Unit 3: War and the Transformation of British Society c.1903-1928

GCSE Revision Guide
Unit 3A: War and the Transformation of British Society, c.1903 – 1928 (Source-Based Paper) New Specification

4 main areas to revise:

- Liberal Reforms,
- The Suffragettes,
- The role of British troops on the Western Front, and British Society during the war (propaganda and the role of the government),
- Social and economic change after WWI (1918-28).

Britain in 1900

Britain was a very powerful country. In 1900 it had the biggest empire in the world and it was said that Britannia ruled the waves. However, the massive wealth of the British Empire was not equally shared out among the people.

Britain was a class-based society. The smallest group in society, the upper-class were very rich. The middle-classes (doctors, teachers, solicitors, etc.) were well-off. The largest group in Britain by far were the working-class. These people lived in poor accommodation and worked very long hours in difficult conditions. As a result a huge proportion of the country’s population actually lived in poverty.

Many of the towns and cities contained slum housing, cramped and in disrepair. There were some measures to help the poor but these did not do enough and often relied on charity. By 1900 it was becoming increasingly clear that something had to be done about the health of the working-class in Britain.
Understanding why changes/improvements were made

CAUSES

What were the causes for the Liberal Reforms? Why did they take place then?

REFORMS

What were the Liberal Reforms? What laws were passed?

RESULTS

What were the results of the reforms? Why was there opposition to the changes?

Causes of the Liberal Reforms

Poverty (proven by social surveys by Booth and Rowntree)

Changing ideas – more people felt something should be done to help the working class poor

Current provisions were not enough – workhouses were overflowing

Government concerns over the health of workers and recruits (Boer War)

Forward thinking politicians like Churchill and Lloyd-George

More working class male voters (Voting Reform Acts of 1867, 1884)

Study the seven causes for Liberal reforms in the early 1900s.

Task:
• Summarise each cause with a few key words that makes each cause easier to remember.
• Explain how each factor would cause the treatment of the working class to improve.

Trade Unions protected workers rights. They form a new political party = the Labour Party
## The Reforms

<table>
<thead>
<tr>
<th>The Reforms</th>
<th>1906</th>
<th>1908</th>
<th>1909</th>
<th>1911</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Meals Act</td>
<td>Also included a maternity benefit</td>
<td>In 1912 school children were also given free treatment</td>
<td>Child care committees to investigate neglect</td>
<td></td>
</tr>
<tr>
<td>Special courts for young offenders</td>
<td>Working hours limited and some jobs forbidden</td>
<td>Children’s Charter 1908</td>
<td>Unemployment Insurance – payments made to receive benefit if jobless</td>
<td></td>
</tr>
<tr>
<td>Health Insurance – payments made to receive medical care</td>
<td>Free School Medical Inspections 1907</td>
<td>Poor people over 70, no contribution required</td>
<td>Labour Exchanges Act 1909</td>
<td></td>
</tr>
<tr>
<td>Old Age Pensions Act</td>
<td>Tobacco, fireworks and alcohol not for under 16s</td>
<td>National Insurance 1911</td>
<td>Benefits were paid out to men in industry</td>
<td></td>
</tr>
</tbody>
</table>

**Task:** Look at the main Liberal reforms in the grid above. Find the 6 key reforms and colour-code them to match them up with additional information boxes. Create your own timeline with the reforms and your own key points on there.

### Cartoon Title: ‘The Philanthropic Highwayman’

A philanthropist is someone who does good for others. A highwayman is an old type of robber who rode on horse back.

### Do you think this source supports or is against Lloyd George’s Old Age Pension Bill?

In explaining your answer look at how Lloyd George is drawn and look at other clues in the picture. Think about what the author is trying to say about Lloyd George.
We’ve often thought it would be best for us to die, and sometimes I’ve almost prayed to be taken, for we were just a burden to our children who kept us. They were good and wouldn’t let us go into the workhouse if they could help it. But now we want to go on living for ever, because we give them our ten shillings a week, and it pays them to have us with them.’

