

THE CHANGING
ROLE AND STATUS
OF WOMEN SINCE
1945
COURSEWORK
ASSIGNMENTS

GCSE HISTORY COURSEWORK ASSIGNMENTS

Teacher Information

Introduction:

These assignments comprise sources, questions and mark schemes which will enable your pupils to fulfil the coursework requirements in history for Edexcel Foundation specifications for first examination in summer 2003. You may use these assignments as they stand. They have been designed to assess the full range of grades targeted by the syllabus (Grades G-A*). Assistance may be given in class to aid the comprehension of the sources.

You may also adapt these assignments if wished by:

- providing additional or replacement sources
- providing additional or replacement questions.

However, if you wish to make changes you should submit these to Edexcel Foundation for approval to ensure that revised sources or questions give candidates appropriate opportunity to meet the targets specified at the appropriate level.

Management of the assignment:

The assignment has been designed to accommodate some flexibility of classroom practice. The following points should be borne in mind:

- Although all the questions *may* be tackled as part of a single task, this is not necessary. The timing of individual questions within an assignment may be staggered over a period of time and integrated into the programme of study.
- Candidates may use the sources provided in the pack as part of their preparation for Assignment 1 but this is not a requirement.
- Your candidates should draw upon their contextual knowledge when using the sources for Assignment 2. The historical content listed below should be familiar to candidates before they attempt to answer the questions.

The Changing Role and Status of Women since 1945

This assignment should arise from a teaching programme designed to occupy approximately half a term. Before candidates begin this assignment they should have knowledge of:

- The role and status of women in Britain in the 1920s and 1930s
- The impact of the Second World War
- The role of women on the Home Front from 1939 to 1945.

Introduction

Until the late nineteenth century women in Britain had few legal rights. Although the situation improved in the first half of the twentieth century, women still had to win rights from men and their role and status in society was decided by men.

The Second World War gave women opportunities that they had never experienced before. But did women continue to make progress in the years after the war? Are women in Britain at the beginning of the twenty-first century genuinely liberated? These are some of the questions that you will answer as you tackle this assignment.

SOURCE A: An account of events towards the end of the Second World War written by a woman welder.

There were twelve women welders in the yard at the time and we were sent for one morning and the personnel officer sat there at his desk. He lifted his head and he said one word “redundant”. That was a new word in our vocabulary. We really didn’t know exactly what it meant. There was no reason given. There was no explanation. There was plenty of work in the yard.

SOURCE B: Part of a statement issued by the British government in 1945

It is doubtless true that there are many jobs done during the war by women for which men are better suited, both mentally and physically. And, if there is to be a nation in the future, there must be children and children mean homes and endless chores. So that there must naturally be a drift back from the services and the factories to domestic work.

SOURCE C: An advertisement which appeared in national newspapers in 1945

Your ‘after-the-war dream’

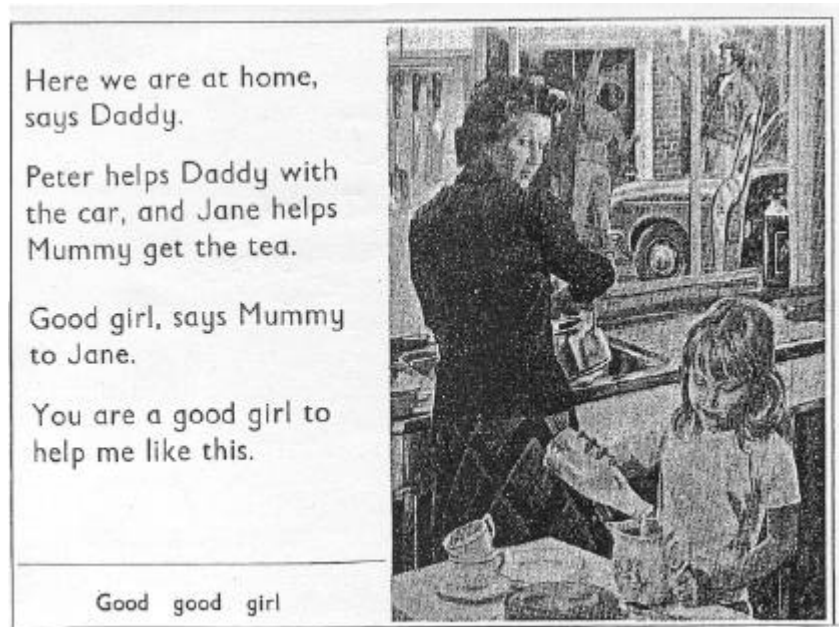
Is coming true...war duties ended... Dad finished with night shifts... family reunions. Peacetime gives you new interests and new cares.

