

**GCSE**

**History B (Modern World)**

Unit **A022/01**: How far did British society change, 1939–1975?

General Certificate of Secondary Education

**Mark Scheme for June 2017**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.













All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning of annotation
	Unclear
	Development
	Evaluation
	Short section of answer (1-2 lines)
	Significant amount of material that does not answer the question
	Level 1
	Level 2
	Level 3
	Level 4
	Level 5
	Significant section of answer
	Point has been noted, but no credit has been given

## Subject-specific Marking Instructions

## GENERAL POINTS

1. This marking scheme has been designed to assess candidates' understanding of the key concepts of the course, and their ability to use source material to illustrate their understanding. These concepts, and the ability to interpret and evaluate source material, are central to GCSE History, and it is, therefore, upon these that the marking scheme focuses. The candidates' factual knowledge is important, but it is only rewarded if it is used to back up the demonstration of understanding of these concepts.
2. Targets, which are directly related to the Assessment Objectives for the course, are given for all questions. The marking scheme is constructed to assess the level of understanding or skill needed to approach these targets.
3. This type of marking scheme, in rewarding the level of understanding/skill reached by the candidate, demands that if a candidate reaches a particular level, s/he MUST be rewarded within the mark band for that level, whether or not s/he included lower level responses within that answer. A response which corresponds with a level description but which is a weak example of the level MUST NOT be placed in a lower level than the one to which the answer corresponds. Reward candidates for what they understand, know, and can do.
4. Marks are not cumulative. Please do not try to count up marks for 'points' made.
5. Exhaustive suggestions for factual support are not given. There will usually be a choice of factual support which a candidate may choose to deploy and so examiners should use their knowledge and discretion as to whether this is valid. Examiners who are in any doubt should contact their Team Leader immediately.

## MARKING

1. Half marks should not be used.
2. Do not transfer marks from one part of a question to another.
3. Examples of responses which are given within levels are intended to act as examples only. They are not prescriptive or fully developed at the higher levels, and there may be other answers which correspond to each level. The important aspect of each level is the level descriptor. Do not try to match the words of the example with the words of the candidate. Instead, compare the type of answer which a candidate makes with the level descriptor.
4. If you come across an answer which is valid but does not appear to fit any of the level descriptions, you should try and find the level which demonstrates an equivalent level of understanding. If in any doubt, contact your Team Leader.
5. Where they are merited do not worry about awarding top marks in levels or for complete questions. You should also, where appropriate, not hesitate to award bottom marks or even no marks at all. Avoidance of awarding top marks in particular will lead to a bunching or an unnatural depression of marks.
6. The mark scheme allows for the assessment of written communication in those parts of a question where written communication is applicable. Written communication will be question 6.
7. Candidates' answers should first be placed in the appropriate level in the mark scheme. Where there is a range of marks in the level, the quality of the candidates' written communication should be one of a number of factors used in determining which mark to award a response. In general, an answer displaying good quality written communication skills should score more marks than an answer displaying poor communication skills.
8. The standardisation meeting will include discussion of the range of acceptable responses. Where you are uncertain of how the mark scheme should be applied to a particular response a telephone call to your team leader should resolve the situation.

Awarding Spelling, Punctuation and Grammar to scripts with a scribe coversheet

- a. If a script has a scribe cover sheet it is vital to check which boxes are ticked and award as per the instructions and grid below:
- i. Assess the work for SPaG in accordance with the normal marking criteria. The initial assessment must be made as if the candidate had not used a scribe (or word processor) and was eligible for all the SPaG marks.
  - ii. Check the cover sheet to see what has been dictated (or what facilities were disabled on the word processor) and therefore what proportion of marks is available to the candidate.
  - iii. Convert the SPaG mark to reflect the correct proportion using the conversion table given below.

SPaG mark awarded	Mark if candidate eligible for one third (eg grammar only)	Mark if candidate eligible for two thirds (eg grammar and punctuation only)
0	0	0
1	0	1
2	1	1
3	1	2
4	1	3
5	2	3
6	2	4
7	2	5

8	3	5
9	3	6

- b. If a script has a word processor cover sheet attached to it the candidate can still access SPaG marks (see point a. above) unless the cover sheet states that the checking functionality is enabled, in which case no SPaG marks are available.
- c. If a script has a word processor cover sheet AND a scribe cover sheet attached to it, see point a. above.
- d. If you come across a typewritten script without a cover sheet please check with the OCR Special Requirements Team at [specialrequirements@ocr.org.uk](mailto:specialrequirements@ocr.org.uk) who can check what access arrangements were agreed.
- e. If the script has a transcript, Oral Language Modifier, Sign Language Interpreter or a Practical Assistant cover sheet, award SPaG as normal.

