

VOTES FOR  
WOMEN,  
c1900-28

COURSEWORK  
ASSIGNMENTS

## GCSE HISTORY COURSEWORK ASSIGNMENTS

### Teacher Information

#### Introduction:

These assignments comprise sources, questions and mark schemes which will enable your pupils to fulfil the coursework requirements in history for Edexcel Foundation specifications for first examination in summer 2003. You may use these assignments as they stand. They have been designed to assess the full range of grades targeted by the syllabus (Grades G-A\*). Assistance may be given in class to aid the comprehension of the sources.

You may also adapt these assignments if wished by:

- providing additional or replacement sources
- providing additional or replacement questions.

However, if you wish to make changes you should submit these to the Edexcel Foundation for approval to ensure that revised sources or questions give candidates appropriate opportunity to meet the targets specified at the appropriate level.

#### Management of the assignment:

The assignment has been designed to accommodate some flexibility of classroom practice. The following points should be borne in mind:

- Although all the questions *may* be tackled as part of a single task, this is not necessary. The timing of individual questions within an assignment may be staggered over a period of time and integrated into the programme of study.
- Candidates may use the sources provided in the pack as part of their preparation for Assignment 1 but this is not a requirement.
- Your candidates should draw upon their contextual knowledge when using the sources for Assignment 2. The historical content listed below should be familiar to candidates before they attempt to answer the questions.

# Votes for Women, c1900-28

---

This assignment should arise from a teaching programme designed to occupy approximately half a term. Before candidates begin this assignment they should have knowledge of:

- Growing pressure for female suffrage from 1870 and opposition to giving women the vote.
- Suffragist and Suffragettes; divided approaches.
- Government responses to the Suffragette campaign.
- The role of women during the First World War.

## Introduction

The right to vote (suffrage) in general elections was given to women over thirty years of age in 1918. This new law was passed by Parliament at the end of the First World War (1914–1918). Some women had been campaigning for women's right to vote for many years before the war started. 'Suffragists', was the name given to those women who campaigned peacefully for this; 'Suffragettes' was the name given to those women who used violence in their campaigns to secure the right to vote.

The Suffragettes produced eye-catching posters, organised demonstrations, broke shop windows, chained themselves to railings and set fire to post-boxes. Fights with police sometimes broke out and, when arrested and imprisoned, some women went on hunger-strike.

When war against Germany broke out in August 1914, the Suffragettes stopped their campaigning and threw their support behind the war effort. They encouraged men to join the army and appealed to women to take over the work of men while they were away fighting.

In this assignment you will investigate why the right to vote to was granted to some women in 1918.

SOURCE A: A Suffragette poster produced in 1912.



SOURCE B: From a book written in 1907 called 'Woman or Suffragette' by Marie Corelli.

'Votes for women' is the shrill cry of a number of discontented ladies. But the truth is that *Women were and are destined to make voters rather than to be voters themselves.* It cannot be denied that women suffer great injustice at the hands of men. But this is the result of the way in which mothers have reared their sons and still continue to rear them.

**SOURCE C:** This cartoon was drawn by *Bernard Partridge* in 1906. The two women are both campaigners for female suffrage, but the one on the left is a Suffragist; the one on the right is a Suffragette.

The caption reads: 'THE SHRIEKING SISTER'. The person on the left, described as the sensible woman, says: 'YOU help our cause? Why, you're its worst enemy!'



**SOURCE D: Part of a book called *'My Own Story'* by Emmeline Pankhurst, one of the leading Suffragettes. It was written in 1912.**

What good did all this violent campaigning do us? We have often been asked that question. For one thing our campaign made women's suffrage a matter of news – it had never been that before. Now the newspapers are full of us.

The argument of politicians and the Suffragists has always been that once public opinion swings our way then without any force at all women will be given the vote. We agree that the public must be educated, but in 1906 there was a very large section of the public who were in favour of women's suffrage. But what good did that do the cause? We called upon the government to give us the vote but they didn't. So, now we will fight for our cause.

---

**SOURCE E: Part of a speech given by a Member of Parliament in 1913.**

I have no hesitation in voting against the principle of giving the vote to women. In giving women the right to vote we will ultimately put the control of the government of this country into female hands.

**SOURCE F: A poster produced by the government in 1916.**



**SOURCE G: Statistics from a school textbook, published in the 1980s.**

Women In Employment in Britain		
	July 1914	July 1918
Metal Industries	170,000	594,000
Chemical Industries	40,000	104,000
Government Offices	2,000	225,000
Food, Drink and Tobacco	196,000	235,000

**SOURCE H: From a history book called ‘Women’s Suffrage in Britain, 1967-1928’ written in 1980.**

A very simplified view would see the vote as a reward for loyal wartime service. However, careful study shows how little change resulted from the war, not how much.

