

## **GCSE (9–1)**

### **History A (Explaining the Modern World)**

**J410/09:** Power: Monarchy and Democracy in Britain c.1000 to 2014

General Certificate of Secondary Education

**Mark Scheme for November 2020**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.









This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

© OCR 2020

## Annotations

<i>Stamp</i>	<i>Ref No.</i>	<i>Annotation Name</i>	<i>Description</i>
	1191	Tick 1	Level 1
	1201	Tick 2	Level 2
	1211	Tick 3	Level 3
	1221	Tick 4	Level 4
	1231	Tick 5	Level 5
	811	SEEN	Noted but no credit given
	501	NAQ	Not answered question
	1371	H Wavy Line	Extendable horizontal wavy line

## 1. Subject-specific Marking Instructions

### INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

### INFORMATION AND INSTRUCTIONS FOR EXAMINERS

- 1 The practice and standardisation scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the PE and Senior Examiners.
- 2 The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.
- 3 Candidates' answers must be relevant to the question. Beware of seemingly prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

1. Describe **two** examples of the way in which Prime Ministerial power was shown by Tony Blair. [4]

<b>Assessment Objectives</b>	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [4]
<b>Additional Guidance</b>	One mark for identification of measure. A second mark can be awarded for descriptive detail for each response.  All content is indicative only and any other correct examples of Prime Ministerial power being shown during this period should be credited.

<b>Levels</b>	<b>Indicative content</b>	<b>Marks</b>
Points marking  <i>One mark only in question 1 can be awarded for a <b>general point</b></i>	Tony Blair showed Prime Ministerial power through his use of the media. [1] He acted like an American president by announcing new policies through the media before he had discussed them in Parliament. [2]  Tony Blair showed Prime Ministerial power when he involved British forces in the invasion of Iraq in 2003 [1] even when many MPs in his own party and many of the public opposed the idea. [2]	<b>4</b>

2. Explain the impact of the suffragettes on the campaign for votes for women.

<b>Assessment Objectives</b>	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [4]  AO2: Explain and analyse historical events and periods studied using second order historical concepts. [4]
<b>Additional Guidance</b>	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.  The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level.  No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.

<b>Levels</b>	<b>Indicative content</b>	<b>Marks</b>
<b>Level 4</b> <ul style="list-style-type: none"> <li>Response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question.</li> <li>This is used to develop a full explanation and convincing analysis, using second order historical concepts, of the issue in the question.</li> </ul>	<p>Level 4 answers will typically identify <b>two or more impacts of the suffragettes and explain them fully</b> e.g.</p> <p><i>The Suffragettes had a great impact on the campaign. There is no doubt that they gave the issue of votes for women a lot of publicity and brought it to the forefront of events where it could not be ignored. They did this by publishing a newspaper called 'Votes for Women' and posters and postcards. They also held mass meetings and demonstrations. The demonstrations were huge and attracted much publicity. These activities helped the campaign because they turned it into an issue that could not be ignored.</i></p> <p><i>On the other hand some of the methods of the suffragettes turned people against the campaign of votes for women. They attacked property, they smashed windows in government buildings and even set fire to buildings and postboxes. This had the impact of turning people against them. Some argued these activities proved that women could not be trusted with the vote. They also made the government determined not to be seen to give in to violence. So these methods had a negative impact.</i></p>	<b>7–8</b>
<b>Level 3</b> <ul style="list-style-type: none"> <li>Response demonstrates accurate knowledge and understanding that is relevant to the question.</li> <li>This is linked to an analysis and explanation, using second order historical concepts, of the issue in the question.</li> </ul>	<p>Level 3 answers will typically identify at least one impact of the suffragettes and <b>explain one of them</b> e.g.</p> <p><i>The suffragettes broke the laws in some of their activities. They attacked paintings in art galleries, cut telegraph wires, heckled politicians and fought with police officers. When they were put in prison they went on hunger strike. These activities often had</i></p>	<b>5–6</b>

