





## Paper 1, Option 1H: Britain transformed, 1918–97

### Overview

This option comprises a study in breadth, in which students will learn about the extent to which Britain was transformed politically, socially, economically and culturally in the years 1918–79. They will consider responses to the challenges of war, fluctuations in the economy, technological advancement and the desire for greater social equality.

The focus of study is on developments and changes over a broad timescale and so the content is presented as themes spanning a significant duration: 1918–79. This option also contains a study in depth of historical interpretations on a broad question, which is contextualised by, and runs on from, the themes: what impact Thatcher's governments had on Britain, 1979–97.

Themes	Content
1 A changing political and economic environment, 1918–79	<ul style="list-style-type: none"> <li>A changing political landscape: changing party fortunes, 1918–31; the National government, 1931–45; Labour government, the rise of consensus politics and political challenge, 1945–79.</li> <li>Responding to economic challenges: post-war boom, crisis and recovery, 1918–39; creating a managed economy, 1939–51; the response to economic challenges, 1951–79.</li> <li>Change and challenge in the workplace: the reasons for, and consequences of, industrial change and changing industrial relations, 1918–39; changing working opportunities and conditions, 1939–79; industrial relations, 1939–1979, and the reason for their breakdown in the 1960s and 70s.</li> <li>Providing social welfare: the extent, and nature of, social welfare provision, 1918–39; the impact of the Second World War, the Labour government and consensus, 1939–64; the reasons for increasing challenges to state welfare provision, 1964–79.</li> <li>Public health: health provision, 1918–45; the creation and impact of the National Health Service (NHS), 1945–79, and the challenge of medical advances.</li> <li>Education and widening opportunities: education policy, 1918–43; the significance of the 'Butler Act' 1944; and the development of comprehensive education to 1979; the growth and social impact of university education, 1918–79.</li> </ul>
2 Creating a welfare state, 1918–79	

Themes	Content
3 Society in transition, 1918–79	<ul style="list-style-type: none"> <li>Class and social values: class, social change and the impact of wars, 1918–51; the emergence of the 'liberal society', and its opponents, 1951–79.</li> <li>The changing role and status of women: the right to vote and political advancement, 1918–79; changes in family life and the quest for personal freedoms, 1918–79.</li> <li>Race and immigration: immigration policies and attitudes towards ethnic minorities, 1918–39; the impact of the Second World War and new Commonwealth immigration; racial controversy and the impact of government policies on race relations and immigration, 1958–79.</li> <li>Changing living standards: the impact of boom, crisis and recovery, and the significance of regional differences, 1918–39; the effects of 'total war' and austerity, 1939–51; the growth of a consumer society, 1951–79.</li> <li>Popular culture and entertainment: the impact of mass popular culture, including cinema, radio and music, 1918–79; the influence of television from the 1950s and youth culture, 1955–79.</li> <li>Leisure and travel: the growth of spectator sports from the 1920s; increased leisure time and the development of mass tourism from the 1930s; the impact of car ownership and travel developments, 1918–79.</li> </ul>
4 The changing quality of life, 1918–79	

Historical questions	Content
What impact did Thatcher's governments have on Britain, 1979–97?	<ul style="list-style-type: none"> <li>The effect of Thatcher's economic policies.</li> <li>The extent to which state intervention and the public sector were 'rolled-back'.</li> <li>The extent of political and social division within Britain.</li> <li>The effect of Thatcherism on politics and party development.</li> </ul>

## Paper 2, Option 2H.1: The USA, c1920–55: boom, bust and recovery

### Overview

This option comprises a study in depth of economic and social change in the USA from the post-war boom of the 1920s, through depression, recovery and war, to the transformation of many aspects of US society in the years immediately after 1945. Students will gain an in-depth understanding of economic change and its long-term effects, the growing demands by black Americans for social equality, and the cultural changes driven by individuals and by technological change.

