

Moderators' Report/
Principal Moderator Feedback

January 2012

GCE History (6HI04) Paper 01

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This report is a general report derived from the experiences of the moderating team this January. 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 gives the wider picture.

The attention of all centres is drawn to the Specification requirements regarding the role of the teacher:

*Teachers need to be able to sign the authentication statement (available on the Edexcel website and in the Getting Started guide) for each and every student. 'Acceptable assistance' means that while it is legitimate, for example, to draw out the meaning of a question or to elucidate qualities required in the general level descriptors, it is **not** legitimate to:*

Supply specific wording or phrases for students to include in their answer.

Supply detailed question-specific writing frames or other structures to support an answer.

Give detailed guidance on how to structure introductions or conclusions.

Tell students in precise detail how to improve their assignment.

*This means it is **not permissible for drafts of work to be taken in, commented on, marked and then returned to students for revision.***

The ability to redraft work after advice is not one of the skills being tested in the Specification.

Any breach of these requirements will be reported to Edexcel and appropriate steps will be taken. Centres are reminded that these requirements apply to re-sit candidates too; who should not be re-working annotated assignments.

Introduction

In January 2012, 246 centres entered candidates for coursework and, as in January 2011, the entry was characterised by a clear division between centres. Some centres entered their whole cohort for the first time, while others were clearly only entering re-sit candidates. Moderation was carried out in the same way for both re-sit candidates and those candidates entering coursework for the first time, with moderators applying the same standards to all the work they saw. Moderation was carried out by a single team of four experienced moderators, and the Principal Moderator.

Moderators found much to interest and impress, not only in the candidates' work but also in the ways in which their teachers had prepared and mentored them and in the careful application of the mark schemes. It was particularly encouraging to note the number of centres where close attention had been paid to the centre-specific (E9) reports made by their own moderators about their previous entry and all necessary amendments and adjustments had been made.

Most centres entering candidates had no adjustments made to their own assessments of their candidates' work. Where adjustments to marks were recommended, and so regression of the whole centre was likely to occur, it is important to note that such work was always escalated for a second moderation.

Administration

Most centres completed all aspects of the administration of this unit without any problems, with many including the checklist of the documentation to be sent to the moderator that is available on Edexcel's website. Centres in any doubt as to what should be sent are urged to access this. Perennial problems, however, remain.

There was an increase in the number of centres sending all copies of the OPTEMS form to their moderator. Printed clearly along the side of the top copy is the instruction that it should be sent to Edexcel and the address in Rotherham to which it should be sent is given. If this is not done, Edexcel has no record of the centre's assessment of their candidates. Centres are reminded, too, of the need to write not just the mark in numbers but also to shade in the lozenges appropriately, as well as to check that the marks on the OPTEMS sheet(s) are the same as those on the actual coursework and on the Individual Candidate Authentication sheets.

Centres must ensure that the Individual Candidate Authentication sheets are completed correctly. There were instances of incorrect candidate numbers, incorrect coursework titles and a failure to give complete information about the other options followed in Units 1, 2 and 3. All this information is essential if moderation is to proceed. Most importantly, the forms must be signed by both the candidate and the responsible teacher as this authenticates the work.

A number of centres are still failing to include a photocopy of the coursework programme their students are following. This is essential because not all students correctly enter the number and/or name of the Edexcel-designed coursework programme they are following, and it is

particularly important where centres are following a centre-designed coursework programme.

There are still some centres using an old copy of the front cover authentication sheet, or are using both old and new covers. All centres must use the Individual Candidate Authentication sheet as a front cover for each candidate. This can be obtained from Edexcel's web-site and a facsimile copy is printed in Edexcel's publication 'Getting Started', which can be photocopied.

Word limits

Very few candidates had problems with the word limits. Centres are reminded that, where a candidate does exceed the limit of 4,000 words, the appropriate course of action is to return the work to the candidate(s) concerned for editing. If this is not possible, marking must stop once 4,000 words have been read. This should be easy to calculate because it is a Specification requirement that a cumulative word count is inserted at the foot of each page. Relatively few candidates did this and centres are requested to ensure this is done in future.

Unusually, there was a significant minority of candidates who wrote considerably under the word limit. Centres are reminded that candidates are unlikely to be able to develop their answers fully, and so access the higher levels of the mark scheme, if their assignments are in the region of 3,000 words.

Resource record sheets

The use of resource record sheets continues to be variable. Centres are reminded that the resource record forms a specific purpose and must be used by all candidates and teachers, when following both enquiries. The resource record serves to validate each candidate's work as their own. As candidates access a resource they should note the resource and comment briefly in their resource record, its usefulness for their field of research. They should initial and date the entry. The teachers should access these resource records at regular intervals and date and initial this access. Too many teachers are simply signing off the resource records at the end of the process when they are beginning to mark the work, meaning their candidates' work has not been appropriately validated.

Beyond validation, regular access to candidates' resource records as their research progresses means the teachers can guide the candidates in accessing appropriate source material. In this way the resource records can be used as a mentoring tool and a focus point for mentoring sessions. It was clear from the entries on the resource records, that some teachers appreciated this – and to the benefit of their candidates.

It is perfectly acceptable for centres to devise their own resource records, but they must carry the same information as the Edexcel-designed one. One centre, with prior agreement from the principal moderator, experimented with using candidates' 'blogs' as their resource records. This worked well and centres considering using this approach are asked to contact the principal moderator via Edexcel's 'Ask the Expert' service.

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. Indeed, many centres chose to follow the exemplar questions provided by Edexcel and these enabled access to all levels of the mark schemes. Centres and candidates devising their own titles would be well advised to start with the 'stems' provided in the 'Getting Started' guide. Centres are reminded that, where candidates propose their own titles (a practice to be encouraged) it is the centre's responsibility to approve the titles and that they conform to Edexcel guidelines as well as being appropriate for the coursework programme being followed. If teachers are in any doubt they should use Edexcel's 'Ask the Expert' service where they will get prompt advice from the principal moderator.

Part A of the assignment

Centres adopted three main approaches to the Part A enquiries. Some set the same enquiry for all their candidates; some allowed candidates to select their enquiries from a limited range provided by the centre; whilst others allowed their candidates free-range to set their own enquiries. Whilst all three approaches are acceptable to Edexcel, it should be noted that in general, moderators found that candidates selecting their own enquiries and searching out their own source material, generally wrote with greater enthusiasm and engagement.

Before approving a candidate's Part A enquiry, or before setting enquiries themselves, 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 provided. There is a useful checklist for candidates to use on page 57 of the 'Getting Started' guide, and one for teachers on the following page. Successful completion of these should ensure confirmation that an enquiry is viable.

Whilst most titles were appropriate, some lacked a specific enough focus and this was reflected in the candidates' work. Candidates selecting a well-known figure or event, for example, could find their research overwhelming because of the sheer amount of information and source material available. It is suggested that candidates in this situation consider limiting the extent of their enquiries either by time or by topic. The time span for 'short-term significance' has been defined by Edexcel as being not more than 20% of the extent of the coursework programme (which would usually be twenty years) but can be, and in many cases, should be, considerably less. Candidates trying to assess the short-term significance of a major historical figure such as Tsar Nicholas II, Mao Zedong or even Edwin Chadwick would be well advised to focus on a specific aspect of these individuals' careers, or to limit the investigation by setting a timeframe.

There was a noticeable tendency for some candidates to research enquiries that had little, if any, relevance to the focus of the coursework programme. For example, researched enquiries into US foreign policy have no place in CW39 'The USA: from Reconstruction to Civil Rights 1877-1981' where the focus is on US domestic matters and which addresses the challenges of internal expansion and diverse communities. It was also difficult to relate Florence Nightingale's short-term significance to the process of

representation and democracy, 1830-1931. Candidates should be reminded that, when choosing an individual to research for short-term significance, it is not enough for that individual to have lived through the period of the coursework programme; they must also be relevant to its focus.

Some candidates elected to link the two enquiries by selecting a specific topic for their Part A enquiries and then making it the presented factor or turning point for their Part B enquiry. For example, candidates working on CW7 'Rebellion and Disorder in Tudor England 1485-1587' could select 'What was the short-term significance of the Pilgrimage of Grace of 1536?' followed by 'In considering the process of change in political stability in England over the whole period, how far can the Pilgrimage of Grace be seen as the key turning point?' would be completely acceptable. Such candidates would, however, have to realise that the approaches to the Pilgrimage of Grace, would need to be different.

Part B of the assignment

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

The other main approach was to select a specific event as a turning point and, by going through a similar process of comparison with other potential turning points, reach a balanced and supported judgement as to which was key. Such enquiries focused on patterns of change by highlighting key moments of change and continuity in the chronology and deciding on their relative significance.

Where there were problems with the first approach, it was where the role of individuals had been selected as the presenting factor. There are still some candidates who present mini-biographies of a range of relevant individuals. Such candidates fail to appreciate that the 'role of individuals' is a factor to be compared to alternative factors in driving the process of change. Where centres and their candidates experienced problems with the second approach, it was with a lack of explicit focus on patterns of change and/or with lack of a demonstrable understanding of the definition of a turning point.

Centres are reminded that a Part B enquiry must span the whole timeframe of the coursework programme and, whilst this may be extended without seeking approval from Edexcel, it may not be truncated.

Source Material: Selection and Use

Part A of the assignment

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

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

There was a surprising increase, in this examination session, of candidates selecting a considerable number of contemporary sources (ten to twelve was not uncommon) and contextualising them well but, constrained by the word limit, not being able appropriately to evaluate them. Centres are urged to advise candidates to take Edexcel's advice and thoroughly interrogate and evaluate between four and six contemporary sources.

Centres are reminded that 'select' is a criterion within the AO2 mark scheme, and that this means that if teachers have done the selecting, it is unlikely that their students will be able to score more highly than Level 2 on this objective. It is acceptable that centres prepare a booklet of sources from which their students can select those they wish to use. This is, however, providing that sufficient sources are included to enable the students to make a genuine selection. Although not a Specification requirement, moderators found it helpful where candidates included, in an Appendix, the sources that they had used, and, if the students were working from a source booklet, that one of these was included with the submission.

Most candidates used, or referred to, secondary sources in their responses to the Part A enquiry. A small but significant minority of candidates are still

attempting to evaluate these secondary sources. Centres are again reminded that credit for doing this cannot be given under AO2, and, indeed, they should not be evaluated at all. Secondary sources may be used to challenge or support the judgements reached from an evaluation of contemporary source material, or to drive the explanation forward. The use of secondary sources in this way should be credited under the AO1 objective.

Some centres, following twentieth century coursework programmes did have problems in distinguishing between a contemporary source and a secondary source because in a very real sense all sources produced in that century are contemporary. It would seem sensible, therefore, to designate as secondary all those sources written by historians reflecting on past events. Again, if teachers are at all uncertain about the status of a particular source, advice can be sought from the principal moderator via Edexcel's 'Ask the Expert' service.

Part B of the assignment

Centres are reminded that the Specification requires evidence of candidates' ability to 'make use of relevant reading and other data as appropriate in pursuit of the enquiry'. In a significant minority of responses, there was no reference to any reading the candidates had undertaken, nor had any evaluation of argument or, where appropriate, interpretation taken place.

Centres are reminded that the assessment of the use of secondary sources in this part of the assignment is a specific criterion in the Part B mark scheme.

- Level 5: a wide range of appropriate sources has been identified in the pursuit of the enquiry and this material has been used with discrimination in the process of arriving at considered judgements.
- Level 4: a range of sources has been identified and used with discrimination to sustain judgements, though selection of material may lack balance in places.
- Level 3: there is clear evidence that a range of sources has been identified and information has been appropriately selected and deployed to support the points made.
- Level 2: a range of material relevant to the enquiry has been identified. Information taken from sources shows limited attempt at selection and is mainly used illustratively.
- Level 1: a limited range of material has been identified for use in the enquiry.

Many candidates, however, 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. They 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. Candidates should be warned that moderators cross-referencing between bibliographies and resource records did not always find congruity. Bibliographies only impress if evidence can be found that the books and articles are actually used.

Edexcel has no view on which 'system' should be used. It must be clear and not over-taxing for the candidates: the mechanics of any enquiry are less important than the research itself.

The Assessment of Coursework

Centres on the whole made good use of annotations and summative comments to illustrate their understanding and application of the mark scheme. More frequently than in past sessions this was linked to the actual language and levels of the mark scheme. There were positive examples of centres demonstrating a much greater consistency in the marking process.

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. Towards the lower end of the mark scheme, the marking tended to be more accurate.

Assessment of AO2

Some 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, no interrogation of the evidence 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 these higher levels. This point was made in both the reports on the 2011 examination sessions and some centres are still finding difficulties here.

Internal standardisation

There is only one entry code for this coursework component. This means that no matter how many teaching sets, or how many coursework programmes are followed, all candidates from one centre will be entered as a single cohort and will be externally moderated as such. It is therefore essential, where centres are following more than one coursework programme, or where there is more than one teacher-examiner, that a system of internal standardisation is carried out. Indeed, it is a Specification requirement (see page 69) that such centres operate a system of internal standardisation so that the marks submitted from the entire cohort are displaying a consistent standard and an agreed overall order of merit is established for all candidates. Where internal standardisation occurs, it is essential that this is made clear on the candidates' work. Any changes made to the marks as a result of internal standardisation should be explained.

Some centres included detailed accounts of the procedures they had followed and the resulting actions taken, and this was most helpful in understanding how the final marks had been determined.

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 candidates' coursework.

Exemplification material

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

GCE History Individual Candidate Authentication Sheet

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

Centre Number	
Candidate Number	
Candidate Name (in capitals, surname followed by forenames)	OSMASTON, REBECCA
Coursework Programme Title (if Edexcel designed please provide reference code from specification)	Russia c.1905-2008: The Rise and Fall of Communism?
Assignment Title	<p>Part A: what was the short term significance of Lenin's return to Russia in April 1917?</p> <p>Part B: How significant was the impact of war as a factor explaining the changing influence of the R. Communist Party, 1905 - 2008?</p>
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.	<p>Unit 1: Option D: A World Divided D2 - Mao's China, 1949-76 D5 - Pursuing Life and Liberty: Equality in the USA</p> <p>Unit 2: Option B: British Political History in the 19th Century B1 - Britain 1830-85: Representation and Democracy</p> <p>Unit 3: Option D: The Challenge of Fascism D1 - From Kaiser to Reich: Germany 1900-45</p>

Word Count	3,993		
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 & B (final mark out of 50)
13	12	25	49 50

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: R. Osmaston

Date: 21-11-11

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:

Date: 3/1/12

Rebecca Osmaston

TZS

HM-A2-10-E09

What was the short term significance of Lenin's return to Russia in April 1917?

Total Word Count Part A: 2,023

Overall Word Count: 3,993

What was the short term significance of Lenin's return to Russia in April 1917?

AO1
focus on
significance

Lenin's return from exile to Russia shortly after the February Revolution in 1917 had great consequences for Russia. He made an immediate impact on Petrograd, and gradually increased the popularity of the Bolsheviks with slogans such as 'Peace, Bread, Land'. He advocated 'All Power to the Soviets' but consolidated the position of the Bolshevik party in October 1917. Without Lenin's return the Bolsheviks would not have taken power and it is unlikely that the Provisional Government would have fallen in October. His return also resulted in the setting up of a one party state and Russia's withdrawal from war in March 1918.

The most significant impact of Lenin's return was the fall of the Provisional Government in October 1917. It can be claimed that the Bolshevik rise to power was solely due to the work of Lenin. In his April Theses (Source 1), which he wrote on his return to Russia in a train provided by the Germans (who hoped he would spur revolutionary events and destabilise Russia), he was determined that the Bolshevik party would not cooperate with the Provisional Government. He condemns the Provisional Government claiming 'the utter falsity of all its promises should be made clear' and criticises leading Bolsheviks 'who have yielded to the influence of the bourgeoisie'. Lenin targets members of the Organising Committee such as Chkheidze who supported the Government and clearly without his return, the Bolsheviks would not have challenged the Government. Lenin blamed the Government for Russia's economic problems such as wages falling 60% between January and October 1917. He expands on his theses in a speech he makes on arrival in Petrograd on 3rd April 1917 (Source 2). Lenin captured the attention of the public, specifically addressing the soldiers, sailors and workers rather than the political parties and greeted them as 'the advance guard of the international proletarian army'. These are the people on whom he relied in the October coup, to 'turn their weapons against their capitalist exploiters' and as Bolshevik party membership rose from 100,000 in April to 300,000 in October the Bolshevik victory can be credited to Lenin. His speech has the intention of making an impact. He uses emotive language to engage with his audience and speaks very positively using words such as 'victorious'. Source 2 though, is Lenin's speech as recalled by Trotsky in 1930 and is a contemporary source as he was not present at Lenin's arrival. Trotsky returned to Russia on 4th May. In 1917, he worked closely with Lenin but by the time he wrote this he was in exile, having lost the leadership battle to Stalin. Source 2 would therefore elevate Lenin's position but as this is not a subjective source, it can be given significant weight. Source 1 on the other hand, is a publication of Lenin's thoughts, giving a useful insight into his beliefs and plans. The role of newspapers such as Pravda was key in spreading Lenin's ideas among the proletariat, particularly since 12 million peasants moved into the cities for work, providing a ready base for the left wing parties to spread their ideas. Source 3 also appears to attribute the fall of the Provisional Government to Lenin, as it shows the dramatic storming of the Winter Palace, led by Lenin. However, *October* was directed by Sergei Eisenstein and is a pro-Bolshevik version of the events therefore dramatising the scene and giving the impression of great resistance from the Provisional Government. In fact, it was only defended by the Women's Death Battalion and a few teenage cadets. Only 5 people were killed and Bolshevik Red Guards and sailors entered through

SI

refuse!

same ref.

evaluation using KP by weight

why?

ref.

O.K. to evaluate source

detail + focus

unlocked gates. This knowledge undermines the reliability of Source 3 in presenting an accurate account of the coup and reveals the weakness of the Provisional Government which the source fails to present. Furthermore, it was said: 'The Provisional Government has no real power... it exists only as long as it is permitted to do so by the Soviet.'¹ Therefore the fall of the Provisional Government would have occurred even without Lenin's presence as it was a weak structure on the verge of collapse. Additionally, Source 3 only has limited weight because it fails to show Trotsky's role in the planning of the coup. The film was created 3 years after Lenin's death during the leadership battle between Stalin and Trotsky. Stalin made Eisenstein edit the scenes showing Trotsky's role in the coup. Trotsky had played a significant part in the organisation of the coup as he was chair of the Military Revolutionary Committee of the Petrograd Soviet which organised the event. As a result, Lenin was not exclusively responsible for the fall of the Provisional Government. However, it is unlikely that it would have fallen in October if Lenin had not returned and without his leadership the Bolsheviks would not have taken power. His return had great short term significance as he was able to unite opposition against the Provisional Government by appealing to the workers, soldiers and peasants and most importantly, he played a significant role in the coup, resulting in the fall of the Provisional Government.

