

**Access to History Online Edexcel Unit 2 – C2 Britain, c.1860–1930: The Changing Position of Women and the Suffrage Question**

<p><b>Edexcel – AS GCE Unit 2: British History Depth Studies Option C</b></p>	<p><b>C2 Britain, c.1860–1930: The Changing Position of Women and the Suffrage Question</b></p>	<p><b>SOURCES ACCOMPANYING EXEMPLAR QUESTIONS UNIT 2</b></p>
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<p><b>SOURCE 1</b></p>	<p>On the whole, male politicians were by no means opposed to some form of female suffrage. The Labour Party supported it, and leading Labour figures like Keir Hardie and George Lansbury were deeply involved in the issue. A substantial section of the Liberal Party, quite possibly the majority, supported it, as did many leading Liberals, including Churchill, Lloyd George, and Sir Edward Grey. Although there was more opposition to it among the Conservatives, as was perhaps to be expected, a number of leading Conservatives supported it, including the party leader, Balfour.</p> <p><i>From Sean Lang, Parliamentary reform, 1785–1928, published 1999</i></p>
<p><b>SOURCE 2</b></p>	<p>Bills for Woman’s Suffrage had been debated in Parliament since the reign of Queen Victoria. However, the question at issue was one which cut across the ordinary Party lines. Though they had support of many Liberals and many Conservatives, no Government of either party was ever found united in their favor and it became almost a convention of Parliament to block their progress.</p> <p><i>From H.H. Asquith, Moments of Memory – Recollections and Impressions, published 1937</i></p>
<p><b>SOURCE 3</b></p>	<p>We have a political system where no reforms can get onto the statute book of our old country unless it is initiated by the government of the country, by the cabinet, by the handful of people who really govern the country. It doesn't matter whether you have practically every Member of Parliament on your side – you cannot get what you want unless the cabinet initiates legislation.</p> <p><i>An extract from Emmeline Pankhurst’s speech ‘Freedom or Death’ given in Hartford, Connecticut on November 13 1913</i></p>

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<b>SOURCE 4</b>	<p>It is frequently said that women were given the vote because of the war ... the highly skilled and dangerous work done by women during the war in the armaments and munitions factories and in the auxiliary and nursing service at the front was probably the greatest factor in the granting of the vote to women at the end of the war. Importantly too, the spectre of militancy was dead. Suffragettes had proved themselves worthy of the vote by working with the government in its fight to win the war.</p> <p><i>From Paula Bartley, Votes for Women, published 2000</i></p>
<b>SOURCE 5</b>	<p>The enfranchisement of women involved greater issues than could be involved in any war, even supposing that the objects of the Great War were those alleged, I cannot help regretting that any justification was given for the popular error which still sometimes ascribes the victory of the suffrage cause, in 1918, to women's war service. This assumption is true only in so far as gratitude to women offered an excuse to the anti-suffragists in the Cabinet and elsewhere to climb down with some dignity from a position that had become untenable before the war.</p> <p><i>From Evelyn Sharp, Unfinished Adventure, published 1933</i></p>
<b>SOURCE 6</b>	<p>The role played by so many thousands of women during the war may have played a part in obtaining the vote. But equally, it was a fear that women would return to the pre-1914 campaign of militancy that prompted politicians to act before the war was over.</p> <p><i>From Angela K. Smith, Suffrage Discourse in Britain during the First World War, published 2005</i></p>

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### **Examiner’s Specific Advice**

The Unit 2 Part (a) essay asks candidates to compare source material in order to evaluate a claim. This requires the following skills:

First, candidates need to comprehend the sources and understand the ways in which they support or challenge the view advanced in the question.

Secondly, candidates must compare details from the sources, drawing out points of similarity or difference.

Thirdly, candidates need to consider the provenance of each source, using this to explain the similarities or differences between sources and give weight to the evidence provided.

Finally, candidates must use this information to reach a judgement about how far the sources as a set support or challenge the view advanced in the question.

### **Exemplar Question**

Study Sources 1, 2 and 3.

(a) How far do the sources suggest that ‘on the whole, male politicians were by no means opposed to some form of female suffrage’ in the period 1906–1914?

Explain your answer using Sources 1, 2 and 3.

**[20 marks]**

### **Planning Your Response**

As this is a comparison question, it is important to consider not only how far each source agrees with the statement in the question, but also how far the sources agree with each other. This requires careful planning.

The quotation is taken from Source 1. Therefore, it is advisable to start with this source when planning your response. Source 1 argues that women’s suffrage had supporters among all of the major political parties, especially among significant political leaders.

However, among these supporters there was no clear agreement on the form that women’s suffrage should take. Source 2 agrees with Source 1 that supporters of

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women's suffrage were found in all political parties, but adds further evidence that their impact was weak. Source 3 claims that women's suffrage had substantial political support, but agrees with Source 2 that these supporters had limited impact on the progress of reform.