The husband of a couple aged over 90 talking to a journalist about the introduction of old age pensions.

‘How can any sensible man regard the introduction of pensions without dismay? The strength of this kingdom has been its great reserve of wealth and the sturdy independent character of its people. The money from unjust taxation will be distributed in small hand outs and will weaken the character of the people by teaching them to rely, not on their own hard work and savings, but on the state.’

A letter to The Times (1908) about the Old Age Pensions Bill.

’Taffy was a Welshman. Taffy was a thief.’

A chant directed at Lloyd George by workers who objected to paying national insurance contributions.

Task:
Study the sources above.
What sources say positive things about the Liberal reforms? Explain your answer (4).
What are the criticisms of the reforms? Explain your answer (4).
How valuable are these sources to historians for peoples reactions to the Liberal reforms of the early 1900s? (6)
Key Questions

What was the ‘Liberal Reform’ era?

What was the most important reform? Why?

What personalities were important in the reform era?

Why were reforms introduced?

What opposition was there to the Liberal Reforms and why?
Women and the Vote

In 19th century Britain women were not equal. They were dependent on men and were expected to be obedient to them. Married women were not supposed to work. Even many women believed that their place was in the home, to look after the children and do the housework. The Women’s Institute held these traditional views and its membership was still high after the First World War.

However, attitudes were changing. It was becoming easier for women to get an education and more unmarried women were gaining professional jobs like teaching. This was mainly the case for middle-class women.

<table>
<thead>
<tr>
<th>Arguments For and Against Women getting the Vote</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women would not be able to understand difficult political issues.</td>
</tr>
<tr>
<td>Opponents claimed that campaigners violent tactics proved women should not get the vote.</td>
</tr>
<tr>
<td>There were other more important issues for women to be concerned with, other than the vote.</td>
</tr>
<tr>
<td>Women should have the same rights as men.</td>
</tr>
<tr>
<td>Women had already got the vote in New Zealand and parts of the USA and Australia.</td>
</tr>
<tr>
<td>Women should have the vote.</td>
</tr>
<tr>
<td>Not all men had the vote so why should women have the vote?</td>
</tr>
<tr>
<td>Women were becoming more independent and educated so should play a wider role.</td>
</tr>
<tr>
<td>Almost nobody felt that every woman should have the vote.</td>
</tr>
<tr>
<td>Many women, including Queen Victoria, felt that women should not have the vote.</td>
</tr>
<tr>
<td>Women would play no part in the army to protect the country.</td>
</tr>
<tr>
<td>Some women (since 1888) could vote in local elections so why not parliamentary elections?</td>
</tr>
</tbody>
</table>

A democracy should be equal. More men had been getting the vote so the next natural stage was that women should get the vote.

Use two different colours and shade the different boxes above using the key opposite. One colour for arguments that women should have the vote, one colour to show that women should not have the vote.
Movements Campaigning for the Vote

The Suffragists
In 1897 Millicent Fawcett created the NUWSS (National Union of Women’s Suffrage Societies). An organisation to campaign for women’s suffrage (the right to vote). They were moderate and believed in peaceful tactics. They won a lot of support but some women did not want to wait for their slow approach.

The Suffragettes (WSPU – Women’s Social and Political Union)
Formed in 1903, led by Emmeline Pankhurst and her daughter Christabel. Another daughter Sylvia Pankhurst was also a member but later formed her own organisation in protest to her mother’s support for the war. They were mainly a middle-class movement and were prepared to use violent methods to achieve their aims.

Suffragette Campaign Poster (1912)
Task: Have a look at the Suffragette Campaign poster above.

What is the main message in the poster? Refer to the characters in the poster.

**What Methods did the Suffragettes Use?**

- Posters,
- Speeches,
- Hate letters,
- Chaining themselves to railings outside Buckingham Palace,
- Disturbing political meetings,
- Smashing windows,
- Arson,
- Assaults on Leading Politicians,
- Cutting telegraph wires,
- Hunger strikes (when arrested).

