Pearson Edexcel

INTERNATIONAL GCSE

History (9-1)

TOPIC BOOKLET

Diversity, rights and equality in Britain, 1914-2010

Pearson Edexcel International GCSE in History (4HI1)

For first teaching September 2017
First examination June 2019

Contents

Overview	1
Content guidance	5
Student timeline	23

Overview

This option is a Breadth Study and in five Key Topics students learn about:

1. The fight for recognition, 1914-28
2. The impact of Depression and War, 1928-45
3. Consequences of war and the end of empire, 1944-62
4. Changes in civil rights, c1962-1986
5. Changes in opportunity and culture, 1986-2010

Breadth Studies focus on a substantial and coherent longer time span of around 100 years and require students to understand theunfolding narrative of substantial developments and issues associated with the period. The content is divided into five **key topics** outlined above, which provide a framework for teaching and understanding the option. Although these clearly run in chronological sequence, they should not be taken in isolation from each other – students should appreciate the narrative connections that run acrossthe key topics. Through these key topics, students trace developments in five **key themes** across the chronology. These are:

1. changing opportunities: race and gender
2. changing opportunities: disability and class
3. influences of immigration and diversity on British society
4. the role of protest and pressure groups in changing opportunities
5. the role of government in changing opportunities.

Outline – why students will engage with this period in history

This topic offers students an exciting opportunity to study a period of huge significance in the development of Britain by exploring changes in opportunity for people of different race, gender, disability and class. They will learn how Britain was transformed socially and culturally during this period, responding to the challenges of war, fluctuations in the economy and the desire for greater social equality. They will understand the role that protest and pressure groups played in this transformation and how the government responded to these challenges. The topic also considers the influences of immigration and the contribution that migrants have made to the development of a modern, diverse nation.

Our study begins in 1914 and immediately seeks to establish that Britain at that time was already a society rich in diversity, having established a large empire spanning 25 per cent of the globe and experienced significant levels of immigration throughout the nineteenth century and earlier. Half the population was, of course, female and there were similar percentages of LGBTQ+ and people with mental and physical disabilities as there are today, although there was less racial diversity within the British Isles. Women were generally perceived as inferior to men and, despite winning the right to vote in 1918, it would not be until 1928 before they gained equal voting rights. During the first half of the twentieth century more occupations opened up to women, immigrants and people of colour as a result of Acts of Parliament which were profoundly significant but did not result in immediate change due largely to social attitudes.

As the twentieth century progressed, important individuals and pressure groups exposed the inequality in Britain's society and sought to persuade governments to take a lead in creating a fairer society. When immigration from the Commonwealth rose in the second half of the century and there were considerably more people of colour living in Britain, so the discrimination and lack of equal opportunity afforded to racial minorities was highlighted. The 'swinging 60s' saw a transformation in the lives of some women through the growth of feminism and influence of women's movements, and students will learn about the true extent of social revolution that took place during this period. The Sexual Offences Act (1967) may be seen as a start in the process of decriminalising homosexuality, but LGBTQ+ people still faced arrest and homophobic discrimination in many aspects of their lives, and it was decades before they could legally have sex and enter into binding partnerships, similar to marriage. The 1970s saw important reforms which were the first in the world to recognise and give equal rights to people with disabilities, but it was not until the 1990s that laws were introduced to prevent discrimination in the workplace on the grounds of disability.

By the 1990s the sun had finally set on the British Empire and the nation was experiencing a new sense of pride and national identity in the form of 'Cool Britannia', a mix of art and music inspired by the 1960s. Many of the changes during this decade and beyond derived from an openness to a wide range of cultural influences, from food to fashion. We are now seeing more racial integration, mixed-race relationships and same-sex couples. Disability has now been showcased for all its triumphs, particularly in sport. Students will learn that the contributions of all of these parts of society have transformed British culture for the better.

And yet 100 years on, women are still fighting against workplace discrimination and the gender pay gap, and the Black Lives Matter protests (2020) highlighted the racial inequality that exists to this day. These protests provoked a lively discussion in the UK about the teaching of history, particularly

the absence of black history in school curricula, and we designed this topic to help address this issue. What makes this topic so relevant is that the struggle for rights and equality is one which many of our grandparents, parents and even today's students have faced in their everyday lives. We hope, therefore, that students from all backgrounds will find it a worthwhile and engaging topic which shines a light on some fascinating struggles for inclusion and equality that will resonate with learners globally.

