

APPROACHING THE TEACHING OF THE PERIOD STUDY

- » Unit 1 has several very important characteristics:
 - it covers a lengthy period of History as it fulfils the national criteria that History has to be studied in breadth at both AS and A level
 - it focuses entirely on assessing understanding of key historical concepts as laid down in Assessment Objective 1
 - its focus is on skills rather than on content and facts
- » It is stressed that all the content in each option has to be taught, although it is equally stressed that the content does not have to be taught in depth.

ADVICE ON APPROACHING THE CONTENT OF UNIT 1 PERIOD STUDY 4

In order to manage the content of Period Study 4 it is recommended that teachers look to use a general overview of important individuals, events, terms, and dates that are essential to understanding each topic or issue. It is vital to stress that the Period Study should be looked at as a whole and where appropriate, links and connections should be made between and across features and characteristics.

One possible way of managing the content of this option is to approach each main topic through discussion. Beginning and ending the study of each topic or issue with discussions or debates helps to focus attention on significant features associated with the topic or issue. This should help learners focus their attention on what matters most in the period studied.

Teachers should make use of the range of suggested discussions as a means of organising their approach to the content of the specification but should not assume or expect that examination questions will be set directly or solely based on any of the discussions suggested below.

The content of Period Study 4 can be managed by engaging in a series of discussions or debates. Suggestions include:

- Discuss the main features of politics and society in Britain in 1880
- Identify the main social and political challenges that faced governments 1880-1914
- Debate how the fortunes of the main political parties differed in the period 1880-1951
- Debate the impact that war had on the people of Wales and England in the period 1900-1951
- Discuss whether the inter war period was a time of suffering and hardship for all the people of Wales and England 1918-1939
- Debate the reasons for the extension of the franchise to women by 1929
- Discuss the extent that life for women changed for the better after 1929
- Discuss whether Britain became a fairer society for all after 1945
- Outline how far life in Wales changed over the period 1918-1980

ACTIVITY 1: USING ILLUSTRATIONS TO DISCUSS CONCEPTS

ADVICE ON THE USE OF THIS ACTIVITY

In order to introduce and debate some of the suggested discussions in this option it is possible to use illustrations to introduce or develop understanding of some of the issues. Most of the specified content covered in this option can be introduced, developed, debated or reviewed using illustrations. These can be cartoons, paintings, prints or maps. Below is an example which focuses on the concept of **causation**.

The cartoon below is a contemporary comment on social reform. Use the cartoon to begin a discussion of the reasons why there was a demand for change in British society by 1945.



Tackling the First Giant cartoon

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ACTIVITY 2: RAG-rate the key features and characteristics**ADVICE ON THE USE OF THIS ACTIVITY**

For each of the suggested discussions given above, learners should be able to analyse and evaluate a range of features and characteristics associated with each one. For example, these can be considered for their importance or significance in each issue. To start this process, learners could use three coloured highlighters to put a Red, Amber or Green star next to each feature.

Red: Features that have little relevance to the enquiry

Amber: Features that have some relevance to the enquiry

Green: Features which are directly relevant to the enquiry.

Related activities would be to use coloured highlighters to identify these features and characteristics in relation to:

Time – are they long term or short term factors?

Perspective – are they political, economic, social, individual factors or a combination of these?

Here is an example of a suggested discussion:

Identify the main social and political challenges that faced governments 1880-1914

Rag-rate the following features and characteristics associated with this question:

- Unfair electoral system
- The need to tackle poverty
- The impact of the Boer War
- The fall of the Conservative Government by 1906
- Britain's declining economic position
- The demand for national efficiency
- The demand for Old Age Pensions
- Concerns about Welsh language and culture

- Growth of Trade Unions
- The call for improvements in health and housing
- The growth of the new Labour Party

Now repeat the activity for any three of the other suggested discussions on page 2.

ACTIVITY 3: MOVING FROM ASSERTION TO ARGUMENT**ADVICE ON THE USE OF THIS ACTIVITY**

Activity 2 can be followed up by one which asks the learners to justify their RAG-rating decisions. This will help in understanding the difference between assertion and argument.

