

**Unit 2, Option A, Topic A1 - Henry VIII: Authority, Nation and Religion, 1509-1540
Exemplar Scheme of Work**

The following table shows how the issues which need to be covered in relation to Unit 2, Topic A1, might be incorporated into a teaching programme. It should be emphasised that it is an example of what might be done, not a model which must be adopted. The assumption has been made that contact time for the unit comprises 60 one-hour lessons. How this 60 hours could be distributed across an actual teaching programme is, of course, dependent upon the way an individual centre's timetable is constructed.

While mastering and understanding this content, it is important to remember that a major requirement of this unit is working with selected sources to demonstrate skills which enable students to make reasoned and supported judgements and to address a historical view or claim. The content, therefore, laid out here should be accompanied by the study of appropriate source material and time should be allowed for the development of the skills of interpretation, cross-referencing and evaluation of source material and the discussion of conflicting evidence and differing views.

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The main focus of this option is on the consolidation and development of Tudor monarchy during this period. Students will explore this through the study of three key areas: the search for international influence in the years 1509-29; the strengthening of royal power under Henry VIII and Wolsey; and the changes brought about in both politics and society in the course of the Henrician Reformation, to 1540.

<p>1. 2 hours: Introduction: the legacy of Henry VII, 1485-1509</p>	<ul style="list-style-type: none"> • Security and the succession • Finance and diplomacy • King and nobility • Exploring source material: the old king and his heir, interpretations and comparisons, the importance of provenance.
<p>2. 3 hours: The Young Lion, 1509-15</p>	<ul style="list-style-type: none"> • 1509: marriage and the execution of Empson and Dudley • The Spanish alliance to 1513 • War and victory in France and Scotland, 1513-14; the rise of Wolsey • Sources: Henry, his advisers, and the exercise of power; analysis, inference and cross-referencing sources to make a judgement.

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<p>3. 5 hours: The quest for glory, 1515-23</p>	<ul style="list-style-type: none"> • Henry VIII, the Renaissance Prince • The Treaty of London and its significance • Tudor, Habsburg and Valois, 1519-21 • Defender of the faith, 1521-23 • Exploring the evidence and conflicting views: the diplomatic role and aims of Wolsey.
<p>4. 5 hours: Wolsey and government, 1515-23</p>	<ul style="list-style-type: none"> • The Lord Chancellor: law and administration • Finance, the economy and taxation • Relations with the nobility and parliaments, 1515-23 • The impact of anti-clericalism; cause or consequence? • Exploring the sources: the Cardinal and the King - Henry, Wolsey and the strengthening of the monarchy.
<p>5. 5 hours: The years of frustration, 1523-29</p>	<ul style="list-style-type: none"> • Defeat in France, 1523 • Relations with Charles V, 1523-29 • The Amicable Grant and the weakening of Wolsey's power, 1525-27 • The French alliance and English isolation, 1527-29 • Sources and debates: the causes of English failure in Europe.
<p>6. 5 hours The King's Great Matter, 1527-32</p>	<ul style="list-style-type: none"> • The problem of the succession • Wolsey, Catherine and Campeggio: the fall of Wolsey, 1529-30 • The role of Anne Boleyn: Historical debates • The search for solutions, 1529-32: European scholars and an English Parliament • Exploring the sources: the anti-clerical campaign, 1529-30 (analysis, inferences and cross-referencing to make a judgement).

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<p>7. 5 hours: The Royal Supremacy, 1529-36</p>	<ul style="list-style-type: none"> • The Establishment of Supremacy: stages of development • The Reformation Parliament: role and significance • Exploring the sources: statutes, declarations and official documents, the importance of interpretation in context • Exploring the sources: letters, diaries and reactions to change • The role of an individual: Thomas Cromwell.
<p>8. 5 hours: The Protestant Reformation, 1533-39</p>	<ul style="list-style-type: none"> • Context: the Church and its critics in the early 16th century • The role of Thomas Cranmer • The Ten Articles and the translation of the Bible • The dissolution of the Monasteries, 1536-39 • Exploring the sources: the Visitation documents and the issue of reliability
<p>9. 5 hours: Religion, faction and the succession, 1533-39</p>	<ul style="list-style-type: none"> • Resistance to religious change: More, Fisher, the Carthusians, the Maid of Kent • The role of faction: Catherine, Mary and the Imperial connection • The fall of Anne Boleyn and the rise of the Seymours • Sources and debates: case study: the causes, nature and significance of the Pilgrimage of Grace - religious crusade, factional struggle or overmighty subjects?
<p>10. 5 hours: Alarms and invasions</p>	<ul style="list-style-type: none"> • Excommunication of Henry and the threat of invasion • The Cleves marriage: causes and outcome • The Treason Acts • The White Rose connection and its fall • Sources and debates: How serious for the monarchy was resistance to the Reformation?

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<p>11. 5 hours: Retrenchment and reaction, 1538-40</p>	<ul style="list-style-type: none"> • The King's religion: exploring the sources • The King's Supremacy: the Six and Ten Articles - religious change and political continuity. • The treatment of heretics: John Lambert and friends • The Howard influence, 1538-39 • Exploring the sources: the fall of Thomas Cromwell.
<p>12. 5 hours Conclusion - A Henrician Revolution?</p>	<ul style="list-style-type: none"> • Thematic review: using source based debate and evaluation - • How far did Henry VIII strengthen the monarchy in the first two decades of his reign? • How far was Thomas Wolsey an 'alter rex'? • To what extent did the Henrician Reformation extend and increase royal power? • To what extent did Thomas Cromwell enact a revolution in government in the years 1532-40? • The Henrician Reformation - Religious or political?

**Unit 2, Option A, Topic A2: Crown, Parliament and Authority in England,
1588-1629**

Exemplar Scheme of Work

The following table shows how the issues which need to be covered in relation to Unit 2, Topic A2, might be incorporated into a teaching programme. It should be emphasised that it is an example of what might be done, not a model which must be adopted. The assumption has been made that contact time for the unit comprises 60 one hour lessons. How this 60 hours could be distributed across an actual teaching programme is, of course, dependent upon the way an individual centre's timetable is constructed.

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The main focus of this option is on the nature of the monarchy and its relations with parliaments in the years between the defeat of the Spanish Armada and the decision by Charles I in 1629 to call no more parliaments until his subjects 'have a better understanding of us and themselves'. Students will explore this through the study of three key areas: the difficulties facing different monarchs in the years 1589-29, especially in relation to religion and finance in the context of European rivalries; the nature of royal power and the need to secure the support and co-operation of the politically influential classes; and the changing relationship between Crown and Parliament, through both conflict and co-operation.