In the newspaper reports of the time women workers received a warm welcome; but in farms, hospitals and factories they were greatly resented. This reflects most men’s attitudes towards women at the time. Men felt happiest if women became nurses, providers of refreshments for the troops and brought up the fighting men of the future. Politicians themselves agreed with the idea that the woman who had brought children up successfully had performed a service for the government which could be rewarded by giving the vote to such loyal citizens.

The age limit of 30 for women was agreed by politicians because these women seemed to be more sensible and more likely to vote the same way as their husbands.

---

**SOURCE I: From a history book called ‘Women at War, 1914-1918’ written in 1980.**

To say that the war brought votes for women is to make a very rough generalisation, yet one which contains some truth. The question of women’s rights must not be isolated from other great social and political changes that were happening as a result of the war. During the four years of conflict a tremendous mood favourable to change had been created.

---

**SOURCE J: Part of a speech by *Herbert Asquith* in the House of Commons in 1917. Asquith had been Prime Minister from 1908 to 1916 when he had opposed giving women the vote.**

My opposition to women’s right to vote is well known. However, for three years now the Suffragettes have not restarted that horrible campaign of violence. Not only that, they have contributed to every service during this war except that of fighting. I therefore believe that some measure of women’s suffrage should be given.



## **Assignment One: Objective 1**

1. Why did a campaign for women's suffrage develop in the years after 1870? **(15)**
  2. Describe the ways in which the methods of the Suffragists and Suffragettes were different. **(15)**
  3. Women over 30 gained the vote in 1918 mainly because of women's contribution to the war effort. Do you agree with this view? Explain your answer. **(20)**
- (Total: 50 marks)**
-

## Assignment Two: Objectives 2 and 3

1. Study Source A  
What can you learn from Source A about the reasons given by the Suffragettes for demanding votes for women?  
(6)
2. Study Sources B and C  
Does Source B support the evidence of Source C about the Suffragette campaign? Explain your answer.  
(8)
3. Study Sources D and E and use your own knowledge.  
Why, despite the Suffragette activity, had women not gained the vote by the outbreak of the First World War?  
(12)
4. Study Sources F and G.  
How useful are these two sources as evidence for the contribution of women to the war effort in the years 1914-1918?  
(10)
5. Study Sources H, I and J and use your own knowledge.  
'It was the work that women did during the war that earned them the vote'.  
Use the sources, and your own knowledge, to explain whether you agree with this interpretation.  
(14)

**(Total: 50 marks)**

---

## Coursework Assignment Mark Scheme

### Women's Right to Vote

#### Assignment One: Objective 1

1. *Why did a campaign for women's suffrage develop in the years after 1870?* (15)
- Target:** Key features, causation/recall of knowledge
- Level 1:** Simple statements giving some reasons supported by some knowledge, eg to get the vote or equality of treatment- women were not treated the same as men. (1-5)
- Level 2:** Developed statements giving reasons supported by relevant knowledge, e.g. Women did not have the vote as did men also relegated to an inferior position in terms of the law and society and believed vote could change that. (6-10)
- Level 3:** Developed explanation supported by precisely selected knowledge showing understanding of the links between reasons political, economic and social eg can give a range of reasons why and can locate in context of other rights already won by women before 1870 and the fact that working men in towns had been given the vote in 1867. (10-15)
2. *Describe the ways in which the methods of the Suffragists and Suffragettes were different.* (15)
- Target:** Key features/recall of knowledge
- Level 1:** Simple statements giving some areas of difference eg the Suffragists in favour of moderate and peaceful methods and the Suffragettes more militant or can give one or two examples. (1-5)
- Level 2:** Developed statements showing clear understanding of areas of difference supported by relevant knowledge e.g. the difference between those who saw the way forward through persuasion and petitions and marches and those that chained themselves to railings and attack golf courses etc. (6-10)
- Level 3:** Developed explanation supported by appropriately selected knowledge of the range of areas in which the two groups disagreed with effective use of examples of methods used, eg can give some reason for the individual tactics used and divisions in the leadership. (11-15)



3. *Women over 30 gained the vote in 1918 mainly because of women's' contributions to the war effort. Do you agree? Explain your answer.* (20)

**Target: Causation/recall of knowledge**

**Level 1:** Simple statements giving reason supported by some knowledge eg the work that women did in the war convinced many that they should have the vote after the war. (1-5)

