

Surname	Centre Number	Candidate Number
Other Names		0

**GCSE**

4271/02



S16-4271-02

HISTORY**UNIT 1: STUDY IN-DEPTH****Wales and England in the Early Twentieth Century,
c. 1890-1919**

A.M. MONDAY, 6 June 2016

1 hour 15 minutes

For Examiner's use only		
Question	Maximum Mark	Mark Awarded
1.	18	
2.	20	
3.	12	
SPaG	3	
Total	53	

4271
020001**INSTRUCTIONS TO CANDIDATES**

Use black ink or black ball-point pen.

Write your name, centre number and candidate number in the spaces at the top of this page.

Answer ALL the questions on the examination paper.

Write your answers in the spaces provided in this booklet. If you run out of space, use the continuation page at the back of the booklet, and if this is not sufficient use supplementary sheets. Write your name at the top of each supplementary sheet, indicating clearly the number of the question you answer. Put the supplementary sheets inside this booklet.

INFORMATION FOR CANDIDATES

The number of marks is given in brackets at the end of each question or part-question.

You are reminded that assessment will take into account the quality of written communication used in your answers that involve extended writing. These are question 2(c) and question 3.

In addition, your ability to spell, punctuate and use grammar accurately will be assessed in your answer to question 3.

Answer all questions.

QUESTION 1

This question is focused on the impact of the First World War.

[18]

Study the sources below and then answer the question which follows.

Source A

The war opened up a wide variety of jobs for women previously not available to them. They became shop assistants, postwomen, policewomen, drove delivery vans and made significant progress into office work.

[From a history textbook]

Source B



[A picture of women working in a munitions factory in 1916]

Examiner
only

(a) What do Sources A and B suggest about the jobs carried out by women during the First World War? [4]

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

4271
02/00/03

Study the sources below and then answer the question which follows.

Source D

As a Christian I cannot become a soldier or take another human life. It would go against my religious beliefs. I am asked to help the war effort in other ways, but this I also refuse. I have been in chains and handcuffs for five months, fed bread and water and kept in solitary confinement, but I stand by my beliefs.

[J.B. Saunders, a conscientious objector, writing in a letter to his wife, dated 20 September 1917]

Source E

This man would make a splendid soldier. He has a fine physique and just wants the nonsense knocked out of him. It is his duty to fight for his country. He has no reason not to. He is a traitor and a coward and should not be excused from fighting.

[Captain Rigby, an Army Officer, giving evidence in a court case against a conscientious objector in March 1916]

- (c) How useful are Sources D and E to an historian studying conscientious objectors in the First World War? [8]

Explain your answer using the sources and your own knowledge.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

4271
02/00/05

Examiner
only

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

END OF QUESTION 1

Examiner
only

.....

.....

.....

.....

.....

Historians have made different interpretations about the violent tactics used by the Suffragettes in the Votes for Women campaign.

The following pieces of evidence refer to the violent tactics used by the Suffragettes in the Votes for Women campaign.

Study these and answer the question that follows.

Evidence 1

This interpretation is from W. Gareth Evans, an historian writing in his specialist book, *The Role and Status of Women in the Twentieth Century*, published in 1998.

He argues that the violent tactics used by the Suffragettes lost support for the Votes for Women campaign.

Rather than gaining sympathy from politicians and the general public, the violent tactics caused anger and resentment towards the Suffragettes. It was a mistake and it lost the Votes for Women campaign much support. Such violent behaviour confirmed the idea that women were not responsible enough to gain the vote.

Evidence 2

This interpretation is from Sylvia Pankhurst, daughter of Emmeline Pankhurst, reflecting on her mother's life in an interview for the BBC, broadcast in 1953.

She argues that the violent tactics used by the Suffragettes were needed to achieve votes for women.

The Suffragettes were willing to take whatever steps necessary, legal or illegal, in their fight for the right to vote. They were prepared to smash windows and destroy public property. They were willing, even eager, to be imprisoned for the cause. Only this violent action could gain the publicity they needed to achieve votes for women.

Evidence 3

This evidence is a photograph from a newspaper of the Suffragettes being arrested by the police outside Buckingham Palace in 1912.



Examiner
only

.....

.....

.....

.....

.....

.....

.....

.....

END OF QUESTION 2

20