A further consequence of Lenin's return was the setting up of a one party state. Shutting down the Constituent Assembly, creating Sovnarkom and establishing the Cheka had an impact on the public and on the political set up of Russia. The conflicting views between Lenin and other leading Bolsheviks are demonstrated in a statement (Source 4) made in October: 'It is our view that a socialist government must be formed from all parties in the Soviet'. This was a response to Lenin's refusal to invite other socialist parties into government after the October revolution. Source 4 is corroborated by Lenin's well publicised slogan: 'All power to the Soviets'. However, Source 5 shows the Constituent Assembly results, revealing that the November elections produced a non-Bolshevik Assembly; the Bolsheviks received 23.3% of the votes while the Socialist Revolutionaries got the majority of the vote at 40.4%. Following these results the Constituent Assembly was shut down. Lenin justified this saying that it was 'an expression of the old regime when the authority belonged to the bourgeoisie'. As Source 1 establishes, power must no longer be in 'the hands of the bourgeoisie' but be 'placed in the hands of the proletariat'. However, in the immediate aftermath, Lenin made it appear that the Petrograd Soviet had taken power, rather than solely the Bolshevik faction. This is because the Bolsheviks did not have enough support, shown in Source 5. Source 5 is very reliable as it is the official results and in fact the electorate was the most representative body in Russia ever as over 47 million of the 80 million voted. Source 4 claims that the only other option is 'the retention of a purely Bolshevik government by means of political terror.' This statement is made by leading Bolsheviks, including Kamenev, who published a rejection of Lenin's Theses (Source 1) in an article called 'Our Differences' in Pravda. His claims of Lenin's tactics being at 'variance' with those of the All-Russian Congress highlight the differences between them, so with this background it is understandable that Lenin chose to create a one party state as referred to in Source 4. Sovnarkom - 'the Soviet of

¹ The Minister of War writing to one of his generals, one week after the formation of the Provisional Government. Oxley, p91

People's Commissars' was established and set up its own secret police, the Cheka, in December 1917 which had 120 employees by March 1918. Lenin's success in setting up a one party state shows the extent of influence he had as an individual. His return had notable short term significance on Russia which otherwise would not have seen the establishment of a one party state.

As a consequence of Lenin's return, Russia withdrew from WW1 and signed the Treaty of Brest-Litovsk on 3rd March, 1918. This had immediate short term significance on the whole of Russia's exhausted economy and weary population. During the war the cost of living in Petrograd rose by 1400%². It can be considered that withdrawal from war was distinctively Lenin's decision, driven by his determination to bring peace to Russia, as expressed in Source 1 where he describes 'a peace not imposed by violence'. The Bolsheviks reported how war brought hunger and ruin which emphasised the need to liberate people from war. Source 1 demonstrates Lenin's attention to the 'practical needs of the masses' who are identified as 'the workers, soldiers and peasants' by the Bolshevik paper Rabochi Put (Source 6). Lenin adapted Marxist theory to suit Russia as there was a lack of the middle class and a largely rural population. His slogan of 'Peace, bread and land' summarises the most important needs of the people which are referred to in Source 6. It stresses the detrimental effect continued violence will have on Russia: 'the fourth year's campaign will mean the annihilation of the army and the country'. However, the weight of Source 6 is limited by Source 1 which reveals his need to end war in order to fulfil his ideological plan which is hindered by 'the inseparable connection existing between capital and the imperialist war.' He explains that 'without overthrowing capital it is impossible to end the war' showing that his true motive is to break the bond with bourgeoisie influence. Similarly in Source 2, Lenin reports that 'the hour is not far when... the people will turn their weapons against their capitalist exploiters' which infers that war is a factor preventing the 'worldwide socialist revolution'. In contrast, Source 6 presents the war as a way to undermine the Provisional Government. Both Sources 1 and 6 appeal to the soldiers, and as the support of the army was vital to the Bolsheviks, this could be Lenin's motive behind his peace appeal. However, Source 6 was written in October 1917 when the Bolsheviks policy of 'Land to the Peasants' had already won important support from the soldiers as many of them were peasants. This makes it more likely that the purpose of Source 6 is to undermine the Provisional Government. Rabochi Put was a Bolshevik newspaper and it was published a week before the October revolution. It stresses 'the danger for the safety of Petrograd' and the negativity of war but more importantly, it emphasises the Provisional Government's inability to deal with the problems. It says 'the people can only be saved (from the destruction of war) by the completion of the revolution' and in order for this, 'the full power must be in the hands of the Soviets.' The newspaper is a form of Bolshevik propaganda so inevitably has a strong emphasis on the weaknesses of the Provisional Government, specifically targeting Kerensky who 'will destroy the country'. It uses emotive language and has the specific purpose of instilling fear in its readers while the country lies under the leadership of the Provisional Government. Its origin therefore makes it unreliable in terms of presenting the Government accurately, yet it is a useful source revealing how Lenin's return helped to undermine the Provisional government as well as withdraw from war.

² According to the Russian historian Stepanov, Oxley p95

Despite the differing motives he had for ending war, it had a significant impact on Russia.

In conclusion, Lenin's return to Russia had substantial short term significance. It resulted in the establishment of a one party state and Russia's withdrawal from WW1. These consequences, which faced opposition from other leading Bolsheviks, can be attributed directly to Lenin. It took much debate to convince the Bolshevik Central Committee about the October uprising. No other parties advocated withdrawal from war and signing the Treaty of Brest-Litovsk was extremely unpopular. This demonstrates Lenin's remarkable determination and is strong evidence that these consequences would not have occurred without him. His impact on the Provisional Government is most significant despite its already weak foundations. However, if it were not for Lenin's return in April, the Government would not have fallen in October and it is certain the Bolsheviks would not have taken power.

judgement

A01-14/13. Answer is clearly focused. detailed + well-argued. Issue of short-term significance is fully debated + evaluated.

A02-14/12. Excellent referencing of a wide range of sources. NOP is used to give weight to their evidence. The context + value is fully explored.

Source 1

Extracts from Lenin's April Theses, published in *Pravda*, 4th April 1917.
(From Marxist Internet Archive)

The mass believers in revolutionary defencism who accept the war only as a necessity, and not as a means of conquest, in view of the fact that they are being deceived by the bourgeoisie, it is necessary with particular thoroughness, persistence and patience to explain their error to them, to explain the inseparable connection existing between capital and the imperialist war, and to prove that without overthrowing capital *it is impossible* to end the war by a truly democratic peace, a peace not imposed by violence...

...The country is *passing* from the first stage of the revolution—which, owing to the insufficient class-consciousness and organisation of the proletariat, placed power in the hands of the bourgeoisie—to its *second stage*, which must place power in the hands of the proletariat and the poorest sections of the peasants...

...No support for the Provisional Government; the utter falsity of all its promises should be made clear... Recognition of the fact that in most of the Soviets of Workers' Deputies our Party is in a minority, so far a small minority, as against a *bloc of all* the petty-bourgeois opportunist elements, from the Popular Socialists and the Socialist-Revolutionaries down to the Organising Committee (Chkheidze, Tsereteli, Steklov, etc.), who have yielded to the influence of the bourgeoisie and spread that influence among the proletariat...

...The masses must be made to see that the Soviets of Workers' Deputies are the *only possible* form of revolutionary government, and that therefore our task is, as long as *this* government yields to the influence of the bourgeoisie, to present a patient, systematic, and persistent explanation of the errors of their tactics, an *explanation* especially adapted to the practical needs of the masses.

Source 2

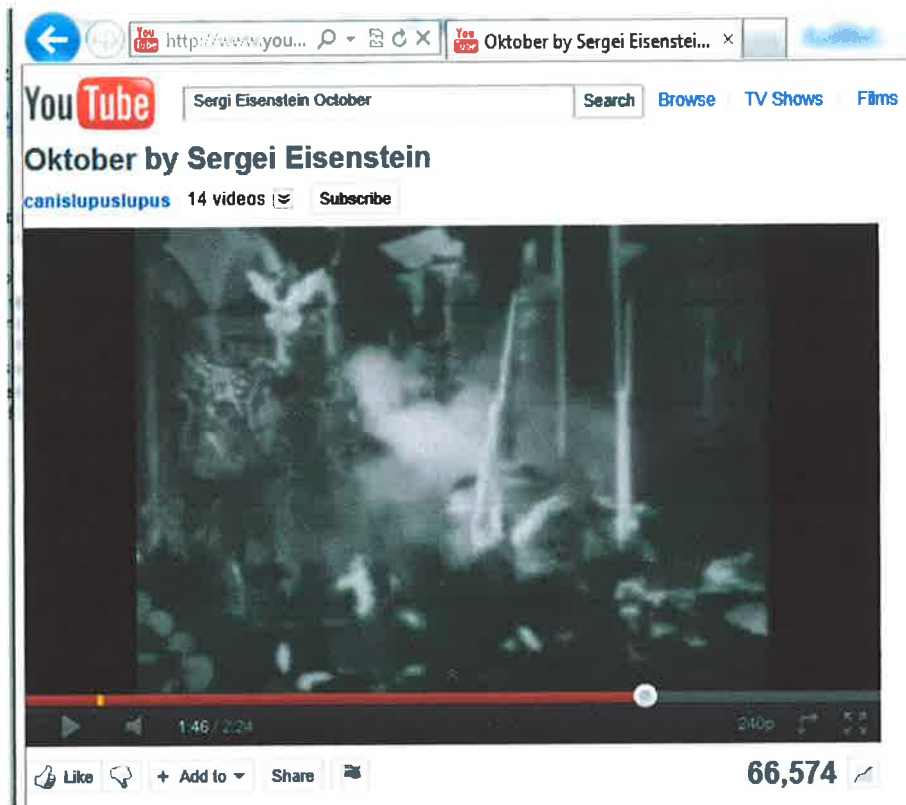
Lenin's speech to the workers and soldiers at his arrival at the station in Petrograd on 3 April 1917 as recalled in *Trotsky's History of the Russian Revolution* (1930).

Dear comrades, soldiers, sailors and workers. I am happy to greet in you the victorious Russian Revolution, to greet you as the advance guard of the international proletarian army. The hour is not far when ... the people will turn their weapons against their capitalist exploiters (...) The Russian revolution achieved by you has opened a new epoch. Long live the worldwide socialist revolution.

Source 3

Screenshot from *October* –Directed by Sergei Eisenstein (1927)

(<http://www.youtube.com/watch?v=x0QAjpeosgU>)



Source 4

Statement issued by Kamenev, Zinoviev, and others in October 1917

It is our view that a socialist government must be formed from all parties in the Soviet...We believe that, apart from this, there is only one other path: the retention of a purely Bolshevik government by means of political terror.

Source 5**Constituent Assembly Election Results – November 1917**

	% of the votes
Socialist Revolutionaries	40.4
Bolsheviks	23.2
Mensheviks	2.9
Other Socialists	15.0
Kadets	4.6
National parties	7.7
Cossacks	2.2

Source 6**From a series of articles about the First World War in the Bolshevik newspaper, *Rabochi Put* (17 October, 1917)**

The fourth year's campaign will mean the annihilation of the army and the country. There is a danger for the safety of Petrograd. Counter-revolutionaries rejoice in the people's misfortunes. The Kerensky Government is against the people. He will destroy the country. This paper stands for the people and by the people – the poor classes, workers, soldiers and peasants. The people can only be saved by the completion of the revolution and for this purpose the full power must be in the hands of the Soviets.

Resource Record Sheet

Enquiry Question: _____ What was the short term significance of Lenin's return to Russia in April 1917?

Evidence	Date used by you?	Key Points
<p>Oxley, P. (2001) <i>Russia 1855-1991 From Tsars to Commissars</i> Oxford University Press. England Chapter 5</p>	<p>2-10-11</p>	<p>Chapter 5: A year of promise and turmoil</p> <ul style="list-style-type: none"> -Lenin's use of the Press –Pravda is the main Bolshevik paper, page 94 -Timeline <ul style="list-style-type: none"> -Return of political exiles, Spring 1917 (includes Lenin and Trotsky) -Lenin's April Theses -4th April -Kerensky Offensive -170,000 desertions, 400,000 deaths -July days -Bolshevik propaganda increasingly influential among armed forces, p 99 -Lenin urges party to reject cooperation with the PG 'parliamentary bourgeoisie' -Lenin's leadership is key –events, decisions, -bring into themes -see source p 101 –Kamenev -Bolshevik member statistics p 103 -Bolshevik proclamation p 109
<p>Oxley, P. (2001) <i>Russia 1855-1991 From Tsars to Commissars</i> Oxford University Press. England Chapter 6</p>	<p>8-10-11</p>	<p>Chapter 6: Why were the Bolsheviks able to stay in power?</p> <ul style="list-style-type: none"> -Sovnarkom -Army -Cheka –March 1918 = 120 members -SOURCE use Kamenev statement p 114 –linked to set up of one party state -SOURCE p 115 use Constituent Assembly Election Results -Treaty of Brest-Litovsk, March 1918, p116

<p>Extracts from Lenin's April Theses, published in Pravda, 4th April 1917. (From Marxist Internet Archive)</p>	<p>9-10-11</p>	<p>This website was really useful and I was able to find the rest of his Theses which I had come across parts of elsewhere but wanted to find the original so I could select the relevant parts to use as a source.</p>
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Teacher's Initials _____

Evidence	Date used by you?	Key Points
<p>Lenin's speech to the workers and soldiers at his arrival at the station in Petrograd on 3 April 1917 as recalled in Trotsky's History of the Russian Revolution (1930).</p>	<p>9-10-11</p>	<p>I will use this as one of my sources. It is his speech which I was able to analyse but interestingly it is his speech recalled by <u>Trotsky</u>. This will give me a chance to expand on its provenance when identifying Nature, Origin and Purpose of the source.</p>



From a series of articles about the Frist World War in the Bolshevik newspaper, <i>Rabochi Put</i> (17 October, 1917)	9-10-11	I found a collection of newspaper articles. This will be one of my sources. Interestingly this is from a different Bolshevik paper – rather than the typical one Pravda which had issues published for soldiers at the front line.
Screenshot from <i>October</i> – Directed by Sergei Eisenstein (1927) (http://www.youtube.com/watch?v=x0QAjpeosgU)	13-10-11	I remembered that I saw a clip of this many years ago but was reminded of it in class. I found it on YouTube and will use a screenshot from it as one of my sources. It shows the dramatic, Bolshevik version of the storming of the Winter Palace. Propaganda. Trotsky's role in planning coup is not shown – undermines the reliability of the source.

Teacher's Initials



Evidence	Date used by you?	Key Points
Revision Guide	20-10-11	'Peace, Bread, Land' Bolsheviks got 24% of vote in Constituent Assembly Elections.
E.J.R. Boston, Notes for Sovereign Education Lecture Day (2010). Cambridge Arts and Sciences (2006)	25-10-11	12 million peasants moved from country to urban areas -spread of political ideas, Left wing parties -WW1 -Tsar overthrown, Feb events -Losses in Treaty of Brest-Litovsk
Bill Wallace, 'The Democratic Development of the Former Soviet Union'	3-11-11	Political progression Steps of Lenin's theses p F1.28 Background of Russia -vast country, backward, rural, illiterate

Teacher's Initials



Evidence	Date used by you?	Key Points
<p>www.bibliobase.com/history/west/resources/students/primary/lenin.htm</p>	<p>10-11-11</p>	<p>'The ultimate success of Lenin's Bolsheviks in November 1917 can be attributed in no small part to the mistakes of the Provisional Government: continuation of the war effort by a state virtually destroyed by the war' 'On the other hand, one cannot ignore the inspired leadership of Lenin and his top lieutenant Leon Trotsky (1879-1940) as an important factor in the Bolshevik victory'</p> <ul style="list-style-type: none">→ Supports the paragraph I plan to do on war→ Trotsky's role is important, therefore cannot give Lenin all the credit→ Limits the significance of Lenin's return



Part B
How significant was the impact of war as a factor explaining the changing influence of the Russian Communist Party c.1905-2008?

The influence of the Russian Communist Party changed during the years 1905-2008 due to the impact of war and the role of individuals. These factors caused the influence of the Party to rise and fall with regard to popular support, party policy, power and international influence. From Bolshevik victory in 1917 to the collapse of the USSR in 1991, the party and its influence grew, nurtured by Lenin, consolidated its governing force of the Soviet Union and declined under Stalin and during the war in Afghanistan. Key factors behind the party's influence were interconnected and their significance changed over time, but overall war was the most significant driving force behind the influence of the Russian Communist Party.

War was significant in increasing the influence of the Communist Party in Russia because it undermined opposition and led to the official establishment of the Communist Party in 1921. As war greatly influenced popular support, the defeats in the Russo-Japanese war in 1905 and WWI in 1918 put pressure on the Tsar and Provisional Government and increased public support for more revolutionary parties such as the Bolsheviks. 'Had the Great War not taken place, we may suppose that there would have been no revolution in 1917.'¹ The economic and social effects were significant: 'WW1 was a key factor in the fall of the Romanov dynasty'.² 4 million soldiers were sacrificed in 1914 and wages increased at half the rate of inflation. Opposition to the provisional government increased, compounded by the harsh winter in 1916, and in January 1917 there were 169 strikes in Petrograd. Wells observes: 'War and revolution had a devastating effect on Russia as a whole' which 'transformed government'.³ The Bolsheviks were able to capitalise on unrest and increase party support: in 1905, 6% of the population supported the Bolsheviks but by 1917 they had 23% of the vote. Victory helped to strengthen their influence while in power during the Second World War: 'Despite the extremely high number of war casualties, the numbers joining the Communist Party actually increased during the war from 3.76 million in 1941 to 5.8 million in 1945.'⁴ War had more impact on popular support here than individuals did, because victory counteracted a trend of decline under Stalin. As the targets of the fourth Five-Year Plan were reached three years ahead of schedule in 1947, economic influence of the party increased as well as popular support. Holland identifies the commitment of the Russian people, who 'continued to labour for excessively long hours in all of the staple industries.'⁵ The October Manifesto, a result of defeat in 1904-1905 which revealed weaknesses in the autocratic system, expanded Bolshevik influence as it permitted freedom of speech and assembly, limiting the Tsar's attempts to repress

ex. definition

clear overview of period

ex. quote

detailed factual material

ex. point. clear comparison of factors.

clear judgement.

Shape of the period

Coverage of the period vq

Vq knowledge throughout

¹ A contemporary survivor quoted in a BBC documentary: 1914-1918, Episode 5: Mutiny
² Andrew Holland, *Russia and its Rulers 1855-1964* (2010), pp.157-190
³ Mike Wells, *Russia and its Rulers 1855-1964* (2008), pp. 134-151
⁴ Andrew Holland, *Russia and its Rulers 1855-1964* (2010), pp.157-190
⁵ Andrew Holland, *Russia and its Rulers 1855-1964* (2010), pp. 157-190

them using the Okhrana. The unpopularity of war in Chechnya in 1994-1996 indirectly increased Communist influence once they had fallen from power and they won the most votes in the 1999 elections (24%). The disciplined Red Army and Cheka increased the party's power in the Civil War, however power is only one aspect of influence and the loss of support from the Kronstadt sailors, key supporters of Communism, shows a lack of influence in terms of party policy because War Communism failed. In 1921, 37.6 million tons of grain was produced compared to 80 million in 1913 resulting in a famine that killed 5 million people. The Civil War was key in securing the position of the Communist Party and increasing its national influence as all other parties were banned in 1921. 'The nature of the Revolution... and the bitter Civil War which followed were instrumental in forging the system of government of the Soviet era.'⁶ The Civil War would not have occurred had it not been preceded by the Russo Japanese war and WWI, so it was an accumulation of wars which drove the changing influence of the Communist party. War was significant in developing the influence of the party particularly from 1905-1921 because it diverted popular support from opposition and directed it behind the Communists.

Coverage of the period
Evaluation

Complex understanding & debate

Evaluation

Shape of the period
time.

ex. conclusion - v. clear sense of change over time.

