

General guidance

- [The purpose of the teacher support material](#)
- [Putting the course together](#)
- [Approaches to learning](#)
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Assessed student work

- [Overview](#)
- Internal assessment
- [Example 1: To what extent did Hitler create a totalitarian system of government?](#)
- [Example 2: To what extent did World War II lead to women in the United States becoming permanent participants of the labour force?](#)
- [Example 3: How successful was Mao's attempt to reassert his authority over the party through the Great Proletariat Cultural Revolution? \(1959–1968\)](#)
- [Example 4: Why did part of the extra-parliamentary movement see the need to form the Greens in 1980 in West Germany?](#)
- [Example 5: To what extent was Pieter Willem Botha an influence to the peaceful end of Apartheid?](#)
- External assessment: paper 1
- [Example 6: Conflict and intervention](#)
- [Example 7: Move to global war](#)
- [Example 8: Rights and protest](#)
- [Example 9 : Move to global war](#)
- External assessment: paper 2
- [Example 10: Causes and effects of 20th century wars](#)
- [Example 11: The cold war: Superpower tensions and rivalries \(20th century\)](#)
- [Example 12: Dynasties and rulers \(750–1500\)](#)
- [Example 13: Society and economy \(750–1400\)](#)
- [Example 14: Evolution and development of democratic states \(1848–2000\)](#)
- External assessment: paper 3
- [Example 15: History of Africa and the Middle East](#)
- [Example 16: History of Africa and the Middle East](#)
- [Example 17: History of Africa and the Middle East](#)
- [Example 18: History of Africa and the Middle East](#)
- [Example 19: History of the Americas](#)
- [Example 20: History of the Americas](#)
- [Example 21: History of the Americas](#)
- [Example 22: History of the Americas](#)
- [Example 23: History of Asia and Oceania](#)
- [Example 24: History of Asia and Oceania](#)
- [Example 25: History of Asia and Oceania](#)
- [Example 26: History of Asia and Oceania](#)
- [Example 27: History of Europe](#)
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- [Example 29: History of Europe](#)
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Example 2: To what extent did World War II lead to women in the United States becoming permanent participants of the labour force?

To view the various elements of this example, please use the icons at the side of the screen.

Moderator comments

Criterion A: 5 marks

The research question is clearly stated and appropriate with a clear explanation. The two sources are clearly identified and also are also appropriate and relevant. Source One is a secondary source. The value is related to the origin as well as the content, although the value in relation to its purpose is not entirely well explained. The limitations are related to the content and in a rather weak way to its origin. Source Two is a primary source. The value and imitations are linked to the content and origin. There is a clear explanation of the relevance of the sources to the investigation and an analysis and evaluation.

Criterion B: 13 marks

The investigation addresses two different viewpoints with a good use of statistics to show women's incorporation into the workforce during the war. It would have been interesting to have more information on the women's ages, marital status and sector of the economy. There is also a good use of statistics to show the number of women who left the workforce after the end of the war and the number of women workers in the period 1947-50s, showing long term trends. Reference is made to government plans to encourage women workers but this is not developed. The investigation comes to a reasoned conclusion consistent with the evidence and arguments.

Criterion C: 4 marks

This is very much a personal reflection but it does highlight the methods of historians and the challenges and limitations which they face. It is clearly and explicitly linked to the investigation.

Total: 22 marks



[Student work \(PDF\)](#)



[Moderator comments](#)

