

Moderators' Report/  
Principal Moderator Feedback

Summer 2014

GCE History (6HI04)  
Paper 01

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Summer 2014

Publications Code UA039105

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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.com](http://www.edexcelonline.com) 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 found 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.



## **Introduction**

This year was the first year not to have a January entry, and so the whole cohort of some 20,000 students was entered for Unit 4, Historical Enquiry, which is the coursework component of GCE History. The students researched two enquiries: one focused in depth on the short-term significance of an individual, event, movement or factor, the other being a breadth study focusing on the process of change over time across a period of at least 100 years. 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 in order to align standards. 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 students' 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. This year, submissions were characterised by continued improvement overall regarding the accuracy of the marking by teacher-examiners within centres. Of the centres sampled and moderated, only between 10% and 15% had a recommendation made to Edexcel for adjustments to be made to their marks in order to align them with national standards. This improvement is probably due to a greater familiarity and understanding of the mark schemes and following the general advice given in the Principal Moderator's report published after each examination session, and the specific advice given in their own centre E9 reports. However, although it was encouraging to note the number of centres where close attention had been paid to these reports, it was disappointing to note that a small minority of centres were disregarding 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 students' 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:

- **Individual Candidate Assessment sheets**

An increasing number of centres are failing to check these before sending the sample to their moderator. There have been instances where the candidate number has been omitted or, even more problematical, the wrong candidate number has been inserted. Some students have failed to sign the sheets and, more worryingly, the centre assessor has failed to add his/her signature. In these cases, the work has to be returned to the centres concerned, as both student and teacher signatures are needed in order to authenticate the assignments.

There are still some centres using an old copy of the front cover authentication sheet. These do not provide for a breakdown of marks by assessment objective, neither is there space for the centre/candidate to insert the details of the examined units they have followed. All centres must use the correct Individual Candidate Authentication sheet as a front cover for each student. This can be obtained from Edexcel's website and a facsimile copy is printed in Edexcel's publication 'Getting Started', which can be photocopied. No other front cover is necessary or permissible.

These errors and omissions build an unnecessary delay into the moderation process.

- **OPTEMS forms**

Moderators reported fewer transcription errors than in the past. Where the mark on the OPTEMS form did not match that on a student's work, this was generally where internal standardisation had resulted in a mark adjustment and the mark on the OPTEMS form had not been changed. Where discrepancies like this occur, the centre has to be contacted because only they can change the centre-submitted students' marks.

There were a small number of instances where all copies of the OPTEMS form were sent to the moderator. It is clearly stated on the form that the top copy has to be sent to Edexcel (this is so that the centre marks for each student can be recorded in the system) and that one copy must be retained by the centre. Only the yellow copy should be sent to the moderator. This, again, builds an unnecessary delay into the moderation process.

- **Photocopies of the coursework programme**

An increasing percentage of centres are now including, as required, a photocopy of the coursework programme their students are following. However, the inclusion of such photocopies remains a problem for some. 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 before moderation can proceed. Centres are

reminded that it is their responsibility to retain the approved programmes.

- **Class notes and folders of work**

A small minority of centres 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 will not be looked at by the moderator. Centres are asked not to send them in future.

- **Highest and lowest scoring students**

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 students, then these must also be sent to the moderator.

- **Word limits**

The vast majority of students are now writing within the limit of 4,000 words. Centres are reminded that the limit of 4,000 words is an absolute. Where a student 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 students are required to insert a cumulative word count across the whole assignment. This is a Specification requirement: the word count must be cumulative across the whole assignment, starting with the first page of Part A and ending with the last page of Part B, no matter in which order the student has completed the two parts of the assignment.

- **Resource record sheets**

The use of resource records has undoubtedly improved. Moderators report that many resource records were detailed, demonstrating an impressive range of research and were appropriately monitored by centres. There were, however, a worryingly large number of centres that had simply 'signed off' the resource records via a tick and a single date and initials. This meant that their students' work was not appropriately validated.

Centres are again reminded that 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.

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.

- **Submission date**

Centres are reminded that the date for the submission of coursework to their moderator is always 15<sup>th</sup> 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.

## **Design of Enquiries**

The majority of students followed enquiries that were appropriate for the demands of the Unit. There were, however, a number of instances where the enquiries strayed from the focus of the coursework programme being followed, or failed to address the specific targets of the two components. The Edexcel publication 'Getting Started' provides a large number of enquiry titles in exemplification of a range of approaches, and centres are urged to use the provided question stems. Centres are reminded that it is their responsibility to approve the enquiry titles selected by their students; if they are in any doubt, advice can always be sought via Edexcel's 'Ask the Expert' service.

## **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:

- 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.

- Some enquiry titles lacked a specific enough focus and this was reflected in the students' work. It is most strongly suggested that centres require students to insert dates into their enquiry titles, as this would help focus their selection of material. 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.

## **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.

The following points should be noted:

- Many enquiries select a particular factor as being the main driver behind the process of change and compare this, through explanation and analysis, with other potential factors that could be seen to drive change. Such enquiries have a causal focus, concentrating on the factors that brought about change and deciding on their relative significance. The main problem experienced by students following this approach arose, as in previous years, where the role of individuals had been selected as the stated factor. There are still some students who present mini-biographies of a range of relevant individuals. Such students fail to appreciate that the 'role of individuals' is a factor to be compared to alternative factors in driving the process of change.
- Many enquiries selected 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.

## **Candidate performance**

Many students produced work of a high quality: the best was really impressive and even the weakest had demonstrated some understanding and had engaged in some research, no matter how limited.

The following points should be noted:

## **Part A of the assignment**

- Many students 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. An increasing number of students 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.
- There was a disappointing increase in students 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, as this has been found to be the optimum number of sources to enable effective evaluation.
- Students are still finding troublesome the weighing of evidence as to its status in contributing to the formation of judgements. Although more students 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**

- More students 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 students 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 students 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 as evidence of their wider reading.
- 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*'.

- There was an increasing tendency for students, 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 students 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 students 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.

## **Centre Assessment**

- **Annotation**  
Centre annotations and summary comments are more extensive and detailed than in past examination series, with most using the language of the mark schemes. Thus, more centres than previously are marking accurately and this is reflected in the fall in the number of assessments recommended for adjustment.
- **Internal standardisation**  
It is a Specification requirement (see page 69) that centres must ensure full and effective internal standardisation of assessments made by different teachers and of different teaching groups within a centre. Such centres must 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 students' 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

### **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.
- Some centres over-rewarded 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 students from weaker cohorts. Thus Level 5 was being awarded rather than high level 4 for AO1 Part B.
- There is a growing tendency for centres to use the low level mark band within a specific level for work that displays the qualities of that level but which is less convincing in its range and/or depth. Centres are reminded that this may only be used for work where, additionally, the quality of written communication does not conform. This was particularly marked with Level 5 assessments, where marks of 21 and 22 were regularly given for work that, whilst being less convincing in range or depth, was nevertheless well-written.

### **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 frequently found that students inserting a sentence or two from an appropriate source at an appropriate point in their enquiry were rewarded at high levels, where there was no interrogation of the sources or evaluation of the evidence because none was derived. Such approaches are likely to meet only the Level 2 criteria.
- Moderators reported an increase in the numbers of students who were not considering the nature, origin and purpose of the source material they had selected, and so an evaluation of the evidence so derived was cursory, lacking in depth and sophistication.



## **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. Where there are problems, these are generally confined to a small number of centres, who are urged, in the interests of their students, to implement the recommendations in this report.

## **Exemplification material**

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

### **Candidate 1: Challenge and Rebellion in Tudor and Stuart England 1509-1660**

A high scoring piece of work, worthy of the highest grade. The student's resource record provides evidence of thorough research and excellent engagement with the topic.

#### **Part A**

An analytical response, focusing confidently on the significance of the Irish rebellion of 1641, and which clearly identifies and debates the key issues regarding the relationship of the Rebellion with the outbreak of the English Civil War. An excellent range of contemporary source material has been selected, and their evidence interrogated critically and with confidence, integrating it into a structured and sustained argument. There is some excellent cross-referencing; the status of the evidence considered when making judgements, showing a need to explore the implications of the evidence in the light of the contemporary context.

#### **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. The stated factor is explored, compared with and integrated into, alternative factors that could be seen to drive change. The analysis is supported by an appropriate range and depth of accurate and well-selected factual sources. The whole is an excellent piece of historical writing.

