

**Edexcel GCE**

# History

**Advanced Subsidiary**

**Unit 2**

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

Monday 8 June 2009 – Morning

**Sources Insert**

Paper Reference

**6HI02/C**

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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**

(An extract from Sir Douglas Haig's Final Despatch, published in March 1919. Haig was commander-in-chief of the British forces in France for most of the war. Here he is reflecting on the Battle of the Somme in 1916.)

1 The three main objectives with which we had commenced our offensive in July had been achieved. Verdun had been relieved; the main German forces had been held on the Western Front and the enemy's strength had been very considerably worn down. Any one of these results is in itself sufficient to justify the Somme battle.

**SOURCE 2**

(From Charles Carrington, *A Subaltern's War*, published 1929. Carrington was a junior officer who fought at the Battle of the Somme.)

5 The Somme raised the morale of the British Army. Although we did not win a decisive victory, there was a definite and growing sense of superiority over the enemy. We were quite sure at the time that we had got the Germans beaten and that next Spring we would deliver the knock-out blow.

**SOURCE 3**

(From an interview with Corporal W. H. Shaw in which he is recalling the first day of the Somme in 1916. The interview took place in the 1960s.)

We didn't get anywhere, we never moved from the line, hardly. The German  
10 machine-guns were trained on us and they were mowing the top of our trenches. You daren't put your finger up. Our men were just falling back in the trenches.

Whatever was gained it wasn't worth the price the men had to pay to gain that advantage. It was no advantage to anyone. It was just sheer bloody murder. That's the only words you can use for it.

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

**SOURCE 4**

(From Lord Stanley's *Report on Press Censorship*, published in July 1900. Stanley was sent out to South Africa by the Government in late 1899 to act as Chief Military Censor.)

15 From my own experience, I can safely say that the one idea of the vast majority of war correspondents is to conform to every reasonable restriction it may seem desirable for the military authorities to impose. The last thought the correspondents have is in any way to go against military regulations or to write or telegraph anything detrimental to the national interest.

**SOURCE 5**

(From Peter Browning, *The Changing Nature of Warfare*, published 2002)

20 The Boer War of 1899–1902 saw the British Government's first formal restriction of war reporting. Unlike the Crimean War, the incompetence and – this time – brutality that could have been reported usually were not. From the start the army took control by accrediting the journalists allowed to the Cape. Some journalists tried to report bad news as well as good, but, in the face of military censorship, they  
25 did not persist. Critical editorials were written in some newspapers but they were rarely based on critical reports from war correspondents in South Africa.

**SOURCE 6**

(From Philip Taylor, *Munitions of the Mind*, published 1995)

In 1896, Lord Northcliffe founded in Britain the world's first mass circulation daily newspaper, the *Daily Mail*, to cater for the new generation of educated and literate working people.

30 At first the impact of the new media in the conduct of war propaganda was relatively small. Certainly, in the Boer War (1899–1902), with the war and its horrors remaining physically distant, the popular press became increasingly jingoistic while the masses enjoyed their war through music hall songs.

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

**SOURCE 7**

(From Ben Walsh, *Modern World History*, published 1996)

Two years after the war there were fewer women in work than there had been  
35 before the war. And the jobs they were allowed to do were hardly different from  
before the war. In some ways war actually strengthened the attitude that men's  
jobs needed protecting from women, who were usually prepared to work for lower  
wages. So you could say that the war changed very little for women.

**SOURCE 8**

(From a speech by H. H. Asquith in 1917. Asquith had been Prime Minister before the war and had  
blocked a number of attempts to give women the vote. He continued as Prime Minister for the first  
two years of the war.)

How could we have carried on the war without women? Wherever we turn we see  
40 women doing work which three years ago we would have regarded as exclusively  
'men's work'. When the war is over, the question will then arise about women's  
labour and their function in the new order of things.

**SOURCE 9**

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

A huge increase in the demand for munitions accelerated the movement of women  
into the engineering and munitions industries. It would be wrong, however, to  
45 overstate the extent or significance of the changes in women's role in the labour  
force. Many of those taking up jobs in munitions had transferred from other  
employment, perhaps a quarter coming from domestic service. Very few were from  
the middle classes.

