

Edexcel GCSE History A and B

Controlled Assessment

CA10[L]: The impact of war on [a locality in] Britain 1914–45

What are the changes to content from 2013?

The end date of this topic is now **1945**, not 1950. This was to make it chronologically more comparable with other controlled assessment topics. The content is now structured into the following three bullet points. The green text indicates content that has been clarified, expanded or moved.

- Government organisation for war **in both conflicts: defence on the home front**, organisation of labour force and key industries, **production of** military equipment and munitions; conscription and **the treatment of** conscientious objectors; evacuation, rationing; **censorship and** propaganda.
- The impact of **the First and Second World Wars** on society: changing social attitudes; change in the role and status of women; **changes in work and employment**; post-war reconstruction in **the 1920s**; **increased government involvement in the lives of civilians**.
- The civilian experience of total war **1939–1945: how well did civilian morale withstand the impact of war?**

CA10 must not be combined with:

- History A specification Unit 3A War and the transformation of British society c1903-28
- History A specification Unit 3B War and the transformation of British society c1931-51
- History B specification Unit 1C The changing nature of warfare c50AD to the present day
- History B specification Unit 2A The transformation of British society c1815-51
- History B specification Unit 3C The impact of war on Britain c1903-1954

Has the representation focus changed from 2013?

Previously the representation focus for this option was: How did civilians in Britain react to the experience of war in 1939–45? The third bullet point above now forms the representation focus.

Suggested resources to support teachers and candidates

The following is a provisional list of resources, which may be useful for this topic.

The following student book was published in 2010 to support this topic in the 2009 specification. Note that it has not been updated for the 2013 specification, but much of the content will still be of use to students.

Edexcel GCSE History CA10 The impact of war on Britain c1914–50 Student Book, ISBN 9781846908798 (Pearson).

Teachers can also use any GCSE student book on Britain in the period to teach the enquiry section – Pearson have produced the following student books for examined units in the specification:

- *Edexcel GCSE Modern World History Unit 3A War and the transformation of British society c1903–28 Student Book*, ISBN 9781846905506.
- *Edexcel GCSE Modern World History Unit 3B War and the transformation of British society c1931–51 Student Book*, ISBN 9781846905513.
- *Edexcel GCSE SHP Warfare student book covers SHP examined Unit 3C The impact of war on Britain c1914–50* (ISBN 9781846904424).

For more information on these publications go to: www.pearsonschoolsandcolleges.co.uk.

Hodder Education also have GCSE Modern World student books which cover this period:

GCSE Modern History for Edexcel: War and Transformation of British Society 1903-1928

GCSE Modern History for Edexcel: War and Transformation of British Society 1931-1951

For more information go to www.hoddereducation.co.uk.

Edexcel have produced three detailed schemes of work for MW and SHP examined topics on Britain in this period - these schemes of work contain several links to useful websites and references to other useful resources.

The Modern World Unit 3A War and the transformation of British society c1903–28 (examined topic) and 3B War and the transformation of British society c1931–51 SOW can be found on the link below under Editable Schemes of Work:

www.edexcel.com/quals/gcse/gcse09/history/a/Pages/default.aspx.

The SHP Unit 3C The impact of war on Britain c1914–50 (examined topic) SOW can be found on the link below under Editable Schemes of Work:

www.edexcel.com/quals/gcse/gcse09/history/b/Pages/default.aspx.

There are many websites with good material on this topic, including:

<http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/britain/homefrontrev1.shtml>

http://www.historylearningsite.co.uk/home_front_1914_to_1918.htm

<http://www.nationalarchives.gov.uk/education/homefront/>

<http://www.historylearningsite.co.uk/homefront.htm>

Topic timeline

We have provided the timeline below as an additional resource for students.

- 1914 The outbreak of war.
Defence of the Realm Act (DORA) imposed restrictions on everyday life.
State control of the railways.
- 1915 Munitions of War Act.
Dilution – unskilled and semi-skilled men and women fill labour shortages.
Increased state control of mines.
Ministry of Munitions formed.
- 1916 Conscription introduced in Britain.
- 1917 Rationing introduced.
Women’s Land Army set up.
- 1918 Representation of the People Act: the vote for all males over 21 and most females over 30.
- 1918 War ends.
- 1919 Sex Discrimination Removal Act: removed legal restrictions on the right of women to hold public office or enter the professions.
Housing Act: Homes fit for heroes?
- 1928 All women over 21 gained the vote.
- 1939 Outbreak of War again.
Petrol rationing.
Anderson shelters start to be delivered to householders; Wartime Ministries are established, including Economic Warfare; Food; Shipping; Information and Propaganda.
Evacuation of children from danger areas, but many return home in early 1940.
Women’s Land Army formed.
Conscription: All men aged 18–41 can be called-up.
- 1940 The Emergency Powers Act gives the government power over all British citizens and their property.
Road signs and railway station names are removed; shop signs are painted out.
LDV formed and later renamed the Home Guard. 1,000,000 men enrol in the Home Guard by the summer of 1940.
Battle of Britain begins.
Blitz begins: Main industrial cities targeted. London badly hit.
New mass evacuation programme.
- 1941 Emergency Medical Service co-ordinates the work of hospitals.
Clothes rationing begins.
Severe shortages of food.
The National Service Act conscripts unmarried women aged 20 to 30 years into the armed forces or into vital war work.
Bombing of cities continues but less severe after May.
National Fire Service set up.
- 1942 Rationing of fuel for heating.

