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Oxford Cambridge and RSA

A LEVEL
Delivery Guide

HISTORY A

H505
For first teaching in 2015

England and a New Century

Version 2

CONTENTS

Introduction

Delivery guides are designed to represent a body of knowledge about teaching a particular topic and contain:

• Content: A clear outline of the content covered by the delivery guide;

• Thinking Conceptually: Expert guidance on the key concepts involved, common difficulties students may have, approaches to teaching that can help students understand these concepts and how this topic links conceptually to other areas of the subject;

• Thinking Contextually: A range of suggested teaching activities using a variety of themes so that different activities can be selected which best suit particular classes, learning styles or teaching approaches.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email resourcesfeedback@ocr.org.uk.

KEY

Click to view associated resources within this document.

▶ Click here   Click to view external resources

Curriculum Content

Key Topics	Indicative Content
The varied fortunes of political parties between 1906 and 1914	The progress of the Labour Party from 1906; New Liberalism and the dominance of the Liberal Party from the 1906 election to 1914; the uneven progress of the Conservative Party from 1895 to 1914; the impact of Tariff and Imperial Reform, women's suffrage and Home Rule on the political parties
The Impact of War on political parties from 1914-1918	The impact of war on the political parties (the split between Asquith and Lloyd George from 1916-1918, the dominance of the Conservatives from 1916-1918, Henderson, Labour and the Socialist Constitution of 1918, The coupon election 1918, the issue of women's suffrage, reasons for reform of the Franchise 1918)
The causes, nature and impact of social reform in the period 1900-1918	The debates about poverty and national efficiency 1906-1914, the reasons for tackling poverty taxation and the People' Budget 1909, welfare provision (Royal Commission on Poverty, pensions and contributory national Insurance), reform of working conditions, educational measures Children's Charter 1908, Fisher's Education Act 1918)

This delivery guide will focus on the second row: The Impact of War on political parties from 1914-1918. A number of activities have been included for you to use at your discretion and the accompanying templates are in the learner resources section of this document.

Thinking Conceptually

Approaches to teaching the content

This component of the course requires students to critically use evidence to investigate and assess historical questions, problems and issues. It is fundamentally important, therefore, that a great deal of teaching time is focussed on the use of primary source material. Teachers not only have a wealth of source material from previous past papers available on the OCR website, but also from websites such as the National Archives. Students should, from an early stage, be able to analyse the content of source material; in basic terms what the source is saying and the view of the writer.

The other key aspect of this course is the evaluation of the views presented within the source material. Students should be encouraged to investigate the key figures within the course and explore their standpoints. Furthermore, it is vital that students understand the impact of, for example, public speeches, memoranda, diary entries, newspapers, private letters and works of literature in regards to their purpose. All sources will have a slant (bias is a word that should not be used) and students need to understand what this slant is and, more importantly, why the source is saying what it does.

Finally, it is imperative that students have a broad understanding of key events during the time period- timelines are an excellent way of doing this- in order that they can place the source material into historical context.

Common misconceptions or difficulties students may have

In relation to the above, students generally find assessing the views presented in the sources to be the easier element of the challenges presented to them. The evaluation of the provenance of each source poses difficulties- and often results in stock comments; "this source is biased"; "because it is a speech it reflects his own views" for example. Students need to realise that all sources are useful but are not necessarily reliable. Furthermore, the focus on stock comments can be addressed by simply focusing on what is being analysed and assessing the purpose of the source.

Finally, students can struggle with balancing the elements of content, provenance and context. If students can be encouraged to places the source material into historical context, perhaps by looking at the date the source was written and what was occurring at the time, then this would aid them in their evaluation.

Conceptual links to other areas of the specification – useful ways to approach this topic to set students up for topics later in the course.

This topic has direct links to the Themes and Interpretations element of the course. Students should be encouraged to develop their ability to spot similarities and differences between source material, as this will be of relevance when

Thinking Conceptually

assessing aspects of change and continuity within the Themes paper. When assessing interpretations in component three, students will have to assess the validity of the claims of different historians. This is building on the work done here, as they are assessing the validity of the primary evidence to reach a judgement.

For these three activities please refer to the source material to be found in the learner resource section of this document.

ACTIVITIES

In order to fully understand this topic, it is fundamental that students are aware of the state of play in England at the turn of the century. Placing the sources into historical context allows a wider grasp of the source material and will result in a more detailed analysis and understanding of the issue in question. At a basic level, knowledge of the key events during the time period, but also the main figures operating at the time, will allow students to develop as historians and fully evaluate the information presented to them.

