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Edexcel GCE

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

Wednesday 22 May 2013 – Afternoon Time: 1 hour 20 minutes	Paper Reference 6HI02/C
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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 with your spelling, punctuation and grammar, as well as the clarity of expression, on these questions.*

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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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, in the years 1914–18, the British public gave its full backing to the war effort?

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 work of William Howard Russell and Roger Fenton presented the British public with a realistic portrayal of 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 that the 'battle of the Somme was a defeat' for the British (Source 8, line 44)?

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 Sources 10 and 11 challenge the view presented in Source 12 about the impact militancy had on the suffrage campaign?

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 1860–1914, there had been little significant improvement in the personal status of women?

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 'in the second-half of the nineteenth century there was little improvement in the education of girls and women.' (Source 18, lines 53–54)?

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

(40)

(Total for Question 2 = 60 marks)



Indicate which question you are answering by marking a cross . 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)

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(a) continued

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(a) 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 22 May 2013 – Afternoon

Sources Insert

Paper Reference

6HI02/C

Do not return the insert with the question paper.

Turn over ►

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PEARSON

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

(Part of a speech by the Mayoress of Keighley at a recruiting rally in September 1915)

- 1 I can assure all those Yorkshiremen who stay at home that they will get nothing like the welcome, when the struggle is over, that will be given by the girls to those who have been to war. When I see an able-bodied, well-built young man walking about the streets enjoying life, I am ashamed of him.

SOURCE 2

(From David Kirkwood, *My Life in Revolt*, published 1935. Kirkwood, a leading member of the Independent Labour Party, was arrested in 1917 for leading a strike of munitions workers in Glasgow. The Independent Labour Party was opposed to the war.)

- 5 I hated war. Yet, when war broke out, I found myself working in a munitions factory making guns and shells to kill men in order to keep them from killing men. What a confusion! What was I to do! I resolved that my skill as an engineer must be devoted to my country. I was too proud of my country's history to stand aside and see Scotland conquered.

SOURCE 3

(From the diary of Ethel Bilsborough, a retired schoolteacher, 15 October 1917)

- 10 One little realised in August 1914 what the war was to mean in the future for us, the appalling loss of life – the sacrifice – the horror of it all. Yet the war is still raging and there is no end to the cruel slaughter. It just goes on from day to day, increasing in hatred and loss of life. It hardly seems credible that such a thing should be possible in these civilised days! It is hard to struggle on, putting patriotism before peace.

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

SOURCE 4

(From Simon Grant, *A Terrible Beauty*, published 2008)

15 Fenton's photographs of the Crimean War were a huge success. While audiences were more accustomed to smoke-filled battle scenes, often done by studio painters creating a propaganda picture based on a second-hand account of a returning soldier, Fenton's minimal approach coincided with a new feeling of empathy towards the military. Fuelled by William Howard Russell's reports in *The Times* of
20 the terrible conditions the troops faced, Fenton had touched on a public passion for documentary – of telling it how it was.

SOURCE 5

(An extract from William Howard Russell's report on the Charge of the Light Brigade, published in *The Times* newspaper, 14 November 1854)

I shall proceed to describe what occurred under my own eyes, and to state the facts which I have heard from men whose honesty cannot be questioned. It appears that the Quartermaster-General, Brigadier Airey, gave an order in writing to Captain
25 Nolan to take to Lord Lucan, directing his Lordship 'to advance' his cavalry. God forbid that I should cast a shade on the brightness of Nolan's honour, but I am obliged to state what I am told occurred when he reached his Lordship.

SOURCE 6

(Part of a review by Brandon High, published in 2009, of William Howard Russell's *The British Expedition to the Crimea*)

Russell's reporting of the Crimean War has acquired mythical status. However, Russell's historical significance has to be disentangled from the myth. Russell
30 did not make clear to the British public that the sufferings of the army were disproportionately borne by ordinary soldiers. This was because he obtained most of his information from friendly conversations with officers. They would give him food and drink and he would adopt their views. The ordinary soldier would not have shared Russell's condemnatory views of Lord Raglan nor his curious blind
35 spots about conditions in the British army.

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

SOURCE 7

(From Gary Sheffield, *Forgotten Victory*, published 2001)

Haig's initial attempt to achieve a breakthrough at the Somme was a failure. The battle that developed was, nonetheless, a success for the British army. In February and March 1917, the Germans abandoned their positions on the old Somme battlefield. This was an acknowledgement of British success on the Somme; the
40 German army was not prepared to endure another such battle on that ground. While the Somme weakened the German army, the BEF gained experience and improved its tactics. It is, therefore, difficult to avoid the conclusion that the Somme was an essential precondition to success in the last two years of the war.

SOURCE 8

(From A. J. P. Taylor, *The First World War; an Illustrated History*, published 1963)

Strategically, the battle of the Somme was a defeat. It is supposed to have worn
45 down the spirit of the German army. No doubt it did, though not to the point of crippling that army as a fighting machine. The German spirit was not the only one to suffer. The British were worn down also. Idealism perished on the Somme. The enthusiastic volunteers were enthusiastic no longer. They had lost faith in everything except loyalty to their fighting comrades. The war ceased to have a
50 purpose.