Unit 2, Option A, Topic A2: Crown, Parliament and Authority in England, 1588-1629	
Exemplar Scheme of Work	
<p>1.</p> <p>3 hours:</p> <p>Introduction:</p>	<ul style="list-style-type: none"> • The legacy of the Reformation: religious divisions and the role of the monarch, the Elizabethan settlement and its enemies. • Elizabethan England: population and economy, trade and exploration, England and Spain • Exploring the sources: the Armada and its impact; visual sources and interpretation in context to establish the nature of victory and the role of propaganda.
<p>2.</p> <p>5 hours:</p> <p>Elizabeth and her enemies</p>	<ul style="list-style-type: none"> • Enemies abroad - Spain and the Catholic threat in Europe, 1589-1603 • The enemy within - rebellion in Ireland, 1598-1603 • The Catholic community and its problems, 1589-1603 • The Church and the puritan tendency, 1589-1603 • Threats from below? - the economy, poverty and popular unrest, 1589-1603.
<p>3.</p> <p>5 hours:</p> <p>Government: The last years of Elizabeth</p>	<ul style="list-style-type: none"> • Finance and government - the problem of debt • Problems with parliaments, 1589-1601 - money, monopolies and the succession, the royal response. • Faction and patronage - Leicester, Burghley and their successors, the Cecil connection. • Faction and patronage - the Essex rebellion • Exploring the sources: Elizabeth I, ageing queen or national institution?
<p>4.</p> <p>2 hours:</p> <p>Succession and transition</p>	<ul style="list-style-type: none"> • Sources and debates - handling conflicting evidence: was there a 'late Elizabethan crisis'? • Evaluation and judgement: the Tudor Legacy.

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<p>5.</p> <p>5 hours:</p> <p>James I and VI, a British monarch, 1603-07</p>	<ul style="list-style-type: none"> • The new King: personality and attitudes • The British dimension: Ireland and the borders; Anglo-Scottish Union • Religious conflicts, 1603-05 • King and parliament: a clash of cultures? • Debates and sources: using sources as a set, interpreted in context, to address a controversy eg the Gunpowder Plot.
<p>6.</p> <p>5 hours:</p> <p>Court and Country, 1603-1624</p>	<ul style="list-style-type: none"> • The Jacobean gentry; a ruling class • Government and patronage, the role of the greater nobility and the King's favourites • The Court of King James: extravagance, corruption and scandal, 1603-1616 • The emergence of Buckingham and the fall of the Howards, 1616-19 • Exploring the sources: Court and Country- a clash of cultures? (the nature of interpretation and evaluation of evidence).
<p>7.</p> <p>5 hours:</p> <p>Finance and politics, 1603-24</p>	<ul style="list-style-type: none"> • The financial problems of the Crown; causes and consequences • Attempted remedies: impositions and the Book of Rates, the Great Contract, the Addled Parliament • Attempted remedies: peace, trade and monopolies, the Cokayne project • Attempted remedies: the rise and fall of Cranfield • Using sources in context: The parliament of 1621 - moral crusade or factional politics?
<p>8.</p> <p>5 hours:</p> <p>England and Europe: war, religion and conflict</p>	<ul style="list-style-type: none"> • The European context: religious and dynastic conflicts. • The foreign policy of James I, 1603-18 - realistic or ridiculous? • The crisis in Bohemia and the battle of the White Mountain, 1618-21. • The parliamentary crisis of 1621: causes and consequences

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	<ul style="list-style-type: none"> Buckingham and Charles: the Spanish adventure and its impact.
<p>9. 5 hours: Crown, Parliaments and the legacy of James I: the nature of historical debate</p>	<ul style="list-style-type: none"> The focus of this section is on giving students practical experience of applying the concepts, skills and knowledge developed over the course King and Parliament, 1603-24: the causes of conflict and the role of the individual, evaluating contemporary interpretations using provenance and context The nature of causation and the role of judgement: using contemporary sources to establish key factors and define their role. Evaluation: King James I - the 'wisest fool in Christendom' - exploring the sources; the views of historians- interpretation and evaluation; the nature of historical debate; integrating sources and knowledge.
<p>10. 5 hours: Charles, Buckingham and Parliament, 1625-28</p>	<ul style="list-style-type: none"> Charles and Parliament, 1624-25: the Mansfeld expedition and the issue of tannage and poundage. The role of Buckingham, 1625-27 The role of the King: The Forced Loan, the Five Knights and the Petition of Right, 1626-28 The impact of Arminianism: authority and religion Review: the role of individuals and the growth of tension, action, reaction and interaction.

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<p>11. 5 hours: King and Parliament, 1629 - the breakdown of relations.</p>	<ul style="list-style-type: none"> • The assassination of Buckingham, 1628 • The recall of Parliament: attitudes and expectations • Exploring the sources: finance, religion and the rule of law • The Three Resolutions and the dissolution of Parliament • The King's Declaration: interpretation in context.
<p>12. 5 hours: Charles I and the causes of crisis: the role of the individual</p>	<ul style="list-style-type: none"> • Exploring the sources: the character and attitudes of Charles I • historians' views and conflicting interpretations • The character and attitudes of Charles I - contemporary views and conflicting evidence, the importance of provenance. • Evaluation in context: attitudes and ideas - the role and expectations of a king, the role and functions of a parliament. • Evaluation in context: actions and individuals, eg the roles of Buckingham, Coke and Eliot • Evaluation in context: situations and events - the legacy of James I, the European background
<p>13. 5 hours: Conclusion: thematic review. Using sources and own knowledge to make and sustain a judgement.</p>	<ul style="list-style-type: none"> • In what ways did the role and powers of Parliament change in the years 1589-1629? • How important were financial problems in undermining the power of the Crown? • How far did religious tensions in England and in Europe threaten the stability of the monarchy in the years 1589-1625? • How far can the breakdown in the relationship of King and Parliament in 1629 be attributed to the character and attitudes of Charles I?

Unit 2, Option B, Topic B1: Britain, 1830-85: Representation and Reform

The following table shows how the issues which need to be covered in relation to Unit 2, Topic B1 might be incorporated into a teaching programme. It should be emphasised that it is an example of what might be done, not a model which must be adopted. The assumption has been made that contact time for this unit comprises 60 one-hour lessons. How this 60 hours could be distributed across an actual teaching programme is, of course, dependent upon the way an individual centre's timetable is constructed.

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The main focus of this topic is on the pressure for parliamentary reform and the extent to which the system of representation changed in the years from 1830 to 1884. Students should study the nature of pressure for change during the period, the aims and motives of those enacting

legislation and the impact of legislation for representation and for the development of political parties.

<p>1. 5 hours Introduction</p>	<ul style="list-style-type: none"> • Political system in 1830 • Electoral system • Political parties • Members of Parliament • Exploring source material: Election Day pre 1832
<p>2. 5 hours Reform</p>	<ul style="list-style-type: none"> • Background to Reform • Arguments in favour of Reform • Arguments against Reform • First and Second Reform Bills, 1831 • Exploring source material: disorder and protest eg the destruction of Nottingham Castle
<p>3. 5 hours 1832 Reform Act</p>	<ul style="list-style-type: none"> • Third Reform Bill • Days of May • The role of individuals: Earl Grey, Lord John Russell and William IV • Main features of the Reform Act of 1832 • Exploring source material: change and continuity in the electoral system 1832 to 1850