When suffragettes were arrested they would go on hunger strike in prison to protest at being arrested. In these cases they were force fed and complained about being tortured.

At first I was in favour of votes for women, but then I realised that there were other factors to be considered. Women have a duty to the nation and must think of England before themselves. Women have a different part to play in life from that of men and a woman’s place is in the home. The present violent campaign for votes is insane. The women are ruining their families and their home life. If these women had a husband and children they would not feel the need to campaign so violently for the vote.

From a letter by Mrs Bell, president of a London branch of the Women’s National Anti-Suffrage League, published in The Times newspaper, 4 December 1908.
Study the methods used by the Suffragettes above and the letter to The Times by Mrs Bell.

Questions

What reactions might the violent methods of protest cause from members of the public?

What reactions do you think the force-feeding of women in prisons caused?

Why is Mrs Bell no longer in favour of votes for women?

What does Mrs Bell believe is the role for women in society?

Mrs Bell was the president of an organisation branch in London. What did this branch do and what does this tell you about the campaign for women’s votes?

The prisons were afraid of Suffragettes starving themselves to death when in prison and this is why the decision was made to force-feed them. However, this force-feeding created a widespread criticism of the government. The result was the ‘Cat and Mouse’ Act of 1913.
The ‘Cat and Mouse’ Act: Tasks:

1) Look at the details of the ‘Cat and Mouse’ Act outlined in the flow diagram above. In your own words write out what the act did.

2) The Suffragettes produced a campaign poster about the ‘Cat and Mouse’ Act (see above). Look at the text and the picture and explain what the message is in the poster.

The 1913 Derby

In 1913 a protest took place at the famous race, the Derby. Emily Davison, a suffragette, tried to disrupt the race, she attempted to grab hold of one of the horses as it raced past. There was a collision and she was knocked to the ground. She died of her injuries four days later in hospital.

It was believed that she wanted to disrupt the race, not commit suicide because her diary was full of appointments for later on in the month. However, the Suffragettes treated her as a martyr (someone who died fighting for her cause).

‘A deed of this kind, we need hardly to say, is not likely to increase the popularity of the cause with the public. Persons who wantonly destroy property and endanger lives must be either wicked or entirely unbalanced’

*The Times, 5th June 1913.*

Read the information above and answer the question: What views did people have of Emily Davison’s death?
Women and the First World War

Parliament did debate the issue of women's suffrage. However, many of the violent protests did not make them popular. Then war broke out......

World War I

Once the war started the Suffragettes called off their violent campaign and got behind the war effort. Many historians believe that it was the role women played in the war that helped them to get the vote.

Women Workers

At the outbreak of war women rushed to fill the jobs left by the men who went to fight in France. However, it took some time for the government to find enough work for all the female volunteers. In July 1915 the Suffragettes organised a demonstration in London demanding the ‘Right to Serve’. The government took note and helped women to find vital war work in the factories.

Once conscription was introduced in 1916 the demand for female labour increased even more. Women worked in factories, steel mills, driving buses, building ships or working in agriculture in the ‘Land Army’. Women worked in huge numbers in the munitions factories. Some women went to the war zones to assist as nurses and aid workers.

For many middle-class women the wage gave them a sense of independence from their husbands. For working-class women a wage was not new but they did feel more valuable to society.

The war changed attitudes to the role of women in society massively. The work of men and women was no longer so greatly divided.
Number of Women Employed, 1914-18

Study the graph above. The bars on the left represent numbers of female workers in 1914, the bars on the right represent numbers of workers in 1915.
Questions:

What do you notice about levels of female employment between 1914 and 1918?

What changes do you think this brought to the lives of women?

The Impact of War

Women felt more independent

Women had successfully done jobs equally as well as men

Women knew they had made a huge contribution to society

Many jobs done by women were hazardous and dangerous

The arguments against women having the vote now seemed very weak.

Lloyd-George became Prime Minister in 1916 and he was a supporter of women’s suffrage.

Not all men had the vote and it was decided that all men who returned from war should have equal voting rights as they faced horrendous hardships together.

