

**GCSE (9–1)**  
*Delivery Guide*

# **HISTORY A** **(EXPLAINING THE MODERN WORLD)**

J410  
For first teaching in 2016

## **Power: Monarchy and Democracy c.1000 to 2014**

Version 1



ARE LEAVING  
THE AMERICAN SECTOR  
ВЫ ВЫЕЗЖАЕТЕ ИЗ  
АМЕРИКАНСКОГО СЕКТОРА  
VOUS SORTEZ  
DU SECTEUR AMÉRICAIN  
VERLASSEN DEN AMERIKANISCHEN



## GCSE (9–1)

# ***EXPLAINING THE MODERN WORLD***

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 [resources.feedback@ocr.org.uk](mailto:resources.feedback@ocr.org.uk)

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Centres must cover all of the content in the Power: Monarchy and Democracy c.1000 to 2014 unit. Centres choosing this unit must also study 'The English Reformation c.1520-c.1550' with 'Castles: Form and Function c.1000-c.1750' (J410/12). Centres are free to make their own decisions as to the order in which they tackle these units but it is worth stressing that they do not need to be taught separately. In fact there is a logic to pausing the Thematic Study at the end of the study of government under Henry VIII and moving on to the Depth Study on the Reformation.

Centres may also wish to integrate the Environment Study on Castles into their programme.

These issues will be examined further in the Delivery Guides to those units.

Key Topics	Content Learners should have studied the following:
<b>c.1000–c.1485</b> <b>Themes:</b> <ul style="list-style-type: none"> <li>• Individuals, institutions and groups with power</li> <li>• Claims to power</li> <li>• Methods of maintaining power</li> <li>• Challenges to power and power changing hands</li> </ul>	<p>Anglo-Saxon kingship c.1000–1066: the basis of kingship; the power and responsibilities of the kings; relations between the kings and the thegns.</p> <p>Different claims to the throne in 1066: the Norman invasion, including the establishment of the Norman monarchy and the transfer of power from Saxons to Normans at all levels of society; the extent of the power of the monarch and the barons by 1087.</p> <p>Struggles over power: John and Magna Carta; emergence of Parliament in the reigns of Henry III and Edward I, including the role and importance of Simon de Montfort; deposition of Richard II in 1389; Wars of the Roses.</p>
<b>c.1485–c.1800</b> <b>Themes:</b> <ul style="list-style-type: none"> <li>• Individuals, institutions and groups with power</li> <li>• Claims to power</li> <li>• Methods of maintaining power</li> <li>• Challenges to power and power changing hands</li> </ul>	<p>Tudor government: growth of royal power under Henry VIII; the role of Parliament under Henry VIII and Elizabeth I.</p> <p>Defeat and return of monarchy: Charles I's personal rule 1629–1640; the Civil Wars and the abolition of the monarchy; the Restoration of the monarchy in 1660.</p> <p>James II's rule and the reasons for the 1688 Revolution (The Glorious Revolution); the legacy of the Glorious Revolution including the Bill of Rights; the development of Parliament under William III and Anne; the emergence of political parties and the development of a Parliamentary monarchy in the course of the 1700s.</p>

Key Topics	Content Learners should have studied the following:
<b>c.1800–2014</b> <b>Themes:</b> <ul style="list-style-type: none"> <li>• Individuals, institutions and groups with power</li> <li>• Claims to power</li> <li>• Methods of maintaining power</li> <li>• Challenges to power and power changing hands</li> </ul>	<p>The changing relationship between Parliament and people c.1800 to c.1918: dissatisfaction with electoral system by early 1800s; reasons for and impacts of the Parliamentary Reform Acts of 1832, 1867 and 1884; the rise and effectiveness of mass Trade Unions and the Labour Party 1880s–1914; the struggle for the vote for women and the reasons why it was won for some women in 1918.</p> <p>The changing relationship between Parliament and people c.1914–c.1980: government control in the world wars; the increased role of the state from 1945 to c.1980.</p> <p>Challenges to Parliament c.1980 to early 2000s: the Miners' Strike 1984–1985, CND and Greenpeace; Prime Ministerial power under Thatcher and Blair; the devolution of power to regions of the UK; the challenges of coalition government.</p>

## Thinking Conceptually

While the concept of the thematic study may be familiar to some teachers it may be new to others. The essence of the unit is to cover a large sweep of history and to identify and explain key patterns of change and continuity, similarity or difference, within and across the events and developments examined.

