



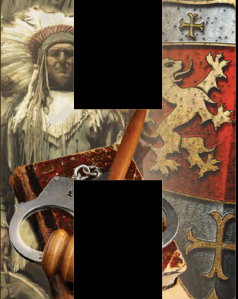
History

GCSE

History B

Delivery Guide

British Depth Study 1890-1918



GCSE History B

Delivery Guide

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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.

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KEY



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Curriculum Content

This unit involves historical enquiry into a period of British history. It gives students opportunities to investigate specific historical questions, problems and issues; use a range of historical sources and reach reasoned conclusions; and analyse and evaluate how the past has been interpreted and represented in different ways.

Focus areas for this study:

- What was poverty like in Britain in 1890 and who carried out investigations into the lives of the poor?
- Why did the Liberal government introduce a range of reforms from 1906 and how effective were these reforms?
- Why were women not allowed the vote and what arguments did women use to try to win the right to vote?
- How effective were the suffragist and suffragette campaigns for the right to vote?
- How were civilians affected by the outbreak of war in 1914?
- How effective was government propaganda during the war?
- How did women contribute to the war effort and did this affect the attitude of the government towards votes for women?

Thinking Conceptually

Approaches to teaching the content

The key with teaching this element of the specification is the need to combine a good understanding of the context with an ability to use evidence effectively. As much of the examination still requires the candidates to use sources in their answers, this cannot be overlooked. From the outset, it is essential to have the candidates handling evidence. They need to be aware of the different types of evidence (pictorial, written, statistical etc.) and how these can be used to ask a range of questions, either as single sources, part of a comparison between sources, or as part of a wider thematic study (as in question 5 of the exam).

Common misconceptions or difficulties students may have

Common misconceptions are to use cartoons as real images. Candidates often see them as a snapshot of life and then fail to grasp that they are a construct of the cartoonist. Other common misconceptions involve the attempts of candidates to evaluate evidence. This is often done simplistically and will look at things like simple bias "This was written by a suffragette and she was biased", or "it was written twenty years after so their memory may have faded".

A good way to get candidates to think conceptually about the sources is to think about who produced them, but more importantly, for what purpose? Getting to grips with purpose is a key feature of understanding the sources in the context in which they have been written.

The higher performing candidates on this paper are those that understand the content of the source within the contextual timeframe of 1890-1918 (even if sources were written years after the events).

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

Cartoon analysis

Give your students a cartoon from the period and ask them to select what they think is important source detail - do not give them a question at this stage - just ask them to unpick the cartoon and find relevant information from it.

Having a copy on the IWB is a good way of getting students to show/share what they think is important from the source. Then ask them two possible questions that could appear in the examination, such as: "What is the message of the cartoonist?" or "Why was this source published in [year]?"

Then get the students to explain how they would link the detail from the source to their answer and how this source would link in to what they know about the context of the period.

Thinking Conceptually

Sample answers

Start with past examination questions and mark schemes and construct a variety of sample answers that show a range of responses to the questions.

Ask students to mark each response (using a simplified mark scheme) and to explore: what makes answer x better than y? How could x be improved to make it more like y?

More importantly, get students to write their own responses and to peer assess.

Continuity/Change

A key feature of question 5 in the exam, is to get pupils to think about the period as a whole. Ideas such as a "How far did x change between 1890 and 1918?" can be shown physically in the class. Place two extreme points of view on either side of a room and students can place themselves along the imaginary line and explain why they are standing at that point on the line. Ask them to talk through examples, in the same way as they would need examples in their written work.

Exam Creation

Give students a range of sources on a topic and get them to create their own examination. This allows them to see how a range of sources can be used to assess the depth study. This activity is very useful as it also gets them to think in terms of themes - how do sources show a range of responses but also give enough commonality to show similar ideas to a range of questions, particularly with question 5 of the exam?

Cartoons

A simple way of showing understanding of a topic or theme is to create cartoons. These can be done on paper, but online versions (an example could be stripgenerator which is a free-to-use online site) are also available and simple to use. The benefits of this are that students are engaging with the narrative, working creatively and using technology to supplement their learning.

<http://stripgenerator.com/>

ACTIVITIES

The key to success in this depth study is being able to understand the context of the period- some ways in which this can be enhanced are:

- Visits
- Websites

Depending on your locality, there are countless museums which enable pupils to see and interact with the period 1890-1918. You could contact local museums or ones within your region to see what they can offer, in terms of visits to their location, or for them to visit your school.

This visual representation of the past allows pupils to gain a sense of period and empathy with past societies. Visits to London or Manchester can provide pupils with excellent opportunities to see artefacts and documents from the period at, for example, the Museum of London or the People's History Museum in Manchester. These, and others, are geared towards the understanding of the period of late Victorian and Edwardian Britain.

The following activities can be used in the classroom.

