

GCSE (9–1) History A (Explaining the Modern World)
J410/09 Power: Monarchy and Democracy in Britain
c.1000 to 2014
Sample Question Paper

Date – Morning/Afternoon

Time allowed: 1 hour



OCR supplied materials:

- the OCR 12-page Answer Booklet

Other materials required:

- None



INSTRUCTIONS

- Answer **all** the questions.
- Do **not** write in the bar codes.

INFORMATION

- The total mark for this paper is **50**.
- The marks for each question are shown in brackets [].
- Quality of extended response will be assessed in questions marked with an asterisk (*).
- This document consists of **4** pages.

Answer **all** the questions.

1. Describe **two** examples of challenges to the power of Parliament in the period 1979-1990.

[4]

2. Explain why, by the early 1800s, there were criticisms of the systems to elect MPs to Parliament.

[8]

3. How significant a change was the Glorious Revolution for Britain?

[14]

4.* 'Between c.1000 and 1750 monarchs relied on co-operation with their subjects rather than conflict.' How far do you agree with this statement?

[24]

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Oxford Cambridge and RSA

...day June 20XX – Morning/Afternoon

GCSE (9–1) History A (Explaining the Modern World)

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

SAMPLE MARK SCHEME

Duration: 1 hour

MAXIMUM MARK 50

SPECIMEN

This document consists of 16 pages

MARKING INSTRUCTIONS**PREPARATION FOR MARKING****SCORIS**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris assessor Online Training; OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to scoris and mark the **required number** of practice responses ("scripts") and the **required number** of standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

TRADITIONAL

Before the Standardisation meeting you must mark at least 10 scripts from several centres. For this preliminary marking you should use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 50% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, email or via the scoris messaging system.

5. Work crossed out:
 - a. where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
 - b. if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.
6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. There is a NR (No Response) option. Award NR (No Response)
 - if there is nothing written at all in the answer space
 - OR if there is a comment which does not in any way relate to the question (e.g. 'can't do', 'don't know')
 - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).
8. The scoris **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
If you have any questions or comments for your Team Leader, use the phone, the scoris messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
 - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - b. **To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

Please note that the Assessment Objectives being assessed are listed at the top of the mark scheme for each question, above the 'Additional guidance'. Where more than one Assessment Objective is being assessed, the more heavily weighted Assessment Objective will be listed first, and the maximum number of marks for each Assessment Objective will be given so that the relative weightings are clear. When marking, you must therefore give greater priority to the more heavily weighted Assessment Objective when determining in which level and within a level to place an answer.

11. Annotations

Annotation	Meaning

12. 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.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

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

USING THE MARK SCHEME

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

INFORMATION AND INSTRUCTIONS FOR EXAMINERS

- 1 The co-ordination scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the Team Leaders and will be discussed fully at the Examiners' Co-ordination Meeting.
- 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 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 challenges to the power of Parliament in the period 1979–1990.

Assessment Objectives	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [4]
Additional Guidance	<p>First mark for identification of measures + second mark for descriptive detail for each response.</p> <p>Note that a maximum of 2 marks can be given for correct identification of measures even if more than two measures are identified.</p> <p>All content is indicative only and any other correct examples of challenges to Parliament in the period 1979–1990 should also be credited.</p>

Levels	Indicative content	Marks
Points marking	<p><i>One way in which the power of Parliament was challenged in this period was the Miners' Strike of 1984–1985. The British government wanted to close many coal mines and stop wage rises for miners. At the time the government owned the coal industry. The National Union of Mineworkers organized a large scale strike which lasted from March 1984 to March 1985 to oppose these changes. However, the strike eventually failed.</i></p> <p><i>Another way in which the power of Parliament has been challenged is the way in which Prime Ministers have tried to pass more laws and other measures without putting them to votes in Parliament. Conservative Prime Minister Margaret Thatcher was accused of this and so was the Labour leader Tony Blair.</i></p>	4

2. Explain why, by the early 1800s, there were criticisms of the systems to elect MPs to Parliament.

Assessment Objectives	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]
Additional Guidance	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.

