

Principal Moderator's Report

June 2011

GCE History 6HI04

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GCE HISTORY 6HI04

PRINCIPAL MODERATOR'S REPORT

JUNE 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.

Introduction

This summer nearly 18,000 candidates were entered for Unit 4, the coursework component of GCE History. They researched two enquiries, one focused on depth and the other on breadth, which together made up a single assignment. The assignments were marked by the centres, and a sample from each centre was submitted for external moderation. Moderation was carried out by four teams of moderators, working to team leaders who were, in turn, working to 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. However, moderation did result in mark adjustments being recommended for a number of centres in order to align standards. 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 by a second moderation that was undertaken either by a team leader or by the principal moderator.

It was disappointing to see that problems that were identified and reported on in 2010 and in January 2011 were still appearing in the June submissions. This is particularly worrying where the centre-specific reports appeared not to have been acted upon. These reports are written by the centre's own moderator and are intended to provide guidance for future submissions as well as an explanation of the outcome of the current moderation. Centres are urged to familiarise themselves, not only with the Principal Moderator's report and their own centre reports, but also with the GCE History Specification, Edexcel's publication 'Getting Started' and with the advice and guidance provided on Edexcel's website. An INSET programme will be offered in the autumn term and this should be invaluable for centres needing further guidance. Both face-to-face and on-line meetings will be provided.

Administration

Most centres carried out the administration of the coursework unit very well, and the coursework was clearly presented for moderation.

Although not a Specification requirement, many centres using a centre-compiled resource booklet in connection with the Part A enquiries, enclosed this with their

submission. Similarly, candidates researching their own Part A enquiries frequently put the sources they had evaluated into an appendix attached to their work. Sight of the sources used was appreciated by the moderators and considerably helped moderation.

The most common omission from the 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.

The Individual Candidate Authentication sheets proved problematic for a small number of 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', and centres are asked to use the correct form in future submissions.

A small minority of centres persisted in enclosing class notes and folders of work with the samples of coursework sent to the moderator. These do not form part of the assessment, and centres are asked not to send them in future.

Centres are reminded that the date for submission of coursework is 15 May for the summer session and that this is a fixed date agreed by all awarding bodies. A disturbing number of centres are ignoring this and are submitting marks and sending coursework to their moderator upwards of a fortnight late. Centres are reminded that if they persist in doing this without an acceptable reason, moderation, and consequently the publication of their results, could be delayed.

Word limit

Only a small number of candidates had problems with the word limit and most of these were dealt with appropriately by the teacher-examiner(s) concerned, who stopped marking once 4,000 words had been reached. However, some teacher-examiners ignored the word limit 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 tally so that they do not exceed 4,000 words. Equally, this should make it easy for the teacher-examiner to calculate when s/he has read 4,000 words.

Resource Record Sheets

The resource records exist for a specific purpose and must be used by all students when following both enquiries. It seemed clear that some centres had encouraged their students used their resource records as an alternative, or extended, bibliography. Indeed, students at a significant minority of centres completed their part of the resource records very thoroughly, but there was no teacher input on them whatsoever. 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 Record sheet over a period of time. However, many teachers did not use them as Edexcel intended, and simply signed off the resource records when the coursework was completed. All centres are reminded

that 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, dating and initialling their 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.

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. There was, however, a worrying tendency for students to set themselves, for their Part A enquiries, very convoluted and sometimes unanswerable enquiries. For example, '*How did Scotland cause the English Civil Wars in the 17th century?*' posed enormous problems in finding appropriately focused source material and was so broad in scope, and descriptive in formulation, as to be virtually unanswerable within the 2,000 word limitation. Centres are reminded that it is their responsibility to approve their students' enquiries, and that they should follow the advice given in 'Getting Started'. If they are in any doubts whatsoever about the suitability of either a Part A or a Part B enquiry, then they should consult Edexcel via the 'Ask the Expert' service where their coursework query will come straight through to the principal moderator. Although Edexcel has no procedure for approving coursework enquiry titles, we can always advise and are happy to do so.

Part A

Here, centres had three main approaches. Some set the same enquiry for all their students; some allowed students to select their enquiries from a limited range provided by the teacher concerned, whilst others allowed their students to set their own enquiries. Whilst all three approaches are acceptable to Edexcel, in general, moderators found that candidates selecting their own enquiries and their own source material wrote with greater enthusiasm and engagement.

Before approving a student's Part A enquiry, or before setting enquiries for the whole cohort, centres are strongly advised to make certain that there is a sufficient range of contemporary sources to enable issues to be raised and judgements to be reached through an evaluation of the evidence they provide.

Edexcel defines short-term significance as being not more than 20% of the extent of the coursework programme, and in many cases can, and should, be considerably less. Candidates trying to assess the short-term significance of a major historical figure would be well advised to focus on a specific aspect of that individual's career. To ask, for example, 'Assess the short-term significance of Queen Elizabeth I' is a daunting task unless limitations are placed with regard to topic area or time-span. Some restrictions can be far too limiting. '*What was the short-term impact of Rasputin on the Romanov family?*' gives little room for exploring different types of impact through an evaluation of source material. However, '*What was the short term impact of Rasputin on Russian government and society?*' gives the student room to explore a range of different impacts through different types of contemporary source material. There is a fine balance to be found here and, again, centres are welcome to consult Edexcel via the 'Ask the Expert' service if they are in any doubt.

A small number of students are still attempting to turn their Part A enquiries into a comparison of a range of factors by using the question stem '*To what extent ...*' and centres are reminded that the Part A enquiry should work as a depth study looking at the difference made, the change brought about, by an individual or event in the short term. A comparison of factors is more appropriate for the Part B enquiries.

Part B

Most centres elected to set the same Part B enquiry to all their students, and they usually tackled these immediately after the over-arching teaching programme. The enquiries 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 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 shortened. Some centres clearly believed that it was sufficient to cover any 100 years within a longer programme, and this is not the case. A range of Part A and Part B question stems are provided in the coursework programmes published in 'Getting Started' and there is advice there, too, for centres wishing to move away from these as to how an appropriate focus can be maintained.

The Selection of Source Material

Part A enquiries

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. Edexcel recommends that between four and six sources should be used to raise issues, inform and drive the enquiries, and their evaluation should enable supported judgements to be reached. A disappointing number of students selected a large number of contemporary sources and inserted snippets from them at appropriate points in their enquiry. Such snippets may have enabled the sources to be interpreted beyond their surface features, but evaluation was invariably lacking. The use of the word 'contemporary' is advisable. All primary sources are contemporary sources. But not all contemporary sources are primary sources. They may be contemporary to the period being studied, but they are not created by individuals intimately connected with the particular event or series of events being investigated by the enquiry, but they may still be used and evaluated by students. This may seem to be a somewhat pedantic distinction to make, but it is critical to the selection of source material, particularly when following coursework programmes where primary source material is not readily available.

Centres varied in the ways in which they encouraged and enabled their students to select source material. Some clearly expected their students to undertake a fair amount of independent research, finding their own range of contemporary sources from which 4-6 were selected for use, interrogation and evaluation. Many centres produced a source booklet for their students to use. Whilst this is permissible, centres must provide sufficient source material in such booklets to enable their students to make a genuine choice. Centres are reminded that 'select' is a criterion within AO2, and that this means 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, where the use but not the selection of source material is rewarded. There were however, centres that had produced resource booklets 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 to conduct their own researches,

adding sources to the resource bank to be drawn on by all students as required. This would seem to be excellent practice.

Many candidates used 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 cannot be rewarded with designated AO2 marks. Secondary source material may be used to challenge or support the judgements reached from an evaluation of contemporary source material, to drive the explanation forward or to raise and develop issues. It must be noted that secondary material should never dominate the use of contemporary material, and that it is only the contemporary sources that should be interrogated and evaluated. A larger number of candidates than before presented enquiries that were dominated by secondary sources and were inappropriately rewarded by their centres.

Part B enquiries

The selection of source material for use in the Part B enquiries was less problematical. 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.

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. Centres are reminded that the Specification requires students to demonstrate 'evidence of wider reading' and that source evaluation is not required. A small minority of centres attached AO2 marks to the Part B enquiries, and this is not appropriate.

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. Too often marks were given at Levels 3 and 4 where there was little or no evaluation of the source material, 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.

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. It also means that the centre reports can be appropriately targeted on areas where further work is needed and where good practice can be built upon.

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

Confidential: Edexcel and QCA use only

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

Centre Number	99966		
Candidate Number	1148		
Candidate Name (in capitals, surname followed by forenames)	MACHUA MELISSA		
Coursework Programme Title (if Edexcel designed please provide reference code from specification.)	CW23: Colonization and decolonization in Africa, 1870-1981		
Assignment Title	Part A: What in your view was the short term significance of Cecil Rhodes?		
	Part B: How far were economic considerations responsible for bringing about the expansion and dismantling of the British empire in Africa from 1870-1981?		
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 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: Topic 1: D ₃ Russia in Revolution 1881-1924: From Autocracy to Dictatorship Topic 2: D ₅ Pursuing life and liberty: Equality in the USA 1945-1968		
	Unit 2: D ₂ Britain and the Nationalist Challenge in India, 1900-1947		
	Unit 3: E ₂ A World Divided: Superpower Relations 1944-1990		

Word Count	3995		
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)
13	12	22	47

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: *Machua* Date: 24.03.11

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: *[Signature]* Date: 8/04/2011

Resource Record Sheet Template

Assignment Title What in your view was the short term significance of Cecil Rhodes from 1882-1902?

Issue	Sources	Comments	Teacher's comments if appropriate	Teacher's initials and date
Popularised and enhanced the British quest for imperialism	New York Times, 1902	Helpful source as it illustrates the origins of Rhodes philosophy giving insight to his character. This source helps explain Rhodes actions as an imperialist	Relevant sources that highlights Rhodes reknown character and motives.	NWK 2/02/11
Rhodes political influence	The Partition for Africa, Chamberlain M.E., 1974	- A useful source as it emphasises politics was dominant in Rhodes objectives	A good secondary source that helps to generate views of Rhodes close associate in South Africa.	NWK 2/02/11
Rhodes responsibility for the influx of Uitlanders into South Africa	'Cecil Rhodes' his private life, Jordan, Philip 1911	A supportive source as it portrays Rhodes as a 'trendsetter' responsible for attracting the British natives to flood into South Africa.	A contemporary source that qualifies Rhodes role in increased number of British people in S. A	NWK 3/02/11
Rhodes caused strained relations between the Boers and the British.	The Memoirs of Paul Kruger, Kruger, Paul 1902	A crucial source as it is by the leader of the Boers, thus it is thus it is Boers representative of the Africans detestable view of Rhodes.	A Boer view of Rhodes which is relevant in demonstrating the Boers' hatred of Rhodes.	NWK 7/02/11

Resource Record Sheet Template

Assignment Title What in your view was the short term significance of Cecil Rhodes?
from 1882-1902?

Issue	Sources	Comments	Teacher's comments if appropriate	Teacher's initials and date
- Responsible for ruining the British image	'Cecil Rhodes: his private life by his secretary' Jordon Philip, 1902	- An essential source evoking controversy as his close associate exposes Rhodes manipulative methods	A good source that gives an objective analysis of Rhodes by a close associate.	NWK 7/02/11
Responsible for the Boer War.	'New York Times' Token R. Stephen, 1902	- An insightful source declaring Rhodes fully responsible for the Boer war. It also depicts the consequences of this such as hatred from home in London increasing his liability for the war.	A detailed independent source that highlights role of Rhodes in bringing about the Boer war.	NWK 9/02/11
Alienation of African Land.	Modern History Becker C. L & Ken Cooper K. S 1984	- A useful source which gives an African's point of view. - It's a first-hand experience hence reliable and depicts the Africans innocence in comparison to Rhodes ill-mannered nature hence emphasising the key issue.	An appropriate source that gives an African perspective of Rhodes.	NWK 11/02/11

Resource Record Sheet Template

Assignment Title How far were economic considerations responsible for the bringing about the expansion and dismantling of the British empire in Africa from 1870-1981?

Issue	Sources	Comments	Teacher's comments if appropriate	Teacher's initials and date
Acquisition of raw materials as an economic consideration	'The Decolonization of Africa' Birmingham, David, 1996	A useful source giving a clear example of the cotton fields as a motivator. It also mentions other colonial rules hence useful, bringing in the element of competition to get these materials. -Entails Britain's dependence on Africa's raw materials.	Relevant Secondary Source that describes the search of raw materials as an economic motivation for imperialism.	NWK 14/02/11
	'Colonialism in Africa' Lewis H. Gann & Duignan	An imperative source clearly stating economic considerations such as raw materials was a reason for colonisation of African colonies.	Source reinforces the importance of raw materials as instrumental in British imperialism in Africa.	NWK 14/02/11
Investment of surplus as an economic consideration	'Africa in Modern History' Basil Davidson, 1978	-A clear source proving Europe's surplus capital was invested into Africa.	A good source that highlights surplus capital as an economic motivator for British expansion in Africa.	NWK 14/02/11
Human labour as an economic consideration	'Africa in Modern History' Basil Davidson, 1978	-An insightful source as it demonstrates the dependance on African labour to carry out the Britains tasks.	A source that captures the human resource (labour) as an economic motivation for British imperialism.	NWK 17/02/11

Resource Record Sheet Template

How far were economic considerations responsible for bringing about the expansion and dismantling of the British empire in Africa from 1870-1984?

Issue	Sources	Comments	Teacher's comments if appropriate	Teacher's initials and date
Taxation as an economic consideration	'Africa In Modern History' Basil Davidson, 1978	A helpful source as it portrays the advantage taxation had as the British had an economic hold over African colonies.	Important source in showing the generation of income as an economic motivation for British expansion.	NWK 17/02/11
Strategic Movements	'The Partition of Africa' Mackenzie J. M, 1983	A direct source expounding Britain's strategic movements for getting involved with Egypt.	A good source that underscores the role of strategic considerations as imperative to British imperialism.	NWK 20/02/11
Role of individuals	New York Times, 1902	A useful source crediting individuals such as Cecil Rhodes who enhanced Britain's quest for imperialism.	An independent view of alternative factors for British expansion in Africa.	NWK 20/02/11
Economic considerations as a cause of decolonization	'Britain's post-war economic decline' Woodward Nicholas 1994	A clear source proving Britain's deteriorating economic condition after the war giving substance to the idea that African colonies were too expensive.	A detailed source that emphasizes economic considerations for Britain's decolonization.	NWK 23/02/11

Resource Record Sheet Template

Assignment Title How far were economic considerations responsible for bringing about the expansion and dismantling of the British Empire in Africa from 1870 to 1981?

