



# History

GCSE

## History A

Unit Overview (A955/22)

Version 2  
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## SECTION 1: RATIONALE FOR THE CHANGES

Last year, Ofqual required all awarding bodies to strengthen their GCSE History qualifications for first teaching from September 2013. OCR has strengthened its SHP specification but has also ensured that changes were kept to a minimum. Several changes have been made to A955/22 'Historical Source Investigation' (previously A952/22).

### WHAT HAS CHANGED?

- A coherent unit on British history has been developed entitled 'A Study in British History: Protest and Reaction in Britain 1800-1914'. This includes some new content.
- Centres will not be informed in advance of the topic to be covered in the Historical Source Investigation question paper. This is because the case study approach used in the past will no longer be used. The sources and questions will always range across a significant part of the period 1800-1914.
- The question paper will now have 5 questions instead of 6.
- Questions 1-4 will be based on sources.
- Question 5 will be a thematic question and will cover the period 1800-1914. This question will have 16 marks and will focus on a particular issue across time. Candidates will answer this question primarily from their own knowledge but will also have to use the sources in the question paper.
- The mark scheme will look rather different, with clearer guidance about the AOs being assessed in each question.

### WHAT HAS STAYED THE SAME?

- The question paper will still be primarily a 'source investigation' and will contain a range of source material.
- Some of the content in this unit is the same as that in the nineteenth century section of the previous specification.
- The question paper will still be assessed in 1 hour 30 minutes and will have 50 marks, plus 3 marks for Spelling, Punctuation and Grammar (SPaG).

## WHY WERE CHANGES MADE TO THE SPECIFICATION?

All awarding bodies were asked to strengthen their GCSE History qualifications by the regulator, Ofqual. The requirement to strengthen GCSE History was focused on the following areas:

- A requirement for a substantial (a minimum of 25%) and coherent element of British history and/or the history of England, Scotland, Ireland or Wales.
- More comprehensive coverage of the specified content and change and/or development over a period of time sufficient to demonstrate understanding of the process of change, both long and short term.
- Greater use of AO1 (recall, select, use and communicate knowledge and understanding).
- Greater transparency of mark schemes.

### OCR'S APPROACH:

Two principles have guided OCR's approach to strengthening this specification. Firstly, the changes have been kept to a minimum to ensure that centres' existing resources and expertise can still be used. Secondly, where changes were necessary, the opportunity has been taken to improve the specification.

#### • **A substantial and coherent element of British history**

This requirement has been addressed by creating a unit entitled 'A Study in British History: Protest and Reaction in Britain 1800-1914' to be assessed through a question paper largely based on sources. The content for this unit can be found on page 28 of the specification.

This unit offers a coherent and interesting topic about how and why people protested from 1800-1914, and how the authorities reacted. This topic is rich with a range of fascinating source material and raises important issues relevant to today. It offers human stories but also raises issues about change over time. It is both coherent and substantial in its own right, in a way that the previous case studies were not.

To keep changes to a minimum this unit is based on some of the case studies from the previous specification but to create a full and coherent story, new examples of protest have been added. This is discussed in more detail in Section 2.

- **More comprehensive coverage of specified content and change and/or development over a period of time sufficient to demonstrate understanding of the process of change, both long and short term**

In the past, the topic for the Historical Source Investigation question paper has been based on a case study taken from the Study in Development: Crime and Punishment unit A951 (now A954). The case study has not been assessed as part of a study in development.

The new A955/22 unit is more of a development study, examining the changes in protest and reaction over a period of 114 years. It is connected to, but also independent of the A954 Study in Development: Crime and Punishment through time unit. It is, in effect, a study of development within a larger study in development.

Thinking of it in this way should help teachers to teach the two together. A955/22 does require the whole story to be studied and so the question paper will cover a substantial part of the period 1800-1914, thus delivering comprehensive coverage of the content.

- **Greater use of AO1**

This requirement has been met while at the same time the fundamental nature of the question paper as a source investigation has been largely preserved. The requirement has been achieved in two ways.

Firstly, Questions 1-4 will be asked in such a way to ensure that good knowledge of the historical context of the sources is required to produce a good answer.

Secondly, Question 5 will focus primarily on contextual knowledge and will demand knowledge of the whole period. This will be achieved by basing Question 5 on one of the issues in the development of protest listed in the specification, and discussed in Section 2.

To allow candidates time to respond to Question 5 adequately, the total number of questions has been reduced from 6 to 5.

