

Write your name here

Surname	Other names
---------	-------------

**Pearson**  
**Edexcel GCE**

Centre Number

Candidate Number

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

Wednesday 20 May 2015 – Afternoon <b>Time: 1 hour 20 minutes</b>	Paper Reference <b>6HI02/C</b>
---	-----------------------------------

<b>You must have:</b> Sources Insert (enclosed)	Total Marks
--	-------------

### 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 on these questions with your spelling, punctuation and grammar, as well as the clarity of expression.*

### Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

P41693RA

©2015 Pearson Education Ltd.

1/1/1/1



**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 the senior commanders during the Crimean War were incompetent?

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 Boer War discouraged social reform in Britain?

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 British strategy in the First World War should be 'judged a success' (Source 9, line 52)?

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 the sources suggest that, during the First World War, women's status and opportunities within the workplace improved?

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 Married Women's Property Acts of 1870 and 1882 did little to advance women's rights?

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 years before the First World War women's involvement in public life played a key part in advancing their political role?

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

**(40)**

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



















(b) continued

A large rectangular area with rounded corners, containing approximately 25 horizontal dotted lines for writing.



((b) continued)

Lined writing area with horizontal dotted lines.



(b) continued

Dotted lines for writing content.



((b) continued)

Ruled area for text entry with horizontal dotted lines.





(b) continued

Lined writing area with horizontal dotted lines.





(b) continued

Area with horizontal dotted lines for writing.

TOTAL FOR PAPER = 60 MARKS



P 4 1 6 9 3 R A 0 1 7 2 0

**BLANK PAGE**



**BLANK PAGE**



P 4 1 6 9 3 R A 0 1 9 2 0



**BLANK PAGE**



# Pearson Edexcel GCE

## History

Advanced Subsidiary

Unit 2

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

Wednesday 20 May 2015 – Afternoon

**Sources Insert**

Paper Reference

**6HI02/C**

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

*Turn over* ►

P41693RA

©2015 Pearson Education Ltd.

1/1/1/1



**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 World War 1, 1854–1929**

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

**SOURCE 1**

(From Sir Garnet Wolseley, *The Story of a Soldier's Life*, published 1903. Wolseley served as a junior officer in the Crimean War, and later in his career was regarded as a superb professional soldier.)

War was not studied when the Crimean War broke out. Our senior commanders had no training. They never read a book upon military matters, and at the mess, when reference was made to tactics, or military problems, the offender was summarily told to 'shut up.' Hence, at the Crimea, our commanders were totally ignorant. There were, of course, a few brilliant exceptions, but they made the incompetence of the many all the more remarkable. 5

**SOURCE 2**

(From *The Times* newspaper, 23 December 1854)

We say, on the evidence of every letter that has been received in this country, that the noblest army England ever sent from these shores has been sacrificed to the grossest mismanagement. No-one sees or hears anything of the commander-in-chief. His senior commanders consist of gentlemen whose honour and courage nobody can doubt, but who lack experience. They have little sympathy for the distresses of the private soldier, and are inclined to treat serious matters with dangerous indifference. 10

**SOURCE 3**

(From Lord Raglan's obituary published in the *Glasgow Herald* newspaper, 2 July 1855. Raglan commanded the British army during the Crimean War.)

Placed in circumstances where so much depended on soundness of judgement, Lord Raglan never lost his self-possession. He and his commanders were ready at all times with the means within their reach to supply the wants of his soldiers. And during the terrible winter of 1854–55, when thousands under his command were dying of hunger and cold, never one word of complaint was uttered against the brave old Field Marshal from the ranks. Whatever over-critical commentators may say, the confidence and esteem of the army is a testimonial in his favour. The general public will regard this as being of more value than the snarling insults of journalists. 15 20

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

### SOURCE 4

(From Martin Pugh, *State and Society: A Social and Political History of Britain since 1870*, published 1994)

As the Boer War dragged on it proved increasingly costly in terms of lives and taxation. The National Debt increased to £640 million by 1901 and to £800 million by 1904. This left the Conservative government unwilling to contemplate domestic social reform. Thus, in the immediate post-war years, the conflicting pressures to pay off the National Debt and to cut taxation meant that Joseph Chamberlain's hopes for the introduction of old-age pensions were strangled once again. 25

### SOURCE 5

(From Derek Fraser, *The Evolution of the British Welfare State*, published 1973)

The stimulus for public interest in meals for needy children was the Boer War, with its unhealthy recruits and the consequent moves for national efficiency. It seemed that Britain would only be able to sustain its Empire in the future if the new generation of children, tomorrow's Imperial Army, was properly nourished. Public concern was aroused by the apparent evidence of what was called 'national deterioration'. The Report of the Interdepartmental Committee on Physical Deterioration of 1904 strongly urged that medical inspection and feeding should be undertaken within the state educational system. 30

### SOURCE 6

(From *The Times* newspaper, 12 May 1902)

The revelation, during the South African campaign, of the shortcomings and failures in army recruitment and other areas have shown that sweeping reforms are urgently required. National efficiency and imperial responsibility must be closely connected to domestic policy. 35

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

### SOURCE 7

(From Siegfried Sassoon, *The General*, published 1918. Sassoon served as a junior officer on the Western Front during the First World War.)

“Good-morning; good-morning!” the General said  
When we met him last week on our way to the line. 40  
Now the soldiers he smiled at are most of ‘em dead,  
And we’re cursing his staff for incompetent swine.  
“He’s a cheery old card,” grunted Harry to Jack  
As they slogged up to Arras with rifle and pack.  
  
