

Write your name here

Surname

Other names

**Pearson**  
**Edexcel GCSE**

Centre Number

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Candidate Number

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**History B (Schools History Project)**  
**Unit 3: Schools History Project Source Enquiry**  
**Option 3B: Protest, law and order in the**  
**twentieth century**

Monday 2 June 2014 – Afternoon

**Time: 1 hour 15 minutes**

Paper Reference

**5HB03/3B**

**You must have:**

Sources Booklet (enclosed)

Total Marks

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### 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 53.
- 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 G 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 Millicent Fawcett's attitude to the Suffragettes?

**(6)**

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(Total for Question 1 = 6 marks)



**2 Study Source B.**

What impression of Suffragettes does the cartoonist try to give? Explain your answer, using Source B.

(8)

Dotted lines for writing the answer.



(Total for Question 2 = 8 marks)



**3 Study Sources B, C and D.**

How far do Sources B, C and D suggest that the Suffragettes got the type of publicity they wanted? Explain your answer, using these sources.

(10)

Dotted lines for writing.





(Question 3 continued) .....

*(Area with horizontal dotted lines for writing)*

**(Total for Question 3 = 10 marks)**





**4 Study Sources E and F.**

Is Source E or Source F more useful to the historian who is enquiring into the impact of Emily Davison's death? Explain your answer, using Sources E and F.

(10)

Dotted lines for writing the answer.



(Question 4 continued) .....

A series of horizontal dotted lines for writing.



(Question 4 continued) .....

Ruled writing area consisting of approximately 30 horizontal dotted lines for student response.

**(Total for Question 4 = 10 marks)**



**\*5 Study Sources A, F and G and use your own knowledge.**

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

‘Suffragette militancy discouraged many people from supporting votes for women in the years 1908–14’.

How far do you agree with this statement? Use your own knowledge, Sources A, F and G and any other sources you find helpful to explain your answer.

(16)

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Handwriting practice area with 25 horizontal dotted lines.



Handwriting practice area with 20 horizontal dotted lines.



Handwriting practice lines consisting of multiple sets of three horizontal dotted lines on a white background.

**(Total for spelling, punctuation and grammar = 3 marks)**  
**(Total for Question 5 = 19 marks)**

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**TOTAL FOR PAPER = 53 MARKS**



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**Source G:** © *England 1868–1914: The Age of Urban Democracy (A History of England)*, Donald Read, 1979. Reproduced by permission of Taylor & Francis Books UK.

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# Pearson Edexcel GCSE

## History B (Schools History Project)

Unit 3: Schools History Project Source Enquiry  
Option 3B: Protest, law and order in the  
twentieth century

Monday 2 June 2014 – Afternoon

**Sources Booklet**

Paper Reference

**5HB03/3B**

**Do not return this Sources Booklet with the question paper.**

*Turn over* ►

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**PEARSON**

## Background information

The Suffragettes' militant methods attracted a great deal of opposition and turned many against both them and their campaign to win women the vote. Militant methods may have won publicity but lost support for the Suffragettes.

This paper presents you with sources about the methods Suffragettes used and gives you the opportunity to decide for yourself whether Suffragette militancy discouraged people from supporting votes for women in the years 1908–14.

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**Source A:** From a statement by Millicent Fawcett. She was a leading supporter of votes for women but was not a Suffragette. It shows her reaction to the actions of the Suffragettes in 1908.

Militant action is hated by me, and by the majority of the supporters of votes for women. The great triumphs of the women's movement have not been won by physical force. They have been won by peaceful means. But militant tactics are the result of the stupidity of politicians. If men had been treated by the House of Commons in the same way as women have been treated, there would have been violence all over the country. I don't feel force is the right way, and yet the self-sacrifices made by some Suffragettes inspire people who would otherwise do nothing.

**Source B:** A cartoon from *Punch* magazine, published in 1906.



### THE SHRIEKING SISTER.

THE SENSIBLE WOMAN. "YOU HELP OUR CAUSE? YOU'RE ITS WORST ENEMY!"

**Source C:** From an article in the *Daily Sketch* newspaper, published in 1910.

#### Disgraceful Scenes

The Suffragettes marched on the House of Commons yesterday. The scenes of violence caused by these violent women were the worst ever seen. Never before have sensible women gone so far in forgetting that they are women. One campaigner sprawled in the mud. This disgusted decent men and delighted some others. Arrests were made in extreme cases. Many women were upset at not being arrested.

**Source D:** From *Modern World History*, a textbook published in 1996.

The Suffragettes wanted publicity to make women's suffrage a serious issue – one that the government could not ignore. That was the aim of their militancy; a woman getting arrested for her cause was news. It showed how important the vote was to her. Processions and petitions, however large, were easily ignored.

**Source E:** A photograph taken on 14 June 1913 of the funeral of Emily Davison.



(Source: © Getty Images)

**Source F:** From *The Suffragette* newspaper, published 13 June 1913.

The Epsom Derby was an unbeatable opportunity for telling the whole world that women claim citizenship and human rights. Emily Davison seized this opportunity. With amazing and incredible courage she made a protest which has fired the imagination and touched the hearts of the people. Her act has proved to be an appeal more powerful than all the words in all the speeches. She has told the world that there are women who care so passionately for the vote that they are willing to die for it.

**Source G:** From *England 1868–1914* by Donald Read, published in 1979.

Mrs Emmeline Pankhurst claimed in her memoirs that Suffragette militancy had been proved right because it gained notice for the cause. The limited militancy of the early years worked well. But the later extreme militancy caused much anger and lost much support. Although militancy did gain the Suffragettes some new support, this was not enough to achieve their aims.