

GCSE (9–1)

Teachers' Guide

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

J410

For first teaching in 2016

Impact of Empire on Britain 1688 – c.1730

Version 1



Introduction and rationale

How did Britain become a world power? Where did racist ideas come from? Why is Ireland divided? How did England and Scotland become one country? How did we become so dominated by consumerism and fashion? Why are banks and money markets so powerful? How did Britain gain control of India? Why were many Africans enslaved? Why do the people of the USA speak English?

These are questions whose answers have many of their roots in the years immediately after 1688, the period when Britain's modern political, financial and economic systems began to take shape. The decades after the political settlement of 1688 enabled unfettered imperial and economic expansion and - with the setting up of the Bank of England - the rapid growth of the economic system based on private profit that now dominates the world. English power in Ireland and Scotland was consolidated. Africans were enslaved and transported to the Americas for their labour to be used to supply Britain's industries and enrich its economy. Trading companies in India and Africa, backed by military might, became staging posts of empire. There was mass emigration of Scottish, Irish and poor English people, mostly into indentured labour. Consumerism took off in the West, as did the political party system and the beginnings of representative democracy, though at this stage only for the wealthy. There was also rebellion and resistance in India, West Africa and the Americas. This is a period about which there is considerable controversy among historians who disagree about the extent to which enslavement powered British economic expansion, whether the British Empire was a force for good or evil or how racist ideologies originated. Much of this can be encapsulated in the overarching question: *how glorious was the Glorious Revolution, and for whom?*

This unit enables students to explore how and why Britain became a global superpower. The depth study and the thematic unit on migration together enable an understanding of how our deeply diverse population has been shaped by the interaction between Britain and the world, and of the forces that resulted in mass movement of peoples right up to the present day. This can enable a deeper, more rigorous understanding of the history of Britain until now, of the context to the period study on international relations and of our contemporary world.

The depth study allows students access to a wealth of contemporary written and visual sources. They learn about a period absolutely crucial to an understanding of British history but seldom taught in schools until now. As soon as they are seen in a global perspective, the years after 1688 - far from being dull narratives of constitutional change - are bursting with big stories with modern resonance. Government enquiries into big business corruption, new social media, banking crises, consumer goods produced by exploited migrant labour, military adventures overseas, religious divisions, wealth inequalities, enslavement... all play a part in this period. There are surprises too: an enslaved African helping set up the British Museum, pirates off the coast of West Africa, French and Dutch generals commanding armies in Ireland, runaways in Jamaica agreeing a peace treaty with the British army, Indian Emperor Aurangzeb accepting the East India Company's surrender.

This depth study is about how Britain and its relationship with the world started to become what they are today. It therefore equips students to make sense in context of the current state of this nation and the world. If our young people are to make sense of the world we live in now, this knowledge is essential.

When to teach the unit

We suggest that the unit is best taught in the middle of the thematic unit on Migration, when the period is reached chronologically. For this reason, the break between Chapters 2 and 3 in the textbook is at c1730, enabling teachers to move to the depth study after Chapter 2. The depth study provides the deep contextual understanding that underpins the migration story after 1730, affected as it is by enslavement, industrialisation and empire in the coming centuries.

Common misconceptions:

The biggest challenge, absolutely essential for students of all abilities, is to understand the interlinking global system of trade, finance, expansion, conquest, plantations and forced labour and how it worked to Britain's economic benefit. There are different ways of achieving this. One way could be to start with simple overarching statements at the beginning of the course and keep repeating them, filling in the detail as you go along and move from one part of the world to another. Another way is to have a large diagram permanently displayed, showing the flow of enslaved people from West Africa to the Americas, and of indentured emigrants from the British Isles including Ireland and Scotland; the flow of goods from India and the Americas to Britain; and the growing wealth of Britain. A third way, perhaps with a more able group, is to get the students themselves to create and to build up a diagrammatic representation of these relationships as they uncover different aspects as the course progresses.