Issue	Sources	Comments	Teacher's comments if appropriate	Teacher's initials and date
Nationalism as a cause of decolonisation	'Modern Africa' Davidson Basil, 1994	- A crucial source as it portrays the African methods of peaceful pressures on the British	A relevant source that shows the role of African nationalism to decolonization.	NWK 24/02/11
External pressure as a cause of decolonisation	International Covenant on Economic, Social and Cultural Rights, 1966	- A factual source depicting demonstrating the international decree that put immense pressure on Britain to dismantle their empire in Africa	A good source that shows that international pressure also contributed to Britain's decolonization.	25/02/11

Part A

What in your view was the short term significance of Cecil Rhodes from 1882 to 1902?

Cecil Rhodes was without a doubt one of the most prominent British men in South Africa. There is controversy as to what his role for the empire actually was. Some saw him as great man whom they praised for his work while others saw him as a selfish manipulative imperialist. To a great extent, the sources I have researched fundamentally agree that Cecil Rhodes, with achieving a near monopoly of the diamond industry in South Africa, in a short stint was able to cause division among the African people, be a catalyst towards the Boer War, enhance British imperialism in South Africa and somewhat ruin the British image. His spectacular yet controversial career in South Africa put him on the map as a powerful British patriot, determined for success. ✓

A good introduction that summarises Rhodes controversial career.

The New York times compares Rhodes to the likes of Kipling as 'he believed they were commissioned by heaven to rule the earth for it was in that way, only a high level of civilization would be achieved'.¹ Kipling thought it was the duty of Europeans to bring European civility to the uncivilized in Africa. This is similar to Rhodes actions as his dream was the British rule over all of Africa. His talk of dominion from 'Cape to Cairo'² being the dictate of all his reason, Rhodes was able influence the British government to take control of Bechuanaland which lay between the Transvaal and the German Southwest thus expanding British imperialism in South Africa. ✓ The charter of his British South African Company (BSAC) granted by the British government, the right to develop mines, grant land, establish a police force and make treaties with people. The country, Rhodesia was owned and governed by BSAC. Concessions and treaties North of Zambezi such as those in Barotseland were a result of his efforts. Rhodes strategically used the British government as his stepping stone and his efforts were projected on the amount of African territory Britain was acquiring under their belt. ✓ Therefore, he created international awareness and was an asset in establishing the British regime in South Africa. This source however, may not be reliable as the source originated from the USA, which held the position of self determination, the contrary of Rhodes motives. The source could be one sided trying to evoke the negative selfish side of Rhodes. ✓ However, this is reinforced by Rhodes himself; 'Remember that you are an Englishman, and have consequently won first prize in the lottery of life.'³ Rhodes pride and self-elevating nature is enhanced as he put himself on a pedestal. ✓

Expansion of the British empire.

Source interrogation and cross-reference

Stead W.T, a journalist, who had been a close associate of Rhodes, said this about the infamous Prime Minister;

"...with him political considerations were always paramount. If he did use the market, he did it in order to secure the means of achieving political ends."⁴ ✓

¹ New York Times, *The Methods of Cecil Rhodes*

² Ibid

³ <http://www.independent.co.uk/opinion/leading-articles/the-lottery-of-life-683751.html>

⁴ Chamberlain M.E, *The Scramble for Africa*, pg 134

Stead, being a close associate of Rhodes, would be credible as he would know the facts of his dear friend. However, the source may be an attempt to exaggerate Rhodes achievements. On the other hand, the two fell out after they disagreed over the Boer war thus the source may be unreliable as Stead may have been attempting to depict Rhodes as selfish. Notably, both the New York Times and Stead highlight Rhodes desire for dominion in Africa. Therefore, through Rhodes clever strategies, he was elected as a member of parliament at the age of 37. 'The wealthy overestimated, disappointing politician was prime minister'⁵ in 1890 and thus was able to augment the British imperialism in South Africa with his political stronghold as shown in Appendix 1. The word 'overestimated' used by William Basil entails that Rhodes was not entirely qualified to be prime minister as that position was self imposed, therefore he was 'disappointing' thus it may be reliable. He however played a part in bringing in more Britons into South Africa thus more supporters therefore he brought a lot of attention to the British quest for imperialism. His involvement in South Africa became a trend with more people coming in to settle in Africa and trying to undertake the precedent set by Rhodes. Jourdan, Philip, his own private secretary expectedly gave full insight into Rhodes character as explained in Appendix 2. This source gives substance to Rhodes effect in Britain making it known that he was there to take control. However, being written by a close confidant, the source elevates Rhodes to an independent visionary; completely ignoring the fact that he was carrying out the ideals of the British back home therefore it may not be a reliable source.

Create British control in South Africa

Rhodes involvement in the exploitation of minerals and land in South Africa caused a strain in the relationship between the Boer and the British. His strategic business endeavours entrenched his potent standing in the mining industry. The two mining companies of Rhodes and his rival, Barney Barnatos were consolidated into the De Beers Consolidated Mines. Thus his monopoly in diamond trade intensified his yearning for more and his means of achieving this was his abuse of power as entailed in Appendix 3. This source exposes Rhodes selfish means, being written by a Briton; it creates a higher sense of reliability and depicts the exploitation of people which upset the Africans. Rhodes was dubbed by Kruger as 'the curse of South Africa'⁶ due to iniquity. Such wickedness was the murder of Piet Grobler, a well acquainted man with Matabele Kaffirs as 'There is no doubt whatever that this murder was due to the instigation of Cecil Rhodes and his clique'⁷. Kruger, being the leader of the Boers, portrays the Africans negative opinion of Rhodes. The source may be prejudiced as Kruger may have been bitter towards Rhodes due to his large magnitude of power and saw him as an enemy to South Africa hence the source may be a hyperbole. However, being a parallel to Rhodes, his position as leader would render Kruger knowledgeable of events affecting his people, thus the source may be truthful. This earned Cecil Rhodes the title of a violent and brutal racist given by the African people who used forced labour tactics as a means of founding De Beers and other portions of his lucrative success.

tension between the Boers and the British

upset the Africans as well.

⁵ William Basil, *Cecil Rhodes*, pg107

⁶ Kruger Paul, *The Memoirs of Paul Kruger*, pg 192

⁷ Ibid pg 191

Rhodes determination to take over South Africa led to a division in public opinion as his actions aroused controversy back home. 'He used his wealth to induce people against their better judgment and he thus debauched their minds.'⁸ This in comparison to Jourdan's previous quote sheds a negative light on Rhodes as they evoke Rhodes' scheming behaviour which would dampen the British name. This source shows that only selective people knew of Rhodes' true ways entailing how secretive he was; perhaps he had other unlawful deals that no one else may have known about. It is evident that to climb to the top Rhodes must have taken plenty of illicit shortcuts. To prove this point, he bought newspapers in order to control or alter public opinion and he also issued bribes, brokered secret deals and utilized gangs of mercenaries to butcher his opponents allowing him to seize close to a million square miles of territory from its populace. Rhodes' ill-mannered nature was seen as representative of the average British man; manipulative and conniving, thus it is palpable that Rhodes caused a lot of controversy in his homeland, Britain, where people commended him and in South Africa where others condemned him. Though Rhodes did all his duties under the name of the British Empire, he was viewed with some suspicion in his home country. For a loyal contemporary of Rhodes to admit that Rhodes was hated may mean the source is trustworthy. The New York Times stated that he did more than any other contemporary however there were other troublesome matters associated with his name the British wish they could forget⁹. The source being an article intended for the public, highlighted Rhodes' flaws. Being an international view, it could be biased considering differing views on Rhodes' methods.

Division of
Public
Opinion
back home
Controversial
career.

Good source
cross-reference

However, much as Rhodes was a key player in the colonization of South Africa and other African nations, he was also a catalyst to the decline of the empire as well. He was responsible for causing the Boer war in 1899 due to his role in the infamous Jameson Raid. This bloody brutal war caused a dent in Rhodes' image and the establishment of the concentration camps, where the Boers were terribly treated, caused uproar back in Britain. Along with the British tax payers financially supporting this vile war, there was growing discontent with the mistreatment of their colonial inhabitants. Rhodes underwent immense international pressure from superpowers such as USA, Russia and Germany condemning the British for their unruly behaviour in South Africa. All this reflected negatively on the British. New York Times alleged that 'He was one of the chief agents who brought about this terrible war'¹⁰ causing him to be seen as an enemy in the African eyes, a warlord. The source may be biased in its attempts to portray Cecil Rhodes as a liable man for the war in order for people to turn against him. This opinion however is shared by Tobin R. Stephen in Appendix 4. In addition, Jourdan stated that 'his resignation as Prime Minister early in January 1886, consequent upon the Jameson invasion of the Transvaal.'¹¹

Ruin to the
British
image.

Cross-
reference to
Gnd credence
Rhodes' role in
the war.

The source being written by Rhodes' contemporary would be a reliable source as he had a first hand experience in working with Rhodes. The source is not one-sided but neutral, neither praising Rhodes nor condemning him. These sources emphasize the authenticity

⁸ Jourdan Philips, *Cecil Rhodes, his private life*, pg 213

⁹ New York Times

¹⁰ Ibid, *The Methods of Cecil Rhodes*

¹¹ Jourdan Philip op cit, pg 27

that he was a catalyst to the war and his involvement in the Jameson Raid was broadcasted all over of South Africa causing a plunge in his popularity level. His secret conspiracy with the Transvaal Uitlanders to overthrow the government of the Transvaal Republic turned into his biggest mistake, forcing him to give up his prominent title.

Furthermore, Cecil Rhodes was responsible for the alienation of African land giving rise to African nationalism. Rhodes was a ruthless operator, who used his fortune to fund mercenary armies to murder, steal, bribe, cheat and corrupt in a headlong rush to secure as much of Africa's land and mineral wealth as he could lay his hands on. This did not go unnoticed as there began to be more resistance towards his rule. His introduction of the Glen Grey Act to push back the black people namely Xhosa people from their lands and create space for industrial development enhanced his abuse of power to acquire more foreign land¹². His actions depicted in Appendix 5 echoes these sentiments. Though the source is credible as it is accurate that the British did commend him on the possession of Rhodesia, the source is one sided. The source merely gives the British view of Rhodes as it was written by his secretary. It fails to mention the African view of the loss of its land as there was clearly an adverse effect and since he found the Boers in South Africa and encroached on their land, this led to bad blood between the two European communities. His Chartered Company claimed exclusive mineral rights over a territory of nearly one million square miles (2.6 million square kilometers). He had given his name to vast countries, Southern Rhodesia (Zimbabwe) and Northern Rhodesia (Zambia) and Nyasaland (Malawi). Rhodes was basically robbing the South Africans of wealth that belonged to them and as he held a high post in parliament, there was little they could do, however nationalism was still in the rise. Linked with this was the reaction of King Lobengula to Rhodes taking of the immense upland country North of Bechuanaland and the Transvaal: 'I have heard from other sources that I had given by that document the right to all the minerals in my country.'¹³ Rhodes three agents he had sent to talk to the King of Matebeles swindled him out of his country. The source voices the view of an immediate victim of Rhodes scandals, therefore being a first hand personal account, it's credible. Consequential of Rhodes actions, he was portrayed as a liar and manipulator.

Alienation
of African
land.

rise in
resentment
and African
nationalism.

In conclusion, it is clear that Rhodes in his attempts to expand the British empire in Africa had to step over a few toes. Though he was successful in his pursuit, his reign was advantageous for the British but the antithesis for the Africans. Due to his greed, his downfall was somewhat inevitable and sure enough; his actions earned him his resignation and caused him to be a catalyst to the decolonization of the British colonies in Africa.

A good
conclusion
that
demonstrates
the controversial
significance of
Rhodes.

¹² <http://www.ancyl.org.za/docs/political/2009/THE%20STRUGGLE%20FOR%20LIBERATION%20IN%20SOUTH%20AFRICAq.pdf>

¹³ Becker, Carl L, Cooper Kenneth S, *Modern History*, pg 378

Appendices

Appendix 1

'It is a difficult task to separate Cecil Rhodes the man from Cecil Rhodes the politician and empire builder'

Hensman Howard, Cecil Rhodes: a study of a career, New York and London Harper and Brothers Publishers MCMII, pg 66, 1902 ✓

Appendix 2

'He was essentially an imperialist in the wildest and truest sense of the word, and he expounded Imperialism before the word was understood in the British Empire.'

Jourdan Philip, Cecil Rhodes, his private life by his private secretary, J. Lane London, pg 213, 1911 ✓

Appendix 3

'He and Mr. Rudd...for the refreshment of thirsty diamond diggers and benefits of their own pockets'

Jameson Sir Leander Starr, Maguire James Rochfort (Bart), Cecil Rhodes; a biography and appreciation, London: Chapman & Hall Ltd, pg 5, 1897 ✓

Appendix 4

'This man, who a short time ago was hated and despised and almost mobbed in the streets of London because rightly or wrongly, was attributed to him in a large measure as being the fomenter of the African war, one of the most causeless, useless and wicked that was ever waged in any age of the world'

Stephen R. Tobin, New York Times, The Legacy of Cecil Rhodes, <http://query.nytimes.com/mem/archive-free/pdf?res=F20E17F9395412738DDDA0994DC405B828CF1D3> , Copyright, The New York Times, April 8th 1902 ✓

Appendix 5

'...practically went down on his knees to the British government, begging them to annex Bechuanaland and today we all praise him and honour his name for having added Rhodesia, a beautiful and most promising possession, to the British Empire.'

Jourdan Philip, Cecil Rhodes, his private life by his private secretary, J. Lane London, pg 213, 1911

A01 assessment level four. (13/13)
The student has been able to select key issues that illustrate the impact of Cecil Rhodes in South Africa and beyond. The enquiry starts by highlighting the controversies surrounding Rhodes' career in South Africa. The main body of the essay analyses each key issue in great detail with factual material to support her arguments. The writing is both controlled and coherent through the enquiry. Overall, the qualities of a high level 4 are securely displayed by the student.

A02 assessment - level four. (12/12)

A02 - The student has selected and used a wide range of contemporary sources with great discrimination and all the evidence is integrated securely into a structured argument which is sustained through the enquiry. The student has also interrogated the evidence confidently and critically to identify issues and support judgements. There is also adequate cross-referencing which is further supported by a detailed appendix with the interpretation and evaluation of sources taking account of the nature of the source. The student has demonstrated great source skills needed to produce a convincing account of the enquiry. High level 4.

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William Basil, *Cecil Rhodes*, London Constable, 1921

Part B

How far were economic considerations responsible for bringing about the expansion and dismantling of the British Empire in Africa from 1870 to 1981?

