NATIONAL SENIOR CERTIFICATE EXAMINATION
MAY 2023

HISTORY: PAPER II

MARKING GUIDELINES

Time: 3 hours 200 marks

These marking guidelines are prepared for use by examiners and sub-examiners, all of whom are required to attend a standardisation meeting to ensure that the guidelines are consistently interpreted and applied in the marking of candidates' scripts.

The IEB will not enter into any discussions or correspondence about any marking guidelines. It is acknowledged that there may be different views about some matters of emphasis or detail in the guidelines. It is also recognised that, without the benefit of attendance at a standardisation meeting, there may be different interpretations of the application of the marking guidelines.

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SECTION A

QUESTION 1 VISUAL SOURCE ANALYSIS

1.1 1.1.1 *How is Belgium depicted in the cartoon? Refer to ONE visual clue in your answer.*

[LEVEL 2]

- **As a nursemaid OR**
- **As a nanny OR**
- **As a caregiver**
- Uniform typical of nurses in some hospitals
- She is the adult attending to the child's tantrum, so must be the caregiver

[2 marks for a description of how Belgium is depicted + 2 marks for visual clue]

1.1.2 *Suggest a reason for this depiction.*

[LEVEL 4]

- Belgium was the colonial 'master', 'in charge' of Congo, 'taking care' of Congo as a nursemaid would of a child.
- It was a British paper and European colonial powers depicted African colonies as children.
- African independence movement being viewed as 'petulant'.

[ONE valid reason]

1.2 *Refer to THREE visual clues that show that the cartoonist believed that there were similarities between the two events.*

[LEVEL 2]

- The cartoonist drew both Lumumba and Katanga carrying a sign demanding independence.
- Both are in prams.
- Both are depicted as kids throwing their toys out of the cot, throwing tantrums.

[THREE valid references to visual clues]

1.3 *What point did the cartoonist make about Lumumba?*

[LEVEL 4]

- His situation had been reversed – he had once demanded independence, now independence was being demanded of him by Katanga.
- Lumumba had less power or was still a child himself: Lumumba was drawn smaller

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1.4 *Using your own knowledge, briefly explain what led to Katanga breaking away from the Congo. Make TWO comprehensive points.*

[LEVEL 1]

- Tshombe had always worked closely with the Belgian financial interests that enthusiastically supported Katanga's secession.
- The secession was seen by some as a move to destroy an independent Congo, supported by Belgian troops serving the interests of Belgian capitalists.

[Any TWO valid points]

1.5 *Briefly explain ONE limitation of THIS cartoon as historical evidence.*

[LEVEL 1]

- Cartoons can exaggerate or oversimplify events.
- Can be biased.
- Do not offer objective analysis of an event.
- May not represent all the views of the readership of the publication in which they appear.
- Is only one snapshot of an event.
- Can be used as propaganda to shape public opinion of an event.

[ONE valid limitation]

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QUESTION 2 TEXTUAL SOURCE ANALYSIS

2.1 *According to the source, why did black youths go on the rampage after Chris Hani was killed? Provide THREE reasons. (Paragraphs 2 and 3)*

[LEVEL 2]

- Hani represented the proud face of righteous rebellion.
- Hani's violent death at the hands of a white extremist unleashed their growing frustration with the slow pace of political change.
- Hani had earned the respect, admiration and love of the largely alienated youth.

[2 marks each for THREE valid reasons]

2.2 *How concerned were South Africans about the impact of Hani's death and the rampage that followed? Give TWO pieces of evidence to support your answer*. (Paragraphs 2 and 3)

[LEVEL 6]

- **Extremely concerned**
- Seen in the questions that South Africans asked, such as: 'Has the ANC and its allies in the anti-apartheid movement lost control of the angry and embittered youth? And if so, is there any hope for peace, …?' (Par. 2)
- Text also says that these questions were 'burning' questions, i.e., very urgent and intense. (Par. 3)

[2 marks for the stand + 4 marks for TWO pieces of relevant evidence]

2.3 *Quote TWO sentences from paragraph 4 that show that Tokyo Sexwale shared other South Africans' feeling that a peaceful, negotiated settlement was at risk.*

[LEVEL 4]