**Level 2:** Developed statements giving reasons supported by relevant knowledge, eg that women did get the vote for the work they did in the war in taking over from men and doing a responsible range of jobs and also for abandoning disruptive tactics that were used before the war. (6-10)

**Level 3:** Developed explanation supported by selected knowledge of the range of reasons that help explain why women were given the vote, eg can use examples of the work they did can also make use of the extent women's movement before the war help pave the way for change in 1918. (11-15)

**Level 4:** Sustained argument supported by precisely selected knowledge showing clear understanding of the nature and degree of factors that explain why women were given the vote e.g. can focus clearly on addressing the extent it was war work or other factors. (16-20)

## Coursework Assignments Mark Scheme

### Women's Right to Vote

#### Assignment Two: Objectives 2 and 3

1. *Study Source A. What can you learn from Source A about the reasons given by the Suffragettes for demanding votes for women?* (6)
- Target: Comprehension of, and inference from, a source**
- Level 1:** Information taken from Source A at face value, eg men could do bad things and still vote but women who were responsible could not. (1-3)
- Level 2:** Developed statements using information from the Source that can explain reasons why women demanded the vote also the failure of peaceful means. Can illustrate answer by effective use of the poster with examples. (4-6)
2. *Study Sources B and C. Does Source B support the evidence of Source C about the Suffragette campaign? Explain your answer by reference to both sources.* (8)
- Target: Comprehension and cross referencing of sources**
- Level 1:** Information taken from the sources at face value giving some areas of agreement eg both the sources are against the activities of the Suffragettes. (1-3)
- Level 2:** Developed statements about similarities making links between the sources or referring to the tone of the sources eg both regard Suffragettes as shrill or shrieking and not the cause of women in society. (4-6)
- Level 3:** Developed argument comparing the sources as evidence, e.g. Source B was written by a women who puts forward a reasoned argument, Source C is a cartoon by a man who is writing to arouse public attention etc. (7-8)

3. *Study Sources D and E and use your own knowledge. Why, despite the Suffragette activity, had women not gained the vote by the outbreak of the First World War?* (12)

**Target:** Comprehension of sources/recall of knowledge.

**Level 1:** Makes simple statements about reasons using the sources as information or makes use of knowledge of own, eg the sources show that influential people were against women getting the vote and some may have been put off by methods used. (1-3)

**Level 2:** Developed statements about reasons why women had not got the vote making inferences from the sources and use of own knowledge, eg the methods used put many off, women as well as men were against the Suffragettes and the Government was not going to be moved. (4-6)

**Level 3:** Developed explanation of relative importance of the factors involved making appropriate use of the sources and own knowledge in support, eg can comment on the effectiveness of the methods used as well as the strength of those opposed. (7-10)

**Level 4:** Developed explanation supported by appropriately selected knowledge showing understanding of a range of reasons that explain opposition supported by appropriately selected knowledge, eg entrenched views of opposition, Suffragette activity had alienated political supporters, government intransigence. (11-12)

4. *Study Sources F and G. How useful are these two sources as evidence for the contribution of women to the war effort in the years 1914-1918?* (10)

**Target: Analysis of sources for utility**

**Level 1:** Makes simple statements about value based on content or nature of the source eg tells us that women did the work of men during the war. (1-3)

**Level 2:** Developed statements about relative value evaluating the nature, origin and purpose of the source eg a poster or a graph, the first likely to be more distorted as advertisement or propaganda. (4-6)

**Level 3:** Developed explanation of relative value of each source in context of women's contribution to the war effort over the period 1914-1918 using both the nature and content of both the sources,  
e.g. can comment on limitations and value of both and avoids the simplistic learnt responses by placing answer in context. (7-10)

5. *Study Sources H, I and J and use your own knowledge. 'It was the work that women did during the war that earned them the vote.' Use Sources H, I and J, and your own knowledge, to explain whether you agree with this interpretation.* (14)

**Target: Analysis of sources and recall to make a judgement about a historical interpretation**

**Level 1:** Simple statement offering points in support of choice, using sources or own knowledge, eg yes, because they were seen as more responsible a reward for the work they had done. (1-3)

**Level 2:** Developed statements offering points in support of judgement, using sources and supported by relevant knowledge,  
e.g. yes, because of the evidence of Sources H, I and J or knowledge of own. (4-6)

**Level 3:** Developed explanation giving a judgement about the view making confident use of the sources and supported by selected knowledge, e.g. this is a valid view because of the very real contribution of women during the war a major factor in getting women the vote. (7-11)

**Level 4:** Sustained argument giving a reasoned choice using sources as evidence and supported by precisely selected knowledge which critically evaluates the view  
e.g. possibly examines the alternative view that less was achieved than some have argued in the past. (12-14)