Now yours will be the responsibility of looking after the family’s health. Wartime experience has shown the value of Milk of Magnesia, so you won’t forget to keep this always in your medicine cabinet as a standby against the minor upsets of the system

SOURCE D: Part of an account written by a successful woman business executive

But every day, since coming back to work, the feeling that I should be at home with the children has grown stronger and I’ve given in my notice. I’m just going to be a housewife. It’s awful. I already have problems even saying it.

SOURCE E: Part of a Janet and John reading book.



SOURCE F: Part of a book written by a feminist in the 1980s

New laws and regulations don't bring social change. The most they can do is to create a climate more favourable to change and life more tolerable for some in the meantime. If the Equal Pay Act achieves nothing else it will have taught us a valuable lesson: women will get nowhere unless they organise and fight for themselves

SOURCE G: Part of a book written by a feminist in the 1970s

Although most women received some increase in pay as a result of the Equal Pay Act, many are still underpaid in relation to the men they work with and in relation to their level of skill and effort. Most women are still in low-paid jobs with little prospect of better-paid jobs or promotion.

SOURCE H: A photograph taken in 1987; it shows a housewife and the servants whose work she now does



Assignment One: Objective 1

1. Describe the role and status of women in Britain in the late 1940s and 1950s. **(15)**

2. Why did women in Britain gain more independence in the 1960s and 1970s?
(15)

3. In what ways had women in Britain achieved equality with men by the end of the twentieth century?
(20)

(Total: 50 Marks)

Assignment Two: Objectives 2 and 3

1. Study Source A

What can you learn from Source A about the treatment of women workers at the end of the Second World War?

(6)

2. Study Sources A, B and C

Does the evidence of Source C support the evidence of Sources A and B about women workers at the end of the Second World War? Explain your answer.

(8)

3. Study Sources D and E

How useful are Sources D and E in helping you to understand why women were unable to become more independent in the 1950s and 1960s?

(10)

4. Study Sources F and G

Use Sources F and G, and your own knowledge, to explain why the Equal Pay Act and other legislation in the 1970s did not achieve the desired effect.

(12)

5. Study all of the sources

‘Women in Britain are still second class citizens.’

Use the sources and your own knowledge to explain whether you agree with this view.

(14)

Coursework Assignments Mark Scheme

Women in Britain since 1945

Assignment One: Objective 1

1. Describe the role and status of women in Britain in the late 1940s and 1950s.

(15)

Target: Key features/recall of knowledge

Level 1: Simple statements supported by some knowledge, e.g. they lost status after the war, part time work, more independence in 1950s etc.

(1-5)

Level 2: Developed statements supported by relevant knowledge, e.g. details of impact of Second World War, Welfare State, increased affluence in the 50s etc.

(6-10)

Level 3: Developed exposition supported by selected knowledge, e.g. describing changes from 1945 to 1960, loss of status as a result of post-war demobilisation, improvement from the Welfare State, limited independence in the 1950s etc.

(11-15)

2. Why did women in Britain gain more independence in the 1960s and 1970s?

(15)

Target: Causation/recall of knowledge

Level 1: Simple statements supported by some knowledge, e.g. 'swinging sixties' Women's Lib etc.

(1-5)

Level 2: Developed statements supported by relevant knowledge, e.g. details of 'swinging sixties', 'Women's Lib' etc.

(6-10)

Level 3: Developed explanation supported by selected knowledge, e.g. makes links between movements and new freedom in clothing, morality, behavior, consciousness etc.

(10-15)

3. *In what ways had women in Britain achieved equality with men by the end of the twentieth century?*

(20)

Target: Key features/recall of knowledge

Level 1: Simple statements supported by some knowledge, e.g. lists of Acts of Parliament and occupations where women have equality etc. **(1-5)**

Level 2: Developed statements supported by relevant knowledge, e.g. details of Acts and occupations etc. **(6-10)**

Level 3: Developed explanation supported by selected knowledge, e.g. makes links between Acts and degree of success, EPA, SDA, explains extent of equality in occupations etc. **(11-15)**

Level 4: Sustained argument supported by precisely selected knowledge, e.g. assesses the extent to which women have achieved equality with men in society overall etc. **(16-20)**

Coursework Assignments Mark Scheme

Women in Britain since 1945

Assignment Two: Objectives 2 and 3

1. Study Source A

What can you learn from Source A about the treatment of women workers at the end of the Second World War?