- **Greater transparency of mark schemes**

While we have always prided ourselves on the clarity and appropriateness of our mark schemes, there is now a requirement to recognise the different assessment objectives tested in each question in a more explicit way.

To achieve this we have designed mark schemes that identify the requirements for each relevant assessment objective in each level. How this works in practice can be seen in the mark scheme for the specimen paper. This is also discussed in Section 3.





## SECTION 2: CONTENT

The topics to be studied are:

- The Luddites 1811-1817
- The Tolpuddle Martyrs 1833-1836
- The Rebecca Riots 1839-1844
- The Match Girls Strike 1888
- The Suffragists and Suffragettes 1897-1914

The detailed content for each topic can be found on page 28 of the specification. Each topic has been specified in detail to help teachers know exactly what, and how much, content needs to be covered.

It is recommended that the teaching and learning of this unit is embedded in the teaching and learning for unit A954 Study in Development: Crime and Punishment through time. This will provide a broad context for the protests.

Where relevant, candidates can use their knowledge of other protests in the nineteenth century when answering Question 5 (e.g. they will have studied Peterloo for unit A954). However it is important to remember:

- The content for A955/22 needs to be taught and learned in more detail than the content for the Study in Development in unit A954.
- There should be a special focus on the use of sources in this unit (however, sources should still be used during the teaching and learning of unit A954).
- The topic of Protest and Reaction 1800-1914 needs to be understood as a coherent topic in its own right, as well as a part of the larger story of the development of crime and punishment. Students should end up with an overview (a mental map) of the period 1800-1914.

These examples of protest have been selected because they provide a range of different protests and reactions. The specification states that the context, causes, types, aims, methods, membership, effectiveness and significance of, and reactions to, each protest should be studied and compared.

These can be grouped as:

- Before the protest- context, causes, aims.
- The protest itself - type, methods, membership, reaction.
- After the protest - effectiveness, significance.

For each protest it is important to consider:

- The context and causes of the protest - what circumstances and events brought the protest about? Were these long or short-term? What were the grievances of the protestors? How did they affect the people involved? What did the protestors want to achieve?
- The events of the protest - who were the protestors and what methods did they use? How much support did they have? Why did the authorities react in the ways they did? How and why did the protest end?
- The outcomes of the protest - what did it achieve? How successful were the protestors? How significant was the protest?

It is crucial that students develop an overall understanding of the development of protests and reaction over the period. Four questions will be set on a range of source materials. The final question will be thematic, focusing on the period studied.

One possible approach when introducing this unit is to use recent and everyday examples (possibly in the news at the time) to begin a class discussion about what protest is, what different ways there are of protesting and why people protest.

Students could then be given a pack of sources containing one source about each of the protests in the specification (a mixture of written and pictorial sources is best). Working in pairs they could place them into chronological order, and then discuss how much they have learned from each source about the causes, aims, methods, membership and results of the protest. As well as demonstrating how much can be learned from sources, this activity will also show the limitations of the sources.

It is best to cover the protests in chronological order. The chronology is vital and students' understanding should be regularly reinforced through the use of timelines and charts. It would help if a timeline could be displayed on the wall of the classroom, with each new protest being added as it is reached in the teaching. It is best to keep timelines simple so that the main points come across clearly. Alternatively, students could keep their own timelines on their computers.

As more protests are studied, comparisons can be made between protests and students should begin to look for patterns. They will find it useful if they each keep a chart where they can plot information about the above points for each protest. This will make it easier to look for similarities, differences and patterns.

Students should be introduced to the skill of comparing protests gradually. For example, after the first two protests have been considered, they could be asked to make comparisons about causes and methods. As more protests are covered they can be asked to compare more and consider a wider range of questions about them.

# SECTION 3: ACTIVITIES

## ACTIVITY 1

Provide students with four cartoons about the suffragettes.

Source 1



A cartoon published in April 1906.

Source 2



A cartoon published in May 1906. C.B is Campbell-Bannerman who was Prime Minister at the time.

Source 3



A cartoon published in 1909.

Source 4



A painting from 1912. It is entitled 'Christmas Dinner in Holloway Prison'.

Candidates have to explain which cartoons support the suffragettes and which criticise them.

## ACTIVITY 2

Provide students with sources showing different types of public health reform.

### Source 1



A cartoon published in a London magazine in 1841. The gatekeeper peeping round the door is Robert Peel who was Prime Minister at the time. The gateposts are members of the government.

