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Examiners' Report
June 2011

GCSE History 5HB03 3C

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Introduction

This was the third series of this 2009 Schools History Project Source Enquiry. The focus of the enquiry this series was the role of women during World War Two. Most candidates were able to demonstrate responses that were worthy of at least some credit. There was evidence that more responses were achieving the higher levels required by the mark scheme. There remain a number of areas where candidates' responses could improve and hopefully the following report will help them achieve that. There was evidence that many centres had learnt from the experience of the first two series. That said there was evidence that some candidates experienced difficulty in terms of allocating time in the examination to questions in relation to the mark tariff that they are worth. Too many long answers to questions 1 and 2 were answered with much more effort and depth than many responses to question 5. The latter was despite the fact that question 5 had many more marks allocated to it. There were fewer responses written in the wrong sections of the answer book. This is a particular problem in responses to question 4 which instead of using the next page of the answer book after completing the first page of question 4 continue their answer on the last page of question 3. There were far too many simplistic responses concerning the value and utility of sources. Many of these are inaccurate and misinformed. Too many responses saw all primary sources as reliable and useful and secondary as worthless.

As mentioned in previous reports the value of tackling questions under examination conditions is a useful way of preparing candidates to respond appropriately to the demands of an examination under timed conditions.

Question 1

Generally this question was well done and most students were able to reach Level 3 and produce two inferences. The common ones were that women made a very important contribution to the war effort because they released men for the forces, giving Britain much greater military might than might have been the case otherwise. The other common inference was that women's work in factories enabled the production of munitions with which men could fight, and that this made Britain's chances of victory much greater. The occasional student even noted how this contrasted with Germany, where women were more expected to remain mothers and housewives. Some candidates felt that because women "were forced to do war work" this meant that they were reluctant to do so. Quite a few candidates noted that women were only involved in relatively low status roles. Better responses were able to realise the importance of being "forced to do war work" and, at the same time, the traditional nature of the work women were involved in. Weaker candidates tended to paraphrase the source or repeated what was written in the source. A number of candidates wrote at length using their own knowledge and with hardly any reference to Source A, producing as a result, answers that had little relevance to the question that was asked.

Answer ALL questions.

Look carefully at the background information and Sources A to G in the Sources Booklet and then answer Questions 1 to 5 which follow.

1 Study Source A.

What can you learn from Source A about the importance of women during the Second World War?

(6)

Source A is taken from a history book from 1980, which is after WWII. This tells us straight away that the information in the book will be researched, so it is probably correct. It says in the text 'in 1940 unmarried women between the ages of twenty and thirty were 'called up''. The second world war began in 1939, ~~so~~ ^{this shows the} the government were already a year into the war and they realised that women could benefit the war effort. Women did jobs at home which left men to fight. This shows that women were very important during the Second World War as the government noticed their services could be used to free up more men.

Furthermore, it ~~said~~ states in the text women did the ~~back~~ jobs 'behind the scenes'. For example, they worked in the munitions factories, worked as cooks and some even drove cars. Without these jobs being completed, there would be no ~~effort~~ war effort. The government realised World War Two was going to be total war, a war that affected everybody, and so recruiting the women to do the hard labour was a way to get everyone involved.

Although ~~the~~ it says in the source women were given jobs, they could not hold onto them and so when the war was over, the men returned and took their jobs back. This insinuates that although women did a good job during the war, they were not important for the future of Britain and so were sent back to working as housewives.



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Examiner Comments

This response achieved Level 3 as it recognised the vital role of women to the war effort. It links this to Government plans to prepare for Total War. Inferences are well supported from detail from the source.



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Examiner Tip

Remember to make at least one inference and use the source to support it. Just repeating the source will not go beyond Level 1.

