

Mark Scheme (Results)

January 2013

GCE History (6HI02/C)

Unit 2: British History Depth Studies

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

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear

ii) select and use a form and style of writing appropriate to purpose and to complex subject matter

iii) organise information clearly and coherently, using specialist vocabulary when appropriate.

GCE History Marking Guidance

Marking of Questions: Levels of Response

The mark scheme provides an indication of the sorts of answer that might be found at different levels. The exemplification of content within these levels is not complete. It is intended as a guide and it will be necessary, therefore, for examiners to use their professional judgement in deciding both at which level a question has been answered and how effectively points have been sustained. Candidates should always be rewarded according to the quality of thought expressed in their answer and not solely according to the amount of knowledge conveyed. However candidates with only a superficial knowledge will be unable to develop or sustain points sufficiently to move to higher levels.

In assessing the quality of thought, consider whether the answer:

- (i) is relevant to the question and is explicitly related to the question's terms
- (ii) argues a case, when requested to do so
- (iii) is able to make the various distinctions required by the question
- (iv) has responded to all the various elements in the question
- (v) where required, explains, analyses, discusses, assesses, and deploys knowledge of the syllabus content appropriately, rather than simply narrates.

Examiners should award marks both between and within levels according to the above criteria. This should be done in conjunction with the levels of response indicated in the mark schemes for particular questions.

At the end of each answer, examiners should look back on the answer as a whole in the light of these general criteria in order to ensure that the total mark reflects their overall impression of the answer's worth.

Deciding on the Mark Point Within a Level

The first stage is to decide the overall level and then whether the work represents high, mid or low performance within the level. The overall level will be determined by the candidate's ability to focus on the question set, displaying the appropriate conceptual grasp. Within any one piece of work there may well be evidence of work at two, or even three levels. One stronger passage at Level 4 would not by itself merit a Level 4 award - but it would be evidence to support a high Level 3 award - unless there were also substantial weaknesses in other areas.

Assessing Quality of Written Communication

QoWC will have a bearing if the QoWC is inconsistent with the communication descriptor for the level in which the candidate's answer falls. If, for example, a candidate's history response displays mid Level 3 criteria but fits the Level 2 QoWC descriptors, it will require a move down within the level.

6HI02: Generic Level Descriptors

Part (a)

Target: AO2a (8%)

(20 marks)

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

| Level | Mark | Descriptor |
|-------|-------|---|
| 1 | 1-5 | <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>Low Level 1: 1-2 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 1: 3-5 marks The qualities of Level 1 are securely displayed.</p> |
| 2 | 6-10 | <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>Low Level 2: 6-7 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 2: 8-10 marks The qualities of Level 2 are securely displayed.</p> |
| 3 | 11-15 | <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 in terms of the issues addressed or in terms of the use of the sources.</p> <p>Low Level 3: 11-12 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 3: 13-15 marks The qualities of Level 3 are securely displayed.</p> |

| | | |
|---|-------|---|
| 4 | 16-20 | <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 they will bear in relation to the specific enquiry. In addressing 'how far' the sources are used in combination.</p> <p>Low Level 4: 16-17 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 4: 18-20 marks The qualities of Level 4 are securely displayed.</p> |
|---|-------|---|

NB: generic level descriptors may be subject to amendment in the light of operational experience.

Part (b)

Target: AO1a & AO1b (10% - 24 marks)

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

AO2b (7% - 16 marks)

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

(40 marks)

AO1a and AO1b (24 marks)

| Level | Mark | Descriptor |
|-------|------|---|
| 1 | 1-6 | <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>Low Level 1: 1-2 marks The qualities of Level 1 are displayed; material is less convincing in its range and depth.</p> <p>Mid Level 1: 3-4 marks As per descriptor</p> <p>High Level 1: 5-6 marks 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> |
| 2 | 7-12 | <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>Low Level 2: 7-8 marks The qualities of Level 2 are displayed; material is less convincing in its range and depth.</p> <p>Mid Level 2: 9-10 marks As per descriptor</p> <p>High Level 2: 11-12 marks 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> |

