

**Oxford Cambridge and RSA Examinations**  
**General Certificate of Secondary Education**

**HISTORY C (BRITISH SOCIAL AND ECONOMIC) 1936/14**

**PAPER 1 (CORE CONTENT WITH THE CHANGING ROLES AND STATUS  
OF WOMEN, c.1840-c.1990)**

**MARK SCHEME**

**Specimen Paper 2003**

See Paper 11 mark scheme for Sections A and B.

**Section C: Thematic Study**  
**The Changing Roles and Status of Women, c.1840-c.1990**

**7(a) Study Source E. What can you learn from this Source about the fight to gain the vote for women? Explain your answer referring to details of the Source.**

**Target: Source comprehension, inference (AO2)**

**Level 1: Use of surface features of Source [1-2]**

e.g. *'Women were put in prison.'*  
*'The Liberals treated women prisoners badly.'*  
*'Women were force-fed.'*

**Level 2: Unsupported inferences [2-3]**

e.g. *'It must have been unpleasant.'*  
*'Women would endure unpleasant things for the vote.'*

**Level 3: Supported inferences drawn from Source [3-4]**

e.g. *'The Liberals must have decided to force-feed women who were in prison.'*  
*'It must have been unpleasant as the women has to be held down by others to be fed.'*  
*'The poster wanted to draw attention to the opposition by the Liberals to votes for women.'*

**7(b) Why were some people against women getting the vote in the early twentieth century?**

**Target: Recall, explanation (AO1)**

**Level 1: General answer [1]**

*e.g. 'Because there was a feeling it was not right.'*

**Level 2: Identifies reasons [2-3]**

*e.g. 'Politicians were against it.'*

*'The woman should be in the home.'*

*'The Queen was against it.'*

*'Women could not make decisions.'*

**Level 3: Explains reasons [3-5]**

*e.g. 'Each political party feared that women might not vote for them and therefore did not want to risk allowing them to vote.'*

*'Women were too emotional and incapable of making sound decisions.'*

*'Important people such as Queen Victoria and Gladstone were against it and carried great influence.'*

*'Some people argued that women who used violent tactics were not fit to be given the vote.'*

**7(c) Explain how the First World War helped women gain the vote.**

**Target: Recall, explanation (AO1)**

**Level 1: General answer** [1]

*e.g. 'Because of war work.'*

**Level 2: Identifies reasons** [2-3]

*e.g. 'Women showed they could do men's jobs.'*

*'Women joined branches of the armed services.'*

*'The law relating to voting had to be changed.'*

**Level 3: Explains reasons** [3-6]

*e.g. 'During the war women showed their capabilities by doing any jobs that normally were done by men. They worked in ammunition factories, engineering and kept transport running.'*

*'Many joined the women's branches of the armed forces and also served in dangerous conditions as nurses.'*

*'The law had to be changed to ensure soldiers returning from war could vote. Women saw this as an opportunity to put pressure on the government.'*

**8(a) Describe what you understand by the term ‘sweated trades’.**

**Target: Recall, description (AO1)**

**One mark for each point, two marks for a developed point [4]**

*e.g. ‘They were lower paid jobs for women.’*

*‘Women worked at home or in small workshops sewing, making candles or match boxes.’*

**8(b) How did education for women improve in the second half of the nineteenth century?**

**Target: Recall, explanation (AO1)**

**Level 1: Unsupported assertion [1]**

*e.g. ‘It was better and there was more of it’*

**Level 2: Identifies improvements [2-4]**

*e.g. ‘It became compulsory.’*

*‘Education was linked to jobs.’*

*‘Colleges were opened.’*

**Level 3: Explains improvements [4-6]**

*e.g. ‘Elementary education became compulsory from 1880.’*

*‘The first teacher training college for women was established in 1878.’*

*‘Some universities accepted women as equal to men from 1878.’*

*In 1876 medical qualifications became open to women.’*

8(c) Explain why new job opportunities for women developed towards the end of the nineteenth century.

Target: Recall, explanation and analysis (AO1)

[Written communication is assessed in this question – see examiner instructions]

**Level 1: Unsupported assertions** [1-2]

e.g. *'Because there were more jobs available.'*

**Level 2: Identifies why** [3-5]

e.g. *'More teachers were required.'*

*'Shops required assistants.'*

*'Typists, telephonists and nurses were needed.'*

**Level 3: Explains why** [6-10]

e.g. *'Department stores developed and these needed shop assistants.'*

*'The rapid expansion of the postal service created new counter jobs.'*

*'Office work developed with the growth of business.'*

*'Opportunities in the teaching profession grew rapidly with the introduction of compulsory schooling.'*

*'Nursing was becoming a respectable profession thanks to the work of Florence Nightingale.'*

**9(a) Describe the part that women played during the Second World War.**

**Target: Recall, description (AO1)**

**One mark for each point, two marks for a developed point [4]**

*e.g. 'They worked in industry, on farms, as nurses and in the armed forces.'*

*'They worked in munitions factories.'*

*'They acted as plane spotters as well as assembling planes and packing parachutes.'*

**9(b) How did laws passed in the 1970s help to improve the equality of women?**

**Target: Recall, explanation (AO1)**

**Level 1: General answer [1]**

*e.g. 'Because they were aimed at improving women's rights.'*

**Level 2: Identifies improvements [2-4]**

*e.g. 'There was less discrimination.'*

*'They were equal at work and in the pay they received.'*

**Level 3: Explains improvements [4-6]**

*e.g. 'At this time it became illegal to pay women less than men for the same job.'*

*'The Sex Discrimination Act of 1975 outlawed discrimination in jobs, housing and other areas.'*

*'An Equal Opportunities Commission was set up.'*

9(c) Explain how changes in household labour-saving machines affected the position of women.

Target: Recall, explanation and analysis (AO1)

[Written communication is assessed in this question – see examiner instructions]

**Level 1: Unsupported assertions** [1-2]

e.g. *'It made life easier with more free time.'*

**Level 2: Identifies effects** [3-5]

e.g. *'They could go out to work.'*

*'They had more time as they could do less shopping.'*

*'Washing took less time.'*

**Level 3: Explains effects** [6-10]

e.g. *'The new labour saving devices for the home changed the way food is prepared and clothes are washed thus enabling women to run a home as well as go out to work.'*

*'Not all families could afford these new devices and so in these homes there was little impact.'*

*'Some people have argued that they are not really labour saving as for example washing is now done more often.'*