

Edexcel GCSE History A: The Making of the Modern World

Teacher support booklet

Unit 3 – source enquiry

This Teacher Support Booklet has been designed to support you with the changes to Unit 3 of the History A (The Making of the Modern World) specification from September 2013. This specification is for first certification in June 2015.

What are the changes to content in Unit 3?

For options 3A and 3B, there are very minor amendments to existing content for clarification. These are highlighted in the [matching charts on the Edexcel website](#).

Option 3C A Divided Union 1945–70 is no longer available. This is in order to ensure that students study a substantial and coherent element of British history in an examined unit: Unit 3 is now entirely British, with a new 3C British history option. The options available in Unit 3 are now:

- 3A: War and the transformation of British society c1903–28
- 3B: War and the transformation of British society c1931–51
- 3C: The transformation of British society c1951–79

What are the changes to assessment in Unit 3?

The changes to the Unit 3 exam paper are summarised in the table below and then covered in more detail underneath, question by question.

In Unit 3, there is now an increased emphasis on AO1 and AO2, with more additional own knowledge required. There is also an increased focus on the second element of AO3 (interpretations and representations). This has resulted in amendments to existing question types as well as one new question type (replacing the cross-referencing question 3).

Background information	With the increased emphasis on own knowledge in Unit 3, the background information in the source paper has been removed.
Question 1: inference	No change
Question 2: analysis of purpose of a representation	Now focused on representation purpose; increased emphasis on own knowledge
Question 3: explanation using source and recalled knowledge	New question type
Question 4: evaluation of source reliability	Increased emphasis on own knowledge
Question 5: making a judgement about a view using sources and own knowledge	Evaluation of historical interpretation; increased own knowledge requirements

It should be noted that the papers adopt a case-study enquiry approach. Students should not expect to find coverage of every element of the specified content for the unit. The examination papers may relate to a single Key topic, or they may relate to more than one.

Question 1: inference

Question 1 will be familiar from previous Unit 3 papers: it requires students to make supported inferences from a source.

Sample assessment materials Unit 3A question 1

1 Study Source A.
What can you learn from Source A about the recruitment of women during the First World War?

Sample assessment materials Unit 3B question 1

1 Study Source A.
What can you learn from Source A about the German bombing raid on Coventry, November 1940?

Sample assessment materials Unit 3A question 1

1 Study Source A.
What can you learn from Source A about the recruitment of women during the First World War?

The mark scheme is unchanged:

- Level 1: copying/paraphrasing the source
- Level 2: unsupported inference(s)
- Level 3: supported inference(s)

The full mark scheme can be seen in the Sample assessment materials (SAMs).

Students can practise inference skills by:

- Highlighting words or phrases which suggest inferences as they read a source.
- Writing an inference and then adding a word or phrase from the source to support it.
- Sorting phrases copied from the source from inferences made from the source.
- Using body language: students work in pairs with one student role-playing body language and the other making inferences.
- Using 'bag of belongings': again working in pairs, one student brings in a bag which contains several items about themselves. The other student has to make inferences from the contents of the bag about the interests of the other student.
- Matching inferences to sources: students are given a set of sources and a list of inferences. They have to match the inferences to the sources.

Question 2: analysis of purpose of a representation

Question 2 targets: knowledge recall and selection, significance within a historical context, analysis of how aspects of the past have been interpreted and represented in different ways (AO1/AO2/AO3).

The three questions from the sample assessment materials demonstrate this.

Sample assessment materials: 3A question 2

[Source B: This painting called For King and Country is a representation of women working in a munitions factory. It was painted in 1916 by an official government war artist.]

Study Source B and use your own knowledge.

What was the purpose of this representation? Use details of the painting and your own knowledge to explain your answer. (8)

Sample assessment materials: 3B question 2

[Source B: From an article published in a British newspaper, the Daily Herald, 16 November 1940. This article is a representation of the bombing of Coventry.]

Study Source B and use your own knowledge.

What was the purpose of this representation?

Use details of the newspaper article and your own knowledge to explain your answer.

Sample assessment materials: 3C question 2

[Source B: This cartoon, published in a national newspaper in the early 1970s, is a representation of the Equal Pay Act of 1970.]

Study Source B and use your own knowledge.