NB: generic level descriptors may be subject to amendment in the light of operational experience.

| | | |
|---|-------|---|
| 3 | 13-18 | <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>Low Level 3: 13-14 marks The qualities of Level 3 are displayed; material is less convincing in its range and depth.</p> <p>Mid Level 3: 15-16 marks As per descriptor</p> <p>High Level 3: 17-18 marks 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> |
| 4 | 19-24 | <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>Low Level 4: 19-20 marks The qualities of Level 4 are displayed; material is less convincing in its range and depth.</p> <p>Mid Level 4: 21-22 marks As per descriptor</p> <p>High Level 4: 23-24 marks 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> |

AO2b (16 marks)

| Level | Mark | Descriptor |
|--------------|--------------|--|
| 1 | 1-4 | <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>Low Level 1: 1-2 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 1: 3-4 marks The qualities of Level 1 are securely displayed.</p> |
| 2 | 5-8 | <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>Low Level 2: 5-6 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 2: 7-8 marks The qualities of Level 2 are securely displayed.</p> |
| 3 | 9-12 | <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 both 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>Low Level 3: 9-10 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 3: 11-12 marks The qualities of Level 3 are securely displayed.</p> |
| 4 | 13-16 | <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>Low Level 4: 13-14 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 4: 15-16 marks The qualities of Level 4 are securely displayed.</p> |

NB: generic level descriptors may be subject to amendment in the light of operational experience.

Unit 2 Assessment Grid

| Question Number | AO1a and b Marks | AO2a Marks | AO2b Marks | Total marks for question |
|--------------------|------------------|------------|------------|--------------------------|
| Q (a) | - | 20 | - | 20 |
| Q (b) (i) or (ii) | 24 | - | 16 | 40 |
| Total Marks | 24 | 20 | 16 | 60 |
| % weighting | 10% | 8% | 7% | 25% |

Note on Descriptors Relating to Communication

Each level descriptor above concludes with a statement about written communication. These descriptors should be considered as indicative, rather than definitional, of a given level. Thus, most candidates whose historical understanding related to a given question suggests that they should sit in a particular level will express that understanding in ways which broadly conform to the communication descriptor appropriate to that level. However, there will be cases in which high-order thinking is expressed relatively poorly. It follows that the historical thinking should determine the level. Indicators of written communication are best considered normatively and may be used to help decide a specific mark to be awarded within a level. Quality of written communication which fails to conform to the descriptor for the level will depress the award of marks by a sub-band within the level. Similarly, though not commonly, generalised and unfocused answers may be expressed with cogency and even elegance. In that case, quality of written communication will raise the mark by a sub-band.

C1 The Experience of Warfare in Britain: Crimea, Boer and the First World War, 1854-1929

| Question Number | Indicative content | Mark |
|---------------------|--|-----------|
| <p>1 (a)</p> | <p>The sources offer evidence to both support and challenge the claim in the question. Candidates may well begin by examining Sources 1 and 2 which clearly offer support for the claim in the question. Both these sources agree that Seacole helped effect some medical cures. Source 2 might be used to suggest that more important was the fact that she fed the men. Although Nightingale, in Source 3, falls short of this claim, she does, nevertheless, still concede that Seacole 'did some good'. Through closer textual reading higher performing candidates should be able to extend this line of reasoning. Both Sources 1 and 2 allude to the ordinary soldier's reluctance to consult the formal authorities and the important role Seacole played in providing an alternative channel for medical care through charitable acts (Source 1) or simply by her 'never-failing presence' (Source 2). Source 3 is in partial agreement with this assessment, conceding that Seacole 'introduced much kindness'. However, in sharp contrast to Sources 1 and 2, for Nightingale in Source 3 any positive contribution Seacole may have made was considerably outweighed by the licentious behaviour she encouraged. The more able should be able to use the source attributions to provide some explanation for this conflict and arrive at an evaluation of 'how far'. It may be argued that the authors of Sources 1 and 2, as serving officers, were in a better position than Nightingale to appreciate the impact of Seacole's work in the field and were likely to be less judgemental when it came to assessing the role of alcohol and other creature comforts in maintaining morale. In a similar vein, it may be felt that Nightingale's opinion in Source 3 had been clouded by professional jealousy and her insistence that the letter should be burned simply underlined how marginalised her views were. Alternatively, from their own contextual knowledge, it may be argued that as a leading advocate for the professionalisation of nursing, Nightingale's evaluation should carry more weight.</p> <p>Whatever judgement is reached must be backed by appropriate evidence and the best will show some awareness of the importance of context and/or provenance when arriving at any evaluation of 'how far'.</p> | <p>20</p> |

