GCSE MARKING SCHEME

SUMMER 2017

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

This marking scheme was used by WJEC for the 2017 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was 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 conference was to ensure that the marking scheme was 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' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

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(c) and question 3. 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:

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>the text is generally legible; aspects of spelling, punctuation and grammar are clear; some information is presented in a suitable manner</td>
</tr>
<tr>
<td>Level 2</td>
<td>most of the text is legible; spelling, punctuation and grammar are used to make the meaning clear; information is presented in a suitable format</td>
</tr>
<tr>
<td>Level 3</td>
<td>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</td>
</tr>
<tr>
<td>Level 4</td>
<td>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</td>
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</tbody>
</table>
Question 1 (a)

Use Source A and your own knowledge to describe the traditional role of women before 1914. [3]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer, paraphrasing or brief description of source only. [1]

Eg: The source shows a woman cleaning her doorstep.

LEVEL 2 Brief description of the source with some own knowledge or detailed description of the source. [2]

Detailed description of the source and own knowledge. [3]

Eg: The weekly routine was a very important part of women’s lives at the beginning of the century. Keeping the house clean was a full time job as there were no labour saving devices. Tasks were time consuming and a routine was set up to ensure that everything was done during the week. Some tasks were done every day such as cooking meals and sweeping. Other bigger tasks were done weekly. Washing was often done on Monday and baking on a Friday. Women would even get up early to scrub the front step, as having a clean house was a matter of pride.
Question 1 (b)

<table>
<thead>
<tr>
<th>Target:</th>
<th>Recall and deployment of knowledge; explanation of causation of an historical event</th>
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<tbody>
<tr>
<td>Mark allocation:</td>
<td>AO1</td>
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<td>6</td>
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Question: Explain why birth control changed the lives of women after 1960. [6]

Use 0 for incorrect or irrelevant answers.

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

*Eg:* Women can now choose the size of their family.

**LEVEL 2** More detailed and accurate explanation; gives more than one reason. [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** Full explanation which is focused and explains a range of reasons. [5-6]

*Eg:* 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. This has also helped to improve the health of women and their children as they can plan families to allow time between pregnancies. 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 1 (c)

<p>| Target: Analysis and evaluation of source material; quality of written communication |
|---------------------------------|---------------|---------------|---------------|</p>
<table>
<thead>
<tr>
<th>Mark allocation:</th>
<th>AO1</th>
<th>AO2</th>
<th>AO3</th>
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Question: Why do Sources B and C have different views about the role of women at home? [8]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** Generalised answer; paraphrases the sources, or brief reference to authors. [1-2]

Eg: Source B tells us that labour saving devices have made women’s lives easier.
Source C tells us that women still do all the housework.

**LEVEL 2** Starts to offer limited explanation of difference in terms of either the content or the authorship of the sources. [3-4]

Eg: The sources say different things about the role of women at home. Source B tells us that the new technology in the home has meant that women spend less time doing housework, while Source C explains that women still spend a lot of time doing housework as well as having a job. Answers may comment on the date of each source as a reason for difference of view.

**LEVEL 3** Examines more fully the difference in the views with clear reference to both content and authorship of the sources; some analysis of each view is seen. [5-6]

Eg: There is a considerable difference in attitude shown by the two sources. The author of Source C would be keen to point out the inequalities that women have in the home as it is a report for a women’s charity. It tells us that women are more equal in work than they are in the home. Source B is from a school textbook that would be written for students with the facts about the role of women in the home. This source tells us that the developments in technology have given women more free time.

**LEVEL 4** Balanced and developed explanation of the difference in the sources; good analysis of the authorship of the sources and use of contextual knowledge. [7-8]

Eg: The two sources provide clearly contrasting views about the role of women at home. Answers should offer reasons for the differences shown in the two sources.
A major reason should be the differences in the reasons the sources were produced.
Source C would reflect the views of many women in England and Wales. The MP would want to be seen to be supporting women’s rights and as the report is written by an organisation that supports women’s equality and rights then they would emphasise the lack of equality for women. Source B is written by an historian in a GCSE textbook. He would have carried out research and would want to present the facts. This is a general textbook; therefore the section on women may not be as detailed as in a specialist book.
## QUESTION 2

### Question 2(a)

<table>
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<tr>
<th>Target:</th>
<th>Recall and deployment of knowledge; understanding of historical features</th>
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<tr>
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**Question:** Describe the role of women in employment during the First World War.  
[4]

Use 0 for incorrect or irrelevant answers.

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

_Eg:_ Men were away fighting in the war, so women had to take over their jobs.

**LEVEL 2** More detailed and accurate understanding shown.  
[3-4]

_Eg:_ There was a shortage of workers in the First World War, as many men were away fighting. Women took on many essential roles such as producing armaments in munition factories. Women did many other types of paid work that were traditionally done by men such as being mechanics, bus conductors and delivering the post. To ensure the supply of food continued, women also worked on farms.
Question 2(b)

Target: Recall and deployment of knowledge; explanation of causation of an historical event

Mark allocation: AO1 AO2 AO3

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Question: Explain why changes in education have increased women’s employment opportunities. [6]

Use 0 for incorrect or irrelevant answers.

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

Eg: Girls can now get the same education as boys which means that they can get the same jobs.

LEVEL 2 More detailed and accurate explanation; gives more than one reason. [3-4]

Eg: After the Second World War girls had access to free education. This allowed them a greater choice in education and allowed some to attend grammar schools. This then gave them the opportunity to go to university and get a degree that would enable them to follow a professional career.

