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Principal Moderator's Report January 2011

GCE History 6HI04

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GCE HISTORY 6HI04

PRINCIPAL MODERATOR'S REPORT

JANUARY 2011

This Report is, by its very nature, a general report derived from the experiences of the moderating team this summer. Centres are reminded that every centre has its own individual report written by the person who moderated their coursework. This can be accessed via www.edexcelonline.co.uk and all examinations officers in schools and colleges will have the necessary login and password details. These individual reports should be read in conjunction with this Report, which necessarily gives the wider picture.

The entry this January was characterised by a clear division between centres, with some, as last January, entering their whole cohort for the first time while others were clearly only entering re-sit candidates. Moderation was carried out in the same way for the re-sit candidates as for those candidates entering coursework for the first time, with moderators applying the same standards to all the work they saw. Over 3,000 candidates were entered for this component, researching depth and breadth enquiries that were marked by their teachers, a sample of which was submitted for moderation. Moderation was carried out by a single team of five experienced moderators and the Principal Moderator. Moderators found much to interest and impress, not only in the candidates' work but also in the ways in which their teachers had prepared and mentored their students and in the careful application of the mark schemes. Many centres entering candidates had no adjustments made to their own assessments of their students' work. Where adjustments to marks were recommended, and so regression of the whole centre was likely to occur, it is important to note that such work was always escalated for a second moderation. Thus every centre where this happened had had the judgement of their original moderator confirmed.

It was disappointing to see that problems that were identified and reported on in 2010 are still appearing. It was particularly alarming that centre specific comments made in June about, for example, the use of source material in Part A of the assignment, seemed to have been ignored by the teachers concerned and exactly the same problems were observed in their students' work submitted in January. Centres are urged to familiarise themselves, not only with the Principal Moderator's report but also with centre-specific reports that every moderator writes on the work that he or she has moderated. These should be read in conjunction with the GCE History Specification, Edexcel's publication 'Getting Started' and with the advice and guidance provided on Edexcel's website. An INSET programme, offering face-to-face and on-line sessions will be available and centres still experiencing problems in meeting Edexcel's criteria should book places on this programme.

Administration

The majority of centres completed all aspects of the administration of this Unit without any problems. Where centres are in any way puzzled as to what should be sent to their moderator, they should access Edexcel's website, where a checklist can be found. There were, however, a minority of centres that found aspects of the administration troublesome, and this was particularly the case where centres were entering a very small number of re-sit candidates. These candidates, too, should

submit their resource record and their Individual Candidate Authentication sheet. Without these, the work cannot be validated as being the students' own.

The most common omission from the submission package sent to moderators was that of a photocopy of the coursework programme. This needs to be done even if a centre is following an Edexcel-designed programme and is particularly important where a centre is following a programme they have designed themselves. The moderator needs to know that all such programmes have been approved by Edexcel. In two cases this approval had not been given and so candidates were following an unapproved course. Centres finding themselves in this position are urged to submit their centre-designed programme to Edexcel immediately.

The Individual Candidate Authentication sheets proved problematic for some centres. Most commonly, they were not fully completed by all candidates. It is essential that the candidate signs them as well as the teacher; that an accurate word count is given, that marks are shown by assessment objective as well as in total, and that the enquiry titles are recorded accurately. Some centres are still using an older version of the form. The updated one can be downloaded from Edexcel's website or photocopied from 'Getting Started'.

A small minority of centres had problems with the OPTEMS forms. The top copy must be sent to Edexcel, otherwise the centre's marks will not be inputted. The second copy should be sent to the moderator and the third copy retained by the centre. A small minority of centres did not appreciate that the sample was pre-determined and that the OPTEMS (or computer-generated equivalent) indicated this and had to be supplemented (if necessary) by the coursework of the highest and lowest scoring candidates. Centres are reminded that, as well as shading in the lozenges indicating the marks awarded, it is also necessary to write the equivalent number in the boxes provided. Centres are reminded, too, that the marks submitted on the OPTEMS form must be a mark out of fifty, which is the total mark for this component. One centre had converted this to a UMS mark and another centre gave their single candidate a mark of 65.

The Use of Resource Record Sheets

The resource records form a specific purpose and must be used by all students when following both enquiries. Most students used the resource records appropriately, noting each resource accessed and commenting on its usefulness for their enquiry, and clearly had used their resource records over a period of time. However, many teachers did not use them as Edexcel intended, and simply signed off the resource records at the end of the programme of study. The resource records serve to validate each student's work as his/her own. Therefore it is essential that the teacher(s) access these records at regular intervals, initialling the students' entries and, if necessary, adding comments of their own. In this way the teacher can see at a glance how the enquiries are progressing and can advise the students accordingly as part of their on-going mentoring of their students. It is perfectly acceptable for centres to devise their own resource records, but they must carry the same information as the Edexcel-designed one.

Word limit

Very few candidates had problems with the word limit and all but a very small handful were dealt with appropriately by the teacher-examiner(s) concerned, who stopped marking once 4,000 words had been reached. There are still, however, the teacher-examiners who ignored the word limit regulations even though a word count in

excess of 4,000 was clearly written by the student on the Individual Candidate Authentication sheet. Centres are reminded that work exceeding the limit should be returned to the student(s) concerned for editing. If, for some reason, this is impossible, then marking must stop once 4,000 words has been reached. Almost inevitably this will mean that the conclusion to the Part B enquiry will not be fully assessed and the candidate's mark will be affected. It is a Specification requirement that a word count is given at the end of every page, and this should make it relatively easy for students to keep a running total so that they do not exceed 4,000 words, as well as for their teacher-examiners to see where (and if) the limit has been exceeded.

The Enquiry Titles

There was clear engagement by most of the candidates with the enquiries they had followed, and titles were, for the most part, appropriate. Centres are reminded that it is their responsibility to approve their students' enquiry titles and that these must conform to Edexcel guidelines. Exemplars are provided in the published coursework programmes, and centres devising their own titles would be well advised to start with the 'stems' provided here. Edexcel has no procedure whereby formal approval is given to enquiry titles. However, if teachers are in any doubt they may (and many do) use Edexcel's 'Ask the Expert' service where they will get advice from the principal moderator.

Part A

Whilst most titles were appropriate, some lacked a specific enough focus. Students selecting a well-known figure or event, for example, could find their research overwhelming. It is suggested that students in this situation consider limiting the extent of their enquiries either by time or by topic. The time span for 'short-term significance' has been defined by Edexcel as being not more than 20% of the coursework programme (which would usually be twenty years) but can be considerably less. Candidates trying to assess the short-term significance of a major historical figure such as Hitler, Mussolini, or Martin Luther King, would be well advised to focus on a specific aspect of these individuals' careers, or to limit the investigation by setting a timeframe.

There was a marked, and regrettable, tendency for a minority of students to write unfocused titles. For example, 'An investigation into Emmeline Pankhurst' does not help the student focus her enquiry and select appropriate source material.

Some students elected to link the two enquiries by selecting a specific topic for their Part A enquiries and then making it the presenting factor or turning point for their Part B enquiry. For example, 'What was the short term significance of the Suez crisis of 1956?' followed by 'In considering the process of colonisation and decolonisation by the British in Africa in the period 1870-1981, how far can the Suez Canal crisis be seen as the key turning point?' would be completely acceptable. The student will, however, have to realise that the approaches to, in this case the 'Suez Canal crisis' will need to be different.

Part B

Most centres set the same Part B enquiry to all their students. They generally followed the published enquiry stems and focused securely on change over time in two main ways. One way was to select a particular factor as being the main driver behind the process of change and compare this, through explanation and analysis, with other potential factors that could be seen to drive change. Such enquiries have a causal focus, concentrating on the factors that brought about change and deciding

on their relative significance. The other main approach was to select a specific event as a turning point and, by going through a similar process of comparison with other potential turning points, reach a balanced and supported judgement as to which was the key turning point. Such enquiries focus on patterns of change by spotlighting key moments of change and continuity in the chronology and deciding on their relative significance. Centres are reminded that a Part B enquiry must span the whole timeframe of the coursework programme and, whilst this may be extended without seeking approval from Edexcel, it may not be truncated.

The Selection of Source Material

Part A

The Part A enquiry is the only place in the A2 part of GCE History where AO2a is assessed. The selection of appropriate contemporary source material is therefore essential. Centres and their students should bear this in mind when determining their Part A enquiries. It would be most unwise for a centre to select a specific coursework programme without first being certain that an appropriate range of contemporary sources can be accessed by their students. This having been ascertained, students need to be circumspect in their selection of source material, and it is here that a well-focused enquiry title will make the task much easier. Students should select between four and six sources that are chosen because they develop the issues raised in their enquiries, and the evaluation of these sources should enable supported judgements to be reached. In reaching these judgements, students should consider the status of the evidence with which they are dealing, and it was this 'weighing' of the evidence that many found difficult.

Centres are reminded that their students need to select and identify a range of **contemporary** sources in the process of conducting their Part A enquiry. Edexcel uses the word 'contemporary' advisably. This is to enable students to broaden the selection of sources they use to develop the key issues raised during their enquiry. It is important to realise, therefore, that not all the sources have to be generated by those intimately concerned with the event, individual or factor being researched, but have to be generated within the time frame of the research and be connected with the topic being investigated. This enables posters, artefacts, poems and paintings, for example, to be evaluated and extends the richness of the package of sources with which each candidate can evaluate.

Centres are reminded that 'select' is a criterion within the AO2 mark scheme, and that this means that if teachers have done the selecting, it is unlikely that their students will be able to score more highly than Level 2 on this objective. This raises the question of the acceptability of centres producing a collection of source material for their students to use. This is acceptable to Edexcel, providing that sufficient sources are included to enable the students to make a genuine selection. Good practice, being increasingly adopted by a number of centres, is to produce a core resource booklet for their students consisting of upwards of thirty sources of all varieties, allowing their students to select from them if necessary, but at the same time encouraging them, in the conduct their own researches, to add sources to the core and so build up a resource bank to be drawn on by all students as required. Although not a Specification requirement, moderators found it helpful where candidates included in an Appendix the sources that they had used, and, if the students were working from a source booklet, that one of these was included with the submission.

Most candidates used, or referred to, secondary sources in their responses to the Part A enquiry. Whilst this is acceptable, it must be emphasised that the evaluation of such material is not required and will not be credited. Secondary sources may be used to challenge or support the judgements reached from an evaluation of

contemporary source material, or to drive the explanation forward. However, extracts from secondary sources should never dominate the use of contemporary material. This is particularly important if a centre resource pack is being compiled. Too much secondary source material may well unintentionally lead students in the wrong direction. Centres following twentieth century coursework programmes sometimes, understandably, have problems in distinguishing between a contemporary source and a secondary source because in a very real sense all sources produced in that century are contemporary. It would seem sensible, therefore, to designate as secondary all those sources written by historians. Again, if teachers are at all uncertain about the status of a particular source, advice can be sought from the principal moderator via Edexcel's 'Ask the Expert' service.

Part B

Centres are reminded that the Specification requires students to demonstrate 'evidence of wider reading'. Many students were used to accessing a range of books and articles in the course of their AS and A level work, and put this to good effect when researching for their enquiries. This was shown by an impressive use of footnotes and extensive bibliographies, although students should be warned that moderators cross-referencing between bibliographies and resource records did not always find congruity. Bibliographies only impress if evidence can be found that the books and articles therein are actually used!

Candidates used a range of ways to indicate the secondary sources to which they were referring. Some used footnotes and systems commonly found in academic works, others used a system of numbers that related to an attached bibliography, and some simply referred to the sources in the text as they wrote. Edexcel has no view on which 'system' should be used. It must be clear and not over-taxing for the students: the mechanics of any enquiry are less important than the research itself. Candidates from one centre made such extensive use of footnotes that in places they dominated the text of the enquiry. Centres are reminded that, whilst footnotes should not be included in the overall word count, their content is not allowed to contribute directly to attainment, neither should they be used to provide more information, nor develop points and arguments made in the text.

The Assessment of Coursework

All centres clearly appreciated that the Part A enquiry had to be marked using both the AO1 and AO2 mark schemes, and that the Part B enquiry had to be marked using the extended AO1 mark scheme. The AO1 mark schemes are identical, except in that the mark scheme to be used in assessing the Part B enquiry has a Level 5 and that for the Part A enquiry does not.

Assessment of AO1

Centres experienced few difficulties in applying the AO1 mark schemes. Generally, the AO1 assessment of the Part A enquiries was accurate. Some centres, however, were overly generous at the Level 4 / Level 5 boundary when assessing the Part B enquiries. Centres are reminded that marks within Level 5 should only be given for **sustained** analysis which **directly** explores the process of change, demonstrating an **explicit** understanding of the issues raised by the enquiry, evaluating **arguments** and, where appropriate, interpretations.

Assessment of AO2

It was here that many centres misapplied the AO2 mark scheme. Where moderators recommended adjustments to a centre's marking, it was usually because of generosity here. Too often marks were given at Levels 3 and 4 where there was little or no evaluation of the source material, no interrogation of the evidence so derived

and no weight given to its status when reaching a judgement. Moderators found time and time again that candidates inserting a sentence or two from an appropriate source at an appropriate point in their enquiry were rewarded at the higher levels. This point was made in both the Reports on the 2010 examination sessions, and some centres are still finding difficulties here.

Centres are reminded that:

- (i) Level 4 (11-12 marks) can only be given to responses where the source material is **interrogated** confidently and critically in order to identify issues and make and support judgements. The interpretation and evaluation of the evidence must take account of the nature of the sources. It must be clear that the student has shown that s/he understands the need to explore the implications of the evidence so derived in the light of its historical context. Furthermore, the status of the evidence should be taken into account when reaching substantiated conclusions.
Students must show that they have **selected** a wide range of sources with discrimination, and that they have integrated their evidence into a structured and sustained argument.
- (ii) Level 3 (7-10 marks) should be given to responses where the source material is **interpreted** with confidence and related to its historical context and an understanding must be shown of the need to interpret sources in their historical context. Conclusions should be based on cross-referencing between sources, using them in combination, and when reaching judgements using the sources, consideration should be given to the weight the evidence can bear.
Students must show that they have **selected** a range of sources sufficient to develop the issues of the enquiry that have been established.
- (iii) Level 2 (4-6 marks) should be given to responses where the source material is **interpreted** beyond its surface features, and where, in the process of drawing inferences and making judgements, the material is related to its historical context. Concepts such as utility and reliability should be addressed, as well as some understanding of the importance of the sources' origin and purpose.
Students must show that they have **identified** a range of source material, sufficient to answer the question.
- (iv) Level 1 (1-3 marks) should be given to those responses where the source material is understood and is used to provide **information** relating to the topic. Any source evaluation will be stereotypical and the students are likely to take the sources singly and paraphrase the content to illustrate comment.
Students must show that they have **identified** material relevant to the topic.

It is not expected that candidates will display the level of skill in all aspects of a specific level. Weakness in one area will be off-set by strengths in another. What should be looked for is 'best fit'. Centres are urged to become familiar with the nuances of the AO2 mark scheme as well as the AO1 mark schemes. These are to be found on pages 96-102 of the Specification.

The use of annotations

Centres are reminded that annotations on their students' work greatly help the moderation process. They illustrate to the moderator how the teacher-examiner has

interpreted the mark schemes and applied them to the students' enquiries. Indications in the margins of the text of the enquiries as to where specific levels of attainment levels are perceived, together with summative comments at the end of each enquiry are the ideal. This excellent practice is followed by many centres and is greatly appreciated.