Thinking Contextually

Activities	
Activity one: The diamond four When starting the content for the second row, it is important that students understand the position of each of the parties at the outbreak of war. This activity is designed to focus on the pre-war crises and to reinforce prior learning. Students are given a copy of the diamond four and have to write inside each diamond the four key pre-war crises (Lords v Commons; Votes for Women; Industrial Strife; Ulster). They are then placed into groups of four. Within these groups they have to recall information about one of the four areas, and write this down inside the confines of the diamond. When they have finished, students will then share the detail that they have written down with the rest of their group. The final stage of the activity is to draw connections between the four crises around the outside of the diamond and to create a hierarchy of judgement in relation to the seriousness of the crises. At the top end, students would be able to formulate different hierarchies for different bodies, e.g. one crisis would be more significant in relation to the Liberal Party, one in relation to worker's rights etc.	
Activity two: Asquith v DLG It is vitally important for students to understand the nature and power of both these two political heavyweights during the war years. As such, this exercise will allow students to track the progress of the two men and to judge who was the more successful in their conduct of war leadership. Utilising Asquith v DLG students in pairs complete an assessment exercise on each of Asquith and Lloyd George. This information is then shared and an overall judgement on each of the leaders is reached. At the top end, students will be able to develop their own success criteria and may wish to consolidate their learning by drawing a graph, mapping the relative success and failure of each man.	
Activity three: The Impact of the War on Political Parties: Change and Continuity Washing Line. Students are divided up to form three groups (or six depending on class size). They are then allocated a political party and supplied with materials to create a washing line, such as string, blue tack, pencils, card and scissors. If need be, this could be done on paper with post-it notes or adapted using whatever resources are available. It is imperative, however, that the items on the washing line can be moved when required. The groups have to summarise the different impacts of the First World War on their given political party. Some groups may choose to create items of clothing to write their impacts on. When their items are complete, the groups must then place on their washing line to show the changes within each political party. This will then allow them to show which was the greatest change, and the extent of continuity. Students will then present their findings to the rest of the class and answer questions. To finish, the class could then be asked to create a simplified washing line with just the Conservatives, Liberal and Labour Party on three separate cards to assess which party changed the most due to the war.	

Thinking Contextually

Activities	
Activity four: Quick-fire content This activity would be of use at the beginning of a lesson. Four sources are displayed randomly around the classroom. Students have to summarise, individually, the message of each of the sources in no more than 10 words. When students have done this for all four sources they then have to judge which summary is the best.	
Activity five: Why? Students are divided into four groups and given one source and sheet four. They then have to briefly describe the view posed in their source within the relevant box. When they have done this, students have to explore the provenance of the source and attempt, in the middle of the sheet, to explain WHY their source holds the view that it does, considering the author, date and nature of their source. They then have to explain these two elements to the rest of their group. At the upper end of the spectrum, groups will then begin to see similarities and differences between the four sources.	
Activity six: The big picture This exercise can be used to help plan a timed question and should only be attempted near the end of the programme of study. Students are divided into two groups - for and against. They are given all four sources and either sheet five or six depending on which team they are in. In their teams they have to find examples of sources which agree with the premise of the question and explain them, utilising content, provenance and context. Students should be encouraged to directly quote their sources and to refer to more than one at each stage. It is imperative that the students are cross referencing between the sources. When reviewing the exercise, teachers should ask the following questions: What is the view? (in relation to the content) Why do the sources have this view? (in relation to the provenance) Is the view correct? (in relation to the context)	