**GCE History**

Confidential: Edexcel and QCA use only

**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

<b>Centre Number</b>	
<b>Candidate Number</b>	
<b>Candidate Name</b> (in capitals, surname followed by forenames)	
<b>Coursework Programme Title</b> (if Edexcel designed please provide reference code from specification.)	CW10 CHALLENGE & REBELLION IN TUDOR + STUART ENGLAND, 1509-1660.
<b>Assignment Title</b>	Part A: WHAT WAS THE SIGNIFICANCE OF THE IRISH REBELLION OF 1641 ON THE OUTBREAK OF THE FIRST ENGLISH CIVIL WAR? Part B: ASSESS THE IMPORTANCE OF RELIGION AS A FACTOR IN CHALLENGES TO ROYAL AUTHORITY 1509-1649.
<b>Content</b> (please tick box to acknowledge that content is attached to assignment.)	<input checked="" type="checkbox"/> Resource Record
	<input type="checkbox"/> Appendix
<b>Examined Units</b> 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: 6H101/D 3 RUSSIA IN REVOLUTION 1881-24 4 STALIN'S RUSSIA 1924-53
	Unit 2: 6H102/A HENRY VIII - AUTHORITY, NATION AND RELIGION 1509-40
	Unit 3: 6H103/B1 FRANCE 1786-1830: REVOLUTION, EMPIRE & RESTORATION.

<b>Word Count</b>	3984		
<b>Mark for Part A: AO1</b> (mark out of 13)	<b>Mark for Part A: AO2</b> (mark out of 12)	<b>Mark for Part B: AO1</b> (mark out of 25)	<b>Total Mark: Part A and B</b> (final mark out of 50)
13	12	25	50

**Statement by candidate**

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

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

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**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:** \_\_\_\_\_

## What was the significance of the Irish Rebellion of 1641 on the outbreak of the first

### English Civil War?

The Irish Rebellion broke out on October 23<sup>rd</sup> 1641, as a largely Catholic revolt against the new English Protestant settlers. This arrived on the back of simmering tensions between Parliament and the King, especially after the impeachment and execution of Strafford earlier that year, who had been one of the King's closest friends and advisors and Lord Deputy of Ireland. Indeed, his removal loosened an iron grip on Ireland that facilitated the consequential sanguinary <sup>!!</sup> rebellion. Although few would hesitate to argue that the English Civil War wasn't the result of a gradually accumulating antagonism between Charles I and Parliament, there is much to suggest that the Irish Rebellion was its explosive trigger. Indeed, the Earl of Clarendon, in his extensive history of the civil war (which he started writing in 1646) went so far as to say that but for the crisis in Ireland, 'all the miseries which afterwards befell the King and his dominions...[would have] been prevented.'<sup>1</sup> This essay will explore what Clarendon might have meant by this, by examining several effects of the rebellion and how this contributed to the outbreak of the English Civil War. *focus on & clear - -*

First, perhaps the most immediate and powerful effect of the rebellion was that it created public panic, which led to direct interest and involvement of the people in the government's reaction to the revolt, and lent more weight to the divisions therein. Rumour was rife; the 'massacres' of the rebellion were rapidly and hysterically voiced by pamphleteers all over England, as can be seen from the 1641 Depositions. The pictures alone show gruesome exaggeration, with descriptions such as '...striped the 2 Eldest Children of 7 years old, roasted them upon Spittes before their parents faces' and '...beate out his braines, then ripped

<sup>1</sup> Essay:

[http://www2.warwick.ac.uk/fac/arts/emforum/projects/disstheses/dissertations/akelsey/alistair\\_kelsey\\_english\\_responses\\_to\\_the\\_irish\\_massacres\\_of\\_1641-1.pdf](http://www2.warwick.ac.uk/fac/arts/emforum/projects/disstheses/dissertations/akelsey/alistair_kelsey_english_responses_to_the_irish_massacres_of_1641-1.pdf)

*L4 / A07 focus on sig.*

*A07 / context L3 key issues*

*A02*

*L3 sources used to develop the argument*

upe his wife with Childe after they had ravished her...'<sup>2</sup> Sir John Temple's account of the rebellion in 1646 similarly proves the level of exaggeration that sprouted out of the rebellion:

'...some of the Rebels vowed, That if any digged Graves wherein to bury the dead Children, they should be buried therein themselves: So the poor People left most of them unburied, exposed to ravenous Beasts and Fowls.'<sup>3</sup>

The fact that both the Depositions and Temple were biased, indeed it is said that the latter's sensational work did much to inflame lasting indignation of the British towards the Irish,

does not actually undermine their value as sources here: credibility is irrelevant in terms of creating panic. The effect was acute and widespread, as a range of sources concur.

Simonds d'Ewes spoke of the fear of the 'bloody murderers like to descend upon us like a swarm of caterpillars'<sup>4</sup>, whilst Puritan MP Baxter claimed that 'there was nothing that with

the people wrought so much as the Irish massacre and rebellion. This filled all England with a fear both of the Irish and of the Papists at home'<sup>5</sup> (although one must be aware that considering his political and religious position, this view is to be expected). This is supported

by Clarendon's observation that 'the shops of the city generally shut up, as if an enemy were at their gates ready to enter, and to plunder them.'<sup>6</sup> Hence, one can see that the Irish

Rebellion caused much unrest and rumour, a perfect environment to foster a civil war.

More specifically, such panic was a golden chance for a discontented Parliament, which exploited the public uneasiness in order to create resentment against the King. Lindley says

<sup>2</sup> 1641 Depositions (see pictures in resource record)

<sup>3</sup> Sir John Temple, *The Irish Rebellion: or an history of the origins and first progress of the general rebellion raised raised within the Kingdom of Ireland upon the three and twentieth day of October, 1641, together with the Barbarous Cruelties and Bloody Massacres which ensued thereupon*, 1646, p. 39

<sup>4</sup> Essay:

[http://www2.warwick.ac.uk/fac/arts/emforum/projects/disstheses/dissertations/akelsey/alistair\\_kelsey\\_english\\_responses\\_to\\_the\\_irish\\_massacres\\_of\\_1641-1.pdf](http://www2.warwick.ac.uk/fac/arts/emforum/projects/disstheses/dissertations/akelsey/alistair_kelsey_english_responses_to_the_irish_massacres_of_1641-1.pdf)

<sup>5</sup> Angela Anderson, *Stuart Britain 1603-1714*, (Hodder Education, 1999), p. 93

<sup>6</sup> Clarendon, *The History of the Rebellion and Civil Wars in England*, Vol. 1, p.151

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that 'the Irish Rebellion proved to be one of the most effective weapons in Parliament's propaganda arsenal'<sup>7</sup>, which Clarendon picked up on at the time, reporting that the House of Commons 'took all occasions...to insinuate into the minds of the people, 'that this rebellion in Ireland was contrived or fomented by the king''<sup>8</sup>. From the use of the word 'insinuate' it is clear that Clarendon is critical, and he goes on to say, '...which calumny, though without the least shadow or colour of truth, made more impression upon the minds of sober and moderate men...than could be imagined, or can yet be believed.'<sup>9</sup> A sufficient degree of reliability in his account is perhaps legitimised by his political stance; Clarendon was originally a moderate critic of the king, which would suggest a balanced view, and turned royalist in protest against the eventual extent of parliamentary dissent. He is further backed up by the observation of the Venetian ambassador, presenting a foreign and relatively neutral perspective, who noticed that '[Parliament] try to stir [the people] up by all manner of inventions.'<sup>10</sup> An example of this is the Grand Remonstrance. Clarendon tells us that before the Irish Rebellion the committee for the remonstrance 'scarce ever met, or was ever after mentioned.' Then: 'But now...Mr Strode...moved 'that that committee might be revived and ordered to meet.'<sup>11</sup> This suggests that the crisis in Ireland became the vessel for all Parliamentary grievance, and its use of timing worked greatly in its favour. From the publication of the Grand Remonstrance, something which caused enormous contention (detailed later in this essay), onwards, Parliament opened the internal struggles between itself and the King to the public eye in order to further 'disturb the minds of the people; which were enough discomposed.'<sup>12</sup>

<sup>7</sup> Essay:

[http://www2.warwick.ac.uk/fac/arts/emforum/projects/disstheses/dissertations/akelsey/alistair\\_kelsey\\_english\\_responses\\_to\\_the\\_irish\\_massacres\\_of\\_1641-1.pdf](http://www2.warwick.ac.uk/fac/arts/emforum/projects/disstheses/dissertations/akelsey/alistair_kelsey_english_responses_to_the_irish_massacres_of_1641-1.pdf)

<sup>8</sup> Clarendon, *The History of the Rebellion and Civil Wars in England*, Vol. 1, p. 121

<sup>9</sup> Ibid.

