

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

History A (The Making of the Modern World)
Unit 3: Modern World Source Enquiry
Option 3A: War and the transformation of British society, c1903–28

Tuesday 12 June 2012 – Afternoon

Time: 1 hour 15 minutes

Paper Reference

5HA03/3A

You must have:

Sources Booklet (enclosed)

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided
 - there may be more space than you need.

Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
 - use this as a guide as to how much time to spend on each question.
- Questions labelled with an **asterisk (*)** are ones where the quality of your written communication will be assessed
 - you should take particular care with your spelling, punctuation and grammar, as well as the clarity of expression, on these questions.

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ▶

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Answer ALL questions.

Look carefully at the background information and Sources A to F 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 munitions work?

(6)



(Total for Question 1 = 6 marks)



2 Study Source B and use your own knowledge.

What was the purpose of this cartoon? Use details of the cartoon and your own knowledge to explain your answer.

(8)



(Total for Question 2 = 8 marks)



P 3 9 3 3 0 A 0 5 1 6

3 Study Sources A, B and C.

How far do Sources A and B support the evidence of Source C about the work of women in munitions factories? Explain your answer, using the sources.

(10)



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P 3 9 3 3 0 A 0 7 1 6

(Total for Question 3 = 10 marks)



4 Study Sources D and E and use your own knowledge.

How reliable are Sources D and E as evidence of the work of women during the First World War? Explain your answer, using Sources D and E and your own knowledge.

(10)





P 3 9 3 3 0 A 0 1 0 1 6

(Total for Question 4 = 10 marks)



***5 Study all the sources (A to F) and use your own knowledge.**

'Working conditions for women during the First World War were poor.'

How far do the **sources** in this paper support this statement? Use details from the sources and your own knowledge to explain your answer.

(16)





P 3 9 3 3 0 A 0 1 3 1 6



P 3 9 3 3 0 A 0 1 4 1 6

(Total for Question 5 = 16 marks)

TOTAL FOR PAPER = 50 MARKS



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Edexcel, a product of Pearson Education Limited, gratefully acknowledges the following sources used in the preparation of this paper:

Source A: *Modern World History for Edexcel Coursework Topic Book: Home Front 1914–18*, Malcolm Chandler.
Publisher: Pearson, 2002.

Source F: *GCSE Modern World History for Edexcel: War and the Transformation of British Society 1931–1951*, Steve Waugh & John Wright. Reproduced by permission of Hodder Education.

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Do not return this Sources Booklet with the question paper.

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The contribution of women on the home front

Background information

During the First World War many women did war work. By 1918 women made up 60 per cent of all workers in munitions factories, where weapons and ammunition were manufactured. In addition, 800,000 women were employed in other heavy industries. Some historians believe that women had good working conditions. Others suggest that their conditions and pay were poor.

Source A: From an interview given after the First World War by a female munitions worker.

During the war I worked in a factory which made fuses for shells. Apart from the tool-makers and foreman, all the staff were female. We worked eight hour shifts, six days a week. We women were paid 2p per hour, but the men tool-makers got 12p. We had caps to cover our hair but otherwise we had no protection from the gunpowder which turned our faces, hair and hands yellow and made us sneeze. There were minor accidents, of course, but I don't remember any serious ones.

Source B: A cartoon with the title 'Mmunitionette', published in a national newspaper in 1915. 'Mmunitionette' was a nickname given to women who worked in munitions factories.



Source C: From a poem written by a female munitions worker in 1917.

We're all here today mate.
Tomorrow-perhaps dead,
If fate tumbles on us
And blows up our shed.

Afraid? Are you kidding?
With money to spend!
Years back I wore rags.
Now – silk stockings my friend!

I've bracelets and jewellery, rings envied by friends.
I drive out in taxis and do theatres in style.
And this is my verdict:
It is jolly worthwhile!

Source D: An extract from *The Home Front* by Sylvia Pankhurst, published in 1932. Sylvia Pankhurst campaigned for improved conditions for working women. She based her book on her experiences of life in the East End of London. Here she is describing a visit to an aircraft factory during the First World War.

The women were painting aeroplane wings with varnish from 8 am to 6.30 pm. They were frequently expected to work on till 8 pm and were not paid higher hourly rates for this overtime. Meals were often taken in the horrid atmosphere of the workshop. It was common, they told me, for six or more of the women painters to be lying down ill because of the fumes from the varnish. It might be half an hour or more before they were able to return to their work.

Source E: A photograph which was published in a national newspaper in 1917. It shows a woman working as a ticket collector on a bus.



Source F: From a history of the First World War, published in 2010.

Some women who were employed in heavy industry, such as munitions work, did have to work up to 12 hours a day in unpleasant and sometimes dangerous conditions. In some factories, the male workers refused to speak to them or help them in any way. However, in general, these women were better paid than in their previous employment. They were looked after by women welfare supervisors. There were separate toilets, the government provided nurseries for their children and there was nutritious food in the canteens.