

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

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History A (The Making of the Modern World)

Unit 3: Modern World Source Enquiry

Option 3A: War and the transformation of British society, c1903–28

Wednesday 19 June 2013 – Afternoon

Time: 1 hour 15 minutes

Paper Reference

5HA03/3A

You must have:

Sources Booklet (enclosed)

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided
 - there may be more space than you need.

Information

- The total mark for this paper is 54.
- The marks for **each** question are shown in brackets
 - use this as a guide as to how much time to spend on each question.
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed.
- The marks available for spelling, punctuation and grammar are clearly indicated.

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ▶

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PEARSON

Answer ALL questions.

Look carefully at the background information and Sources A to F in the Sources Booklet and then answer Questions 1 to 5 which follow.

1 Study Source A.

What can you learn from Source A about Emily Davison?

(6)



(Total for Question 1 = 6 marks)



2 Study Source B and use your own knowledge.

What was the purpose of this leaflet? Use details of the leaflet and your own knowledge to explain your answer.

(8)



(Total for Question 2 = 8 marks)



3 Study Sources A, B and C.

How far do Sources A and B support the evidence of Source C about the actions of Emily Davison? Explain your answer, using the sources.

(10)





P 4 1 7 8 9 A 0 7 1 6

(Total for Question 3 = 10 marks)



4 Study Sources D and E and use your own knowledge.

How reliable are Sources D and E as evidence of the activities of the WSPU? Explain your answer, using Sources D and E and your own knowledge.

(10)





P 4 1 7 8 9 A 0 1 0 1 6

(Total for Question 4 = 10 marks)



P 4 1 7 8 9 A 0 1 1 1 6

***5 Study all the sources (A to F) and use your own knowledge.**

Spelling, punctuation and grammar will be assessed in this question.

'The activities of the WSPU did more harm than good in the campaign for votes for women'.

How far do the **sources** in this paper support this statement? Use details from the sources and your own knowledge to explain your answer.

(16)





P 4 1 7 8 9 A 0 1 3 1 6



P 4 1 7 8 9 A 0 1 4 1 6

(Total for spelling, punctuation and grammar = 4 marks)
(Total for Question 5 = 20 marks)

TOTAL FOR PAPER = 54 MARKS



P 4 1 7 8 9 A 0 1 5 1 6

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Do not return this Sources Booklet with the question paper.