- 'there is no more time and that we cannot continue to contain the anger,' …
- '…We must have interim rule and joint control over the security forces very soon ...'
- '… We have to deliver something to our people now …'

[ANY TWO valid sentences]

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2.4 *Using your own knowledge of the period 1990 to 1994 in South Africa, explain whether the fears, about the negative impact that Hani's death could have had on South Africa's transition to democracy, came true.*

[LEVEL 1]

- Despite the popular anger, Mandela and others reigned in and channelled the anger so that the process was not disrupted.
- They went on to establish an interim government and elections were held the next year, introducing South Africa's first democratically elected government.
- All attempts to disrupt the elections of April 27th 1994 failed.
- In terms of a Sunset Clause, any party gaining at least 5% of the votes would be represented in parliament for the first 5 years.
- ANC, NP and IFP qualified to be in a coalition.
- ANC, NP and IFP all had members of their parties appointed cabinet members

[ANY TWO relevant explanations]

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QUESTION 3 CURRENT ISSUE IN THE MEDIA

3.1 *Using your own knowledge, explain the concept of 'restorative justice'.*

[LEVEL 2]

- Restorative justice is an approach to justice where one of the responses to a crime is to organise a meeting between the victim and the offender, sometimes with representatives of the wider community.
- It is an approach to justice where the emphasis is on healing, forgiveness and reconciliation.

[Any acceptable/valid response]

3.2 *Why did the Truth and Reconciliation Commission adopt this method of dealing with crimes against humanity in South Africa?*

[LEVEL 2]

- This way the truth would be uncovered and reconciliation would be promoted.
- This way there would likely be a more peaceful transition to democracy, compared to any form of 'retributive justice'.

[Any acceptable/valid response]

3.3 *There were many South Africans who criticised the TRC process. Using your own words, provide TWO points that these critics argued against the process. (Paragraph 2)*

[LEVEL 2]

- Exposing the crimes of both the apartheid government and the liberation forces would worsen racial tensions in the country.
- Some reject that 'truth' ever leads to reconciliation, in that uncovering the details about the horror of the past only makes people more bitter and less willing to work together.

[TWO valid points showing how critics argued]

3.4 *Using the source, evaluate Tutu's role in achieving reconciliation in South Africa. Write FOUR points.*

[LEVEL 6]

- His role was significant/substantial.
- He led the effort of reconciling.
- He had the energy and the will to undertake this process in the early years of democracy.
- He was courageous and bold to lead the process.
- He was a man of strong conviction that it would work.
- He worked alongside Mandela to gain people's acceptance of the process.
- He was a beacon of hope for reconciliation in South Africa.

[ANY FOUR relevant points which evaluate his role accurately]

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3.5 *How useful is this source to a historian researching Tutu's role in the reconciliation process in South Africa? Write ONE point to support your answer.*

[LEVEL 6]
Very useful/somewhat useful

- It outlines that he led the process of reconciliation in SA
- and that, despite its flaws, it was an instrument to be used to start the healing.
- He believed the truth would lead to forgiveness
- and worked alongside Mandela to convince South Africans that the process was needed.
- The source offers us information on how he contributed to the entire process and is thus very useful.
- Perhaps less useful – in that there is not a lot of detail about how he went about setting the process up and his day-to-day role – it is only an overview, very general, no specifics.

[2 marks for a stand + 2 marks for a good explanation which matches the stand]

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SECTION B SOURCE-BASED QUESTIONS

Study the sources contained in the Source Booklet and then answer the following questions:

Refer to Source A

4. *List FOUR successes of the women's movement, according to the source.*

[LEVEL 2]

- '… easily the largest women's rights rally since the suffrage protests ...'
- '… The women's movement was most successful in pushing for gender equality in workplaces and universities …'
- '… The passage of Title IX in 1972 forbade sex discrimination in any educational program that received federal financial assistance …'
- '… The amendment had a dramatic effect on levelling the playing field in girls' athletics …'
- '… Also, feminists made the workforce a more hospitable space for women with policies banning sexual harassment, ...'
- '… Women's participation in college, graduate school and the professions has steadily increased over the past several decades, …'
- '… In terms of abortion access, activists have also made great strides …'
- '… In 1973, … the U.S. Supreme Court legalized abortion in all fifty states …'

