

5.6 THEMATIC STUDY D: THE CHANGING ROLES AND STATUS OF WOMEN, C.1840 – C.1990

These assignments are from material provided by Hitchin Girls' School.

ASSESSMENT OBJECTIVE 1: THE CHANGING ROLES AND STATUS OF WOMEN, C.1840 – C.1990

Here are **three** reasons why women were given the vote in 1918:

- the suffragists;
- the Suffragettes;
- the First World War.

Questions

- 1 Choose one reason and explain how it contributed to women being given the vote in 1918. (6 marks)
- 2 Using all three reasons, explain how both long- and short-term causes contributed to women being given the vote in 1918. (9 marks)
- 3 Was any one of these reasons more important than the others in women being given the vote in 1918? Explain your answer. (10 marks)

Mark Scheme

Question 1: Choose one reason and explain how it contributed to women being given the vote in 1918. (6 marks)

- Level 1 Describes events rather than producing a causal explanation. Award marks within level for appropriate use of relevant supporting detail. (1-2 marks)
- Level 2 Produces a causal explanation. Award marks within level for appropriate use of relevant supporting detail. (3-4 marks)
- Level 3 Produces a causal explanation and explains how the chosen reason combined with other reasons. Awards marks within level for appropriate use of relevant supporting detail. (5-6 marks)

Question 2: Using all three reasons, explain how both long- and short-term causes contributed to women being given the vote in 1918. (9 marks)

- Level 1 *Either* defines long- and short-term causes but does not illustrate through the use of any reasons in the list *or* produces a confused/poor answer which is mostly narrative. (1-2 marks)
- Level 2 Illustrates roles of causal factors but understanding of short and long-term cause is simplistic or non-existent. Does not understand the different functions of long and short-term causes e.g. might classify them as long or short-term simply because one came before the other. Award marks within level for appropriate use of relevant supporting detail. (2-4 marks)
- Level 3 Demonstrates some understanding of function of either long or short-term causes. Answers are illustrated by reference to reasons in the list. Award marks within level for appropriate use of relevant supporting detail. (5-6 marks)
- Level 4 Demonstrates understanding of function of both long and short-term causes but fails to show how they are both necessary, or how they interact. Answers are illustrated by reference to causes in the list. Award marks within level for appropriate use of relevant supporting detail. (7-8 marks)
- Level 5 Demonstrates how both long and short-term causes are necessary, or demonstrated how they interact. Answers are illustrated by reference to causes in the list. Award marks within level for appropriate use of relevant supporting detail. (8-9 marks)

Question 3: Was any one of these reasons more important than the others in women being given the vote in 1918? Explain your answer. (10 marks)

- Level 1 Unsupported assertions. These answers are not supported by any causal analysis although they might be supported by general statements. (1-2 marks)
- Level 2 Explains role of chosen cause(s) and assumes this is enough to establish why it was more important. Answer predominantly narrative. Award marks within level for appropriate use of relevant supporting detail. (3-4 marks)
- Level 3 *Either* explains reasons for chosen cause being more important *or* makes a somewhat limited attempt at explaining why it is difficult to identify a single factor. Award marks within level for appropriate use of relevant supporting detail. (5-7 marks)
- Level 4 Explains reasons for chosen cause being more important and also explains lesser role of other cause(s). Award marks within level for appropriate use of relevant supporting detail. (8-9 marks)
- Level 5 Demonstrates web of causation and why it is difficult to separate out the role of one factor, therefore making it difficult to prioritise. Award marks within level for appropriate use of relevant supporting detail. (9-10 marks)

ASSESSMENT OBJECTIVES 2 AND 3: THE 1913 DERBY

Questions

1 Study Source A.

What can you learn from this source about Emily Davison's attempts to kill herself in Holloway Prison? Explain your answer. (4 marks)

2 Study Sources B and C.

Which is the more useful source of information about the incident at Tattenham Corner in the 1913 Derby? Explain your answer, referring to both sources. (8 marks)