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

Sample assessment materials: 3A question 2 mark scheme

1	1–2	<p>Simple statement(s) about the representation.</p> <p>These are generalised statements without support from source or own knowledge of the historical context.</p> <p>EITHER</p> <p>Valid comment is offered about the representation, but without support from the source.</p> <p>OR</p> <p>Answer identifies detail(s) or information from the representation but relevance to the intended purpose is not identified.</p>
2	3–5	<p>Supported statement, comprehending the representation.</p> <p>Valid comment about the purpose of the representation is offered and linked to details in the content of the source.</p> <p>Award top of level to candidates who identify the purpose of the representation using detail from both content AND own knowledge of the historical context.</p>
3	6–8	<p>Explained purpose, analysing the representation.</p> <p>Analysis of the treatment or selection of the content of the representation is used to explain its purpose.</p> <p>Maximum 6 marks for answers which do not make explicit use of own knowledge of the historical context.</p>

Exemplification: sample student answers

Two example answers are given below to the question from the 3A Sample Assessment Materials.

Example 1: 3A, Question 2 (SAMs)

The painting was drawn to give the message that women were doing their bit for the war effort and doing work normally done by men in a munitions factory. We can see a lot of women in a large building and it is obviously a munitions factory because the woman in front is holding a large shell. There are a huge number of machines and also piles of shells, so we get the impression that their war work was important. Many women volunteered to work in these factories although the conditions were often far worse than those shown with no protection from poisonous chemicals.

Commentary

This answer reaches Level 2. The representation is comprehended. The details in the picture are linked both to the impression conveyed (war work was important) and to purpose 'to show that women were doing their bit'. There is some own knowledge of conditions in the munitions factories, but this is not used to identify the purpose of the representation.

A mid mark of 4 is awarded.

Example 2: 3A, Question 2 (SAMs)

The painting has been designed to portray the importance of the munitions work women were doing. The young woman holding the shell dominates the centre of the picture, to give the message that attractive young women do this work. This was probably intended to encourage women to volunteer for munitions work because of the shortage of male workers after conscription. Details are chosen to emphasise that women's contribution is important: the building's size and machines stretching into the distance too many to count emphasise the scale of the work being done – and the pile of shells is prominent in the front of the picture. The title of the picture, too, 'For King and Country' emphasises the role of women serving the war effort. The artist has chosen not to show the dangers of this work. We know that there were explosions in munitions factories and that some women were killed and others suffered chemical poisoning. If the artist wanted to show women's bravery or sacrifice he could have chosen to show a woman wounded or factory damaged by an explosion. This means that the main purpose of the painting was propaganda which hid the generally unpleasant conditions in the factories and encouraged women to work.

Commentary

This is a strong Level 3 response worth the full 8 marks. The answer analyses the treatment of the included details and the omission of others to infer the purpose. The significance of what is included is made clear. Own knowledge has been used to set the source in the context of the labour shortage and to identify purpose by what has been omitted as well as what is included.

How is this different from the old question 2?

This question is similar to the previous question 2 except that it now requires students to analyse the purpose of a representation.

The wording of the mark schemes in Level 3 has changed to emphasise the requirement for explicit use of knowledge of the historical context. There is a mark ceiling of 6 in Level 3 if no knowledge is used and a ceiling of 4 in Level 2.

The mark scheme progression has been amended to reflect the emphasis on the comprehension and analysis of the purpose of the representation. The previous Level 2 descriptor emphasised identification of the message of a source. The revised mark scheme awards Level 2 to those answers which show comprehension of the purpose of the representation and Level 3 to answers which analyse the selection or treatment of the content of a representation to explain its purpose.

Helping students analyse representations

The following activities can be used to help students to analyse selection and treatment of content to show purpose:

- Students look at past or present television adverts and try to identify the purpose of the advert from the way the product is represented.
- Each student brings in newspaper or magazine adverts. Then, working in pairs, students try to identify the purpose of each advert. For example, someone who wanted to sell a new type of exercise equipment would stress the effects of using it. The advertisement would **portray** people getting healthier and fitter but also enjoying using it. This would make people think it was effective and therefore would help to achieve the **purpose** of selling the equipment.
- Students create a table like the one below, or use 'call-outs' from a copy of a visual representation to identify the details they would use in an answer and the explanation they would include.

What the representation shows / says	How that creates an impression or message	How that links to the purpose of the [advert etc.]