As male voting was being reformed it made sense to include female voting laws in a new act of parliament.
The Representation of the People Act (1918)

All adult males over the age of 21 could vote.

Women over 30, who owned a house or were wives of house owners could vote.

Questions

1) How did the Representation of the People Act of 1918 change the voting laws?

2) What women were still discriminated against by the act?

It took another 10 years before all women were given the vote (universal suffrage).

British Society during World War I

This section looks at how the government changed its role to have a greater impact upon the lives of civilians in Britain during the First World War. Sources look at recruitment, conscription, rationing and
government laws that affected the British population. It also looks at the fighting involving British soldiers on the Western Front.

Complete the task below to test yourself on key words connected to the fighting on the Western Front.

Test your knowledge! Find out what the following words mean and write a short and clear definition.

- attrition
- BEF
- breakthrough
- trenches
- gas
- machine guns
- The Somme
- tanks
- barrage
- Armistice
- Western Front
- artillery
- Schlieffen Plan

The First World War was supposed to be over by Christmas however, it soon became clear that the war was going to drag on. Both sides became locked in stalemate.

Task: Write a definition of the term stalemate.
Task: All the factors above contributed to the stalemate. Write an explanation for each factor to explain how it helped to cause the stalemate. Then complete the source-based question below using your own knowledge and source-skills when looking at a utility (usefulness) question.

A British tank abandoned on the battlefield, 1916.

How useful is the Source as evidence of the impact of new weapons on the Western Front? (10)
Towards the end of the war we were so fed up, we wouldn’t even sing ‘God Save the King’ on church parade. Never mind the bloody King, we used to say. He was safe enough. It should have been ‘God save us.’

A comment by a British soldier.

This battle is the best I have ever had and I would not have missed it for anything. We were right on top of the Germans before they could get their machine guns to work and a nice few Germans were killed.

A letter home from a British soldier describing an attack on the Germans in November 1918, one week before the end of the war.

Study Sources A and B and use your own knowledge. In what ways do the Sources agree about the attitudes of British soldiers at the end of the war? (10)

Task: Complete the 10 mark Source question above.

The First World War was so significant that it affected the lives of almost everyone in Great Britain during 1914-18. You did not have to be in the army and fighting on the Western Front to play an important part in the war effort. The government became increasingly involved in directing and changing people’s lives as new laws were passed to help with the war effort. Conscription, rationing, the treatment of conscientious objectors and the changing role of women were all important developments that took place on the Home Front, in Britain during the war.
Recruitment

When war broke out in August 1914 Lord Kitchener, Minister of War, had to raise an army. Thousands of young men volunteered to fight for many different reasons:

- There was a genuine wave of patriotism,
- People felt the war would be over by Christmas and did not want to miss out on the ‘fun’,
- Young men wanted an adventure,
- Some members of the working-class wanted to escape their harsh living and working conditions,
- Nobody knew how hard trench life would be.

By 1915 huge casualties and stories about the difficulties of war meant that the government created more and more recruitment posters to encourage men to ‘sign up’.

The posters were propaganda. Propaganda is when the truth is deliberately distorted or changed to give a clear (if false) message.
Questions

- What is the message in source A?
- Do you think this is an effective source?
- What is the message in source B?
- How reliable are these sources for historians studying recruitment during the First World War?

Conscription

The Military Service Acts of 1916 brought in conscription. This made it compulsory for men to fight in the war.

The first act: Unmarried men (18-41) had to join up. The second act: All men (18 – 41) had to join up.

This meant that virtually every family knew of someone who fought in the Great War.

Rationing

Posters tried to get the population to cut down on their food intake. German U-boat attacks had created food shortages in Britain.

By the end of 1917 ration cards were issued to make sure every family got an equal share of the limited food available. By 1918 a range of goods, like tea, butter, meat, and sugar were rationed.

Wider Government Powers

Did you know?

Despite rising food prices the diet of very poor families actually improved during the war as the fair system of rationing enabled them to have access to a range of food stuffs that they would not be able to afford in peace time.