## How far did British society change, 1939–1975?

Q	Answer	Marks	Guidance
1	<p><b>Q: Study Sources A and B. Which source is more reliable as evidence of the experiences of women in the years 1939–1946? Use details of the sources and your knowledge to explain your answer.</b></p> <p><b>Level 5 (9 marks)</b> Candidates demonstrate sophisticated knowledge and understanding of the experiences of women in the years 1939-46. They use their understanding of the past to explain which source is more reliable about the experiences of women. They fully understand how this aspect of the past is represented in the two sources and analyse and evaluate them to produce a well-developed response.</p> <p><b>Level 4 (7–8 marks)</b> Candidates demonstrate sound knowledge and understanding of the experiences of women in the years 1939-46. They use their understanding of the past to explain which source is more reliable about the experiences of women. They understand how this aspect of the past is represented in the two sources and evaluate them to produce a developed response.</p> <p><b>Level 3 (5–6 marks)</b> Candidates demonstrate some knowledge and understanding of the experiences of women in the years 1939-46. They use their understanding of the past to explain which source is more reliable about the experiences of women. They understand how this aspect of the past is represented in the two sources and use this to produce a basic response which compares them.</p> <p><b>Level 2 (3–4 marks)</b> Candidates demonstrate limited knowledge and understanding of the experiences of women in the years 1939-46. They have some understanding of how this aspect of the past is represented in the two sources to produce a simple response, without comparison.</p> <p><b>Level 1 (1–2 marks)</b> Candidates describe Source A and Source B. They produce a very limited response.</p> <p><b>Level 0 (0 marks)</b> No response or no response worthy of credit..</p>	9	<p>This is an example of a top level response that may be used as guidance, demonstrating evidence of all three AOs.</p> <p><i>I think that overall, Source A is a more reliable view of the experiences of women in the years 1939-46 because it is more typical.</i></p> <p><i>Source A says that women did fairly boring and unpleasant jobs in these years. This is true to a great extent. For example, 260,000 women worked in munitions in dangerous and unhealthy conditions. By 1943 over 3 million were in the Land Army. There were reports of women working over 80 hours per week in aircraft factories. However, Source A's purpose affects its reliability in terms of what it tells us about women's jobs – it is trying to allay the concerns of the men about women's participation in the war and to persuade the women that having a home and family is much more attractive because the government wanted the birth rate boosted. It therefore makes the experiences of women who worked in the war sound awful when many enjoyed many aspects of it and felt empowered. So Source A is only partly reliable about jobs but it reflects the mainstream attitudes of the time and so is reliable about attitudes towards women. Even though older married women wanted to carry on working after the war, most younger women saw their role as having a family and children – so the source is reliable about these attitudes. This is supported by the fact that by 1947 only 18% of married women were working.</i></p> <p><i>Source B is reliable and unreliable. It is accurate in the sense that it shows a female SOE training with a gun and we know there were about 3,000 of these secret female agents who worked behind enemy lines or in Britain de-coding messages. However, this was not typical of the work that women performed during the war. There were far more women employed working on the land, in factories or doing clerical jobs, although for some women in the WAAF and the WRNS life was more exciting and adventurous doing things like testing torpedoes and driving jeeps.</i></p> <p><i>So I think that although Source B is accurate about some jobs that women did, it actually shows that women's roles in the war did very little to change traditional attitudes. Source A is only partly reliable about jobs as well but it is more reliable as a source about the experiences of the majority of women.</i></p>