It is this over-arching grasp of the topic which most learners are likely to find challenging. For this reason the Thematic Study is divided by era and is also organised around a number of key themes:

- Individuals, institutions and groups with power – particular institutions, groups and individuals holding power (such as monarchs, feudal aristocracy, gentry, elected representatives) and the social and political structures which have divided these elites from those they rule.
- Claims to power – the basis used by individuals or groups to acquire and hold on to power (such as religious claims, legal claims, hereditary principles, democratic principles, force).
- Methods of maintaining power – the methods used by individuals or groups to maintain themselves in power (such as military force, religion, propaganda and control of information, role of specific ideas and/or institutions, negotiation and compromise).
- Challenges to power and power changing hands – different reasons why (such as religion, political ideology, ambition) and ways in which those in authority have been challenged (such as popular uprisings, power struggles within and between elites).

## Approaches to teaching the content

Although the examination papers will contain smaller value questions which ask candidates to outline events or describe features, the higher mark questions will challenge students to respond to a question on a second order concept (similarity, difference, cause, consequence, significance, change, continuity) or will ask a broad question on considerations such as how far the nature of government changed over several centuries or whether particular methods of government proved to be more effective than others.

This thematic, conceptual thinking is not something which comes naturally to all learners but it is a discipline which can be taught and practiced. It is unlikely that learners will develop such thought processes simply as a result of studying the content of the unit. Therefore teachers need to build in the opportunity for learners to consider and discuss these big questions.

One approach is to use key questions as a vehicle for investigating sections of content within the unit. For example, the section on Tudor government could be explored through a question such as: 'Did the Crown become more powerful under Henry VIII?'. Learners clearly need to study the developments of Henry VIII's reign but at regular intervals they should be encouraged to consider whether, for example, Henry VIII's system of collecting taxes was superior to that of Henry VII or indeed medieval monarchs such as Edward I.

This reviewing approach is another effective device. At the end of any section learners could be asked to identify examples of change or continuity they have come across in any of the key themes (those in power; claims to power; methods of maintaining power; challenges to power). They could be asked to rate the extent and significance of that change. They could also be asked to review previous sections they have studied to find similar or contrasting examples of change or continuity.

Another effective device is to select a contemporary source and ask learners to consider how far that source is representative of the topic they have studied. Good examples might be the well-known 'World Turned Upside Down' image published at several points in the 1640s or a poster from the First or Second World wars suggesting that the entire population is fully behind the war effort. In a similar vein more obscure sources can end up being more illuminating than they first appear. For example, at first sight tenancy agreements between monarchs and barons or local lords and peasants may appear to cover little more than rents or wages. However, deeper scrutiny of such documents can reveal much about the workings of the feudal system and the relationships between the different groups in society.

Historical controversy is another angle which can be used to give an analytical edge to a section of content. Although the examination will not formally assess learners' understanding of historical interpretations this does not prevent interpretations from being an engaging and rigorous platform for developing learner understanding of a topic. Interesting examples might be the re-evaluation by some historians of the competence of King John or the extent of the impact of the Norman Conquest.

## Activities

### Resource 1 – Using a primary source to introduce a topic

In this task students are challenged to react to a primary source. At the risk of appearing pedantic, documents and other sources are often referred to as evidence. In fact, they are not really evidence until they are used to support an argument or contention or even a tentative hypothesis. In this instance, the challenge is for students to speculate at first on exactly what this document might be evidence of. Depending on the ability and aptitude of students, teachers could provide hints or clues or leading questions. What was the real significance of the Glorious Revolution?

### Resource 2 – Using a collection of primary sources to generate questions and or test hypotheses

Many learners find it difficult to make effective use of primary sources. Often this is because they try to use them the same way they use textbooks. However, sources are often helpful when used this way. In this resource students are asked to work with a small collection of documents as a whole rather than tackling specific questions on each source.

### Resource 3 – Using a chronicle to explain the significance of a major event or development

There is a significant body of educational research which suggests a disconnect between engagement and learning. In *The Hidden Lives of Learners* Prof Graham Nuttall explores how many instances in the classroom are proxies for learning rather than examples of learning. In history we see this in students preferring to write out and learn facts and figures rather than explaining the meaning or importance of these facts (which is of course a higher order cognitive process involving potentially less work but deeper thought and a willingness to express an opinion which can be intimidating). This resource provides an example of a structure for helping learners to engage with facts and events and try to interpret their meaning.

### Resource 4 – Using timelines as a platform to examine cause and consequence, connections and importance

Timelines can be a useful way to record a list of events and developments in the order in which they occur. However, as highlighted in Resource 3, limiting learners to the aim of simply remembering events in order can be very limiting in terms of their ability to tackle important questions. Teachers often create the timeline and hand it to learners as a completed piece of work. An alternative approach is to get learners to create the timeline, either from raw materials like a textbook or from a list which is comprehensive and requires selection.

