



YEAR 8 COMMON ASSESSMENT – WOMEN AND THE VOTE

Carefully examine the evidence you have been given. You may like to annotate or write around each source. Then answer the questions. There are 2000 pts available for this assessment. We will be looking at two main historical skills: your knowledge and understanding of the campaign for women to get the vote (LO6); and your ability to work with evidence (LO2).

Source 1: *From the diary of Bruce Glasier, written in April 1912. Glasier was a politician although he was not elected to Parliament. His wife was also involved in the Labour Party. The Labour Party had supported votes for women and had worked with the Suffragists.*

The window smashing has roused great hostility against the women. No greater blunder could be conceived. Everything was looking favourably for the women's amendment to the Government Bill being carried. The last outbreak has however endangered all. It seems as if devised purposely to show that women are incapable of political restraint. My conviction is now and always has been that the Pankhursts have been the bane of the women's movement.

1. Briefly describe some of the tactics of the Suffragettes

(200pts)

2. What does the author of **Source 1** think of the Suffragettes and their tactics? Give examples.

(300pts)

Source 2: *Mrs Emmeline Pankhurst in a letter to members of the WSPU, February 1918, just after the Representation of the People Act was passed.*

You were a friend of the WSPU in the days when it was fighting for the vote and we know that you will want to take part in celebrating the wonderful triumph of our cause. Votes for women has been won because the WSPU was blessed with marvellous leadership, which attracted loyal and enthusiastic followers. The WSPU by its pre-war crusade for the vote followed by its patriotic stand and service to the nation during the war, has won a great political victory.

3. What **different view** of the Suffragettes' tactics is **suggested** in Source 2?

(300pts)

4. **Why** do you think the opinions expressed in the two sources are so different? (think context, author, audience and purpose)

(500pts)

Source 3: A cartoon from the political Punch Magazine published in February 1918. Punch was a weekly British humour magazine which made fun of politics, it was mainly read by middle and upper class men. The character shown is Joan of Arc – a medieval war leader who dressed like a man to allow her to lead armies.



5. What does **Source 3** suggest about why women got the vote? How do you know?

(300pts)

Source 4: From the obituary of Millicent Fawcett published in a newspaper in August 1929. An obituary is an article about the life of a person and is usually written just after the person's death.

There were three stages in the freeing of women. The first was the long campaign of propaganda and organisation at the centre of which, patient, unwearied and always hopeful, stood Dame Millicent Fawcett. The second was the campaign of the militants. The third was war. Had there been no militancy and no war, the right to vote would have come, although more slowly. But without the faithful preparation of the ground over many years by Dame Millicent Fawcett and her colleagues, neither militancy nor the war could have won the vote.

6. Which view of the Suffragettes does **Source 4** most agree with, the one from Source 1, 2 or 3? Explain your answer with **examples from the sources**.

(400pts)

HISTORY COMMON ASSESSMENT FEEDBACK

Title: Women & the Vote

This assessment was testing your ability to do all of the things below. Your teacher will have given you a mark depending on how well they think you did at each of these. Use this to help set yourself targets for next time.

Question 1		Your knowledge (LO6.1)	
Beginning	0pts	You do not identify any specific tactics used by the Suffragettes	
Sound	100pts	You give one specific example of Suffragettes' tactics	
Secure	200pts	You give two or more examples of Suffragettes' tactics	
Question 2		Making Inferences from Evidence (LO2.1)	
Beginning	100pts	You select details from the source but don't explain the viewpoint or you show some knowledge of the Suffragettes' tactics	
Sound	200pts	You make an informed inference based on the view given in the source ie. You explain what the source thinks of the Suffragettes.	
Secure	300pts	You make an informed inference based on the view given in the source and back this up with details from the source.	
Question 3		Comparing Evidence (LO2.2)	
Beginning	100pts	You select details from Source 2 but don't really explain how this is different to Source 1.	
Sound	200pts	You make a comparison of the content of both sources ie. Source 1 says... but Source 2 says...	
Secure	300pts	You compare the overall message of both sources, backing this up with examples at the top of the level ie. The view in Source 1 is that... however...	
Question 4		Evaluating the weight of evidence (LO2.4)	
Beginning	100-200pts	You don't really answer the question. You select details from sources or say how the sources are different.	
Sound	300-400pts	You show some simple reasoning about why the sources might be different. You refer to differences in time, author, audience or purpose but don't always explain why these would affect the sources.	
Secure	500pts	You show developed reasoning about why there are different attitudes in the sources. You can explain why the differences in time, audience, author or purpose might affect the views given. This involves understanding the role of Pankhurst and explaining why her view would be so different.	
Question 5		Making Inferences from Evidence (LO2.1)	
Beginning	100pts	You select details from the source but don't explain the viewpoint or you show some knowledge of how the women got the vote.	
Sound	200pts	You make an informed inference based on the view given in the source ie. You explain what the source thinks why women got the vote.	
Secure	300pts	You make an informed inference based on the view given in the source and back this up with details from the source.	
Question 6		Comparing Evidence (LO2.2)	
Beginning	100pts	You don't really answer the question fully. You select details from Source 4 and describe the source.	
Sound	200-300pts	You provide a simple explanation about which view Source 4 most agrees with based on the content of both sources. Ie. Source 4 most agrees with... because it says...	
Secure	400pts	You that compare the message of the sources and come to a reasoned judgment about which Source 4 most agrees with. You back this up with examples. Ie. Source 4 most agrees with... because it has the view that...	

Summary

Success	Challenge

Points Earned	Effort	Progress
		- = +

Student Comment

In your own words try to explain why you got the mark you did...

In your own words, what target will you set yourself to improve your work for next time?

TEACHER NOTES

The table below shows how the points achieved by the student will translate into expectations for this Year 8 task. These grades should be recorded in your mark book but not shared with the student

0-800pts	(B) Working Below expectations for Year 8
900-1100pts	(W) Working towards expectations for Year 8
1200-1300pts	(E) Meeting expectations for Year 8
	(A) Working above expectations for Year 8
	(A+) Working well above expectations for Year 8

Please ensure:

- You make a note of the points, grade and effort in your own mark book
- The student sticks in the marking proforma
- The student responds to the comments and corrections
- The student adds their points to their totaliser which is in the back of their book