Question 2

Most candidates were able to recognise the main message contained in the advertisement, that women could do two roles, both as a wife and supporting the war effort. As a result, many were able to develop their answers and reach level three. Quite a number of candidates attempted to explain how the advertisement worked, noting the entertainment value of a cartoon strip and some observing the "W" on the steel helmet as a potential advertisement for the role of warden. A few students noted the role of female solidarity, with one female warden encouraging the other to stay in her role and use Mrs Peek. Some candidates were confused about who produced the advertisement, with some considering that it was government propaganda and that the pudding was produced by the government to enable women to become wardens. The very best candidates did recognise that Peek Frean were contextualising their message appropriately to sell puddings, while others recognised government censorship would not allow advertising messages which were inappropriate for the war effort. Stronger candidates were able to explain the message in relation to the nature of the source and some of the strongest candidates were also able to analyse the stylistic devices used in the source to get its message across e.g. a relatable personal story, bold captions, cartoon style etc.

2 Study Source B.

How does this advertisement get its message across about the role of women during the Second World War? Explain your answer, using Source B.

(8)

The content of source B ~~say~~ says that a woman's role during WWII had two sides, firstly, to help in the war effort, (as shown by the woman in the advertisement being a warden), and secondly to provide for your husband + make sure he is happy and well fed; (as shown by the cold/hot meal scenario in the poster). The poster, then, is suggesting that it is possible for women to both be of help to the war effort and still be a good wife, which shows both the attitudes about women during the second world war; that they should be good wives and mothers (as thought before the war), but also that they should work and 'do their bit' for the war effort, (as shown by the warden). The poster also suggest that 'looking after your man is also as important as looking after your country'; definitely on

advertising campaign. This leads on to the purpose of the poster/advertisement: to attract women to buy the puddings during WWII. The poster plays on the fact that the role of a woman in WWII is to help her country, but also ~~to help~~ ^{uses the} views from before the war, that a woman should look after her husband.

It uses the fact that many more married women now worked during WWII to suggest that by buying their pudding women can help Britain by working and still satisfy their husbands. The advertisement plays on the changing views of the nation about women during world war II - that they can work but still be a good wife.

Finally, the origin of the poster adds credibility to what it is saying as firstly, it was produced during the Second world war and therefore is likely to be accurate and reflect the current mood of the nation, and secondly the poster was produced by an advertising company out to get money, ~~and so~~ ^{who} therefore would have judged the role of a woman in WWII carefully before producing the ad. In conclusion, the advertisement gets its message across by using a woman's desire to help her husband and also her desire to help the war effort, and combining them to make an ad that offers a solution: 'Mrs Peck's Puddings'.



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Examiner Comments

This is a solid L3 answer that makes effective use of the source in the response made.



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Examiner Tip

Make use of the nature of the source together with a clear identification of the message and the way it is put across.

Question 3

Most answers were able to highlight the similarities and differences between the sources. Cross-referencing was usually confined to the use of linking words/phrases between fairly substantial paragraphs. Only the really good answers were able to produce sustained cross-referencing between the three sources. The majority of candidates reached level 2, matching sources by content, often in great detail. Most candidates were able to recognise that the sources gave different impressions, that Source C suggests hostility to the idea of employing women, while Source D is supportive. The interpretations of Source B were more divided, some seeing the husband as unhappy that his wife was working and giving him cold meals, others recognising that Mrs Peek's puddings made a wife working more acceptable, while others seeing the husband's remark in the last picture, "I've guessed that you've resigned from the job", as a sign that the husband had not really changed his position. Too many answers took the form of B says X, C says Y, but D says Z, noting that the sources contradicted each other, but failing to come to an overall conclusion. This would seem to suggest that the preparation of candidates for question three should involve encouraging them to provide a clear conclusion which attempts some kind of quantification of the evidence either way. Emphasis should be placed on the fact that the question asks "How far do Sources B, C and D suggest" a particular proposition and that merely noting accurately what each of the sources suggest does not meet this requirement.

Those who did analyse the nature of the sources, tended to see B as propaganda, C from a potentially biased source, written long after the War, and D as the opinion of only one officer. Very few candidates even touched on the fact that an historian such as Juliet Gardiner could offer an important perspective. Some thought that the fact that she was a woman might give her a feminist bias which would lead her to seek to present the position of women in the Second World War as disadvantageous. This could have been a valid and interesting position, but it did not get supported. All this suggests that the role of the historian needs to be taught with more rigour, that candidates need to be aware that historians do undergo training in the understanding and interpretation of sources, that they do seek to reach a true understanding of the past, and that they can use the benefit of an understanding gained by hindsight and at a distance from the events that they describe.