Unit 2, Option B, Topic B1: Britain, 1830-85: Representation and Reform	
<p>4. 5 Hours Impact of the Great Reform act on political parties</p>	<ul style="list-style-type: none"> • From Tory to Conservative Party • Conservative Party split of 1846 • From Whig to Liberal Party • Party organisation at national and local level • Exploring source material: Robert Peel and the Conservative Party
<p>5. 5 hours Origins of Chartism</p>	<ul style="list-style-type: none"> • Thomas Paine • War of the Unstamped • Economic conditions in the 1830s and 1840s • Impact of the Reform Act of 1832 • Evaluation of the role of the individual using evidence: The importance of William Lovett
<p>6. 5 Hours The Chartist Challenge</p>	<ul style="list-style-type: none"> • Political Unions and the People's Charter • 1839: National Convention to Newport Rising • Fergus O'Connor • 1842 Charter and aftermath • Exploring source material: how violent was O' Connor's 'physical force' Chartism?
<p>7. 5 Hours Chartism: Failure and decline</p>	<ul style="list-style-type: none"> • 1848 Petition • Diversity of Chartism • Improving social and economic conditions in 1840s and 1850s • Legacy of Chartism • Exploring source material: historians' judgements of Chartism
<p>8. 5 Hours Second Reform Act 1867</p>	<ul style="list-style-type: none"> • Pressure for reform: the National Reform Union • Earl Russell and the 1866 Reform Bill • The role of Disraeli and the Adullamites • Main features of the Second Reform Act of 1867 • Exploring source material: the effect of the Second Reform Act on the electoral system
<p>9. 5 Hours Impact of Second Reform Act on the party system</p>	<ul style="list-style-type: none"> • General Elections • National organisations • Labour representation • Attracting the working class vote • Exploring source material: Benjamin Disraeli and 'One Nation Toryism'

Unit 2, Option B, Topic B1: Britain, 1830-85: Representation and Reform	
<p>10.</p> <p>5 Hours</p> <p>Secrecy and Anti-corruption</p>	<ul style="list-style-type: none"> • Gladstone and Reform • Secret Ballot Act, 1872 • The Corrupt and Illegal Practices Act 1883 • Impact of the Corrupt and Illegal Practices Act • Exploring source material: creation of the Primrose League
<p>11.</p> <p>5 Hours</p> <p>Franchise redistribution</p>	<ul style="list-style-type: none"> • Reasons for further Reform • Attitude of Salisbury and the Conservative Party • 1884 Franchise Act and its impact • 1885 Redistribution Act and its impact • Exploring source material: Lib/Lab MPs
<p>12.</p> <p>5 Hours</p> <p>Conclusion</p>	<p>Thematic Review: using source based debate and evaluation:</p> <ul style="list-style-type: none"> • How far did representation change in the years 1830 to 1885? • How did the pressure for reform change in the period in question? • What were the aims and motives for parliamentary reform? • What was the impact of legislation on the development of political parties?

Unit 2, Option B, Topic B2: Poverty, Public Health and the Growth of Government in Britain, 1830-75

The following table shows how the issues which need to be covered in relation to Unit 2, Topic 2 might be incorporated into a teaching programme. It should be emphasised that it is an example of what might be done, not a model which must be adopted. The assumption has been made that contact time for this unit comprises 60 one-hour lessons. How this 60 hours could be distributed across an actual teaching programme is, of course, dependent upon the way an individual centre's timetable is constructed.

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The main focus of this option is on the changing policy towards the relief of poverty in Britain from 1830-1875, on the development of public health policies in these years and on their impact on popular health. The theme which links both issues is how and why governments responded to pressures for change, and the ways in which this period saw a growth in the responsibilities assumed by the state.

<p>1. 5 Hours: Introduction: Britain in 1830</p>	<ul style="list-style-type: none"> • Who had the power? Crown and Parliament • Who had the power? Church and gentry • Condition of the people: living • Condition of the people: working • Exploring source material: how do we know about poverty in early 19th century Britain?
<p>2. 5 Hours: Poverty: the nature of the problem</p>	<ul style="list-style-type: none"> • Those who will work • Those who cannot work • Those who will not work • The need, in the 19th century, to categorise the poor. • Using source material to evaluate the role of the individual: Henry Mayhew.
<p>3. 5 Hours: The effectiveness of the old Poor Law</p>	<ul style="list-style-type: none"> • Reasons for the longevity of the Elizabethan Poor Law of 1601 • The importance of the parish and the significance of Settlement • Poorhouses, workhouses, houses of correction and Gilbert's Act 1782 • Different systems of outdoor relief • Exploring source material: to what extent was the Speenhamland system effective?

Unit 2, Option B, Topic B2: Poverty, Public Health and the Growth of Government in Britain, 1830-75	
<p>4. 5 Hours: Pressures for change</p>	<ul style="list-style-type: none"> • Contemporary theorists • Impact of the Napoleonic wars • Increasing cost of poor relief • 1832 Commission of Enquiry into the Operation of the Poor Laws • Using source material to evaluate the reliability of the evidence uncovered by the 1832 Commission of Enquiry into the Operation of the Poor Laws and the appropriateness of the conclusions drawn
<p>5. 5 Hours: The implementation of the Poor Law Amendment Act 1834-47</p>	<ul style="list-style-type: none"> • The 1834 Poor Law Amendment Act: passage through Parliament and main provisions • The work of the Poor Law Commission in implementing the Poor Law Amendment Act and Poor Law policy to 1847 • The severity of opposition to the implementation of the Poor Law Amendment Act with particular reference to the north of England • Using source material to evaluate the role of the individual in bringing about change in the treatment of poverty: Edwin Chadwick.
<p>6. 5 Hours: Workhouses</p>	<ul style="list-style-type: none"> • The function of workhouse design • The purpose of the workhouse regime • Staffing and running the workhouses: regional variations • The workhouse test, less eligibility and the new paupers • Using source material: was the workhouse a deterrent or a 'pauper palace'?
<p>7. 5 Hours The development of the Poor Law 1847-1875</p>	<ul style="list-style-type: none"> • Changes in the administration: from Commission to Board • Improvements in the financial situation • Indoor relief v outdoor relief • The importance of the establishment of the Local Government Board 1871 • Exploring source material: the impact of the Andover Workhouse scandal 1847.
<p>8. 5 Hours: Dirt, disease and public health: the nature of the problem</p>	<ul style="list-style-type: none"> • The impact of the industrial revolution on people's living conditions • The significance, for public health, of an increasing and mobile population • Public health provision before 1848 • Theories of disease • Exploring source material: problems in establishing an effective public health system.

Unit 2, Option B, Topic B2: Poverty, Public Health and the Growth of Government in Britain, 1830-75	
<p>9.</p> <p>5 Hours:</p> <p>Cholera</p>	<ul style="list-style-type: none"> • The cholera epidemics of 1831-2, 1848-9, 1853-4 and 1866-7 • Reactions of the Board of Health and local boards • The role of John Snow and the pressure for reform • The importance of Edwin Chadwick in the debate for change • Using source material to evaluate the importance of an individual: Joseph Bazalgette.
<p>10.</p> <p>5 Hours:</p> <p>Legislation</p>	<ul style="list-style-type: none"> • The connection between the poor law and public health • The significance of the Report on the Sanitary Condition of the Labouring Population of Great Britain 1842 by Edwin Chadwick, his impact on the 1844 Report of the Royal Commission into the Sanitary Condition of Large Towns and Populous Districts and the Health of Towns Association. • The 1848 Public Health Act, its significance and implementation • The need for later legislation in 1858 and 1866 and the impact of these Acts • Exploring source material: opposition to public health provision.
<p>11.</p> <p>5 Hours:</p> <p>Interrelationship of factors</p>	<ul style="list-style-type: none"> • The 1875 Public Health Act: why was it necessary? • Improved understanding about the nature and transmission of disease • Changing attitudes to state intervention • Civil engineering, new technologies and new possibilities • Exploring source material: a local study on public health provision. for example, Leeds or Exeter.
<p>12.</p> <p>5 Hours:</p> <p>Conclusion</p>	<p>Thematic Review: source-based debate and evaluation:</p> <ul style="list-style-type: none"> • How far had attitudes to the relief of poverty changed in the years 1830-1875? • How significant was state intervention in the fields of poverty and public health in the period 1830-1875? • How far was the 1834 Poor Law Amendment Act a turning point in the provision of relief for paupers? • To what extent was the 1848 Act a turning point in the provision of public health in this period? • 'The role of the individual was much more important than the role of the state in alleviating poverty and providing for public health in the years 1830-1875.' How far do you agree with this statement?

