

**WOMEN DURING
THE SECOND
WORLD WAR
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 The historical content listed below should be familiar to candidates before they attempt to answer the questions.
-

Women during the Second World War

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:

- The changing impact of war on civilians: experiences, attitudes and expectations.
- The impact of war on work: changing opportunities for men and women.
- Women: their changing role and status in society and politics during the war.

Introduction

Women had played a major role during the First World War and this led to most women being given the vote at the age of 30 in 1918, and then all women being given the vote at the age of 21 in 1928. Many women worked for the first time and many others gave up domestic service, which had been the major form of employment for women before 1914.

However, some of the opportunity that women found during the war years disappeared in 1918 when men returned from the war. Although women became more accepted as individuals in society in the 1920's, they found that opportunities at work were still difficult to find. During the Depression of the 1930's work was even more difficult to find. Many women went back into domestic service to help support their families.

During the Second World War, women were conscripted for the first and only time in Britain. Women played a more significant part in fighting the war than ever before.

So what effect did the Second World War have upon women and the opportunities open to them? What parts did women play in the fight against Germany? Did the war mark a major step forward in equality and lead to permanent improvements in women's status? These are some of the issues that you will be required to consider when you tackle this assignment.

SOURCE A: from a broadcast on the BBC Home Service by a member of the Women's Institute in May 1941.

Today I am calling all women. Every woman in the country is needed to pull her weight to the utmost. It's no longer a question of what is the most comfortable arrangement for each family. We are fighting for our lives – for our freedom and our future. We are all in it together. Don't be afraid of being alone in your sacrifice – however great it may be. All those little things that are so important in every woman's life – we treasure them and cling to them, they are our life-blood. And now we have got to fight for them. Isn't it worth it? Together, yes it is.

SOURCE B: from an article in the *West Ham Gazette* in 1941; this was written by a woman member of the Local Council in West Ham

How astonishing it is, when the country is in a muddle, how women are regarded as very important. This is not the first time. I did a man's job in the last war and enjoyed it. Women should get on with the job, do it well, and then ask for the good conditions they are entitled to.

SOURCE C: from a leaflet produced by the Ministry of Food in 1941

Food is a weapon of war, don't waste it. To release ships and seamen on the fighting fronts, you on the kitchen front have the job of using these foods to the greatest advantage. You women at home are winning the war as much as your menfolk in the services. You have withstood the blitz, economised and saved; now here is one more way to help and it's up to you. We must eat more potatoes. The Government has grown large crops specially because potatoes are a healthy food and because they save shipping space.

SOURCE D: an advertisement produced by the Ministry of Food in 1941

MEDALS FOR HOUSE- WIVES



THE BRITISH HOUSEWIFE is helping to make a second front — the Kitchen Front — against Hitler. That is why we say “Medals for you, Madam.” *Is there anything else you can do?* Read the list of awards below and see how many your household deserves. *More medals for you, Madam!*

A Medal for this . . .
Making delicious dishes from home-grown vegetables, with just a *flavouring* of meat or fish.

A Medal for this . . .
Trying new things — fresh-salted cod for instance — acting on recipes and hints from Kitchen Front Wireless Talks, Food Advice Centres and Ministry of Food Magazine Announcements.

A Medal for this . . .
Saving all bread crusts and crumbs, even the crumbs off plates, drying them in the oven and making crisp rusks or crumbs to use in cooking.

A Medal for this . . .
Never accepting more than the rations; and going without rather than pay unfairly high prices for foods that may be scarce.

A Medal for this . . .
Serving larger portions of vegetables than usual; because more are needed to get the same amount of nourishment that used to be had from the scarcer, concentrated kind of foods. Serving three or four different kinds of vegetables at the same meal, and dressing them up with different sauces to get variety.

SOURCE E: one of a series of ‘cookery notes’ produced by the Ministry of Food during the war

STRETCHING YOUR RATIONS

OH YES, THERE IS PLENTY OF FOOD. BUT I SEEM TO GET EVERYTHING AT ONCE. IT'S A FEAST ONE DAY AND BITS THE NEXT, WITH ME.

PLANNING AHEAD IS THE SECRET, AND COOKERY NOTES N° 11 SHOW YOU HOW TO DO IT.