Internal moderation

There is only one entry code for this coursework component. This means that, no matter how many teaching sets, nor how many coursework programmes are followed, all candidates from one centre will be entered as a single cohort. It is therefore essential, and is a Specification requirement, that centres operate a system of internal moderation, so that the marks submitted from the entire cohort are displaying a consistent standard. Internal moderation should occur, too, when there is more than one teacher-examiner assessing work from a centre. Where internal moderation occurs, it is essential that this is made clear on the candidates' work. Any changes made to the marks as a result of internal moderation should be explained.

Conclusion

Centres are to be congratulated on successfully continuing with the development of the coursework unit and to working with the moderating team in ensuring effective, perceptive and accurate assessment of their students' coursework.

Exemplification material

The following material is provided in exemplification of the points made in this Report:

GCE History Individual Candidate Authentication Sheet

This authentication must be attached to the front of the candidate's work at the time it is submitted for assessment

Centre Number	22147
Candidate Number	4527
Candidate Name (In capitals, surname followed by forenames)	MANW REBECCA LOUISE
Coursework Programme Title (If Edexcel designed please provide reference code from specification)	CW 6: The Golden Age of Spain, 1474-1598
Assignment Title	Part A: WHAT WAS THE SHORT TERM SIGNIFICANCE OF THE CONQUEST OF MEXICO, 1519-1521? Part B: HOW FAR WAS THE NEED TO IMPROVE TRADE AND THE ECONOMY A MORE SIGNIFICANT FACTOR IN EXPLAINING THE EXPANSION OF SPAIN, 1474-1598, THAN THE NEED FOR POLITICAL STABILITY?
Content (please tick box to acknowledge that content is attached to assignment)	<input checked="" type="checkbox"/> Resource Record
	<input checked="" type="checkbox"/> Appendix
Examined Units Give details of all Units (title and option code) making up the A5 and A2. Please Note Where Unit 4 is a centre designed coursework programme, one copy of the centre's Coursework Approval Form must be included with the work when submitted for assessment.	Unit 1: Option A: England in the Middle Ages and the Transition to the Early Modern World A6 - The Wars of the Roses in England, 1455-85 A7 - The Reign of Henry VII, 1485-1509 Unit 2: Option A: Early Modern British History: Crown and Authority A1 - Henry VIII: Authority, Nation and Religion, 1509-40 Unit 3: Option A: Revolution and Conflict in England A2: Revolution, Republic and Restoration: England, 1629-67

Word Count	3991		
Mark for Part A: A01 (mark out of 13)	Mark for Part A: A02 (mark out of 12)	Mark for Part B: A01 (mark out of 25)	Total Mark: Part A & B (final mark out of 50)
13	11	22	46

Statement by candidate

I declare that I have produced the assignment attached without external assistance, apart from any which is acceptable under the Scheme of Assessment and is recorded.

I also declare that the word count given above is correct. I am aware of the penalties that will be imposed for exceeding the word limit (4000 words) by any amount.

Signature: *Brew* **Date:** 16/11/10

Statement by teacher

I declare that the candidate's activities have been kept under regular supervision and that to the best of my knowledge no assistance has been given apart from any which is acceptable under the scheme of assessment and has been identified and recorded.

Signature: *C. Welander* **Date:** 18/11/10

14/12/10

Rebecca Mann – RCR

The Golden Age of Spain, 1474-1598

- a) What was the short term significance of the conquest of Mexico, 1519 - 1521?
- b) How far was the need to improve trade and economy a more significant factor in explaining the expansion of Spain, 1474 - 1598, than the need for political stability?

Word count: 3991

a) What was the short term significance of the conquest of Mexico, 1519 - 1521?

The main areas affected by the conquest of Mexico, 1519 - 1521, were the economy, e.g. the conquest of Peru, 1531 - 1532; the continued desire to spread the Christian faith around America and convert the Aztecs to remove the threat of non Christian religions; as well as the destruction of the Aztec way of life. Each of these factors was a direct result of the conquest of Mexico in 1519 - 1521 however some factors were affected more greatly than others.

The first main factor affected by the conquest of Mexico, 1519 - 1521, was money and the economy. The conquest of Mexico resulted in a large discovery of gold, which consequently resulted in a desire for further exploration of the Americas in the hope to achieve a similar wealth, this was very significant as the following conquests, resulted in the Spanish empire growing in size, e.g. the addition of Peru 1531 - 1532 by Pizarro. This was not a surprising result since Cortés recorded his intake of gold from the conquest to be a very substantial amount. For example, source one says "your majesty's fifth came to more than 32,4000 pesos de oro, exclusive of the gold and silver jewellery, and the feather work and precious stones and many other valuable things which I designated for Your Holy Majesty; all of which might be worth a hundred thousand ducats or more."¹ This highlights the differing understandings of what is valuable between the Spanish and the Aztecs, e.g. the source shows how the Aztecs thought of feather work and stones to be of a high value, a view not taken among the Spanish. It also suggests that Cortés chose to save much of the Aztec gold and wealth for himself and only give Charles I, 1516-1556, the less valuable of the items taken from the Aztecs. However, the resulting desire for wealth and gold did very little for the Spanish and the economy didn't benefit much from the conquest. Source two states that "One estimate by Historian Ramond Carande puts total borrowing during the reign (of Charles V) at close to 30 million ducats."² This source shows just how the conquest of Mexico was not that significant financially since it did not help to improve the financial state of the Spanish economy and, by the end of Charles reign, Spain was still struggling with its large debt. This all shows how the conquest of Mexico, 1519 - 1521, was somewhat significant since the resulting wealth for Cortés inspired other conquistadors, such as Pizarro, to continue to explore America and consequently expand the Spanish empire, however, the conquest of Mexico 1519 - 1521 was not very significant in regards of the Spanish economy and the income of the King since Spain was still in a massive debt even after the conquest of Mexico and the wealth brought in by it.

¹ source one: Hernan Cortes, Letters from Mexico (1519), The Pack, page Aut 145

² Colin Pendrill, *Spain 1474 - 1700*, Heinemann advanced history, 2002 page 54

your majesty's fifth
of gold
of silver
jewellery
feather work
precious stones
many other valuable things

Significance
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Another main factor affected by the conquest of Mexico, 1519 – 1521, was the desire to spread the Christian faith around America. The Spanish saw it as their duty as Christians to spread their faith to the Mexicans, as in source three. "The church and the crown took the condition of serving God seriously, and the proof is their efforts to convert the Indians and protect them."³ This example shows the church with regards to the spread of Christianity to the populations of America. The desire to spread Christianity to non-Christian societies has always been a main key factor in many Spanish decisions right from the reign of Ferdinand and Isabella, 1474 – 1516, and continued on for many years. A strengthening in the desire to spread Christianity was a significant result of the conquest of Mexico, 1519 – 1521, since the Spanish were faced with yet more non-Christian populations to convert, this idea is shown in source four. "before we can accept them and become brothers, they must get rid of those idols which they believed in and worshipped, and which kept them in the darkness, and must no longer offer sacrifices to them."⁴ Castillo claimed to give a true account of the conquest of Mexico and since he was a conquistador that travelled with Cortés and consequently fought alongside him during the conquest, his account is likely to be as accurate as any account of the event can be and as a result is able to be regarded as a rather reliable source. However, he does have the benefit of hind sight in his account, this does not necessarily effect the validity of the source and as a result it can bare much weight. Both of these sources demonstrate greatly the extent to which the Christianity was pushed upon the Aztecs as a result of the conquest of Mexico, 1519–1521. Both of these sources also suggest that the Spanish saw the conversion of the Aztecs to Christianity was mainly for the Aztecs benefit. "protect them"⁵ from source three and "kept them in the darkness"⁶ from source four both show the view that the Aztec faith was harming the Aztecs and that the conversion of the Aztecs was purely for the benefit of the Aztecs themselves and not for the benefit of the Spanish by removing the threat of non Christian faiths. Overall the conquest of Mexico, 1519 – 1521, had a significant result in the continued Spanish desire to convert the world to Christianity since the discovery of the Aztecs resulted in a new race of people that, in the Spanish opinion, had to be converted to Christianity.

The final main factor affected by the conquest of Mexico, 1519 – 1521, was the Aztec way of life. There is controversy over the extent to which the Aztec way of life was really destroyed by the conquest of Mexico, 1519 – 1521. Source four says "From the very first day that they set foot in New Spain there was no respite whatever in the carnage and mayhem provoked by these

³ Source Four: J. Lynch, Spain under the Habsburgs (Volume one second edition, oxford, 1981) Aut 145

⁴ Source two; Bernal Diaz del Castillo, The conquest of Mexico (1550s) Aut 145

⁵ Source Four: J. Lynch, Spain under the Habsburgs (Volume one second edition, oxford, 1981) Aut 145

⁶ Source two; Bernal Diaz del Castillo, The conquest of Mexico (1550s) Aut 145

Analysis

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cruel and bloodthirsty Spaniards."⁷ This is a good example of the effect that the Spanish conquistadors had on the Aztecs and their way of life. The account from Las Casas can be taken as a reasonably reliable source; on the other hand Las Casas was known to disagree as a humanitarian and may have exaggerated the extent of the damage that they caused. Never the less, this does not make the source invalid but it does require the source to be read was a small pinch of salt. Cortés also highlights the way in which the Spanish took advantage of the Aztecs. "I spoke one day with Montezuma.... I asked him therefore to send some of his people together with some Spaniards to the countries and dwellings of those chiefs who had submitted themselves to ask to render to Your Majesty some part of what they owned Montezuma sent some of his own people"⁸. This shows how Cortés used the Aztecs to gain wealth. This idea of destruction of the Aztec way of life is also supported in Aztec sources. Source six says "They were crushed by terror and would not risk coming forward. They shied away as if the Spaniards were wild beasts, as if the hour were midnight on the blackest night of the year."⁹ However, source one suggests that Montezuma willingly gave over tones of wealth to the Spanish, which does not seem very plausible and suggests that Cortés wrote the source to hide the truth about how the wealth came about, which was most likely by some form of force. Source six claims that the Aztecs gave the Spanish whatever they required, but didn't doing so willingly. "they did not abandon the Spaniards to hunger and thirst. They brought them whatever they needed, but shook with fear as they did so."¹⁰ Source four, however, disagrees with the idea that the Spanish had negatively treated the Aztecs and highlights how the treatment of the Aztecs was not cruel and that the Spanish did not have a negative influence of their way of life. "The caciques said to Cortés that as we were already their friends, they would like to have us for brothers, and that it would be all well that we should take from their daughters, so as to have children by them"¹¹. In fact, this extract demonstrates the good relations that the Aztecs and Spanish conquistadors shared and how the Aztecs did not believe that the Spanish were destroying their way of life as suggested by Las Casas. Source four, none the less, is only from a select period of time and does not highlight the possible later effects of the Spanish on the Aztecs, unlike Las Casas which has a wider view of the events of the conquistadors in America. Overall, the conquest of Mexico, 1519 - 1521, had a

⁷ Source Three: Bartolome de Las Casas, A Short Account of the destruction of the Indies (1552)

⁸ source one: Hernan Cortes, Letters from Mexico (1519) Aut 145

⁹ The broken Spears, ed M Lean-Parhlla, Beacan 1990, page 69, Emp 40.4

¹⁰ The broken Spears, ed M Lean-Parhlla, Beacan 1990, page 69, Emp 40.4

¹¹ Source two; Bernal Diaz del Castillo, The conquest of Mexico (1550s) Aut 145

words: 1608

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significant impact on the life of the Aztecs; however it was mainly a bad effect that the conquest had on the life of the Aztecs.

In conclusion the conquest of Mexico, 1519 - 1521, had a short term impact on the resulting desire for wealth and the Spanish economy, the desire to spread the Christian faith around America and the Aztec way of life. The most significant of the factors affected by the conquest of Mexico, 1519 - 1521, was the resulting desire wealth among the Spanish. Consequently this resulted in more conquistadors, such as Pizarro and the conquest of Peru, 1531-1532, which brought extra wealth to the Spanish empire as well as more land and power.

Significant
Complete focus on significance

No integration of source evaluation into answer

AO1: 44/13

AO2: 44/11

AO1: Thoroughly analytical & focused on significance throughout. V.g. range & depth of material

AO2: Excellent source evaluation. Cross-referencing & MP done well. Resolves contradictions eg fourth paragraph but fails to integrate the work into the answer at the end.

Agreed

14/12/10

words: 1724

Appendix

Source One - Hernan Cortes, Letters from Mexico (1519), The Pack, page Aut 145

When the submission of these chiefs to Your Majesty's service was complete, I spoke on day with Montezuma and told him that Your Highness has need of gold for certain works You had ordered to be done. I asked him therefore to send some of his people together with some Spaniards to the countries and dwellings of those chiefs who had submitted themselves to ask them to render to Your Majesty some part of what they owned Montezuma sent some of his own people, and ordered them to go to the chiefs of the provinces and cities and tell them I demanded that each of them should give me a certain quality of gold ... When it was all melted down, Your Majesties fifth came to more than 32,4000 *pesos de oro*, exclusive of the gold and silver jewellery, and the feather work and precious stones and many other valuable things which I designated for Your Holy Majesty; all of which might be worth a hundred thousand ducats or more.

Source Two - Colin Pendrill, *Spain 1474 - 1700*, Heinemann advanced history, 2002 page 54

The extent of Spanish debt

One estimate by Historian Ramon Carande puts the total borrowing during the reign at close to 30 million *ducats* and interest payments on the loans at 10 million *ducats*. When ordinary revenue from Spain was about 1 million *ducats*, one can see that the interest payments alone consumed ten years' income.

Source Three - J. Lynch, *Spain under the Habsburgs* (Volume one second edition, oxford, 1981) Aut 145

Yet the search for gold was tempered by a religious mission, without which the Spanish expansion would have been inconceivable, or else would have taken a very different form. For the discovery and conquest of America were animated by a spirit of missionary expansion and sustained throughout by all the resources of the church. The Spanish church had direct experience of contact with the infidel in the Peninsula itself, and while this accounts for some of its intolerance it also helps to explain its anxiety to extend the faith to those who knew it not ... the motives which drove Spain to colonise were mixed. In the classical words of Bernal Diaz, soldier and chronicler of Cortes' expedition to Mexico, Spaniards went to the New World 'to serve God and His Majesty, to give light to those in darkness, and also to get rich.' The church and the crown took the condition of serving God seriously, and the proof is their efforts to convert the Indians and protect them. But the mass of the colonists were indifferent to these things.

Source Four - Bernal Diaz del Castillo, The conquest of Mexico (1550s)
Aut 145

The caciques [Mexican chiefs] said to Cortes that as we were already their friends, they would like to have us for brothers, and that it would be well that we should take from their daughters, so as to have children by them; and to cement our friendship, they brought eight damsels, all of them daughters of caciques. Cortes received them with cheerful countenance and thanked the caciques for the gifts, but he said that before we could accept them and become brothers, they must get rid of those idol which they believed in and worshipped, and which kept them in the darkness, and must no longer offer sacrifices to them.

Source five - Bartolome de Las Casas, A Short Account of the destruction of the Indies (1552) Aut 145

From the very first day they set foot in New Spain, which was the eighteenth of April 1518, until 1530, there was no respite whatever in the carnage and mayhem provoked by these cruel and bloodthirsty Spaniards. Throughout those twelve long years they pillaged their way over an area of some four hundred and fifty leagues around Mexico City, putting those who lived there to the sword and committing all manner of barbarities against them. They had originally boasted four or five great kingdoms, each of them as large as Spain and a good deal better favoured, and each of them inhabited, as the Almighty has ordained, by more people than the combined population of Toledo, Seville, Valladolid, Saragossa and Barcelona ... The whole area veritably teemed with humanity .. yet, over twelve years of which we are speaking, and, during the course of what they term the 'conquest', the Europeans have butchered, burned alive or otherwise done to death four million souls, young and old alike, men, women and children.

