

General Certificate of Education
January 2008
Advanced Subsidiary Examination



HISTORY
Unit 2

HS2R

Alternative R: Britain, 1895–1918

Friday 11 January 2008 1.30 pm to 3.00 pm

For this paper you must have:

- a 12-page answer book.

Time allowed: 1 hour 30 minutes

Instructions

- Use blue or black ink or ball-point pen.
- Write the information required on the front of your answer book. The *Examining Body* for this paper is AQA. The *Paper Reference* is HS2R.
- Answer **two** questions.
Answer Question 1 and **either** Question 2 **or** Question 3.
- In answering the questions you must use your own knowledge and understanding of the period.

Information

- The maximum mark for this paper is 50.
- The marks for questions are shown in brackets.
- There are 25 marks for each question.
- You will be marked on your ability to use good English, to organise information clearly and to use specialist vocabulary where appropriate.

Advice

- You are advised to spend about 45 minutes on each question.

Answer Question 1 and **either** Question 2 **or** Question 3.

- 1 Study the following source material and then answer the questions which follow.

Source A

A brief text extract from M RUSHTON, 'The Canary Girls of Chilwell', *Nottingham Family History Society Journal Extracts*, April 2001, pp 4-5, discussing women's employment in the munitions factories in Chilwell, Nottinghamshire, during the First World War
- not reproduced here due to third-party copyright constraints.

Source B

- Nottingham's Chilwell ammunition factory was the country's most productive shell filling factory during the First World War. It supplied over half the shells fired, including most of those used in the bloody battle of the Somme. 10 000 people, mostly women, worked in the Chilwell munitions factory. They were
5 known as the 'Canary Girls', who often worked up to 12-hour shifts for 30 shillings a week. The chemicals that some of them were using turned their skin yellow and their hair green. In July 1918 there was a devastating explosion in the mixing plant at Chilwell in which 134 people died and 250 were injured by the blast.

Adapted from 'Wartime Factory Disaster', BBC, 2003

Source C

A brief text extract from A KENNEY, *Memories of a Militant*, Edward Arnold, 1924, discussing the reasons for the enfranchisement of women in 1918
- not reproduced here due to third-party copyright constraints.

- (a) Use **Source A** and your own knowledge.

Explain briefly what was meant by ‘sufficient labour for production needs’ (line 2) in the context of Britain’s involvement in the First World War in 1916. *(3 marks)*

- (b) Use **Source C** and your own knowledge.

Explain how useful **Source C** is as evidence about the reasons for women finally receiving the vote in parliamentary elections. *(7 marks)*

- (c) Use **Sources A, B** and **C** and your own knowledge.

‘The changes in the role of women in British society during the First World War came about as a result of the work done by women in the munitions factories.’
Explain why you agree or disagree with this statement. *(15 marks)*

Turn over for the next question

EITHER 2 Read the following source and then answer the questions which follow.

Adapted from a letter written by the Prime Minister, Herbert Asquith, on 30 July 1914

We have no obligation of any kind to France or Russia, but it is against British interests that France should be wiped out as a great power.

- (a) Comment on ‘no obligation of any kind to France or Russia’ in the context of Britain’s policy during the international crisis in summer 1914. (3 marks)
- (b) Explain why relations between Britain and France improved between 1898 and 1904. (7 marks)
- (c) Was the possibility of France being ‘wiped out as a great power’ the most important factor in explaining Britain’s decision to go to war in August 1914? Explain your answer. (15 marks)

OR 3 Read the following source and then answer the questions which follow.

A brief text extract from I CAWOOD, *Britain in the Twentieth Century*, Routledge, 2004, p 20, discussing the introduction of Labour Exchanges and the Trades Boards Act by Winston Churchill - not reproduced here due to third-party copyright constraints.

- (a) Comment on ‘The Trade Boards Act’ in the context of the sweated industries in 1909. (3 marks)
- (b) Explain why the Liberal governments from 1905 to 1911 introduced reforms to improve conditions for workers. (7 marks)
- (c) Explain the importance of the introduction of old age pensions, in relation to other factors, in explaining the reduction of poverty in Britain in the years 1906 to 1914. (15 marks)

END OF QUESTIONS

ACKNOWLEDGEMENT OF COPYRIGHT-HOLDERS AND PUBLISHERS

Permission to reproduce all copyright material has been applied for. In some cases, efforts to contact copyright-holders have been unsuccessful and AQA will be happy to rectify any omissions of acknowledgements in future papers if notified.

Question 1 Source A: Courtesy of Nottinghamshire Family History Society.

Question 1 Source C: Adapted from A KENNEY, *Memories of a Militant*, Edward Arnold, 1924. Reproduced by permission of Edward Arnold (Publishers) Ltd.

Question 3 I CAWOOD, *Britain in the Twentieth Century*, Routledge, 2004. Reproduced by permission of Thomson Publishing Services, North Way, Andover, Hants., SP10 5BE.

Copyright © 2008 AQA and its licensors. All rights reserved.