Q1	Answer	Marks	Guidance
		9	<b>Q1: Study Sources A and B. Which source is more reliable about the experiences of women in the years 1939-46? Use details of the sources and your knowledge to explain your answer.</b>
	Level 5	9	<p>Answers at Level 5 will typically explain how the <b>purpose</b> of at least <b>one</b> source makes it more or less reliable about a specific issue (eg about war work, attitudes towards women, life after war). eg</p> <ul style="list-style-type: none"> <li>• A's purpose is to allay men's concerns about women's participation in the war. This is why it presents war work as unattractive so it's not reliable about this issue.</li> <li>• A's purpose is to persuade women to return to the home after the war. This reflects the mainstream attitudes of the time and so is reliable about attitudes towards women.</li> <li>• B's purpose is to celebrate the winning of the war so this is why it focuses on the adventurous aspect of women's war work and portrays it as exciting. So it is not reliable about the kind of work that most women did in the war.</li> </ul> <p><b>Nutshell: Argues A/B/neither more reliable about a specific issue supported by developed evaluation of purpose of one/both sources.</b></p>
	Level 4	7-8	<p>Answers at Level 4 will typically explain how the <b>content</b> of at least <b>one</b> source makes it more or less reliable about a specific issue (eg about war work, attitudes towards women, life after war) by <b>cross-referencing</b> it to <b>substantiated contextual knowledge</b> or another valid <b>source</b> eg</p> <ul style="list-style-type: none"> <li>• A is reliable about war work. It says that women did boring and unpleasant jobs in the war. This is true because 260,000 women worked in munitions in dangerous and unhealthy conditions.</li> <li>• A is reliable about women after the war. It says that most women wanted to return to the home. This was right because lots of younger women saw their role as having a family and children. By 1947 only 18% of married women were working.</li> <li>• B is reliable about the type of work that some women did. There were about 3,000 female agents who worked behind enemy lines or in Britain de-coding messages. Some women in the WAAF / WRNS did things like testing torpedoes and driving jeeps.</li> <li>• B is unreliable about the work women did because it is untypical. There were only about 3,000 female agents; women were more likely to work for the Land Army or in industry.</li> <li>• A is reliable about attitudes towards women. The author says as many women as possible should be in the home. This was a typical attitude – we can see from Source D that even by 1959 this was the norm because girls are learning to be 'efficient housewives'.</li> <li>• <b>1 source = 7 marks; 2 sources = 8 marks.</b></li> </ul> <p><b>Nutshell: Argues A/B/neither with developed evaluation of A and/or B by checking detail(s) of source(s) against contextual knowledge or another (valid) source.</b></p>
	Level 3	5-6	<p>Answers at L3 will typically correctly identify the attitudes towards women revealed by Source A and argue that the source is reliable by asserting that these attitudes were widespread. <b>OR</b> Answers will typically argue that B is unreliable by correctly asserting that the type of jobs shown were not typical.</p> <p><b>Nutshell: Valid but limited/unsupported assertion about source typicality about a specific issue.</b></p>
	Level 2	3-4	<p>Answers at L2 will typically address the question but support their answers with undeveloped comments about provenance (eg B is unreliable because it's just a film; A is reliable because it's an educational lecture from the war)</p> <p><b>Nutshell: Uses undeveloped provenance to assert generalised reliability.</b></p>
	Level 1	1-2	<p>Answers at L1 will typically describe the source(s) and/or experiences of women during this period but fail to address the question directly. Alternatively, answers will typically lift parts from the source(s) and assert that they are correct/incorrect.</p> <p><b>Nutshell: Description of source(s) or women's experiences; or assertion about content's reliability.</b></p>

Q1	Answer	Marks	Guidance
	Level 0	0/NR	No response or no response worthy of credit.

## How far did British society change, 1939–1975?

Q	Answer	Marks	Guidance
2		9	
	<p><b>Q: Study Sources C and D. How similar are these two sources? Use details of the sources and your knowledge to explain your answer.</b></p> <p><b>Level 5 (8–9 marks)</b> Candidates demonstrate a sophisticated understanding of the sources, and knowledge and understanding of women’s education during this period. They <b>evaluate</b> the sources to produce a fully developed response to explain similarities and/or differences in terms of <b>attitudes towards women</b> as revealed by the sources.</p> <p><b>Level 4 (6–7 marks)</b> Candidates demonstrate sound understanding of the sources and knowledge and understanding of women’s education during this period. They make <b>inferences</b> from the sources to produce a fully developed response to explain similarities and/or differences in terms of <b>attitudes towards women</b> as revealed by the sources.</p> <p><b>Level 3 (4–5 marks)</b> Candidates demonstrate some understanding of the sources and knowledge and understanding of the position of women’s education this period. They produce a basic response by comparing the <b>content</b> of the sources.</p> <p><b>Level 2 (3 marks)</b> Candidates demonstrate limited knowledge and understanding of women’s education during this period. They compare <b>isolated parts</b> of the sources to produce a simple response.</p> <p><b>Level 1 (1–2 marks)</b> Candidates describe the sources and produce a very limited response. to the</p> <p><b>Level 0 (0 marks)</b> No response or no response worthy of credit.</p>	9	<p>This is an example of a top level response that may be used as guidance, demonstrating evidence of all three AOs.</p> <p><i>The sources are very similar because they both reveal similar attitudes towards girls and women at the time. Both sources show that the education system was not treating girls equally. For example, Source D shows girls involved in very traditional activities whilst the boys are working in engineering. It makes it sound like ‘whatever academic knowledge’ gained will be less important because they will certainly make ‘efficient housewives’! In Source C, we also learn that women are being treated differently to men in higher education. The WFL is writing to Churchill about the new college at Cambridge which is only admitting men. It’s surprising that the letter says that ‘great efforts are being made in all school to increase the numbers of women scientists’ when Source D clearly shows the opposite.</i></p> <p><i>However, the attitudes and purposes of the authors are completely different. The film in Source D is promotional – it’s almost advertising the school, calling it a ‘school of tomorrow.’ Comprehensives were very new at this stage. The government is obviously proud of this place and is also trying to reassure people that these new schools will not attack traditional values. Therefore, the idea of girls having lessons in typing and dressmaking whilst the boys do metalwork must have been seen as quite normal. They would not say anything controversial in such a film. However, Source C is from a feminist organisation which is standing up for female equality and writing to Churchill to persuade him to get the rules changed, so they are trying to convince him that the new college is out of step with the rest of the country; it’s unlikely that they would bring to his attention the fact that schools are still very traditional.</i></p> <p><i>So the sources reveal similar attitudes towards women and girls, although Source C is trying to change those attitudes whereas Source D is only reinforcing existing ones.</i></p>