LEVEL 3 Full explanation which is focused and explains a range of reasons. [5-6]

Eg: Women are now able to access education on the same basis as men. After the 1944 Education Act girls could attend a variety of secondary schools – grammar, modern or technical. This was important as from a grammar school they could proceed to higher education and take up a professional job. From the 1970s onwards girls and boys were able to study the same subjects in school. This gave women the opportunity to pursue careers that had previously been unavailable to them. With the introduction of coursework this has benefitted girls and has meant that they outperform boys in many GCSE subjects. This again gives them an increased opportunity to pursue the career of their choice.
Question 2(c)

Target: Analysis and evaluation of concept of change and continuity; recall and deployment of knowledge; explanation of key features of an historical period

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Question: How important were increased employment opportunities for women after the Second World War?

[8]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; lack of focus, or description only. [1-2]

Eg: After the Second World War there were more jobs in the service sector. Many women worked in shops and catering.

LEVEL 2 Answer which begins to address the concept of change; will mostly tend to describe. [3-4]

Eg: As the Welfare State expanded after 1945 there were many more jobs for women in health and social services. Many other jobs were created as well in industries such as banking and in offices. This was important as these new jobs were seen as being suitable for women.

LEVEL 3 Accurate answer which focuses on the concept of change or continuity with some contextual support. [5-6]

Eg: As companies open light industry factories after the Second World War, they took advantage of the amount of female labour that was available. It was believed that women were good at fiddly, repetitive tasks that were a major part of work on production lines. These industries were also keen to employ women as very few were members of trade unions which meant that they were less likely to strike. As there was a move away from the old heavy industries of the past that relied on strength, these new light industries were important in creating new employment opportunities that women could take advantage of.

LEVEL 4 Detailed analysis of the key concept within the historical context; provides a reasoned evaluation of extent of change. [7-8]

Eg: There have been changes in attitude to women in employment since the Second World War. In the 1960s and 1970s 40% of Welsh women workers worked in the service industry. This included jobs in offices, banking, supermarkets, tourism and hairdressing. These jobs however were still seen as 'suitable for women' as the majority of these jobs still involved cooking, cleaning and looking after people. Many of these jobs were considered low status and poorly paid.

There were also more women looking for work, as families wanted the new goods that were being produced by the new light industries and women needed to work to buy these new goods. Employers were able to take advantage of these facts and often women were paid less than men for performing the same tasks.
QUESTION 3

Question 3(a)

Target: Recall and deployment of knowledge; understanding of historical features

Mark allocation: 4

Question: Outline briefly the role played by the Suffragists in achieving greater political rights for women. [4]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer, listing weak or implied points. [1-2]

Eg: Suffragists protested peacefully to gain equal voting rights for women.

LEVEL 2 Deploys a more accurate and focused list of factors. [3-4]

Eg: The National Union of Women’s Suffrage Societies (NUWSS) were led by Mrs Millicent Fawcett. They were law abiding and used means such as speeches, public meetings, petitions and propaganda in newspapers to gain attention for their cause. They were active for over 30 years before the more militant suffragettes emerged.
Question 3(b)

Question: How successful have women been in political life from 1900 to the present day? [12+3]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; basic response which offers little support. [1-3]

*Eg:* Women have achieved more political roles than ever before.

LEVEL 2 Answer begins to discuss the issue set in the question. [4-6]

To distinguish between 4 and 6 marks apply the following:
*For 4 marks:* A one-sided answer with some contextual support OR a very weak two-sided answer with little contextual support.

*For 5-6 marks:* A developed one-sided answer with contextual support OR a weak two-sided answer with some contextual support. Award the higher mark for the degree of contextual support.

*Eg:* Answers will assert that women have been generally successful in political life from 1900 to the present day. Due to the work of early campaigners like the Suffragettes and 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 the late 1920s. From c.1970, women over 18 could vote.

LEVEL 3 Answer is mainly a reasoned analysis of the issue set in the question. [7-9]

To distinguish between 7 and 9 marks apply the following:
*For 7 marks:* A very good one-sided answer with contextual support OR an unbalanced two-sided response with contextual support.

*For 8-9 marks:* A reasoned and developed analysis of the issue but lacking some detail or balance. Award the higher mark for the degree of contextual support.

*Eg:* Women’s achievements in political life have to be seen as generally successful. There have been an increasing number of women MPs; Margaret Thatcher became PM in 1979 and Betty Boothroyd became the first female Speaker of the House of Commons. However, the number of women MPs is far below what it should be on a gender balance – 50 under Mrs Thatcher and around 100 in 1997.

*(Credit reference to women’s achievement in local politics.)*
LEVEL 4  Answer is a developed, reasoned and well-substantiated analysis of the issue set in the question.  

To distinguish between 10 and 12 marks apply the following:

For 10 marks: A developed, reasoned and well-substantiated analysis with good balance, using mostly accurate and relevant contextual support.

For 11-12 marks: A developed, reasoned and well-substantiated analysis with good balance, using fully accurate and relevant contextual support. Award the higher mark for the quality of contextual support.

Eg: Answers will discuss the extent of success. Expect reference to successful aspects of women’s achievements, but also expect reference to the fact that there is still a gender imbalance in the Commons – 191 out of 650 MPs. 7 out of 22 Cabinet positions are held by women. Women-only lists may be needed to correct this imbalance, as with the Welsh Assembly Government, where there are 24 women AMs out of 60. Women have achieved a lot of success in political life from 1900 to the present day, but they still have some way to go to achieve equal representation with men.

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Performance descriptions</th>
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<tbody>
<tr>
<td>0</td>
<td>Candidates do not reach the threshold performance outlined in the performance description below.</td>
</tr>
<tr>
<td>Threshold performance 1 mark</td>
<td>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.</td>
</tr>
<tr>
<td>Intermediate performance 2 marks</td>
<td>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.</td>
</tr>
<tr>
<td>High performance 3 marks</td>
<td>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.</td>
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</tbody>
</table>