Conscription is extended to 19 year old women.

Over 80% of women aged between 18 and 40 are now in the armed forces or in industry.

Publication of Beveridge Report.

1943 The Bethnal Green Tube Station disaster. 173 dead.

1944 V1 and V2 attacks.

D Day.

Butler Education Act.

1945 Family Allowances Act.

War Ends.

Rationing continues.

1946 Bread rationing introduced.

Exemplar scheme of work

The following scheme of work provides a suggested approach and is not intended to be prescriptive.

Generic scheme of work	Subject content	15-week programme
<p>Context, concepts and application</p> <p>The historical context for Part A.</p> <p>The key features of the period or issue.</p> <p>Reasons for change and developments.</p> <p>Practise analysing causation, change, consequence.</p> <p>Practise writing extended responses with a focus on causation, change, etc.</p> <p>The historical context of the enquiry/ies identified in Part B.</p>	<p>Overview (Parts A and B):</p> <p>Government organisation for war in both conflicts:</p> <ul style="list-style-type: none"> • Defence on the home Front, organisation of labour force and key industries, production of military equipment and munitions • Conscription and the treatment of conscientious objectors • Evacuation, rationing, censorship and propaganda. <p>The impact of the First and Second World wars on society:</p> <ul style="list-style-type: none"> • Changing social attitudes • Change in the role and status of women • Changes in work and employment • Post-war reconstruction in the 1920s • Increased government involvement in the lives of civilians. <p>Practice Part A Explanation</p> <ul style="list-style-type: none"> • Part A will require analysis with a focus on explanation of change, causation or consequence. • Typical question stems are: Explain why; Explain the impact; Explain the ways in which XX changed; Explain the role of XX; Explain how. <p>Practice Part B Enquiry</p> <ul style="list-style-type: none"> • Part B will always require some sort of judgement. • Typical question stems are: How significant; How much impact; How successful; How far; How much change; How different. 	<p>Weeks 1–8 including write-up of Part A, 30 mins.</p> <p>Centres may complete tasks in any order but they must teach the whole of the relevant specification bullet point before completing Part A or Part B and they must teach the whole unit before students write up Part C.</p> <p>If the Part A task is set on the first bullet point, centres may decide to write up this task before teaching the second bullet point. If the Part A task is set on the second bullet point, they may wish to teach both bullet points before completing the Part A and B tasks.</p>

Generic scheme of work	Subject content	15-week programme
<p>Part B Enquiry</p> <p>Developing enquiry skills:</p> <ul style="list-style-type: none"> • how to find, select and use sources of information • supporting candidates in the process of their research • includes write-up. 	<p>Generic</p> <p>Practise identifying and recording relevant information:</p> <ul style="list-style-type: none"> • Students to highlight key points of information or identify key views using a source that is not related to the enquiry. • Students could compare the information on different websites and discuss ways of deciding whether a website would be a good source of information to use. • Students to compare different ways of recording it, for example, bullet points, charts, diagrams. <p>Practise write-up skills by preparing notes and sources for a Part B-style paragraph.</p>	<p>Weeks 9-10, including write-up of Part B, 1 hour.</p> <p>Centres may wish to set aside class time for students to complete research or may set research as Homework while teaching the content for this bullet point or the bullet point for Part C.</p>
<p>Part C Context</p> <p>The historical context of the representations issue.</p> <p>Coverage of key features of period or issue sufficient to enable candidates to evaluate the accuracy and comprehensiveness of the representations.</p>	<p>The civilian experience of total war 1939-45: how well did civilian morale withstand the impact of war?</p> <ul style="list-style-type: none"> • The impact of dislocation, destruction and suffering of war, air raids, rationing, travel restrictions. • The civilian contribution: in the home; in employment; as volunteers; conscription. • How far is the 'Blitz spirit' of wartime Britain a myth? 	<p>Weeks 11–12</p>

Generic scheme of work	Subject content	15-week programme
<p>Part C Skills and concepts</p> <p>Understanding and analysing representations.</p> <p>Practise comparing and evaluating representations of the selected issue.</p>	<p>Generic</p> <p>Introduction to the idea of representation through discussion of social media, selection of items for the front page of newspapers etc.</p> <p>Practise evaluation of portrayal using examples such as school prospectus, social media, news reports.</p> <p>Practise evaluation of a representation using a representation from a previous task or the Representations Bank (one that will not be used as the third representation in the task).</p> <p>Students should understand the criteria being used and the necessity to support the evaluation using additional contextual knowledge.</p>	<p>Weeks 13–15, including write-up of Part C, 1 hour.</p>