One possible way of structuring an answer to this question would be:

- Introduction: summarise how far the sources agree with the statement in the question
- Ways in which the sources agree that 'on the whole, male politicians were by no means opposed to some form of female suffrage'
- Ways in which the sources disagree that 'on the whole, male politicians were by no means opposed to some form of female suffrage'
- Conclusion

### **Examiner's Exemplar Answer 1**

The sources agree that male politicians were not opposed to women getting the vote to an extent (1).

Source 1 is written by a historian called Sean Lang in the book called Parliamentary Reform. It was published in 1999 many years after women got the vote and what it says may be biased because he might have forgotten things between them happening and him writing them down, like Chinese whispers. In his book Sean Lang says that 'male politicians were by no means opposed to some form of female suffrage' and agrees with the question. He lists politicians like Keir Hardie who actually supported women getting the vote. But he also says that others didn't which doesn't support the question.

Source 2 was written by H.H. Asquith in a book called Moment of Memory. It was published in 1937, which is still a long time after the time women got the vote making it biased. He says that people had talked about it in Parliament for ages, but that it wasn't easy to get a law passed. He does say that 'they had support of many liberals and many Conservatives' which supports the question.

Source 3 is an extract from Emmeline Pankhurst's speech 'Freedom or Death' which she gave in Hartford, Connecticut on November 13 1913. Emmeline Pankhurst was a suffragette and therefore her view will be biased. She said that it didn't matter how many politicians supported the

(1) The introduction attempts to answer the question directly. However, stating that the sources agree 'to an extent' does not actually state how far the sources agree with the statement.

(2) The body of the essay discusses each source in turn. It makes three essential mistakes. First, it does not cross-reference the sources. Secondly, the essay paraphrases the sources rather than analysing them. Finally, it has an extremely simplistic view of reliability. It argues that none of the sources are reliable because they were

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women getting the vote because it was the cabinet that got to make the laws not the male politicians. She was speaking to Americans in her speech so she might be exaggerating because in the days before the internet they couldn't check what she was saying for themselves which makes her speech biased (2).

All three sources agree that men favoured women getting the vote to an extent, but you can't trust what they are saying because they are biased (3).

### **Examiner's Assessment**

This is an extremely weak essay. It does not cross reference the sources, nor does it really analyse them. The main skill displayed in the essay is paraphrasing. The assessment of the reliability is also extremely simplistic and therefore adds nothing to the essay. Therefore the answer deserves a mark in Level 2.

### **Examiner's Exemplar Answer 2**

Source 1 is undoubtedly right to suggest that many male politicians were in favour of some kind of deal over female suffrage, but as Source 2 and Source 3 show, the suffragettes' strongest supporters were not well placed and therefore couldn't push a Bill for Women's Suffrage through parliament (4).

Source 1 offers a list of male politicians who supported women's suffrage to some extent. It includes Labour leader Keir Hardy, Winston Churchill and Lloyd George. This is supported by Herbert Asquith in Source 2 who says bills for Women's Suffrage 'had support of many Liberals and many Conservatives'. This is significant because the Liberals and the Conservatives were the two main political parties between 1860 and 1930. Indeed, Churchill and Lloyd George, mentioned in Source 1, were Liberals, while Balfour, also mentioned in Source 1 was a Conservative. Source 3 implies that the suffragettes had 'practically every Member of Parliament' on their side. However, it seems that

written after the event they describe. However, this argument is inappropriate for Source 1 and Source 3 as they are the work of historians who do not claim to be eye witnesses.

(3) The conclusion presents a judgement, but fails to support it.

(4) The introduction clearly answers the question and briefly summarises where the three sources stand in relation to the question.

(5) This paragraph cross-references all three sources. It also selects the most important aspects of the sources for inclusion in the essay. Finally, it

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the author was using the term Member of Parliament rather loosely, there was support for female suffrage in the House of Commons, but significantly less in the House of Lords (5).

On the other hand, there is evidence that the support of male politicians was less significant than it might at first appear. Herbert Asquith, in Source 2, does not mention that he, as Prime Minister, stood in the way of Women's Suffrage for many years. Pankhurst's speech in Source 3 supports this, as it states that the Suffragettes had practically no support in Cabinet - that is to say at the top of government. Source 1 also implies that there was a lack of support amongst male politicians where it really mattered. Lang's list, in Source 1, starts with Keir Hardie and the Labour Party. It is true that the Labour Party did support Women's Suffrage however, they were the smallest of the major parties and therefore they were unable to pass legislation granting women the vote. Finally, Lang says that there was support for 'some form of female suffrage', rather than for granting all women the vote. Support for reform in general was wide spread, but there was much less support for the specific Bills that came forward, as Asquith recalls in Source 2 (6).

In sum, all three sources agree that there was wide spread support in amongst male politicians for some kind of female suffrage. Nonetheless, this support was at its strongest in the Labour Party which was the smallest party in the Commons. At the top of government in the Cabinet figures such as Asquith, the Liberal Prime Minister, were either openly opposed to reform or so half hearted that they achieved nothing (7).