- Students could also be encouraged to think about what the representation has chosen to leave out. In the exercise machine example above, the advert would be unlikely to show somebody who was exhausted and sweating or doubled up with cramp. The table could add another column or section to record these points.
- Students choose a representation from a textbook and write an explanation of what impression it creates, how it does that and for what purpose. They then go back through their answer and colour-code the points they have made, the detail from the source that they have used to support their points and additional detail from their own knowledge. Is every point supported by evidence? Is any detail included which is not being used to make a point? How did they use their own knowledge?

Question 3: explanation using source and recalled knowledge

Question 3 is no longer a cross-referencing question. Unit 3 Question 3 now targets: knowledge recall and selection, causation within a historical context, source comprehension (AO1/AO2/AO3).

Students are asked to look at one source and use that source and their own knowledge to provide an explanation. The three new question 3s from each option are given below.

Sample assessment materials: 3A question 3

[Source C: From a speech made in September 1914 by Christabel Pankhurst, a leading Suffragette.]

Use Source C and your own knowledge to explain why the Suffragettes supported the war effort.

Sample assessment materials: 3B question 3

[Source C: Extracts from the diary of Joseph Goebbels, the German Minister of Propaganda in 1940.]

Use Source C and your own knowledge to explain why the Germans launched the Blitz.

Sample assessment materials: 3C question 3

[Source C: From an interview given to The Guardian newspaper in 2010. The woman is describing her actions as a member of the Women's Liberation Movement in 1970. She was part of a protest against the Miss World competition which was held in London.]

Use Source C and your own knowledge to explain why the Women's Liberation Movement protested against the Miss World contest of 1970.

Sample assessment materials: 3A question 3 mark scheme

1	1–3	<p>Simple statements.</p> <p>EITHER</p> <p>The candidate makes simple statements from the source.</p> <p>OR</p> <p>The candidate makes simple statements from additional knowledge without reference to the source.</p> <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2–3 marks for two or more simple statements.
2	4–7	<p>Supported statements.</p> <p>The candidate supports their statement with relevant detail from the source and/or additional knowledge.</p> <ul style="list-style-type: none"> • 4–5 marks for statements using the source OR additional knowledge. • 6–7 marks for statements using the source AND additional knowledge.
3	8–10	<p>Developed explanation.</p> <p>The candidate uses the source and precise additional knowledge.</p> <ul style="list-style-type: none"> • 8 marks for one explained factor. • 9–10 marks for two or more explained factors. <p>NB: No access to Level 3 for answers that do not include additional knowledge.</p>

Exemplification: sample student answers

Two example answers are given below for question 3 from the sample assessment materials for option 3C (see above).

Example 1: 3C, question 3 (SAMs)

Source C says they protested because they believed that men were making money out of the Miss World contest. Women appeared in the show in swimming costumes. The protesters believed that these women were being treated like pieces of meat on show or like cattle. They also didn't like what Bob Hope was saying about the women who were in the contest.

Commentary

This answer provides a series of simple statements, two from the source and two from own knowledge. No linkage is made between 'making money' and 'treated like cattle' to turn this into a developed statement. A mark at the top of Level 1 is awarded: 3 marks.

Example 2: 3C, question 3 (SAMs)

The source suggest that one reason for the protest was that women in the audience objected to the sexist ('gross') comments Bob Hope was making about the contestants. But the source also suggests that this was a planned protest – the woman had taken her football rattle with her and other protesters had come with bags of flour and smoke bombs. She talks about 'signalling the start of the protest' so obviously the actions were planned and were not just about Bob Hope's words. The real reason was that the Women's Liberation Movement objected to the contest making money out of treating women like prize cattle on show and they believed it was degrading for women. They also wanted publicity for the aims of the Women's Liberation Movement and so they threw leaflets as well as smoke bombs. Their demands had been drawn up earlier in 1970 at the Oxford Conference. A big event like this in the Albert Hall was a good opportunity to show that the movement objected to the Miss World Contests which they thought were degrading for women and also to show that the Women's Liberation Movement existed to fight for women's rights.

Commentary

The response uses the source well to consider how far Bob Hope's words were the reasons for protest and then shows that the key reason was objections to the contest itself as degrading to women. Another factor is given: publicity for the aims of the movement, but this is not fully developed. Additional knowledge is used which allows entry to Level 3. A mark of 9 is awarded.

