INTRODUCTION

This marking scheme was used by WJEC for the 2018 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:

| 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 |
**Question 1 (a)**

<p>| Target: Understanding of source material; recall of own knowledge |</p>
<table>
<thead>
<tr>
<th>AO1</th>
<th>AO2</th>
<th>AO3</th>
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<tr>
<td>3</td>
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**Question:** Use Source A and your own knowledge to describe employment opportunities for women in the service sector since the 1950s. [3]

Use 0 for incorrect or irrelevant answers.

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

*Eg:* Source A shows a photo of a supermarket. Many women were employed in supermarkets as cashiers.

**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:* During the 1960s and 1970s 40% of Welsh women worked in the service industries. These included jobs in offices, banking, hairdressing, catering and tourism. In Source A it shows a supermarket where women would have found employment as cashiers.
Question 1 (b)

<table>
<thead>
<tr>
<th>Target: Recall and deployment of knowledge; explanation of causation of an historical event</th>
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<td>Mark allocation: A01 A02 A03</td>
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<td>6 2 4</td>
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Question: Explain why the First World War changed attitudes to the employment of women. [6]

Use 0 for incorrect or irrelevant answers.

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

Eg: Women did the jobs that men had done until they had gone off to war.

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

Eg: Women now had more employment opportunities as men had enlisted in the forces. Women adapted quickly and men’s attitudes to women changed as war work was done effectively. Many middle-class women went out to work for the first time. However they were still expected to return home after the war.

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

Eg: Women proved themselves capable of fulfilling traditional male roles and keeping the country going during the war; women had gained confidence, self-respect, independence and money. War employment even influenced how women dressed as those who worked in the Land Army or other heavy industries wore trousers even off duty. However some attitudes did not change. Women still earned less than men during the war and supervisors were usually men in factories. After the war, most women returned to their original jobs or their homes.
Question 1 (c)

<table>
<thead>
<tr>
<th>Target:</th>
<th>Analysis and evaluation of source material; quality of written communication</th>
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<td>Mark allocation:</td>
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**Question:** Why do Sources B and C have different views about the impact of education on employment opportunities for women?  

Use 0 for incorrect or irrelevant answers.

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

Eg: Source B tells us that free education helped get Deirdre Beddoe a good job.  
Source C tells us that even with good education women still mainly do clerical jobs.

**LEVEL 2** Starts to offer limited explanation of difference in terms of either the content or the authorship of the sources.

Eg: The sources say different things about the impact of education on employment opportunities for women. Source B tells us that free education gave Deirdre Beddoe the opportunity to follow a successful career, while Source C explains that despite greater educational opportunities women still mainly do clerical work.

**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.

Eg: There is a considerable difference in attitude shown by the two sources. The author of Source B would be remembering her own experience and how the education she received helped her career. Source C is from a book written by two historians and will therefore give a more general view of the impact of education on women in Wales and employment opportunities.
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.

Eg: The two sources provide clearly contrasting views about the impact of education on the employment opportunities for women. Answers should offer reasons for the differences shown in the two sources. A major reason should be the differences between contemporary views and those of later interpreters. Source B is written by a woman who benefited greatly from the education system and is a first-hand account of her own experience. She would have a positive view of the impact of education due to her own experience. Source C is written by historians who will be focusing on a more general view of the impact of education and will therefore give a more accurate account of the opportunities of the majority of women, rather than individuals.
Question 2(a)

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

Mark allocation: AO1 4 AO2 2 AO3 2

Question: Describe the role of Millicent Fawcett and the NUWSS in the campaign for votes for women. [4]

Use 0 for incorrect or irrelevant answers.

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

Eg: Millicent Fawcett was the leader of the NUWSS. They were also known as the Suffragists and campaigned peacefully for votes for women.

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

Eg: Millicent Fawcett founded the National Union of Women’s Suffrage Societies in 1897. The Suffragists, as members of the organisation were known, believed in using peaceful, moderate methods to persuade MPs and the public that women should have the right to vote. Their methods included organising petitions, rallies and marches, holding public meetings and publishing their own newspaper ‘The Women’s Franchise’ to spread their ideas.
Question 2(b)

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

Mark allocation: AO1 AO2 AO3
6 2 4

Question: Explain why the number of female politicians has risen sharply since the 1990s. [6]

Use 0 for incorrect or irrelevant answers.

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

Eg: There have been a number of female role models in political life such as Theresa May and Diane Abbott.

