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Centre Number

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Candidate Number

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**Edexcel GCE**

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

Wednesday 20 January 2010 – Morning <b>Time: 1 hour 20 minutes</b>	Paper Reference <b>6HI02/C</b>
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<b>You must have:</b> Sources Insert (enclosed)	Total Marks
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### Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer question part (a) and part (b) of the topic for which you have been prepared. There is a choice of questions in part (b).
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

### Information

- The total mark for this paper is 60.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*
- The quality of your written communication will be assessed in ALL your responses  
– *you should take particular care 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.

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**6HI02/C – Conflict and Change in 19th and 20th Century Britain**

**Choose EITHER C1 (Question 1) OR C2 (Question 2) for which you have been prepared.**

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

**Study Sources 1 to 9. 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 (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, despite high casualty rates, the British public supported the continuance of the First World War?

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 it was largely as a result of the work of Florence Nightingale that medical care for British soldiers improved during the Crimean War?

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 presented in Source 9 that critics of the Second Boer War 'were wrong to say that the concentration camps were part of the deliberate use of the "methods of barbarism"' (Source 9, lines 48–50)?

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 Sources 10 to 18. 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 (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 Sources 11 and 12 challenge the view presented in Source 10 about the conduct of the police on Black Friday?

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 the repeal of the Contagious Diseases Acts was primarily the work of Josephine Butler?

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 introduction of new technology in the years 1860–1914 improved the opportunities and status of women in the workplace?

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

**(40)**

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











(a) continued

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(b) continued

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(b) continued

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((b) continued) .....

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((b) continued) .....

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**Edexcel GCE**

# History

**Advanced Subsidiary**

**Unit 2**

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

Wednesday 20 January 2010 – Morning

**Sources Insert**

Paper Reference

**6HI02/C**

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

*Turn over* ►

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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 the First World War, 1854–1929**

**Sources for use with Question 1 (a)**

**SOURCE 1**

(A letter from Lord Lansdowne, former minister in Asquith's wartime government, published in the *Daily Telegraph* newspaper, on 29 November 1917. *The Times* newspaper had earlier refused to publish the letter.)

1 We are slowly but surely killing off the best of the male population of these islands.  
Can we afford to go on paying the same price for the same sort of gain?

We are not going to lose this War, but its prolongation will spell ruin to the civilised world, and an infinite addition to the load of human suffering which already weighs  
5 upon it.

**SOURCE 2**

(A letter from Vera Brittain to her brother, dated 24 January 1916. Her fiancé had died from wounds the previous month. Brittain later joined the Anglican Pacifist Fellowship.)

I do condemn War in theory most strongly, but there are some things worse than War itself and I believe even wholesale murder to be preferable to decay or weakness. When the War in question is a war on all war, all the usual objections are turned on their head.

**SOURCE 3**

(From an anonymous letter published in the *Morning Post* newspaper in August 1916. Originally written in reply to a letter from 'a Common Soldier' which had called for peace, it was eventually reproduced as a pamphlet for sale to the public entitled 'A Mother's Answer to a Common Soldier'.)

10 To the man who pathetically calls himself a 'common soldier', may I say that we women will tolerate no such cry as "Peace! Peace!". The blood of the dead and the dying will not cry out to us in vain. We women pass on the human ammunition of our sons to fill up the gaps, so that when the 'common soldier' looks back before going over the top he may see women of the British race on his heels, reliable,  
15 dependent, uncomplaining.

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

**SOURCE 4**

(From *The Times* newspaper, 12 February 1855)

Wherever there is disease in its most dangerous form, and the hand of death is distressingly near, there Florence Nightingale is sure to be seen. Her kindly presence is an influence for good comfort even amid the struggles of illness and death. She is a 'ministering angel' without any exaggeration in these hospitals, and, as her slender form glides quietly along each corridor, every fellow's face softens with gratitude at the sight of her.

**SOURCE 5**

(From Trevor Royle, *Crimea*, published 1999)

Much of the medical mismanagement was to change with the arrival of Florence Nightingale and her nurses, not just because she helped to introduce reform, but because, through *The Times*, she had access to the funds which would bring the necessities for improvement. Had she not arrived when she did, the disaster would have been much worse, for on top of the hundreds of cholera patients came the wounded from the first great battles of the war at the Alma, Balaklava and Inkerman.

**SOURCE 6**

(From Alastair Massie, *Crimean War: the Untold Stories*, published 2004)

Although Florence Nightingale did much to alleviate the hardship of the sick, it was the work of the Sanitary Commission, which arrived from England in March 1855 and immediately set about purifying the water supply, that did most to reduce the mortality rate at Scutari. The rate fell from a catastrophic 42% in February 1855 to 5.2% by May of the same year.

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

**SOURCE 7**

(From Robert Ensor, *England 1870–1914*, published 1936)

In 1901, the war entered the final phase in which lines of blockhouses, linked by  
35 wire fences, were built across the country to divide it into sections. One section  
after another was 'swept' and every person found taken to a concentration camp.  
These camps, into which the Boer women and children were collected, were grossly  
mismanaged. Disease became rife, and, within fourteen months, 20,177 inmates  
had died.