Assertion: a statement or an opinion which is not supported by a reason or further detail.

Argument: an assertion justified with a reason or further detail which explains or justifies something and counters other arguments.

In order to help move from assertion to argument, read the example question below and then add support to each of the assertions to turn it into an argument.

Did the Suffragette movement have the most important influence on the changing role and status of women in the period 1880-1918 ?

A1: The Suffragette movement played an important part in the changing role and status of women 1880-1918

Provide support for this assertion

A2: Another issue to consider is the influence of the Suffragist movement on the changing role and status of women.

Provide support for this assertion

A3: It can be argued that the most important influence on the changing role and status of women 1880-1918 was the work that women did during the First World War.

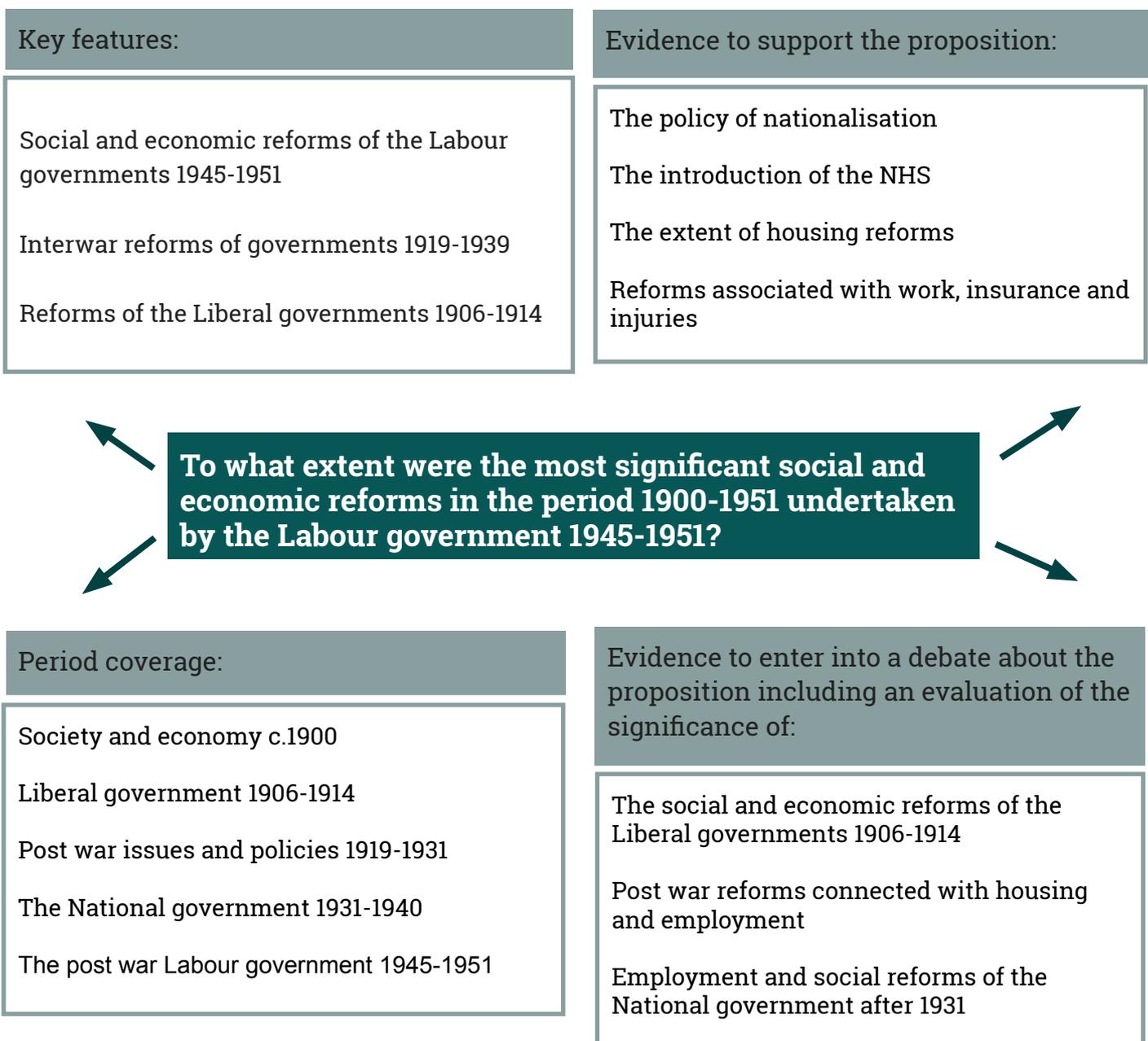
Provide support for this assertion

ACTIVITY 4: DEVELOPING A REASONED ARGUMENT

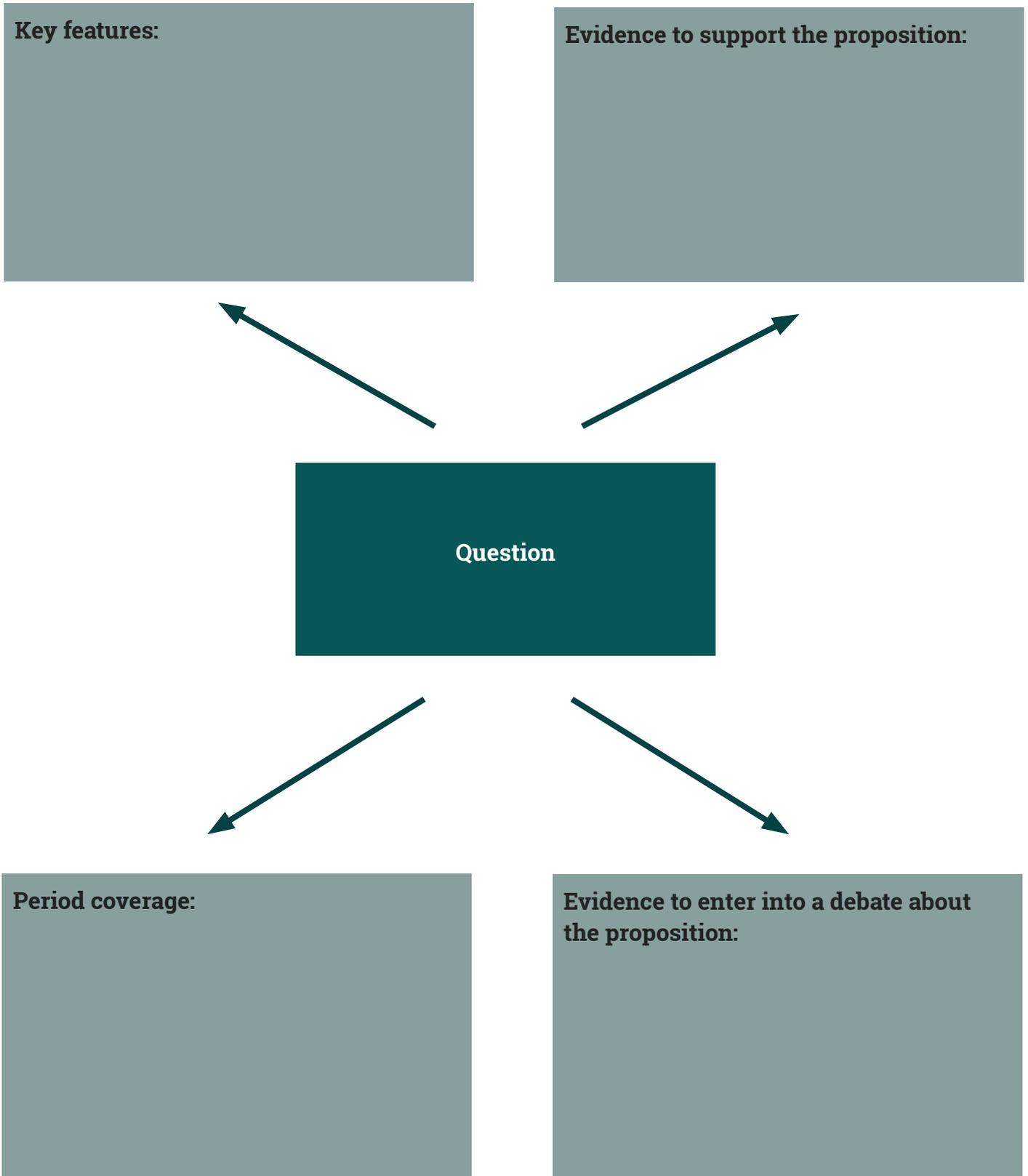
ADVICE ON THE USE OF THIS ACTIVITY

In considering the key historical concepts which underpin this option, it is expected that learners will demonstrate the ability to analyse the issues, evaluate their importance and be able to provide a substantiated judgement supported by appropriate information over the period set. This can often be done in conjunction with the suggested discussions approach as seen on page 2 of this document. Each of the examples of the suggested discussions identified can be used to address specific historical concepts and also to assist learners to develop a reasoned argument.

Here are some examples of how teachers and learners can approach the development of a reasoned argument in answer to a set question:



Using the example above, **complete the diagram that follows** for two more questions that have appeared on past examination papers for this option.