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

Eg: In the 1997 general election the number of female MPs doubled from 60 to 120. This was partly due to the introduction of all-women shortlists by the Labour Party which led to 101 female Labour MPs being elected. They were known as ‘Blair’s Babes.’ These women became role models for other women who wanted a career in politics.

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

Eg: There have been a number of reasons why the number of women MPs has risen sharply, for example the use of all women-shortlists by the Labour Party since 1997 means that women are more likely to be elected. David Cameron also set targets for women in the top 100 Conservative target seats. In the Assembly in Wales, in 2003, the number of male and female AMs was equal, giving an example of how women could be more equally represented in politics.
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

Mark allocation:

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Question: Why has government legislation been important in helping women achieve greater equality since the 1970s? [8]

Use 0 for incorrect or irrelevant answers.

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

Eg: Government legislation has been important in making sure that women and men are treated equally.

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

Eg: The government has passed laws to help women become more equal since the 1970s such as the Equal Pay Act which said that men and women should be paid the same for the same or similar work.

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

Eg: Women have become far more equal with men since the 1970s due to government legislation. Pressure from groups such as Women’s Lib resulted in acts such as the Abortion Act (1967), the Equal Pay Act (1970) and the Sex Discrimination Act (1975) being passed. These laws made it illegal to discriminate against women in areas such as employment, education and housing. As a result women are now treated far more equally to men than previously.

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 many pieces of legislation since the 1970s that have been designed to achieve equality with men. Legislation such as the Equal Pay Act and The Sex Discrimination Act have been passed to ensure that women are not unfairly treated because of their gender. The setting up of the Equal Opportunities Commission in 1975 was to ensure that these Acts were followed. However equality has not been fully achieved. Women are still paid less than men and there are still fewer female managers and executives compared to men. Although legislation has helped women became more equal, legislation cannot change attitudes towards women.
Question 3(a)

<table>
<thead>
<tr>
<th>Target:</th>
<th>Recall and deployment of knowledge; understanding of historical features</th>
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<tr>
<td>Mark allocation:</td>
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**Question:** Outline briefly the role of women in the depressed areas during the 1930s. [4]

Use 0 for incorrect or irrelevant answers.

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

_Eg:_ Women found it difficult to ‘make ends meet’ during the depression. They went without food to make sure their husbands and children had enough to eat. They mended clothes or made them out of flour sacks and children would wear hand-me-downs.

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

_Eg:_ Women would ‘make do and mend’ during the depression. Sometimes they would wash or sew for other people to get extra money. The Means Test also made life difficult for women as this took into account all the family’s income, not just the man of the house. If a son or daughter were living at home and earning money then the unemployment benefit would be reduced.
Question 3(b)

Target: Recall and deployment of knowledge; analysis of concept of success; quality of written communication

Mark allocation: 
AO1: 15
AO2: 4
AO3: 8
SPG: 3

Question: To what extent have changes in home and family life since 1900 benefited women? [12+3]

Use 0 for incorrect or irrelevant answers.

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

Eg: Developments in home and family life have sometimes benefited women.

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: Women have generally benefited from developments in home and family life. Women’s role before 1914 was as a traditional home-maker looking after her husband and children. Developments such as birth control and labour saving devices have meant that women now have more free time to follow their own leisure activities.

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: On the whole women have benefited from developments in home and family life, but there has not always been improvement for women. During the depression of the 1930s women struggled to make ends meet and would sacrifice their own food and health for their families. However Government legislation after the Second World War such as Family Allowance and the NHS have benefited women greatly.

LEVEL 4 Answer is a developed, reasoned and well-substantiated analysis of the issue set in the question. [10-12]

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 evaluate the question and there will be references to the ways women have benefited such as birth control, NHS, improved housing standards and domestic technology. Developments in home and family life now enable women to have a dual role, as mother and also have a career. There is increased free time for women. However, in some respects, developments have not always benefited women. Women had to return to their domestic roles after both World Wars and made sacrifices for their families during the depression. In the present day the role of homemaker still falls to women meaning that there is more of a burden on women. Developments in home and family life have benefited women to a certain extent, but there is a need for further change and development.

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

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<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</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>
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<tr>
<td>1 mark</td>
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<tr>
<td>Intermediate performance</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>
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<tr>
<td>2 marks</td>
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<tr>
<td>High performance</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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<tr>
<td>3 marks</td>
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