Turn over ►

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P 4 1 7 8 9 A

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Votes for women

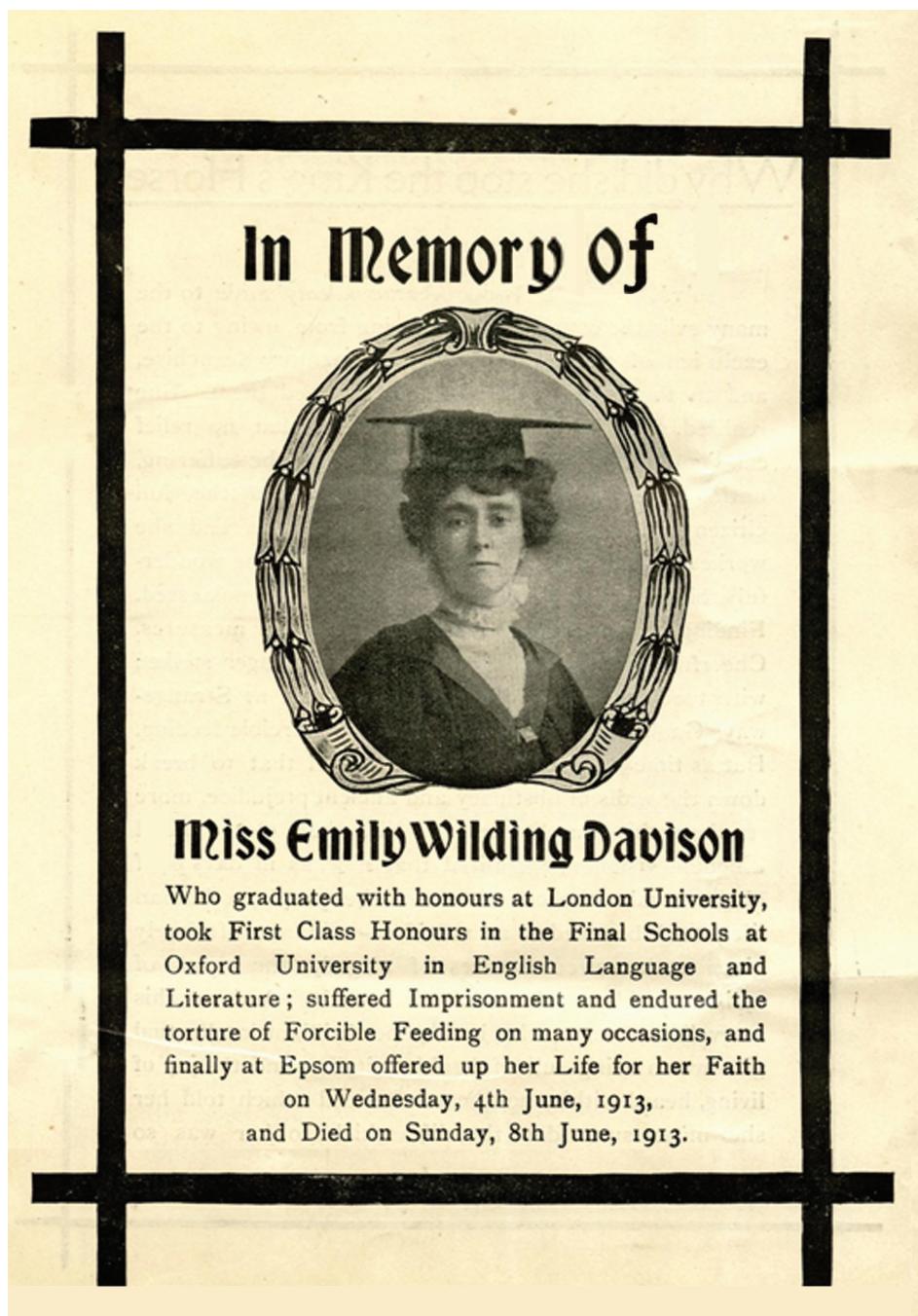
Background information

In the years 1903–14 various women's societies, including the National Union of Women's Suffrage Societies (NUWSS) and the Women's Social and Political Union (WSPU), campaigned for votes for women. Some historians believe that the activities of the WSPU helped the campaign for votes for women. Others suggest that these activities harmed the campaign.

Source A: From an article published in *The Times* newspaper, 6 June 1913, describing the actions of Emily Davison during the Derby at Epsom. She was a member of the WSPU.

The woman rushed from the rails as the horse swept round Tattenham Corner. She did not interfere with the racing, but she nearly killed the jockey as well as herself and brought down a valuable horse. An act of this kind is unlikely to increase the popularity of the women's campaign. A reckless action such as this is not regarded by the ordinary public as a qualification for the vote. Persons who destroy property and endanger innocent lives must be very wicked or mentally unbalanced.

Source B: A leaflet published by the WSPU for the funeral of Emily Davison, 14 June 1913.



Source C: From *Unshackled: The story of how we won the vote* by Christabel Pankhurst, published in 1959. She was one of the leaders of the WSPU.

Mother was ill from her second hunger-strike when news came of Emily Davison's historic act. Emily Davison had gone to the racecourse, waited for the right moment, and rushed forward. Horse and jockey were unhurt, but she paid with her life to make the whole world understand that women were serious about the vote. Probably in no other way, and at no other time and place, could she have focused the attention of millions so effectively on the campaign for votes for women.

Source D: From *What I Remember*, a book published in 1924. It was written by Millicent Fawcett, the leader of the NUWSS.

After 1903 the whole country, indeed we might almost say the whole world, became aware of the actions of the WSPU. I would point out, however, that for at least two years of their activities, 1906–08, extraordinary acts of physical violence were inflicted on the WSPU by the authorities. Despite this, the WSPU did not use physical violence themselves at this time. Also, all through their campaign, from the beginning to the end, the WSPU took no life, and shed no blood.

Source E: A sketch published in the WSPU magazine, *The Suffragette*, in March 1912. It shows members of the WSPU smashing windows in London.



Source F: From a history textbook, published in 2002.

The WSPU believed that militancy worked. They got huge publicity, much more than the NUWSS, and some sympathy for their bravery in suffering forced-feeding. Parliament seemed to take votes for women more seriously once the violent actions started. However, violence such as window-smashing, attacking and assaulting leading Liberals and slashing paintings in art galleries made the government very stubborn. It did not want to give in to violence from women. The government feared that if it did, other groups would use violence to get their way.

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