Unit 2, Option C, Topic C1: The Experience of Warfare in Britain: Crimea, Boer and The First World War 1854-1929

Exemplar Scheme of Work

The main focus of this option is on the impact of war on social, economic and political developments during this period and students will explore these through the study of the impact of the three most important wars in which Britain was involved in these years. While mastering and understanding this content, it is important to remember that a major requirement of this unit is working with selected sources to demonstrate skills which enable students to make reasoned and supported judgements and to address a historical view or claim. The content, therefore, laid out here should be accompanied by the study of appropriate source material and time should be allowed for the development of the skills of cross-referencing and evaluation of source material and the discussion of conflicting evidence and differing views.

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<p>1. 5 Hours: The Crimean War and Mid Victorian Britain</p>	<ul style="list-style-type: none"> • Britain in the 1850s: social hierarchy and social change. • Politics and institutions and the Army of 1854: purchase of commission - why had it become an issue? • Fighting the Crimean War. • Reporting the Crimean War: the first war correspondents. • Exploring source material: seeing below the surface - the making of inferences. The use of photographs and their impact.
<p>2. 5 Hours: Feeding and Nursing the Army</p>	<ul style="list-style-type: none"> • The commissariat and its short-comings. • Medical care: the horrors of Scutari. • The work of Florence Nightingale, Mary Stanley and Mary Seacole and the attempts to improve nursing care during the war. • Exploring source material: comparing similarities and differences.
<p>3. 5 Hours: The consequences of war</p>	<ul style="list-style-type: none"> • The reform of the commissariat and medical care for the army after 1855. • Developments in nursing in Britain post 1855. • Cardwell's Army Reforms 1868-74. • The drive for greater governmental efficiency: reform of the civil service. • Considering historical claims eg: how far did the Crimean war stimulate reform - how do we decide?

Unit 2, Option C, Topic C1: The Experience of Warfare in Britain: Crimea, Boer and The First World War 1854-1929	
Exemplar Scheme of Work	
4. 5 Hours: The Boer War and Late Victorian Britain	<ul style="list-style-type: none"> • Attitudes to empire at the end of the 19th century. • Fighting the war 1899-1902: the nature of the campaigns. • Reporting the war: the new press (Daily Mail 1896) and its style. • The use of propaganda. • Exploring source material: giving weight to the evidence and the concept of 'provenance'.
5. 5 Hours: The political impact of the Boer War	<ul style="list-style-type: none"> • The encouragement of jingoism - the Khaki election. • Critics of the war: Lloyd George and the pro-Boers; Campbell Bannerman and 'methods of barbarism'. • Views of Empire: Joseph Chamberlain and the dream of imperial unity; the anti-imperialist reaction - J A Hobson. • The 1906 election: the legacy of the war. • Considering contrasting historical views eg the impact on attitudes to empire.
6. 5 Hours: The stimulus to reform	<ul style="list-style-type: none"> • Recruitment and the medical condition of volunteers. • National efficiency: the constructive role of the state. • Improving the next generation: free school meals, medical inspection etc. • National Insurance and improving the nation's health • Defending the Empire: CID and Army reform. • Exploring source material eg: resolving conflicts in evidence.
7. 5 Hours: The First World War: organising an army	<ul style="list-style-type: none"> • The BEF and the territorials in 1914. • Building a mass army - Kitchener and volunteers. • Conscription and its impact 1916-18: conscientious objectors. • The structure and organisation of a large army: dealing with desertion. • Exploring source material eg giving weight to evidence - changing perspectives and the interpretation of the past.
8. 5 Hours: Fighting the war	<ul style="list-style-type: none"> • From a war of movement to trench war 1914; the nature of trench warfare 1915. • The Somme 1916 and Third Ypres 1917. • The year of victory 1918. • Changing and varying public and personal attitudes to the war. • Considering historical views eg Haig the butcher of the Somme or the victor of 1918?

Unit 2, Option C, Topic C1: The Experience of Warfare in Britain: Crimea, Boer and The First World War 1854-1929
Exemplar Scheme of Work

<p>9. 5 Hours: Battered bodies</p>	<ul style="list-style-type: none"> • The organisation of medical care in France. • Surgery and surgical developments. • Developments in medicine and diagnostic techniques. • Mental health. • Exploring the sources eg comparing the value of differing accounts - the private, the official, the literary.
<p>10. 5 Hours: The growth of the state</p>	<ul style="list-style-type: none"> • DORA: the state and the individual. • Taxation: paying for the war. • The organisation of war production: nationalisation and the direction of labour. • Propaganda and control of the media. • Exploring source material: eg reaching a reasoned judgement.
<p>12. 5 Hours: Social and political change</p>	<ul style="list-style-type: none"> • The extension of the franchise. • New job opportunities for women. • Impact on the home. • Impact on class and class structure. • Considering historical claims eg the short and longer term impact on opportunities for women.
<p>13. 5 Hours: The Balance sheet of war</p>	<ul style="list-style-type: none"> • Weighing up the economic impact: cost (loss of life and markets v gains (new technology) and the social impact - disruption and misery v new opportunities. • The balance sheet: weighing the evidence; reaching reasoned judgement based on source material; exploring how • differing views might arise from both differing sources and differing perspectives.

**Unit 2, Option C, Topic C2: The Changing position of Women and the Suffrage Question
c.1860-1930**

Exemplar Scheme of Work

The following table shows how the issues which need to be covered in relation to Unit 2, Topic C2 might be incorporated into a teaching programme. It should be emphasised that it is an example of what might be done, not a model which must be adopted. The assumption has been made that contact time for the unit comprises 60 one-hour lessons. How this 60 hours could be distributed across an actual teaching programme is, of course, dependent upon the way an individual centre's timetable is constructed.

While mastering and understanding this content, it is important to remember that a major requirement of this unit is working with selected sources to demonstrate skills which enable students to make reasoned and supported judgements and to address a historical view or claim.

The content, therefore, as laid out here should be accompanied by the study of appropriate source material and time should be allowed for the development of the skills of cross-referencing and evaluation of source material and the discussion of conflicting evidence and differing views.

The content selected for this scheme is not prescribed as content to be assessed in the examination (except where it is actually detailed in the specification); instead it is illustrative of ways in which the required understandings may be developed. Furthermore, in the scheme outlined below, it is not suggested that each area of content should be given a standard unit of time.

The main focus of this option is on the changing social, political and legal position of women within British society and on the reasons for this, with particular reference to the suffrage question.

