



GCSE MARKING SCHEME

SUMMER 2012

HISTORY - THEMATIC STUDY

**THE CHANGING ROLE & STATUS OF WOMEN IN
WALES AND ENGLAND c.1900 TO THE PRESENT DAY**

4282/01

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2012 examination in GCSE HISTORY. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conferences was to ensure that the marking schemes were interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conferences, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about these marking schemes.

NOTE ON THE QUALITY OF WRITTEN COMMUNICATION

Examiners are required to credit the quality of written communication for each candidate's performance on particular questions. These are questions 1(d) and either 2(d) or 3(d). There are no additional marks for the Quality of Written Communication, but examiners are expected to consider the following descriptions of performance when awarding levels to the work of candidates:

Level 1	the text is generally legible; aspects of spelling, punctuation and grammar are clear; some information is presented in a suitable manner
Level 2	most of the text is legible; spelling, punctuation and grammar are used to make the meaning clear; information is presented in a suitable format.
Level 3	the text is legible; spelling, punctuation and grammar are sufficiently accurate to make meaning clear; relevant information is presented in a suitable format; uses an appropriate structure and style of writing; uses some specialist vocabulary
Level 4	the text is legible; spelling, punctuation and grammar are consistently accurate to make meaning clear; information is always presented in a suitable format; uses an appropriate structure and style of writing; uses specialist vocabulary accurately

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MARKING SCHEME

SECTION A

Question 1 (a)

<i>Target:</i>	<i>Understanding of source material</i>		
<i>Mark allocation:</i>	AO1	AO2	AO3
2			2

Question: **What does Source A show you about women's work in the early twentieth century?** [2]

Use 0 for incorrect or irrelevant answers.

Award one mark for one relevant selection from the source.
Award two marks for two relevant selections from the source.

The following can be credited:

Young girls worked in cotton mills.

Source A shows that young girls and women worked at cotton spinning machines.

The machines were dangerous because they had many moving and dangerous parts.

Question 1 (b)

<i>Target:</i>	<i>Understanding of source material; recall and deployment of knowledge</i>		
<i>Mark allocation:</i>	AO1	AO2	AO3
4	2		2

Question: **Use the information in Source B and your own knowledge to explain why munitions work in the First World War was dangerous.** [4]

LEVEL 1 **Generalised answer; uses content of source only.** [1/2]

Eg: It was dangerous because there were health hazards from handling poisonous substances. Some women were killed in accidents and explosions.

LEVEL 2 **Development of the content with an attempt to provide some explanation. Needs explanation and background knowledge/context for highest mark.** [3/4]

Eg: From March 1915 women aged between 16 and 65 were urged to register for war work. The greatest demand for women workers was in munitions work. Women worked at shell-producing factories and at explosives factories. The obvious danger from the latter was death from explosions and four women died at the Queensferry explosives factory during the war. There were also health hazards associated with munitions work – acid burns, eye injuries and skin complaints. Women who filled shells became known as ‘canaries’ because repeated exposure to TNT turned their faces yellow.

Question 1 (c)

Target:	Analysis and evaluation of source material; reaching supported judgements		
Mark allocation:	AO1	AO2	AO3
5		1	4

Question: **How far does Source C support the view that the experience of the Second World War had improved the status of women?** [5]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer; weak reference to content of source only.** [1/2]

Eg: It tells us that the war had done little to change traditional views of women.

LEVEL 2 **Discusses content of source with an attempt at a judgement on the extent of support for the view.** [3/4]

Eg: Source C tells us that although the Second World War had done little to change traditional views of women. Women had contributed to the war effort but had earned only half the wages of men. After the war, women returned to the home to look after the family while men continued to go out to work.

LEVEL 3 **Answer uses the source and its authorship or contextual knowledge to offer a reasoned judgement on the extent of support for the view.** [5]

Eg: The source, written by historians, does not support the view that the experience of the Second World War had changed the status of women. However it does indicate that the experience of war had raised women's expectations and, as a result, the status of women was going to change slowly as a result of experiences gained in the Second World War. In this respect, there is implied support for the view expressed.