Levels	Indicative content	Marks
Level 4	<p>Level 4 answers will typically contain a range of description and explanation that is directly relevant to the question e.g.</p> <p><i>There were many reasons why Britain's system of electing MPs was being criticised by the early 1800s. One of the most obvious problems was that only a small proportion of the population could vote. A person could only vote if they owned land or property of a certain value. This meant that the majority of the population could not vote, which was especially serious as the population of Britain roughly doubled from around 5 million to 10 million between 1700 and 1800. This meant that the majority of the population could not vote which in turn led to protests.</i></p> <p><i>Another reason why the voting system was being criticised was that as Britain went through an industrial revolution workers started working in factories and living in industrial towns. Conditions in these towns and factories were often very poor and yet with no vote there was little chance for workers to make a protest or get laws changed to help them. Even if the majority of workers could vote, many of them would have no MP to vote for which they objected to. The new industrial towns which were emerging in the 1800s had no MPs. At the same time there were rotten or pocket boroughs which were either non-existent or controlled by local landlords.</i></p>	7–8

Level 3	<p>Level 3 answers will typically contain description with explanation that is directly relevant to the issue in the question e.g.</p> <p><i>One reason why there was criticism of the voting system was that a person could only vote if they owned land or property of a certain value. This meant that the majority of the population could not vote which in turn led to protests.</i></p> <p><i>Another reason was that even if the majority of workers could vote, many of them would have no MP to vote for which they objected to. The new industrial towns which were emerging in the 1800s had no MPs. At the same time there were rotten or pocket boroughs which were either non-existent or controlled by local landlords.</i></p>	5–6
Level 2	<p>Level 2 answers will typically contain description of events that is linked to the issue in the question e.g.</p> <p><i>One reason for criticisms was that even if the majority of workers could vote, many of them would have no MP to vote for which they objected to. The new industrial towns which were emerging in the 1800s had no MPs despite being rich and importance centres of industry.</i></p> <p><i>Some people were influenced by the ideas of the French Revolution or radical thinkers like Thomas Paine.</i></p>	3–4
Level 1	<p>Level 1 answers will typically contain general points e.g.</p> <p><i>At the time there were many new ideas which influenced people, like Thomas Paine and his book the Rights of Man.</i></p>	1–2
Level 0	No response or no response worthy of credit.	0

3. How significant a change was the Glorious Revolution for Britain?

Assessment Objectives	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]
Additional Guidance	<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.</p>

Levels	Indicative content	Marks
Level 4	<p>Level 4 answers will typically contain a range of description and explanation that is directly relevant to the significance of the changes brought about by the Glorious Revolution e.g.</p> <p><i>The Glorious Revolution was significant because it brought about changes for Parliament. As a result of the Glorious Revolution, Britain gained a Bill of Rights. The Bill of Rights put limits on the power of the monarch and protected the rights of Parliament. It also gave the right of free speech in Parliament to MPs and ensured that Parliament would meet every year. The Bill of Rights also ensured that a Protestant monarch would take the throne of England.</i></p> <p><i>However, while the Glorious Revolution brought in a lot of changes for some groups, many historians believe that the way Britain was governed did not change all that much. The monarch was still by far the most powerful figure in the land. Parliament gained the right to be listened to, but king and Parliament working together to rule the country was not really a new idea. Some historians argue that the Revolution did not affect ordinary people, it just secured the position of those already in power e.g. the nobility.</i></p>	11–14
Level 3	<p>Level 3 answers will typically contain description with explanation that is directly relevant to the significance of the changes brought about by the Glorious Revolution e.g.</p> <p><i>The Glorious Revolution was significant because it brought about changes for Parliament. As a result of the Glorious Revolution, Britain gained a Bill of Rights which protected the rights of Parliament. The Bill of Rights also ensured that a Protestant monarch would take the throne of England.</i></p>	7–10

	<i>However, while the Glorious Revolution brought in a lot of changes for some groups, many historians believe that the way Britain was governed did not change all that much. The monarch was still by far the most powerful figure in the land.</i>	
Level 2	<p>Level 2 answers will typically contain description of events that is linked to the changes brought about by the Glorious Revolution e.g.</p> <p><i>The Glorious Revolution was highly significant because it brought about many changes. Britain gained a Bill of Rights. It was also put into law that a Protestant monarch would take the throne of England.</i></p> <p><i>There were other changes which came in as well. The joint monarchs William and Mary had to give up certain rights which monarchs had always had, such as the right to collect customs duties.</i></p>	4–6
Level 1	<p>Level 1 answers will typically contain general points e.g.</p> <p><i>The Glorious Revolution took place in 1688. It was caused by James II's plans to make Parliament less important and to make England more Catholic. James was overthrown by William of Orange.</i></p>	1–3
Level 0	No response or no response worthy of credit.	0

4. 'Between c.1000 and 1750 monarchs relied on co-operation with their subjects rather than conflict'. How far do you agree with this statement?