Helping students with explanation questions

The question requires students to provide an explanation. The three questions in the sample assessment materials ask for an explanation of attitude (3A) and actions (3B and 3C). Other possibilities might include explanation of outcomes (e.g. why unsuccessful) or position (why (un)popular) etc.

The mark scheme requires 4 elements to be present for full marks:

- **two** explained factors
- use of the source (maximum 5/10 if no source used)
- use of own knowledge (maximum 5/10 if no additional knowledge deployed).

The following table may help students to plan their response. Column 1 must be completed to identify a point of explanation (a factor). Column 2 must be completed to support the explanation; column 3 may help to develop the answer more fully.

Factor 1	Source	Own knowledge
Because		
Factor 2	Own knowledge	Source
Because		

Question 4: evaluation of source reliability

Question 4 is similar to question 4 in previous Unit 3 question papers and will therefore be familiar. It requires students to evaluate source reliability. There are now additional requirements for own knowledge reflected in the mark scheme: a maximum of 6 marks in level 2 and a maximum of 8 marks in level 3 if no own knowledge is included.

Sample assessment materials: 3A question 4

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

Sample assessment materials: 3B question 4

How reliable are Sources D and E as evidence of the German Blitz of 1940–41? Explain your answer, using Sources D and E and your own knowledge.

Sample assessment materials: 3C question 4

How reliable are Sources D and E as evidence of the Women's Liberation Movement? Explain your answer, using Sources D and E and your own knowledge.

Sample assessment materials: 3A question 4 mark scheme

1	1–3	<p>Judgement based on simple valid criteria. EITHER Comments based on assumed reliability/unreliability because source is from an eyewitness, etc. OR Undeveloped comment on reliability of content: subject, amount of detail contained, etc.</p>
2	4–7	<p>EITHER Judgement based on reliability of the sources' information. Candidates extract information from sources which is shown by reference to context to be reliable. OR Judgement based on evaluation of the nature/origin/purpose of the sources. Answers focus on how representative/authoritative the sources are.</p> <p>Maximum 5 marks if Level 2 criteria met for only one source. Maximum 6 marks if answer does not use own knowledge of the historical context.</p>
3	8–10	<p>Judgement combines both elements of Level 2, and gives a balanced evaluation of reliability of the two sources. Answer provides a developed consideration of the reliability of the sources which takes into account an aspect of its nature/origin/purpose (such as how representative/authoritative/reliable it is.) The focus must be on explaining reliability/unreliability. It is not enough to say it is reliable/unreliable/typical. Comments must be developed or else mark at Level 2.</p> <p>Maximum 8 marks if answer does not use own knowledge of the historical context. Award 9–10 marks if evaluation of both sources meets Level 3 criteria, supported by explicit reference to knowledge of the historical context.</p>

Exemplification: sample student answer

An example answer is given below for question 4 from the sample assessment materials for option 3B (see above).

Source E is reliable about the impact of the Blitz because it is from a diary which may well be giving his genuine views. If the writer thinks that no-one else is going to read what he is writing, then he won't be tempted to exaggerate or make things sound more dramatic. Moreover, he is an official in the government and he is in a position to know if people are worried about the 'bitterness' in the East End of London. Source D on the other hand is not as reliable as it was taken for publication in a newspaper. Newspapers were censored. The Ministry of Information controlled what was allowed to be published and made sure things like dead bodies of children and bombs destroying underground stations and so on did not get into the press. This picture with all the thumbs up and smiles is really propaganda to suggest that the German bombing was not undermining the morale of the British people and is not necessarily typical of the reaction of many civilians. I also think D is unreliable because Source E seems more reliable as it suggests that there was some bitterness in the East End of London – and there was evidence of discontent and fear in the East End of London. We know thousands 'trekked' out to Epping Forest at night to escape the threat of bombing. This information makes source E more reliable and source D less reliable.

Commentary

The answer uses own knowledge and an appreciation of the nature of both sources in a balanced evaluation of the reliability of their contents. Knowledge of context is used to challenge the reliability of Source D and support Source E. There is enough here for 9 marks, but the discussion of the content of Source E is brief and insufficient to award 10 marks. Level 3, 9 marks.