Question 1 (d)

Target:	Critical analysis and evaluation of source material; deployment of knowledge		
Mark allocation:	AO1	AO2	AO3
6	2	1	3

Question: **How useful is Source D to an historian studying the achievement of women in business?** [6]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; paraphrases content of source [1/2]

Eg: Source D tells us that Anita Roddick founded The Body Shop and that she pioneered cruelty-free beauty products.

LEVEL 2 Considers usefulness of the source in terms of its content only
OR
Deals with some aspects of content; refers to authorship [3]

Eg: Source D is useful because it tells us that Anita Roddick created a successful organisation called The Body Shop. PM Gordon Brown summed up her achievement as an 'inspiration to businesswomen' and that she was 'a great campaigner' and 'a great businesswoman'. The source is from a report on the BBC News Channel.

Deals with content of source well and begins to consider origin or purpose of source. [4]

Eg: Source D, written at the time of Anita Roddick's death, is a useful primary source. It is useful because it is from the trustworthy BBC News Channel, posted on 10 September 2007, and sums up the achievement of Anita Roddick.

LEVEL 3 Gives an evaluation with some imbalance, considering utility in terms of issues such as content, origin and purpose of source. [5]

Gives a reasoned and balanced evaluation, considering utility in terms of issues such as content, origin and purpose of source. [6]

Eg: Source D, extracted from the BBC News Channel on 10 September 2007, provides useful and reliable evidence of the achievement of Anita Roddick. The purpose of the source was to present the news of the day to a wide readership and to inform people about Anita Roddick. As such, the source should be useful to an historian studying the achievement of Anita Roddick. However it should be used in conjunction with other evidence such as the achievement of other businesswomen, as well as making use of the whole extract from the BBC News Channel's information.

Question 1 (e)

Target:	Recognition and explanation of different historical interpretations; deployment of knowledge		
Mark allocation:	AO1	AO2	AO3
8	2	2	4

Question: **Why do Sources E and F have different views about education and women's employment?** [8]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer; paraphrases the sources; may contain irrelevancy.** [1/2]

The Level 1 descriptor for quality of written communication may be considered here.

Eg: Source E tells us that education after the Second World War continued to prepare women for their traditional roles. Source F says that the author went to grammar school and then became a teacher and a lecturer.

LEVEL 2 **Starts to explain the different views in terms of either their content or their authorship; limited development is seen.** [3/4]

The Level 2 descriptor for quality of written communication may be considered here.

Eg: In Source E, the author states that the 1944 Education Act had extended secondary education to all. However, secondary modern schools had a curriculum where subjects such as cookery were taught and girls were prepared for being future housewives. Source F says that education after 1944 gave women more opportunity.

LEVEL 3 **Explains the difference in the views with clear reference to both content and authorship.** [5/6]

The Level 3 descriptor for quality of written communication may be considered here.

Eg: The author of Source E is an historian who has written a general textbook on Britain in the C20th. He has just taken a snapshot of the curriculum offered in a secondary modern school. He does not look in detail at the broader picture of increased educational opportunities for women after the Second World War. Source F is written by a woman who has personally taken advantage of the increased educational opportunities available after the war. She has benefited from these opportunities and gained a good job as a result. Her memories are positive ones.

LEVEL 4 **Developed explanation with good support from the sources and own knowledge; detailed consideration of the authorship of each source; some routine elements still seen.** [7]

Balanced and developed explanation with good support from the sources and own knowledge; detailed consideration of the authorship of each source; answer is sophisticated and integrated. [8]

The Level 4 descriptor for quality of written communication may be considered here.

Eg: The two sources provide interesting, and contrasting, views about education and women's employment. The author of Source E has written a general textbook on Britain in the C20th and has not looked in detail at education and women's employment. In Source F the author's views are those of personal experience and of a woman who has benefited in employment terms from free access to education and she is grateful for that.

SECTION B

Question 2(a)

Target:	Understanding of source material		
Mark allocation:	AO1	AO2	AO3
2			2

Question: **What does this picture show you about government help for families?** [2]

Use 0 for incorrect or irrelevant answers.