3 Study Sources B, C and D.

How far do Sources B, C and D suggest that men accepted women's contribution to the war effort? Explain your answer, using these sources.

(10)

Both sources B and C suggest that men didn't feel women ~~were~~ should be doing their work.

Source B shows that the man is asking a lot of her wife and when he says 'I guess you've resigned from your job' it shows us that he obviously isn't the least bit concerned and that he would much rather have a hot meal, this source is fairly reliable however it has

come from a company advertising a product so it therefore may be slightly exaggerated.

Source C tells us that women went out trying to find work only to be shot ~~at~~ rejected by many male workers, employers and trade unions, ~~on the other hand when~~ Even in industries where women were needed most like shipbuilding and engineering 'there was great opposition to their employment' this tells us that, even in a time of great need men were still reluctant to hand over their jobs,

this may suggest that they feared the women gaining more power within society and that they felt women should stick to their 'stereotypical' roles. This source is quite reliable as it has come from a history book where the author must have done a good deal of research.

Source D disagrees with both sources B and C. It states that 'The girls are just as good as men in action' this shows an entirely different point of view to the previous sources and suggests that there was no reason for anyone to oppose the employment of women during the war, on the other hand at the end it states 'although they

are not supposed to learn to use the rifle" this gives us a more widespread view of women during the war and how 'accepted' they were. This source isn't very reliable as it is only one man (an army officer) who commanded the first mixed-sex anti-aircraft battery so therefore does not speak for the rest of the men in the country.

In Conclusion ~~some~~ all sources show

that men were reluctant towards women's contribution in the war effort, yet it does show that not all men were against it.



ResultsPlus
Examiner Comments

This is an example of effective cross referencing that made good use of both content and nature and thus achieved a good level 3 mark.



ResultsPlus
Examiner Tip

Avoid simply paraphrasing what each source shows. Identify areas of support and areas where they don't. Try and link evaluation of support as well as content.

Question 4

As with question three, the majority of candidates reached level 2 and based their judgement on the content of the sources, which they often considered in great detail and with some understanding. Many candidates analysed the percentages in E and noted that the dates were useful because they gave a pre-War figure and a figure late in the War. Some noted the increasing role of women in clerical occupations in which they had been well-represented before the War. Many noted that F was the testimony of a housewife rather than of a working woman and that this gave a different perspective. In terms of the nature of the sources, too many candidates were content with repeating the headings on the sources paper, and that E was a "bar graph based on official statistics" while F was an account written by a housewife. Some students only focused on the source which they deemed most useful and failed to pick out how the other source could contribute to the investigation and therefore only received a maximum of 5 marks.

Those that did consider the nature of the sources recognised that official statistics were likely to be reliable but could be produced for propaganda purposes and that F would very likely be truthful but offered a limited perspective. There is no doubt that candidates are better at analysing the content of a source than its nature. Too many still use bias as the end of an argument, implying that this renders a source useless (or an historian's work as valueless). They often see primary sources as more valuable than secondary sources because they are closer to the events described, rather than recognising them as different. They fail to see bias as something that can either be accounted for or as something which actually gives valuable insight into the views, feelings and attitudes of the time.

4 Study Sources E and F.

Which of Sources E or F is more valuable to the historian who is investigating women's contribution to the Second World War? Explain your answer, using Sources E and F.