Questions:

- What was conscription?
- What was rationing?
- How did propaganda help the government with conscription and rationing?
The government could:
Censor all news, take any land it needed, take control of any
workshop or factory.

People were not allowed to:
- Light bonfires or fireworks,
- Fly a kite,
- Talk about military or naval matters in public,
- Buy binoculars,
- Give bread to dogs, chickens or horses.

The Defence of the Realm Acts (1914 onwards)

The government also:
- Gave instructions to pubs to water down beer,
- Shorten pub opening hours,
- Introduced British Summer Time (more daylight for evening work).

These acts, known as DORA gave the government wide powers to interfere in people’s lives. Some of the laws are listed above.

Questions:
- Which of the laws above do you think the people resented?
- Which of the laws above do you think were necessary?
- How could the government get away with controlling civilian life so widely?
Equality for Women

After the Representation of the Peoples Act (1918) women had to wait another ten years for a voting law to be passed. In the meantime women made little impact on governing politics. It was not until 1924 that Margaret Bondfield became the first female member of the government.

When the war had finished attitudes were slow to change. Men expected to give up their new found financial independence. However, attitudes had been irreversibly changed by the war and women slowly made more progress in the work place and in politics.

In 1928 the Equal Franchise Act extended the vote to all women aged over 21. There were still many old fashioned views and obstacles for women to overcome but the war had certainly played a major part in helping women to strive for equality in British society.
It has been found necessary to restrict, and in some cases to stop, unemployment benefit to female ex-munitions workers in Sheffield. Three hundred women who have refused to accept work in domestic service have been suspended from all benefit.

An extract from the newspaper The Morning Post in April 1919.

1) What can you learn from Source A about attitudes to women after WWI? (6)

2) How far do these Sources agree with the view that equal rights for women made progress after WWI?

Women voting in an election, 1918.

Economic and Social Change: Industrial Unrest

Industrial relations is a term that refers to the relations between workers, their employers and the government. Before the First World War there were a number of strikes in Britain where workers tried to protect or improve their wages and working conditions. Many workers were members of trade unions. These organisations were run by workers and they organised strikes and acted as a voice for workers’ rights. Industrial unrest died down during the war as trade union leaders promised to help the war effort but there were still a number of unofficial strikes.
Industrial relations were particularly strained after the war. British ‘staple’ industries like textiles, steel, coalmining and ship building faced competition from other countries. This put pressure on employers to make cuts to wages and the numbers employed. In 1913 the three most powerful groups of workers in the country, the miners, railwaymen and transport workers, joined together to form the Triple Alliance. They planned to stand together to oppose the government or employers when any of their interests were threatened. Unemployment rose and miners in particular faced pressure to accept a wage cut and an extra hour on the working day. In 1921 the Triple Alliance did not stand together, ‘Black Friday’ and all separate industries had to accept wage cuts. In 1925 the miners again felt threatened but this time the government agreed to subsidise miners pay for 9 months. When the subsidy ran out mine owners reduced pay and increased hours. The miners refused to accept and this time the Triple Alliance stood together. This was the 1926 General Strike.

The General Strike, 1926

A general strike is when all workers’ unions strike together. In the general strike of 1926, which began on 4th May the TUC (Trade Union Congress – an organisation of all the different trade union leaders) called gas and electricity workers, dockers, transport workers, and railwaymen to strike. About 3 million workers went on strike, this created serious difficulties for people in Britain but volunteers helped to keep some industries, like transport moving. After a few days strikers began to clash with volunteers and violent clashes between strikers and police became more frequent.
The 1926 General Strike

The General Strike failed to protect workers' wages in Britain. On the 12th May, just eight days after the strike had begun, TUC leaders called off the strike. Many workers, especially miners, felt bitter and wanted to stay on strike for longer. Why did the TUC call off the strike?