During the years 1870-1981, Africa was subject to a series of immense transformations as it fell victim to Britain's control, usage and disposal. Amid these changes was the exploitation of raw materials and markets thus leading to the theory that economic considerations were the main reason for colonization and decolonization of Africa by the British. This change, brought about by Britain's deteriorating conditions, however, highlights other factors leading to expansion and dismantling of their empire. This essay will attempt to shed light on the role of economic considerations as overriding other factors such as nationalism, public opinion and military conflict in the enhancing and destroying of the British empire in Africa.

Introduction
while justifying
economic
considerations
also shows
awareness of
Other factors.

It is evident that economic considerations were instrumental for the British expansion of the empire in Africa. Such considerations included the effects of the Industrial revolution. Although it began in the early 19th century, even in 1870, its impacts could still be felt. The stunted growth of the primary sector prompted the British to outsource raw materials. Africa, it seemed, was the land of potential. In Ghana, for instance, there was plenty of cotton at Britain's disposal. Birmingham, David emphasizes the economic legacy of British control lay in the cotton fields and it was a primary concern for Britain and indeed of other colonial rulers. Moreover, without some of the raw materials provided, some of the British firms would be unable to run, such as the Lever Brothers firm on Merseyside which built its power mainly on West African palm oil.² This idea depicts that Britain was dependant on its African states. The urgency for these raw materials (Appendix 1) was so pressing it drove the British to sideline Africa's need for their own materials and instead prioritise their own ailing economic situation. The Industrial revolution also caused the generation of surplus capital. By colonizing the Africans, the British guaranteed themselves an opportunity to invest surplus capital as 'it was into these that such small European investments were available all went.'³ Since Britain was undergoing a prosperous time after the industrial revolution, a more efficient economic system was fashioned. It is evident the African colonies acted as a crutch that supported the British domestic economy.

raw
materials
to sustain
the British
industry.

Investment
opportunities.

Britain sought to enhance their economic position partly fuelled by the excessive competition in Europe and because Africa provided new markets for them to expand their global influence while receiving foreign income. The new markets allowed them to trade with Africa on favourable terms, such markets were that of the cocoa beans in West Africa. Even more favourable was the cheap human labour at Britain's disposal. The mandatory labour in the British industries alongside conscription hinted on signs of totalitarianism as Africans were virtually rendered as slaves. 'Whatever they were to do

new
markets
for British
manufacturers
goods
- Cheap labor

¹ Birmingham, David, *The Decolonisation of Africa*, pg 9

² Ibid pg 32

³ Davidson, Basil, *Africa In Modern History*, pg 106

with the colonies acquired...it would have to be done with African labour.⁴ So absolute was the British control over Africans lives, they were dispatched all over the world as soldiers fighting on behalf of their tyrants, in locations such as Asia working on British plantations and as slaves. The magnitude of their occupation reflected on the significant drop of inhabitants. With no voice of opposition, the British reaped what the Africans sowed. Revenue clearly being an incentive, taxation was inescapably imposed. The British strategically placed taxes on Africans as a recurrent means of income and a maneuver cornering the Africans into labouring in British industries. Taxes such as the hut tax in Kenya placed a price tag on livelihood itself, only affordable in exchange for labour. Without a doubt 'the new rulers had to govern them by taxation.'⁵ Such strategic moves were also exercised in the funding and building of the Suez Canal. Britain knew very well they would gain what they thought was a secure link to the Egyptians. This argument is also put across by Mackenzie John who says 'the British went into Egypt...for strategic reasons.'⁶ The Suez provided a link to Middle Eastern oil, an essential raw material. Therefore Britain was more concerned of its economic viability.

— generation of income for taxation.

Strategic consideration

However, other than such economic considerations, other factors led to the expansion of the British empire in Africa. Britain had been a powerful European country since 1870 and in competition with France and Germany. Determined to uphold its title, the British were motivated to outdo their counterparts and expand their territory declaring them the greatest Empire. In Britain's scramble for Africa, colonial powers merely mapped out their territories without investigation of their economic potential. Only until later, with the help of explorers was Africa's economic potential discovered. The size of Britain's empire seemed to be of more importance and with the most colonies; Britain wanted to maintain their status quo. Their African colonies such as Uganda, Malawi and Zambia catapulted them ahead of this race.

National pride as an alternative factor

Additionally, the role of individuals encouraged British colonization. For example Cecil Rhodes, a prominent individual in South Africa was responsible for popularizing the British imperialism thus led to the British flooding in to acquire the raw minerals and human labour that they were now aware of. Being in direct communication with the British government and thus Britain's mouthpiece, Rhodes was a key tool in influencing their actions as "he had been busy developing Rhodesia and forming stupendous plans for territorial expansion."⁷ Notably, some of these significant individuals were also missionaries who were a substantial number in the African region in terms of political as well as cultural domination of the people such as David Livingstone. Christianity however was wrongfully turned into a philosophy which was misused to brainwash people into not resisting white domination. Religion was therefore used to legitimize, sustain and endorse political tyranny and coercion. So important was the role on individuals that even in 1956, after the British had consolidated their position in Africa, Sir Anthony Eden feverishly supported imperialist movements. Prompted by the

⁴ Ibid pg 107

⁵ Ibid pg 106

⁶ Mackenzie J.M, *The Partition of Africa 1880-1900*, pg 39

⁷ New York Times

economic viability of the Suez Canal, he wanted to invade the canal by force indicating that economic considerations still superseded anything else.

good link of other factors to economic considerations

In the 1960s however, economic considerations also played a vital role in the dismantling of the British empire as entailed in Appendix 2. Military proceedings, a vital concern after the Second World War, could not be extensively supported. The danger of failed overseas commitments resultant of Britain's tight economic situation after the Second World War and Great Depression made the cost of running and maintaining their empire too costly. Britain began to see Africa as an economic burden. Administrative costs such as the suppressing of the battles in the Boer war were too overwhelming due to Britain's economic decline characterized by depletion of resources such as coal, oil, rubber and minerals; resources in countries such as Sudan which were available in the East such as Asia at cheaper prices. Africa began to look less important, less attractive.

Economic considerations as instruments to decolonization

Additionally, the imperative rise in nationalism also played a role in the dismantling of the empire in Africa. Strong campaigns for self rule thus military conflict were a force the not militarily strong Britain was struggling to reckon with. To add onto Britain's troubles, the 1960s, the nationalist movements significantly increased. Constantly funding troops to suppress rebellions was an impracticality Britain succumbed to. Rebellion on Africa's part was inevitable. This era of patriotism gave birth to nationalist leaders the likes of Kenyatta of Kenya and Nkrumah of Ghana. Armed with the intellectuality they inherited from the British, such leaders fought back as 'the nationalists could make progress only by opposing the violence of the colonial systems with the use of their own counter violence.'⁸ However, nationalism had been there for as long as since 1885 with the siege of Khartoum, but the economic considerations pushed the British to their breaking point as they no longer had their economic strength as a defense system. Peaceful pressures were seen to produce results as portrayed in Appendix 3. Nyerere, of Tanganyika, successfully led the Tanganyika African National Union while Kamuzu Bandu campaigned against the Central Africa Federation; these were only a few of the lucrative unified efforts by Africans who formed strong liberation movements with countrywide support. However, where the British were stubborn to negotiate, the nationalist movements sought refuge in violence. The Mau Mau movement in Kenya was one such nationalist movement viewed by the British as barbaric due to their violent approach. Key events such as the nationalism of the Suez Canal and the Siege of Khartoum ignited more uprisings voiced by ambitious leaders capable of uniting the masses. The longing for change, national awakening and overpowering colonial rule was the final facet entitling Africans to fight for independence via cerebral appeal, political campaigns and bloody uprisings. President Nasser, considered the hero on North Africa and president of Egypt, through his actions in the Suez crisis forced the British to withdraw from Egypt. This is viewed by many historians as to be the turning point as soon after, more countries followed the precedent set by Egypt and gained independence.⁹

role of Nationalism in Africa.

Still showing that economic weakness made Britain to give way to African Nationalism

Success of Nasser in Egypt an important turning point

However, there were other factors that led to the dismantling of the British Empire in Africa. Subject to public opinion, Britain was bombarded with the shifts in attitude of the

⁸ Davidson Basil, *Modern Africa*, pg 102

⁹ Jankowski James P. *Nasser's Egypt, Arab Nationalism and the United Arab Republic*, pg 83

inhabitants of his homeland. Such shifts in attitude were attributed to underhand actions by Britain such as the use of concentration camps in the Boer War of 1899. Moreover, she was further bombarded from the inhabitants of her colonial rule. Similarly, European weakness was clearly exposed to those Africans fighting abroad hence the prohibited dishonoring allegory of colonial invincibility was now a mirage. The Africans who fought on behalf of the British expected something in return, independence. Change in public opinion also contributed to external pressure having an important role. Europe lost ascendancy in the world as a great power to that of the Soviet Union and the United States which left her subject to their criticism. Unfortunately for Britain, both these superpowers were against European colonies causing a mordant effect as Europe now had great difficulty maintaining their empires physiologically. The Atlantic Charter calling for self-determination, legitimized the Africans desire to have self-government.¹⁰ Britain's refusal to allow this request upset the Africans causing them to once again seek refuge in violence. The use of the British armaments and the skills acquired, gave the Africans a technical advantage plus the inevitable witnessing of the successful revolution of Africa's neighbour, India, was a source of inspiration. The exemplary pacifist Mahatma Gandhi was representative of their vision. Additionally, the landmark decolonization declaration of 1960 stated in Appendix 4 put massive pressure on Britain to adhere to the international decree. African nationalists employed these ideals. Kaunda of Rhodesia used the hypocrisy of the British who signed the Declaration of Human Rights by the United Nations in 1948. He also petitioned at the 4th Committee of the UN assembly of 1962 on the notion of 'self-determination'.¹¹ The superficial nature of the British was portrayed as they as well as other UN members who signed up to the principle of self determination but only supported on paper and not reality.

Shift in Public opinion back home

International pressure / development

In conclusion, economic factors were crucial in the expansion and dismantling of the British empire in Africa. However, there were also other factors such as the individualistic school of thought, public opinion, nationalist movements and the rise of the USA and USSR superpowers. Overall, the economic factors appear to have been the most dominant as they cut across the whole empire and preceded all the other factors.

Conclusion makes clear the even with other factors present, economic factors were most significant

AO1 assessment Level 5 - (22/25)

The student has been able to develop a sustained analysis of the process of change over the whole period. This is indicative of elaborate analysis of how economic considerations and other factors inspired British imperialism in Africa from 1870 - 1950's. After this the student moved on to detail how from the late 1950's unto the 1960's economic considerations alongside alternative factors made Britain to dismantle their empire in Africa. Student has used a wide range of appropriate

¹⁰ Brinkley Douglas, Facey-Crowther David Richard, *The Atlantic Charter*, pg 90 Secondary sources to support her arguments. The

¹¹ <http://hubpages.com/hub/WHY-DID-THE-DECOLONISATION-OF-AFRICA-TAKE-PLACE-SO-RAPIDLY-IN-THE-YEARS-AROUND-1960s>

conclusion though brief, summarises the significance of economic considerations as being the main drive in British imperialism

Appendices

Appendix 1

The rising demand in the industrial countries for tropical foods, raw materials and minerals was one of the main economic reasons for colonisation in the late nineteenth and early twentieth centuries ✓

Duignann Peter & Gann Lewis H, Colonialism in Africa, Cambridge University Press, London, 1969

Appendix 2

'One of the most disappointing features of the British economy since the Second World War has been its failure to match the growth of the other advanced industrialized countries.'

Woodward Nicholas, Britain's Post-war Economic Decline, Palgrave Macmillan, 1995

Appendix 3

'African nationalists had therefore to face a wide variety of situations. In British West Africa, they were usually able to make progress by peaceful pressures.'

Davidson Basil, Modern Africa, Longman London & New York publishers, pg 102, 1994

Appendix 4

'All peoples have the right to self-determination (and) by virtue of that right they freely determine their political status and freely pursue their economic, social and cultural development.'

International Covenant on Economic, Social and Cultural Rights, Part 1, Article 1(1) et al, 1966

Relevant secondary sources that highlight both economic and other factors for imperialism.

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Candidate 1

A high scoring, competent assignment, clearly sufficient for the highest grade.

Part A

A well-focused piece of work, clearly identifying and analysing a range of issues with accurate factual material in support of the arguments made. The contemporary sources are well selected, appropriate and used together with discrimination, integrated into a well-structured enquiry.

Part B

A sustained analysis that directly explores the process of change over time, demonstrating an explicit understanding of the issues raised by the enquiry.

Additionally, this assignment demonstrates excellent practice in annotation and in the writing of summative comments. The student's resource record is effectively completed and appropriately validated. The response is within the word limit and a cumulative total has been inserted on each page.

GCE History
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	27138		
Candidate Number	5043		
Candidate Name (in capitals, surname followed by forenames)	JOICERY, RICHARD		
Coursework Programme Title (if Edexcel designed please provide reference code from specification.)	GOLDEN AGE OF SPAIN 1474-1598		
Assignment Title	Part A: WHAT IN YOUR VIEW WAS THE SHORT-TERM SIGNIFICANCE OF THE CONQUEST OF GRANADA		
	Part B: HOW FAR CAN THE REIGNS OF FERDINAND & ISABELLA BE CONSIDERED A		
Content (please tick box to acknowledge that content is attached to assignment.)	<input checked="" type="checkbox"/> Resource Record	KEY TURNING-POINT IN THE CHANGING INFLUENCE OF SPAIN THROUGHOUT THE PERIOD 1474-1598	
	<input checked="" type="checkbox"/> Appendix		
Examined Units Give details of all Units (title and option code) making up the AS and A2. <i>Please Note</i> 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: B3: THE REVOLT OF THE NETHERLANDS B4: THE EUROPEAN WITCHRAZE		
	Unit 2: A1: HENRY VIII: AUTHORITY, NATION & RELIGION		
	Unit 3: C1: THE UNITED STATES, 1820-77: A DISUNITED NATION?		

Word Count	1645 + 2354 = 3999		
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)
10 11	10 7	21 19	42 37

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: *Richard Joicey* Date: 30/3/11

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: *Wendell* Date: 30/3/11

What in your view was the Short-Term Significance of the Conquest of Granada 1481-92?

