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**Pearson**  
**Edexcel GCE**

Centre Number

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# History

## Advanced Subsidiary

### Unit 2

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

Wednesday 25 May 2016 – Afternoon

**Time: 1 hour 20 minutes**

Paper Reference

**6HI02/C**

**You must have:**

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.

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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 (b) (ii) on page 9.

**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 soldiers fighting in the Crimean War were subjected to 'unnecessary hardships' (Source 3, line 18)?

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 popular support for the Second Boer War remained strong throughout the period 1899–1902?

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 (July–November 1916) 'contributed significantly to the ultimate defeat of Germany' (Source 7, line 50)?

Explain your answer, using Sources 7, 8 and 9 and your own knowledge.

(40)

**(Total for Question 1 = 60 marks)**

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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.

**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 (b) (ii) on page 9.

**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 Emmeline Pankhurst was an effective leader of the suffragette movement?

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 impact of technological advances substantially improved the status of women's employment in the period 1860–1914?

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 achievement of votes for women by 1928 was brought about mainly by the impact of the First World War?

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

(40)

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

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**Pearson Edexcel GCE**

# History

**Advanced Subsidiary**

**Unit 2**

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

Wednesday 25 May 2016 – Afternoon

**Sources Insert**

Paper Reference

**6HI02/C**

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

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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**

(From a letter written by Lord Raglan in response to an enquiry from Queen Victoria, 2 January 1855)

My whole time and all my thoughts are occupied in attempting to provide for the needs of your Majesty's troops. There are many calls upon the men, especially when, as at present, the roads are so bad that wheeled carriages cannot be used and the horse transport is reduced by sickness and death. However, a very large amount of warm clothing has been distributed. Huts have arrived in great abundance. The coffee has been received and issued to the troops.

5

**SOURCE 2**

(From a letter written by Private Henry Smith to his parents, 22 February 1855. He is recalling events over the previous five months.)

After Alma, we were immediately put to work, but we never got more than 4 hours sleep out of 24, and very often did not get enough time even to make a tin of coffee, before we were sent on some other duty. When we came to camp, we were wet to the skin and, in this state, we had to march to Inkerman without as much as a bit of bread or a sip of water to satisfy a craving hunger and thirst.

10

**SOURCE 3**

(From a speech by the Earl of Derby in the House of Lords, 14 May 1855. Derby was a Conservative politician and leader of the opposition.)

At the time when the expedition to the Crimea was undertaken, there was no idea that a siege would be required. The Government relied upon being able to take Sebastopol rapidly, but the thought of it being necessary to pass the winter in the Crimea never once crossed the minds of the Government. From this lack of foresight, the troops have been exposed to unnecessary hardships; they have had their sufferings aggravated by deficiencies of clothing, of medical supplies, by overwork, and by exhaustion.

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

### SOURCE 4

(From Frank McDonough, *The British Empire 1815–1914*, published 1994)

Between February and May 1900, the towns of Kimberley, Ladysmith and Mafeking were all relieved in quick succession, producing scenes of jubilation never before seen on the streets of Britain. In the summer of 1900, Britain basked in the glory of its seemingly swift and overwhelming victory over the 'bloody Boers' as they were termed in the popular press. In October 1900, the Conservative and Unionist government cashed in on the enthusiasm for the war by staging the 'Khaki Election' and were rewarded with victory over the Liberal Party. 25

### SOURCE 5

(From Arnold Bennett's *Journal*, 4 March 1900. Bennett was a journalist and novelist.)

At the musical evening last night, there was a great demonstration of patriotism regarding Ladysmith. There was flag waving, cheering and singing of 'Rule Britannia'. I must say that I have been quite unable to join with any sincerity in the frantic and hysterical outburst of patriotic enthusiasm of the last few days. Such praise of ourselves as a nation, such self-satisfaction and boastfulness are painful to me. 30

### SOURCE 6

(From Rex Pope, *War and Society in Britain 1899–1948*, published 1991)

The relief of Ladysmith and Mafeking excited spontaneous rejoicing amongst everyone. The aftermath of these events, the jingoistic rioting and the disruption of pro-Boer meetings, seems to have been organised by representatives of the middle classes. By contrast, most organisations of working men, while they provided volunteers and celebrated their safe return, saw the war as a capitalist adventure and were predominantly pro-Boer. The 1900 election results reflected Liberal disorganisation, long-term trends in working-class voting behaviour, or responses to local issues; they offer no evidence to support a general working-class vote in support of the war. 35 40

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

### SOURCE 7

(From Vyvyan Brendon, *The First World War 1914–18*, published 2000)

Had the battle of the Somme achieved anything in military terms? About six miles of territory were gained – four miles short of the first day's objectives. Obviously there had been no significant breakthrough. The clearest Allied gain was the relief of Verdun, as the Germans had to move several battalions from there to the Somme. German, as well as Allied soldiers had been pushed to the limits of human endurance. The combined losses of Verdun and the Somme contributed significantly to the ultimate defeat of Germany, though such long-term effects are difficult to quantify.

