

THE HOME FRONT 1914-1918 COURSEWORK ASSIGNMENTS

GCSE HISTORY COURSEWORK ASSIGNMENTS

Teacher Information

Introduction:

These assignments comprise sources, questions and mark schemes which will enable your pupils to fulfil the coursework requirements in history for Edexcel Foundation specifications for first examination in summer 2003. You may use these assignments as they stand. They have been designed to assess the full range of grades targeted by the syllabus (Grades G-A*). Assistance may be given in class to aid the comprehension of the sources.

You may also adapt these assignments if wished by:

- providing additional or replacement sources
- providing additional or replacement questions.

However, if you wish to make changes you should submit these to the Edexcel Foundation for approval to ensure that revised sources or questions give candidates appropriate opportunity to meet the targets specified at the appropriate level.

Management of the assignment:

The assignment has been designed to accommodate some flexibility of classroom practice. The following points should be borne in mind:

- Although all the questions *may* be tackled as part of a single task, this is not necessary. The timing of individual questions within an assignment may be staggered over a period of time and integrated into the programme of study.
- Candidates may use the sources provided in the pack as part of their preparation for Assignment 1 but this is not a requirement.
- Your candidates should draw upon their contextual knowledge when using the sources for Assignment 2. The historical content listed below should be familiar to candidates before they attempt to answer the questions.

The Home Front 1914-1918

This assignment should arise from a teaching programme designed to occupy approximately half a term. Before candidates begin this assignment they should have knowledge of:

- Events leading to the outbreak of war in 1914
- The reactions of the British government to the outbreak of war
- The experience of war in Britain 1914-1918

Introduction

When war broke out in 1914, most people in Britain expected that it would be over in a matter of months. Accordingly, the slogan of the government was 'Business as Usual'. Only gradually did the full horror begin to dawn, and with, the mobilisation of the nation to win the war at all costs.

During this assignment you will investigate how the lives of people in Britain changed as a result of the war and try to discover how important the role of the Home Front was in the winning of the war.

SOURCE A: A letter written in 1976 by a woman who lived through the First World War

I was in domestic service and ‘hated every minute of it’ when the war broke out, earning £2 a month working from 6.00 a.m. to 9.00 p.m.. So when the need came for women ‘war-workers’ my chance came to ‘out’. I started on hand cutting shell fuses. We worked twelve hours a day, apart from the journey morning and night. As for wages, I thought I was very well off earning £5 a week.

SOURCE B: Part of a book written by Sylvia Pankhurst in 1932

In July 1916 I was approached by women working at a London aircraft works. They were painting aircraft wings with dope varnish at a wage of 15 shillings a week, for which they had to work from 8 a.m. to 5.30 p.m. They were frequently expected to work on till 8 p.m. and were only paid normal rates for this overtime. It was common, they told me, for six or more of the thirty dope painters to be lying ill on the stones outside the workshop, for half an hour, or three-quarters, before being able to return to their toil.

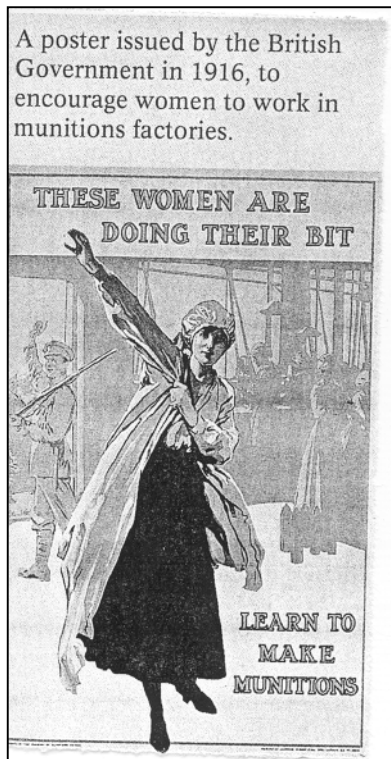
SOURCE C: Part of a book written in 1917 by the owner of a factory in Birmingham

Typical cases which have come under my personal observation show that women prefer factory life. They like the freedom, the spirit of independence fostered by their newfound earning power, the social life. The children, they say, are better off than before, better fed, housed and clothed

SOURCE D: A photograph taken in a munition factory during the First World War. The words on the board at the back read ‘When the boys come back we are not going to keep you any longer – girls’