The conquest of Granada in the late 15th century was the final act of the Reconquista, which had been an ongoing process in Spain long before Ferdinand and Isabella took to the throne in 1474. In the short-term this event proved very significant because it resulted in increased prestige for the crown and a more unified Spain, as well as a different treatment for the Muslims who lived in Granada. These points are backed up by evidence from contemporary sources which are used to illustrate the points made. *Clear intro!*

The conquest of Granada was of short-term importance to Ferdinand and Isabella, who masterminded the campaign, because the result brought them a lot of prestige and popularity. This was made clear because of the evidence of Ferdinand himself. In 1481 Ferdinand declared that his aim was "to expel from all Spain the enemies of the Catholic faith and dedicate Spain to the service of God." This statement was of course effectively achieved because the Reconquista did end with the vast majority of Muslims either being killed or fleeing Spain, and the remainder of them in most cases converted to Christianity if they stayed. In fact by 1501 Isabella had ordered that all Moors in Granada must convert to Christianity or emigrate, and then in 1502 she expelled all unconverted Moors. The fact that Ferdinand could therefore claim to have kept his promise meant that the monarchy gained a big boost in prestige because they had accomplished their task as they had set out to do. Also the success of the conquest meant that the Muslim population in Granada was replaced by Christian Spaniards, and thus Ferdinand also benefitted from praise for succeeding in this religious mission from many different parts of the European Catholic society, such as from the Pope. However this source must also be viewed with a bit of suspicion because as Ferdinand was king of Spain he had to make declarations of this sort in order to gain support for the Reconquista and to seem as though he could manage to succeed. Therefore the statement might have been a form of propaganda from Ferdinand, because he knew that having said this, if he then succeeded he would gain a lot more honour. *attempts to evaluate source* *part made.* *— Evaluates evidence but fairly straightforward.*

The Reconquista under Ferdinand and Isabella also had the important result that it helped to unify the Spanish nobility under the monarchs. Before the conquest of Granada the Spanish nobles were untamed and independent, and therefore presented a serious threat to the crown because they didn't owe allegiance to Ferdinand and Isabella. However the fighting in Granada brought together these nobles because they all wanted to join in on the religious war against the Muslims. Ferdinand and Isabella were then able to integrate each noble's troops into the overall Spanish army, and so they became much more willing to cooperate and serve the monarchs, especially as the formula brought such success. However this was not true in all cases, such as the Duke of Medinaceli. When an attempt was made to deploy elsewhere the soldiers under this Duke, he protested: "Tell the king my *Next part of arg.*

lord that I came to serve him with the men of my household, and that I shall not serve in the war unless accompanied by my men, nor is it reasonable for them to serve without me at their head." This presented a problem for the king and queen because apart from the idea that he was right in the respect that his men should fight together, there was also the possibility that this noble was actually a figurehead for the others, and he was arguing with Ferdinand on behalf of the whole nobility to determine Ferdinand's response. This seems likely considering the fact that as he had brought the men of his household out to war in Granada he was most likely in support of the king, and yet he was still debating with him over this issue. Therefore it appears like he had this aim to question Ferdinand even though he was actually in favour of him, because of another motive.

eval?

In the short-term the conquest of Granada also meant even further unification of the nobility. In fact Spain was once more united at the end of the Reconquista because the conquest brought together all of the Spanish kingdoms under the rule of one crown at last, and within these states Catholicism was recognised as the official religion. This is best illustrated by a historian of the time; "Who would have thought", observed Peter Martyr of Anghiera on the Christian army, "that the Galician, the proud Asturian and the rude inhabitant of the Pyrenees, would be mixing freely with Toledans, people of La Mancha, and Andalusians, living together in harmony and obedience, like members of one family, speaking the same language and subject to one common discipline?" This appears to demonstrate how Spanish people were once again living as if they were in one large country rather than in their own small kingdom within Spain. This unification was of huge importance to the monarchy because it made their policies significantly easier to achieve when they controlled the entirety of Spain, and in particular they could use the finances of the whole country and the united people to their advantage. However this contemporary source is most likely not reliable because the historian could well have been writing propaganda in order to encourage stronger unification which otherwise did not exist, and also the source is only concerned with the Christian army and not with society as a whole. In actual fact away from the military many parts of Spanish society such as the Aragonese still maintained a level of independence under Ferdinand and Isabella, through the use of their constitution and the Cortes. In addition the apparent unification of Spain cannot be completely seen as true because of future problems in the country. For example the Comuneros Revolt in 1520-1 under Charles I and the Alpujarras Revolt in 1568-70 under Philip II highlight that there were still underlying issues that were not solved by the increased unification of Spain and that would come back to provide problems for Spain in later years.

Next part

eval. of source.

In Spain the conquest of Granada also meant that there problems to be faced with the treatment of the Muslims who were left behind after the war. At first they were treated quite well as their customs and religion were respected, but this did not last. A report by Frances de Alava, the Spanish ambassador in Paris, after his visit to Granada, stated: "I was utterly shocked to see that the priests did not treat those people in the gentle way that they

Part

should have done; after mass the priests would walk through the town with an attitude of menacing contempt towards the Moriscos." This source was written by the Spanish ambassador in France and so was most likely not aimed to influence the Spanish public, because he did not live and work in Spain. The bad treatment of Muslims was for a lot of Spaniards a relieving of their struggles when the Moors had ruled over most of Spain, and because there was a lot of bad feelings left from the bloody conquest of Granada. The bloodshed during the war had been large, with about 100,000 Moors being killed and thousands of Spaniards, and this created a feeling that Muslims had been at fault for such large-scale death on Spanish soil. The treatment of Muslims by Christians after the initial peace was not good at all, and rising hostility between the two societies meant that the monarchs were forced to introduce the Inquisition. In 1499 Cisneros introduced it and immediately it began to discriminate severely against Muslims. This policy of intolerance, once set in motion, became more extreme over time and ended close to the genocide of the Spanish Moors. Furthermore Isabella made certain that the Spanish aggression towards Muslims continued even after her death, as she demanded in her will "the conquest of Africa and war against the Moors." This ensured that this short-term result of the Reconquista was in fact developed over a longer time period. Therefore this is a demonstration that the conquest of Granada had a significant impact on the treatment of Moors in Spain, and the eventual very cruel handling that they received in Spain both in the short and long-term.

In addition to this many historians have claimed that the conquest of Granada was a ploy by the Spanish monarchs to gain more money by taking it from the Moors. Both the crown and the nobility gained enormously at the expense of the Moors, due to the prosperity that they had managed in Granada. Hernando de Talavera actually wrote, concerning the Muslim riches, that Spaniards "Must adopt their works of charity, and they our Faith." By this he meant that the money which Spaniards saw as rightfully theirs should be taken back and the Catholic faith imposed in return. This was precisely what Ferdinand and Isabella did due to their eagerness to swell the crown treasury whilst converting Moriscos to Catholicism. However it is unlikely that financial gain was a primary cause for the monarchs wish to complete the Reconquista, and it is more likely that the money they took was merely an added bonus for them and proof that their policy had been the right thing to do.

From this argument it can therefore be concluded that the short-term significance of the conquest of Granada was both of huge importance to the future of the Spanish monarchs as they gained prestige and money among other things, and also the country as a whole because of the increased unification. This means that the Reconquista was one of the most important aspects of the monarchs rule because of how key the results of it were.

eval
of
source

good part

A01
L3
10/13

Good points maintained - range of themes explored with precision and clarity.

1645 words

A02
L3
14/12

Range of primary sources used and some clear attempts at evaluation. PRO/med.

A01 Argues throughout - level 3/4 border - just tip L4
because there is an analytical focus - relates well to Qv.
~~are replaced by less analytical depth.~~
But lacks range/depth v QvC - not great 11

A02 Down to level 2/3 border
a selection of sources - interpreted
beyond surface features. Related to
context. Address analysis but
does not give weight. 11

Shades of L3 - does reach
conclusions v judgements.

→ just tip of L3 7

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How Far Can The Accessions Of Ferdinand And Isabella In 1479 Be Considered A Key Turning-Point In The Changing Influence Of Spain Throughout The Period 1474-1598?

Ferdinand and Isabella's accession to the throne of Spain together has been seen by many historians as a key turning-point in Spain's influence up until 1598. They have supported this view by examining the evidence of the unification of the country and its nobility, the increase of royal finance and in the foreign policy and also the setting up of the Inquisition. Furthermore these experts have pointed to the reigns of Charles I from 1516 to 1556 and also Philip II (1556-98) to show that Ferdinand and Isabella's accession laid down strong foundations for these later monarchs. On the other hand though there is a suggestion that a weak financial reality and a lack of complete unification meant that Ferdinand and Isabella were not as crucial to Spain's changing influence as it has seemed.

attempt at balance

In the 15th Century, before Ferdinand and Isabella had acceded to the thrones of Aragon and Castile respectively, Spain was not a strong country in any form. Firstly it was not even united as one nation, but instead the Iberian Peninsula was made up of a series of smaller kingdoms that were internally divided and that often fought amongst themselves. The word Spain was no more than a geographical expression, because the main kingdoms of Castile, Aragon, Navarre and Granada were split, and Portugal was at that point independent as well. The result of these splits in the Iberian Peninsula was that it was very weak and divided and the largest states Castile and Aragon suffered prolonged periods of civil unrest like the so-called Farce of Avila in 1465. Furthermore the kingdom of Granada in the South was still under Muslim control because the Reconquista of Spain, which was the process of Spain re-capturing all of the land lost to the Moors, was not yet completed. The Catholic Church was another potential problem facing Ferdinand and Isabella. The Church was a great landowner and also a serious military institution. Also just as much potential danger came from the Spanish nobility who were untamed and independent, and were a threat to royal power.

Ferdinand and Isabella were the monarchs that brought together the separate kingdoms of Spain through their marriage. John Edwards wrote in his book on the Catholic Monarchs that: "*The dynastic, if not legal, unification of the two Crowns, was thus seen in terms of the restoration of the unitary...monarchy that had existed in Spain from the fall of the western Roman Empire until the Muslim invasion of 711.*" This demonstrates precisely how the joining together of the kingdoms was one of the most important aspects of Ferdinand and Isabella's reign because it achieved something that had not been done in centuries, and therefore it was a definite turning point in Spain's future as they could improve the power

and success of the monarchy for themselves and for future rulers if the kingdoms were united as one.

Another of Ferdinand and Isabella's most important acts whilst rulers was to take the unification of Spain a stage further with the completion of the Reconquista through a ten-year conquest of the Moorish kingdom of Granada. The monarchs managed to succeed because of the divisions amongst the Moors and the huge support that they received, both financially and militarily, such as the cruzada (a special tax) granted by Pope Innocent VIII for the duration of the war in 1485. The war did much to enhance the power and prestige of the joint monarchy, and in addition the whole enterprise kept the nobility occupied and loyal to the Crown whilst the powerful Spanish Church also added its strength to the cause, thus backing up royal power. Therefore the two most powerful groups beneath the Crown were brought firmly into line over a long period of time and shared common goals. In addition the Reconquista was genuinely popular with most Spaniards who saw the triumph as heralding a God-given golden age for Spain. While other European powers hesitated the Reconquista gave Spain a claim to be leader of Christian Europe against the Infidel, and Spanish rulers could look beyond the shores of Spain and think about Spanish imperialism.

Ferdinand and Isabella also increased the strength of Spanish finances upon their accession, which therefore gave them a very strong financial footing from which to pay for their armies. Between 1481 and 1510 they more than doubled their annual income from taxes from 150 million maravedis to 320 million, as well as gaining vast sums of money from new taxes and the Papal cruzada that was granted to them by the Pope. This meant that royal finances were in a healthy state by the time Ferdinand died and it left Spain in excellent condition to continue expanding its empire. The monarchy of Spain was thus boosted by this strength because it put them in a much more secure position to fend off any hostility.

The Catholic monarchs established the Inquisition in Spain, which had far-reaching effects on Spanish society both at the time and later on. *"In other countries the Inquisition was under the exclusive control of the Church, which reserved to itself the power to appoint and dismiss Inquisitors; in Spain, this power was granted to the crown."* This quotation from the historian Simon Whitechapel demonstrates that the Spanish Inquisition was brought in by Ferdinand and Isabella and not by the Church of Spain, and this adds to the way in which the arrival of the Inquisition in 1478 is one of the key turning-points in Spain's growth into the golden age. The fact that the monarchs themselves brought it in meant that they made sure that they had strong control over it and could therefore use it for their aims, which put them in a much stronger position. The effectiveness of the Inquisition benefited the monarchy for many future years, and it solidified Catholicism in Spain, and this is therefore further evidence that Ferdinand and Isabella's accession was a very significant moment for Spain.

Spain's highly successful foreign policy and the acquisition of lands outside the Iberian peninsula during the reigns of Ferdinand and Isabella confirmed its rise to great power status in Europe. In his book 'Spain 1469-1714', Kamen claims that "The partnership of Castile and Aragon committed [them] to take part in the traditionally ambitious foreign policies of the [Spanish monarchs]". With the push into North Africa across the Mediterranean, Ferdinand and Isabella sought to spread the Spanish empire as much as possible. Francisco Jimenez de Cisneros, the Inquisitor General, worked in collaboration with Isabella's wishes, taking the fight into Africa by capturing places such as Mers-el-Kebir and Oran. This was useful as it gave Spain a stronger standing in the Mediterranean, it was another blow against the Muslims, and it increased the Spanish empire, bringing in more money from trade and boosting Spain's reputation. As well as this push across the Mediterranean, during their reign Spanish explorers explored (deeper into) the New World, bringing back a lot of wealth for the monarchy, and Spain also managed to secure a large chunk of Italy and a bit of France in order to grow eastwards and they proved to be a great addition to the empire because of the lucrative trade across the European continent. A bigger Spanish empire increased the monarchs' power due to the wealth that it created and the reputation that it gave Spain for being hugely powerful.

After the initial benefits of the accession of Ferdinand and Isabella, there were more long-term advantages as well for the monarchs that succeeded them in terms of the influence of Spain. For instance the unification of the Spanish kingdoms was very good news for the future kings of Spain, Charles I and Philip II. For Charles a united country meant that he was able to levy more money in order to keep fighting his wars in Europe against France, the Turks and the Lutherans and to use this foreign policy to increase Spain's standing in Europe. Philip on the other hand used the strong Spain that Ferdinand and Isabella had created in order to attempt to hold back the advance of Protestantism in the North, while defeating the great Ottoman Empire in the East, with victories such as Lepanto in 1571. In fact for all of the rulers after Ferdinand and Isabella it is clear that if the unity of the kingdoms had not been achieved then Spain would not have been able to become the Great Power which it did, because it would have remained divided.

Good point.
2

Furthermore Ferdinand and Isabella's foreign policy inspired both Charles and Philip to go further in order to continue to expand Spanish foreign influence. Their policies in the period up to 1598 were essentially concerned with making Spain into more of a great power, for example through fighting against the Turkish Empire. The Spanish monarchs also managed to create an entirely unified Iberian peninsula which was something Ferdinand and Isabella had begun. Philip II peacefully conquered Portugal in 1580, gaining all of the Portuguese territories in the New World along with a large Atlantic seaboard from which to send ships. This meant that Spain had access to all of Portugal's wealthy trade routes and this could help Philip to increase royal finances.

