

Edexcel GCSE History A and B

Controlled Assessment

CA11: Change in British society 1951–79

What are the changes to content from 2013?

The dates for this topic have been extended from 1955-75 to 1951-79. The content is now structured into the following three bullet points. The blue text indicates new content, while the green text indicates content that has been clarified, expanded or moved.

- Forces for change in British society: roles of government **and political parties**; **the impact of feminism**, youth culture **and increased affluence**; changes in education; **pressures of immigration including problems of integration**, race riots, **influence of Enoch Powell**.
- The liberalisation of society: **impact of the Bentley, Ellis and Evans cases in the 50s** and the abolition of the death penalty; changing social attitudes: abortion, contraception, homosexuality; the changing role of women, **including equal pay** and sex discrimination **legislation**; race relations.
- The Swinging Sixties? **How far and how widely did the label apply to British society?**

This option must not be combined with:

- History A specification Unit 3C The transformation of British society 1951-79
- History B specification Unit 2A The transformation of British society c1815-51

Has the representation focus changed from 2013?

Previously the representation focus for this option was: 'The Swinging Sixties'. An accurate description of Britain in the 1960s? 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: CA11 Change in British Society 1955-75 Controlled Assessment Student Book, ISBN 9781846906442.

Teachers may wish to use AS Level textbooks to help plan their teaching, and students may find them a good source of additional reading. The following AS texts are relevant:

Edexcel GCE AS History Unit 2 – Mass Media, Popular Culture and Social Change in Britain since 1945, ISBN 9781846905063.

Edexcel created an enhanced scheme of work to support the AS topic on Mass Media, Popular Culture and Social Change – it contains some web references which teachers preparing for this controlled assessment may find useful – for more info see <http://community.edexcel.com/files/folders/history/entry1074.aspx>.

There is also an AQA GCE Nelson Thornes Book entitled *A Sixties Revolution? British Society 1959–75* by Sally Waller which teachers may find useful. For more information please go to www.nelsonthornes.com.

There are also several books on the history of Britain in the 50s, 60s and 70s such as:

- *A History of Modern Britain* by Andrew Marr
- *Never Had it So Good: 1956–63 A History of Britain from Suez to the Beatles* by Dominic Sandbrook
- *White Heat: 1964-1970 A History of Britain in the Swinging Sixties* by Dominic Sandbrook.
- The National Archives website has good material on the 1960s in particular: www.nationalarchives.gov.uk/education/topics/sixties-britain.htm
- The BBC website has a general overview of this period: www.bbc.co.uk/history/british/modern/overview_1945_present_01.shtml
- There are many 'nostalgia' websites such as: www.pasttimesproject.co.uk/20th_century_review.php?decade=60s
- There are also good sections in broader websites such as the section on fashion from the website of the Victoria and Albert Museum: www.vam.ac.uk/content/articles/h/history-of-1960s-fashion-and-textiles/

Topic timeline

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

- 1951 Festival of Britain
- 1952 Death of George VI, coronation of Elizabeth II.
- 1955 First ITV broadcast.
- 1955 30,000 workers immigrated to Britain.
- 1955 Beatniks - an emerging group of young people rejecting conventional life styles.
- 1955 24 women MPs (out of a total of 630).
- 1958 Racial tension led to violence and rioting in Nottingham.
- 1958 Notting Hill (London) race riots.
- 1959 25 women MPs (out of a total of 630).
- 1960 Attempts were made to ban the publication of *Lady Chatterley's Lover* by D H Lawrence.
- 1960 Contraceptive oral pill becomes available for women to use.
- 1960 Second wave of the 'Feminist Movement' begins.
- 1961 Suicide Act.
- 1961 66,000 workers immigrated to Britain.
- 1962 Commonwealth Immigrants Act.
- 1963 New universities established, including Exeter, Kent, Sussex, Lancaster.
- 1964 Fights between 'Mods and Rockers'.
- 1964 28 women MPs (out of a total of 630).

- 1965 Race Relations Act.
- 1965 Government directed local authorities to plan comprehensive schools.
- 1966 Time Magazine (USA) has an image of 'swinging London' as its front cover.
- 1966 26 women MPs (out of a total of 630).
- 1967 Sexual Offences Act (decriminalised homosexuality).
- 1967 Abortion Act.
- 1968 Hippie 'summer of love'.
- 1968 Abolition of the censorship of plays.
- 1968 Kenyan and Ugandan Asians started arriving in Britain
- 1968 Race Relations Act.
- 1969 Murder (Abolition of the Death Penalty) Act.
- 1969 Representation of the People Act.
- 1969 November – effectively the Beatles had disbanded.
- 1970 Equal Pay Act.
- 1971 Immigration Act.
- 1974 February 23 women MPs (out of a total of 635).
- 1974 October 27 women MPs (out of a total of 635).
- 1974 The birth of 'Punk Rock'.
- 1975 Sex Discrimination Act.
- 1979 Margaret Thatcher became Britain's first female Prime Minister.

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>Forces for change in British society:</p> <ul style="list-style-type: none"> • Roles of government and political parties • The influence of feminism, youth culture and increased affluence • Changes in education • Pressures of immigration, including problems of integration, race riots, influence of Enoch Powell. <p>The liberalisation of society:</p> <ul style="list-style-type: none"> • Impact of the Bentley, Ellis and Evans cases in the 50s and the abolition of the death penalty • Changing social attitudes – abortion, contraception, homosexuality • The changing role of women, including equal pay and sex discrimination legislation • Race relations. <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 'Swinging Sixties'? How far and how widely did the label apply to British society?</p> <ul style="list-style-type: none"> • The increase in disposable income, the use of advertisements to increase awareness of products, changes in the franchise, the rise of the teenager and rebellion against traditional behaviour. • The changing role of women in society – women's demands for equality, the feminist movement. • Changing attitudes in society towards the role of women, abortion, contraception, family life. • Youth culture – music, fashion, sub groups such as beatniks, mods, rockers, hippies, punks. 	<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>