3 Study Sources D and E.

Suggest possible reasons why these two sources differ in their accounts of what happened at Tattenham Corner, and why Emily Davison acted as she did. Explain your answer. (6 marks)

4 Study Source F.

How reliable is this account? Explain your answer. (8 marks)

5 Study Sources G and H.

How far is the account in Source G supported by Source H? Explain your answer. (9 marks)

6 Study the following interpretations of the 1913 Derby.

- a) Emily Davison went to the Derby with the intention of 'dying for the cause' by throwing herself under the King's horse. This was the final act of a woman determined to become the first Suffragette martyr.
- b) Emily Davison did not intend to kill herself. Her plan was to disrupt the Derby and make a political protest by stopping the King's horse and pinning a suffragette banner to its bridle. Unfortunately, although she had been practising stopping horses on a lane near her family home, Miss Davison misjudged the speed and power of a racehorse at full gallop and died from her injuries.

Which interpretation is best supported by the evidence in these sources and your knowledge of the period? Explain your answer. (15 marks)

Sources

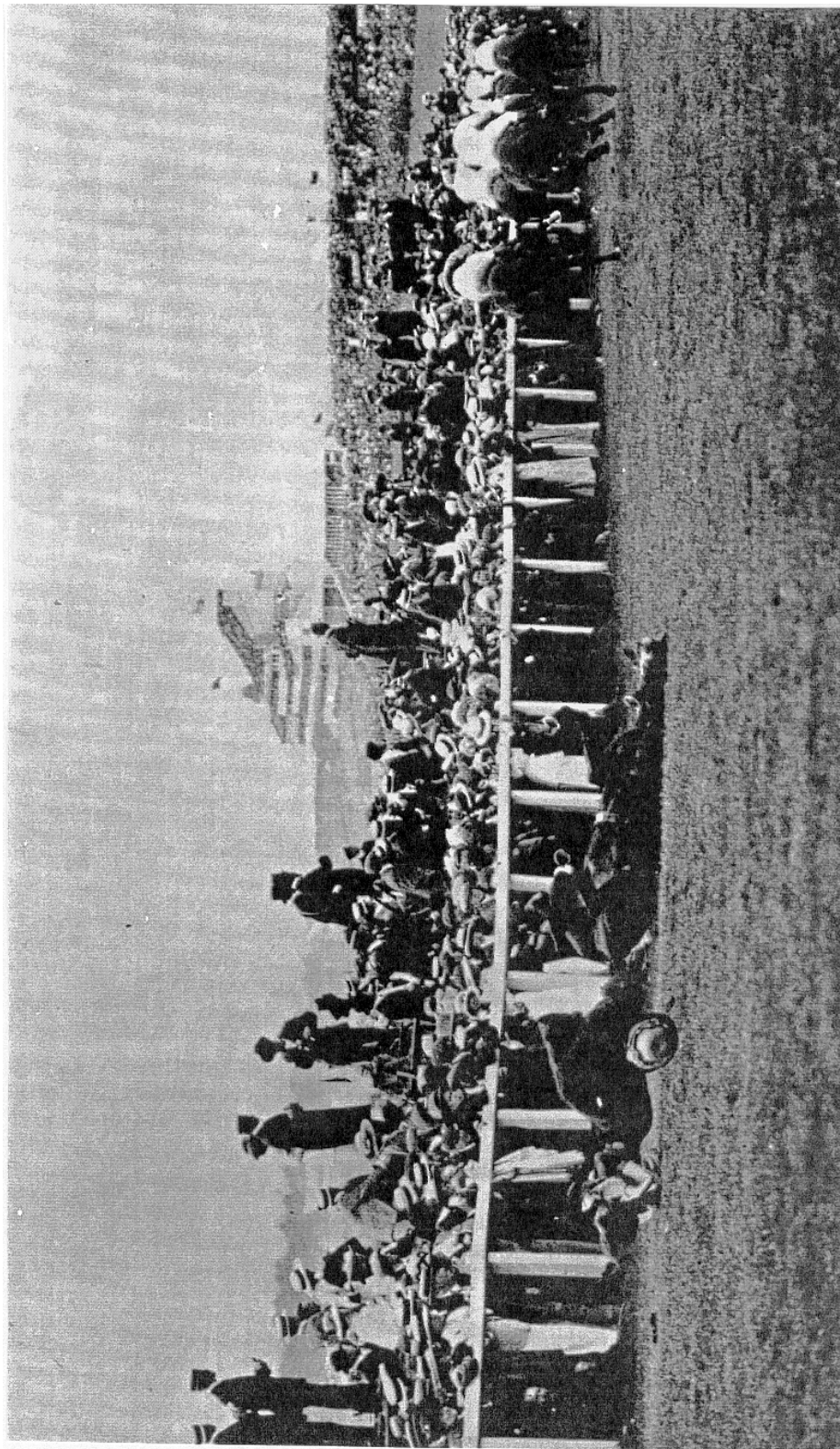
SOURCE A

In January 1912, Emily Davison was sentenced to six months in Holloway Prison. In June, less than two weeks before she was due to be released, she threw herself from a landing in the prison. She wrote this account of the event shortly after she was released.

“As soon as I got into the corridor, I climbed on the railing and threw myself out onto the wire netting, a distance of between 20 and 30 feet but the netting prevented any serious injury. The wardresses relaxed their watch. When a good moment came, I quite deliberately walked upstairs and threw myself from the top onto the iron staircase. If I had been successful, I should undoubtedly have been killed, as it was a clear drop of 30 to 40 feet. But I was caught once more on the edge of the netting. I realised there was only one chance left and that was to hurl myself from the netting onto the staircase, a drop of about 10 feet. I threw myself forward with all my might. I know nothing more except a fearful thud on my head. When I recovered consciousness, it was to a sense of acute agony.”

