descriptors Relating to Communication

Each level descriptor above concludes with a statement about written communication. These descriptors should be considered as indicative, rather than definitional, of a given level. Thus, most candidates whose historical understanding related to a given question suggests that they should sit in a particular level will express that understanding in ways which broadly conform to the communication descriptor appropriate to that level. However, there will be cases in which high-order thinking is expressed relatively poorly. It follows that the historical thinking should determine the level. Indicators of written communication are best considered normatively and may be used to help decide a specific mark to be awarded within a level. Quality of written communication which fails to conform to the descriptor for the level will depress the award of marks by a sub-band within the level. Similarly, though not commonly, generalised and unfocused answers may be expressed with cogency and even elegance. In that case, quality of written communication will raise the mark by a sub-band.

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

Question Number	Indicative content	Mark
1 (a)	<p>The sources offer evidence both to support and challenge the claim in the question. Indeed, all three sources can potentially be used to point in both directions, despite what they appear to argue at face value. Credit should therefore be given for any valid developed arguments that are presented. Sources 1 and 2 can be used in direct support of the view in the question. Source 2 suggests that Russell, who was reporting for <i>The Times</i>, was able to 'get information' from both the lower ranking officers when socialising with them and some of the more senior officers who were clearly concerned about the influence he wielded. Some candidates may, however, question the veracity of the information that Russell acquired in view of the fact that there appears to have been, according to Source 2, a rather convivial atmosphere when he was gathering information from the lower ranks. Source 1, however, suggests that Russell's information was good as <i>The Times</i> was better informed than the soldiers about their likely movements. Candidates are likely to note that both of these sources are the views of officers who were serving in the Crimean War and any valid conclusions based on this should be rewarded appropriately. Candidates might also point out that Source 1 reflects the situation earlier in the war than that described in Source 3. Source 3 argues that the stories were made up in London which is contradicted by Source 2's statement that Russell gathered information from all ranks of soldiers. Sources 1 and 3 can be used to offer evidence against the view in the question, although they also contradict each other. Source 3 suggests that he does not believe that conditions were as bad for the men as those described whereas Source 1 suggests that <i>The Times</i> reports that the conditions are better than those of which the author has knowledge. Candidates may explain this by reference to the provenance of Source 3 in particular – Raglan's great nephew is likely to defend his uncle's position, as he does explicitly in the final sentence. Candidates may pick up on some aspects of the language used in Source 3, such as 'if not, I blush', which suggests that he is not entirely convinced that the reporting is incorrect.</p> <p>Developed responses based on these arguments can reach Level 2. At Level 3 candidates will both support and challenge the stated claim, using evidence from different sources interpreted in context. At Level 4 they will use the sources, interpreted in context as a set, to reach a reasoned judgement about whether <i>The Times</i> newspaper represented an accurate account of what was taking place in the Crimean War.</p>	20

Question Number	Indicative content	Mark
<p>1 (b) (i)</p>	<p>The focus of the question is the way in which discipline and morale were maintained on the Western Front. Candidates are likely to begin by reference to Source 4 which supports the view in the question. Candidates may well elaborate on the nature of the punishments, both by reference to the details provided in both Sources 4 and 5, and by the use of their own knowledge. It is likely that there will be some discussion of the use of court martials and executions and whether or not these were a valid punishment for desertion based in part on the guidance offered in Source 5. Candidates may discuss the range of infractions for which men were punished. Source 5 could also be used to develop a counter argument – that Field Punishment Number One was so unacceptable that it led to ‘protests in Parliament’ and the suspension of the punishment in 1917. It would also appear from Source 5 that modifications were made to other punishments in the latter stages of the war. This supports the point made in Source 6, that ‘when confronted with soldier unrest, the British authorities took remedial action’ and implies that it was this approach that was more effective in maintaining discipline than the severe punishments that were meted out. Source 6 also suggests other positive aspects of the organisation of the British army that contributed to the maintenance of discipline and morale. Candidates are likely to elaborate on these issues on the basis of their contextual own knowledge, possibly including access to letters from home, the quality of food received by the men, especially in comparison to men from other armies at the time, and the daily tot of rum. Candidates are also likely to reference the information provided in Source 6, which suggests that discipline and morale in the British army was much better than that in the Russian and French armies as there was no mutiny on a comparable scale amongst the British soldiers in 1917; they might, however use their contextual own knowledge to discuss the most notable example of a British mutiny at Étapes in 1917 and this should be credited. Candidates are unlikely to address all of these issues in depth in the time available. The sources can be combined with own knowledge to reach high levels by a variety of routes.</p> <p>Whatever line of argument is taken, achievement at the higher levels will be characterised by appropriately balanced use of sources and own knowledge to demonstrate a clear understanding of the way in which discipline and morale were maintained on the Western Front, with a sharp focus on agreement or disagreement with the given view. The best responses may very well consider the interaction of different factors to explain the apparent conflict and offer an overall judgement.</p>	<p>40</p>