| Question Number | Indicative content | Mark |
|------------------------------------|--|------|
| <p>1 (b) (i)</p> | <p>The question is focused on popular support (or otherwise) for the Boer War. Candidates may well start with Source 6 which can be used to provide evidence in support of the contention and the final part of Source 5 which references demonstrations of support, albeit from a particular social class. Candidates should be able to supplement the points raised in the sources with their own knowledge to provide further evidence of popular support for the war. Thus, the outburst of public rejoicing on the relief of Mafeking, the rush of volunteers after 'Black Week', the warmth of home-coming celebrations for returning volunteers such as the City Imperial Volunteers, the growth in circulation of Harmsworth's feverishly pro-war <i>Daily Mail</i> (and the declining sales of the anti-war <i>Manchester Guardian</i>) and the jingoistic nature of popular culture (Kipling, music-hall) may well feature; candidates should be rewarded according to the range and depth of material deployed. However, the more perceptive will, through closer examination of Sources 5 and 6, question the extent to which they show public enthusiasm for the war across all sections of society for the entire duration of the conflict. The demonstration of pro-war feeling in Source 6 is taking place in Joseph Chamberlain's home-patch while the Khaki election (Source 5) provides only a snapshot of public sentiment at a moment of apparent triumph. Source 4 can be used to develop further this latter point and to provide a platform for the counter-argument that suggests that the Khaki election did represent popular support for the war. Those with wider contextual knowledge will be able to pick up on Source 5's reference to class to examine the extent to which the working classes remained opposed (or at least indifferent) to the war by the campaigning of 'Pro-Boers'. At the higher levels, candidates should be able to use their own knowledge to highlight the fluctuating nature of public support for the war between 1899 and 1902, with anti-war voices becoming more prominent as the conflict dragged on into its guerrilla endgame and the scandal of the concentration camps broke.</p> <p>The sources can be combined with own knowledge to reach high levels by a variety of routes. Whatever line of argument is taken, achievement at the higher levels will be characterised by appropriately balanced use of sources and own knowledge to demonstrate a clear understanding of the extent of the British public's support for the war with a sharp focus on agreement or disagreement with the given view. The best responses may very well consider the interaction of different factors to explain the apparent conflict and offer an overall judgement.</p> | 40 |