War was also significant in decreasing the influence of the Communist Party. War in Afghanistan reduced the party's influence most rapidly, continuing the trend already started by the Cold War. It was a culmination of all the problems that had consumed the Soviet Union during the Cold War.⁷ The Cold War initially helped to increase the influence of the party by providing a common enemy which united the party and public, however as it continued, there were negative social and economic impacts - the rouble devalued by 90% in 1947. The nuclear arms race and space race were expensive and caused the detriment of consumer industries due to high levels of investment in heavy industry. Living standards appeared much lower than in the West which the public were aware of due to Western showcases. Under the Russian Communist Party in the 1970s, it took four and a half hours of work to earn the cost of a loaf of bread compared to 48 minutes in the USA. Like the Cold War, Afghanistan had a detrimental effect on the economy and popular support for the party because the public felt Russia should not be involved in what was 'predominantly a Muslim war',⁸ yet there were more than 80,000 Russians involved in 1980. The percentage of Muslims within the Soviet population had grown from 11.6 in 1959 to 16.5 by 1979. 'The Soviet invasion of Afghanistan was the single most disastrous decision of the Brezhnev leadership.'⁹ By 1989 more than one million Afghans and 13,000 Soviet troops had been killed. War had a similar effect on the party in the years 1918-1921: 'After the bloodletting of the Civil War period, it would be highly unlikely that the Bolsheviks would yield any power at all.'¹⁰ Individuals were responsible for the differing influence the party had directly after these wars though; it continued to decrease after 1988

Shape of the period

again, ex. egs. v. precise detail

⁶ Mike Wells, *Russia and its Rulers 1855-1964* (2008), pp. 134-151
⁷ Stephen J. Lee, *Russia and the USSR, 1855-1991* (2006), p.122
⁸ Stephen J. Lee, *Russia and the USSR, 1855-1991* (2006), p.122
⁹ Stephen E. Hanson, "The Brezhnev Era" (ch.11) in Ronald Grigor Suny (ec.), *The Cambridge History of Russia: Volume III - The Twentieth Century* (2006), pp.311-2
¹⁰ Mike Wells, *Russia and its Rulers 1855-1964* (2008), pp. 134-151

under Gorbachev's rule but contrary to Wells comment, influence enlarged after 1921 due to Lenin. International influence of the party decreased dramatically during involvement with Afghanistan resulting in Russia's isolation even from other anti-West countries. 'There was a storm of international protest' ¹¹ The Moscow Olympics in 1980 were boycotted by the USA and there was a rise in Soviet Nationalism which reveals the party's lack of authority through power. International isolation had a negative impact on the economy and accelerated the party's lack of influence through public support. War in Afghanistan accelerated the downfall of Communism which was clearly determined in the 2007 election results as United Russia got 64% of the vote. Over the period, war was a very significant driving force that caused the influence of the party to fluctuate and it is significant in explaining the decreasing influence of the Russian Communist Party.

Shape of the period.

2 factors

Ex analysis throughout above para.

Individuals were crucial in changing the influence of the Communist Party throughout the period, increasing popular support and power within Russia and also increasing its influence internationally. Lenin increased popular support dramatically due to his ambition to build a utopian society and party membership enlarged from 625,000 members in 1921 to 1,678,000 members by 1929 with the aid of his slogan 'Peace, bread and land' that won peasant support. He set up the Sovnarkom in October 1917 and nationalised banks, strengthening the influence the party had on society and established the Cheka which expanded by 139,880 members in 3 years, dramatically increasing the party's power. Figs identifies Lenin's decisiveness and there is doubt whether the October Revolution would have happened without Lenin's intervention, however unrest was growing even while Lenin was in exile between 1907-1917 suggesting an uprising was inevitable. Lenin was still revered by the overwhelming majority of the population in 1985, over 6 decades after his death so clearly he had a profound influence. International influence was extended by Khrushchev's denunciation of Stalin in 1956 who had ruled by 'imposing his concepts and demanding absolute submission to his opinion.' ¹² 'The post-Stalinist period saw the return of the formal influence and power of the CPSU -the deliberate strategy of Khrushchev'. ¹³ Party size doubled to 11 million and he established the Party as a leading power with the State and the KGB, which was placed under strict party control by April 1954. The Central Committee became the governing and censoring body for all of society and it gained 470 members by 1981. His competitive character drove the technological achievements of the space race which enhanced the influence of the party and Russia which had evolved from a backward feudal-system society in 1905 to a super power by the 1960s, at the heart of international politics. 'Khrushchev's more liberal era was created with one eye on world opinion' ¹⁴ as Russia needed to extend its influence in the third world. Copies of the 1956 speech which 'was a turning point in USSR politics' ¹⁵ were given to other

Evaluation

Shape of the period

¹¹ John Laver, *Triumph and Collapse: Russia and the USSR, 1941-1991* (2009), pp. 102-113

¹² Khrushchev's comment

¹³ Stephen J. Lee, *Russia and the USSR, 1855-1991* (2006), pp.54-56

¹⁴ Mike Wells, *Russia and its Rulers 1855-1964* (2008), pp. 134-151

¹⁵ Robert Service, *The Penguin History of Modern Russia: From Tsardom to the Twenty-First Century* (3rd edn, 2009)

Communist leaders abroad, however some Communist states demanded greater independence and there were uprisings such as Hungary in November 1954. Individuals played a key role in increasing party support and were often able to do this more effectively than war because of the range of methods available to them such as drawing on personal strengths to increase popular support.

Evaluation

Declining political influence of the Communist party was marked most significantly under Gorbachev. 'The CPSU became more divided than at any time since the 1920s'¹⁶. He sacked 39 government ministers and the introduction of glasnost and perestroika destroyed the path Lenin had been building to a Communist revolution 65 years earlier. Brown describes them as 'Gorbachev's distinctive and fundamentally important contribution to political change'.¹⁷ The intended extent of change is debatable, however he did intend to move away from the 'Command Economy'; he attempted to introduce the Yavlinsky report in 1990 and he pushed to democratise the Soviet system by the creation of a Congress of People's Deputies. For the first time real elections within the Party system took place with alternative candidates. Strengthening lines of communication between the state and people contrasts dramatically with the party's influence under Stalin. Gorbachev, coupled with the Afghan war, resulted in a rapid decrease of the party from 1985-1991 exemplified by the independence declared in the Baltic Republics in 1988 and the anti-Communist government elected in Georgia in 1990. From 1929-1953 party influence was predominantly through terror especially during 1936-1938. 'The power which Stalin acquired was of a different order from that of his successors'.¹⁸ He relied on the NKVD and there existed 'a tyrannical personal dictatorship from early 1930s to his death in 1953'.¹⁹ Khrushchev revealed in 1956 that 98 out of the 139 members of the Central Committee were shot under Stalin's orders. Lenin and Khrushchev responded to the people whereas Stalin distanced himself from the public and 'stood at the top of the hierarchy'.²⁰ Despite the varying characters and strengths of the Communist leaders they accounted for a decreasing influence of the party at certain times throughout the period.

Shape of the period

Shape of the period

In conclusion, the rising and falling influence of the Russian Communist Party during the years 1905-2008 was predominantly driven by war. Victory, defeat and ideological conflict tested and triggered change in the influence of the party to a greater extent than the ideology and decisions of individuals. Without the defeats of Bolshevik opposition between 1905-1921 it is unlikely the Communist Party would have consolidated its power. Individuals played their role in altering the party's influence and Gorbachev had the most dramatic impact but this was magnified by underlying problems of war. It was war that provided the turning points such as WWI and war in Afghanistan 1979-1988. As Trotsky said: 'War is the locomotive of history.' It was the key factor in precipitating change.

Links the 2 factors

¹⁶ Stephen J. Lee, *Russia and the USSR, 1855-1991* (2006), pp. 54-56

¹⁷ Archie, Brown, *The Gorbachev Factor* (1996), pp. 21-22

¹⁸ Archie, Brown, *The Gorbachev Factor* (1996), pp. 2-4

¹⁹ Archie, Brown, *The Gorbachev Factor* (1996), pp. 2-4

²⁰ Archie, Brown, *The Gorbachev Factor* (1996), pp. 2-4

- LS
25
- Outstanding analysis throughout.
 - explicit understanding of key issues & of change over time. - ex. comparison of factors
 - ex. engagement in debate & adjudication between the views of historians.
 - Factual material used in great detail throughout to support strong & clear judgement over wide chronological range.
 - Excellent work.

LS/25 Fully supported.

Resource Record Sheet

Inquiry Question: _____ How significant was the impact of war as a factor explaining the changing influence of the Russian Communist Party c.1905-2008? _____

Evidence	Date used by you?	Key Points
<p>Andrew Holland, Russia and its Rulers: 1855-1964 (2010), pp.157-190</p>	<p>6-9-11</p>	<p>Explores the connection between the Great War and revolution. The negative impacts of the war increased unrest and contributed to the revolution.</p> <p>'Had the Great War not taken place, we may suppose that there would have been no revolution in 1917.'</p> <p>'Despite the extremely high number of war casualties, the numbers joining the Communist Party actually increased during the war from 3.76 million in 1941 to 5.8 million in 1945.'</p> <p>Holland identifies the commitment of the Russian people, who 'continued to labour for excessively long hours in all of the staple industries.'</p>
<p>Mike Wells, Russia and its Rulers 1855-1964 (2008), pp. 134-151</p>	<p>6-9-11</p>	<p>Impact of conflict. Particularly social and economic. The impact war had on the government (it increased pressure on the Provisional Government due to military losses and rising support for revolutionary parties such as the Bolsheviks).</p> <p>'War and revolution had a devastating effect on Russia as a whole' which 'transformed government'</p> <p>'After the bloodletting of the Civil War period, it would be highly unlikely that the Bolsheviks would yield any power at all.'</p>

<p>BBC documentary: 1914-1918, Episode 5: Mutiny</p>	<p>8-9-11</p>	<p>In this programme, episode 5 was of particular use because it reviewed the years when the communist party's influence was increasing. Interviews with people who reflected back on those days –their interpretations were interesting particularly as they look back with hindsight. One man's opinion was: 'Had the Great War not taken place, we may suppose that there would have been no revolution in 1917.'</p>
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Teacher's Initials S Osmaston

Evidence	Date used by You?	Key Points
<p>Stephen J. Lee, Russia and the USSR, 1855-1991 (2006), p.122</p>	<p>9-9-11</p>	<p>War in Afghanistan. Connection between Cold War and war in Afghanistan. Afghanistan had a detrimental effect on the economy. Public didn't support what was 'predominantly a Muslim war.' Afghanistan was a 'culmination of all the problems that had consumed the Soviet Union during the Cold War.' 'The post-Stalinist period saw the return of the formal influence and power of the CPSU -the deliberate strategy of Khrushchev'.</p>

<p>Stephen E. Hanson, "The Brezhnev Era" (ch.11) in Ronald Grigor Suny (ec.), The Cambridge History of Russia: Volume III - The Twentieth Century (2006), pp.311-2</p>	<p>10-9-11</p>	<p>Party influence under Brezhnev and war in Afghanistan. Brezhnev's rule was a period of 'stagnation'. 'The Soviet invasion of Afghanistan was the single most disastrous decision of the Brezhnev leadership.'</p>
<p>John Laver, Triumph and Collapse: Russia and the USSR, 1941-1991 (2009), pp. 102-113</p>	<p>13-9-11</p>	<p>International influence of the party decreased dramatically during involvement with Afghanistan. Russia was isolated even from other anti-West countries. 'There was a storm of international protest'</p>

S. Osmaston

Teacher's Initials _____

Evidence	Date used by you?	Key Points
<p>Robert Service, The Penguin History of Modern Russia: From Tsardom to the Twenty-First Century (3rd edn, 2009)</p>	<p>15-9-11</p>	<p>Khrushchev and the Secret Speech 1956. The Secret Speech 'was a turning point in USSR politics'</p>
<p>Archie, Brown, The Gorbachev Factor (1996), pp. 2-4, 21-22</p>	<p>15-9-11</p>	<p>Glasnost and perestroika: 'Gorbachev's distinctive and fundamentally important contribution to political change' 'The power which Stalin acquired was of a different order from that of his successors' 'a tyrannical personal dictatorship from early 1930s to his death in 1953' 'stood at the top of the hierarchy'</p> 

Candidate 1

A high scoring piece of work, worthy of full marks.

Part A

An analytical response focusing confidently on the significance of Lenin's return to Russia in April 1917. The response clearly identifies and debates the key issues. An excellent range of source material has been selected. The question is thoroughly investigated and the evidence from the sources integrated into a structured and sustained argument. Appropriate weight is given to the evidence in reaching judgements and the context and value of the sources is fully explored.

Part B

A sustained analysis, showing a clear understanding of the process of change over time and an explicit understanding of the key issues. The historical debate is addressed and the analysis supported by a range of accurate and well-selected factual sources, which explore in depth the issues raised.

GCE History Coursework Individual Candidate Authentication Sheet

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

Centre Number	22151		
Candidate Number	8363		
Candidate Name (in capitals, surname followed by forenames)	FISHER, LEAH		
Coursework Programme Title: (if Edexcel designed please provide reference code from specification.)	Britain and India, 1850-1947		
Assignment Title	<p>Part A: What was the short-term impact of the Indian Mutiny / Amritsar Massacre / Salt March?</p> <p>Part B: How far was the Indian Mutiny / Amritsar Massacre / Salt March / election of the Labour Government the key turning point in Britain's relationship with its empire in India between 1845 and 1947?</p>		
Content (please tick box to acknowledge that content is attached to assignment.)	Resource Record: ✓		
	Appendix:		
Examined Units Give details of all Units (title and option code) making up the AS and A2. Please Note Where Unit 4 is a centre-designed coursework programme, one copy of the centre's Coursework Approval Form must be included with the work when submitted for assessment.	Unit 1: Option D: A World Divided		
	Unit 2: Option C: Change and Conflict in Britain		
	Unit 3: Option C: The United States: Challenged and Transformed		

Word Count	2280 + 1720 = 4000		
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)
12	9	21	42

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: 18-11-11

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:

Date: 18-11-11

What was the short term impact of the Indian Mutiny on British relationship with India, 1857-1877?

The short term impact of the Indian Mutiny on British relationship with India was the significant divides between religions, with Sikhs and Muslims remaining loyal to the British. The British rule and what was the nature of the British rule with pleasing the Indian people and remaining control over India within the Empire. And finally the main most significant impact, the British attitudes and the support of the Empire, respecting and equalising the Indian people. The sources cover different aspects of the Indian Mutiny, with contrasting such as the Queen Proclamation with Punch's cartoon of Lord Canning.

A short term impact of the of the Indian Mutiny on British relationship with India was British attitudes and the support of the Empire. the Indian Mutiny caused the British to have a new reform of respect and developing a more equal status for India. This was mainly due to the fear of the possibility of another Mutiny or rebellion, one in which Britain could not take control of. The British were persistent on convincing themselves and India that a continuity of equal respect would last. For example Queen Victoria writes in her Proclamation 'We desire no extensions of our present territorial possessions' this shows that Britain is willing to not try and seize control all of India which would hopefully prevent any other rebellions occurring as they are accepting and respecting India. However this source is about what The Queen intends to happen with Britain's and India's relationship and not actually what does happen, making this source not reliable evidence that the Mutiny actually changed the British attitude towards India. Another source that shows a respectful and equal status is ²The British Lion's Vengeance on the Bengal Tiger from Punch in 1857; this picture shows an equal battle between the Britain and India with the cats representing each country as an equal sized wild cat. Also this source, which was after the Mutiny shows a reflection in time, giving off a fair judgement on the Mutiny and the opposing sides. This source is reliable because it is published by a British company, and instead of portraying India as weak and powerless to the 'mighty' British Empire, it draws out the fair balance between powers in both sides, which shows a more trustworthy source as it isn't showing being nationalist towards Britain. On the other hand, there are sources to show that the British hadn't actually changed their attitude towards equalising and controlling India, for example source ³The Clemency of Canning is a direct contrast to source 6, this image from Punch portrays Canning whom was Governor-General of India and believed that the only way to keep control of Britain's Empire was to break up the unity of Indians involved in the Mutiny by creating internal hatred, as patronising and manipulating the Indian soldier with Canning hand on the child sized head of the Indian. This tells us that the British Government still believed they had complete control over India and did not see them as equal but as children that needed to be looked after and could not be independent. Another turn on British attitude that didn't represent equality and showed doubt within the Empire was

¹ Source 6, Proclamation by the Queen to the Princes, Chiefs and the People of India (1 November 1858)

² The British Lion's Vengeance on the Bengal Tiger from Punch in (22 August 1857)

³ The Clemency of Canning, Punch (24 October 1857)

Leah Fisher

Initial proclamation

focus

implies mix

Sources introduced

Analytical focus

AO2 source used to advance point

NOP

source analysis

analysis perhaps not accurate

sources used together

implications of source

Source used to advance point

source 4⁴ which stated 'we may still ask ourselves whether it initiates the decline of our power in the East? For our hold upon India can only be recovered by labours much greater than the mere military work of conquering the particular mutineers.' this shows a new side of British attitude and questioning whether keeping India within the Empire is too much hard work for Britain and is it worth keeping it in the Empire if more mutinies and rebellion are just going to be occurring, instead of showing respect and equality, this shows Britain's lack of reformed positive attitude and instead shows a apprehensive attitude.

Source used to support focus on changing attitudes

Another short term impact of the Indian Mutiny on British relationship with India was British rule and the nature of British rule. After the mutiny the British realised that they had to change their rule and nature of their rule to regain control and please the Indian people to prevent another Mutiny, their ruling changed due to fear. The Military was a key focus after the Mutiny for British rule, they now allowed Indian troops to use any grease they wanted for their guns instead of the cow and pig fat that was against their religions, also the ratio of European troops to Indian troops was increased because before the ratio of Indians to Europeans in the army was 6:1 whereas after the mutiny the ratio changed to 2:1. The British also demolished the 'old company' and reformed a new army full of 'martial races' such as Sikhs, Jats, Pathans and Gurkhas; these were groups that remained loyal to the British during the mutiny which shows Britain's paranoia in making sure they were supported by loyal troops in case of another rebellion. William Sleeman also speaks of new reforms within the military after the mutiny securing more safety⁵ 'and nearly the whole of British India has been disarmed under the provisions of a series of acts' and 'robbery by armed gangs still occurs in certain districts but is much less frequent than it used to be in the author's day' this shows Britain taking action within their new rule and taking back control from after the Mutiny however this source was written by a British official, meaning that what he is writing, though may be true, would be shown in a positive and beneficial light towards Britain to show that they are still in control and that the Mutiny has not affected the strength of the Empire. The nature of rule did have a positive side when continuing to rule India; Dadabhai Naoroji gives us a list of benefits and achievements under the British rule to please the Indian people⁶ 'Loans for railways and irrigation, increase of exports. Telegraphs' also 'education both male and female' and 'allowing remarriage of Hindu widows, and charitable aid in time of famine' this shows a great increase in production for India under the British rule benefitting the Indian people and it also shows the nature of British rule had turned to helping India improve itself after the Mutiny. However source 6, the East India Company Petition is a contrast to the well being of Britain's new rule and state that⁷ 'That your petitioners have seen with the greatest pain and demonstrations of indiscriminate animosity towards the natives of India' on the other hand this source could be exaggerated because the East India Company was abolished and lost control after the Indian Mutiny and they would be wanting control back therefore making this an unfair source because they would be going to the extremes to regain control. The same could be said about Dadabhai Naoroji because he was educated in England, he was a member of parliament in the British House of Commons and he was the first Asian to be a British MP. Dadabhai Naoroji had no need to be seriously critical or

Focus

Are these figures right?

Source wrong

A02

Same as earlier

account detail

Source used to make point

No p context

⁴ British Empire: Articles :The British Press and the Indian Mutiny

⁵ William Sleeman – Rambles and Recollection of an Indian Official'

⁶ The Benefits of British Rule (1871) - Dadabhai Naoroji

⁷ Petition from the East India Company to Parliament (February 1858)

learn fisher

spiteful towards the British rule as he had a good background, and with his position, he would have reeled in the benefits of the British rule. The British rule and the nature of British rule was a short term impact because the British focused on improving India socially with the increase of exports and decrease in gangs and robberies and economically and in the Army with the ratio of European and Indian troops, although I believe this was only done through fear and preventing another Mutiny, making the Indian people happy secured loyalty and control over a majority of Indian people.

