

Write your name here

Surname

Other names

**Pearson**  
**Edexcel GCSE**

Centre Number

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Candidate Number

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## **History B (Schools History Project)**

### **Unit 3: Schools History Project Source Enquiry**

#### **Option 3C: The impact of war on Britain**

**c1903–c1954**

Tuesday 20 June 2017 – Morning

**Time: 1 hour 15 minutes**

Paper Reference

**5HB03/3C**

**You must have:**

Source 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 53.
- 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 on these questions with your spelling, punctuation and grammar, as well as the clarity of expression.*
- The marks available for spelling, punctuation and grammar are clearly indicated.

### **Advice**

- Read each question carefully before you start to answer it.
- 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 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 preparations for dealing with casualties?

(6)

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**(Total for Question 1 = 6 marks)**



**2 Study Source B and use your own knowledge.**

What was the purpose of this representation?

Explain your answer, using Source B and your own knowledge.

(8)

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**(Total for Question 2 = 8 marks)**



**3 Study Source C and use your own knowledge.**

What part did women play in Britain's industries in the period 1939–1945?

Explain your answer, using Source C and your own knowledge.

(10)

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(Total for Question 3 = 10 marks)





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

How reliable are Sources D and E as evidence of how the war affected everyday life in Britain?

Explain your answer, using Sources D and E and your own knowledge.

(10)

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(Total for Question 4 = 10 marks)



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**\*5 Study Sources B, D and F and use your own knowledge.**

**Spelling, punctuation and grammar will be assessed in this question.**

Source F suggests that volunteers played a very important part in the war effort.

How far do you agree with this interpretation? Explain your answer, using your own knowledge, Sources B, D and F and any other sources you find helpful.

(16)

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**(Total for spelling, punctuation and grammar = 3 marks)**  
**(Total for Question 5 = 19 marks)**

**TOTAL FOR PAPER = 53 MARKS**



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# Pearson Edexcel GCSE

## **History B** (Schools History Project)

**Unit 3: Schools History Project Source Enquiry**

**Option 3C: The impact of war on Britain**

**c1903–c1954**

Tuesday 20 June 2017 – Morning

**Sources Booklet**

Paper Reference

**5HB03/3C**

**Do not return this Sources Booklet with the question paper.**

*Turn over* ►

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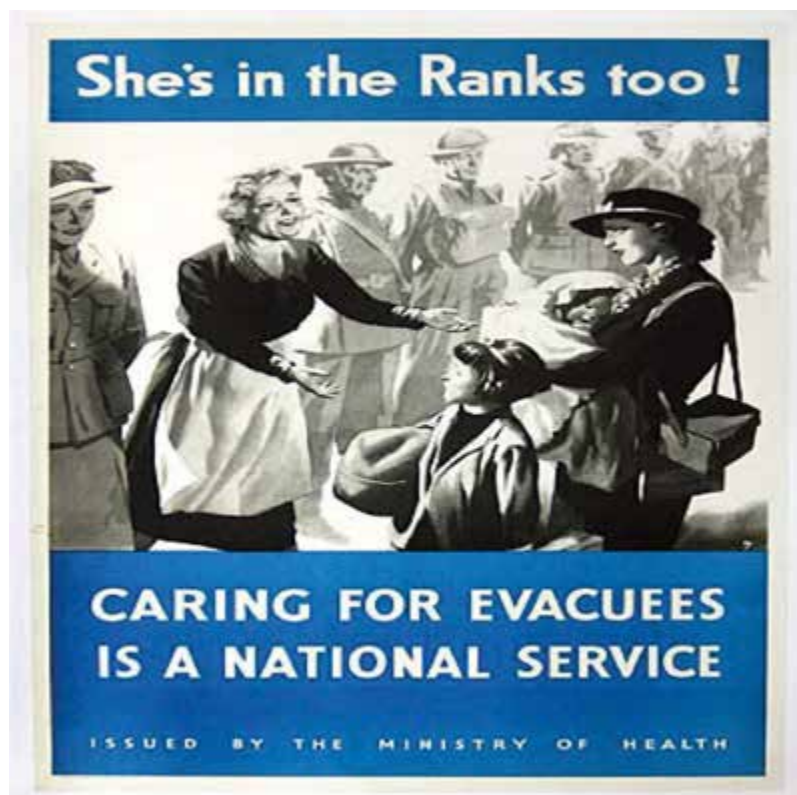
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## Historical Enquiry: The impact of the Second World War on society and life on the Home Front 1939–1945

**Source A:** A photograph showing members of the Home Guard practising carrying casualties into an underground emergency hospital in 1940.



**Source B:** A poster produced by the Ministry of Health in 1940. It is a representation of ways in which women contributed to the war effort.



**Source C:** From *Careless Talk: The Hidden History of the Home Front 1939–45* by Stuart Hylton, published in 2001.

Ernest Bevin, the Minister for Labour, encouraged an extra 1.5 million women to move to essential industries between 1939 and 1943. It was not easy to persuade women to move from working in less important industries to work in industries that were vital to the war effort. This was partly due to the boring and unpleasant nature of much of the war work. Advertising campaigns were run during 1941. These included 'War Work Week' parades and the use of memorable slogans such as 'Don't queue like shirkers, join the workers.' Eventually, conscription of women became the main method of increasing the workforce.

**Source D:** From the recollections of Les Gordon, about his experience at the beginning of the war when he was 17. He was talking to a class of year nine students 40 years after the war.

We began to realise that safety was everyone's business. There were voluntary organisations. One was called ARP (Air Raid Precautions). Volunteers met to learn how to put out a fire bomb, how to organize first aid and so on. They did all these things after a day's work and difficult journeys. It was a duty and not heroic. Most of the time there was nothing to do except to be ready just in case. The WVS (Women's Voluntary Service) ran canteens for people on duty at any hour.

**Source E:** From an article in *The Times* newspaper, published 25 September 1939.

It should not need a war to make a nation paint kerbs white, to have rear-lamps on its bicycles, and to give all its slum children a holiday in the country. And it should not need a war to make us talk to each other on buses, and make our own amusements in the evenings. We should not need a war to make us live simply, eat less, walk more and get up early enough to see the sun rise.

However it has needed a war to achieve all of this.

**Source F:** From a modern history textbook, published in 1984.

Volunteers played a very important part in the war effort. The best known were the Local Defence Volunteers (later called the Home Guard). Other volunteers joined the fire service, or became ARP wardens. However, the government also took control of Britain far more quickly than it had done in World War 1. Almost all factories went over to war work, making weapons or essential supplies. Almost the entire nation was brought into the war effort in one way or another, even if it was no more than creating a new vegetable patch or handing in iron railings and aluminium saucepans for recycling into weapons.

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