	<i>a negative impact on the campaign for votes for women. They put many of the public off who thought the women were not mature enough to be given the vote.</i>	
<b>Level 2</b> <ul style="list-style-type: none"> <li>• Response demonstrates some knowledge and understanding that is relevant to the question.</li> <li>• This is used to attempt a basic explanation, using second order historical concepts, of the issue in the question.</li> </ul>	<p>Level 2 answers will typically <b>identify at least one example of an impact of the suffragettes</b> but explanation of the impact will be implicit or absent altogether e.g.</p> <p><i>The activities of the suffragettes gave the campaign a lot of publicity and made votes for women an important issue of the day. In this way they helped the campaign.</i></p>	<b>3–4</b>
<b>Level 1</b> <ul style="list-style-type: none"> <li>• Response demonstrates basic knowledge that is relevant to the topic of the question.</li> <li>• There is an attempt at a very basic explanation of the issue in the question, which may be close to assertion. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer.</li> </ul>	<p>Level 1 answers will typically contain <b>description of events</b> linked to the suffragettes e.g.</p> <p><i>The suffragettes argued that women should be given the vote and they carried out campaigns for this. They were led by the Pankhursts.</i></p>	<b>1–2</b>
<b>Level 0</b>  No response or no response worthy of credit.		<b>0</b>

3. How significant was Magna Carta for the power of the monarchy?

<b>Assessment Objectives</b>	AO2: Explain and analyse historical events and periods studied using second order historical concepts. [10] AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [4]
<b>Additional Guidance</b>	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.  The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level.  No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.

<b>Levels</b>	<b>Indicative content</b>	<b>Marks</b>
<b>Level 4</b> <ul style="list-style-type: none"> <li>The response has a full, well-developed explanation and thorough, convincing analysis of historical events/period in terms of the second order historical concept(s) in the question.</li> <li>This is supported with a range of accurate knowledge and understanding that is fully relevant to the question.</li> </ul>	<p>Level 4 answers will typically <b>identify and explain two or more examples</b> of the significance of Magna Carta for the monarchy and make a valid <b>assessment of the significance</b> of at least one of them e.g.</p> <p><i>Magna Carta was significant for several reasons. One reason is that it formalised the relationship between the monarch and the barons. Previously, this had been a loose arrangement, by which the monarch would bestow rights and privileges for the barons, in exchange for their support. Magna Carta now made the monarch subject to the law. This was a significant change from the past, whereby monarchs considered themselves to be above law and ruled with absolute power. Another way in which Magna Carta was significant was the way in which it improved the rights of some of the people. This was a significant change for the monarchy because it meant that the king was no longer able to sell justice, or to accept bribes to help determine the outcome of a trial. This placed real limitations on the authority of King John, and for the monarchs who succeeded him over time, leading to greater changes like the Provisions of Oxford.</i></p> <p>NB: Two explanations of significance 13-14 marks; One explanation of significance 11-12 marks. NB: Alternatively, candidates may assess why example of change is of limited significance</p>	<b>11–14</b>
<b>Level 3</b> <ul style="list-style-type: none"> <li>The response has a full explanation and analysis of the historical events/period in terms of the second order historical concept(s) in the question.</li> <li>This is supported by accurate knowledge and understanding that is relevant to the question.</li> </ul>	<p>Level 3 answers will typically <b>identify and explain one or more examples of change as a result of Magna Carta</b> e.g.</p> <p><i>Magna Carta was significant for several reasons. One reason is that it formalised the relationship between the monarch and the barons. Previously, this had been a loose arrangement, by which the monarch would bestow rights and privileges for the</i></p>	<b>7–10</b>