Although the accessions of Ferdinand and Isabella played a large role in Spain's changing influence, there were on the other hand some limitations to the power of the Spanish monarchy that were created by this accession. Firstly, although the Catholic monarchs united Castile and Aragon through their marriage, politically the two states were never joined and this created problems for the country whilst it evolved into more of a great power. For example Castile was the wealthiest part of Charles' inheritance and the one that had the greatest potential for increasing extraordinary revenues, but this reliance on Castile created an imbalance in the country that was difficult for Charles to address. This was also the same problem for Philip II who in 1591 suffered the revolt of Aragon as he had neglected the three kingdoms comprising the Crown of Aragon. However the fact that these two successors to Ferdinand and Isabella suffered these problems because of the failure of the couple to completely unite Castile and Aragon shows one way in which Ferdinand and Isabella actually slightly weakened Spain's influence by only assuming that it was united, and not confirming it.

As well as this the economic base of Spain was never as big as some argue that it should have been for a country that was at one point the greatest power in Europe. For Spain's growing influence this meant many problems. The income from the New World Empire created severe inflation in Spain, and this was part of the reason why Charles struggled to such an extent with finance. Also Ferdinand and Isabella had mortgaged a large amount of Spain's future income in order to pay for the conquest of Granada and Naples, and this served to further weaken the Spanish financial situation as there was a lack of revenue that Charles had to deal with because of this. The cost of Charles' many wars against France, the Turks and the German Lutherans, was allied to the growing debt that Charles had built up through loans and was struggling to pay off, and so by the end of Charles' reign the economic situation had rendered Spain virtually bankrupt. For Philip II, following on from his father Charles, rapidly rising expenditure was a further increase of the financial burden on the empire. Geoffrey Woodward claimed that "It is one of the paradoxes of the reign of Philip II that he should have presided over the most powerful of empires and the most incompetent of financial administrations." For example, the bankruptcy of 1596 was largely caused by Spanish expenditure against the Dutch Revolt and the Turks. Late in his reign an economic recession even set in which indicates how poor the finances were. However all of these financial struggles were in a large part purely down to some poor decisions of Ferdinand and Isabella when concerning the economy. Their reigns were therefore not actually as productive as many would be led to believe, and it had a big impact on later kings.

The influence of Spain was also not changed by the accession of Ferdinand and Isabella because Charles and Philip were not able to benefit from any financial gain that Ferdinand and Isabella left. When Charles I became king he benefitted from Ferdinand and Isabella's strong financial foundations at first as he gained enormous revenue and an increasing yield from the New World empire, but as Colin Pendrill writes in his book: "During

Charles' reign Spain was caught in a classic economic trap where the burdens of empire and new economic opportunities led to a growing divide between the few who profited greatly and the many who did not profit at all." This ^{economic} financial climate was of course not created by anything Ferdinand and Isabella had left him but rather Charles' own mistakes, like being too ambitious in trying to increase the size of his empire. Philip of course succeeded his father Charles and so was hampered by his economic decisions rather than those of Ferdinand and Isabella, so for him Spanish influence was limited by financial problems. This means that because of these two kings Ferdinand and Isabella's accessions counted for little in terms of Spain's future.

From this argument it has become clear that King Ferdinand and Queen Isabella, through their actions such as the completion of the Reconquista, the creation of the Spanish Inquisition and their successful foreign policies, certainly played a very important role in the shaping of Spain for the next hundred years, and therefore their accessions were a key moment in Spain's history. Whilst they left Spain in a weaker state than they would have liked because of the lack of total unification and the economic problems, these were not large enough faults to prevent the pair from being seen as triumphant monarchs whose accessions was at the forefront of Spain's Golden Age that was yet to come.

~~2354~~
2354
words

Good thematic focus maintains throughout + reasonable coverage of reigns after F+I.

Range of historians referenced + used.

Given constraints + word count, the sustained analysis pushed just into LS.

LS Low. 24
25.

Moderated

L4 - There is analysis throughout but it is not sustained - historians are used from a range of sources - its

Richard Joicey

L4 - lacks range but there is clarity.
- 19 =

Bibliography

Spain 1474-1700: Colin Pendrill

Spain 1469-1714: Henry Kamen

Ferdinand and Isabella: John Edwards

Philip II: Geoffrey Woodward

The Spanish Inquisition: Joseph Perez

Flesh Inferno: Simon Whitechapel

Resource Record Sheet Template

Assignment Title The Golden Age of Spain

Issue	Sources	Comments	Teacher's comments (if appropriate)	Teacher's initials and date
The reign of Ferdinand and Isabella	Flesh Inferno - S. White-Chapel Video: Spanish Inquisition	Informative if slightly exaggerated book on the Inquisition	Good work	CBF
① The Inquisition	Spain: 1474-1700 - C. Pendrill	useful, clear and helpful look		June 10
	Spain 1469-1714 - H. Kamen	in depth book on Spain, also very useful		
② The Reconquista of Granada	Spain: 1474-1700 - C. Pendrill Spain: 1469-1714 - H. Kamen		working steadily on this.	CBF Sept 10
③ Other ways in which they increased the power of the monarchy.	Spain: 1474-1700 - C. Pendrill Spain: 1469-1714 - H. Kamen The Spanish Inquisition - Joseph Pérez	very clear arguments but lack of contemporary sources	need to find more contemp. source for part a!	CBF Oct 10
The reign of Charles I	Spain: 1474-1700 - C. Pendrill Spain: 1469-1714 - H. Kamen			
① foreign policy			working well.	CBF Nov 10
② Other aspects of reign				

Resource Record Sheet Template

Assignment Title The Golden Age of Spain

Issue	Sources	Comments	Teacher's comments (if appropriate)	Teacher's initials and date
The reign of Philip II	Spain 1474-1700 - C. Pendrill Spain 1469-1714 - H. Kamen		Completing course ready for part of essay.	CJF Dec 10
The Conquest of Granada	Philip II - G. Woodward Spain: 1474-1700 - C. Pendrill Spain 1469-1714 - H. Kamen	Addresses fundamental issues well + good format Re-read section in preparation for A question. - found contemporary sources clarified important issues + some primary sources	sensible research for @ essay.	CJF Feb 11

Candidate 2

A good high- to mid-range assignment.

Part A

Focus on short-term significance is maintained throughout, with an analytical approach. Sources are selected and interpreted beyond their surface features, and are well related to the overall historical context.

Part B

Good thematic focus maintained throughout, although analysis is not sustained. The answer is shaped in terms of the key issues raised by the enquiry, and change over time is addressed, although a sharp focus on alternative turning points is not maintained but is implied.

Additionally, the assignment provides clear evidence of internal moderation and an effective use of the student's resource record. Although written within the word limit, no cumulative total has been inserted on each page.

GCE History Individual Candidate Authentication Sheet

Confidential: Edexcel and QCA use only

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

Centre Number	37645		
Candidate Number	4105		
Candidate Name (in capitals, surname followed by forenames)	HAWTHORN, JENNIFER.		
Coursework Programme Title (if Edexcel designed please provide reference code from specification.)	CW38 - The Making of Modern Russia (1856-1964)		
Assignment Title	Part A: What in your view, was the impact of the 1905 revolution on government and politics Part B: Assess the significance of war in influencing the power of Russian governments in the period 1856-1964.		
Content (please tick box to acknowledge that content is attached to assignment.)	<input checked="" type="checkbox"/> Resource Record <input type="checkbox"/> 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: Equality in the USA 1945-68 Unit 2: Changing position of women and suffrage Unit 3: Kaiser to Fuhrer, Germany 1900-45.		

on the
Reign
of
Nicholas
II?

Word Count	3800		
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)
7	8	11	26

<p>Statement by candidate</p> <p>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.</p> <p>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.</p> <p>Signature: <i>Jennifer Hawthorn</i> Date: 11/05/11.</p>

<p>Statement by teacher</p> <p>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.</p> <p>Signature: <i>[Signature]</i> Date: 11/5/11</p>

Resource Record Sheet Template

Assignment Title *What in your view was the impact 1905 revolution on government and politics in the reign of Nicholas II?*

Issue	Sources	Comments	Teacher's comments if appropriate	Teacher's initials and date
1905	"The Release" - propaganda image from 'Punch' (British magazine)	very limited info.	/	
1905	Reactions and Revolutions: Russia 1881-1924 (Michael Lynch)	informative, not detailed	/	
1905	Russia and its crisis, and its crisis (Pavel Milyukov)	limited use	/	
1905	The people's Tragedy (Orlando Figes.)	good information, very useful, goes into great depth.	/	PLS

Resource Record Sheet Template

Assignment Title *Assess the significance of war in influencing the power of Russian governments in the period 1856-1984.*

Issue	Sources	Comments	Teacher's comments if appropriate	Teacher's initials and date
<i>Power of govts in war.</i>	<i>Russia 1848 - 1917 (Jonathan Bromley)</i>	<i>Concise and informative - very helpful.</i>	/	
<i>Russo - Japan war.</i>	<i>The Russo - Japanese war 1904 - 1905</i>	<i>little limited information</i>	/	
	<i>Russian Civil war Mausseley.</i>	<i>dense information & useful.</i>	/	
	<i>The Russian Revolution Fitzpatrick</i>	<i>Useful.</i>	/	<i>[Signature]</i>

What, in your view, was the impact of the 1905 revolution on Russian Government and politics in the reign of Nicholas II?

explain them!

In 1905, there were three main turning points which had a great impact on Russian politics. One of which was Bloody Sunday, there had already been mounting tension for a while and this event was the last straw, within a week there was full scale opposition to the regime. What came out of it was the October Manifesto; an attempt to give concessions the Russian population to keep them content. However this did nothing to give the political parties a voice, within two years the Tsar's autocratic control had pretty much been restored. Russia saw the biggest step forward in creating a democratic government in its history, the granting of a parliament by the Tsar which was only to be snatched away again just as they received a taste for freedom. The events of the 1905 revolution saw the Russian people hopeful for change, but they simply ended up back where they were; being suppressed under an autocratic, conservative government which forbade any difference in opinion to the Tsar. *- good points, well set out intention, but could be made more clear.*

appear to?

In the short term, the 1905 revolution didn't have a huge impact on Russian politics; when the Tsar introduced the October Manifesto many people were appeased, however this only resulted in more disagreements amongst the different political parties. The disunity of the revolutionaries made them weak, everyone wanted change, but all different kinds of change. This is displayed rather accurately in "The Release"



- a piece of propaganda depicting "liberty" being released from prison and she's shocked and confused because she's been locked up for so long. The distress on her face rightly represents the reaction of the people to the manifesto which gave the revolutionaries concessions but without a clear and capable leader; there was no one to guide her (Liberty). This source is from the British magazine 'Punch' and so represents an outsider's view of the events in Russia at this time which

2+3

A02 July 1912
underdeveloped

turns out to be a precise interpretation, given that the political parties were barely formed and very unstable. The Social Revolutionaries boycotted the 1906, 1908 and 1912 elections. This succeeded in if anything, giving the Tsar even greater control.

For many people Lenin and Trotsky, the only men seemingly capable of leading a revolution, alienated their support because they were so radical. The majority of Russian citizens didn't want a full political revolution; many were happy with concessions. Most of the liberal middle classes accepted, and were even relieved by the October Manifesto because they genuinely feared a full scale revolution. "Peter Struve...spoke for all frightened liberals when he said 'Thank God for the Tsar, who has saved us from the people'."²

Cross-ref.

Struve's words contradict the image "The Release" because they suggest relief and safety as a result of the October Manifesto whereas the propaganda image is scared and unsure about what's happening. The two sources also slightly agree because of the mention of a difference in opinions in Struve's quotation which supports the feeling of confusion in "The Release"

A02?

My second source suggests the inaccuracy of the first as a view from abroad, as opposed to someone amongst the action in Russia. nevertheless Struve is merely giving his own opinion and so is subject to bias. Yet we know that it is true because the country was greatly divided on the issue of revolution, the Constitutional Democrats simply wanted a constitutional monarchy; not to get rid of it entirely. So for them, getting rid of the Tsar completely was a terrible idea. The rural peasants too were not interested in revolution; the vast majority were illiterate and were simply not interested in urban issues which did not concern them.

The October Manifesto granted a parliament which had legislative powers. However the Duma was deprived of any control over the expenditure of the Imperial court or of the army and navy; the Tsar still maintained overall control with the authority to dissolve the Duma at any time he wished, but he also had to call the election of a new Duma. For many, this was the beginning of a constitutional government, others were more pessimistic; "To pretend that all is right in Russia, except for a few 'ill-intentioned' persons who are making all the fuss, is no longer ridiculous, it is criminal."³ Pavel Milyukov's opinion is completely opposite to that of Struve's, although both published in 1905 the sources do not specify the exact date, Peter Struve's could be just after the October Manifesto was released when there was a little optimism and in turn Milyukov's after it'd become apparent that the Tsar wasn't going to let his power go so easy. For instance when he dissolved the very first duma after just six weeks because the main parties were left and centre left who kept demanding constitutional reform, the Tsar had hoped that making these concessions would keep them appeased for a while at least but really he never intent on listening to any of the opinions of the revolutionaries.

✓ As is shown "In the State Duma"⁴ by Alexander Kudinov;

PTD



good choice of source.

which depicts an MP in the State Duma who has been tied up and gagged and is being overlooked by presumably; two of Nicholas II's ministers. The picture shows the continued autocracy of Russia's government despite the the statements made in the October Manifesto about the freedom of speech. It is important to note that the authors of these sources were revolutionaries and so will have a biased view. However the Tsar's acting oppression is clear through his continuous dissolving of the duma, each time (after the second) getting more and more right wing until he had surrounded himself with likeminded people once more.

His Fundamental Laws (brought in before the first Duma had even met) are proof of his intention of never letting there be a completely constitutional monarchy he is protecting himself by making the laws "subject to revision...only on His initiative"⁵.

After the second duma he could not have another majority left parliament so he and Stolypin introduced some changes, they made the wealthiest 1% of the electorate in control of 66 % of the seats in the new duma, peasant and worker representation was cut by roughly 50%.

Overall the long term effects of the 1905 revolution don't seem too great either. It was quite easy for the Tsar to diffuse the 1905 revolution for many reasons; the Tsar did not receive much opposition, the disunity of the revolutionaries made them weak; some wanted only a social revolution while others were looking for a full parliamentary revolution. The October Manifesto pacified many people who believed this really was a new beginning for Russia's government however other's disagreed and so they were divided further. This gave the Tsar even more power.

Because of this disorganisation and Nicholas' concessions he survived this revolution, however the splits in groups only refined their ideas and got them ready for the next revolution. He had also lost the trust of the people which in 1917 would be his downfall.