ACTIVITY 5: LINKING CONTENT WITH KEY CONCEPTS

ADVICE ON THE USE OF THIS ACTIVITY

Assessment Objective 1 outlines a number of concepts which underpin the study of History at AS and A Level. When responding to their assignments, learners often fail to focus on the key concepts in their responses, instead deploying information in a narrative or listing style.

It is important that learners understand that the content in Period Study 4 is linked with the key historical concepts which underpin AO1. These key concepts are shown below with examples of how the content of this option can be utilised to illustrate these particular concepts.

Look at the specification that you are studying for Period Study 4. **Identify two more features of the content of the specification that can illustrate each key concept.**

Remember that the specified content can be used to illustrate more than one concept if appropriate.

Key concepts	Examples of content to illustrate these concepts	
Cause and consequence	1	The main reasons or social reform 1880-1914
	2	
	3	
Change and continuity	1	The changing role and status of women 1880-1980
	2	
	3	
Similarity and difference	1	A comparison of whether Britain had become a fairer society for all between 1945 and 1980
	2	
	3	
Significance and importance	1	The significance of education in the development of the Welsh language and culture 1918-1980
	2	
	3	

ACTIVITY 6: SPOTTING HISTORICAL CONCEPTS

ADVICE ON THE USE OF THIS ACTIVITY

All the questions set for Unit 1 will expect you to engage with a debate over an historical concept. To do this effectively you should become skilled at spotting the concept and the evaluation that the question requires.

Can you identify the key concept from the sample questions below? This first one is completed and identified in **bold**.

- Do you agree that the **most important development** in party politics between 1918-1939 was the formation of the First Labour Government in 1924?
- To what extent did the Suffragette movement have the most important influence on the changing role and status of women 1903-1939?