Q2	Answer	Marks	Guidance
		9	<b>Q2: Study Sources C and D. How similar are these two sources? Use details of the sources and your knowledge to explain your answer.</b>
	Level 5	9	<p>Answers at L5 will typically argue that the two sources are different because they have different purposes (D is promoting a new type of school in which girls do traditional subjects / tries to reassure people that new schools will not attack traditional values; C is different because it is trying to change admission policies of Churchill College to allow women to study 'male' subjects). Answers will support their arguments with relevant use of context OR details from the sources to explain how the sources attempt to achieve their purposes.</p> <p><b>Nutshell: Different because they have differing purposes; supported by explanation of methods OR relevant context.</b></p>
	Level 4	7-8	<p>Answers at L4 will typically argue that the two sources are <b>similar</b> because they both reveal similar attitudes towards women. They do this by comparing the <b>purpose</b> of C to the <b>content</b> of D (C is trying to get Churchill College to admit women, which reveals the restrictions on opportunities for women to study science; D reveals girls expected to study domestic subjects). Answers will support their arguments with relevant use of context or details from the source(s).</p> <p><b>Nutshell: Similar because purpose of C and content of D both reveal restrictive attitudes towards women. Supported by relevant context or detail.</b></p>
	Level 3	5-6	<p>Answers at L3 will typically use the content of the sources to argue that they are similar/different in revealing similar/different attitudes towards women or opportunities for women (the author of C wants to extend opportunities for women to study science but in D girls are doing domestic subjects; the university in C doesn't let women study science and also in D girls only do typing). Answers will support their arguments with relevant use of context or details from the sources.</p> <p><b>Nutshell: Similar/different because content reveals similar/different attitudes towards or opportunities for women; supported by relevant context or detail.</b></p>
	Level 2	3-4	<p>Answers at L2 will typically compare isolated parts of the sources (or source provenance) to explain how the sources are similar and/or different (eg similar because both show women in education; different because one is about university while the other is about school; different because A is a letter but B is an information film). Alternatively, L2 answers may correctly identify and compare the purpose or attitudes revealed by sources but fail to develop or support their answers (ie L3, L4 or L5 without any support).</p> <p><b>Nutshell: Compares isolated details or provenance OR compares purpose /attitudes with no support</b></p>
	Level 1	1-2	<p>Answers at L1 will typically separately describe the sources with no attempt to compare them (eg Source C says that the Churchill College should allow women in. Source D says the school has an office class with new typewriters.)</p> <p><b>Nutshell: Isolated description of sources with no valid comparison.</b></p>
	Level 0	0/NR	No response or no response worthy of credit.

## How far did British society change, 1939–1975?

Q	Answer	Marks	Guidance
3		8	
	<p><b>Q: Study Source E. In what ways is this source useful to an historian? Use details of the source and your knowledge to explain your answer.</b></p> <p><b>Level 5 (8 marks)</b> Candidates demonstrate sophisticated understanding of the source and sophisticated knowledge and understanding of women in Britain in the 1960s. They make <b>more than one inference</b> from the <b>content and publication of this letter</b> to produce a sophisticated evaluation of the utility of the source to historians.</p> <p><b>Level 4 (6-7 marks)</b> Candidates demonstrate sound understanding of the source and sound knowledge and understanding of women in Britain in the 1960s. They make an inference from the <b>content or publication of the letter</b> and produce a developed response to evaluate the source for utility.</p> <p><b>Level 3 (4-5 marks)</b> Candidates demonstrate some understanding of the source and some knowledge and understanding of women in Britain in the 1960s. They use this to extract information from the source to explain how it is useful.</p> <p><b>Level 2 (2-3 marks)</b> Candidates demonstrate limited understanding of the source and limited knowledge and understanding of women in Britain in the 1960s to make assertions about the usefulness of isolated parts of the source.</p> <p><b>Level 1 (1 mark)</b> Candidates describe the source and produce a limited response.</p> <p><b>Level 0 (0 marks)</b> No response or no response worthy of credit.</p>	8	<p>This is an example of a top level response that may be used as guidance, demonstrating evidence of all three AOs.</p> <p><i>The source is very useful because it firstly it reveals how difficult it was for unmarried women to get contraception in Britain even as late as 1966, despite the Pill being available on the NHS after 1961. The clinic that's being protested against is not a government clinic but a charity. The fact that this was seen as necessary shows us that GPs were not catering for unmarried women. This could be a reason for why fewer than 1 on 5 women were using the Pill by 1969. This goes against the idea of there being a 'sexual revolution' in the 1960s.</i></p> <p><i>The source is also very revealing about attitudes held at the time. The person writing the letter disapproves of unmarried women having access to contraception, fearing it will lead to 'immoral behaviour.' It's very surprising that the letter was written by a university student, which shows that these attitudes were not just held by the older generation. We tend to think of university students in the 1960s as being forward thinking so this is very useful for challenging those ideas. The newspaper itself felt that it was right to publish this letter of complaint so either it was typical of letters received or it wanted to give importance to the ideas of whoever wrote the letter. Either way, this shows us that the idea of more widely available contraception in 1966 was still very controversial.</i></p>