A short term impact of the Indian Mutiny on British relationship with India was the oppositions to the Empire amongst Indians. During the Indian Mutiny the Muslims and Sikhs remained loyal to the British as they had no desire or need for independence whereas it was a majority of Hindus that were involved in the Mutiny, the oppositions to the Empire amongst Indians caused a religious divide and showed the loyalty that British had within India. The Muslims didn't want Britain to stop ruling because that would mean that the Hindus would then take control and the Muslims were afraid of how the Hindus would treat them. Another group of loyal Indians to the British were the Indian Princes⁸ 'The Maharajas of Udaipur and Jaipur, in the name of the United Chiefs of Rajputana, begged that a telegram might be sent to the Queen, conveying their dutiful and loyal congratulations.' And 'His Highness the Maharaja Sinndhia then spoke as follows: "Shah in Shah Padishah. May God bless you. The princes of India bless you, and pray that your sovereignty and power may remain steadfast forever."' On the other hand this source was written by a British General, this could mean that the source was exaggerated about the positivity on the Queen becoming Empress in 1877 because he would have been a loyal servicemen under the Queen and the Empire and would probably have to suffer punishment if not to publish a positive and beneficial outlook of the Queen and Empire. The opposition amongst the Indians against the British Empire was not a significant amount, the need for independence wasn't as great as it becomes in further future events, the only severe opposition the British had were the trained Hindu troops and people, this does create a divide in religions because the Hindus separate themselves from Muslim and Sikhs, however the majority of loyalty towards the British still remains in India after the Mutiny, for example the Princes complimenting Queen Victoria becoming Empress of India in 1877.

Overall the short term impact of the Indian Mutiny in British relationship with India 1857 - 1877 was the British attitude and support for the British Empire. The British attitude had an impact with the relationship between Britain and India because it developed new found respect for India making the Indian people become more loyal again to Britain and supportive of the Empire. India is reflected as more equal to the British making them feel less controlled and dominated by the British, it makes the Indian people comfortable under the British Empire.

Source in context

point from source not developed

analyzed analysis of source

Agreed mark 12

lower in Level?

Agreed mark (9)

A01 : Analytical response, mostly relevant + lacks balance ∴ L4, 11 Analytical & relevant

A02 : Context analysis. Sources related to historical context. Good range + used in combination. Pop No reference level 3. to the sources in the conclusion

(21) | (20) | (21)

learn faster

⁸ Field Marshall Lord Roberts : When Queen Victoria Became Empress of India (1877)

Leah Foster

Name:

Resource record part a

Source	Comments	Teacher's initials, date and comments
Proclamation by the Queen to the Princes, Chiefs and the people of India (1 November 1858)	This was helpful because it provides good acknowledgement of the good intentions of Britain and their new reformed attitude.	L.W.
The British Lion's Vengeance on the Bengal Tiger from Punch in (22 August 1857)	Shows a equality that the British took in seeing India after the Mutiny	



<p>The Lament of Canning, Pindar (24 October 1857)</p>	<p>Shows a clear sense of attitude change towards the equality of 'Indians' in the eyes of Britain.</p>	
<p>British Empire: Articles: The British Press and India Murray.</p>	<p>Shows a first sign of doubt within the Empire and gives a contrast with the positivity of the Empire with the surety and the backs of British rule.</p>	
<p>William Storrer - Rembles of recollections of an Indian official</p>	<p>Shows The author not take part in the new ruling of British rule shows not intention but proof however gives a portrayal not very clear his out of fear.</p>	

Leah John

Name:

Resource record part a

Source	Comments	Teacher's initials, date and comments
The Benefits of British Rule (1871) - Dadabhai Naoroji	This was helpful to acknowledge the good role that Britain had played in India after the Mutiny	
Petition from the East India Company to Parliament (February 1858)	This was helpful to show a contrast to source 6 however wasn't a reliable source	



<p>Field Marshal Lord Roberts Viceroy Queen Victoria Became Empress of India 1877</p>	<p>Gives an example of loyalty to enough the British for the British Empire. Questionable because it was written by a British General.</p>	

How far was the Amritsar Massacre the key turning point in Britain's relationships with its Empire in India 1845-1947?

Focus
initial conclusion support
The Amritsar Massacre was the key turning point in Britain's relationship with its Empire in India 1845-1947 because it was the first big step towards self-government for India and it was the first huge impact that started a majority of India especially with Muslims and Hindus to work together and gain their independence from Britain. It was also the start of the rise of Gandhi, a huge figurehead that would gain the support of many Indians and be a significant leader towards self-government and independence for India.

focus or change
- generalisation
focus analysis
The Amritsar Massacre in 1919 changed many things for India, particularly increasing nationalism within the Indian People. Before the Massacre, India was very enthusiastic about their involvement in WW1 with the British, however after the Massacre, Indians were appalled by the brutality and made them question the Reforms 'For many, if not most, Indians the reforms had become a poisoned chalice'(4) this shows that the India changed their attitude towards Britain and the control of India and nationalism increased dramatically. Another change in India after the Massacre was the rise of a new figurehead, Gandhi. Before the Massacre Gandhi was a minor figure, only having a small support, however the Massacre changed this by the moderate elite turning to Gandhi for example the Nehru family and by 1920 Gandhi became the leader of the Congress Party which caused religious divisions to reduce because more Hindus and Muslims came together and started to work together after the huge uproar against Britain, especially with his new idea of swaraj, (self rule) to make the Raj ungovernable. Gandhi tried to convince India that the British were friends of their beloved country and that they must work with them however after the Massacre Gandhi had told the Indian people to 'withdraw their cooperation from the government as a protest against this official violence' (3) as the Massacre was so horrific. This caused an increase in nationalism for India and meant that cooperation with Britain was starting to decrease. In Britain General Dyer was condemned and the Massacre had created a division in Britain's with people's reactions, the House of Lords supported General Dyer however the House of Commons supported the condemning of General Dyer. The Amritsar Massacre was the most significant turning point because it changed and increased Indian Nationalism and it brought a new figurehead to India, bringing the Indian people especially Muslims and Hindus to work together and against the British, the Amritsar Massacre was the first big, effective step towards self-government for India. On the other hand, there was continuity after the Massacre. Even though Gandhi had a boost of support after the Massacre, he still didn't have the whole of India's support; princely states were particularly resistant, whilst some sections of the elite were worried about non-cooperation. In Britain, not all were horrified by General Dyer's actions, for example the morning post opened up a fund for Dyer, which included £26000 and in the House of Lords, Edward Carson and the House defeated the condemning of Dyer, this shows the continuity of the British attitudes towards India because of the rewarding of Dyers brutal actions showing a high form of disrespect for India. The Amritsar Massacre was more significant than the Indian Mutiny or the Morely-Minto reforms it started to dissolve the divide and rule tactic because it united the India together, and cooperation with Britain started to fall apart which increased the call for self-government. The Indian

Mutiny struck the first signs of fear for the British because it was the first big rebellion and Britain would forever be worried about another one happening which they could not control, however it was only rebel groups had a problem with the being run by Britain, most of India after the Mutiny were still happy with being governed by Britain. Whereas the Massacre resulted in more civil disobedience and more Indians started to refuse to cooperate with Britain, causing a greater demand for self-government and the first step towards independence for India. The Morley-Minto Reforms although causing a divide with the Muslims and Hindus after Muslims were given more privileges in the government and with voting, it still had little political impact on the government of India. Whereas the Massacre caused the Hindus and Muslims to be joined and worked together against the British for self-government, directing their protest directly at the most effective place for change, the Government.

relative significance

analysis

The Indian Mutiny in 1857 was a significant turning point because it was the first act of rebellion that had a long-term affect on the British, constantly putting them in fear that another mutiny could happen throughout their rule of India. The Mutiny was caused due largely to the amount of disrespect that the British showed towards India, especially in the army. The effect of the Mutiny changed the British attitudes towards India and caused the British to reorganize the army, the financial system, and the administration in India, the ratio of British to Indian soldiers in the Indian army was altered. The Indian mutiny also caused the East India Company to be abolished and rule passed to the British government and the Mughal Empire was brought to an end and in 1877 Queen Victoria became Empress of India. However in India there wasn't much change that makes the Indian Mutiny the key turning point, David Washbrook believed that the system and attitude of the government changed but who was in charge did not; "The Mutiny which had seen the British lose control of much of the central Ganges valley, gave the imperial system a profound"(1). Also after the Mutiny the Sikhs and Muslims still remained loyal to the British and there wasn't a great desire for independence only from a few radical groups. India still remained comfortably under the National government controlled by Britain. There wasn't that bigger impact on Britain either for example David Washbrook said that 'In immediate and practical terms these shifts in title had little impact on Britain – Indians relation or on the structure of the Indian government'(1) stating that Britain still had power and was in charge after the mutiny apart from different approaches to controlling India and a deep fear of other Mutiny or rebellion happening, Britain was still in control of India. However the British publics attitude did change, many people were horrified at the rebellion of some of the Hindus and Lawrence James said that 'Britain was convulsed by anguish, despair, trepidation, fury and elation' (6). The Indian Mutiny affect did not last long because there was no need for self-government unlike in the Amritsar Massacre which made Indians finally realise and want to take control of their own country, demanding self-government with refusal to cooperate with Britain, the Indian Mutiny had little impact on Britain's relationship with India because it still had control over India and had a large amount of the population happily being ruled by them, the only turning point was it gave Britain a long term fear of future Mutinies, not of self-government or independence.

focus

accurate detail

balance

analysis

Range of answers

analysis of relation hypothesis

The Morely-Minto Reforms in 1909 were a significant turning point because it gave Muslims greater political power, Muslims be were now reserved seats in the Municipal and District Boards, in the Provincial Councils and in the Imperial Legislature and that Muslims could only vote for candidates of Muslims seats and 60 Indians were given a place in the Viceroy's executive council. However even though greater political power was given to India and mostly the Muslims, Britain still had the majority in Viceroy's executive councils and only rich and privileged Indians can vote. The rise in Muslim power also affect the Hindus causing resent towards privileges given to Muslims which the British used to their advantage, the British used this to use their divide and rule tactic which could give them greater power. With the one going resentment of the Muslims and Hindus having to have separate electorates to have a voice I various councils and not cooperating with one another it meant that the British could use this to keep control over India, with the two religions arguing with one another, it took the stress of being overrun for the British because there was decrease in nationalism. 'The British, by holding out the prospect of progress towards responsible government, were undoubtedly hoping to contain and defence the forces of India Nationalism, thus the extension of democratic instructions was used as a means of shorning up the fundamentally autocratic Britain Raj' (2). The Morely- Minto Reforms weren't a key turning point in Britain's relationships with India because Britain still had control over India, especially with the divide and rule causing nationalism to decrease and there was still no independence movement, instead religion divided the population. Unlike in the Amritsar which increased nationalism with all religions working together and cooperating against Britain and refusing to work with them causing the first strong move for independence.

analysis of extent of reform

same

The Salt March in 1930 was a significant turning point because it was a huge act of civil disobedience towards the laws, pinpointing salt taxes and it was an act to show India taking control and becoming independent with making their own cloth and salt. On March the 12th 1930 Gandhi and 78 followers marched 280 miles from Sabarmati Ashram to the costal village of Dandi, this act was to rebel against the salt taxes and was an act of independence for India. After the March there is a mass civil disobedience spread throughout India, Gandhi tells the people to produce and sell their own salt and also make their own clothes, British cloth and goods are then boycotted as well as taxes. The salt taxes were a prime object to boycott as the taxes affected the Hindus and the Muslims equally so they would unite together, this increased nationalism even more and it had such an affect that even woman for the first time were joining in with the protests. The March also gathered a lot of media attention, during the March the New York Times reported on the March which gathered worldwide support and sympathy, giving the Indians more determination towards their acts of independence. However after the Irwin Declaration in 1929 with Labour winning the British General Elections, Labour were more sympathetic towards self-government for India as they wanted to concentrate or rebuilding Britain, this meant that the Salt March got even more sympathy from Government and the Public. Following this Irwin after refusing to meet Gandhi stating 'the prospect of a salt campaign does not keep me awake at night' showing us that he did believe that the Salt March would have any impact or affect on the government and the people, was more willing to compromise, which shows the effectiveness of independence campaigns and a step towards cooperation to get full independence. However,

focus

accounts debate

analysis

as a result of the Salt March, Britain's attitude India did not change, after the civil disobedience, Britain went back to responding with force jailing 80,000 Indians and Gandhi himself was arrested and held without trial, also not all Indians were backing Gandhi or expressing nationalism, after Gandhi's modest speech, Muslims were angered by Gandhi as he had claimed to have all of India's support. Even before the salt march there were already problems after the conferences and Gandhi refusing to go the first one he then attended the second conference and 100000 people got arrested as he refused to accept anything but full independence. Overall The Salt March was a great act of independence and of uniting the people together however it did not get an offer of full independence and it just increased the nationalism and support for independence that the Amritsar Massacre had started, building on top of the foundation layer which the Amritsar Massacre had created out of nationalism and cooperation, through sympathy from the wide world as a result of the brutal decision of Dyer and that the Amritsar Massacre was the first reorganisation for Gandhi as the possible figurehead for India towards full independence, which the salt march helped and confirmed as an important act however Rosemary Rees quotes that the salt March was 'breathing space but no solution' (5) meaning that the Salt March was a great act of nationalism but only got an offer of dominion status and not full independence.

analysis

Overall the Amritsar Massacre was the key turning point in Britain's relationship with its Empire In India 1845-1947 because it was the trigger of India's fight for Independence.

focus + analysis

Before the Amritsar Massacre the Indian Mutiny had hinted a small form of rebellion however not enough to cause Britain to lose control or unite the Indian people, nor did the Morely-Minto Reforms have a increase of nationalism as it caused a bigger divide in the population through religion which gave Britain the upper hand and more control through divide and rule. The Salt March was significant turning point for Britain's relationship with India because it showed strength and unity throughout the people, ignoring the British rule and control over them. However this was only possible because of the uproar that the Amritsar Massacre had created, it was the Massacre that first united religions and the Indian people to finally decide to act and refuse cooperation with Britain, the Massacre started of this drive for independence which lead to many other great protests such as the Salt March. The Amritsar Massacre was the key turning point because it was the first time India started to stand up for themselves and it united the people together creating a great form of nationalism that would refuse to cooperate with Britain and finally go forth and demand and get their independence.

(1) David Washbrook – 'After the Mutiny – from Queen to Queen-Empress'

(2) Deris Judd – 'Empire'

(3) Judith Brown – 'Nehru – A political life'

(4) Metcalf and Metcalf – 'A concise History'

(5) Rosemary Rees – 'Britain and the Nationalist challenge'

(6) Lawrence James – 'Raj'

Sustained analysis r level 5
this essay has a consistent + explicit focus on the question.
It develops a broadly coherent answer, with reasonably sophisticated analysis throughout. The essay effectively stops after the Salt March and therefore it gets a much low in level.

21. agreed LW.

relative
Significance

Name: *Neah Joke*

Resource record part b

Turning point: *The Indian Mutiny*

Source	Comments	Quotes / Extracts	Teacher's initials, date and comments
<i>David Washbrook After the Mutiny (1997)</i>	<i>System of attrition of gov change but who in charge (The British) stayed the same.</i>	<i>'The Mutiny, which had seen the British lose control of much of the Central Valley, gave the imperial system a profound'</i>	<i>L.W.</i>
<i>Lawrence James The making of British India (1997)</i>	<i>Shows the British public were hampered by actions of the mutiny & Indian feel Indian Mutiny to heroic</i>	<i>' Britain was convulsed by anguish, despair, trepidation; fury and elation'</i>	
<i>War of No. Play. The Indian Mutiny and Victoria Drama Christophe Yober</i>	<i>The book talks about why people at the time considered the Indian Mutiny as an event with a huge amount of importance</i>	<i>' Why did contemporaries consider it an event of epochal importance!'</i>	

Resource record part b

Name: *Leah Foster*
 Turning point: *Montagu Chelmsford Reforms*

Source	Comments	Quotes / Extracts	Teacher's initials, date and comments
<p><i>Denis Judd</i> <i>'Empire - 1996'</i></p>		<p><i>'The British, by holding out the prospect of progress towards responsible government, were unwittingly helping to convince of despatch the forces of Indian Nationalism. Thus the extension of democratic institutions was used as a means of showing up the fundamentally autocratic British way</i></p>	
<p><i>John Kay</i> <i>India - A History</i> <i>pp 468 - 470.</i></p>	<p><i>This Jane discusses the divided opinions shown towards the most important reforms in 17 years with the Hindus supporting it and the Muslims against it</i></p>	<p><i>The reforms were initially welcomed by Congress, but not by the Muslim League.</i></p>	
<p><i>Met Caly & Metraly</i> <i>'A Concise History of India'</i></p>	<p><i>describes the effects of the reforms and how it affected government and election</i> <i>helping you get a better picture of how the reforms change India</i></p>	<p><i>'Reforms did not empower the legislature to control the executive, still firmly in British hands..... it did however create non official Indian majorities in the provincial legislatures</i></p>	

Resource record part b

Name: Neesh Jabe

Turning point: Amritsar Massacre

Source	Comments	Quotes / Extracts	Teacher's initials, date and comments
<p>Rosemary Lees 'Britain & the Nationalist Challenge'</p>	<p>describes the different news and reactions to the massacre from both the Indian and British perspective. Also says that how big a turning point the massacre was</p>	<p>'Amritsar and its aftermath twinred millions of loyal Indians against the King.'</p>	
<p>Joelith Brown 'Nehru - A political - a life'</p>	<p>talks about Gandhi's reaction to the Massacre</p>	<p>Gandhi's concluded that the Indians would have to withdraw their cooperation with the government as a protest against this official violence 'he felt - that the representatives of the empire in India had no regard for Indians wishes.</p>	

Resource record part b

Name: *Neel Joshi*
 Turning point: *Salt March*

Source	Comments	Quotes / Extracts	Teacher's initials, date and comments
<p><i>Rosemary Kees</i> <i>(Gandhi's 1st train)</i> <i>'Britain's One Nationalist Challenge'</i></p>	<p><i>It's Soore talks about the civil disobedience campaign & how the Gandhi train pack with little success, attempted to stop train.</i></p>	<p><i>Gandhi train pack</i> <i>'breathing space but no solution'</i></p>	
<p><i>Key: John</i> <i>'India'</i></p>	<p><i>Describes the reaction to the Salt Tax, and the civil disobedience that followed its introduction.</i></p>	<p><i>'move if primarily designed to strengthen and unite India to inspire them rather than a direct way to weaken the administration'</i></p>	

Candidate 2

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

Part A

A well focused enquiry into the short-term impact of the Indian mutiny on British relationships with India 1857-1877. A range of issues are identified in a relevant, analytical response that occasionally lacks balance. A well selected range of sources are used to raise and develop issues; the sources are used in combination and well contextualised and are evaluated according to their nature, origin and purpose.

Part B

A sustained analysis with a good focus on the process of change over time. The response shows a clear understanding of the nature of turning points and which considers a good range of potential turning points giving chronological balance across the period before reaching a supported judgement.