[ANY THREE relevant statements or quotes]

5. *Provide THREE quotes that show that the women's movement was not completely successful.*

[LEVEL 2]

- '… the decision only protected a woman's right to terminate during her first trimester of pregnancy, allowing for state intervention in the second and third trimesters …'
- '… *Roe v. Wade* did not address the cost of an abortion, which was high enough to be out of reach for many women …'
- '… Perhaps the least amount of progress has been made in the area of childcare …'
- ' … In 1971, Congress passed the Comprehensive Child Development Act, which would have set up local day care centers for children … but Nixon vetoed the bill …'

[ANY THREE relevant quotes]

Refer to Source B

6. 6.1 *Describe the mood in this photograph.*

[LEVEL 2]

- Happy
- Joyous
- Positive

[ANY relevant description]

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6.2 *Provide ONE visual clue that supports your answer to Question 6.1.*

[LEVEL 2]

- The President and almost every woman in the room are smiling heartily.

[ANY relevant visual clue]

6.3 *Is the mood in the photograph justified? Using your own knowledge, provide ONE piece of evidence to support your answer.*

[LEVEL 6]

- **Yes**
- The Equal Pay Act was indeed a victory for the women's movement.
- There was reason to celebrate and be happy about it; the mood in the room reflects that.

[ANY relevant justification]

Refer to Source C

7. *What evidence is there in the source to suggest that the Women's Rights Movement had limited success? Provide THREE comprehensive points.*

[LEVEL 4]

- Friedan blatantly neglects the experiences of African American women of all classes, and working-class women across all racial groups.
- A resolution to enforce the Sex Provision of Title VII of the 1964 Civil Rights Act prohibiting discrimination on the basis of sex in employment was vetoed by the Federal Government.
- Anti-feminists dismissed the second-wave feminist opinion that women 'didn't understand the power' that men held over them …
- Staunch opposition to women achieving the legislative equality detailed in the ERA became highly visible throughout the 1970s.
- By 1975, 14 states had ratified the ERA, where 16 had rejected it,
- exposing that the efforts of the WRM had not succeeded in convincing a considerable portion of US citizens to endorse equality.
- On 11 October 1963, the [PCSW] published a report, which recommended that young girls should receive 'teaching of home management' from an early age, … thus demonstrating that patriarchal expectations of women remained prominent at the beginning of the 1960s.
- In 1969, a report entitled *A Matter of Simple Justice* was produced, stating that 'discrimination' towards women was dangerously 'widespread and pervasive', Despite this, Nixon made a conscious effort to suppress the report, … an incredibly strong indicator that attitudes towards women had not particularly changed.

[ANY THREE relevant points]

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8. *According to the source, how successful was the women's movement, despite any failings? Provide TWO pieces of evidence from the source to support your answer.*

[LEVEL 6]

- **Successful to SOME extent**
- Had a huge effect on how women saw themselves and valued themselves
- Many women identified with the ideas in Betty Friedan's book,
- BUT she ignored the experiences of African Americans and working-class women
- Although she had a large following – 8 000 members in 1973,
- which indicated a shift in attitude on the part of society (men) towards understanding women's concerns,
- the Women's Movement's impact cannot be overstated.
- Since the ERA was not ratified by the required number of states
- and the president of the US, Nixon, suppressed a report recognising that women were discriminated against.

[2 marks for a stand + 4 marks for TWO pieces of valid evidence]

9. *Using your own knowledge, name THREE methods that the Women's Rights Movement used to promote their cause.*

[LEVEL 1]

- Marches
- Rallies
- Consciousness-raising groups
- Picketing
- Throwing so-called feminist articles into trash cans
- Lobbying
- Use of the legal system
- Raiding men's bars
- Sit-ins
- Vigils

[ANY THREE relevant methods]

Refer to Source D

10. *How extensive was Phyllis Schlafly's support, according to this source? Refer to TWO clues from the source to support your answer.*

[LEVEL 6]

- **Very extensive/quite extensive**
- Photograph shows a stadium filled with people/lots of people evident.
- Preamble says that the arena was filled to capacity.