But he did for them both by his plan of attack. 45

### SOURCE 8

(From John Laffin, *Butchers and Bunglers of World War One*, published 1988)

Most senior British generals operating on the Western Front in World War I were limited in their professionalism, blaming failure on bad luck or the troops’ inexperience. Their approach to war was unintelligent. They were aware that firepower had increased tremendously but did not apply their brains to methods of making progress against it. They believed that the best way to cope with the new 50  
firepower was to push more and more men at it.

### SOURCE 9

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

British strategy in the First World War must ultimately be judged a success. The BEF played a pivotal role in defeating the main enemy in the decisive theatre of operations, the Western Front. The strategy, on occasion, was wasteful and incompetent, but proved less wasteful and incompetent than that of Germany. As 55  
all military men know, to succeed in strategy all that is required is performing well enough to beat an enemy. You do not have to win elegantly; you just have to win.



**BLANK PAGE**

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 *Punch* magazine, published June 1916)

It is quite impossible to keep pace with all the new roles of women in war-time: bus-conductress, ticket-collector, post-woman, bank clerk, motor-driver, farm-labourer or munition maker. But whenever he sees one of these new citizens, Mr. Punch is proud and delighted. Perhaps in the past, even in the present, he may have been, or even still is, a little given to tease Englishwomen for some of their odd ways, but he never for a moment supposed they would be anything but ready and keen when the hour of need struck.

5

**SOURCE 11**

(From Margaret Bondfield, *A Life's Work*, published 1948. Bondfield was Secretary of the Women's Labour League which campaigned for better employment conditions for women.)

In March 1915, the Board of Trade issued a proclamation asking every woman, who was able and willing to take employment, to register at the Labour Exchange. This ill-considered action threatened to flood the labour market with volunteers willing to take employment on any terms. We therefore asked: (1) That all women registering for war service should join the appropriate Trade Union; and that this be a condition for their employment for war service. (2) That men and women should receive equal pay for equal work.

10

**SOURCE 12**

(From the *Liverpool Daily Post* newspaper, September 1918)

Women still have not realised that factory work, with the money paid for it, will not be possible after the war. Women who have left domestic service to enter the factory will be required to return to the pots and pans once victory has been achieved.

15

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

### SOURCE 13

(From Philippa Levine, *Feminist Lives in Victorian England*, published 1990)

The passing of the Married Women's Property Acts in 1870 and 1882 failed to alter significantly the daily existence of most women. Neither did it really affect men's attitudes to feminist claims. The Acts addressed only a narrow issue. Thus, in many ways, the Acts' importance remained more symbolic than actual. 20

### SOURCE 14

(From the *Annual Report of the Married Women's Property Committee*, 1882)

No question of social or domestic concern can be more important than the rights of married women to property. It is of supreme importance to the well-being of society that the most intimate of human relationships should rest on those broad foundations of equality and justice. This is the first great victory of the principle of human equality over the unjust privilege given to men. This is a bloodless and beneficial revolution. 25

### SOURCE 15

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

The Married Women's Property Acts were an important milestone in women's emancipation, and the most important legal reform for women in the nineteenth century. Many Liberal MPs supported the acts because they believed that once the property laws had been reformed in favour of all women, the demand for women's suffrage might disappear. The acts altered the distribution of wealth in England, as every married woman in the country now had ownership and control of her earnings, savings and inheritance. They had a deep psychological effect on women who now believed themselves to be independent beings with rights and control over their own money, at least in law. In addition, the acts allegedly gave women a sense of achievement and a confidence that they could fight and win. 30  
35

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

### SOURCE 16

(From Martin Pugh, *Liberals and Women*, on the Liberal Democrat History Group website, December 2003)

Despite some friction over voting rights, Liberal politicians promoted many important innovations for women. In 1869, the Liberal MP Charles Dilke proposed the municipal vote for women ratepayers. Liberal local government reforms created fresh opportunities for women by allowing them to stand for election to school boards (1870), District and Parish Councils (1893), and County Councils (1907). By making local government representative of all sections of society, the obvious outcome of these reforms was female emancipation\*.

\*emancipation = freedom

### SOURCE 17

(From J. F. C. Harrison, *Late Victorian Britain*, published 1991)

Participation in local government was important as an assertion of women's rights, and as an experience valuable in itself. However, the degree of emancipation was fairly modest. The changes were all within the bounds set by male dominance. The doctrine of separate spheres was deeply ingrained in many women as well as men. Women had their own spheres of work in local government, school boards and workhouses. It was said their personal influence and family role would be weakened by party political involvement.

### SOURCE 18

(From Mary Krout, *A Looker-on in London*, published 1899. Krout, an American tourist, was describing her experience as a guest at the 1896 annual meeting of the Primrose League, a Conservative Party organisation.)

The most impressive feature of this great meeting was the presence of hundreds of women who were a vital part in what today is one of the greatest political organisations in England. There were women officers and delegates equal in authority to men. Fully a third of them – every woman householder – was entitled to vote at all except the parliamentary elections. They constituted what Liberal and Conservative alike recognised and respected – an active political influence, which both parties were forced to accept as such.

Every effort has been made to contact copyright holders to obtain their permission for the use of copyright material. Pearson Education Ltd. will, if notified, be happy to rectify any errors or omissions and include any such rectifications in future editions.