### **Examiner's Assessment**

This essay presents a detailed analysis of the three sources. It selects and cross-references excellently, weighing up the evidence as it goes and finally reaching a fully supported conclusion. It deserves a mark in High Level 4.

accurately identifies the fact that Source 3 oversimplifies the problems facing the suffragettes.

(6) Again, this paragraph cross-references all three sources. It also weighs the evidence of the sources noting that support among Labour MPs is less valuable than support at the top of government.

(7) The conclusion weighs up both the extent and the significance of the support, reaching a fully supported judgement.

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(a) How far do the sources suggest that 'on the whole, male politicians were by no means opposed to some form of female suffrage' in the period 1906–1914?

**[20 marks]**

**Target: AO2a**

As part of an historical enquiry, analyse and evaluate a range of appropriate source material with discrimination.

<b>Level 1</b>	<p>Comprehends the surface features of the sources and selects material relevant to the question. Responses are direct quotations or paraphrases from one or more of the sources.</p> <p><b>Low Level 1: 1–2 marks</b> The qualities of Level 1 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 1: 3–5 marks</b> The qualities of Level 1 are securely displayed.</p>	<b>(1–5)</b>
<b>Level 2</b>	<p>Comprehends the sources and selects from them in order to identify their similarities and/or differences in relation to the question posed. There may be one developed comparison, but most comparisons will be undeveloped or unsupported with material from the sources. Sources will be used in the form of a summary of their information. The source provenance may be noted, without application of its implications to the source content.</p> <p><b>Low Level 2: 6–7 marks</b> The qualities of Level 2 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 2: 8–10 marks</b> The qualities of Level 2 are securely displayed.</p>	<b>(6–10)</b>
<b>Level 3</b>	<p>Comprehends the sources and focuses the cross-referencing on the task set. Responses will offer detailed comparisons, similarities/differences, agreements/disagreements that are supported by evidence drawn from the sources.</p> <p>Sources are used as evidence with some consideration of their attributes, such as the nature, origins, purpose or audience, with some consideration of how this can affect the weight given to the evidence. In addressing 'how far' there is a clear attempt to use the sources in combination, but this may be imbalanced</p>	<b>(11–15)</b>

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	<p>in terms of the issues addressed or in terms of the use of the sources.</p> <p><b>Low Level 3: 11–12 marks</b> The qualities of Level 3 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 3: 13–15 marks</b> The qualities of Level 3 are securely displayed.</p>	
<b>Level 4</b>	<p>Reaches a judgement in relation to the issue posed by the question supported by careful examination of the evidence of the sources. The sources are cross-referenced and the elements of challenge and corroboration are analysed. The issues raised by the process of comparison are used to address the specific enquiry. The attributes of the source are taken into account in order to establish what weight the content will bear in relation to the specific enquiry. In addressing 'how far' the sources are used in combination.</p> <p><b>Low Level 4: 16–17 marks</b> The qualities of Level 4 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 4: 18–20 marks</b> The qualities of Level 4 are securely displayed.</p>	<b>(16–20)</b>



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### **Examiner’s Specific Advice**

The Unit 2 Part (b) essay asks candidates to cross-reference source material and own knowledge to test an interpretation.

First, candidates need to comprehend the sources and understand the ways in which they support or challenge the view advanced in the question.

Secondly, candidates must compare details from the sources, drawing out points of similarity or difference.

Thirdly, candidates need to consider the provenance of each source, using this to explain the similarities or differences between sources and give weight to the evidence provided.

Fourthly, candidates need to use their own knowledge to develop their argument. Own knowledge can be used to support or challenge information from the sources, or to give weight to the evidence in the sources.

Finally, candidates must reach a judgement about how far the interpretation in the question is accurate.

### **Exemplar Question**

Study Sources 4, 5 and 6.

(b) Do you agree with the view that ‘women were given the vote because of the war’?

Explain your answer using Sources 4, 5 and 6 and your own knowledge.

**[40 marks]**

### **Planning Your Response**

Unit 2 Part (b) questions can be planned in much the same way as Unit 2 Part (a) questions, but with the additional inclusion of the candidate’s own knowledge.

It is important that the sources and own knowledge are used as a set. Candidates need to consider not only how far the sources and their own knowledge agree with

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the interpretation in the question, but also how far they agree with each other. This requires careful planning.

The quotation is taken from Source 4. Therefore, it is advisable to start with this source when planning your response. Source 4 argues that women's work during the war, coupled with the end of militant protest, played a fundamental role in the decision to grant women the vote. Source 5 agrees that war work provided a pretext for politicians to extend the franchise to women. However, this source suggests that it was campaigning before the war that ensured that women would be granted the vote. Source 6 agrees with Source 4 in acknowledging the importance of women's work during World War One. Additionally, it extends Source 4's argument about the cessation of militant protest during the war, claiming that women were given the vote because politicians feared a return to militant protest after the war.