GCE History Coursework Individual Candidate Authentication Sheet

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

Centre Number	61307 The Howard School, Rainham
Candidate Number	8014
Candidate Name (in capitals, surname followed by forenames)	BIDDLE JOEL
Coursework Programme Title: (if Edexcel designed please provide reference code from specification.)	CW40 International Relation 1879-1980
Assignment Title	<p>Part A: Asses the significance on the Cuban missile crisis on the Cold war and how it had an effect on the relationship between America and Russia.</p> <p>Part B: Asses the significance on the Cuban missile crisis on the Cold war and how it had an effect on the relationship between America and Russia.</p>
Content (please tick box to acknowledge that content is attached to assignment.)	Resource Record: ✓
	Appendix: ✓
Examined Units Give details of all Units (title and option code) making up the AS and A2. Please Note Where Unit 4 is a centre-designed coursework programme, one copy of the centre's Coursework Approval Form must be included with the work when submitted for assessment.	Unit 1: D3 Russia in Revolution, 1881-1924 D5 Equality in the USA, 1945-68
	Unit 2: C1 Experience of Warfare in Britain, 1854-1929
	Unit 3: D1 Kaiser to Fuhrer: Germany 1900-45

Word Count	Part A 1876	Part B 2124	Total 4000
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)
11	6	18	35

Statement by candidate

I declare that I have produced the assignment attached without external assistance, apart from any which is acceptable under the Scheme of Assessment and is recorded.
I also declare that the word count given above is correct. I am aware of the penalties that will be imposed for exceeding the word limit (4000 words) by any amount.

Signature: *J Biddle*

Date: 12/12/11

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: *D Keys*

Date: 3/1/12

Asses the significance on the Cuban missile crisis on the Cold war and how it had an effect on the relationship between America and Russia.

Between the 1950s and the 1970s there was a turning point in relationships between the USSR and the USA. The turning point came with the Cuban missile crisis, after a period of heightened tension with the Korean War in 1950-3, the Berlin wall built in 1961, and the US spy plane shot down in 1960. The tensions drastically lowered after the Cuban missile crisis, with the introduction of the nuclear weapons testing ban in 1963, which drastically reduced the likelihood of a nuclear war. As well as this, several summits were held including the strategic arms limitation talks were signed in 1972 as a result of the aftermath of the Cuban missile crisis, where the USA and USSR had come close to a nuclear war and learned that this would be too dangerous for both sides. This limitation talk ensured that a nuclear war was a far more remote possibility than before the Cuban missile crisis. The Cuban missile crisis could also be seen as a turning point because it shows the beginning of a period of co-operation that was lacking prior to the crisis, and therefore a great improvement in international relations. (15) *clear statement of significance with explanation ref in*

*Ass
L2 clear
statement on
significance
led in*

Source 2 is an official US map showing the range of the nuclear missiles positioned in Cuba. Before the Cuban missile crisis the USA had missiles positioned in Turkey, in range of the USSR. This caused great tension as Russia had nothing to bargain with to persuade the USA to remove the missiles. The vulnerability felt by the USSR, as the missiles in deadly range, forced them to act and supply Cuba with materials to build nuclear missiles. Source 2 is a map showing the danger that the Cuban missiles posed to America, which were discovered by a U2 spy plane, which showed they were in range of all cities in west America. The source was created as a reference to show US officials how serious the situation was, but the document was not designed to be shown to the public. This means that it was not meant to portray the USSR negatively or scare the public into hating the USSR.

Because of this, I think that the source is accurate and unbiased, as the motive was to show accuracy and the audience was the US government who needed to know this information to help them decide how dangerous the situation was. This shows the importance of the Cuban missile crisis as the threat was obviously very great judging by the range of the missiles, and this is seen in source 1, which shows that Russia placed missiles in Cuba for one reason, to "threaten the United States", and they succeeded in doing so. The fact that the source was kept from the public to avoid panic re enforced the seriousness of the situation and the significance of the event.

Source 1 is part of a speech by the British foreign secretary on the reasons for the crisis in Cuba. The negotiations during the Cuban missile crisis were important to the cold war as they showed that both sides knew they posed a real threat and therefore negotiations were essential. Source 1 is a speech by the British foreign secretary on the reasons for the Cuban missile crisis. I think that the speech was designed to discredit Russia and portray them in a negative way, such as by calling Russia "opportunist" and "two faced". The source was broadcast across the world, and as Britain was an ally of the US, the speech may have been aggressive in order to give the appearance of Britain supporting America. This may affect the reliability of the source as Britain may attempt to

612 words

*Ass L2
question note
4 sources
historical
context*

Ass 1 13

*Ass L2
question
note of
source*

portray Russia negatively in order to justify their support of America. This shows the significance of the Cuban missile crisis as the rest of the world knew that the outcome would affect them, as a nuclear war would spread across the world and would not just be confined to Russia or America. The hostility shown in source 1 suggests that the rest of the world was on America's side, possibly because only the USA and USSR knew about the missiles America had in Turkey. This fact might have turned many countries against America, and this would have left America taking the blame for the crisis. As the USSR agreed to keep the information secret, this shows that the Cuban missile crisis was a turning point of co-operation in the cold war. Source 1 was broadcast across the world and so it would have been watched by Russia. This shows that the attitude in the source clearly emphasises the extent to which the Cuban missile crisis polarised opinions amongst countries. This is similar to source 2 in that it shows that there was a real threat posed by Russia, and that Russia, who directly threatened the safety of the USA, is to blame for the crisis.

*A01 continued
L3 feels a
sympathetic
effect*

John F Kennedy was president at the time of the Cuban missile crisis, and therefore at the heart of events. His influence on the Cuban Missile Crisis was huge, and the speeches made during this period also influenced the world wide opinion of Russia, eventually coming out of the situation looking far better than Khrushchev. In source 5, Kennedy states that he was "reluctant" to attack Cuba, knowing that it could make the situation worse, and therefore portraying Kennedy as a negotiator and therefore portraying the USSR as the ones to blame. This is much like Source 3, an extract from a speech by President Kennedy that was broadcast on television announcing the presence of Soviet missiles in Cuba. Source 3 shows Kennedy's view on the events, using language that reflects America's view on the USSR and their missiles in Cuba, such as "offensive" and "striking". This shows that America saw the USSR as aggressive and hostile, and as the source is a worldwide broadcast, it is clear that Kennedy wanted to portray Russia in a negative way, in order to get the rest of the world on America's side and to help turn them against communism. Source 1 and 3 both portray Russia as aggressive in order to portray communism as aggressive and therefore ensure that other countries begin to help contain it in order to prevent further conflicts. Source 1, 2 and 3 all show how dangerous the situation was, reflecting how big an event it was in the cold war, and how the outcome of the of the Cuban missile crisis effected the entire of the cold war that followed it. The motive behind source 3 was to blame Russia for the crisis in front of the rest of the world and therefore clear America of the blame. Russia was blamed for the crisis after it was over, which shows that the rest of the world were convinced by America, and this makes the crisis a turning point because as the rest of the world turned on Russia, they turned on communism, which meant that other countries were more likely to reject communism than they were to reject America.

*A02 L2
info per
source combined & illustrated parts here*

*A02 L3
conclusion
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on source
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conclusion*

*A01
L3
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likely to
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Source 4 is an extract from a speech by Khrushchev in 1962 covering the causes and consequences of the Cuban missile crisis. Source 4 is a speech by Khrushchev, and in contrast to sources 1, 2 and 3, is from the view of Russia, and is against America, and defending the USSR. This means that the source may be more bias than source 2, which is not designed to change your opinion, but to inform, which means that source 4 may be less reliable. This is seen by the way Khrushchev describes the

A02 L2

USA's actions as "aggressive" and describes the actions of the USSR as "exclusively humanitarian", obviously attempting to persuade the audience, which was the rest of the world, that the USSR is not to blame despite America's claims that it was. The claim that the actions of the USSR were humanitarian are a way of Russia justifying itself and therefore putting America in the wrong and Russia in the right. As well as shifting the blame from the USSR to the USA, Khrushchev also attempts to justify the missiles on Cuba by saying that the weapons were only there as a "means of deterring aggressors", showing that the USSR didn't have a choice and that the missiles were needed for the safety of Russia. This portrays Russia as a country defending an attack, which is in contrast to sources 1, 2 and 3, which portray Russia as the attacker. Source 4 shows that the Cuban missile crisis was a turning point in the cold war because it shows that it was a stand-off between the USSR and USA in attempting to convince the rest of the world who was to blame for the cold war, and after the USA won this, they managed to get the support of the majority, making it far more difficult for communism to spread.

L4 clear focus on justice and clear analysis with strong relevant and detailed points made

Source 5 is some notes from a meeting of the British cabinet looking back on the Cuban crisis. Like sources 1, 2 and 3, this source depicts the USA as the innocent party and the USSR as the ones to blame. Source 5 also suggests what effect the Cuban missile crisis would have on the future, as the relationship between the USSR and USA "might have become worse because the west had more reason to be suspicious of communism", and therefore the Cuban missile crisis was a significant source of tension in the cold war. Although it could be argued that the Cuban missile crisis caused suspicion, negotiations were definitely more likely to occur after the crisis, and at a faster speed as well, with the introduction of the hotline between the USSR and USA and the formation of the detente which meant that there was a formal alliance that allowed conflicts to be resolved much more easily. Therefore, source 5 shows that the crisis was a turning point as it emphasised the importance of negotiations as both sides were dangerous.

The sources show that the Cuban missile crisis was a period where tensions were at the highest point of the cold war, with sources 3 and 4 showing how each leader from the USSR and USA used aggressive language and blamed the other side, suggesting a conflict was very likely. Sources 1 and 2 show that the crisis was very serious and therefore showed that it was the closest to a nuclear conflict that there was in the cold war, as source 2 shows that missiles could destroy most of Americas major cities and source 1 shows that the rest of the world knew how dangerous communism was at the time. I think that the way the world viewed America after the crisis was important as Kennedy was portrayed as a hero who avoided a crisis, and the rest of the world blamed the USSR, and therefore were more likely to support the USA in the future. Overall, the Cuban missile crisis was a significant event in the cold war because it changed the relationship between the USSR and USA as they were more likely to resolve issues in the future and it showed both sides that there were serious consequences if they didn't negotiate.

A02 L2 style argues well on source 1

L4 A01

1876 words

A01 L4/11

- Strong analytical statements with clear focus on question aspect throughout*
- Confident statements with supported arguments*
- Good communication and good control of clear*

A02 L2/6

- appropriate + sufficient range of source material utilised*
- questions elicited + analysed N.O.P of source*
- Consistent use of source to offer some (limited) judgements*

Asses the significance and influence of the Potsdam conference in changing the relationship between the USA and Russia from 1890 – 1989.

Between 1890 and 1989 there was a power shift from Europe towards the USA. The world's greatest powers in the late 1800s were in Europe; Britain, Russia, France and Germany. The shift in power was driven by the growing economy and military power that the USA had and this changed the relationship between Russia and America. Russia saw America as a threat to communism and therefore the Soviet Union and this caused tension between nations. The Potsdam conference could be considered the turning point that led to the breakdown in relationships between the USA and Russia as it marked the beginning of a lack of co operation that had been strong whilst there had been a common enemy in world war two. Tension built as both sides fail to communicate with the other side, such as America keeping atomic bombs a secret, the USSR with missiles positioned in Cuba and the indirect conflict between capitalism and communism in Vietnam and Korea. As well as this, America and Britain saw evidence of Stalin attempting to expand whilst Eastern European countries were still crippled by the Second World War, and this alarmed the USA and pressured them into acting and to do what they thought was protecting their own country. Although many events caused tension and this influenced the relationship between America and Russia, the start of the secrets and tension was undoubtedly at the Potsdam conference, 16th July – 2nd August 1945. There were several shifts in power between 1890 to 1989, however I think that the Potsdam conference was the only one that left a permanent change. The Potsdam conference not only marked the beginning of a decline in co operation, it also caused conflict and led to the cold war.

(3 underline change over time, clear analysis then and present use
Tension between the USSR and USA can be traced back to the 1917 Bolshevik revolution. America was the first foreign state to recognize the provisional government, and so when the provisional government was forced to dissolve by the Bolsheviks, America closed its doors on its embassy in Russia in 1919, clearly showing its disapproval of the new government. This showed the Bolsheviks which later became the USSR that America was not on their side and was therefore the enemy. This view was reinforced at the Potsdam conference later on where America made many disagreements with the USSR, attempting to repress them. Although it may have been the beginning of conflict, I do not think that it is the most significant event as there was no direct disagreement, unlike in

418 words

L3 clear
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L3 looks
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Potsdam, instead there being the sign of future conflicts.

The Potsdam conference was a failure because of the promises made at the Yalta conference. At the Yalta conference Stalin agreed to allow free elections in Poland, Germany was to be split into four zones and agreements had been made over the amount Germany would pay in reparations. This left each side walk away from the Yalta conference feeling satisfied. However, things changed at Potsdam, as there were arguments about the boundaries previously agreed at Yalta for Germany, the reparations that Germany had to repay, and Truman had dropped an atomic bomb in Japan, keeping the bomb a secret from Russia up until that point, even though Stalin had honoured their agreement to declare war on Japan. Stalin had also arrested non communist leaders in Poland, clearly showing the USA that he intended on making Poland a communist state, despite the fact that he had agreed to allow Poland to be comprised of both communist and non communist leaders. This alarmed America, as it was obvious that communism was coming to power in Eastern Europe. The tension created at Potsdam led Stalin to see America as the enemy, becoming paranoid that the west wanted to destroy the USSR, and as a result attempted to take control of Eastern Europe as a buffer zone against an American invasion. The long term significance of this is that both sides became more aware of the possibility of conflict, and the aftermath of the two world wars meant that neither side wanted to start a third, especially with both sides equipped with nuclear weapons. The Cuban missile crisis is an example of where both sides knew they needed to negotiate to avoid conflict.

After America had attempted to prevent Stalin taking control of Poland, Truman made a speech to the American congress that stated that it was America's duty to prevent European countries from falling into communism and to help them recover from the war in 1947. This speech was called the Truman Doctrine, and it led to the creation of the Marshall Plan, in which \$17 billion were given to European countries in order to aid them in their economic recovery. Stalin immediately forbade any countries that he influenced from receiving any Marshall aid, as he did not want America to gain any control over Europe, a result of his fear that had been created at the Potsdam conference. Stalin saw that America had a powerful military that was mostly undamaged by the war, with nuclear weapons at his disposal, where as Russia had lost millions of soldiers and civilians which left Russia vulnerable. Therefore Stalin acted to avoid any contact between the communist

868 words

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countries and America, knowing that there was no way he could afford to start another war. He did this with the Berlin Blockade. On the 24th of June 1948, Stalin cut off all road and rail links to West Berlin. The soviet controlled the areas of Germany that that were agreed at the Potsdam conference were now completely cut off from the rest of Germany. This re enforces the fact that Potsdam was the turning point as it created many promises that were bound to be broken, as Stalin felt the promises were only made to control communism, and when they were they created tension. Therefore, it is clear that the promises made at Potsdam, once broken, caused a great deal of tension that was still present in the cold war. American planes continued to airdrop supplies into Berlin, leading to a rise in tension between the USSR and the USA as Stalin believed that America was simply attempting to get a hold of communist controlled countries, whilst Truman believed that Stalin was attempting to weaken Eastern Europe by rejecting Marshall. The actions taken by America here were a direct result of their concerns raised by Stalin at the Potsdam conference, where he arrested non communist leaders in Poland. From the USA's point of view, this suggested the need for America's intervention in Europe.

↳ Challenging
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agreement
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↳ Sustained against opposition significance of
Potsdam talks as effect of event

On 1st may 1960, an American U2 spy plane was shot down over Russia. The pilot, Gary Powers was captured and part of the spy plane was recovered, this evidence leaving America no choice but to admit that it was a spy plane and not a weather plane as immediately claimed. Khrushchev demanded US president Eisenhower to apologize, but he refused and this caused tension to rise to the highest level since the beginning of the Cold War. This was another example of America's lack of co operation that was seen when the US kept the atom bomb secret at Potsdam, and showed that America was firmly an enemy of Russia. Thirteen days after the U2 spy plane was shot down a summit was held in Paris, where no agreement was met on a nuclear weapons testing ban, which left the situation even more dangerous between the two nations. America had missiles in Turkey and Russia had placed missiles in Cuba. Kennedy privately agreed to dismantle the missiles on turkey. This marked a turning point between relationships between Russia and America as it showed that they were able to communicate and to co operate, which led to a détente period, which continued with the telephone hotline, created in 1963, order to resolve any matters such as the Cuban missile crisis quickly and a nuclear weapons testing ban was signed. This left both sides happy that they had got their way, something that had not happened at the Potsdam conference or

↳ Consider
significant but
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1342 words

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since. However, the Cuban missile crisis was less significant than the Potsdam conference as the effects were short term, and conflict resumed even though some agreements had been met, such as the indirect fighting that occurred in Afghanistan, with soviet troops fighting Afghans armed with American supplied weaponry, whilst disagreements at Potsdam continued until the end of the USSR. *(3) Coherence of significance here but early declassified agreement not intended*

After the Korean War in the 1950s, where America had developed the domino theory that said that if one country fell to communism then others would follow, America was set on containment of communism. This led America to send troops to Vietnam when the USS Maddox was attacked by North Vietnamese in 1964, and the fact that president Johnson believed that South Vietnam would not hold its own against the north. Russia and China were supplying the North Vietnamese with weapons to fight US troops with, which created indirect fighting between the two nations.

Eventually American bombings forced North Vietnam to sign a peace treaty, however, there was no doubt that the real enemy that America was fighting for victory over was Russia. This conflict was America attempting to prevent further Soviet influence in other countries rather than attempting to prevent the loss of Vietnam to communism. This obviously caused a lot of tension between Russia and America, proving that although the end of the Cuban missile crisis was a turning point that drastically improved the relationship between the USA and USSR, it did not change the relationship to the extent that the Potsdam conference did: the changes in relationships made at the Potsdam that led to a chain of events was not as reversible as the changes made at the end of the Cuban missile crisis. *(4) Clear analysis in declassified part, against expectation evidence.*

At the end of the Cold War there was a decline in activity between the USSR and the USA in relation to conflicts. The USSR could no longer afford to commit to the arms and space race. For this reason the USSR agreed to the Strategic Arms Limitation Talks one and two as they wanted to prevent America's nuclear weapon advancement as much as America wanted to limit the USSR's. This behavior shows that the USA and USSR were co operating for the good of both sides, which is partly a result of the way the Cuban missile Crisis ended; the USSR and USA knew that they could resolve problems easily when needed, and the decline in the USSR meant that they were no longer a very large threat to America. This shows that there had been a shift in economic and military power

(3) part not declassified here

from Europe to America, as Russia now had no choice but to co operate with the USA. By 1991 the Soviet Union was dissolved, and America was left strong, suggesting that the Soviet Union was having difficulty on the running up to the end of the USSR, meaning that the co operation was not a true change in relationship between the USSR and USA; the agreements were merely superficial, made to postpone the war until the USSR was strong. The Potsdam conference was the start of the economic difficulties for Russia, as after they were crippled by war, unlike the USA, they ^{L3} desperately needed the war reparations from Germany, however, the USA refused to allow them all they needed, reducing payments and causing resentment from Russia to America.

I think that the shift conflicts between Russia and America were caused by the events at the Potsdam conference and the disagreements that occurred . There was always tension between the two nations between 1890 and 1989 as both sides believed that the other was out to destroy them and the cause of this mentality can be traced back to the Potsdam Conference. The USSR displayed a desire to expand communism over the world with their actions in Poland and the USA showed the USSR that they wanted to prevent and destroy all communism by secretly creating nuclear weapons, sending a message to the USSR that America was plotting against them. The way that the Potsdam conference led to conflict and other events such as the split of Berlin and therefore the Berlin Blockade and Marshall Aid shows that the most influential event of the cold war. The turning point at the end of the Cuban missile crisis was only temporary and was undone by the tension built over the Vietnam War, however, the turning point that the Potsdam conference brought was ^{L4} permanent and only the severity of the tension brought by the conference changed during the Cold War. To conclude, the Potsdam conference changed the way the countries looked at each other, sparking a chain of events that caused tension, conflict and paranoia. ^{L3 identifying and describing ongoing or significance of key event} ^{L4 clear argument built out structure of text}

2124 words

L4/18

- clear focus on question throughout, analytical response
- Concludes clearly over time
- Accurate factual material offered
- lacks chronological balance, not covering full period equally
- good student of writing and QWC compared to

Joel Biddle

Source Appendix:

Source 1:

<http://www.nationalarchives.gov.uk/education/coldwar/G5/cs2/s2.htm>

PART OF A SPEECH BY THE BRITISH FOREIGN SECRETARY ON THE REASONS FOR THE CRISIS IN CUBA, OCTOBER 23RD 1962

The first essential is to recognise that international Communism as practised by Russia today is both opportunist and two faced. We have lately had examples of these two techniques.