SOURCE E: A poster produced by the British government in 1916



SOURCE F: Numbers of women employed in some industries in 1914 and 1918)

	1914	1918
Transport	18,200	117,200
Manufacturing Industry	2,178,600	2,970,600
Domestic Service	1,658,000	1,258,000
Civil Servants and Teaching	262,000	460,200

SOURCE G: Part of an account of woman's experiences while working during the First World War; this was written in 1919

Over and over again the foreman gave me the wrong or incomplete directions and altered them in such a way as to give hours more work. I had no tools that I needed, and it was only on Saturdays that I could get to a shop. It was out of the question to borrow anything from the men. Two shops stewards informed me on the first day that they had no objection to my working there provided I received the full men's rate of pay. But after this none of the men spoke to me for a long time, and would give me no help as to where to find things. My drawer was nailed up by the men, and oil was poured over everything in it through a crack another night.

SOURCE H: Part of an article in the *Engineer*, published August 1915

Women can satisfactorily handle much heavier pieces of metal than had been previously dreamt of.

SOURCE I: Part of a report on 'Woman's work in wartime' published in 1918

She has discarded her petticoats. There are girls at the wheels of half the cars that pass. If you go by train, women will handle your luggage. If you choose bus or tram, the conductress in her smart uniform has long been a familiar figure in our streets.

SOURCE J: A painting ‘For king and Country’ by E. F. Skinner, 1917



Assignment One: Objective 1

1. Describe the employment opportunities of women in Britain in 1914 at the outbreak of war.

(15)
2. Why did the number of women employed in Britain begin to rise significantly from mid-1915?

(15)
3. In what ways did the First World War change the employment opportunities of women in Britain?

(20)

(Total: 50 Marks)

Assignment Two: Objectives 2 and 3

1. Study Source A

What can you learn from Source A about women's work during the First World War?
(6)

2. Study Sources A, B and C

Does the evidence of Source C support the evidence of Sources A and B about women's work in the First World War? Explain your answer.
(8)

3. Study Sources D and E

How useful are Sources D and E in helping you to understand the importance of the work of women in industry during the First World War?
(10)

4. Study Source G

Use Source G, and your own knowledge, to explain why some men opposed the employment of women in industry during the First World War.
(12)

5. Study all of the sources

'Without the work of women on the Home Front, Britain could not have won the First World War.'

Use the sources and your own knowledge to explain whether you agree with this view.
(14)

(Total: 50 Marks)

Coursework Assignments Mark Scheme

The Home Front

Assignment One: Objective 1

1. *Describe the employment opportunities of women in Britain in 1914 at the outbreak of war.* (15)

Target: Key features/recall of knowledge AO1

Level 1: Simple statements supported by some knowledge, e.g. domestic service, textiles, some work in civil service etc. (1-5)

Level 2: Developed statements supported by relevant knowledge, e.g. details of work in domestic service, textiles and other areas etc. (6-10)

Level 3: Developed exposition supported by selected knowledge, e.g. assessment of the range of opportunities, limitations on the professions, telecommunications etc. (11-15)

2. *Why did the number of women employed in Britain begin to rise significantly from mid-1915?* (15)

Target: Causation/recall of knowledge AO1

Level 1: Simple statements supported by some knowledge, e.g. the war, conscription, munitions etc. (1-5)

Level 2: Developed statements supported by relevant knowledge, e.g. details of the work of women in munitions, the Land Army, transport, teaching etc. (6-10)

Level 3: Developed explanation supported by selected knowledge, e.g. the Great Shell Shortage, Lloyd George as Minister of Munitions, the Right to Work March, impact of conscription in 1916 etc. (11-15)

3. *In what ways did the First World War change the employment opportunities of women in Britain?* (20)

Target: Change/recall of knowledge AO1

Level 1: Simple statements supported by some knowledge, e.g. women could get a wider range of jobs, women got higher pay etc. (1-5)

Level 2: Developed statements supported by relevant knowledge, e.g. details of employment opportunities, new areas of work open to women, accept comments on loss of jobs in 1919 etc. (6-10)

Level 3: Developed explanation supported by selected knowledge, e.g. references to aspects of employment that did not change, men resented women in some areas, women were not promoted equally with men, were not paid equally with men etc. (11-15)