Assessment Objectives	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]
Additional Guidance	<p>Where only co-operation or conflict is considered, answers cannot reach above the top of Level 2.</p> <p>At Level 4, answers should select examples of co-operation and conflict from both the medieval and early modern periods.</p> <p>At Level 5, answers should deal with 'how far' in a nuanced way and reach a valid conclusion.</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.</p>

Levels	Indicative content	Marks
Level 5	<p>Level 5 answers will typically select a range of relevant examples of co-operation and conflict from across the medieval and early modern eras which support a balanced argument and reach a valid conclusion e.g.</p> <p>As Level 4 with</p> <p><i>Overall, it could be argued that it was the successful kings and queens who favoured conflict over co-operation. Of course all monarchs did not conflict or co-operate all of the time with their subjects but it is reasonable to say that the more a ruler co-operated with his or her subjects the more successful they were.</i></p>	19–24
Level 4	<p>Level 4 answers will typically select relevant examples of co-operation and conflict from across the medieval and early modern eras which support a balanced argument e.g.</p> <p><i>Medieval kings like Edward I understood the importance of co-operating with his subjects. Although he was one of England's most powerful monarchs he knew he had to keep the good will of his barons. For example, in 1297 he re-issued Magna Carta to show his barons he would obey its principles. In the Tudor period, Elizabeth I was a good example of a monarch who co-operated with her subjects.</i></p>	14–18

<p>and logically structured.</p>	<p><i>Her policies on religion were generally supported by Parliament, and MPs mostly supported her on issues such as the treatment of the poor.</i></p> <p><i>A good example of a medieval monarch who preferred conflict to co-operation was John. He was notorious for imposing high taxes and harsh punishments on his barons. In the end it backfired and he faced a rebellion and had to agree to Magna Carta in 1215. From 1629-1640 Charles I needed money but he refused to call Parliament because MPs kept arguing with him and criticising him. By 1640 Charles' policies on taxes and religion made the situation very tense between himself and Parliament and by 1642 Charles faced a civil war which eventually resulted in his execution in 1649.</i></p>	
<p>Level 3</p> <ul style="list-style-type: none"> 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. This is supported by accurate knowledge and understanding, from the time period specified, that is relevant to the question. <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i> 	<p>Level 3 answers will typically select relevant examples of co-operation and conflict from either the medieval and early modern era which support a balanced argument e.g.</p> <p><i>In the Tudor period, Elizabeth I was a good example of a monarch who co-operated with her subjects. Her policies on religion were generally supported by Parliament, and MPs mostly supported her on issues such as the treatment of the poor.</i></p> <p><i>From 1629-1640 Charles I needed money but he refused to call Parliament because MPs kept arguing with him and criticising him. By 1640 Charles' policies on taxes and religion made the situation very tense between himself and Parliament and by 1642 Charles faced a civil war which eventually resulted in his execution in 1649.</i></p>	<p>10–13</p>
<p>Level 2</p> <ul style="list-style-type: none"> 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. This is supported by some knowledge and understanding, from the time period specified, that is relevant to the question. <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i> 	<p>Level 2 answers will typically identify examples of conflict or co-operation from either the medieval or the early modern era e.g.</p> <p><i>The statement is not correct. If we look at King John he did not co-operate with his subjects. He went to war with them and had to accept Magna Carta.</i></p> <p>OR</p> <p><i>The statement is correct. The feudal system meant that nobles and the king worked together based on the nobles getting land from the king and fighting for him in return.</i></p>	<p>6–9</p>

Level 1 <ul style="list-style-type: none">• 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.• There is basic knowledge and understanding that is relevant to the time period specified and the topic of the question.• <i>The information is communicated in a basic/unstructured way.</i>	Level 1 answers will typically demonstrate simple knowledge e.g. <i>In the middle ages there were lots of conflicts between the king and his subjects. One example was that the Normans fought to maintain their power.</i>	1–5
Level 0 No response or no response worthy of credit.		0

SPECIMEN

Assessment Objectives (AO) grid

Question	AO1	AO2	AO3	AO4	SPaG	Marks
1	4					4
2	4	4				8
3	4	10				14
4	8	16				24
Total	20	30				50