...

In Cuba they stepped in last year to take advantage of a situation which was already explosive. In Berlin they created a crisis where, but for their action; there was no need for any crisis at all. The purpose of all of these adventures is undoubtedly one thing - that is to increase the area of Communist domination.

...

By putting medium range and intermediate range ballistic missiles into Cuba Russia is deliberately placing her own power in a position to do three things - to threaten the United States, to threaten the Caribbean, and beyond those two, to threaten South America. We must recognise that this is plainly an act of power.

Source 2:

<http://www.nationalarchives.gov.uk/education/coldwar/G5/cs2/s1.htm>

OFFICIAL US MAPS SHOWING THE ALLEGED NUCLEAR MISSILE SITES IN CUBA



Joel Biddle

Source 3:

<http://www.nationalarchives.gov.uk/education/coldwar/G5/cs2/s4.htm>

EXTRACT FROM PRESIDENT KENNEDY'S TV BROADCAST ANNOUNCING THE PRESENCE OF SOVIET MISSILES IN CUBA

THIS GOVERNMENT, AS PROMISED, HAS MAINTAINED THE CLOSEST SURVEILLANCE OF THE SOVIET MILITARY BUILD UP ON THE ISLAND OF CUBA. WITHIN THE PAST WEEK, UNMISTAKABLE EVIDENCE HAS ESTABLISHED THE FACT THAT A SERIES OF OFFENSIVE MISSILE SITES IS NOW IN PREPARATION ON THAT IMPRISONED ISLAND. THE PURPOSE OF THESE BASES CAN BE NONE OTHER THAN TO PROVIDE A NUCLEAR STRIKE CAPABILITY AGAINST THE WESTERN HEMISPHERE. THE CHARACTERISTICS OF THESE NEW MISSILE SITES INDICATE TWO DISTINCT TYPES OF INSTALLATIONS. SEVERAL OF THEM INCLUDE MEDIUM RANGE BALLISTIC MISSILES, CAPABLE OF CARRYING A NUCLEAR WARHEAD FOR A DISTANCE OF MORE THAN 1,000 NAUTICAL MILES. EACH OF THESE MISSILES, IN SHORT, IS CAPABLE OF STRIKING WASHINGTON, D.C., THE PANAMA CANAL, CAPE CANAVERAL, MEXICO CITY, OR ANY OTHER CITY IN THE SOUTH EASTERN PART OF THE UNITED STATES, IN CENTRAL AMERICA OR IN THE CARIBBEAN AREA.

ADDITIONAL SITES NOT YET COMPLETED APPEAR TO BE DESIGNED FOR INTERMEDIATE RANGE BALLISTIC MISSILES -- CAPABLE OF TRAVELLING MORE THAN TWICE AS FAR -- AND THUS CAPABLE OF STRIKING MOST OF THE MAJOR CITIES IN THE WESTERN HEMISPHERE, RANGING AS FAR NORTH AS HUDSON BAY, CANADA, AND AS FAR SOUTH AS LIMA, PERU. IN ADDITION, JET BOMBERS CAPABLE OF CARRYING NUCLEAR WEAPONS ARE NOW BEING UNCRATED AND ASSEMBLED IN CUBA WHILE THE NECESSARY AIR BASES ARE BEING PREPARED.

SOURCE 4:

<http://www.nationalarchives.gov.uk/education/coldwar/G5/cs2/s5.htm>

EXTRACTS FROM A SPEECH BY SOVIET LEADER KHRUSHCHEV IN DECEMBER 1962 COVERING THE CAUSES AND CONSEQUENCES OF THE CUBAN CRISIS

Relations of sincere friendship based on equality, respect for sovereignty and economic co-operation were established between the Soviet Union and Cuba from the very first few days of her new life ... Flouting generally accepted standards of international relations, the reactionary forces of the USA, from the first day of the victory of the Cuban revolution, have done everything to overthrow Cuba's Revolutionary Government and restore their domination there.

Seeking to justify its aggressive actions, American reaction is repeating that the crisis in the Caribbean was allegedly created by Cuba herself, adding that blame rests also with the Soviet Union, which shipped there rockets and IL-28 bombers. But is this so? It is true that we sent arms there at the request of the Cuban Government. But what motives guided us in so doing? Exclusively humanitarian motives. Cuba needed weapons as a means of deterring aggressors, and not as a means of attack. For Cuba was under a real threat of invasion.

Joel Biddle

Source 5:

<http://www.nationalarchives.gov.uk/education/coldwar/G5/cs2/s7.htm>

NOTES FROM A MEETING OF THE BRITISH CABINET LOOKING BACK AT THE CUBAN CRISIS OCTOBER 1962

In retrospect it was evident that the President had played his hand with great skill ... President Kennedy had steered a difficult course between being driven into a premature use of force and appearing to waver in his determination. While reluctant to authorise an invasion of Cuba, he had shown great firmness in continuing to make preparations for it.

The Foreign Secretary said that if the United States had attacked Cuba there could be little doubt that the Soviet Government would have reacted in Berlin. There would then have been a real and immediate risk of nuclear war. In the public presentation of recent events it would be important to avoid engendering over optimism ...

A particular danger here was that the sense of relief engendered by the solution of the Cuban Crisis might lead to demands for the elimination of nuclear weapons as the first stage of any disarmament plan. The West could not accept this, since it would leave a clear field to the massive conventional superiority of the Communist powers: at all stages of any disarmament plan nuclear and conventional disarmament would have to be considered together. An agreement on missile bases would also present difficulty, since all the Russian bases of any importance were on their own soil. In short it would be necessary to point out realistically that the chances of international agreement on major issues had not been improved, but might have become worse because the West had more reason to be suspicious of Communist professions of good faith.

GCE History Coursework

Resource Record Sheet

Centre Number: 61307

Candidate Number: 8014

Candidate Name: Joel Biddle

Coursework Programme Title: CW40 International Relations 1879-1980

Assignment Title Part A: Asses the significance of the Cuban missile crisis on the Cold war and how it had an effect on the relationship between America and Russia.

Issue	Sources	Comments	Teacher's comments if appropriate	Teacher's initials and date
Source 1 - Speech by British foreign secretary	http://www.nationalarchives.gov.uk/education/coldwar/G5/cs2/s2.htm	Independent source useful for an outsider's view of the Cuban Missile Crisis.		AB Nov 11
Source 2 - Official US map	http://www.nationalarchives.gov.uk/education/coldwar/G5/cs2/s1.htm	Designed just to inform and contains no opinion, limited use as it has little depth.	Does this make it a good China sell?	AB Nov 11
Source 3 - TV broadcast by Kennedy	http://www.nationalarchives.gov.uk/education/coldwar/G5/cs2/s4.htm	Includes opinions and bias, useful for showing US opinion but may not be entirely reliable.		AB Nov 11
Source 4 - Speech by Khrushchev in 1962	http://www.nationalarchives.gov.uk/education/coldwar/G5/cs2/s5.htm	Offers USSR opinion on the crisis, useful to compare with Kennedy's speech.		AB Nov 11
Source 5 - Notes from a British cabinet meeting	http://www.nationalarchives.gov.uk/education/coldwar/G5/cs2/s7.htm	Another independent view, comparable to source 1 and useful as it is reliable and unbiased.		AB Nov 11

Assignment Title Part B: Asses the significance on the Potsdam Conference on the Cold war and how it had an effect on the relationship between America and Russia.

Issue	Sources	Comments	Teacher's comments if appropriate	Teacher's initials and date
The Treaty of Versailles	www.wikipedia.org	May be unreliable, use with caution.	asked to avoid	Dhp Oct 11
World War One and its causes	Revise AS and A2 Modern British and European History	Includes useful information in good detail.	overview of period	Dhp Oct 11
Cold War beginnings	20 th Century Russian History Norman Lowe	Chapter 7.4, unbiased and useful but no contemporary information.	teacher guided	Dhp Nov 11
Bolshevik Revolution	http://www.state.gov/p/eur/ci/rs/200years/c30273.htm#bolshevik	Informative description of the Bolshevik Revolution but not in detail.	write reference to topic, use specific	Dhp Nov 11

Candidate 3

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

Part A

A mainly analytical response with a clear focus on the short-term significance of the Cuban missile crisis. The sources are appropriate, demonstrating a good range but are not particularly well integrated into the response. They are, however, interpreted beyond their surface features and the concepts of utility and reliability are addressed.

Part B

The response here is clearly analytical, although with a number of narrative passages, and does consider the process of change over time. It demonstrates an understanding of the key issues and this is supported by accurate factual material although there is some loss of chronological balance.

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	42227		
Candidate Number	3095		
Candidate Name (in capitals, surname followed by forenames)	Edward King		
Coursework Programme Title (if Edexcel designed please provide reference code from specification.)	The Tudor State 1485-1603		
Assignment Title	Part A: What was the short term significance of Henry VIII's ^{break with Rome} break Part B: How far do you agree that the key factor in influencing the changing power of the monarchy over the period 1485-1603 was the way the ^{Reign} Reign policy of the individual monarch.		
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 D3 Russia in Revolution 1881-1924: From Autocracy to Dictatorship Topic 2 Pursuing Life + Liberty: Equality in the USA 1945-1968 Unit 2: Topic C1 The experience of Warfare in Britain: Crimea, Boer + First World War 1854-1929 Unit 3: Topic E2 A World Divided: Superpower Relations, 1944-1990		

Word Count	3928		
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	4	12	23

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: *Eky* Date: 5-1-2012

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: *Amalan* Date: 6 Jan 2012

Question A
History coursework

What was the short term significance of the Henry VIII's break with Rome?

AO2

The break with Rome occurred in 1533-36, it saw the relationship with Rome broken, as the act of supremacy was introduced, in November 1534. This led to many significances on the rule of the monarch and was a pivotal point in Tudor history.

The break with Rome came about when Henry VIII, wanted an heir to the throne. This was very important to any monarch as without one there was never any stability or security. So in his push to get a legitimate heir Henry faced a big problem, Catharine of Aragon was not able to supply him with a son, so he felt the need to find another wife who could. This led to Henry wanting a divorce, to marry Anne Boleyn who was expecting his child but the heir would not be legitimate if it was not born under wedlock. Henry tried to gain a divorce but couldn't, leading him to the Act of Supremacy in 1534. The act said that 'his heirs and successors kings of this realm, shall be taken, accepted and reputed the only supreme head in earth of the Church of England'. This shows the impact that the act made on the power of the monarch, and that the act was there for the long term. Another quote from the act states 'shall have and enjoy annexed and united to the imperial crown of this realm as well the title and style thereof as all honours, dignities, preeminences, jurisdictions, privileges, authorities, immunities, profits and commodities, to the said dignity of supreme head.' These show what Henry gained from the break with Rome, from a clear increase in power to a dramatic increase in wealth, which was used for his expensive wars abroad.

The first main significance of this is that that Henry VIII lost support of a lot of people who opposed the break with Rome. People in 1533 were very religious and a split from all ties with Rome and the pope was not very popular. Henry had problems justifying it. More and more opposition arose to it. The source (from England 1485-1603 text book) that shows the hanging and disembowelling of the London Carthusians in 1535, very clearly displays the amount of opposition to the King in his decision to break with Rome. The Carthusians were convicted of high treason for denying Henry VIII's royal supremacy. The picture shows the extent to which Henry would go to try and consolidate his power and justify his decision, even if this meant that he had to kill the opposition, this is shown in the graphic way the victims are picked apart after they have been hung. However there was not a total loss of support, in fact some areas support grew. For example Henry improved his Patronage with the higher gentry by allowing them to buy the land from the King that had belonged to the church. This improved his relationship with the gentry and nobles, meaning that Henry was more secure and in a better position because of the break with Rome and the dissolution of the monasteries.

The next main significance was the Pilgrimage of Grace. This was yet another sign of discontent over Henry VIII's decision to break with Rome and the dissolution of the monasteries in particular. The pilgrimage was a highly dangerous rebellion against Henry

AO1

Describe
intro

narrative
of times

question
short
term
significance

significance

develops
idea
L2/3

significance

L1/2
surface
use of
source

infer
information
from source

use of
source
we are
attempt
to evaluate
L2/3

and served a major threat, this was mostly because unlike other revolts it was not just common people involved but there were numerous gentry and nobility involved. This is displayed in source A on an oath devised by Robert Aske, showing why the nobility should be involved in the Pilgrimage of Grace, 'Ye shall not enter into this pilgrimage of grace for the commonwealth, but only for the love that ye do bear unto almighty god'. This shows the resentment from the religious view point, that you would be serving god by entering the pilgrimage. The pilgrimage was also different because it used no violence, refusing to fight, 'nor to do any displeasure to any private person, but by counsel of the commonwealth, nor slay nor murder for no envy'. These kinds of views were another reason why the rebellion was so potentially damaging for Henry, however he dealt with it very well, he ordered the Duke of Norfolk and the Earl of Shrewsbury to confront the rebels, and cleverly wasted time in negotiation and eventually the rebels disbanded. With this came other victories for Henry, the victory over the pilgrimage some what sped up the dissolution of the monasteries because there was less resistance and opposition.

surface use of source but does use source to illustrate points L2

Another significance of the break with Rome was the dissolution of the monasteries. This came as Henry realised that he could massively increase the income of the crown by plundering the churches to use the valuables to gain more income for the monarch. Other things were used, like the land which was sold to raise funds. This had a mixture of responses, the religious segment of the population were furious, this is displayed in the source from an anonymous petition, October 1536. It states 'the false flatter (Cromwell) says he will make the king the richest prince in Christendom but I think he will make him the poorest prince for by his pillaging has lost the hearts of his baronage and poor commons'.

This is a powerful source, showing how the common man saw Henry VIII's decision to 'pillage' the monasteries of their wealth and has lost the respect and support of much of the population.

However despite the source, there were improvements in relationships, as mentioned earlier, with the nobility and gentry through the sale of lands formally owned by the monasteries.

This being said it was not all good between Henry and all gentry and noblemen. There were numerous cases of high profile opposition. This is clear in the pilgrimage of grace, with numerous nobles and well known families joining, like Robert Aske who organised the rebellion. This again shows that Henry's choice of breaking with Rome had produced a lot of discontent within the population.

However the high profile opposition gave the impression that the rebellions and discontent was widespread when this was not the case, although there was discontent within the nobles it was not all the way through, in fact Henry relied on his patronage and good relationships with the nobility to stop rebellions, like in the pilgrimage, Henry used the Duke of Suffolk to halt them at Lincoln. This is why patronage was so important and why a growth in high profile opposition was dangerous for Henry. The next source shows that 'the holy maid of Kent' was opposed to Henry's divorce and remarriage and strengthened opposition, 'The Nun also met with the Popes ambassadors and the obstinacy of the bishop of Rochester's opposition to the marriage was confirmed and

L2 use of source to illustrate

significance
develops idea about weakly

L2/3

strengthened by her revelations'. This was clearly damaging for Henry, so he decided that he couldn't allow her to carry on with her harmful prophecies, and sent her to the tower of London to be executed along with four of her adherents.

significance
develops ideas
L2/3

Another significance was the large power shift within the monarchy. With the split with Rome came a lot of power, as all of the previous power controlled by the pope, like deciding on how religion was practiced, he could give or withdraw support on wars and even prevent some acts being passed. So this power was transferred to the king. This was important for Henry and future Monarchs because they now possessed the title of Supreme Head of the Church. This was very important for Henry because he now had the power to divorce Catharine of Aragon and marry Anne Boleyn to try and get an heir to the throne. So this was a very important significance as it increased the power of the monarch and enabled Henry to finally get his divorce, which was the main point of the break with Rome.

The other significance to the break with Rome was the Acts that were introduced. Firstly the Act in Restraint of Appeals in 1533, this prevented any appeals to Rome about the King, and were to go through the courts in England and heard by the Archbishop of Canterbury. This prevented Catherine appealing to the Pope about the divorce. Other acts included the clergy's submission of 1532 was put into a statutory form, all appeals to the pope in any form were banned, so not just in specific cases, English bishops were to be appointed by the King no longer by the Pope, and the Act of Dispensations in 1534 this prevented any payment to Rome or the Pope of any kind.

The main act brought in was the introduction of the Treason Act of 1534. This made it a clear offence to slander the act of supremacy or deny the new title. This could be used as a deterrent to control opposition to the break with Rome, to which we know there was a lot. The Act said 'Albeit the king's majesty justly and rightfully is and ought to be the supreme head of the Church of England.' The act clearly is designed to help Henry to justify his decision and reduce opposition. The Act also shows that there must have been a growth in opposition to the king otherwise it wouldn't have been introduced, the act says it will amend all errors like 'heresies, abuses, offences, contempt's and enormities, whatsoever they be, which by any manner of spiritual authority or jurisdiction ought or may lawfully be reformed'. This can be linked back to the Carthusians, showing how the treason act was carried out, and was clearly very effective.

L2/3

L3
cross-
ref
albeit
weakly

These acts clearly helped Henry to get his divorce and increase his power. It also shows that it decreases control over England by the pope to almost none.

There was also smaller significances that came out of the break with Rome, these included things like the introduction of the English Bible. It was translated into English and distributed throughout England. Henry was concerned about the free reading of the bible because he was worried it could lead to various problems like people trying to change religion, and more discontent because of religion, so Henry decided to try and contain the spread of religion by introducing acts like the Advancement of True Religion. This was an act that restricted only nobles to read it. This was controversial and not very popular but Henry thought it would be easier than facing problems like heresy.

In conclusion there were numerous short term significances from Henry VIII's break with Rome. The short term significances were obvious to see straight away after the split, these included a reduction of support by the common man displayed in the by an anonymous source, to the dramatic increase in revenue made by the crown due to the dissolution of the monasteries and the big influx of power. However there were long term significances, these effected other monarchs as the there was a new title and role for the monarch which changed how the Tudor period was run after Henry VIII was succeeded. So there were very important significances as the break with Rome was a pivotal moment in the history of the Tudors.

The sources conclude that there one of the main significances of the break with Rome was the loss of support. This is shown in the engraving of the Carthusians, the source by Robert Aske, and the anonymous petition. Also in some ways the Treason Act, because it was introduced to prevent people protesting and slandering the new title of the king, so shows that there had been an increase in opposition to the King.

L2

Good main facts but not enough

A01 High L2 6/13 mod 7/ Some flashes of L3

- some development
- focuses on significance
- has some understanding of key issues (L3) but loses thread - (L2)
- lacks analysis

- keeps focus on the question and creates logical structure although can lose thread the range of material covered I would feel is enough to justify a L3

7

L2

Weak but tries to group sources to use. 1/2 combinations

L2 Low mod A01 4 5/12

- selects range of sources
- has idea of issues
- use sources to illustrate points

1/25

- manages to infer some information from sources and uses them to address points
- but no real discussion of nature/value origin or purpose
- only just L2

1/25

197 words

total 1933

Source A.

The false flatterer
[Cromwell] says he will
make the King the richest
prince in Christendom but
I think he will make him
the poorest prince for by
his pillaging he has lost
the hearts of his
baronage and poor
commons.