	<p><i>barons, in exchange for their support. Magna Carta now made the monarch subject to the law.</i></p> <p><i>Another way in which Magna Carta was significant was the way in which it improved the rights of the people. One example of this is that justice could no longer be sold. For example the rich had been able to pay a judge to ignore charges against them. This benefited the rich and often meant that the poor had fewer rights within the legal system.</i></p> <p>NB: Two changes explained 9-10 marks; One change explained 7-8 marks.</p>	
<p><b>Level 2</b></p> <ul style="list-style-type: none"> <li>The response has an explanation and simple analysis of the historical events/period in terms of the second order historical concept(s) in the question.</li> <li>This is supported by some knowledge and understanding that is mostly relevant to the question.</li> </ul>	<p>Level 2 answers will typically <b>identify change(s) but not explain it/them</b>, e.g.</p> <p><i>Magna Carta was significant because it improved the rights of the people in England. The people had more of a say in how the country should be run and could force the monarch to give into their demands.</i></p> <p>NB: Some of these may look like significance but are actually making valid but unsupported statements about the significance of the changes.</p>	<b>4–6</b>
<p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>The response has a basic explanation about the historical events/period in terms of the second order historical concept(s) in the question.</li> <li>The response includes limited basic knowledge that is relevant to the topic of the question.</li> </ul>	<p>Level 1 answers will typically contain <b>general points or description</b>, e.g.</p> <p><i>King John had been a corrupt monarch and he had upset the barons. He had increased tax and had not consulted them over major decisions that he made.</i></p>	<b>1–3</b>
<p><b>Level 0</b></p> <p>No response or no response worthy of credit.</p>		<b>0</b>

4. 'Between 1500 and 2014 Parliament was more powerful than the monarch.' How far do you agree?

<b>Assessment Objectives</b>	AO2: Explain and analyse historical events and periods studied using second order historical concepts. [16] AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [8]
<b>Additional Guidance</b>	<p>Candidates will be rewarded with extra marks within L4/5 for an effective conclusion or clinching argument but this is not necessary to reach L5.</p> <p>The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.</p> <p>The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level.</p> <p>No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question. At Level 4, answers should select examples of support and non-support from both the early modern and modern periods.</p>

<b>Levels</b>	<b>Indicative content</b>	<b>Marks</b>
<b>Level 5</b> <ul style="list-style-type: none"> <li>The response has a full explanation and thorough analysis of historical events and periods, which uses relevant second order historical concepts, and is developed to reach a convincing, substantiated conclusion in response to the question.</li> <li>This is supported by a range of accurate knowledge and understanding, appropriately selected from across the time period specified, that is fully relevant to the question.</li> <li>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</li> </ul>	<p>Level 5 answers will construct an answer to the question which explains <b>fully three or more examples</b> which <b>support AND contradict</b> the statement from <b>across both periods</b> e.g.</p> <p><i>This might be a valid argument in the modern period, but at the start of the early modern period, the monarch still had significant power. For example, during the reign of Elizabeth I, she only met with Parliament in eighteen of the forty-four years that she was on the throne. This shows that she had little need for Parliament during her reign and was able to rule the country effectively through her Privy Council. She was more powerful than Parliament.</i></p> <p><i>However, during the same early modern period, a weak monarch such as Charles I showed how powerful Parliament already was. During the Civil Wars of 1642-49, Charles and Parliament fought for control of the country and successfully defeated the Royalists. The execution of Charles I in 1649 showed that a weak monarch could be overthrown and Parliament ruled the country until the restoration of the monarchy in 1658. Likewise, during the Glorious Revolution of 1688, the powers of the monarchy were significantly restricted in favour of greater Parliamentary influence.</i></p> <p><i>On the other hand, during the modern period, the power of the monarch was significantly reduced and Parliament became more powerful. For example, the way in which Parliament was able to maintain the country during the two world wars of the 20<sup>th</sup> century shows that they were able to wield almost total control of the people and the state, from the use of propaganda, to conscription and getting women to engage in war work during both wars. This showed an ability to galvanise the nation in the way that the monarchy could not. Equally, It was Parliament who were responsible for passing laws such as DORA during war.</i></p>	<b>19–24</b>