<p>1. 5 hours: Introduction: Britain in 1860</p>	<ul style="list-style-type: none"> • Governing Britain in 1860: Crown and parliament • Governing Britain in 1860: representation of the people • British society in 1860: rich, middle class and poor • British society in 1860: living and working conditions • Exploring source material: the reasons for and impact of the 1867 Reform Act.
<p>2. 5 hours: Dominant ideologies in Victorian Britain</p>	<ul style="list-style-type: none"> • The 'Angel in the House' and the ideal woman • The problem of unmarried and 'surplus' women • The 'separate spheres' ideology in theory • The 'separate sphere's ideology in practice • Exploring source material: how far did the reality of women's lives challenge these dominant ideologies?

**Unit 2, Option C, Topic C2: The Changing position of Women and the Suffrage Question
c.1860-1930**

Exemplar Scheme of Work

<p>3. 5 hours: Changes in women's personal lives 1860-1901</p>	<ul style="list-style-type: none"> • Josephine Butler and the repeal of the Contagious Diseases Acts • The significance of the Married Women's Property Acts of 1870 and 1882 • Making divorce more possible: the 1857 Divorce Act, the 1884 Matrimonial Causes Act and the Jackson Marriage Case of 1891 • Gaining legal rights over the children of a marriage • Exploring source material: to what extent were there double standards of sexual morality in Victorian Britain?
<p>4. 5 hours: Women in public life 1860-1901</p>	<ul style="list-style-type: none"> • Involvement in Poor Law administration • Impact on School Boards • Involvement in political parties and voting in local elections • Regional, social and economic differences • Using sources to debate the impact of the 'separate spheres' ideology on women's lives outside the home
<p>5. 5 Hours: The Suffrage Campaign 1860-1903</p>	<ul style="list-style-type: none"> • The role played by John Stuart Mill • Failed women's suffrage bills and the attitude of parliament • Lily Maxwell and Lydia Becker • Millicent Fawcett and the formation of the NUWSS • Using sources to explore the contemporary arguments for and against giving women the vote
<p>6. 5 Hours: The beginnings of militancy 1903-09</p>	<ul style="list-style-type: none"> • Reasons for the formation of the WSPU • Differences between the NUWSS and the WSPU in attitudes, organisation and membership • Early militant acts • Christabel Pankhurst, Annie Kenney and the Pethick-Lawrences • Evaluation of the role of the individual using source material; Emmeline Pankhurst.
<p>6. 5 Hours: The Militant campaign, 1910-14</p>	<ul style="list-style-type: none"> • Black Friday 1910 • Window smashing, census evasion and arson • Hunger strikes and the Cat and Mouse Act 1913 • Calling off the militant campaign in 1914 • Exploring source material: Case study The Epsom Derby 1913 - to what extent did the WSPU exploit Emily Davison's death?

**Unit 2, Option C, Topic C2: The Changing position of Women and the Suffrage Question
c.1860-1930**

Exemplar Scheme of Work

<p>7. 5 Hours: Reaction to the suffrage campaigns, 1903-1914</p>	<ul style="list-style-type: none"> • Attitudes and actions of the Liberal government • The failure of the all-party Conciliation bills 1910 and 1911. • Attitudes and actions of the Conservative and Labour Parties including the 1912 Labour/NUWSS pact • Reactions of the trade unions, churches and the media • Exploring source material to discover the nature and impact of the anti-suffragist movement.
<p>8. 5 Hours: 1918 and 1928: a changed political landscape?</p>	<ul style="list-style-type: none"> • The importance of the First World War in changing attitudes to women's suffrage • The Representation of the People Act 1918 • The Equal Franchise Act 1928 • Immediate impact of female enfranchisement • Using evidence to debate whether the militancy of the suffragettes helped or hindered progress towards female enfranchisement.
<p>9. 5 Hours: Educating women and girls 1860-1930</p>	<ul style="list-style-type: none"> • The importance of legislation in providing a sound education for working class girls • Dorothea Beale and Frances Mary Buss • The role of the GPDST • The opening up of higher education • Evaluation of the role of the individual: Elizabeth Garrett Anderson.
<p>10. 5 Hours: Opening up the world of work to women, 1901-1930</p>	<ul style="list-style-type: none"> • Opening of the professions to women • The impact of legislation on the role of working class girls and women in the workplace • The importance of technology in increasing job opportunities • The attitudes of the trade unions to the employment of girls and women • Exploring source material: how significant was the First World War in opening up work-place opportunities for girls and women?
<p>11. 5 Hours: Conclusion: Thematic Review: source based debate and evaluation:</p>	<ul style="list-style-type: none"> • How far did women achieve greater control over their personal lives in the period 1860-1930? • To what extent had the ideologies of 'separate spheres' and 'angel in the house' been overturned by 1930? • How significant to the changing role of women 1860-1930 was female enfranchisement? • To what extent was education the key to change in women's roles during this period? • How far had women's contribution to the world of work changed in the period 1860-1930?

Unit 2, Option D, Topic D1: Britain and Ireland, 1867-1922

Exemplar Scheme of Work

The following table shows how the issues which need to be covered in relation to Unit 2, Topic D1. It should be emphasized that it is an example of what might be done, not a model which must be adopted. The assumption has been made that contact time for the unit comprises 60 one-hour lessons. How this 60 hours could be distributed across an actual teaching programme is, of course, dependent upon the way an individual centre's timetable is constructed.

While mastering and understanding this content, it is important to remember that a major requirement of this unit is working with selected sources to demonstrate skills which enable students to make reasoned and supported judgements and to address a historical view or claim. The content, therefore, laid out here should be accompanied by the study of appropriate source material and time should be allowed for the development of the skills of cross-referencing and evaluation of source material and the discussion of conflicting evidence and differing views.

The content selected for this scheme is not prescribed as content to be assessed in the examination (except where it is actually detailed in the specification); instead it is illustrative of ways in which the required understandings may be developed. Furthermore, in the scheme outlined below, it is not suggested that each area of content should be given a standard unit of time.

The main focus of this option is on key developments in the relationship between the United Kingdom and Ireland and students will explore this through the study of emergence and development of Irish nationalism in the period in question.

1. 5 Hours: Introduction	<ul style="list-style-type: none">• British rule in Ireland in 1867• Church and land• Constitutional and revolutionary Irish nationalism• Unionism in Ireland• Exploring source material: the impact of the Famine on Irish attitudes to Britain.
2. 5 Hours: Land, 1867-85	<ul style="list-style-type: none">• Land distribution and rural violence• Agricultural depression in Ireland in the 1870s• Michael Davitt and the Land League• The Land Acts of 1870 and 1881• Exploring source material: how effective was the policy of concession and coercion ?
3. 5 Hours: Violence and pacification, 1867-85	<ul style="list-style-type: none">• Fenianism• Gladstone's attempted 'pacification' of Ireland 1868-1874• The Disestablishment Act 1869• Increasing tension: the Coercion Act 1881, the Kilmainham Treaty and Phoenix Park murders 1882.• Exploring provenance: Evaluation of Fenian terrorism in the 1880s.