Q3	Answer	Marks	Guidance
		8	<b>Q3 Study Source E. In what ways is this source useful to an historian? Use details of the source and your knowledge to explain your answer.</b>
	<b>Level 5 (8 marks)</b>	8	<p>Answers at L5 will typically argue that the source is useful because of what historians can infer from the fact of its <b>publication</b> (eg useful because it shows what a major/ contentious issue contraception was). Inferences will be supported by relevant use of extracts from the source or relevant use of contextual knowledge.</p> <p><b>Nutshell: Useful because publication of source shows what a major/contentious issue contraception was</b></p>
	<b>Level 4</b>	6-7	<p>Answers at L4 will typically argue that the source is useful evidence about attitudes towards contraception or women by making valid inference(s) from the source. Typically:</p> <ul style="list-style-type: none"> <li>• It's useful because it reveals the difficulties women faced in getting contraception (non-funded clinic; hostility to contraception).</li> <li>• It's useful because it reveals the hostility towards or arguments used against contraception ('immoral behaviour').</li> <li>• It's useful because it challenges the idea that all university students in the 1960s were more forward-thinking than the older generation (letter from male university student)</li> <li>• It's useful because it reveals a demand for contraception or changing attitudes towards it (volunteers offering contraceptive advice to unmarried women).</li> <li>• <b>7 marks for either 2 inferences or 1 inference which is very well developed/explained.</b></li> </ul> <p>Inferences will be supported by relevant use of extracts from the source or relevant use of contextual knowledge.</p> <p><b>Nutshell: Useful because inferences can be made about attitudes towards contraception / women OR shows difficulty in accessing contraception.</b></p>
	<b>Level 3</b>	4-5	<p>Answers at L3 will typically argue limitations / value of source because of typicality or (in)accuracy (eg source is not useful as it is presenting a one-sided view especially at a time when attitudes were changing and he would be untypical; untypical because pill was widely adopted).</p> <p><b>Nutshell: useful or limited because of typicality / (in)accuracy (based on valid evaluation not assertion)</b></p> <p><b>Note: Answers which only argue not useful will not be rewarded above L3, 4 marks</b></p>
	<b>Level 2</b>	2-3	<p>Answers at L2 will typically assert the value of information per se (eg useful because it tells us people were protesting against the sex clinic) or assert limitations based on simplistic provenance (eg not useful as the newspaper is trying to stir up debate) Alternatively answers may make unsupported inference(s) (eg useful because it shows what people thought about contraception but then fail to use source or context to show what they did think)</p> <p><b>Nutshell: Useful for information OR asserts (un)reliability OR valid but unsupported inference(s)</b></p>
	<b>Level 1</b>	1	<p>Answers at L1 will typically describe the source or make general assertions about utility of sources eg useful because it is a primary source.</p> <p><b>Nutshell: General assertion</b></p>
	<b>Level 0</b>	0/NR	No response or no response worthy of credit.



## How far did British society change, 1939–1975?


Q4	Answer	Marks	Guidance
Q	Answer	Marks	Guidance
4		8	
	<p><b>Q: Study Source F. Why was this poster published in 1975? Use details of the source and your knowledge to explain your answer.</b></p> <p><b>Level 5 (8 marks)</b> Candidates demonstrate a sophisticated understanding of the source and a comprehensive knowledge and understanding of the position of women in Britain in 1975 to produce a fully developed response explaining the purpose (intended impact) of the publication of the poster in the context of this situation.</p> <p><b>Level 4 (6-7 marks)</b> Candidates demonstrate sound understanding of the source and knowledge and understanding of the position of women in Britain in 1975 to produce a developed response explaining the purpose (intended impact) of the poster in the context of this situation.</p> <p><b>Level 3 (4–5 marks)</b> Candidates demonstrate some understanding of the source and knowledge and understanding of the position of women in Britain in 1975 to produce a response explaining the message of the poster in the context of this situation.</p> <p><b>Level 2 (2–3 marks)</b> Candidates demonstrate basic understanding of the source and limited knowledge and understanding of the position of women in Britain in 1975 but they do not relate their response to the message or purpose of the poster or they explain the message or purpose without setting it in the context of 1975.</p> <p><b>Level 1 (1 mark)</b> Candidates describe the poster to produce a very limited response.</p> <p><b>Level 0 (0 marks)</b> No response or no response worthy of credit.</p>	8	<p>This is an example of a top level response that may be used as guidance, demonstrating evidence of all three AOs.</p> <p><i>The poster was published in 1975 to get women to challenge existing attitudes towards them in society. At this time women faced continued discrimination and this poster aims to make them more aware of this discrimination and get them to challenge it.</i></p> <p><i>The poster tries to show women how sexism may affect them every day and how they are led into particular roles. For example, there is a picture of a woman doing the housework and another picture showing how advertisements assume the women will be looking after the men at home.</i></p> <p><i>In 1975, the Women’s Liberation movement, influenced by feminist writers like Betty Friedan and Kate Millet, were trying to raise awareness of continuing discrimination, despite recent legislation like the Divorce Reform Act of 1969, the Equal Pay Act in 1970 and the Sex Discrimination Act in 1975. These improved the legal status of women, but campaigns like the one in this poster wanted to change the way men saw women, and the way women saw themselves. They thought that stereotyping in things like school textbooks and in advertising limited women and girls.</i></p>