Soucre Six -The broken Spears, ed M Lean-Parhlla, Beacan 1990, page 69,
Emp 40.4

The Mexicans were too frightened to approach. They were crushed by terror and would not risk coming forward. They shied away as if the Spaniards were wild beasts, as if the hour were midnight on the blackest night of the year. Yet they did not abandon the Spaniards to hunger and thirst. They brought them whatever they needed, but shook with fear as they did so. They delivered the Supplies to the Spaniards with trembling hands, then turned and hurried away.

b) How far was the need to improve trade and economy a more significant factor in explaining the expansion of Spain, 1474 – 1598, than the need for political stability?

The need to improve trade and economy and political stability played a changing role in the expansion of Spain throughout the reigns of Ferdinand and Isabella 1474–1516, Charles I 1516–1556 and Philip II 1556–1598. Another factor that was important was the desire for religious conformity which also played a role in the expansion of the empire 1474–1598.

The need to improve trade and economy varied in significance during 1474–1598. Ferdinand and Isabella, 1474–1516, were relatively economically stable and maintained little desire to expand the empire to improve finances. The discovery of America by Columbus, 1492, wasn't a desperate desire to improve finances, but had a significant effect financially later. Although regarded as relatively insignificant at the time, the discovery of the New World by Christopher Columbus in 1492... supplied large amounts of silver which acted as a major source of revenue to the Spanish monarchs.¹ Although the discovery of America didn't have an immediate effect on the economy, it did result in improved trade routes (e.g. China). However, the extra income generated by trade routes was important to the Spanish due to the increased expenditure from the religious wars (e.g. conquest of Granada, 1482–1492). Had extra income not been generated, the monarchs mightn't been able to fulfil their desire for religious conformity. Overall during Ferdinand and Isabella's reign, 1474–1516, the need to improve trade and economy wasn't very significant in the expansion of the empire as the monarchs focus wasn't to improve trade and the economy.

During the reign of Charles I, 1516–1556, the need to improve trade and economy was a more significant factor in the expansion of the empire than in 1474–1516. During his reign Charles struggled financially with the expanding population of Spain and funding wars abroad, (e.g.) the Ottoman conflict, 1530s. The Spanish requirement for money was too great even with the income from the empire, by the end of Charles rule Spain was in a debt of 36,000,000 ducats. The conquest of Mexico, 1519–1521, by Cortés, the conquest of Peru, 1532, by Pizarro and the discovery of Potosi mine, 1492, resulted in an increase in trade and wealth. The conquistadors, discoveries of wealth in the new world resulted in a continued expansion in hope of discovering El Dorado, and increasing Spain's income. Trade showed a remarkable increase during the reign of Charles, due to the expansion of the new world. "The export of wool by the Mesta encouraged trade links with the Netherlands.... Also, the creation of a large Spanish empire in the Americas led to the rapid expansion of transatlantic trade, particularly in silver."² However, K. Brice disagrees with Murphy over the benefits of trade from the new world. "The opportunities afforded by the opening up of the new world ought to have given Spanish.... trade and industry a great stimulus. In fact it proved totally unable to cope with the demands of the colonists."³ Murphy and Brice both differ over the extent to which the trade produced by the expansion benefited the Spanish. Both historians were valid in

¹ Derrick Murphy, *Europe 1450 – 1661*, Harper Collins, 2000, page 113

² Derrick Murphy, *Europe 1450 – 1661*, Harper Collins, 2000, page 114.

³ K. Brice, *Charles V, years of renewal*, 1999, page 223.

words: 2266

focus

Monarch by monarch approach.

conquistadors detail

change over time

Analysed regions

Use of sources by RCR Mann judgements.

chronological balance

same range

x ref. interpretations

LS approach here.

their explanation, however, Murphy didn't take into account the effect that increase income would have on an expanding empire and as a result the inflation in Spain. Overall during the reign of Charles I, 1516-1556 the need to improve trade and economy was more significant in the expansion of the empire than during 1474-1516, due the debt that Spain was creating by its increasing population and its wars abroad.

evaluation of material judgement

During the reign of Philip II, 1556-1598, the need to improved trade and economy wasn't a significant factor in the expansion of the empire. During his reign Philip was faced with financial difficulty due to the debt left to him by Charles I, the wars that he chose to fight and rebellions, such as the revolt of Aragon, 1691. The income during Philip II's rule tripled from 1559-1598, however, like Charles I the increased income resulted in inflation which lead to bankruptcies in 1557, 1560 and 1576. It wasn't until 1580 that Philip's reign took a turn for the better with the conquest of Portugal. This discovery, however, has little financial motive but was a great example of Philips changing foreign policy from defensive to offensive. "The addition the Portuguese colonial empire in Brazil, Africa and the East Indies was... a major bonus allowing for closer economic collaboration between the two." Pendrill gives an example of the conquest resulting in a collaboration of empires which resulted in a larger income for Spain. Over all, during the reign of Philip II, 1556-1598, the need to improve trade and the economy wasn't a very significant factor in the expansion of the empire, despite financial problems that Spain was suffering at the time.

comparison

Policy?

The need for political stability in the expansion of the Spanish empire changed in significance during 1474-1598. In the reign of Ferdinand and Isabella, 1474-1516, the need for political stability was significant in the expansion of the empire. One of their aims was to unite Spain and improve its status in Europe, there were strong efforts domestically; however it did have a considerable effect on the expansion of the empire. The conquest of Granada, 1481-1492, although having the obvious religious motivations, had strong political motivations, such as the unity of the peninsula. "The crown's motives ... were... with establishing political unity in the peninsula"⁵. The need for political stability also resulted in a number of marriages between the children of Ferdinand and great powers in Europe, (e.g.) Catherine married Henry VII, eldest son, Arthur, in 1501. This resulted in greater political stability as Spain became a temporary ally with England. Overall the need for political stability was a greater factor in the expansion of the Spanish empire during the reign of Ferdinand and Isabella, 1474-1516, than the need to improve trade and economy, since the discovery of wealth from the Americas was not intentional but the expansion that happened due to the need for political stability was.

Analysis of text

use of sources to explain judgement

During the reign of Charles I, 1516-1556, the need for political stability was somewhat significant in the expansion of the Spanish empire. From 1519 Charles became the ruler of the Holy Roman Empire; this resulted in a more politically unstable empire with each area requiring a different form of governing. During the start of his reign Charles struggled to keep control of his empire. As a result the desire of political stability was not a great influence in

focus + judgement

⁴ Colin Pendrill, *Spain 1474 - 1700*, Heinemann, 2002, page 82

⁵ G.Woodward, *Spain in the reigns of Isabella and Ferdinand, 1474 - 1516*, Hodder and Stoughton, 1997, Page 80

1591
Account facts

change over time

background

Account facts

range

the expansion of the empire. "It was in the earlier part of the reign of Charles V that the most spectacular conquests took place."⁶ This suggests that the expansion of the empire was to the work of individuals and not the need for political stability. This idea is backed up by Pendrill. "Cortes was responsible, almost single-handedly, for the Spanish conquest of Central America."⁷ These both suggest that the main motivation for the expansion of the empire in 1516-1556 wasn't due to the need for political stability and it therefore was not a significant reason for expansion.

Use of sources to
discuss
judgements

Chronological
order

During the reign of Philip II, 1556-1598, the need for political stability was somewhat significant in the expansion of the Spanish empire. Just like Charles I, Philip II was responsible for a considerable empire that required a mixed approach to governing. Unlike Charles, Philip took the approach of splitting up his empire among family members, to improve the government of his empire. E.g. the Austrian and Habsburg empires were given to Ferdinand and resulted in a greater amount of time to spend on the Spanish empire. The conquest of Portugal, 1580, was a significant turning point in the political stability of the Spanish empire during Philips reign. The conquest showed Spain to be more offensive; this showed Spain to be more powerful and consequently increased its prestige in Europe. "The annexation of Portugal brought several advantages to Spain.... Her crown brought Philip enormous prestige".⁸ This shows that the accusation of Portugal resulted in an increase of political stability and an increase in power for the Spanish. Overall, the need for political stability was a more significant factor in the expansions of the Spanish empire during the reign of Philip, 1556-1598, than during the reign of Ferdinand and Isabella due to the expansive empire that Philip II was in charge of.

Use of sources to
discuss
judgements

In conclusion the need for trade and economy was more significant factor in the expansion of the Spanish empire, 1474 - 1598, than the need for political stability. however, the need for trade and economy was a resulting consequence of the need for political stability. The wars and rebellions that needed to be put down during 1474 - 1598 all required money which Spain didn't have and consequently resulted in the need for improved trade and economy.

Another factor that needs to be taken into account is the desire for religious uniformity; this ran throughout the years 1474-1598. During the reign of Ferdinand and Isabella, 1474-1516, the need for religious uniformity was a very significant factor in the expansion of the empire. Religion was a key theme throughout their reign. The conquest of Granada, 1482 -1492, represented a religiously motivated expansion of Spain. "When Granada fell the event was hailed by an eye witness as 'the most distinguished and blessed day there has ever been in Spain'... Ferdinand's triumphant message to Rome... 'this kingdom

Analysed
1474-1598

Analysed
1474-1598

⁶ S. MacDonald, *Charles V*, Hodder and Stoughton, 2000, page 33

⁷ Colin Pendrill, *Spain 1474-1700*, Heinmann, 2002, page 58

⁸ G. Woodward, *Philip II*, longman 1992, page 81, pack page Aut 135.3

Key term?
Judgement
+ change
over time

of Granada has been won to the glory of God.' ⁹ This suggests that the motivation for the conquest was religious, "has been won by the glory of God" suggests that the acquisition of Granada was the work of the divine. However, Kamen goes on to suggest that the resulting takeover had relaxed policies and as a result couldn't mainly be a desire for religious uniformity. "In legal terms Granada was not 'conquered'..... granted their customs, property, laws and religion."¹⁰ P. McClure states that Kamen believes "the terms of surrender to be 'generous'".¹¹ This suggests that Kamen's views maybe pessimistic, suggesting that the conquest didn't have much of a result on Granada. However, it wasn't until 1525 that the policies changed to reflect a desire for religious uniformity with a ban of the practice of Islam. Overall, this suggests that the desire for religious uniformity was not a significant factor in the expansion of the Spanish empire in 1474-1516.

During the reign of Charles I, 1516-1556, the desire for religious uniformity was a somewhat significant factor in the expansion of the Spanish empire. Just like the reign of Ferdinand and Isabella, Charles I was regarded as a Christian monarch, however, Charles doesn't seem to have had the same desire to spread Christianity to the world. "There seems little in Charles's own actions or declared motives to lend weight to these aspirations towards as 'the imperial idea'".¹² Kamen suggests that the desire to spread Christianity to foreign countries is not as strong as it was during 1474-1516. This idea is partly supported by Pendrill who suggests that Spain didn't really succeed in its foreign policy and as a result the Christian territories were not greatly increased. "Overall Charles foreign policy brought Spain little joy.... the Reformation had become established and the Christians were now in retreat in the Mediterranean."¹³ Overall this suggests that the expansion of the empire in Spain had little to do with the desire for religious conformity during the reign of Charles I, 1516-1446.

During the reign of Philip II, 1556-1598, the desire for religious uniformity wasn't a significant factor in the expansion of the empire. During his reign Philip chose to consolidate his power in America rather than expand it, consequently he sent out bishops to spread the Christian faith to his current territories. "the

⁹ Henry Kamen, *Spain 1469-1714, a society of conflict, the catholic monarchs 1469-1516*, page 37

¹⁰ Henry Kamen, *Spain 1469-1714, a society of conflict, the catholic monarchs 1469-1516*, page 37

¹¹ P. McClure, *The emergence of a Greater Power, Spain 1472 - 1556*, Newman Thomas, 2009, page 27. Pack page Dom 10.3

¹² Henry Kamen, *Spain 1469-1714, a society of conflict, the catholic monarchs 1469-1516*, page 71

¹³ Colin Pendrill, *Spain 1474 - 1700*, Heinemann, 2002, page 69.

power of the secular clergy was increased. This gave Philip greater control over the Catholic Church in the Americas."¹⁴ This suggests that the religious aim of Philip II was to consolidate the religious beliefs of his current empire rather than expand it. Therefore, the need for religious conformity wasn't a significant explanation for the expansion of the Spanish empire.

In conclusion the need to improve trade and economy was a more significant factor in the expansion of the empire during 1474 - 1598 than the need for political stability as the financial implications of the expansion resulted in a greater gain than that of political stability. The desire for religious conformity was never fully achieved and therefore is not an obviously significant factor in the explanation of the expansion of the Spanish empire in the years 1474 - 1598.

Religious
1598

judgement

LS/22

Moderated
AKG

A notable achievement. Offers a clearly analytical response to the question examining both trade & the economy & political stability and religious conformity. Attempts to provide a sustained analysis not convincing. But elsewhere LS reached eg goes beyond mere use of sources to contain judgements and actually comments on them; provides a consistent chronological balance throughout the piece. Picked back, though, by weaknesses of analysis especially towards the end eg no discussion of the Revolt of the Netherlands. Factual information certainly top L4.

I agree that this LS. There is clear focus on the 97 attempts to discuss change + continuity over time. A wide range of historians views have been considered. Structure is slightly ahead here are some issues with Qwoc, so not to need / top level.

¹⁴ Derrick Murphy, Michael Tillbrook, and Patrick Walsh-Atkins, *Europe 1450-1661, Philip II of Spain 1556-1598*, Harper Collins, 2000, page 199

words: 3991

Candidate 1

A high scoring, competent piece of work, just sufficient for the highest grade.

Part A

A tightly focused enquiry, clearly identifying and analysing a range of issues. The sources are well selected, appropriate and used together with discrimination and with some good cross-referencing. The reliability of the sources is effectively challenged on a number of occasions and their utility for this particular enquiry explained.

Contradictions are resolved (eg in the fourth paragraph) but the source evaluation is not integrated into the work at the end.

Part B

A well-structured essay, where the candidate effectively juxtaposes the need for improving trade and the economy with that for political stability in the expansion of Spain 1474-1598 and then goes on to consider other factors. The analysis, though sound, is not wholly sustained throughout especially towards the end. She does, however, attempt to discuss change and continuity over time and in doing this uses a wide range of historians' opinions.

GCE History Coursework Individual Candidate Authentication Sheet

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This authentication must be attached to the front of the candidate's work at the time it is submitted for assessment


Centre Number	16637
Candidate Number	5270
Candidate Name (in capitals, surname followed by forenames)	WILLIS GEMMA LOUISE
Coursework Programme Title: (if Edexcel designed please provide reference code from specification.)	CW 13 The impact of industrialisation in Britain c178-1914
Assignment Title	Part A: ASSES THE SIGNIFICANCE OF BRUNEL AND HIS IMPACT ON BRITAIN FROM 1830-1858 Part B: ASSES THE IMPACT OF THE DEVELOPMENT OF THE RAILWAY FROM 1830 ON THE PROCESS OF INDUSTRIALISATION IN THE YEARS 1780-1914.
Content (please tick box to acknowledge that content is attached to assignment.)	Resource Record: <input checked="" type="checkbox"/> Appendix:
Examined Units Give details of all Units (title and option code) making up the AS and A2. <u>Please Note</u> Where Unit 4 is a centre-designed coursework programme, one copy of the centre's Coursework Approval Form must be included with the work when submitted for assessment.	Unit 1: D2 & D4 A World Divided: Communism and Democracy in the 20 th Century Unit 2: C2 Conflict and Change in 19 th and 20 th Century Britain Unit 3: C2 The United States: Challenged and Transformed

Word Count	2000 + 1999 = 3999		
Mark for Part A: A01 (mark out of 13)	Mark for Part A: A02 (mark out of 12)	Mark for Part B: A01 (mark out of 25)	Total Mark: Part A and B (final mark out of 50)
9	8	17	34

Statement by candidate


I declare that I have produced the assignment attached without external assistance, apart from any which is acceptable under the Scheme of Assessment and is recorded.