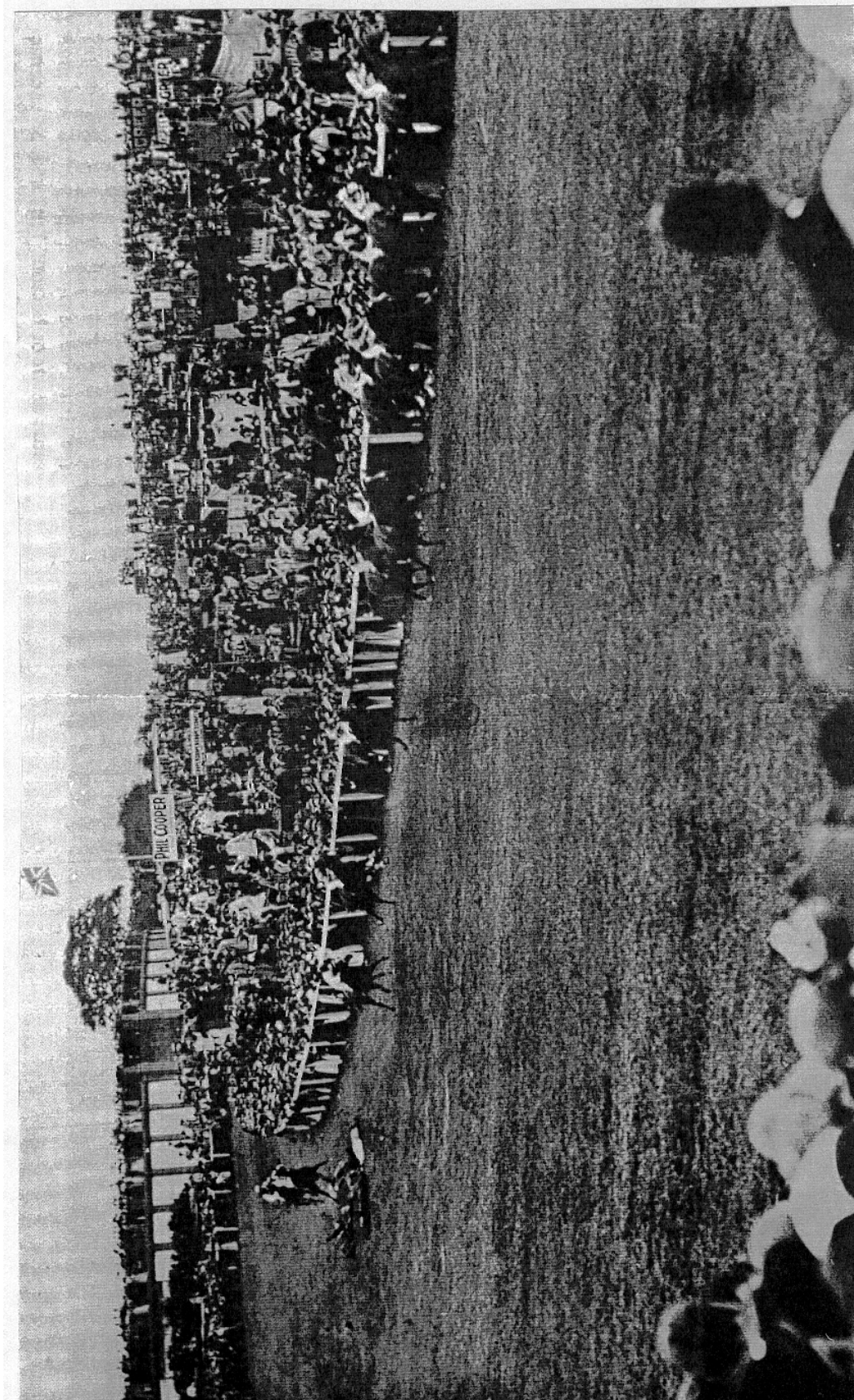
SOURCE B

This photograph was taken by a staff photographer working for the Daily Sketch newspaper. It shows Emily Davison being thrown to the ground at Tattenham Corner and the king's horse rolling on his jockey. The photograph was published in the Daily Sketch below the headline, 'Death of Miss Emily Davison, who stopped the King's Derby horse, and is the first woman to give her life for votes for women'.



SOURCE C

This shows another view of the same incident at Tattenham Corner. Provenance unknown.



SOURCE D

An extract from Emmeline Pankhurst's autobiography, 'My Own Story', which was published in 1914. Mrs Pankhurst was the leader of the Women's Social and Political Union (WSPU). The WSPU's motto was 'Deeds, not words'. Mrs Pankhurst was bedridden in a nursing home on Derby Day, 1913, having been released from prison on licence following a hunger strike.

'Emily Davison, who has been associated with the militant movement since 1906, gave up her life for the women's cause by throwing herself in the path of the thing, next to property, held most sacred to Englishmen – sport.

Miss Davison went to the races at Epsom, and breaking through the barriers which separated the vast crowds from the racecourse, rushed into the path of the galloping horses and caught the bridle of the King's horse, which was leading all the others. The horse fell, throwing his jockey and crushing Miss Davison in such a shocking fashion that she was carried from the course in a dying condition. Everything possible was done to save her life, but she died four days later without once having recovered consciousness.

At one time in prison she had tried to kill herself by throwing herself headlong from one of the upper galleries, but she succeeded only in sustaining cruel injuries. Ever after that time she clung to her conviction that one great tragedy, the deliberate throwing into the breach of a human life, would put an end to the intolerable torture of women. And so she threw herself at the King's horse, in full view of the King and Queen and a great number of their majesties' subjects, offering up her life as a petition to the King, praying for the release of suffering of women throughout England and the world.'

SOURCE E

From The Times, 5th July 1913.

'In a race splendidly contested, the favourite (Craganour) passed the winning post first. Soon, however, the Stewards were asking for an enquiry, and at the end of half an hour it was known that they had awarded the race to Aboyeur.

The desperate act of a woman who rushed from the rails on to the course, as the horses swept around Tattenham Corner, apparently from some mad notion that she could spoil the race, will impress the general public more perhaps that the disqualification of the winner.

