

GCSE (9–1)

Teachers' Guide

HISTORY B **(SCHOOLS HISTORY PROJECT)**

J411

For first teaching in 2016

The Making of America, 1789-1900

Version 1



Teachers' Guide – The Making of America, 1789-1900

Teachers may use this guide as an example of one possible way of approaching the teaching content for History B and NOT a prescriptive plan for how your teaching should be structured.

Within the GCSE History B specification there is flexibility that allows you as a teacher to devise your own programmes of study and to choose your own examples to exemplify content or issues. These can – and should – pick up on your own areas of interest and expertise, and possibly too on history that is particularly relevant to your own local area. This level of freedom can sometimes be worrying as much as welcome and with a more rigid specification you may feel more instantly certain of what you have to teach. But with a more flexible approach to teaching you are given the freedom to construct a course that is interesting and meaningful for you and your students.

What this guide is intended to do, therefore, is to show you what a term's teaching outline might look like in practice. It should then help you to build your own scheme of work, confident that you've covered all the required content in sufficient depth.

Your starting point for each of the topics you choose to teach in GCSE History B should be the *Guide to course planning and Options Booklet*, available from the OCR website (<http://www.ocr.org.uk/qualifications/gcse-history-b-schools-history-project-j411-from-2016/>). These Teachers' Guides build on the information and approaches contained within those documents.

This guide is divided into four sections:

- A brief **overview** of the topic including some common misconceptions and things to watch for.
- **Termly planning document**: how you might structure your term's teaching of this topic.
- **Some lesson elements/ideas**. The termly planning document doesn't include suggested activities, partly because the idea is that you exploit the flexibility of the specification to cover your own chosen content or enquiries, but we've put in a couple of suggested lessons in this section as they've been highly recommended by teachers.
- **Candidate style answers**. In time these will of course be replaced by actual exam answers, but until first assessment you may find these useful as indications of what examiners are expecting to see in answers.

As is so often the case, the origins of the tale of the modern world can be traced back through history. America was not always the economic powerhouse it is today, but the story of its meteoric rise has its roots in the late 1700s. Equally, the American nation did not always stretch from coast to coast in the continent of North America, but the story of how that expansion began also has its history in the eighteenth century. And of course many of the historic issues with race relations have their origins in the America of the eighteenth and nineteenth centuries.

The Making of America unit is a fascinating way to study the construction of American identity and the battles over what this was to mean. The period study approach allows students to develop a sense of the unfolding narrative of American history and to see how big issues such as race relations play out over time. The Making of America unit does share some heritage with the old GCSE American West depth study; however there are also a number of fundamental differences:

- The period studied is much longer, stretching from 1789 to 1900 and it taught in roughly half the time of the old depth study. This means that topics which were previously given several weeks of study, such as the culture of the Plains Indians, now have to fit in a much tighter timescale. Teachers need to consider balancing the depth of old and new elements carefully when planning.
- The period study approach means there is less focus on students having a deep knowledge of events and people.

For example, students are not expected to know the main terms of the Treaty of Fort Laramie, 1868 but they may be expected to know of its significance in the broader story of American-Indian relations.

- The unit has a range of new topic areas; these are highlighted below.
- The unit no longer has a focus on historical sources. Although source materials can be used, all of the assessment for the unit will focus on Assessment Objectives one and two.

There are a number of continuities in terms of content with the old American West course, however the new content is significantly slimmed down. Whereas the culture of the Plains Indians was previously covered in 10 or more lessons, it is now covered in just two hours of taught time. Teachers need to be very careful when choosing how much depth to go into in these areas. It is more important that students can grasp the overarching narrative than it is for them to be able to list all the ways that the buffalo supported Sioux life.

The table below shows continued content from the GCSE American West course and the new areas brought in for the Making of America unit specifically. Bear in mind that each of these points should be given around 2 hours of taught time.

Continued content areas from GCSE American West	New content areas for Making of America
<ul style="list-style-type: none"> • Culture of Plains Indians and a case study of the Lakota Sioux • Journeys to California and Oregon and the Mormon settlement of Utah • The nature of the California gold rush and the impact of the Pike's Peak gold rush • The causes and nature of white exploitation of the Plains including: railroads, cow town and cattle ranches • Homesteaders: living and farming on the Plains • The Indian Wars: Little Crow (1862), Red Cloud (1865-8), Great Sioux (1876-77) • Changes to Indians' way of life including reservations and the destruction of the buffalo 	<ul style="list-style-type: none"> • Expansion of the USA west and south 1789-1838 • Growth of cotton plantations and slavery 1793-1838 • Indian removal 1830-1838 • Causes of the American Civil War 1861-65 • The African American experience of the Civil War • Reconstruction and its impact on America • The impact of social and economic change 1877-1900 on African Americans • The growth of big business, cities and mass migration to the USA

This guide will provide an overview of how this content might be taught to a GCSE class in the Autumn term of Year 11. It is designed to take approximately 30 hours of teaching time to complete this course, a single Autumn term, though of course this will be dependent on the curriculum hours provided in your centre. The scheme of work is structured around the **essential narratives** and contains a note of useful content which students might need to refer to. However, because content is not specified by OCR, teachers should not see the **useful content** as a list of things to verse students in, rather it is a suggestion of content which may be touched on, or which the teacher may want to research for their own knowledge. The scheme of work does not contain activities. This is intentional to enable you to choose a series of lesson that compliment your own teaching. Most sections are roughly equal in length, though where appropriate this has been altered to reflect the level of content required. In part 3 of this delivery guide you will find a sample lesson idea. It is focussed on the causes of the American Civil War and is meant purely as one way you might choose to cover those two hours of the course. The final section focusses on an exam question for the unit, alongside a guide to what to expect as well as a Grade 8/9 and Grade 5/6 response.

Common misconceptions:

The items below are key areas which students may need explaining in more depth. As a teacher it is important that you have a really good working knowledge of these aspects.