[2 marks for a stand on extensive + 4 marks for TWO clues]

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Refer to Source E

11. **Answer TRUE or FALSE, using Source E and your own knowledge. No explanation is required:**

[LEVEL 2]

11.1 *The Women's Liberation Movement paraded a sheep on stage to protest against beauty pageants.*

TRUE

11.2 *The 'radical' movement mentioned in the source refers to the Women's Liberation Movement.*

TRUE

11.3 *Gloria Steinem and Betty Friedan were part of the more radical group fighting for women's rights.*

FALSE

11.4 *According to the source, those women who used 'legislation and social pressure' to fight for women's rights achieved very little.*

FALSE

11.5 *Gloria Steinem and Betty Friedan wrote the book The Feminine Mystique together.*

FALSE

Refer to Source F

12. **Use source F to answer the following questions. Write down ONLY the answer.**

12.1 *Is this a primary or a secondary source?*

[LEVEL 2]
Primary

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12.2 *The cover shows several images of the stereotypical roles of women, as seen by men in the 1950s, against which the women's movement fought.*

Identify TWO visual clues (images) and explain to which role each one refers.

[LEVEL 4]

- Phone – women seen as good for jobs like secretaries
- or typists – typewriter.
- Vanity mirror – only interested in beauty, women must look 'nice and pretty for their men'.
- Iron, frying pan and feather-duster – women in the home, domesticated.
- Baby in womb – child-bearer.

[TWO images + TWO roles = 8 marks: one image correctly identified = 2 marks + correctly matched role = 2 marks]

12.3 *Why was the publishing of this magazine unique?*

[LEVEL 2]

- It was the first magazine created and owned by women, for women.

Refer to Source G

13. 13.1 *In what way does Source G support Source D?*

[LEVEL 4]
Source G supports the idea in the photograph that Phyllis Schlafly publicly campaigned against the ERA and had lots of support.

[ANY relevant point which addresses the similarity in content between the two sources]

13.2 *Support your answer to Question 13.1 with evidence from BOTH sources.*

[LEVEL 4]
Source G:

- '… Then Phyllis Schlafly entered the debate, … Schlafly's argument was that women's rights were already protected under the Constitution and that the ERA would undermine the family, …'
- '... Schlafly also attacked the ERA as undermining the protections that women already possessed …'
- '… Schlafly took the lead in challenging feminists in debates and in making appearances in the national media, while her grassroots supporters lobbied at the state level …'

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Source D:

- Shows Phillis Schlafly addressing a large crown on why the ERA needs to be stopped and on various issues such as abortion and lesbian rights.

[2 marks each for a piece of evidence from BOTH sources that matches the answer to Question 13.1]

14. **Find a historical concept in Source G that best fits each of the following definitions. Write down only the historical concept. (No explanation is required.)**

[LEVEL 2]

14.1 *The basic principles and laws of a nation that determine the powers and duties of the government and guarantee certain rights to the people in it.*

Constitution

14.2 *Compulsory recruitment for military service.*

Draft

14.3 *Those who promote the social, economic and political equality of women.*

Feminists

14.4 *The ordinary people in a society or organisation.*

Grassroots

Refer to Source H

15. *Using the source, list FOUR achievements of the Women's Rights Movement that had a significantly positive impact on women's lives in the United States.*

[LEVEL 2]

- The outlawing of gender discrimination in education, college sports,
- Obtaining financial credit.
- The banning of employment discrimination against pregnant women.
- The legalization of abortion and birth control.
- The establishment of 'irreconcilable differences' as grounds for divorce and equalization of property division during divorce.

[ANY FOUR achievements showing positive impact]

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SECTION C SOURCE-BASED ESSAY QUESTION

QUESTION 16

Use sources A to I in the Source Material Booklet to write a source-based essay on the following topic:

To what extent can the Women's Movement in the United States during the 1960s and 1970s, be characterised as successful?

[LEVELS 2, 3, 4, 5, 6]

The essay is marked holistically using the IEB source-based essay rubric with the memoranda as a guideline.

