

### Granting of women's suffrage

On 6 February 1918, the Representation of the People Act granted certain categories of women aged 30 and over the parliamentary vote: householders, wives of householders, occupiers of property of a yearly value of not less than £5, and university graduates. The principle of sex discrimination had been broken, even if women were not granted the vote on equal terms with men. The 8 million women who were enfranchised were disproportionately middle-class housewives rather than the younger working-class women who were working in the munitions factories. Equal voting rights were finally granted in 1928, when women became about 53% of the electorate.

The women's-suffrage campaign mobilised and politicised thousands of women in a mass movement that has been unparalleled in British history. On 5 August 1928, the Conservative prime minister Stanley Baldwin sent a letter to Millicent Garrett Fawcett, in which he stated that he never doubted that equal franchise would be granted and that it would be 'for the good of our beloved country'. Fawcett died in 1929, Emmeline Pankhurst in 1928, just a few weeks before the Equal Franchise Bill became law.

On 6 March 1930 Baldwin, now an ex-prime minister, unveiled a statue to Emmeline Pankhurst in Victoria Tower Gardens, close to the Houses of

### Further reading

Bartley, P. (2007) *Votes for Women* (3rd edn), Hodder Murray.

Purvis, J. (2013) 'Remembering Emily Wilding Davison (1872–1913)', *Women's History Review*, Vol. 22, No 3.

Parliament. He praised her contribution to winning women's suffrage saying, 'I say with no fear of contradiction that whatever view posterity may take, Mrs Pankhurst has won for herself a niche in the Temple of Fame which will last for all time.' Although she did not create the women's movement, it was she 'who set the heather on fire'.

The debate about the relative importance of the WSPU and the NUWSS in bringing the women's-suffrage movement to a successful conclusion continues. However, the wider aim of gender equality in all walks of life that the WSPU campaigned for is still a long way off. In 2016, women make up only 29% of MPs and 17% of university vice-chancellors, while the pay gap is 14% for full-time work.

June Purvis is emeritus professor of women's and gender history, University of Portsmouth.

# Revision and interleaving



Much has been written about ways to improve memory and retain information over long periods of time. Here are some great strategies to help with your history revision

As history A-level examinations move to linear assessment the requirement to remember more over a longer period of time increases. This presents various challenges for your studies. It is crucial that you revisit your work on a regular basis and this article will provide some strategies to help you to fully embed your learning over the course of your 2-year studies. Revision should not be a simple bolt-on at the end of a topic or at the end of your course of study. For learning to be effective revision should be developed and refined over time.

### Interleaving

When we learn something we can quite often forget it soon afterwards, but when we repeatedly revisit something we've learnt, we remember it better. When you are revising the temptation is often to learn things in blocks. The problem is that this doesn't support repetition, something that is very important to learning. So, rather than revising in 'topic blocks', it's better to chunk these topics up and interleave them. For example, you might be studying the following topics for your OCR history course:

- Unit 1 British period study and enquiry: Y103 England 1199–1272 (Enquiry topic: King John 1199–1216)
- Unit 2 Non-British period study: Y219 Russia 1894–1941
- Unit 3 Thematic study and historical interpretations: Y315 The changing nature of warfare 1792–1945

You would probably begin in year 12 studying unit 1 on England from 1199 to 1272, commencing with John and Normandy, followed by the baronial rebellion of 1215 and then John and the Church. As you move onto the baronial rebellion it will be crucial to keep interleaving your new learning with the information you have learnt on John and Normandy. Similarly when you move on to studying John

and the Church you would need to interleave both of the previous topics. As time goes on and further content — including units 2 and 3 — are covered, you would need to try and frequently revisit small aspects of what you have studied.

For interleaving to work you need to break your revision down into chunks. Try and factor in some time each week to review specific topics that you are not currently studying. This will ensure that you keep revisiting content that is not being looked at in your A-level lessons.

### Distilling

It is important that over time you distil information down into more manageable chunks. Flashcards can be an excellent way to help you to distil key content you are studying. Your flashcard is small and it will help you to 'boil' your learning down to an easily revised summary. Try and limit each flashcard to one key concept or idea, using a mixture of text, diagrams, terms and bullet points. You could even use it as a way to plan out an exam question. On one side write the question and the other side a series of bullet points you would use in the answer or the structure you would follow to answer it. Flashcards are also a great way to keep a record of things that you repeatedly forget or get wrong. Keep a set with you when you are in school or college and make a note of any areas you tend to struggle with. This will build up a great bank of revision resources over time.

### FLORIA

'FLORIA' is an excellent technique for remembering large quantities of information. When preparing revision information put the most important information **First** and **Last**. Think about how you can make information **Outstanding**. **Repeat** important facts. Make key information **Interesting** using images, mnemonics, diagrams etc. Make links so that **Association** takes you from one fact to another.

### Transform it

In order to remember information you must think about it — just 'reading through your notes' is not actually revising. 'Transform it' means taking your revision notes and turning them into something else. The process of changing the information from one form to another means you are more likely to remember it. For example, turn your notes into Venn diagrams, audio recordings, flashcards, questions, tests or timelines.

### Practise, practise, practise

It is vitally important to review subject content repeatedly and to revise from the very beginning of your studies. However, you also need to apply this information to the types of questions you will face in the examinations. While your teachers will undoubtedly set you past-paper questions to complete there is no reason why you can't write some of your own, which you can then use for revision.

Elizabeth Francis is an experienced history teacher.

## Using this article in your exam

How could this article be useful in your exam?

### AQA

June Purvis' article is relevant to AQA units 1G Challenge and transformation: Britain c.1851–1964 and 2M Wars and welfare: Britain in transition, 1906–1957. The article covers the history of the suffrage movement as well as the lengths that the suffragettes went to in raising the profile of their campaign, including their hunger strikes. In both units you will be assessed through a written examination lasting 1 hour 30 minutes.

### OCR

This topic features in OCR Y111/Y141 Liberals, Conservatives and the rise of Labour, 1846–1918, and OCR Y112/Y142 Britain, 1900–1951. June Purvis' article provides an in-depth account of how the suffrage campaign evolved. The key details it contains will be an excellent resource in developing your subject knowledge from both of the units it fits into.

### Edexcel

This topic features in Edexcel paper 3 option 39.2 Mass media and social change in Britain, 1882–2004. This unit requires you to complete a written examination, lasting 2 hours 15 minutes, worth 60 marks. You will complete three questions — a compulsory question in which you will be assessed on your source analysis and evaluations skills, and two essays. This article by June Purvis covers an aspect of the unit that looks at the changes for women as it addresses the evolution of votes for women, focusing on the role of the suffrage movement.