Key topics	Content
1 Boom and crash, 1920–29	<ul style="list-style-type: none"> <li>The economic boom of the 1920s: mass production; technological advances and their impact on leisure; the automobile; hire purchase; laissez faire; farmers, black Americans and limits to the boom.</li> <li>Causes of the crash of 1929: the Wall Street Crash; overproduction; land speculation; the bull market; weaknesses of the banking system.</li> <li>Changes in society; immigration and the 'Red Scare'; the Ku Klux Klan; prohibition and organised crime; the changing role of women.</li> <li>Cultural change in the 1920s: the Jazz Age; the Harlem Renaissance; growing popularity of baseball; radio and the cinema; American literature.</li> </ul>
2 Depression and New Deal, 1929–38	<ul style="list-style-type: none"> <li>The spread of the depression, 1929–32: growth of unemployment; collapse of GDP; effects on workers, families, farmers and ethnic minorities; 'gangsterism'.</li> <li>Hoover's response to the depression, 1929–33: the Smoot-Hawley Tariff; homelessness and the Hoovervilles; the Reconstruction Finance Corporation; Emergency Relief and Construction Act 1932.</li> <li>Roosevelt and the First New Deal, 1933–35: emergency relief; public works; the alphabet agencies; help for farmers; reforming the financial system; opposition to Roosevelt's policies, including Huey Long and the Supreme Court.</li> <li>The Second New Deal, 1935–38: the Wagner Act 1935; the Social Security Act 1935; the Revenue Act 1935; opposition to the Second New Deal.</li> </ul>

Key topics	Content
3 Impact of the New Deal and the Second World War on the USA to 1945	<ul style="list-style-type: none"> <li>The New Deal and the economy: the impact of New Deal policies on unemployment and national infrastructure; women and the New Deal, including the role of Eleanor Roosevelt; the state of the US economy in 1940.</li> <li>The impact of the New Deal and the war on ethnic minorities: New Deal policies and black Americans; the Indian Reorganisation Act 1934; change for hispanic Americans; the contribution of ethnic minorities to the war effort; the race riots of 1943; the Double V campaign.</li> <li>Social and cultural changes: WPA support for writers and musicians; changes in the role of women, including impact of the Fair Employment Practices Commission on the status of women and black Americans; wartime domestic propaganda; the power of Hollywood, including war films and the rise of Disney; the growing power of radio; popular music.</li> <li>The war and the economy, 1941–45: the collapse of unemployment; women and the war effort; the contribution of young people; growing power of trade unions; migration to urban and industrial centres; the growth of new industries.</li> </ul>
4 The transformation of the USA, 1945–55	<ul style="list-style-type: none"> <li>Economic transformation: changing employment opportunities; government policies to encourage growth; the provision of mortgages for veterans; growing mobility, including cars and highway construction; the growth of the suburbs; Levittown projects; the new consumer society.</li> <li>The end of post-war euphoria: HUAC, McCarthyism and their impact; anti-communism and the Cold War context; the reality of the nuclear age, including Ethel and Julius Rosenberg.</li> <li>Cultural change: Hollywood and the Cold War; the growing power of television, including popular entertainment and sitcoms, the stereotyping of women and ethnic minorities; the origins of a teenage culture, including rock'n roll.</li> <li>The changing status of minorities: Truman's desegregation of the armed forces; extent of integration in professional sports and popular entertainment; the growth of the NAACP; the Brown case 1954; the extent of change by 1955.</li> </ul>

## Paper 3, Option 33: The witch craze in Britain, Europe and North America, c1580–c1750

### Overview

This option comprises two parts: the *Aspects in breadth* focus on long-term changes and contextualise the *Aspects in depth*, which focus in detail on key episodes.

Together, the breadth and depth topics explore the nature of the witch craze that took hold in the late sixteenth century and the changing attitudes to magic and sorcery that eventually contributed to its decline. Together, students will study the social, economic, political and dimensions of the phenomenon, and the broad intellectual changes that ushered in what is often called the Age of Reason.

