

Edexcel GCSE History B

Controlled Assessment

CA14: History around us — a local community

What are the changes to content from 2013?

With the addition of a new CA13 topic, this option is now CA14. **This topic is available for the History B (Schools History Project) specification only.** The content is now structured into the following three bullet points. The green text indicates content that has been clarified, expanded or moved.

- Family life, housing and leisure.
- Work, employment and communications.
- An **improved standard of living? How positive was** the impact of industrialisation on **people's lives** in the nineteenth century.

(The first two bullet points must focus on any period of at least 50 years in the locality.)

Has the representation focus changed from 2013?

Previously the representation focus for this option was: What was the impact of industrialisation on a local community? 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.

There are no published resources written specifically for this GCSE controlled assessment topic. Parts of the book published by Pearson for SHP Unit 2A: The transformation of British society c1815–c1851 (ISBN 9781846906398) will be relevant to this topic, such as the coming of the railways. For more information go to www.pearsonschoolsandcolleges.co.uk.

There is also an existing book on Britain 1815–51 published by Hodder Education, as well as a general GCSE text on British Social and Economic History by Ben Walsh – for more information go to www.hoddereducation.co.uk.

The following are examples of texts which could also be used to cover the impact of the Industrial Revolution:

- *A working life: child labour through the 19th century*, by Alan Bennett (Waterfront Publications).
- *British Economic and Social History 1700–1870*, by P Sauvain and Stanley Thornes.
- *Three Centuries of Change, British Social and Economic History since 1700*, by Staton, Ennion and Moore (Collins).
- *Britain since 1700*, by R J Cootes (Longman).

- *From Manufacturing to Industry 1700-1850*, by John Robottom (Longman).
- *The Rural Revolution in an English Village*, by R Sturgess, Cambridge

The British Association for Local History website (www.balh.co.uk) publishes books and pamphlets on local history, and has details about upcoming events and lists useful sites such as local societies.

Other useful local history sites include:

- www.english-heritage.org.uk
- www.nationaltrust.org.uk
- www.local-history.co.uk
- www.british-history.ac.uk/subject.aspx?subject=5
- www.bbc.co.uk/history/trail/local_history/
- www.nationalarchives.gov.uk/localhistory/.

Local guide books and travel and tourism websites and offices may also be useful – local guides usually have brief history sections.

Topic timeline

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

The Impact of the Industrial Revolution

- 1769 Arkwright's water frame was invented.
- 1770s The development of textile mills using water-power.
- 1775 James Watt's steam engine invented.
- 1779 First steam-powered textile mills.
- 1801 Trevithick demonstrates the first steam locomotive.
- 1811–15 Luddite riots: machine-breaking in factories.
- 1830 Liverpool-Manchester Railway opened – the first commercial railway.
- 1830–36 1,000 miles of railway track built.
- 1830s Ocean-going steamships were developed. The Great Western ship, designed by Isambard Kingdom Brunel was launched in 1837 and carried mail to America.
- 1837–51 6000 miles of railway track built.

Growth of towns 1801–1851

Factory textile towns +299%

Other manufacturing towns +186%

Changes in employment 1801–51

Manufacturing +13%

Trade and transport +5%

Agriculture –14%

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>The key changes in the locality over the period chosen; the nature and extent of changes over the period and the reasons for change. (The precise content here will be defined by the centre but it must cover a period of not less than 50 years before or after the nineteenth century).</p> <ul style="list-style-type: none"> • Family life, housing and leisure. • Work, employment and communications (e.g. farming, fishing, brewing, transport, building, retail, a profession, etc). <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>
<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 	<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. 	<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</p>

Generic scheme of work	Subject content	15-week programme
research <ul style="list-style-type: none"> includes write-up. 	<ul style="list-style-type: none"> Students to compare different ways of recording it, for example, bullet points, charts, diagrams. Practise write-up skills by preparing notes and sources for a Part B-style paragraph.	bullet point or the bullet point for Part C.
Part C Context The historical context of the representations issue. Coverage of key features of period or issue sufficient to enable candidates to evaluate the accuracy and comprehensiveness of the representations.	An improved standard of living? How positive was the impact of industrialisation on people's lives in the nineteenth century. <ul style="list-style-type: none"> Key features of work and society before the industrial revolution Overview of Industrial change c1800–c1870. Impact of industrialisation: <ul style="list-style-type: none"> People: employment, conditions of work, communications, living conditions and leisure. Industries, economy, towns. 	Weeks 11–12
Part C Skills and concepts Understanding and analysing representations. Practise comparing and evaluating representations of the selected issue.	Generic Introduction to the idea of representation through discussion of social media, selection of items for the front page of newspapers etc. Practise evaluation of portrayal using examples such as school prospectus, social media, news reports. 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). Students should understand the criteria being used and the necessity to support the evaluation using additional contextual knowledge.	Weeks 13–15, including write-up of Part C, 1 hour.