★ Here's one week planned for you! ★

SUNDAY	Break and Potato Pie — Mashed Potatoes — Spring Greens — Sago Pudding — Stewed Fruit		
MON	Curried Vegetables — Steamed Potatoes — Baked Carrots — Brown Betty	THUR	Sausages — Mashed Potatoes — Salad — Steamed Apple Pudding
TUES	Belgian Soup — Stuffed Baked Potatoes — Steamed Butter Pudding & Jam	FRI	Fish Pudding — Cauliflower — Chocolate Pudding
WED	Vegetable Casserole — Baked Potatoes — Honey Apples	SAT	Oatmeal Toss-in-the-Hole — Bubble and Squeak — Baked Jam Pudding

SOURCE F: a popular song during the Second World War

She's the girl that makes the thing that drills the hole that holds the spring
That drives the rod that turns the knob that works the thingumabob.
She's the girl that makes the thing that holds the oil that oils the ring
That makes the shank that moves the crank that works the thingumabob.
It's a ticklish sort of job,
Making a thingumabob,
Especially when you don't know what it's for!
But it's the girl that makes the thing that drills the hole that holds the spring
That works the thingumabob that makes the engine roar.
And it's the girl that makes the thing that holds the oil that oils the ring.
That works the thingumabob THAT'S GOING TO WIN THE WAR.

SOURCE G: a woman describes her experience during the war. She was speaking in 1983

I was sent to a farm in Essex. There were four of us in a gang assigned to an old steam tractor with a threshing machine behind. It was very hard work. We had to go where the work was and sometimes we biked eight miles or so before beginning and eight miles back at night. Later I planted potatoes, and after a year I changed to forestry.

The people were very resentful in the country, they didn't make it easy for you, we weren't really welcome. All we had in the Army digs were sausages, every day for nine months, she used to cook them in water, they were horrible. We were worse treated than the services; there were no canteens or anything.

SOURCE H: from a history textbook written in the 1970's

It was not only that 7,000,000 women in the armed forces, civil defence, agriculture and industry packed parachutes, typed the forms, drove the tractors and milked the cows, filled the shells, waterproofed the tanks, assembled the radio sets, kept the transport running, put out the incendiary bombs, worked the trip-hammers, but it was the ordinary housewife who was in fact decisive. She could have lost the war in any week. Struggling to feed and clothe her family amid rations and coupons – if she had once revolted the whole system would have become unworkable.

Assignment One: Objective 1

1. Describe the ways in which women's work in the home contributed to the war effort. **(15)**
2. In what ways did the lives of women change during the war as a result of their war work outside the home? **(20)**
3. 'The roles of women in the war effort have often been seen as less important than those of men'. Why have women's roles been seen as less important? **(15)**

(Total: 50 marks)

Assignment Two: Objectives 2 and 3

1. Study Source A.

What can you learn from Source A about women and the war effort? (6)

2. Study sources A and B.

Does Source B support the evidence of Source A about the role of women during the war? Explain your answer using both sources. (8)

3. Study sources C, D and E

Use the sources, and your own knowledge, to explain why the Government produced so many leaflets and advertisements about food and cooking during the war. (12)

4. Study sources F and G

How useful are these sources as evidence about the role of women at work during the war? (10)

5. Study all of the sources

The writer of Source H believed that the most important part played by women in the war effort was in the home. Use the sources, and your own knowledge, to explain whether you agree with this view about women's contribution to the war effort. (14)

(Total: 50 marks)

Coursework Assignments Mark Scheme

Women During The Second World War

Assignment One

1. *Describe the ways in which women's work in the home contributed to the war effort* (15)

Target: Key features/recall of knowledge

Level 1: Simple statements offering some examples of work, e.g. greater support for the family, cooking etc. (1-5)

Level 2: Developed statements giving examples of contributions supported by relevant knowledge e.g. problems of rationing, taking responsibility for safety, etc. (6-10)

Level 3: Explores the implications of a range of contributions, e.g. shows understanding of the problems of fulfilling a variety of roles (domestic, safety) at the same time and the importance that these had for the war effort (11-15)

2. *In what ways did the lives of women change during the war as a result of their war work outside the home?* (20)

Target: Change/analysis of key features/recall of knowledge

Level 1: Simple statements giving changes supported by some knowledge e.g. they were able to undertake more jobs, they had more opportunities. (1-5)

Level 2: Developed statements giving changes supported by relevant knowledge
e.g. they had more opportunities for promotion, they were conscripted for the first time, they could become fully integrated into the armed forces etc. (6-10)

Level 3: Developed explanation supported by appropriately selected knowledge showing understanding of the roles of women in the 1930s and the degree of change that took place during the war,
e.g. can explain the extent of the change in the roles of women, that the war led to a major increase in the education of girls, degree to which women were integrated in the armed forces etc. (11-15)

Level 4: Sustained argument supported by precisely selected knowledge showing clear understanding of the nature and degree of change,
e.g. importance of the part played by the war in the process of emancipation, compares and contrasts lives of women before and during the war, many had more opportunities though may have lasted only during the war itself. (16-20)

3. *The roles of women in the war effort have often been seen as less important than those of men. Why have women's roles been seen as less important?* (15)