1.1 Assessment

Candidates answer one question (called B8) for this breadth study. It is divided into three question types:

- B8 (a): this focuses on in what ways things changed (or stayed the same). Candidates respond by offering two ways.
- B8 (b): this focuses on causation, in which candidates write an account that explains two causes of an event.
- B8 (c): candidates select one from a choice of two for extended writing. Each focuses on the extent of change, or the relative responsibility of a factor for change. The question may select a factor and ask the candidate to discuss the relative significance of that factor, or it may invite a discussion on the significance of a change within the period or how far something changed over anextended period. The question may or may not cover the whole chronological period of the breadth study but will normally draw upon two or more topics across the selected chronology. Further guidance on assessment approaches is provided in the Getting Started Guide.

Content guidance

This section is written to support teachers' planning and does not constitute additional specified material to be taught.

2.1 Summary of content

Although the first topic begins in 1914, background knowledge of developments in the earlier years of the 20th century will help students to understand the context of changes during the period. Similarly, discussion of this period with reference to subsequent periods in history will help contextualization. Examination questions will not, however, call on material prior to 1914 or following 2010.

The first key topic sets the scene by considering the attitudes of the British people towards race, gender, disability and class, and pressures for change. This is exemplified by the impact of the First World War on opportunities for women, ethnic minorities and the working classes, as well as attitudes to and the treatment of those who had been maimed physically and mentally during the War. The changing position of women in the wake of the war is particularly exemplified by changes in voting rights in 1918 and again in 1928, as well as the Sex Disqualification Removal Act of 1920 that enabled women to join the professions and professional bodies, to sit on juries and be awarded degrees. The topic then moves to the role played by the Education Act (1918) in widening educational opportunities for all, including the provision of schooling for disabled people. In addition, students assess the importance of the Aliens Restriction (Amendment) Act (1919) in limiting opportunities for so-called 'aliens' by extending the targeting of wartime 'enemy aliens' into peacetime. The Act restricted the employment rights of aliens (i.e. foreign residents in Britain without British citizenship), barring them from certain jobs (in the civil service, for example), and had a particular impact on foreign seamen working on British ships.

The second topic covers the period leading to the Second World War, and to its conclusion, by exploring aspects of race, gender, disability and class in Depression and War, including eugenics (a set of beliefs that it was desirable to reduce human suffering by preventing 'unfit' people from childbirth, hence removing disease, disabilities and so-called 'undesirable characteristics' from the population). Students analyse the social and economic effects on an unequal society of Depression from 1930, especially the causes and significance of organised protest against unemployment and poverty, including the role of Ellen Wilkinson and the Jarrow Crusade. Causes of ethnic tensions are studied, especially those in London associated with the influence of Oswald Mosely and the British Union of Fascists. In addition, students will examine key developments during the Second World War. These include the cultural effects of the new immigration of displaced people, including Jewish people. The social consequences of race, empire and a British national wartime identity are considered, particularly the presence of the colour bar in wartime and the landmark legal case of Learie Constantine and the Imperial Hotel. Changes in women's lives are analysed, particularly through the impact of the National Service Act (1941).

The third key topic looks at the cultural impact of immigration in the years 1945-62, particularly 'new' immigration from the Commonwealth, including immigration from the Indian subcontinent, the Windrush generation from the Caribbean, and those from Africa. In this topic, students should understand the importance of 'new' immigration for race relations, including places such as Notting Hill, in London, where they will note the positive work of Claudia Jones but will also study obstacles to cultural assimilation, especially the Commonwealth Immigrants Act (1962). At the same time, students consider reasons for changes in government attitudes towards homosexuality, with particular reference to the importance of the Wolfenden Report (1957). The topic then analyses reasons for changes in attitudes towards women and the opportunities for changes in women's lives, including the impact of the contraceptive pill from 1961. Students will also study wartime and post-war pressures for change in attitudes towards eugenics and disabled people, including the Disabled Persons (Employment) Act (1944) and the impact of the Paralympic Games movement (1948). Finally, students analyse the impact of the Butler Education Act (1944) and the provision of student grants (1962) in widening educational opportunities for all.

When studying the fourth topic, students will be able to appreciate the many developments in the growth of women's rights. The topic looks at accelerating change in the family and working lives of women, especially the reasons for, and impact of, the Abortion Law Reform Act (1967); the impact of the women's strike at the Dagenham Ford car factory (1968) on Barbara Castle's Equal Pay Act (1970) and the impact of the Sex Discrimination Act (1975). Students also analyse continuing obstacles to progress in the civil rights of immigrants, especially the impact of Enoch Powell and the anti-immigration movement on government and people, leading to the Immigration Act (1971). Students should also understand pressures for, and the importance of, legislation in removing barriers to progress in civil rights for immigrants, including the Race Relations Acts (1965 and 1976). Students study the removal of gender discrimination proposed by groups such as the Beaumont Society and the impact of such pressure groups on the Sexual Offences Act (1967). The topic also considers the removal of barriers to the education of disabled children through the Education (Handicapped Children) Act (1970).