45

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### SOURCE 8

(From A. J. P. Taylor, *English History 1914–45*, published 1965)

The British army at the battle of the Somme was a clumsy instrument. The attack on the first day was a total failure. The barrage did not obliterate the Germans. Their machine guns knocked the British over in rows: 19,000 killed, 57,000 casualties – the greatest loss in a single day ever suffered by a British army. The slaughter was prolonged for weeks, then for months. Three British soldiers were lost for every two German. Not only men perished. There perished also the enthusiasm with which nearly three million Englishmen had marched forth to war.

55

### SOURCE 9

(From a report written by General Haig to the British Cabinet, December 1916)

A considerable portion of the German soldiers are now practically beaten men, ready to surrender if they could, thoroughly tired of the war and expecting nothing but defeat. It is true that the amount of ground we have gained is not great. That's nothing. We have proved our ability to force the enemy out of strong defensive positions and to defeat him. The German casualties have been greater than ours.

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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 Teresa Billington-Greig, *Autobiographical Fragments*, written 1903. Billington-Greig joined the WSPU after she met Emmeline Pankhurst.)

Emmeline Pankhurst was a very wonderful woman, very gracious, very persuasive. To work alongside of her day by day was to run the risk of losing yourself. She was as ruthless in using the followers she gathered around her, as she was ruthless to herself. She took advantage of both their strengths and their weaknesses. She was a most astute statesman, a skilled politician, a self-dedicated re-shaper of the world - and a dictator without mercy. 5

**SOURCE 11**

(From Hannah Mitchell, *The Hard Way Up*, her autobiography, published 1968, but written during the 1940s. Mitchell was a member of the WSPU until 1907.)

During my illness in 1907, there was a split in the WSPU. The more democratic members refused to be ruled from the top and formed a new organisation. Teresa Billington-Greig was among those leaving. I joined them. I was deeply hurt that none of the Pankhursts had shown the slightest interest in my illness, not even a letter of sympathy. I did not realise that in the great battle, the individual does not count. 10

**SOURCE 12**

(From Mary Stocks, *My Commonplace Book*, her autobiography, published 1970. She was a member of the NUWSS.)

Mrs Pankhurst was, in very truth, a hero. Nobody who can recall her physical presence or hear in memory echoes of her very beautiful voice can fail to experience a reminiscent thrill of excitement. I often heard her speak to great crowds in the Albert Hall, a thing few people could do effectively, and to small groups or in the hurly-burly of a street scuffle. When I describe Mrs Pankhurst as a spellbinder, I know what I am talking about. 15

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

### SOURCE 13

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

Women benefitted most from the expansion of white-collar employment, as shop assistants, typists, civil servants in the Post Office and as elementary school teachers. From the 1870s these were all growing sectors. Taking female teachers, nurses, clerks, civil servants and shop assistants together, the total rose from 184,000 in 1861 to 562,000 by 1901. None of these offered high-paid employment, but most represented an improvement in status and conditions for young women, whose mothers had been restricted to agriculture and domestic service.

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### SOURCE 14

(From F. I. Scudamore, an internal Post Office report on the reorganisation of the Telegraph Office, written 1870)

Firstly, women have the quickness of eye and ear, the delicacy of touch, which are essential qualifications of a good operator. Secondly, women take more kindly than men or boys do to sedentary employment, and are more patient during long confinement to one place. Thirdly, the wages, which would draw male operators from an inferior class of the community, will draw female operators from a superior class.

30

### SOURCE 15

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

In the second half of the 19th century, business and commerce expanded and changed. Clerical work became mechanised and de-professionalised, as it became less skilled and less well paid. With the invention of the typewriter, which was considered to be suited to women's manual dexterity, the number of women clerks increased dramatically. The Post Office apparently employed 90% of civil servants and the largest number of middle class women. The majority of women worked in the lower grades as telephonists, telegraphists and typists.

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

### SOURCE 16

(From Eric Hopkins, *A Social History of the English Working Classes*, published 1979)

Both middle and working class women made a massive contribution to the war effort. It became clear that they deserved some recognition for their war services, just as much as the men who had fought in the trenches. The male prejudice which had been a great barrier to the granting of the vote before the war was now greatly lessened. The ending of suffragette agitation with the coming of war also made it easier for the vote to be given without seeming to be yielding to female militancy. No doubt the cause was eased by the need to do something about extending the male franchise. 45

### SOURCE 17

(From a speech made by H. H. Asquith, the Prime Minister, in the House of Commons, 14 August 1916)

It is true that women cannot fight in the sense of going out with rifles, but they fill our munitions factories; they have aided in the most effective way in the conduct of the war. When the war comes to an end and when these abnormal conditions have to be revised, have not women a special claim to be heard on the many questions which will arise directly affecting their interests? I cannot think that the House will deny that, and I say quite frankly that I cannot deny that claim. 50  
55

### SOURCE 18

(From Martin Pugh, *Votes for Women*, published 1990)

One popular explanation for women's eventual triumph in winning the vote is that the deadlock was somehow resolved by the First World War. In particular, it has been claimed that women's valuable work for the war effort radically changed male ideas about their role in society. This, however, seems simplistic and even erroneous. 60

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