I also declare that the word count given above is correct. I am aware of the penalties that will be imposed for exceeding the word limit (4000 words) by any amount.

Signature:  Date: 10/12/2010

Statement by teacher

I declare that the candidate's activities have been kept under regular supervision and that to the best of my knowledge no assistance has been given apart from any which is acceptable under the scheme of assessment and has been identified and recorded.

Signature:  Date: 14/12/10

By signing the above declaration you agree to your coursework being used to support Professional Development, Online Support and Training of both Centre-Assessors and Edexcel Moderators. If you have any concerns regarding this please email historyandlaw@edexcel.com

Assess the significance of Brunel and his impact on Britain from 1830-1858:

Isambard Kingdom Brunel can be seen to have had an enormous impact on the changing landscape of Great Britain and on society too. Throughout his life time he completed many projects that undoubtedly changed how Britain functioned and the way people lived. Amongst these accomplishments were the Clifton Bridge, Bristol dock works, the launch of the Great Western Railway, the launch of the SS Great Britain and the opening of several hospitals and villages for his workers and labourers. Therefore Brunel proved himself to be an engineering genius and a generous employer, paving the way for further developments in industry.

A decent attempt to introduce the key issues

Brunel's work was much admired by his contemporaries and colleagues. One such contemporary was Joseph Locke, a notable English civil engineer who lived and worked alongside Brunel on some of the many projects that he embarked upon. In an address to the Institution of Civil Engineers, November 1859, he stated that "As his experience increased, his confidence in his powers augmented. We...are benefited by their successes, who feel that our Institution has reason to be proud of its association with such names as Brunel and Stephenson, have a duty to perform; and that duty is, to honour their memory and emulate their example."¹ In encouraging engineers to meet the standard Brunel set, Locke suggests his work is to be admired. It is, therefore, clear that he believed Brunel made a significant impact on engineering, and consequently, on the people of Britain's lives. Locke infers that Brunel's work is still something to be admired and this praise is highly significant because 1859 would have been the last year of Brunel's life which suggests that he would have known him well which is also apparent through the audience to which he is speaking. The Institution of Civil Engineers was a group that promoted those engineers with knowledge and skills that made a difference to society. This proves that impact that Brunel had on Britain because it shows that a prestigious organisation such as this considered him one of those engineers.

why?

not good evaluation of evidence + some consideration of the weight of

Similarly, John Horsley remembers Brunel as a "critical", "good humoured" and "highly accurate"² man and conveys in his letter, written in 1870, that he thought very highly of Brunel and greatly respected his opinions when stating "his critical remarks were always of great value".³ He also highlights Brunel's intelligence and shows why his contemporaries referred to him as a "genius"⁴ when he says "gave me a lesson in paper straining"⁵ thus suggesting that he was a man of many talents. This letter, written soon after Brunel's death, suggests that Horsley knew Brunel personally as well as professionally and was highly grateful for his expertise on many subjects. This source is unlikely to be an exaggeration of Horsley's experiences of

Para structure could be better!

¹ Joseph Locke in address to the Institution of Civil Engineers, November 1859
² From letter about Isambard Brunel by John Horsley, February 1870
³ From letter about Isambard Brunel by John Horsley, February 1870
⁴ Adrian Vaughan in Isambard Kingdom Brunel: engineering knight errant 1991
⁵ From letter to Isambard Brunel by John Horsley, February 1870

working with Brunel because of its personal nature and the fact that he is ^{not} reminiscing over working with Brunel. However, as this letter was written after Brunel died it could be said that Horsley would have taken a rose-tinted view of his time with Brunel, perhaps remembering him in a good light and focusing on his attributes rather than his flaws. This is further developed in that another of Brunel's colleagues' emphasises his determined attitude to his work and his dedication to what he wanted to achieve. William Hawes's letter, in the June of 1870, further proves that Brunel's pursuit of "detail"⁶ was what allowed him to show his "genius"⁷ and prove to the nation how "remarkable"⁸ he was.

Concluding sentence needed - linking back to the question

Brunel is arguably best remembered for the winning the Clifton Bridge competition. Designing and building the Clifton suspension bridge and having it still be around today is a testament to his great engineering skill. Work on The Clifton suspension Bridge began in 1831 and continued until 1843 when it was forced to a halt due to lack of funding caused by the Queen Square riots. Five years after Brunel died the bridge was finally finished and opened in 1864. In the same year the bridge was opened the front page of "The London Illustrated News" bore the image of the bridge's launch. This clearly shows the importance of this event at the time as we can see a large crowd of people gathered round to celebrate this example of great engineering skill and the fact that it is on the front page of a reputable newspaper emphasises this further. The Illustrated London News was a very popular publication of the time selling over 26,000 copies of its first edition. It covered a range of subjects and advertised itself as a general and un-biased publication. The flags and banners that are displayed in this picture suggest that the opening of this bridge was heralded and considered a landmark day. This issue of the illustrated London news was published on the day of the opening and so was contemporary to the time and a first hand account of the reaction to the bridge which means it would have captured the general mood of the public and whether they were in favour of the bridge being built.

focus term short significance

? explain

was this a lot? context needed

effective use of some material

The Great Western railway is another great example of Brunel's engineering genius. At just twenty-seven years of age he was appointed as engineer to oversee the construction of this railway. Brunel took initiative and instead of using the standard width of four feet eight and a half inches he used his own "broad gauge"⁹ of seven feet and a quarter inches to "increase speed and higher passenger comfort"¹⁰. This was considered a controversial move at the time and highlights Brunel's ability to think differently to his close colleagues. Despite this, however, this track width was later changed to the standard gauge so that it could interlink with other railway lines up and down Britain. This construction was a further test of Brunel's skills since he

so?

Further analysis

⁶ From letter about Isambard Brunel by William Hawes, June 1870

⁷ Adrian Vaughan in Isambard Kingdom Brunel: engineering knight errant 1991

⁸ Joseph Locke in address to the Institution of Civil Engineers, November 1859

⁹ John Latimer in Canals of Bristol in the Nineteenth Century 1887

¹⁰ The Great Western Archive

had to overcome problems he faced such as having to cross the different kinds of terrain that he faced. Hills and rivers were the two main problems that Brunel faced and so he built the bridge at Maidenhead, the viaducts at Hanwell and Chippenham, and the two-mile-long Box Tunnel. These ingenious solutions to seemingly impossible problems helped Brunel to become one of the most notable engineers of the time and his contemporaries. Indeed, Kenneth Clark, a respected British author stated that "Every bridge and every tunnel was a drama, demanding incredible feats of imagination, energy and persuasion, and producing works of great splendour."¹¹ *historian?*

The launch of the Great Western Railway was a highly significant event in British history. The first train to run on the line was in 1838 and was engineered by Isambard Kingdom Brunel. At the time it was nicknamed "God's Wonderful Railway"¹² and the "Great Way Round"¹³. This religious reference clearly infers the impact that Brunel had on Britain through the comparison between Brunel and "God" thus showing the difference it made. The official illustrated guide to the Great Western railway¹⁴ was first published in 1860, 22 years after the launch, to commemorate the magnificent work that Brunel achieved. Paddington Station, constructed under Brunel's supervision, which has been described as the "cathedral of the railway age", housed the start of this important railway line. The very fact that this book was published at all is a testament to the fact that it was a highly important piece of engineering and it would have changed the landscape of Britain. The "official" nature of this book suggests that it was an important document. The source informs the reader that that it was worth "one shilling"¹⁵. In the 19th century this would have been viewed as a significant amount for those with less disposable income thus highlighting the popularity of the railway, in that people were prepared to pay so much. This publication would only have been read by the literate portion of the population suggesting that those who read it were educated and therefore of a higher class. This demonstrates that those who would have read the book would have been the more important people in society which emphasised Brunel's impact on Britain. Written by George Measom a publisher and philanthropist, the source depicts the number of stations through which the Great Western line ran, including Windsor, Oxford and Bristol amongst others, thus making it apparent that this new railway would have affected many lives all around the country and allowing the population of great Britain to move around far more freely than before. This in turn would have boosted tourism figures, as the line soon became known as "the holiday line"¹⁶, and changed the proportion of people living in the cities and

Analysis ss?

Better Evaluation of source needed

vague

¹¹ Kenneth Clark; author

¹² Great Western Railway: A History [Illustrated]; by Andrew Roden

¹³ Great Western Railway: A History [Illustrated]; by Andrew Roden

¹⁴ The Official Illustrated Guide to the Great Western Railway, 1860, 10368.c.39

¹⁵ The Official Illustrated Guide to the Great Western Railway; by George Measom

¹⁶ Great Western Railway: A History [Illustrated]; by Andrew Roden

towns to more rural areas, again, showing how Brunel's work changed the landscape of Britain.

The author Samuel Smiles wrote about Isambard Kingdom Brunel in his book on George Stephenson which was published in 1875 but first written in 1857 shortly before Brunel died. He states that Brunel "had always an aversion to follow any man's lead"¹⁷, with regards to the broad gauge that Brunel himself developed. This suggests that he thought Brunel had a stubborn attitude to his work and wanted to stand out and be different by trying out new ideas, he did not know would work. He goes on to say that the very reason he changed the standard gauge width and built a box tunnel through a mountain was the fact that nobody had done it before. Smiles, like Brunel's obituary, infers that Brunel should have focused on engineering that turned a profit rather than pioneering a new idea. He compares Brunel to the Stephenson's when he states the main object of the "Stephenson's... was to make a road that would pay."¹⁸

is good thing?

evidence?

challenge this idea?

So? link this paragraph to the question more clearly

When Brunel died of a stroke on the 15th September 1859 the Engineer and the Morning Chronicle both featured obituaries on the life and works of Isambard Kingdom Brunel. Both articles were highly complimentary and praising of his many achievements throughout his lifetime and the differences he had made to Britons' lives. The obituary that can be found in The Engineer speaks highly of "Mr Brunel"¹⁹ and describes him as a "brilliant"²⁰ man. The Morning Chronicle states that Brunel not only worked with "pride"²¹ but found "satisfaction"²² in his work. This article, however, also displays opposition to the work that Brunel did. It highlights the fact that none of his engineering work ever turned a profit nor did it please the "shareholders"²³ that invested in his projects. The praise that it expressed in these articles would also have been influenced by his death and the tendency to remember Brunel in a positive light rather than a bad one. However, neither source denies that Brunel was a highly skilled engineer and the fact that he didn't care about making a profit proved that he was passionate about his work, and therefore was not influenced by monetary gains in his decisions and his judgment was never clouded by the desire to maximise his profits.

quote

? a bad thing?

So? concluding sentence needed

Brunel accomplished a great deal between 1830-1858 The Clifton Suspension Bridge was completed and the Great Western railways were opened amongst many other achievements all within the space of twenty-six years. Brunel's engineering genius was held in high regard by his contemporaries and admired by them despite his stubborn attitude when it came to his work,

17 Samuel Smiles in George Stephenson 1875 (1857-first written)
18 Samuel Smiles in George Stephenson 1875 (1857-first written)
19 The Engineer; The Late Mr Brunel; September 23rd 1859
20 The Engineer; The Late Mr Brunel; September 23rd 1859
21 Obituary in the Morning Chronicle 1859
22 Obituary in the Morning Chronicle 1859
23 Obituary in the Morning Chronicle 1859

thus proving his significance in his own time and the massive short term significance he had on Britain. The amount of publicity that Brunel's achievements received was significant for the time, appearing on the front page of The London News and a book having been written about him suggests that his work was significant enough for it to be of public interest. The Illustrated London News proved how current Brunel was in his own time to make it onto the front page of a reputable newspaper such as this. Brunel's obituary that was published in The Engineer proved how highly respected he was during his lifetime and clearly listed all of his achievements thus showing the effect he had on Great Britain.

could be more evaluative

Word Count: 1999

A good attempt to focus on key issues related to Brunel's significance.

This focus is maintained, although further analysis + links to the question possible in places.

A range of sources are identified + used in combination to make comments on significance. Analysis of now is attempted, although in places it is vague + generalised

A01 9
Clearly = solid level 3
account which is often
concerning in identifying Brunel's
significance but does like
lack of point could have been
answered more effectively.

A02 8
Some work is also level 3
but the interpretation of the
sources is less convincing of times

17/
25

A01
L3
8/
13

A02
L3
8/
12

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Asses the impact of the development of the railway from 1830 on the process of industrialisation in the years 1780-1914?

The process of industrialisation means both social and economic change due to new industries. It is one which transforms a country's economy from an agricultural based one to one that relies on industry. It includes the move from rural areas to urban and the building of cities to accommodate this industry. The process of industrialisation also affects the social aspects of life in the country, for example where workers live in relation to where they work and their standard of living. Arguably, the development of the railway, from 1830, sped this progression along and the railways started a revolution that helped to form modern Britain in a way that neither heavy industry, textiles nor cotton ever did. *Well introduced!*

clearly defined

Transport had an enormous impact on all aspects of life. It affected population, technology, the economy and social reform. Before the development of the railway in 1830 Britain was forced to rely on an intricate network of roads and canals to transport both goods and people. These were regularly in use with over 34 coaches per day from London to Birmingham by 1829¹ and around 56 thousand tons of trade passing up the Thames and Severn canal by 1827², thus showing they were of remarkable value to industry and Britain could not have survived without them. Turnpikes and road improvements were set up because the government and local parishes had failed to find a solution to the unsatisfactory maintenance of roads. To a certain extent this did work, for example by 1823 John McAdam repaired over 2000 miles of road.³ However, they were still unable to bear the heavy loads needed and even by 1830 only one-sixth of all roads had been turnpiked⁴. By 1780 the first type of railways were being used. These plate ways were used in the mines, pulled by ponies or people to transport coal underground. Newcomen developed the steam engine in 1712 and Watt-Boulton built on these foundations and by 1780 steam engines were being used around the country to power cotton mills. It was not until 1830 that Stephenson used steam to power locomotives. By 1914 the transport system in Britain had progressed significantly and railways were immensely profitable for all who invested in them. The Liverpool-Manchester line averaged around 10% on its capital⁵ between 1850 and 1912. Another aspect of the railways' massive effect was the portion of the population it employed. By 1847 the average number of people employed in the construction of railways and as navvies was around 250,000⁶ and by 1910 permanent employment by railway companies had risen to 600,000 compared to 56,000 in 1850⁷. The multiplier effect boosted employment and this also encouraged other industries to flourish. Coal output grew from around 25million tons in 1830 to almost 200million tons by 1890. This rapid growth was largely due to around 12.5%

The problems eg + insufficiencies of roads + canals could have been made clearer.

needs to be more specific about the importance of 1830.

relevance
stationary - should focus on transport
profit 1914 - yes but rather a leap here.