Thinking Contextually

| Activities	
Activity seven - Top trumps Students have to complete the top trump cards for the key individuals during the time period. These figures could be selected in one of two ways. Either a) at the beginning of the course by a teacher, or; b) at the end of the course by going through a selection of past papers and assessing which individuals appear. Students can select their own criteria for the cards, such as political party, view towards social reform etc.	
Activity eight - What do you expect? Students are given four sources (as used in the earlier exercises), but only the provenance and attributions are provided. Students then have to complete their Prediction Table (using the template accompanying this resource) utilising the information available and their wider knowledge of the period to predict what the content of the source might state. Students can then be given the content of the sources to ascertain how accurate their predictions were and if they were wrong, assess why. At the upper end, some students will be able to explain the relative utility of the sources following their predictions and actual content.	
Activity nine - Is it true? Students are divided into groups and each given one source. Utilising their wider knowledge of the period, they have to assess the claims made in the source and ask the question "is it true"? For each claim made in the source they need to explain it utilising own knowledge and either support or contradict the claim made. At the upper levels, students will go further and utilise the provenance of the source to explain why the content of the source is either true or false. Following this, students will then be able to judge which source out of the set is the most useful for answering the question, based on the validity of the evidence presented.	
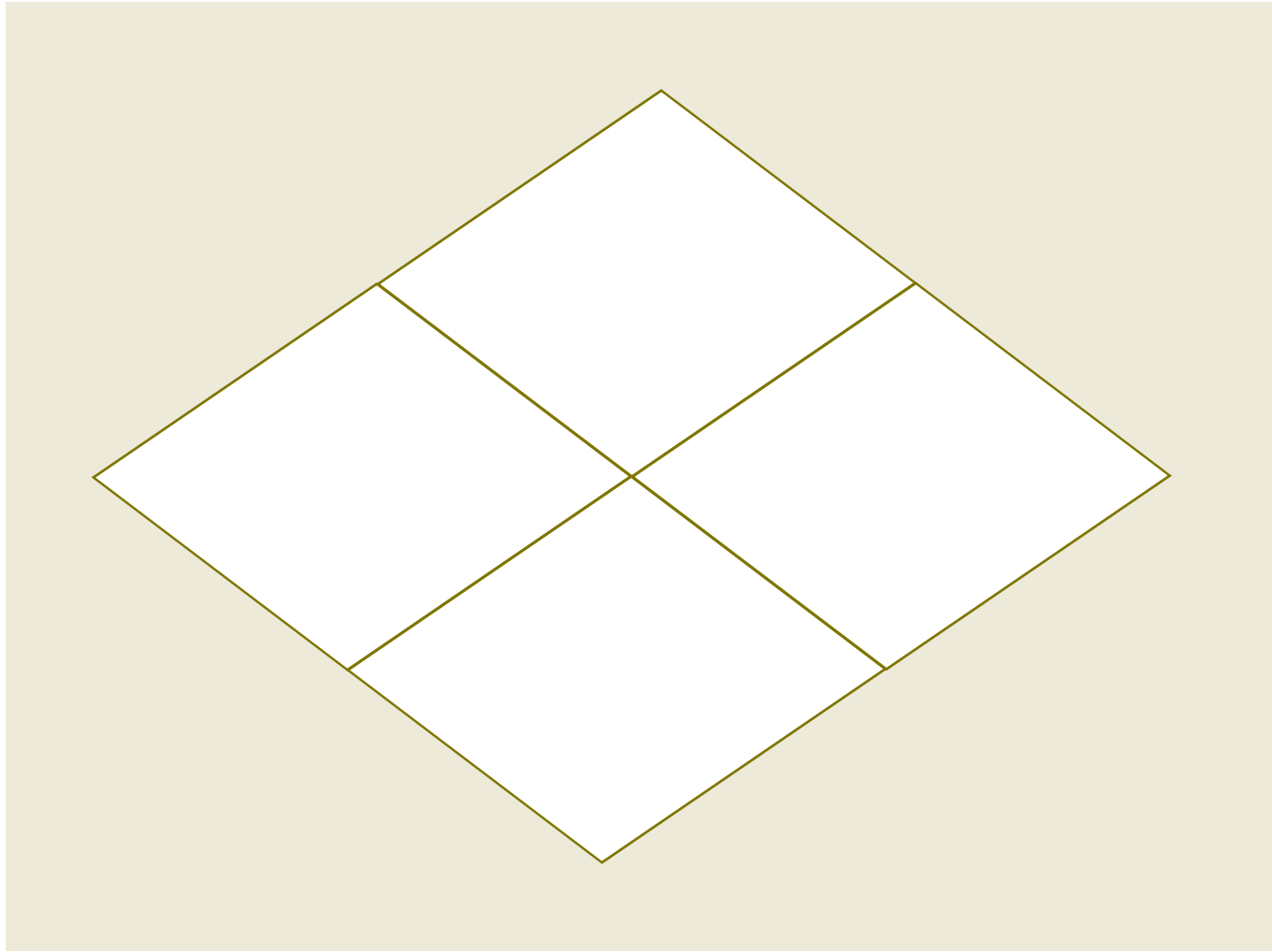
	Year	Position in Government	Key Events at Home	Key Events during the war	Success Rating /10	Assessment and Judgement
Asquith	1914					
DLG	1914					
Asquith	1915					
DLG	1915					
Asquith	1916					
DLG	1916					
Asquith	1917					
DLG	1917					
Asquith	1918					
DLG	1918					

Overall Verdict?