- The government was determined not to be defeated, the TUC had spent £4 million and was running out of funds.
- The TUC was also losing the propaganda war. The government used the media to make it look like the strikers were attacking British democracy with dangerous political ideas. The government also gave all strikers a made name by clearly showing the violent attacks between police and picketers.
- The TUC believed it could not force the government to protect the workers because so many middle-class workers had volunteered to do the work of those on strike. This meant the strike caused less disruption and less impact.

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### Causes and Effects of Industrial Unrest

<table>
<thead>
<tr>
<th>Causes</th>
<th>Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job losses</td>
<td>Competition from cheaper producers</td>
</tr>
<tr>
<td>Long hours</td>
<td>Disrupted trade during WWI</td>
</tr>
<tr>
<td>Violence and clashes with police</td>
<td>Difficult working conditions</td>
</tr>
<tr>
<td>British industry like coal mining and textiles was being outcompeted so profits fell</td>
<td>Low wages</td>
</tr>
<tr>
<td>Economic depression (1921 onwards)</td>
<td>Strikes</td>
</tr>
<tr>
<td>New laws e.g. Trade Disputes Act</td>
<td>High trade union membership</td>
</tr>
<tr>
<td>Wage cuts and longer hours</td>
<td>Poor relations between government and unions</td>
</tr>
</tbody>
</table>

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Look at the boxes and decide whether they are a cause for, or an effect of industrial unrest. Make sure you can explain your decision.
Task: Study the timeline of key social and economic developments, 1918-28 above.

Look at the description cards below. The cards each match one of the events on the timeline. Not every event on the timeline has a matching description card.

Copy out the timeline but this time add the description card information next to the correct event. Try to put the description card information in your own words to help you remember key points. Highlight key words.

<table>
<thead>
<tr>
<th>Event Description</th>
<th>Card Information</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A dark day for miners. The Triple Alliance (miners, transport workers and railway men) agreed to strike in support of miners. However, at the last minute the railway and transport workers pulled out.</td>
<td>Vote extended to all women over 21.</td>
<td>Engineers wanted a 40 hour week. More than 70,000 workers demonstrated their support. The government sent troops and tanks to break up the strike.</td>
</tr>
<tr>
<td>A short-term success for the miners. The price of coal fell again, mine owners announced an increase of one hour to the working day and a wage cut. The government agreed to subsidise miners wages for 9 months.</td>
<td>The Parliament Bill was also known as the Qualification of Women Bill. Women 30 years and older had the vote. Women could also become MPs.</td>
<td>The TUC calls out workers in support of the miners. The first and only general strike in England.</td>
</tr>
<tr>
<td>The report stated that there should be no increase in the working day, but wages should be cut.</td>
<td>During World War I the government had control of the mines. The Sankey Commission recommended that mines be returned to their previous owners.</td>
<td>Made it illegal to strike in support of another occupation (sympathy strikes).</td>
</tr>
</tbody>
</table>
Coalmining and the General Strike of 1926

Study the Sources and answer the questions

By 1925 the British coal industry was in a serious depression. It was still the country’s largest industry with a labour force of 1,000,000 men, but from a prosperous period in the early 1920s it had declined so that 79% of pits were producing at a loss. There were some 2,500 pits operated by 1,400 different owners. The industry lacked investment, the machinery was old-fashioned and the management was incompetent. When cheap Polish and German coal flooded the market after 1923, forcing world prices down, the industry sank into crisis and the miners were forced into poverty.


Source B: A photograph taken in the early 1920s of miners and their families gathering coal.

The General Council of the TUC does not challenge the Constitution. It is not seeking to substitute unconstitutional government. Nor is it trying to undermine our Parliamentary institutions. The sole aim of the Council is to secure for the miners a decent standard of life. The Council is engaged in an industrial dispute. There is no Constitutional crisis.

SOURCE C: Part of an article published in the British Worker during the General Strike.

*The Constitution is the set of laws used to govern a country.