Unit 2, Option D, Topic D1: Britain and Ireland, 1867-1922

Exemplar Scheme of Work

<p>4. 5 Hours: Home Rule objectives and, 1886-1914</p>	<ul style="list-style-type: none"> • The campaign for Home Rule and emergence of the Home Rule Party • Charles Stewart Parnell • Gladstone: Home Rule and its impact on the Liberal Party • Failure of the First and Second Home Rule Bills • Evaluation of the role of the individual using evidence: The impact of Charles Stewart Parnell.
<p>5. 5 Hours: Nationalist response to Home Rule and independence, 1886-1914</p>	<ul style="list-style-type: none"> • The role played by John Redmond • Sinn Fein: foundation and ideals • Arthur Griffiths • The Gaelic League and Gaelic Athletic Association • Using sources to debate the relative impact of constitutional vs revolutionary nationalism.
<p>6. 5 Hours: Opposition to Home Rule in Britain,</p>	<ul style="list-style-type: none"> • Reasons for opposition to Home Rule • Joseph Chamberlain and Lord Randolph Churchill • ‘Killing Home Rule with kindness’ • Impact of the outbreak of the First World war on attitudes • Exploring source material: the Conservative Party’s reaction to the Third Home Rule Bill of 1912
<p>7. 5 Hours: Opposition to Home Rule in Ireland</p>	<ul style="list-style-type: none"> • Unionism in the south of Ireland • Ulster unionism • Edmund Carson • The crisis of 1912: the creation of the UVF and CIV • Exploring source material: the Curragh Mutiny in 1914
<p>8. 5 Hours: War and rebellion, 1914-17</p>	<ul style="list-style-type: none"> • Irish participation in the First World War • The Easter Rising, 1916 • What was the impact of the Easter Rising • Attempts at a constitutional settlement in 1917 • Sources and debates: contemporary attitudes towards the Easter Rising
<p>9. 5 Hours: Breakdown in relations, 1918-19</p>	<ul style="list-style-type: none"> • Conscription, 1918 • The Coupon Election, 1918 • Dail Eireann 1919 • Michael Collins and the IRB • Using evidence to evaluate the significance of an individual: Eamon de Valera

Unit 2, Option D, Topic D1: Britain and Ireland, 1867-1922

Exemplar Scheme of Work

<p>10. 5 Hours: Anarchy and Civil War</p>	<ul style="list-style-type: none">• Outbreak of the Anglo-Irish War, 1919• Tactics of the IRA• The Anglo-Irish Treaty of 1921• Irish Civil War, 1922• Exploring source material: The Black and Tans
<p>11. 5 Hours: The creation of Northern Ireland</p>	<ul style="list-style-type: none">• Reasons for Partition• Captain James Craig• The Government of Ireland Act of 1920• Northern Ireland election May 1921• Exploring source material: reaction of nationalists to Partition
<p>10. 5 Hours: Conclusion: Thematic Review: using source based debate and evaluation:</p>	<ul style="list-style-type: none">• How did Irish nationalism change in the period in question?• To what extent had Irish nationalists achieved their aims by 1922?• What are the major turning points in Irish history in the period 1867-1922?• What were the major obstacles to political change in Ireland between 1867 and 1922?

Unit 2, Option D, Topic D2: Britain and the Nationalist Challenge in India 1900-47

Exemplar Scheme of Work

The following table shows how the issues which need to be covered in relation to Unit 2, Topic D2 might be incorporated into a teaching programme. It should be emphasised that it is an example of what might be done, not a model which must be adopted.

While mastering and understanding this content, it is important to remember that a major requirement of this unit is working with selected sources to demonstrate skills which enable students to make reasoned and supported judgements and to address a historical view or claim.

The content, therefore, as laid out here should be accompanied by the study of appropriate source material and time should be allowed for the development of the skills of cross-referencing and evaluation of source material and the discussion of conflicting evidence and differing views.

The content selected for this scheme is not prescribed as content to be assessed in the examination (except where it is actually detailed in the specification); instead it is illustrative of ways in which the required understandings may be developed. Furthermore, in the scheme outlined below, it is not suggested that each area of content should be given a standard unit of time.

The main focus of this option is on the changing relationship between Britain and India in this period and on the reasons for this, with particular reference to Indian nationalism. Students will be expected to understand the importance of the growth and impact of Congress and the Muslim League as they challenged Britain's traditional role in India, and they should understand the reasons why independence led to Partition.

<p>1. 5 Hours: The political and economic importance of India to Britain in the 19th century</p>	<ul style="list-style-type: none"> • The importance, to the British economy, of trade with India • The development of Indian agriculture and industry to serve the British economy • The strategic importance of India • The concept of the Raj and the 'Jewel in the Crown' • Exploring source material: the impact of the Indian Mutiny 1847.
<p>2. 5 Hours: How was India governed in 1900?</p>	<ul style="list-style-type: none"> • The structure of the Raj • The role of the Indian Civil Service • The problems involved in governing the princely states • The involvement of Indians in governing their own country • Using source material to evaluate the role of the individual: George Nathaniel Curzon, viceroy 1898-1905.
<p>3. 5 Hours: Living in the Raj in 1900</p>	<ul style="list-style-type: none"> • Indian society: the caste system and the importance of religion • Indian society: living and working • The British in India: a separate society • Anglo-Indians: caught between two cultures? • Exploring source material to debate the attitudes of British to Indians and Indians to the Raj.

Unit 2, Option D, Topic D2: Britain and the Nationalist Challenge in India 1900-47

Exemplar Scheme of Work

<p>4. 5 Hours: Change and Continuity 1900-1914</p>	<ul style="list-style-type: none"> • The beginnings of Indian nationalism and the first meeting of the Indian National Congress 1885 • The influence of Congress on the growth and development of Indian nationalism to 1914 • The importance of the Morley-Minto reforms of 1908-9 for the Indian people • The impact of the Morley-Minto reforms of 1908-9 on the British in India • Using sources to debate the role played by Christian missionaries in India at this time.
<p>5. 5 Hours: The Impact on India of the First World War 1914-18</p>	<ul style="list-style-type: none"> • India's involvement in the war: equipment and men • Economic impact of the war: prosperity and distress • Political impact of the war: the development of the idea of self-determination by Congress and the Muslim League and the reaction of the Imperial Legislative Council • The Government of India Act 1919, the significance of the Rowlatt Acts and the impact of Amritsar • Exploring source material: who was to blame for the Amritsar massacre of 1919?
<p>6. 5 Hours: Mahatma Gandhi and Congress in the years to 1922</p>	<ul style="list-style-type: none"> • The importance of Gandhi's experiences in South Africa • Gandhi's philosophy and the importance of satyagraha • Methods used to enable Gandhi to emerge as leader of Congress • Reaction of the Raj to the emergence of Gandhi as India's leading politician • Exploring source material to evaluate the effectiveness of Gandhi's disobedience campaign of 1920-22.
<p>7. 5 Hours: Retrenchment and consolidation</p>	<ul style="list-style-type: none"> • The consolidation of Congress' position to 1930 • The Simon Commission of 1927 and its impact • The importance of the election of a Labour government in Britain 1929 • The Salt Satyagraha • Exploring source material to compare the nature and outcomes of Gandhi's disobedience campaign of 1920-22 with the civil disobedience campaign of 1930