- Geography.** Maps are vital when teaching about the vast spaces of the United States. Students often struggle to appreciate the importance of geography and environment in shaping many of the things which happened in the United States. Students also need to be aware that the USA occupied a tiny piece of land on the eastern seaboard in 1789 and that there were still other European and non-European players on the North-American continent. Students need to be fluent in describing areas in terms of: the North, the South, the East, the West, the Deep South, the Far West, the Plains etc.
- The federal structure of the USA.** Students often fail to understand the idea that the individual states can make their own laws and that the Constitution is fundamental in determining what laws a state can make. Ensure students are fully aware of the importance of the Constitution in shaping state laws and therefore the fundamental importance of the fact that slavery was argued to be constitutionally justified.
- The nature of slavery.** Student have often covered sugar slavery in Key Stage 3, however they need to appreciate the differences with cotton slavery. Students need to be aware that the ‘pushing system’ employed in the Deep South was both more violent and more effective than the task system used on many sugar plantations. Students also need to be aware that slavery was far from an outdated idea in the 1800s, rather it was seen as morally dubious (by some) but economically highly effective. Students need to understand that the slave economy effectively drove modern capitalism in the early 1800s and was bankrolled by international finance. Students may also like to see the links between slavery and the cotton boom in places like Manchester, England. Finally, students need to be aware that slaves survived in a number of ways. Whilst they did not have agency, they passed on their stories and continued to live lives in spite of their treatment.
- The role of Indians.** Students need to see Indians as agents in the story of America rather than as obstacles (the traditional view), or victims (the revisionist view). Indians were also living out their American dreams in the 19th century. Much of the story of conflict is one of a clash of visions about the land. Many students will hold that Indians were primitive and possibly more natural than white settlers, however a large number of tribes settled in houses, farmed and converted to Christianity. Equally, many Plains tribes did live out stone-age existences and have some fairly brutal practices. The key is to show that the Plains Indians were incredibly diverse and that such diversity happened within tribes as much as between them.
- The motivations for Civil War.** The War is incredibly complex. Be careful not to allow students to think that a pro-freedom, modern, industrial North took on a pro-slavery, archaic, agricultural South in a war of morality. Motivations for war were hugely diverse on both sides and it is notable that the war did not begin as a war of emancipation. Indeed, black soldiers were only allowed to fight late in 1862, and Emancipation was not brought about until 1863. It would be equally problematic for students to assume that Lincoln and the North were motivated largely by profit, or the South by the issue of states’ rights. Ideally students need to be able to weigh up a variety of motivations.

- **The Emancipation of slaves.** Students need to be aware that Emancipation happened in stages. First freeing slaves with the 13th Amendment, then giving them the right to be citizens of the USA with the 14th Amendment. Finally, granting voting rights with the 15th Amendment. Also that these rights were sometimes ignored in the North and slowly eroded in the South.
- **The importance of the rugged pioneer.** A good deal of history written on homesteading and pioneering has focussed on the notion of brave pioneers taming the wilderness. Whilst this is partially true, students need to be aware that big business and government were there too, enabling and funding settlement from the outset.

Notes on the termly planning guide:

It is important to note that the Making of America is a period study. This means that students need to understand the unfolding narrative of America between 1789 and 1900 and be able to unpick the main developments and interactions between people. Focus will therefore be on a wide range of historical concepts including: causation, change and continuity, significance, and similarity and difference.

Throughout the study teachers need to ensure that they are giving students opportunities to identify, describe and explain events and developments for white Americans, African Americans and Indians. Students will not be expected to have a deep knowledge of the politics of the period other than where it relates directly to the content specified.

GCSE History Specification B has the development of deep and wide knowledge and understanding at its heart. Although there is a small amount of specified content which must be covered (for example the three specified Indian Wars), everything else is a matter of professional judgment. This should enable teachers to build exciting and highly tailored courses for their students. Importantly, students need to be able to explain the **narratives for each section** with reference to relevant supporting content. Teachers can choose to bring in case studies, examples and other relevant content to support this. Some brief suggestions are made in the **useful knowledge sections in the planner below**, but this should not be seen as a checklist and no exam questions will be directly set on an area of such knowledge alone. All exam questions will reward relevant and valid knowledge.

A recommended way to structure the course is by using historical enquiries to provide a clear focus for the students' learning. In the example below, one or more enquiries are suggested, for each chronological period. Within this approach, teachers may wish to explore the narrative across the sequence of lessons, or introduce the key narrative at the start and then explore relevant case studies. This scheme of learning has been drafted to be consistent with the forthcoming Making of America textbook (Alex Ford, *The Making of America, 1789-1900* (Hodder Education, 2016)).