Helping students with reliability questions

Students should be aware that question 4 requires them to think about what weight can be placed on a source. It tests how far they understand how the historian **evaluates the reliability of evidence** before using it. The following points might helpfully be part of guidance to students:

- The first key point historians want to check about a source is **whether the source is based on accurate knowledge and understanding**. To do this, they might check whether the author was there at the time, whether the author was involved in the event, whether the author understood the overall context.
- Secondly, historians need to think about **whether the person producing the source would be likely to give a full and accurate account**. To do this the historian might think about whether the author has a reason to be very positive or to avoid telling the whole truth.
- The historian also needs to think about whether the situation being described is typical, because a source can be a reliable account of an individual situation, but it can be misleading to think that everyone had the same experiences.

Key ideas to remember when evaluating a source are:

- The **nature** of the source. A photograph shows a particular moment but it can be staged or deliberately taken from a specific angle in order to create an impression. A drawing will also reflect the knowledge and attitude of the artist.
- The **origins** of a source (who produced it and when) can give some clues about whether the source is likely to contain accurate information.
- The **purpose** of a source can give clues about whether the author might want to hide some information, might be afraid to be critical, or might want to be rewarded.

It is always important that students think about each individual source and don't make assumptions based on generalities. For example, not all newspapers sensationalise and not all bankers are rich.

- It is wrong to say that a source is reliable just because it comes from the time of the event. If that were true then everything written in every newspaper would be true.
- It is wrong to say that a source is reliable because it was written by someone who was involved in the event. Someone could be involved in a car accident and tell lies rather than admit that they caused it.
- It is wrong to say that a source from an historian cannot be accurate because s/he wasn't there at the time. The historian would have researched a wide range of sources and evaluated them for reliability before putting the evidence together and reaching a conclusion.

A table such as the one below may help students to plan their answers to reliability questions.

	Source D	Source E
<p>Reliability of the source's information Give examples of what is reliable about what the source suggests. Test this against your own contextual knowledge of the topic.</p>		
<p>Unreliability of the source's information. What is the source suggesting which is unreliable? Test this against your contextual knowledge of the topic.</p>		
<p>Reliability of N/O/P of source. What is reliable about who wrote the source, why, when and under what circumstances?</p>		
<p>Unreliability of N/O/P of source. What is unreliable about who wrote the source, why, when and under what circumstances?</p>		

In summary, students should:

- Avoid generalised statements such as 'The camera never lies' and 'all cartoons exaggerate'.
- Use evidence from the source(s) to back up their comments on nature, origins and/or purpose.
- Make sure they have addressed *some* aspect of each source.
- Make use of their own knowledge of the author/situation/events mentioned in order to consider whether the source is reliable.

Question 5: making a judgement about an interpretation using sources and own knowledge

Question 5 now requires students to evaluate an interpretation using three sources and their own knowledge.

This differs from the previous approach to question 5 in the following ways:

- it requires students to consider an interpretation taken from a secondary source
- students are asked to reach a judgement using this source and two others together with their own knowledge
- students are not required to make use of sources additional to those to which the question directs them.
- Students are required to bring additional recalled knowledge to bear in the process of reaching a judgement. This could take the form of adding information to that provided in the sources, or adding new points which the sources do not raise. Mark ceilings exist in Level 3 when own knowledge is not used. No access to Level 4 is permitted without additional recalled knowledge, however well argued the response.
- Students may make use of material from other sources if this material helps to strengthen their answer, but they should not strain to make use of it. The mark scheme allows full marks to be gained for an answer using the three selected sources and additional knowledge.

Sample assessment materials: 3A question 5

Source F suggests that the war did not really change attitudes to the role of women. How far do you agree with this interpretation? Use your own knowledge, Sources A, E and F and any other sources you find helpful to explain your answer.

Sample assessment materials: 3B question 5

Source F suggests that civilian morale was badly affected by the Blitz. How far do you agree with this interpretation? Use your own knowledge, Sources D, E and F and any other sources you find helpful to explain your answer.

Sample assessment materials: 3C question 5

Source F suggests that the main reason for support for the women’s movement was poor pay. How far do you agree with this interpretation? Use your own knowledge, Sources D, E and F and any other sources you find helpful to explain your answer.