The fifth time period covers an age of progress for communities, women and minority groups. Students analyse changes in opportunity across race, gender, disability and class. They consider the drive for equal rights and cultural diversity, including the impact of the National Council for Civil Liberties, the Stephen Lawrence case, third-wave feminism, the LGBT Foundation, Stonewall UK and the British Council of Disabled People. They also study greater educational opportunities for the previously less privileged. At the same time, students analyse the continuing stubborn barriers to change, including religious intolerance, institutional racism, continuing sexism, disability discrimination and continuing social and economic inequality. Finally, students consider the importance of the universal nature of the Equality Act (2010) in assessing the progress of diversity rights since 1914 and note the incredible significance of diversity for the music, theatre, literature and other forms of culture in Britain.

Terms and first-order concepts: What sorts of terms and first-order concepts will students need to be familiar with for this option?

- Students should understand the key substantive (first order) concepts intrinsic to this study: voting rights, aliens, sexual minorities, gender discrimination, Windrush generation, disability rights, third-wave feminism, colour bar, educational opportunity, institutional racism, sexism, social and economic inequality.
- They should also understand the key terms and second order concepts that will enable them to discuss change, consequence, causation as well as similarities and differences - as the questions require.
- In order to discuss the extent and process of change, students should be familiar with continuity and change and therefore consequence and significance (of specified events in relation to changes and unfolding developments). Students will need tounderstand the terms impact, significance and consequence.

Impact: Impact means a powerful effect that something, especially some new change, has on a situation or person.

E.g. *The experience of war had a tremendous effect on the treatment of mental impairment – soldiers suffering from shell shock should not have been labelled as insane and should not have been sent to lunatic asylums; nevertheless, many of them were and they were often placed some distance from their homes, making family support difficult, if not impossible.*

Significance: Significance is the amount of influence or meaning that the impact of an event or change has. It can also be regarded as the importance of that impact.

E.g. *The significance of Commonwealth Immigrants Act (1962) was that, by withdrawing the previous right of Commonwealth citizens to immigrate, it effectively created second class citizenship status for West Indian and other Afro-Asian families in Britain.*

Continuity and Change: This is what, in broad terms, stayed the same over a longer period and what changed.

E.g. *Racism against the Windrush generation of citizens originally from the West Indies remained, as seen in their treatment in living and working conditions in London in the 1950s, through the anti-immigration movements of the 1960s, to the institutional racism indicated by the findings of the inquiry into the Stephen Lawrence case in 1999. However, the Equality Act (2010) marked a significant change for the better in the elimination of racial prejudice.*

Consequence: A consequence means what happened because of an action; in other words, it is the result of an event or change.

E.g. *A consequence of the Wolfenden Report (1957) was that the Sexual Offences Act was passed in 1967, which legalised sexual acts between homosexuals and led to greater freedom to meet for gay rights groups, which, in turn, led to an increase in gay rights activism in the 1970s.*

2.2 Content exemplification and mapping

This section provides additional guidance on the specification content. It should be remembered that the official specification is the only authoritative source of information and should always be referred to for definitive guidance. Any examples provided here do not constitute additional specification content, and other relevant material illustrating aspects of change within periods can be used.

General Resources

There is no published textbook for this option. There is no single overview for all of the diversity strands (race, sexuality and gender, disability and class). For teaching and student resources on all strands, there is an excellent hub created by York Area Teachers Online at: https://yorkclio.com/diversity/. In addition, https://spartacus-educational.com has a wide collection of resources on women's and black history.

Good starting points on **class** and **race** for students are the relevant sections of the BBC Bitesize sections on Class at: https://www.bbc.co.uk/bitesize/guides/zqgjq6f/revision/4 and on Empire and Immigration at: https://www.bbc.co.uk/bitesize/topics/zx3fnbk and this could be supplemented by the last section in *Migration, Empires and People* by Abdul Mohamud and Robin, or the later sections of *Migrants to Britain c.1250 to present* by Martin Spafford, Dan Lyndon. The Pearson Edexcel textbook *Migrants in Britain, c800-present and Notting Hill, c1948-1970* will be published soon.

For teachers, the Historical Association (subscription required) has a series of podcasts on the **women's movement** after enfranchisement: https://www.history.org.uk/podcasts/categories/430/podcast/96/how-did-the-uk-womens-movement-develop-and-change; and on **sexuality and gender**, there is a series of podcasts on British LGBTQ+ and the Civil Rights Movement from 1960 to the present: https://www.history.org.uk/podcasts/categories/430/podcast/117/the-british-lgbtq-civil-rights-movement-1960-pre; and on **race**, there are resources and lesson plans at http://www.blackhistory4schools.com/20century/. Also, there is a series of podcasts on British Hindu communities in the 20th century: https://www.history.org.uk/podcasts/categories/430/podcast/148/britains-hindu-communities. Other individual podcasts, parts of other series, are also relevant, such as one on British fascism before World War II. Also for teachers, teachit has role play resources that provide a good introduction to why immigrants came to Britain: https://www.teachit.co.uk/resources/history/why-have-refugees-come-britain-historically-role-play.