### Source 2

*A number of unruly rioters pushed open the doors of the workhouse. The entrance of the workhouse was now full of rioters, on foot and on horseback. Every part of the building was occupied. The men were smashing the furniture and dancing on the tables.*

*When later the magistrates questioned some of the rioters each repeated the same story - that they had been forced to come there by the threat that their possessions be burned and they themselves killed.*

From Edwin Chadwick's 'The Sanitary Conditions of the Labouring Population', 1842.

### Source 3

*Born in slums, driven to work while still children, undersized because under-fed, oppressed because helpless, flung aside as soon as worked out, who cares if they die or go on to the streets provided only that Bryant & May shareholders get their 23 per cent and Mr. Theodore Bryant can erect statutes and buy parks?*

*Girls are used to carry boxes on their heads until the hair is rubbed off and the young heads are bald at fifteen years of age? Country clergymen with shares in Bryant & May's draw down on your knee your fifteen year old daughter; pass your hand tenderly over the silky clustering curls, rejoice in the dainty beauty of the thick, shiny tresses.*

Annie Besant, writing in June 1888 in the magazine she published.

### Source 4

*The pity is that the match girls have not been suffered to take their own course but have been egged on to strike by irresponsible advisers. No effort has been spared by those pests of the modern industrialized world to bring this quarrel to a head.*

From the Times newspaper, June 1888.

Students have to explain what, if anything, the sources tell us about: the causes of the protests, the kind of people who took part, why they took part and the methods they used.

The students can then be asked to explain how different the Rebecca Riots and the Match Girls Strike were.

## ACTIVITY 3

Students have to draw a graph covering the period 1800-1914. They plot on the graph (i) the use of a particular method in protests e.g. violence or (ii) the success, or lack of, success of protests.



## SECTION 4: THE MARK SCHEME AND MARKING

The new mark scheme is organised differently from mark schemes used in the past. Levels are still used but each level now contains a clear statement about each assessment objective being tested. An example of an answer is only provided for the top level.

Below are the Level descriptors for Question 1 in the specimen paper for this unit. It is followed by the example answer from the specimen materials. The full paper can be found on the OCR website. There is also a glossary of key terms used in the mark schemes on pages 57-58 of the specification.

The following question is based on a poster published in Nottingham in 1811 offering a reward to anyone who has information about 'frame breakers'. This is question 1 in the specimen paper.



A poster published in March 1811.

1 guinea = £1.05

Q: Why was this source published at that time? Use the source and your knowledge to explain your answer.

This question is a 'purpose' question. It requires candidates to explain what the intended impact of the poster was and why it was published when it was. Both of these aspects require contextual responses.

### MARK SCHEME

#### Level 5 (8 marks)

Candidates demonstrate a sophisticated understanding of the source and knowledge and understanding of protest and reaction in the early nineteenth century. They evaluate the purpose (in terms of intended impact) for it being published and they use their knowledge of protest and reaction at the time to explain why it was published then.

#### Level 4 (6-7 marks)

Candidates demonstrate sound understanding of the source and knowledge and understanding of protest and reaction in the early nineteenth century. They explain the purpose (in terms of intended impact) for it being published.

#### Level 3 (4-5 marks)

Candidates demonstrate some understanding of the source and knowledge and understanding of protest and reaction in the early nineteenth century to explain the message of the source.

#### Level 2 (2-3 marks)

Candidates demonstrate some understanding of the source and show limited knowledge and understanding of protest and reaction in the early nineteenth century. They explain some context but fail to explain the message or purpose of the source or they explain the message or purpose of publication of the source without setting it in context.

#### Level 1 (1 mark)

Candidates describe the source and produce a very limited response

#### Level 0

No response or no response worthy of credit.



If we consider the Level 5 descriptor, it can be seen that there are clear statements about the assessment objectives:

AOs 1 and 2 - 'sophisticated knowledge and understanding of protest and reaction in the early nineteenth century' and 'use knowledge of protest and reaction at the time to explain why it was published then'.

This descriptor makes clear that candidates are expected to show detailed and relevant knowledge of the context and of the protests. This must be used in the answer to put the source into its historical context and to help explain why the source was published at that time. The glossary definition of sophisticated is 'advanced, highly skilled approach to a task which includes all the relevant elements'.

AO3 - 'sophisticated understanding of the source' and 'evaluate the purpose (in terms of intended impact) for it [the source] being published'.