One possible way of structuring an answer to this question would be:

- Introduction: summarise the argument of the essay, integrating information from the sources and own knowledge
- Ways in which the war played a part in ensuring that women got the vote
- Ways in which the pre-war suffrage movement played a part in ensuring that women got the vote
- Ways in which the fear of a return to militancy played a part in ensuring that women got the vote
- Conclusion

### Examiner's Exemplar Answer 1

Women got the vote for a number of reasons which are outlined in the three sources. Source 4 says they got it because of the war, Source 5 agrees and Source 6 also says that the war played a part in the decision to give women the vote. However, women did not really get the vote until 1928 when all women could vote (1).

Source 4 says that the war got women the vote. The war helped for a number of reasons. It says in Source 4 that they got the vote because of the 'highly skilled and dangerous work done by women during the war'. Women did things on the home front and on the western front. On the home front they filled in doing jobs that men did before they went to war. On the Western front they did dangerous jobs like being nurses in the trenches. Source 4 also says this was important because women worked in munitions factories. Finally, it says 'the spectre of militancy was dead' which meant that women were no longer throwing themselves under horses or chaining themselves to railings because at the beginning of the war the major suffrage movements stopped their campaigns

(1) The introduction correctly notes that all of the sources support the assertion that 'women were given the vote because of the war' but does not examine any other reasons why suffrage was granted in 1918. The final sentence is accurate but irrelevant.

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and got behind the war effort.

Source 5 says that 'the enfranchisement of women involved greater issues than could be involved in any war', which meant that the issues involved in getting women the vote were even bigger than those that were involved in World War I (WWI). It also says that the writer regrets the fact that many people think that WWI was what won women the vote. She does say that there was some 'gratitude' for the females who stopped fighting for the suffragettes and started to help with the war. Women did do lots of important jobs in the war because the men went away to fight and so many were killed. For example they were postmen during the war and worked making arms in factories.

Source 6 says 'the role played by so many thousands of women during the war may have played a part in obtaining the vote.' The role that Source 6 is talking about is all of the work that they did in WWI which helped the country to win against the Triple Alliance. Particularly in the factories they filled in for the men who had gone away to fight the war. Source 6 also talks about the 'pre-1914 campaign of militancy' which the campaigners stopped to help fight the war. Stopping the campaign was as important as actually working on the land and in the factories as it showed they were loyal and responsible and deserved the vote (2).

Source 4 is an extract from Paula Bartley's book called Votes for Woman, but can we really trust it? It was published in 2007 almost ninety years after the war and a lot changed in that time which might mean that the source is biased. Source 5 is an extract from a book called Unfinished Adventure by a woman called Evelyn Sharp. It was published in 1933 which makes it much more reliable than Paula Bartley's book because it was written right after the events and must have been fresh in her memory. Source 6 is from a book that was published in 2006, which means, like Source 4 that it can't be trusted because of the big gap between WWI and the book being written. So, Source 5 is the most reliable and the least biased so we can trust it the most (3).

All three sources show that the war was the main reason why women got the vote. Source 5 which is the most reliable also says this. Therefore as all of the evidence says that women got the vote because of WWI I agree to an extent that the women got the

(2) The main body of the essay is very repetitive and quite generalised. It keeps asserting that women worked in munitions factories, but gives little detail to develop this assertion. What is more, it deals with each source in turn and therefore does not cross-reference the sources.

(3) The assessment of the reliability of the various sources assumes that the account that is published closest to the events is the most reliable. This is a very simplistic view of reliability and does nothing to advance the argument of the essay.

(4) The conclusion attempts to reach a supported judgement. However, it places too much weight on the simplistic assessment of reliability and

vote because of WWI (4).

### **Examiner's Assessment**

In terms of A01 the essay is well structured and broadly focused on the question. What is more there is some integration between the sources and the candidate's own knowledge. However, the own knowledge is extremely vague and therefore the essay will not be able to gain a mark higher than High Level 2 in A01.

Turning to A02, the essay uses all of the sources. However, it tends to summarise and paraphrase rather than to analyse. Therefore, in A02 the answer deserves a mark within Level 2.

### **Examiner's Exemplar Answer 2**

The idea that the Great War was responsible for women gaining the vote in Britain is widespread. However, like many widespread ideas it is not the whole truth. The War, as all three sources admit, played a part, but there were also other factors such as the suffrage campaign prior to 1918 which is mentioned in Source 5, and the fact that male politicians were weary of a return to the militancy which had dominated the decade prior to the War (5).