She did not interfere with the race, but she nearly killed a jockey as well as herself, and she brought down a valuable horse. She seems to have run in front of Anmer, which Herbert Jones was riding for the King. It was impossible to avoid her. She was ridden down, the horse turned a complete somersault and fell upon his rider.

That the horse was the King's was doubtless an accident. It would need almost miraculous skill or fortune to single out any particular animal as they passed a particular point.

Some of the spectators close to the woman supposed that she was under the impression that the horses had all gone by and that she was merely trying to cross the course.

The evidence is strong, however, that her action was deliberate and that it was in the supposed interests of the Suffragist movement. Whether she intended to commit suicide, or was simply reckless, it is hard to surmise. She very nearly took Jones' life and her own. Had Anmer brought down the other horses which were close behind him, a scene might have followed which is horrible even to think.

She is said to be a person well known in the Suffragist movement, to have had a card of a Suffragist association upon her, and to have had the so-called 'Suffragist colours' tied around her waist. It is further alleged that just after she had run out in front of the horse, a placard with the words 'Votes for Women' was raised by some person in the crowd.

These circumstances are not, of course, conclusive, but they are, to say the least, suggestive.

SOURCE F

From 'Laugh a Defiance,' the autobiography of Mary Richardson, a well known Suffragette and friend of the Pankhursts. It was published in 1953.

It was not until the end of the third race that I saw Emily Davison. We had met several times and from the talks I had formed the opinion that she was a very serious minded person. That was why I was so surprised to see her. She was not the kind of woman to spend the afternoon at the races. I smiled at her, and from the distance she seemed to be smiling faintly back at me. She seemed absorbed and yet far away from everybody else and seemed to have no interest in what was going on around her. I shall always remember how calm her face was. But at that very moment – as I was told afterwards by her closest friend – she knew she was about to give her life for the cause.

I could not take my eyes off her. A minute before the race started she raised up a paper or some kind of card before her eyes. I was watching her hand. It did not shake. Even when I heard the pounding of horses' hooves moving closer I saw that she was still smiling. And suddenly she slipped under the rail and ran out into the middle of the racecourse. It was all over so quickly. Emily was under the hooves of one of the horses and seemed to be hurled for some distance across the grass. She lay very still.

SOURCE G

From 'The Life of Emily Davison' by G. Colmore, published in 1913.

Emily had been to the opening day of the Suffragette Summer Festival (3rd June 1913). She was never brighter than on that day. She stayed a long time, and she said that she should come every day, 'Except tomorrow, I am going to the Derby tomorrow.'

'What are you going to do?'

'Ah!'

It was her usual answer, her head a little to one side, her eyes smiling, when she planned something that she did not mean to divulge. 'Look in the evening paper,' she added, 'and you will see something.'

Early the next morning Emily had rushed into the Suffragette Headquarters. ‘I want two flags.’

‘What for?’

‘Ah!’

‘Perhaps it’s better not to ask.’

‘No, don’t ask me.’

SOURCE H

From the official report of Constable Bunn of Epsom Police Station, 4th June 1913. Emily Davison had been taken to the local Cottage Hospital from Epsom Racecourse. Extra police had to be sent there because a mob was threatening to lynch Miss Davison.

Items found on Emily Davison’s body, including:

- a) two large Suffragette flags pinned inside the back of her coat, each measuring about 5 feet by 3 feet and coloured green, white and violet;
- b) the return half of a railway ticket to London;
- c) a helper’s pass for the Suffragette Summer Festival on 4th June 1913.

SOURCE I

From The Guardian Newspaper, Tuesday May 24th 1988.



Catherine Ireland with the ticket which belonged to Emily Davison and other memorabilia PHOTOGRAPH: GARRY WEASER

Return train ticket sheds new light on Derby Day suffragette 'suicide'

Martin Wainwright

A RETURN ticket to Epsom, discovered in a trunk full of suffragette memorabilia, has led to a revision of one of the most striking stories of the women's campaign for votes.