From an anonymous
petition, October 1536

Source B

Edward Bocking frequently railed against the King's marriage before the false nun of St Sepulchre's. She to please him, pretended to have a revelation from God that the King would not live a month after his marriage. When this did not come true, she claimed to have another revelation to the effect that the King was no longer accepted as King by God to the King's marriage. The Nun also met with the Pope's ambassadors and the obstinacy of the Bishop of Rochester's opposition to the marriage was confirmed and strengthened by her revelations.

The charges drawn up by Cromwell against the Nun of Kent, January 1534

Source C.

THE ACT OF SUPREMACY (1534)

Albeit, the King's Majesty justly and rightfully is and oweth to be the supreme head of the Church of England, and so is recognised by the clergy of this realm in their Convocations; yet nevertheless for corroboration and confirmation thereof, and for increase of virtue in Christ's religion within this realm of England, and to repress and extirp all errors, heresies and other enormities and abuses heretofore used in the same, Be it enacted by authority of this present Parliament that the King our sovereign lord, his heirs and successors kings of this realm, shall be taken, accepted and reputed the only supreme head in earth of the Church of England called *Anglicana Ecclesia*, and shall have and enjoy annexed and united to the imperial crown of this realm as well the title and style thereof, as all honours, dignities, preeminences, jurisdictions, privileges, authorities, immunities, profits and commodities, to the said dignity of supreme head of the same Church belonging and appertaining. And that our said sovereign lord, his heirs and successors kings of this realm, shall have full power and authority from time to time to visit, repress, redress, reform, order, correct, restrain and amend all such errors, heresies, abuses, offences, contempts and enormities, whatsoever they be, which by any manner spiritual authority or jurisdiction ought or may lawfully be reformed, repressed, ordered, redressed corrected, restrained or amended, most to the pleasure of Almighty God, the increase of virtue in Christ's religion, and for the conservation of the peace, unity and tranquillity of this realm: any usage, custom, foreign laws, foreign authority, prescription or any other thing or things to the contrary hereof notwithstanding.

From *Statutes of the Realm*, III (spelling modernized)

Source D

Ye shall not enter into this our Pilgrimage of Grace for the Commonwealth, but only for the love that ye do bear unto Almighty God his faith, and the Holy Church militant and the maintenance thereof, to the preservation of the King's person and his issue, to the purifying of the nobility, and to expulse all villein blood and evil councillors against the Commonwealth from his Grace and his Privy Council of the same. And that ye shall not enter into our said Pilgrimage for no particular profit to yourself, [nor to do any displeasure to any private person, but by counsel of the commonwealth, nor slay nor murder for no envy,] but in your hearts put away fear and dread, and take afore you the Cross of Christ, and in your hearts His Faith, The Restitution of the Church, the suppression of heretics and their opinions, by all the holy contents of this book.

This oath was devised by Robert Aske and it was first taken by the gentry and then the rest of the pilgrims in October 1536.

Source E

Engraving from Rome in 1555 showing the hanging and disembowelling of the London Carthusians in 1535. They were convicted of high treason for denying Henry VIII's royal supremacy.



Henry VIII 's Act of Supremacy (1534) - original text

Albeit the king's Majesty justly and rightfully is and ought to be the supreme head of the Church of England, and so is recognized by the clergy of this realm in their convocations, yet nevertheless, for corroboration and confirmation thereof, and for increase of virtue in Christ's religion within this realm of England, and to repress and extirpate all errors, heresies, and other enormities and abuses heretofore used in the same, be it enacted, by authority of this present Parliament, that the king, our sovereign lord, his heirs and successors, kings of this realm, shall be taken, accepted, and reputed the only supreme head in earth of the Church of England, called Anglicans Ecclesia; and shall have and enjoy, annexed and united to the imperial crown of this realm, as well the title and style thereof, as all honors, dignities, preeminences, jurisdictions, privileges, authorities, immunities, profits, and commodities to the said dignity of the supreme head of the same Church belonging and appertaining; and that our said sovereign lord, his heirs and successors, kings of this realm, shall have full power and authority from time to time to visit, repress, redress, record, order, correct, restrain, and amend all such errors, [heresies, abuses, offenses, contempts and enormities, whatsoever they be, which by any manner of spiritual authority or jurisdiction ought or may lawfully be reformed,] repressed, ordered, redressed, corrected, restrained, or amended, most to the pleasure of Almighty God, the increase of virtue in Christ's religion, and for the conservation of the peace, unity, and tranquility of this realm; any usage, foreign land, foreign authority, prescription, or any other thing or things to the contrary hereof

UNIT 4 COURSEWORK 2011/2012-RECORD SHEET

NAME: Edward Kutz

ASSIGNMENT TITLE:

What was the short term significance of Henry VIII's
break with Rome?

Issue	Sources	Comments	Teacher's comments if appropriate	Teacher's initials and date
The Act of Supremacy + Treason Act	<p>www.tudorhistory.org</p> <p>www.historylearning.site.co.uk</p>	Very useful, able to get a full copy of the Act of Supremacy.	Discussed how to use sources	3 Nov Amalen
Outcome and reactions to the break with Rome	England Textbook by Derrick Murphy.	Useful for supplying sources, and useful information. Overall very good.	Remember identify what short term significance is?	10 Nov Amalen
Background on break, Dissolution of monasteries ect...	The Tudor Century 1485-1603 by Ian Dawson.	Useful but complex, and not a whole lot on the break with Rome.	All sources chosen	17 Nov Amala
Information on Henry	Henry VIII: Authority, Nation and Religion by Alastair Armstrong.	Very useful, and very good for sources.	Working on 'Source Evaluation'	22 Nov Amala

Bibliography

England 1485-1603 text book – Derrick Murphy

Henry VIII: Authority, Nation and religion 1509-1540 – Alastair Armstrong

The Tudor Century 1485-1603 – Ian Dawson

www.tudorhistory.org

www.historylearningsite.co.uk/

Question B

How far do you agree that the key factor influencing the change in power of monarchy over the period 1485-1603 was the religious policy of the individual monarch?

There is no doubt that a significant factor influencing the change in power was the religious policy of the individual monarch, although religious policy was important, there were other factors such as economy, rebellions and parliament.

The first religious policy that affected the power of the Tudor monarch was that of Henry VII from 1485 to 1509.

He was a Roman Catholic and had a strong loyalty to the Pope; this was a factor that limited Henry's power as the Pope had huge influence and power in England. He had spiritual authority, which meant he could decide how people worshiped. Also he had influence in politics as he could give or withdraw support. This limited Henry's power, as he had to monitor his decisions in accordance with the Pope. However Henry did gain some power as due to his good relationship with the Pope he was able to gain more support and secure his claim to legitimacy. This led to Henry being able to use the church to raise taxes. So overall for Henry his power changed both increasing and decreasing.

After Henry VII, Henry VIII claimed the throne. He had a big influence on religion and religion had a big influence on his power. He orchestrated the break with Rome, from which England officially split from the Pope's control and influence over religion. This came out of Henry's lack of an heir to the throne, as Catharine of Aragon was unable to supply him with a son, Henry wanted a divorce. Henry went to the Pope and applied pressure so that he could get what he wanted. The Pope didn't allow Henry this as he was imprisoned by Emperor Charles V's control and as Catharine was his cousin he was not best pleased by the proposed divorce. This left Henry with no choice but to part from the Pope's influence and claim the title Supreme Head of the Church. This clearly increased Henry's power and he was able to gain his divorce. However it also limited his power slightly as he had to constantly justify the break, which had been unpopular.

After the death of Henry VIII in 1547 came Edward VI. He was appointed to the throne when he was very young and only had a reign spanning 6 years, but there were still religious policies that affected his power during his reign. As he was too young to rule the country various ministers took over. Like Crammer, who was a Protestant so was not very popular, as his policies lent toward Protestants. However when the 42 Articles to define the doctrine were introduced popularity grew. There was not a lot of change in power due to religious policies during Edward's reign of 1547-1553.

After Edward came Mary I. she ruled from 1553-1558. She was a Catholic, taking over from a Protestant era. So initially she wasn't very popular especially as she was trying to restore Catholic laws and also form a re connection with the Pope. This limited her power and overall reduced it as she was faced with a highly protestant Parliament and population who blocked and didn't allow Mary to bring in as many Catholic changes as she wanted. By the end of her reign she had been mostly unsuccessful. However although religion did mostly reduce Mary's power she did gain some as she claimed the title of Supreme Head of the Church in a bid to put in some more changes to restore Catholicism, and was successful in some cases, but overall she was more hindered than helped by religion on its influence on her power.

The last of the Tudor monarchs was Elizabeth I who ruled from 1558 – 1603. She was Protestant but had a different view than the other previous monarchs. Unlike Edward she didn't lock up Catholics to reduce resistance, she didn't mind if people practiced Catholicism but only be in their own homes and discreetly. This was popular with Catholics and helped Elizabeth build support. She remained tolerant to Catholics although a lot of Protestant's were eager for her to turn on them; she also had numerous Catholic gentry employed in government. Elizabeth was defiantly helped with religion in her reign, as she was not trouble with many major issues, so her power was not reduced but increased.

power

So it is clear to see that religion was an big influence on power of the individual monarchs, it both increased or decreased power according to differing factors imposed by the monarchs or factors out of their control. However it is not the only factor that influenced the power of the monarchs.

just starts L3

new factor

First the role of parliament in how to affected the power of the monarch. The parliament was used a lot more during the Tudor period, and the number of MP's increased from 296 under Henry VII to 460 under Elizabeth. The parliament had a different role during Tudor times, it served solely for the king who could call it and dissolve it when he chose. If you where a member of parliament you received no pay but it was a very prestigious role, and only the top educated people were inducted into it. This allowed them to pass valid opinions and advise the king on new policies and how he could run the country. This help to some extent to increase the power of the monarch as he could get help on big decisions and if he passed them, like and increased tax for example, and it was not popular then they could use the parliament as a scapegoat and claim that the people had decided on the new law. This helped as it meant that they could gain support instead of loosing it. The individual monarchs used the parliament in different ways to allow it to increase there power, for example Henry VII used it to pass multiple additional taxes to help with wars. Henry VIII used it to pass the reform on the church, and Mary used it to help change laws for the Catholics.

attempts evaluation every week power

a bit vague

However there were aspects about the parliament that reduced the powers of the monarch. As they were advising the king, they could in fact tell him not to perform an action or strongly appose it. This sometimes resulted in the parliament being dissolved, although most of the time the king did in fact pay attention to what they said, so this gave a limitation on what they could and couldn't pass. They could also pressure the monarch into making a decision, for example under Elizabeth they applied a lot of pressure against some laws she planned to bring in and also tried to persuade her to marry to consolidate England's position and create new allies, however she refused. This show that the parliament certainly affected the power of the monarch over the period 1485-1603 in different ways both increasing and decreasing power.

power

Another factor in influencing the power of monarchs was Rebellions. There were numerous rebellions in the Tudor period, from dissatisfaction with taxes to people claiming to be the rightful heir to the throw, known as pretenders. These could badly damage the power of a monarch if they were not dealt with appropriately. Many rebellions started of small but escalated into something than could be seen as a danger to the monarch's security, most notably the Cornish rebellion in 1497 which was based around a tax demand. They felt they should not be made to pay for a tax that went to supporting a campaign in the north. This was built up by leaders Joseph and Flammock until it was a credible threat to Henry VII. So he reacted strongly by sending 25000 troops to meet with the Cornish rebels, killing over 1000. This was a clear sign that Henry would not allow and rebellions,

therefore consolidating his power and position as king. This clearly increased his power. There were also other ways that rebellions could help to increase the individual power of the monarchs for example if they could stop a revolt they would minimise the opposition.

power change L3

However rebellions did also reduce power for the monarchs as they could be successful in gaining enough support to damage the monarch in a way that would reduce support. This was the case in the pretenders for example Lambert Simnel who posed as the earl of Warwick and was the rightful king. People believed this and began to support him, this came just at the wrong time for Henry VII as he had just won over the nobility but they began supporting Simnel.. This was a constant problem for monarchs as they were constantly trying to consolidate there power, so if they got this wrong then it could cost them support which could eventually lead to a rebellion to overthrow the monarch.

both sides

Factor

Finally there was the personality of the monarch. This was important for a monarch as it determined how they ruled the country and dealt with things like the parliament and rebellions. Henry VII was defined as hard working, pious, determined and had a 'continental outlook', this made him popular, mostly by the nobility as he was very good with administration. These traits help Henry to consolidate his power and build upon it. His power was definitely increased by his personality, as he knew how to work with the nobility so with this close relationship he was able to use the nobility to his advantage and mostly help him ensure he could remain king. This was massively different from Henry VIII who was a completely opposite, very outgoing, described as a 'renaissance man'. he is described by John McGurk as "excellently educated". However he hated boring tasks like administration, this meant he was not able to harness the power of finance and also didn't share the same relationship that his brother Henry VII did with the nobility. But due to his determination to increase the power of the royalty he split with Rome and became the supreme head of the church, this clearly increased his power. This shows just how a contrast in personalities can alter the power of the individual monarch.

L3 historian

develops power

In conclusion there were certainly factors that changed the power of the individual monarch. These ranged from Religion to personality. The statement says that the key factor in influencing the power of the monarch was religion, this is correct in the respect that there was certainly an impact, for example the difference in Henry VII and his brother Henry VIII reign. Henry gained a lot of power as he became the Supreme Head of the Church; where as Henry VII struggled to control religion to allow it to help him consolidate his power.

However in the other respect it can be see that the statement is incorrect, this is due to the fact that there where multiple other factors that effected power. These have been labelled above. Both the rebellions and Parliament are both factors that much like religion where hard to control, parliament could limit the power by opposing the monarch and rebellions occurred out of the monarch's control, but often due to lack of support in a certain area or due to a monarch's action. Both these massively impacted the power available to the individual monarch as much as religion. There where also many other factors that influence the power, for example personalities, the economy, the nobility or the people to name a few.

supported conclusion albeit weak/ insecure

So overall I agree that religion was an important factor, but I disagree that it was the key factor, so I would not go very far to say that the key factor influencing the change in power of monarchy over the period 1485-1603 was the individual monarch.

Low L3 - some understanding of process of change over time - strays from focus at times - relevant information - attempts chronological table

1995

agreed - some straying into marriage - some elements lacked depth of knowledge - but did attempt to keep to 12 - quite good

25 of total of 100 marks

UNIT 4 COURSEWORK 2011/2012-RECORD SHEET

NAME: Edward King

ASSIGNMENT TITLE: Question B - How far do you agree that the key factor influencing the change in power of monarchy over the period 1485-1603 was the religious policy of the individual monarch.

Issue	Sources	Comments	Teacher's comments if appropriate	Teacher's initials and date
Rebellion and disorder under The Tudors. + Religious changes	Rebellion and Disorder under the Tudors 1485-1603. - Geoff Woodward.	good background on Religious reforms. Also on other factors that affected monarchy power.	where are background sheets? Discussed need to be more organised	7 Oct Aqua
Religion and Nobility under Henry VII	Henry VII Third Edition by Caroline Rogers + Roger Turvey.	Good, as provided good information but limited to Henry VII.	Keep notes	13 Oct Aqua
	The Tudor Monarchies by John McGurk	To Brief, not alot of information. good description on personalities.		
Elizabeth and Mary	The Reign of Mary I by Robert Tittler	Useful for info on Elizabeth and Mary.	Keep notes - read, annotate - organise	3 Nov Aqua
	Elizabeth: Meeting the Challenge, England by John Warren			
Personalities/ Character.	Tudor England 1485-1603	useful to find out in more depth. also some brief descriptions available.		10 Nov
Rebellions.	England 1485-1603 Derrick Murphy	good if combined with notes, but altogether not great. good quotes available.		Aqua

Bibliography

[www.historylearningsite.co.uk/tudors.](http://www.historylearningsite.co.uk/tudors)

<http://www.bbc.co.uk/history/british/tudors/>

<http://www.the-tudors.org.uk/tudor-religions.htm>

<http://tudorhistory.org/monarchs/>

Candidate 4

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

Part A

An enquiry that attempts analysis, showing some understanding of the focus of the question and of the key issues, although this focus is lost at times. The use of source material is very limited and only just sufficient to address the question. There is some attempt at evaluation, but this is not convincing. Passages are used mainly illustratively, though they are, in places, related to their historical context. There is some attempt to group the sources when reaching a judgement.

Part B

A response that attempts to be analytical, although there are some narrative passages and some loss of focus. Some understanding of the process of change over time is shown and there is an attempt at chronological balance, although this is not always successful. The quality of written communication is not always appropriate.

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	18212		
Candidate Number	18212 1983		
Candidate Name (in capitals, surname followed by forenames)	LARISSA LYATES		
Coursework Programme Title (if Edexcel designed please provide reference code from specification.)	THE STATE & POOR 1815-1939		
Assignment Title	Part A: To what extent do you agree that the welfare measures of The Liberal Govt of 1900-15 may be seen as a turning point in welfare provision. Part B: How far were the changes in Govt policies towards the problems of the poor in the period 1815-1939 the result of the actions of individuals.		
Content (please tick box to acknowledge that content is attached to assignment.)	<input 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. <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:	D3 RUSSIA IN RE 1881-1924	
	Unit 2:	D4 STALIN'S RUSSIA 1924-1953	
	Unit 3:	D1 From Kaiser to Führer Germany 1900-95.	

Word Count			
Mark for Part A: AO1 (mark out of 13)	Mark for Part A: AO2 (mark out of 12)	Mark for Part B: AO1 (mark out of 25)	Total Mark: Part A and B (final mark out of 50)
5	4	6	15

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: *Lyates* Date: *Nov 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: *NS May* Date: *22/12/2011*

GCE History Coursework

Resource Record Sheet

Centre Number:

Candidate Number:

Candidate Name:

Coursework Programme Title:

Assignment Title Part A:

Issue	Sources	Comments	Teacher's comments if appropriate	Teacher's initials and date
Liberal Reforms	Sportsworld.net			
Liberal Reforms	Poverty & Welfare			
Welfare State				

To what extent you agree that the welfare measures of the Liberal Governments of 1900-15 may be seen as a turning point in state intervention in welfare provision?

There is no outlined answer as to what the Welfare State actually is, however it has been vaguely defined as where the state constitutes social reforms, the Welfare State was introduced mainly due to the Liberal government, but they merely laid the 'foundations' for the Welfare State, whereas it was that of the Labour Government between 1945 and 1951 that the Welfare state was fully recognised as being the 'Welfare State'. In this essay I will be discussing how the state's interventions were a turning point in welfare provisions.

There are many conflicting factors as to what started the proceedings towards creating the whole concept of the 'welfare state' because in 1895 social reforms were merely a promise, and nothing more. The Workmen's Compensations Act in 1895 was one of the scarce Acts that were introduced and fulfilled. Many Acts that were passed in 1904-05 appeared too little too late, the situation seemed out of hand and the Government seemed unable to cope with the demands of an ever growing economy and population. It wasn't until December 1905-January 1906, the Tories lost an election to the Liberals -landslide Victory. Campbell Bannerman, England's new Prime Minister and a firm believer of Social Improvement, embraced the idea that England's situation needed improvement. Bannerman however was indecisive, and not a firm supporter of the 'new liberalism'. The only direction came from that of Lloyd George and Winston Churchill; this is where 'New Liberalism' would really begin. Lloyd George a leading spokesperson for New Liberalism, he later went on to speak at Cardiff, 11th October 1906, where he stated that 'We will only be ousted from power if we fail to cope seriously with the social condition of the people, to remove the national degradation of slums and widespread poverty in a land glittering with wealth'. Lloyd George knew that reform was important for Britain to move forward in the economy; therefore his speech indicates that he is passionate about changing the way as to which Britain is being run, therefore action needs to be taken. It also explains the need to be elected, and how the election will be a benefit, the Liberals motives for getting elected would be to illustrate their ideas upon society and respond to the reports from that of Rowntree and Booth. issue.