Period 1: America's expansion 1789–1838		
<i>Suggested Enquiry: What tensions arose as the USA grew?</i>		
Specification Content (hours)	Narrative	Useful Content
How and why the USA expanded, from 1789 to 1838 (3 lessons)	<ul style="list-style-type: none"> The USA was a new nation comprising 13 states in 1789 and had only just formed its Constitution and elected its first President. There was a lot of uncertainty about its survival as it shared the continent with Indians as well as other European powers. Being a US citizen at this point meant being white and from European descent. Indians and black Americans were not counted. Women could not vote. Even at this early stage the USA was quite divided. People in the Northern and Southern states were divided over issues such as: slavery, the economy and ways of life. Many early Presidents saw their role as keeping a balance between the two sides. Between 1789 and 1838 the US expanded aggressively in the Northwest and the South. They did this to respond to threats from other European countries; threats from Indians making alliances with Europeans; to respond to settlers' demands for more lands; and to promote and develop trade for the new nation. Expansion at this point was largely driven by big government land purchases and the sale of such land to small farmers and land speculators. In the Northwest, expansion led to conflict with the Indian populations who were forced to withdraw. In the South, land speculators saw the chance to use new land to grow cotton. This created a demand for slaves in the South. 	<ul style="list-style-type: none"> Nature of the US Constitution Difference between states and territories Key sectional differences between North and South The Northwest and Southwest Ordinances The Louisiana Purchase The role of frontiersmen in the near West Lewis and Clark expedition Georgia Men and the internal slave trade
The expansion of Southern cotton plantations and of slavery, 1793–1838 (2 lessons)	<ul style="list-style-type: none"> The opening of the Deep South to American settlement led to an expansion of the slave trade in the USA at a time when most had thought it would die out. This growth was driven by a number of factors including: the availability of land; the speculation of businessmen (Northerners and Southerners); new technologies which allowed faster cotton processing; international demands for cotton; and the money provided by big banks. Many Northerners were concerned by the growing power of the South but did little as Southern cotton funded Northern businesses and American prosperity overall. Plantation owners in the South bought slaves from owners in the North. Most slaves who were sold were very young. Families were often divided as slaves were force-marched South to become plantation hands. By 1840 the USA was the world's largest producer of cotton. This led to greater demand and a falling price. As the price fell, slaves had to work harder and harder. A pushing system was introduced to enable this and slaves were treated as expendable picking machines. This led to an even greater demand for slaves in the South and the cycle continued. 	<ul style="list-style-type: none"> The growing unpopularity of slavery in the North Constitutional arguments in favour of owning slaves in the South (the property argument) Banning the external slave trade in 1808 Diffusion theory and how it allowed expansion The specific nature of plantation life and the pushing system
The removal of indigenous people from the East, 1830–1838 (1-2 lessons)	<ul style="list-style-type: none"> By the 1820s there were five Indian tribes who were attempting to live alongside white settlers in the South. These tribes had all adopted aspects of white culture and were generally trying to survive through adaptation. The growth of cotton led to an increasing demand for the government to move these tribes off Southern land to open it up for white settlement and cotton plantations. In 1830, Andrew Jackson, a slave holder, passed the Indian Removal Act to relocate the five tribes to modern day Oklahoma, separating the Indians from white America. The Creek and Seminole Indians fought back but were eventually moved. The Cherokee were made to force-march West despite a petition to the government. By 1838, the vast majority of land in the South was open to white settlement. 	<ul style="list-style-type: none"> The Five "Civilised Tribes" The impact of cotton plantations on the five tribes The Creek and Seminole Wars and their aftermath The Trail of Tears

Period 2: The West, 1839-60*Suggested Enquiry: How and why were people reimagining the American West, 1839-60?*

Specification Content (hours)	Narrative	Useful Content
The culture of the Plains Indians including a case study of the Lakota Sioux (2 lessons)	<ul style="list-style-type: none"> The Plains Indians were a fairly new phenomenon in American history. Most Plains tribes were only enabled to live on the Plains because the Spanish brought horses to America. Quickly tribes like the Lakota Sioux reimagined the Plains as a place to live out nomadic lives. The Sioux way of life was built around a nomadic lifestyle: hunting the buffalo seasonally. Their leadership, cultural and religious structures all centred around living effective nomadic lives. The Sioux were highly successful in war and from the 1820s-60s dominated the Plains, forcing tribes like the Crow and Arapaho away from their traditional homelands. The Sioux were similar to other Plains tribes like the Cheyenne and Apache in terms of warrior and horse culture. However, they were quite different from settled different from more settled Indian cultures like the Navajo or the Nez Perce. 	<ul style="list-style-type: none"> Sioux way of life before the Spanish The Sioux move onto the Plains and the Sioux vision of the nomadic life The Sioux way of life on the Plains: leadership, warfare, beliefs Similarities between the Sioux and other Plains tribes
The journeys of the early migrants to California and Oregon; the Mormon settlement of Utah (3 lessons)	<ul style="list-style-type: none"> By 1839 a number of factors were conspiring which led some white Americans to reimagine the Plains and the lands in the Far West. Small trickles of emigrants began moving on overland trails to Oregon and California on the West coast, spurred on by tales of trade or missions to convert Indians to Christianity. Life on the overland trails was difficult, but this was mostly down to disease, long distances and poorly marked routes. Most encounters with Indians were to buy ferry passage, or to receive aid. Others did not travel over the Plains but settled on their eastern fringes. At this point, the Plains were seen as too hostile for most white settlers. The movement of settlers over the Plains disrupted relations with Indians and led to some conflict between the government and the Plains tribes over rights and access. Around the same time, the Mormons were reimagining the West as a place of religious freedom. They moved out to Utah to be away from persecution and founded Salt Lake City. Their freedom did not last long, by 1857, the Mormon leader, Brigham Young was forced to hand over control of his new state to the US. 	<ul style="list-style-type: none"> Reasons for migration to the Far West: economic crises; growing population in the East; availability of land; pro-Western propaganda; Christian mission; escaping or continuing slavery; Manifest Destiny The journeys to Oregon and California: route, difficulties etc. The Mormon vision of religious freedom in the West The nature of Salt Lake City

Period 2: The West, 1839-60*Suggested Enquiry: How and why were people reimagining the American West, 1839-60?*

Specification Content (hours)	Narrative	Useful Content
The nature and impact of the Californian Gold Rush (1848–1849) and the consequences of the Pikes Peak Gold Rush (1858–1859) (2 lessons)	<ul style="list-style-type: none"> Emigration to the Far West skyrocketed with the discovery of gold in California in 1848. The California Gold Rush brought over 50,000 Americans, Europeans, Chinese, Mexicans and others to seek their fortune in the Far West. They set up diggings and mining operations, but the real money was made by the entrepreneurs who came out to sell mining equipment or basic supplies. The rush was short lived and most mining operations were controlled by huge companies by 1851. Many people stayed on in California and it became a state in 1850. The settlement of California in larger numbers led to conflict with the Indians who lived there. Settlement also led to the need to make treaties with Plains tribes to get safe passage across the Plains. The Pike's Peak Rush occurred in 1858 in Colorado in the centre of the Plains. This brought another flood of miners and eventually settlers. People began to reimagine the Plains as a place where white Americans could settle. Cities like Denver were founded. White settlers were now in direct competition with Plains Indians for resources. This led to increasing tensions on the Plains. 	<ul style="list-style-type: none"> Discovery of gold in 1848 and mass migration in 1849 Treaties with Indians eg. Fort Laramie Life at the gold diggings for different groups The role of big business in mining The Pike's Peak gold rush Competition for resources in Colorado and the impact on the Cheyenne including broken treaties

Period 3: Civil War and Reconstruction, 1861-77

Suggested Enquiry: How far did the Civil War really change America?