All three Sources agree that the War played a part in ensuring that women got the vote in 1918. Source 4 puts the case most strongly, stating plainly 'that women were given the vote because of the war'. This is backed up by Source 6, which states, with less conviction that the 'role played by so many thousands of women during the war may have played a part in obtaining the vote'. The role mentioned in Source 5 and the 'skilled and dangerous' jobs mentioned in Source 4 refers to activities such as working in munitions factories, where jobs could be highly dangerous. The production of the explosive TNT, for example, could lead to immediate death, due to the instability of the substance. What is more 37% of the women working in Woolwich Arsenal during the war suffered from the symptoms of TNT poisoning. Women also did dangerous work at the front line

overstates the extent to which all of the sources credit the war with reform.

(5) The introduction sets out the various different perspectives given in the three sources. It also sets up the argument that provides the basis for the essay.

(6) The essay begins by considering the evidence that

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nursing the wounded as part of the First Aid Nursing Yeomanry or the Voluntary Aid Detachment. Herbert Asquith, Liberal Prime Minister, who had opposed women's suffrage prior to the war wrote in his memoirs that women proved themselves during the War by undertaking these kind of activities. Clearly, in cases such as Asquith's women's service during the war was an important part in the decision to let them vote (6).

However, Source 5 contradicts this. It describes the view stated in the question as a 'popular error.' Essentially, it argues that even before the War it was obvious that women should get the vote. Women's service during the war merely allowed 'anti-suffragists in the Cabinet and elsewhere to climb down with some dignity'. This was certainly the case for Asquith. It should be noted that the writer of Source 5 is Evelyn Sharp, a leading figure in both the Women's Social and Political Union and the United Suffragists. She states that women had won the argument prior to the war which strongly suggests that she thinks that the suffrage movement rather than the war was responsible for gaining women the vote. If Sharp is right, it suggests that the War postponed suffrage, by taking the issue off the political agenda. Indeed, there were multiple attempts to grant women voting rights under the 1906 Liberal Government, the 1906 Adult Suffrage Bill, introduced by Sir Charles Dilke, a bill to enfranchise women householders brought in by the Liberal MP, Willoughby Dickinson 1907, the Conciliation Committee tried again in 1910, 1911 and 1912, and there were attempts to include women in the 1913 Franchise and Registration Bill. However, during the War attention was elsewhere and Parliament did not attempt to enfranchise women until 1918 (7).

Source 6 suggests a further possibility. It states that the 'fear that women would return to the pre-1914 campaign of militancy' led to reform. Politicians had no appetite for a repeat of the Emily Davison incident. After four years of War MPs wanted domestic peace and therefore finally gave into the demands for enfranchisement (8).

Overall, there were several reasons for the enfranchisement of women in 1918. The War was one of them, but Source 4 overstates its importance. Certainly, it persuaded some anti-suffragists such as Asquith, as Source 5 admits, but

supports the stated view. This is a very sensible approach, as it directly answers the question at the beginning of the essay. What is more it combines a detailed cross-reference of the source material with some accurate and detailed own knowledge.

(7) This paragraph examines the opposing view given in Source 5. Once again, it combines a detailed cross-reference with impressive range and depth of own knowledge.

(8) This paragraph considers a third view, it is rather briefer than the previous paragraphs, but it does extend the range of factors considered by the essay.

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<p><u>in essence it was the campaign which kept the issue on the political agenda and which scared politicians, 'the spectre of militancy was dead', as Source 4 says, but militant women such as Evelyn Sharp were prepared to revive it if they didn't get there way (9).</u></p> <p><b>Examiner's Assessment</b></p> <p>In terms of A01 the essay is well structured and focused and the own knowledge is detailed, accurate, well deployed and integrated with the sources. Therefore, it gets a high mark in Level 4.</p> <p>The essay is also strong in terms of A02. The cross-referencing, selection and analysis are all of a high standard, so the essay also achieves Level 4 in A02.</p>	<p>(9) The conclusion reaches a supported judgement which follows on from the main body of the essay.</p>
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(b) Do you agree with the view that 'women were given the vote because of the war'?

**[40 marks]**

**Target: AO1a & AO1b (24 marks)**

Recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner.

**AO2b (16 marks)**

Analyse and evaluate, in relation to the historical context, how aspects of the past have been interpreted and represented in different ways.

