

Edexcel GCSE History A and B

Controlled Assessment

CA12: Power and political transformation in Britain 1970–90

What are the changes to content from 2013?

The content is now structured into the following three bullet points. The green text indicates content that has been clarified, expanded or moved.

- Government and trade unions: **relations between the political parties and trade unions; changes in legislation and their impact on trade union influence.** Case studies: the Heath government and the miners; the Thatcher government and the miners' strike.
- **Thatcher in strength and weakness:** the Falklands War – **its conduct and its impact,** political consequences **in Britain.** **Reasons for the fall of Thatcher – the poll tax: resistance and protest and their consequences;** issues over EU **membership and direction;** the Heseltine, Lawson and Howe resignations.
- **The Iron Lady: how valid an assessment is this of Margaret Thatcher's leadership?**

This option must not be combined with:

- History B specification Unit 2A The transformation of British society c1815-c51

Has the representation focus changed from 2013?

Previously the representation focus for this option was: How did Britain respond to the Falklands Crisis? 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.

At present there are no published resources written specifically for this GCSE Controlled assessment topic. However, the *Edexcel SHP GCSE Crime and Protest Student Book* (ISBN 9781846904417) does contain sections on the Miners' Strike and Poll Tax protests. Hodder Education has produced a *GCSE Modern World History Dynamic Learning CDROM* on 20th Century British History by Ben Walsh, Esther Arnott and Neil Thompson. For more details please go to www.hoddereducation.co.uk.

Teachers may wish to use AS level text books 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 – British Political History 1945–90 Consensus and Conflict* by Geoff Stewart. For more information please go to www.pearsonschoolsandfecolleges.co.uk.
- *Consensus and Conflict*, by Geoff Stewart, ISBN 9781846905056 (Pearson).
- *Access to History: Britain 1945–2007* by Michael Lynch, Hodder Education. For more information please go to www.hoddereducation.co.uk.
- *Flagship History: Britain 1945–2007* by Derrick Murphy and Patrick Walsh-Atkins, Collins Education. For more information go to www.collinseducation.com.

Websites, such as those below, are also useful sources of information. There are also many obituaries of Margaret Thatcher available online.

- www.nationalarchives.gov.uk/releases/2005/nyo/politics.htm
- www.MargaretThatcher.org
- www.bbc.co.uk/history/people/margaret_thatcher
- www.historytoday.com/margaret-thatcher
- www.theguardian.com/politics/2013/apr/09/margaret-thatcher-place-in-history
- www.num.org.uk
- www.Falklandswar.org.uk
- www.bbc.co.uk/history/recent/troubles/index/shtml
- www.naval-history.net/NAVAL1982FALKLANDS.htm

Topic timeline

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

- 1970–74 The Conservative Government of Edward Heath.
- 1971 Industrial Relations Act passed to reduce the powers of Trades Union.
- 1971 Trades Union resistance made it impossible to enforce the Act.
- 1972 A Miners' Strike announced by leadership of NUM - Arthur Scargill rose to prominence.
- 1973 Britain became a member of the EEC.
- 1973 Government forced to introduce three-day week in December because of shortage of fuel.
- 1974 February election resulted in Labour Victory.
- 1974–79 Labour Governments of Harold Wilson (74–76) and James Callaghan (76–79).
- 1975 Referendum on Europe – a 'yes' majority.
- 1978–79 'Winter of Discontent' - problems of industrial relations and strikes.
- 1979–90 The Conservative Government of Margaret Thatcher.
- 1982 The Falklands War.
- 1984–85 The Miners' Strike.
- 1986 Resignation of Michael Heseltine over Westland helicopters.
- 1989–90 The Poll Tax Crisis.
- 1989 Resignation of Chancellor of Exchequer, Nigel Lawson.
- 1990 Sir Geoffrey Howe's resignation speech.
- 1990 Fall of Margaret Thatcher.

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 and trade unions:</p> <ul style="list-style-type: none"> • Relations between the political parties and trade unions. • Changes in legislation and their impact on trade union influence. • Case studies: the Heath government and the miners; the Thatcher government and the miners' strike. <p>Thatcher in strength and weakness:</p> <ul style="list-style-type: none"> • The Falklands War – its conduct and its impact, political consequences in Britain. • Reasons for the fall of Thatcher – the poll tax: resistance and protest and their consequences; issues over EU membership and direction; the Heseltine, Lawson and Howe resignations. <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 Iron Lady: how valid an assessment is this of Margaret Thatcher's leadership?</p>	<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>