¹ Collier and Pedley pg 109
² Pg 149 Tonge
³ Collier and Pedley pg 109
⁴ Pg 144 Tonge
⁵ Pg 166 Tonge
⁶ Pg 166 Tonge
⁷ Pg 167 Tonge

of coal being used to fuel the transport industry and so the growth of railways can be directly linked the growth in the coal industry. Similar parallels can also be drawn with industries such as iron output. Iron was needed to build the steam engines themselves, carriages and was also used for the tracks the trains ran on. *- concluding sentence?*

The railways also had a massive impact on the social elements of life including communications, urbanisation and mobility. Railways such as the Liverpool to Manchester line were "immediately successful as a passenger and freight carrying operation"⁸ and in the first year it opened, carried 400,000 passengers⁹. Railways allowed the standardisation of time (GMT), language and dialect around Britain meaning communications became far easier and travelling became a regular occurrence. The historian Sydney Smith stated "time, distance and delay are abolished"¹⁰ meaning the people of Britain had a faster pace of life. One great change was the rapidity with which goods could be transported. Freshly harvested products produced in Norfolk could now leave the day before market and arrive in London that same evening ready for market the next day. This meant better quality products for those living in towns and cities which in turn meant better health of the workers in factories, thus improving the quality of their work and goods they produced. This, in turn, enabled other industries to flourish and so higher profits were reached. With regards to urban life, the railways gave way to an influx of working class people moving out of the cramped conditions of the towns and cities where they worked for a more comfortable standard of living. The acts the government introduced helped to regulate the railway industry letting it grow and develop at a steady rate without monopolising the industry. One example was the "Cheap trains Act" passed in 1844¹¹ which meant poorer members of the working class were able to enjoy the benefits the railways brought. The railway lines that connected them to work meant they were able to commute.

The result of this was a higher quality of workmanship because of the higher standard living conditions the working class were now receiving. Smaller companies could now expand much easier, therefore demand grew and so *why?* the railway industry was boosted through their further use.

Historians such as Smith and Rostow generally agree the effect of the railway on industry and agriculture is difficult to calculate, and some even go as far as saying, if the development of the railway had never occurred, industrialisation would still have grown at a remarkable pace¹²; we can, however, see that the railways' effect on the process of industrialisation was massive. Not only did it provide an industry within itself, boosting employment rates in Britain, it was also the driving force behind almost every other industry in Britain at that time and without it British industry could not have grown at the rate that it did.

Heavy industry was also a significant factor in the process of industrialisation between 1780 and 1914. Before the Industrial Revolution the annual output of pig iron, in tons, was only 35,000¹³ and production of iron grew significantly in

⁸ Collier and Pedley pg 112

⁹ Collier and Pedley pg 112

¹⁰ Pg 169 Tonge

¹¹ Collier and Pedley pg 113

¹² Pg 167 Tonge

¹³ Tonge pg 77

1000 words

→ Suburbs
middle class?

1830-31

Qd.
- evaluation

could be proved
a little
more strongly

1780 and by 1806 it contributed 7% to the national income¹⁴. The growth in the iron industry was so significant because every other industry depended on it. For example, railways could not have been built without the iron needed to lay the tracks in the first place. If the iron industry grew then the rest of the economy could also expand. This was also true for coal. By 1901 coal contributed 6% to British national income¹⁵ and by 1913 over 287.4 million tons¹⁶ were being produced annually. Coal, like iron, was so important because of its contribution to other industries for example the railways. T.S Ashton asserted that the British economy could only expand as fast as coal was being mined because of its impact on industries such as gas production, distilleries and steamships.¹⁷ Mining coal, however, was dangerous work and in one mine, Wear Colliery, "69 were killed"¹⁸ in the blast. Steel, which developed as a major industry after 1860, allowed processes to move quicker and easier than ever before. By 1880 Britain was a world leader in manufacturing steel, with around 980,000 tons being produced. Steel was also much cheaper than other materials that did the same job such as iron which made it a popular choice for building railways, bridges and of course ships. Shipbuilding was concentrated in those areas that had easy access to materials and skilled workers. By 1890, Britain was building 90% of the world's ships which allowed it to become a major industry in which Britain dominated the world. Heavy industry had many social effects too. Its products had many uses that were used in dramatic changes of the period such as the sewers, which were built by Bazalgette, and many other uses inside the home such as cooking utensils, baths and beds. Manufacturing these products meant an increasing need for workers in this sector and so heavy industry was responsible for much of the changing landscape in Britain such as the building of towns and cities. However, these heavy industries were dependant on the demands of the other industries such as textiles and factories and the railways. Much of the iron used in Britain was imported from outside the UK from places like Sweden and Russia, which meant heavy industry, could not have been the leading sector of the time.

1913

why?

so? Analysis?

Is this true?

Make link between steel + shipbuilding clearer

link should be clearer

needs to be clearer.

same evaluation of the role of heavy industry.

evaluation:

The historian Rostow describes cotton as "the original leading sector in the first take off of the industrial revolution"¹⁹. Cotton was certainly a fast growing industry with over 520,000,000 lbs²⁰ of raw cotton imported from America by 1841, compared to 35,000 lbs²¹ in 1784, and by this time it was also contributing 500 million pounds to the national income per year²². Cotton demanded cheap transport so it could be moved from the "Cottonopolis" in Lancashire to the rest of the UK where it could be sold or exported. By 1800 the cotton industry was contributing five million pounds to national income²³

so?

repetition

¹⁴ Tonge pg 78

¹⁵ Tonge pg 82

¹⁶ Tonge pg 82

¹⁷ T.S. Ashton; Pg 84 Tonge

¹⁸ Culpin pg 35

¹⁹ Rostow

²⁰ Jones pg 51

²¹ Jones pg 51

²² Tonge pg 52

²³ Tonge pg 52

1492 words

and by 1840 the import value of cotton reached 500 million pounds²⁴. The cotton industry sparked urbanisation in Britain with many people going to live around the factories in which they worked. These factories needed coal to fuel their steam powered engines and demanded iron to build their machines. In this way cotton promoted further advances in these industries. However, the towns around the factories had very low standards of living conditions and health and cleanliness was poor. Cotton was a very prosperous industry at the beginning of the industrial revolution but with countries such as Germany overtaking Britain in cotton production because of new technology, the cotton industry soon reached a plateau and was no longer the leading sector in the industrial revolution.

locality?

- stranger counter-arg needed.

So... greater evaluation of the role of this sector needed.

State Intervention had an enormous effect on industrialisation. The government's position, before the revolution, was Laissez Faire meaning the government did not interfere with businesses or living conditions, amongst other things; thus conditions in towns were cramped and uncomfortable. By the beginning of the beginning of the 19th century, however, the Liberal^s were back in power and a rush on social reform followed because of the new MP^s. Acts such as the Central Board of Health 1831²⁵ and Public Health 1848²⁶ set up local boards and committee's to deal with public health. These, however, were reactive and were only set up once the first cholera epidemic had struck. The government realised they needed to strengthen the administrative machinery for dealing with public health. By 1870 the Education Act for elementary schools was passed²⁷ meaning most children were guaranteed basic education. Among the main features of an advanced industrial society are education and health. These help to develop the economy to keep up with competitors and higher quality of knowledge leads to higher quality of goods thus strengthening Britain's position in world trade. Although the social reforms took place between 1780 and 1914 changed the landscape of Britain, they were not the sole driving forces behind the Industrial Revolution.

? really?

meaning?

Greater evaluation needed.

The railways' effect was immense. They provided an industry within itself, increased employment rates in Britain and made an astonishing contribution to national income and unlike some other industries of the time continued to do so throughout the entire process of the Industrial Revolution. Every other industry in Britain depended on it, whether it be for demand of coal and iron to fuel and build the steam engines or be it the cotton industry that needed it to transport goods around the country at a quick pace but that was also cheap. The railways also made their own money by providing transport for people as well as goods and in this way completely changed British life. Members of all classes were able to travel much further afield in comfort for the first time and so now could commute to work, visit different parts of Britain and put an end to "time, distance and delay". Had the railways not been developed, we can see British economy would not have expanded at the rate that it did.

The conclusion could weigh the contribution of one factors more. + focus more on '1830' onwards.

2000 words

agreed
h3 debates
L4 A
25

²⁴ Tonge pg 52
²⁵ Behagg pg 4
²⁶ Behagg pg 4
²⁷ Willis pg 47

A solid attempt.
The answer is shaped in terms of the key issues of the question + attempts analysis + evaluation.
Change over time is addressed although greater focus could have made an chronology.

Candidate 2

A mid-range piece of work, typical of that produced by many candidates

Part A

A creditable attempt to focus on the key issues relating to Brunel's significance that is maintained throughout, although some issues (eg the lack of profit) could have been addressed more effectively.

A range of sources is identified and used in combination to emphasise different aspects of significance, although the interpretation and evaluation of source material is less convincing.

Part B

A solid attempt to address a potentially difficult enquiry. The answer is shaped in terms of the key issues raised by the enquiry, and is broadly analytical in structure, with a creditable attempt to tease out a range of factors. Change over time is addressed, although the chronological range is somewhat imbalanced, and the conclusion could have done more to weigh the factors identified.

GCE History Coursework Individual Candidate Authentication Sheet

This authentication must be attached to the front of the candidate's work at the time it is submitted for assessment


Centre Number	15169
Candidate Number	6149
Candidate Name (in capitals, surname followed by forenames)	JENKINS SCOTT
Coursework Programme Title: (if Edexcel designed please provide reference code from specification.)	CW41: Germany United and Divided, 1890-1991
Assignment Title	<p>Part A: <u>Assess the short term significance of one of the following key events on the development of German Politics, The impact of the Great Depression.</u></p> <p>Part B: <u>In considering the process of change in the development of Germany over the whole period 1890-1991, how far can The Treaty of Versailles, 1919 be seen as a key turning point?</u></p>
Content (please tick box to acknowledge that content is attached to assignment.)	<p>Resource Record:</p> <p>Appendix:</p>
Examined Units Give details of all Units (title and option code) making up the AS and A2. <u>Please Note</u> Where Unit 4 is a centre-designed coursework programme, one copy of the centre's Coursework Approval Form must be included with the work when submitted for assessment.	<p>Unit 1: option A 1: England in the Middle ages and the Transition to the Early Modern World.</p> <p>Unit 2: Option C 1: Conflict and Change in 19th and 20th Century Britain. The experience of warfare in Britain.</p> <p>Unit 3: Option B 1: Politics, Protest and revolution. France 1786-1830.</p>

Word Count	3731		
Mark for Part A: AO1 (mark out of 13)	Mark for Part A: AO2 (mark out of 12)	Mark for Part B: AO1 (mark out of 25)	Total Mark: Part A and B (final mark out of 50)
9	3	14	26

Statement by candidate


I declare that I have produced the assignment attached without external assistance, apart from any which is acceptable under the Scheme of Assessment and is recorded.

I also declare that the word count given above is correct. I am aware of the penalties that will be imposed for exceeding the word limit (4000 words) by any amount.

Signature:  Date: 10/12/2010

Statement by teacher

I declare that the candidate's activities have been kept under regular supervision and that to the best of my knowledge no assistance has been given apart from any which is acceptable under the scheme of assessment and has been identified and recorded.

Signature:  Date: 16/12/10

Assess the short term significance of one of the following key events on the development of German Politics, The impact of the Great Depression.

The great depression could be said to be one the main contributors to the development in politics within Germany. After world war one the Weimar republic was criticised for the signing of the Treaty of Versaille and came out as the November criminals this could have been the start of the downwards spiral for Germany. Before Hitler came to power there were different factors that helped Hitler and the Nazis gain power, in this essay I shall talk about Weimar weaknesses, the rise of Hitler and how Hitler became chancellor.

The weaknesses of the Weimar republic could be seen as the main factor that affected German politics, this is because many people blamed the Weimar government for the social and economic problems they were suffering. 'Germany could move toward economic recovery.'¹ Albert Speer was in fact Hitler's architect but has a more open minded view as in his memoirs he apologises for the Nazi regime. This source shows that Speer believed that with Hitler Germany could grow strong once again; this was because people blaming Weimar exposed holes for Hitler and the Nazis to take advantage and gain power. This is because of the basis that the Weimar government was built upon; this is because its foundations were the use of proportional representation and the article 48. In theory this sounds fair, but in practice it was a disaster as it resulted in dozens of smaller parties with no party strong enough to get a majority, therefore there was no government to get its laws passed in the Reichstag. Article 48 said that 'in an emergency' the president did not need the agreement of the Reichstag, but could issue decrees. The problem with this was that it did not say what an emergency was, and in the end, it turned out to be a back door that Hitler used to take power legally. With these as the foundation to the Weimar republic we can see as to why there were weaknesses hidden beneath the surface; these two factors within the Weimar government could have been the undoing of that system. It could be said that the great depression exploited their weaknesses.

The other factor affecting German politics was the Wall Street Crash in 1929. Harold James commented on the economic situation 'Weimar's economy suffered from a inherit instability and like any unstable structure required only a relatively small push to bring down the whole structure.'² This source tells us that the economy of the Weimar government was on the brink of collapse, during 1929 when Wall Street crashed this tipped the economy over the edge and it caused mayhem. 'How tremendous indeed the achievement of the new Reich in the economic sphere,'³ this shows that the new Hitler government was in fact boosting the economy and bringing it back to the stable economy it once was.

America called back all the loans it sent out, this affected Weimar as they were not able to afford the loans in such a quick time. This led to massive unemployment throughout Germany with people's wages being cut and the unemployed wandering the streets. 'At the end of his speech Hitler promised that the government would remove unemployment,'⁴ this shows that Hitler is making a bold statement to get the working class of Germany to support Nazism, in any case this increased support and helped Hitler gain power. In the crisis, people wanted someone to blame and looked to extreme solutions Hitler offered

¹ Albert Speer, *Inside the Third Reich*, 1970, Weidenfeld and Nicolson.

² Harold James, *History and Germany 1918-2000: The Divided Nation*, Page 44, 2002, Mary Fulbrook,

³ Volkischer, *Nationalist Socialist Rule in Germany the Fuhrer State 1933-1945*, 13th October 1936

⁴ N.H. Baynes, *The Speeches of Adolf Hitler April 1922- August 1939*, 1942

Ab2
L.2
Some in context

Ab1
c.2
Analysis attempted.

Implicit

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both, and Nazi success in the elections grew. Many Germans turned to Nazism because they were desperate. The number of Nazi seats in the Reichstag rose from 12 in 1928 to 230 in July 1932. The Republic had been like a candle burning at both ends, with the Communists on one end calling for a dictatorship of the working class and the Nazis on the other end calling for a dictatorship of the working class. This highlighted the weaknesses of Weimar and people started to realise they needed a new government, at this time people tend to vote extreme and this was a reason to why the Nazi gained so much power.

AM
C-3
Analysis +
Key issue

Hitler promised the people of Germany what they wanted and needed to hear, that would increase and improve people's quality of life, for example he promised farmers higher prices for their produce this making up for all their losses during the depression and the unemployed jobs building public works such as roads and stadiums. 'Among industrial workers there are many who do not give a damn about the success of the Hitler system,'⁵ this shows that people do not really care about the politics of Hitler they just want to be secure in a job. This would get people supporting Hitler's views as he can get people back to work and making money once again, he exploited the Weimar government and made their weaknesses out to be much worse and again this gained him more support. Hitler promised most groups in Germany what they wanted; this helped him expand support as he was giving Germany a way out of their crisis. He used the Jews and other sections of society as scapegoats, blaming all the problems on them. To Germans at the time Hitler made sense, he united everyone by providing explanations for Germany's problems. At the basis of Hitler's ideas he wanted to make Germany a proud country like it was before and he strived for Germany to resurrect its economy and compete with Britain and her empire, as he gained more support he became famous for being one of the best public speakers in history. 'He spoke urgently and with a hypnotic persuasiveness.'⁶ This shows Hitler to be a great public speaker as he can argue a point a get people on his side, this means that he will be able to gain support through his speaking as he can entice people.