The apparently large amount of detailed factual information may seem daunting. This period, in spite of its crucial importance to an understanding of British and world history, has seldom been taught in schools and there are few resources already available. The writers of the textbook have therefore tended to include more, rather than less, information for schools to work with. Students aiming at Level 5 answers will certainly need such detailed information at their fingertips. Strong responses at levels 3 and 4, however, can be written from a more selective knowledge base: in the textbook the six Topic Summaries provide the essential key points. For both questions in the examination, it is how students use that knowledge to explain, analyse and evaluate that will make the difference.

To answer Question 2 in the exam successfully students must:

- comprehend the content of the sources
- recognise the provenance of the sources
- know and understand the historical context
- analyse and evaluate the sources with relation to the statement in the question
- use second order historical concepts

It is therefore very important to give students practice in all the above throughout the course. The textbook provides many opportunities for this and teachers can, of course, create their own.

Note to teachers

The key element in all of the termly planning guides is the Key Task. It is not the place of OCR to dictate teaching methods to teachers. However, it is the advice of the teachers and examiners who have helped to create this Scheme of Work that it is not a productive use of course time to ask students to record and try to remember every event. The structure of the course and its assessment is such that if students have discussed, considered and possibly even argued about the questions in the issues column, and completed the Key Tasks, then it should be the work from those tasks which they should revise. This will prepare them most effectively for the examination.

Introduction (2 hours)

General Introduction	<p>We recommend that teachers start the unit with a large world map. This can be used to show the relationship between England and the rest of Europe (Netherlands, France and Spain); between England, Ireland and Scotland; and between Britain and the rest of the world. You can show how sea power was crucial to the growth of the British Empire and track trade routes and the movement of peoples, both emigrating and enslaved. If the map stays prominently displayed it can be referred to (and perhaps annotated) as the course progresses.</p> <p>Students need to be clear from the outset what the difference is between England, Britain and the British Isles and why we sometimes refer to England (in relationship to Ireland and Scotland before the Act of Union) and sometimes to Britain (in relationship to the wider world and after the Act of Union).</p>
The 'Glorious Revolution'	<p>ENQUIRY: Why did a massive foreign invasion force receive a warm welcome to England?</p> <p>SUGGESTED CONTENT: The 'Glorious Revolution' of 1688: a key moment in English history. Was it 'glorious' as Whig historians proclaimed, and for whom?</p> <p>WHAT STUDENTS NEED TO UNDERSTAND:</p> <p>What happened in 1688 and why.</p> <p>SOURCES AS AN ENTRY POINT:</p> <ul style="list-style-type: none"> • <i>The arrival of William of Orange in England</i> - copperplate by Romain de Hooghe • William and Mary's Coronation Oath • The 1689 Bill of Rights

English expansion and its impact on the British Isles (6 hours)

Ireland: military campaigns 1688-1691	<p>ENQUIRY: Why did war engulf Ireland?</p> <p>WHAT STUDENTS NEED TO UNDERSTAND:</p> <p>Why there was war in Ireland; what happened during the war; how the war ended.</p> <p>SUGGESTED CONTENT: The Williamite/Jacobite Wars and its long and short term causes including Protestant plantations and Nine Years War in Europe. Battles of the Boyne and Aughrim and the Treaty of Limerick.</p> <p>SOURCES AS AN ENTRY POINT:</p> <ul style="list-style-type: none"> • <i>Lillibulero</i> • Silver medal commemorating the Battle of the Boyne.
---------------------------------------	---