- Candidates may argue that it is accurate to say that the Women's Movement was a success **TO A LARGER EXTENT**. There were social successes such as the right to take the pill, greater women's participation in the labour force, the Women's Strike for Equality March in 1970 and the work of Betty Friedan and Gloria Steinem both contributed to raising the consciousness of society as to the plight of women, feminist goals were made more visible. There were also legislative successes such as in education via Title IX in 1972 and Roe vs Wade in 1973 legalised abortion, as well as the passing of the Equal Pay Act in 1963.
- The Women's Movement was, **TO A LESSER EXTENT** successful in that states could intervene in abortion cases in the second and third trimester of a pregnancy, President Nixon vetoed the Comprehensive Child Development Act suppressed the report called 'A Matter of Simple Justice', which demonstrated how badly women were discriminated against. Furthermore, Friedan did not appeal to all races and socio-economic classes. In addition, Phyllis Schlafly campaigned successfully to have the ERA undermined and to ensure it would not be ratified by enough states to amend the US constitution.

OR

- Candidates may argue that it is accurate to say that the Women's Movement was a **TO A LESSER EXTENT** successful in that states could intervene in abortion cases in the second and third trimester of a pregnancy, President Nixon vetoed the Comprehensive Child Development Act suppressed the report called 'A Matter of Simple Justice', which demonstrated how badly women were discriminated against. Furthermore, Friedan did not appeal to all races and socio-economic classes. In addition, Phyllis Schlafly campaigned successfully to have the ERA undermined and to ensure it would not be ratified by enough states to amend the US constitution.
- The Women's Movement was **TO A LARGER EXTENT** successful in that there were social successes such as the right to take the pill, greater women's participation in the labour force, the Women's Strike for Equality March in 1970 and the work of Betty Friedan and Gloria Steinem both contributed to raising the consciousness of society as to the plight of women, feminist goals were made more visible. There were also legislative successes such as in education via Title IX in 1972 and Roe vs Wade in 1973 legalised abortion, as well as the passing of the Equal Pay Act in 1963.

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WOMEN'S MOVEMENT SUCCESSFUL	**WOMEN'S MOVEMENT NOT SUCCESSFUL**
Greater/lesser extent	**Greater/Lesser extent**
A – **Successful strike:** 'On Aug. 26, 1970, … 50 000 feminists paraded down New York City's Fifth Avenue with linked arms, blocking the major thoroughfare* during rush hour. … the Women's Strike for Equality March was the brainchild of Betty Friedan, … '…The number of marchers exceeded Friedan's 'wildest dreams.' '…TIME described the event as 'easily the largest women's rights rally since the suffrage protests.' … 'The solidarity* was completely exhilarating*,' **Other successes:** '… The women's movement was most successful in pushing for gender equality in workplaces and universities …' '… The passage of Title IX in 1972 forbade sex discrimination in any educational program that received federal* financial assistance …' '… The amendment had a dramatic effect on levelling the playing field in girl's athletics …' '… Also, feminists made the workforce a more hospitable* space for women with policies banning sexual harassment, …' '… Women's participation in college, graduate school and the professions has steadily increased over the past several decades, …' '…In terms of abortion access, activists have also made great strides …' '… In 1973, … the U.S. Supreme Court legalized abortion in all fifty states…'	**A –** '…This was a major feminist victory, but it was also **limited**, as the decision only protected a woman's right to terminate during her first trimester of pregnancy, **allowing for state intervention** in the second and third trimesters …' '… Furthermore, *Roe v. Wad* **did not address the cost of an abortion,** which was high enough to be out of reach for many women …' '… the **least amount of progress** has been made in the area of childcare, …' '… In 1971, Congress passed the Comprehensive Child Development Act, which would have set up local day care centers for children … but **Nixon vetoed the bill …'**
B – Evidence of the success of the **Equal Pay Act** which prohibited discrimination against women on the basis of pay. Kennedy and the women gathered together for the signing and all smiling – positive mood suggesting **success**.	
C – '… the WRM had a **profound impact** upon the way in which many women both understood and valued themselves as members of society …' '… many predominantly white, middle-class educated women confined deeply in Friedan's writing, and as a result came to understand their frustrations with the limitations of suburban domesticity …' '… NOW boasted over **300 male and female charter members**, and by 1973 over 8 000 members, symbolising an **appetite for gender equality** and thus a **potential shift** in widespread, pre-existing patriarchal attitudes …'	**C –** '… the extent to which it 'changed' attitudes across the United States **must not be overstated** …' '…Friedan **blatantly neglects** the experiences of African American women of all classes, and working-class women across all racial groups …' '… the Sex Provision of Title VII of the 1964 Civil Rights Act prohibiting discrimination on the basis of sex in employment was **vetoed** by the Federal Government …' '… Anti-feminists dismissed the second-wave feminist opinion that women 'didn't understand the power' that men held over them …' '… **staunch opposition to women** achieving the legislative equality detailed in the ERA became highly visible throughout the 1970s…' '… By 1975, 14 states had ratified the ERA, where **16 had rejected it,** exposing that the efforts of the WRM had **not succeeded** in convincing a considerable portion of US citizens to endorse equality …'