Sample assessment materials: 3A question 5 mark scheme (without QWC or SPaG)

1	1–4	<p>Generalised answer.</p> <p>EITHER Answer offers valid undeveloped comment to support or counter the interpretation without direct support from sources or own knowledge. OR Selects details from the sources which support or counter the interpretation but without direct linkage to the question.</p> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The candidate spells, punctuates and uses the rules of grammar with limited accuracy.</p>
QWC i-ii-iii		

<p>2</p> <p>QWC i-ii-iii</p>	<p>5–8</p>	<p>Supported answer, linking the interpretation to relevant detail.</p> <p>Answer offers a judgement which agrees with or counters the interpretation and links to relevant details from sources and/or own knowledge.</p> <p>Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The candidate spells, punctuates and uses some of the rules of grammar with general accuracy.</p>
<p>3</p> <p>QWC i-ii-iii</p>	<p>9–12</p>	<p>Developed evaluation agreeing or disagreeing with the interpretation.</p> <p>Answer reasons from the evidence to consider the claim. At this level the answer will be unbalanced and only points of agreement or disagreement will be convincingly explored.</p> <p>Maximum 10 marks for answers which do not include additional knowledge to support their argument.</p> <p>NB: No access to Level 3 for answers which do not use the sources.</p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The candidate uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</p>
<p>4</p> <p>QWC i-ii-iii</p>	<p>13–16</p>	<p>Sustained argument and evaluation, reviewing alternative views before giving a balanced judgement on the interpretation.</p> <p>The answer considers the evidence which supports the interpretation and also considers counter evidence. The evaluation of the interpretation is supported by precisely-selected evidence from the sources and additional knowledge.</p> <p>Reserve 15–16 for those responses which also take into account the strength of the evidence from the provided sources when coming to an overall conclusion.</p> <p>NB: No access to Level 4 for answers that do not include additional knowledge.</p> <p>Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. The candidate spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p>
Marks for SPaG		
Performance	Mark	Descriptor
	0	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.

Threshold	1	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
Intermediate	2	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
High	3	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

A table such as the one below may help students prepare for question 5.

	Supports interpretation	Counters interpretation	Reliable	Unreliable
Source _				
Source _				
Source _				
Own knowledge				

Exemplification: sample student answers

Two example answers are given below to question 5 from the 3A sample assessment materials.

Example 1

Sources A and E disagree with the view that attitudes to women hardly changed. Source A shows us that the country wanted women to work. It talks about the numbers of women workers in the munitions industry with 'an army, still growing, of 250,000' and wanted women to work on the land as well. There were also large posters appealing for women to join the Women's Land army. Source E also gives a positive view of the work done by women. It mentions a range of new jobs done by women including postwoman, driving cars and working as conductresses on buses. In addition, it shows that 'women will get the vote next month'. Before the war the suffragettes campaigns were not successful in getting women the vote. But in 1918 the Representation of the People's Act gave the vote to women over the age of 30. On the other hand Source F suggests that attitudes to women did not change. It says shortly after the war thousands were dismissed from their jobs. It mentions how the press changed from praising women at work to criticising those women who didn't want to go back to their traditional roles. But overall I think attitudes had changed, because the vote was something women had not had before the war.

Commentary

The answer has assembled details from the sources for and against the interpretation and has reached Level 2. Some own knowledge of the poster and of the Representation of the People Act is included and an overall judgement is made. There is no reasoning from the evidence to merit a move into Level 3, but the answer has range since it deals with details for and against the interpretation. A mark of 7 is appropriate, since the inclusion of own knowledge is limited.

Level 2, 7 marks

Example 2

All three sources show us that women roles changed during the war and that many more of them worked. Source E is headed 'the new woman' and lists a range of new jobs done by women including working as post women and railway porters, driving cars and working as conductresses on buses. Sources A and F show us that attitudes during the war valued women working. (Source F 'heroines and saviours'; Source A 'appeal to the patriotism of women' to work on the land.) Women were needed to work during the war to fill the labour shortage created by male entry into first the volunteer and then the conscripted army. There were nearly a million female munitions workers by 1918. Source E suggest that a huge change took place in attitudes to women's roles. Its tone is positive about the 'new woman' – it says nothing critical about the range of things she does. More importantly it notes 'she will get the vote next month'. The suffragettes had not succeeded in getting the vote before they called off their campaign in 1914 and decided to put their efforts into supporting the war effort. The violence and militant action by the WSPU actually led to a decrease in the number of MPs prepared to vote for votes for women before the war. So it seems that a huge change in attitudes took place during the war and as result of the part played by women to support the war effort, the Representation of the People Act 1918 was passed and women over 30 were given the vote.