Ab 2
C-2
Context

Ab 2
2-1
Paraphrase

With the economy collapsing and the old government going into turmoil this gave Hitler the perfect opportunity to exploit the system. Hitler's personal qualities were perhaps higher than peoples at the time; we have discovered him to be a good public speaker 'Hitler knew how to penetrate through to the instincts of the audience'⁷ This shows that Hitler knew how to get into the minds of the people and how to get their attention, thus making him a great public speaker as he could change the views of people. He was a driven unstable man who believed that he had been sent to earth to be the dictator of the German people. This gave him great strength within himself and he would never give up even if people went against him, in public he could turn a losing argument into a winning one. With Germany looking like it might crumble Hitler came and gave hope to the people, 'speak from the heart and he is promptly transformed into one of the greatest speakers of the century.'⁸ This shows Hitler to be a confident man that was unwilling in his speeches and the way he went about things, if the economy hadn't of collapsed there may have been a chance that Hitler never would have gained power. However the mistake the German people and Hindenburg made was to make Hitler chancellor like they did in 1933.

Ab 1 C-3
analysis

Politics changed completely after January 1933 as Hitler was now chancellor and head of the state, Hitler brought in the enabling act that allowed him four years. This meant

⁵ Martin Collier and Philip Pedley, *Hitler and Nazi State*, 2005

⁶ Albert Speer, *Hitler and I*, Johnathan Cape, 1940

⁷ Albert Speer, *Inside the Third Reich*, 1970

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that he did not have to consult the constitution; all in all he could bring in different acts and did not have to go through the Reichstag to get them passed. He legally obtained plenary powers and established his dictatorship. With Hitler now dictator of Germany this meant that the Reichstag was merely a stage for Hitler to speak at, this meant that it had no influence over Hitler and he could do more or less as he pleased. This changed politics and made Hitler even more powerful as he could not be stopped, Hindenburg believed that with Papen at Hitler's side they would be able to control his reign and use it to their advantage. Communist party believe that Hitler becoming chancellor was the first step into bring back the way of life when the Kaiser was in power. However what each and every party had in common is that they underestimated Hitler. Furthermore he had his mind set on world domination and this scared other European countries. With Hitler having such an aggressive mindset the other 'big' countries began to worry about another war. However not everyone believe that Hitler becoming chancellor was a good idea, 'Hitler has now been chancellor for nearly three months, and this is as yet no sign of any change in the economic domain.'⁹ This shows that people doubted that Hitler could really bring about the strong Germany there had once been, as he had not implemented any policies that were to bring about change. We could say that Hindenburg appointing Hitler as chancellor was a mistake with later events to prove this.

An
C-3
significance.

In conclusion we can see that the great depression that gripped Germany greatly affected the way in which politics was run and changed after the time, we saw that with the eventual fall of the Weimar republic that the Nazi were able to exploit Weimar's weaknesses and use it to their advantage. However we cannot say that the great depression alone was the only reason as to why Nazi were able to take power. All in all the events that unfolded throughout this time all lead to the eventual fact of Hitler becoming chancellor and the change of the way politics in Germany were run.

Word Count: 366

AD1
mid C-3
9/13

Attempts an analytical response and shows some understanding of the focus of the question, but stays in places. style of answer shows some direction.

high level 1
AD2
3/12

Limited use of sources + used singly in places to illustrate points made. Sources related to historical context in places. Sources used understood.

12/25

⁹ Sir Horace Rumbold, Documents on British Foreign Policy, 26th April 1933

In considering the process of change in the development of Germany over the whole period 1890-1991, how far can The Treaty of Versailles, 1919 be seen as a key turning point?

During the period of German development over the years there has been noticeable change, their involvement in warfare has led Germany to be one of the most controversial countries in today's history. Between 1890-1991 Germany has been involved in two world wars and a cold war, had been through depression and dictatorship and have been split up and formed back together. There are three main issues to consider regarding Germany's development such as the economy, the government and Germany's international power. All of these had a standing affect on the way Germany developed and progressed through the years, and its development was altered by the following events.

The economy could be seen as one of the most important ways Germans developed and the Treaty of Versailles could be seen as the starting factor to a downwards spiral for the economy, this is because when the Treaty was signed Germany had to pay 6600 million pounds in reparations. This put a massive hindrance on German development and is seen as a turning point as they were not able to compete with other countries. This is because they had massive sums of money to pay and could not pay their debts, they lost trade links and fell into hyperinflation from 1923. ¹ this shows that Britain didn't want to punish Germany too harshly as it could see the benefits of a trading partner, however the people in Britain may disagree as Germany were blamed for the war.

The Wall Street crash also caused further chaos within Germany and led to even more despair for the German people and German development. This impacted upon German development because America had to recall all its loans which left Germany in more debt due to the fact that Germany now had to pay back the reparations and the loans to America, this could be seen as a turning point via the fact that the German economy was now in an even worse state and in a period of great depression. Due to the great depression it put millions of Germans out of work and not being able to find work, this impacted on German development as there were millions of skilled workers on the street and not working. 'Germanys unemployed rose from 1.4 million in 1918 to 3 million in 1929 and then leapt to over 5 million in spring of 1931, by 1932 there were nearly 6 million but the real total as near to 8 million.'² Hitler took advantage of the unemployed who he knew could gain more support from.

The weak economy also could be seen as a lead for Hitler to come to power as the economic crisis emphasized the weakness of the current government and highlighted the need for change, 'the treaty of Versailles certainly did not doom the republic from birth, but

¹ Paul Chapman, *An enduring peace*, April 2003

² Jane Jenkins and Edgar Feuchtwanger, *Hitler's Germany*, 2000

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it did create troublesome dimensions.³ This historian gives a different perspective as he believes that the Treaty of Versailles did not destroy the government just caused a problem that could have been solved. In 1933 Hitler came to power and the way Germany was run changed completely. However in terms of the economy Hitler was able to provide jobs for people and dragged Germany out of the economic depression. He had done this by ignoring the treaty of Versailles. This had a positive development within Germany as the economy was starting to grow and Germany could now start competing with the leading countries, however Hitler coming to power can be seen as a turning point on the German economic problem as he was able to get the German people back into work and made the unemployment figures fall. He also stood up for Germany and was able to gain the "economic miracle" which was based on unemployment all but disappearing by 1939.

The Berlin blockade could be seen to have also had an impact upon Germany as by this stage Germany was now split into East and West, this was due to the fact that Russia wanted communism and kept the East communist and the West wanted capitalist which led to conflict between the two. This had an impact on Germany as on one side of the blockade Germany prospered and the other fell into a dismal state, a cause of this was the fact that West Germany changed its currency to Deutsche Mark. This showed the clear division between East and West and emphasized the fact that West was prospering and East wasn't. During the blockade the West had to air lift food into East Germany as Stalin was stopping everything coming into East Germany; this had an effect on German economy as Stalin blocked off all routes into and out of East Germany this meant that no trade couldn't go through, this could have led to Stalin being able to take over the rest of Berlin and communism continue to spread. If the West hadn't of propped up to get the air drops to happen East Germany would have starved.

During the years Germany's development was also affected by the way the government was run and changed, the Treaty of Versailles could have been seen to change the government as the Weimar government came out being called 'November criminals.' They were held responsible for the signing of the Treaty of Versailles, this led to development in Germany as people now did not trust the government and thought of them as weak. This meant that now the people would not feel comfortable with the decisions the government made, this view was strengthened when the Weimar government could not get Germany out of the economic power. The development this had on Germany was the fact that people now thought of the government as weak and unable to run the country.

With the eventual crash of Wall Street this emphasized the view of the Weimar government as not being able to protect Germany politically or economically, this had a major effect on Germany as it now made people turn to more extreme views when voting for government. With the fact that the German people did not trust their government this left holes for other competing political parties to take power, which led again to the development of change for Germany within the political system. 'Weimar republic is

AB1
L-3
key issue.
Process of
change
implied.

³ John Hiden, *The Weimar Republic 2nd edition*, 1996

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characterised by economic failure rather than success,⁴ this shows that the Weimar government proved to the German people that they could not get them out of the economic stint. However certain events led to the Weimar government looking weak. If Wall Street had not have crashed then the Weimar government would not have been highlighted on its weaknesses as not being able to cope, this made Hitler realise that he had an opportunity to take power and he did. It was inevitable that the Weimar government was going to fall from the outset of the Treat of Versaille.

C-3
attempts
analysis

With Hitler taking power in 1933 this was a major development for German politics and Germany itself, this is because they now had an extremist in power and radical change was inevitable. With Hitler he wanted to make Germany strong again so went against the treaty of Versaille and gave all of Germany hope once again this made the German people believe that Hitler was the best choice in the fact that he wanted Germany to develop to be a strong nation again. Hitler wanted to take revenge on the countries that made Germany so weak from 1919. Also the development of German politics should be looked at and how Germany moved into a dictatorship, this was because of the acts Hitler implemented that changed and developed Germany into the way Hitler wanted it to be run. 'Hitler moved swiftly to establish a one party dictatorship'⁵ Dr Feuchtwagner states that once Hitler obtained power he waited little time in establishing a dictatorship. For example he brought in that Germany should build up their army again, and for 5 years Hitler was building up the German army ready for war.

Ad 1
C-3
sources
deployed

During the time of the Berlin blockade the Soviet Union treated the Germans harshly and wanted the West to back out of Germany so they had full control, however in the 1946 elections within Berlin there was a large proportion of votes against the communist regime. Berlin's citizen's overwhelmingly elected democratic members to its city council (with an 86% majority) strongly rejected Communist candidates. The Stalinist party, led by Communists, dominated the political scene in the GDR until the end of the Communist era in 1989. This developed across Europe and people started to fear the communist regime and believe they had to stop it, this development led to the Berlin wall being built and for many years family members had no contact. Due to this the Soviet Union was rejected by many Germans who did not want to be part of it. On 2 December 1946, the British and Americans decided to merge their respective occupation zones. On the other hand with the addition of the French zone in, West Germany became the Trizone. It elected a Christian Democrat, Konrad Adenauer, to lead it and formulated the Basic Law which was promulgated on 23 May 1949. This Law became the provisional Constitution of the Federal Republic of Germany.

The terms in which Germany stood internationally never stayed the same it was continually changing, before the Treaty of Versaille Germany was regarded highly as an

⁴ Professor Panikos Panagri, *The Weimar republic founded in 1918 a world democratic state turned out to be the midwife of Nazism*, September 2002

⁵ Dr E.J., *Nazi stress on continuity marked for transformation of political life and revolutionary foreign policy*, March 1999

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international power. However this all changed after 1919 as a term of the Treaty stated that Germany had to take the blame for World War One, this meant that people started to resent Germany and their international status started to decline. 'Other aspects were calculated to humiliate and outrage Germany.'⁶ Paul Chapman stated that the big three came up with terms to lower Germany's prestige and international standing. This had a huge development on Germany as the people were a proud people and believed that it was not entirely Germany's fault, it also meant that fewer countries wanted to be associated with Germany and the biggest fault in their international standing was the fact they could not join from the League of Nations. Due to the Treaty of Versailles Germany's international standing took a severe drop and the development on Germany due to this put the Government and economy on a downwards spiral.

AN.C.3
development
of
source.

Process of
change.

To consolidate the downward state that German international standing was going the Wall Street crash did not help, it put Germany at an even worse state. By this time Germany was in a state of no return and the people had no faith in the government and Germany's international standing was near nothing. However this low status gave Hitler a chance and other countries believed Germany were not strong enough for another war. This meant that Germany could start to develop itself under the radar due to the fact that everyone thought it was passed the stage of return. Due to this German development picked up and when Hitler came to power development really took off.

With the fact Hitler coming to power this started to make the other countries aware that Germany was building up again and this worried certain people, one of Hitler's goals was to make Germany strong and by the end of 1939 he had certainly restored hope and strength back into Germany. This led to Germany being again nearing the top of international standing and when they went to war people realised that Germany were once again powerful. This effected Germany's development and people now started to believe that under Hitler Germany could prosper and compete with other leading countries, however this ended in 1945 and when Berlin was split this put Germany back underneath the other countries and once again international standing decreased.

AN.C.3
Process of
change.

During the Berlin blockade Germany's low international standing was reinforced as Britain, France, USA and Russia all had control of a section of the German capital, this meant that Germany could not make decisions itself as the four other countries had control of Germany. A new currency was introduced which helped West Germany prosper and make it evident the division between East and West. With the Berlin blockade being put in place this also made all German people feel small as they could not help themselves, the development of this on international standing was the fact that Germany was now controlled by other countries and relied upon the countries to stay functioning and running effectively.

In conclusion we can see that Germany's development underwent changes that were for the best and in some cases were for the worse; it is still argued the fact that the treaty of Versailles was the instigating factor as to the changes that occurred. It was the turning point as to why the economy, international standing and government changed, without the Treaty

⁶ Paul Chapman, *An enduring peace*, April 2003

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of Versailles Germany would have still been able to develop its due to this that it hindered such dramatic change within Germany. On the other hand with all this change we have not recognised what stayed the same such as the fear of communism throughout the whole of Europe, throughout all the hardship everyone in the West held the same view that communism was evil and needed to be stopped.

Word count: 70

A01
mid c. 3
14/25

clear style to answer and analytical response, sources deployed in places to support points made. understands process of change but is not always explicitly clear. Answer attempts chronological balance but not sufficient range for later time period.

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- Volkischer, *Nationalist Socialist Rule in Germany the Fuhrer State 1933-1945*, 13th October 1936
- N.H. Baynes, *The Speeches of Adolf Hitler April 1922- August 1939*, 1942
- Albert Speer, *Hitler and I*, Johnathan Cape, 1940

Secondary

- Martin Collier and Philip Pedley, *Hitler and Nazi State*, 2005
- Harold James, *History and Germany 1918-2000: The Divided Nation*, Page 44, 2002, Mary Fulbrook,
- Paul Chapman, *An enduring peace*, April 2003
- Jane Jenkins and Edgar Feuchtwanger, *Hitler's Germany*, 2000
- John Hiden, *The Weimar Republic 2nd edition*, 1996
- Professor Panikos Panagri, *The Weimar republic founded in 1918 a world democratic state turned out to be the midwife of Nazism*, September 2002
- Dr E..J, *Nazi stress on continuity marked for transformation of political life and revolutionary foreign policy*, March 1999
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Websites

- www.123helpme.com
- www.historylearningsite.co.uk

Candidate 3

A low-scoring piece of work, sufficient for a pass.

Part A

An enquiry that attempts to be analytical, although there are some narrative passages. Some understanding of the focus of the enquiry is shown, although this does stray in places. The use of source material is very limited, with passages used mainly illustratively, although they are, in places, related to their historical context.

Part B

An enquiry showing some analytical focus but with descriptive and narrative passages. The process of change seems to have been understood, although this is poorly expressed. Although the response attempts chronological balance there is insufficient focus on the later time period. In places, historians' views are deployed in support of some points made.

GCE History Coursework Individual Candidate Authentication Sheet

This authentication must be attached to the front of the candidate's work at the time it is submitted for assessment

Centre Number	39520		
Candidate Number	0146		
Candidate Name (in capitals, surname followed by forenames)	BEXLEY JESSICA		
Coursework Programme Title: (if Edexcel designed please provide reference code from specification.)	CW39 The USA: From Reconstruction to Civil Rights, c1877-1981		
Assignment Title	Part A: ASSESS in the SHORT TERM the significance of the MONTGOMERY BUS BOYCOTT in reducing racial discrimination towards African-Americans 1955-1956 Part B: 'Assess the significance of the role of individuals for reducing racial discrimination against African Americans between 1877 and 1981'.		
Content (please tick box to acknowledge that content is attached to assignment.)	Resource Record:		
	Appendix:		
Examined Units Give details of all Units (title and option code) making up the AS and A2. Please Note Where Unit 4 is a centre-designed coursework programme, one copy of the centre's Coursework Approval Form must be included with the work when submitted for assessment.	Unit 1: D3 Russia in Revolution, 1881-1924: From Autocracy to Dictatorship D4 Stalin's Russia, 1924-1953		
	Unit 2: C2 Britain, c1860-1930: The Changing Position of Women and the Suffrage Question		
	Unit 3: D1 From Kaiser to Fuhrer: Germany, 1900-1945		

Word Count	3808		
Mark for Part A: AO1 (mark out of 13)	Mark for Part A: AO2 (mark out of 12)	Mark for Part B: AO1 (mark out of 25)	Total Mark: Part A and B (final mark out of 50)
5	3	5	13

Statement by candidate

I declare that I have produced the assignment attached without external assistance, apart from any which is acceptable under the Scheme of Assessment and is recorded.

