SPECIMEN HISTORY SCHOLARSHIP PAPER 13+

(St George's College)

time allowed: 1 hour

Answer all the questions on sources in section A. Spend about 30 –35 minutes on this.

Then answer <u>one</u> question from section B.

SECTION A – Study the sources and answer all the questions.

Background Information

At the beginning of the twentieth century, many women in Britain were campaigning for the vote, the most militant of whom had joined the Suffragette Movement. At this time only men could vote and become MPs. When the government refused to give women the vote the Suffragettes resorted to more extreme measures such as vandalism, setting fire to property and violence. The most famous (or infamous) incident was when Emily Davison threw herself in front of the King's horse during the Epsom Derby of 1913. Women eventually won the right to vote in 1918 after the First World War.

Source One – *The Times* newspaper, 5th June, 1913

The Derby of 1913 will long remain memorable in the records of the Turf. In a race splendidly contested, the favourite, Craganour, passed the winning post, first by a head, only to be disqualified and the race awarded to Aboyeur…

The desperate act of a woman who rushed from the rails on to the course, as the horses swept around Tattenham Corner, apparently from some mad notion that she could spoil the race, will no doubt remain a talking point…She did not interfere with the race, but she nearly killed a jockey as well as herself, and she brought down a valuable horse….The evidence is strong that her action was deliberate, in the supposed interests of the Suffragettes…

Source Two – the leader of the Suffragette Movement, 1914

Emily Davison gave up her life for the women's cause by throwing herself in the path of the thing, next to property, held most sacred to men – sport. Miss Davison went to the races at Epsom, and breaking through the barriers which separated the vast crowds from the race course, rushed in the path of the galloping horses and caught the bridle of the King's horse, which was leading all the others. The horse fell throwing his jockey and crushing Miss Davison in such a shocking fashion that she was carried from the course in a dying condition...

Having previously been imprisoned, forcibly fed and brutally treated, Miss Davison expressed her deep conviction that now the conscience of the people would awaken only to the sacrifice of human life.

Source Three – *The Emancipation of Women* D.C. Brooks 1970

Davison's suicide was a brave act, but foolish and unnecessary; it had little effect on the votes for women movement, except to confirm for many that a sensible idea had been exaggerated out of all proportion.

Source Four – *Women in Revolt* J. Kazantis, 1968

Eventually, in Emily Wilding Davison, who spectacularly committed suicide on Derby Day 1913, Suffragetism produced its own martyr. Many acclaimed her act as the ultimate heroism.

a) How useful is source **one** in helping the historian to understand the events of the 1913 Derby? Explain your answer fully. (8)

b) What differences exist between sources **one** and **two** in their accounts of the events on Derby Day 1913? Explain your answer fully. (8)

c) Using any of the sources and **<u>your own opinions</u>** do you think Miss Davison's actions helped women to gain the vote? Explain your answer fully. (9)

<u>SECTION B</u>

Answer <u>one</u> of these questions.

1) Choose an important leader you have studied in History eg. King President etc. How successful was that person's leadership? (25)

Nb. A choice of one from four essays will be set, such as the example above. They will attempt to encourage argument and opinion as well as test knowledge.

Source Mark Scheme

a) **High Level**
A balanced answer. It will recognise some ways in which the source is biased (phrases, begins with race details, establishment paper etc), but acknowledge some facts and understanding of events can be gleaned. May use other sources to assist in answer. Should try to reach a conclusion.
Middle Level
May either consider merits of source very well or weaknesses very well, but not both! OR no conclusion OR tendency to consider merits and weaknesses superficially
Low Level
A short answer considering either merits or weaknesses superficially.

b) **High Level**
Will point out a variety of differences, not just in content, but also in tone etc.
Middle Level
May point out the difference in tone very well or content very well, but not both! OR Do both but rather superficially
Low Level
Only superficially points out the differences of content or tone.

c) High Level
A strong argument supported by sources and opinions OR sensibly balance argument using sources and perhaps acknowledging difficulty of being sure.
Middle Level
As above but supporting evidence and opinions tend to be more superficial and fewer sources used.
Low Level
Tendency to simply produce content of sources OR opinions are not justified/explained

The Essay

High Level

It is essential that candidates remain focused on the key word or phrase (eg. How successful… in the example given) and try to sustain a line of argument throughout. Answers ought to be balanced and reach a conclusion, based upon a reasonable amount of accurate knowledge. One would expect the essay to be reasonably well organised.

Middle Level

Essays will only do some of the things stated above eg. They may only focus on the key phrase at the beginning and end OR their knowledge may lack depth OR their essay is too one-sided etc.

Low Level

Essays may be very short or tend to be basic description

Please note that this is a guideline. The department will always endeavour to award candidates who show promise with their perceptive answers, genuine insight or flair!