### Aspects in breadth: challenges to the witch craze, c1580–c1750

Themes	Content
1 Changing attitudes to witchcraft in Britain	<ul style="list-style-type: none"> <li>The existence and growth of scepticism, c1580–c1750: the impact of notable frauds and doubtful cases (key developments: the case of the Boy of Burton 1597, the Pendle Swindle 1634, the Demon Drummer of Tedworth 1662, the case of Jane Wenham in 1712); the influence of Lord Chief Justice Sir John Holt, 1689–1710.</li> <li>The impact of notable sceptic publications, c1580–c1750: Reginald Scot's <i>The Discoverie of Witchcraft</i> 1584, Samuel Harsnett's <i>A Survey of Certain Dialogical Discourses</i> 1599, Thomas Ady's <i>A Candle in the Dark</i> 1656, John Webster's <i>The Displaying of Supposed Witchcraft</i> 1677 (key development: the publication of Balthasar Bekker's <i>The Enchanted World</i> 1691).</li> </ul>
2 The wider intellectual context: the coming of the age of science and reason	<ul style="list-style-type: none"> <li>Making sense of the universe and its impact, c1580–c1750: the coexistence of new and older ideas and impact of Johannes Kepler, Galileo Galilei and Isaac Newton.</li> <li>The changing approach to human understanding and knowledge, c1580–c1750 (key developments: Francis Bacon and the empirical scientific approach, the foundation of Gresham College 1644 and the Royal Society 1662, Thomas Hobbes's deductive reasoning and materialism, John Locke and his <i>Essay Concerning Human Understanding</i> 1690).</li> </ul>

### Aspects in depth: persecuting witches

Key Topics	Content
1 The North Berwick witches in Scotland, 1590–91 and the aftermath to 1597	<ul style="list-style-type: none"> <li>The origins of the persecution: Gilly Duncan's confession; the impact of James VI's voyage from Denmark; the extent to which Danish witch hunting influenced events in Scotland.</li> <li>The widening net: the case of Agnes Sampson and John Fian; the role of the king and torture; the involvement of the Earl of Bothwell; impact of the confessions, trials and executions.</li> <li>Reasons for the extent of persecutions in Scotland to 1597, including judicial procedures, lack of strong central control, the role of King James and significance of his <i>Daemonologie</i>.</li> </ul>
2 The Lancashire witches of 1604–13	<ul style="list-style-type: none"> <li>The influence of social, economic and religious context of the area around Pendle in the early seventeenth century and the significance of the new witchcraft statute of 1604.</li> <li>The origins of the case: Alizon Device and John Law; the investigations of Roger Nowell; Old Demdike and Old Chattox and their witchcraft families; the meeting at Malkin Tower.</li> <li>The trial 1612: the Judges Bromley and Altham; the conduct and outcomes of the trial; impact of Thomas Potts's account.</li> </ul>
3 The Great Witch Hunt, in Bamberg, Germany, 1623–32	<ul style="list-style-type: none"> <li>The economic, political and religious context: reclaiming territory for the Catholic Church; the impact of the Thirty Years War on Bamberg in these years; economic crises.</li> <li>Numbers and social groups affected by the witch hunts; the use of torture and property confiscations; the roles of the Prince-Bishop von Dornheim and Frederick Forner.</li> <li>The reasons for the ending of the craze: the influence of the Emperor Ferdinand II and the Imperial Chamber Court; the arrival of the Swedish Army.</li> </ul>
4 Matthew Hopkins and the East Anglian witch craze, 1645–47	<ul style="list-style-type: none"> <li>Economic and political context: the impact of the breakdown of traditional authority and legal structures; economic crises.</li> <li>Geography, numbers, class and gender of victims; the roles and methods of Matthew Hopkins and John Stearne and reasons for their influence and power.</li> <li>The ending of the witch craze: the growing cost; the re-establishment of traditional authority; the role of John Gaule.</li> </ul>
5 Cotton Mather and the Salem witch hunt, 1692–93	<ul style="list-style-type: none"> <li>The social, economic and political context of Salem: weakened authority following the 1688 Revolution; Indian threats and economic crisis; social tensions.</li> <li>The influence of Cotton Mather, including <i>Memorable Providences relating to Witchcraft and Possessions</i>; instigators, including the roles of Samuel Parris, children and Tituba; the nature of the victims; the trials and executions.</li> <li>Reasons for the ending of the witch hunt: the roles of Cotton Mather's father and Governor Phips; the general pardon.</li> </ul>

## Coursework

### Overview

The purpose of this coursework is to enable students to develop skills in the analysis and evaluation of interpretations of history in a chosen question, problem or issue as part of an independently researched assignment.

The focus is on understanding the nature and purpose of the work of the historian. Students will be required to form a critical view based on relevant reading on the question, problem or issue. They will also be specifically required to analyse, explain and evaluate the interpretations of three historians.

The coursework will be assessed using a centre-set assignment. Assignments must meet the requirements detailed below. An assignment framework is provided to support the development of individual assignments.

# Assessment

## Assessment summary

Students must complete all assessment in May/June in any single year.