Specification Content (hours)	Narrative	Useful Content
Divisions over slavery and the causes of the Civil War (3 lessons)	<ul style="list-style-type: none"> Divisions which led to Civil War were already there before 1861. The real question is why war didn't come sooner. Political divisions played a large role in bringing the war closer. By the 1850s, the North was expanding more rapidly than the South in terms of population; this would mean that the North could dominate politics and theoretically end slavery. However, the South used their political dominance to try to expand slavery to other states. Abolitionists played a huge role in shifting opinions in the North. They raised public awareness in the North of the abuses of cotton slavery and were active in opposing measures to increase the power of slaveholders. Free market capitalism was becoming more widespread in the North. Many began to see the Southern agricultural society as old fashioned. Northern industrialists did not want to compete with free slave labour and Northern immigrants were also worried that expanding slavery would take their jobs. Southerners were equally suspicious of the challenge of Northern capitalists to slave holders' power and wealth. In 1854 the Kansas-Nebraska Act allowed states to choose if they wanted slavery. This led to a mini Civil War in Kansas. As a result of this the Republican Party were set up. They appealed directly to Northerners and promised free labour and free land if they won the election. Violence increased and abolitionist John Brown led a raid in 1859 to try and liberate slaves in Missouri. In 1860, the Republicans won the Presidential election, the South were not happy. In November of 1860 the South began the process of leaving the United States. By the time Lincoln was sworn in, seven states had left the Union and formed the Confederacy. On 12th April 1861, the South opened fire on the North and the Civil War began. 	<ul style="list-style-type: none"> The work of key abolitionists The 1850 Compromise and the actions of Henry Clay The Fugitive Slave Act 1850 The Kansas-Nebraska Act The Dred Scott case The formation of the Republicans and the election of Lincoln Bleeding Kansas John Brown's raid on Harper's Ferry The impact of the Civil War on white America
The African American experience of the Civil War, 1861–1865 (2 lessons)	<ul style="list-style-type: none"> When war broke out it affected black Americans very differently. Initially the war was portrayed as one between white Americans. In the North, black Americans were not allowed to join the army. In the South, the Confederacy refused to use slaves as soldiers also. However, as the Union army advanced south in 1861-2, many slaves began escaping plantations and joining the Union forces. In 1863, Lincoln finally passed the Emancipation Edict which freed all slaves in the Confederacy (but not in the slave-owning states who joined the Union). Black regiments were formed in the North and South to fight for the Union. Pay and conditions in these units were not equal. As the Union began drafting more troops, race riots broke out in Northern cities. In the South, many freed slaves were put straight back to work on plantations now run by the US army. Many however were able to escape brutal conditions. Eventually the Confederacy were defeated; shortly after, Lincoln was shot. 	<ul style="list-style-type: none"> Confiscation of slaves by the Union army The Sea Islands experiment The 13th Amendment. Black soldiers: pay and conditions Union control of the South Race riots in the North Humanitarian work with freed slaves The death of Lincoln

Period 3: Civil War and Reconstruction, 1861-77

Suggested Enquiry: How far did the Civil War really change America?

Specification Content (hours)	Narrative	Useful Content
Reconstruction and continuing limitations to African American liberty (2 lessons)	<ul style="list-style-type: none"> • Post-war there were a lot of questions about what happened next. Black Americans were free, but not yet citizens. There were three main periods in which America was 'reconstructed'. • Presidential Reconstruction 1863-5 saw Andrew Johnson's attempts to heal the rifts of the Civil War quickly. He allowed the South to re-form governments but these often gave black Americans no rights. Some even tried to overturn the 13th Amendment. • Radical Reconstruction 1866-70 was when radical Republicans took control of the project from the President. They gave black Americans civil and voting rights and banned ex-Confederate officers from voting at all. Southern governments were directly controlled and there was black Americans became active in politics. A freedman's bureau was also set up to help ex-slaves find land and an education. Many Southerners were angry at this. • After 1870 there was a winding down of radical efforts to give black Americans more rights. Much land was reclaimed for whites and ex-slaves were often forced to start sharecropping. This was partly due to the death of key people. By 1875, black voting rights were being reduced by violent mobs and laws were passed allowing segregation in Southern States. In 1877 the government withdrew troops from the South and left ex-slaves to fend for themselves. By this point, white Americans dominated Southern state governments again. 	<ul style="list-style-type: none"> • 13th, 14th and 15th Amendments • Phases of Reconstruction • Johnson's actions to rehabilitate the South • The actions of radicals such as Charles Sumner • The Freedman's Bureau • Southern reactions to defeat: the KKK and violence against black voters • Grant's settlement with the South

Period 4: Settlement and Conflict on the Plains 1861-77

Suggested Enquiries: How did white Americans exploit the Plains? Was home on the range really so good? What led to conflict on the Plains, 1861-1877?