Question Number	Indicative content	Mark
<p>1 (b) (ii)</p>	<p>The focus of the question is an assessment of the role played by women in the First World War. Candidates are likely to begin with an examination of Source 7 which supports the view in the question. It makes two distinct points which candidates are likely to address and develop with the aid of their contextual own knowledge. Firstly, it suggests that the role played by women in the war has been exaggerated by two groups who had a vested interest in doing so. Secondly, it cites a number of criticisms that were made of the productivity of women workers. Source 8 can also be used to support the view in the question. It argues that regardless of class, women could have made a much more substantial contribution to the war effort than they were doing, referring to the fact that middle class women should be doing their own housework and working class women should be doing any kind of paid work rather than receiving allowances. Candidates may also pick up the reference to dilution in Source 9 and using contextual own knowledge to explain this, use this to support the statement in the question. However, Source 9 largely presents the more conventional argument that candidates will be familiar with about the positive nature of women's contribution to the war effort. More able candidates may well comment on the suspension of suffrage activity that is discussed in Source 9 and link this directly to the comments on the vested interests of 'feminist organisations' in Source 6. Combined with contextual own knowledge, candidates are likely to discuss the numbers of women involved in war work, the fact that their contribution released men to fight on the Western Front, the types of work that women were engaged in, including munitions, transport, farm work, nursing and the services. Candidates are unlikely to address all of these issues in depth in the time available. The sources can be combined with own knowledge to reach high levels by a variety of routes.</p> <p>Whatever line of argument is taken, achievement at the higher levels will be characterised by appropriately balanced use of sources and own knowledge to demonstrate a clear understanding of the role played by women in the First World War, with a sharp focus on agreement or disagreement with the given view. The best responses may very well consider the interaction of different factors to explain the apparent conflict and offer an overall judgement.</p>	<p>40</p>

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

Question Number	Indicative content	Mark
2 (a)	<p>The sources offer evidence to both support and challenge the claim in the question. Candidates are likely to begin by referencing Source 12 which clearly offers support to the view expressed in the question. The Thornton Elementary School has removed grammar in order to expand the teaching of needlework and clearly sees no need for girls to receive any education beyond this. Although Source 10 agrees with Source 12 that needlework has an important role to play in girls' education, there is a distinction between the perception of education in Source 10 and Source 12 which many candidates are likely to identify. In Source 10, Davies wishes to make the curriculum 'wider and more interesting' and not just rely on needlework. Candidates may use the provenance of these two sources to suggest the possibility of a difference between an urban and a rural environment and a difference between attitudes when the act was first implemented and four years later. The counter argument is clearly referenced in Source 11 which suggests that working class girls were receiving a more effective education than middle class girls. Candidates are likely to point out that the 'equal advantages' that girls received which Source 11 refers to is not supported directly by either Source 10 or Source 12 which agree on the importance that is given to needlework as part of a girl's education. Candidates may possibly suggest that Source 11's reference to 'equal advantages' could however refer to practical training appropriate to gender that was provided; such an argument should be credited. They may also pick up the reference in Source 10's provenance that this is a response to the School Board, which suggests that they might very well be in agreement with Source 12, even if the author of Source 10 is not.</p> <p>Any valid conclusion that is drawn by candidates should be credited. Developed responses based on these arguments can reach Level 2. At Level 3 candidates will both support and challenge the stated claim, using evidence from different sources interpreted in context. At Level 4 they will use the sources, interpreted in context as a set, to reach a reasoned judgement about the extent to which working class girls were offered only a limited education as a result of the 1870 Education Act and how regional differences may have had an impact.</p>	20

