

Surname	Centre Number	Candidate Number
Other Names		0

GCSE



C100UC0-1



S19-C100UC0-1



HISTORY

COMPONENT 1: STUDIES IN DEPTH

British Study in Depth

1C. Empire, Reform and War: Britain, 1890-1918

MONDAY 3 JUNE 2019 – MORNING

1 hour

For Examiner's use only		
Question	Maximum Mark	Mark Awarded
1.	4	
2.	8	
3.	12	
4.	10	
5.	16	
SPaG	3	
Total	53	

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INSTRUCTIONS TO CANDIDATES

Use black ink or black ball-point pen. Do not use pencil or gel pen. Do not use correction fluid.

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

Answer all questions on the examination paper.

Write your answers in the spaces provided in this booklet. If you run out of space, use the additional pages at the back of the booklet, taking care to number the question(s) correctly.

INFORMATION FOR CANDIDATES

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

Question 5 will assess your ability to construct a balanced, reasoned and well substantiated extended response.

In addition your answer to question 5 will assess your ability to spell, punctuate and use grammar accurately and use a wide range of specialist terms as appropriate.



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Answer all questions.

QUESTION 1

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

Source A



[A photograph of women working in a factory during the First World War]

Source B

Women have been called not only to do men's work in field and factory, but also in many unexpected places such as public transport. Experience has proved that their shortcomings are the result of a lack of training rather than of ability. Women are gaining greatly from the experience and are becoming more assertive in expecting recognition for their efforts.

[An extract from the Report of the Board of Agriculture, October 1918]



What can be learnt from Sources A and B about the role of women during the First World War? [4]

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QUESTION 2

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

Source C

The death of Miss Davison, the suffragette who threw herself in front of a horse in the Derby, is hideous in its tragic pointlessness. No one can dare say her act was not courageous, but it was in vain. It endangered the life of a jockey going about his trade. It has also brought into disrepute the very cause which this unhappy lady had wished to serve.

[An extract from the editorial of *The Manchester Guardian* newspaper, published on 11th June, 1913]

To what extent does this source accurately reflect the impact of the death of Emily Davison on the cause of women's suffrage? [8]

[In your answer you should refer to the strengths and limitations of the source and use your own knowledge and understanding of the historical context.]

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QUESTION 3

Why was the 1909 Budget a significant political development during this period?

[12]

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QUESTION 4

Explain the connections between **TWO** of the following that are to do with the Second Boer War. [10]

- Early Boer victories
- Guerrilla warfare
- Concentration camps
- Changing attitudes in Britain

Issues chosen: _____ and _____

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QUESTION 5

Read the interpretation below and then answer the question which follows.

The whole conduct of our trench warfare seemed to be based on the concept that we were on the way to Berlin and would not be stopping in the trenches for long. However, in reality we lived a harsh existence in lousy scratch holes. With proper materials, instruction and leadership, we would have had a better life and thousands of lives would have been saved.

[George Coppard, a former soldier, writing in his memoirs *With a machine gun to Cambrai*, published in 1969]

How far do you agree with this interpretation of how the war was conducted on the Western Front? [16]

[In your answer you should refer to how and why interpretations of this issue differ. Use your own knowledge and understanding of the wider historical debate over this issue to reach a well-supported judgement.]

Marks for spelling, punctuation and the accurate use of grammar and specialist terms are allocated to this question. [3]

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END OF PAPER



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