Specification Content (hours)	Narrative	Useful Content
The causes and nature of white American exploitation of the Plains: railroads, ranches and cow towns (3 lessons)	<ul style="list-style-type: none"> The Civil War divided the nation. As a means to keep the nation united, and to offer some hope to Republican supporters, Lincoln introduced the Homestead Act and Pacific Railroad Act. These promised Americans a chance of land in the West and a railroad to make their settlement possible. There were two major railroad companies who began constructing the Transcontinental route: The Central Pacific and the Union Pacific. They were offered huge sums of money and vast amounts of land by the government to construct the railroad. Both exploited their workers in building the railroads, the Central Pacific for example used huge numbers of Chinese immigrants to blast through the Sierra Nevada mountains. Both companies raked in huge amounts of government money which lined the pockets of the railroad owners and made even more by selling their lands to speculators. The line was completed in 1869, but most of it had to be rebuilt. The railroads guided settlement to boost their own profits. They advertised the wonders of the Western lands which allowed them to sell their own lands for big profits. The railroads were also a means of trade, something which Texan cowboys noticed after the Civil War. As the railroad lines were built, cattlemen and cowboys would drive huge herds of Texas Longhorn cattle to the railroads. From here they would be sold to markets in the East or to Indians. This led to the construction of cow towns on the railroad. These were initially wild and lawless places, but quickly became rich and settled down. Eventually, cattlemen realised that they could make more money if they kept cattle on the Plains rather than driving them to the cow towns all the time. They exploited the availability of “free” grass and water to set up cattle ranches. This brought many into direct competition with Indians such as the Cheyenne. Ranchers tended to fence in their water supplies which annoyed Indians and homesteaders alike. Their cattle operations led to huge over-grazing of the Plains. 	<ul style="list-style-type: none"> Pacific Railroad Act and land grants to railroad companies Reasons for the construction of the railroad: political support; developing trade; uniting the country The transcontinental companies: Union Pacific and Central Pacific Use of Chinese labour by the Central Pacific Union Pacific and the Credit Mobilier scandal Charles Goodnight and the cattle drives The founding of Abilene and the nature of life in a cow town Cowboy myths and realities Cattle ranches and conflict with Indians: over-grazing and conflict over water
Homesteaders: living and farming on the Plains (1-2 lessons)	<ul style="list-style-type: none"> The Homestead Act was introduced in 1862 and promised Americans the chance to own their own piece of land in the West. This, alongside a raft of other push and pull factors, led large numbers to move out and try to settle on the Plains. This would have been seen as largely unthinkable a generation earlier. Living on the Plains was incredibly difficult due to a lack of building materials, the arid climate, the lack of access to clean water, and the extreme weather. However it did provide opportunities as women and black American were also able to own their own land in the West. Despite their best efforts to deal with the issues of farming the Plains, around half of homesteaders never got to claim their land and headed into cities or back East. 	<ul style="list-style-type: none"> Push and pull factors for homesteaders including the Homestead Act Difficulties of farming the Plains and solutions

Period 4: Settlement and Conflict on the Plains 1861-77

Suggested Enquiries: How did white Americans exploit the Plains? Was home on the range really so good? What led to conflict on the Plains, 1861-1877?

Specification Content (hours)	Narrative	Useful Content
The Indian Wars including Little Crow's War (1862), Red Cloud's War (1865–1868) and the Great Sioux War (1876–1877) (3 lessons)	<ul style="list-style-type: none"> By the 1860s a number of factors were conspiring which was bringing conflict with Indians on the Plains closer. Scientific theories of race held Indians to be inferior; there was a proliferation of guns thanks to the Civil War; there was a need to unify the white population of America after the Civil War; there were tensions over access to the scarce water and grass resources of the Plains. As a result, in 1862, Little Crow's band of Sioux came into conflict with the government in a huge rebellion in Minnesota. The aftermath was the largest mass execution in US history with the hanging of 38 Sioux. Between 1862 and 1865 tensions continued to rise, particularly in Colorado where Cheyenne Dog Soldiers began raiding white settlements. This led to the massacre of Cheyenne at Sand Creek and sparked the next series of conflicts. The Sioux and Cheyenne joined forces after the Sand Creek massacre. In 1865, Lakota were becoming increasingly angry at settlers travelling through their territory to Wyoming. Between 1866 and 1868 Red Cloud, the Lakota chief, fought the US army. He was victorious and the Sioux were granted a vast reservation in the North. In 1875, gold was discovered on the Sioux reservation in Dakota. Miners flooded in and the US government sent troops to protect them, despite the protests of the Sioux. The government offered to buy a large area of Sioux land, but Sitting Bull and a number of other chiefs refused. The US army were sent in. They were defeated at the Battle of the Little Bighorn but eventually forced the Sioux back onto reservations and to sell their land. 	<ul style="list-style-type: none"> Growth of race theories in 1860s Ecological tensions between Indians and settlers over access to grass and water Mass execution of Little Crow's band Causes and course of Red Cloud's War The 'Bloodless Third' and Sand Creek Red Cloud's campaign including the Fetterman Incident The 1868 Fort Laramie Treaty Divisions amongst the Sioux over the sale of the Black Hills Sitting Bull and resistance to US advancement The Battle of the Little Bighorn and its aftermath The defeat of the Sioux and the escape of Sitting Bull The Nez Perce War

Period 5: American Cultures, 1877-1900

Suggested Enquiries: Who were the Americans by 1900?

Specification Content (hours)	Narrative	Useful Content
Changes to the Plains Indians' way of life including the impact of reservations and the destruction of the buffalo (2 lessons)	<ul style="list-style-type: none"> After 1877 the government made a concerted effort to subdue the Indians through assimilation. Most Indians now lived on reservations. Reservations banned many Indian cultural practices and instilled Christian values and the practice of farming. Conditions on reservations were very poor. Many Indians were forced to move onto reservations because of the destruction of the buffalo. By the 1880s, nearly all the buffalo on the Plains were wiped out, removing a central part of Plains life. By the early 1880s, groups like Friends of the Indians began campaigning on behalf of the Indians. They believed that Indians needed to become US citizens and be protected by the Constitution. They were successful in this, but Indians could only be citizens if they gave up their ancestral land rights and accepted a homestead. As a final resistance, the Ghost Dance movement began and by 1890 was sweeping across Indian lands. The Ghost Dancers believed that they could pray for the removal of whites. The Ghost Dancers were violently put down, ending Indian resistance for a generation. 	<ul style="list-style-type: none"> Sitting Bull and life on the Standing Rock Reservation Indian schools and the attempts to 'civilise' the Sioux Hunting of the buffalo and its near extinction; the buffalo trade and railroads The Friends of the Indian The Dawes Act Sale of Indian lands in Oklahoma The Ghost Dancers and Wounded Knee
The impact of economic, social and political change on the lives of African Americans (2 lessons)	<ul style="list-style-type: none"> After 1877, many Southern states were reincorporated into American political life. These states were increasingly dominated by whites who brought in racist laws to prevent black Americans from voting. Despite this, the Constitutional changes allowed black Americans to continue to campaign for equality, despite their limited success. Many ex-slaves were forced into sharecropping arrangements as they had no money to buy their own land. Poverty amongst the black population, especially in the South, was huge. As conditions in the South declined, many black Americans migrated North, ending up in large cities. Even here, they were discriminated against in accommodation, work and pay. In 1877 some black Americans decided to seek their fortunes out West instead and the Exoduster movement was born. Education for black Americans declined after the initial efforts post-war. Segregated schools in the South gave far less money for black students. Some activists set up their own schools for black students. In the North, the situation was slightly better and increasing numbers of black Americans joined the ranks of the most educated. By 1890 Jim Crow segregation laws were being introduced in most Southern states. These were approved by the Supreme Court in 1896. Activists campaigned against the Jim Crow laws but were largely unsuccessful in changing them. 	<ul style="list-style-type: none"> Redeemer governments and Jim Crow Laws Sharecropping The growing issue of lynching The Ku Klux Klan as an underground organisation The role of Booker T Washington, Ida Wells and W.E.B. Du Bois Living conditions in the South and migration to the North Exodusters