### Summary of tables of assessment

Paper 1: Breadth Study with Interpretations	Paper codes: 1A–1H	30% of the total qualification
<ul style="list-style-type: none"><li>• First assessment: May/June 2017.</li><li>• The examination lasts 2 hours 15 minutes and is marked out of 60.</li><li>• Students answer three questions: one from Section A, one from Section B and one from Section C.</li><li>• Section A comprises a choice of two essay questions that assess understanding of the period in breadth (AO1) and target content specified in the <i>Themes</i> for the relevant option. Questions may cross the <i>Themes</i>.</li></ul> <p>Questions will normally cover periods of at least 10 years. Any AO1 concepts may be targeted (i.e. causation, consequence, change, continuity, similarity, difference, significance).</p> <ul style="list-style-type: none"><li>• Section B comprises a choice of two essay questions that assess understanding of the period in breadth (AO1) and target content specified in the <i>Themes</i> for the relevant option. Questions may cross the <i>Themes</i>.</li></ul> <p>Questions will normally cover periods equivalent to at least a third of the timespan of the <i>Themes</i>. Any AO1 concepts may be targeted.</p> <ul style="list-style-type: none"><li>• Section C comprises one compulsory question that assesses the ability to analyse and evaluate interpretations (AO3) and targets content specified in <i>Historical interpretations</i> for the relevant option.</li></ul> <p>Questions will be based on two extracts from historical interpretations totalling approximately 350 words.</p>		

\* See *Appendix 3: Codes* for a description of this code and all other codes relevant to this qualification.

The sample assessment materials can be found in the *Pearson Edexcel Level 3 Advanced GCE in History Sample Assessment Materials* document (ISBN 9781446912492).

20% of the total qualification

- First assessment: May/June 2017.
- The examination lasts 1 hour 30 minutes and is marked out of 40.
- Students answer two questions: one from Section A and one from Section B.
- Section A comprises one compulsory question for the option studied that assesses the ability to analyse and evaluate source material that is primary and/or contemporary to the period (AO2) and target content specified in one or more *Key topics* for the relevant option. Questions will be based on two sources that together total approximately 400 words.
- Section B comprises a choice of two essay questions that assess understanding of the period in depth (AO1) and target content specified in the *Key topics* for the relevant option. Questions may cross the *Key topics*. Any AO1 concepts may be targeted (i.e. causation, consequence, change, continuity, similarity, difference, significance).

\* See Appendix 3: Codes for a description of this code and all other codes relevant to this qualification.

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20% of the total qualification

- First assessment: May/June 2017.
- The examination lasts 2 hours 15 minutes and is marked out of 60.
- Students answer three questions: one from Section A, one from Section B and one from Section C.
- Section A comprises one compulsory question that assesses the ability to analyse and evaluate source material that is primary and/or contemporary to the period (AO2) and targets content specified in the *Key topics* within the *Aspects in depth* for the relevant option. Questions will be based on a source that is approximately 350 words long, and students will be required to analyse and evaluate it in relation to two related enquiries.
- Section B comprises a choice of two essay questions that assess understanding of the period in depth (AO1) and target content specified in *Key topics* within the *Aspects in depth* for the relevant option. Questions may cross the *Key topics*. Any AO1 concepts may be targeted (i.e. causation, consequence, change, continuity, similarity, difference, significance).
- Section C comprises a choice of two essay questions that assess understanding of the period in breadth (AO1) and target content specified in *Themes* within the *Aspects in breadth* for the relevant option. Questions may cross the *Themes*. Questions will target change over periods of at least 100 years, focusing on:
  - the process of change (factors bringing it about)
  - the extent of change; or
  - the impact of change; or
  - patterns of change (turning points).

\* See Appendix 3: Codes for a description of this code and all other codes relevant to this qualification.

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Coursework	Paper code: 04	20% of the total qualification
<ul style="list-style-type: none"> <li>• First moderation: May/June 2017.</li> <li>• Students carry out an independently-researched enquiry requiring them to analyse and evaluate historical interpretations and to organise and communicate the findings (AO3, AO1)</li> <li>• The assignment is set by the centre on a question, problem or issue that has generated disagreement among historians.</li> <li>• The assignment is marked out of 40.</li> </ul>		

\* See Appendix 3: Codes for a description of this code and all other codes relevant to this qualification.