(6)

Target: Comprehension of a source AO2

Level 1: Simple statements taking the source at face value, e.g. women were sacked at the end of the war, they were forced to give way to men etc.

(1-3)

Level 2: Developed statements making inferences from the source, pointing out the weaknesses of the source or setting the source in context, eg the treatment of women was very harsh, no explanations, no thanks etc.

(4-6)

2. Study Sources A, B and C

Does the evidence of Source C support the evidence of Sources A and B about women workers at the end of the Second World War? Explain your answer.

(8)

Target: Cross referencing and evaluation of sources AO2

Level 1: Simple statements taking the sources at face value, e.g. yes they are being told to go back to the home etc.

(1-3)

Level 2: Developed statements making links between the sources, e.g. the tone is different in Source C compared to Source A, but it is similar to Source B, more persuasive, a reason is given in Sources C and B etc.

(4-6)

Level 3: Developed comparison making use of the sources, eg Source C is much more subtle than the other two as it is an advertisement, but it supports the approach taken in Source B that women have more important things to do at home than going to work etc. (7-8)

3. Study Sources D and E

How useful are Sources D and E in helping you to understand why women were unable to become more independent in the 1950s and 1960s? (10)

Target: Analysis and evaluation of sources for utility AO2

Level 1: Simple statements supported by some knowledge taking the sources at face value, eg women felt they needed to be at home with their children, there was a stereotyped view of women etc. (1-3)

Level 2: Developed statements evaluating the sources, or setting the sources in context, e.g. there was a great deal of pressure on women to leave work and look after the children in the 1950s, this is one example, Source E shows how stereotypes were cultivated and then maintained etc. (4-6)

Level 3: Developed evaluation making positive use of the Nature, Origin and Purpose of the sources, e.g. the woman in Source D had a highly successful job, but was forced to give it up, Source E shows how indoctrination of children began very early etc. (7-10)

4. Study Sources F and G

Use Sources F and G, and your own knowledge, to explain why the Equal Pay Act and other legislation in the 1970s did not achieve the desired effect.

(12)

Target: Analysis and interpretation of sources/recall of knowledge AO1/AO2

Level 1: Simple statements supported by some knowledge taking the sources at face value, eg they only gave small pay increases, people tried to get around the laws etc. (1-3)

Level 2: Developed statements supported by relevant knowledge making inferences from the sources, setting the sources in context, e.g. details of the Acts and how they could be avoided, women still in low paid jobs etc. (4-6)

Level 3: Developed explanation supported by selected knowledge and making use of the sources, e.g. both sources are from Feminists giving opinions, but Source G quotes statistics which can be proved, in the main the Acts did not affect women where there was no competition from men, until 1984 etc. (7-10)

Level 4: Sustained argument supported by precisely selected knowledge and using the sources as evidence, e.g. Feminists were campaigning for a change in attitudes and values and not just for jobs, which was symptomatic, other aspects of society, the media, education combined to counteract the impact of the Acts etc. (11-12)

5 Study all of the sources

'Women in Britain are still second class citizens.'

Use the sources and your own knowledge to explain whether you agree with this view.
(14)

Target: Analysis of interpretation of events/recall of knowledge AO1/AO3

- Level 1:** Simple statements supported by some knowledge taking the sources at face value supporting or opposing the view, e.g. yes, because they are not equal, they have worse jobs, no because they can do exactly what men can do etc. (1-3)
- Level 2:** Developed statements supported by relevant knowledge making inferences from the sources, supporting or opposing the view, e.g. yes, because there is plenty of evidence that women are prevented from occupying important positions, no, because this is often a matter of choice, women have developed different values etc. (4-6)
- Level 3:** Developed explanation supported by selected knowledge and making positive use of sources to support or oppose the view, e.g. explains the range of restrictions in the sources in the sources, no because many of the sources are one-sided, they do not give the views of women who have been successful etc. (7-11)
- Level 4:** Sustained argument supported by precisely selected knowledge and using the sources as evidence to assess the view and compare it with alternative views, e.g. the woman's movement has sub-divided into many parts, some women now reject the masculine idea of competition and are campaigning for a more feminine approach, rights are equal and in certain areas women are even more influential, but a great many women suffer from limited horizons etc. (12-14)