Ireland: the 'settlement' after 1691	<p>ENQUIRY: How did British control affect Ireland?</p> <p>WHAT STUDENTS NEED TO UNDERSTAND: How the British controlled Ireland; why tensions developed between the British government and Protestants.</p> <p>SUGGESTED CONTENT: The impact of British control on Ireland: the Penal Laws and the Protestant Ascendancy.</p> <p>SOURCES AS AN ENTRY POINT:</p> <ul style="list-style-type: none"> • The Penal Laws • Jonathan Swift: '<i>Remove me from this land of slaves...</i>'
Scotland: Jacobite opposition and the Massacre of Glencoe 1692	<p>ENQUIRY: Why did the 'Glorious Revolution' lead to murder in the Scottish mountains?</p> <p>WHAT STUDENTS NEED TO UNDERSTAND: How and why Scotland was divided; why the Massacre of Glencoe happened.</p> <p>SUGGESTED CONTENT: Conflict between Williamites and Jacobites and division between Lowland and Highland Scots; the events leading up to the massacre.</p> <p>SOURCE AS AN ENTRY POINT:</p> <ul style="list-style-type: none"> • The order for the massacre
Scotland: The Darien Scheme and the Act of Union 1707	<p>ENQUIRY: Why did Scotland face economic ruin?</p> <p>WHAT STUDENTS NEED TO UNDERSTAND: What the Darien scheme was and why it failed; other reasons for Scotland's economic crisis.</p> <p>SUGGESTED CONTENT: Scotland's economic collapse including the Darien Scheme disaster and the developments and political deals that led to the Act of Union.</p> <p>SOURCES AS AN ENTRY POINT:</p> <ul style="list-style-type: none"> • William Paterson's explanation of the benefits of the scheme • The Company of Scotland subscription list 1696 • Parliament in Edinburgh, from Nicholas de Gueudeville's <i>Atlas Historique</i> (1720)

<p>Scotland: the Hanoverian succession and the Jacobite Rebellion of 1715</p>	<p>ENQUIRY: Was union with England good or bad for Scotland?</p> <p>WHAT STUDENTS NEED TO UNDERSTAND:</p> <p>Why the Hanoverian success caused problems in Scotland; why the Scottish Parliament agreed to the Act of Union; how Union affected Scotland.</p> <p>SUGGESTED CONTENT: Disputes between Scotland and England over the Hanoverian Succession. The 1715 Jacobite rebellion. The negative and positive impact of Union on Scotland.</p> <p>SOURCES AS AN ENTRY POINT:</p> <ul style="list-style-type: none"> • William Seton's speech to the Scottish Parliament in 1706 • Commemorative medal of the 'Old Pretender' • Folk song <i>The Levellers' Lines</i>
<p>Emigration from the British Isles to the Americas</p>	<p>ENQUIRY: Why did so many people emigrate?</p> <p>WHAT STUDENTS NEED TO UNDERSTAND:</p> <p>Why so many people emigrated and where they went.</p> <p>SUGGESTED CONTENT: Mass emigration of English, Irish, Scots and Welsh to the Americas as indentured servants and the reasons for this. Other causes of emigration such as banishment and convict transportation. Scottish migration to Ireland.</p> <p>SOURCE AS AN ENTRY POINT:</p> <ul style="list-style-type: none"> • Graph showing net emigration 1631-1731
<p>The economic impact of empire on Britain (7 hours)</p>	
<p>West Africa: the lifting of the Royal African Company monopoly 1698; the Atlantic trade and the Treaty of Utrecht 1713</p>	<p>ENQUIRY: How did the trade in enslaved Africans make a difference to British business?</p> <p>WHAT STUDENTS NEED TO UNDERSTAND:</p> <p>How the RAC operated the enslavement of Africans on the West African coast and how the monarchy profited; why the RAC lost its monopoly to private businesses; how the British economy profited from the Triangular Trade, and the threats to that profit.</p> <p>SUGGESTED CONTENT: The Royal African Company's enslavement operations and the Triangular Trade: impact on West Africa. How Britain profited. The end of the RAC monopoly and opening up of the Trade to private business. The granting of the Spanish <i>asiento</i> (agreement to provide slaves) to Britain.</p> <p>SOURCES AS AN ENTRY POINT:</p> <ul style="list-style-type: none"> • Photograph of Cape Coast Castle, Ghana • The 1672 Royal Charter for the Royal African Company • Map of European forts in Africa in the 1680s

