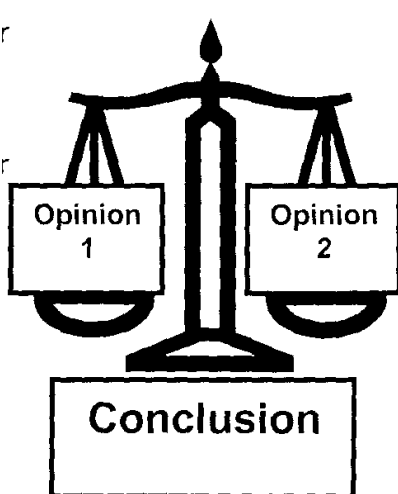
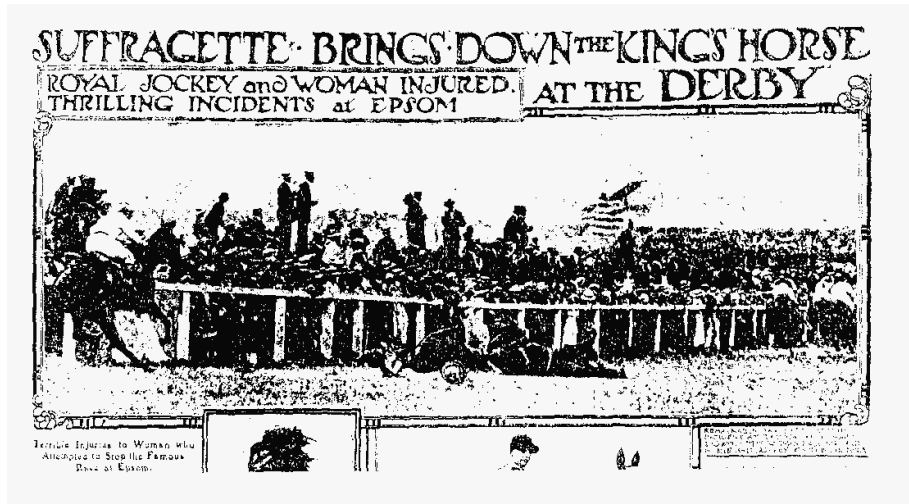


Paper Two – The British Depth Study.

Answering source based questions.

Type of Question	Method									
Comprehension <ul style="list-style-type: none"> • What is the message of • How different are 	<ol style="list-style-type: none"> 1. Use the wording of the question in your answer. 2. Use specific quotes. 3. Try to make one point/quote per mark. 									
Evaluation <ul style="list-style-type: none"> • How reliable/useful is source... Content <ul style="list-style-type: none"> • Does it agree with your own knowledge? Provenance <ul style="list-style-type: none"> • Who wrote it? • When? • Why? 	<ol style="list-style-type: none"> 1. Try to comment on the strengths and weaknesses of the source. 2. Try to comment on the content and provenance. 3. Have a conclusion that uses the wording of the question. <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>Reliable/useful</th> <th>Unreliable/Useless</th> </tr> </thead> <tbody> <tr> <td>Content</td> <td style="text-align: center;">?</td> <td style="text-align: center;">?</td> </tr> <tr> <td>provenance</td> <td style="text-align: center;">?</td> <td style="text-align: center;">?</td> </tr> </tbody> </table>		Reliable/useful	Unreliable/Useless	Content	?	?	provenance	?	?
	Reliable/useful	Unreliable/Useless								
Content	?	?								
provenance	?	?								
Weighing up an argument	<ol style="list-style-type: none"> 1. Use the sources and your knowledge to support opinion1. 2. Use the sources and your knowledge to support opinion2. 3. Conclusion. <div style="text-align: right;">  </div>									



Source A
 A photograph of Emily Davison at The Derby from Lloyd's Weekly News, 8 June 1913

Source B

Part of the official police report on the events surrounding the death of Emily Davidson.

On her jacket being removed, I found two suffragette flags... 1 return half ticket from Epsom to Victoria, 2 postal orders for 2/6 and 7/6, 8 postage stamps, 1 key, 1 Helper's Pass for the Suffragette Festival, Empress Rooms, High Street Kensington for 4 June 1913..

Source C

From Sylvia Pankhurst, *The Suffragette Movement*, published in 1931.

Emily Davison and a fellow-militant in whose flat she lived, had planned a Derby protest without tragedy – a mere waving of the purple-white and green at Tattenham corner, which, by its suddenness, it was hoped would stop the race. Whether from the first her purpose was more serious, or whether a final impulse altered her resolve, I know not. Her friend declares that she would not thus have died without writing a farewell message to her mother.

Source D

The Times, 5 June 1913

A deed of this kind, we hardly say, is not likely to increase the popularity of any cause with the ordinary public. We believe that yesterday's exhibition has done more to hurt the cause of women's suffrage than to help it.

Source E

From Christobel Pankhurst, *Unshackled*, published in 1959.

Horse and jockey were unhurt, but Emily Davison paid with her life for making the whole world understand that women were in earnest for the vote. Probably in no other way and at no other time and place could she so effectively have brought the concentrated attention of millions to bear upon the cause.

Source F
A photograph of
Emily Davison's
Funeral procession
through London,
14 June 1913



Source G

From D C Brooks, *The Emancipation of Women*, published in 1970.

She was first to talk about the dying for the cause. Her 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 become exaggerated out of all proportion.

Questions

1. Study Source A

What can you learn from this source about events at Tattenham Corner on the Derby racecourse on 4 June 1913? (6)

2. Study Source B and C

How far do these sources help to explain whether or not Emily Davison's death was suicide?

Use the sources and your own knowledge in your answer.

3. Study Sources D and E

Why do you think these two sources give such different reactions to the impact of Emily Davison's death?

Use the sources and your own knowledge in your answer.

4. Study Source F

How useful is this source to a historian trying to find out about the ways in which the suffragettes used Emily Davison's death?

Use the sources and your knowledge in your answer.

5. Study Sources G and H

Is one more reliable than the other for finding out about attitudes to Emily Davison's death?

Use the sources and your knowledge in your answer.

6. How far do the sources and your use your own knowledge agree with the statement. "Emily Davison's death did not help women win the vote."

