

Surname	Centre Number	Candidate Number
Other Names		0

**GCSE**

4282/01

HISTORY

**UNIT 2: The changing role and status of women in
Wales and England, c. 1900 to the present day**

P.M. TUESDAY, 12 June 2012

1 hour

Questions answered	Office use
Q.1 (Compulsory)	25
Q.	25
TOTAL	50

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010001**INSTRUCTIONS TO CANDIDATES**

Use black ink or black ball-point pen.

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 are reminded that assessment will take into account the quality of written communication used in your answers that involve extended writing. These are questions 1(*e*) and either 2(*d*) or 3(*d*).

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

SECTION A
(COMPULSORY)

1. This question is an enquiry into the changing nature of women's work and employment. [25]

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

Source A



[A photograph of a young girl working in a Lancashire cotton mill in 1910]

- (a) What does Source A show you about women's work in the early twentieth century? [2]

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Source B

The greatest demand for women to do war work in the First World War was in munitions factories. Thousands of women were employed in huge explosives works. Hours of work were long. Some women munitions workers were unfortunately killed in accidents and explosions.

[From a history textbook]

- (b) Use the information in Source B and your own knowledge to explain why munitions work in the First World War was dangerous. [4]

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Source C

The Second World War did little to change traditional views of women. The war had not raised the status of women as workers. During the war they were often paid just half the amount of the men's wages. In post-war Wales men continued to go out to work while women remained in charge of the home and family. But the experience of war work had raised women's expectations. The status of women was going to improve slowly as a result of experiences gained in the Second World War.

[R. P. Evans and C. P. F. Hughes, historians, writing in a GCSE history textbook, *The Changing Role and Status of Women* (2012)]

(c) How far does Source C support the view that the experience of the Second World War had improved the status of women? [5]

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Source D

Anita Roddick, founder of ethical cosmetics firm Body Shop, has died at the age of 64. Anita set up the first Body Shop in 1976. She pioneered cruelty-free beauty products and turned them into a highly profitable business. Prime Minister Gordon Brown paid tribute to Anita, calling her “one of the country’s true pioneers” and an “inspiration to businesswomen”. He said: “She campaigned for green issues for many years before it became fashionable to do so. She will be remembered not only as a great campaigner but also as a great businesswoman”.

[An extract from a feature on the BBC television news, reporting on the death of businesswoman Anita Roddick (10 September 2007)]

- (d) How useful is Source D to an historian studying the achievement of women in business? [Explain your answer using the source and your own knowledge.] [6]

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These two sources say different things about education and women's employment.

Source E

After the Second World War education continued to prepare women for their traditional roles. The 1944 Education Act had extended secondary education to all, but girls attending secondary modern schools were taught subjects like cookery, so that they might learn how to become good housewives.

[Robert Pearce, an historian, writing in a school textbook, *Contemporary Britain, 1914-1979*, (1996)]

Source F

I was born in 1942. I passed the scholarship examination and then went on to the local grammar school, which was free. I went on to university, the first person in my family to do so. I became a teacher and then a lecturer. I have been able to make my own life choices largely because of a free education system which set me on the road to economic independence.

[Deirdre Beddoe, a history lecturer, remembering the effect of her school days and career for a radio programme in 2008]

(e) Why do Sources E and F have different views about education and women's employment? [8]
[In your answer you should refer to both the content of the sources and to the authors]

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SECTION B

Answer either Question 2 or Question 3.

2. This question is about the changing experience of women at home.

[25]

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



[A photograph of a mother collecting her first family allowance at a post office in London, in August 1946]

(a) What does this photograph show you about government help for families?

[2]

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(b) Describe the role of women in upper-class households in the early twentieth century. [5]

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(c) (i) Explain why developments in birth control have been important for women. [4]

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(ii) Explain why increased free time has changed the lives of women in recent times. [4]

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(d) How far have developments in home and family life since 1900 improved the lives of all women in Wales and England? [10]
Explain your answer fully.

In your answer you should:
- *discuss how developments in home and family life have improved the lives of women;*
- *discuss how women in home and family life have been held back.*

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3. This question is about the changing role of women in political life.

[25]

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



[A photograph of a National Union of Women's Suffrage Society rally at Hyde Park, London, in 1913]

(a) What does this photograph show you about the NUWSS?

[2]

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(b) Describe the political benefits gained by women from the 1918 and 1928 Reform Acts. [5]

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(c) (i) Explain why the Equal Pay Act of 1970 was good for women.

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(ii) Explain why the creation of the Welsh Assembly Government in 1999 was important for women in politics.

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