**AO1a and AO1b (24 marks)**

<p><b>Level 1</b></p>	<p>Candidates will produce mostly simple statements. These will be supported by limited factual material, which has some accuracy and relevance, although not directed analytically (i.e. at the focus of the question). The material will be mostly generalised. There will be few, if any, links between the simple statements.</p> <p><b>Low Level 1: 1–2 marks</b> The qualities of Level 1 are displayed; material is less convincing in its range and depth.</p> <p><b>Mid Level 1: 3–4 marks</b></p>	<p><b>(1–6)</b></p>
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	<p>As per descriptor.  <b>High Level 1: 5–6 marks</b>            The qualities of Level 1 are securely displayed; material is convincing in range and depth consistent with Level 1.</p> <p>The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.</p>	
<b>Level 2</b>	<p>Candidates will produce a series of simple statements supported by some accurate and relevant factual material. The analytical focus will be mostly implicit and there are likely to be only limited links between simple statements. Material is unlikely to be developed very far or to be explicitly linked to material taken from sources.</p> <p><b>Low Level 2: 7–8 marks</b>            The qualities of Level 2 are displayed; material is less convincing in its range and depth.</p> <p><b>Mid Level 2: 9–10 marks</b>            As per descriptor.</p> <p><b>High Level 2: 11–12 marks</b>            The qualities of Level 2 are securely displayed; material is convincing in range and depth consistent with Level 2.</p> <p>The writing will have some coherence and will be generally comprehensible, but passages will lack both clarity and organisation. Some of the skills needed to produce effective writing will be present. Frequent syntactical and/or spelling errors are likely to be present.</p>	<b>(7–12)</b>
<b>Level 3</b>	<p>Candidates' answers will attempt analysis and show some understanding of the focus of the question. They may, however, include material which is either descriptive, and thus only implicitly relevant to the question's focus, or which strays from that focus. Factual material will be mostly accurate, but it may lack depth and/or reference to the given factor. At this level candidates will begin to link contextual knowledge with points drawn from sources.</p> <p><b>Low Level 3: 13–14 marks</b>            The qualities of Level 3 are displayed; material is less convincing in its range and depth.</p> <p><b>Mid Level 3: 15–16 marks</b>            As per descriptor.</p> <p><b>High Level 3: 17–18 marks</b>            The qualities of Level 3 are securely displayed; material is convincing in range and depth consistent with Level 3.</p> <p>The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.</p>	<b>(13–18)</b>

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<b>Level 4</b>	<p>Candidates offer an analytical response which relates well to the focus of the question and which shows some understanding of the key issues contained in it. The analysis will be supported by accurate factual material, which will be mostly relevant to the question asked. There will be some integration of contextual knowledge with material drawn from sources, although this may not be sustained throughout the response. The selection of material may lack balance in places.</p> <p><b>Low Level 4: 19–20 marks</b> The qualities of Level 4 are displayed; material is less convincing in its range and depth.</p> <p><b>Mid Level 4: 21–22 marks</b> As per descriptor.</p> <p><b>High Level 4: 23–24 marks</b> The qualities of Level 4 are securely displayed; material is convincing in range and depth consistent with Level 4.</p> <p>The answer will show some degree of direction and control but these attributes may not be sustained throughout the answer. The candidate will demonstrate the skills needed to produce convincing extended writing but there may be passages which lack clarity or coherence. The answer is likely to include some syntactical and/or spelling errors.</p>	<b>(19–24)</b>
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**AO2b (16 marks)**

<b>Level 1</b>	<p>Comprehends the sources and selects material relevant to the representation contained in the question. Responses are direct quotations or paraphrases from one or more of the sources.</p> <p><b>Low Level 1: 1–2 marks</b> The qualities of Level 1 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 1: 3–4 marks</b> The qualities of Level 1 are securely displayed.</p>	<b>(1–4)</b>
<b>Level 2</b>	<p>Comprehends the sources and selects from them in order to identify points which support or differ from the representation contained in the question. When supporting the decision made in relation to the question the sources will be used in the form of a summary of their information.</p> <p><b>Low Level 2: 5–6 marks</b> The qualities of Level 2 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 2: 7–8 marks</b> The qualities of Level 2 are securely displayed.</p>	<b>(5–8)</b>



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<p><b>Level 3</b></p>	<p>The sources are analysed and points of challenge and/or support for the representation contained in the question are developed from the provided material. In addressing the specific enquiry, there is clear awareness that a representation is under discussion and there is evidence of reasoning from the evidence of the sources, although there may be some lack of balance. The response reaches a judgement in relation to the claim which is supported by the evidence of the sources.</p> <p><b>Low Level 3: 9–10 marks</b> The qualities of Level 3 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 3: 11–12 marks</b> The qualities of Level 3 are securely displayed.</p>	<p><b>(9–12)</b></p>
<p><b>Level 4</b></p>	<p>Reaches and sustains a conclusion based on the discriminating use of the evidence. Discussion of the claim in the question proceeds from the issues raised by the process of analysing the representation in the sources. There is developed reasoning and weighing of the evidence in order to create a judgement in relation to the stated claim.</p> <p><b>Low Level 4: 13–14 marks</b> The qualities of Level 4 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 4: 15–16 marks</b> The qualities of Level 4 are securely displayed.</p>	<p><b>(13–16)</b></p>

<p><b>Edexcel – AS GCE Unit 2: British History Depth Studies Option C</b></p>	<p><b>C2 Britain, c.1860–1930: The Changing Position of Women and the Suffrage Question</b></p>	<p><b>Chronology</b></p>
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**Chronology: Key Events in *Britain, c.1830–1992***