Level 4: Sustained argument supported by precisely selected knowledge, e.g. assesses position in 1918 by comparison with 1914, medical profession much more open, legal professions opened, but many women lost jobs in 1918-19 and reverted to pre-war occupations etc. (16-20)

Coursework Assignments Mark Scheme

The Home Front

Assignment Two: Objectives 2 and 3

1. *What can you learn from Source A about women's work during the First World War?* (6)

Target: Comprehension of a source AO2

Level 1: Simple statements supported by some knowledge taking the source at face value, e.g. they had more opportunities, they left domestic service etc. (1-3)

Level 2: Developed statements supported by relevant knowledge making inferences from the source, e.g. they were very keen to leave, they were much better off etc. (4-6)

2. *Does the evidence of Source C support the evidence of Sources A and B? Explain your answer.* (8)

Target: Cross referencing and evaluation of sources AO2

Level 1: Simple statements supported by some knowledge taking the sources at face value, e.g. it supports Source A because women were much better off, it does not support Source B because women suffered etc. (1-3)

Level 2: Developed statements supported by relevant knowledge making inferences from the sources, or setting the source in context, e.g. in both C and A women were being given freedom and independence, but in B they were being given very poor jobs and being very poorly paid etc. (4-6)

Level 3: Developed explanation supported by selected knowledge and making positive use of the nature,

origin and purpose of the sources, e.g. C is the evidence of an employer, which supports the evidence of A, a worker, B shows that women were not always benefited by the events of the war etc. (7-8)

3. *How useful are Sources D and E in helping you to understand the importance of the work of women in industry during the First World War?* (10)

Target: Analysis and evaluation of sources to assess utility
AO2

Level 1: Simple statements supported by some knowledge taking the sources at face value, e.g. Source D suggests that they were not very important, Source E suggests that they were etc. (1-3)

Level 2: Developed statements supported by relevant knowledge making inferences from the sources, pointing out the weaknesses of the sources or setting the sources in context, e.g. Source E suggests that the government really wanted women to volunteer to work in war industries, but Source D suggests that they were being made use of etc. (4-6)

Level 3: Developed explanation supported by selected knowledge and making positive use of the nature, origin and purpose of the sources, e.g. Source E shows the public image of the need for women during the First World War, but D shows the reality of the conditions that women could face etc. (7-10)

4. *Use Source G, and your own knowledge, to explain why some men opposed the employment of women in industry during the First World War.* (12)

Target: Analysis and interpretation of sources/recall of knowledge AO1/AO2

Level 1: Simple statements supported by some knowledge taking the sources at face value, e.g. they did not like them, they were frightened, they thought that they would lose pay etc. (1-3)

Level 2: Developed statements supported by relevant knowledge making inferences from the sources, pointing out the weaknesses of the sources or setting the sources in context, e.g. details of jobs taken over, problems at the end of the war etc. (4-6)

Level 3: Developed explanation supported by selected knowledge e.g. men were worried that women would lower standards of training, dilution, that jobs would be lost at the end of the war, treasury agreements etc. (7-10)

Level 4: Sustained argument supported by precisely selected knowledge and using the sources as evidence, e.g. sets in the context of 1914, traditional male dominance, few employment opportunities open to women etc. (11-12)

5. *'Without the work of women on the Home Front, Britain could not have won the First World War.'*

Use the sources and your own knowledge to explain whether you agree with this view. (14)

Target: Analysis and interpretation of sources/recall of knowledge AO1/AO3

Level 1: Simple statements supported by some knowledge taking the sources at face value supporting or opposing the view, e.g. yes women played a major part in the war effort, the sources say so etc. (1-3)

Level 2: Developed statements supported by relevant knowledge making inferences from the sources, supporting or opposing the view, e.g. details of the work of women during the war, sources plus Land Army, transport, medicine, VAD, FANY etc. (4-6)

Level 3: Developed explanation supported by selected knowledge and making positive use of the nature, origin and purpose of sources to support or oppose the view, e.g. sources suggest that women's work was important, but that it did not really win the war etc. (7-11)

Level 4: Sustained argument supported by precisely selected knowledge and using the sources as evidence to assess the view and compare it with alternative views, e.g. the war was won in France, rather than in Britain, the role of women was important but was not decisive etc. (12-14)