<p>The Americas: plantations and the slave based economy</p>	<p>ENQUIRY: How did the plantations empower Britain?</p> <p>WHAT STUDENTS NEED TO UNDERSTAND:</p> <p>How the plantocracy system worked; how and to what extent Britain profited.</p> <p>SUGGESTED CONTENT: The nature, extent and structure of sugar plantations in the Caribbean and tobacco plantations in North America, using both indentured European and enslaved African labour. The growth of the 'plantocracy' as an economic system based on chattel enslavement.</p> <p>SOURCES AS AN ENTRY POINT:</p> <ul style="list-style-type: none"> • 1739 map of Antigua • Malachy Postlethwayt writing in 1745-6 • Comment by an enslaved African in Barbados
<p>The Americas: opposition to slavery and the slave trade, including slave resistance</p>	<p>ENQUIRY: How did the enslaved fight back?</p> <p>WHAT STUDENTS NEED TO UNDERSTAND:</p> <p>The different ways in which enslaved Africans resisted and the response of the authorities.</p> <p>SUGGESTED CONTENT: Resistance by enslaved Africans, eg in New York, Virginia and the Maroons in Jamaica. Measures taken by authorities to prevent joint action by White indentured and Black enslaved.</p> <p>SOURCES AS AN ENTRY POINT:</p> <ul style="list-style-type: none"> • Extract from Virginia's 1691 Act for Suppressing of Outlying Slaves • Father Jean-Baptiste Labat, French explorer visiting Barbados in the 1690s
<p>India: the East India Company, trade and expansion to Kolkata</p>	<p>ENQUIRY: Why did things go badly for the East India Company, and then go well?</p> <p>WHAT STUDENTS NEED TO UNDERSTAND:</p> <p>How the EIC worked; what went wrong for the Company in the late 17th century; how and why the Company recovered in the early 18th century.</p> <p>SUGGESTED CONTENT: The structure of the East India Company, defeat by Emperor Aurangzeb in the Anglo-Mughal War and the move to Kolkata. Parliament's corruption enquiry and the EIC's near collapse and then revival</p> <p>SOURCES AS AN ENTRY POINT:</p> <ul style="list-style-type: none"> • Fort George in Madras • Aurangzeb's conquest of Golkonda 1687

Britain: economic impact of war and imperial expansion; changes to the economy; the Bank of England 1694; the South Sea Bubble 1719

ENQUIRY: How and why did the economy change?

WHAT STUDENTS NEED TO UNDERSTAND:

Why the Bank was set up and how it worked; causes and effects of the South Sea Bubble crisis; why Britain's wealth and power was expanding.

SUGGESTED CONTENT: The impact of the Nine Years' War and the War of the Spanish Succession. The establishment of the Bank of England and the National Debt and their effect, with the growth of empire and the enslavement system, on Britain's growing wealth and power. The South Sea Bubble crisis.

SOURCES AS AN ENTRY POINT:

- Early 20th century illustration of the founding of the Bank of England
- *The South Sea Scheme* by William Hogarth (1721)

Political and social impact of empire on Britain (2 hours)

Involvement of the British population in the slave trade and the 'slave ports'; the emergence of consumerism and its wider political and economic impacts

ENQUIRY: How did the Empire affect working lives and consumer habits in Britain?

WHAT STUDENTS NEED TO UNDERSTAND:

How people in Britain from all classes profited from the trade in enslaved Africans and the expanding Empire; how these affected, and were affected by, consumer habits.

SUGGESTED CONTENT: The wide range of occupations and activities that profited from and depended on the trade in enslaved Africans, especially in ports such as Bristol, Liverpool and London. The effect of empire and trade on consumer habits: sugar, tobacco, tea, coffee, textiles, furnishings, fashions etc.

SOURCES AS AN ENTRY POINT:

- Roger North writing in the 1680s
- Bristol docks and quay c1760
- Bedcover made on the Coromandel coast in 1700
- Daniel Defoe in *Everybody's Business is Nobody's Business* (1725)

<p>Coffee houses and developing political activism; growth of ideas of a racial hierarchy and the impact on settled minority communities</p>	<p>ENQUIRY: How did the Empire affect British politics and changing ideas?</p> <p>WHAT STUDENTS NEED TO UNDERSTAND: How coffee houses and broadsheets affected social and political life in Britain; how and why racist ideas based on skin colour developed.</p> <p>SUGGESTED CONTENT: The growth of coffee houses and broadsheets as a forum for social interaction, political debate and the development of new ideas. At the same time, the growth of a racist ideology ('plantocracy racism') rooted in the enslavement system, and its impact on Black people in Britain.</p> <p>SOURCES AS AN ENTRY POINT:</p> <ul style="list-style-type: none"> • A coffee house in 1688 • Hogarth, <i>A Midnight Moral Conversation</i> (1733) • Katharine Auker's case 1690
<p>Conclusion</p>	
<p>Overview</p>	<p>ENQUIRY: How glorious was the 'Glorious Revolution'?</p> <p>SUGGESTED CONTENT: Considering contrasting arguments as to whether the accession of William III had by 1730 had a positive or negative effect and on whom.</p> <p>SOURCE AS AN ENTRY POINT:</p> <ul style="list-style-type: none"> • The Painted Hall in the Old Royal Naval College, Greenwich