Q4	Answer	Marks	Guidance
		8	<b>Q4: Study Source F. Why was this poster published in 1975? Use details of the source and your knowledge to explain your answer.</b>
	<b>Level 5</b>	<b>8</b>	<p>Answers at L5 will typically make a clear statement of purpose (in terms of intended impact) of publishing the source in 1975 (eg it was published to get women to challenge attitudes towards them/resist discrimination) and how this is achieved (eg by shaming opponents / getting women to question their roles / positions). They will also make relevant use of the <b>specific context</b> of the source (aims of Women's Liberation movement beyond achieving legal equality, eg consciousness raising, challenging everyday sexism, empowerment of women, etc ).</p> <p><b>Nutshell: Purpose with specific context of Women's Lib aims.</b></p>
	<b>Level 4</b>	<b>6–7</b>	<p>Answers at L4 will typically make a clear statement of purpose (in terms of intended impact) of publishing the source in 1975 (eg it was published to get women to challenge attitudes towards them/resist discrimination) and how this is achieved (eg by shaming opponents / getting women to question their roles / positions). They will also make relevant use of the wider context of the source (eg relative lack of impact of measures like Equal Pay Act, continued discrimination or need for Sex Discrimination Act by 1975).</p> <p><b>Nutshell: Purpose with reference to context of lack of progress by 1975.</b></p> <p><b>NOTE: 6 marks if response contains no source support or reference to its method.</b></p> <p><b>NOTE: Do not allow answers at this level which contradict themselves by arguing correct purpose but then cite positive changes for women as support, eg Divorce Reform Act, abortion, contraceptive pill.</b></p>
	<b>Level 3</b>	<b>4–5</b>	<p>Answers at L3 will typically explain purpose as above but with much more general context (eg about campaigns which were occurring at the time or general support for/against equality for women)</p> <p><b>OR</b> will typically explain the <b>message(s)</b> of the source (eg to show the ways in which women were constrained / discriminated against; to stop discrimination (sub-purpose); to anger women). They will support their answers with reference to the source and relevant use of general context.</p> <p><b>Nutshell: Message or purpose with reference to general context.</b></p> <p><b>NOTE: 4 marks if response contains no source support or reference to its method.</b></p>
	<b>Level 2</b>	<b>2–3</b>	<p>Answers at L2 will typically show correct knowledge of the context of the source (general or specific) but will not relate this to message or purpose.</p> <p><b>OR</b> answers at L2 may set out a valid message or purpose but provide no valid context.</p> <p><b>OR</b> Answers at L2 will typically interpret isolated details of the source without reference to an overall message (eg the pregnant woman represents stereotypical gender roles at the time).</p> <p><b>Nutshell: Context without message/purpose OR message/purpose without context OR interprets isolate parts</b></p>
	<b>Level 1</b>	<b>1</b>	<p>Answers at L1 will typically describe or paraphrase the source and give an assertion (eg It was published to tell the sisters to question every aspect of their lives).</p> <p><b>Nutshell: Description / assertion.</b></p>
	<b>Level 0</b>	<b>0/NR</b>	No response or no response worthy of credit.