Award one mark for one relevant selection from the source.
Award two marks for two relevant selections from the source.

The following can be credited:

The mother was able to collect her family allowance.

The picture shows that family allowances were collected from a post office.

This was in 1946.

Question 2(b)

Target:	Recall and deployment of knowledge; understanding of key historical features		
Mark allocation:	AO1	AO2	AO3
5	3	2	

Question: **Describe the role of women in upper-class households in the early twentieth century.** [5]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer with a weak or implied point made.** [1/2]

Eg: Upper-class women lived 'upstairs' where they lived a life of privilege. Women from a poorer background worked 'downstairs' as maids/servants.

LEVEL 2 **A more detailed description with up to two accurate points made.** [3/5]

Eg: 'Downstairs' in an upper-class household, there was a range of women in domestic service. They performed specialist tasks, such as cook, housekeeper, lady's maid or parlour maid. They contributed to the successful running of the household.

LEVEL 3 **A fully developed description with three or more accurate points made.** [5]

Eg: The upper class wife lived a life of luxury. She was head of the household staff and responsible for overseeing the day to day running of the house. She enjoyed comfort, good food, entertainment and holidays. There were often other privileged women in her immediate family, but the roles of others were more menial as shown in Level 2.

Question 2(c) (i)

Target:	Recall and deployment of knowledge; explanation of key historical features and characteristics		
Mark allocation:	AO1	AO2	AO3
4	2	2	

Question: **Explain why developments in birth control have been important for women.** [4]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; only one reason given OR description only. [1/2]

Eg: They have led to a reduction in the size of families. This has meant less of a burden for women and generally better health.

LEVEL 2 More detailed and accurate explanation which discusses at least two reasons. [3/4]

Eg: The first birth-control clinic was opened in London in 1921. In the 1930s, local authorities were allowed to provide information about contraception. In the 1960s, the birth control pill became widely available. This led to the reduction in family sizes and helped to improve the health of mother and child and has given parents more choice. Developments in birth control have been important because they have helped to change views about women in employment. Since the 1960s, the pill has given women an added freedom of choice, so that more women can now delay having their first child until they are in their 30s, so that they can have a career as well as a family.

Question 2(c) (ii)

Target:	Recall and deployment of knowledge; explanation of key historical features and characteristics		
Mark allocation:	AO1	AO2	AO3
4	2	2	

Question: **Explain why increased free time has changed the lives of women in recent times.** [4]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; only one reason given OR description only. [1/2]

Eg: Some women have more free time and more publicity is given to a healthy lifestyle.

LEVEL 2 More detailed and accurate explanation which discusses at least two reasons. [3/4]

Eg: Increased free time has meant that women have been able to take advantage of a wide range of leisure and fitness activities now that this is socially acceptable. The number of sports centres has proliferated in recent times. Women are able to attend their local centre and take part in such activities as yoga, keep fit, swimming and swimming. Websites like the BBC Lifestyle website offers leisure and fitness advice to women to enjoy a healthier lifestyle.

Question 2(d)

Target:	Recall and deployment of knowledge; analysis of key concepts; quality of written communication		
Mark allocation:	AO1	AO2	AO3
10	4	6	

Question: **How far have developments in home and family life since 1900 improved the lives of all women in Wales and England?** [10]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer; simple response which offers little support** [1/2]

The Level 1 descriptor for quality of written communication may be considered here.

Eg: Developments at home have sometimes improved the lives of women.

LEVEL 2 **To distinguish between 3 and 5 marks apply the following framework:** [3/5]

For 3-4 marks: A basic one-sided answer with some contextual support **OR** a very weak two-sided answer with limited contextual support.

For 5 marks: A reasoned one-sided answer with contextual support **OR** a weak two-sided answer with some contextual support.

The Level 2 descriptor for quality of written communication may be considered here.