<sup>10</sup> Essay:

[http://www2.warwick.ac.uk/fac/arts/emforum/projects/disstheses/dissertations/akelsey/alistair\\_kelsey\\_english\\_responses\\_to\\_the\\_irish\\_massacres\\_of\\_1641-1.pdf](http://www2.warwick.ac.uk/fac/arts/emforum/projects/disstheses/dissertations/akelsey/alistair_kelsey_english_responses_to_the_irish_massacres_of_1641-1.pdf)

<sup>11</sup> Clarendon, *The History of the Rebellion and Civil Wars in England*, Vol. 1, p. 121

<sup>12</sup> Clarendon, *The History of the Rebellion and Civil Wars in England*, Vol. 1, p. 125

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Another significant effect of the Irish Rebellion was in terms of religion: its own complicated religious motives and make-up re-awakened religious tension in England, granting Parliament further ammunition against the King. The rebellion, mostly composed of Irish Catholics, was targeted at the relatively new Protestant settlers, which left the old English settlers there in a difficult situation in terms of loyalty, especially considering that many of them were Catholic. Temple observes exactly this, stating 'wherein not only all the meer Irish, but almost all the old English that adhered to the Church of Rome, were totally involved.'<sup>13</sup> The threat of the revival of 'popery' was even more disastrous when combined with the accusation that the King was behind the rebellion, which the rebels themselves claimed:

*'the Conspirators aforesaid, have traitorously, and impudently averred and proclaimed, that their authoritie therein is derived by Commission from his Highnesse...falsly also reporting that his Highnesse was among them in the North of Ireland, riding up and down disguised, and with glasses-eyes desiring not to be discovered.'*<sup>14</sup>

We can deem this source, presented by Anglican bishop Henry Jones to the House of Commons in March 1642, quite trustworthy, since its author was a captive of the rebels in Dublin secretly reporting back on their plans: he had first hand knowledge of what they were doing. He also doesn't appear to have personal intentions to blacken the king's name since he emphasises the mendacity of the rebels' claims. Such claims allowed people, and Parliament, to make a direct link between the King and the Papists, creating fear of some sort of

<sup>13</sup> Sir John Temple, *The Irish Rebellion: or an history of the origins and first progress of the general rebellion raised within the Kingdom of Ireland upon the three and twentieth day of October, 1641, together with the Barbarous Cruelties and Bloody Massacres which ensued thereupon*, 1646, p. 17

<sup>14</sup> Henry Jones, *A Remonstrance of Divers Remarkable Passages concerning the Church and Kingdome of Ireland, recommended By Letters from the Right Honourable the Lords Justices, and Counsell of Ireland, and presented By Henry Jones Doctor in Divinity, and Agent for the Ministers of the Gospel in that Kingdom, To The Honourable House of Commons in England*, March 1642, p. 5

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implications

impending crusade. Baxter shows ~~this~~ in his comment that, 'when they saw the English Papists join with the King against the Parliament, it was the greatest thing that ever alienated them from the King.'<sup>15</sup> The ~~conscious~~ importance of religion in those times is exposed by Parliament's instructions to the ~~Committee~~ in Scotland which, after declaring the 'conspiracies and commotions in Ireland'<sup>16</sup> were the direct result of the evil counsels around the King, show concern that 'the great aids which we shall be enforced to draw from his people for subduing the rebellion in Ireland, will be applied to the fomenting and ~~cherishing~~ of it there'<sup>17</sup> with the aim of 'the subversion of ~~religion~~ and destruction of his loyal subjects'<sup>18</sup>. The word order here is noticeable: religion comes first. The instructions go on to warn: '...we shall be forced...to resolve upon some ~~such~~ way of defending Ireland from the rebels as may concur to the securing of ourselves from such ~~mischievous~~ counsels and designs.'<sup>19</sup> These thoughts culminated in the Militia Ordinance of March 1642 (after Jones' report on the rebels' claims about the ~~King~~) which stated that it believed the recent 'desperate design upon the House of Commons'<sup>20</sup> (the ~~King's~~ failed attempt to arrest five MPs) 'to be an effect of the bloody...Papists...who have already raised a rebellion in Ireland.'<sup>21</sup> Since the attempted arrest was personally ~~carried~~ out by the King, it is clear that Parliament has included him amongst the 'papists'. ~~They~~ will proceed not only to stir up the like rebellion and insurrections in this kingdom of England, but also to back them with forces from abroad.'<sup>22</sup> And so, the issue of religion, raised by the ~~Irish~~ revolt, was essential in heightening

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<sup>15</sup> Angela Anderson, *Stuart Britain 1603-1714*, (Hodder Education, 1999), p. 93

<sup>16</sup> *The Instructions to the Committee in Scotland, proposed by the House of Commons*, Nov 8<sup>th</sup> 1641

<sup>17</sup> *ibid* — P7  
<sup>18</sup> *ibid* — P7  
<sup>19</sup> *ibid*

<sup>20</sup> *The Militia Ordinance*, March 5<sup>th</sup> 1642

<sup>21</sup> *ibid*

<sup>22</sup> *ibid*



Parliament's and, by extension, the people's suspicion of the king, and also justified Parliament's actions: it could claim to be protecting the Church of England.

LY eval AD1/2

Finally, the Irish Rebellion was crucial in exacerbating and finalising the polarisation of Parliament, whose split marked out definitive sides in the Civil War. As already discussed, it set the wheels rolling for the drawing up of the Grand Remonstrance, which was controversial enough within the House of Commons, as Clarendon's account confirms, however biased. 'The house seemed generally to dislike it; many saying that it was very unnecessary, and unseasonable.'<sup>23</sup> He tells us, with tangible satisfaction, that Cromwell was confident that few would oppose it 'but he quickly found he was mistaken...the debate...continued all that day; and candles being called for when it grew dark'<sup>24</sup> Eventually, the Grand Remonstrance was narrowly passed by only nine votes. What would prove to be even more divisive was the decision to publish it as 'an appeal to the people'<sup>25</sup>, something which 'had never been the custom.'<sup>26</sup> Sir Edward Dering, who fought on the Royalist side in the war, was shocked: 'when I first heard of a Remonstrance...I did not dream that we should remonstrate downwards, tell stories to the people and talk of the King as of a third person.'<sup>27</sup>

Another MP, Mr Hyde, stood up in the discussion and said "he did believe the printing it in that manner was not lawful; and he feared it would produce mischievous effects"...when immediately together many afterwards, without distinction, and in some disorder, cried out, "They did protest" so that there was after scarce any quiet.'<sup>28</sup> From that moment onwards, moderates in Parliament had to choose which side they supported: Clarendon himself, in his progression from a moderate to a royalist, is an example of such polarisation. Therefore, the

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<sup>23</sup> Clarendon, *The History of the Rebellion and Civil Wars in England*, Vol. 1, p.125

<sup>24</sup> Clarendon, *The History of the Rebellion and Civil Wars in England*, Vol. 1, p.125

<sup>25</sup> *ibid*

<sup>26</sup> *ibid*

<sup>27</sup> Angela Anderson, *Stuart Britain 1603-1714*, (Hodder Education, 1999), p. 94

<sup>28</sup> Clarendon, *The History of the Rebellion and Civil Wars in England*, Vol. 1, p.125

Irish Rebellion led to a parliamentary tipping point, from which the sides of the civil war were formed.

The Irish Rebellion contributed significantly to the outbreak of the first English Civil War in many different ways, producing crucial knock-on effects. Firstly it was the explosive event which inflamed panic in the English people, which not only added pressure of urgency to the discussions amongst the King and Parliament, but also created a perfectly receptive upheaval into which Parliament could inject its propaganda. Further fuel to the fire was the factor of religion, whose divisions and tensions were stirred up by the rebellion. This intensified suspicions that the King was supporting the rebels, and Parliament could justify itself on the grounds that it was defending England from 'popery', even foreign invasion. On top of this, the Irish rebellion, particularly in how it instigated the Grand Remonstrance, created polarisation in Parliament, defining the two sides of the Civil War.

Word count: 1895

$$\frac{13}{13} + \frac{12}{12} = 25$$

Entirely analytical piece which focuses upon the significance of the event, and evaluates its own arguments.

Impressive range of sources, wholly integrated into the sustained argument.

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Assess the importance of religion as a factor in challenges to royal authority over the period 1509 - 1649.

This period saw six different monarchs, and each faced challenges to their authority in various forms. In this context, 'importance' needs defining. ~~Since~~ it is a long stretch of time to examine, an 'important' factor is not only the most influential, but also that with a constant presence, persistently surviving through each reign. This essay supports the view that ~~indeed~~ religion was the most ~~important~~ factor in terms of challenge, directly and indirectly, arguing that the consequences of the Reformation reverberated throughout the entire period, acting as a trigger or a catalyst for all other challenging factors, including: social discontent and shifting societal structures; economic power; politics and the increasingly defiant role of Parliament.

Clearly, religion was central to the challenges Henry VIII faced as he set the Reformation in motion. This is crucial in terms of the nature of the monarch's authority. The Reformation altered the limits of royal authority, as Henry forced it into the non-secular realm of the Church. In the short-term, he succeeded in heightening monarchical authority, emerging from the experience as the hardened despotic tyrant he was thereafter thought <sup>of</sup> as. Yet, he did not achieve this without resistance, primarily from the Pope, and later in 'the Pilgrimage of Grace.' By its name alone, one can tell that <sup>for sure?</sup> religion was at the heart of this revolt, a fervent protest against the Dissolution of the Monasteries. Whilst some argue that it was less aggravated by doctrinal change itself, ~~more~~ by local financial stress, ~~it is~~ widely accepted that such a visual rupture of the Catholic system was terrifyingly disruptive to ordinary lives. The monasteries were a fundamental part of local education, confessional comfort, agriculture and charity; indeed the loss of the latter two would have exacerbated local financial stress.

Although Henry effectively overcame this particular challenge, the Reformation's impact undeniably permeated the rest of the period, and beyond, creating long-term challenges: it is strongly arguable that one can trace the roots of Charles' execution right back to this historical turning point. The evangelicalism under Henry

clear focus on Q.

clear statement of intent - nuanced. C3/4 analytical tone adopted

C2

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C4 change over time

established potential for Protestantism which, implied by many of its differences to Catholicism, encouraged independence, for example by its determined emphasis on the importance of the Word, and its accessibility (leading to the publication of the English Bible in 1539). The impact of these 'progressive' ideas implicates itself in many later challenges. Furthermore, until the Elizabethan Religious Settlement much unrest was due to the indecisive nature of the Church after the Six Articles of 1539, whose 'conservative flavour'<sup>1</sup> largely reasserted religious traditionalism after the flourishing evangelicalism of the Ten Articles, three years previously. This doctrinal uncertainty instigated years of religious faction, which was a grave threat to the positions of the mid-Tudor monarchs, such as Mary: her Catholicism was the reason for Northumberland's 'Devise for the Succession', yet also helped her win back the throne, as she mustered the support of loyal Catholic nobility in Suffolk. Religion again made monarchic legitimacy shaky when Charles' Arminian beliefs created suspicion in Parliament.

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Social tensions, and society's structure itself, became very problematic for the governing powers of the Tudor and Stuart period. In his evaluation of these 'years of trauma and survival', John Matusiak illuminates 'serious disharmonies in mid-Tudor society', exemplifying the 1549 rebellions, which 'were undoubtedly the result of intense social frustrations.'<sup>2</sup> Kett's rebellion was closely tied up with anger at enclosure (a repetitive irritation throughout the Tudor and Stuart periods). This suggests that social unrest was provincially introverted. Indeed, according to Lotherington, 'almost every rising was the response of a local community to purely local grievances.'<sup>3</sup> Therefore perhaps these 'random railings'<sup>4</sup> shouldn't be considered convincing challenges to royal authority, especially since they were all met with 'effective suppression.'<sup>5</sup> The very fact that they were community driven suggests that the rebels intended to challenge local authority, and the abuse of it, rather than that of the monarch. In terms of the social, it was actually the wider

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<sup>1</sup> Suzannah Lipscomb, *1536: The year that changed Henry VIII*, (Lion Hudson, 2009), pg. 132

<sup>2</sup> John Matusiak, Article: *Mid-Tudor England: Years of Trauma and Survival*, (History Review, 2005)

<sup>3</sup> John Lotherington, *The Tudor Years*, (Gray Publishing, 2003)

<sup>4</sup> John Matusiak, Article: *Mid-Tudor England: Years of Trauma and Survival*, (History Review, 2005)

<sup>5</sup> *ibid.*

spectrum which niggled at aristocratic, and consequentially monarchical, authority. 'The porosity of supposedly fixed boundaries between the divisions in society caused terrific anxiety.'<sup>6</sup> Such anxiety is proved by the 'Homily on Obedience' in 1547, which directly reminded the population of their duty-bound roles, explaining:

*'...the goodly order of God, without the which, no house, no city, no commonwealth, can continue and endure, for where there is no right order, there reigneth all abuse, carnal liberty, enormity, sin and Babylonical confusion.'*<sup>7</sup>

But it appears to have been too late. Unintentionally, the Reformation had been a catalyst of popular indignation, which encouraged people to question societal rigidity. The old Catholic Church had been essential in upholding this 'goodly order'<sup>8</sup>: 'the hierarchy of the Church and absolutism seems to have found its analogue in the ladder of English society.'<sup>9</sup> But Protestant reforms had started to meddle with popular subservience. Spurred on by new custom, Kett's rebels demanded better preachers to spread the Word and even Sunday school for their children.

Of course, one cannot attribute social stirrings solely to religion. The effect of the Reformation coincided with unprecedented population growth and the accelerating momentum of the printing press. As Peter Herman points out, 'while universal literacy was a long way off, the printing press enabled the steady spread of reading from the monastic and aristocratic elites down the social ladder, with corrosive effects on the hegemony of ideas.'<sup>10</sup> This produced an 'abundant literature of complaint'<sup>11</sup> which criticised authoritative dogma.

Perhaps the most challenging societal shift was that of the gentry, which is firmly linked to economic matters. They became more powerful as money leaked away

<sup>6</sup> Peter C. Herman, *A Short History of Early Modern England: British Literature in Context*, Chapter entitled 'An Overview of Early Modern England'. (Wiley-Blackwell, 2001), pg. 19

<sup>7</sup> Homily on Obedience, (1547) found in Herman's *A Short History of Early Modern England*

<sup>8</sup> Ibid.

<sup>9</sup> Peter C. Herman, *A Short History of Early Modern England: British Literature in Context*, Chapter entitled 'An Overview of Early Modern England'. (Wiley-Blackwell, 2001), pg. 16

<sup>10</sup> Ibid.

<sup>11</sup> John Matusiak, Article: *Mid-Tudor England: Years of Trauma and Survival*, (History Review, 2005)

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understanding

CS  
range and depth of some material used to help form judgments

coherent + lucid CS

CS  
context

from the crown into their pockets. Again, the Reformation is the cause, almost directly. The Dissolution of the Monasteries boosted the coffers of the monarchy, as it suddenly gained about a third of the country's land and ten percent of its wealth, previously owned by the religious houses. Henry's decision to immediately sell monastic lands is critical in terms of the growing power of the gentry. Smith claims 'the state might have been stronger still if Henry VIII and Somerset had not pursued foreign policies which were so expensive that they necessitated the transfer of the bulk of church lands.'<sup>12</sup> Consequentially, 'the Reformation gave the...gentry and yeoman...a vested interest in the changes of these years which no doctrinal reaction could hope to undo.'<sup>13</sup> Furthermore, these socio-economic changes link to the local grievances referred to earlier since 'there was a good deal of anger that the county was being badly governed by the gentry, especially with regard to their speculation in the land market and the scramble for profit.'<sup>14</sup>

CS  
explicit  
understanding

Although gradual, such societal and intellectual changes inevitably intruded on Tudor and Stuart politics, which were another aspect of authority inextricably intertwined with the Church. 'In the early modern era, politics and religion are only artificially separable.'<sup>15</sup> The monarchs themselves were deeply aware of this relationship, as shown by James I, who reacted to arguments from Parliament against bishops with the comment, 'If bishops were put out of power, I know what would come of my supremacy. No bishop, no king.'<sup>16</sup> This proves that the monarch's authority depended on its divinity and the 'goodly order' of God illuminated in the Homily. The concept of divine authority had been swallowed peacefully for centuries, and the religious changes of the 1530s can be seen to be why James had to face resistance to episcopal power in the first place. Henry's dependence on figures such as Cromwell and Archbishop Cranmer planted seeds of meritocracy into the power games: as Tudor playwright Ben Jonson said, 'the most worthy men have

CS  
explicit  
understanding

CS  
range + depth

<sup>12</sup> Alan G. R. Smith, *The Emergence of a Nation State, 1529-1660*, (Longman Group Limited, 1984), pg. 95

<sup>13</sup> Alan G. R. Smith, *The Emergence of a Nation State, 1529-1660*, (Longman Group Limited, 1984), pg. 91

<sup>14</sup> Jez Ross, Article: *Was Lord Protector Somerset Responsible for Kett's Rebellion?*, (History Review, 2011)

<sup>15</sup> Peter C. Herman, *A Short History of Early Modern England: British Literature in Context*, Chapter entitled 'An Overview of Early Modern England'. (Wiley-Blackwell, 2001), pg. 8

<sup>16</sup> Ibid.

ibid?

been rocked in mean cradles.<sup>17</sup> Similarly, the contemporary polemicist Henry Brynklow criticised class representation in Parliament, declaring 'it is not riches or authority that bringeth wisdom.'<sup>18</sup> This sentiment directly challenges the traditional system based on blood, rather than brains. The legitimacy of the nobility's power was threatened, triggering challenges such as the Revolt of the Northern Earls in 1569. Their panic at loss of influence and patronage from Elizabeth was, to them, related to the decline of Catholicism. The plan (coordinated by conservative Duke of Norfolk) to put Mary Queen of Scots (Catholic) on the throne with the support of Spain and the Pope, together with the spectacle the Earls of Westmoreland and Northumberland incited in Durham Cathedral, destroying Protestant symbols and forcing Catholic mass, shows that religion was the crucial motive behind the power grab. Walsingham, Elizabeth's spymaster who uncovered the plot, was a Protestant of the gentry.

CS  
expl.

CS sustained analysis - rather Marxist !!!

Meanwhile, Parliament gradually climbed in power alongside religious reforms. During the 1530s/40s there were several modifications its system, the full effects of which would be felt later during its battles against James and Charles. Nearly simultaneously, 'Parliament as a whole began to assume control in matters of doctrine'<sup>19</sup>, and the number and importance of its episcopal peers in the Lords were reduced, especially after the Dissolution of the Monasteries. On top of this, the superiority of the Lords over the Commons started to crumble. Elizabeth had maintained power over Parliament, moulding it to conform to her wishes, and cleverly using compromise (especially with the Religious Settlement) to manage conflict. That is not to say religion did not still present her with challenges. Ceaselessly, Puritanism/Presbyterianism tried to stamp its influence - through the 'classist' movement for grassroots reform, petitions to the Commons, Archbishop Grindal's letter to the Queen resisting her orders of suppression - but Elizabeth kept control through severity. In 1587 she imprisoned four leading Puritans. James and Charles were not as authoritative, possibly because of the tattered economic

CS  
depr.

CS change over time ...

<sup>17</sup> Peter C. Herman, *A Short History of Early Modern England: British Literature in Context*, Chapter entitled 'An Overview of Early Modern England'. (Wiley-Blackwell, 2001), pg. 18-19

<sup>18</sup> John Matusiak, Article: *Mid-Tudor England: Years of Trauma and Survival*, (History Review, 2005)

<sup>19</sup> Alan G. R. Smith, *The Emergence of a Nation State, 1529-1660*, (Longman Group Limited, 1984), pg. 89



situation: they could not do anything without Parliament's consent. Charles couldn't deal with the Irish Rebellion because Parliament wouldn't give him an army, suspecting his intentions.

<sup>1641</sup> LS understanding: could be developed

An instrumental member of Parliament at the time was John Pym, ferocious leader of the 'Puritan choir'. He was a major puppeteer of many of the kings' challenges. For example, at the 1628 Parliament he led the charge against two clergymen who had advocated the divine right of kings and passive obedience, urged by Charles. The new-found power of this defiant Parliament can be seen in its destruction of the Earl of Strafford, through a Bill of Attainder in 1641, which Charles guiltily and reluctantly accepted for fear of his own security.

LS range + depth

In conclusion, I believe that religion was the most important factor in challenges to royal authority from 1509 - 1649. It was directly significant in terms of rebellions such as the Pilgrimage of Grace, 1549 revolts like the Western Rebellion, and power plots such as the Revolt of the Northern Earls. But the importance of religion - the Reformation in particular - seeps further than these superficial challenges. Its reformist ideas and practicalities (eg the English Bible) and the financial impact of the Dissolution of the Monasteries acted as a partial cause and a catalyst for the societal and political evolution which occurred during the entire period. These processes altered the mechanics of authority, leading to eventual invalidation of divine royal authority, especially against Parliament.

(2,089 words)

25/25. LS An exemplary piece of work which explains, with clarity and verve the complex processes of change over this long period. Wide range + depth + sustained analysis.

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**A2 History Coursework: RESOURCE RECORD**

**ENQUIRY B:** INSERT YOUR QUESTION TITLE FOR PART B HERE

**ENQUIRY A:** *What was the significance of the Irish Rebellion of 1641 on the outbreak of the first English Civil War?*

Date	Source	Comments / Issues Raised	Teacher's Comments
05/3/14	<p><i>The Irish Rebellion: or an history of the origins and first progress of the general rebellion raised raised within the Kingdom of Ireland upon the three and twentieth day of October, 1641, together with the Barbarous Cruelties and Bloody Massacres which ensued thereupon.</i>                      Sir John Temple, 1646</p>	<p>❖ <b>Sir John Temple</b> (1600 – 14 November 1677) was an Irish lawyer, courtier and politician who sat in the Irish House of Commons at various times between 1641 and 1677 and in the <u>House of Commons of England</u> from 1646 to 1648. He was <u>Master of the Rolls in Ireland</u>. When the <u>Irish Rebellion of 1641</u> broke out in October he served the government in provisioning the city. On 23 July 1642 he was elected Member of the <u>Irish House of Commons</u> for <u>Meath</u>, being described as of Ballycrath, <u>County Carlow</u>. He tended to support the Parliamentary side and in August 1643 he was suspended from his office by the <u>Lords Justices</u> Sir John Borlase and <u>Sir Henry Tichborne</u>, acting on instructions from King Charles. He was imprisoned in <u>Dublin Castle</u> with <u>Sir William Parsons</u>, Sir Adam Loftus, and Sir Richard Meredith. The main charge against him was of writing in May and June two scandalous letters against the King, which suggested the King had favoured the rebels.<sup>1</sup></p> <p>In 1646 Temple published his <i>Irish Rebellion; or an history of the beginning and first progresse of the generall rebellion raised within the kingdom of Ireland upon the ... 23 Oct. 1641. Together with the barbarous cruelties and bloody massacres which ensued thereupon</i>, which created an immediate and great sensation. Its statements were received with unquestioning confidence, as the work of a professed eye-witness who could speak with authority, and did much to inflame popular indignation in Britain <u>against the Irish</u>.<sup>3</sup> Subsequently the truth of many of its statements have been questioned and it became viewed as a partisan pamphlet rather than an historical treatise.<sup>3</sup> Temple's <i>Irish Rebellion</i> was often praised by authors hostile to Roman Catholicism, including <u>John Milton</u> <sup>[4]</sup> and <u>Voltaire</u>.<sup>5</sup> The Irish were so incensed against the book that one of the first resolutions of the <u>Patriot Parliament</u> of 1689 was to order it to be</p>	<p>Clearly a fascinating author and you correctly identify his various anti-Catholic / Irish biases!</p>

A2 History Coursework: RESOURCE RECORD

		<p>burnt by the common hangman.<sup>1</sup></p> <p><b>P6 17:</b> <i>'...wherein not only all the meer Irish, but almost all the old English that adhered to the Church of Rome, were totally involved.'</i></p> <p>Related to religion—more tense? would add further suspicion of Parliament towards King--- Arminianism. Rebels would claim he was on their side. Religion makes tension more explosive.</p> <p><i>'[rebellion] so odious to God and the whole World, as no Age, no Kingdom, no People can parallel the horrid Cruelties, the abominable Murders, that have been without number, as well as without Mercy, committed upon the British Inhabitants throughout the land.'</i> Exaggeration, rumour...Irish rebellion was something brutal and physical, even if only through hearsay, which added urgency, danger and the common people to the tension between P and K. Cross ref, drawing of murders.</p> <p><b>Pg 39</b> <i>'Traces of Blood issuing from their Wounds, lay upon the High-way for Twelve miles together, and many very young Children were left and perished by the way...And further saith, that some of the Rebels vowed, That if any digged Graves wherein to bury the dead Children, they should be buried therein themselves: So the poor People left most of them unburied, exposed to ravenous Beasts and Fowls.'</i></p> <p><b>Pg 43</b> <i>'[The House of Commons] presently ordered, That the house forthwith should be resolved into a Committee, to take into consideration the matter offered concerning the Rebellion in Ireland, as likewise to provide for the safety of the Kingdom of England.'</i> No mention of the king, returning from S, P taking matter into its own hands quickly.</p> <p>Wanted to prevent rebellion spreading <i>'as well as stopping of the ill influence it might make upon their affairs in England, where great troubles even then began to appear within view.'</i></p> <p><b>Temple gives the immediate orders of P (pgs. 45-46)</b> concerning raising men, and</p>	<p>How do the Irish interact with the English powers at this stage? What role does rumour and expectation play?</p> <p>How do events in Ireland start to precipitate a decline in relations between Charles and the English Parliament?</p>
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		<p>how they passed an ordinance promising the city of London their money used paid back with 8.1 %. No mention of King's permission for all this.</p> <p><b>P6 104 Examination of Anne, late wife of John sherring....</b></p> <p><i>'...most barbarously massacred and murdered her Husband, and all those Protestant men, women and children: In the time of which Massacre, a most loud and fearful Noise and Storm of Thunder, Lightning, Wind, Hail-stones and Rain began...those Murderers themselves confessed it to be a sign og God's Anger and threatening of them for such their then Cruelty; yet it deterred them not...'</i></p> <p>Idea that God against the rebels. Again, religion crucial backdrop.</p>	
	<p><i>A Remonstrance of Divers Remarkeable Passages concerning the Church and Kingdome of Ireland, recommended By Letters from the Right Honourable the Lords Justices, and Counsell of Ireland, and presented By Henry Jones Doctor in Divinity, and Agent for the Ministers of the Gospel in that Kingdom, To The Honourable House of Commons in England</i> Henry Jones, March 1642</p>	<p>❖ Henry Jones was an Anglican bishop. During the <u>Irish Rebellion of 1641</u> he was forced to surrender his castle at Belananagh, County Cavan to the O'Reillys. Whilst in captivity he offered to go to Dublin to present a petition of behalf of the rebels, where he was able to report on their plans. In December 1641 he was able to escape with his family to Dublin. He then did much to mitigate the sufferings of the Protestants during the war, including making a trip to London to collect money for their relief. He served as the head of a "Commission for the Dispoiled Subject" which documented losses of Loyalists at the hands of the Irish rebels; Jones presented a report to the British House of Commons in March 1642</p> <p><b>pg 5</b> <i>'And yet for making the more plausible introduction into their said wicked Rebellion; the Conspirators aforesaid, have traitorously, and impudently averred and proclaimed, that their authoritie therein is derived by Comission from his Highnesse. Sometimes at distance, making offer to shew a large Patent or Commision with a broad Seale, giving out that in that their power did appear...falsly also reporting that his Highnesse was among them in the North of Ireland, riding up and down disguised, and with glasse-eyes desiring not to be discovered. Others again pretending their Commission to be from the Queens</i></p>	<p>Again – an interesting protestant viewpoint – how does Jones relate to the English Parliament, and indeed, the King, I these matters?</p>

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		<p><i>Highnesse, and professing themselves her Soldiers, and that what they did, was under the hands of the best of the Nobility of England.'</i></p> <p>King directly accused. Reasonably trustworthy source: inside view from Dublin, trusted at least for a while by the rebels. No apparent motive of undermining King himself, as declared clearly that this was '<i>falsly reported</i>'... '<i>it is apparant, that Allegiance or Obedience to his Majesty, is not the thing they ayme at, the contrary being plainly confessed and professed by themselves.</i>'</p>	
	<p><i>The History of the Rebellion and Civil Wars in England Volume 1</i> Clarendon,</p>	<p>❖ <b>Edward Hyde, 1st Earl of Clarendon</b> (18 February 1609 – 9 December 1674) was an <u>English statesman</u>, <u>historian</u>, and maternal grandfather of two English monarchs, <u>Queen Mary II</u> and <u>Queen Anne</u>. In April 1640, Hyde was elected <u>Member of Parliament</u> for both <u>Shaftesbury</u> and <u>Wootton Bassett</u> in the <u>Short Parliament</u> and chose to sit for Wootton Bassett. In November 1640 he was elected MP for <u>Saltash</u> in the <u>Long Parliament</u>,<sup>[5]</sup> He was at first a moderate critic of King <u>Charles I</u>, but gradually moved over towards the royalist side, championing the <u>Church of England</u> and opposing the execution of the <u>Earl of Strafford</u>, Charles's primary advisor. Following the <u>Grand Remonstrance</u> of 1641, Hyde became an informal advisor to the King. He left London about 20 May 1642, and rejoined the king at <u>York</u>.<sup>[4]</sup> Despite his own previous opposition to the King he found it hard to forgive anyone, even a close friend, who fought for Parliament, and severed many close ties as a result. With the possible exception of <u>John Pym</u>, he detested the Parliamentary leaders, describing <u>Oliver Cromwell</u> as "a brave bad man" and <u>John Hampden</u> as a hypocrite, while the "foxes and wolves" speech of <u>Oliver St. John</u>, in favour of the attainder of Strafford, he considered the depth of barbarism. His view of the conflict was undoubtedly coloured by the death of his best friend Falkland at the <u>First Battle of Newbury</u>.</p> <p>Despite their differences, he was horrified by the execution of the King, whom he always remembered with reverence. In his opinion the fatal flaw of Charles I, and all the Stuart monarchs, was to let their own judgement, which was usually sound, become corrupted by the advice of their favourites, which was always disastrous</p>	<p>Excellent – a good royalist source – those a little retrospective and written with the benefit of recent hindsight.</p>

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		<p><b>pg 121</b> <i>‘These concurrent circumstances much altered and suppressed that good humour and spirit the houses were well disposed to meet with: and the angry men, who were disappointed of the preferments they had expected, and promised themselves, took all occasions, by their emissaries, to insinuate into the minds of the people, ‘that this rebellion in Ireland was contrived or fomented by the king, or, at least, by the queen, for the advancement of popery: and that the rebels published and declared, that they had the king’s authority for all they did;’ which calumny, though without the least shadow or colour of truth, made more impression upon the minds of sober and moderate men (who till then had much disliked the passionate proceedings of the parliament) than could be imagined, or can yet be believed.’</i></p> <p>Supports Henry Jones. again shows the use of religion as a fuel and justification. Suggests that the Irish rebellion pushed ‘moderate’ men towards extreme views---polarisation of P. Potential for the Irish rebellion to become perfect excuse on part of those responsible for ‘passionate proceedings’ to undermine king, long wanted:</p> <p><i>‘Shortly after the beginning of the parliament, there had been a committee appointed ‘to prepare and draw up a general remonstrance of the state of the kingdom, and the particular grievances it had sustained;’ but it scarce ever met, or was ever after mentioned. But now, the houses no sooner met after their recess, than Mr Strode (one of the fiercest men of the party, and of the party only for his fierceness) moved ‘that that committee might be revived and ordered to meet’ IR---GR</i></p> <p>Clarendon sceptical and sarcastic: <i>‘And men being thus disquieted; and knowing little; and so doubting much; ever day produced a new discovery, of some new treason... ‘some attempt upon the life of Mr Pym’...’</i></p> <p><b>P6 125</b> About the Remonstrance: <i>‘the house seemed generally to dislike it; many saying, ‘that it was very unnecessary, and unseasonable: unnecessary, all those grievances being already fully redressed; and the liberty and property of the subject as well secured for the subject, as could possibly be done’</i></p> <p>polarisation</p> <p>Clarendon considered it a <i>‘bitter representation...which might disturb the minds of the people; which were enough discomposed.’</i> Irish rebellion created the perfect amount of unease into</p>	<p>Interesting views, Sophie – I agree – perhaps this ceates the perfect storm – along with the attainder of Laud and Strafford –</p>
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		<p>which P could inject its further complaints?          Oliver Cromwell implied that few would oppose GR,          would oppose it.          But he quickly found he was mistaken: for the next morning, the debate being entered upon about nine of the clock in the morning, it continued all that day; and candles being called for when it grew dark, (neither side being very desirous to adjourn it till the next day; though it was evident, very many withdrew themselves out of pure faintness and disability to attend the conclusion,) the debate continued, till after it was</p> <p><i>rt. Many protest against printing it. 125</i></p> <p>twelve of the clock, with much passion; and the house being then divided, upon the passing or not passing it, it was carried for the affirmative, by nine voices, and no more: and as soon as it was declared, Mr. Hambden moved, "that there might be an order entered for the present printing it;" which produced a sharper debate than the former. It appeared then, that they did not intend to send it up to the house of peers for their concurrence; but that it was upon the matter an appeal to the people; and to infuse jealousies into their minds. It had never been the custom to publish any debates, or determinations of the house, which were not regularly first transmitted to the house of peers; nor was it thought, in truth, that the house had authority to give warrant for the printing of any thing; all which was offered by Mr. Hyde, with some warmth, as soon as the motion was made for the printing it; and he said, "he did believe the printing it in that manner was not lawful; and he feared it would produce mischievous effects; and therefore desired the leave of the house, that if the question should be put, and carried in the affirmative, that he might have liberty to enter his protestation;" which he no sooner said, than Jeffery Palmer (a man of great reputation, and much esteemed in the house) stood up, and made the same motion for himself, "that he might likewise protest." When immediately together many afterwards, without distinction, and in some disorder, cried out, "They did protest:" so that there was after scarce any quiet</p> <p><b>On the city and people of London:          Pg 148 Clarendon quotes and describes how the people of London were persuaded to send a petition to the king against the rebellion, his storming the House of Commons and his Tower warden, Lunsford. Reaction of the city to 'a declaration of The House of Commons touching a late breach of their Privileges': pg 151</b></p> <p>the house.          The truth is, it cannot be expressed how great a change there appeared to be in the countenance and minds of all sorts of people, in town and country, upon these late proceedings of the king. They, who had before even lost their spirits, having lost their credit and reputation, except amongst the meanest people, who could never have been made use of by them, when the greater should forsake them; and so despairing of ever being able to compass their designs of malice, or ambition, (some of them were resuming their old resolutions of leaving the kingdom,) now again recovered greater courage than ever, and quickly found that their credit and reputation was as great as ever it had been; the court being reduced to a lower condition, and to more disesteem and neglect, than ever it had undergone. All that they had formerly said of plots and conspiracies against the parliament, which had before been laughed at, was now</p>	<p>especially the latter.          How is Strafford involved in Ireland?</p>
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		<p><i>Vicious effects of it.</i> 151</p> <p>thought true and real; and all their fears and jealousies looked upon as the effects of their great wisdom and foresight. All that had been whispered of Ireland was now talked aloud and printed; as all other seditious pamphlets and libels were. The shops of the city generally shut up, as if an enemy were at their gates ready to enter, and to plunder them; and the people in all places at a gaze, as if they looked only for directions, and were then disposed to any undertaking.</p> <p>People fired up, getting involved etc.</p>	
<p>06/03/2014</p>	<p><i>Stuart Britain 1603-1714</i> Angela Anderson</p>	<p>Richard Baxter, Puritan MP: <i>'there was nothing that with the people wrought so much as the Irish massacre and rebellion. This filled all England with a fear both of the Irish and of the Papists at home...And when they saw the English Papists join with the King against the Parliament, it was the greatest thing that ever alienated them from the King.'</i></p> <p>Aware of bias – puritan mp. However, although he subverted the monarchy, was not a republican. Religion his main concern.</p> <p>Source again explains the significance of the IR in terms of causing a widespread surge of panic, adding the masses to the equation: urgency of action.</p> <p>Sir Edward Dering, royalist MP: <i>'when I first heard of a Remonstrance...I did not dream that we should remonstrate downwards, tell stories to the people and talk of the King as of a third person'</i></p> <p>Polarisation of Parliament. IR= opportunity for opposition to get people involved.</p>	
	<p>Bbc.co.uk</p>	<p>'Across the country as a whole, it was religion which ultimately divided the two parties. Puritans everywhere supported the Parliament, more conservative protestants - together with the few Catholics - supported the King.'</p> <p>Baxter again: <i>"The generality of the people... who were then called puritans, precisians, religious persons',</i> Baxter wrote, those <i>'that used to talk of God, and heaven, and scripture, and holiness... adhered to the Parliament. And on the other side... [those] that were not so precise and strict against an oath, or gaming, or plays, or drinking nor troubled themselves so much about the matters of God and the world to come [adhered to the King]'</i>.</p> <p>Despite varied support for both sides, religion considered to be the most important division in the war. Although most royalists weren't fans of 'popery' like the Irish rebels, the rebellion gave flesh to religious tensions, which would then define</p>	

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		<p>the sides.</p>	
	<p><i>The Instructions to the Committee in Scotland, proposed by the House of Commons</i> Nov 8<sup>th</sup> 1641</p>	<p>(ruin)... 'all of which have issued from the cunning, false and malicious practices of some of those who have been admitted into very near places of counsel and authority about him... That we have just cause of belief that those conspiracies and commotions in Ireland are but the effects of the same counsels; and if persons of such aims and conditions shall still continue to credit and employment, the great aids which we shall be enforced to draw from his people for subduing the rebellion in Ireland, will be applied to the fomenting and cherishing of it there, and encouraging some such-like attempt by the Papists and ill-affected subjects in England, and in the end to the subversion of religion and destruction of his loyal subjects in both kingdoms' Shows P's attack on 'counsellors' of king, and hints that he will use army against them and England '...although we shall always continue with reverence and faithfulness to his person and crown...yet we shall be forced...to resolve upon some such way of defending Ireland from the rebels as may concur to the securing of ourselves from such mischievous counsels and designs' Defending I linked to defending P: IR turned everything around upon the king.</p>	
<p>07/03/14</p>	<p>1641 Depositions</p>	<p><i>At one M: Atkins house 7 Papistas broke in &amp; beate out his braines, then ryped upo his wife with Childe, after they had ravished her &amp; Knew like vaued naturas bed of conception then took they the Childe &amp; sacrificed it in the fire</i></p>  <p><i>M: Daugnant and his Wife bound in their Chaires. Striped thro a Black Child ren of 7 years old. rested them upon Spittes before their Parents faces. Cut their throats, and after murdered him,</i></p> 	

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		Shows level of wild exaggeration and rumour, acting as a trigger of panic. Mob rise up in London against King, behind P	
11/03/14	Libraryireland.com	<p>The best history of the Rebellion was written by <u>Mr. Warner</u>, a Protestant clergyman, who lived in Ireland in the eighteenth century. He had strong prejudices against the Irish and the Catholics. Nevertheless, he wrote:—</p> <p><i>Whatever cruelties are to be charged upon the Irish in the prosecution of their undertaking — and they are numerous and horrid — yet their first intention went no further than to strip the English and Protestants of their power and possessions, and, unless forced to it by opposition, not to shed any blood.</i></p>	
11/03/14	<p><i>A Declaration of the House of Commons touching a late breach of their Privileges</i> Jan 17 1642</p>	<p><i>‘...His Majesty, having placed himself in the Speaker’s chair, demanded of them the persons of the said members to be delivered unto him, which is a high breach of the rights and privileges of Parliament...the person which shall arrest any of these persons, or any other members of the Parliament, is declared a public enemy of the commonwealth</i></p> <p><i>...it is lawful for all persons whatsoever to lodge, harbour or converse with them or any of them; and whosoever shall be questioned for the same, shall be under the protection and privilege of Parliament.’</i></p>	
	<p><i>The Militia Ordinance</i> March 5<sup>th</sup> 1642</p>	<p><i>Whereas there hath been of late a most dangerous and desperate design upon the House of Commons, which we have just cause to believe to be an effect of the bloody counsels of Papists and other ill-affected persons, who have already raised a rebellion in the kingdom of Ireland; and by reason of many discoveries we cannot but fear they will proceed not only to stir up the like rebellion and insurrections in this kingdom of England, but also to back them with forces from abroad.</i></p> <p><i>... And shall severally and respectively have power to assemble and call together all and singular His Majesty's subjects,</i></p> <p><i>shall receive directions from[4] the Lords and Commons assembled in Parliament.</i></p>	

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<p>12/03/14</p>	<p>Essay:  <a href="http://www2.warwick.ac.uk/fac/arts/emforum/projects/dissstheses/dissertations/akelsey/alistairkelsey_english_responses_to_the_irish_massacres_of_1641-1.pdf">http://www2.warwick.ac.uk/fac/arts/emforum/projects/dissstheses/dissertations/akelsey/alistairkelsey_english_responses_to_the_irish_massacres_of_1641-1.pdf</a></p>	<p>In a letter read out in Parliament by John Pym written by Sir John Temple on 30 November 1641, it was inferred ‘that the Rebels began now to grow so confident of their prevailing in Ireland as they did begin to advise of the invading of England’.<sup>2</sup> Willson Havelock Coates (ed.), <i>The Journal of Sir Simonds D'Ewes from the First Recess of the Long Parliament to the withdrawal of King Charles from London</i> (Hamden, 1970), pp. 347-348.</p> <p>As this fear spread, the issue was used to undermine the authority of the King. Indeed, as put forward by Keith Lindley, the ‘Irish Rebellion proved to be one of the most effective weapons in Parliament’s propaganda arsenal’.<sup>3</sup> Keith Lindley, ‘Impact of the 1641 Rebellion Upon England and Wales’, <i>Irish Historical Review</i>, 18 (1972), p. 163.</p> <p>Indeed, Royalist historian Edward Hyde, the Earl of Clarendon, later commented that but for the Irish Rebellion: ‘all the miseries which afterwards befell the King and his dominions...[would have] been prevented.’ Earl of Clarendon, Edward Hyde, <i>The History of the Rebellion and Civil Wars in England Begun in the Year 1641, Vol. 6</i> (Oxford, 1888), p. 2-3.</p> <p><b>ROLE OF PAMPHLETS/PAMPHLETEERS</b>  .....inciting the people</p> <p>A year later, Sir Simonds d'Ewes MP spoke of fear of the ‘bloody murderers like to descend upon us like a swarm of caterpillars’.<sup>30</sup> Ian Gentles, <i>The English Revolution and The Wars in the Three Kingdoms, 1638-1652</i> (Harlow and New York, 2007), p. 34.</p> <p>It was suggested by the Venetian ambassador on 29 November 1641 that many people were in fact becoming tired of the constant stream of bloody news in the printed press. He states that ‘the Puritans and Parliamentarians of that party... suspect that the people, grown tired of so much violence, are contemplating a return to their old loyalty and devotion to His Majesty. Accordingly they try to stir them up by all manner of inventions’.<sup>35</sup>eds.), <i>The English Civil War: A Contemporary Account, 1640-1642, Vol.2</i> (London, 1996), p. 149.</p>	
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**ENQUIRY B:** Assess the importance of religion as a factor in challenges to royal authority over the period 1509-1649.