The website https://www.ourmigrationstory.org.uk/oms/by-era/1900%E2%80%932000 has a whole series of resources on **race**. The British Library has a fine collection of primary sources on Windrush stories at: https://www.bl.uk/windrush# and on **women's rights** at: https://www.bl.uk/votes-for-women and on **race**, south Asians in Britain at: https://www.bl.uk/asians-in-britain.

Look out for a work in progress by Royal Holloway, University of London, called Citizens Project. Topics under development include **votes for women**, **workers' right** and **equality and minority rights**. Details are at: https://www.citizens800.org/schools/.

A starting point for teacher resources on **disability** history is the Cadbury Research Library guide at the University of Birmingham: https://www.birmingham.ac.uk/facilities/cadbury/rlt/subject-guides/disability-history-resources.aspx.

Starting points for teacher resources on **sexuality and gender** are: https://lgbtplushistorymonth.co.uk/resources/ and http://voicesandvisibility.org.uk/ and https://freshalarums.wordpress.com/2019/01/14/being-ambitious-with-lgbt-history/.

Key topic 1: The fight for recognition, 1914-1928	Exemplification	Thematic Links	Resources
The nature of diversity, rights and equality in Britain in 1914, including attitudes to race, gender, disability and class, and pressures for change	Women's struggle for the right to vote; women's pressure groups for advancement in education and the professions	Women's pressure groups and government response (Themes 4 and 5)	
	A nation divided by class	Class structure in British Society (Theme 2)	On the class system in 1914, clips from the BBC series History File are at: https://www.bbc.co.uk/programmes/p00xj1pv
	British Empire influences on hostile attitudes to non-white races	The influence of Empire on society (Themes 1 and 3)	For a summary of the nature of race in 1914 see the relevant chapters of *Black and British* by David Olusoga and the website blackhistory4schools.com/20century/
	Disability: eugenics, segregation and charity	Attitudes towards disability (Themes 2, 4 and 5)	On attitudes towards disability by 1914 and beyond, see the timeline at: https://ukdhm.org/v2/wp-content/uploads/2016/03/B5-Disability-Time-Line-NHS-North-West.pdf
	Repression of same-sex relationships	Attitudes towards sexual minorities (Themes 1 and 5)	A similar approach can be taken at the Timeline of the History of Women's Rights in Britain found at: https://twile.com/timeline/suffrage and for sexuality history at: https://en.wikipedia.org/wiki/Timeline_of_LGBT_history_in_the_United_Kingdom

The impact of the First World War on attitudes to, and opportunities for, women, ethnic minorities, the working classes and disabled people, including treatment for mental and physical disability	World War I and the changing context of British society: the nature and impact of women's war work	Opportunities for women (Themes 1 and 5)	More accessible for students, BBC Bitesize has a section on the domestic impact of World War I, best for this course on the impact on women - https://www.bbc.co.uk/bitesize/guides/ztx66sg/revision/6
	Pressures for change in women's family lives: the work of Marie Stopes	Women's family lives (Themes 1 and 4)	
	The emergence of pressure groups for sexual minority rights: The Association for Moral and Social Hygiene	Changing attitudes towards sexual minorities (Themes 1 and 4)	On gender, there is a centenary website about the Sex Disqualification Removal Act (1919) at: https://first100years.org.uk/the-sex-disqualification-removal-act-1919/ On race, some resources on the BAME contribution to World War I are found at: https://www.obv.org.uk/news-blogs/bme-s-contribution-during-wwi
	Barriers and advancements in the rights of disabled people: the advance of eugenics theory, the significance of war, especially the treatment of disabled returning war heroes - sheltered employment and the British Legion; the Blind Persons Act (1920) and the National League of the Blind; 'Justice not Charity'	Changing attitudes towards class and disability (Themes 2, 4 and 5)	Similar retrospectives on World War I and disability include mental health at: https://theconversation.com/from-shell-shock-to-ptsd-a-century-of-invisible-war-trauma-74911 and physical disability at: https://heritagecalling.com/2018/12/14/home-from-the-war-what-happened-to-disabled-first-world-war-veterans/ On the impact of World War I on class see Jeremy Paxman video for KS4 at: https://www.bbc.co.uk/teach/class-clips-video/history-ks4-gcse-how-did-world-war-one-affect-the-class-system-in-britain/zvj7f4j