## How far did British society change, 1939–1975?

Q	Answer	Marks	Guidance
5 		19	 This question also carries 3 additional marks for spelling, punctuation and grammar; use the separate marking grid on page 12 to allocate SPaG marks.
	<p><b>Q: Study all the sources, A – F. ‘Between 1939 and 1975 there was little change to women’s lives.’ How far do you agree with this interpretation? Use your knowledge of British society 1939 – 1975 and the sources to explain your answer.</b></p> <p><b>Level 6 (15–16 marks)</b> Candidates demonstrate comprehensive knowledge and understanding of changes to women’s lives in the period 1939–1975 to produce a fully developed response that evaluates effectively the interpretation. They make sophisticated use of a range of sources to support their response and demonstrate thorough understanding of the past through explanation and analysis of the relevant key concepts, and features of the period to justify a valid conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p><b>Level 5 (12–14 marks)</b> Candidates demonstrate good knowledge and understanding of changes to women’s lives in the period 1939–1975 to produce a developed response that evaluates effectively the interpretation. They make good use of several of the sources to support their response and demonstrate good understanding of the past through explanation and analysis of the relevant key concepts, and features of the period to reach a conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p><b>Level 4 (9–11 marks)</b> Candidates demonstrate sound knowledge and understanding of changes to women’s lives in the period 1939–1975 to produce a developed response that either effectively supports or challenges the</p>	16	<p>This is an example of a top level response that may be used as guidance, demonstrating evidence of all three AOs.</p> <p><i>Overall I do not agree with the statement. There had been a great deal of change to women’s lives 1939-75, although this did not mean that everyone’s attitudes towards women had changed much by 1975.</i></p> <p><i>The first big change came during the Second World War. By 1945, 80% of married women were working in industry or the armed forces, which was a big change to before the war when most married women were expected to give up work. The war opened up many opportunities for women, with almost a million working in the armed forces and around 3,000 working as secret agents like in Source B. However, this is not to say that the war necessarily brought changes of attitude. Women were still expected to look after their families and homes at the same time. Source A shows us how the expectation was that women’s main role after the war would be as wives and mothers; however, many women, especially older, married women, did continue to work after the as there was a labour shortage.</i></p> <p><i>In education, the government raised the school leaving age to 15 in 1944 and new comprehensive schools were built, as seen in Source D. Both boys and girls benefitted. In the 1960s, the number of children going on to higher education nearly doubled and this gave women better opportunities for following a range of careers. However, as we can see from Sources C and D, female students were quite often discriminated against. Source D shows how schools still tended to offer different subjects to boys and girls; it even shows their academic progress as secondary to the real aim of making ‘efficient housewives.’</i></p> <p><i>More change came with employment laws. Women campaigned in the 1950s and 1960s for Equal Pay. In 1955 the government to introduced Equal Pay in the public sector, although it took until 1970 to achieve Equal Pay in private industries, and even then there was still widespread discrimination against women on grounds of experience or training.</i></p> <p><i>The 1960s and 70s saw other legislation to change women’s lives – the</i></p>

Q	Answer	Marks	Guidance
5 	<p>interpretation. They make sound use of several of the sources to support their response and demonstrate understanding of the past through explanation and analysis of some relevant key concepts, and features to reach a conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 3 (6–8 marks)</b> Candidates demonstrate some knowledge and understanding of changes to women’s lives in the period 1939–1975 to produce a response that demonstrates some understanding of the past. They assert which sources support the interpretation and which sources disagree with the interpretation.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 2 (4–5 marks)</b> Candidates demonstrate limited knowledge of changes to women’s lives in the period 1939–1975 and produce a basic response that makes little valid use of sources.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p><b>Level 1 (1–3 marks)</b> Candidates demonstrate very limited knowledge of changes to women’s lives in the period 1939–1975 or make little use of sources. A very limited response is produced.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p><b>Level 0 (0 marks)</b> No response or no response worthy of credit.</p>		<p><i>introduction of The Pill and the Abortion Act of 1967 gave women more control over their families and their bodies, whilst the Divorce Reform Act of 1969 and the Matrimonial Property Act of 1970 allowed for divorce when the marriage had broken down and allowed women a share of the family assets. These were big steps towards full equality. However, as Sources E and F show, legislation could not change attitudes at the same pace. Source F reveals how the Women’s Liberation Movement certainly believed there was still a long way to go by presenting examples of everyday gender stereotyping and ‘acceptable’ sexual harassment.</i></p> <p><i>In conclusion, a distinction must be made. By 1975, the legal status of women had considerably improved and there was increased awareness of women’s issues. The feminist movement gave women greater confidence and a louder voice. However, it would take far longer for mainstream attitudes to catch up. It was still deemed necessary in 1975 to pass the Sex Discrimination Act of 1975 to protect women from discrimination and harassment.</i></p>