Ever since the Liberals social reforms of 1900-1915, many have questions why such reform incurred, perhaps it was the investigations of Booth and Rowntree, Rowntree investigated that more than 30% of Britain's population were living along the poverty line, whereas prior to these investigations nineteenth century was dominated by ideas that poverty was caused by idleness, drunkenness, the Government believed that many would beat poverty by self-help. Many argued during this period that hard work and sobriety would lead to a marginally moderate lifestyle. However these ideas were partially disregarded, however within the second half of the century when Rowntree and Booth had concluded their arguments as to why poverty was so compelling towards the poverty stricken. Rowntree deduced that the reason poverty was as high as it was, was mainly due to income being insignificant to retain

certain basic needs. Therefore many poor were struggling to cope with the irregularity of wages, therefore many turned to crime and other means in which to support their families. From Rowntree's investigations on working class life, Rowntree claimed that the consequences of poverty were- from an extract of his investigations- 'A family living on the poverty line must never go into the country unless they walk. The father cannot smoke tobacco or drink no beer. The mother can never buy any clothes for herself. The children can have no pocket money for toys or sweets. If any of these rules is broken, the extra expenditure can only be met by limiting the diet and sacrificing physical efficiency'. This extract implies that the people living on the poverty line were so terrified of falling into poverty itself they couldn't enjoy the luxuries the others perhaps could enjoy, such as the things mentioned. Rowntree observed that this wasn't fair and later came up with a conclusion on the basic wage an average worker should be receiving to at least enjoy one of life's luxuries. The reports by Rowntree must have had an influence as Lloyd George later introduced the Old Age Pensions Act (1908) and the National Insurance Act (1911). *Supporting*

The Liberal Reforms were also a response to Charles Booth; Booth was born into a wealthy Liverpool trading family, despite being Middle Class, Booth argued that the poor were not responsible for their own misgivings, but rejected the socialist explanation that capitalism was at fault. Booth became very involved in the Mansion House Inquiry and investigated the realities of poverty for himself. The overall result of Booth's work unveiled that it was down to economic circumstances, rather than individual failures. Booth had a profound impact on the dispute about poverty and welfare. Liberalism itself was giving a powerful motivation by the previous revelations of Booth and Rowntree, although Booth and Rowntree had laid the foundations for the Liberals' new reforms, many other Liberals were involved. For example, L.T. Hobhouse, brother of Emily Hobhouse the well-known welfare activist was very important in the underpinning of the 'New Liberal' movement, with the help of strong leaders like Asquith and Lloyd George. There was yet more reform in 1908. Asquith as Chancellor of the Exchequer introduced old aged pensions. This limited the embarrassment for the elderly which meant that the elderly could receive money without feeling like they were being judged. L.T. Hobhouse disagreed with the work of classical Liberals, however promoted liberty and that the government should promote existing ideals and strengthen them in order to retain control. L.T. Hobhouse, was anti-Marxist, he only described his political position as Social Liberalism. This factor led to the positive vision of liberalism in which the purpose of liberty is to enable individuals to develop, therefore freedom is good in itself, making society a happy and relatively freer place. A biography of L.T. Hobhouse written by a Liberal Democrat of 2005-2010 David Howarth suggests that Hobhouse was a 'Hobhouse objected to the constraints of party discipline and preferred the freedom of the life of a writer and thinker to the subservience of the life of a Member of Parliament' therefore suggesting that perhaps Hobhouse was a very free thinker therefore his involvement in the New Liberalism reflected that, with the Act that followed during Hobhouse's time. Hobhouse was a very influential character within the Liberal Party, he was a radical Liberalist, and many of his ideas prompted change, for example Hobhouse's first major political works involved that of The Labour Movement (1893), despite not being within the New Liberalist time frame, this was the beginning of a new era, and proved that things were about to change, this idea was very

Hobhouse needs to be made relevant

much collectivist, perhaps not the most formidable way to start a new matter, for the Liberals it was a beginning but not the end. As Lloyd George explains in a speech one February that 'This is a momentous time coming. The dark continent of wrong is being explored, and there is missionary spirit abroad for its reclamation to the realm of right...that vast social question that must be dealt with in the future'. This source shows that Lloyd George is serious about reform suggesting that he has many plans for the future.

The limitations for the Liberals was that of the Labour government, a strong opposition, the labour government passed a private members bill which introduced in 1906 the Education Act, which included free meals for school children, however this Act was merely provisional before making it compulsory for future years. The Times (30th January 1906) wrote an article on the 'rise of the Labour Party', the Times suggested that 'the emergence of a strong Labour element in the House of Commons has been generally recognised as the most significant outcome of the present election'. The Times also go on to explain that the Labour Party have used Liberal foundations to help them achieve what they want, and show the Liberals no sign on thanks. However, the Times are a more Conservative paper therefore is anti-Labour. However, agrees with Liberal view, which does not prominently support Classical Liberalism. Lloyd George's speech indicates that he wants to be elected as he states 'we will only be ousted from power if we fail to cope seriously with the social condition of the people' this could suggest that George is serious about reform, and that reform is the key to power, this may have been the catalyst in which the Liberals needed to be elected. Reform was the way forward, and a beginning which would eventually be built upon by future Governments.

Derek Frasers argument, led to a clearer focus on policy and the importance of politics itself, Fraser focused on the one key being 'the emergence of the welfare state' as from his book titled 'The Evolution Of the Welfare State' is has a valid argument as he is open about his views and takes a pragmatic approach to the Liberal government. Chapter five of his book states that Fraser recognises the role of ideas and policy change and suggests perhaps the importance of 'Laissez-faire and state intervention'. This could propose that a free society is key to a relaxed society but still stresses the importance of the state's function, to retain order and control. ^{Supporting}

From a historians point of view, the New Liberals, were aided greatly by the Labour party therefore cannot claim the majority of the credit. According to a historian and professor By Professor Hew Strachan, he claims that the 'New Liberals struck a deal with the Labour party in 1903, pledging themselves to avoid clashes in seats dominated by Tory interests. When in government, they introduced old age pensions, unemployment benefit and public health provision' this could conclude that the New Liberals and the Labour party were both dominant in their interests for public wellbeing, however as it was the Liberals who won in Landslide, they were the leading party therefore determined not to leave the country in the same condition as to what the conservatives had left it in. As Strachan also states 'The Liberals' shift to the left was aided by fact that the association of the Labour party with the trades union movement truncated the growth of political socialism in Britain, and so tied Labour to the material interests of the working class, more than to a radical and reforming

ideology', which could imply that politics was becoming more widely popular amongst the British people, as the new policies concerned them too and how the conditions were going to be improved and what measures were going to be put forth in order to fulfil the public's wishes. However as stated before in this essay, the Labour party also became a limitation for the liberals, as their party became appealingly dominant and henceforth the Liberals became intimidated by the Labour parties ever growing popularity (after passing the Education Act, private members bill of 1906).

In conclusion, it appears that the Liberals were influenced by a number of factors to actually introduce reform, mainly as they wanted change to happen in and around Britain as previously change was merely a promise and not a guaranteed certainty. The Liberals obviously cared about the society and felt that poverty could be curbed, but not completely eradicated through reform, the state intervention meant control and order could be contained, therefore with a stronger government, and much more certainty within that government, hopefully the works of many could be rewarded with a better society and productivity within Britain, therefore the interventions made were a good decision to make and the welfare state, proves to be successful as it is still in place today.

A01

Turning point question but focus is largely upon the liberal motives for reform instead of their impact. This could be made relevant if motives were linked to extent of reforms but this is not much in evidence, though implicit

L25

A02 Sources used largely in a supporting role & to combine information

L24

How far were the changes in Government policies towards the problems of the poor in the period c.1815-1939 the result of the actions of individuals?

The Government during 1815-1939, made many changes in policies, which helped change perceptions of the poor, whereas the poor and poverty stricken were seen to be idle and their misfortunes down to their own nature, and through personal failure, the Government's eye opened wider into the possibilities as to why the poverty stricken were in the situation they were in. This was due to the successful investigations of Rowntree and the earlier investigations of Booth. However, the investigations did not stop at that point; many other campaigners all influenced towards the change of the attitudes to the poor's situation.

Many varied writers including Government officials, journalists, novelists and social investigators began to capture a desolate and an uninviting picture of the extent as to which poverty had become increasingly bad. Thanks to the work of Charles Dickens and Mayhew, the population was growing but poverty was not fading and to some of the middle class population, in their opinion, society was failing. For many middle class people, the news of poverty was a shock, the lurid image of people living in slums seemed to appal the middle class, and hence why they claimed their society was failing. The New Poor Law didn't really help the poor in many ways, it was restrictive and many turned to the workhouses out of desperation and faced long, miserable years with being split from their families. Henry Mayhew was one of the earliest writers to document the actual depths of poverty that existed in Victorian London. Mayhew joined his father's Law firm for a couple of years, which he later gave up to pursue a career in Journalism. In the late 1840's Mayhew was attributed to the Morning Chronicle, where he wrote 83 letters overall, explaining in depth the working and living conditions for the poor and poverty stricken living amongst the streets of London. Mayhew's investigations faced the reality of the poverty stricken and constantly revised areas of his studies over and over again. He used language that he knew people would understand, and was honest to all those around him. Mayhew eventually came to a number of conclusions about the level of poverty. He stated in his investigations that the conditions of the street people was not necessarily due to their own doings, he said a minority of people were at fault, but concluded that circumstances were the main reason for poverty. He said people were in their predicaments perhaps due to lack of help from others, he claimed the middle class were only how they were through the help of others and good fortune and hard work. Mayhew later went on to investigate that many were extremely reliant on the forces beyond what they could control. In effect he meant that many relied upon the weather in order to determine when the ships would come in, and other factors such as irregularity of work, low wages, sickness or death were all forces beyond the people's control, therefore the people's current situation could not be helped.

The New Poor Law, was a reaction to the Old Poor Law, where the relief of poverty was left in the hands of individual parishes, however the Old system was unorganised and was

reasoned to be thought that the poor were idle due to the inefficiency of this system. The 1834, Poor Law Amendment Act The 1834 Poor Law Amendment Act led to immediate and visible economies, and a rapid fall in the cost of relief in most areas because conditions deliberately were made harsh. However, this new Act 'attacked' the defenceless rather than the idle workers as money appeared to still be unevenly distributed, and the New Poor Law was relatively inflexible in comparison to the Old Poor Law. The New Poor Law was introduced to combat idleness amongst workers, although from the recent investigations of Mayhew suggesting poverty was not caused by idleness, his investigations did suggest laziness was at least a minor problem as to why the workers were in their current predicament. The New Poor Law's aim was to make the conditions in the workhouse harsher by introducing 'less eligibility' therefore making the conditions in the workhouse harsher than working outside the workhouse and in a normal position would be. According to Norman McCord Aspects of Relief of poverty in early 19th Century Britain, the Guardians of the Parishes ¹'still paid outdoor relief to able-bodied men' despite this being banned. The Guardians wanted the workhouse test to be the 'norm' the Royal Commission discovered through their own investigations that 'only 274 unions, about half the total number, were refusing to give outdoor relief to able-bodied paupers, and almost all of these were in rural areas of declining populations' this could suggest that guardians were unhappy with the terms of the New Poor Law, therefore went against the terms of the Act which stated 'no able-bodied person was to receive money or other help from the Poor Law authorities except in a workhouse', however this was not being carried out, and when outdoor relief was not being distributed, the able-bodied were not being referred to the workhouses. The parishes were becoming less popular and people were seeking help from elsewhere, perhaps this could suggest a clinging onto the little power that they had left, before it was completely diminished by this new Act.² It has also been claimed that the Andover scandal of 1845 led to the Poor Law Commission being replaced in 1847 with the Poor Law Board. They wanted to approach poverty in a more humane way, and manage the relief of the poor in a more organised way. In order for the Poor Law to be amended the Government took control of Public Health as well as the Poor Laws, Barbara Daniels an open university Lecturer writes about how public health was a sham, and conditions of the housing were not better Daniels states that ³'Landlords who owned them, were not concerned about the upkeep or the condition of these dwellings'. This may imply that people of the 19th Century were all about the bettering of themselves; population in the 19th century was at a rapid increase therefore people needed places to live, causing overcrowding and unsanitary conditions. Daniels suggests that poverty was caused by high rent as she states that 'many people could not afford the rent that was being charged and so they rented out space in their room'. This also contradicts the governments first opinions on poverty and idleness, many had work, but it was irregular and low pay, therefore many were trapped in a vicious capitalist circle where only the capitalists were benefitting from the paupers losses.

¹ 'Source F' Norman McCord Aspects of Relief of poverty in Early 19th Century Britain.

² Poverty and welfare peter Murray 2006

³ Barbara Daniels an open university history lecturer studying 'street children and philanthropy in the latter half of the 19th century'

What forces were at work & what difference did they make to govt policy?

Charles Dickens, a famous Victorian Novelist, was a fierce critic of the New Poor Law and active social campaigner, was against the whole concept of the workhouse system. From this⁴ 'Oliver Twist' was born, his novel included the horrors of living in workhouse conditions, and what it felt like to actually be trapped within the walls of poverty. Dickens novel about Oliver Twist was a particularly clever Novel as he had used a young boy, this appealed to everyone's apparent sensitive side. Nevertheless, Dickens novels held no consistent view on poverty or any ways in which poverty could be solved, however his books did seem to hold 'morals of the story' his stories seem to emphasise how poor were real people who did suffer just like everybody else does, this suggests that when and if the poor were portrayed as anything at all it helped bring a human dimension to the poor's situation. For example Bleak House 1852, where he described the outcast life of one particular pauper. Dr Mary Hammond, a Lecturer at a Southampton university, in one of her essays on Dickens states that dickens despite being a best seller of his time, she says that his work was full of⁵ 'complexity and variety of his readers far beyond the story book sales can tell' although this does not suggest very much about the work of Dickens, and how his stories influenced change, however it relates to what I have mentioned previously that his work did not intentionally include anything about the notion of poverty, however Hammond could also be suggesting that perhaps Dickens work was perhaps too complex for the people to read, as many Victorians were illiterate, perhaps their understanding of Dickens work therefore did not grasp the full concept of what point Dickens was trying to make. Although Dickens didn't achieve the end of the Poor Law for himself, his contribution to the way the poor were treated by the authorities was enormous, his writings mainly accentuated the how harshly the poor were actually treated.

↳ examples?

The return of a Liberal Government under Gladstone in 1880 led to further changes in the franchise, by 1884, Disraeli, the Liberals new leader, had introduced the Second Reform Act 1867 had begun to seem like unfinished business, Disraeli had extended the vote to the ordinary household within the separate boroughs as he believed everybody to be equal, and there should be no distinction between the rich and poor, Disraeli, was a firm believer in Noblesse Oblige, meaning the rich to take care of the poor, like a parent looking after their child, patronising for the poor yes, but worked as conditions were improved vastly. However splits within the party and the threat of a socialist movement Gladstone and Disraeli, according to an article written about the extension of the franchise the Liberal Government had many options:⁶ 'A radical had emerged to champion the cause of the workers. Joseph Chamberlain proposed not only an extension of the franchise but also the freeing of local government from undemocratic practices.' This suggests that abolishing the undemocratic side of things introduce a fairer way of how things are conducted, therefore a fairer government. The article also states that Chamberlain⁷ 'had made his reputation as a reforming Mayor of Birmingham. In 1883, he, as one of Gladstone's Cabinet Ministers, drew up a legislative programme for the next election which he promoted in a series of speeches across

⁴ Poverty and public health, rosemary Rees 2001

⁵ Dr Mary University Lecturer

⁶ Article from a local magazine 2004

⁷ Article from a local magazine 2004

the country. He advocated land reform, fiscal reform to cut the burden of taxes paid by the poor, and measures to democratise local government'. This could suggest that the Liberals really needed the vote and making the public happy by giving them what they wanted, was the way to go. However, the central feature of Chamberlain's programme was a Reform Bill which would grant males in the counties equal voting rights with their boroughs 'social group'. The Liberals proposed to extend the franchise to rural voters on the same basis that it had been given to the towns in 1867'. However despite this Act extending the vote to ordinary households, the agricultural workers were still unable to receive the vote, therefore wealthy landowners reaped the benefits, this system was undemocratic and unfair, completely against what had been previously proposed. Gladstone, was cautious about extending the franchise due to his own problems within his party, he was fully aware that an effective Reform Bill which removed electoral injustice could popularise his government. In 1884, a franchise bill was introduced to the commons. After some trouble with the opposing party a deal was struck for a redistribution of seat and a vote for rural workers.

In conclusion it was through the work of many individuals together that brought around the changes in government policy, Mayhew himself concluded it wasn't all down to the individual and Dickens emphasised the horrors of the way the poor were treated. It was through their hard work and investigations that people began to take notice that perhaps previous ideas about poverty may have been incorrect, the widening of the franchise had a vast impact on the way the poor were treated as with the combined efforts off all the Liberal leaders (Gladstone, Chamberlain and earlier works of Disraeli) who listened and took note, the perceptions of the poor were reconsidered therefore policies were introduced that included the way the poor were treated therefore laying the foundations for more reforms for many governments to come.

Contains an assessment of some individuals but doesn't really analyse their role in conjunction with other forces bringing about changes in Govt policy, in fact very little is said about government policy.
limited range L2 @

Assignment Title Part B:

Issue	Sources	Comments	Teacher's comments if appropriate	Teacher's initials and date
Historians view	Open universities			
" "	" "			
Historians view	Newspaper Article 2004.			

Bibliography:

Website/book title:	
http://www.wilcoproject.eu/public/assets/img/uploads/WILCO_WP2_Reports_UK.pdf/E98E2385-E7DC-4076-BAB1-8F854ED5CC43-	Reports on Liberal Reforms, sources and facts etc.
http://en.wikipedia.org/wiki/Liberal_welfare_reforms	Information on the Liberal welfare reforms and a guide to what the welfare state is.
http://www.bbc.co.uk/history/british/modern/field_01.shtml	Historians perspectives
http://www.questia.com/googleScholar.qst?docId=5000602197	Articles on the Liberal Reforms, written by historians and local Lecturers
http://www.liberalhistory.org.uk	Liberal Background, previous Prime Ministers etc.
http://www.spartacus.schoolnet.co.uk/RErowntreeS.htm	Rowntree and his reforms
http://www.bbc.co.uk/history/historic_figures/dickens_charles.shtml	Historians views on Charles dickens and the impact he had towards the Liberal Reforms
http://en.wikipedia.org/wiki/Charles_Dickens	Charles Dickens-his life
http://booth.lse.ac.uk/static/a/3.html	Booths work
http://www.judandk.force9.co.uk/workhouse.html	The workhouses and their conditions, historians and source interpretation.
http://openlearn.open.ac.uk/mod/oucontent/view.php?id=401089&section=11	Open university lecturers essays on Liberals and the work on the welfare state. Opinions and views from a historians perspective.
http://www.spartacus.schoolnet.co.uk/Lpoor1834.htm	Poor Law
www.campbeltowngrammar.org.uk	Essay on the widening of the franchise.

Candidate 5

A piece of work that cannot achieve a pass.

Part A

This is an example of a candidate who has selected an inappropriate enquiry title, but which has then been largely ignored. However, some relevant statements have been produced that relate to the Liberal welfare reforms and some attempt has been made to focus on their significance although space has been taken up on considering the reasons for the reforms, not their impact. A wealth of source material has been submitted, (but not included here because of space) but its use has been mainly in supporting points made.

Part B

Some individuals are identified and their contribution described, but there is no understanding that the role of individuals is a factor to be compared to alternative factors. There is little, if any, focus on government policies and the whole lacks direction and chronological balance.

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