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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 *The Times* newspaper, published on 5 June 1913)

1 The desperate act of a woman who rushed from the rails on to the course as the horses swept round Tattenham Corner, apparently from some mad notion that she could spoil the race, will impress the general public even more, perhaps, than the disqualification of the winner. The case will become the subject of investigation by  
5 the police, and we may possibly learn from the offender herself what exactly she intended to do and how she imagined it could assist the cause of women's suffrage. A deed of this kind is not likely to increase the popularity of any cause with the general public.

**SOURCE 11**

(From Christabel Pankhurst's autobiography, *Unshackled*, published 1959. Pankhurst was one of the co-founders of the Women's Social and Political Union.)

Emily Davison had stopped the King's horse at the Derby and was lying mortally  
10 injured. Horse and jockey were unhurt, but Emily paid with her life for making the whole world understand that women were in earnest for the vote. Probably in no other way and at no other time and place could she so effectively have brought the concentrated attention of millions to bear upon the cause.

**SOURCE 12**

(From the *Sunday Times* newspaper, published on 15 June 1913. The paper is reporting Emily Davison's funeral.)

It was one of the most remarkable funeral processions London had ever seen. It was  
15 a tribute of women to a woman who, in their eyes at least, had achieved martyrdom. Emily Wilding Davison was the most unassuming and gentlest of creatures, though she possessed a spirit capable of the most heroic deeds and sacrifices.

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

**SOURCE 13**

(From the Annual Report of the National Society, 1862. The National Society was a voluntary society which provided elementary education in Church schools for working-class children.)

It is hoped that any move to provide girls with an academic education will not keep from our sight the importance of teaching them to make and mend shirts, to make  
20 and mend dresses, and darn stockings and socks.

**SOURCE 14**

(From Joan Perkin, *Victorian Women*, published 1993. She is writing about the new schools set up by the Girls' Public Day School Company in the 1870s.)

In order to survive, the new type of girls' secondary school had to conform to what parents wanted. They were not founded by feminists, and they do not tell a story of steady progress towards sex equality.

However, the new schools did provide girls with different role models and loosened  
25 family ties. They sent a first wave of women into Higher Education and 'broke the mould' once and for all.

**SOURCE 15**

(From June Purvis, *A History of Women's Education in England*, published 1991)

Adherence to ladylike behaviour was followed by the new high schools and involved an abundance of rules about appropriate dress and being accompanied when going out. At Oxford High, an article in the school magazine in 1879 warned  
30 that pupils who wore no gloves to school gave 'our enemies' reason to say the High School makes girls 'rough and unfeminine'.

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

**SOURCE 16**

(From David Rubinstein, *Before the Suffragettes: Women's Emancipation in the 1890s*, published 1986)

It was in the 1890s that women first took an important role in party political activity, through the political organisations established in the 1880s. A petition in favour of votes for women secured over a quarter of a million signatures in 1896; meetings  
35 to support the same end filled the largest halls. Most significantly, some women intent on securing the vote concluded that old forms of political protest would have to be replaced by more militant action. In these respects, and also in terms of a stronger organisational structure, the 1890s marked the start of a new era.

**SOURCE 17**

(Female members of School and Poor Law Boards in England and Wales. As a result of the Municipal Franchise Act of 1869 and the Education Act of 1870, some women were allowed to vote and stand as candidates in elections at local level.)

Date	School Boards	Poor Law Boards
1885	78	37
1890	100	80
1895	128	893
1900	270	1147

**SOURCE 18**

(From Rachel (Ray) Strachey, *The Cause: A Short History of the Women's Movement in Great Britain*, published 1928. She was a key activist in the struggle for women's rights in the early part of the twentieth century.)

By the 1890s, the agitation had been going on for so long that the Press and the  
40 public were tired of hearing of it. And so a regular Press boycott set in and the dead period of the movement began. Although the societies steadily expanded they made little other headway, and winning the vote seemed in the early nineties to be further away than ever in the history of the agitation.

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