Questions:
Q1) Study Source A. What can you learn from Source A about the British economy in the 1920s? (6)
Q2) Study Source C and use your own knowledge. What is the purpose of the source? (8)
Q3) Study Source A and use your own knowledge. Explain causes for the decline of the British coalmining industry. (10)
Q4) Study Source F. How reliable is this Source in showing the level of support for the General Strike? (10)

Q5) Study Sources A to F. “There was widespread support for the General Strike in 1926.” How far do these sources and your own knowledge support this statement? (16)
Equality for Women, Industrial Relations and General Strike Word Search

Find the words in the puzzle above then write a number of paragraphs about key developments concerning economic and social change from 1918-28. Include all words from the puzzle.
Unit 3 is a source-based examination. You need to have an understanding of the key topic areas as you do not know what sources will be used in the exam. In addition you must clearly understand how to use sources effectively.

Looking at Sources: The 5 Ws.

Making sure you show an awareness of the 5 Ws in your answer is important.

Or... another useful way to analyse sources is to apply COP.
What is the content of the source? Who is mentioned in the source?

Where does the source come from? Who made it, when was it made, where does it come from?

Why was the source made? What is its purpose?

What is the message in the source?

How does the source agree/disagree with....?

How useful is this source when looking at....?

Which source is more trustworthy ...?

Common source-based questions...

REMEMBER, There are many different TYPES of sources.

All sources have strengths (uses) and limitations.
**Important Tips:**

1) When answering questions in history always use the key words from the question in the first line of your answer. This will keep your answer focused.

Example:

*Question:* Which source is more trustworthy, source D or E?
*Answer:* Source D is more trustworthy because...

2) Remember EVERY SOURCE IS BIASED (because every source is produced by someone and has a purpose, is produced for a reason). What is different between sources is the EXTENT or AMOUNT of BIAS.

3) **Know your Exam!**

The Unit 3 Examination, War and the Transformation of British Society, c.1903-28 (the sources paper) will definitely be on one of the following key topics:

1) The Liberals and social reforms,
2) Women and the vote,
3) The role of Britain on the Western Front, and The home front and social change,
4) Economic and social change (industrial unrest).

You will receive a source booklet with 6-8 sources on one of the above topics therefore it is important for you to revise these areas to develop your background knowledge. This will also help you to understand the sources in the booklet more fully.
**Duration:** 1 hour 15 minutes. **Total:** 53 marks.

You will also definitely have 5 questions on the sources on the day of the exam:

<table>
<thead>
<tr>
<th>Question</th>
<th>Marks</th>
<th>Type of Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>6</td>
<td>Making inferences (reasoned guesses) using evidence from sources</td>
</tr>
<tr>
<td>2</td>
<td>8</td>
<td>Considering the purpose of the representation using own knowledge</td>
</tr>
<tr>
<td>3</td>
<td>10</td>
<td>Explanation using source and own knowledge</td>
</tr>
<tr>
<td>4</td>
<td>10</td>
<td>Evaluating the reliability (accuracy) of sources using own knowledge</td>
</tr>
<tr>
<td>5</td>
<td>16 (+3 SPaG)</td>
<td>Evaluating a hypothesis using sources and own knowledge</td>
</tr>
</tbody>
</table>

You should have practised these types of question many times with your teacher. Therefore you should be well prepared for the examination. The skill is to focus fully on what the question is asking you to do and use the sources and your own knowledge where required. Make sure you understand how to make inferences and analyse purpose, reliability, as well as being able to evaluate a hypothesis. It is crucial for you to apply accurate, precise knowledge from the period to support your views.
The following pages give you detailed ideas on how to achieve top marks on each question. Practise answering source questions and improve your answers by using the mark schemes.

<table>
<thead>
<tr>
<th>Question</th>
<th>Mark Schemes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source A</td>
<td>The views of a historian writing in 1996</td>
</tr>
<tr>
<td><strong>Source</strong></td>
<td><strong>Inference</strong></td>
</tr>
<tr>
<td>What can you learn from Source A about the recruitment of women during the First World War? (6)</td>
<td></td>
</tr>
<tr>
<td><strong>Q1</strong></td>
<td></td>
</tr>
</tbody>
</table>

There are 6-8 sources to analyses in this exam on one of the topics from Unit 3: War and Transformation of British Society. There are 5 questions. Each question requires you to use specific source analysis skills. Get to know the types of question and the mark schemes so that you can practise using sources effectively. There are 50 marks available.
What is the purpose of the source? When and where was it produced? The views and whereabouts of the author will help to explain the point of the source.