| Question Number | Indicative content | Mark |
|-------------------------------------|--|------|
| <p>1 (b) (ii)</p> | <p>The focus of the question is the British soldier's experience of war in the trenches of the Western Front. Source 7 firmly supports the contention in the question and candidates should be able to develop and extend the list of diseases and depredations outlined. Brendon's view is, at least implicitly, supported by Coppard in Source 8 who notes that the British command's insistence on the offensive was reflected in the impermanent nature of their trench system. The more able will attempt to weigh-up the strength of Coppard's testimony, with some citing the length of his frontline service as evidence of reliability while others may argue that the anti-war interpretation that became firmly embedded in the public consciousness in the 1960s will have affected his memory. Source 9 clearly presents the counter-view. Candidates should be able to deploy their own knowledge to develop Source 9's point that life on the frontline should not be seen as a homogeneous experience. Some sectors were relatively quiet and comfortable, with a 'live and let live' system in effective, if unofficial, operation. The reference to 'comfort' should enable candidates to explore such issues as food, post and work patterns for troops in the trenches of the Western Front. The more astute will also be able to develop Source 9's line that 'battle was never continuous' to differentiate between the trench system generally and frontline specifically by examining the rotation system as troops were moved between frontline, support and reserve positions. However, by way of balance, higher performers will pick up on the significance of the reference to an ever present possibility of 'small-scale aggression' and recognise the effect this had on the men's nerves.</p> <p>The sources can be combined with own knowledge to reach high levels by a variety of routes. Whatever line of argument is taken, achievement at the higher levels will be characterised by appropriately balanced use of sources and own knowledge to demonstrate a clear understanding of the extent of the nature of life in the trenches of the Western Front with a sharp focus on agreement or disagreement with the given view. The best responses may very well consider the interaction of different factors to explain the apparent conflict and offer an overall judgement.</p> | 40 |

C2 Britain, c1860-1930: The Changing Position of Women and the Suffrage Question

| Question Number | Indicative content | Mark |
|-----------------|--|------|
| 2 (a) | <p>Both Sources 10 and 11 provide evidence of Lydia Becker's commitment to the cause of women's suffrage and this is corroborated, on a superficial level, by the assessment in Source 12. Sources 10 and 11 also make reference to Becker's determined nature ('resolute', Source 11; 'unyielding', Source 10) and again this supports the view given in Source 12 of her refusal 'to surrender to the views of others'. Closer textual reading should allow higher performing candidates to develop further areas of support. Thus, the gentle allusion, in Source 11, to Becker's Conservative inclinations in her later years hints at the damning description of the split with the Liberals given in Source 12. In the same vein, while Source 12 makes great play of the fact that Miss Becker was a target for ridicule, although Source 11 only admits Miss Becker was mocked as a device to highlight her determination, this does still provide corroboration for the suggestion in Source 12 that her appearance made her an object of ridicule. Similarly, in Source 10, the positive assertion that Miss Becker was 'a knowledgeable platform speaker' can be cross referred with the somewhat mocking statement in Source 12 that she 'knew her pet subject by heart'. However, the more able should be able to address 'how far' by noting areas of disagreement. Thus, both Sources 10 and 11 make a point of noting that Becker was a key figure in the women's movement until the very end whereas Source 12 insists that she was no longer so prominent after the split in the National Society for Women's Suffrage. The more perceptive may be able to develop the extent of this challenge by reference to the general tone of the extracts, the rather patronising tenor of Source 12 contrasting sharply with the more respectful approach adopted in Sources 10 and 11. However, higher performing candidates may look to reconcile some of the disagreements by exploring the attributions. Through professional and geographic connections, Sources 10 and 11 have reason to be sympathetic towards Miss Becker whereas Source 12 is overtly from a male viewpoint ('Gossip of Men and Things'). Equally, although all three sources come shortly after Becker's death, it may be argued that while Sources 10 and 11 are constrained by the conventions of obituaries, Source 12 can enjoy the informality of the gossip column. For better candidates, therefore, any judgement as to the extent of support provided by Sources 10 and 11 will go beyond surface matching and take account of both tone and attribution.</p> | 20 |