- To what extent was the impact of war mainly responsible for change in society 1880-1939?
- 'Between 1939-1980 Britain became a much fairer society for all.' Discuss.
- How far do you agree with the view that the experiences of war had the most important influence on the role and development of women 1903-1939?
- To what extent was the decline of the Liberal party the most important change in party politics 1914-1939?

You can also use the WJEC Question Bank facility to practice spotting the key concepts in a range of other past questions. This is available at:

<http://www.wjec.co.uk/question-bank/index.html>

ACTIVITY 7: SETTING APPROPRIATE CONCEPTUAL QUESTIONS

ADVICE ON THE USE OF THIS ACTIVITY

In order to understand the broader nature of Unit 1 it is important that teachers and learners become familiar with how conceptual questions are formed, how they can be phrased and how they can be adapted according to what area of the Period Study is being taught. The following advice is offered:

- the question should be on a **mainstream issue** which is named or closely linked to the detail in the specification. Try not to set questions on minor or inconsequential areas of the specification
- there has to be **sufficient substance** to the main issue set that it promotes a lively debate of the topic studied. Do not set an issue that the learners can easily dismiss
- the question set should cover a **substantial period of time**
- the question should allow learners to **sustain an argument** throughout the answer
- the question should allow learners to show accurate **understanding of the relevant historical concept** in the question
- the question should include a **key word or words** which will allow learners to form a balanced judgement e.g. *'To what extent was new technology the **most** important influence on the changing role and status of women 1903-1939?*

A suggested way of approaching this aspect of learning is to use the following checklist when tasks and questions are set to learners.

