



# **GCSE MARKING SCHEME**

**SUMMER 2013**

**HISTORY - THEMATIC STUDY  
THE CHANGING ROLE AND STATUS OF WOMEN IN  
WALES AND ENGLAND, 1900-PRESENT DAY  
4282/01**

## INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2013 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 question 1(e) 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:

<b>Level 1</b>	the text is generally legible; aspects of spelling, punctuation and grammar are clear; some information is presented in a suitable manner
<b>Level 2</b>	most of the text is legible; spelling, punctuation and grammar are used to make the meaning clear; information is presented in a suitable format.
<b>Level 3</b>	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
<b>Level 4</b>	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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AND ENGLAND, c. 1900 TO THE PRESENT DAY

## MARKING SCHEME

## QUESTION 1

## Question 1 (a)

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

Question: **What does Source A show you about women in politics in the twenty-first 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:

*Women are still a minority in politics.*

*Women make up 22% of MPs in Westminster.*

*144 MPs in Parliament are women.*

## Question 1 (b)

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

Question: **Use the information in Source B and your own knowledge to explain how some Suffragettes were treated by the government.** [4]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** Paraphrases content; weak use of content only. [1-2]

*Eg: The source shows a Suffragette being force fed. She was held down and tied to the chair while food was poured down her throat.*

**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: The source shows that when Suffragettes were put in prison for protesting for the vote, some of them went on hunger strike. The government did not want them to die in prison and become martyrs for the cause and so would force feed them as seen in the source. This won the women a great deal of sympathy as many people thought that the government and police were overreacting and treating the women barbarically. Eventually the government introduced the 'Cat and Mouse Act' rather than force feeding the women.*

**Question 1 (c)**

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

Question: **How far does Source C support the view that the lives of women were improved by the Women’s Liberation Movement?** [5]

Use 0 for incorrect or irrelevant answers.

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

*Eg: The source says that some women like to stay at home and cook.*

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

*Eg: Source C suggests that not all women wanted to go out to work. The source says that some women like to stay at home and do ‘female’ tasks such as cooking and sewing, which were frowned upon by the Women’s Liberation Movement. Women were made to feel as though they should not be doing these tasks, but going out to work to prove that they were as good as men. The source does not support the view that women’s lives improved as it is not supporting the movement.*

**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.** [4-5]

*Eg: The source does not support the view that women’s lives have been improved by the Women’s Liberation Movement. It suggests that some women did not want to go out to work but were happy to stay at home and look after the house and the children. Although some women wanted to have equal rights with men, many now feel that they must go out to work, and many have to work to be able to afford to live. As the source says men also have boring lives. Not all women have careers as lawyers or doctors. Many have low paid and part time work which has not improved their lives. In fact their lives can be seen as more stressful as they are expected to work and look after the house. The source appeared in a newspaper at the time that Women’s Liberation Movement was growing, so it could be that the newspaper is trying to be controversial, or may be trying to give a more balanced argument.*

**Question 1 (d)**

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

Question: **How useful is Source D to an historian studying the moves towards gaining equality for women since the 1960s?** [6]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1 Generalised answer; paraphrases content of source.** [1-2]

*Eg: Source D is useful because it says women had to register for war work in 1941 but, as soon as the war was over, they were made redundant. They could not apply for the jobs they had done during the war because they were women.*

**LEVEL 2 Considers usefulness of the source in terms of its content only.**  
**OR**  
**Deals with some aspects of content; copies/paraphrases attribution.** [3]

*Eg: Source D is useful because it shows how Bella Keyzer fought to get back her job as a welder in the shipyard. It took her 30 years to achieve this, thanks to the Sex Discrimination Act. The source was spoken by Bella Keyzer who has first-hand experience.*

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

*Eg: Source D spoken in 1988, is useful because it illustrates an example of sex discrimination and shows how one woman fought a 30-year struggle to achieve equality. It shows how long it took to change traditional attitudes to female employment. The source is part of an interview for a BBC television series about women in the twentieth century.*

**LEVEL 3: Gives an imbalanced evaluation, considering usefulness in terms of content, origin and purpose of source.** [5]

**Gives a reasoned and balanced evaluation, considering usefulness in terms of content, origin and purpose of source.** [6]

*Eg: Source D is useful to an historian studying the Sex Discrimination Act because it provided a specific example of discrimination. The source is first-hand evidence, but Bella Keyzer's memory of events may be a little clouded because this happened 13 years before the interview for the television series. The source is just one person's experience; an historian would have to look at many more views in order to obtain a full picture about the Sex Discrimination Act. Also this source only looks at the Sex Discrimination Act and does not consider any of the other equality legislation that has been passed such as the Equal Pay Act.*

**Question 1 (e)**

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

Question: **Why do Sources E and F have different views about the effects of Margaret Thatcher's achievements on the role and status of women?** [8]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** **Generalised answer; paraphrases the sources rambles off the point.** [1-2]

*Eg: Source F tells us that Margaret Thatcher was a very successful politician as well as being a wife and mother. Source E says that she damaged women's place in the workplace.*

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

*Eg: Patricia Hewitt believes that although Margaret Thatcher was able to become Prime Minister she let women down as she did not help them even though she was in a position to do so. Source F on the other hand suggests that Margaret Thatcher showed women what they could achieve by being the most important politician in the land.*

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

*Eg: Patricia Hewitt is herself a politician and she seems disappointed that Thatcher did not do more to help women. She is interested in women's rights and so would judge Thatcher against her values, not what she achieved for the country as a whole. Gareth Evans, as an historian, would have studied many sources and would have a balanced overview of the whole topic of women and how Thatcher would have inspired many women.*

**LEVEL 4** **Developed explanation with good support from the sources and own knowledge; detailed consideration of the attributions 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 attributions of each source; answer is sophisticated and integrated.** [8]