I also declare that the word count given above is correct. I am aware of the penalties that will be imposed for exceeding the word limit (4000 words) by any amount.

Signature: J. Bexley Date: 04/12/10

Statement by teacher

I declare that the candidate's activities have been kept under regular supervision and that to the best of my knowledge no assistance has been given apart from any which is acceptable under the scheme of assessment and has been identified and recorded.

Signature: J. J. [unclear] Date: 13.12.10

By signing the above declaration you agree to your coursework being used to support Professional Development, Online Support and Training of both Centre-Assessors and Edexcel Moderators. If you have any concerns regarding this please email historyandlaw@edexcel.com

Assess in the short term the significance of the Montgomery Bus Boycott in reducing racial discrimination towards African Americans 1955-1956?

The Montgomery Bus Boycott were arguably the most significant form of protest, due to the large amount of African-Americans taking part. Key individuals emerged such as Rosa Parks during the bus boycott, along with Martin Luther King. Martin Luther King helped organise meetings in churches about the progress the bus boycott was having. The Bus boycott was creating significant difficulties upon businesses in not only the south but the north. It can be argued by various historians that the event was staged. The Bus Boycott occurred due to the lack of support African-Americans were receiving for the Civil Rights campaign. Rosa Parks, a seamstress was originally not the woman to be the one to start off the Boycott, it was originally arranged that a young pregnant girl would be, however after much deliberation it was seemed unlikely that this girl wouldn't create a good impression, as being young and pregnant in the 1950's was frowned upon.

Source 1 is a journal; the journal highlights the difficulties African-Americans had to go through in order to achieve Civil Rights. The journals reports the girl being violent as she is drug kicking and clawing from a city bus, it can be argued that the incident was planned and did not occur by accident. ⁱ Source 2 is a leaflet, the source teaches us about African-Americans organising the bus boycott and making them aware of the protest and how things are going to take place, for example the leaflet includes things such as alternative transport methods such as using taxis however the leaflet suggests that not all African-Americans may be able to afford taxis which initiated car pooling. Mother Pollard spoke out and said 'My feets is tired but my soul is rested' The organisation of the boycott was created in just 48 hours, in which 40,000 people had joined, in order to protest against the Jim Crow Laws. ⁱⁱ

descriptive

Source 3 is a photograph showing a publication of a list of complaints the Bus Companies received. ⁱⁱⁱComplaints towards Rosa Parks for refusing to give up her seat on the 1st of December 1955, The Photograph is useful as we can rely on this source to be genuine, the photograph shows how African-Americans feel. Many historians believe that without Rosa Parks being the icon of the Bus Boycott, African Americans would never have gained Civil Rights long after the Boycott. As it can be argued that Rosa Parks was a respectful business woman, unlike the original girl who was young and pregnant who would have shone negative light onto the Bus Boycott. If the Bus Boycott did not last over a year it would not have created such an impact they wanted it to create. The boycott affected the local economy; an example is that the impact travelled to the north. Segregation not only happened on bus journeys but also separate cemeteries were also created and drinking fountains. But the impact could not have been created by not drinking out of fountains, as they didn't have to pay, but something in which would cause a huge uproar.

Spelling

descriptive

Source 7 is a article by Randall Kennedy on the impact of the Montgomery Bus boycott.^{iv} The article disagrees with the event, as the article discusses the limitations and achievements of the event. 'The economic pressure of the boycott forced Company officials to break ranks with the city commissioners.'

Word count: 563

This here argues that the African-Americans were not thinking about small businesses that would go out of business due to lack of transport and trade being used by them. The article also implies that the African-Americans were only thinking of themselves, on the other hand this can be seen as not being selfish but determined to achieve civil rights, due to the lack of support in the past and also to make a stop to the radical protests towards them from the Ku Klux Klan. ^{attempt at analysis} Source 7 agrees with also source 8, source 8 is a telegram about the negative impact of the event, the telegram notifies that the building plans will be cancelled due to the Montgomery Bus Boycott, this would have hindered the process of gaining civil rights due to the impact it was having on the economy, as less and less people were wanting to start building in Alabama. The telegram pin points Martin Luther King as the reason for this, this could have brought lack of support to the gaining of civil rights. ^{cross-ref} ^{vii} Some historians would argue that this hindered the process of gaining civil rights, and that Martin Luther King was a significant icon during the 1955-1956 ^{as he was} causing great economic downfall. ^{vague}

The next source, source 4 is an article from a newspaper, the article made front page news suggesting the importance of the boycotts, however we are not sure if the issue was the main headline, the issue was still well known and publicised very well even if the issue did not make headlining news, the media played a large role in influencing desegregation. ^{viii} However it was mainly white journalists at the time of the boycott, and they did not believe in desegregation. The newspaper article made other people ^{aware} aware of the situation not just only from the USA. This then encouraged the government to take on board desegregation. Without the media the issue would not have been publicised. We can not rely on this article however as it is a newspaper and newspapers are never 100% fact. Similar to source 1 we can not trust this either due to it being another article from the Montgomery Advertiser. Newspapers had positive and negative impact on the Bus Boycott, as source 1 puts African-Americans in a bad light by highlighting juveniles actions. ^{descriptive}

Source 5 is a documentary that argues that the Montgomery Bus Boycott was the main thing that excelled the desegregation laws. ^{viii} Some historians argue that the Bus Boycott was staged, and was not in fact a spontaneous act. Historians also argue that it was events such as the media publicising the torment that African Americans had to go through. It's uncertain that if the bus boycott had not occurred would desegregation have been created when it did. In Source 5 Ed Nixon talking about the Bus boycott, and how they were only originally planning on it lasting one day however it gained momentum and support rapidly, which shows the feelings of African-Americans at the time. ^{facts analysis}

Source 6 is a photograph that shows us that not a single African-American was riding the bus. ^{ix} Showing the protest was a success, although to an extent we can argue that the photograph only shows us one bus, which out of chance might have only been one single bus with no African-Americans riding, although we can believe that more buses were empty by looking at historical information in which that 40,000 African-Americans took part in the protest until the Supreme Court granted desegregation. Source 6 is very useful we can believe it is fact. The source is a photograph is a more useful than articles, due to articles being able to be manipulated, and are able to be biased. Unlike the image which can't be biased, if the image is fact and not been changed. ;

Word count: 1203

But with the image being a photograph and not a painting we are able to think that the image is real.

In the short term the Montgomery Bus Boycott was successful after 381 of boycotting the buses, and either walking to work, getting a taxi or car pooling designated signs on buses of where to sit according to your colour were removed. * Martin Luther King spoke out and said "We believe in law and order? We must love our white brothers no matter what they do to us." This was a very influential quote, and African Americans were a wear that they need to ignore the violence set upon them and not react. * Martin Luther King was president of the Montgomery Improvement Association, he played a significant role in organising the car pooling for people that were unable to pay taxi fares, due to announcements being made by white Americans that taxi drivers would be arrested if they did not charge the required fare.

descriptive

In conclusion, the Montgomery Bus Boycott played a significant role in reducing racial discrimination. This was shown by the abolishment of the Jim Crow Laws. The African Americans were very powerful in which they could use their economic power to help them gain civil rights. After putting financial difficulties upon bus companies and the local economy African-Americans were finally granted civil rights. Key individuals also helped the civil rights campaign such as Rosa Parks and Martin Luther King. Martin Luther King showed continuous support throughout the Montgomery Bus Boycott 1955-1956. The bus boycott was a significant form of protest as it wasn't militant, the effort African-Americans put into the Boycott was important as it showed courage and determination. The significance of the Montgomery bus boycott achieved success. However events such as the freedom riders and restaurant sit-ins also helped the process of gaining civil rights and were inspired by the Montgomery bus boycott. Randall Kennedy would argue that in the short term the boycott did very little and also helped and hinder the process of the civil rights campaign, however the majority of the sources looked at would argue that the event helped.

Improved towards the end with an attempt at analysis.

Word count: 1532

A01 The enquiry contains a series of statements supported by factual material.

5 LI Little attempt to focus the answer on the analytical demands of the enquiry.
Frequent spelling/syntactical errors evident.

A02 A range of sources identified that provides a body of information relating to the topic.
3 Very little evidence of cross referencing of sources.

8
25

A01 Agreed. Candidate ATTEMPTS TO MAKE SOME COHERENT POINTS BUT HAS NOT EXPRESSED THEM WITH ENOUGH CARE. SHE HAS FOCUSED ON THE EVENT BUT NEEDED WORK.
A02 Agreed. Student HAS IDENTIFIED A GOOD RANGE OF RELEVANT SOURCES BUT HAS NOT GONE BEYOND STEREOTYPICAL JUDGEMENTS.

-
- i http://www.montgomeryboycott.com/segregation_case.htm
- ii <http://www.spartacus.schoolnet.co.uk/USAjimcrow.htm>
- iii
http://mlk-kpp01.stanford.edu/index.php/encyclopedia/documentsentry/to_the_montgomery_public/
- iv <http://academic.udayton.edu/race/02rights/civilrights03d.htm>
- v <http://www.spartacus.schoolnet.co.uk/USAkkk.htm>
- vi
http://216.226.178.196/cdm4/item_viewer.php?CISOROOT=/voices&CISOPTR=1944&CISOBOX=1&REC=3
- vii <http://www.alabamamoments.alabama.gov/sec55ps.html>
- viii <http://www.youtube.com/watch?v=g5gvNPWSuKM&feature=related>
- ix
<http://www.bbc.co.uk/scotland/education/hist/freetlast/timeline/standard/bus/?source=2>
- x Civil Rights in the USA 1863 – 1980 by Patterson, Willoughby & Willoughby
Published 2001 page 119-120
- xi <http://www.spartacus.schoolnet.co.uk/USAmontgomeryB.htm>

Jessica bexley

Source 1

http://www.montgomeryboycott.com/segregation_case.htm

By the Montgomery Advertiser | Published Date: March 10, 1955

SEGREGATION CASE RESET FOR MARCH 18

The trial of a 15-year old Negro girl who was charged with violating segregation laws by refusing to yield her seat to a white person on a City Lines bus has been rescheduled for March 18. It originally had been set for 1:30 p.m. tomorrow.

A juvenile court hearing for Claudette Colvin, charged with assault and battery, disorderly conduct and violating the city segregation law was postponed due to the death of the sister of Juvenile Court Judge Wiley Hill.

The girl was allegedly drug kicking and clawing from a city bus last week after bus driver Robert W. Cleere reported to police she had refused to move to the Negro section of his bus.

Arresting officer said the girl kicked and scratched them when they forcibly removed her from the bus.

Source 2

http://mlk-kpp01.stanford.edu/index.php/encyclopedia/documentsentry/leaflet_dont_ride_the_bus_come_to_a_mass_meeting_on_5_december_2_december_1955

Leaflet, "Don't Ride the Bus," Come to a Mass Meeting on 5 December

This is for Monday, December 5, 1955

Another Negro woman has been arrested and thrown into jail because she refused to get up out of her seat on the bus for a white person to sit down.

It is the second time since the Claudette Colbert case that a Negro woman has been arrested for the same thing. This has to be stopped.

Negroes have rights, too, for if Negroes did not ride the buses, they could not operate. Three-fourths of the riders are Negroes, yet we are arrested, or have to stand over empty seats. If we do not do something to stop these arrests, they will continue. The next time it may be you, or your daughter, or mother.

This woman's case will come up on Monday. We are, therefore, asking every Negro to stay off the buses Monday in protest of the arrest and trial. Don't ride the buses to work, to town, to school, anywhere, on Monday.

You can afford to stay out of school for one day if you have no other way to go except by bus.

You can also afford to stay out of town for one day. If you work, take a cab, or walk. But please, children and grown-ups, don't ride the bus at all on Monday. Please stay off of all buses ~~Monday~~.

Source 3

http://mlk-kpp01.stanford.edu/index.php/encyclopedia/documentsentry/to_the_montgomery_public/

25 December 1955

"To the Montgomery Public"

ALABAMA JOURNAL

TO THE MONTGOMERY PUBLIC

We, the Negro citizens of Montgomery, feel that the public has a right to know our complaints and grievances which have resulted in the protest against the Montgomery City Lines and our refusal to ride city busses. We, therefore, set forth here some of the many bitter experiences of our people, who have, at various times, been pushed around, embarrassed, threatened, intimidated and abused in a manner that has caused the meekest to rise in resentment:

COMPLAINTS:

- 1. Courtesy:** The use of proper language, good service and respect from both the common people among both sides of the bus tracks. We are urged to ride from both to provide good service to those who are on either side of the tracks.
- 2. Seating:** The Montgomery bus system has a long history of segregation. It is a disgrace that the bus system has been segregated. It is a disgrace that the bus system has been segregated. It is a disgrace that the bus system has been segregated.
- 3. Arrests:** There has been a long history of arrests of Negro citizens. It is a disgrace that the bus system has been segregated. It is a disgrace that the bus system has been segregated.
- 4. Time Factors:** Many times the bus system has been delayed. It is a disgrace that the bus system has been segregated. It is a disgrace that the bus system has been segregated.
- 5. Making Changes:** We understand that changes should be made in the bus system. It is a disgrace that the bus system has been segregated. It is a disgrace that the bus system has been segregated.
- 6. Passing Up Passengers:** In many instances the bus system has passed up passengers. It is a disgrace that the bus system has been segregated. It is a disgrace that the bus system has been segregated.
- 7. Physical Treatment:** Many times the bus system has treated passengers physically. It is a disgrace that the bus system has been segregated. It is a disgrace that the bus system has been segregated.
- 8. Acknowledgements:** The bus system has not acknowledged its mistakes. It is a disgrace that the bus system has been segregated. It is a disgrace that the bus system has been segregated.
- 9. Adjudication:** Every effort has been made to get the bus system to remove the burden of the bus system. It is a disgrace that the bus system has been segregated. It is a disgrace that the bus system has been segregated.

The Montgomery Advertiser article (December 4, 1955) reporting the start of the Boycott:

Negro Groups Ready Boycott

all on Monday. Please stay off the buses Monday."

WOULDN'T GIVE NAMES

The Rev. A. W. Wilson, pastor of the Holt Street Baptist

(Continued From Page 1)

Church, said he would not divulge under "any circumstances" the names of the Negroes who asked permission to use the church facilities for the meeting.

"I don't feel I should give their names out for publication. But the meeting will be open and public and the doors will not be closed to Negroes or whites," he said.

Asked why he would not provide the names of the leaders of the boycott campaign and the meeting, the Rev. Wilson said that he didn't know enough about the meeting or the campaign to provide the information.

"Under no circumstance will I give you the names," he told The Advertiser.

First reports of the boycott came to The Advertiser Friday afternoon when white women reported their maids had asked for Monday off, so they could "boycott the city buses" because "we have been asked to do it."

In the letter circulated yesterday, it was not stated what "for further instructions, attend the mass meeting" was intended to mean. The Rev. Wilson said "further instructions" doesn't mean anything except "just further instructions."

NO COMMENT

In Friday's attempts to locate Negro leaders backing the boycott

plan, The Advertiser met with "no comment" and replies of "no knowledge."