Eg: Answers will assert that women have generally benefited from developments in home and family life. Women's role in home and family life has gradually evolved from traditional home-maker before 1914, looking after a large family and a crowded home, to a smaller family, thanks to methods of birth control. Developments in labour-saving devices and improved housing standards have meant that homes are more easily maintained.

LEVEL 3 **To distinguish between 6 and 8 marks apply the following framework:** [6/8]

For 6-7 marks: A developed one-sided answer with good contextual support **OR** an unbalanced two-sided answer with contextual support.

For 8 marks: A two-sided answer with good contextual support but lacking some detail or balance.

The Level 3 descriptor for quality of written communication may be considered here.

Eg: Answers will begin to offer a judgement with good reasoning. The ways in which women took advantage of developments in home and family life have to be seen as quite successful. Family allowances and the provision of the NHS have helped women considerably. But there has not always been improvement for women. In the Depression of the 1930s women had to endure the indignity of the Means Test and had to struggle to make ends meet. In both world wars, family life suffered.

LEVEL 4 **To distinguish between 9 and 10 marks apply the following framework:**
[9/10]

For 9 marks: A reasoned and supported two-sided answer with balance, using mostly accurate and relevant historical detail.

For 10 marks: A reasoned and supported two-sided answer with good balance, using fully accurate and relevant historical detail and with a clear judgement.

The Level 4 descriptor for quality of written communication may be considered here.

Eg: Answers will clearly evaluate the issue in the question. Answers will discuss the extent of improvement. Expect reference to successful aspects of developments, but also expect reference to the ways in which women have been held back. Developments in home and family life now enable women to have a dual role, as mother and career person. There is increased free time which allows women to follow a hobby or pastime. However, in some respects, developments have not improved the lives of women as the traditional role of women – as mother and homemaker - is still expected by some. Developments in home and family life have improved the lives of women to an extent, but there is a need for further change and development.

Question 3(a)

Target:	Understanding of source material		
Mark allocation:	AO1	AO2	AO3
2			2

Question: **What does this picture show you about the NUWSS?** [2]

Use 0 for incorrect or irrelevant answers.

Award one mark for one relevant selection from the source.

Award two marks for two relevant selections from the source.

The following can be credited:

They were law-abiding.

The picture shows that the NUWSS were led by Mrs Fawcett.

They held a rally in Hyde Park in 1913.

Question 3(b)

Target:	Recall and deployment of knowledge; understanding of key historical features		
Mark allocation:	AO1	AO2	AO3
5	3	2	

Question: **Describe the political benefits gained by women from the 1918 and 1928 Reform Acts.** [5]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer with a weak or implied point made.** [1/2]

Eg: Women aged over 30 were given the vote in 1918 and those over 21 in 1928.

LEVEL 2 **A more detailed description with up to two accurate points made.** [3/4]

Eg: 8 million women were able to vote as a result of the 1918 Reform Act. This meant that they could vote for a woman and Nancy Astor became the first woman to take her seat in the House of Commons in 1919. She was an advocate of women's rights. The 1928 Reform Act put women voters on a par with men, by giving the vote to all women over 21.

LEVEL 3 **A fully developed description with three or more accurate points made.** [5]

Eg: As Level 2 plus, The 1928 Reform Act put women voters on par with men, by giving the vote to all women over 21. In 1929 Margaret Bondfield became the first woman cabinet minister when she became Minister of Labour. Politicians would now have to listen more carefully to the needs of women now that they had the vote and representation in parliament.

Question 3(c) (i)

Target:	Recall and deployment of knowledge; explanation of key historical features and characteristics		
Mark allocation:	AO1	AO2	AO3
4	2	2	

Question: **Explain why the Equal Pay Act was good for women.** [4]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; only one reason given OR description only. [1/2]

Eg: Since 1970 women have been entitled to equal pay with men.

LEVEL 2 More detailed and accurate explanation which discusses at least two reasons. [3/4]

Eg: The Equal Pay Act has been good for women because it helped to improve the status of women. It implemented ideas that had been suggested from the early 1960s and it helped to give women equality with men in respect of equal pay. The Act was enforced over a five year period in all places of work. It led to an Equal Opportunities Commission to ensure that the terms of the Act were implemented. The Act still applies and the Commission has been absorbed into the EHRC (Equality and Human Rights Commission) which still does good work for women.