The impact of the 1905 revolution on Russian government and politics had little effect in terms of change for the lives of the population. They did not successfully sustain a full blown revolution because things didn't change at all, the words of the Tsar were empty promises with no intention to really change. The only good thing to come out of the revolution was a refinement of ideas intentions they knew what they needed for next time, and there would be no appeasements then.

- more censorship would help here.

good - look at long term impact.

1 "The Release" - Propaganda Image from 'Punch' (a British paper)

2 From Michael Lynch, Reactions and Revolutions: Russia 1881-1924 (published 1992)

3 From Pavel Milyukov, Russia and its Crisis, published 1905, Milyukov presided over the liberal 'Union of Unions' which demanded a constituent assembly. They became known as the Kadets in 1907.

4 "In the State Duma" by Revolutionary artist Alexander Kudinov (1906)

5 From the Fundamental Laws promulgated by Nicholas II in 1906

I like the use of picture sources - a well explained and developed argument which shows good thought.

Solid effort, but some confusion and lack of direction. Issues left underdeveloped and points not fully or clearly made. Source use is a bit point, backing up the point that we beginning to be made.

A01 - 7

A02 - 8

Yes Level 3 - lack of direction
interesting sources

Agreed (Att) 6/5/14

Jerry

How significant has war been

Assess the significance of war in influencing the power of Russian governments in the period 1856-1964?

Wars have been tremendously significant in the power and influence of Russian governments between 1856 and 1964. After a great many years of focusing on maintaining its autocratic structure, attempts to expand its influence to the territories of the declining Ottoman Empire and not much else, this period became one of consolidation for the government and modernisation of the economic and social structure of the country in order to uphold the ideology of the Russian government. This was achieved through many events such as the emancipation of the Serfs and a series of crucial wars which shaped Russia as we know it today. ✓

Wars have had a dramatic impact upon the governments in Russia, the first of which was the Crimean war in 1853. It was part of a long-running contest between the major European powers for influence over territories of the declining Ottoman Empire. Russia was humiliated, its dated weaponry drew attention to the fact that backward, peasant Russia was poorly equipped to compete against the rapidly developing western powers. In contrast to Russia the Anglo-French armies used weapons which had greater range, accuracy and a higher rate of fire. The war was settled by the Treaty of Paris in 1856 which made the Black Sea neutral territory, closing it to all warships, and prohibiting fortifications and the presence of armaments on its shores. This marked a severe setback for Russian influence in the region, the like of which Russia had not seen since 1700. Russia became isolated by Europe, the Treaty of Paris greatly diminished the naval threat it posed to the Ottomans and so the government was very weak militarily. ✓ - implication?

The reason for such failure inside Russia and out stemmed from Nicholas I's conservatism, autocracy and traditional ideology which prevented him from making any reforms to a system that had remained predominantly the same for the past 300 years. Such a failure seemed to be necessary in highlighting the changes that need to be made, because as Alexander II came to power under a blanket of international condemnation in 1855. This prompted him to emancipate the serfs, who lay at the heart of Russia's problems. He introduced numerous reforms in the judiciary, military, local government and education. The Crimean war was very significant in that it caused the Russian government to look temporarily towards domestic issues rather than the expansion of their empire. Its power was not great, at home or in conflict but the War prompted reforms that would improve this situation.

key point
but more
needs to
be made of
this

It was not long however before Russia once again declared war on the Ottoman Empire in the Russo-Turkish War of 1877. It sought to regain lost prestige and the continuation of its attempt at expansionism after the restrictions stipulated by the Treaty of Paris. Russia once again went too far and alarmed major powers and eventually entered into a settlement under the Treaty of San Stefano, by which the Ottoman Empire would recognize the independence of Romania, Serbia, Montenegro, and the autonomy of Bulgaria. This treaty was quickly revised to create The Treaty of Berlin in order to keep further control of Russia's dreams of further expansion. The Russian government was not yet powerful enough to go up against the Western powers which easily contained it again. The Russo-Turkish war was an example of Russia overreaching itself in its expansionist ideals and was to be the last. This is significant; it marked the end of Tsarist expansionism, from now on Russia takes a predominantly defensive stance in conflict. ✓ - focused on domestic politics.

The Russo-Japanese war is an illustration of this turning point for the Russians and in the words of Nicholas II "there will be no war because I do not wish it". Russia unwisely predicted that Japan would not go to war due to Russia's far larger and seemingly superior navy and army. This is proof of Russia's government constantly undermining her enemies, she was under a false sense of security and superiority. Therefore it was Japan that eventually declared war in February 1904, much to the

surprise of the Russian Government. Its naivety was to be one of the biggest mistakes the government would make. *- too much denigration of war rather than looking at implications.*

It was a bloody and disheartening war for the Russians, Japan's losses were minute compared with that of the Russian army. They'd taken on a country which was technologically and socially more advanced, again, this had a large effect on the standing of the political system, which prided itself on its military and its expansionist foreign policy. The significance of the tragedy and failure of this war was great. It resulted in huge domestic repercussions. By 1905 still no change at all in ancient and autocratic system, as the rest of the world was moving forward, Russian citizens were increasingly discontented with their government. The war with Japan was a very important catalyst for the 1905 revolution. Repression made Russia a 'political, economic and social pressure cooker'. This event is an example of just how little power Russia had over its people unless the army was prepared to suppress them.

Therefore in 1905, when Russia broke out in revolution, the Tsar was 'at war with his own people'. Russia's control over the country was unstable, the government was desperately trying to regain power by splitting opposition and giving concessions, such as the October Manifesto written by Sergei Witte, Prime Minister 1905-1906. However unrest remained because many who wanted a full political revolution didn't think the Tsar had done enough to ensure change. In September, the Russo-Japanese war came to a grudging end and by December all the troops were back in Russia and they were sent out to bring the workers and peasants who had rioted under control. The revolution in Russia sparked by the Russo-Japanese war marked a crucial period for the government. They were desperately holding onto power while the same autocracy remained in place. The public were temporarily satisfied by the concessions made in 1905. However this didn't last long as it was just a means for the government to reassert their power upon the people. There was never any intention of actual reform from the Tsar, by the First World War, the Duma had no real control over government. They rarely met and were prorogued three times during World War One for challenging the government's competence.

The First World War only succeeded in further destabilising the government. It marked the final straw for the Russian Monarchy. Dissatisfaction with the Russian government's conduct of the war grew, Nicholas II became a scapegoat for the press and public because he was not in his place in Russia, instead he was on the front line and had left his people in the hands of Rasputin whom the public hated, this caused instability in the command structure. The whole country was in disarray and there was major discontent; the peasants were ruined by war, they took the brunt of casualties. Inflation occurred, there were transportation problems and shortages of fuel and food. Loyalty to the Tsar evaporated in the army, there were mutinies and returning wounded soldiers spread defeatist feelings. The Russian government was thoroughly destabilised.

Point needs to be made

By 1917, Russia had gone through three years of little success, inefficient organisation and massive casualties, which put great strain on the political structure of Russia. The people had had enough. Demonstrations in Petrograd sparked the February 1917 revolution leading to the Civil War. Army troops refused to fire on demonstrators which culminated in the abdication of Tsar Nicholas II and the collapse of the age of the Tsars. A weak Provisional Government was appointed but was very unpopular because it refused to end the war and so lasted only a matter of months. In October 1917, Russia had her second revolution in a matter of months, the provisional government was replaced by the Bolsheviks, led by Lenin, who immediately set about signing the Treaty of Brest-Litovsk to end war with Germany. The government received a lot of popularity for ending the war, for it was destroying Russia.

However there were still some who defended the old regime; Liberal and monarchist forces, loosely organized into the reactionary 'White Army' immediately went to war against the 'Red Army'. Russia collapsed to the Soviets under the domination of the Bolshevik party. The result of the Civil

war was that it consolidated the regime and set the tone for the Bolshevik government for years to come.

The Bolsheviks brought in the economic and political system of War Communism to enforce their power and focus attention on getting through the First World War. This was the complete take-over of Russian industry through the process of grain requisitioning, the peasants resisted this bitterly. Private trade was banned, industry was nationalised, Labour was disciplined. Finally a class based system of rationing was introduced whereupon the smallest rations were given to the middle classes – or as they were now called, 'the former people'. Another crucial component of War Communism was the systematic use of terror to back up the new measures and deal with opposition; 'The Red Terror'. The Civil war significantly demonstrated the power and control of the new government in defence of Soviet ideals. One such example of this power was the creation of the USSR, a product of the downfall of the Russian Empire, the Soviet Union was founded in 1922. It was a merger of several Unions of Soviet Socialist Republics to protect and strengthen its ideological and political beliefs.

At last,
key point
developed.

Stalin wanted to make sure that the army remained loyal and that any officers capable of opposing him were removed including Marshal Tukhachevsky in 1937, whom Stalin had had serious disagreements with in the Civil War. In the following months, thousands of army officers shared their fate. The navy and the airforce were also purged. The consequences of this were almost disastrous for the Soviet Union. So many top army officials were removed, including 90% of all Soviet generals that the Russian army found itself in a desperate situation at the beginning of the Second World War in 1941. This is an example of self defeat for the Russian state as a result of the terror Stalin's position was unchallengeable but it also meant that they were unable to fight Germany.

The Second World War was another defensive war known in Russia as the 'Great Patriotic War' a term that was intended to motivate the population to defend the Soviet motherland and to expel the German invaders. After the Battle of Stalingrad, shoulder boards were introduced for all ranks; this was a significant symbolic step, since they had been seen as a symbol of the old regime after the Russian Revolution of 1917. This was a further step to increase patriotism amongst the Russian people. As it became clear that the Soviet Union would win the war, Stalin ensured that propaganda always mentioned his leadership of the war. The victorious generals were sidelined and never allowed to develop into political rivals, this is an example of Stalin's paranoia and control. Many people after World War Two had a greater belief in the Russian government and love for Stalin. The Soviet Union emerged after World War Two as an acknowledged superpower

Good
point -
implications
understand.

After the Second World War, Soviet forces remained in Eastern and Central European countries, which was became known as the 'Eastern Bloc'. Given the Russian historical experiences of frequent invasions, the immense death toll and the destruction the Soviet Union sustained during World War II, Russia sought to increase security by dominating the internal affairs of countries that bordered it. The Cold War, wherein Russia spread its communist ideology to surrounding countries, created greater competitive element for the Russian government which strived to protect their Soviet ideology.

The Cold War led to even greater political oppression with more inter-war purges, Russia was very paranoid about her enemies, so anyone could be accused of being disloyal to the Soviet Union. People were in constant fear of a knock on the door from the secret police who would send them off to the Gulags – labour camps. So many millions of people were sent away in fact that when Stalin became ill, doctors had to be taken out of the camps to cure him. This was ironic, another example of Stalin's self defeatist actions.

Everything was very closely monitored and with Russia's growing Communist sphere, she had become a great superpower and a force to be reckoned with by other countries. It was a

retrenchment of old communist ideas which could not be challenged, with the forcible suppression of the people.

This defence of old ideas sets the tone for all Russian wars, which have had an extremely significant effect on the power of Russian government. It has achieved different things through the fighting of these wars, the majority of which were attempts at expansion before the turn of the twentieth century, however the backwardness of the the country was highlighted through the Crimean and Russo-Turkish wars, assuring little success for the government.

From 1904 onwards, wars were defensive for Russia, the arrogance of the government led to failure in the Russo-Japanese war. It was a catalyst for revolution, which completely destabilised the government and shed light on the discontent from the Russian people proving that war is significant in the control of the government. From the Civil War onwards Russia was fighting to protect her communist ideals, the government gained great power over the next years. The state's chances in the Second World War were hindered because of its need for control and paranoia. The Second World War is proof that success in conflict can benefit the respect for and power of the government over the people. As the Cold War erupted throughout the world, Russia continued to protect the communist ideals which again succeeded in making the government even more powerful through the oppression of its people and the taking over of neighbouring countries into the Soviet sphere of influence. To conclude, whether they have disgraced or benefitted the government in Russia, wars have massively impacted on its power in this most crucial period.

- some good points developed, but too often there have to be looked for - the material rather than being explicit. Deals well with broad spectrum of events, but needs careful planning and more analysis. Even in conclusion, there is a repeat of earlier points rather than linking / overview.

Bibliography:

- The Russian Civil War by Evan Mawdsley
- The Russo-Japanese War 1904-1905 Geoffrey Jukes
- The Last Tsar by Edvard Radzinsky
- Aspects of European History 1789-1980 by Stephen J. Lee
- A People's Tragedy by Orlando Figes

Low level 3 - 11 ✓

(Art) 6/5/11

Agreed: the title is too vague - perhaps 'Russia's role of war in effecting political change or development in Russia'?
Certainly, this would have been easier to answer. An analytical structure would have focussed, perhaps, on economic, political + social changes in turn. As it is: a range of events + chronological balance, but descriptive + only explicit relevance quite marked.

Candidate 3

A low-scoring assignment, worthy of a pass

Part A

Some understanding of the key issues, but strays from the focus of the enquiry and the issues are undeveloped. The source material is well selected and interpreted beyond its surface features, but used in support rather than to raise issues.

Part B

Problems with the enquiry title have been identified by the centre. The response is only broadly analytical and contains considerable narrative sections.


Additionally, the resource record has not been appropriately completed and used. Although the word limit has been observed, there is no cumulative word count at the foot of each page.

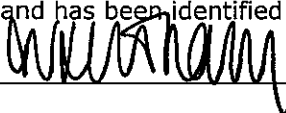
GCE History Individual Candidate Authentication Sheet

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	3074
Candidate Name (in capitals, surname followed by forenames)	BHATTACHARYA, AHANA
Coursework Programme Title (if Edexcel designed please provide reference code from specification)	CW36: The USA: The Making of a Nation, 1815-1917
Assignment Title	Part A: Short term significance of Andrew Jackson Part B: Significance of the role of individual presidents in the making of USA as a nation.
Content (please tick box to acknowledge that content is attached to assignment)	<input type="checkbox"/> Resource Record → not handed in
	<input type="checkbox"/> Appendix
Examined Units Give details of all Units (title and option code) making up the AS and A2.	Unit 1: Option D: A World Divided D2 - Mao's China, 1949-76 D5 - Pursuing Life and Liberty: Equality in the USA
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 2: Option B: British Political History in the 19 th Century B1 - Britain 1830-85: Representation and Democracy
	Unit 3: Option D: The Challenge of Fascism D1 - From Kaiser to Reich: Germany 1900-45

Word Count	2,300 ^{low}		
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)
6 ✓	5 ✓	8 ✓ sent	19

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: 7.4.2011

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: 12/4/11.

What was Short Term Significance of Andrew Jackson?