Unit 2, Option D, Topic D2: Britain and the Nationalist Challenge in India 1900-47	
Exemplar Scheme of Work	
<p>8.</p> <p>5 Hours:</p> <p>Muhammad Jinnah and the Muslim League</p>	<ul style="list-style-type: none"> • Basic differences between Hindus and Muslims and so the reasons for their clashes • The impact of the Muslim League on policy decision-making • The importance of the Lucknow Pact • Relationships with Congress in the years to 1939 • Using source material to evaluate the role of Muhammed Jinnah in the 1930s in helping or hindering the Muslim cause in India.
<p>9.</p> <p>5 Hours:</p> <p>Consultation and Conflict in the 1930s</p>	<ul style="list-style-type: none"> • The Round Table Conferences and the reaction in India to their collapse. • Reasons for the passing of the Government of India Act 1935 and its opposition in Britain • The rejection of the Government of India Act by Congress and the Muslim League • The role of Jawaharlal Nehru • Using evidence to debate whether or not the only obstacle to Indian independence was the Indians themselves.
<p>10.</p> <p>5 hours:</p> <p>The Impact on India of the Second World War 1939-45</p>	<ul style="list-style-type: none"> • Reactions of Congress and the Muslim League to the outbreak of war and the importance of the Lahore Declaration of 1940 • The strategic position of India and the allies' reaction • The failure of the Cripps mission 1942 • The impact of Gandhi's 'Quit India' campaign • Using sources to evaluate the role of the individual: Subhas Chandra Bose
<p>11.</p> <p>5 Hours:</p> <p>Independence and Partition</p>	<ul style="list-style-type: none"> • Why was the British government willing to grant Indian independence after 1945? • The importance of the Simla Conference 1945 and the Cabinet Mission of 1946 • Why did independence lead to Partition? • The outcomes of the decision to partition India • Exploring source material: to evaluate the role of Mountbatten in bringing about independence and Partition

Unit 2, Option D, Topic D2: Britain and the Nationalist Challenge in India 1900-47

Exemplar Scheme of Work

<p>10. 5 Hours: Conclusion</p>	<p>Thematic Review: source based debate and evaluation:</p> <ul style="list-style-type: none">• How far was Gandhi's refusal to consider different arrangements for the inclusion of Muslims responsible, ultimately, for Partition?• To what extent had Jinnah, by 1939, determined on a separate Pakistan?• How significant, over the years 1900-1945, were economic factors responsible for Britain's' decision to grant Indian independence?• To what extent was the Second World War a turning point in the decision to grant independence to India?• How far was Indian independence won by the actions of the Indians themselves?
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Unit 2, Option E, Topic E1: British Political History, 1945-90: Consensus and Conflict

Exemplar Scheme of Work

The following table shows how the issues which need to be covered in relation to Unit 2, Topic E1, might be incorporated into a teaching programme. It should be emphasised that it is an example of what might be done, not a model which must be adopted. The assumption has been made that contact time for the unit comprises 60 one-hour lessons. How this 60 hours could be distributed across an actual teaching programme is, of course, dependent upon the way an individual centre's timetable is constructed.

Whilst mastering and understanding this content it is important to remember that a major requirement of this unit is working with selected sources to demonstrate evidence skills which enable candidates to make reasoned and supported judgements and to address an historical view or claim. The content, therefore, laid out here should be accompanied by the study of appropriate source material and time should be allowed for the development of the skills of cross-referencing and evaluation of source material and the discussion of conflicting evidence and differing views.

The content selected for this scheme is not prescribed as content to be assessed in the examination (except where it is actually detailed in the specification); instead it is illustrative of ways in which the required understanding may be developed. In the scheme outlined below, it is not suggested that each area of content should be given a standard unit of time.

The main focus of this topic is on the challenges and problems which faced Labour and Conservative Governments in the years 1945-90 and candidates will examine the similarities and differences in policies adopted by the two Parties in this period.

<p>1. 5 Hours: The Labour Government and Post-war Reconstruction</p>	<ul style="list-style-type: none"> • The election victory of 1945: was it inevitable? • Implementing the NHS: compromise and conflict • The nationalisation programme • The Beveridge Report fulfilled; welfare, housing, education, pensions and insurance • Considering historical views: how radical were Labour's welfare reforms?
<p>2. 5 Hours: The Post-war Economy</p>	<ul style="list-style-type: none"> • The economic consequences of war • Sir Stafford Cripps and austerity Britain. • Labour relations: The TUC and strike action • Exploring source material: resolving conflicts in evidence (a period of gloom?)
<p>3. 5 Hours: Assessing the Welfare State</p>	<ul style="list-style-type: none"> • NHS: a betrayal of principle? • Debating state control over welfare and the economy • Debating the standard of living in the 'age of austerity' • Exploring source material; changing perspectives and the interpretations of the past.

Unit 2, Option E, Topic E1: British Political History, 1945-90: Consensus and Conflict
Exemplar Scheme of Work

<p>4. 5 Hours: Churchill: Prosperity at Last, 1951-55</p>	<ul style="list-style-type: none"> • Party reforms and the Conservative electoral triumph • Harold Macmillan and the provision of housing • Butskellism and the management of the economy • Continuing with the welfare state: education and health • Considering historical views: how far did Churchill stay true to Labour's welfare state?
<p>5. 5 Hours: The Rise of Macmillan</p>	<ul style="list-style-type: none"> • Suez and the fall of Eden • Consumerism and maintaining public expenditure • Never had it so good? Standard of living in the 1950s • Exploring source material: comparing similarities and differences.
<p>6. 5 Hours: The Conservatives under Pressure, 1960-64</p>	<ul style="list-style-type: none"> • Dealing with unemployment and inflation • Education and transport: Robbins and Beeching • Political scandals and the demise of Harold Macmillan • Hume versus Wilson; accounting for the Labour victory in 1964 • Exploring source material: giving weight to evidence and examining provenance.
<p>7. 5 Hours: Labour in Power 1964-70</p>	<ul style="list-style-type: none"> • Legislating for equality and civil rights: education and social policy under Wilson • Economic plans and reality: deflation and devaluation • 'In Place of Strife': dealing with the Unions • The need for a majority - victory in 1966 and defeat in 1970 • Exploring source material: resolving conflicts in evidence (Wilson - idealist or pragmatist?)
<p>8. 5 Hours: Edward Heath and the Conservative interlude; the crises of the 1970s</p>	<ul style="list-style-type: none"> • The policies of 'Selsdon Man' • The struggle to join Europe • Dealing with the miners and the 3-day week 1973-74 • Inflation, unemployment and economic management • Exploring source material: making inferences - the impact of political cartoons.

Unit 2, Option E, Topic E1: British Political History, 1945-90: Consensus and Conflict	
Exemplar Scheme of Work	
<p>9. 5 Hours: From Wilson to Callaghan; continuing crises</p>	<ul style="list-style-type: none"> • Harold Wilson: from minority government to resignation, 1974-76 • Economic decline; the collapse of sterling and the IMF • Industrial action and the Winter of Discontent, 1978-79 • Education and health under Labour • Political horse-trading: the failure of the Lib-Lab pact 1978 and the vote of no-confidence 1979 • Assessing Wilson: eg why did the Labour Governments of this period fail to live up to expectations
<p>10. 5 Hours: Thatcher and the New Right</p>	<ul style="list-style-type: none"> • Controlling the money supply: economic policy in the 1980s • The impact of deflation: unrest, unemployment and the unions. • Encouraging ownership: housing policy • SDP, the Alliance and Thatcher's re-election in 1983 • Exploring source material: comparing similarities and differences.
<p>11. 5 Hours: Thatcherism in action</p>	<ul style="list-style-type: none"> • The reform of local government, education and the NHS • The Miners' Strike 1984: course and impact • 'Rolling back the State': the impact of privatisation • Exploring source material: eg Reaching a balanced judgement.
<p>12. 5 Hours: Thatcher's Downfall</p>	<ul style="list-style-type: none"> • The consumer boom - monetarism in the late 1980s • The end of Thatcherism: the controversies over Europe and the Poll Tax • Assessing Thatcherism • Weighing the evidence and reaching a balanced judgement through the exploration of different interpretations and view points eg did Thatcher transform British politics?