This part of the descriptor requires candidates to infer from the source, and from their knowledge of the context, the intended impact on the audience. The glossary definition of evaluate is 'make a reasoned, qualitative judgement based on relevant information/knowledge'. In the context of this question this means reaching an informed judgement about the purpose of the source.

The specimen response given below would have been awarded full marks. The response has been split into sections that demonstrate AOs 1, 2 and 3.

### Response

AOs 1 and 2: This source was published in 1811 because that was when there were people going round breaking weaving machines, and the authorities wanted to stop this happening.

AO3: By publishing this source the authorities hoped to encourage people to give information about the people who were to blame for the machine breaking. That's why the poster offers a large reward. It was aimed at making sure these people were caught and brought to justice.

AOs 1 and 2: The Prince Regent offered to pay the money for this reward.

They needed information because the people who were doing it were known as Luddites, who secretly sent threatening letters to factory owners. The Luddites objected to the introduction of machinery which they thought would lose them their jobs. During 1811 and 1812 there were disturbances in Nottinghamshire, Yorkshire and Lancashire caused by the Luddites, (AO3) and the authorities were determined to stamp the movement out, and this was part of their efforts to do that.

If we now turn to Question 5 in the specimen paper:

‘Popular protest in the period 1800-1914 had no chance of succeeding.’ How far do you agree with this interpretation? Use your knowledge of Protest and Reaction in Britain, 1800-1914 and the sources to explain your answer.

It is clear that this is a very different type of question from Question 6 in previous question papers. It is different in several ways:

- The question covers the period 1800 to 1914. In a good answer candidates will need to demonstrate, and use relevantly, knowledge and understanding of all 5 protests in the specification, thus covering most of the period.
- Candidates can use other examples of protest. They will, for example, have studied Peterloo in the Study in Development (A954).
- The question is asking candidates how far they agree with the interpretation, rather than how far the sources support it. This means the candidates should base their answer primarily on their knowledge and understanding and should develop and support their own arguments.
- Candidates should try and explain examples of protest having a chance of succeeding and examples where it had little chance.
- It is still necessary to use the sources in the question paper. They should be used to support the arguments being made.
- Candidates should reach a conclusion based on analysis and evidence.
- The question carries 16 marks to reflect its challenge. This indicates that candidates should leave about 30 minutes for planning and writing the response.

The specimen response given below would have been awarded full marks. The response has been split into sections that demonstrate AOs 1, 2 and 3.

## Response

AOs 1 and 2: I do agree with this interpretation to some extent. Throughout this period the authorities always had the physical force to repress protest if they really wanted to. From the crushing of the Luddite disturbances using the full force of the law to make machine breaking a capital offence, and executing many of the rioters, through to the Suffragettes, who were physically abused by the police, imprisoned, and even force-fed to make sure they could not succeed in their hunger strikes, the authorities showed little hesitation in resorting to force in dealing with protestors.

AO3: The sources give evidence of the determination of the authorities not to give in to protest. Source A, for example, shows how large rewards would be given to anyone who was prepared to provide information about the Luddites - 50 guineas in those days was a huge amount of money, especially for someone with a working-class background. In Source E, you can also see how the police are quite happy to protect the government from the Suffragettes, and in Source C, the High Sheriff threatens the rioters with transportation.

AOs 1 and 2: Another group that was punished with transportation were the Tolpuddle Martyrs. The authorities came down on them very hard because they were determined that workers should not be allowed to form unions. However, this doesn't necessarily mean that protestors had no chance of success.

AO3: The sources show that some people in authority realised that the protestors sometimes had justice on their side. The Lord in Source B, and the High Sheriff in Source C, both show sympathy, (AOs 1 and 2) and in the case of the Rebecca Rioters this sympathy was turned into action, when the government abolished the turnpike trusts whose abuses had been one of the main reasons for the riots in the first place.

AO3: Even though Source D shows the authorities intervening to obstruct the Match Girls' Strike, (AOs 1 and 2) we know that the strike actually ended in success for the protestors, and in the rapid growth of unions for unskilled workers, so protest sometimes did succeed.

AOs 1 and 2: So overall I disagree with the interpretation. In this period, although the chances that protest would succeed were not good, there were times when the authorities realised that it would make more sense to make some concessions, rather than simply using force to crush protest.