Q5	Answer	Marks	Guidance
		16	<b>Q5: Study all the sources, A – F. ‘Between 1939 and 1975 there was little change to women’s lives.’ How far do you agree with this interpretation? Use your knowledge of British society 1939 – 1975 and the sources to explain your answer.</b>
	Level 6	15–16	<p>Answers at L6 will typically present a sustained and logical two-sided argument about change in lives of women (eg work opportunities, education, legal standing) across the period. From their own knowledge, candidates use relevant examples to support each side of the argument. Answers will also use relevant sources as evidence to support either side of the argument. A valid conclusion will do more than summarise the points made. It will make a clinching argument (eg by distinguishing between changing legal status and continuation of mainstream attitudes.).</p> <p><b>Nutshell: Sustained, balanced argument supported by examples and relevant use of sources leading to clinching argument.</b> [Answers with no source use but otherwise meet L6 requirements mark at bottom of L5, 12 marks]</p>
	Level 5	12–14	<p>Answers at L5 will typically present a sustained two-sided argument about change in women’s lives across the period. From their own knowledge, candidates use relevant examples and/or developed explanation to support the arguments. Answers explain how source(s) support and/or challenge the statement.</p> <p><b>Nutshell: Sustained, balanced argument supported by examples and relevant use of source(s) to support the argument.</b> [Answers with no source use but otherwise meet L5 requirements mark at bottom of L5]</p>
	Level 4	9–11	<p>Answers at L4 will typically present a one-sided argument about change in women’s lives across the period. From their own knowledge, candidates use relevant examples and/or developed explanation to support their argument. Answers explain how source(s) support and/or challenge the statement.</p> <p><b>Nutshell: One-sided argument supported by examples and relevant use of source(s) to support the argument.</b> [Answers with no source use but otherwise meet L4 requirements mark at bottom of L4]</p>
	Level 3	6–8	<p>Answers at L3 will typically present a balanced argument which lacks developed support. Candidates select some events / developments from their knowledge but may not fully explain how they are evidence of (lack of) changes in women’s lives. Alternatively, they may make valid but vague assertions which lack specific support. Answers may only assert that some sources support a particular argument.</p> <p><b>Nutshell: Balanced argument supported by undeveloped evidence and asserts source support.</b> [Answers with no source use but otherwise meet L3 requirements mark at bottom of L3]</p>
	Level 2	4–5	<p>Answers at L2 will typically present a one-sided argument which lacks developed support. Candidates select some events / developments from their knowledge but may not fully explain how they are evidence of (lack of) changes in women’s lives. Alternatively, they may make valid but vague assertions which lack specific support. Answers may only assert that some sources support a particular argument.</p> <p><b>Nutshell: One-sided argument supported by undeveloped evidence and asserts source support.</b> [Answers with no source use but otherwise meet L2 requirements mark at bottom of L2] [Answers which use sources only, irrespective of quality, mark at Level 2, 4 marks]</p>
	Level 1	1–3	<p>Answers at L1 will typically outline a narrative of some events in Britain in the period without addressing the question OR will make very general assertions.</p> <p><b>Nutshell: Brief narrative unrelated to question or general assertions.</b></p>
	Level 0	0	No response or no response worthy of credit.


<b>Q5: Study all the sources, A – F. ‘Between 1939 and 1975 there was little change to women’s lives.’ How far do you agree with this interpretation? Use your knowledge of British society 1939 – 1975 and the sources to explain your answer.</b>	
<b>Grounds for agreeing</b>	<b>Grounds for disagreeing</b>
<b>Knowledge based (Y)</b> <ul style="list-style-type: none"> <li>• Continuing expectations of women to be housewives even if they worked</li> <li>• Educational opportunities limited</li> <li>• Majority of women workers in low paid jobs</li> <li>• Relative lack of impact of laws</li> <li>• Continuing existence of prejudice and discrimination</li> <li>• Lack of enforcement of Equal Pay Act / need for Sex Discrimination Act</li> </ul>	<b>Knowledge based (N)</b> <ul style="list-style-type: none"> <li>• New opportunities in wartime – work, military service</li> <li>• NHS</li> <li>• Changes in technology which reduced time spent on household chores</li> <li>• Expansion of education, including HE</li> <li>• Equal Pay Acts 1955/70</li> <li>• Contraception</li> <li>• Divorce</li> <li>• Legalisation of Abortion</li> <li>• Legislation 1970-75 (eg Sex Discrimination Act)</li> <li>• Women’s Liberation Movement &amp; its impact</li> </ul>
<b>Source use (can only move responses up within a level already determined by use of knowledge)</b> <ul style="list-style-type: none"> <li>• Source B shows women in forces / spies</li> <li>• Source C shows women asserting themselves/feminist groups challenging tradition</li> <li>• Source E shows increasing access to contraception</li> <li>• Source F shows women challenging discrimination</li>   <li>• Source A as example of traditional attitudes</li> <li>• Source C shows evidence of discrimination</li> <li>• Source D shows limited opportunities for girls’ education</li> <li>• Source E shows opposition to contraception and difficulty accessing it</li> <li>• Source F shows evidence of discrimination</li> </ul>	

**Spelling, punctuation and grammar (SPaG) assessment grid**

<b><i>High performance 3 marks</i></b>
Candidates spell, punctuate and use 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.
<b><i>Intermediate performance 2 marks</i></b>
Candidates spell, punctuate and use 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.
<b><i>Threshold performance 1 mark</i></b>
Candidates spell, punctuate and use 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.

**Assessment Objectives (AO) Grid**

(includes Spelling, Punctuation and Grammar )

<b>Question</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>SPaG</b>	<b>Total</b>
<b>1</b>	3	2	4		<b>9</b>
<b>2</b>	3	2	4		<b>9</b>
<b>3</b>	3	1	4		<b>8</b>
<b>4</b>	3	1	4		<b>8</b>
<b>5 </b>	9	3	4	<b>3</b>	<b>19</b>
<b>Totals</b>	<b>20</b>	<b>10</b>	<b>20</b>	<b>3</b>	<b>53</b>

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