Unit 2, Option E, Topic E2: Mass Media, Popular Culture and Social Change in Britain since 1945

The following table shows how the issues which need to be covered in relation to Unit 2 Topic E2 might be incorporated into a teaching programme. It should be emphasised that it is an example of what might be done, not a model which must be adopted. The assumption has been made that contact time for the unit comprises 60 one-hour lessons. How these 60 hours could be distributed across an actual teaching programme is, of course, dependent upon the way an individual centre's timetable is constructed.

Whilst mastering and understanding this content it is important to remember that a major requirement of this unit is working with selected sources to demonstrate evidence skills which enable candidates to make reasoned and supported judgements and to address an historical view or claim. The content, therefore, laid out here should be accompanied by the study of appropriate source material and time should be allowed for the development of the skills of cross-referencing and evaluation of source material and the discussion of conflicting evidence and differing views.

The content selected for this scheme is not prescribed as content to be assessed in the examination (except where it is actually detailed in the specification); instead it is illustrative of ways in which the required understanding may be developed. In the scheme outlined below, it is not suggested that each area of content should be given a standard unit of time.

The main focus of this option is on the changes that British society underwent in the decades following the Second World War and how these changes were influenced by and reflected in the contemporary mass media and popular culture.

<p>1. 5 Hours: Class and Consumerism</p>	<ul style="list-style-type: none"> • Affluence, television and consumerism: investigating cause and effect • Representing class on film: eg the British New Wave and working-class culture; documentaries [<i>O Dreamland (1953)</i>] and films [<i>Room at the Top (1959)</i>] • TV and class: eg the aspirational Sixties, <i>The Likely Lads</i>; Thatcher's Eighties, <i>Boys from the Blackstuff</i>. • Considering historical views: did TV result in a rejection of the wartime collectivist spirit?
<p>2. 5 Hours: The Media in a Multi-Cultural Society</p>	<ul style="list-style-type: none"> • The press and attitudes to race: eg the tabloids, immigration and asylum seekers • Light entertainment, heavy issues: TV and race, eg <i>Till Death Us Do Part</i>, and <i>Love Thy Neighbour</i> • Impact of cinema from 1980s; eg 'Film on Four', <i>My Beautiful Laundrette (1985)</i> and <i>East is East (1999)</i> • Exploring source material; shifting perspectives, 1970s to 1990s

Unit 2, Option E, Topic E2: Mass Media, Popular Culture and Social Change in Britain since 1945

<p>3. 5 Hours: Gender and family</p>	<ul style="list-style-type: none"> • Female role models? The depiction of women in soap operas • Exploring the permissive society on screen • The backlash against permissiveness: eg the campaigns of Mary Whitehouse, 'Clean Up Television' and Lord Longford • Exploring source material; changing perspectives and the interpretations of the past
<p>4. 5 Hours: Decline in deference: attitudes to royalty.</p>	<ul style="list-style-type: none"> • Reporting the royals from the war to 1970s; from Coronation to Silver Jubilee • Royalty and the media in 1980s and 1990s: Charles and Diana; Sarah Ferguson • The impact of the media: privacy laws, public perceptions of monarchy, the relaxing of Royal protocol. • Considering historical views; how far was the media instrumental in a decline in public respect for the Royal Family in the post-war years?
<p>5. 5 Hours: Royalty in the Spotlight: case study of Diana, Princess of Wales</p>	<ul style="list-style-type: none"> • The People's Princess: Diana, the media and the cult of celebrity. • Charles and Diana: privacy and press intrusion • Death of a Princess: mass media and public grief • Exploring source material; comparing similarities and differences, the changing interpretations of Diana
<p>6. 5 Hours: Questioning authority: investigative journalism and Government</p>	<ul style="list-style-type: none"> • Uncovering scandal: from Profumo to Archer • War and calling Government to account: case studies on the Belgrano and Iraq Dossier • Corruption and leaks: funding, Honours etc • Depicting authority: the media and satire, from TW3 to Spitting Image • Exploring source material; eg resolving conflicts in evidence
<p>7. 5 Hours: Popular Music and Youth Culture</p>	<ul style="list-style-type: none"> • Rock'n'Roll and the growing influence of the youth market • The Swinging Sixties: case study of the Beatles • Counter-culture and commerce: from Punk to the Spice Girls • Exploring source material: giving weight to evidence - the growth of 'crossover culture' and the merging of popular and high culture.

Unit 2, Option E, Topic E2: Mass Media, Popular Culture and Social Change in Britain since 1945	
<p>8.</p> <p>5 Hours:</p> <p>The Americanisation of British Culture</p>	<ul style="list-style-type: none"> • The impact of American music: from rock to rap. • TV in the age of Rock'n'Roll: youth and affluence. • Film-going and the impact of Hollywood on British culture. • McDonaldisation: television, consumerism, trend-setting and culture. • Exploring source material: resolving conflicts in evidence - BritArt and BritPop versus United States of Britain
<p>9.</p> <p>5 Hours:</p> <p>The Age of Television</p>	<ul style="list-style-type: none"> • Social Realism on TV: Documentaries and Dramas; eg <i>The War Game</i> (1965), <i>Up the Junction</i> (1965) and <i>Cathy Come Home</i> (1966) • TV and social issues; eg exploring topical debates through soap operas • TV and the growth of 'celebrity' • Reality TV; Big Brother and docusoaps • Considering historical claims. eg has television led to a 'dumbing down' of popular culture?
<p>10.</p> <p>5 Hours:</p> <p>Technology and the Internet, Home and the Individual</p>	<ul style="list-style-type: none"> • Changing patterns of leisure; the rise of the net nerd? • Computers and consumerism; the technological revolution and the growth of e-commerce. • Transforming traditional ties; the growth of 'virtual' communities. • Exploring source material: assessing conflicting evidence of internet usage.
<p>11.</p> <p>5 Hours:</p> <p>Technology and the Internet, Government and Society</p>	<ul style="list-style-type: none"> • The information revolution: freedom of Information; demands and legislation • Divorcing communication from transport: working patterns in the UK • World Wide Web; the globalisation of British culture. • The news revolution; impact on politics and governance. • The democratisation of the political voice: the internet, blogs and YouTube • Exploring source material: eg reaching a balanced judgement - better informed or information overload?

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<p>12. 5 Hours: Assessing the influence of media in society.</p>	<ul style="list-style-type: none">• Weighing up the social and cultural costs/benefits of changes in the mass media.• Exploring continuity and change - media as cultural leader or social indicator.• Evaluating evidence across the time period; exploring similarities and differences; reaching reasoned judgements based on conflicting source material; identifying continuities and points of departure.
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