*Eg: The two sources provide contrasting views about Margaret Thatcher. The author of Source E is definitely influenced by her view as a feminist and is writing in hindsight about what Thatcher did for women during her time as PM. She does acknowledge Thatcher's achievement of becoming PM as she says she 'broke through the glass ceiling in politics' but then criticises the fact she did not do enough for women. She could also be influenced by the fact that she is a member of the Labour Party and that she is a politician herself, after Thatcher's time in office. Gareth Evans on the other hand is an historian who has a more balanced view. He will have researched different views about Thatcher using the benefit of hindsight. He believes that she was an inspiration for women and showed them what they could achieve. As his book is to be used in schools, the information should be factual not opinion as it is to inform and educate students.*

## QUESTION 2

### Question 2 (a)

Target:	Recall and selection of knowledge; understanding of key historical features		
Mark allocation:	AO1	AO2	AO3
<b>4</b>	<b>4</b>		

Question: **Describe how women ‘made ends meet’ during the Depression of the 1930s.** [4]

Use 0 for incorrect or irrelevant answers.

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

*Eg: Many women made sacrifices for their families. They would mend clothes and grow their own vegetables.*

**LEVEL 2** **A more detailed and accurate description.** [3-4]

*Eg: Women would have to ‘make do and mend.’ They would darn socks and even make clothes out of flour sacks, children would wear hand-me-downs. Women would sew or wash for other people to get extra money. Often they would sacrifice their own food to keep their husbands healthy in order for them to find work.*

### Question 2(b)

Target:	Recall and deployment of knowledge; explanation of key historical features and characteristics		
Mark allocation:	AO1	AO2	AO3
<b>5</b>	<b>2</b>	<b>3</b>	

Question: **Explain why the development of labour saving devices have changed the lives of women.** [5]

Use 0 for incorrect or irrelevant answers.

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

*Eg: They have made life and keeping the house clean much easier.*

**LEVEL 2** **More detailed and accurate explanation which discusses at least two factors.** [3-4]

*Eg: Vacuum cleaners, washing machines and fridges have made the task of keeping the house clean and preparing food much quicker and easier. Labour saving devices have allowed women more leisure time.*

**LEVEL 3** **Full explanation: focussed and explaining a range of factors.** [5]

*Eg: Vacuum cleaners, washing machines and fridges have made the task of keeping the house clean and preparing food much quicker and easier. Tasks such as washing clothes now only take a few hours rather than the days it took 100 years ago. Labour saving devices have allowed women more leisure time, time to go out to work or to spend more time with their children. However women now have to do more. They have to do the housework as well as having a job, as housework is now considered easy to do with these labour saving devices.*

**Question 2(c)**

Target:	Selection of knowledge; analysis of key concepts		
Mark allocation:	AO1	AO2	AO3
<b>6</b>	<b>2</b>	<b>4</b>	

Question: **How important have developments in birth control been for women?** [6]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** **Generalised reference to the key concept of historical context; weak or implied knowledge shown.** [1-2]

*Eg: Women can now choose the size of their family and when to have a family to fit in with their careers.*

**LEVEL 2** **Some analysis of the key concept within the historical context with some detail and accuracy; attempts an evaluation, not fully sustained.** [3-4]

*Eg: Birth control has been important for women as now they can choose when to have a family. Many women choose to have their families later, once they have established their career. Birth control has given women an alternative to staying at home and being a housewife and mother.*

**LEVEL 3** **Detailed and accurate analysis of the key concept within the historical context; provides a reasoned evaluation.** [5-6]

*Eg: Birth control has had a huge impact on the lives of women. Women now have more control and choices in their lives. They can choose when to have a family and the size of their family. This has helped to change views about women in employment. Birth control has given women more sexual freedom and equality with men, without the fear of pregnancy. The developments in birth control have been vital in giving women more choice, freedom and opportunities in their lives.*



### QUESTION 3

#### Question 3

Target:	<i>Recall and deployment selection of knowledge; analysis of key concepts; quality of written communication</i>		
Mark allocation:	AO1	AO2	SPAG
<b>13</b>	<b>4</b>	<b>6</b>	<b>3</b>

Question: **Have women been successful in achieving equality with men in employment from 1900 to the present day?** [13]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1**      **Generalised answer; simple explanation which offers little support; poor quality of written communication.** [1-2]

*Eg: Men still get most of the top jobs and are better paid.*

**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.

**At Level 2, quality of written communication will be sound, with some faults.**

*Eg: Answers will argue that women have made steady progress in employment. Domestic service and textiles were the main employers of female labour in 1900. The World Wars gave women more employment opportunities, confidence and self-esteem, although they were expected to go back to traditional roles.*

**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.

**At Level 3, quality of written communication will be good, with few faults.**

*Eg: Answers will demonstrate that in the second half of the twentieth century women have seized the employment opportunities in business, media, politics and public life. Some women have succeeded in reaching the top of their chosen career, such as Margaret Thatcher. However this has not also been the case throughout the century. After both World Wars women were expected to return to traditional roles and it has been difficult for women to break through the glass ceiling in some areas.*

**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.

**At Level 4, quality of written communication will be very good, with very few faults.**

*Eg: Answers will evaluate the issue in the question. Women have succeeded in becoming more equal with men in terms of employment since 1900 due to both World Wars and new employment opportunities that have become available. However the number of women reaching the very top of their career is still limited with women only making up 22% of executives of companies and only earning 82% of men's wages. Women also tend to work part time more than men do.*

**Examiners are also expected to award marks for spelling, punctuation and the accurate use of grammar in this question.**

<b>Level</b>	<b>Performance descriptions</b>
0	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate performance</i> 2 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 3 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.