## Paper 1 Britain transformed 1918-1979 – Summer Assignment

Welcome to History A-Level - this is your first assignment - make it your absolute best work!

### Part one

- You need to create a detailed timeline of British governments, elections, party in power and Prime Ministers
- I have given an example below with the first two General Elections. You must use these headings.
- This must be detailed and of high quality. We will be referring to this throughout the British History course.

Period	General Elections (with results)	Party in power (or coalition)	Prime Minister (with dates in power)	Major events
Inter-war 1918-1939	<b>December 1918</b> Conservative 379 Liberal 272 Coalition Liberal 127 Sinn Fein 73 Labour 42  <b>November 1922</b> Conservative 379 Labour 142 Liberals (Asquith) 62 Liberals (Lloyd-George) 53	1918-1922 Coalition  1922-23 Conservative	1918-1922 David Lloyd George  Andrew Bonar Law 1922-23	End of WW1  Independent Ireland 1922
Second World War 1939-1945				
Early post-war 1945-1964				
Later post-war 1964-1979				

### Part two

Write a bullet-point biography of the following Prime Ministers:

David Lloyd George – Stanley Baldwin – Ramsay MacDonald – Winston Churchill – Clement Attlee – Anthony Eden - Harold Macmillan – Harold Wilson – Edward Heath – James Callaghan – Margaret Thatcher

- Include background, education, becoming party leader, elections won and lost, time as prime minister,
- The biography should be at least half a side of A4 each
- All of the above work can be hand-written or word-processed.

Make this work detailed and absolutely your best work.

### Next year

Britain has an amazing history in the twentieth century, and we explore issues from Prime Ministers to Punk! We explore politics, economics, changing workplace, the welfare state, health, education, social class and changing values, women, immigration, living standards, popular culture, travel and leisure and Margaret Thatcher and the Eighties.

I look forward to working with you on the Britain transformed course.

**Task 1 - Founding Principles and Structure of Government**

Please visit the following websites to help you with this section:

[www.history.com/topics/constitution](http://www.history.com/topics/constitution)



[http://www.socialstudieshelp.com/lesson\\_13\\_notes.htm](http://www.socialstudieshelp.com/lesson_13_notes.htm)




<http://www.pbs.org/tpt/constitution-usa-peter-saga/we-the-people/separation-of-powers/>



<https://unit1projectrichardson9sj.weebly.com/checks-and-balances.html>

Define:

Separation of Powers:	US Constitution:
Checks and Balances:	Bill of Rights:
State:	Federal:

Legislative power over Executive	Executive
Proposes and enforces laws Makes foreign treaties Commander in chief of armed forces Appoints Supreme Court justices and federal court judges Pardons those convicted in federal court	
Judicial power over Executive	

Legislative Passes Federal laws Controls federal appropriations Approves treaties and presidential appointments	
Executive power over Legislative	
Judicial powers over Legislative	

Legislative power over Judiciary	
Executive power over Judiciary	
Judiciary	Reviews lower court decisions Decides constitutionality of laws Decides cases involving disputes between states

The USA Summer Prep

Task 2

Read p5-10 Bunce and Gallagher— as you read through, complete the table 'take note' activity shown on p5

*(see Br Haynes at Mr Barton for this reading)*

Task 3 - Political Parties

Watch video <https://www.youtube.com/watch?v=1lt-f3OQ7-A>

As you do this create a timeline of the political parties of the USA. Note the key differences between the Democrats and the Republicans.

Task 4 - Key individuals:

Create a CV for each of the following Presidents. <https://www.whitehouse.gov/about-the-white-house/presidents/woodrow-wilson/> (You can use this website to help you)

Including the following criteria: party, where from, previous job, actions and reputation prior to presidency, how did they gain the presidency key actions of presidency, legacy, key events during presidency

Woodrow Wilson	Warren Harding	Calvin Coolidge	Herbert Hoover	Franklin Delano Roosevelt	Harry Truman	Dwight D. Eisenhower
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Task 5

Define the following key terms as they relate to US history in the early 1900s:

- Isolationism
- Progressivism
- Laissez-faire

Task 6

Culture and literature of the 1920s -

Get a hold of a copy of The Great Gatsby. This can be found for free in libraries and at <https://www.gutenberg.org/ebooks/64317>

While it is not expected that you will read through the entire book, it is expected you will read the first three chapters (at least!). Make some observations about the culture during this time.