Period 5: American Cultures, 1877-1900*Suggested Enquiries: Who were the Americans by 1900?*

Specification Content (hours)	Narrative	Useful Content
The growth of big business, cities and mass migration (2 lessons)	<ul style="list-style-type: none"> • From 1877 onwards the number of corporations grew enormously until they dominated American business. Corporations exploited workers and played them off against each other, especially by using black or Chinese labour to break strikes. The corporations controlled many aspects of working people's lives through blacklisting and strike legislation. • Cattle ranching on the Plains had largely dried up by the late 1880s and those ranches which did survive were generally sold to meat corporations in Chicago. There were some short conflicts between homesteaders and cattle ranchers over land access, but for the most part too, homesteaders were giving up on farming and heading to the cities. • Cities dominated resources in the West, using their influence to grab land, control trade, and even divert rivers for their own benefit. This was not especially new, but urbanisation became an increasing phenomenon in the West by 1900. • Immigration continued to grow and the US created Ellis Island to process the new waves of immigrants. A moral panic was beginning because many emigrants were from Eastern and Southern European countries and were perceived as racially inferior. This led to a lot of violence between working class Americans who were all competing for the same jobs. 	<ul style="list-style-type: none"> • Growth of corporations in the USA and their dominance of business • Founding of Ellis Island and the limits on immigration to the USA • Growth of cities and the failure of homesteading • The winter of 1886-7 and the cattle ranchers • The growth of the Chicago meat industry • Cities and businesses dominating land and water resources: Denver, San Francisco, Los Angeles

Assessment strategies

Teachers may use these exemplar answers as an example of one possible way of achieving the marks given and NOT an exact approach for how an answer should be structured.

Learners will be credited wherever and however they demonstrate the knowledge, skills and understanding needed for a particular level.

QUESTION 4/5 [judgment essay]: “The period of Reconstruction from 1863 to 1877 was a time of progress for former slaves in America’s Southern states”. How far do you agree with this statement? Give reasons for your answer. [18 marks]

What is important to note about this question is that it is time limited to the period 1863-77 but that it leaves the choice of content open to students. It is important that students are aware of ways they might judge progress. The question assumes that students will have an awareness of: problems faced by black Americans in the South before 1863 and the impact of various phases of Reconstruction.

The mark scheme notes that students need to:

“AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.” For this question students need knowledge of black Americans lives before 1863 and key changes between 1863-77 which might be seen as progress or otherwise. A maximum of 6/18 marks is allocated for this

“AO2 Explain and analyse historical events and periods studied using second order historical concepts.” In this case the focus is on change over time so students would be expected to identify both progress and lack of progress over the period. 12/18 marks are allocated for this.

The mark scheme for the question is given below along with some descriptive comments on how this might look with this question:

Level Descriptor	Descriptive Comments
<p>Level 6 (16–18 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focussed and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p>	<p>At this level students will be able to structure a solid argument to show that 1863-1877 was a time of progress or otherwise for black Americans. Students may refer to the type of progress being made, for example political, social or economic. This will need to be supported by reference to relevant examples of progress or otherwise. The explanation may for example suggest that there was progress due to Emancipation in 1863 and that this was built upon by the 14th and 15th Amendments. Students would be expected to show why this was progress for black Americans, rather than just dropping in key details. It should be evident from the choices of example that students have a very good grasp of the content they choose to deploy. They should show some awareness of the flow of change over time.</p> <p>For Levels 5 and 6 students are expected to show an awareness that other points of view exist ie. There must be some balance, as the content would suggest. However, students are allowed to have a strong opinion one way or the other. For example, students may note that there was a lot of progress during the period of Radical Reconstruction, but that this was largely halted by 1877. They may note that overall, little real progress had been made in the long term. The best students may link this on to the situation by 1900. Equally they might unpick the idea that more progress was made in some areas than others.</p>

Level Descriptor	Descriptive Comments
<p>Level 5 (13–15 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2). <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i></p>	<p>At this level students will be able to structure an argument to show that 1863-1877 was a time of progress or otherwise for black Americans. They may define progress in terms of freedom or social change either implicitly or explicitly. This will need to be supported by reference to relevant examples of progress or otherwise. The explanation may for example suggest that little progress was made in the period as the 14th and 15th Amendments were effectively overturned by 1877. Students would be expected to show why this was a lack of progress for black Americans, rather than just dropping in key details. Unlike, Level 6, students may focus less on the flow of change and more on start and end points. For Levels 5 and 6 students are expected to show an awareness that other points of view exist ie. There must be some balance, as the content would suggest. However, students are allowed to have a strong opinion one way or the other. For example, may note that there was some progress as black Americans in the South were no longer slaves and did have legal rights, even if these were not respected.</p>
<p>Level 4 (10–12 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2). <i>There is a developed line of reasoning which is clear, relevant and logically structured.</i></p>	<p>At this level students would be able to construct an argument about the nature of progress for black Americans in Southern states with reference to relevant content. The content itself may not be developed fully and sometimes the significance of the changes might be left implicit. For example students might note that there was progress because all black Americans could technically vote by 1877, but not explain the change from the situation at the start of the period. Similarly they may focus heavily on the end point in 1877 without really exploring the flow of change over time. Some of the argument may be less convincing. For example, they may argue that all black Americans were now free, showing progress but ignore the fact that this freedom was not a reality for most due to violence etc. Students might take a one-sided approach to the question and show little awareness of other points of view.</p>
<p>Level 3 (7–9 marks) Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p>	<p>At this level students would be able to provide details to support and/or challenge the idea that 1863-77 was a time of progress for black Americans in Southern states. They may do this more generally and without considering the ways in which progress was made. The content itself may not be developed fully and the significance of the changes is likely to be left implicit. For example students might note that the KKK existed but note explain their impact on black Americans' ability to vote. They are like to focus heavily on the end point in 1877 without really exploring the flow of change over time. Some of the argument may not be as relevant. For example, students might talk about the Emancipation Proclamation in a lot of depth without really linking it to the question, or may discuss the lives of Northern black Americans who are not really the focus of the question and which offers no illumination of life in the South. Students might take a one-sided approach to the question and show little awareness of other points of view.</p>