Question Number	Indicative content	Mark
<p>2 (b) (i)</p>	<p>The focus of the question is the reasons for the repeal of the Contagious Diseases Acts in 1886. Candidates are likely to begin by making use of the arguments presented in Sources 13 and 14, both of which can be used to offer support to the view outlined in the question. Both sources are agreed on the campaigning zeal of Butler and her commitment to the cause to which she devoted herself. Candidates are likely to use their contextual own knowledge to discuss the methods that were used by Butler and the Ladies' National Association to draw attention to their arguments. This might include the extensive use of pamphleteering to influence leading women of the day, such as Florence Nightingale and also the ways in which they brought their influence to bear on men and on MPs. Although the counter argument is most clearly developed by Source 15, some candidates may make use of Source 13 to help support this approach. Lansbury's view that Butler was 'not overblessed with physical strength, and not an orator in the accepted sense' may lead some candidates to question her ability to lead the campaign of the Ladies' National Association to a successful outcome. Candidates may suggest that writing 50 years or so later Lansbury may have exaggerated the role of Butler. Some candidates will be aware from their contextual own knowledge of who Lansbury was and his ongoing support for women's issues through his career; any relevant comment made regarding this should be credited. Source 15 suggests that responsibility for the repeal cannot all be directed at Butler; as it suggests she 'did not campaign alone'. Source 15 argues that it was the other groups that were involved in the campaign that were more directly responsible for the repeal because they brought financial support and genuine influence to the movement. Candidates will need to balance these two approaches; it is valid to conclude that one or the other was more significant, or to determine that both needed to be present for different reasons in order for a successful outcome to be achieved. Candidates are unlikely to address all of these issues in depth in the time available. The sources can be combined with own knowledge to reach high levels by a variety of routes.</p> <p>Whatever line of argument is taken, achievement at the higher levels will be characterised by appropriately balanced use of sources and own knowledge to demonstrate a clear understanding of the reasons for the repeal of the Contagious Diseases Acts in 1886, with a sharp focus on agreement or disagreement with the given view. The best responses may very well consider the interaction of different factors to explain the apparent conflict and offer an overall judgement.</p>	40

Question Number	Indicative content	Mark
<p>2 (b) (ii)</p>	<p>The focus of the question is the effectiveness of the non-militant campaign in promoting the cause of women's political participation in the years 1884–1903. Candidates are likely to begin by a consideration of the argument in Source 16 which mainly offers support for the view in the question. It suggests that there were advances made by women in a range of ways. Whilst actual achievements were made at a local level, progress was also being made at the national level through increased awareness within Parliament. Candidates might develop this line of argument on the basis of their contextual own knowledge to consider how attitudes were being changed. This might be linked to the work of the NUWSS, whose formation is also referenced in Source 17. Candidates could discuss the strategies that the NUWSS was using to bring its case to a wider audience and thus bring about change. Source 17, however, disagrees with this interpretation and suggests that the NUWSS's work was largely ineffective – that peaceful campaigning at the end of the period posed in the question had no impact as there was no new bill introduced in Parliament. Candidates are likely to debate this view, with the more perceptive possibly suggesting that Source 17's argument merely offers support to Source 16's view that this merely amounts to 'suffragette propaganda'. Such an argument could also be used to challenge the validity of Source 18's claims. Strachey's arguments are in direct contrast to those presented in Source 16. Source 16 states that the 1890s 'were not barren years for the cause of women's suffrage' whilst Source 18 states that this was 'the dead period of the movement'. However, despite this claim, Source 18 does actually acknowledge that 'the societies steadily expanded', possibly suggesting that she is exaggerating. It should also be noted that Source 16 does not give a wholly positive picture – in the first sentence he refers to a loss of momentum in the 1880s. Candidates are likely to extend this on the basis of their contextual own knowledge, possibly referring to the impact of the 1884 Reform Act. It is possible for candidates to draw different conclusions for different parts of the period. Candidates are unlikely to address all of these issues in depth in the time available. The sources can be combined with own knowledge to reach high levels by a variety of routes.</p> <p>Whatever line of argument is taken, achievement at the higher levels will be characterised by appropriately balanced use of sources and own knowledge to demonstrate a clear understanding of the effectiveness of the non-militant campaign in promoting the cause of women's political participation in the years 1884–1903, with a sharp focus on agreement or disagreement with the given view. The best responses may very well consider the interaction of different factors to explain the apparent conflict and offer an overall judgement.</p>	40

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