<b>Year</b>	<b>Event</b>
1832	Great Reform Act
1857	Divorce Act
1860	Nursing School for Women established at St Thomas’ Hospital, London
1864	First Contagious Diseases Act
1865	Elizabeth Garrett Anderson becomes first woman to qualify as a doctor
1866	J.S. Mill presents women’s suffrage to Parliament
1867	Mill’s amendment to include women in the Second Reform Bill defeated
	Second Reform Act
	Manchester National Society for Women’s Suffrage founded

**Access to History Online Edexcel Unit 2 – C2 Britain, c.1860–1930: The Changing Position of Women and the Suffrage Question**

	London National Society for Women’s Suffrage founded
	National Society for Women’s Suffrage (NSWS) founded
1869	Single women able to vote in town elections
	Girton College founded
	Secret ballot
	Propertied women given the right to vote in municipal elections
1869–1918	Women gain the vote in the USA
1870	Education Act
	Married Women’s Property Act
1875	First woman Poor Law Guardian elected
1877	National Society for Women’s Suffrage reunited
1878	Domestic Science compulsory for girls in Board Schools
	London University admits women
1879	Somerville and Lady Margaret Hall, Oxford, founded
1881	Elementary schooling compulsory between the ages of 5 and 13
	Women gain the vote in Isle of Man
1882	Married Women’s Property Act
1883	Royal Holloway College, London, founded
	Corrupt Practices Act
1884	Matrimonial Causes Act
	Third Reform Act
1885	Criminal Law Amendment Act
1888	Central National Society for Women’s Suffrage (remained NSWS) founded
1889	Women’s Franchise League founded
1892	Women’s Emancipation Union founded
1893	Women gain the vote in New Zealand
1893–1909	Women gain the vote in Australia
1894	Local Government Act enfranchises some women
1897	National Union of Women’s Suffrage Societies (NUWSS) founded
1903	Lancashire and Cheshire Women Textile and Other Workers, Representative Committee (LCWT) founded
	WSPU founded
	Christabel Pankhurst and Annie Kenney arrested
	Liberal/Labour electoral agreement
1906	Women gain the vote in Finland
	Liberal landslide election victory
	The word ‘suffragette’ used for the first time
1907	‘Mud March’
	First Caxton Hall meeting
	Women gain the vote in Norway
	Women’s Freedom League founded
	Men’s League for Women’s Suffrage founded
	NUWSS adopt new constitution
	Millicent Fawcett becomes President of NUWSS
1908	WSPU members chain themselves to the railings of 10 Downing Street
	Men’s League for Opposing Women’s Suffrage founded
	Trojan horse raid
	Irish Women’s Franchise League founded

**Access to History Online Edexcel Unit 2 – C2 Britain, c.1860–1930: The Changing Position of Women and the Suffrage Question**

	Women's National Anti-Suffrage League founded
	Conservative and Unionist Women's Suffrage Association founded
	Window-smashing begins
	'Rush' on the House of Commons
	WFL members chain themselves to grille in House of Commons
1909	First hunger strike
	First forcible feeding
	Tax Resistance League founded
1910	General election
	Conciliation Committee founded
	First Conciliation Bill passes second reading
	Men's Political Union founded
	Black Friday
	General election
	Prison to Citizenship procession
1911	Second Conciliation Bill passes second reading
	Constance Lytton imprisoned as a working-class woman
	Boycott of census
	Coronation procession
	First post-box destroyed
1912	NUWSS-Labour Party alliance established
	WSPU opposes Labour Party candidates
	Pethick-Lawrence resigns from the WSPU
	Third Conciliation Bill fails second reading
	Christabel Pankhurst flees to France
	George Lansbury resigns seat
	Election fighting fund established
1913	East London Federation of Suffragettes founded
	Lloyd George's country home set on fire
	Emily Wilding Davison dies from injuries at the Derby
	NUWSS pilgrimage
	Amendment to manhood suffrage bill ruled out of order
	Cat and Mouse Act
	Asquith meets NUWSS deputation
1914	Sylvia Pankhurst resigns from the WSPU
	Velazquez's painting attacked
	Group of women from London's East End meet Asquith
	Militancy ceases when First World War declared
	Asquith meets ELFS deputation
	First World War begins
	WSPU abandons campaign for the vote
	Amnesty for suffragettes granted
	Women's Volunteer Reserve (WVR) founded
1915	Asquith forms coalition government
	Right to Serve march
	National Register Bill
	Suffragettes of the Women's Social and Political Union founded
1916	Independent Women's Social and Political Union founded
	Speaker's Conference
	Lloyd George replaces Asquith as Prime Minister

