

This option allows students to study in breadth issues of change, continuity, cause and consequence in this period through the following key questions:

- How did democracy and political organisations develop in Britain?
- How important were ideas and ideologies?
- How and with what effects did the economy develop?
- How and with what effects did society and social policy develop?
- How and why did Britain's relationship with Ireland change?
- How important was the role of key individuals and groups and how were they affected by developments?

Topic/Content	Objectives/Skills	Homework	Assessment	Success Criteria	Stretch & Challenge (Thirst for Learning)
On all topic areas	<p>Analysis and evaluation of the views of historians (AO 3). Identification and evaluation of different interpretations by applying knowledge and understanding of the historical context to these arguments and interpretations.</p> <p>Test historical understanding over a broad chronology of at least 20 years. Such focus will be on understanding causation, change, continuity, similarity, difference and significance over time (AO 1).</p>	<p>Notes from the core texts and reading/ highlighting of articles placed on the 'shared area' to widen the students' understanding of the topics.</p> <p>Preparation of joint presentations to the class regarding key events eg Analysis of the differences between 'The British Gazette' and 'The British Worker' newspapers in the General Strike</p> <p>The concept of betrayal' in regard to the political careers of David Lloyd-</p>	<p>Students will complete a range of past questions, both essays and document style interpretations. Five during the course of a term is expected. All will be completed under timed conditions. Essay questions 45 minutes each. Document questions 60 minutes each</p> <p>Essay egs. : 'For the most part, Ramsay Macdonald's leadership of the Labour Party was a disaster.' Assess the</p>	<p>Document Generic mark-scheme</p> <p>Target: AO3 Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</p> <p>L5: Shows a very good understanding of the interpretations put forward in all three extracts and combines this with a strong awareness of the historical context to analyse and evaluate the interpretations given in the extracts.</p>	<p>Andrew Marr's documentary series on 'The making of Britain'</p> <p>The King's speech: film or audio recordings</p> <p>Reading of contemporary novels of the period by Priestley and Orwell</p>

		George and Ramsay MacDonald. Selection of source evaluations regarding 'how convincing' are the viewpoints of the respective authors. Each chapter in the AQA Oxford textbook has three such sources to access.	validity of this statement in the years c. 1911-1931. 'All the triumphs and disasters of the Liberal Party between 1906 and 1931 were associated with Lloyd-George.' Assess the validity of this view.	Evaluation of the arguments will be well-supported and convincing. The response demonstrates a very good understanding of context. 25-30 L4: Shows a good understanding of the interpretations given in all three extracts and combines this with knowledge of the historical context to analyse and evaluate the interpretations given in the extracts. The evaluation of the arguments will be mostly well-supported, and convincing, but may have minor limitations of depth and breadth. The response demonstrates a good understanding of context. 19-24 L3: Provides some supported comment on the interpretations given in all three extracts and comments on the strength of these arguments in relation to their historic context. There is some analysis and evaluation but there may be an imbalance in the degree and depth of comments offered on the strength of the arguments. The response demonstrates an understanding of context. 13-18 L2: Provides some accurate comment on the interpretations given in at least two of the extracts, with reference to the historical context. The
Political developments in the interwar years. Electoral reform; Conservative and Labour governments; National governments; the abdication crisis and the emergence of radical political movements, including the BUF and Communism	Impact of the increased electorate on the different political parties Relative causes for the growth of support for the Labour party during the period and the decline of the Liberals Why did the radical political parties in GB not receive as much support as on the continent?		Account for the dominance of the Conservative Party in the interwar years. Past paper document questions: Decline of the Liberals Reasons for Conservative domination,1918-39 Degree of growing affluence in society	
Economic developments: impact of WW1; problems of the staple industries and mines; the General Strike; government finances and the Gold Standard; the Depression; economic realignment	Increased role of the State in war time Key differences between orthodox economic theory and radical theories Varying causes of unemployment in GB in the period; structural, cyclical, foreign competition, adherence to the Gold Standard etc Methods adopted to overcome the Depression in the period	Statistical analysis of unemployment figures: Regional variations North/South divide?		
Social policies: legislation and reforms in housing, education and welfare	Continuity or change in the governments' attitudes and responses to social deprivation Understanding of the various acts of legislation and initiatives undertaken by the governments- relative successes and failures.			
Social developments: changes in the role of women; the condition of the working classes; regional	Consider whether the role of women actually changed- examples of change and continuity			

divisions; changing attitudes in the twenties and the 'hungry thirties'; the growth of the media				answer may contain some analysis, but there is little, if any, evaluation. Some of the comments on the strength of the arguments may contain some	
				<p>generalisation, inaccuracy or irrelevance. The response demonstrates some understanding of context. 7-12</p> <p>L1: Either shows an accurate understanding of the interpretation given in one extract only or addresses two/three extracts, but in a generalist way, showing limited accurate understanding of the arguments they contain, although there may be some general awareness of the historical context. Any comments on the strength of the arguments are likely to be generalist and contain some inaccuracy and/or irrelevance. The response demonstrates limited understanding of context. 1-6</p> <p>Nothing worthy of credit 0</p>	