The significance of changes in voting rights and the Sex Disqualification (Removal) Act (1919), the Education Act (1918) and the Aliens Restriction (Amendment) Act (1919)	Women's suffrage movements and winning the vote in 1918 and 1928. Women's lives and government measures, e.g. the Sex Disqualification Removal Act (1919) The impact of the Education Act (1918) on schooling for disabled people Barriers to the development of multinational communities and cultures and the experience of racial minorities in Britain; the Aliens Restriction Act (1919)	Opportunities for women (Themes 1 and 5) Changing attitudes towards disability (Themes 2, 4 and 5) Government and racial attitudes (Themes 1, 3 and 5)	In addition to the material mentioned in Sections 1 and 2, there is a collection of sources on education at: https://spartacus-educational.com/education.htm The Aliens Act is described at: https://www.open.ac.uk/researchprojects/makingbritain/content/1919-aliens-restriction-act. The impact of the Sex Disqualification Removal Act is found at: https://first100years.org.uk/digital-museum/timeline/

Key topic 2: **The impact of Depression and War, 1928-45**	**Exemplification**	**Thematic Links**	**Resources**
Race, gender, disability and class in Depression and War, including eugenics	Class and the Depression: the effects on an unequal society of Depression from 1930 Continuity and change in women's lives: new types of work, old prejudices about roles Challenges to inter-racial opportunities: job discrimination in a depression The British Eugenics Society	Inequalities in wealth (Theme 2) Obstacles and opportunities for women at home and in work (Theme 1) The experiences of racial minorities in an era of high unemployment (Theme 1) Pressure groups for racial and able-bodied purity and obstacles to reforms in disability rights (Themes 1, 2, 4)	In addition to the 20th century resources on race, gender and disability mentioned in the previous key topic, there is an article on the impact of the Depression on black people (subscription required) at: https://www.historytoday.com/archive/black-people-britain-1930s English Heritage has an article on the impact of eugenics in the 1930s at: https://www.english-heritage.org.uk/visit/blue-plaques/blue-plaque-stories/eugenics/

The impact of unemployment and the Jarrow Crusade	Organised protest against unemployment and poverty – hunger marches Responses to the marchers – means tests and PACs	Class and pressure groups (Themes 2 and 4) Government response (Theme 5)	For students and teachers: https://www.bbc.co.uk/history/british/britain_wwone/jarrow_01.shtml
Reasons for, and impact of, immigration and ethnic tensions, including the BUF	Ethnic tensions, especially in London: the influence of Oswald Moseley and the BUF Immigration from Nazi Germany from 1938	Anti-semitism and the influence of fascism (Themes 1 and 4) Attitudes towards new immigration (Theme 3)	There is a wide variety of sources and commentary for teachers and students at: https://spartacus-educational.com/PRmosley.htm#breadcrumb and on BBC Bitesize at: https://www.bbc.co.uk/bitesize/guides/z9h9ycw/revision/5
Changing experiences in World War II, including the introduction of national service, the treatment of aliens, the 'colour bar' and the significance of the case of Learie Constantine and the Imperial Hotel	The impact of World War II: women and the National Service Act (1941) cultural effects of new immigration: displaced people, including Jewish people The social consequences of race, Empire and a British national wartime identity - the colour bar in wartime	New opportunities for women in work and the armed services (Themes 1 and 5) Migration in the Second World War (Themes 1 and 3) Race, immigration and diversity (Themes 1, 3 and 5)	See the New Statesman article by David Olusoga on the impact of World War II on diversity in Britain at: https://www.newstatesman.com/culture/books/2018/08/how-second-world-war-made-britain-multicultural On opposition to the 'colour bar' see also: https://pasttenseblog.wordpress.com/2017/03/13/today-in-londons-anti-racist-history-the-league-of-coloured-peoples-formed-1931/ The lives of Learie Constantine, together with 99 other great black Britons are found at: https://100greatblackbritons.com/bios/lord_leary_constantine.html

			More on Learie Constantine can be found at [Lord Learie Constantine – Pendle Radicals]

Key Topic 3: Consequences of war and the end of empire, 1944-62	Exemplification	Thematic Links	Resources
The contribution and treatment of Empire and Commonwealth immigrants, including the Windrush, African and South Asian immigrants. Claudia Jones and the Caribbean Carnival	The social, economic and cultural impact of the loss of Empire on Britain: 'new' immigration from the Commonwealth, including the Windrush generation, African and South Asian immigration Race relations, including the local context of Notting Hill, the Carnival and Claudia Jones	Race, immigration and diversity (Themes 1 and 3)	A BBC Bitesize student revision guide on the impact of post-war immigration from the Commonwealth is at: https://www.bbc.co.uk/bitesize/guides/zx93tyc/revision/1 The Windrush generation has a fine website at: https://www.windrushday.org.uk/ Claudia Jones is featured at: https://www.bl.uk/windrush See also: https://www.bl.uk/asians-in-britain
Barriers to change, including the significance of the Commonwealth Immigrants Act (1962)	Obstacles to cultural assimilation - the impact of the Commonwealth Immigrants Act (1962)	Race, immigration and diversity (Themes 1 and 3)	Barriers to change are outlined, together with a list of resources, at: https://everlivingroots.wordpress.com/2015/08/14/black-british-history-rising-racial-tensions-in-1950s-britain-and-the-birth-of-notting-hill-carnival/