In the Thursday night arrest of Rosa Parks, 434 Cleveland St., city policemen acted under authority of Section 11, Chapter 6 of the Montgomery City Code.

J. P. Blake, 27 N. Lewis St., City Lines bus driver, said the Parks woman refused to accept a seat in the Negro section assigned to her and instead seated herself in the white section. Blake called city police who took the Negro woman to police headquarters and charged her with violation of the segregation law. She will get a Recorder's Court hearing Monday.

J. H. Bagley, manager of the bus company, issued this statement after hearing of the charges:

"The Montgomery City Lines is sorry if anyone expects us to be exempt from any state or city law. We are sorry that the colored people blame us for any state or city ordinance which we didn't have passed. We have to obey all laws just like any other citizen. We had nothing to do with the laws being passed, but we expect to abide by all laws, city or state, to the best of our ability."

Bagley said he first learned of the circulars today when a woman informed him her maid had brought one of the circulars to work with her. Bagley said he immediately went to the woman's home and obtained the circular and turned the matter over to the firm's attorney, Jack Crenshaw.

HAWK IS GUEST

WORCESTER, Mass. — (AP)— Carl Anderson's unusual pet is a breadwing hawk. Fund injured, the bird was nursed back to health and now appears to be a contented member of the Anderson household.

CALL
JIM REED
 MUSIC for all occasions
 Phone 2-3682 or 2-1386

Jessica bexley

Source 5

<http://www.youtube.com/watch?v=g5gvNPWSuKM&feature=related>

Source 6

<http://www.bbc.co.uk/scotland/education/hist/freetatlast/timeline/standard/bus/?source=2>



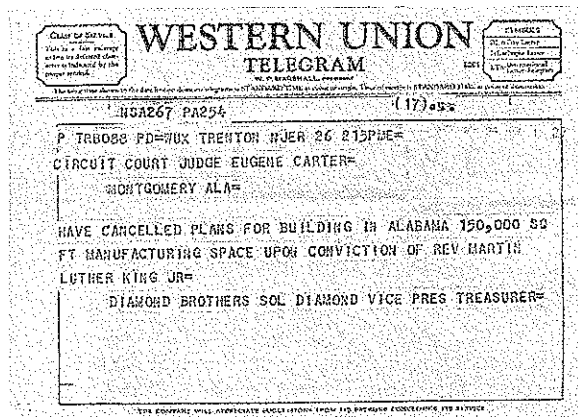
A group of Black Americans get into an automobile to car pool while an empty city bus is visible in the background (February 1956).

Source 7

<http://academic.udayton.edu/race/02rights/civilrights03d.htm>

Source 8

http://216.226.178.196/cdm4/item_viewer.php?CISOROOT=/voices&CISOPTR=1944&CISOBOX=1&REC=3



Jessica Bexley

Assess the significance of the role of individuals in reducing racial discrimination among African Americans in the USA 1877 – 1981?

After the post-civil war period African-American civil rights were stopped. Between 1887-1891 Jim Crow laws were introduced in which allowed separate drinking fountains, seats on the bus, the front row of seats for whites, and back seats for African-Americans, Schools, water fountains and there was even separate cemeteries. African-Americans faced the Ku Klux Klan who were extremely violent and fought for racial segregation¹. Significant individuals such as Martin Luther King and Washington started to organise protests and events in order to gain civil rights.

A significant event that brought in laws that favoured towards segregation was the Hayes Compromise of 1877. The Hayes Compromise ^{resulted in} agreed to withdraw federal troops from the south. This event hindered the process of civil rights incredibly, as the troops were stopping racism.

A Significant individual is W.E.B Dubois; Dubois is seen as being the most influential individual in 1895 he was the first African-American to earn a P.H.D from Harvard University². Earning a P.H.D was very unusual for African-Americans He wrote "the slave went free, stood a brief moment in the sun; then moved back again to slavery"³ Dubois wrote various books, he wrote a book about the future of his people, "The souls of black folk"⁴ Dubois turned into a civil rights activist as he witnessed discrimination when he taught in country schools he began the first civil rights moment, he demanded full civil rights, the end of segregation, the extension of the franchise and equality of opportunity in all aspects of life and work. Du Bois spoke about "We claim for ourselves every single right that belongs to a free American, political, civil and social, and until we get these rights we will never cease to protest and assail the ears of America."⁵ this was influential to African-Americans fighting and wanting civil rights. Arnold Rampersad wrote: "Far more powerfully than any other American intellectual, [Du Bois] explicated the mysteries of race in a nation which, proud of its racial pluralism, has just begun to show remorse for crimes inspired by racism."⁶

Good quote

Narrative

Dubois was one of the main members in creating the Niagara Movement in 1905, a civil rights group that developed into the National Association for the Advancement of coloured people in 1909 by Oswald Garrison Villard. Villard outlined that the main purpose of this was to encourage the abolishment of the Jim Crow laws and to the enforcement of the 14th and 15th amendment.

William Lloyd Garrison campaigned for emancipation and full civil and legal rights for African – Americans, William Lloyd Garrisons was part of the Anti-Slavery Society which was involved in the campaign for the 14th amendment.⁷ "One ever feels his two ness-an American, a Negro; two souls, two thoughts, two unreconciled strivings; two warring ideals in one dark body, whose dogged strength alone keeps it from being torn asunder."

Great quote but not introduced probably

Washington described the emancipation period as a time that "saw the whole race trying to go to school"⁴ Washington founded the Tuskegee Negro National Institute in 1888 to increase the prospects of his own race by providing vocational education. Dubois criticised this by arguing that giving African-Americans only the opportunity to do vocational courses made them inferior to whites as they were not academically able to do academic subjects this represents Washington as being in favour of segregation. He also went on to become presidential adviser on African Affairs.

Washington dedicated himself to education, and believed education was needed for them to have equality. Which I believe was an excellent way to increase the chances of desegregation, as if they weren't educated they would not have been able to read or write, and write songs such as "Strange Fruit" wrote by Billy Holiday and being able to read and write books following in Dubois footsteps.

lacks organisation descriptive

wordcount : 2157

A critic of Washington was Du Bois Washington favoured 'separate but equal' while Du Bois sought rapid integration.⁸

Garvey can be seen to be helping reduce racial discrimination; He encouraged African Americans to have pride in themselves and their culture, however this can be argued as encouraging racial discrimination as they were expressing their feelings towards their culture and this encouraged the white Americans to rebel, even in protests organised by the KKK. On the other hand Garvey did little as his views did not help to reduce racial discrimination directly. A main leap in helping individuals was when he set up the Black Star Steamship Company, he set this up in order to help African – Americans go back to Africa.⁹ He was a key role in speaking out and fighting for civil rights, However by the end of the 1920's they had achieved very little for civil rights. Garvey was seen as being very militant, and didn't want integration but segregation. "The full exercise of political rights is going to be a matter of natural, Slow growth, not an a overnight gourd vine affair"¹⁰

It can be argued that Woodrow Wilson was significant, To begin with Wilson didn't want to go to war he used to slogan 'Keep us out of war' Wilson didn't do much for reducing racial discrimination, as nothing was done to improve position of African-Americans.¹¹ African-Americans suspended their campaign in 1917 when America entered the war, they decided to do this in order to take the jobs of the white people that had to go to war. By doing this they thought that when American came out of the war they would then be able to be accepted on separate terms, sadly nothing changed after the war. Woodrow did help the civil rights campaign slowly but nothing major changed, it could be argued that if Woodrow Wilson allowed the African-Americans to keep their jobs after coming out of the war things would have radically changed, however historians would argue that it was only because of the threat he would have been under from the KKK that he didn't allow them to keep their jobs. Historians would also argue that "the absence of much analytical history, the excessively political focus, and the overly literary quality of the work. Among later commentators, Wilson's scholarly works are read almost exclusively for the insights they provide into his term as President."¹²

I believe Billy Holiday was a significant individual in reducing discrimination, she sang a song "Strange Fruit" about lynching, and made people aware of the difficulties African Americans had to go through. Rosa Parks could have faced been lynched when she sat in the white area on a bus, she was a main icon in showing other black people that they should ignore segregation. Billy Holiday brought awareness of racial discrimination to the far front however taking drugs hindered the process, and the type of music Billy Holiday wrote was only commonly listened to by African-Americans. In which she did not do as much as other individuals such as Martin Luther King, who was significant throughout the 1950's and 60's, he organised peaceful protests in the south against his people being discriminated in areas in which whites were violent and resisted desegregation, he also organised a campaign to register blacks to vote, the popular "I have a dream" speech was spoken out towards 250,000 people and gave blacks a positive outlook on the future.¹³ King was the main character in helping reduce discrimination as much legislation was able to be passed due to the peaceful protests he led, although it can be argued as being the work of President Johnson as to why he was important. Due to Johnson passing acting's in 1964 and 1965. Johnson didn't believe legislation was enough for reducing racial discrimination and social and economic factors were also need.¹⁴ the effort Johnson showed King was significant and helped the Civil Rights movement, however Johnson was later replaced as President in 1969 and sadly King lost a lot of support.

lacks organisation
and analysis

Wordcount : 2832

lacks
Context

continuity
too
focus

A historian believes that Martin Luther King was significant because of the commitment he put into organising various protests, for example the protest in the centre of Birmingham, in which Bull O'Connor saw this as a challenge of his authority, who organised high pressure hoses and police dogs to stop the protest.¹⁵ Images of unarmed non aggressive demonstrators being attacked by the police were showed across the world and this was a great publicity for the civil rights movement, as the images brought sympathize to the African Americans and shame upon the city and their beliefs involving discrimination. He was slow to help blacks when he became president as it was such a controversial issue.

Malcolm X unlike Martin Luther King took a militant approach, he spoke about the unfair treatment against African-Americans, he wanted everyone to be treated equally and nobody to be discriminated against, he wanted white Americans to sympathise with the African-Americans and stop the racism that had gone on for so long. Malcolm X's philosophy was brought into practice by the "Watts Ghetto"¹⁶ The people in the ghetto's preferred Malcolm X than King, due to the violent protests and could not relate to Kings background of receiving an education. 1968 saw the assassination of King, this was a significant turning point for the civil rights movement, due to widespread publicity being caused due to an outbreak of violence. It can be argued as being the final attempt by the white Americans saying no to civil rights. Historians consider Malcolm X among the half-dozen most influential African-American leaders in history.¹⁷

Sweeping statement too vague

In 1929 the Wall Street Crash created a large scale depression. Franklin D. Roosevelt brought recovery in the New Deal;¹⁸ this was done by bringing in various acts to help Americans economy. Franklin D Roosevelt knew if he did radical to help the African-Americans he would lose the support of Southern Whites who he relied on in order to remain president. It can be argued by historians that he was afraid that if he done anything radical then the KKK may have turned against him and lost his presidency status. Southern Whites knew that they were powerful enough at this time to stopped the civil rights campaign going any future.

Jesse Owens won 4 gold medals at the 1936 Olympic games in Berlin.¹⁹ During the time of segregation he proved that race or origin was not a problem and that it was an individual's performance that mattered. Whilst he was in Berlin, Owens was able to stay in the same hotels was whites, this helped people think differently about the Jim Crow laws. He was a significant icon in the civil rights movement due to him proving people wrong by winning 4 gold medals in one Olympic game, which many people thought could not happen as well as becoming the first black spokes person for Adidas and winning awards and tributes even 20 years after his death in 1980.

descriptive

World War 2 was a significant event for helping American-Americans. The African-Americans were known as the Tuskegee airmen during the war, they tried to stop the typical stereotypical views of them, as being uneducated and unable to do the job. The significance of this was vital, and it showed white Americans that African-Americans were able to do jobs such as fighting in wards that required knowledge and skill.

I believe Jesse Jackson had helped did reduce racial discrimination as he was a key factor in election of Chicago's First African American mayor, which would reduce discrimination.²⁰

wordcount: 3420

The Montgomery bus Boycott can be seen as excelling the chance of equal rights for African-Americans. The Bus Boycott officially started on the 1st December 1955. The African-Americans of Montgomery decided they wouldn't ride on the buses until they were able to sit where ever they wanted. Up until this point, African American's had to sit towards the back of the bus and whites at the front, the majority of people riding the buses and once the African-Americans decided to boycott the buses, bus companies started to lose a lot of money. Rosa Parks started the bus boycott off as she boarded a bus, in which all the white seats were full, and she sat where she was designated in the black section of the bus, a white man later boarded the bus and four African-Americans were told to stand and allow the white man to sit down, Rosa Parks refused and was later arrested.⁴ The Bus Boycott lasted over a year and was a large leap of protest. And can be seen as doing a lot for African-American civil rights as it was one of the last forms of protest before they gained equal rights in America in 1968. However the Montgomery Bus Boycott hindered the process of gaining civil rights, due to Alabama refusing to build various businesses in the area due to the event. This may have stopped the gaining of civil rights as quick as it could have been done.

In conclusion Dubois was significant in reducing racial discrimination because he was one of the founding members of the NAACP, in which he argued for the abolishment of segregation and have equal voting rights. King was also a significant character in gaining civil rights, a historian may argue that it was only because of his death that he was significant, although the work he done before being assassinated was the stepping stones towards achieving civil rights. However it can be argued that king is only portrayed as doing well due to him having stepping stones to work from, from icons such as W.E.B Dubois, and Marcus Garvey. Dubois was defiantly significant due to him having a little amount of stepping stones to work from, and being a founding member of the NAACP, which aimed to stop lynching and promote rights for the African-Americans.

5
25. This enquiry contained a series of statements, supported by limited factual material. Lacks organisation and chronological balance. Frequent syntactical/spelling errors.

Agreed There is a clear attempt to cover the chronology and most of the key events and individuals are identified. There is a good range of sources identified too but unfortunately the execution is poor and lacks thought.

Word count 3808.

Footnotes

1. http://www.historylearningsite.co.uk/kkk_and_racial_problems.htm
2. <http://www.u-s-history.com/pages/h1613.html>
3. <http://www.afterslavery.com/>
4. Civil Rights in the USA 1863 – 1980 by Patterson, Willoughby & Willoughby Published 2001 page 67, 41, 118-121
5. <http://www.issues-views.com/index.php/sect/1000/article/999>
6. <http://www.enotes.com/contemporary-literary-criticism/du-bois-w-e-b>
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8. Race and relations in the USA 1863 – 1980 third edition Vivienne Sanders published in 2006 page – 52
9. http://www.pbs.org/wgbh/amex/garvey/peopleevents/e_blackstar.html
10. Up from Slavery: An Autobiography - By Booker T. Washington - page 166
11. <http://www.spartacus.schoolnet.co.uk/FWWwilsonW.htm>
12. <http://www.enotes.com/twentieth-century-criticism/woodrow-wilson>
13. <http://www.spartacus.schoolnet.co.uk/USAkingML.htm>
14. http://www.historylearningsite.co.uk/Lyndon_Baines_Johnson.htm
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16. <http://www.bookrags.com/studyguide-martin-and-malcolm-and-america/chapanal009.html>
17. http://www.americanswhotellthetruth.org/pgs/portraits/Malcolm_X.php
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Candidate 4

A piece of work that cannot achieve a pass

Part A

An enquiry consisting of statements with some development in the form of the material selected. There is little attempt to focus the answer on the analytical demands of the enquiry. Frequent spelling and syntactical errors are evident. A good range of sources has been identified but little is done with them beyond stereotypical evaluation and they are not integrated into the enquiry.

Part B

An enquiry consisting of a series of statements supported by limited factual material. Organisation and chronological balance are lacking, and there are frequent syntactical and spelling errors.

Rosemary A Rees
Principal Moderator

January 2011

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