### Resource 5 – Using ‘fact banks’ to help build historical argument

As raised previously, learners find it challenging to take historical information and use it to build an argument. In this resource, learners are presented with a simple framework to help them to structure an answer to the question:

***What was the real significance of the Glorious Revolution?***

**Resource 1 Using a primary source to introduce a topic**

Have a look at the resources available at <http://www.nationalarchives.gov.uk/education/politics/g6/source/g6s2.htm>.

One of the key issues in the Power: Monarchy To Democracy study is the processes and mechanisms by which change is brought about, particularly the types of pressure which pressure groups applied to monarchs and or governments. This source is a fine example of a source which can be used in a number of different ways.

The first challenge is to work out the nature of the commemoration being advertised. You could be forgiven for assuming that the event in question is a celebration of the victory of Britain and its allies over Napoleon in 1815. In reality what is being marked is a revolution in France, overthrowing the existing government which had been established after Napoleon's fall.

Next challenge is to interpret the source – what does it reveal about Britain in 1830? Are people marking the revolution in France because they are happy for the French people? Or does this poster imply that at least some people believe that Britain should follow a similar path? The events in France would be worrying enough to the British government. The fact that they are being openly celebrated in certain quarters would cause still more concern. Perhaps this is too much to assume from one source. On the other hand, the fact that the government received and kept this document (otherwise it would not have been in the National Archives) does suggest at least some concern on the part of the government.

The use of inference and intelligent speculation on a source such as this could be used to set up a number of hypotheses about Britain c.1830 which students can then be asked to test and report back on using textbooks and other resources.

## Resource 2 Using a collection of primary sources to generate questions and or test hypotheses

Historians very rarely work on single documents and draw conclusions from them. It is much more the norm for them to read large collections of documents and look for emerging patterns. There is no set definition of what constitutes a collection of sources in terms of source types, length, number. Such decisions have to be made by the class teacher. Collections can be created from numerous sources. An obvious source is the textbook, especially if the textbook in question has electronic support materials which many publishers now provide. Another source is past exam papers. And many museums and archives now have collections of archive sources.

So, if you wanted to create a small collection of sources on how and why people protested in nineteenth-century Britain, you could start with the sources in the SAM for the OCR SHP History GCSE from 2013, found here: <http://www.ocr.org.uk/Images/140127-unit-a955-22-historical-source-investigation-a-study-in-british-history-protest-and-reaction-in-britain-1800-1914-for-september-2013.pdf> You could add to this collection by downloading sources on the Chartists from the National Archive (these can be found here: <http://www.nationalarchives.gov.uk/education/politics/g7/>)

The key is then to encourage learners to use the documents as a collection. This can be done in different ways. For example:

Ask learners to locate examples, within the collection, of examples of, anger, fear, disappointment, loyalty and then to discuss how far any of these examples seem to be representative or simply one-offs.

Ask learners to suggest enquiry questions which could be tackled by the collection in question, perhaps even suggesting additional source material which would strengthen the collection.

Learners sometimes find question stems helpful, along the lines set out below.

### Enquiry question stems

How did...	Why did people disagree about...?
Why were...	Why is it so difficult to find out about...?
What made...	Why were so many people...?
How different were...	What's the story behind...?
What can... tell us about...	Why have such different stories been told about...?
What lay behind...	Why do people still argue about...?
Why did...	Who can tell us most about...?
Did... change...	Why could no one ignore...?
What was so important about...	How should we write the history of...?
Was... a failure?	Should we just accept...?
Why was... so successful?	Who gives us the most convincing account of...?

**Resource 3 Using a chronicle to explain the significance of a major event or development**

It is generally agreed that Magna Carta is a seminal event in British and indeed world history. But it is more difficult to explain exactly how and why the event is significant. Using a selection of documents from the National Archives, Parliament, British Library and the Museum of London the following resource challenges learners to take on the role of a medieval chronicler and then go a step further by not only recording events but also expressing an opinion on what those events actually mean. They are provided with events to include in their chronicle. They are also provided with sources and video 'interviews' with key players like King John. They are also provided with a structure which tries to give them confidence to express an opinion by providing possible views to select and or adapt.

The full resource can be found at <http://www.nationalarchives.gov.uk/education/medieval/magna-carta/>

**Resource 4 Using timelines as a platform to examine cause and consequence, connections and importance**

The list below shows a large selection of the actions taken by the British government during the First World War. Your task is to edit this timeline. Instead of showing a long list of events taken by the government, your task is to select the events which best illustrate how government control of ordinary people increased during the war. You are also limited to a maximum of 12 events. You can present the timeline on paper, or using a table in a word process or you could use specific software for creating timelines such as Dipity ([www.dipity.com](http://www.dipity.com)).