Key issues

Andrew Jackson came to power in 1829 and remained until 1837. During this 8 year period, Jackson is mainly known for reducing the Federal Debt, his desire to abolish the Electoral College, Spoil System; Whereby after winning an election, the winning party gives government jobs to its supporters as a remuneration for working toward win, and as an incentive to continue he work, opposition to National Banks or also known as the Bank war, Nullification Crises and the Indian Removal. These Issues made an immense contribution in the making his time as a president significant.

could be more effectively linked to q

Bank War was a controversy in the 1830s over the existence of the Bank of the United States, the only national banking institution which existed then. The Second Bank of the United States was created in 1816, with a 20-year federal charter. Andrew Jackson showed heavy resentment towards the bank during 1829 and onto 1830. According to him it gave too much economic power to small affluent influential people beyond the public's control. Jackson vetoed the re-charter bill and won the resulting election, which resulted in the destruction of the bank. In addition to that, he prohibited Denied renewal of its federal charter; the bank secured a Pennsylvania charter in 1836. Faulty investment decisions forced it to close in 1841. The legitimacy of Andrew Jackson's response to the Bank War issue has been contradicted by many, but his reasoning was supported by fact and inevitably beneficial to the country. Jackson's primary involvement with the Second Bank of the United States arose during the suggested governmental re-chartering of the institution. It was during this period that the necessity and value of the Bank's services were questioned.

good but not well linked to q

Jackson got rid of the First Central Bank because he saw this as domination for the rich to get richer and Jackson was did not approve of it. He believed in the welfare of the common man. Even though Jackson was not able to pay off the complete debt was able to lower it immensely. He lowered it to around \$33 million dollars. Jackson although having good motives he played a key role in the panic of 1837 due to devastations of the Bank. Source 21 says that "It was a blow at an older set of capitalists by a newer, more numerous set". "It was incident to the democratization of business, the diffusion of enterprise among the mass of people and the transfer of economic primacy". This supports the point as it says how he wanted the power to shift from the rich to the common man and make them more powerful in terms of democratic dominance. The source also says that this meant that "anyone in America could get rich and through his own efforts". This suggests that more opportunity was being given to the working class to make their way up and not get suppressed by the wealthy.

not with ok

no real link to q

Another key event which made Jackson significant was Indian Removal Act of 1830. Perhaps the most controversial aspect of Jackson's presidency was his policy regarding American Indians. This included the ethnic purge of several Indian tribes. Jackson was a leading advocate of a policy known as Indian removal. Jackson had been negotiating treaties and removal policies with Indian leaders for years before his election as president. Jackson sent troops out to round them all up to a holding area and then they were marched to Oklahoma,

Ahana Bhattacharya

most of them on foot. Many died along the way and they were buried the best they could along the roads.

However as source 13 suggest his step of removing Indians was not favourable even amongst his supporters. Alan Axelrod says that "Jackson as well as his agents and treaty commissioners, shamelessly manipulated the laws and interfered with internal Indian Affairs well beyond the point of fraud in order to compel tribal cessions of eastern land and the removal of indigenous nations to the left". This also implies that Jackson has selfish motives in passing this Act. In addition to that even Source 11 agrees with Source 13 saying that this "heroicising people like Jackson reinforces the notion that their genocide conduct was/is an appropriate and acceptable manner in which to attain fame and 'immortality'. This clearly indicates how modern historians name his actions as genocide. It also shows how according to Ward Churchill, people made him a 'hero' for a wrong reason. ^{some evaluation} ^{xref.}

Another key issue was the Electoral College. Rather than delegate the election of the president directly with the people themselves, the Constitution assigned that duty to an "Electoral College." Each state was entitled to as many "electors" as it had congressman and senators. The Constitution left it up to the individual states to decide how it selected its electors. In the ten presidential elections before 1828, many states allowed state legislators to appoint electors on behalf of their constituents. In 1824 this practice became controversial, when several states either threatened or succeeded in naming electors devoted unpopular presidential candidates. Starting in 1828 and continuing ever since, most all states choose electors through one or another method of public balloting. Jackson repeatedly called for the abolition of the Electoral College by constitutional amendment in his annual messages to Congress as President. ^{and ?}

In addition to that the spoil system also played a major role. The term "spoils system" was used by Jackson's rivals to explain Jackson's policy of removing political opponents from federal offices and replacing them with party supporters. Jackson's predecessors had removed federal officials on a limited scale, but not nearly as extensively as did President Jackson starting in 1829. To Jackson partisan loyalty was a more important job-qualification than capability or value. A skill-based civil service system would not be implemented by the federal government until the 1880s. This was also done with the motive of destroying the aristocratic power.

Source 12 supports this where it says "the common man placed Jackson in office and sent him to Washington to crush the power of the aristocrats". This also tells us that Jackson was elected by the 'common man' so that he could help them by crushing the power of the wealthy. The phrase "trust voters had that he would bring the same success in restoring honour to government", shows the amount of faith people had in him when it came to modifying the system they were living in.

The Nullification Crisis arose in the early 1830s when leaders of South Carolina advanced the idea that a state did not have to follow a federal law and could, in effect, "nullify" the law. It was put in by protective tariffs, specifically the Tariff of 1828 also known as the "Tariff of Abominations". The issue instigated a debate over states' rights that ultimately resulted in violent hostilities between South Carolina, federal government and the dissolution of the Union.

Jackson immediately offered his thought that nullification was as good as to sedition and quickly sent his federal troops to Charleston harbor and began growth federal defenses there. Congress supported the president and passed a Force Bill in early 1833 which gave Jackson the authority to use soldiers to enforce the tariff procedures. In the end, due to this South Carolina gave in and revoked its action, but not before nullifying the Force Bill. As a result, both the sides tasted success. Jackson had pledged the federal government to the principle of Union supremacy. But South Carolina, by its show of resistance, had obtained many of the demands it wanted, and showed that how a single state force its opinion Congress.

To sum up, he was the only president during that time that was successful in reducing the debt significantly. No other president at that time was able to do that. In addition to that he worked towards making the nation more democratic by trying to shift power from the hands of aristocrats to common man. He was able to do that with the 'Spoil System' where he appointed party supporters as government officials than highly qualified people which he thought might not be loyal to the party. The only down side to his presidency was the Indian Removal Act, where is he being convicted of something similar to genocide. His act has been condemned by a lot a people. However there was great significance in the election of Jackson in 1828. Apart from all the political issues, a new generation of people were growing up under new economic and social conditions. They felt great confidence in themselves and great independence.

A01

L2

⑥

understanding of the q posed, but very little explicit focus on it except in

conc.

reasonable or displayed but not

sufficiently linked to the q

A02.

L1 ↙

① ~~1~~ v. poor range of sources - all those referred to are secondary.

- no ref. to context, but some implicit evaluation
- v. little x ref. - but 1 eg

Significance of the Roles of individual presidents in the making of the USA as a nation in the period 1815-1917

- not a sufficiently analytical question.

relevance not clear

Abraham Lincoln was the President during the Civil War. He was the one who freed the slaves and gave them rights. Unfortunately, those rights were ignored until 40 or 50 years ago. A common nickname for him was Honest Abe. His head is on the front of the US penny, his monument in Washington on the back of the old ones and his log cabin on the back of the more recent ones.

Since 1849, Abraham Lincoln believed that slaves should be liberated, advocating a program in which they would be freed steadily. Early in his presidency, still convinced that gradual emancipation was the best course, he tried to win over legislators. To gain support, he proposed that slave owners be compensated for giving up their "property." Support was not forthcoming.

The proclamation declared, "all persons held as slaves within any States, or designated part of the State, the people whereof shall be in rebellion against the United States, shall be then, thenceforward, and forever free."

The Emancipation Proclamation did not free all slaves in the United States. Rather, it declared free only those slaves living in states not under Union control. William Seward, Lincoln's secretary of state, commented, "We show our sympathy with slavery by emancipating slaves where we cannot reach them and holding them in bondage where we can set them free." Lincoln was fully aware of the irony, but he did not want to antagonize the slave states loyal to the Union by setting their slaves free. The proclamation allowed black soldiers to fight for the Union -- soldiers that were desperately needed. It also tied the issue of slavery directly to the war.

? On the other hand during James Monroe's presidency there were a lot of fragmentary domestic problems. He came into power in 1817 and lasted till 1825. Monroe's popularity was undiminished even when following difficult autonomist policies as the country's commitment to nationalism was starting to show serious fractures. The Panic of 1819 caused a agonizing economic depression. The application for statehood in 1819 by the Missouri Territory as a slave state failed. An amended bill for gradually eliminating slavery in Missouri precipitated two years of bitter debate in Congress. and?

The Missouri Compromise bill resolved the struggle, combining Missouri as a slave state with Maine, a free state, and barring slavery north of latitude 36/30' N forever. The Missouri Compromise lasted until 1857, when it was declared unauthorized by the U.S. Supreme Court as part of the Dred Scott decision. X

Another key issue under his presidency was the Cumberland road. Congress demanded high subsidies for internal improvements, such as for the improvement of the Cumberland Road, during Monroe's presidency. Monroe vetoed the Cumberland Road Bill, which provided for yearly improvements to the road, because he believed it to be unconstitutional for the government to have

such a large hand in what was essentially a civics bill deserving of attention on a state by state basis.

James K Polk came with much defined goals for his administration. He was in the office from 1845 to ~~18945~~. During this short period as preside, he wanted to re-establish the Independent Treasury System, reduce tariffs. He also wanted the acquisition of all the Oregon Country, California and New Mexico from Mexico.

The new law abandoned *ad valorem* tariffs; instead, rates were made independent of the monetary value of the product. Polk's actions were popular in the South and West; however, they earned him the enmity of many protectionists in Pennsylvania.

In 1846, Polk approved a law restoring the Independent Treasury System, under which government funds were held in the Treasury rather than in banks or other financial institutions. This established independent treasury deposit offices, separate from private or state banks, to receive all government funds.

Andrew Jackson on the other hand he was the only president during that time that was successful in reducing the debt significantly. No other president at that time was able to do that. In addition to that he worked towards making the nation more democratic by trying to shift power from the hands of aristocrats to common man. However his Indian Removal Act, where is he being convicted of something similar to genocide. His act has been condemned by a lot a people. However there was great importance in the election of Jackson in 1828. Apart from all the political issues, a new generation of people were growing up under new economic and social conditions. They felt great confidence in themselves and great freedom. *and?*

Summing up all the presidents played a vital role in making of the nation. Their individual significance, be it Lincoln's fight to emancipate the slaves or Jackson's desire to shift the power from the aristocratic wealthy people to the common. None of them can be cant be given its share due. In addition to that James K Polk's effort to reduce tariff was also significant in making of the nation.

L2
⑧ some understanding of the process of change over time is demonstrated here.

src: some chronological sense - but little for latter 1/2 of period.

• Limited use of sources.

over all the making of a nation
use of the history of
beginning of...

Bibliography for Part B

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Source 11

Churchill, Ward, *A Little Matter of Genocide: Holocaust Denial in the Americas 1492 to the Present* (San Francisco: City Lights Books, 1997), p. 251.

S In heroicising people like Columbus and Cortes, George Washington or Andrew Jackson, Kit Carson and Custer, society strongly reinforces the notion that their genocidal conduct was/is an appropriate and acceptable manner in which to attain fame and "immortality." Conversely, placing them where they belong in the historical lexicon – alongside the likes of Attila the Hun and Heinrich Himmler – would tend to convey the opposite message.

Source 12

Biography of Andrew Jackson, extracted from the website dedicated to his home in Tennessee, The Hermitage, at www.thehermitage.com. Accessed 26th June 2009.

S Born to poor Irish immigrants on March 15, 1767, near Camden, South Carolina, no one could have possibly written the story that would become Andrew Jackson's life. Two years earlier, his parents, Andrew and Elizabeth, and two older brothers, Hugh and Robert, had emigrated from northern Ireland. Jackson was named after his father who had died shortly before he was born. Jackson spent his early life in the Waxhaw settlement located near the North and South Carolina border. Raised by his widowed mother, Jackson grew up with a large extended family--aunts, uncles, and cousins— who were also Irish immigrant farmers. As a youth, Jackson attended a good school and his mother had hopes of him becoming a Presbyterian minister. However, young Jackson's propensity for pranks, cursing, and fighting quickly dashed those hopes.

In the fall of 1828, the decision fell to the voters and they overwhelmingly elected Jackson. Jackson's victory was seen as a complete repudiation of Adams and his vision for America. Furthermore, it revealed the belief of some that the United States government was run by a small group of aristocrats that were unresponsive to the demands of the voters. The "common man" placed Jackson in office and sent him to Washington to crush the power of the aristocrats. But, Jackson's victory was also due in large part to his military accomplishments and the trust voters had that he would bring the same success in restoring honour to

government. Personally, Jackson had achieved vindication for the "corrupt bargain" that robbed him of the White House in 1824 and laid waste to the barbs and accusations flung during the campaign. Jackson had reached a high point in his life....For the United States of America, Andrew Jackson's time as President marked a turning point in its history. He strengthened the power of the presidency, defended the Union, gained new respect for the United States in foreign affairs, and extended democracy to more citizens.

Source 13

✓ Axelrod, Alan, "Chronicle of the Indian Wars from Colonial Times to Wounded Knee" (New York: Oxford University Press, 1993), p. 137 cited in Churchill, Ward, *A Little Matter of Genocide: Holocaust Denial in the Americas 1492 to the Present* (San Francisco: City Lights Books, 1997), p. 277.

S Even for admirers of the seventh president of the United States, the name of Andrew Jackson is forever linked to the inequitable, immoral, and inhumane federal policy of Indian "removal". It is true that the Indian Removal Act of 1830 was the work of the Jackson administration and that Jackson, as well as his agents and treaty commissioners, shamelessly manipulated the law and interfered with internal Indian affairs well beyond the point of fraud in order to compel tribal cession of eastern land and the removal of [indigenous nations] to the West.

Source 14:

★
 P Transcript of President Andrew Jackson's Message to Congress "On Indian Removal", December 6, 1830). Records of the United States Senate, 1789-1990; Record Group 46; The United States National Archives and Records Administration accessed at <http://www.archives.gov/> Accessed 26th June 2009.

It gives me pleasure to announce to Congress that the benevolent policy of the Government, steadily pursued for nearly thirty years, in relation to the removal of the Indians beyond the white settlements is approaching to a happy consummation. Two important tribes have accepted the provision made for their removal at the last session of Congress, and it is believed that their example will induce the remaining tribes also to seek the same obvious advantages.