Example answers

These candidate style answers have been prepared by a senior member of the assessment team, in order to demonstrate what a high or medium level answer might look like. As these responses have not been moderated, they are banded rather than graded. 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.

Explain why so many people emigrated from Scotland and Ireland in this period (10 marks)

Top-level answer

One reason why so many people emigrated was that, due to a falling economy and increasing poverty, many Scots left their homes and moved to places with stronger economies like England to get better jobs in order to escape this. As a result of the Act of Union, for example, the Scottish textile industry found that it could not compete with English competition which led to many moving to England or abroad for work with groups like the East India Company. By 1730 the first large scale emigration begins from highland areas to colonies in the US as a result of rent increases and the beginning of the enclosure of the common land, as had happened in England under the Tudors.

At the same time, people emigrated from Ireland due to population pressure, inheritance patterns which caused farms to be divided into smaller plots, and resentment of Roman Catholicism.

Commentary

This response demonstrates a range of detailed and accurate knowledge and understanding that is fully relevant to the question. This is used to develop a full explanation and thorough, convincing analysis, using second order historical concepts, of the issue in the question, meaning it would be a Level 5 answer

Medium-level answer

Due to a falling economy and increasing poverty many Scots left their homes and moved to places where there was less poverty like England to get better jobs in order to escape this.

In addition, emigrants from Ireland, known as 'Scots-Irish' due to their ancestral roots, left Ulster owing to high rent and religious persecution. Many of them struggled to pay their rent, and so left for England and America in search of work and a better life.

Commentary

This response demonstrates accurate knowledge and understanding that is relevant to the question. This is linked to an analysis and explanation, using second order historical concepts, of the issue in the question, and therefore would achieve Level 3.



We'd like to know your view on the resources we produce. By clicking on the 'Like' or 'Dislike' button you can help us to ensure that our resources work for you. When the email template pops up please add additional comments if you wish and then just click 'Send'. Thank you.

If you do not currently offer this OCR qualification but would like to do so, please complete the Expression of Interest Form which can be found here: www.ocr.org.uk/expression-of-interest

OCR Resources: *the small print*

OCR's resources are provided to support the teaching of OCR specifications, but in no way constitute an endorsed teaching method that is required by the Board and the decision to use them lies with the individual teacher. Whilst every effort is made to ensure the accuracy of the content, OCR cannot be held responsible for any errors or omissions within these resources. We update our resources on a regular basis, so please check the OCR website to ensure you have the most up to date version.

© OCR 2016 – This resource may be freely copied and distributed, as long as the OCR logo and this message remain intact and OCR is acknowledged as the originator of this work.

OCR acknowledges the use of the following content:
Square down & Square up: alexwhite/Shutterstock.com

Please get in touch if you want to discuss the accessibility of resources we offer to support delivery of our qualifications:
resources.feedback@ocr.org.uk

We will inform centres about any changes to the specification. We will also publish changes on our website. The latest version of our specification will always be the one on our website (www.ocr.org.uk) and this may differ from printed versions.

Copyright © OCR 2016. All rights reserved.

Copyright

OCR retains the copyright on all its publications, including the specifications. However, registered centres for OCR are permitted to copy material from this specification booklet for their own internal use.

ocr.org.uk/gcsereform

OCR customer contact centre

General qualifications

Telephone 01223 553998

Facsimile 01223 552627

Email general.qualifications@ocr.org.uk

OCR is part of Cambridge Assessment, a department of the University of Cambridge. For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. © OCR 2016 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England.

Registered office 1 Hills Road, Cambridge CB1 2EU. Registered company number 3484466. OCR is an exempt charity.

