

General Certificate of Education  
June 2007  
Advanced Level Examination



## HISTORY

HS4K

### Unit 4

### Alternative K: Economic and Social History, 1870–1979

Monday 18 June 2007 9.00 am to 10.30 am

**For this paper you must have:**

- a 12-page answer book.

Time allowed: 1 hour 30 minutes

#### Instructions

- Use blue or black ink or ball-point pen.
- Write the information required on the front of your answer book. The *Examining Body* for this paper is AQA. The *Paper Reference* is HS4K.
- Answer **two** questions.  
Answer Question 1 and **one** other question.
- In answering the questions you must use your own knowledge and understanding of the period.

#### Information

- The maximum mark for this paper is 50.
- The marks for questions are shown in brackets.
- You will be marked on your ability to use good English, to organise information clearly and to use specialist vocabulary where appropriate.

#### Advice

- You are advised to spend about 45 minutes on each question.
- In answering both Question 1(b) in Section A and your choice of question from Section B, you are advised to draw upon an appropriate range of historical knowledge and skills, to demonstrate overall historical understanding for the synoptic assessment requirements for this question paper.

---

Answer Question 1 and **one** other question.

---

**SECTION A: THE CHANGING ROLE OF WOMEN, 1870–1979**

You must answer this question.

You are advised to spend about 45 minutes on this question.

---

- 1 Study the following source material and then answer the questions which follow.

**Source A** On leaving school in 1921, a third of girls entered work in the clothing and textile industries and a further quarter entered domestic service. By 1951, due to the changing needs of the economy, the occupational destinations of female school leavers had changed dramatically. The most noticeable  
5 feature was the shift away from domestic service. Office work became a major employer of girls, accounting for over a quarter of girl workers. Working-class girls who had only attended elementary school invariably entered dead-end, short-term jobs. Secondary schoolgirls who entered the  
10 labour market at sixteen or seventeen years of age, usually for clerical or retail work, were generally not better off in terms of career opportunities, but their jobs offered better pay and security. Although the structure of girls' employment changed drastically between 1920 and 1950, due to the changing needs of the economy, girls' options remained concentrated at the bottom of the occupational hierarchy. In 1979, approximately a quarter of  
15 all female 16-year-old school leavers went to work in factories – most of these girls were from working-class homes and had few academic qualifications and they were generally given unskilled jobs with no opportunities to learn a skill.

Adapted from I ZWEINIGER-BARGIELOWSKA (ed.), *Women in Twentieth Century Britain*, 2001

**Source B**

This source is not reproduced here due to third-party copyright constraints.  
The full copy of this paper can be obtained from AQA Publications.  
Tel. 0161 953 1170

**Source C** A working class woman with her husband and five children in a tenement in Glasgow, 1966



**Source D** Bryant and May, a famous match maker, had just announced monster profits and was one of the biggest employers in the East End of London. Annie Besant described the working conditions of the Match Girls in her paper, *The Link*, in an article entitled 'White Slavery'. The women suffered

5 an 11½ hour day in winter and a 13½ hour day in summer. They had to stand all the time with total breaks of only 1½ hours. Out of her earnings of 4s a week a girl could be fined 3d for dirty feet.

Adapted from J CHARLTON, *It Just Went Like Tinder*, 1999

(a) Use **Sources A** and **B** and your own knowledge.

How fully do **Sources A** and **B** explain the importance of the changing needs of the economy for the role of women in the years 1950 to 1979? (10 marks)

(b) Use **Sources A**, **B**, **C** and **D** and your own knowledge.

'Wider changes in society did lead to a changing role for middle and upper class women but not for working class women.'

How valid is this assessment in relation to British women in the years 1870 to 1979? (20 marks)

**Turn over for the next question**

---

**SECTION B: CHANGES IN BRITISH ECONOMY AND SOCIETY, 1945–1979**

Answer **one** question from this section.

---

- 2 To what extent were the trade unions a greater problem than the need to control public expenditure for British governments in the period May 1945 to March 1979?  
(20 marks)
- 3 ‘In the years 1944 to 1973 the British education system had a negative effect on both British society and the economy.’  
How valid is this view? (20 marks)
- 4 ‘Television was the biggest reason for changes in both sport and leisure in the years 1945 to 1979.’  
How valid is this view? (20 marks)

**END OF QUESTIONS**

**ACKNOWLEDGEMENT OF COPYRIGHT-HOLDERS AND PUBLISHERS**

Permission to reproduce all copyright material has been applied for. In some cases, efforts to contact copyright-holders have been unsuccessful and AQA will be happy to rectify any omissions of acknowledgements in future papers if notified.

Question 1 Source A: I ZWEINIGER-BARGIELOWSKA (ed.), *Women in Twentieth Century Britain*, Pearson, 2001.

Source B: T GORMAN, *No, Prime Minister!* John Blake Publishing Ltd., 2001.

Source C: © Penny Tweedie.

Source D: © REDWORDS (redwords.org.uk).

Copyright © 2007 AQA and its licensors. All rights reserved.