Question 3(c) (ii)

Target:	Recall and deployment of knowledge; explanation of key historical features and characteristics		
Mark allocation:	AO1	AO2	AO3
4	2	2	

Question: **Explain why the creation of the Welsh Assembly Government in 1999 was important for women in politics.** [4]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; only one reason given OR description only. [1/2]

Eg: The Welsh Assembly government has given more women the opportunity to take part in politics.

LEVEL 2 More detailed and accurate explanation which discusses at least two reasons. [3/4]

Eg: The creation of the Welsh Assembly government has been very important in helping women to achieve political roles. Of the 60 members, 28 (46.7%) have been women. In this respect, women have almost achieved equality with men, politically, in Wales. Some of the top roles in the WAG have also being filled by women. In 2010, before the Assembly elections, four of the nine cabinet posts were held by women: Jane Hutt was Minister for Business and Budget, Jane Davidson was Minister for Environment, Edwina Hart was Minister for Health and Social Services and Elin Jones was Minister for Rural Affairs, for example. The creation of the WAG has made this possible.

Question 3(d)

Target:	Recall and deployment of knowledge; analysis of key concepts; quality of written communication		
Mark allocation:	AO1	AO2	AO3
10	4	6	

Question: **Was the Suffragette Movement the most important factor in gaining equal political rights for women since 1900?** [10]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer; simple response which offers little support** [1/2]

The Level 1 descriptor for quality of written communication may be considered here.

Eg: The Suffragette movement helped women to gain the vote.

LEVEL 2 **To distinguish between 3 and 5 marks apply the following framework:** [3/5]

For 3-4 marks: A basic one-sided answer with some contextual support **OR** a very weak two-sided answer with limited contextual support.

For 5 marks: A reasoned one-sided answer with contextual support **OR** a weak two-sided answer with some contextual support.

The Level 2 descriptor for quality of written communication may be considered here.

Eg: Answers will assert that the Suffragette Movement was a very important factor in gaining political rights for women. Due to the work of early campaigners like the Pankhursts, along with efforts of the peaceful Suffragists, women over 30 gained the vote in 1918 and women over 21 in 1928. The first woman MP was elected in 1919 and the first woman Cabinet Minister in 1929. This was a start in gaining political rights. There was a long way still to go.

LEVEL 3 **To distinguish between 6 and 8 marks apply the following framework:** [6/8]

For 6-7 marks: A developed one-sided answer with good contextual support **OR** an unbalanced two-sided answer with contextual support.

For 8 marks: A two-sided answer with good contextual support but lacking some detail or balance.

The Level 3 descriptor for quality of written communication may be considered here.

Eg: Answers will begin to offer a judgement with good reasoning. The Suffragette Movement had made a start in gaining political rights for women but the extreme suffragettes had alienated a number of people through their violent actions. The progress of women in politics was very slow until the second half of the C20th. The growth of feminism and the Women's Liberation Movement from the late 1960s drew attention to the lack of equality between the genders. This led to moves towards equality in the 1970s, with legislation specifically targeted on equal pay and sex discrimination, for example.

LEVEL 4 **To distinguish between 9 and 10 marks apply the following framework:**
[9/10]

For 9 marks: A reasoned and supported two-sided answer with balance, using mostly accurate and relevant historical detail.

For 10 marks: A reasoned and supported two-sided answer with good balance, using fully accurate and relevant historical detail and with a clear judgement.

The Level 4 descriptor for quality of written communication may be considered here.

Eg: Answers will clearly evaluate the issue in the question. Answers will discuss the extent of success. Expect reference to the achievement of the Suffragette Movement, but also expect reference to other factors like the creation of the Welsh Assembly government and Labour Party policies regarding women-only short-lists. The Suffragette Movement made a radical start in gaining political rights for women, but many other factors had to follow their achievement, in an attempt to gain equal political rights for women and the process is still on-going.