**SOURCE 8**

(From a speech in June 1901 by Sir Henry Campbell-Bannerman, the leader of the Liberal Party. A few  
days earlier Campbell-Bannerman had met Emily Hobhouse who, supported by the Committee of  
the Distress Fund for the Relief of South African Women and Children, had visited the concentration  
camps.)

40 A phrase often used is that 'war is war'. But when one comes to ask about it, one is  
told that no war is going on – that it is not war. When is a war not a war? When it is  
carried on by methods of barbarism in South Africa.

**SOURCE 9**

(From Andrew Roberts, *Salisbury: Victorian Titan*, published 1999)

The concentration camps were set up for the refuge of the Boers who flooded into  
them for food, shelter, clothing and, above all, protection when the men left their  
45 homesteads to fight. Once the harsh homestead-burning policy was adopted,  
there was no alternative accommodation on the veldt. Attendance was normally  
voluntary. It was not all unrelieved horror either. In some there were musical  
societies, reading rooms, games and sports. Critics of the war were wrong to say  
that the concentration camps were part of the deliberate use of the 'methods of  
50 barbarism'. They were rather a terrible unexpected by-product of guerrilla war.



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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 *The Times* newspaper, 19 November 1910. The report is covering the events of what eventually became known as 'Black Friday')

1 Several of the police had their helmets knocked off in carrying out their duty, one was disabled by a kick on the ankle, one was cut on the face by a belt, and one had his hand cut. The police kept their tempers very well, but their method of shoving back the raiders lacked nothing in vigour. They were at any rate kept warm by the  
5 exercise, and so were the ladies who flung themselves against the lines of police.

**SOURCE 11**

(From a memorandum by the Parliamentary Conciliation Committee for Women's Suffrage sent to the Home Office after 'Black Friday'. The Committee, which had been set up in 1910 to encourage support for women's suffrage in parliament, was requesting a public inquiry into the conduct of the police on that day.)

The usual course of action would have been to arrest the women on a charge of obstruction, but instead the police had been instructed to avoid, as far as possible, making any arrests. As a result, they were engaged for many hours in a relentless struggle with the suffragettes. The women were flung hither and thither amid  
10 moving traffic, and into the hands of a crowd which was sometimes rough and indecent.

**SOURCE 12**

(From a statement by a 60-year-old suffragette who had participated in the demonstration on 'Black Friday'. She was testifying before the Parliamentary Conciliation Committee for Women's Suffrage shortly after the event.)

I was seized by several policemen. One twisted my right arm behind my back with such brute force that I really thought he would break it. Another policeman gave me a terrible blow in my back, which sent me whirling into the crowd.

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

**SOURCE 13**

(From George Lansbury, *Looking Backwards and Forwards*, published 1935. Lansbury, a leading member of the Labour Party, had campaigned in favour of women's suffrage.)

15 Mrs Butler left a comfortable rectory to fight this fight against the Contagious Diseases Acts on behalf of womanhood. She had to face tremendous opposition, gross lies and misrepresentation. There was at the beginning no organisation, either of women or men, to stand with her. Nor did her own sex support her. But the unremitting toil of this fine Christian woman, not blessed with physical  
20 strength, and not an orator in the accepted sense, at last won her victory, and the Contagious Diseases Acts were repealed.

**SOURCE 14**

(From Paula Bartley, *The Changing Role of Women 1815–1914*, published 1996)

Josephine Butler, leader of the Ladies National Association, was once viewed as the most important figure in the repeal of the Contagious Diseases Acts, but this perception has been revised. The significance of regional campaigns  
25 and the political influence of sympathetic MPs are now seen as being of equal importance.

**SOURCE 15**

(From the *Guardian* newspaper, 21 September 2006. The paper was reviewing a new exhibition at the Women's Library in London on the life and works of Josephine Butler. Butler had died exactly one hundred years earlier.)

Josephine Butler achieved huge social and legal reforms in her own lifetime at a time when women did not even have the right to vote. The double standards of the Contagious Diseases Acts disgusted her and she led a campaign to repeal them.  
30 She eventually won that battle when the Acts were repealed in 1886.

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

**SOURCE 16**

(From Angela John, *Unequal Opportunities; Women's Employment in England 1800–1918*, published 1986)

One rapidly expanding area of women's employment was in the Post Office. The typewriter and the telegraph were in use from the last two decades of the nineteenth century and were said to be eminently suitable for women. The typewriter was compared to the piano and its letters were named keys. The Post  
35 Office provided women with a range of clerical work which created unprecedented new opportunities for the unmarried woman who might at last earn a respectable living.

**SOURCE 17**

(From Ross Davies, *Women and Work*, published 1975)

The arrival of a large number of women in office work threatened the status of the men already employed there. The first typewriters began to appear on the market  
40 in the 1870s. Although they were not in general use until the 1890s, they eased the entry of women into offices. This was an entry, however, not into the new professions of accounting, office management and company secretaryship, but to routine office chores.

**SOURCE 18**

(From a report by the Controller of the Central Telegraph Office to the Postmaster General, dated 18 December 1878. A telegraphist transmitted messages by morse code.)

The Male Telegraphist has a better power of management than the female operator.  
45 His style of manipulation is so much firmer as to be much more suitable for long distances. Indeed, in practice, it is found that a male signaller secures much better results than a female.

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