Target: Explanation of key features/recall of knowledge

Level 1: Simple statements giving reasons supported by some knowledge,
e.g. men did the fighting, women stayed at home etc. (1-5)

Level 2: Developed statements giving reasons supported by relevant knowledge,
e.g. importance of men's military role, whereas the women's role was one of support, etc. (6-10)

Level 3: Developed explanation supported by appropriately selected knowledge showing understanding of men's and women's roles,
e.g. understands that government propaganda stressed men's military role and women's supporting role. (11-15)

Coursework Assignments Mark Scheme

Women During The Second World War

Assignment Two

1. *Study Source A. What can you learn from Source A about women and the war effort?* (6)

Target: Comprehension of and inference from a source

Level 1: Information taken from source at face value, e.g. they must pull their weight, sacrifice etc. (1-3)

Level 2: Makes inferences from the source, e.g. women being urged to make particular sacrifices within family context because the danger is so great. (4-6)

2. *Study Sources A and B. Does Source B support the evidence of Source A about the role of women during the war? Explain your answer using both sources.* (8)

Target: Analysis and cross referencing of sources

Level 1: Matching details of content taken at face value from Source A and B e.g. yes, they both believe that women are unimportant (1-3)

Level 2: As Level 1 and cross refers in terms of tone e.g. both agree that women's work important but notes that the tone of Source B is suggesting that women are called on to help when they are needed and then get nothing out of it etc. (4-6)

Level 3: Cross-referencing in terms of attitude and/or tone e.g. shows that sources while they agree that women must help disagree on why they should help, A sees it as selfless, B sees it as a means to an end etc. (7-8)

3. *Study Sources C, D and E. Use the sources, and your own knowledge, to explain why the Government produced so many leaflets and advertisements about food and cooking during the war.* (12)

Target: Analysis of sources/recall of knowledge to explain key features

Level 1: Simple statements of difference using the sources as information at face value and/or some contextual knowledge, e.g. there was a need to save food, rationing etc. (1-3)

Level 2: Developed statements using the sources and relevant own knowledge, e.g. references to impact of rationing, it meant that there was less variety, the most popular foods were the ones which were rationed etc. (4-6)

Level 3: Developed explanation of reasons using all three sources as evidence and selected knowledge, e.g. food was seen not only as a key factor in morale, but also as a weapon of war, therefore a great deal of attention was paid to ensuring that food supplies were put to the greatest effect etc., the Government clearly paid a great deal of attention to propaganda about food. (7-10)

Level 4: Sustained argument using the sources as evidence and precisely selected knowledge, e.g. sets the issue in the context of the war as a whole, references to the Battle of the Atlantic, problems of supply etc. (11-12)

4. *Study Sources F and G. How useful are these sources as evidence about the role of women at work during the war?* (10)

Target: Evaluation of sources for utility

Level 1: Makes simple statements about value based on content or nature of sources
e.g. Source G shows women working in a factory is important, H shows women working on a farm etc. (1-3)

Level 2: Developed statements about usefulness drawing on nature origin and purpose of sources
e.g. Source G contemporary and shows the role of women in industry was clearly an important one, Source H was a later recollection from one woman and shows women were resented etc. (4-6)

Level 3: Developed argument using the sources as evidence, e.g. the song shows that various forms of pressure were being applied to women and that women's work was so much in the public eye that it was used as the subject of a song, Source H shows that not all women were welcome, old habits died hard in the countryside etc. (7-10)

5. *The writer of Source H believed that the most important part played by women in the war effort was in the home. Use the sources and your own knowledge to explain whether you agree with this view about women's contribution to the war effort.* (14)

Target: Analysis of sources and recall of knowledge to make a judgement about an historical interpretation

Level 1: Simple statements offering statements in support using sources or own knowledge, e.g. details of women's work in and out of the home/armed services, cooking, looking after the children etc. (1-3)

Level 2: Developed statements offering points in support of choice using sources and supported by relevant knowledge, e.g. agreed, citing specific evidence about women's domestic role and its difficulties, e.g. rationing and combining war work with the care of children etc. (4-6)

Level 3: Developed explanation giving a judgement about view making confident use of sources and supported by appropriately selected knowledge, e.g. may agree with reservation, shows understanding of the degree of difficulty involved in coping with rationing, making use of the nature of the sources, but also aware of importance of women's war work. (7-11)

Level 4: Sustained argument giving reasoned judgement using the sources as evidence and supported by precisely selected knowledge, e.g. shows awareness of the need to maintain an adequate food supply given the strictures of rationing and the role of women in meeting these needs and weighs this against the importance of war work in factories and agriculture and armed forces. (12-14)