Thinking Contextually

Activities	Resources
<p>Activity 1</p> <p>What was poverty like in 1890 and who carried out investigations into the lives of the poor?</p> <ol style="list-style-type: none">1. Ask your students to think about local examples of workhouses or Poor Relief from the late Victorian period. These can provide relevant context to this initial part of the study. You might want to use websites like these: http://www.workhouses.org.uk/records/ http://www.manchester-family-history-research.co.uk/new_page_5.htm http://www.brh.org.uk/site/articles/eastville-stapleton-workhouses/ http://mongenes.org.uk/Workhouses/chepstowmonmouth.html2. Next, you could ask your students to think about ways in which people today can get state assistance. List these on the board and then cross out those that were not available to the poor in 1890. Ask your students to reflect on this and how they would feel if state assistance was taken away today. This is a good way to help your students to see what life was like in 1890.3. Your students can then research the work of Charles Booth, Seebohm Rowntree and John Galt. Ask them to consider which methods would have been more persuasive to the authorities at this time and why. http://www.bbc.co.uk/bitesize/higher/history/liberal/motives_lib/revision/1/	

Thinking Contextually

Activities	Resources
<p>Activity 2</p> <p>Why did the Liberal government introduce a range of reforms and how effective were these reforms?</p> <ol style="list-style-type: none">1. A good way to get students to understand which age groups were in the most need of state intervention is to use the poverty line. You can then ask them what types of state intervention they would introduce and why. http://booth.lse.ac.uk/static/a/4.html2. Students can then look at other reasons for the Liberals introducing reforms, such as humanitarian, the work of social reformers, the importance of people like Lloyd George and Churchill, industrial decline in relation to Germany and the USA, the Boer War and the rivalry between the Liberals and the Conservatives and emerging Labour Party. Students should assess the significance of each factor. http://www.bbc.co.uk/bitesize/higher/history/liberal/motives_lib/revision/1/3. Now students can begin to look at the reforms themselves. They should examine the reforms aimed at the young, the old, ill workers and the unemployed/underemployed. What were the benefits of such reform? What were the limitations of these reforms? Tip: these are especially good enquiries when thinking about question 5 in the examination, which is a question based on the whole period.4. Lastly, students should look at the reaction to the reforms - from the rich (1909 Budget) and the poor (dislike of National Insurance as an additional 'taxation').	
<p>Activity 3</p> <p>Why were women not allowed the vote and what arguments did women use to try to gain the right to vote?</p> <ol style="list-style-type: none">1. In order to properly engage with this enquiry, students need to understand the context of late Victorian inequality. They need to understand how the law restricted women, but that there were some small steps made in the late 1800s towards granting women some rights. Ask your students to look at two women, Mrs Smith (living in the 1800s) and Mrs Jones (living today). They should compare the rights of these women and reflect on how they would feel if they were Mrs Smith.2. Students can then move on to summarise the key arguments for and against the vote for women. The key here is for students to understand that women believed that equal status did not come automatically with the right to vote, but that the law could only be changed by women with the right to vote.	

Thinking Contextually

Activities	Resources
<p>Activity 4 How effective were the suffragist and suffragette campaign for the right to vote?</p> <ol style="list-style-type: none">1. Pupils need to be able to clearly show the difference in organisation, leadership and methods between the NUWSS and WSPU. One possible way of doing this in class is to pair/small group work on each organisation and shared resources, with students teaching each other the main differences.2. You may also find it useful to plot a timeline with your students that shows the escalation of violence alongside government indifference to changing legislation,3. The key is in the evidence that shows the reaction to the campaigns- existing text books should have a variety of responses, source material and differing interpretations. The National Archives have teaching resources which are also excellent, in terms of allowing pupils to access primary material and also learning activities which embed their understanding of the period (these can be accessed online). http://www.nationalarchives.gov.uk/	
<p>Activity 5 How were civilians affected by the outbreak of war in 1914?</p> <ol style="list-style-type: none">1. Students need to show an understanding of why the British Government needed a bigger army in the late summer of 1914. They should also think about why so many young men volunteered? A chance to escape the drudgery of their everyday existence? Duty? Honour? Nationalism? You could also explore the link between this topic and the study of poverty. How did poverty have an effect on army recruitment?2. There also needs to be an understanding of government legislation at the outbreak of war, i.e. what was DORA? How important was Lloyd George as Minister of Munitions?	

Thinking Contextually

Activities	Resources
<p>Activity 6 How effective was government propaganda during the war?</p> <ol style="list-style-type: none">1. This is a difficult question, as it is impossible to measure – and this in itself is a good point to get students to understand.2. Your students will need to show that they understand the range of propaganda methods that were used, for instance duty, moral persuasion and guilt. Exploring recruitment is a good way to show changing methods.3. Next, you need to talk about information control: the facts versus the information that people received? You could create a letter from a soldier, give it to your students and ask them to censor it. Show them examples of newspapers from the time and get them to unpick the real from the doctored.	
<p>Activity 7 How did women contribute to the war effort and how did this affect the attitude of the government towards votes for women?</p> <ol style="list-style-type: none">1. To begin with, students need a clear understanding of the need for female workers - especially after conscription in 1916. Highlight the jobs that they did and the response of male workers, factory owners, government officials etc.2. Next, ask students to think about how and why the war work done by women 1914-1918 could have affected the attitude of the government towards votes for women.3. Ask students to think about what gained women the right to vote? Was it the sensible attitude demonstrated by the NUWSS? The “front-page news” philosophy of the WSPU? The war work done by women 1914-18? Fear of what chaos might ensue if they were not rewarded?4. Finally, students also need to be aware that the women who did most of the work during the war (working class women) were not the ones rewarded with the vote in 1918. You could ask your students how they feel about this and why they think this was.	



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