Does the question set....	YES	NO
highlight a mainstream issue?		
allow a debate to be engaged with?		
cover a substantial period of time?		
focus on a key historical concept?		
include an evaluative word?		

Try and set your own conceptual questions on the content of this period study. Can you set

appropriate conceptual questions on the following content areas?

- The extent of change in British society 1880-1951
- The changing position of political parties 1880-1951
- A comparison of the impact of war on society in Wales and England 1900-1951
- The changing nature of the economy and employment in Wales 1918-1980
- The influences on the changing role and status of women after 1945

Once you have done this, try and rag-rate the key features associated with your questions.

ACTIVITY 8: EVALUATING ESSAY STYLE WORK

Here are two examples of answers to Unit 1 questions set in the 2017 examinations.

- Can you apply the checklist on page 11 to these essays?
- Consider the strengths and limitations of each essay.
- Consider how each one could be improved and what advice you could give to the learner who wrote it.

Exemplar 1

To what extent did the Suffragette movement have the most important influence on the changing role and status of women 1903-1939?

Between 1903 and 1939 the role and status of women in Britain evolved as their place in society changed. Many argue that that formation of the Suffragette movement, a militant political organisation for women, was the most important influence on women in this period. However, there are other important influences that must not be overlooked. The franchise was extended in 1918 and 1928 to include women in political life for the first time. Despite these important influences it is this essay's contention that the experience of the First World War in forcing change on society that was the most important influence on the role and status of women at this time, greater than the Suffragette movement and the vote.

The Suffragette movement was founded in 1903 by Emmeline Pankhurst to campaign for votes for women, using radical and often militant tactics. It is argued that they were the most important influence on the position of women in this period because they used attention-grabbing tactics such as window-breaking, interrupting MPs and holding large meetings to make headlines and keep the issue of female suffrage at the heart of public debate. The NUWSS was another more peaceful campaign for suffrage that was older than the WSPU (the Suffragettes). Their peaceful and constitutional techniques had failed to make significant progress towards enfranchisement. The Suffragettes had a highly publicised struggle with government to gain the vote that succeeded in having three Conciliation Bills discussed in Parliament to extend the franchise before 1914. Both of these campaigns were effective in challenging traditional views of women as being unable to understand and participate in political life. However despite these advances, the First World War must be seen as more significant. On the outbreak of war in 1914 the Suffragettes suspended their militancy and became an important patriotic force in the war effort, mobilising the female work force. It was the process of women leaving the domestic sphere and helping defend the country that did more for the role and status of women than the Suffragette movement that had ultimately failed in its aims before the war.

Whilst the important contribution of the Suffragette campaigns is clear, World War I transformed society and the role of women within it. The British economy became geared towards total war where every part was dedicated to the war effort. With millions of men conscripted to the front line, women were left to keep the country running. Middle and upper class women became nurses or medics with many working for the first time. Working class women worked in munitions factories, doing dangerous work which built the weapons for the front line. The importance of women in victory is unquestionable with 90% of munitions workers female by 1918. Their efforts directly challenged entrenched societal values that women had to stay home and take no role in public service. Women occupied almost all the entire public sphere during the war and with the men away fighting they experienced true independence for the first time. However, despite the progress in the war, a lot of progress was lost afterwards. The Pre-war Practices Act forced women out of work to make way for men and they were also led back by 'dilution' – multiple unskilled women

doing a skilled man's job for less pay. Although these are significant setbacks, the war must still be seen as the main influence on the role and status of women in this period. It broke entrenched barriers for the first time and reduced the prevalence of the sexual double standard. Before the war contraception was unavailable outside London: by 1919 it was in every village chemist. Divorce rates tripled showing many women were no longer afraid to be independent. Whilst the war didn't achieve female emancipation overnight, it made significant improvements to women's status, giving many the confidence to push the status quo for the decades that followed.