This response would have been awarded full marks as it fulfills the criteria in Band 6 -

- 'comprehensive knowledge and understanding of Protest and Reaction' - the response is without significant omissions and the knowledge and understanding has been used to support analysis and argument in a relevant way.
- 'a fully developed response that evaluates effectively the interpretation' - the response explains arguments both for and against the interpretation and reaches a conclusion that is consistent with the rest of the answer. There is no irrelevance.
- 'use of a range of sources to support their response' - the response uses all the sources to support the evaluation of the interpretation.

Now consider this response:

I agree with this interpretation because the authorities had the power to deal with protests. I also think that those who had power such as the landed classes were determined not to give in to protestors. They used the army, the police and harsh punishments to stop protests. So in this time protests stood little chance of being successful.

The Luddites were worried that machines like power looms were going to take away their jobs. They smashed up machinery and even killed mill owners. The government treated them harshly introduced the death penalty for machine breaking. Many of the rioters were executed and some were transported. This harsh treatment defeated the Luddites and shows they had no chance of succeeding. The government even sent the army after them. Source A shows how keen the authorities were to smash the Luddites because of the large reward that was offered. I also know that at the Peterloo Massacre people were demonstrating for parliamentary reform but were attacked by the cavalry and some were killed. Source C also shows how harsh the authorities were. It shows that they also used the army against the Rebecca Rioters and transportation. This source is a clear threat to the Rebecca Rioters who were rioting against the tolls they had to pay on the roads. Source E shows the police were ready to use force against the Suffragettes. They wanted the vote for women but many people at the time thought that women were not capable of understanding politics.

They thought that a woman's place was in the home where she had a separate sphere from the men. She looked after the home and family. Most of the newspapers and politicians were also against them and much violence was used such as force-feeding. Source F shows that the politicians were against the Suffragettes. So overall, I think that the protests had little chance of success.

This answer fits in Level 4 of the mark scheme. It is not as good as the previous response because it does not explore both sides of the argument and only makes a case for protests having little chance of succeeding. This case is made reasonably well. Detailed relevant contextual knowledge and understanding is demonstrated and reference is made to Peterloo. However, the sources are used less well than in the previous response. Several (Sources C, E and F) are interpreted at a lower level and no mention is made of the Match Girls Strike or of Sources B or D.

The mark schemes have several consequences for teaching and learning:

- The protests need to be covered in more detail than is necessary for the Study in Development (A954).
- Candidates need to be able to interpret sources in a sophisticated way, looking for message and purpose in context.
- Candidates need to be able to compare the protests and move forwards and backwards across the period.

## RESOURCES

### Background reading for teachers:

- Votes for Women, Paula Bartley, Hodder)
- Rebecca's Children, David JV Jones (OUP)
- Striking a Light: The Bryant and May Matchwomen and their Place in History, Sheila Rowbotham and Louise Raw (Continuum)
- Popular Disturbances in England 1700-1870, John Stevenson (Longman)
- Popular Radicalism, The Working Class Experience 1780-1880 (Longman)

### For students:

- Crime and Punishment by Ian Dawson, Richard McFahn and Chris Culpin (Hodder)
- OCR GCSE History A: Schools History Project, Crime and Punishment: Student Book, Johannes Ahrenfelt and Neal Watkin (Heinemann)
- GCSE Crime and Punishment Investigations Colin Shephard and Rosemary Rees

### Useful websites include:

- [www.spartacus.schoolnet.co.uk](http://www.spartacus.schoolnet.co.uk) contains accounts and sources about the Luddites, the Match Girls Strike and the Suffragettes.
- [www.tolpuddlemartyrs.org.uk](http://www.tolpuddlemartyrs.org.uk) contains some interesting information and sources.
- [www.nationalarchives.gov.uk/education](http://www.nationalarchives.gov.uk/education) - discussion and sources about the Luddites and the Rebecca Riots.
- [www.victorianweb.org](http://www.victorianweb.org) is useful for the Luddites.
- [www.history.powys.org.uk/history/rhaeadr/rebecca.html](http://www.history.powys.org.uk/history/rhaeadr/rebecca.html) for the Rebecca Riots.
- [www.mernick.org.uk/thhol/matchgirls.html](http://www.mernick.org.uk/thhol/matchgirls.html) contains useful sources for the match girls strike.

To give us feedback on, or ideas about the OCR resources you have used, email [resourcesfeedback@ocr.org.uk](mailto:resourcesfeedback@ocr.org.uk)

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