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	'… 'American Women' recommended that young girls should receive 'teaching of home management' from an early age, … thus demonstrating that **patriarchal expectations of women remained prominent** at the beginning of the 1960s …' '… In 1969, … a report entitled 'A Matter of Simple Justice' (AMSJ) was produced …, stating that 'discrimination' towards women was dangerously 'widespread and pervasive', … Despite this, Nixon made a **conscious effort to suppress the report**, … an incredibly strong indicator that **attitudes towards women had not particularly changed …'**
	D – Successful anti-ERA rally held by Phyllis Schlafly who also challenged feminists on other issues such as abortion and lesbian rights.
E – '… The book [The Feminine Mystique] and politics in the 1960s led to **some initial victories** for the emerging second wave women's movement.... …' '… The pill, … allowed women to delay childbirth and establish careers in many cases. Abortion also gave women greater choices about rearing children …' '… Major social changes, such as women's participation in the labor force, … **forced a major social awareness** movement that questioned the roles of gender in society …' '… Major works of literature **began to question** perceived traditional gender roles and exposed social problems created by such roles on women …' **Successful developments:** '…Two movements emerged … While one worked to change society from within, using legislation and social pressure, the other, radical movement questions fundamentally if society's hierarchical and patriarchal nature were the main problem …' '… **Both these movements made major contributions**, … through their influence on society in general …'	**E –** **'…**Other changes, including the introduction of the contraceptive pill and the introduction of abortion …, began to have political ramifications…' **i.e., negative consequences for the Women's Movement**
F – Women's Movement Gloria Steinem co-engineered the establishment of the first magazine created and owned by women for women called 'Ms.' It clearly wanted to address the stereotypical 1950s view that men had of women's worth and roles at home and at work. **The publishing of this magazine was a victory for women**. It provided a platform for women to air their views and raise society's consciousness regarding women's issues.	

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G – '… in 1973, the Supreme Court legalized abortion nationwide in a 7-2 vote in the case known as *Roe v. Wade*…'	**G –** '… **Schlafly took the lead in challenging feminists in debates** and in making appearances in the national media, while her grassroots supporters lobbied at the state level …' '… Five states proved crucial battlegrounds: Florida, Missouri, Illinois, Oklahoma, and North Carolina. In each state, the **STOP ERA forces prevailed** …' '… Schlafly's argument was that **women's rights were already protected under the Constitution and that the ERA would undermine the family**, 'the basic unit of society, which is ingrained in the laws and customs of our Judeo-Christian civilization …" '… The modern American woman would lose the protection of father and husband and the 'Christian tradition of chivalry*,' which supported the family and shielded women in the case of divorce or separation ...' '… Schlafly **also attacked the ERA** as undermining the protections that women already possessed and that the ERA would leave women vulnerable to the military draft … she also **defended motherhood and the home** in her essay. She … claimed the ERA would lead to co-ed bathrooms and the promotion of homosexual marriage …'
H – '… By the late 1970s, they [Women's Movement] had made **tangible*, far-reaching gains, …'** '… including the outlawing* of gender discrimination in education, college sports, and obtaining financial credit; the banning of employment discrimination against pregnant women; the legalization of abortion and birth control; and the establishment of 'irreconcilable* differences' as grounds for divorce and equalization of property division during divorce ...' '… Members of the women's movement were invigorated* by these **successes**; …'	

Total: 200 marks

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