The enormous impact of the war is obvious. However many argue that women gaining the vote in 1918 and 1928 had a greater impact on women's position. Property owning women over 30 gained the vote in 1918 and the first female MP took her seat in 1922. Legislation passed after 1918 made significant improvements to the legal status of women that wouldn't have been possible without a growing female electorate. The Sex Disqualification Removal Act in 1919 prevented employers from discriminating against women based on their gender. It also opened up careers in law and in accounting to women for the first time. In 1923 they gained equal status with men during divorce and were allowed to inherit equally with men. Then in 1928 all women became enfranchised. The so-called 'Flapper Election' of 1929 became the first election where politicians had to campaign about women's issues in order to gain their significant number of votes. However, despite these obvious improvements they were not as significant as the impact of war. The role that women could play in society was not significantly altered by gaining the vote. Many employers ignored sex discrimination laws and forced out married women. Clearly more would need to change to improve women's role and status than access to the ballot box. Legislation reflected societal change rather than starting it. World War I was the catalyst for change that women needed. They left the home and went to work. Their wartime efforts even significantly contributed to them gaining the vote in the first place. Therefore war must be still seen as the most important influence on the role and status of women in this period.

The Suffragettes were bold and brave women that led an important campaign for women's rights. However their efforts are overshadowed by the huge impact that the war had on revolutionising the position of women. As a result of the war, women grew in confidence as evidenced by the writings of Virginia Woolf in the 1920s and many of the efforts that followed to truly achieve the emancipation of women. There is no doubt that between 1903 and 1939 World War I was the most important influence on the role and status of women.

Exemplar 2

To what extent was the impact of war mainly responsible for change in society 1880-1939?

In the 1880s the government followed a laissez-faire approach which meant that they weren't involved with the people of their nation for fear they may get lazy. Samuel Smiles, who adopted the quote "Heaven helps those who help themselves", had firmly believed in the laissez-faire belief. The British Empire at this time was considered the strongest nation in the world, due to massive amounts of imports and exports coming in and out of the country and the high amount of colonies that the British owned.

However this laissez-faire approach only brought disaster amongst the people of the nation. Unemployment was at an all-time high, people lived in slums which were inappropriate for human dwelling. This led to disease, high child mortality rates and people too sick to work. Elderly people were also hit hard as there were no pensions and many did not live on till long and many of them worked in workhouses.

A Booth and Rowntree report published showed how children were unprotected as they could go into bars smoking and drinking and end up in adult prisons. This began to hint to the government that their laissez-faire approach was not working. They first introduced a child's Education Act which led to primary schools being compulsory. However this only further highlighted the dire state that the nation was in. Kids who attended primary school were riddled with diseases, had low hygiene and were too weak to stay awake during lessons due to lack of food. This further highlighted the bad state that the nation was in.

In 1899 Britain went to South Africa in search of gold, however met Dutch settlers (Boers) who occupied there. This led to the Boer War, the government was very positive that it would be an easy war. However they were proved wrong. There were about 20,000 Boer farmers against 250,000 British soldiers. The British won the Boer War but not without great humiliation. It took over 3 years, cost around 5 million and out of 2 million men who volunteered more than half were turned away due to being too unfit. Not only this but the Boer War was the most publicised war which showed other countries that the British Empire was not as strong as they were thought to be. The government realised that there had to be change as the state of the nation was in very bad shape. The impact of war was very important for the change in society because it pushed the government into finally taking action, as Britain could easily be challenged (Germany) and could lose their supremacy. This led to acts such as the Wheatley Housing Act (Liberal) in 1924 which created more than 500,000 houses to be built and the National Grid in 1920 which was a national high voltage electrical transmission grid being created. However the pre-war phase was also important for the change in society as it brought up questions on whether the laissez-faire approach was really appropriate.