(10)

I believe that Source ~~E~~ F is more valuable than Source E to the historian who is investigating women's contribution to the Second World War for a variety of reasons. Source E is thoroughly reliable as it provides "official statistics", so it doesn't contain any opinions, and it displays the change in the percentage of women workers from "1938 to 1944". This allows the historian to observe the changes in numbers for various areas of work and use that knowledge to possibly ascertain why. But that is also the reason why the source may not be entirely valuable, as it doesn't contain any other attitudes or insights that could bring further depth to the investigation.

to the historian in various ways. We know it is an accurate representation of a single "housewife's" opinion as it was written ~~at~~ during the Second World War, but more towards the beginning than the end. It gives plenty of information about the "housewife's" contribution to the war effort which is rather intriguing as most aspects of

women's contributions focus on their roles in men's jobs. The historian can learn from Source F of how women ~~at~~ contributed to the "anti-waste campaign" and how they could turn "meat bones" into "explosives". So the historian may find this particularly intriguing and useful in their investigation. However the downside to Source F is that it is in fact an "account" and runs the risk of being highly opinionated. Therefore the attitudes can be observed with care, however they may not represent those of the majority for example the opposition that is felt from the account about "if the invader comes".

In conclusion I believe that Source F, though highly opinionated, is more useful to the historian in the investigation as it provides many facts that can be ascertained as accurate, and they can catch a glimpse towards the attitudes of a minority towards women's contribution as it is an account written while these contributions were taking place. It is also useful to the historian as it shows efforts contributed to the Second World War that aren't always seen as ^{the} most concentration is on women who took up jobs. Source E is also useful as

it contains thoroughly reliable statistics, however
it doesn't contain any depth to the matter.



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Examiner Comments

A good level 3 response that makes effective use of the content and provenance of both sources.



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Examiner Tip

Make use of the provenance of each source to establish its nature, origin and purpose. Use this information as well as the content of the source to comment on its usefulness to the enquiry specified.

Question 5

The last question was tackled reasonably well though some candidates showed signs of running out of time. Although a small number of candidates did reach level 4 on this question, the bulk were at level 2 or level 3. Quite a large number of articulate candidates stayed at level 2 because they set out to prove the proposition in the question. They even used appropriate own knowledge to do this, although knowledge of the post-Second World War experiences of women was fairly sparse. A number of candidates recognised that the return of men after the War meant the displacement of women from employment, and some were able to cite actual statistics for the numbers of professional women in the immediate post-War period. Some mentioned the Equal Pay Acts and equality legislation. However a large number of candidates confused the First and Second World Wars and used the post-World War One Representation of the People's Acts of 1918 and 1928 as evidence. Flappers were also commonly used. More sophisticated answers actually used these and the improved position of women in the interwar period to suggest that the experience of World War Two enabled women to build further on these experiences. Some students were able to use the statistics in E to suggest that women already had some experience of work pre-War on which to build.

A key lesson for candidates for question 5 is that they should expect any statement to be challengeable and they should look for contradictory evidence and expect to make a measured judgement based on this evidence, the judgement being less important than their ability to back it up. Too many candidates still go through the sources one by one seeking to prove the proposition given in the question.

Some candidates also failed to make use of the sources in their answers. It seemed as though many students who were running out of time adopted this approach, and these answers were generally very short in length.

*5 Study Sources B, E and G and use your own knowledge.

'The Second World War significantly changed the opportunities available to women.'

How far do you agree with this statement? Use your own knowledge, Sources B, E and G and any other sources you find helpful to explain your answer.

(16)

~~The second world war~~ Before the second world war, women campaigned such as the WSPU had obtained the vote for women, but there was still tension in society between genders, this statement supports the part that the second world war changed that.

I agree with this statement ~~from~~ with sources G, B and E and also my own knowledge. Source G gives one girl's opinion on her own experience working in the steel industry and suggests that the war gave a very positive effect ~~of~~ on many women's lifestyles, not only with work but with independence. I have knowledge that supports this, as I know many women had been brought up ~~and~~ to remain a house wife their whole lives however giving women the choice to help their country was a huge personal achievement, women worked in VAD'S all over the country and also helped in the WRAF and the WNS.

Source E ^{can be seen to} also ~~support~~ support the statement, as it shows that during the second world war the percentage of women working had over a 50% rise, and I know that especially ~~to~~ to have women in places like government services was a very big achievement on women's behalf. Source B further supports this point, as it shows that women have new opportunities and can now prioritise their work lives and their 'duties' to their husbands.



ResultsPlus Examiner Comments

A well argued response that just edged L4.



ResultsPlus Examiner Tip

Make sure you use both sources given and own knowledge in putting forward your response.

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