Source material

a) Using these four sources in their historical context, assess how far they support the view that Asquith should bear the responsibility for splitting the Liberal Party in 1916?[30]

Source A: A radical Liberal MP notes Asquith's explanation to his fellow Liberals for the formation of the Coalition with Bonar Law and the Conservatives

Asquith announced today that the Government was under reconstruction. Afterwards, at a hastily called party, some spoke very strongly against a coalition, taking the line that the Prime Minister owed some explanation to his party. Asquith was persuaded to address the meeting. He spoke with deep feeling. He looked old and worried. He flung himself on our mercy. The situation was of the gravest kind. Coalition had become inevitable. It was not pleasant to go into harness with men who were his bitterest enemies. The meeting gave him an over-powering ovation.

A MacCallum Scott, diary, 19 May 1915

Source B: A Liberal politician recalls the comments of a member of the Coalition government on the developing debate within the Cabinet on war policy.

Chamberlain would leave the Cabinet if conscription was not proposed whereas McKenna, who was Asquith's only confidant, and Henderson, the Labour leader, would resign if conscription was agreed by the Cabinet. Bonar Law would resign if the Gallipoli peninsula was not abandoned. Lloyd George, who saw no opening to the leadership, was much afraid he had muddled the Ministry of Munitions, for which he would be called to account, thought it better to get out whilst there was time. Asquith was still against conscription but was trying to find a way of keeping the government together.

C. Hobhouse, conversation, 14 October 1915

Source C: In his response to a letter from Bonar Law, the Leader of the Conservatives and a member of the coalition, Asquith offers his views on the formation of a new war committee, comprising Bonar Law, David Lloyd George and Lord Carson.

What follows is intended for your eyes alone. I appreciate the loyalty with which you have put forward your proposal but I cannot adopt it. Lloyd George has many qualities but he does not inspire trust. Your proposal has been engineered by him with the purpose of displacing me. The plan could not be carried out without fatally impairing the confidence of loyal colleagues and undermining my own authority. Given the frankness of our relations ever since the coalition was formed, I can tell you I am tempted to seek relief from the intolerable burden of labour and anxiety.

Herbert Asquith, letter, 26 November 1916

Source D: In her diary, David Lloyd George's secretary (who later became his wife) records her recollections of the period immediately before Asquith resigned. In the extract, D refers to David Lloyd George and PM refers to Asquith.

22 November: D says that the PM is absolutely hopeless. He cannot make up his mind about anything and seems to have lost all will power.

30 November: If D and Bonar Law act together it will smash the government. Letters from all parts of the country are urging D to take over: he seems to be the only one in whom people have confidence.

2 December: The PM insists on being Chairman of the new War Committee and that the Cabinet should have the final word in all matters. The vital part of D's proposal was that neither would have anything to do with the new committee.

Francis Stevenson, diary extracts, 1916

Points raised in Source A:

Points raised in Source B:

WHY?

Points raised in Source C:

Points raised in Source D:

Agree

Point of agreement (include quotes):

**Explanation using OK.
(why would the sources hold this view? Context)**

**Evaluation using Prov
(Sims and Diffs)**

Judgement: How far do these sources support the interpretation and why?

Point of agreement (include quotes):

**Explanation using OK.
(why would the sources hold this view? Context)**

**Evaluation using Prov
(Sims and Diffs)**

Point of agreement (include quotes):

**Explanation using OK.
(why would the sources hold this view? Context)**

**Evaluation using Prov
(Sims and Diffs)**

Disagree

Point of agreement (include quotes):

Explanation using OK.
(why would the sources hold this
view? Context)

Evaluation using Prov
(Sims and Diffs)

Judgement: How far do
these sources support
the interpretation and
why?

Point of agreement (include quotes):

Explanation using OK.
(why would the sources hold this
view? Context)

Evaluation using Prov
(Sims and Diffs)

Point of agreement (include quotes):

Explanation using OK.
(why would the sources hold this
view? Context)

Evaluation using Prov
(Sims and Diffs)

Learner resource 1.8 Prediction Table

Provenance is our friend: Using these four sources in their historical context, assess how far they support the view that Asquith should bear the responsibility for splitting the Liberal Party in 1916?

Provenance information given	What was occurring at the time of writing? How might this influence the view?	Who wrote it? How might this influence the view?	What it is? How might this influence the content?
Source A:			
Source B:			
Source C:			
Source D:			

Learner resource 1.9 Is it true?

Claim	Is it true?	Why?

How useful/valid is this source?

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