Level Descriptor	Descriptive Comments
<p>Level 2 (4–6 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>	<p>At this level students would be able to offer some details relevant to the lives of black Americans in the period 1863-77. The content itself will be limited and only show loose or implicit connections to the question. For example students might say that black Americans were not slaves anymore and they could vote, or that they were still attacked and had no power. The development of these examples will be limited and may simply describe some aspects of Southern black lives in 1877. There may be irrelevant material presented. For example, students might talk about the Civil War itself or the experiences of Indians. Students might take a one-sided approach to the question and show little awareness of other points of view.</p>
<p>Level 1 (1–3 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2). <i>The information is communicated in a basic/unstructured way.</i></p>	<p>At this level, students may simply provide some very limited examples of black lives during the period. There is unlikely to be a structure to their work.</p>
<p>0 marks No response or no response worthy of credit.</p>	

Answer A

The American Civil War and Reconstruction brought many changes to the lives of black Americans in Southern states. On one hand, some progress was made in ending slavery and giving black Americans citizenship. However, the fact that most social and economic changes were short lived, and the rise of Redeemer governments in the South meant that most black Americans were little better off in 1877 than they had been in 1863.

In some ways, the period 1863–77 was a time of great progress for black Americans. The Emancipation edict meant that black slaves were freed from their masters and for the first time became people with legal rights in the USA. Although they were not able to exercise many of these rights until the end of the war, the freed slaves were generally happy to accept their limited freedoms and many joined the Union army to help win the war. This progress also extended into social and economic change as missionaries and other groups were sent to begin teaching ex-slaves to read and write. Before the war, slave owners had deliberately not educated slaves to prevent them from becoming educated and rebelling. Meanwhile, in the Sea Islands, black families were given their own land to farm. This was hugely important as it allowed black families to make a living for themselves and increase their quality of life. The Sea Islands experiment was seen by some as a model which could be rolled out across the South.

Despite the initial failure of Presidential Reconstruction immediately after the war, Republican radicals soon began pushing the improvement of black lives even further. The 14th and 15th Amendments gave black Americans lasting rights to vote and be citizens of the United States. These would be important to later challenges for equal rights in the 1890s. The granting of civil rights in the 14th Amendment prevented Southerners from passing laws which discriminated against ex-slaves; whilst the right for black Americans to vote led to the appointment of over 2,000 black politicians in the USA, the highest number until the 1980s. This meant that black people now had a voice in politics and were able to influence how the states they lived in were run. At the same time, federal troops were used to stop white Southerners from attacking black voters and Congress stopped ex-Confederate officers from becoming state officials or voting.

The radical Republicans also set up the Freedmen's bureau to solve some of the social and economic needs of freed slaves. Its job was to redistribute land and improve the education and life opportunities of black Americans. However the bureau had little land to give out as President Johnson had returned much of it to white land owners in 1865–6, and education programmes seldom went beyond basic literacy. In 1872 the Bureau was closed down.

Other improvements were also quite short lived. As early as the 1860s, the Ku Klux Klan was established and used violence to try and prevent black Americans from exercising their new rights. They were very effective and used rape and murder as weapons to control the ex-slave population. Although the Klan was targeted and banned initially, by the mid-1870s its actions were being largely ignored and its members were in influential positions in Southern state governments. At the same time, between 1870 and 1877 much of the land which had been given to ex-slaves was returned to white land owners and the black farmers were forced into sharecropping arrangements instead. In these cases the farmers had to give a proportion of their crop each year to the white land owner in exchange for renting the land. Most were unable to make ends meet and poverty amongst ex-slaves became a huge issue.

The fact that many Southern blacks had little money led many whites in the South to claim that black Americans had no right to vote. Violence against black Americans increased and number of black voters dropped. Initially the government protected these voters, but the Supreme Court said that there was no duty for the government to protect them. As black representation dropped, new segregation laws began to appear, setting up separate facilities for black and white people in the South, in 1877, government troops were pulled out of the Southern states and black Americans were left to fend for themselves.

Overall, there were some significant improvements for black Americans between 1863 and 1877. However many of the most important improvements, such as land redistribution and civil rights only lasted for a short time. A mixture of disinterest and continued racism meant that between 1870 and 1877, many of the improvements were overturned by Southern whites, leaving black Americans technically free but socially and economically little better off than under slavery.

Commentary

This is a level 6 response. It shows a strong knowledge of key features and characteristics of black lives across the period. There is a deep, implicit knowledge of the process of Reconstruction which underpins the whole argument. The response shows a sophisticated understanding of change, highlighting, social, economic and political, change, as well as recognising the significance of each in light of the position of black Americans in 1863. There are regular judgments made throughout and shows a sustained and consistently focussed explanation. There is a strong line of argument, but both sides are recognised.

Answer B

Not much had really changed for black Americans by 1877. They lived on bad quality farms and had to pay big rents to the white land owners. They were also attacked by racist white people who were part of a group called the KKK (Ku Klux Klan). The KKK wore white robes and had a grand wizard. They believed that white people were better than black people. They killed a lot of slaves and stopped them from voting in elections. This made the problem even worse.

Ex-slaves did not get much land from the US government after the war. President Johnson gave slave owners their land back when he was in charge and let them all vote again. Black Americans had to rent land and work as sharecroppers. This meant they didn't make a lot of money and white people still had all the power in the South.