The scrap of card and other possessions of Emily Wilding Davison, killed by the King's horse at the 1913 Derby, provide overwhelming evidence that her death was not suicide.

Two new biographies have drawn on an archive of Emily's papers and possessions, which came to light in 1986 after years stored in an attic.

Among purple, green and white flags and dried madonna lilies from Emily's funeral procession were details of her plans for Derby Day and the following week.

Dr Liz Stanley, senior sociology lecturer at Manchester University, said: "They provide incontrovertible evidence that she did not intend to commit suicide, but was carrying out a protest.

"She intended to rein in the King's horse, Anmer, and

pin two suffragette flags to its bridle, to draw attention to the treatment of Mrs Pankhurst under the Cat and Mouse Act."

Dr Stanley and her co-author, Ms Ann Morley, whose biography will be published by The Women's Press on June 2, have also drawn on newsreel film, which shows Emily trying to seize Anmer's bridle but being dragged down.

Their views are backed by a retired journalist, Mr John Sleight, whose biography was published yesterday by Bridge Studios in Morpeth, Northumbria, where Emily's grave is to be restored this year to mark the 75th anniversary of her death.

The Davison archive was presented to the Fawcett Society library at the City of London Polytechnic by Ms Ruth Lamartine-Yates, whose barrister father, Thomas, represented Emily's family after her death.

The ticket, Emily's marked Derby Day betting card and other items will go on public display if the society can find funding for an archivist and gallery space.

Mark Scheme

Question 1: Study Source A. What can you learn from this source about Emily Davison's attempts to kill herself in Holloway Prison? Explain your answer. (4 marks)

Target: Comprehension of, and inference from, a source.

- Level 1 *Either* unsupported assertion *or* paraphrase of the source under consideration. (1 mark)
- Level 2 Information from Source A taken at face value, e.g. 'Emily Davison tried to kill herself'. (2 marks)
- Level 3 Developed statement making inferences from Source A, e.g. 'Emily Davison says she tried to kill herself but she always seem to have insured that she either landed on the netting or only fell a relatively short distance'. Award marks within Level for appropriate use of relevant supporting detail. (3-4 marks)

Question 2: Study Sources B and C. Which is the more useful source of information about the incident at Tattenham Corner in the 1913 Derby? Explain your answer, referring to both sources. (8 marks)

Target: Evaluation of a source for utility.

- Level 1 *Either* unsupported assertion *or* paraphrase of the sources under consideration. (1 mark)
- Level 2 *Either* bases answer of the face value of the evidence in Sources B and C *or* a simple statement with limited evaluation. Award marks within level for appropriate use of relevant supporting detail. (2-3 marks)
- Level 3 *Either* evaluates Source B or Source C using the provenance of the sources, the audience, purpose, contextual knowledge, or cross-reference to other *or* limited evaluation of both Source B and Source C using the provenance of the sources, the audience, purpose, contextual knowledge, or cross-reference to other sources. (3-5 marks)
- Level 4 Evaluates both Sources B and Source C using the provenance of the sources, the audience, purpose, contextual knowledge, or cross-reference to other sources. Award marks within level for appropriate use of relevant supporting detail. (5-8 marks)

Question 3: Study Sources D and E. Suggest possible reasons why these two sources differ in their accounts of what happened at Tattenham Corner, and why Emily Davison acted as she did. Explain your answer. (6 marks)

Target: Cross-referencing, source evaluation and contextual recall in order to make a judgement.

- Level 1 *Either* unsupported assertion *or* paraphrase of the source under consideration. (1 mark)
- Level 2 Simple statement with limited evaluation and judgement to describe events and motives. Award marks within Level for appropriate use of relevant supporting detail. (2-3 marks)
- Level 3 Developed statement using the nature and origin of the sources to explain the different descriptions and motives, e.g. *editorial versus personal response, political viewpoints etc.* Award marks within Level for appropriate use of relevant supporting detail. (4-5 marks)
- Level 4 Developed and sustained argument making confident use of the provenance, context, etc. in which each source produced together with an explanation of the contradictions and differences. Award marks within Level for appropriate use of relevant supporting detail. (5-6 marks)

Question 4: Study Source F. How reliable is this account? Explain your answer. (8 marks)

Target: Comprehension, analysis and evaluation of source.