What is the aim of the source? Why was it produced?

One clear paragraph on the purpose – why was it made?

What message is the representation trying to get across? Why was it written or drawn in this way?

Q2

What is the purpose of a source?
Explaining a Cause.

Use Source C and your own knowledge to explain why the Suffragettes supported the war effort. [10]

**Level 1 (0-3 m)**
Simple statements from the source or simple statements of own knowledge without using the source.

**Level 2 (4-7 m)**
4-5 marks: Supported/developed statement using own knowledge or the source.
6-7 marks: Supported/developed statement using own knowledge AND the source.

**Level 3 (7-10 m)**
Uses the source and additional knowledge.
8 marks: One explained factor.
9-10 marks: Two or more explained factors (causes).
**How Reliable are Sources?**

Reliable means accurate.
Can we believe the source? Why?

**Reliability/Accuracy**

How reliable are Sources D and E as evidence of the contribution of women during the First World War? Explain your answer, using Sources D and E and your own knowledge. (10)

<table>
<thead>
<tr>
<th>Level 1 (1-3 m)</th>
<th>Level 2 (4-7 m)</th>
<th>Level 3 (7-10 m)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Judgement based on simple, valid criteria. E.g. Reliable as it is an eyewitness, not reliable as it is a painting.</td>
<td>Judgement based on the content of the source (reliability of the sources information) Or judgement based on the Nature, Origins and purpose of the source. Cannot get into L3 unless own knowledge is used. Only 1 source used: Maximum = 5 marks.</td>
<td>Uses both sources to support arguments about how the sources are accurate in parts but also limited in their accuracy. Refers to content and Nature, Origins and Purpose to achieve this. Gives an overall judgement for the most reliable source using content, NOP and own knowledge. Uses own knowledge to assess reliability.</td>
</tr>
</tbody>
</table>
Source F suggests that the war did not really change attitudes to the role of women. How far do you agree with this interpretation? Use your own knowledge, Sources A, E and F and any other sources you find helpful to explain your answer. (Plus 3 marks for SPaG).

<table>
<thead>
<tr>
<th>Level 1 (1-4 marks)</th>
<th>Valid but unsupported comments or uses own knowledge but lacks focus.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 2 (5-8 marks)</td>
<td>Offers a judgement which agrees or counters the hypothesis and links to relevant details from the sources and/or own knowledge.</td>
</tr>
<tr>
<td>Level 3 (9-12 marks)</td>
<td>Only points or agreement or disagreement convincingly explored. Maximum of 10 marks if own knowledge is not used. No access to Level 3 if sources are not used.</td>
</tr>
<tr>
<td>Level 4 (13-16 marks)</td>
<td>Sustained argument and evaluation. Reviews alternative views before giving a balanced judgement on the interpretation. Selects precise knowledge and detail from the sources to evaluate arguments for and against. 15-16 marks for answers that consider the strength of the evidence when arriving at a judgement. No access to Level 4 without own knowledge.</td>
</tr>
</tbody>
</table>
The Transformation of British Society: Revision Crossword

ACROSS

2 Some women prisoners who did not eat were ....
5 An important new law that changes things
6 When the government introduces a law to force men to join the army
7 Emmeline, Christabel and Sylvia ....
10 When food is limited
11 The Defence of the Realm Act
12 Prime Minister responsible for key reforms
14 When men are encouraged to join the army
15 Someone who dies for what they believe in
16 Most people in Britain in 1900
18 The ____________ of the People Act, 1918 act that changed voting laws

DOWN

1 The government distorts the truth
2 Where many women worked during the war producing munitions
3 Help for old people
4 Group that campaigned violently
8 What some women wanted
9 Lloyd-George’s nationality
13 Famous race where Emily Davison died
17 ___ and Mouse Act