Ex-slaves were also treated badly by the laws. The Southern governments brought in laws to keep black people in their place. These laws were very unfair and meant that black people had to use different shops and restaurants. Most people in the North didn't really care about this so they did nothing.

However, black people were now free because President Lincoln gave the Emancipation Proclamation in 1863. Also they all had the right to vote and some of them even had their own land.

Overall black people's lives didn't make much progress.

Commentary

This is a level 3 response. It demonstrates knowledge of key features and characteristics of Reconstruction, focussing on the main period throughout. There is an understanding of change but this is largely implicit and little is done to develop the answer in much depth. Understanding of content is simplistic in places and some of the content is less relevant (eg. some of the details of the dress of the KKK) There is an overreliance on agreeing with the statement and does not show a consideration to ways in which they disagree nor does it study change and significance across time, either of which could have been included to have dramatically increased the final level.

There is a vast and varied scholarship on the history of the United States 1789-1900. One of the difficulties in accessing this is that it tends to be focussed on specific issues such as the Civil War, the expansion in the West, the development of American capitalism, and so on. Suggested below are a few key books for teachers to get to grips with on specific issues, but also a number of other useful resources which might help develop the bigger picture.

Student Recommendations

- An official OCR companion textbook for this unit is produced by the author of this guide. You may also find older American West or 19th century America textbooks useful. However it is worth bearing in mind that these older textbooks are based on a depth study approach and may neglect narrative in favour of depth:
 - Ford, Alex (2016) *The Making of America, 1789-1900*, Hodder Education
 - Martin, Dave & Shephard, Colin (1998) *The American West, 1840-95. The Struggle for the Plains*, Hodder Education
 - Farmer, Alan (2015) *Access to History: America: Civil War and Westward Expansion 1803-1890*, Hodder Education
- Ken Burns has a number of excellent documentaries and websites. Both are available via PBS and are viewable on Netflix. The best two for this course are:
 - *Ken Burns' The West*
 - *Ken Burns' Civil War*
- Period literature is often a good way for students to get a grip on the nature of an historical period. To this end I would recommend the following as being both interesting reads and accessible to students in Key Stage 4:
 - Mark Twain's, *Roughing It* is an entertaining take on the experiences of settlers and miners in the West. His *Gilded Age* is also a good exploration of the issues of land exploitation with a nice mix of wry humour too. Mark Twain's full catalogue can be found online for free here: <http://www.gutenberg.org/ebooks/author/53>
 - Harriet Beecher Stowe's, *Uncle Tom's Cabin* may be somewhat dated in terms of its language but as a means of understanding the issues of slavery and abolition, is still a key contemporary source.
 - Susie King Taylor was a black nurse during the Civil War. She eventually wrote up her experiences in a book called, *Reminiscences of My Life in Camp*. This is available online for free here: <http://docsouth.unc.edu/neh/taylorstu/taylorstu.html>
- Finally, Timelines TV have a very good overview of the story of Westward expansion in nice, bite size chunks <http://www.timelines.tv/index.php?t=4&e=1>.

Teacher Recommendations

General Overview of the Period

- Two of the best books for understanding this period of history are given below. Whilst West's book is essentially a depth study, it touches on many of the much broader issues about conflict and Western settlement. Meanwhile, Adam Smith's book offers a really good and short introduction to the issues which ultimately led America to Civil War.
 - West, Elliot (1998) *Contested Plains: Indians, Goldseekers and the Rush to Colorado*, University of Kansas Press
 - Smith, Adam I. P. (2007) *The American Civil War*, Houndmills: Basingstoke: Hampshire: Palgrave Macmillan
- For visual and film resources, you may find Ken Burns' America' website useful. This contains links to a wide range of useful and interesting documentaries <http://www.pbs.org/kenburns/>. Particularly recommended is his documentary and associated website on the American West <https://www.pbs.org/weta/thewest/program/episodes/>.
- Whilst they are both now quite old books, CP Hill's 'A History of the United States' and Cooke's 'Alistair Cooke's America' both offer excellent overview introductions to the growth of the USA in the period.
 - Cooke, Alistair (2002) *Alistair Cooke's America*. London: Weidenfeld & Nicolson
 - Hill, C. P. (1974) *A history of the United States*. London: Edward Arnold
- For a more in-depth narrative of American history, Tindall and Shi's 'America: A narrative history' offers a very comprehensive overview. The end of chapter summaries are useful for chronology, however this is a very conservative retelling of the expansion of the USA aimed at undergraduates.
 - Tindall, George & Shi, David (2013) *America: a narrative history (9th Ed)*. New York: WW Norton & Company, Inc.

Slavery, Civil War & Reconstruction

- The definitive book on pre-Civil War slavery is Baptist's excellent 'The Half Has Never Been Told'. This does not go into any great depth on Reconstruction however, for which Foner's 'Reconstruction' or Guelzo's 'Fateful Lightning' is of more use.
 - Baptist, Edward (2014) *The Half Has Never Been Told: Slavery and the Making of American Capitalism* Basic Books
 - Foner, Eric (1988) *Reconstruction: America's unfinished revolution* New York: Harper Modern Classics
 - Guelzo, Allen (2012) *Fateful Lightning: A New History of the Civil War and Reconstruction* Oxford: Oxford University Press

The West, Indian Wars & Expansion

- Again there are a wide range of books which could be recommended here. The most easily accessible is Hine & Faragher's 'Frontiers' which explores key issues in the West from settlement to conflict with Indians. The book is a student centred reworking of the earlier 'The American West: a new interpretive history'. Also of interest, and certainly one which students might read if interested, is Brown's 'Bury my heart at Wounded Knee'. Whilst this is no longer at the forefront of historical understanding of the West, it is still a powerful read which places the Indian experience at the centre.
 - o Faragher, Robert V. & Hine, John Mack (2008) *Frontiers: A Short History of the American West*. Yale University Press
 - o Brown, Dee (1971) *Bury my heart at Wounded Knee*. New York: Holt: Rinehart & Winston
- Timelines TV have a very good overview of the story of Westward expansion in nice, bite size chunks <http://www.timelines.tv/index.php?t=4&e=1>.



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OCR Resources: *the small print*

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