

Candidate Name	Centre Number	Candidate Number

WELSH JOINT EDUCATION COMMITTEE

General Certificate of Secondary Education



CYD-BWYLLGOR ADDYSG CYMRU

Tystysgrif Gyffredinol Addysg Uwchradd

165/11

HISTORY

SPECIFICATION B: IN-DEPTH, THEMATIC AND DEVELOPMENT STUDIES OF ASPECTS OF WELSH/ENGLISH AND WORLD HISTORY

PAPER 1

THEMATIC STUDY

11 – THE CHANGING ROLE AND STATUS OF WOMEN c. 1900 to the present day

P.M. FRIDAY, 8 June 2007

1 hour (of two hour examination)

Questions answered	Office use
Q.1 (Compulsory)	20
Q.	25
TOTAL	45

INSTRUCTIONS TO CANDIDATES

Write your name, centre number and candidate number in the spaces at the top of this page.

Answer Question 1 (Section A) **and** *either* Question 2 *or* Question 3 (Section B).

Write your answers in the spaces provided in this booklet. Use supplementary sheets when there is insufficient room in this booklet. Write your name at the top of each supplementary sheet, indicating clearly the number of the question you answer. Put the supplementary sheets inside this booklet.

INFORMATION FOR CANDIDATES

The number of marks is given in brackets at the end of each question or part-question.

You will be awarded marks for the quality of your written communication.

Your answers must be relevant and must make full use of information given to be awarded full marks for a question.

You are reminded that you should always support your answers using your knowledge and understanding of the topic chosen.

No certificate will be awarded to a candidate detected in any unfair practice during the examination.

Answer Question 1 in Section A and **either** Question 2 **or** Question 3 in Section B

SECTION A

(COMPULSORY)

1. This question is about women and politics.

Study the sources below and then answer the questions which follow each source.

[20]

Source A



[NUWSS supporters in South Wales in 1907]

(a) Use Source A and your own knowledge to describe the activities of the NUWSS.

[3]

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Source B

In 1911, Liberal Prime Minister Asquith announced that he planned to introduce votes for all men, and that an extra clause about women's votes could be added on to the bill. The Suffragettes were furious and their militant campaign became much more violent.

[From B. Walsh, *British Social and Economic History* (1997)]

- (b) Use the information in Source B and your own knowledge to explain why the Suffragette movement became more violent. [4]

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Source C

In 1941, all women between the ages of 19 and 41 had to register for war work. I was a 19 year old weaver in Dundee then and I was delighted to be sent into shipbuilding and to be trained as a welder. However, just before the war ended in 1945 I was informed that I was redundant. After the war, jobs like welding were closed to women. Every time I saw welder jobs advertised I would apply, but I failed because I was a woman. It took me 30 years to get back the job I had in the war. That is what equality did for me, thanks to the Sex Discrimination Act of 1975.

[From an interview with Bella Kayzer, for a television series about women in the twentieth century, *Out of the Doll's House* (1988)]

- (c) How useful is Source C as evidence to an historian studying the struggle to achieve the Sex Discrimination Act?
Explain your answer using the source and your own knowledge. [5]

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Source D

The key period when women really gained their proper political position was in the late twentieth century. Following the May 1997 general election, we had the largest number of women MPs elected to the House of Commons, 120 in all. The Speaker of the House of Commons was a woman, Betty Boothroyd.

[W.Gareth Evans, writing in his school history text-book,
The Role and Changing Status of Women in the Twentieth Century (2000)]

- (d) In Source D the author is suggesting that women only really got their political rights in the late twentieth century.
Is this a valid interpretation?

In your answer you should use your own knowledge of the topic, refer to the other relevant sources in this question, and consider how the author came to this interpretation. [8]

[illegible]

SECTION B

Answer **either** Question 2 **or** Question 3.

2. This question is about women at home.

Study the information below and then answer the questions which follow.

[25]

INFORMATION

Home and family life changed considerably for women in the twentieth century.
The picture shows a poor family before 1914.



(a) (i) What was the traditional role of women before 1914?

[2]

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(ii) Explain how many women managed during the Depression of the 1930s.

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(iii) How important for women has the reduction in the size of families been since 1945?

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(b) (i) Describe some improvements in the standard of housing since 1960.

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(ii) Explain why the development of labour-saving devices has helped women at home.

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- (c) Have changes in home and family life always improved the role and status of women from 1900 to the present day?
Explain your answer fully. [7]

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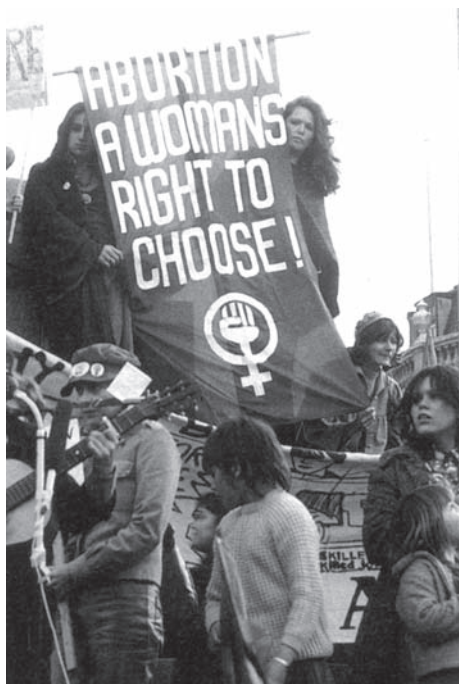
3. This question is about women in society.

Study the information below and then answer the questions which follow.

[25]

INFORMATION

There were changing attitudes to women's role in society in the twentieth century. The picture shows a banner with the symbol of the Women's Liberation Movement at a demonstration in the 1970s.



(a) (i) What was the Women's Liberation movement?

[2]

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[4]

[illegible]

[5]

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- (b) (i) Describe some of the increased opportunities in secondary and higher education for girls since 1945. [3]

- (ii) Explain why there have been changes in family patterns since the 1960s. [4]

- (c) Has there been a complete change in the position of women in society from 1900 to the present day?
Explain your answer fully. [7]

This image shows a full page of white paper with horizontal dotted lines. The lines are evenly spaced and run across the width of the page, providing a guide for handwriting practice. There are no margins, text, or other markings on the page.