	<p><i>In conclusion, although there were times when the power of the monarchy was still strong, the steady decline of power and influence, particularly after 1688 means that this statement is correct. The changes brought about by the Glorious Revolution meant that it mattered little how charismatic or powerful a monarch appeared to be, there had to be a formal arrangement with Parliament for the country to function and flourish.</i></p> <p>NB: 24 marks for four points explained across both sides, plus a clinching argument; 21-23 marks for four explained points across both sides (2-2) 19-20 marks for two explained points on one side and one explained point on the other (2-1 or 1-2).</p>	
<p><b>Level 4</b></p> <ul style="list-style-type: none"> <li>The response has a full explanation and analysis of the historical events and periods, which uses relevant second order historical concepts, and is used to develop a fully supported answer to the question.</li> <li>This is supported by a range of accurate knowledge and understanding, covering the time period specified, that is fully relevant to the question.</li> <li><i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i></li> </ul>	<p>Level 4 answers will construct an answer to the question which explains <b>one example</b> from <b>each period</b> of Parliament AND/OR the monarch being more powerful e.g.</p> <p><i>This might be a valid argument in the modern period, but at the start of the early modern period, the monarch still had significant power. For example, during the reign of Elizabeth I, she only met with Parliament in eighteen of the forty-four years that she was on the throne. This shows that she had little need for Parliament during her reign and was able to rule the country effectively through her Privy Council. She was able to make major decisions and rule the country without having to rely on Parliament to support her.</i></p> <p><i>During the modern period, Parliament grew in power because of other reasons. For example, the way in which Parliament had to maintain the country during the two world wars of the 20<sup>th</sup> century shows that they were able to wield almost total control of the people and the state. From the use of propaganda, to conscription and getting women to engage in war work during both wars showed an ability to galvanise the nation in the way that the monarchy could not.</i></p> <p>NB: 18 marks for a clinching argument; 15 marks is the default for two explained points; award extra marks for development.</p>	14–18
<p><b>Level 3</b></p> <ul style="list-style-type: none"> <li>The response has an analysis and explanation of the historical events and periods, which uses relevant second order historical concepts, and is used to give a supported answer to the question.</li> <li>This is supported by accurate knowledge and understanding, from</li> </ul>	<p>Level 3 answers will typically identify and explain <b>one or more examples</b> of Parliament or the monarch being more powerful, from <b>one period</b> e.g.</p> <p><i>During the modern period, the power of the monarchy was significantly reduced and Parliament became more powerful. For example, the way in which Parliament was able to maintain the country during the two world wars of the 20<sup>th</sup> century shows that they were able to wield almost total control of the people and the state. From the use of propaganda, to conscription and getting women to engage in war work during both wars showed an ability to galvanise the nation in the way that the monarchy could not.</i></p>	10–13

<p>the time period specified, that is relevant to the question.</p> <ul style="list-style-type: none"> <li>• <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></li> </ul>	<p>NB: The quality of the explanation offered together with any additional identified examples will determine the overall mark within the level.</p>	
<p><b>Level 2</b></p> <ul style="list-style-type: none"> <li>• The response has an explanation about the historical events and periods, which uses relevant second order historical concepts, and gives an answer to the question set.</li> <li>• This is supported by some knowledge and understanding, from the time period specified, that is relevant to the question.</li> <li>• <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></li> </ul>	<p>Level 2 answers will typically identify examples of Parliament and/or the monarch being powerful from either the early modern or the modern era e.g.</p> <p><i>This statement is correct. During the modern era there has not been a strong or powerful monarch. Kings and queens have had to rely on Parliament to keep the country running, like it did during the two world wars.</i></p> <p>OR</p> <p><i>This statement is incorrect. Elizabeth I was able to rule without Parliament for most of her reign. She was a strong and powerful monarch.</i></p> <p>NB: Award higher marks in the level for more examples.</p>	<p><b>6–9</b></p>
<p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>• The response has a basic explanation about the historical events and periods in the question, though the specific question may be answered only partially or the answer may be close to assertion that is not supported by the preceding explanation. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer.</li> <li>• There is basic knowledge and understanding that is relevant to the time period specified and the topic of the question.</li> <li>• <i>The information is communicated in a basic/unstructured way.</i></li> </ul>	<p>Level 1 answers will typically demonstrate <b>simple knowledge or make assertions</b> e.g.</p> <p><i>Between 1500 and 2014 there were lots of times when a king or queen had power and lots of times when Parliament had power as well. This sometimes meant that they argued with each other. It also meant that they had to work together.</i></p>	<p><b>1–5</b></p>
<p><b>Level 0</b></p> <p>No response or no response worthy of credit.</p>		<p><b>0</b></p>

**OCR (Oxford Cambridge and RSA Examinations)**  
**The Triangle Building**  
**Shaftesbury Road**  
**Cambridge**  
**CB2 8EA**

**OCR Customer Contact Centre**

**Education and Learning**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

[www.ocr.org.uk](http://www.ocr.org.uk)

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored