

Moderator's Report/
Principal Moderator Feedback

Summer 2013

GCE History (6HI04)
Paper 01

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

It was most disappointing to find that some centres had either not accessed their previous reports, or had not acted on the advice they contained. Where such centres have had their marks regressed, they will continue to disadvantage their students until advice in these centre-specific reports has been actioned.

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 web-site 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

This summer, just over eleven hundred centres entered candidates for Unit 4, Historical Enquiry, which is the coursework component of GCE History. The candidates researched two enquiries: one focused on depth and the short-term significance of an individual, event, movement or factor, and the other on breadth and the process of change over time. Together, the two enquiries made up a single assignment. These assignments were marked by the centres' teachers, and a sample from each centre was submitted for external moderation. Moderation was carried out by four teams of moderators, working to team leaders who were, in turn, working to the principal moderator.

Moderators, as in previous years, found much to interest and impress, not only in the candidates' work but also in the ways in which their teachers had prepared and mentored their students and in the careful application of the mark schemes. Over 80% of the centres had no adjustments made to their own assessments of their students' work. However, moderation did result in mark adjustments being recommended for a number of centres in order to align standards.

It was particularly encouraging to note the number of centres where close attention had been paid to the centre-specific reports made by their own moderators about their previous entry and all necessary amendments and adjustments had been made. Equally, it was disappointing to note that a small minority of centres were apparently ignoring the advice given in their previous E9 reports, to the continuing disadvantage of their students. These reports are written by each centre's own moderator and are intended to provide guidance for future submissions as well as an explanation of the outcome of the current moderation.

Centres are urged to familiarise themselves, not only with the Principal Moderator's reports and their own centre reports, but also with the GCE History Specification, Edexcel's publication 'Getting Started' and with the advice and guidance provided on Edexcel's website. An Edexcel service that many teachers have found very helpful is 'Ask the Expert', where any coursework query comes straight through to the principal moderator.

Administration

Most centres completed all aspects of the administration of this Unit very well, with their candidates' work clearly presented, and all necessary documentation accompanying the submission. Centres are reminded that a checklist of what to send to the moderator can be found on Edexcel's website. Centres in any doubt as to what should be sent are urged to access this.

Perennial problems, however, remain:

- The most common omission from the package sent to moderators was that of a photocopy of the coursework programme. This needs to be done even if a centre is following an Edexcel-designed programme, and is particularly important where a centre is following a programme they have designed themselves. The moderator needs to know that all such programmes have been approved by Edexcel, and it is the centre's responsibility to retain the approved programmes.
- Moderators reported a number of discrepancies between the marks on the work, the marks on the Individual Candidate Authentication sheets and the marks on the OPTEMS form. Centres are reminded of the need to check that all transcriptions have been made accurately.
- The Individual Candidate Authentication sheets proved problematic for a small number of centres. Most commonly, they were not fully completed by all candidates. 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, and this was not always done.
- 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. No other front cover is necessary or permissible.
- A small minority of centre persist in enclosing class notes and folders of work with the samples of coursework sent to the moderator. These do not form part of the assessment, and centres are asked not to send them in future.
- Whilst it is only necessary to send the sample of work as indicated on the OPTEMS form, centres are reminded that if this sample does not contain the work of the highest and lowest scoring candidates, then these must also be sent to the moderator.

- Centres are reminded that the date for the submission of coursework to their moderator is always 15th May. This is a date agreed by all the Awarding Bodies. Centres are reminded that this is the date the work should be received, not the date by which it should be sent. Some centres are still persisting in regarding the date as being roughly approximate and are sending in work up to a fortnight late. This creates unnecessary work for moderators and for Edexcel, and delays moderation.

Word limits

Only a small number of candidates had problems with the word limits, and these were usually dealt with appropriately by the teacher-marker concerned. Centres are reminded that the limit of 4,000 words is an absolute. Where a candidate does exceed the limit of 4,000 words, it is entirely permissible to return the work to the student(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, as candidates are required to insert a cumulative word count across the whole assignment.

However, moderators reported that some problems remain or have developed:

- It is a Specification requirement that candidates insert a cumulative word count at the foot of each page of the assignment. Whilst many candidates did this, most started afresh on their word count once they embarked on Part B. Centres are reminded that the word count must be cumulative across the whole assignment.
- There was worrying evidence of some candidates apparently trying to circumvent the word limit issue by conflating words. Although NATO is a recognised abbreviation of the North Atlantic Treaty Organisation, TOV is not an appropriate abbreviation for the Treaty of Versailles, neither is TTYW for the Thirty Years' War.

Resource record sheets

Resource record sheets exist for a specific purpose, and their completion is a Specification requirement. They serve, not only to validate the students' enquiries as being their own work, but also to validate teacher judgements on their students' source work. Thus, as students access a resource they should note the resource and comment briefly, in their resource record, on 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 were, presumably, beginning to mark the work. Thus their students' work was not appropriately validated. Furthermore, there were more instances found than in the past where students had completed their section of the resource record in considerable detail but where there had been little or no teacher input at all.

Beyond validation, regular access to students' resource records, as their research progresses, means that the teachers concerned can guide the students in accessing appropriate source material. In this way the resource records can be used as a mentoring tool and as 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 students. It is perfectly acceptable for centres to devise their own resource records, but they must carry the same information as the Edexcel-designed one.

Some centres, with prior agreement from the principal moderator, experimented with using students' '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 to discuss ways of managing this approach.

Part A of the assignment

Centres adopted three main approaches to the Part A enquiries, all of which are acceptable to Edexcel. They either

- (i) set the same enquiry for all their students, or
- (ii) allowed students to select their enquiries from a limited range provided by the centre, or
- (iii) allowed their students the freedom to set their own enquiries.

The following points should be noted:

- Evidence from moderators points to work of greater originality and planning where centres have allowed their students considerable, if not free, choice of enquiry.
- Many candidates are now focusing sharply on their analysis of short-term significance of their specified factor, movement, individual or event as well as engaging with a range of contemporary source material.
- Candidates are showing greater confidence in their handling of contemporary source material and its interrogation. Many are now using the source material to drive their enquiry, using it to raise and develop issues rather than simply using the sources to support points they are making.
- An increasing number of candidates are including, in appendices, the source material they have used. Whilst not a Specification requirement, it is greatly appreciated by moderators, particularly where art work or obscure sources are used. Similarly, where centres issue a source booklet to all students, it is extremely helpful to have that booklet enclosed with the submission, as many centres are now doing.

The moderating team found that there are still some issues with the Part A enquiries:

- Some enquiry titles lacked a specific enough focus and this was reflected in the candidates' work. Students 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 students in this situation consider limiting the extent of their enquiries either by time or by topic. The time span for 'short-term significance' has been defined by Edexcel as being not more than 20% of the extent of the coursework programme (which would usually be twenty years) but can be, and in many cases, should be, considerably less.
- Moderators reported an increase in the type of enquiries that, in their execution, were not appropriately focused on the analysis and evaluation of short-term significance. For example, questions using

the stem 'To what extent ...' usually ended with a response comparing factors bringing about change, which is more appropriate for a Part B enquiry.

- There was a disappointing increase in candidates selecting a considerable number of sources and simply slipping extracts from them, often no more than a sentence or two, into their response at appropriate points. A combination of the word limit and the number of sources selected, precluded any effective source interrogation and evaluation. Centres are reminded that Edexcel recommends the use and evaluation of between four and six contemporary sources. This has been found to be the optimum number of sources to enable effective evaluation.
- Some candidates are focusing too much on the use of secondary source material. Centres are reminded that it is the evaluation of contemporary source material that is assessed under the AO2a criteria. Whilst secondary material may be used in, for example, support or challenge of judgements reached from an interrogation and evaluation of the evidence derived from an analysis of the contemporary material, the use of such material must be credited under the AO1 criteria, not that of AO2.
- Candidates are still finding troublesome the weighing of evidence as to its status in contributing to the formation of judgements. Although more candidates are attempting to do this, their approach tends to be somewhat mechanistic and most end up asserting the validity and reliability of one source over another.

Part B of the assignment

Most centres set the same Part B enquiry to all their students. They generally followed the published enquiry stems and focused securely on change over time in two main ways:

- (i) The selection of 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 main problem experienced by candidates following this approach was, as in previous years, where the role of individuals had been selected as the stated 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.
- (ii) The selection of 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 focus on patterns of change by highlighting key moments of change and continuity across the period and deciding on their relative significance. Where centres and their students experienced problems with this 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.

The following points should be noted:

- More candidates than in previous sessions showing a good understanding of the process of change over time. There was some excellent analysis of a range of factors involved in the process of change, and candidates opting for the 'turning point' approach demonstrated a greater understanding of the nature and concept of a turning point, focusing successfully on change and continuity over time.
- Many more candidates than in previous sessions were clearly accessing a range of books and articles, and put this to good effect when researching for their enquiries. This was shown by an impressive use of footnotes and extensive bibliographies.

Nevertheless, some problems remain:

- Centres setting the same Part B assignment to all their students will have all the students researching the same stated turning point or the same stated factor. However, it was surprising to find that, in many centres, the students went on to explore the same alternative turning points or alternative factors. These were usually tackled in the same order, too. In a Unit intended to encourage independent

research, this was disturbing. Such centres are reminded that the provision of writing frames is expressly forbidden by the Specification. 'The Specification states (p68) that it is *'not legitimate to supply detailed question-specific writing frames or other structures to support an answer'*.

- Some candidates are still trying to turn this part of the assignment into an exercise in historiography. Whilst the Specification requires, at Level 5 '*Evaluating arguments and, as appropriate, interpretations'* and at Level 4 '*.. some evaluation of argument'* , this should not dominate. It is the students' own analysis and understanding of the process of change that is important, supported and challenged, but not dominated, by the views of others.
- There was an increasing tendency for candidates, usually from the same centres, to focus only on the stated factor or only on the stated turning point. Such enquiries do not regard the stated factor to be analysed and compared to alternative factors responsible for driving change, neither do they permit patterns of change to be determined by comparing an analysis of the stated turning point with others. This approach almost inevitably resulted in a chronologically unbalanced response.
- An increasing number of candidates are not addressing the process of change over the whole extent of the coursework programme. This often occurred when undue focus was placed on the stated factor or turning point, and only cursory attention was paid to either the beginning of the period, or the end. Centres are reminded that a Part B enquiry must span the whole timeframe of the coursework programme. This ruling applies, no matter how long the timeframe. It is not acceptable simply to pick any period of 100 years and research that. Centres finding the timeframe of their selected programme too long are encouraged to submit their own centre-designed one with a more limited range.
- A significant minority of candidates adopting the turning point approach selected a turning point close to the beginning or end of the time frame of their coursework programme. Turning point approaches are intended to enable the students to determine patterns of change and continuity across the time frame. Too early, or too late, and this cannot be done effectively.

The Assessment of Coursework

More centres than previously are marking accurately and this is reflected in the number of assessments recommended for adjustment, which was around 18%, less than in any previous sessions.

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, are still 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.

Centres over-rewarded for material that, whilst relevant, lacked depth of understanding, clarity of expression and range of supporting material to justify the mark awarded. The impact of this tended to apply to the better candidates from weaker cohorts. Thus L5 was being awarded rather than high level 4 for AO1 Part B.

Assessment of AO2

Some centres are still misapplying the AO2 mark scheme. Too often marks were given at Levels 3 and 4 where there was little or no interrogation or evaluation of the source material, and no weight given to the status of the evidence so derived 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 all previous reports on examination sessions, and it is disappointing that some centres are still finding difficulties here.

Annotation

Moderators reported that most centres provided good summative comments on their students' work, and that some were excellent in their level of detail. However, there was a small but significant increase in the number of centres providing only a summative comment. In such centres the only 'annotation' on their students' work was a series of ticks, sometimes one every two lines. It was thus difficult for the moderators concerned to determine just where the centres had detected the qualities outlined in their summative comments. It would be helpful, too, if centres could use the words of the mark schemes when identifying specific qualities in their students' work.

Internal standardisation

There is only one entry code for this coursework component. This means that, no matter how many teaching sets, nor how many coursework programmes are followed, all candidates from one centre will be entered as a single cohort 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 students. 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, particularly the larger ones, 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 students' coursework.

Exemplification material

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

Candidate 1: The Golden Age of Spain 1474-1598

A high scoring piece of work, marked at 49 by the centre, but worthy of full marks.

Part A

An analytical response focusing confidently on the significance of the conquest of Granada 1481-92, and which clearly identifies and debates the key issues. An excellent range of contemporary source material has been selected, and secondary sources effectively used in support and challenge. The question is thoroughly investigated and the evidence from the sources integrated into a structured and sustained argument, with the contemporary sources being used to raise and develop issues. There is some excellent cross-referencing of the contemporary source material. Appropriate weight is given to the evidence in reaching judgements and the context and value of the sources within the society that generated them is fully explored.

Part B

A sustained and well-supported analysis, showing a clear understanding of the process of change over time, and an explicit and excellent understanding of the key issues. A number of potential turning points are analysed in challenge to the stated one and a reasoned judgement reached in a well-considered conclusion. This analysis is supported by an appropriate range and depth of accurate and well-selected factual sources, well foot-noted and with an excellent bibliography.

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 | 43221 | | |
| Candidate Number | 5574 | | |
| Candidate Name (in capitals, surname followed by forenames) | REDICAN-BRADFORD, EMILY FLEUR | | |
| Coursework Programme Title: (if Edexcel designed please provide reference code from specification.) | CW6: The Golden Age of Spain, 1474 - 1598 | | |
| Assignment Title | <p>Part A: What in your view was the short-term significance of the conquest of Granada, 1481-1492?</p> <p>Part B: How far can the accession of Phillip II in 1556 be considered the key turning point in the changing influence of Spain throughout the period 1474 - 1598?</p> | | |
| Content (please tick box to acknowledge that content is attached to assignment.) | Resource Record: <input checked="" type="checkbox"/> | | |
| | Appendix: <input checked="" type="checkbox"/> | | |
| Examined Units Give details of all Units (title and option code) making up the AS and A2. <u>Please Note</u> Where Unit 4 is a centre-designed coursework programme, one copy of the centre's Coursework Approval Form must be included with the work when submitted for assessment. | Unit 1: 6H101B Power, Belief and Conflict in Early Modern Europe - Luther, Lutheranism and the German Reformation, 1517-1555 & The European Witchcraze, c 1580 - c 1650 | | |
| | Unit 2: 6H102A Early Modern British History: Crown and Authority - Henry VIII: A Authority, Nation & Religion, 1509-1540 | | |
| | Unit 3: 6H103A Revolution and Conflict in England - A1 Protest, Crisis and Rebellion in England, 1536-88 | | |

| | | | |
|--|---|--|--|
| Word Count | Write the total word count for both pieces of work combined (this figure should not exceed 4000 words) 4000 | | |
| Mark for Part A: A01 (mark out of 13) | Mark for Part A: A02 (mark out of 12) | Mark for Part B: A01 (mark out of 25) | Total Mark: Part A and B (final mark out of 50) |
| 13 | 12 | 24 | 49 |

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: *Emily Redican Bradford* Date: 28.03.13

Statement by teacher

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

Signature: *[Signature]* Date: 06/05/13

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

What in your view was the short-term significance of the conquest of Granada, 1481-1492?

A01

↓

L4
IMPACT

L4
EVALUATING
ARGUMENTS

The Conquest of Granada from 1481-1492 prompted significant changes, not only for the Spanish monarchy, but also for the kingdom and its culture. Although the sources concur that it resulted in dramatic changes, there is historical controversy as to which provided the most short-term significance. The interpretation that financial consequences were the most prevalent, a view supported by sources one and five, is criticised by the argument that political changes were more influential, concurring with the views of sources two and four. Contrastingly, sources one, three and six support the interpretation that the religious consequences, which impacted greatly on both the Christians and the Moors, were the most significant.

A02

↓

L4/3
RANGE

L4
IMPACT

One argument that is revealed by the sources in relation to the short-term significance of the Conquest of Granada concerns the financial impact it had on the Spanish monarchy. As source one, written by Ferdinand and Isabella and therefore likely to provide accurate insight into the economic consequences the Conquest provoked concedes, it would enable them to "acquire greater rents" and "augment" their "income", conveying the financial benefits the Conquest yielded. This view is supported by sources four and five, as source four refers to the "rich kingdom of Granada", concurring with source five's description of the wealth of the monarchs, with their "rich...personal adornments" who, "having conquered that new kingdom, appeared even more majestic than before", reiterating their increase in fortune following the Conquest.

L3/2
NATURE

L2/3
COMBINES

L3
INTERPRETS

L4
ANALYTICAL

Similarly, the sources concur that the monarchy was affected financially by the support of the Papacy, as a result of the Conquest. As source two explains, Ferdinand could "sustain his armies with money from the Church", challenging source one's denial that he did not want "to lay up treasure", but concurring with source seven's claim that "the popes from 1482...granted generous funds". This is evident in the 1482 "cruzada"¹ and "Tercia Real"², which were "collected"³ after the "victory over Granada"⁴, implying the continued benefits the Conquest granted the monarchs.

L3/4
(AS) -
EXAMINING,
UNFORMALLY
INTERPRETS

L4
WELL-
FOLLOWED

L4
EVALUATING
ARG.

However, the interpretation that the acquisition of Granada benefited the monarchy financially is contradicted by sources one and two, which refer to the enormous "expense" the "long war" caused. This is evident in the 25 per cent increase in the

¹ A tax on Indulgences granted by the Church - Pendrill, C. (2002). *Spain 1474-1700*. pp 15

² Royal third of all tithes and of the income of Spanish benefices - Hunt, J. (2001). *Spain, 1474-1598*. pp 36

³ Ibid.

⁴ Ibid.

L4
NEW -
SUPPORTS

number of infantry provided by the Santa Hermandad⁵ in 1483⁶, highlighting the financial implications the Conquest resulted in.

L4
GIVE -
ARG -

However, the argument pertaining to the significance of financial change is criticised by sources one and four, as source one highlights the monarchs' "zeal for the Holy Catholic faith", concurring with source four's references to their "devotion" and "apostolical" behaviour, suggesting the prevalence of spirituality in their motives, implying that religious consequences were more significant. However, the purpose of source one, extracted from a letter from Ferdinand and Isabella to Pope Innocent VIII in 1485, coinciding with their "appeal for more troops and supplies"⁷ in the same year, was to gain patronage from the new Pope⁸ in order to finance their expedition. Therefore, it would naturally emphasise the religious nature of their "cause" to detract from its financial advantages, an interpretation supported by the subsequent promotion of "*convivencia*"⁹...following the Conquest¹⁰ until 1499, a stark contrast to the "expulsion" promised to the Papacy, thus implying that religious conviction was overshadowed by the more prominent financial consequences.

L3/4
CONVIVENCIA,
CAUSE -
EXAMINES;
CAUTIONARY

L3/4
CONTEXT,
VALUES,
IMPACT
ON SPANISH
MOVEMENT

Another argument which the sources outline relates to the political significance of the Conquest of Granada for the Spanish Monarchy. The "surrender"¹¹ of Granada on 2nd January 1492¹² prompted the subsequent meeting between Ferdinand and Boabdil¹³, in which, as source five states, "[Boabdil] gave him the keys to the castle", encapsulating the increase in Spanish power the Conquest resulted in. Although this view is criticised by the monarchs' denial in source one that they wanted to "increase" their "lordships", possibly due to their desire to gain Pope Innocent's support, the argument that Spanish power was consolidated concurs with sources four and six, which refer to the international acclaim the Conquest provided, epitomised in Pope Alexander VI's decision to award the monarchs the title 'Los Reyes Católicos' in 1494¹⁴. As source four claims they "recovered... Granada...to their immortal honor" expressing the political prestige the expedition brought, alongside the removal of the threat of invasion referred to by source three: "there is now no one in the city who is not a Christian", emphasising their political supremacy. This

L4
IMPACT/
FOCUS;
NEW -
SUPPORTS

L3/4
CONSPIRACY;
INFO;
LITERARY;
CAUSE -
CONVIVENCIA,
MOVEMENTS

L4/3
INTERNATIONAL;
CONSEQUENCES

⁵ 'Holy Brotherhood' of Castilian towns which provided troops - Lotherington, J. (1999). *Years of Renewal: European History 1470-1600*. pp 35-36

⁶ Woodward, G. (1997). *Spain in the Reigns of Isabella and Ferdinand 1474-1516*. pp 79

⁷ Woodward, G. (1997). *Spain in the Reigns of Isabella and Ferdinand 1474-1516*. pp 79

⁸ Pope Innocent had been appointed the previous year - Encyclopædia Britannica. (N.G.). *Innocent VIII*. Encyclopædia Britannica: Available at: <http://www.britannica.com/EBchecked/topic/288686/Innocent-VIII> [Accessed 23rd March 2013].

⁹ Meaning 'living together', denoting the ideal of all three faiths – Christian, Muslim and Jewish – living peacefully together - Pendrill, C. (2002). *Spain 1474-1700*. pp 18

¹⁰ Woodward, G. (1997). *Spain in the Reigns of Isabella and Ferdinand 1474-1516*. pp 80

¹¹ Elliott, J. (1963). *Imperial Spain: 1469-1716*. pp 49

¹² Ibid.

¹³ The ruling Emir's son - Pendrill, C. (2002). *Spain 1474-1700*. pp. 14

¹⁴ Pendrill, C. (2002). *Spain 1474-1700*. pp 16

Word Count: 718

L4
ANALYTICAL

interpretation is reinforced by source six, which depicts the vast amount of Moors being converted to Christianity, conveying the increased control of the Spanish monarchs.

L4
PROVENANCE

L4
SIGN-

Conversely, the sources concur in their references to the territorial gain the Conquest resulted in, which yielded enormous political power for Ferdinand and Isabella. As source four explains, the monarchs "gained new ground", a view supported by source five's claim that "they extended their realms...to the far corners of the earth", emphasising the importance of these acquisitions. However, source four was written by the English Lord Chancellor John Morton, who, as Archbishop of Canterbury¹⁵ was expected to support the Papacy's decisions and endorse other Catholic monarchs. Furthermore, the Anglo-Spanish alliance, epitomised in the 1489 Treaty of Medina del Campo¹⁶, no doubt encouraged Morton, an advisor to Henry VII¹⁷, to heighten Spanish achievements, in order to secure the 1501 marriage between Arthur Tudor and Catherine of Aragon¹⁸. However, although this implies that he exaggerated their achievements, his concurrence with sources five and one, in the "extension" of their "lordships" suggests otherwise, reiterating the political importance the acquisition of land had on the Spanish monarchy.

L4
CONTEXT
EXTENSION

L4
NEW
SUBJECTS

L4
CONTEXT
IMPACT ON
MAPS;
CARTOGRAPHY

L4
ANALYTICAL

"
PROVENANCE

L4
SIGN /
ANALYTICAL

In addition, this territorial gain enhanced the monarchs' power, as they were able to, as argued by sources two and five, use the lands to retain the loyalty of the nobility, who were "kept... occupied"¹⁹ by the Conquest, evident in the fact that "by 1492 over half of...Granada had been granted to the Castilian aristocracy"²⁰. As source two states, Ferdinand used the Conquest to "engage the energies of the barons of Castile" and this "increased...his control over them", concurring with source five's description of his faithful "entourage", implying the consolidation of his power. Furthermore, source two's provenance concurs with the view pertaining to the significance of political change, as it is an extract from Niccolò Machiavelli's book "The Prince", a sixteenth-century²¹ 'guide' "on how to rule"²². However, as Machiavelli was writing about 'model' leadership, which he argued, differed from

L4
SIGNIFICANCE
CARTOGRAPHY

L4
CONTEXT
CONTEXT

¹⁵ Bevan, G. (1908). *John Morton (1420-1500)*. Britannia Available at: <http://www.britannia.com/bios/abofc/jmorton.html> [Accessed 14th March 2013]

¹⁶ Kamen, H. (2002). *Spain's Road to Empire: The Making of a World Power, 1492-1763*. London: Penguin Books. pp 23

¹⁷ Sommerville, J. (N.G.). *Henry VII: Domestic and Foreign Policy*. History Faculty. Available at: <http://faculty.history.wisc.edu/sommerville/123/123%202020%20HVII%20policy.htm> [Accessed 14th March 2013].

¹⁸ Tudor History. (N.G.). *Arthur Tudor, Prince of Wales*. Tudor History Available at: <http://tudorhistory.org/people/arthur/> [Accessed 25th March 2013].

¹⁹ Pendrill, C. (2002). *Spain 1474-1700*. pp 16

²⁰ Lotherington, J. (1999). *Years of Renewal: European History 1470-1600*. pp 38

²¹ Philosophy Pages. (1997). *Machiavelli: Principality and Republic*. Philosophy Pages. Available at: <http://www.philosophypages.com/hy/3v.htm> [Accessed 15th March 2013].

²² Philosophy Pages. (1997). *Machiavelli: Principality and Republic*. Philosophy Pages. Available at: <http://www.philosophypages.com/hy/3v.htm> [Accessed 15th March 2013].

"private morality"²³, he may have enhanced Ferdinand's political triumphs, and exaggerated their significance. However, this is challenged by source five's reference to Ferdinand as "invincible", a view corroborated by his political "skill"²⁴ in manipulating the "feuds" of "the Nasrid"²⁵ kingdom"²⁶, reiterating the political significance of the Conquest of Granada.

L4
COMMENT;
DISSENT

Another argument which the sources reveal relates to the religious changes the Conquest resulted in for Granada. The idea of "spreading" Catholicism, although criticised by source two's assertion that the Conquest primarily resulted in Ferdinand's increase in "renown", is supported by the references to the "infidels" in sources one and four, alongside the depiction of the mass conversion of the Moors in source six. However, source six was taken from the "Capilla Real", a Church "founded"²⁷ by Ferdinand and Isabella in 1504²⁸, therefore likely to reflect their spiritual wishes and emphasise their power. However, the image was created by Philippe Biguery in 1499 prior to the building of the Chapel, suggesting it accurately represents the scale of the conversions which began earlier that year²⁹, reiterating the dramatic religious changes the Conquest provoked.

L4
SIB-1
ARGUMENT

L4
HEU
SOURCES

L4
COMMENT

L4
CROSS-
EXAMINE

L4
COMMENT/
UNIQUE/
SOURCES

Contrastingly, source two claims Ferdinand was only "making use of religion" during the Conquest, a view concurring with source four's description of his material gain in acquiring "new provinces" and supported by source seven's assertion that he "exploit[ed] the religious motive", implying that political rewards were the main objective and that therefore the consequences were not predominantly spiritual. However, this view can be challenged, as it was the "religious"³⁰ duty of a "Renaissance...prince"³¹ to be "concerned for the welfare of the people"³², criticising the interpretation that it was merely political change which resulted from the removal of the Moorish threat, as contextually Ferdinand's protection of his Christian subjects prompted significant religious change.

L4
CROSS
EXAMINE

L4
EXAMINE
ARG-

L4
COMMENT,
DISSENT

Conversely, the sources support the view that the Conquest resulted in dramatic spiritual changes, such as conversion and an increase in the religious "zeal" of the Spaniards. As source three states, "there is...no one in the city who is not a Christian and all the mosques are churches" supporting source six's depiction of the "enforced

L4
ARGUMENT;
ARG- C/P

L4
CROSS-EXAMINE

²³ Ibid.

²⁴ Elliott, J. (1963). *Imperial Spain: 1469-1716*. pp 48

²⁵ Ruling dynasty in Granada - Lotherington, J. (1999). *Years of Renewal: European History 1470-1600*. pp 40

²⁶ Elliott, J. (1963). *Imperial Spain: 1469-1716*. pp 48

²⁷ Capilla Real - Granada. (N.G.). *The History*. Capilla Real – Granada. Available at: <http://www.capillarealgranada.com/en/historia.html> [Accessed 3rd March 2013].

²⁸ Ibid.

²⁹ Lotherington, J. (1999). *Years of Renewal: European History 1470-1600*. pp 42

³⁰ Hunt, J. (2001). *Spain, 1474-1598*. pp 27

³¹ Hunt, J. (2001). *Spain, 1474-1598*. pp 27

³² Hunt, J. (2001). *Spain, 1474-1598*. pp 27

baptism of the Moors", implying conversion was widespread, evident in the 1502³³ "expulsion of all remaining adherents of Islam"³⁴, which conveys the extent of the religious changes implemented. However, source three was written by Cardinal Cisneros, who became inquisitor-general in 1507³⁵ and wanted to implement dramatic religious changes in Granada in accordance with his pious beliefs, thus emphasising the religious significance. Furthermore, his involvement prompted "a rising...in the Alpujarras"³⁶...in November 1499"³⁷ only a few months before his "report" to the monarchs, in which he may have exaggerated the compliance of the Moors, in order to secure his position. Similarly, this interpretation is supported by the fact that Ferdinand did not defeat the "revolt" until March 1500³⁸, challenging Cisneros' description of the widespread acceptance of Christianity, whilst reiterating the severe religious tensions the Conquest caused.

L4
CONTEXT /
VALUES

L4
WAL -
SUPPORTING

L4
WAL -
ARG -

L4
CRISIS -
CAUSING /
IMPLICATIONS

Similarly, the significance of spiritual change is supported by the increase in Christian religious fervour which the Conquest provoked. As sources one and four affirm, the "desire" of the monarchs "to serve God", encouraged "all... Christians...to render laud"³⁹ and thanks to God", conveying the religious unity it provided. Conversely, it could be argued that the monarchs were adhering to the religious expectations of Early Modern Europe⁴⁰ when imposing conversion, as "it was regarded as a...weakness...to permit more than one religion"⁴¹, emphasising the political importance of conversion. This 'unity' extended to the Spaniards, as source eight outlines "men from every region...joined together to fight...under a single leader" expressing their religious conviction, as well as reiterating the enhanced control of Ferdinand and Isabella. The piety of the monarchs is also supported by source five which deifies them as "sent from heaven for the good of Spain", suggesting their spiritual purity. However, source five was written by Juan de Mariana, a Spanish Jesuit⁴² who wanted to emphasise the religious conviction of the monarchs and the significance of the religious outcomes, therefore he may have overplayed their 'benediction', supported by source two's assertion that Ferdinand used religion as a "cloak" to gain political supremacy. Conversely, source nine supports the view that the religious changes were significant, claiming that "Granada would have remained

L4
CRISIS -
CAUSING /
VALUES

L4
ANALYTICAL

L4
VALUES /
NATURE /
IMPACTS

L4
EVAL - ARG

³³ Lotherington, J. (1999). *Years of Renewal: European History 1470-1600*. pp 42

³⁴ Ibid.

³⁵ Lotherington, J. (1999). *Years of Renewal: European History 1470-1600*. pp 46

³⁶ Mountainous region of Granada - Lotherington, J. (1999). *Years of Renewal: European History 1470-1600*. pp

39

³⁷ Elliott, J. (1963). *Imperial Spain: 1469-1716*. pp 52

³⁸ Ibid.

³⁹ Praise - Merriam-Webster. (N.G.). *Laud.*, Merriam-Webster. Available at: <http://www.merriam-webster.com/dictionary/laud> [Accessed 24th March 2013].

⁴⁰ Lotherington, J. (1999). *Years of Renewal: European History 1470-1600*. pp 42

⁴¹ Ibid.

⁴² Your Dictionary:Biography. (2010). *Juan de Mariana Facts*. Your Dictionary: Biography. Available at: <http://biography.yourdictionary.com/juan-de-mariana> [Accessed 15th March 2013].

peaceful...had it not been for...religion", reiterating the view that it was the religious divisions which were most prevalent within the kingdom.

In conclusion, the sources concur that there were wide-ranging repercussions, such as the political alongside the financial advantages, resulting from the Conquest of Granada. Although they all reveal the extent of spiritual change, despite the criticisms regarding the religious motives, sources four and three focus on the success of the Conquest, in order to both reflect the monarchs' views and enhance their own or their country's positions. Similarly, source five's provenance, as it was written after the event in order to emphasise Spain's piety, and adhere to de Mariana's "Jesuit" beliefs, is limited in its value as a piece of evidence, thus challenging the spiritual significance of the Conquest. Contrastingly, source two is the most valuable, as despite being written by Machiavelli as a 'guide' for Renaissance princes, and therefore perhaps likely to exaggerate the political successes of Ferdinand, it highlights the inconsistency of Ferdinand's religious beliefs, and gives an invaluable account into the European acclaim the Conquest resulted in. Furthermore, the weight of evidence suggests that, despite the financial and religious changes it resulted in, the Conquest ultimately resulted in political supremacy for "Los Reyes Católicos" and thus the consolidation of their power.

L4
sources
used to
form
judgements;
sources of
evidence
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|----------------------------------|
| Word Count: 1974 |
| Total Word Count (both pieces) : |
| 4000 |

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Emily Redican-Bradford

What in your view was the short-term significance of the conquest of Granada, 1481-1492?

Source 1

Letter from Ferdinand and Isabella to Pope Innocent VIII, 1485.

We neither are nor have been persuaded to undertake this war by desire to acquire greater rents nor the wish to lay up treasure; for had we wanted to increase our lordships and augment our income with far less peril, travail and expense, we should have been able to do so. But the desire which we have to serve God and our zeal for the holy Catholic faith has induced us to set aside our own interests and ignore the continual hardships and dangers to which this cause commits us; and thus can we hope both that the holy Catholic faith may be spread and Christendom quit of so unremitting a menace as abides here at our gates, until these infidels of the kingdom of Granada are uprooted and expelled from Spain.

(From Woodward, G. (1997) *Spain in the Reigns of Isabella and Ferdinand 1474-1516*. London: Hodder and Stoughton. p 80)

Source 2

Machiavelli's view of Ferdinand of Aragon, from "The Prince", 1513.

If you study his achievements, you would find that they were all magnificent and some of them unparalleled. At the start of his reign he attacked Granada; and this campaign laid the foundation of his power. First, he embarked on it undistracted, and without fear of interference; he used it to engage the energies of the barons of Castile who, as they were giving their minds to the war, had no mind for causing trouble at home. In this way, without their realising what was happening, he increased his standing and his control over them. He was able to sustain his armies with money from the Church and the people and, by means of that long war, to lay a good foundation for his standing army, which has subsequently won him renown. In addition, in order to be able to undertake even greater campaigns, still making use of religion, he turned his hand to a pious work of cruelty when he chased out the Moriscos and rid his kingdom of them: there could not have been a more pitiful or striking enterprise. Under the same cloak of religion he assaulted Africa; he started his campaign in Italy; he has recently attacked France. Thus, he has always planned and completed great projects, which have always kept his subjects in a state of suspense and wonder, and intent on their outcome.

(From Hunt, J. (2001). *Spain, 1474-1598*. Abingdon: Routledge. p. 29)

Source 3

Report concerning Granada from Cardinal Cisneros to Ferdinand and Isabella, January 1500.

There is now no one in the city who is not a Christian, and all the mosques are churches.

(From Fletcher, R. (2001) *Moorish Spain*. London: Phoenix Press. p. 167.)

Source 4

The English Lord Chancellor, John Morton, on the victory, c. 1492.

[In] these many years, the Christians have not gained new ground or territory upon the infidels, nor enlarged and set farther the bounds of the Christian world. But this is now done by the prowess and devotion of Ferdinando and Isabella, kings of Spain; who have, to their immortal honor, recovered the great and rich kingdom of Granada, and the populous and mighty city of the same name from the Moors...for which the assembly and all the Christians are to render laud and thanks to God, and to celebrate this noble act of the King of Spain, who in this is not only victorious but apostolical in the gaining of new provinces to the Christian faith.

(From Rubin, N. (2004). *Isabella of Castile: The First Renaissance Queen*. Lincoln: iUniverse, p.290)

Source 5

A description of a meeting between Ferdinand and Boabdil, son of the Moorish King of Granada, 1492 by Juan de Mariana, 1601.

[King Ferdinand]...headed for... the city with his entourage, dressed for war...Soon after came the queen...[The Moor] Boabdil, the prince, came out to meet them accompanied by fifty men on horseback. He indicated that he wished to dismount to kiss the victor's hand, but the king would not consent to it. Then, looking gravely at the ground, [Boabdil] said: "Yours we are, invincible king; we deliver this city and kingdom to you, trusting that you will treat us with mercy and moderation." Having said this, he gave him the keys to the castle...The king, kneeling with great humility, gave thanks to God for the empire of those wicked people having been uprooted in Spain, and for the banner of the cross having been raised in the city, where for so long impiety had prevailed with such force and with such deep roots....The king and queen...with all their personal adornments, which were very rich, and being in their prime and having won that war and having conquered that new kingdom, appeared even more majestic than before. They distinguished themselves among all, and they were equal among themselves. They were seen as if they were more than human, as if they had been sent from heaven for the good of Spain. In truth it was they who brought about justice, which had been in ruins before them. They proclaimed very good laws for the government of the people and for the punishment of the crimes. They defended religion and faith, founded public peace, and calmed discord and disturbance at home and abroad. They extended their realms, not only in Spain, but at the same time to the far corners of the earth.

(From Cowans, J. (ed.) (2003). *Early Modern Spain: A Documentary History*. Philadelphia: University of Pennsylvania Press, p. 12-13)

Source 6

Image of the enforced baptism of the Moors of Granada in 1499, from the Capilla Real, Granada, by Philippe Biguery.



28. The enforced baptism of the Moors of Granada in 1499: a detail from the Capilla Real, Granada, High Altar by Philippe Biguery.

(From Fletcher, R. (2001). *Moorish Spain*. London: Phoenix Press. Between pages 146-7.)

Source 7

Written by Henry Kamen, published in 2002.

Success was assured by international support, for the war also excited the imagination of Christian Europe. The crown's prestige was enormously enhanced by the campaign, which took on the status of a European crusade, blessed by the papacy and with funds from all over the continent. Ferdinand was intelligent enough deliberately to exploit the religious motive...The popes from 1482 onwards granted generous funds (through a levy known as the *cruzada* or 'crusade', conceding special graces to those who contributed to or took part in the campaign).

(From Kamen, H. (2002). *Spain's Road to Empire: The Making of a World Power 1492-1763*. London: Penguin Books. p 16.)

Emily Redican-Bradford

Source 8

Written by Melveena McKendrick, published in 1968.

After 781 years, Christianity once more reigned supreme in Spain. It was the end of an era. It was also in many ways a beginning. For the first time, men from every region, forgetting their petty quarrels, had joined together to fight as a united country under a single leader, in far greater numbers and in longer campaigns than ever before. Ferdinand's armies had learned military tactics, discipline, and obedience. Soon the Spanish infantry, trained in the wars against the Moslems, was to become famous all over Europe. In addition, now that the crusading Spaniards had finally defeated the Moorish Empire on their own soil, they would decide to carry their victories into the heart of Moslem territory, into North Africa itself. Spain, in fact, was poised at the beginning of a new career.

(From: McKendrick, M. (1968). *Ferdinand and Isabella*. New York: American Heritage Publishing Co. p.71.)

Source 9

Written by John Elliott, published in 1963.

It seems probable that Granada would have remained peaceful, and reasonably satisfied with its new rulers, had it not been for the question of religion.

(From: Elliott, J.H. (1963). *Imperial Spain 1469-1716*. Harmondsworth: Penguin Books p.51)

A superb response - a model of ~~the~~ historical research, argument and evaluation of source material expected in unit 4.

Sustained analysis, focused on the question, and on the significance of the event, showing explicit and well-considered understanding of the key issues contained in the enquiry, with excellent evaluation of argument. The evidence / factual material has arisen from an extremely thorough research process (evident both in the RLS and in the deployment of well-selected material), always relevant to the enquiry and used to both support and challenge the sources. A controlled, coherent essay - a convincing account. Compactly meeting level 4, and, indeed, demonstrating skills beyond its remit.

In terms of Ao2, the question is thoroughly investigated through well-selected sources - a sustained argument. The sources are interrogated expertly and critically, through cross-examination - with the historical context and values fully explored, and the status of evidence considered when forming judgements - first class source skills.

Ao1 - level 4 - high - 13 marks

Ao2 - level 4 - high - 12 marks

25 marks in total

How far can the accession of Philip II in 1556 be considered the key turning point in the changing influence of Spain throughout the period 1474-1598?

By 1598 the previously known 'Iberian Peninsula' had developed greatly, becoming a unified nation under one Habsburg ruler, with an established capital and a large overseas empire. However, there is historical controversy as to whether the interpretation that the accession of Philip II in 1556 was the key turning point throughout this period is valuable. Although this view seems reasonable, due to the split within the Habsburg monarchy which it provoked, it could be argued that other turning points, such as the Conquest of Granada from 1482-1492, which consolidated the positions of Ferdinand and Isabella, or the Enterprise of England from 1585-1588, which cost Spain valuable resources and which, according to Woodward "question[ed]...Spain's image of invincibility"¹, were more significant.

L5/4
CHANGE
OVER
TIME;
EVALUATING
IMPLICATIONS

The accession of Philip II contributed to various changes in Spain from 1556, resulting in a split within the Habsburg monarchy into Spanish and Austrian branches, due to Ferdinand's reluctance to relinquish his control over the Holy Roman Empire², enabling Philip to concentrate more on Spain. Similarly, his Spanish upbringing and distrustful nature, emphasised through his aversion to delegation and insistence on communicating everything through writing³, provided a stark contrast to Charles and resulted in a new style of leadership. However his efficiency is criticised through events such as the 1572 Dutch Revolt, when Margaret of Parma had to postpone immediate action to 'wait for instructions',⁴ suggesting Philip's style weakened Spain. Contrastingly, Philip's disinclination to travel⁵, personified by his establishment of a capital in Madrid in 1561⁶, put an end to the 'peripatetic rule', and defined a new era of government in Spain. His religious zeal, emphasised in his wars with the Netherlands and the Ottoman Turks, also encouraged the re-instigation of the Inquisition, such as the 1559 "autos de fé"⁷, alongside his reforms of the Spanish Church, such as the 'twenty seminaries...set up to educate the clergy'⁸, enhancing the increased control implemented through the 'concessions'⁹ obtained from the Papacy by Ferdinand and Isabella. Conversely, the accession contributed to new peace treaties, such as the '1559 Peace of Câteau-Cambrésis, [which] mark[ed] the

L4
ANALYTICAL;
CHANGE
OVER
TIME

L5
EVALUATING
ARGUMENTS/
WEAK
SUPPORTED
REASONS
JUDGEMENTS

¹ Woodward, G. (1992). *Philip II*. pp 89
² McClive, P. (2009) *The Emergence of a Great Power? Spain, 1492-1556*. pp 148-149
³ Pendrill, C. (2002). *Spain 1474-1700*. pp 71
⁴ Ibid pp 226-227
⁵ Kilsby, J. (1986) *Spain: Rise and Decline 1474-1643*. pp 55
⁶ Woodward, G. (1992). *Philip II*. pp 12
⁷ A religious ceremony...at which persons accused of heresy were sentenced by the Inquisition' Pendrill, C. (2002). *Spain 1474-1700*. pp 30, 91-92
⁸ Woodward, G. (1992). *Philip II*. pp 49
⁹ Pendrill, C. (2002). *Spain 1474-1700*. pp 86

Word Count: 348

conclusion of the Habsburg-Valois conflict¹⁰ whilst, 'confirm[ing] Spain's pre-eminence in Italy¹¹, and encompassed expansion, for instance in East Asia in 1565 and in the Conquest of Portugal in 1580¹², re-iterating Spain's global power.

LS
well-
supported

Contrastingly, Philip's accession could be perceived as limited, as economic problems prompted by measures such as Charles' over-taxation of Castile¹³ remained, emphasised by the declarations of bankruptcy in 1557 and 1560.¹⁴ In relation to other turning points, Philip's differing style of government resulted in change for Spain, however it could be argued that turning points such as the Revolts of the Germania and the Comuneros, which consolidated Charles I's authority and increased his determination to govern a stable country were of more lasting significance.

LS
ANALYTICAL;
EVALUATIVE
INTERPRETATIVE;
FORMING
JUDGEMENTS
(RELATIVE
SIGNIFICANCE)

The accession of Ferdinand and Isabella in 1479 can be seen as a major turning point, as the increased centralisation it provided, emphasised through the rule by Councils which they 'reorganised...in 1480 to direct central administration'¹⁵, enabled them to have more stability and power. Similarly, the better local government (the Santa Hermandad)¹⁶ and the "corregidores"¹⁷ improved law and order and maintained public control, creating a significant turning point in the changing power of Spain. However, this interpretation is criticised by Lotherington, who claims "the Santa Hermandad...declined in importance and after 1498 reverted to its original role of rural police force"¹⁸, implying the changes implemented had little bearing on the long-term structure of Spanish government. Contrastingly, MacDonald highlights the continued use of the Conciliar system by future monarchs, arguing it 'enhanced the efficiency and political neutrality of [Charles'] administrative system'¹⁹, a view supported by Woodward's suggestion that it maintained its 'power'²⁰ in Philip's reign, emphasising its long-term significance.

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ANALYTICAL,
well
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EVALUATIVE
ANALYTICAL

However, the stability the accession provided was limited, as there was still no capital or central government, continuing the tradition of 'peripatetic rule'. Conversely, the lack of innovative administration and the fact that the nobles retained legal, economic and social importance, in addition to the traditional reliance

LS
ANALYTICAL

¹⁰ MacDonald, S. (1992). *Charles V: Ruler, Dynast and Defender of the Faith 1500-1558*. pp 75

¹¹ Williams, P. (2001) *Philip II*. pp 30-31

¹² Kilsby, J. (1986) *Spain: Rise and Decline 1474-1643*. pp. 62-69

¹³ Woodward, G. (1992). *Philip II* pp 2-3

¹⁴ *Ibid.*, pp 46-48

¹⁵ Woodward, G. (1997) *Spain in the Reigns of Isabella and Ferdinand, 1474-1516*. pp 35

¹⁶ Santa Hermandad or Holy Brotherhood was started in 1476 as a rural 'peacekeeping' force and subsequently met in 'a Junta General which Isabella had created' Pendrill, C. (2002). *Spain 1474-1700*. pp 16

¹⁷ 'Officials appointed by the Crown to supervise the affairs of Castilian towns.' Lotherington, J. (1999) *Years of Renewal: European History 1470-1600*. 2nd edn. pp 36

¹⁸ Lotherington, J. (1999) *Years of Renewal: European History 1470-1600*. 2nd edn. pp Lotherington, J. (1999) *Years of Renewal: European History 1470-1600*. 2nd edn. pp 36

¹⁹ MacDonald, S. (1992). *Charles V: Ruler, Dynast and Defender of the Faith 1500-1558*. pp 29

²⁰ Woodward, G. (1992). *Philip II* pp 12

Word Count: 675

on finance, such as the Alcabala tax which was first instated in 1342, meant continuity impacted on the accession, limiting the changes implemented.

In contrast to other turning points, the accession can be seen as a turning point to a great extent, as the administration improvements resulted in greater stability and power. However, it could be argued that due to the continuity which impacted on their accession, turning points such as the Conquest of Granada, which increased Spanish prestige, and the accession of Philip II, which prompted the end of 'peripatetic rule', were more significant in the long-term.

The Conquest of Granada from 1482-1492 provoked both substantial long-term and short-term consequences for Spain, as the chaos and destruction it prompted resulted in 100,000 people dead or enslaved²¹, as well as the end of Moorish rule and the Reconquista. Similarly, the policy of convivencia was ended in 1499²² and mass Baptisms and forced conversions were instigated, emphasising the supremacy of Catholicism. These measures increased both the prestige of Isabella and Ferdinand, who were awarded the title 'Los Reyes Católicos'²³ by Pope Alexander VI, and their power over the nobility, who were 'kept...loyal'²⁴ and given land²⁵, thus improving their relations. Furthermore, the Conquest resulted in Spain becoming, according to Pendrill 'the leader of Christian Europe'²⁶, a view supported by the subsequent attempts in 1505 and 1509 to conquer the 'Infidel'²⁷ in Andalucía.²⁸

Contrastingly, the significance of the Conquest of Granada is challenged by the interpretation that the Reconquista had existed for hundreds for years, as 'medieval Spain was dominated by... the Reconquista'²⁹ and was consequently in its final stages, thus limiting the impact of the Conquest. Conversely, the continued distrust of 'Moriscos', evident in measures such as the 1526 abolishment of Muslim dress³⁰ which occurred after the '1502...edict'³¹ ordering the expulsion of all unconverted Muslims, was to remain until Philip III's reign, where those who refused to convert were exiled from 1609-1614³².

In comparison to the accession of Ferdinand and Isabella, the Conquest of Granada can be perceived as having greater long-term significance, as it altered both the

²¹ Kilsby, J. (1986) *Spain: Rise and Decline 1474-1643*. pp 14

²² Pendrill, C. (2002). *Spain 1474-1700*. pp 19

²³ Ibid, pp 16-17

²⁴ Ibid

²⁵ Woodward, G. (1997) *Spain in the Reigns of Isabella and Ferdinand, 1474-1516*. pp 81

²⁶ Pendrill, C. (2002). *Spain 1474-1700*. pp 16-17

²⁷ Ibid

²⁸ Ibid

²⁹ Elliott, J.H. (1963) *Imperial Spain 1469-1716*. 1970 edn. pp 26

³⁰ McClive, P. (2009) *The Emergence of a Great Power? Spain, 1492-1556*. pp 80

³¹ Green, V.H.H. (1952) *Renaissance and Reformation: A Survey of European History between 1450 and 1660*. pp 64

³² Kilsby, J. (1986) *Spain: Rise and Decline 1474-1643*. pp 90

Word Count: 1025

culture and prominence of Spain, however it could be argued turning points such as the accession of Philip were more influential in prompting change to Spanish rule, such as in the increased activity of the Inquisition.

Another major turning point was the Discovery of Hispaniola in 1492, which meant, in accordance with Columbus' aims,³³ trade developed between Spain and 'New Spain', and the conversion of the North Americans to Christianity was attempted³⁴; however its impact was limited, as up until the 1520s it was brutal and created conflict³⁵. This is emphasised by the varying degrees of relations between the Settlers and the Native Americans, particularly in the adaptation of Spanish systems of 'encomienda'³⁶ and slavery³⁷. In the long-term, Pendrill argues that Spain had "acquired the foundations of a great and wealthy empire"³⁸, however this is criticised by the slow-moving exploration of the sixteenth century, embodied by Spain's 'limited possessions... in the New World...by the time of Ferdinand's death in 1516'³⁹, implying that its long-term significance was minimal.

In relation to other turning points, it could be argued that the more direct and immediate consequences of the Revolts of the Germania and the Comuneros, which prompted dynamic changes in Charles' government were more relevant, however this is criticised by the increased prestige and impact on Spain's global importance which the Discovery of Hispaniola provided.

The Revolts of the Germania and the Comuneros from 1520-1522 can also be perceived as an important turning point, as they reminded Charles I of his duties in Spain, prompting his return in July 1522 and his subsequent attempts to learn Spanish and marriage to Isabella of Portugal in 1526,⁴⁰ an 'Iberian'⁴¹ princess. The fact that he felt the need to ensure stability by producing a Spanish male heir, (Philip in 1527) clearly conveys the threat the Revolts were to him. Contrastingly, the failure of the Revolts demonstrates the strength of the monarchy, embodied by the 1521 victory at Villalar and the fact that 'there were no more revolts in Castile',⁴² as well as reiterating the improved relations between the nobility (who suppressed the Revolts) and the Crown, established by Ferdinand and Isabella following the Conquest of Granada, reiterating the long-term significance this had for future

³³ NMM Learning Team (2000) Christopher Columbus (1451-1506) National Maritime Museum. Available at: <http://www.rmg.co.uk/columbus> [Accessed 21st August 2012]

³⁴ McClive, P. (2009) *The Emergence of a Great Power? Spain, 1492-1556.*, pp 92-95

³⁵ Ibid

³⁶ A system whereby native Americans were allocated to settlers in order to work for them. McClive, P. (2009) *The Emergence of a Great Power? Spain, 1492-1556.*, pp 92-95

³⁷ Ibid

³⁸ Pendrill, C. (2002). *Spain 1474-1700.* pp 33

³⁹ Ibid

⁴⁰ Pendrill, C. (2002). *Spain 1474-1700.* pp 48-49

⁴¹ Rady, M. (1998) *The Emperor Charles V.* pp 37

⁴² McClive, P. (2009) *The Emergence of a Great Power? Spain, 1492-1556.*, pp 119

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well-
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analysis

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arguments

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interpretations

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Word Count:1399

monarchs. Contrastingly, the Revolts could be perceived as limited in the extent to which they were a turning point, as fears of Spain becoming 'Europeanised'⁴³, according to McClive, were ever present. However this view is challenged by the changes Charles implemented, such as his 'removal of corrupt officials from their posts',⁴⁴ highlighting his desire to maintain Spain's stability. In contrast to the more decisive consequences of other turning points, such as the Enterprise of England, which damaged Spanish resources and cost many lives, the Revolts can still be considered relevant, as they signified the consolidation of Charles' authority and his increased determination to govern a stable country.

LS
EVALUATING
ARGUMENTS

LS
SUBJECTS

The Enterprise of England from 1585-1588 can be seen as a turning point, as it not only resulted in the loss of valuable resources⁴⁵ and men⁴⁶ but also incurred great financial costs, with the total expenditure 'estimated at 10 million ducats'⁴⁷, exacerbating Spain's 'state of financial misery'⁴⁸. Contrastingly, Pendrill argues that its long-term impact was minimal, claiming Spain continued to 'hold... the upper hand'⁴⁹ over England. However, this view can be challenged by Philip's attempts at Armadas from 1596- 1601 which were 'destroyed by severe gales'⁵⁰, weakening Spain's foreign power as they were unable to establish control over the Channel, and reiterating their inability to control England. In contrast to other turning points it can still be considered relevant, despite the more decisive consequences of the Conquest of Granada, which ended Moorish Rule and the Reconquista, as, according to Woodward Spain's 'image of invincibility'⁵¹ was thrown into doubt, a view emphasised by the subsequent 'English and Dutch counter-attack[s] from 1589 to 1596'⁵², reiterating the reduction in Spanish power it had prompted.

LS
NEW -
SUPPORTING
ANALYSIS
EVALUATING
ARGUMENTS

LS
SUBJECTS

In conclusion, the accession of Philip in 1556 can be seen as a turning point, to a great extent. The subsequent split within the Habsburg monarchy which it provoked, alongside the changes instigated by Philip's Spanish upbringing and his distinctive style of government, impacting on events such as the 1572 Dutch Revolt, all created a significant turning point in the changing power of Spain, embodied in the establishment of a capital in Madrid in 1561 which put an end to the 'peripatetic rule'.

LS
SUBSTANTIATED
SUBJECTS

⁴³ McClive, P. (2009) *The Emergence of a Great Power? Spain, 1492-1556.*, pp 119

⁴⁴ *Ibid*, pp 119

⁴⁵ Only sixty-five out of the 125 ships returned home.

⁴⁶ 'Out of the 30,000 men who had set sail...20,000 were to die' Whiting, R. (1988) *The Spanish Armada*. 2004 edn. pp 168

⁴⁷ Woodward, G. (1992). *Philip II*. pp 33

⁴⁸ *Ibid*

⁴⁹ Pendrill, C. (2002). *Spain 1474-1700*. pp 107

⁵⁰ Woodward, G. (1992). *Philip II*. pp 89

⁵¹ *Ibid*

⁵² *Ibid* pp 89-90

Word Count: 1765

Conversely, the significance of the accession is diminished by other, more influential turning points, such as the Discovery of Hispaniola in 1492, which established the 'foundations'⁵³ of the Spanish Empire, and the Enterprise of England from 1585-88, which questioned Spain's 'image of invincibility,' and therefore its European prowess. Similarly, the initial significance of the accession of Ferdinand and Isabella in 1479, prompting the establishment of the improved law and order system, is undermined by its limited long-term significance, in contrast to turning points such as the Revolt of the Germanias and the Comuneros which resulted in drastic changes in Charles' government.

However, the most significant turning point throughout the period 1474-1598 was the Conquest of Granada, as it provoked instrumental changes for both the short-term and long-term power of Spain, such as consolidating the positions of Ferdinand and Isabella as well as greatly increasing prestige for the nation. Unlike the continuity that Philip's accession embodied, such as the economic problems encapsulated in the declarations of bankruptcy in 1557 and 1560, the Conquest initiated dynamic changes, such as the culmination of Moorish rule, a decision which changed Spanish religion and culture for the foreseeable future, and intensified tensions between Catholics and Muslims. This in turn instigated a cultural shift which continued to affect the lives of people in the reign of Philip III, more than a century later. Furthermore, the Conquest started expansion which, as well as developing the structure of the Iberian Peninsula, ultimately resulted in Spain becoming a 'potential leader of Christian Europe'⁵⁴, thus reiterating its control and authority.

LS

FULLY

SUBSTANTIATED,

AUTHENTIC

JUDGEMENT

⁵³ Pendrill, C. (2002). *Spain 1474-1700*. pp 33

⁵⁴ Pendrill, C. (2002). *Spain 1474-1700*. pp 16-17

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An outstanding response, fully meeting the criteria of level 5.

The analysis is sustained, explores the process of change over time, has explicit comprehension of the issues raised by the enquiry, evaluates arguments / interpretations very well, and throughout supports the analysis with a range of well-selected, ~~the~~ factual evidence and examples demonstrating a thorough research process and wide-ranging reading, providing chronological balance. Judgements are fully supported and well-considered, and the essay certainly masterful and cogent. A small criticism is that there could have been a little more attention given to the "given factor", so that a mid-level is more fitting.

Ab1 - Level 5 - mid - 24 marks

27/04/13

Moderated by five teachers on 04/02/13 and 24 marks agreed.

Candidate 2: Expansion, Conflict and Civil Rights in the USA 1820-1981

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

Part A

A well-focused enquiry into the short-term significance of the defeat of the Confederate forces in the Civil War in reducing racial discrimination in the years 1865-77. A range of issues are identified in a relevant, analytical response with a confident focus on short-term significance. A well-selected range of sources is evaluated according to their nature, origin and purpose, and used well in combination. They are not, however, used particularly strongly to raise issues.

Part B

A sustained analysis with a good focus on the process of change over time. The response shows a clear understanding of the role of individuals as a factor in reducing discrimination in the USA in the period 1820-1981. The candidate works chronologically through various key individuals, and then turns to alternative factors. The concluding paragraph doesn't sufficiently weigh the various factors, and could have been developed further.

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 | 65203 |
| Candidate Number | 7246 |
| Candidate Name (in capitals, surname followed by forenames) | SIMPSON KYLE |
| Coursework Programme Title: (if Edexcel designed please provide reference code from specification.) | CW44 Expansion, Conflict and Civil Rights in the USA, 1820-1981 |
| Assignment Title | Part A: What in your view was the short-term significance of the defeat of the Confederate forces in the Civil War in terms of reducing discrimination between the years 1865-77 Part B: Assess the role of individuals in reducing discrimination in the USA in the period 1820-1981 |
| Content (please tick box to acknowledge that content is attached to assignment.) | Resource Record: <input checked="" type="checkbox"/> Appendix: |
| Examined Units Give details of all Units (title and option code) making up the A5 and A2. <u>Please Note</u> Where Unit 4 is a centre-designed coursework programme, one copy of the centre's Coursework Approval Form must be included with the work when submitted for assessment. | Unit 1: D5 Pursuing Life and Liberty :Equality in the USA, 1945-68 D6 Ideology, Conflict and Retreat: the USA in Asia, 1950-73 Unit 2: E2 Mass Media, Popular Culture and Social Change In Britain since 1945 Unit 3: D1 From Kaiser to Führer: Germany, 1900-45 |

| | | | |
|--|--|--|--|
| Word Count | 1973 + 2026 = 3999 | | |
| Mark for Part A: AO1 (mark out of 13) | Mark for Part A: AO2 (mark out of 12) | Mark for Part B: AO1 (mark out of 25) | Total Mark: Part A and B (final mark out of 50) |
| 13 | 11 | 21 | 45 |

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: *K Simpson* Date: 2/5/13

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: *M. Smith* Date: 8/5/13

What in your view was the short term significance of the defeat of the confederate forces in the Civil War in terms of reducing discrimination between the years 1865-77?

Following the victory of the Northern Unionists against the Confederate forces in the Civil War, Abraham Lincoln followed through with his Emancipation Proclamation in a period which has become known as the Reconstruction era. This resulted in amendments to the constitution such as the 13th, 14th and 15th amendments, which gave African Americans the rights they worked so hard for. Congress passed these amendments and also created organisations such as the Freedmen's Bureau to help blacks progress and reduce discrimination. However, this led to little progress as it resulted in limited de facto change in society. Although there were certainly some improvements there were many things that held the newly freed slaves back such as the Black Codes, which were a set of rules constructed to prevent blacks from progressing, and sharecropping which continued to tie the freedmen down to their former slave owner. Also, discrimination actually became more overt as racist organisations such as the Ku Klux Klan were set up and they brutally attacked and murdered the former slaves to keep them in their place. Therefore, although some aspects of former slaves' lives had certainly improved there was little short term significance of the defeat of the confederate forces as discrimination and racism were still existent in society and whites maintained their superiority over the so-called freed slaves.

One attempt from the government to reduce discrimination was to create the Freedmen's Bureau. A magazine editorial from the Harpers weekly written in 1868 demonstrates how the Freedmen's Bureau supported the freed slaves. It states that "direct relief of food have been shared by all" and "its organizing hand has helped to arrange new labour."¹ As well as this the source states that the Bureau "has been a true minister of peace."² This implies that there was a reduction in discrimination against African Americans as the government were no longer condoning slavery and had now set up an organisation to help former slaves recover from the inequalities of the slavery period. The publisher of the magazine James Harper was a supporter of the Republican Party and even represented them as mayor of New York in 1844. This means he shared the anti-slavery view and so is expected to be complimentary of the Bureau and the work of reconstruction. Therefore it could be argued that source may be weighted in favour of the Bureau, however when we look at the work of the Bureau it becomes evident that the source is likely to be accurate. For example The Bureau spent \$17 million on setting up 4000 schools and 100 hospitals to help aid the freedmen and also leased 40 acre plots of land in the south to former slaves.³ Therefore the Freedmen's Bureau helped reduce discrimination in some ways as they distributed food and provided employment, education and healthcare to former slaves and this improved life socially for the former slaves to some extent.

¹ <http://blackhistory.harpweek.com/4Reconstruction/467TheFreedmensBureau.htm>

² <http://blackhistory.harpweek.com/4Reconstruction/467TheFreedmensBureau.htm>

³ David Paterson, Doug and Susan Willoughby Civil rights in the USA. 1863-1980

An excellent introduction setting the scene and outlining the analytical line of argument to be followed. Evaluation using own knowledge. Use of own knowledge to validate content of source.

Moreover, life also improved for former freed slaves to some extent as the 14th and 15th amendments to the constitution of 1866 and 1870 respectively guaranteed the right of all citizens the de jure right to vote. Although this did not lead to de facto change in the whole of America it still led to some improvements. This is demonstrated in a Harpers Weekly cartoon published in 1867 of numerous black men voting and being overseen by a white man who is not preventing them from voting.⁴ This implies that progress was made as it shows that in some areas not only did African Americans have the de jure right to vote but also this de jure right was becoming a de facto reality. However, this source is a cartoon from a republican magazine and therefore it is likely that it has been exaggerated to show an ideal scenario where the republican's amendments to the constitution had been completely successful. In fact in contrast to the cartoon 'Civil Rights in the USA, 1863-1980' by David Paterson, Doug Willoughby and Susan Willoughby illustrates that the ideal scenario was not a reality as it states "African Americans who had been given the vote were threatened and intimidated before elections."⁵ This implies that black's right to vote was not protected. However although there was resistance, many African Americans were not denied the vote. Indeed in the south more than half a million black men were given the vote throughout the 1870's and in states such as Mississippi former slaves had large voting power, making up over half of the electorate.⁶ However White's still clearly had the dominant voting power and a much higher representation and so this was only a small scale political improvement for the former slaves.

Another improvement for African Americans was that families were reunited and there was a greater sense of black community. Annie L Burton recalled a personal account in her book Memories of Childhood's Slavery Days of how her mother was able to reunite their family following the war. This implies that life socially improved for African Americans as families which were separated during slavery were brought back together. A family being reunited is an emotional event that Burton would have remembered vividly and would be unlikely to lie about it as it is a very personal and sensitive issue. The idea that life improved socially for blacks is backed up by John Hope Franklin, who in his book from slavery to freedom stated that following the 14th and 15th amendments the black church was allowed to expand. He states that this improved life socially for African Americans as it "offered both spiritual and material relief."⁷ He also states how popular the church was as the African Methodist Episcopal church had reached over 200,000 members by 1876.⁸ The expansion of the black church and the reuniting of families was a small sign of freedom that the former slaves gained following the war, as they now had a family community where they could come together as one.

However although there were improvements for African Americans, these improvements were undone by racist attitudes of organisations such as the Ku Klux Klan. The Klan were a group that peaked in the late 1860's, wore infamous white hoods and performed acts of violence on black people. A letter from William Luke, a

⁴ <http://blackhistory.harpsweek.com/7Illustrations/Reconstruction/TheFirstVote.htm>
⁵ David Paterson, Doug and Susan Willoughby Civil rights in the USA. 1863-1980
⁶ <http://www.crf-usa.org/brown-v-board-50th-anniversary/race-and-voting.html#.UUxTUxzKF8E>
⁷ John Hope Franklin 'From Slavery To Freedom'
⁸ John Hope Franklin 'From Slavery To Freedom'

Lead with Analytical argument use of source to support it

use of own knowledge to evaluate source

evaluation by looking at nature of source and by cross-referencing

other sides of argument

evaluation of source by considering nature + by cross-referencing with another secondary source

Canadian Methodist minister, to his wife moments before he was lynched by the KKK displays how merciless and racist the group were. The letter states "I feel myself entirely innocent of the charge. I have only sought to educate the Negro."⁹ This primary source is most likely accurate as it is a personal letter, which display true feelings and have no hidden agenda. This illustrates that the Klan brutally murdered people even if they sympathised with the former slaves. This was the highest level of discrimination as even during slavery the African Americans were rarely murdered and this shows life got worse for some former slaves. Also incidents like these meant that former slaves and people who sought to help them progress lived in fear of the Klan and this shows that the defeat of confederate forces lead to a short term increase in discrimination. This is backed up in 'Civil Rights in the USA, 1863-1980' which states "African Americans were reluctant, perhaps even afraid, to resist these attacks"¹⁰ As alluded to earlier the Klan also intimidated blacks to stop them voting. This illustrates that there was little de facto change after the amendments as the Klan denying black's rights through fear. As well as blacks being denied the vote at least 10 per cent of the black legislators elected during the 1867-1868 constitutional conventions became victims of violence during Reconstruction, including seven who were killed.¹¹ This displays that the black's votes were made void as the Klan murdered their elected choices. This implies that social discrimination increased as blacks lived in fear of becoming victims of the Klan and although the 15th amendment suggested they had equal political rights, this was not actually the case.

Another way black progress was held back was because of the Black Codes. The Black Codes were a set of laws that were discriminatory towards blacks and halted their progress. Former slave Henry Adams, who testified before the senate in 1880, stated that he was almost killed on his travels for "going without a pass."¹² This displays that the black codes denied African Americans their freedom as they weren't acknowledged as equal citizens unless they had a pass. This source is accurate as Adams is testifying before the senate and is therefore under oath, which makes it unlikely that he is lying. This is backed up in the Civil Rights in the USA 1863-1980, which states some of the discriminatory aspects of the black codes. For example blacks "restricted to specified jobs" as a result of the codes.¹³ This contrasts to the harpers weekly article which suggested life improved economically for blacks because in reality the Black Codes prevented economic equality. This secondary source goes on to state that the codes "prevented freed slaves from receiving their full rights of citizens of the USA."¹⁴ This further emphasises the limited short term significance of the defeat of the confederate forces as the black codes were still in place to deny the rights of blacks and therefore discrimination was still existent post war.

Another hindrance to former slaves was sharecropping, which was when landowners divided up their plantations and rented the land to freedmen. This hindered former slaves because they had to pay rent for their crops and also pay for the tools and supplies they needed, which lead to heavy debts. This system is also portrayed to be

⁹ <http://www.alabamamoments.state.al.us/sec28ps.html>

¹⁰ David Paterson, Doug and Susan Willoughby Civil rights in the USA. 1863-1980

¹¹ <http://www.history.com/topics/ku-klux-klan>

¹² http://www.pbs.org/wgbh/amex/reconstruction/sharecrop/ps_adams.html

¹³ David Paterson, Doug and Susan Willoughby Civil rights in the USA. 1863-1980

¹⁴ Paterson, Doug and Susan Willoughby Civil rights in the USA. 1863-1980

evaluation of source

cross-referencing to validate source + have own judgement

evaluation by NOR + cross-reference

led with argument

unfair by former slave Henry Adams. Adams stated "We made five bales of cotton but we did not get a pound of that" and "We split rails three or four weeks and got not a cent for that."¹⁵ This implies that the freed slaves were not receiving anything for their hard work, much like when they were slaves and therefore this shows that the war had little significance in reducing discrimination as blacks were still effectively working for free. Indeed Paterson and the Willoughby's refer to sharecropping as "another form of slavery."¹⁶ This is backed up in the book 'Civil Rights in the USA 1863-1980' which states merchants had a 'lien' on the former slaves crops with interests rates of 'as much as 50 per cent' and this left the sharecroppers 'permanently in debt.'¹⁷ This contrasts to the harpers weekly article on the freedman bureau as it implies there was no improvement economically for former slaves as they were still tied down to their former masters and struggling to break even.

evaluation through cross-referencing and use of own knowledge

To conclude with the 13th, 14th and 15th amendments it seemed that the former slaves had been freed and given the rights that would put an end to discrimination. This did lead to small improvements for some of the former slaves. For example some were able to vote for the first time and forms of labour, education and welfare were provided by the Freedmen's Bureau. However in reality there was limited de facto change following the amendments and discrimination was not significantly reduced following the Civil War. The Ku Klux Klan murdered innocent black people, denied them their voting rights and caused them to live in fear. Moreover the Black Codes also denied the so called freedmen of their rights and also prevented them from becoming equal with whites. Finally sharecropping meant that slaves were in large debt and this tied them down to their former masters. Therefore we can conclude that the defeat of the confederate forces in the Civil War had very little significance in terms of reducing discrimination from the years 1865-77 as the former slaves had made very little progress, their rights were still being denied and racism became more overt.

An analytical conclusion integrating key points drawn from the sources and delivering a substantiated judgement

A01 Excellent A01 skills - Highly focused with judicious use of factual material drawn from both secondary sources and own knowledge. Acknowledgement of both sides of the debate and a substantiated conclusion.

L4
13

A02 Also excellent - Good range of contemporary sources which were integrated with secondary + own knowledge into a structured and sustained argument

Urb
L4 11

¹⁵ http://www.pbs.org/wgbh/amex/reconstruction/sharecrop/ps_adams.html

¹⁶ David Paterson, Doug and Susan Willoughby Civil rights in the USA. 1863-1980

¹⁷ Paterson, Doug and Susan Willoughby Civil rights in the USA. 1863-1980

09 Evaluation of sources very impressive. Nature, origin, purpose well as cross-referencing + own knowledge used to evaluate.
Words: 1973

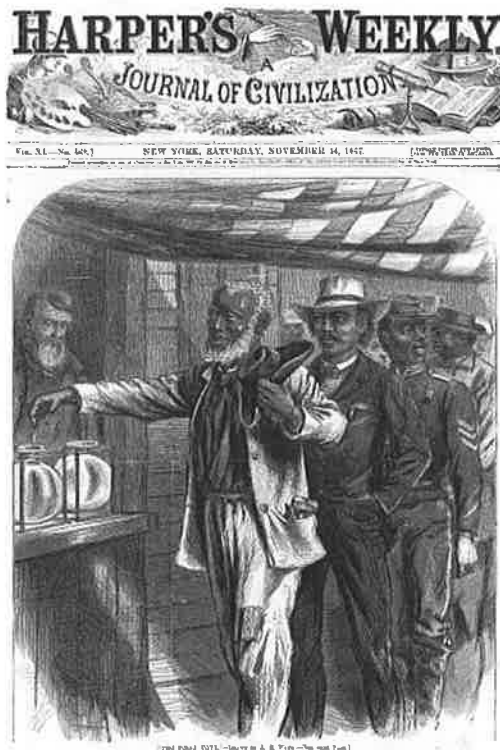
Coursework Sources

Source 1: Harpers weekly editorial on the work of the Freedmen's Bureau written July 25th 1868

The Bureau charities of direct relief of food have been shared by all the destitute of every color, and meanwhile its organizing hand has helped to arrange labor upon the new basis, to compose disputes, to accustom the whole population to the new order. Its service in this respect has been incalculable...

Except for the Freedmen's Bureau, keeping the peace with intelligence and authority, organizing labour, establishing schools, saving the white population from the consequences of their own ferocity, it is easy to imagine how fearful would have been the condition of the Southern States during the period between the end of the war and the establishment of loyal governments. And now that those States are resuming their old relations in the Union and for the first time with truly Republican governments, Congress is providing that the Bureau, which was in its nature temporary, shall cease its work. It has taught the freedmen that they are citizens of a government which recognizes their equal manhood. It has taught the late master class that all men have rights which must be respected. Clad in the armed authority of the United States, it has been a true minister of peace and as the occasion for its service disappears, the Freedmen's Bureau passes into history with that highest crown of praise, the pious gratitude of the poor and unfortunate.

Source 2: Harpers Weekly cartoon: The First Vote November 16 1867



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Source 3: The mother of Annie L. Burton, ran away during the Civil War. She returned afterwards to claim her slave children. She recorded the incident in her book, *Memories of Childhood's Slavery Days* (1909)

My mother came for us at the end of the year 1865, and demanded that her children be given up to her. This, mistress refused to do, and threatened to set the dogs on my mother if she did not at once leave the place. My mother went away, and remained with some of the neighbors until supper time. Then she got a boy to tell Caroline to come down to the fence. When she came, my mother told her to go back and get Henry and myself and bring us down to the gap in the fence as quick as she could. Then my mother took Henry in her arms, and my sister carried me on her back. We climbed fences and crossed fields, and after several hours came to a little hut which my mother had secured on a plantation. We had no more than reached the place, and made a little fire, when master's two sons rode up and demanded that the children be returned. My mother refused to give us up. Upon her offering to go with them to the Yankee headquarters to find out if it were really true that all negroes had been made free, the young men left, and troubled us no more.

Source 4: John Hope Franklin 'From slavery to Freedom' on the Black church.

Another agency that offered both spiritual and material relief during reconstruction was the Negro church. The end of the war lead to the expansion of independent churches among Negroes. There were no longer southern laws to silence Negro preachers and proscribe their separate organisations. Negroes began to withdraw from white churches once they had secured their freedom and consequently the Negro church grew rapidly after the war...

The older Negro churches entered a new stage of growth. The African Methodist Episcopal church, which had only 20,000 members in 1856, boasted 75,000 ten years later. In 1876 it's membership exceeded 200,000 and it's influence and material possessions increased proportionately.

Source 5: A letter from William Luke to his wife moments before he is lynched by the KKK

On July 11, 1870 Klansmen lynched Canadian Methodist minister William Luke in Cross Plains, or Patona, Calhoun County. Luke's offense, in the eyes of the Klansmen, was having instructed black freedmen in reading and writing, thereby "stirring them up" to insubordination. Before they hanged him, the Klansmen acceded to Luke's request to write a farewell letter to his family. After the murder, the farewell note gained wide currency in Northern newspapers.

My Dear Wife:

I die tonight. It has been so determined by those who think I deserve it. God only knows I feel myself entirely innocent of the charge. I have only sought to educate the negro. I little thought when leaving you that we should thus part forever so distant

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from each other. But God's will be done. He will be to you a husband better than I have been, and a father to our six little ones. . . .

Your loving husband,

William

Letter quoted in Gene L. Howard, *Death at Cross Plains: A Reconstruction Alabama Tragedy* (Tuscaloosa: University of Alabama Press, 1984), p. 91. Used by permission of the University of Alabama Press.

Source 6: David Paterson, Doug and Susan Willoughby *Civil rights in the USA. 1863-1980.*

The Ku Klux Klan and 'White Supremacy'

It is clear that much Klan activity was focused on keeping black people in subordination and on restoring the slave-based plantation economy. This is shown by the fact Klan activity was almost exclusively located on the plantation belt in the south...

Anyone involved in helping former slaves to improve themselves was attacked. African Americans who had been given the vote were threatened and intimidated before elections. Any former slaves who showed signs of achieving economic independence were also attacked, as were local black political activists...

Attacks usually took place at night and were carried out by groups of Klansmen leaving behind a burning cross as their calling card. African-Americans were reluctant, perhaps even afraid, to resist these attacks because they wanted to be seen to be living in a peaceful and law abiding way. They preferred, instead to leave their homes and hide in wooded areas to avoid attack

Source 7: David Paterson, Doug and Susan Willoughby *Civil rights in the USA. 1863-1980.*

The Black Codes

Their intention was clearly to ensure that African-Americans never acquired land or political power.

There were other discriminatory aspects to the codes in some states:

- Heavier penalties were imposed on African-Americans who broke the law than on white Americans.
- In many states, African Americans were banned from competing for jobs with white men. In some, they were restricted to specific jobs. Large numbers were forced to enter into labour contracts with their former owners. This enabled

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plantation owners to continue to run their plantations. It effectively bound free slaves to the land and their employers. It was simply another form of slavery.

- Former slaves who remained unemployed, if caught begging, were charged with vagrancy and fined. Those who were unable to pay the fine (the majority) could be hired out to plantation owners or other employers...

The codes went further than severely limiting the extension of the franchise; they also prevented freed slaves from receiving their full rights as citizens of the USA. They were no longer slaves, but neither were they free and equal

Source 8: David Paterson, Doug and Susan Willoughby Civil rights in the USA. 1863-1980.

Land ownership and sharecropping

By 1870 **sharecropping** was the most common system in operation on former cotton plantations. Many freedmen and poorer white farmers were surviving in this way by the late 1870's. However as prices fell, sharecroppers found themselves increasingly in debt and had to search for means of raising capital to support the shortfall from the sale of their crops. To overcome this problem, they entered into agreements with local merchants or businessmen, who provided them with the supplies they needed on credit. The security of these loans was a claim or a 'lien' on their next crops. Interest rates were high – as much as 50 per cent. Many sharecroppers were soon permanently in debt. By the time they had given one half of their crop to the landowner in rent and the other half to the merchant, they had nothing for themselves.

Source 9: Freed by the Emancipation Proclamation in 1865, former slave Henry Adams testified before the U.S. Senate fifteen years later about the early days of his freedom

Not Free Yet

The white men read a paper to all of us colored people telling us that we were free and could go where we pleased and work for who we pleased. The man I belonged to told me it was best to stay with him. He said, "The bad white men was mad with the Negroes because they were free and they would kill you all for fun." He said, stay where we are living and we could get protection from our old masters.

I told him I thought that every man, when he was free, could have his rights and protect themselves. He said, "The colored people could never protect themselves among the white people. So you had all better stay with the white people who raised you and make contracts with them to work by the year for one-fifth of all you make. And next year you can get one-third, and the next you maybe work for one-half you make. We have contracts for you all to sign, to work for one-twentieth you make from now until the crop is ended, and then next year you all can make another crop and get more of it."

I told him I would not sign anything. I said, "I might sign to be killed. I believe the white people is trying to fool us." But he said again, "Sign this contract so I can take it to the Yankees and have it recorded." All our colored people signed it but myself and a boy named Samuel Jefferson. All who lived on the place was about sixty, young and old.

On the day after all had signed the contracts, we went to cutting oats. I asked the boss, "Could we get any of the oats?" He said, "No; the oats were made before you were free." After that he told us to get timber to build a sugar-mill to make molasses. We did so. On the 13th day of July 1865 we started to pull fodder. I asked the boss would he make a bargain to give us half of all the fodder we would pull. He said we may pull two or three stacks and then we could have all the other. I told him we wanted half, so if we only pulled two or three stacks we would get half of that. He said, "All right." We got that and part of the corn we made. We

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made five bales of cotton but we did not get a pound of that. We made two or three hundred gallons of molasses and only got what we could eat. We made about eight-hundred bushel of potatoes; we got a few to eat. We split rails three or four weeks and got not a cent for that.

In September I asked the boss to let me go to Shreveport. He said, "All right, when will you come back?" I told him "next week." He said, "You had better carry a pass." I said, "I will see whether I am free by going without a pass."

I met four white men about six miles south of Keachie, De Soto Parish. One of them asked me who I belonged to. I told him no one. So him and two others struck me with a stick and told me they were going to kill me and every other Negro who told them that they did not belong to anyone. One of them who knew me told the others, "Let Henry alone for he is a hard-working nigger and a good nigger." They left me and I then went on to Shreveport. I seen over twelve colored men and women, beat, shot and hung between there and Shreveport.

Sunday I went back home. The boss was not at home. I asked the madame, "where was the boss?" She says, "Now, the boss; now, the boss! You should say 'master' and 'mistress' -- and shall or leave. We will not have no nigger here on our place who cannot say 'mistress' and 'master.' You all are not free yet and will not be until Congress sits, and you shall call every white lady 'missus' and every white man 'master.'"

During the same week the madame takin' a stick and beat one of the young colored girls, who was about fifteen years of age and who is my sister, and split her back. The boss came next day and take this same girl (my sister) and whipped her nearly to death, but in the contracts he was to hit no one any more. After the whipping a large number of young colored people taken a notion to leave. On the 18th of September I and eleven men and boys left that place and started for Shreveport. I had my horse along. My brother was riding him, and all of our things was packed on him. Out come about forty armed men (white) and shot at us and takin' my horse. Said they were going to kill ever' nigger they found leaving their masters; and taking all of our clothes and bed-clothing and money. I had to work away to get a white man to get my horse.

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Assess the significance of the role of individuals in reducing discrimination in the USA during 1820- 1981.

The USA made significant progress in reducing discrimination from 1820-1981 as African Americans went from being slaves in 1820's to gaining equal de jure rights by 1968. However this process took over 150 years and progress was achieved in a non-uniform way in which there were many setbacks before de jure rights were gained. I believe that the role of individuals was the most significant factor in reducing discrimination and the role of Martin Luther King was particularly important as he served as a catalyst of increasing symbolic and charismatic significance in achieving the vital civil rights legislation that has given African Americans the equality they have today.¹ Although King was the pivotal figure, other individuals such as William Lloyd Garrison and Booker T Washington gave the civil rights movement the platform it needed to be successful. On top of individuals, civil rights groups such as the NAACP worked tirelessly in the courts to gain equal de jure rights for African Americans. However individuals and groups could not pass legislation themselves and therefore the presidents and their Congress, especially during Lyndon Johnson's term, also played an important role, in reducing discrimination through legislating. All these factors together in the 1960's to bring about the legislation that gave African Americans their equal rights; however after studying each contribution it is clear that individuals played the key role in bringing about the reduction of discrimination for African Americans during 1820-1981. This is because it was the work of early individuals who began and gathered momentum for the civil rights movement and the work of later individuals such as King and Johnson who were instrumental in passing the legislation that would give blacks the rights that would significantly reduce discrimination.

The key individual from 1820-1981 was undoubtedly Martin Luther King as the campaigns he lead were the most successful in achieving de jure civil rights. For example King's biggest success was in 1963 when he led the march on Washington which encouraged the government to pass through the Civil Rights Act in 1964. King was responsible for the success of the march because he rallied 250,000 people together for the peaceful demonstration and his iconic "I have a dream" speech was televised live to an audience of millions and this gave the march the publicity it needed to be a success.² The fact that King managed to gain mass support for the march meant it had the influence of winning over enough votes in Congress to get the civil rights bill over the line. This reduced discrimination as it gave African Americans equal de jure rights in employment and education, which was a major step in reducing discrimination. Martin Luther King said the act would "bring practical relief to the Negro in the South, and will give the Negro in the North a psychological boost that he sorely needs."³ King's campaigning was also instrumental in gaining voting rights. In 1965 King organised a SCLC voter registration drive in Selma. During the campaign marchers were tear gassed and beaten by mounted police on a day that became known as 'bloody Sunday.'⁴ Police brutality and King's tactic of non violent resistance were widely covered in the media and this created sympathy for the campaign. This sympathy was also shown by the government on 6th August 1965 as

¹ John White Black Leadership In America

² http://www.core-online.org/History/washington_march.htm

³ http://mlk-kpp01.stanford.edu/index.php/encyclopedia/encyclopedia/enc_civil_rights_act_of_1964/

⁴ John White black leadership in America

Lyndon Johnson signed the Voting Rights Act, as a direct consequence of the events.⁵ This was another ground breaking piece of legislation in reducing discrimination as it meant African Americans now had equal voting rights and could have their own political influence in elections. King's unique contribution to the movement was his astounding organisation skills, which were evident in the bus boycotts in Montgomery, and his non-violent tactics were also very effective as they got his campaigns the large scale publicity they needed to have an influence on the government. King's charisma and natural ability to speak were pivotal in rallying people together and gaining support for his campaigns. All these skills made King the most successful individual in the campaign for civil rights, as in the end this widespread support gave the government no choice but to pass the civil rights legislation.

However the movement did not end at this point and individuals such as Jesse Jackson helped keep civil rights on the agenda after the death of King.⁶ He did this by initiating campaigns to run for president in 1984 and 1988. This was a testament to King's work as it displayed just how far African Americans had progressed from working as slaves in 1820, to being a candidate for the top job in America by the 1980's.

Individuals also played a key part in the earlier years of the period. In the years of slavery William Lloyd Garrison was the greatest publicist for the emancipation of American slaves.⁷ In 1830 Garrison kick-started the anti-slavery movement by creating his own abolitionist newspaper called the liberator and founded the American anti-slavery society in 1832. This gave the abolitionist movement its first public voice and it began circulating the idea of emancipating slaves. Momentum for the movement gradually increased and by 1840 an estimated 200,000 belonged to anti-slavery organisations.⁸ Garrisons work was very influential as without the widespread support he gained for the anti-slavery movement it could be argued that Abraham Lincoln would never have emancipated the slaves. Although Lincoln had other motives for the emancipation of the slaves, the growing support for the movement allowed him to make his proclamation and the eventual emancipation of the slaves was a very necessary first step in a reduction of discrimination of blacks. However as important as this contribution was, it did not end discrimination because the attitudes in the south remained fundamentally racist in this early period.

Another important individual was Booker T Washington. Washington had a realistic approach to white supremacy as he believed blacks should focus on bettering themselves rather than protesting for equal rights. Washington set up the Tuskegee institute in 1888. The school taught academic subjects but emphasised a practical education, which included farming, carpentry, brick making, shoemaking, printing and cabinetmaking.⁹ By the time Washington died in November, 1915, the Tuskegee Institute had a student population of 2000.¹⁰ Washington's school reduced

⁵ John White black leadership in America

⁶ Race relations in the USA 1863-1980 Vivienne Saunders

⁷ <http://www.libertarianism.org/people/william-lloyd-garrison>

⁸ <http://www.libertarianism.org/people/william-lloyd-garrison>

⁹ <http://www.spartacus.schoolnet.co.uk/USAbooker.htm>

¹⁰ <http://www.spartacus.schoolnet.co.uk/USAtuskegee.htm>

discrimination because his self improvement courses would make blacks better employees and also it was a sign that blacks would accept their position rather than launch campaigns which would agitate and inconvenience white people. This meant that white people were less hostile towards blacks and they even supported the Washington's institute. A Chicago newspaper reported that Washington "has done more for the improvement for the Negro in the south than has been accomplished by any political agitators"¹¹ However although Washington did a successful job of diplomacy between whites and blacks, many people such as William Du Bois called for more radical measures to protest against white supremacy rather than accept it. The fact that Washington was not as optimistic as King, meant that his success was not on the same level, however his efforts to improve race relations were significant as it gave King something to build upon in later years.

Supportive evidence

Connection across different periods

Supportive evidence

Despite the role of individuals being the main factor for the reduction of discrimination, the role of the civil rights groups such as the NAACP cannot be ignored. The NAACP gained victories for the civil rights movements within the courts. The most significant came in 1954 when the NAACP won *Brown v. Board of Education of Topeka*. In this landmark decision, the Supreme Court outlawed segregation in schools. This victory and others gave the foundations on which the civil rights movement could base its protests, however they alone were on the whole ineffective in reducing discrimination as the de jure rulings did not always result in de facto change. For example by 1964 a Department of Health, Education, and Welfare (HEW) study indicated that only 2.4 percent of African Americans in the South were attending white schools.¹² Therefore King's campaigning was essential in reducing discrimination as legislation alone was not effective and the government needed to be pressured into enforcing the laws of the Supreme Court.

evaluation of evidence impact

Although the group's CORE and the SNCC shared King's Philosophy of direct action protest, they too had a limited importance to the movement compared to individuals. Despite creating their own successful campaigns such as the Greensboro sit-ins in 1960 and the freedom rides of 1961 the two groups became a hindrance and caused conflict in the movement. For example the SNCC and CORE became increasingly influenced by Malcolm X's more radical tactics and this threatened to slow down the work that King had done as it could have potentially ruined the governments growing sympathy for the movement. Therefore groups were not as influential as individuals as they needed leaders to keep them together. For example King served as the vital centre of the movement, standing between the 'conservatism of the NAACP and the radicalism' of SNCC and CORE and he managed to hold the civil rights movement together despite the divisions that the different groups caused.¹³

Judgement made

Comparative importance relative importance

Similarly to the civil rights groups, the contribution of presidents was, on the whole, limited. One reason for this is that some Presidents weren't supportive of the movement. For example President Johnson vetoed the civil rights bill of 1866 due to his racist views. President Kennedy was reluctant to address civil rights concerns for fear of, alienating southern voters in his quest for re-election, and straining relations

Analytical point

¹¹ Logan, R. W., *The Betrayal Of The Negro: From Rutherford B.Hayes to Woodrow Wilson* (London 1965)

¹² <http://legal-dictionary.thefreedictionary.com/School+Desegregation+After+Brown>

¹³ John White Black leadership in America

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with southern Democrats in Congress.¹⁴ Even presidents who did achieve something did so for the wrong reasons. President Lincoln announced the emancipation proclamation in 1863 which was a promise to end slavery if the north won the American civil war, however this was because a proclamation of emancipation would help win the war and preserve the union by crippling the south.¹⁵ This illustrates how presidents were selfish and only helped civil rights if it promoted their own agenda. For this reason the president's contributions were limited.

One exception to this was Lyndon Johnson, who had genuine sympathy for civil rights. Even after a southern senator told him that the price of passing the Civil Rights Act would be the 1964 election Johnson said "I'll pay it gladly."¹⁶ Furthermore Johnson worked tirelessly in congress, who were on the whole uncooperative to the civil rights movement, to break the longest filibuster in the senate history and pass the Civil Rights Act.¹⁷ Johnson was particularly unique because he was able to manipulate the knowledge he had on senators and used this knowledge to ensure that they were promised precisely what they most desired in return for a vote.¹⁸ This shows that Johnson was yet another important individual as his ability to gain votes from congressmen were better than anyone and this was necessary to pass the most vital civil rights bill.

To conclude from the years 1820-1981, after a long up hill struggle, there were huge progressions for African Americans as they had achieved de jure equal civil rights by 1968. There were many factors for the reduction in discrimination and the civil rights groups, presidents and congress certainly played an important role with their campaigning and legislating. However it was the work of individuals throughout the period who played the key role. William Lloyd Garrison and Booker T Washington's work in the earlier years was very significant as it lay the foundations that were built upon during the civil rights movement. The most successful individual was Martin Luther King because his organisation, charisma and exploitation of media publicity gave the movement the widespread support it needed to influence the government to pass the key legislation. The role of Lyndon Johnson was also of huge significance as it was his political skills that got the civil rights bills through congress which is often an impossible task. In the 1960's the work of the groups, presidents and congress all came together, however this would not have been possible without the unique contributions of individuals, especially King and Johnson, who were instrumental throughout the period in reducing discrimination for African Americans and were the main reason for getting the key legislation over the line.

interesting point

unique contribution

considered judgement made with clear linkage again stated

clearly analytical. Points supported by evidence from a wide range of sources.

Very well written; control good, Judgement

¹⁴ <http://www.shmoop.com/john-f-kennedy/civil-rights.html>

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¹⁶ Race relations in the USA 1863-1980 Vivienne Saunders.

¹⁷ Race relations in the USA 1863-1980 Vivienne Saunders.

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18. <http://www.spartacus.schoolnet.co.uk/USAtuskegee.htm>

Candidate 3: The Changing Nature of Warfare c1845-1991

A piece of work scoring at the top end of the mid-range, and typical of that produced by many candidates.

Part A

An analytical response, focusing on the short-term significance of the Battle of the Somme July-November 1916 and demonstrating some understanding of the key issues. Accurate factual material supports the research, though is occasionally descriptive. The contemporary sources selected are appropriate, some are handled confidently and they are well integrated into the response. Their interpretation and evaluation takes into account their nature, origin and purpose, and there is some weighing of the evidence so produced.

Part B

The response here is clearly analytical, showing a good understanding of change over time. The key issues are understood, and the analysis is supported by accurate factual material, though occasionally lacking in depth. A range of different turning points impacting on change are considered, although in a somewhat stilted and mechanistic way, and the conclusion focuses firmly on the stated turning point.

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 | 61667 | | |
| Candidate Number | 8281 | | |
| Candidate Name (in capitals, surname followed by forenames) | JUDD: DAMIEN | | |
| Coursework Programme Title: (if Edexcel designed please provide reference code from specification.) | Unit 4: CW37: The changing nature of warfare, c1845-1991 | | |
| Assignment Title | <p>Part A: What in your view was the short-term significance of the Battle of the Somme July-November 1916?</p> <p>Part B: In considering the process of change in the conduct of warfare in the years 1845-1991, how far can (chosen event) be seen as a key turning point?</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 5 and 6 | Pursuing Life and Liberty: Equality in the USA, 1945-1968 | |
| | | Conflict and retreat: the USA in Asia, 1950-1973 | |
| | Unit 2: C2 Britain, c1860-1930: The changing position of women and the suffrage question | | |
| | Unit 3: Option D: The challenge of Fascism | | |

| | | | |
|--|--|--|--|
| Word Count | 3996 | | |
| Mark for Part A: AO1 (mark out of 13) | Mark for Part A: AO2 (mark out of 12) | Mark for Part B: AO1 (mark out of 25) | Total Mark: Part A and B (final mark out of 50) |
| 10 | 11 | 18 | 39 |

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: 9/5/2013

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: 9/5/2013

A01: (L3) (10)

A02: (L4) (11)

[Handwritten signature]

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Damien Judd
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Centre Number: 61667

What in your view is the short term significance of the battle of the Somme?

Immediate focus

supporting evidence

Evaluation

Short term significance

Evidence supporting

Focus on short term significance

Evaluation of reliability

links to audience

The battle of the Somme had many short term significances, one of which to a greater extent is the casualties that the British endured throughout the battle; these casualties were so severe, with deaths on the first day reaching 20,000¹, that they sparked a decade's long debate as to whether these numbers are justified. Haig and his subordinates viewed these casualties as necessary to grind down their opponent and by inflicting severe casualties the Germans would be unable to replenish manpower allowing the British to overwhelm them. However soldiers had a different experience to Haig's as they endured the pains of warfare, it is widely viewed that the casualties of the Somme had a severe impact on society as many families loved ones would have been lost, Lloyd George was an avid opponent to Haig and described the battle as "bullheaded"². However there are other factors that must be considered significant, for example to a lesser extent the technology that was utilised, such as the tank, was pivotal in the outcome of this battle and paved the way for a transition from a war of attrition to a war of manoeuvrability that would be evident in conflicts to come including blitzkrieg tactics in World War Two. It could also be argued to a small extent that the tactics that were deployed could be of significance, for example the utilisation of the creeping barrage, which was used successfully in battles including Bazentin ridge³, showed that commanders were doing their utmost to end the stalemate on the Somme.

- short term significances identified

relevant supporting comments

focus on impact

Further short term significances explanation

Pre-use support

Inference to support

Sources used in comparison

Inference to contrast further evaluation of evidence

Inference identified

One short term significance of the Somme to a small extent was the technology utilised; for example, the Somme was the birthplace of the tank being used in the battle of Flers-Courcellette 15th September 1916⁴ and this technology proved crucial for the British effort. Practically the tank wasn't reliable; Rifleman W Gray of the Queen Victoria Rifles suggests that a high proportion broke down before they could have been any use, with 50 tanks available only 24 made it into combat due to mechanical failure⁵. "One of the four tanks had broken down and had to be left behind on account of one of its caterpillars having gone wrong"⁶. This diary extract being a first hand account makes it very reliable and increases its utility as evidence as it demonstrates that although being ground breaking pieces of technology they had limitations. Rifleman Gray's testimony to the usefulness of the tank is his raw thoughts and wouldn't have been tainted by the prospect of publication. However despite their cumbersome nature they proved to have a corrosive effect on their enemies psyche. A German account suggests that the tanks were greeted with unfamiliarity and humour, "were inclined to discount or laugh at the giants" however the evidence indicates that they initially mocked the tanks but soon realised they lacked the firepower to deal with such a machine and fear and alarm soon ensued, "But when they came nearer with apparent impunity the result in some places has been a panic"⁷. The report also suggests that the tanks were very effective and implies that they limited the Germans ability to direct operations,

Cumulative Word Count: 546

¹ http://www.bbc.co.uk/history/worldwars/wwone/battle_somme.shtml
² War memoirs of David Lloyd George - pg 321
³ <http://www.westernfrontassociation.com/great-war-on-land/61-battlefields/137-british-tactics-battle-somme.html>
⁴ <http://www.1914-1918.net/tanks.htm>
⁵ <http://www.firstworldwar.com/battles/somme.htm>
⁶ Appendix 2
⁷ Appendix 8

Damien Judd

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"They have put several of our battalion headquarters out of action, which made it very difficult for us to direct the combat", with the Germans ability to direct combat hampered the tanks wreaked havoc and gave the British an advantage. This report was written by the German 6th army headquarters who would have extensive reports regarding the tank and the effect on the psyche that the machines had on their troops, this makes it strong in its validity and utility as a source due to the first hand nature of the extract.

Analysis and evaluation of source on evidence - link to utility

This contrasts with the view of Rifleman Gray which suggests that tanks were ineffective due to unreliability however contradictory to this the report from German headquarters suggests that they had quite an impact on the German effort. Tanks may have had their problems and be renowned for being unreliable; of 60 tanks that were available in September only 30 were in a war worthy state⁸. However they were incredibly effective at breaking enemy morale and pushing enemy lines. They were endorsed by Churchill and tanks would prove to be a ground breaking piece of technology that would shape the way that conflicts were carried out including being the focal point of the devastating Blitzkrieg tactic of World War 2.

Cross reference of contrasting views

Supporting points. Impact further evidence to support argument.

A further significance of the Somme to a lesser extent was the tactics employed. The Somme was the first conflict to utilise the creeping barrage on a large scale despite being deployed by Bulgaria during the Adrianople siege of March 1913⁹. Liddell Hart, who was supportive of the tactic, is explicit in his suggestion that the barrage was incredibly effective; "and yet it is so marvellously accurate that our infantry can follow within fifty to one hundred yards of it"¹⁰. Hart is clearly confident in the effectiveness of the barrage and goes as far to say that the barrage was "the outstanding innovation of the war" which compared to the utility of the tank is somewhat contentious and perhaps premature. The barrage in practice wasn't as spectacular as Hart portrays, the Somerset light infantry had problems with the barrage whilst attacking Riez du Vinage on the 14th April 1918, on this occasion the barrage lifted early exposing infantry to machine guns¹¹. Hart also implies that the tactic was so innovative that not only did the BEF adopt it, even the French utilised it. "This creeping barrage proved so successful that shortly after the British Army as a whole adopted it... The French copied us". Harts view that the tactic was 'so successful' is somewhat misguided as it was in its infancy and coincides with Sheffield's view that the British had a "bloody learning curve"¹² and as such new tactics like the creeping barrage were experimental and the British didn't truly master the technique. The view of Sheffield is supported by Simkins who implies that the British were unable to utilise the barrage to its highest effectiveness as "The gunners do not yet know quite how to apply all their techniques to maximum benefit"¹³. Although the tactics that were employed on the Somme were of significance when compared to other factors such as the casualties it is clear that the tactics are more of a minor influence.

Short term significance factors

Influence

Relevant supporting evidence.

Relevant information used to show limitation of Hart's view

Comparison of tactic and technology.

Influence made.

L3/4

Further cross reference with historical interpretation

Evaluation of author's view and cross reference with historical interpretation. L3/4 Comparison of significance overall judgement.

Cumulative word count: 1,102

⁸ Forgotten Victory by Gary Sheffield pg 177

⁹ <http://www.firstworldwar.com/atoz/creepingbarrage.htm>

¹⁰ Appendix 4

¹¹ <http://www.spartacus.schoolnet.co.uk/FWWcreeping.htm>

¹² http://www.bbc.co.uk/history/worldwars/wwone/lions_donkeys_01.shtml

¹³ http://www.pbs.org/greatwar/historian/hist_simkins_06_somme.html

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Another short term significance of the Somme to a great extent was the casualties that were inflicted. Sheffield describes the Somme as a "Bloody learning curve"¹⁴ for British forces as they suffered 57,000 casualties¹⁵ on the first day which would prove to be unsustainable and would have an influence on commanders such as Haig and the tactics they employed. Haig infers that although casualties were high this sacrifice was not so significant, "the total casualties for the last two days heavy fighting are just 8000. This is very remarkable, and it seems to bear out the idea that the enemy is not fighting so well, and has suffered in moral"¹⁶. Haig justifies the rate of 8000 by implying that the Germans morale was suffering and describes them as "remarkable" which reinforces the impression that the casualties were essential in wearing down the Germans. However Haig could be argued to be narrow minded as he fails to appreciate the effect that casualties of this scale would have on the home front and on British family life which would become all too apparent. The tone that Haig uses in his diary extract could be construed as blasé and he doesn't appear to take the report as anything more than a number and looks over the personal level of looking at it as a group of his fellow soldiers. As Haig's entry is his own diary and he is a high ranking member of the armed forces and society he may have had the intention of publishing which could have limited what he was willing to put in the diary. This somewhat limits the extracts reliability as a source as although this is Haig's personal diary and at face value it seems to be his raw thoughts, it may be however that underneath he may have chosen to make this information as glossy as possible in order to shield the public from such horrific figures.

However contradictory to the view of Haig who wouldn't have had experience of fighting in the battle; first-hand accounts such as that of Corporal M.J Guiton, 15th Battalion, London Regiment explicitly imply that their experiences on the Somme have scarred them mentally. "I saw the hot life's blood of German and Englishmen flow out together, and drench the fair soil of France.", Guitton is very descriptive and emotive in his account which is a stark contrast to the blasé and perhaps disillusioned view of Haig without him having first-hand experience of the front line. Guitton further suggests that he will never be able to forget what happened on the Somme, "The mental picture painted through the medium of the eye may fade, but the cries of those poor, tortured and torn men I can never forget". Guitton's experience raises the issue that although Haig saw the casualties as a necessary sacrifice the use of his tactics had a caustic effect on the mentality of his own soldiers. This diary entry from Guitton is very explicit which highlights what conditions on the Somme were like and as he was only a Corporal he wouldn't have had the thought of publication at which improves its reliability and as it is a first-hand account the validity and utility as a source is also strong. When compared to Haig's diary entry however although Guitton's view is both valuable and useful he is one soldier and therefore his view cannot be generalised to represent the whole of the British force. Whereas Haig is a high ranking official and as such his view is more valuable as he would have had access to large amounts of information which can help justify the tactics he employed.

Cumulative word count: 1,719

¹⁴ http://www.bbc.co.uk/history/worldwars/wwone/lions_donkeys_01.shtml
¹⁵ <http://www.johndclare.net/wwi2.htm>
¹⁶ Appendix 6

Use of historical context to further the argument

Analyses the author's limitations

L3/4 Evaluates reliability face value and motive

Inference

Inference made

Evaluation of reliability and judgement about utility

Further focus on short term significance

Inference made

Further inference from context

Uses tone to evaluate author's attitude L3/4 Comments on potential motives of writing and audience

Cross reference L3

Contrast

Comparison of utility and strength of evidence L4 judgement made

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The Somme had many short term significances, one of which to a great extent was the casualties that were inflicted. The British suffered 60,000 casualties on the first day of which 20,000 were fatalities¹⁷. These figures have been the basis for decades of debate as it is difficult to justify such a horrific toll on human life. Robin Prior states that "the British were paying an enormous price to secure infinitesimal amounts of ground", this was a view that was followed by many in the political upper class. However in the eyes of commanders such as Haig it was seen as a means to an end in order to crush the Germans and their ability to continue to wage war. Furthermore there are other factors that could be considered of significance for example, to a lesser extent the technology that was utilised, such as the tank, would form the backbone for future conflicts including its crucial role in the devastating blitzkrieg in World War Two. Although in relation to the Somme it is clear that the casualties that were suffered by the British are far more significant in its influence. One further factor that could be considered of significance is the tactics that were employed throughout the battle; the creeping barrage was utilised for the first time on a broad front and was a shining example of the British adapting their tactics to undermine the German defences and to try and provide a breakthrough that was sorely needed. These factors although significant in varying degrees are all outweighed by the levels of casualties that were experienced as it was this that was the overriding impetus for change.

precise support

Historical view links to view of society at the time

Other short term significances evaluated

Judgment most significant

Overall judgment and reasoning

Total word count: 1,998

A01:

(L3)

(10)

- Analytical response which focused throughout on the enquiry.
- Short term significances clearly identified and the answer demonstrated a balanced approach.
- The answer was controlled and very rarely descriptive.
- Factual material accurate and used to support points. Perhaps more would have aided some of the reasoning.

A02:

(L4) (11)

Wide range of relevant sources used.
Evidence was interpreted and clear inferences made.
Evaluations regarding utility and reliability.
Shown impact in context of society at the time.
Cross referencing used to further the argument.
Consideration was made regarding how valuable the evidence was.
Historical views used and interpreted. Sometimes used for cross referencing.

¹⁷ http://www.bbc.co.uk/history/worldwars/wwone/battle_somme.shtml

Part A Bibliography

- http://www.bbc.co.uk/history/worldwars/wwone/battle_somme.shtml
- War memoirs of David Lloyd George – pg 321
- <http://www.westernfrontassociation.com/great-war-on-land/61-battlefields/137-british-tactics-battle-somme.html>
- <http://www.1914-1918.net/tanks.htm>
- <http://www.firstworldwar.com/battles/somme.htm>
- Through German Eyes by Christopher Duffy pg 298
- Pg 221 Forgotten voices of the Somme
- Pg 378 The Somme, Peter Hart
- 21st July 1916, WO 95/1750, TNA
- Liddel Hart and the weight of history – “things of which I am proud”
- Pg 241; Douglas Haig war diaries and letters 1914 – 1918
- Pg 234; Douglas Haig war diaries and letters 1914 – 1918

- Pg 387 The Somme by Peter Hart
- Forgotten Victory by Gary Sheffield pg 177
- <http://www.firstworldwar.com/atoz/creepingbarrage.htm>
- <http://www.spartacus.schoolnet.co.uk/FWWcreeping.htm>
- http://www.bbc.co.uk/history/worldwars/wwone/lions_donkeys_01.shtml
- http://www.pbs.org/greatwar/historian/hist_simkins_06_somme.html
- <http://www.johndclare.net/wwi2.htm>

Sources for history coursework

Technology

Tanks – Through German Eyes by Christopher Duffy pg 298 – Appendix 8
“Englische Panzerwagen, 29th October, 1916” – German 6th Army
headquarters report

“If a gap opens in our line some where or other, the vehicles will exploit it most skilfully in order to break through. A number of the machines drive along behind the intact sectors of our line and shoot the defenders from our rear. Others exploit in the greatest depth possible, and are fond of making for our command posts, observation posts and batteries. They have put several of our battalion headquarters out of action, which made it very difficult for us to direct the combat.

When a larger number of tanks, acting simultaneously, have effected a wider breach, it is also clear that the British have intended to throw cavalry into the gap.

The vehicles have in fact brought the British a number of successes. But this is to be attributed mainly to surprise. Every new technical device brings with it an element of the unfamiliar, and it is the same here. At first our troops were inclined to discount or laugh at the giants as they crept forward. But when they came nearer with apparent impunity the result in some places has been a panic.”

Tanks: - Pg 221 Forgotten voices of the Somme - Appendix One

Corporal Jack Critchley – September 1916
Royal artillery, attached to guards division

“After that, we thought ‘When we get a few of these lads over, the war is finished! We are going to be home by Christmas!’ That was a feeling a lot of us had”

Tanks: - Pg 378 The Somme, Peter Hart – Appendix Two

Rfileman W.J. Gray 1/9th Battalion (Queen Victoria’s Rifles), London Regiment,
169th Brigade , 56th Division – September 1916

“One of the four tanks had broken down and had to be left behind on account of one of its caterpillars having gone wrong.”

Strategy/tactics

Creeping Barrage: - (21st July 1916, WO 95/1750, TNA) – Appendix Three

“By September, the royal field artillery were now directing the fall of fire in front of the enemy trenches and lifting one hundred yards every few minutes, effectively creating a shield behind which the infantry would walk towards their objectives, searching all the ground in between with shellfire. This was to be the important new formula that the BEF would use to advance over no mans land in battles to come.”

Liddel Hart and the weight of history – “things of which I am proud” – Liddel Hart, 1917 – Appendix Four

- *“This wonderful wall of bursting shells, which searches every inch of ground as it creeps forward over the German lines, and yet it is so marvellously*

accurate that our infantry can follow within fifty to one hundred yards of it, is the outstanding innovation of the war... This creeping barrage proved so successful that shortly after the British Army as a whole adopted it... The French copied us"

Pg 241; Douglas Haig war diaries and letters 1914 – 1918 – Appendix Five

• **"Saturday 14th October**

In afternoon I motored to HQ XIV corps at Meaulte and saw lord Cavan. His attack on the 12th was not altogether a success, because

- 1.) **Surprise was lacking.** To please the French we have recently invariably attacked between 12 and 3pm, so enemy is ready for us!*
- 2.) **Observation** had been owing to cloudy weather. Airoplanes have there-fore not been able to render the great help they have on previous occasions.*
- 3.) **Enemy fought better.** He has had time to recover since previous attack. Our advance has been delayed by wet and so Enemy has been given time.*
- 4.) **Enemy used machine guns at distant ranges** at 500 to 800 yards in rear of their frontline (a) to obviate this it is proposed to put 'Creeping barrage' behind and not in front of the first objective. The 'fixed' barrage will be on it as usual. (b) Smoke shells to block the view will also be valuable.*

Casualties

Pg 234; Douglas Haig war diaries and letters 1914 – 1918 – Appendix Six

• **"Wednesday 27 September**

The AG came to report this morning, the total casualties for the last two days heavy fighting are just 8000. This is very remarkable, and it seems to bear out the idea that the enemy is not fighting so well, and has suffered in moral. We have had 14 divisions engaged and the front of the attack was altogether 23,000 yards...

Number of German guns about twice the normal number of guns per division seem now to be allotted to divisional sectors

Pg 387 The Somme by Peter Hart

Corporal M.J Guiton, 15th Battalion, (Civil Service Rifles) London Regiment, 141st Brigade, 47th Division – Appendix Seven

"That day I saw sights which were passing strange to a man of peace. I saw men in their madness bayonet each other without mercy, without thought. I saw the hot life's blood of German and Englishmen flow out together, and drench the fair soil of France. I saw men torn to fragments by the near explosion of bombs, and – worse than any sight – I heard the agonised cries and shrieks of men in mortal pain who were giving up their souls to their Maker. The mental picture painted through the medium of the eye may fade, but the cries of those poor, tortured and torn men I can never forget. They are with me always. I would I had been deaf at the time."

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L4 (18)
[Handwritten signature]

Part B: In considering the process of change in the conduct of warfare in the years 1845 – 1991. How far can the battle of the Somme be seen as a key turning point?

Immediate evaluation

precise knowledge to support

Evaluation of further turning points

The battle of the Somme could be said to be a key turning point in the changing conduct of warfare 1845 – 1991 to a large extent, as it heralded technologies such as the tank, first used in 1916, which has shaped wars such as the Second World War for decades to come. The Somme also saw the introduction of innovative new tactics such as the creeping barrage, first used by Bulgarian artillerymen in 1915¹. This was designed to break the deadlock and reduce casualties by creating a wall of fire to protect infantry. Also with such a large conflict the supplies needed, for example shell production in 1915 was 16.4million², meant that production needed to be increased to a scale that wouldn't be replicated until World War Two. However there are other factors that could be considered key; the Crimea 1853-1856 to a fair extent due to the technology utilised for example weaponry such as the Enfield rifle, 1853³, and the Minie bullet, 1849⁴, gave the edge to the British as the technology was more advanced than Russian weaponry. Furthermore the Vietnam War, ending in 1975⁵, could be a key point to a limited extent due to the guerrilla tactics utilised by the Vietcong, these tactics undermined the build up of American troops and ultimately rendered their tactics ineffective, the Americans relied on direct assaults however with an adept knowledge of the terrain the Vietcong was able to harass the US forces and frustrate them. Finally to a smaller extent the Gulf War 1990-1991 could be key due to the technology used such as precision weaponry such as paveway munitions⁶ which enabled the mainly American forces to inflict large amounts of damage whilst keeping casualties low.

*- Awareness of debate
- knowledge to support
Evaluation
evaluation and reasoning*

Focus

The Somme to a large extent could be said to be the key point in the changing conduct of warfare as it was the birthplace of technology such as the tank, first used in the attack of Thiepval⁷ 15th September, 1916, this paved the way for tactics such as the devastating use of blitzkrieg in World War 2. In 1916 tanks were prone to failure as was evident in battle; Haig initially had 50 tanks but this was brought down to 24 due to mechanical failure⁸. However despite this they had a detrimental effect on the enemies psyche⁹ and because of this they were seen as vital to the war and endorsed by Churchill¹⁰. The production of tanks increased from 150 in 1916 to 1,391 in 1918¹¹ which emphasizes their importance to the war effort despite their cumbersome nature. Sheffield argues that tacticians faced a "tactical dilemma unique in military history."¹²

*- Focus on evidence
Identification of change and its importance
L4
Precise evidence to support
L3 - Historical interpretation used to support*

Cumulative word count: 445

¹ Field Artillery and Firepower – Maj. Gen. J. B. A. Bailey
² <http://www.bbc.co.uk/news/magazine-17011607>
³ Firepower: British Army Weapons and Theories of War, 1904-1945
⁴ Firepower: British Army Weapons and Theories of War, 1904-1945
⁵ <http://www.historyplace.com/unitedstates/vietnam/index-1969.html>
⁶ Armies of the Gulf War – Gordon Rottman
⁷ http://www.bbc.co.uk/history/worldwars/wwone/nonflash_map.shtml
⁸ <http://www.firstworldwar.com/battles/somme.htm>
⁹ World War One – Spencer C. Tucker
¹⁰ Winston Churchill - Janice Hamilton
¹¹ <http://battleofthesommeresearchwiki.wikispaces.com>
¹² The Donkeys – Alan Clarke

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This interpretation of the situation faced by the British is valid as generals including Haig lacked a fast force to exploit gaps in the Germans line. The tank on the Somme although in its infancy ushered in a new era of combat which is evident in conflicts such as the Second World War and more to come.

Awareness of significance over time

Another feature that makes the Somme the key turning point is the introduction of tactics such as the creeping barrage which utilised a wall of shells which infantry would advance behind, this was intended to keep the enemy in their dugouts whilst the infantry traversed no man's land. The barrage was successfully implemented in 1913 in the siege of Adrianople¹ but not used widespread until the battle of the Somme. The need for such a tactic came from the rising casualty figures, on the first day 19,240 were killed which is the highest record for a single day in the history of the British army². Liddell Hart described it as "a wonderful wall of bursting shells" and "marvellously accurate", this interpretation suggests that the barrage is an innovative tactic and influenced the battle which to a large extent makes it a factor in supporting the view that the Somme was the key turning point.

Use of historical interpretation - Inference made from interpretation L3

The levels of supplies that the Somme required contribute to a large extent to the battle being the key turning point. In the opening stages 1.5 million shells were fired³ through the British's extensive arsenal which included 808 18 pounders and 202 4.5" howitzers⁴, and with the majority of the male population fighting, women were needed to meet demand; Between 1914 and 1918 women in employment rose from 3,224,600 to 4,814,600⁵. because of women workers and Lloyd George as the newly appointed minister of munitions, by 1917 the factories were producing 50 million shells a year. So overall tactics, technology and supplies in combination, contribute to the idea that the Somme was the key turning point in the conduct of warfare as these factors were the foundations for changes in the 20th century.

Very accurate supporting knowledge

Evaluation as a turning point

However there are other events that could be key, one of which to a limited extent is the Crimean War. The Crimea saw the introduction of new weapons such as the Enfield rifle which was in action by 1853. It utilised the percussion cap which provided greater reliability against misfire than the smooth bore musket. The Enfield rifle would be used in conjunction with the Minie bullet with provided greater range and damage capabilities⁶. AJP Taylor describes the Crimea as "a series of military blunders"⁷ which suggests despite these new technologies the British did not have the edge which when compared to tanks on the Somme it is clear that the technology on the Crimea was limited.

- Evaluation

Evidence used to support

Comparison of technology

Cumulative word count: 910

¹ The Balkan wars 1912 – 1913: Prelude to the First World War – Richard C.Hall
² <http://www.1914-1918.net/specialcoyre.htm>
³ The First Day on the Somme – Martin Middlebrook
⁴ <http://www.1914-1918.net/bat15C.htm>
⁵ Nice Girls and Rude Girls: Women Workers in World War One – Deborah Thom
⁶ The Lee-Enfield Rifle – Martin Pegler
⁷ <http://www.historytoday.com/ajp-taylor/crimea-war-didnt-boil>

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Focus
Not as in-depth
The Crimean war also ushered in new tactics that to a limited extent could be argued to make that war key turning point. The British depended on cavalry and with technology such as the Enfield rifle they were becoming obsolete which was evident in the battle of Alma River where casualties reached 2,002¹. Following this they tried to use cavalry to exploit rather than to be at the forefront. This is important as it shows that they were trying new tactics in order to bring down casualties. So it was similar to the Somme however on a smaller scale in comparison. *Some evidence used*
General comparison

Focus
Sustained
Furthermore the Crimean war could be argued to be a key turning point because of supplies. The sheer strength of the British navy, which was more developed than Russia's, enabled allied forces to bring supplies four times faster to the front than the Russians², however once on the field the British found it difficult moving supplies. The British operated a "wagons of the country" idealism, where they would procure wagons from around the theatre. They had relative success in Crimea but experienced shortages to carry the supplies.³ This problem could have contributed to what historians including AJP Taylor view as a military failure. On the face of it this interpretation is not entirely correct when taking into account the actual battles which were on the whole successful, however in relation to supplies AJP Taylor's interpretation is valid. *LL4*
Evaluation of historian interpretation

Similar beach point
Very precise knowledge to support
The Vietnam War could be considered a key turning point to an small extent as it saw new technologies utilised. These technologies included Agents Blue and Orange, herbicides used to deny the Vietcong places to hide and food, by 1969 680,000 hectares were sprayed with the herbicides⁴ and this destroyed crops for the Vietcong, but also for civilians as a result. The USA used napalm which stuck to the skin and burnt in excess of 2000 degrees⁵ and is estimated it killed between 300,000 and 2,000,000 civilians⁶. Howard Zinn writes that "You can't be Neutral on a Moving Train" which suggests that once the US were engaged in the conflict they would do anything to try and ensure victory, including destroying the Vietnamese food supply. *Evaluation*
Historian view, interpreted

Focus
Not as in depth
Vietnam could also be argued to be a key turning point to a limited extent because of the tactics employed on both sides. The Vietcong employed the use of Guerrilla tactics to counter the build-up of American troops with deadly success. They relied on hit and run tactics and booby traps such as the "punji trap". This is essentially a pit filled with spikes that were sometimes contaminated to increase the chance of death⁷. The US relied on air power to dominate the Vietcong in operations such as Rolling Thunder which saw bombs dropped on the countryside and Ho Chi Minh trail⁸. *Supporting points made*

Cumulative word count: 1,380

The Vietcong were unnerved by this despite suffering 1,100,000 casualties to the Americans 300,000⁹. In terms of tactics Vietnam showcased Guerrilla tactics that were very effective against a

¹ The Battle of the Alma: First Blood to the Allies in the Crimea – Ian Fletcher & N. A. Ishchenko

² http://www.almyta.com/Inventory_Management_History_2.asp

³ <http://www.jstor.org/pss/562567>

⁴ Agent Orange: "Collateral damage" in Vietnam – Phillip Jones Griffiths

⁵ Vietnam War After Action Reports – BACM Research

⁶ <http://www.historycommons.org/timeline.jsp?timeline=vietnam>

⁷ Vietnam Infantry Tactics – Gordon Rottman

⁸ The Vietnam War – Debbie Levy

⁹ http://www.rjsmith.com/kia_tbl.html

Damien Judd

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Centre number: 61667

theoretically superior force however the creeping barrage of the Somme heralded a new era of tactics and for that reason is more significant as a turning point.

Comparison to tactics

- Evaluation of change in time

The conflict in Vietnam saw ingenious use of terrain to move supplies and to a fair extent makes it a key turning point. The Ho Chi Minh trail from the north to the south was used by the Vietcong to transport up to 20,000 troops a month into the south¹ which undermined the Americans tactics as the Vietcong were being continuously supplied. John Prados states that the only way that troops could be transported south is via the trail, which infers that the Vietcong were ingeniously adapting to their environment and this is evident in their elusion of US forces through this trail².

Focus sustained

Source of evidence

- Evaluate

Finally the Gulf war can be considered to a small extent a key turning point because of the technology that was employed, the UN utilised precision weapons such as Paveway munitions, which included paveway II and III, the former being more suitable for lighter targets and the latter having a longer range and higher accuracy was suitable for armoured targets³. These munitions reduced civilian casualties as in a world of media the public has no taste for the bombing of civilians. Furthermore, the tactics used by the UN in the Gulf War to a fair extent are potentially a key turning point as they relied on air power to defeat the Iraqi forces. Aircraft such as the Jaguar were built up in Kuwait in operation Desert Shield⁴ which was the preliminary build up to operation Desert Storm which was the offensive part of the conflict. The use of airpower combined with precision weaponry is unique to this conflict as it has not been replicated on such a scale since and could be argued to be more important than weaponry used on the Somme.

Evaluation using supporting evidence

Comparison and evaluate

The UN had the ability to transport vast quantities of troops and equipment to the Gulf. They used cargo planes such as the C-5 galaxy which carries 80,000kg of equipment which could include five Bradley fighting vehicles or six apache helicopters⁵. It's this capability that gave the UN the edge against the out-dated Iraqi forces as they could keep themselves supplied. However all in all the Gulf War may have changed how targets are combated with precision weaponry, and the use of planes for transporting supplies to the area but the Somme's use of the tank, and the mobilisation of the economy was the focus for many conflicts to come and far outweighs the Gulf War as a key turning point.

Supporting evidence

Strong comparison with reasoning L3/4

Cumulative word count: 1,846

The Somme sets itself apart from the other conflicts as the key turning point, for example the technology such as the tank paved the way for better weapons in future conflicts, including the Gulf. Also the tactics of the Somme make it a key turning point as the creeping barrage was the first instance of a move away from sending waves of infantry at the opposition which was evident in the

Focused evaluation

Reasoning given - change identified

¹ The Blood Road: The Ho Chi Minh Trail and the Vietnam War – John Prados

² The Blood Road: The Ho Chi Minh Trail and the Vietnam War – John Prados

³ http://en.wikipedia.org/wiki/Precision-guided_munition

⁴ http://www.historyofwar.org/articles/wars_gulf1990.html

⁵ Battleground Support – Geoff Cornish

Damien Judd

Candidate number: 8281

Centre number: 61667

Crimea. Finally the supplies and mobilisation of the British economy that the Somme needed were not replicated in the other conflicts on such a scale despite the masses of equipment supplied to Vietnam. As a result the Somme is the key turning point to a great extent because although the Crimea, Vietnam and Gulf conflicts have unique aspects that altered the conduct of warfare to some degree it was the Somme which had a bigger range of factors and more influence.

Comparison

Final judgement and reasoning.

Total word count: 1998

AO1: (L4) (18)

Demonstrated a clear understanding of the process of change over time.

Analytical response in the main.

Sustained focus on the key issues raised.

Evaluation of argument.

Comparison of turning points.

Chronological balance.

Historians used to further the argument.

Some new interpretations and then evaluated.

Accurate knowledge used in areas although at times lacked depth.

Part B Bibliography

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- <http://www.historyplace.com/unitedstates/vietnam/index-1969.html>
- Armies of the Gulf War – Gordon Rottman
- http://www.bbc.co.uk/history/worldwars/wwone/nonflash_map.shtml
- <http://www.firstworldwar.com/battles/somme.htm>
- World War One – Spencer C. Tucker
- Winston Churchill - Janice Hamilton
- <http://battleofthesommeresearchwiki.wikispaces.com>
- The Donkeys – Alan Clarke
- The Balkan wars 1912 – 1913: Prelude to the First World War – Richard C.Hall
- <http://www.1914-1918.net/specialcoyre.htm>
- The First Day on the Somme – Martin Middlebrook
- <http://www.1914-1918.net/bat15C.htm>
- Nice Girls and Rude Girls: Women Workers in World War One – Deborah Thom
- The Lee-Enfield Rifle – Martin Pegler
- <http://www.historytoday.com/ajp-taylor/crimea-war-didnt-boil>
- The Battle of the Alma: First Blood to the Allies in the Crimea – Ian Fletcher & N. A. Ishchenko
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- <http://www.historycommons.org/timeline.jsp?timeline=vietnam>
- Vietnam Infantry Tactics – Gordon Rottman
- The Vietnam War – Debbie Levy
- http://www.rjsmith.com/kia_tbl.html
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- http://en.wikipedia.org/wiki/Precision-guided_munition
- http://www.historyofwar.org/articles/wars_gulf1990.html
- Battleground Support – Geoff Cornish

Candidate 4: Representation and Democracy in Britain c1830-1931

A response scoring at the lower end of the mid-range, and typical of that produced by many candidates.

Part A

Some confusion as to the focus of the question, but the response is broadly analytical showing some understanding of the issues. There is some degree of direction and control, although this is not sustained throughout. A range of contemporary sources has been selected, and there is some attempt to interpret them in the context of the society from which they came. Although their nature, origin and purpose are considered, evaluation is not extensive.

Part B

Lacks the full chronological range, though what is there has an analytical focus and an understanding of the key issues. The focus on popular pressure as the stated factor in bringing about change is explored through a chronological approach to changes in legislation. Alternative factors are not well delineated.

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 | 17535 |
| Candidate Number | 9277 |
| Candidate Name (in capitals, surname followed by forenames) | LEAVEY, CARA MARIE |
| Coursework Programme Title: (if Edexcel designed please provide reference code from specification.) | CW19: Representation and Democracy in Britain |
| Assignment Title | Part A: 4-11-13 WHAT IN YOUR VIEW WAS THE SHORT TERM SIGNIFICANCE OF CHARTISM IN ACHIEVING GREATER DEMOCRACY? Part B: Assess the significance of popular pressure in bringing about improved representation and democracy in Britain during the period of 1830-1931 |
| Content (please tick box to acknowledge that content is attached to assignment.) | Resource Record: <input checked="" type="checkbox"/> Appendix: <input checked="" type="checkbox"/> |
| Examined Units Give details of all Units (title and option code) making up the AS and A2. <u>Please Note</u> Where Unit 4 is a centre-designed coursework programme, one copy of the centre's Coursework Approval Form must be included with the work when submitted for assessment. | Unit 1: D5 Life and Liberty: USA 1945-68 D7 Politics and Presidency Unit 2: E1 British Political History 1945-90: Consensus and Conflict Unit 3: D1 The Challenge of Fascism: From Kaiser to Fuhrer, Germany 1900-45 |

| | | | |
|--|--|--|--|
| Word Count | A: 1883 | B: 1763 | Total: 3646 |
| Mark for Part A: AO1 (mark out of 13) | Mark for Part A: AO2 (mark out of 12) | Mark for Part B: AO1 (mark out of 25) | Total Mark: Part A and B (final mark out of 50) |
| 9 | 7 | 16 | 32 |

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: 19/12/2012

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:

Date: 19/12/2012

Moderated

What in your view was the short term significance of Chartism in achieving greater democracy?

The Chartist movement was very much a short term movement in the sense that the determination for change only lasted for a brief stint of nine years, from when the 'People's Charter' was first published to the rejection of the third petition which marked their downfall. However, in a broader sense, the values of Chartism were seen prior to the formation of the movement through the various rebellions such as the swing riots during the Great Reform Act. This in turn shows that the values of the movement would survive after the movement. Whilst within the long term they did create the unity needed for the working class movements, politicised the masses and laid the foundations for further change, ultimately in the short term, the Chartists were lacking in significance. Their short term failure was due to tensions within the leadership because of conflicting methodologies and the physical force alienated many of their middle class supporters. Finally, there was the basic idea that the Chartist movement was simply too ambitious and too radical for their time.

Introductory - clearly introduce Chartism but not really what their short term significance was. Is the candidate answering the question or one that explains the failure of Chartism?

Isn't that a short term significance? Agree!

It is undeniable that the Chartist movement brought a sense of unity within the working classes due to the current lack of representation for the class. Ben Brierley¹ (Appendix I) portrays that Chartism was 'an event which some of our neighbours had been expecting a long time before'. This suggests that even prior to the formation of the Charter; the atmosphere of proletariat rebellion had been present for a significant time prior. In turn, this presents the idea that one of the most significant outcomes of Chartism was its ability to create a group that represented and unified the ideas of the lower classes. Brierley further suggests that the disillusionment within the working class stemmed from the disappointment of the Great Reform Act due to the 'Whig' party failing to meet the expectations of reform for the underrepresented; 'A republic was to take place of the "base, bloody and brutal Whigs"'. Furthermore, the common belief that revolution was viable is portrayed further as he describes how 'this would be a very easy task'. Brierley's beliefs must be corroborated with his background which would signal distortion due to his heavy influences from the Northern Star, a Chartist newspaper that would favour proletariat viewpoints. However, at that point, the threat that Chartism posed was seen to be very real, arguably creating agitation for further reform such as the Reform Act of 1867 with the revolutionary mood created by Chartism still present, and it is only with hindsight that it is possible to conclude the threat of Chartism posed no real danger.

This event = General Strike of 1842 not Chartism as such

muddled - People's Charter written in 1839 Source 1 = 188

implies the Chartists wanted to instill a revolution?

aching focus on the inquiry

- Needs to focus on question set.

The ideas portrayed within Appendix I contrasts the view of Appendix II, that Chartism whilst being ideal was not realistic in it's aims being achieved during the short term that it was formed. G.J Harney² (Appx. II) is writing to Engels in this source, thus improving the reliability of the source due to it being a discussion with a friend. Furthermore, within the letter Harney contradicts what would be assumed would be his viewpoint, that Chartism was achievable. This is due to his working class background, a son of a seaman and a shop boy for the editor of 'The Poor Man's Guardian', Henry Hetherington. Not only would his background suggest an idealistic view of Chartism, but Harney was also heavily influenced by Chartist leader, Feargus O'Connor, who was also idealistic in his goals for Chartism. Thus, when Harney creates a sense that Chartism was in fact doomed from the outset, it adds weight to his view, 'although it may and I hope it will come, it is my belief that neither you nor I will see it'. However, it also depicts that the significance of Chartism would be in the long term and

A02 evaluation of source

A02 Evaluation of source

He is talking about not achieving abolition of private property.

(A02) cross-referencing and using sources in conjunction

He is not saying it is doomed from the outset?

¹ Extract from 'Home Memories and Recollections of Life' by Ben Brierley in 1886

² Extract from a letter from G.J. Harney to F.Engels, 30 March 1846

629 words
629 words total

Yes but question is about their short term significance not their success or failure in the long term.

not the short term. Consequently, whilst to many Chartism was viewed as a way to gain better representation in the short term, with hindsight it is evident that Chartism can only be assessed as successful over a long term. Furthermore, Harney's view could be interpreted that the Chartist movement was unsuccessful within the short term due to it being too ambitious for its' time, 'Your prediction that we will get the Charter in the course of the present year ...will certainly not be realised'. Therefore, due to the nature of the source, it could be accurately seen that the Chartist movement failed in the short term due to it being too ambitious for the current time with the predictions of its success being too idealistic.

source used to support statements

Another contemporary idea was that the reason for the failure of short term significance of Chartism was due to poor leadership. William Lovett argues this in Appendix III³ as he argues, 'I regard Feargus O'Connor as chief marplot of our movement'. This was due to the different approaches towards Chartism, which Bloy⁴ explains are 'Artisan Chartism' which followed a movement that was 'peaceful, constitutional and educational', and 'Weaver Chartism' which was 'violent, conspiratorial' and aimed at working purely with the working classes, furthermore she argues 'Not all were agreed on the objectives of Chartism, let alone the methodology'. Lovett portrays this within his autobiography which is undoubtedly going to support his view due to his preference of moral force, which left him disillusioned with the Chartist movement when it eventually favoured physical force.

A02 evaluation of source - author

However, his view that O'Connor was 'destroying everything intellectual and moral in our movement' is supported by Appendix V⁵ which describes 'the manner in which physical force had been discussed... had been the cause of a great many persons not taking and active part in proceedings'. This suggests that due to O'Connor's decision to move the Chartist movement in a violent direction lost support of the middle classes, which were arguably the key group of supporters for the movement as they had greater influence. Furthermore, the divisions between the two leaders further left the movement weaker internally. Lovett's decision to leave the movement, 'I will have nothing to do with such a man, knowing him to be politically and morally dishonest', left the Chartists with an imbalance between moral and physical force which in turn would be a reason for it failing to achieve short term success. Due to the polarisation of the two sides of the movement, the Chartists were unable to achieve great short term significance as there were the two very different methods in order to achieve their aims, as portrayed within William Lovett's biography.

sources used in combination

is candidate actually answer the question set??

A01 L3 Broadly analytical

Does consider why they were not significant in the short term.

Moreover, the class tensions that were increased due to the growth in 'weaver Chartism' were another key reason for the lack of short term significance of the movement. This is supported by Appendix IV in which Friedrich Engels⁶, one of the founders of the Marxist movement and key socialist, portrays the class struggles during a confrontation in Preston. Whilst Engels may have been influenced during his writings through his proletariat sympathies from working within a textile factory in Manchester, 'The Conditions of The Working Classes in Britain' acted as a social commentary with his studies and conclusions drawn being statistically based and not simply from opinion alone. This must be balanced with the element of propaganda style writing that Engels was used to through his journals for the Northern Star and the Democratic Review which were notorious Chartist sympathisers, particularly of those who used physical force. Engels does however portray

!!! Answer the question

A02 evaluation of source in its historical context

(A01) A broadly analytical response... if a little lacking in focus. L3.

³ Life and struggles of William Lovett, W.Lovett, McGibbon & Kee, 1967
⁴ <http://www.historyhome.co.uk/peel/chatopic.htm>, Dr Majorie Bloy
⁵ H. Hetherington, Northern Star, 27 April 1839
⁶ 'The Condition of the Working Class in England'. F. Engels, translated by F. Kelley Wischnewetzky, Leipzig, 1845

597 words
1226 words total

that the middle classes were sympathetic towards peaceful protest, 'the bourgeoisie... proposed to attain it end by moral force'. Furthermore, Engels then portrays the conflicts between the two classes, '[The bourgeoisie] gave command to fire upon the crowd in Preston... the fruit of the uprising was the decisive separation of the proletariat from the bourgeoisie'. Again, this supports the opinion within Appendix V⁷, which whilst condemning moral force, does create the idea that violence lost the support of the bourgeoisie. This in turn can be interpreted that the demands of the Chartists and their methods of obtaining them were simply too radical for that era which alludes to why the Chartists failed in gaining short term significance. In turn, this also explains as to why the movement did not last for a significant period of time due to the growing use of physical force failing to offer long term solutions as well as losing respect from influential individuals and groups within society.

one of their methods = petitions to parliament ?? too radical

Where Engels portrays the negative impact upon Chartism with the disillusionment of the bourgeoisie, Hetherington⁸ within Appendix V offers a different interpretation. Conflicting with all sources albeit Appendix III, Hetherington presents the idea that 'he found the people had tried the influence of moral force, and had found it insufficient to answer them, he found doing his duty as one of the foremost of the physical force men.' This portrays that at the time, moral force had been the chosen method but when this did not give them enough power, the Chartist moved to physical and more violent powers. However, at this point, April 1839 is still in the very early beginnings of the movement which does not collaborate with Hetherington's impression that moral force had been a much tried and failed method. The reasons for Hetherington for favouring physical force in this extract potentially makes it more reliable as it is well known that Hetherington did advocate the use of moral force instead. Within this extract, it appears to be a commentary rather than an opinionated article. Through the use of 'In his late mission he found' it becomes apparent that Hetherington is reporting the ideas of a Chartist supporting physical force rather than his own views. This would collaborate with Lee's⁹ description of Hetherington, 'working men needed knowledge and Hetherington was their foremost champion'. This in turn marks that whilst physical force had been the reason for Chartism failing to gain significant short-term achievements, it was a necessity. Furthermore, this then alludes to the idea that the entire Chartist movement had been too advanced for their time in their ideologies otherwise physical force would not have been necessary.

yes - moral force / physical force split = much later!

A02 evaluation of source

? what is the candidate trying to say

Ultimately, it can be stated that the Chartists failed in their aims of initiating the points on the 'People's Charter' within the short term. However, whilst these were not their intentions, the Chartist movement led to similar groups growing from the movement with the aims to achieve similar goals. As Thorne¹⁰ describes, 'the failure of Chartism was in many ways more apparent than real. Many Chartists turned after 1848 to other endeavours'. Chartism can be seen as a manifestation of a revolutionary zeitgeist that surrounded Britain prior to the formation of the movement, as portrayed in Appendix III. Therefore, the growth of Chartism into further revolutionary groups was a natural progression. This in turn leads to the question as to why the Chartists failed in actually achieving their aims, despite the longer term changes that they inspired.

?? what about No 2 the Secret Ballot. This was achieved in 1872. Not that long after Chartism disbanded

A01 L3 - Broadly analytical yes significant of Chartism is discussed

focus on the question!!

⁷ H. Hetherington, Northern Star, 27 April 1839

⁸ H. Hetherington, Northern Star, 27 April 1839

⁹ Lesley and S. Lee, Dictionary of National Biography, London, Oxford University Press, 1949

¹⁰ C. Thorne, Chartism, Macmillan, 1966

The failure of gaining significant short term change can be held accountable to three notable failures. The failure to have a unified leadership which in turn left internal divisions, the alienation of the middle classes due to the movement towards physical force and the simple idea that the Chartists were simply too advanced in their ideas which made them overambitious. Due to these fundamental flaws, the Chartists failed in their ultimate aim of gaining greater democracy within Britain.

An interesting response which concludes that Chartism was not significant (!). At times this response seems to be arguing the wrong question (reasons for the failure of Chartism rather than assess the short term significance of Chartism).

Only in the last paragraph does the candidate start to consider what was significant in the short term about Chartism!

A01

Candidate's answer is 'broadly analytical' (Level 3) and does show 'some' understanding of the focus of the question. She does focus on the lack of significance of the movement but not really on what was their short term significance.

She does display some understanding of key issues related to enquiry.

Mid level 3

L3
9/13

A02

Range of contemporary sources selected.

Sources are related to historical context - candidate does consider nature of source, origin + purpose. Not extensive evaluation of sources but at times shows the need to interpret sources in the context of the society from which evidence is drawn.

Some (but not extensive) cross referencing of sources.

L3
7/12

Agree on both counts.

The answer is written with an analytical focus and does show some understanding of key issues.

There is clear awareness of 'lack of significance' although this needed examination in more depth.

78 words

1883 words total

Appendix

Appendix I: Extract from 'Home Memories and Recollections of Life' by Ben Brierley in 1886

In 1842... the 'great strike' took place, an event which some of our neighbours has been expecting a long time before, and were, in their way, prepared to meet. During the four years Chartism had been ride, and the strike was its culmination. The 'Northern Star', the only newspaper that appeared to circulate anywhere, found its way weekly to the Cut Side, being surprised for by my father and five others. Every Sunday morning these subscribers met at our house to hear what prospect there was of the expected 'smash up' taking place. It was my task to read aloud, so that all could hear at the same time; and comments... were made... A Republic was to take the place of the 'base, bloody and brutal Whigs' and the usurpers of all civil rights, the Lord. The Queen was to be dethroned, and the president of a Republic would take her place. This would be a very easy task. Ten thousand trained pikemen would sweep England through; and Hollinwood could furnish a contingent of at least a thousand.

Appendix II: Extract from a letter from G.J. Harney to F.Engels, 30 March 1846

Your prediction that we will get the Charter in the course of the present year, and the abolition of private property within three years will certainly not be realised; - indeed as regards the latter, although it may and I hope will come, it is my belief that neither you nor I will see it.

Appendix III: Extract from an autobiography of William Lovett: 'Life and Struggles of William Lovett', written in 1840 but printed in 1876

I regard Fergus O'Connor as the chief marplot of our movement. He began his career by ridiculing our 'moral force humbuggery!' By trickery and deceit, he got the aid of the working classes to establish an instrument, the Northern Star, for destroying everything intellectual and moral in our movement. By his constant appeals to the selfishness, vanity, and mere animal propensities of man, he succeeded in calling up a spirit of hate, intolerance and brute feeling. I will have nothing to do with such a man, knowing him to be politically and morally dishonest.

Appendix IV: Extract from 'The Condition of the Working Classes in England' by Friederich Engels in 1845

[The bourgeoisie] gave command to fire upon the crowd in Preston, so that the unintentional revolt of the people stood all at once face to face, not only with the whole military power of the government, but with the whole property holding class as well... the fruit of the uprising was the decisive separation of the proletariat from the bourgeoisie. The Chartists had not hitherto concealed their determination to carry the Charter at all costs, even that of a revolution; the bourgeoisie which now perceived all at once the danger with which any violent change threatened its position, refused to hear anything further of physical force and proposed to attain it end by moral force.

Appendix V: Henry Hetherington, Northern Star, 27 April 1839.

The manner in which physical force had been discussed by some of their members had been the cause of a great many persons not taking an active part in the proceedings, and the use of such language had been a handle to their enemies for imputing to them a doctrine which they had, as a

body, done their utmost to repudiate. [Hear!] In his late mission he found that the middle classes invariably raised objections against them in consequence of this constant recurrence to physical force. ... He would, when he found the people had tried the influence of moral force, and had found it insufficient to answer them, be found doing his duty as one of the foremost of the physical force men.

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Assess the significance of popular pressure in bringing about improved representation and greater democracy in Britain in the period 1830-1931

clear context established

Prior to 1830, there was an evident lack in representation for the population as only 8% of the population made up the electorate, thus being undemocratic. Due to politicisation, the desire for an extension of the franchise grew within the lower classes and brought about popular pressure for reform. As the period of 1830-1931 developed, there were visible changes in incentives for reform.

awareness of change over time agreed.

Whilst popular pressure was needed for agitation to reform in the earlier acts, as politicians realised reform could be used for political machinations, the case for reform became an internal issue. Thus, this shows that whilst popular pressure was relevant for the First and Second Reform Acts as a means of beginning reform and whilst reform had been slightly manipulated to benefit politicians at first initially, by the end of the period this had become centric to the reasons that reform was initiated. clear judgement outlined

Multiple factors catalysed the beginning of parliamentary reform in 1832. Popular pressure was arguably the greatest influence upon the Great Reform Act with the growth in politicised working class and unionisation nationwide. The creation of the Chartist movement sparked education and mobilisation of the working classes. This is evident with the Newport Uprising, the Chartist publications and mass demonstrations. The politicisation of the masses brought about agitation as their power within society grew, following influences from events such as the French Revolution as well as industrialisation. Brock¹ concluded that agitation in May 1832 had been intense in bringing about reform. This point is supported by Evans² who describes that 'alarmed observers in Britain saw a wholesale march of the aristocracy to the guillotine, the argument of reform to preserve gained strength'. This links to the argument of 'reform to preserve' and furthermore it suggests that the violence triggered this change within Parliament. impact of pop. pressure

broadly analytical

Chartism not established until after 1832...

Politically, the beginning of parliamentary reform can be seen with the victory of the Whig party in 1830. Their election alone could be seen as a desire for reform as this was centric to their agenda. However Evans portrays how 'by no stretch of the imagination, however, could the Whig's coalition partners be called fervent reformers'³ suggesting that the Whig party were not pressuring for reform. This is supported by Whitfield whom describes the interests of the party were 'Reform that you may preserve'⁴. Furthermore, this suggests that popular pressure forced reform upon Westminister. Consequently reform was brought about 'to convince country gentlemen that the Whigs could be trusted to where the solid propertied interests of Britain lay'³. Therefore, the Great Reform Act showed increasingly influences of the working class in bringing about reform through agitation however through the terms of the act it does appear it was not created to favour the working class but as a means of preservation.

other factors identified

interesting point raised

Whigs could be trusted to where the solid propertied interests of Britain lay'³. Therefore, the Great Reform Act showed increasingly influences of the working class in bringing about reform through agitation however through the terms of the act it does appear it was not created to favour the working class but as a means of preservation.

clear awareness of interlinking factors

The main force to bringing about the Second Reform Act is questionable or as Pearce and Stearn describe there were 'Three forces involved, popular and radical demands, changing political philosophies and the self interest and political manoeuvrings of the politicians at Westminister'⁵.

44 clearly analytical

¹ The Great Reform Act, Michael G. Brock, Hutchinson 1973

² Great Reform Act of 1832, Eric J. Evans, Lancaster Pamphlets, 1983

³ Britain Before The Reform Act, Eric J. Evans, Longman, 1989

⁴ The Extension of the Franchise, 1832-1931, Bob Whitfield, Heinemann, 2001

⁵ Government and Reform: Britain 1815-1918, Robert Pearce and Roger Stearn, Hodder and Stoughton, 1994

use of historian's opinions in conjunction

Similar to the 1832 Act, there was continuing radical pressure from the working class following the disappointing outcome of the Great Reform Act. Walton describes the Second Reform Act as being 'in some senses been the 'poor relation' of the first'⁶. Marxist historian, Harrison, argues reform was brought about because of 'people power due to mass meetings held by the Reform League despite government bans'⁷. Whilst the Chartist movement had mostly ended by this point, the spirit of reform within the working class continued. Unlike the First Reform Act, the reform enfranchised industrial areas such as Birmingham with an electorate growth from 8,000 to 43,000 in 1867 so consequently the working class became the largest group within the electorate. As Lynch accurately describes, the Reform Act was to have 'the manners, the customs, the laws, the traditions of the people'⁸. This in turn shows that the Act was for the benefit of the working class and therefore was created due to the increasing popular pressure. A simplistic judgement

However, the manipulation of the bill was in some ways used to benefit the Tories due to Disraeli's calculations. Pearce and Stearns⁵ comment that 'those newly enfranchised in the boroughs might well vote Conservative out of gratitude' which is supported by right wing historian Cowling who describes how reform was brought about due to 'the game plans of political leaders using parliamentary reform as a way to outsmart their rivals'⁷. The first proposal of the bill was in fact proposed by the Liberals a year prior but was only successful a year later after being edited by Disraeli to benefit the Tory party. In some ways this was brought about through popular pressure as Disraeli used the reform to gain support from this growing class therefore favouring their demands. Mostly, it can be seen that popular pressure became a decreasing trend from this point onwards in bringing about improved representation and power as politicians began to realise that the issue of enfranchisement could be used to discredit their opponents and to gain power. However in terms of the Second Reform Act, it can be seen as largely an effect of popular pressure due to the disappointment of the First Reform Act and the atmosphere of radicalism that remained within the working class.

a range of interpretation used in conjunction

Analytical response change over time

clear analytical focus on the relative impact of pop. pressure. agreed

H.J. Hanham argues that the Third Reforms was important 'in British history... the nation accustomed itself to the notion of democracy'⁹, which suggests that the acts were brought about through popular pressure. The agitation from the people could still be seen with working class uprisings, albeit not as strong as times during previous reforms, such as 'Intimidation Monday' which saw a three hour procession through Parliament. The North-East were still seen as the fore front for agitation as well as enfranchisement still did not qualify many miners due to county seat boundaries. Figures such as Chamberlain desired popular pressure in order to rally the public in a fight of 'The Peers against the People'. W. A. Hayes⁹ argued about the 'critical part played by popular opinion in making the Third Reform Act'. However, it could be seen that this perceived agitation was simply used for political machinations. Whilst popular pressure was still important for bringing about reform, it was no longer the cause of reform or vital for it's passage.

detailed factual context drawn from a wide range of sources

⁶ John K. Walton, The Second Reform Act, Lancaster Pamphlets, 1987

⁷ Democracy and the State, Michael Willis, Cambridge University Press, 1999

⁸ Nineteenth Century British History, Michael Lynch, Hodder and Stoughton, 1999

⁹ 1885: Democratic Watershed for Britain?, Matt Cole, Modern History Review, February 1999

clear awareness of changing importance

Cara Leavey

Pearce and Stearn describe the passage of the Third Reform Act as 'marked merely by speeches, a few minor riots and a secret deal between aging political leaders'¹⁰. Whilst popular pressure had some impact in bringing about the Act, from events such as the Arlington Street Compact, it became clear this was no longer an external battle but reform from above. The Arlington Street Compact was the first ever meeting between leaders in secret, which is revelatory that their intentions were for political gain. The mutual agreement that there needed to be action against corruption may have been for different reasons, to reduce expense for the Conservatives and to increase the chance of election for the Whig party, but it proves that it had very little to do with agitation from popular pressure. In fact as Feuchtwanger¹¹ states 'The party was not ready to allow the politically conscious working class to occupy positions of real influence in its organisation' which shows the lack of interest in working class matters and therefore creating legislation to benefit them. By this point, it is evident that reform is no longer an issue brought up by external influences but more as a tool for politicians to use as a way of creating legislation most beneficial to them. Whilst popular pressure was still having some influence on legislation, in comparison to 1832 it was hardly as strong.

Demonstrates an understanding of key issues.

clear analytical focus.

The Fourth and final Reform Act brought in the long awaited enfranchisement for women. Lang¹² comments that the stereotypical image of this era of violent suffragettes against a patriarchal society 'has a merit of simplicity'. This suggests that the issue of enfranchisement for women was supported not simply by the women's rights' groups but by politicians as well. Lang further comments that 'Asquith refused to give way to suffragette violence'. Evans supports this by describing 'how it is doubtful how much their campaigns achieved, if anything'¹³. The arrangement of women's enfranchisement came about mainly through two factors, the first being the impact of the war which led to an increased responsibility for women and the second being the arrangement between politicians and a key suffragist leader. Where Taylor¹⁴ argues the vote was introduced 'by the government for no particular reason', Evans argues that 'the First World War brought all domestic skirmishing to a shuddering halt... it also transformed the attitudes of suffragettes' which portrays that this change in mentality brought women the vote.

Broadly analytical

sources used in conjunction

contrasting perspectives introduced

According to a website¹⁵ 'The bill received support from the Conservative Party because their research had shown that in 142 constituencies, 98 supported women getting the right to vote and only 44 were against the principal.' This shows that the Conservatives brought in the Representation of the People Act as a means of retaining support and possibly gaining it, not due to popular pressure from women's rights' groups.

Again - clear analytical focus.

1928 not mentioned. oops - lack of chronological balance perhaps implied in the "final" Reform Act

In essence, whilst popular pressure gained significant strength upon the political system and therefore the terms of the legislation passed, as politicians began to understand that the topic of electoral reform could be used as a weapon, the intentions behind reform changed. Popular pressure was essential holistically to the process of bringing about improved democracy and representation as without it, the topic of reform would have been ignored. It provided the agitation needed to catalyse further reform which was later developed by politicians for personal gains for themselves and their parties. However, whilst popular pressure dwindled in importance after the

¹⁰ Government and Reform: Britain 1815-1918, Robert Pearce and Roger Stearn, Hodder and Stoughton, 1994

¹¹ Gladstone, E.J. Feuchtwanger, Macmillan, 1975

¹² Parliamentary Reform, Sean Lang, Routledge, 1999

¹³ Parliamentary Reform c.1770-1918, Eric J. Evans, Longman

¹⁴ English History, A.J.P. Taylor, 1997

¹⁵ http://www.historylearningsite.co.uk/1918_representation_of_the_peopl.htm

First Reform Act, its continuous presence upon parliament ensured that reform was still carried forward despite it being for the wrong intentions. The pattern that emerged during the period of 1832 to 1931 was that both internal and external pressures were reliant on each other to bring about reform such as Chamberlain using the threat of 'Peers against the People' during the Third Reform Act. By the Fourth Reform Act, Parliamentary committees were using the external influences to ensure that the legislation passed was beneficial to both the politicians and the public. This shows that whilst the level of popular pressure decreased, the relationship between the two different forces matured so that they became co-operative and thus ensuring that popular pressure still had significant impact.

A sophisticated and insightful conclusion that clearly demonstrates understanding of the declining role of popular pressure. Yes - agreed.

Level 4 : A clearly analytical response that shows clear understanding of the process of change over time. The key issues are discussed in detail, using a wide range of secondary material throughout. ✓ Yes.

20
25

16/25

Some chronological balance is evident - as the ~~1932~~ 1928 Act is noticeable by its absence. - This is a real concern - lack of 1928 but she does show a good understanding of change over time.

Move down to low level 4 as she has not provided full chronological balance but answer is better than level 3

Cara Leavey

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Geoffrey Finlayson. February 1991. The 1830s: Decade of Reform. *Modern History Review*.

Websites:

[http://www.historylearningsite.co.uk/1918 representation of the peopl.htm](http://www.historylearningsite.co.uk/1918_representation_of_the_peopl.htm)

Evans, E. http://www.bbc.co.uk/history/british/empire_seapower/revolution_01.shtml

Candidate 5: Rebellion and Disorder in Tudor England 1485-1587

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

Part A

A broadly analytical response showing some understanding of the focus of the question and of the key issues, although there are descriptive passages. The use of source material is very limited. It is not used to develop or raise issues, but mainly to illustrate points made.

Part B

An understanding of the process of change is implied rather than addressed directly. Links between the rebellions and the challenge to royal authority are not always convincingly made. The material is not well developed and there are many assertions. The focus on the enquiry title is not always secure.

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 | 66528 | | |
| Candidate Number | 8885 | | |
| Candidate Name (in capitals, surname followed by forenames) | NASH MEGAN | | |
| Coursework Programme Title: (If Edexcel designed please provide reference code from specification.) | Rebellion and disorder in Tudor England 1485-1587. | | |
| Assignment Title | <p>Part A: What was the short term significance of The Pilgrimage of Grace.</p> <p>Part B: Assess the significance of popular protest in challenging authority and its success in bringing about change in the years 1485-1587</p> | | |
| Content (please tick box to acknowledge that content is attached to assignment.) | Resource Record: <input checked="" type="checkbox"/> | | |
| | Appendix: | | |
| Examined Units Give details of all Units (title and option code) making up the AS and A2. <u>Please Note</u> Where Unit 4 is a centre-designed coursework programme, one copy of the centre's Coursework Approval Form must be included with the work when submitted for assessment. | Unit 1: AS B4 The European witchcraze 1580-1650 B6 The Thirty Years War and its impact upon continental Europe 1618-60. | | |
| | Unit 2: AS Crown, Parliament and Authority in England 1588-1629. | | |
| | Unit 3: A2. Revolution, Republic and Restoration in England. 1629-67. | | |

| | | | | |
|--|--|--|--|--|
| Word Count | Part A = 2000 | | Part B = 1890 | |
| Mark for Part A: AO1 (mark out of 13) | Mark for Part A: AO2 (mark out of 12) | Mark for Part B: AO1 (mark out of 25) | Total Mark: Part A and B (final mark out of 50) | |
| 9 | 6 | 10 | 25 | |

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: *M. Nash* Date: 26.04.13.

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

Signature: *[Signature]* Date: 11/5/13

What was the short term significance of the Pilgrimage of Grace?

The Pilgrimage of Grace was the biggest and most threatening rebellion faced by any Tudor monarch. The revolt was so significant and large in number due to Henry VIII's break with the Roman Catholic Church and the Dissolution of Monasteries as well as other specific political, social and economic grievances. This had been triggered when with Henry wanted to divorce his wife, Catherine of Aragon, but the annulment could not be accepted under papal supremacy and with this Henry took religion in England into his own concern for change. Religion affected everyone during the upheaval in 1536, altering religion and people's beliefs were an inevitable start for rebellion. Although this was not the only concern for Henry's people, rumours of an increase in taxes lead to a revival of support among the lower class.

Info lacks clarity

Henry's critical reason for the break with the Roman Catholic Church was to revoke his marriage with Catherine of Aragon, who was approaching the age of 50 and no longer able to bear any more children and most importantly for Henry and his Tudor dynasty, a male heir. It was vital for Henry to have a male heir for the Tudor dynasty to remain, as Henry also considered England to be inferior and prone to rebellions with a Queen on the throne. Furthermore Henry was already infatuated with Anne Boleyn, who was Catherine's own lady-in-waiting. For Henry she was the perfect woman, who was young and would be able to deliver him the male heir he so desired. Anne was a religious reformer and opposed to the Catholic Church and disagreed that the pope should have superiority over religion in Europe. This was an ideal support for Henry as he wished to break with Rome; with the support from Anne he secured an ally in France.

good factual detail to show context

The Pilgrimage of Grace was organised and led by English lawyer, Robert Aske. A devout man, he objected to Henry's religious reforms, particularly the Dissolution of the Monasteries. The Pilgrims' oath devised by Aske was issued after the rebels entered York. "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 villain blood and evil councillors against the Commonwealth from his Grace and his Privy Council the same". This extract from the Pilgrim's Oath shows the extent to how religiously motivated the rebellion was and how it covers the Pilgrim's religious grievances and by doing so, justifying it by doing the work of God. The oath is constructed to get people behind his rebellion by touching on what means the most to the people, religion. While the rebellion did not last long, the revolt did represent a major threat. Aske was able to recruit those who would pose a threat to Henry; the rebellion was not just a fight from the 'common' people who Henry could easily overthrow. Nobles were involved in the risings, a group of people who the government had usually been able to rely upon to support such rebellions, but now were against the King and making this a far more significant rebellion. The rebels wished to bring back Catholicism as the state religion and restoring the Catholic monasteries. With this the Pilgrims made a list of 24 demands for the King, which would bring an end to this rebellion. These were called the 24 Articles. These

integration of source

link to motivation

link to significance

fragon Nob

Assess the significance of popular protests in challenging authority and its success in bringing change in the years 1485-1587.

The Tudor dynasty evolved through victory in battle in 1485, where Henry VII succeeded in ending the Wars of the Roses to found the highly successful Tudor house. Although popular protest was inevitable for the Tudors, little remonstrance came about to their reign during 1485-1587. This essay will look at the rebellions and challenges that were faced by Tudor monarchs and their significance in whether any were successful enough in bringing about change.

rather general

Dynastic rebellion was unavoidable when Henry VII, a Lancastrian, took the throne through battle. Yorkists believed his blood claim to the throne was tenuous at best and he also had to deal with other claimants, with some of them having a far stronger claim than his own. The Yorkist faction and its supporters were going to revolt against Henry to reclaim the throne. These were the Simnell, Warbeck and Lovell rebellions.

some analysis early simulation

The Simnell rebellion in 1486 was the first significant threat to Henry VII, as a ceremony in Dublin was held to crown Lambert Simnell as "Edward VI". Although the threat was of significance and an extremely early rebellion in his reign, it never came close to defeating the King. Most of the English nobility remained loyal to the King and Henry had the real Earl in his power. All three dynastic rebellions failed to bring any change to the monarchy, predominantly due to a lack of popular and widespread support within England, as people were longing for stability after many years of war. The greatest challenge was that of Simnell, because it came so soon after Bosworth and forced Henry to fight another battle before he could be certain of support. In both the Simnell and Warbeck rebellion the main threat posed to the Tudor dynasty was foreign power, however both were never strong enough to provide a major invasion force. The Lovell and Warbeck rebellion in fact showed Henry as a strong and decisive King. After the Warbeck rebellion and the execution of Warbeck, Henry received no serious challenge to his authority.

clear analysis

valid points

evaluation of significance mod

Dynastic rebellion altered after Henry VIII's break with Rome, a reformation of parliament that affected all aspects of national life and a vast change to religious life and doctrine from Catholicism to ultimately Protestantism. This can be viewed as a long-term cause of religious rebellion for many years even after the rule of the Tudor dynasty. The first religiously motivated rebellion that faced Henry VIII was the Pilgrimage of Grace in October 1536. The Pilgrimage of Grace is the title given to the widespread revolt against Henry which was the greatest expression of opposition that Henry VIII ever faced in England, and indeed the most dangerous of all the unsuccessful rebellions in the Tudor period. It was the Pilgrimage of Grace that encountered the greatest dynastic threats with extensive amounts of support in the north of England; if the rebels had marched south it was almost certain that others would have joined them and their numbers may well have grown greatly. The mass rising consisted of clergy, gentry and nobility, although they were led by a commoner, Robert Aske. The King's people wanted religious change. As the Pilgrimage itself was underway, the size and geographical spread of the movement made it a severe threat even if the rebels protested their loyalty and criticised councilors and not the King. No attitude other than support for the King was deemed suitable. In December 1536, Robert Aske drafted a petition of "demands" to be presented to Henry. This list of "24 Articles" was given to the Duke of Norfolk on the 6th of December. The rebels agreed to disband if the King reviewed the demands and if the rebels received a parliamentary pardon for taking part in the rebellion. Norfolk received the articles with promises to present them to the King. He had also

Some evaluation of threat

valid analysis

Some detail to name the

promised the rebels a parliament in York and a general pardon to the rebels. Aske had announced these promises to the Pilgrims; with this the rebels disbanded feeling victorious. Despite having disbanded, rebels who had realized the King had no intentions of respecting any of the Pilgrims' demands, or any of the promises, an outbreak of the third set of risings began. Fortunately for the King, this rebellion had played right into his hands. This allowed the King to violently crush the new risings. The last decade of Henry's reign had not seen any further challenge to the King's authority. In part this was because of the strong reprisals taken against the Pilgrimage of Grace and the government's efforts to increase its influence in the north.

more general

valid development

↓ some change in policy identified

Henry's death allowed the reformers to make more of an impact on the church. Henry's son, Edwards VI, was still a minor and too young to rule alone, so a regency council who was controlled by Edward's uncle, the Duke of Somerset, was effectively in charge. The attempts of the government to shift the church towards more Protestant forms of worship aroused concern and fear in the south-west where Catholicism was firmly supported. With much religious unsettlement since Henry's reign, there was inevitably religious popular protest that would face Edward for his Protestantism beliefs. The Western Rebellion erupted as a result of Protector Somerset to compel all parishes to use the new 1549 Prayer Book, which represented a discernable shift towards Protestantism. Although the rebels were clearly angered by the religious reforms, they merely wanted a restoration of the old Catholic traditions. They had no intentions of threatening the King's authority directly; they did however want their opinions to be heard. Despite this, it did show that within the Tudor dynasty, religious change was in ways a powerful enough rebellion to threaten Edward, as he still had to send his army into a full-blooded battle. As Paul Thomas suggests, "this was a genuine violent rebellion that was only suppressed by full-blooded and hard fighting".

good

- valid analysis of motive

valid point but poorly explained

but what if anything changed?

However, religiously motivated Dynastic challenges to the monarchy recurred in the reigns of Edward's older sisters, Mary and Elizabeth. Mary was a devout Catholic unlike her brother Edward and desired a reformation of the church back to its former state. Before Mary had even been acknowledged of Edward's death she already faced an uprising from the Duke of Northumberland and strict Protestants to put Lady Jane Grey on the throne. According to the Succession Act of 1544 the crown was to pass to Mary if Edward died childless. However Edward signed 'the Deviser' to Lady Jane Grey just before he died. This was a straightforward challenge to Mary as Edward was, as Nicholas Fellows suggests, "worried by the prospect of a catholic succession under his half sister, Mary". Although Edward had died, Edward's advisor Northumberland was certain to get daughter-in-law Jane Grey onto the throne. However, he had made a fatal mistake as Nicolas Fellows depicts, "Northumberland had failed to arrest Mary". This was a substantial failure as there was firm support for the Tudor dynasty and the people wanted true Tudor blood as the successor, and therefore it never posed as a threat with Lady Jane Grey's reign lasting just nine days.

valid use of historical interpretation

- some unclear analysis here

- turns point into evaluation of existing legitimacy of Tudors then

As a result, Sir Thomas Wyatt and his associates turned to rebellion in 1554, as did the northern earls in 1568. There are distinct similarities between the two rebellions. In January 1554, Wyatt in Kent had co-ordinated plans for risings in religious fear of Mary's accession, alongside Mary's plans to marry Philip of Spain, where people feared the growth of Spanish influence in England. The rebellion was premature, as details were exposed of Wyatt's revolt. However, the Government were unsure of the news of unrest in Kent, but it was bound to treat it as a serious threat being so near to the capital. This popular protest can be seen as very threatening to Mary at the start, the trained bands led by the Duke of Norfolk failed to put up a significant resistance to Wyatt's 3,000 men, with many of them deserting to the rebels. The threat was significant enough for Mary to consider leaving London, but a

↓ some evaluation

negotiation delayed Wyatt's force, which allowed Mary to appeal to the London citizens for support. The rebellion was met with real opposition at Ludgate, and the political leaders with Lady Jane Grey and her husband were executed. These rebellions faced the monarchs as a significant challenge and their authority by gaining widespread support. The rebellion itself was insignificant, as the rebellion bought nothing in the way of change.

very general in its analysis

- needs better links and more developed

In 1569, the Revolt of the Northern Earls incited the end of dynastic challenges to the Tudor dynasty. The rebellion was an attempt to have Mary Queen of Scots on the throne to secure the return of the ever-decreasing Catholic dominant society. Despite the direct threat to Elizabeth I's safety, the rebellion never posed as a serious challenge, because it lacked widespread popular support. The rebellion was put down promptly and Mary Queen of Scots was executed through fear of Mary taking Elizabeth's crown. This finally put an end to all dynastic popular protest and was the final challenge to authority.

good

- some general evaluation & links across period

There were a number of reasons for rebellion in Tudor England: underlying economic and social changes, religious conflicts and political rivalries. The most common cause for protest was usually caused by social changes and religious loyalties. The economic situation was a tight one for all the Tudors. In England, harvests were often poor, causing widespread hunger and taxes often levied. Unsurprisingly such conditions caused dissatisfaction and unrest. Whitney Jones argued that English government and society were in imminent danger of collapse facing a combination of weak rulers, economic pressures, a series of rebellions and religious upheaval. However, Historian David Loades has disputed the underlying assumptions of the thesis and have argued that this period was actually one of success and even outright achievements.

- again some valid points but needs evidence + substantiate then

Taking historians views into account alongside the evidence gathered in this essay, I can establish that popular protest towards the Tudor dynasty never brought any significant change and rarely challenged authority. Economic rebellions were the most effective rebellions due to the country being in a state of unrest from 1485-1587. It can be concluded that not much change ever occurred due to rebellions. Assessing the significance of popular protests, it can be recognized that not much change occurred because of uprising. However, with a few exceptions such as the Six Articles which was an act passed in 1539 and the importance of the statute lies in the fact that it modifies and consolidates the existing laws against heresy. Despite this, the authority of the monarchs in Tudor England within this time were rarely challenged and the rebellions were never considerable large, the only challenges faced were to the gentry and advisors of the monarchs. The rebellions spurred by religious motives did not force any change, other than the Pilgrimage of Grace, especially not in the support of the rebels. It was however the challenges to authority that contained the elements of social, religious and economic change that posed the greatest threat to the monarch's authority. The greatest change from the Tudor challenges however was that after many years of unsuccessful rebellion was that for the ruling class there was too much to lose. Rapid religious change had now become a thing of the past, and dynastic uncertainty had been extensively resolved in many of the people's minds.

needs examples

- general assertion

as above

Level 2 only: Essay begins relatively well with good coverage of early dynastic challenges. Well placed in context of Tudor seizure of power and consequences. Some evaluation of significance made. Some development and limited understanding of change but links made are poorly developed and sometimes lack balance. A reasonable range of sources are used and there is occasional integration of historical interpretation but at a basic level. There are some areas where analysis is good and comments about the general development of the level of challenge and threat are made but often misinterpreted. The are not backed by much evidence.

Bibliography Part B.

✓ Paul Thomas – Authority and Disorder in Tudor Times 1485 – 1603.

Geoff Woodward – Rebellion and Disorder Under the Tudors 1485 – 1603.

Nicholas Fellows – Disorder and Rebellion in Tudor England.

Angela Anderson, Sarah Moffatt – Protest, Crisis and Rebellion in England 1536-88.

Anthony Fletcher, Diarmaid MacCulloch – Tudor Rebellions.

<http://www.historylearningsite.co.uk>

Candidate 6: The Making of Modern Russia 1856-1964

Low-scoring work that cannot achieve a pass.

Part A

The introductory paragraph reveals confusion as to the aims and objectives of the enquiry. This confusion is continued throughout the response. A more sharply focused title would have helped the candidate here. Phrases and sentences from contemporary material are inserted occasionally.

Part B

Here, the candidate is able to isolate a range of factors in an analytical response that is undeveloped. Some understanding of change over time is shown, and there is evidence of wide reading although this is not always convincingly deployed. Despite attempts to move before 1900 and after 1954, chronological balance is not maintained.

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 | 38185 |
| Candidate Number | 2211 |
| Candidate Name (in capitals, surname followed by forenames) | CRAIK WILLIAM |
| Coursework Programme Title (if Edexcel designed please provide reference code from specification.) | CW38 The Making of Modern Russia, 1856 - 1964 |
| Assignment Title | Part A: Assess the short-term significance of participation in the First World War in promoting change in Russian government and politics up to the abdication of the Tsar. |
| | Part B: Assess the significance of external military conflict in promoting or hindering change in Russian government and politics in the years 1856 – 1964. |
| Content (please tick box to acknowledge that content is attached to assignment.) | <input checked="" type="checkbox"/> Resource Record |
| | <input type="checkbox"/> Appendix |
| Examined Units Give details of all Units (title and option code) making up the AS and A2. <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: F6 The Middle East, 1945 – 2001 : The State of Israel and Arab Nationalism F7 From Second Reich to Third Reich : Germany, 1918 – 1945. |
| | Unit 2: C1 The Experience of Warfare in Britain : Crimea, Boer and the First World War, 1854 - 1929 |
| | Unit 3: E2 A World Divided : Superpower Relations, 1944 - 1990 |

| | | | |
|--|--|--|--|
| Word Count | 3474 | | |
| 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 | 2 | 10 | 17 |

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: *W. Craik* Date: 2/5/2013

Statement by teacher

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

Signature: *[Signature]* Date: 8.5.13

How far did the involvement of Russia on WW1 promote change in Russian government and politics up to the abdication of the Tsar?

World war one had a considerable significance on promoting political change in Russian government and politics as it was a key factor in leading to the abdication to the Tsar and also contributing to the 1917 revolution. ~~The war led to widespread envy to the Tsar.~~ However, it may not be the only factor causing change. Furthermore, there are other factors that also promoted political, social and economic issues that led to an angered Russian public which then resulted in a revolution. The problems faced by the Russian people were worsened by the political inadequacies of the Tsar.

Focus on Q

F The short term significance of the war with Germany was critical in promoting political change amongst the Russian public. At first the war caused patriotism within the country, therefore boosting the moral of the public, but the support towards the Tsar did not last at all. Crushing defeats such as the battle of Missourian lakes turned the public against the Tsar. Further outrage and defeat was to come. Although these battles were boosting the moral of the Russian people, it was also destroying the stability of their economy, military and political strength they once had so much of. Also more problems were to occur like the army was woefully unequipped, 'we have barely enough machine guns'. This level of organisation in such tense times, when weapons like this were so important in contributing to a high standard of military power, this could not be stomached by the politicians and this led to an increase in pressure for reforms; therefore prompting political change within Russia's already strained system. The source was sent from the Duma which constantly criticized the Tsar and had great effect on the public opinion. Clearly the Duma would use such harsh events in order to anger the public and therefore promote political change. This would link significantly to the political factor because of the fact that the Duma would use these events to try anger the public and therefore would promote political change. Furthermore this could also link with the individual factor due to the Tsar having to make decisions in order to promote change in the Duma. The Dumas letter says how the 'woes and muddles' of Russian government, and this resulted in turning the people and the army against the Tsar. Also, this is applying pressure to the individual which is the Tsar in this case.

K

S

Link Q

Link F

Link F

The way that the army hierarchy was organised lead to an in effective war effort 'either bravery nor talent nor incompetence' were considered when giving senior ranking positions, this lead to many officials lacking basic ability and potentially causing more casualties. The loss of nearly four millions men partly due to a lack of competent leaders caused many to question those ruling the countries capability to run the country effectively and therefore increased the call for political change within the military aspect. Russia's inability to fight the war on this scale was deeply detrimental. Furthermore, the lack of key equipment such as 'shells and rifles' cost the Russian army deeply; as many soldiers were sent into battle with just a knife and a grenade. Clearly when this reached the public there would be widespread indignation towards the political system and therefore this would prompt change within the government and politics. This therefore suggests how unequipped they actually were and there was sufficient evidence to suggest that they didn't think their military preparation out as much as expected. This was a worrying feature for the military as the opposition was equipped appropriately and from long distance they wouldn't stand a chance. Clearly, when this reached the opinion of the public there would be widespread anger and indignation towards the

S

K

K

political system. This would also link to the political factor due to the army as they would be seen as extremely poor by Russia. Furthermore the war also led to loss of support from the government's main upholders as they weren't going to support something that was looking to be a failure and this therefore created pressure for more change politically and socially because people were beginning to realise how bad the situation was getting and that something had to be done in order for this to recover. Link F
Link Q

F Furthermore I think that the economic factor played a big part in the revolution of 1917; certain groups of people such as workers and peasants were becoming increasingly angry about the situation they were in. Also, the rapid industrialization of Russia also resulted in urban overcrowding and poor conditions for urban industrial workers. This links to the social factor due to the attitudes of worker and peasants being affected by the mass industrialisation. Between 1890 and 1910, the population of the capital of St. Petersburg swelled from '1,033,600 to 1,905,600', with Moscow experiencing similar growth. This created a new 'proletariat' which, due to being crowded together in the cities, was much more likely to protest and go on strike than the peasantry had been in previous times. This also encouraged these strikes and disturbances throughout the country and angered the peasants and workers more than they already were therefore increasing the chance for change. This also links to the social factor, as at this time the demographics of the area were mainly populated by peasants and workers; this meant that they had the majority resulting large unrest among these people. K

The urban workers experienced poor working conditions. This then meant that strikes were taking place in order for their conditions to be improved, putting pressure on the system and a large part of the Russian public were becoming upset with the way they were living. Furthermore this would have contributed economically because if workers were going on strike then money was not being generated into the economy therefore contributed economically in a negative way. This would have been seen as a growing issue for the Tsar and as a result would be promoting change. This also would be seen as a social factor as this was the opinion of the Russian public, as most were working in these horrible conditions and when joined in force changes could be forced into place. I believe that the social factor played a significant part in the revolution as this was the attitudes of people that when these groups came together they were capable of enforcing change upon the Russian system. The social causes of the Russian Revolution mainly came from centuries of oppression towards the lower classes by the Tsarist regime and Nicholas's failures in World War I. While rural agrarian peasants had been emancipated from serfdom in 1861, they still resented paying redemption payments to the state, and demanded communal tender of the land they worked. how?

The problem was further compounded by the failure of Sergei Witte's land reforms of the early 1900s. Increasing peasant disturbances and sometimes full revolts occurred, with the goal of securing ownership of their land. This angered peasants out on the land and they would do anything they could to keep one of the only aspects they had going strong for them. This was their land, this encouraged change upon these laws and increased the chance for social and economic change. This links to the social factor as it is the attitudes of the peasants that are enforcing these political changes. K

'1.5% of the population, owning 25% of the land' this shows how much area the peasants had under their belt. This is a reason why they were becoming so angry, and also this shows how serious the situation was when the Russian government was trying to claim the land back; therefore this

prompted action to stop this situation becoming any worse. This of course would have caused more tension out on the land and also was increasing the chance of strikes and other methods of enforcing change. This links to the political factor as the government were trying to make changes upon the peasantry and this also caused tension among them.

Link F

Furthermore I think the individual factor played a significant part into the 1917 revolution as this the Tsar was seen as the base of the structure as he made most of the decision regarding change in Russia. I think that the social factor also contributed significantly into the revolution, this was because of their sheer volume of the peasants and workers and this volume helped them to be heard against the rest of Russia and making their opinion more valued.

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Word count: 1503

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W CRAIK

$\frac{7}{25}$

7/25

Ans There is an awareness in this answer of the causal focus of the question, and also of factors, but the material presented, in a number of places, lacks development and explanation such that level 2 marks are appropriate. Almost all of the material is relevant to the enquiry and there are attempts to link statements and different aspects of the answer. The writing is coherent in many parts of the answer although some passages lack clarity.

Mid L2

$\frac{5}{13}$

✓ Some relevant knowledge used and a factor based approach but Agree limited addressing of the question
5/13

Ans

A limited amount of primary source material is drawn upon in the course of answering this question. There is some linking of the source material to the statements / issues being presented. Material is comprehended to provide additional information to own knowledge and thus provide some (limited) additional range to the answer being presented.

low L1

$\frac{2}{12}$

✓ Agree

limited primary sources used. There is some integration but concepts of reliability or context are not covered.

2/12

History assignmentAssess the significance of external military conflict in promoting or hindering change in Russian government and politics on the years 1856-1964?

In the essay I will use 5 factors in order to identify the causes of change through this time period. The 5 factors are social, political, military, economic and the role of the individual...

F Firstly the military factor was a strong contributor in cause political change in Russia due to the some of the crushing defeats received. The humiliating defeat in the Crimean war caused mass tension in Russia, this highlighted weakness within the army as it was also on their own turf. Furthermore, it also links in with the economic factor, due to poor transport and weak armament this also caused issues with some of the battles that they were going to face, as a result putting Russia in a fragile state. Even the 'regular police force was small, corrupt and ill-trained' suggesting that parts of the army had some of these problems and lack of training may of caused them defeat in some cases due to the mass' that actually weren't fully trained. (1) Furthermore due to serfdom ~~been~~ still present ~~being~~ ^{have} that made it unlikely for victory to be possible, due to the reforms ~~been~~ put in place. Moving on, in 1905 the Russo-Japanese war broke out, another humiliating defeat that caused mass depression among the whole of the Russian population and it was a chance to redeem themselves from the defeats in the Crimean; but this was not possible. This was a big blow to Russia as a country, therefore causing changes, which had to be made in order to rebuild Russia's tolerance to constant weakness in an army that had so much potential. This therefore caused popular dissatisfaction and also links in with the social factor due to the workers unrest, and as a result complaining about conditions; this also promoted change within Russia. Furthermore a defeat in Tushima also meant that there clearly was major problems with the army and therefore promoted the panic for change. Also in February 1917 in the crushing defeat in WW1 meant that Russia had been defeated again. Issues such as lack of ammunitions and armaments meant that the Russia army would have been significantly weakened, this will have been an important issue into how Russia kept receiving these defeats in wars, and 'the army's weapons were out of date'(2); which also implied weakness within the military force. Also the rift between the army and the Tsar meant that there were weak links within the army itself therefore showing how the Russian army was ~~as~~ ^{not} as strong as thought. Also due to lack of ammunitions, along with food shortages highlighted industrial, political and economic weakness within Russia and also this also will have caused the want for change. Also in the October revolution in 1917 there was further discontent and lack of faith within the whole population, due to their crushing defeat in WW1. This also turned the army against the provisional government; this created a lack of faith within the government and thought it was ~~was~~ ^{silly} silly to carry on in the war. This highlighted the army ~~lack~~ ^{lack} lack of determination and a sense that they had given up, this also promoted political change due to the problems they were facing at the time. This shows how the Russian public were becoming confused with the way that they were dealing with the war effort.

F Another factor that was important was the political factor. This was important in prompting political change in Russia as in the period of the 1860's reforms, the political system was not backed up by

- (1) Edward Acton 'From Tsarism to Communism' p1
- (2) Dr. David Moon 'Defeat in War Leads to Rapid Russian Reforms' p1
- (3) Beryl Williams 'History Today', May 2005 p2
- (4) Robert service 'Lenin: Individual and Politics in the October Revolution' p3
- (5) John Morrison 'Russia's 1st Revolution' p2
- (6) Edward Acton 'from Tsarism to communism' p2

the elites therefore didn't really have any strength behind it. Furthermore, they did not agree with serfdom, suggesting that emancipation was a long process. Also there was an unfair justice system that screamed out for reform, therefore change needed to occur in order to improve this. In 1905, better education led to a political opposition, understanding need for reform! Also 'while anti-war feelings intensified, the government insisted on fighting on to victory' (6) this implies how Russia's decisions were split by the different powers that wanted to make them and this therefore prompted political change in Russia. When the Duma was introduced, this also led to banqueting campaigns which meant that change was occurring but was it the correct change needed?

By February 1917 the situation started to fall apart, as the Duma was unsupported by the Tsar? this meant that even the Tsar was objective to some of the changes that were been made because they weren't necessarily beneficial. Also the Tsar got rid of the ministerial leap frogging and this was then not consulted on decisions because of its inefficiency. This would have clearly promoted change in some areas due to the method not working very well, and therefore not benefiting the decisions of the Tsar any more. Furthermore there was the issue that the War was not been fought properly, this is evidence of the country finally realising that there was effort was lacking. Also the Tsar was not close with the government and this meant that decisions were been made by the government and they were not been taken up with the Tsar before the final decision was made, therefore certain reforms were been made that might not of appealed to the Tsar. Furthermore in October 1917, the PG (Provisional Government) was aware that their temporary statute? and therefore were reluctant to solve crucial decisions that were undermined by the soviets. This therefore hindered change within Russian decisions because they were so reluctant to solve these, in some cases, simple problems. Also radical groups such as the Bolsheviks, and Lenin took advantage and exploited the PG's weakness, this then caused problems with decision making and needed change within Russia; this was due to them been well-organised. Furthermore, destalinization in this factor hindered change in certain ways, such as the bureaucratic system was undermined by Khrushchev and this then caused opposition in this area as some communists still stayed loyal to Stalin. Also party members began to become annoyed with the failure of certain reforms therefore highlighting hindrance, change and progression for Russia.

balance
F Moving on, the social factor played significance? into political change in Russia. In 1860s the peasant discontent spread rapidly in the agricultural sector and also in the city. This then led the uprising; this implies how the attitudes of groups of people can lead to change. This highlighted how Russia could be in this state with such power and currently be operating with such backwardness. Also due to poor conditions 'workers demanded better wages and conditions' (5) this also would of prompted political change in Russia due to pressure from groups like these. This also links to military *Link F* incompetence and how the army should be successful due to their size and so called ability. In 1905, workers and peasant discontent was still present. Large scale industrialisation occurred with peasants moving in with the workers in the city and this then led to wage shortages and bad conditions for these people; this prompted change in the city. This also links in with the economic *Link F* factor, due to large amounts of money been spent on it. Furthermore, the Tsar was affected by this therefore linking to the individual factor due to his reaction from the disappointment of strikers which inflicted blame upon him. February 1917 revolution, further popular discontent was present

- (1) Edward Acton 'From Tsarism to Communism' p1
- (2) Dr. David Moon 'Defeat in War Leads to Rapid Russian Reforms' p1
- (3) Beryl Williams 'History Today', May 2005 p2
- (4) Robert service 'Lenin: Individual and Politics in the October Revolution' p3
- (5) John Morrison 'Russia's 1st Revolution' p2
- (6) Edward Acton 'from Tsarism to communism' p2

in Russia among workers and peasants, and wages strikes and uprisings occurred; showing how more pressure is ~~been~~ added for political change in Russia. Russian society felt controlled by the government. This also links with the Tsar with his inability to find a solution, showing how Russia's ? decision making skills were poor.

F Furthermore the economic was also relatively important in 1860s reforms due to the industrial backwardness. Firstly serfdom impeded Russia's economic power therefore forcing changes to be made in order to resolve this. There was a lack of incentives for ~~serfs~~, therefore leading to a lack of productivity. Also, forced labour out on the land was inefficient for agriculture; this then resulted in negative social attitudes of farmers and peasants who were living their lives off of the land. Also S 'rapid growth in industry' (3) was an issue that led to large scale peasant poverty and discontent, this would ~~of~~ caused significant unrest and therefore promoted change within Russian government and politics. Furthermore poor transport systems led to food shortages and other problems that will have led to either shortage of money or problems workers in factories therefore prompting unrest among these people. Furthermore, there is still peasant discontent present, because not enough change was occurring in order to resolve this problem. In February 1917, there was a further inflation problem that was worsening due to economic state Russia was in. Also there was a constant increase in consumer goods which meant that prices were rising, and therefore meant that certain products were becoming way too expensive; this also was prompting change due to people becoming unhappy with prices for things that they needed to survive with. This also links in with the social factor as it was causing unrest among these groups of people, and food shortages was a S growing issue for them. Also 'raw material shortages impeded factory production' (4) this also could be linked with the social factor due to the unrest of the workers as they couldn't even open the Link Q factories never mind work to feed their families. Also ammunition was becoming expensive and therefore causing the military problems. Also in destalinization the virgin land scheme failed therefore hindering progress in this area, and this caused further discontent in agriculture and also in the city. Link Q

F Also the individual factor was important as in 1905; the Tsar Nicholas 2nd showed little remorse into the event of 'bloody Sunday' and ~~in theory~~ damaged his image, therefore increasing the want for political change. Also he used force to repress any opposition, this was also one his downsides to decision making The Tsar at this time was also seen as unintelligent and seen as poor when it came to make decisions, this also could have affected the need for political change at this time. In October revolution, Kerensky failed to meet the demands of the population and also didn't know what to do, this also shows how the individual factor can be as important into the survival of Russia as a country, Therefore change needed to occur. Lenin on the other hand was charismatic and a good orator and he had ambitions which would help Russia get back on their feet therefore prompting change within Russia. In the period of destalinization, Khrushchev put certain reforms in place that were unsuccessful and un-thought out, this is evidence where progression would have been hindered due to these poor decisions. Also he had desire to make change but never followed them through therefore promoting change. This was a case where successes were outweighed by failures and this point was important in identifying the main case of hindrance in this time period. balance

- (1) Edward Acton 'From Tsarism to Communism' p1
- (2) Dr. David Moon 'Defeat in War Leads to Rapid Russian Reforms' p1
- (3) Beryl Williams 'History Today', May 2005 p2
- (4) Robert service 'Lenin: Individual and Politics in the October Revolution' p3
- (5) John Morrison 'Russia's 1st Revolution' p2
- (6) Edward Acton 'from Tsarism to communism' p2

In conclusion I think the military factor ^{had} played the most significance in prompting political change, this was specifically in WW1 in the February revolution and also the Crimean war in the 1860's, I think this because of the sheer size of WW1 and also that it was a war they were expected to win and so many crushing defeats would be seriously hard to recover from. Furthermore I think the economic factor was significant throughout because of the industrial and economic backwardness, also inflation and condition of workers led to mass change was a particular emphasis on the failings of destalinination. The political factor was considerably important in 1905-1917 in the political incompetence that led to a lot of change throughout the time period and therefore altered the path of other factors after this. All together I think that the military factor was extremely important because without those crushing defeats that they received, their wouldn't ~~be~~ been as much ^{have} destruction in the areas that needed to be strong? In order to face some of the issues that Russia did after its wars.

Word count: 1971

Total word count 3474

- (1) Edward Acton 'From Tsarism to Communism' p1
- (2) Dr. David Moon 'Defeat in War Leads to Rapid Russian Reforms' p1
- (3) Beryl Williams 'History Today', May 2005 p2
- (4) Robert service 'Lenin: Individual and Politics in the October Revolution' p3
- (5) John Morrison 'Russia's 1st Revolution' p2
- (6) Edward Acton 'from Tsarism to communism' p2

W. CRAIK

There is an awareness running through all of this answer that the focus of the Q. is on explaining the process of change over time. There is also an awareness of the importance of factors as the means of conveying that explanation. However there is a lack of clarity in the delivery of much of the answer such that it matches level 2 (rather than level 3) criteria. The answer is more statements produced with some development, displaying an understanding of the process of change over time. However there are valid links made between "factors" which contribute to an award of high level 2 marks. A range of secondary sources has been drawn upon in the course of writing up the assignment. There is a ranging across the time frame which gives the answer a good measure of chronological balance.

Top 12

$\frac{10}{25}$ ✓

An awareness of key factors + attempts to link factors. Some secondaries used. Frequent phrasing issues + Spg errors.

These points are valid but would get 25 impact more on a level 3 award. The

positives in this answer tend towards level 3

but held back by the aspects noted in moderation. So Top 12 Agreed.

| Author, article title, magazine (date of publication) | Comments | Teacher comments and initials (if appropriate) |
|--|--|---|
| <p>Carl Peter watts being "The unpredictable past"</p> | <p>I think that it played up the economic factor as being relatively important and also the Military. On the other hand I think the political factor was played down considerably.</p> | <p>Good start to your research. 23/11/12</p> |
| <p>Michael Lynch</p> | <p>I think it plays up the economic factor quite significantly, but on the other hand I don't think it mentions the Military factor that often it played such a big part to it.</p> | <p>Stick to summarizing the views of the historians you are reading. 23/11/12</p> |
| <p>Robert Bridoux "Alexander II and the emancipation of the serfs"</p> | <p>I think it mentions the individual factor as being quite significant, and also social issues are highlighted. Arguably, but also slightly plays down the Military factor.</p> | <p>O.K. 23/11/12</p> |
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NAME: William Crut

Book record

RESOURCE RECORD

| Author, title, publisher (date of publication) | Comments | Teacher comments and initials + date (if appropriate) |
|---|---|--|
| John Maxson 1905 | Economic factor played a large part in this authors case. Furthermore military was present as well but on the other hand I think Religious was played down quite significantly. | |
| Graham Darby | Economic factor is played up in the book as well as military. I also think that <u>Religious</u> and political is played down. | D.K. 5/10/12 |
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| Author, article title, magazine (date of publication) | Comments | Teacher comments and initials (if appropriate) + date |
|---|---|---|
| John Morrison | I think that the Military was mentioned and played up quite significantly. Also the economic factor was frequently mentioned. I also think the social factor was played up. Military factor as a trigger plays down the military to an extent not any of the factors were played up much at all but political and economic factors were played up the most. | <u>Sound start</u> 5/10/12 |
| Michael Hughes ae | Social factor heavily played up; particularly the events/consequences of bloody Sunday. Military hardly mentioned. | O.K. 5/10/12 |
| Beryl Williams, Russia | | <u>Sound points</u> 5/10/12 |
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| Author, article title, magazine (date of publication) | Comments | Teacher comments and initials (if appropriate) + date |
|---|--|---|
| Herold Shukman. "Cause of the Russian Revolution" | I believe that the social factor was mentioned quite significantly therefore been played up. Also I think the political factor was played down and didn't rely on it much. | O.K. 23/09/12 |
| Maureen Perrie TITLE? | I think that in this article the military factor is made out to give a large input, and also economically. I also believe the Tsar was not mentioned frequently. | O.K. 23/09/12 |
| What TITLE? | I think it plays up the social factor, but doesn't really criticize the Tsar. Therefore playing down the individual. | O.K. 23/09/12 |
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| | | |

NAME: William Crank

(October 1917 Revolution)

RESOURCE RECORD

Book record

| Author, title, publisher (date of publication) | Comments | Teacher comments and initials (if appropriate) |
|--|--|--|
| Alan Wood The origins of the Revolution | I think it plays up the Political factor along with Military as very important in the October Rev. But I think it plays down the economic factor as less important than it actually was | A stick to evaluating the material in part of year. 30/11/12 |
| P's O'connor | I think that it plays up the Military factor quite significantly, and that it mentions the Political factor old as well. But on the other hand the social factor doesn't seem to have much impact on the Revolution. | Better Summary 30/11/12 |
| Graham Darby (B) Why did the Provisional Government Fail? | I think that it plays up the economic factor but plays down the social factor quite <u>negatively</u> . Also I think the military factor was played up down a little. | A little more detail might have been added 30/11/12 |
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| Author, article title, magazine (date of publication) | Comments | Teacher comments and initials (if appropriate) |
|---|---|---|
| Robert Service "Individual and politics in the October Revolution" | I think this article plays down the Military factor. Also I think it plays up the economic factor as being quite a significant contributor | The individual is also given some prominence (look at left table) 30/11/12 |
| Christopher Read "Russia's Provisional Government" | I think that the Military factor was mentioned quite frequently and that the social issue was not mentioned as much as it should be. <u>TO SUMMARIZING THE VIEWS</u> | OF THE HISTORIAN TAKE YOU ARE STUDYING. 30/11/12 |
| Graham Darcy (A) "The October Revolution" | I think that it plays up the political factor quite significantly and also I think it plays up the Military. But the social factor doesn't really get mentioned that much at all. | O.K. 30/11/12 |
| Edward Acton "From Tsarism to Communism" | I think it plays up the social factor as it is mentioned adequately often frequently, and on the other hand I don't think the Military factor was played up as much as it should be. | See my comments (ABOVE) regarding READ. 30/11/12 |
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| Author, article title, magazine (date of publication) | Comments | Teacher comments and initials (if appropriate) |
|--|---|--|
| Ian D. Thatcher <u>TITLE?</u> <u>berg</u> | I think that it plays up the economic factor, dwell as playing down the Military as not very important. Also mentioning the individual factor quite frequently. | Sound start to your <u>7/12/12</u> essay. |
| John David Davis "The soviet economy after Stalin" | I think it mentions the social factor to an extent, and also the individual as <u>being</u> important into the hindrance of Russias Progression. | Sound points <u>7/12/12</u> |
| John Etty <u>TITLE?</u> <u>berg</u> | I think that the political factor gets played up along with the economic factor. With social and individual gets shown to be slightly less important. | Etty's title would suggest that the individual was important. <u>7/12/12</u> |
| Johnathon Davis "Kruschchev and 'Restalinisation'" | I think the individual factor gets played up significantly and also the economic factor. But politically that it's been played down as <u>being</u> less of a hindrance to Russia. | D.K. <u>7/12/12</u> |
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Ofqual



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