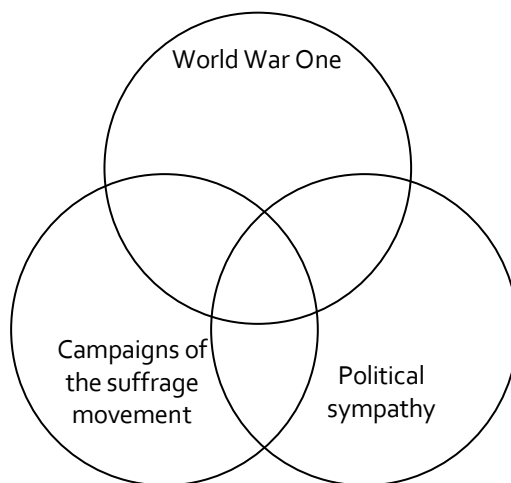
**Access to History Online Edexcel Unit 2 – C2 Britain, c.1860–1930: The Changing Position of Women and the Suffrage Question**

1917	Women's Auxiliary Army Corps (WAACS) founded
	Women's Royal Naval Service (WRNS) founded
	Women's Land Army founded
1918	Representation of the People Act gives votes to women over the age of 30
	Women's Royal Air Force (WRAFS) founded
	End of War
	Constance Markiewicz elected to Parliament, but does not take up her seat
1919	Nancy Astor becomes the first woman MP to sit in Parliament
	Sex Disqualification Removal Act
	NUSEC formed
1922	Married Women's Maintenance Act
	Infanticide Act
	Criminal Law Amendment Act
1923	Matrimonial Causes Act
1925	Guardianship of Infants Act
	Widows, Orphans and Old Age Pensioners' Bill
1928	Equal Franchise Act
1929	Age of marriage raised to 16
1979	Margaret Thatcher becomes first female Prime Minister
1992	Betty Boothroyd becomes first female Speaker of the House of Commons

## Teaching Activities

### 1. Reasons for the granting of female suffrage in 1918: Venn Diagram

As a class, produce a list of reasons for the granting of female suffrage in 1918. Students should be given an A3 copy of the following Venn diagram:



Students should then place each factor onto the Venn diagram, showing the ways in which different factors relate to each other.

## **Access to History Online Edexcel Unit 2 – C2 Britain, c.1860–1930: The Changing Position of Women and the Suffrage Question**

Hints:

- Less able students could be given a list of reasons for the granting of female suffrage, which they then place on the diagram.
- The most able students could be encouraged to use different colours to emphasise the relative importance of the different factors. For example, factors which are most important could be red, while those which are least important could be blue. Having categorised reasons in order of relative importance, the students should be asked to write a paragraph explaining which factor was most important and why.

### **2. Make your own exam paper**

Students should be shown a range of existing exam papers for this option. They should make a list of the key features of the exam papers. For example, they could note that the paper is divided into two sections, with the first section requiring comparison of three sources, and the second section requiring them to test a judgement using two sources and their own knowledge.

Students should then use their own knowledge and a copy of the specification to design their own Part (a) and Part (b) questions.

For the Part (a) question, they should select three sources from their textbook or other relevant books (additionally, they could be encouraged to use online libraries such as Google Books). At least two of these sources should be primary accounts. Having chosen the sources, students should write an appropriate question to accompany them. This question should focus on a comparison of the three sources.

For the Part (b) question, students should select two secondary sources, offering contrasting interpretations of a key event or process studied. Again, having chosen the sources, students should write an appropriate question to accompany them. This question must require them to test an interpretation.

Hints:

- Once the exam papers have been designed, students should swap papers with a partner, and plan their answers to the questions. They should return these to the person who designed the exam paper, who could mark them using the exam board mark scheme.
- Less able students could be given eight or nine sources from which to select their sources for each question.

## **Additional Sample Questions**

*Edexcel Unit 2 is a source-based paper. Therefore teachers (or students) will need to find two or three sources to be used in conjunction with each question.*

Part (a)

1. How far do the sources suggest that the 1882 Married Women's Property Act marked a major breakthrough for women's rights?
2. How far do the sources suggest that the campaigns of the suffragists helped advance women's rights in the period 1897 to 1907?
3. How far do the sources challenge the view that the Liberal Government of 1906–14 was 'half hearted in its support of female suffrage'?
4. How far does the evidence of the sources suggest that women had greater opportunities in the work place in the decade following the First World War?

Part (b)

1. Do you agree with the view that the campaigns by the Women's Social and Political Union were 'essentially counterproductive' in the period 1904–1914?
2. Do you agree with the view that the vast majority of British people had little interest in the rights of women on the eve of the First World War?
3. Do you agree with the view that the opening of universities to women following 1886 led to greater opportunities for women within the professions?
4. Do you agree with the view that by the beginning of the First World War women were no longer 'legal slaves'?

## **Resources**

Patricia Hollis, *Women in Public 1850–1900* (George Allen and Unwin, 1979)

Joyce Marlow (ed.), *Votes for Women* (Virago, 2000)

Arthur Marwick, *Women at War, 1914–1918* (Fontana, 1977)

Melanie Phillips, *The Ascent of Women* (Abacus, 2004)

Martin Pugh, *The March of the Women 1866–1914* (Oxford, 2000)

Rosemary Rees, *Britain c1860-1930: The Changing Position of Women and the Suffrage Question* (Pearson, 2008)