| Question Number | Indicative content | Mark |
|------------------------------------|--|------|
| <p>2 (b) (i)</p> | <p>The question is focused on changing attitudes to women in the second half of the nineteenth century and the extent to which the concept of the 'angel in the house' had been challenged. Candidates are likely to start with Source 13 from which the quotation is drawn. Schama sets out a series of advances which point towards the liberation of women from Patmore's image of domesticity and candidates should be able to use their own knowledge to develop some of the themes raised. Candidates may agree with Schama that the legislative reforms of the second-half of the nineteenth century represent a significant challenge to the 'angel in the house' concept, with the Married Women's Property Acts, Divorce and Matrimonial Causes Act and the Second Custody of Children Act all securing greater domestic equality while the Municipal Franchise Act, the Education Act of 1870 and the Local Government Act offered the chance of a role beyond family life. Alternatively, candidates may point to the limitations in, and piecemeal nature of, such legislation to present the counter view. Thus, it may be argued that the new opportunities in public life complemented rather than challenged the 'angel in the house'. Either approach is acceptable with marks being awarded according to the range and quality of the material deployed. Source 15 can be used to buttress further the argument against the contention. The more perceptive will pick up on the implicit reference to a class divide and may well use this to argue that the angel in the house was really only a middle-class construct and that for the working-class the imperative of economics drove women out of the home. However, higher performing candidates may also note that a significant percentage of the working female population was engaged in domestic service which, at least tangentially, reinforced the 'angel in the house'. Similarly, Source 14 points towards a lack of independence for women despite the raft of reforms that had been passed by the extract's publication date, although the more able may argue that Mill's advocacy of female suffrage might result in him painting a bleaker picture than was really the case.</p> <p>The sources can be combined with own knowledge to reach high levels by a variety of routes. Whatever line of argument is taken, achievement at the higher levels will be characterised by appropriately balanced use of sources and own knowledge to demonstrate a clear understanding of the nature and extent of the challenges to the 'angel in the house' concept by the end of the nineteenth century, with a sharp focus on agreement or disagreement with the given view. The best responses may very well consider the interaction of different factors to explain the apparent conflict and offer an overall judgement.</p> | 40 |

| Question Number | Indicative content | Mark |
|-------------------------------------|---|------|
| <p>2 (b) (ii)</p> | <p>The question is focused on the reaction of the Liberal party to the suffrage campaign in the years before the First World War. Candidates may well start with Source 16, which unequivocally links women's suffrage with Liberalism and emphasises the role the Liberal party played in supporting the development of the women's movement in its early stages. From their own knowledge, candidates may well expand on the connection between Liberal ideology and votes for women and/or pick up on the reference to John Stuart Mill to develop further his role (and that of other Liberal party members such as Richard Pankhurst) in bringing the issue of female suffrage to Parliament's attention. Alternatively, reference could be made to the work of the Women's Liberal Federation and the role of grass-roots support within the Liberal party in advancing the cause of female suffrage. Although Sources 17 and 18 do provide some additional support for this line of argument by hinting at Liberal backing, the more perceptive will pick up on the use of the word 'nominal' in Source 17 to explore the counter-argument. Both sources provide evidence that the realities of party politics outweighed the pull of political ideology and again higher performing candidates, through close textual reading, may appreciate that this is also implied by Source 16 ('viewed as a question of principle'). The more able may buttress this argument by noting that, in Source 18, even an avowed champion of women's suffrage, David Lloyd George, seems prepared to sacrifice principle on the altar of pragmatism. From their own knowledge candidates should be able to develop and extend the examples given in the sources of occasions when the Liberal party hindered the cause of women's suffrage, from the volte-face over the 1884 Reform Act to Asquith's entrenched opposition in the decade before the First World War. Candidates should be rewarded according to the range and depth of the material deployed.</p> <p>The sources can be combined with own knowledge to reach high levels by a variety of routes. Whatever line of argument is taken, achievement at the higher levels will be characterised by appropriately balanced use of sources and own knowledge to demonstrate a clear understanding of the nature, extent and impact of Liberal party's relationship with the cause of women's suffrage, with a sharp focus on agreement or disagreement with the given view. The best responses may very well consider the interaction of different factors to explain the apparent conflict and offer an overall judgement.</p> | 40 |

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