Reasons for changes in attitudes to, and opportunities for, women, sexual minorities and disabled people, including Sir Ludwig Guttmann and the Paralympic Games movement, and the Wolfenden Report (1957)	Reactions to Nazi theories on disability – pressures for change in attitudes towards eugenics and disabled people, e.g. the Paralympic Games movement (1948)	Opportunities for the differently-abled (Theme 2)	On disability see: https://historicengland.org.uk/research/inclusive-heritage/disability-history/1945-to-the-present-day/
	Changes to the provision for disabled people, including the impact of the Disability Employment Act (1944) and the importance of the NHS (1948) for treatments	Government response to disability provision (Theme 5)	
	Attitudes towards homosexuality: the Wolfenden Report (1957)	Pressure groups and gender discrimination (Themes 1 and 4)	On gender and sexuality see: https://www.bl.uk/lgbtq-histories/articles/a-short-history-of-lgbt-rights-in-the-uk There is a summary of the impact of the Wolfenden Report at: https://www.historyandpolicy.org/policy-papers/papers/wolfenden-and-beyond-the-remaking-of-homosexual-history
	Changes in women's lives, including the impact of the contraceptive pill from 1961	Opportunities for women (Theme 1)	Attitudes towards women in the 1950s are covered in an article (subscription required) at: https://www.historytoday.com/reviews/story-women-1950s

The significance of Butler's Education Act of 1944	Widening educational opportunity through free and selective secondary schooling School meals and free milk. LEAs could provide free meals in cases of hardship Alternative religious education provision in areas of high ethnic population Obstacles to mainstream provision for disabled children in education – introduction of a medical system of classification in which children were placed in one of 11 categories ranging from blind and deaf to physically handicapped and educationally subnormal	Government role in social class and education (Themes 2 and 5) Better provision for working class children (Themes 2 and 5) Government role in recognition of multi-racial society (Themes 1, 3 and 5) Government role in opportunities for disabled people (Themes 2 and 5)	For a discussion on the impact of the Butler Act see: https://www.wcml.org.uk/about-us/timeline/education-act/ or: http://sociologyfranklin.weebly.com/uploads/5/4/8/1/54811667/tripartite_system.pdf

Key topic 4: Changes in civil rights, c1962-1986	Exemplification	Thematic Links	Resources
The reasons for and extent of the social revolution in diversity, rights and equality - the impact of feminism and the women's strike at Dagenham; campaigns for racial equality and the Bristol Bus Boycott; comprehensive education and university grants; improved rights for disabled people and sexual minorities; benefits and mobility	Change in the family and working lives of women: the Abortion Law Reform Act (1967) The women's strike at the Dagenham Ford car factory (1968) The Bristol Bus Boycott (1963) The introduction of higher education grants (1962) and comprehensive secondary education The Motability Allowance (1976); Chronically Sick and Disabled Persons Act (1970); the British Council of Organisations of Disabled People; the Disability Arts Movement	Pressure groups and government role in opportunities for women (Themes 1, 4 and 5) Protest and opportunities for women (Themes 1 and 4) Protest and racial discrimination (Themes 1, 3 and 4) Social class and educational opportunity (Themes 2 and 5)	http://www.runnymedetrust.org/histories/1960s.html https://www.bl.uk/sisterhood/timeline https://www.thehistorypress.co.uk/articles/the-ford-sewing-machinists-equal-pay-strike-of-1968/ See also the film 'Made in Dagenham' https://www.bbc.co.uk/news/magazine-23795655 https://quizlet.com/gb/459136861/comprehensive-education-1965-flash-cards/ http://sociologyfranklin.weebly.com/uploads/5/4/8/1/54811667/comprehensivisation.pdf http://www.motability.org.uk/about-us/history-and-heritage/ http://www.tandfonline/doi/full/10.1080/09687599.2020.1751080 http://www.shapearts.org.uk/Pages/FAQs/Category/disability-arts-chronology