- Level 1 *Either* unsupported assertion *or* paraphrase of the source under consideration. (1 mark)
- Level 2 Evaluates selected elements but not the whole source as required. Award marks within Level for appropriate use of relevant supporting detail. (2-3 marks)
- Level 3 Evaluation based on time, e.g. Richardson was there at the time so her account must be accurate; Richardson wrote it a few months after the event so he might have forgotten some details; Richardson could not possibly have remembered the conversation verbatim so this might mean that she made up some of it, etc. Award marks within Level for appropriate use of relevant supporting detail. (3-4 marks)
- Level 4 *Either* as Level 3 plus evaluation based on Richardson's access to information as Davison's friend. *Or* evaluation which considers Richardson's possible motive but without using the historical context, e.g. *Richardson wrote the account to make herself look important.* Award marks within Level for appropriate use of relevant supporting detail. (4-6 marks)
- Level 5 Evaluation based Richardson's account in the context of the Suffragette movement. Award marks within Level for appropriate use of relevant supporting detail. (7-8 marks)

Question 5: Study Sources G and H. How far is the account in Source G supported by Source H? Explain your answer. (9 marks)

Target: Comprehension and analysis of sources for similarity and difference.

- Level 1 *Either* unsupported assertion *or* paraphrase of the source under consideration. (1 mark)
- Level 2 *Either* identifies agreements *or* disagreements in a developed argument *or* identifies agreements and disagreements with limited evaluation *or* simple statement with limited evaluation. Award marks within Level for appropriate use of relevant supporting detail. (2-4 marks)
- Level 3 *Either* identifies agreements *or* disagreements although any evaluation may be under-developed. Award marks within Level for appropriate use of relevant supporting detail. (4-6 marks)
- Level 4 Evaluates Source G to see how far it can be used to support Source H. Award marks within Level for appropriate use of relevant supporting detail. (7-9 marks)

Question 6: Study the following interpretations of the 1913 Derby.

- a) Emily Davison went to the Derby with the intention of ‘dying for the cause’ by throwing herself under the King’s horse. This was the final act of a woman determined to become the first Suffragette martyr.
- b) Emily Davison did not intend to kill herself. Her plan was to disrupt the Derby and make a political protest by stopping the King’s horse and pinning a suffragette banner to its bridle. Unfortunately, although she had been practising stopping horses on a lane near her family home, Miss Davison misjudged the speed and power of a racehorse at full gallop and died from her injuries.

Which interpretation is best supported by the evidence in these sources and your knowledge of the period? Explain your answer. (15 marks)

Target: Analysis of sources and recall of knowledge to make a judgement about representations of the past.

- Level 1 *Either* unsupported assertion *or* paraphrase of the source under consideration. (1 mark)
- Level 2 Answer fails to use the sources as directed *or* uses the sources in a very limited way. Award marks within Level for appropriate use of relevant supporting detail. (2-3 marks)

- Level 3 *Either* answer based on the collection of information in support of one interpretation only, thereby failing to compare this with the merits or weaknesses of the other interpretation *or* answer only mentions a few sources *or* answer may evaluate all sources but at a low level. Award marks within Level for appropriate use of relevant supporting detail. (4-6 marks)
- Level 4 Answer compares both interpretations but conclusion is still based on information, e.g. *the amount of information available in support of each interpretation*. Award marks within Level for appropriate use of relevant supporting detail. (7-9 marks)
- Level 5 Evaluates sources and/or uses contextual knowledge to support *one interpretation* and reach a conclusion. Award marks within Level for appropriate use of relevant supporting detail. (10-12 marks)
- Level 6 Evaluates sources and/or uses contextual knowledge to compare the merits/weaknesses of both interpretations and reach a conclusion. Award marks within Level for appropriate use of relevant supporting detail. (13-15 marks)