On the other hand there is evidence that attitudes to women working did not change permanently. Source A is published in 1916, shortly after the Military Service Act began conscription. At this time there was a need for women to work in the munitions factories and on the land, so its tone praises and pleads for women to work, but that doesn't mean this attitude continued after the war when women workers were needed less. Source E is also published during the war when women were still needed. Source F is written in 1928 and describes the position after the war ended. Men were demobilised and needed their jobs back. Source F shows that thousands of women workers were dismissed and could not find other work. It also shows that attitudes had not changed: 'Everyone assumed ... that everything would be as it was before the war' and 'assumed that all women could still be financially supported by the man of the house'. However, although R Strachey as a suffragette was in a position to know about attitudes before during and after the war, her views on women's rights might have made her more disappointed about the amount of change. She says nothing in Source F about what did change for the better. For example Source E talks about women 'entering practically all the professions' and in 1919 the Sex Disqualification Removal Act was passed. It allowed women to be lawyers and civil servants. But we do know that what she says about the numbers of women having to give up work is correct. The percentage of women in employment in 1931 was no more than it had been in 1911.

Overall, it seems that attitudes to women's roles did change to some extent. They were no longer thought to be unfit to vote by 1918, and in 1928 all women over 21 got the vote. Also women were able to do a wider range of jobs than before the war. But many of the wartime changes in attitudes to women roles at work did not last and, even during the war, there was some opposition to women working from male employers, workers and trade unions, who questioned their ability to do the job. Often factories had notices up in the war reminding women that men wanted their jobs back.

Commentary

This is a strong response which displays all the criteria required for full marks. The evidence for and against the interpretation is considered, with reasoning from the evidence of the sources, considering the implications of their context (A, E and F), tone (E), and authorship and selectivity of content (F). Precise and well-selected own knowledge is used and integrated in the process of coming to a judgement.

Level 4, 16 marks.

How can I create mock papers for this new style of exam paper in Unit 3?

Question 1	Question 1 from previous papers may be used. This question has not changed.
Question 2	<p>Question 2 from previous papers may often be suitable.</p> <ul style="list-style-type: none"> • Check that the source is actually a representation or choose a new representation. A poster, a newspaper front page with a headline, a cartoon, an extract from a later publication etc. will be suitable, but a photograph on its own will not be. • Replicate the question stem used in SAM. • Use the mark scheme for the SAM, adapting the indicative content as necessary.
Question 3	<ul style="list-style-type: none"> • Choose a source which relates to an element of specification content. You could use one of the following: a photograph, a speech, a newspaper report, a memoir etc. One of those used in a past-paper question 3 will normally be suitable. • Devise a question requiring an explanation of an aspect of the source content – an attitude, position or action, for example. • Begin the question: ‘Use Source C and your own knowledge to explain why...’ • Use the mark scheme for the SAM, adapting the indicative content as necessary.
Question 4	<p>Questions from previous papers may be used, but some will need to be amended to refer only to reliability.</p> <ul style="list-style-type: none"> • To create new questions, choose two contemporary documents of different types which relate to an element of specification content: for example, you could use two from the following: a photograph, a speech, a newspaper report, a memoir etc. • Make sure that you use materials about which you have enough knowledge to write an informative caption on the origin of each of the sources. • Replicate the question stem used in the SAMs (‘How reliable are Sources D and E as evidence of...’), amending the ending to relate to the issue you have chosen. • Use the mark scheme from the SAM, adapting the indicative content as necessary. Note that for marks above 6 in Level 2 and 8 in Level 3, additional knowledge must be present.
Question 5	<p>Questions from past papers may be adapted.</p> <ul style="list-style-type: none"> • Select the secondary Source F, together with two other sources. Make sure that the three sources together contain evidence for and against a view contained in Source F. • Use the question wording from the SAMs: <ul style="list-style-type: none"> ○ ‘Source F suggests...’ ○ ‘How far do you agree with this interpretation?’ ○ ‘Use your own knowledge, Sources __, __ and F and any other sources you find helpful to explain your answer.’ • Use the mark scheme from the SAM, adapting the indicative content as necessary. Note that for marks above 10 additional own knowledge must be used.