Barriers to change, including Enoch Powell, the anti-immigration movement, and the Immigration Act (1971)	Enoch Powell, the 'Rivers of Blood' speech and the anti-immigration movement The Immigration Act (1971)	Pressure groups and racial discrimination (Themes 1, 3 and 4) Government role in race relations and immigration (Themes 1, 3 and 5)	https://www.bbc.co.uk/bitesize/clips/zp48sg8 (Enoch Powell) http://www.runnymedetrust.org/histories/1970s.html
The significance of legislation in removing barriers: the Race Relations Act (1965); the Sexual Offences Act (1967); the Education (Handicapped Children) Act (1970); Castle's Equal Pay Act (1970); the Sex Discrimination Act (1975)	Developments in civil rights for immigrants, including the Race Relation Acts (1965 and 1976) Changes in gender discrimination: the Beaumont Society and the Sexual Offences Act (1967) Removal of the 11 classifications of (e.g.) 'mentally handicapped' children as unsuitable for education at school, inclusion within mainstream education; the Warnock Report (1978) The drive for gender equality in work: the Equal Pay Act (1970), the Sex Discrimination Act (1975) and statutory maternity pay (1986)	Government role in opportunities for racial minorities (Themes 1 and 5) Pressure groups and opportunities for sexual minorities (Themes 1, 4 and 5) Government role in opportunities for disabled people (Themes 2 and 5) Government role in opportunities for women (Themes 1 and 5)	http://www.runnymedetrust.org/histories/1960s.html https://www.equalityhumanrights.com/en https://www.historyextra.com/period/modern/the-1967-sexual-offences-act-a-landmark-moment-in-the-history-of-british-homosexuality/ https://www.bl.uk/lgbtq-histories/articles/a-short-history-of-lgbt-rights-in-the-uk https://www.open.ac.uk/health-and-social-care/research/shld/timeline-learning-disability-history http:www.educationengland.org.uk/documents/warnock/ https://www.bl.uk/sisterhood/articles/equal-pay-and-equality-legislation http://news.bbc.co.uk/onthisday/hi/dates/stories/december/29/newsid_2547000/2547249.stm

Key topic 5: Changes in opportunity and culture, 1986-2010	Exemplification	Thematic Links	Resources
The drive for equal rights and cultural diversity, including the impact of the National Council for Civil Liberties, the Stephen Lawrence case, third-wave feminism, the LGBT Foundation and the British Council of Disabled People	The work of pressure groups for diversity, e.g. The NCCL, the LGBT Foundation, British Council of Disabled People, Stonewall UK, feminism and Generation X	The role of protest and pressure groups in changing opportunities (Themes 1, 2, 3, 4 and 5)	https://www.politics.co.uk/reference/civil-liberties/ https://www.stonewall.org.uk/stonewalls-history
	Institutional racism: the Metropolitan Police and pressure to achieve justice for Stephen Lawrence	Influence of race on British institutions (Themes 1, 3 and 4)	https://www.bbc.co.uk/programmes/b0b09dss https://www.itv.com/news/topic/stephen-lawrence
	Changes in feminist pressure for equality away from concentration on legal and political inequalities to the experiences of different groups of women, recognising that traditionally, feminism tended to reflect the concerns and interests of white middle-class women	The role of pressure groups in changing opportunities for women (Themes 1 and 4)	https://www.standard.co.uk/lifestyle/london-life/international-women-s-day-a-comprehensive-guide-to-the-feminist-waves-a3780436.html https://www.bbc.co.uk/archive/womans-hour--marilyn-french/zkmkf4j
	Changes in opportunities in life and work for disabled people: the Disability Living Allowance (1992); the Disability Discrimination Act (1995), the Disability Act (2005) and the development of the right to access - inclusive buildings and landscapes; Human rights legislation requiring equality	Government role in improving opportunities for disabled people (Themes 2 and 5)	https://historicengland.org.uk/research/inclusive-heritage/disability-history/1945-to-the-present-day/ https://disabilityhorizons.com/2016/07/uks-unwritten-history-disability/

	Adoption of children by gay, lesbian and unmarried couples (2002) and the fight for equality for the LGBTQ+ community – the Civil Partnership Act (2004) and the Gender Recognition Act (2004)	Government role in improving gender opportunities (Themes 1 and 5)	https://www.bl.uk/lgbtq-histories/articles/a-short-history-of-lgbt-rights-in-the-uk
The significance of diversity for the arts and culture in Britain. The significance of increased educational opportunities	The impact of immigration on food, entertainment and sport in Britain; the cultural consequences of the work of Women in Sport; the contribution of disabled people to culture, especially in arts and sport Widening access to higher education for all and career opportunities	Influences of immigration and diversity on British society (Themes 1, 2, 3 and 4) Social classes' changing opportunities (Themes 2 and 5)	https://blackculturalarchives.org/ https://www.schoolsmith.co.uk/history-of-education/
Barriers to change, including religious intolerance, institutional racism, continuing sexism, Section 28 (1988), disability discrimination, continuing social and economic inequality	Intolerance of diversity in society: the British National Party and far-right groups Gender discrimination in life and work: Section 28 (1988) – prohibition of the promotion of homosexuality; women and priesthood in the Church of England	Pressure groups and racial discrimination (Themes 1 and 4) Obstacles to change and progress in sex and gender (Themes 1 and 5)	https://www.bbc.co.uk/bitesize/articles/znh4ydm https://www.bbc.co.uk/newsround/56591022 https://www.equalityhumanrights.com/en/advice-and-guidance/sex-discrimination https://lgbtplushistorymonth.co.uk/wp-content/uploads/2020/02/1384014531S28Background.pdf https://www.bbc.co.uk/bitesize/articles/z6mc3j6 https://www.bbc.co.uk/bbcthree/article/cacc0b40-c3a4-473b-86cc-11863c0b3f30