The resource on the next page is taken from *GCSE Modern World History* (3rd edition) by Ben Walsh. Reproduced by permission of Hodder Education.



## Factfile

## The 'Home Front' in the First World War

## 1914

- 2 August War declared on Germany. Britain needed an army quickly. The government launched a massive recruitment campaign. Half a million joined the army in one month.
- 8 August The Defence of the Realm Act (DORA) was introduced. It gave the government special powers such as the right to take over industries and land which were needed for the war effort, or to censor newspapers.
- Autumn From August to September many different women's organisations were set up, including the Women's Hospital Corps and the Women's Police Volunteers.
- 16 December The first bombing of British civilians. German warships shelled the east coast of Britain. In Scarborough 119 people were killed.

## 1915

- 19 January First air raids by German Zeppelin airships, dropping bombs on East Anglian towns.
- May It was recognised that the war needed much more careful organisation of all aspects of British life, so a coalition government with politicians from all parties was formed to handle the growing crisis in Britain.
- 31 May The first Zeppelin air raids on London. Air raids by Zeppelins and later by aircraft were a regular feature of the rest of the war.
- July The munitions crisis: British troops were facing a severe shortage of shells and bullets. The government set up the Ministry of Munitions under David Lloyd George to reorganise Britain's munitions supply. Lloyd George and Mrs Pankhurst, a suffragette leader, organised a 'women's march for jobs' to recruit women to work in factories.
- Autumn Many employers refused to take on women, and trade unions refused to allow women workers. The government had to come to an agreement with the trade unions that women would be paid the same as men and would only work 'until sufficient male labour should again be available'. The government also set up its own munitions factories, employing largely women.

## 1916

- 25 January First Military Service Bill introduced conscription of all single men aged 18–40.
- 16 May Second Military Service Bill extended conscription to married men.
- 1 July The Battle of the Somme began. More British soldiers were killed in this battle than in any previous battle.
- August The British public flocked to cinemas to see the government's new feature film 'The Battle of the Somme', which the 'Evening News' called 'the greatest moving picture in the world'.
- 18 November The Battle of the Somme was called off – with very little gain to show for the half a million British casualties.
- November For the first time there was public criticism of the way the war was being run by the generals.
- 7 December Lloyd George, a critic of the army leadership, became Prime Minister in place of Herbert Asquith. He immediately reorganised the British government to focus all effort on the war. He set up the Ministry of Labour to deal with the labour supply in British industry. He set up the Ministry of Food to deal with the food supply.

## 1917

- February Germany began its third and most devastating campaign of unrestricted submarine warfare against British merchant ships. The Women's Land Army was formed to recruit women as farm labourers.
- April German U-boats sank one in four British merchant ships in the Atlantic. The food supply was running very low. Under DORA (see page 422) the government took over 2.5 million acres of new farming land to help to feed Britain.
- November A voluntary rationing scheme was introduced. It was a failure. Food prices continued to rise. Food queues got longer.
- December Parliament agreed a law to give all women over 30 who were householders the right to vote in general elections.

## 1918

- 25 February Compulsory rationing scheme introduced in London and southern Britain with stiff penalties for offenders.
- April Rationing of meat, butter and cheese extended to the entire country.
- 11 November At the eleventh hour of the eleventh day of the eleventh month of 1918 the Armistice was signed. The war was officially over.
- 14 December A general election was held in Britain. Women over 30 voted for the first time.

**Resource 5 Using 'fact banks' to help build historical argument**

What was the real significance of the Glorious Revolution?

Your task is to decide what the real significance of the Glorious Revolution was. Use the table below to record examples which support the different views and then come to your own conclusion

Possible significance of the Glorious Revolution	Ended the idea of absolute monarchy in Great Britain	The beginnings of democracy in Great Britain	Led to greater toleration of different peoples, religions and ideas	Was not really significant, or even a revolution
Examples which suggest this was the real significance				
On a scale of 1-10 I agree / disagree with this view (10= strongly agree)				

You can use your textbook and the following web resources. Find example from each resource to complete your table. Remember that some examples may support more than one explanation of the significance of the Glorious Revolution.

[http://www.bbc.co.uk/history/british/civil\\_war\\_revolution/glorious\\_revolution\\_01.shtml](http://www.bbc.co.uk/history/british/civil_war_revolution/glorious_revolution_01.shtml)

[https://en.wikipedia.org/wiki/Glorious\\_Revolution](https://en.wikipedia.org/wiki/Glorious_Revolution)



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