The consequences of a speedy removal will be important to the United States, to individual States, and to the Indians themselves. The pecuniary advantages which it promises to the Government are the least of its recommendations. It puts an end to all possible danger of collision between the authorities of the General and State Governments on account of the Indians. It will place a dense and civilized population in large tracts of country now occupied by a few savage hunters. By opening the whole territory between Tennessee on the north and Louisiana on the south to the settlement of the whites it will incalculably strengthen the south-western frontier and render the adjacent States strong enough to repel future invasions without remote aid. It will relieve the whole State of Mississippi and the western part of Alabama of Indian occupancy, and enable those States to advance rapidly in population, wealth, and power. It will separate the Indians from immediate contact with settlements of whites; free them from the power of the States; enable them to pursue happiness in their own way and under their own rude institutions; will retard the progress of decay, which is lessening their numbers, and perhaps cause them gradually, under the protection of the Government and through the influence of good counsels, to cast off their savage habits and become an interesting, civilized, and Christian community.

JACKSON 12

selfish

What good man would prefer a country covered with forests and ranged by a few thousand savages to our extensive Republic, studded with cities, towns, and prosperous farms embellished with all the improvements which art can devise or industry execute, occupied by more than 12,000,000 happy people, and filled with all the blessings of liberty, civilization and religion?

The present policy of the Government is but a continuation of the same progressive change by a milder process. The tribes which occupied the countries now constituting the Eastern States were annihilated or have melted away to make room for the whites. The waves of population and civilization are rolling to the westward, and we now propose to acquire the countries occupied by the red men of the South and West by a fair exchange, and, at the expense of the United States, to send them to land where their existence may be prolonged and perhaps made perpetual. Doubtless it will be painful to leave the graves of their fathers; but what do more than our ancestors did or than our children are now doing? To better their condition in an unknown land our forefathers left all that was dear in earthly objects. Our children by thousands yearly leave the land of their birth to seek new homes in distant regions. Does Humanity weep at these painful separations from everything, animate and inanimate, with which the young heart has become entwined? Far from it. It is rather a source of joy that our country affords scope where our young population may range unconstrained in body or in mind, developing the power and facilities of man in

their highest perfection. These remove hundreds and almost thousands of miles at their own expense, purchase the lands they occupy, and support themselves at their new homes from the moment of their arrival. Can it be cruel in this Government when, by events which it can not control, the Indian is made discontented in his ancient home to purchase his lands, to give him a new and extensive territory, to pay the expense of his removal, and support him a year in his new abode? How many thousands of our own people would gladly embrace the opportunity of removing to the West on such conditions! If the offers made to the Indians were extended to them, they would be hailed with gratitude and joy.

And is it supposed that the wandering savage has a stronger attachment to his home than the settled, civilized Christian? Is it more afflicting to him to leave the graves of his fathers than it is to our brothers and children? Rightly considered, the policy of the General Government toward the red man is not only liberal, but generous. He is unwilling to submit to the laws of the States and mingle with their population. To save him from this alternative, or perhaps utter annihilation, the General Government kindly offers him a new home, and proposes to pay the whole expense of his removal and settlement.

Source 15: 

Andrew Jackson's Nullification Proclamation of December 1832. Jackson's proclamation disputed a states' right to nullify a federal law. Jackson's proclamation was written in response to an ordinance issued by a South Carolina convention that declared that the tariff acts of 1828 and 1832 had violated the Constitution. Website: [http://en.wikisource.org/wiki/Proclamation on Nullification](http://en.wikisource.org/wiki/Proclamation_on_Nullification). Accessed 26th June, 2009.

p

And whereas the said ordinance prescribes to the people of South Carolina a course of conduct in direct violation of their duty as citizens of the United States, contrary to the laws of their country, subversive of its Constitution, and having for its object the instruction of the Union-that Union, which, coeval with our political existence, led our fathers, without any other ties to unite them than those of patriotism and common cause, through the sanguinary struggle to a glorious independence-that sacred Union, hitherto inviolate, which, perfected by our happy Constitution, has brought us, by the favour of Heaven, to a state of prosperity at home, and high consideration abroad, rarely, if ever, equalled in the history of nations; to preserve this bond of our political existence from

not explain the facts, which were somewhat more complex. JACKSON 18
Jacksonian democracy was rather a second American phase of that enduring struggle between the business community and the rest of society which is the guarantee of freedom in a liberal capitalist state.

Source 21

✓ **Bray Hammond, "Banks and Politics in America from the Revolution to the Civil War" (Princeton, N.J.: Princeton University Press, 1957) in Eagles, Charles W. and Morgan, Thomas S., America: A narrative history (New York: W. W. Norton & Co., 1993), p. 76-7.**

S Socially, the Jacksonian revolution signified that that a nation of democrats was tired of being governed, however well, by the gentlemen from Virginia and Massachusetts...Economically, the revolution signified that a nation of potential money-makers could not abide traditional, conservative limitations on business enterprise, particularly by capitalists in Philadelphia. The Jacksonian revolution was a consequence of the Industrial Revolution and of a farm-born people's realization that now anyone in America could get rich and through his own efforts, if he had a fair chance. A conception of earned wealth arose which rendered the self-made man as superior morally to the hereditary well to-do as the agrarian had been....The humbly born and rugged individualists who were gaining fortunes by their own toil and sweat, or wits, were still simple Americans, Jeffersonian, anti-monopolistic, anti-governmental, but fraught with the spirit of enterprise and fired with a sense of what soon would be called Manifest Destiny. They envied the social and economic advantages of the established urban capitalists, mercantile and financial; and they fought these aristocrats with far more zeal and ingenuity than the agrarians ever had. They resented the federal Bank's interference with expansion of the money supply...They democratized business under a great show of agrarian idealism and made the age of Jackson a festival of *laissez faire*...

The Jacksonian's destruction of the Bank of the United States was in no sense a blow at capitalism or property or the "money power." It was a blow at an older set of capitalists by a newer, more numerous set. It was incident to the democratization of business, the diffusion of enterprise among the mass of people, and the transfer of economic primacy from an old and conservative merchant class to a newer, more aggressive, and more numerous body of business men and speculators of all sorts.

The Jacksonians were unconventional and skillful in politics. In their assault on the Bank they united five important elements, which, incongruities notwithstanding, comprised an effective combination. These were Wall Street's jealousy of Chestnut Street, the business man's dislike of the federal Bank's restraint upon bank credit, the politician's resentment at the Bank's interference with states' rights, popular identification of the Bank with the aristocracy of business, and the direction of agrarian antipathy away from banks in general to the federal Bank in particular. Destruction of the Bank ended federal regulation of bank credit and shifted the money centre of the country from Chestnut Street to Wall Street. It left the poor agrarian as poor as he had been before and left the power possessed of more money and more power than ever.

Source 22:

Lowi, Theodore J. and Ginsberg, B., *American Government: Freedom and Power* (New York: W.W. Norton and Co., 2002), p. 281.

When the Jeffersonian party splintered in 1824, Andrew Jackson emerged as the leader of one of four factions. In 1830, Jackson's group became the Democratic Party. This new party had the strongest national organisation of its time and presented itself as the party of the common man. Jacksonians supported reductions in the price of public lands and a policy of cheaper money and credit. Labourers, immigrants, and settlers west of the Alleghenies were quickly attracted to it. From 1828, when Jackson was elected President, to 1860, the Democratic Party was the dominant force in American politics.

Source 23:


Jillson, Cal., *American Government: Political Change and Institutional Development* (Fort Worth, TX: Harcourt Brace College Publishers, 1991), p. 187-8.

Supporters of Andrew Jackson, led by Martin Van Buren of New York, began to organise for the election of 1828. Van Buren and those around him in the Jackson movement were the first American politicians to argue that parties could be a good thing. They argued that the political party is a vehicle by which well-organised individuals might take control of government in order to enact the political views of the majority into law. If, as part of the process,

time the strength and power and perpetuity of American democracy. And yet, as Herman Melville pointed out, he was picked up from the common clay and thundered higher than a throne. He proved for all time the reality and splendour of the American Dream.

JACKSON 22

Source 27

 **Zinn, Howard. *A People's History of the United States* (New York: Harper Perennial, 2005). Website: <http://www.historyisaweapon.com/zinnapeopleshistory.html>. Accessed 26th June.**

J Jackson was a land speculator, merchant, slave trader, and the most aggressive enemy of the Indians in early American history. The leading books on the Jacksonian period, written by respected historians (*The Age of Jackson* by Arthur Schlesinger; *The Jacksonian Persuasion* by Marvin Meyers), do not mention Jackson's Indian policy, but there is much talk in them of tariffs, banking, political parties, political rhetoric. If you look through high school textbooks and elementary school textbooks in American history you will find Jackson the frontiersman, soldier, democrat, man of the people-not Jackson the slaveholder, land speculator, executioner of dissident soldiers, exterminator of Indians.

After Jackson was elected President in 1828...the Indian Removal bill came before Congress and was called, at the time, "the leading measure" of the Jackson administration and "the greatest question that ever came before Congress" except for matters of peace and war. By this time the two political parties were the Democrats and Whigs, who disagreed on banks and tariffs, but not on issues crucial for the white poor, the blacks, the Indians-although some white working people saw Jackson as their hero, because he opposed the rich man's Bank.

As Jackson took office in 1829, gold was discovered in Cherokee territory in Georgia. Thousands of whites invaded, destroyed Indian property, staked out claims. Jackson ordered federal troops to remove them, but also ordered Indians as well as whites to stop mining. Then he removed the troops, the whites returned, and Jackson said he could not interfere with Georgia's authority. The white invaders seized land and stock, forced Indians to sign leases, beat up Indians who protested, sold alcohol to weaken resistance, killed game which Indians needed for food. But to put all the blame on white mobs, Rogin says, would be to ignore "the essential roles played by planter interests and government policy decisions." Food shortages, whiskey, and military attacks began a process of tribal

JACKSON 23
disintegration. Violence by Indians upon other Indians increased. Treaties made under pressure and by deception broke up Creek, Choctaw, and Chickasaw tribal lands into individual holdings, making each person a prey to contractors, speculators, and politicians. The Chickasaws sold their land individually at good prices and went west without much suffering. The Creeks and Choctaws remained on their individual plots, but great numbers of them were defrauded by land companies. According to one Georgia bank president, a stockholder in a land company, "Stealing is the order of the day."

As for the Cherokees, they faced a set of laws passed by Georgia: their lands were taken, their government abolished, all meetings prohibited. Cherokees advising others not to migrate were to be imprisoned. Cherokees could not testify in court against any white. Cherokees could not dig for the gold recently discovered on their land. A delegation of them, protesting to the federal government, received this reply from Jackson's new Secretary of War, Eaton: "If you will go to the setting sun there you will be happy; there you can remain in peace and quietness; so long as the waters run and the oaks grow that country shall be guaranteed to you and no white man shall be permitted to settle near you."

Georgia passed a law making it a crime for a white person to stay in Indian territory without taking an oath to the state of Georgia. When the white missionaries in the Cherokee territory declared their sympathies openly for the Cherokees to stay, Georgia militia entered the territory in the spring of 1831 and arrested three of the missionaries, including Samuel Worcester. They were released when they claimed protection as federal employees (Worcester was a federal postmaster). Immediately the Jackson administration took away Worcester's job, and the militia moved in again that summer, arresting ten missionaries as well as the white printer of the *Cherokee Phoenix*. They were beaten, chained, and forced to march 35 miles a day to the county jail. A jury tried them, found them guilty. Nine were released when they agreed to swear allegiance to Georgia's laws, but Samuel Worcester and Elizur Butler, who refused to grant legitimacy to the laws repressing the Cherokees, were sentenced to four years at hard labour.

This was appealed to the Supreme Court, and in *Worcester v. Georgia*, John Marshall, for the majority, declared that the Georgia law on which Worcester was jailed violated the treaty with the Cherokees, which by the Constitution was binding on the states. He ordered Worcester freed. Georgia ignored him, and President Jackson refused to enforce the court order.

Meacham, Jon. *American Lion: Andrew Jackson in the White House* (New York: Random House, 2009), p. xvii – xviii.

The nation, then, played a decisive role in his emotional universe. Jackson carried an image of the Union around in his head, a vision of the United States and its people as an extension of his own clan in which he was alternatively father and son. From childhood, Jackson was in search of a structure into which he could fit, find reassurance and stability, and come to control. In the midst of the crisis with South Carolina in the winter of 1832-33, in a draft of his proclamation on nullification to the people of that state, Jackson wrote, "I call upon you in the language of truth, and with the feelings of a Father to retrace your steps."

With the feelings of a father. Jackson's familial vision had intriguing implications for the life of the nation. For General Jackson, it meant that in battle he was fighting not for a distant cause but for the survival of his own kin. For President Jackson, it meant that there was little difference between the personal and political. His was a White House roiled by intrigue, war, and sexual scandal, and it left a permanent mark on the nation.

...of the great early presidents and Founders, Andrew Jackson is in many ways the most like us. In the saga of the Jackson presidency, one marked by both democratic triumphs and racist tragedies, we can see the American character in formation and in action. To understand him and his time helps us to understand America's perennially competing impulses. Jackson's life and work – and the nation he protected and preserved – were shaped by the struggle between grace and rage, generosity and violence, justice and cruelty.

JACKSON 27

Good morning President Jackson! Welcome to the White House. Here is a run down of the state of America in 1828.

You have come to the White House on promise to make politics more honest and accessible to the "Common Man." Indeed, the common man stormed into the White House to celebrate your election (see picture):



(Image: Wikipedia)

You came to office promising to get rid of the corrupt practice of presidents giving jobs in government to their friends: you have promised to get rid of corrupt civil servants in their hundreds. You owe your election to the support of the Democratic Party. The expansion to the West continues unabated: White settlers are seizing land in the West constantly, whether they own it in law or not. New states are applying to join the Union all the time: Arkansas and Michigan will soon apply to join. The power of the Federal Government is getting increasingly large: it needs to increase revenue from taxation to fund its programme of "improvements" to help the economy. The economy of the United States needs financial stability; particularly the Northern and Eastern based manufacturing and industrial sectors. Business owners in the North are demanding increased tariffs to protect their manufactured goods from foreign competition.

Write in the space below: What are the key problems facing the new President Jackson in 1828?

History Coursework

Name – Ahana Bhattacharya
Tutor Group – PAI

Question Titles

Part A – Short term significance of Andrew Jackson

**Part B – Significance of roles of individuals in the making of
the USA as a nation in the period 1815 – 1917**

Word Count – 2,300

Candidate 4

An assignment that cannot achieve a pass.

Part A

A series of statements with some development relevant to the enquiry, but little explicit focus except in the conclusion. Limited range of source material used, with little cross-referencing and only implicit evaluation.

Part B

An enquiry limited in range and in extent, demonstrating a limited understanding of change through a series of statements with minimal development.

Additionally, no resource record has been submitted. The assignment is written within the word limits and a cumulative word count has been inserted on each page/

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