	Discrimination on the basis of physical or mental disability in various aspects of leisure and employment	Obstacles to change and progress in disability (Theme 2)	
	The poverty gap – the growing gap in wealth and opportunity between rich and poor in society	Obstacles to progress for the working class (Theme 2)	https://www.equalitytrust.org.uk/how-has-inequality-changed
The significance of the Equality Act (2010)	The framework to protect the rights of individuals and advance equality of opportunity for all	Government role in promotion of equality of opportunity (Theme 5)	https://www.equalityhumanrights.com/en/equality-act/equality-act-2010 https://manchestercommunitycentral.org/sites/manchestercommunitycentral.co.uk/files/Equality%20Act%202010%20Factsheet.pdf
	Protection against discrimination based on a person's nationality and citizenship	Prevention of obstacles to racial minorities (Themes 1 and 3)	
	Protection against discrimination in work on grounds of sexual orientation	Prevention of obstacles to sexual minorities (Theme 1)	
	Employers' adjustments for disabled people	Prevention of obstacles to disability (Theme 2)	

Student timeline

The timeline below could be given to students and could be further edited and added to by them. Inclusion of dates, Acts of Parliament and events in this timeline should not be taken as an indication that these are prescribed: the official specification and associated assessment guidance materials are the only authoritative source of information and should always be referred to for definitive guidance

1914	Beginning of World War I
1918	Representation of the People Act Fisher's Education Act
1919	Aliens Restriction (Amendment) Act Sex Disqualification (Removal) Act
1928	Representation of the People Act
1936	BUF and the Battle of Cable Street Jarrow Crusade
1939	World War II – National Service begins; colour bar applied to RAF and RN
1941	National Service Act – extension to women
1944	Constantine v Imperial Hotels Ltd Butler's Education Act Disabled Persons (Employment) Act sets up factories for disabled people
1948	Empire Windrush passengers begin to arrive in the UK Stoke Mandeville Games NHS founded – health provision for all
1957	Wolfenden Report - recommendations for laws governing sexual behaviour
1959	Claudia Jones and the Caribbean Carnival, Notting Hill
1962	Commonwealth Immigrants Act Higher Education grants introduced
1963	Bristol Bus Boycott
1965	Comprehensive education begins Race Relations Act
1966	Beaumont Society supporting transgender people founded
1967	Sexual Offences Act Abortion Law Reform Act

1968	Enoch Powell's 'Rivers of Blood' speech Dagenham Ford factory strike
1970	Education (Handicapped Children) Act Equal Pay Act
1971	Immigration Act
1975	Sex Discrimination Act
1978	Warnock Report
1976	Race Relations Act
1981	Jay Report promoting a 'care in the community' programme for people with learning disabilities and mental health needs
1986	Compulsory maternity pay begins
1988	Section 28 prohibiting the 'promotion of homosexuality' by local authorities
1992	Disability Living Allowance
1993	EU changes laws on freedom of movement
1995	Disability Discrimination Act
1999	Macpherson Report into the murder of Stephen Lawrence Sex Discrimination (Gender Reassignment) Regulations introduced Immigration and Asylum Act restricting entitlement to social services
2002	Adoption of children by gay, lesbian and unmarried couples allowed Right to register as a UK citizen completely reformed
2004	Gender Recognition Act
2005	Disability Act
2010	Equality Act replaces all previous anti-discrimination laws, legally protects people from discrimination in the workplace and in wider society, and introduces a ban on age discrimination

For information about Pearson Qualifications, including Pearson Edexcel, BTEC and LCCI qualifications visit qualifications.pearson.com

Edexcel and BTEC are registered trademarks of Pearson Education Limited

Pearson Education Limited. Registered in England and Wales No. 872828
Registered Office: 80 Strand, London WC2R 0RL

VAT Reg No GB 278 537121

Getty Images: Alex Belmonlinsky

Pearson
Edexcel