SOURCE 9

(From the diary of Private Robert Cude, November 1916. Cude fought throughout the Battle of the Somme. He volunteered in 1914 and was awarded the Military Medal for gallantry during the German Offensive in March 1918.)

Hurry up Peace. This is now undoubtedly the heartfelt wish of all the troops fighting on the Somme. Let the politicians fight the war now, I have had enough. Personally, I do not think that anyone here troubles as to which side will ultimately win. All we ask is to go back quietly and live a life according to our own tastes.

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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 unpublished autobiography of Hannah Mitchell. Mitchell was a leading figure in the WSPU. Here she is describing a meeting, held in the Manchester Free Trade Hall in October 1905, to celebrate the release from prison of Annie Kenney and Christabel Pankhurst.)

- 1 The two women, who only a week before had been flung out of the Free Trade Hall for disrupting a political meeting and subsequently imprisoned, were now central figures on the platform. Around them the stage was filled with sympathisers. The size of the audience showed just how interested people had become in the
- 5 treatment meted out to women suffragettes. Twenty years of propaganda had not produced such an effect.

SOURCE 11

(From a letter by Millicent Fawcett, published in *The Times* newspaper, 27 October 1906)

I hope the more old-fashioned suffragists will stand by the suffragettes. In my opinion, far from having injured the women's movement, the suffragettes have done more during the last twelve months than the NUWSS has been able to
10 accomplish in the same number of years.

SOURCE 12

(From a letter by David Lloyd George, published in *The Times* newspaper 24 October 1913. Lloyd George was a senior member of the Liberal government.)

It is the duty of all of us who want women to have the vote to protest against the current militant policy. As a result of the recent arson campaigns by the militant suffragettes, the women's movement has gone back. In the last two sessions of Parliament we have been beaten, and you may be sure that in this instance,
15 Parliament represents the mood of the nation. For the moment, the militants have created a situation which is the worst I have ever seen for women's suffrage in Parliament.

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

SOURCE 13

(From R. C. Ensor, *England 1870–1914*, published 1936)

In social life the single fact most prominent in the years before the First World War was the movement towards a freer personal status for women. The Married
20 Women's Property Act of 1870 was extended by that of 1882. The two Acts gave a wife, in regard to her property, the same rights as if she were unmarried. In 1891, in the Jackson Case, the Court of Appeal ruled that a husband cannot legally detain his wife in his house. Emancipation may seem an unexpected word to use when women did not have the parliamentary vote or admission to any of the leading
25 professions except medicine and teaching, but in the domestic sphere it correctly describes the position.

SOURCE 14

(From Pat Jalland, *Women, Marriage and Politics, 1860–1914*, published 1986)

While the legal situation concerning the property rights of married women was reformed in the decades leading up to the Great War, this had little impact on upper and middle-class families. The reforms were more symbolic than real. Although
30 the 1882 Married Women's Property Act allowed women to keep property owned at the time of their marriage, many rich women already had their wealth protected through marriage settlements, so that the reforming legislation had little direct effect upon them.

SOURCE 15

(From Reverend E. J. Hardy, *Manners Makyth Man*, published 1887. The book remained one of the publisher's bestsellers until 1914.)

It is a woman's first business to be a sunbeam in the house. True, she will often have
35 a tear in her eye, but it must be accompanied with a smile on her lips. Women will be agreeable to men so long as women do not try to act in the same manner as a father or husband. Unfortunately, it is not every woman who remembers that her very purpose in living is to give out pleasure to her husband.

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

SOURCE 16

(From Martha Vicinus, *Suffer and be Still*, published 1973)

40 In the second-half of the nineteenth century the government and voluntary
institutions worked to increase literacy and to provide industrial training for girls of
the working-classes. In the National Schools of the Established Church some poor
girls were trained to become schoolmistresses, while others were prepared with
skills for alternative employment. In addition, adult education facilities provided a
45 substantial number of working-class women with varying degrees of schooling. For
these girls and women, education came to signify not only a means to a livelihood
and respectability, but also a possible way up the social ladder.

SOURCE 17

(From Mary Hamilton, *Remembering My Good Friends*, published 1944. Hamilton, a member of the NUWSS, had attended Newnham College, Cambridge.)

50 My friends, Eleanor and Henry Sidgwick, chose to give their entire time to Newnham
College. They gave up their home to come and live in the College. They enjoyed
the triumph of 1881 when the University granted women the right of sitting
examinations. However, the struggle for full recognition – the granting of degrees
by the University – was entering on a long, slow phase, with no end in sight. It was
in fact to take forty years to persuade the authorities to grant degrees to women.

SOURCE 18

(From Mary Turner, *The Women's Century*, published 2003)

55 In the second-half of the nineteenth century there was little improvement in the
education of girls and women. Upper and middle class girls were educated at home
by a governess. As they were not expected to achieve anything other than a good
marriage, their education was designed to make them into accomplished women
who would grace a future husband's home. Working-class girls also received little
or no education. They were expected to learn all they needed at home by helping
their mothers.

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