**ENQUIRY A:** INSERT YOUR QUESTION TITLE FOR PART A HERE

Date	Source	Comments / Issues Raised	Teacher's Comments
24/10/13	<p><i>The Tudor Years</i> J. Lotherington</p>	<p>Particularly interesting point about the locality/provincialism of most Tudor rebellions: purely local grievances? <i>'Almost every rising was the response of a local community to purely local grievance.'</i></p> <p>Even the 'higher' seeming rebellions e.g. revolt of the Northern Earls, are linked to provincialism, since was tension of northern, conservative nobility feeling more and more isolated from the patronage of the monarch: split by the Reformation? Centralisation of power.</p>	<p>A good, general text on the first part of our period, Sophie. How do local concerns fuel challenges to royal authority. Do they link with religious concerns in any way?</p>
24/10/13	<p>Chapter: <i>An Overview of Early Modern England</i></p> <p>From: <i>A Short History of Early Modern England: British Literature in Context</i> Peter C. Herman</p>	<p>Points out importance of press, increasing literacy: <i>'while universal literacy was a long way off, the printing press enabled the steady spread of reading from the monastic and aristocratic elites down the social ladder, with corrosive effects on the hegemony of ideas'</i> ....so coincides with the 'development of an increasingly powerful merchant class' (trade). Yeoman, 'middling sort' on the rise. Ben Jonson: <i>'the most worthy men have been rocked in mean cradles.'</i> More of meritocracy? ...As a result of reformation.. Herman: <i>'the porosity of supposedly fixed boundaries between the divisions in society caused terrific anxiety in some quarters.'</i></p> <p>Comments on how politics and religion were not exclusive: <i>'...in the early modern era, politics and religion are only artificially separable...Faced with arguments against bishops, King James VI/I responded, 'if bishops were put out of power, I know what would come of my supremacy. No bishop, no king.'</i> Social structure also based on divinity (see homily</p>	<p>Good – does the advent of Anglicanism herald a more questioning society. If so, which strata of society lead this shift?</p>

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		<p>below.' Herman: <i>the hierarchy of the Church and absolutism seems to have found its analogue in the ladder of English society.</i>'</p> <p>Contemporary historian <b>William Harrison</b>'s comments on four sorts of people.</p>	
24/10/13	<i>Homily on Obedience 1547</i>	<p><i>'Almighty God hath created and appointed all things...Every degree of people in their vocation, calling and office, hath appointed to them their duty and order...the goodly order of God, without the which, no house, no city, no commonwealth, can continue and endure, for where there is no right order, there reigneth all abuse, carnal liberty, enormity, sin and Babylonical confusion.'</i></p>	<p>An excellent contemporary source. How will it fit into your argument? Was this official reinforcement of societal structures changing./ If so, when and how?</p>
07/11/2013	<p><i>The Emergence of a Nation State, 1529-1660</i> Alan G.R. Smith</p>	<p><b>Ideas about Parliamentary changes:</b> discusses the modifications to the system of Parliament during the Reformation period --- laid the foundations for a more challenging Parliament? E.g. reduction of the number and importance of episcopal peers in the Lords after dissolution of the monasteries, which coincided with P starting to assume control in matters of doctrine. Plus, the crumbling of the superiority of the Lords over the Commons.</p> <p> So growing power of Parliament, but religion still the reason? Was due to Reformation – ironic that religious changes imposed by monarch, who needed support of P, planted seeds of future challenge to monarch's authority by P in Stuart period.</p> <p><b>Land/gentry/society:</b> 1530s-1550s sale of Crown lands...'did not lead to a revolution in the structure of society...but this huge transfer of wealth led to a relative weakening of the economic position of both Church and Crown relative to that of the upper reaches of landed society, especially the gentry...significant links between this fundamental shift in economic power and the political upheavals of the mid-</p>	<p>A very interesting source. How does the emergence of greater parliamentary 'voice' help to give succour to the more 'official' challenges to royal authority we see as the period progresses?</p> <p>Good observations on the irony of the long term consequences of Henry's break with Rome. Questioning the Church led others to question the powers of the Crown!</p>

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		<p><i>seventeenth century...the Reformation gave the nobility, gentry and yeomen who had purchased former monastic and chantry lands a vested interest in the changes of these years which no doctrinal reaction could hope to undo.'</i></p> <p>Smith argues that this was key in possible weakening of the state: <i>...(the state) might...have been stronger still if HVIII and Somerset had not pursued foreign policies which were so expensive that they necessitated the transfer the bulk of church lands...The result was to greatly strengthen the upper reaches of secular landed society as a whole within the State.</i></p> <p>So, perhaps economic shifts and finance the most significant threat, as money leaked away from the crown into the gentry, who therefore became more politically dangerous.</p>	
<p>14/11/13</p>	<p>Mid – Tudor England: Years of Trauma and Survival <i>John Matusiak</i></p>	<p>Debates whether there really was a mid-tudor 'crisis', presenting key arguments and counter arguments.</p> <p>Interesting points about the rebellions, esp of 1549, attributing them largely to local social grievances: <i>'the rebellions were undoubtedly the result of intense social frustrations.'</i></p> <p><i>'Inflation in particular was of course an unfamiliar scourge that affected minds as well as bodies. In it's wake, suspicions of greed and conspiracy strained social bonds...'</i></p> <p><u>Evidence of social shifting:</u> <i>'serious disharmonies in mid-tudor society were demonstrated in the abundant 'literature of complaint' of the day...increasingly outspoken condemnation of enclosing landlords...Henry Brynklow attacked the limited class</i></p>	<p>Indeed – surely the fact the dynasty survived such difficult odds negates somewhat the concept of a mid-Tudor crisis?</p> <p>Do social issues become detached from religious causes of discontent somewhat?</p>

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		<p><i>representation in Parliament, declaring that 't is not riches or authority that bringeth wisdom.' Meanwhile the uneasy reaction of the elites is amply demonstrated by the fact that in 1549, 1550, 1552 and 1553 P was dissolved early so that the lords and gentry could be despatched back tot he localities for fear of disorder.'</i></p> <p>? fits in with necessity of homily for disobedience – reminding about social structure, which clearly began to affect politics? Link—parliamentary changes covered in source 4, above.</p> <p>But growing literacy/REASON a result of the reformation? i.e. religion.</p>	
<p>14/11/13</p>	<p>Was Lord Protector Somerset responsible for Kett's Rebellion?</p> <p><i>Jez Ross</i></p>	<p>Agrees that Kett's rebellion had local causes: <i>'the perceived self-interest of the local gentry and their resultant misgovernment of the county were more important even than commonwealth grievances over enclosure...There was a good deal of anger that the county was being badly governed by the gentry, especially with regard tot heir speculation in the land market and the scramble for profit.'</i></p> <p>Here again, societal role and their upheaval key aspect. Land market produced by dissolution of the monasteries.</p>	<p>Again, an interesting article – what conceptions where there of good local government. Who was ultimately responsible for this? Did Somerset raise hopes of change?</p>



**Candidate 2: The USA: from Reconstruction to Civil Rights c1877-1981**

A good piece of work, worthy of a high grade.

**Part A**

A well-focused enquiry into the short-term significance of Rosa Parks in advancing the cause of civil rights between 1942 and 1957. A range of issues are identified in a relevant analytical response. A well-selected range of sources are cross-referenced effectively and used to reach convincing judgements, although their evaluation lacks depth in places and tends to be somewhat generic. Secondary sources are used in support and challenge of judgements reached from an analysis of contemporary source material.

**Part B**

A clearly analytical response showing a good understanding of change over time. The stated factor is analysed and alternative factors involved in driving change are competently addressed. There is some lack of balance, with the 1970s and 1980s receiving less attention than the rest of the period. A range of secondary sources has been identified and used with discrimination.

# 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

<b>Centre Number</b>	
<b>Candidate Number</b>	
<b>Candidate Name</b> (in capitals, surname followed by forenames)	
<b>Coursework Programme Title:</b> (if Edexcel designed please provide reference code from specification.)	Unit 4: CW39: The USA: From Reconstruction to Civil Rights, c1877-1981
<b>Assignment Title</b>	<b>Part A:</b> <i>Assess the significance of Rosa Parks in advancing Civil Rights between 1942 and 1957.</i> <b>Part B:</b> <i>Assess the significance of black leadership in advancing civil rights in America, 1877-1981</i>
<b>Content</b> (please tick box to acknowledge that content is attached to assignment.)	<b>Resource Record:</b> ✓
	<b>Appendix:</b> ✓
<b>Examined Units</b> 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.	<b>Unit 1:</b> Unit 1: 6HI01/F - The Expansion and Challenge of Nationalism
	<b>Unit 2:</b> Unit 2: 6HI02/D - The British Empire Challenged
	<b>Unit 3:</b> Unit 3: 6HI03/B -France, 1786-1830: Revolution, Empire and Restoration

<b>Word Count</b>	3999.		
<b>Mark for Part A: AO1</b> (mark out of 13)	<b>Mark for Part A: AO2</b> (mark out of 12)	<b>Mark for Part B: AO1</b> (mark out of 25)	<b>Total Mark: Part A and B</b> (final mark out of 50)
11	10	20	41

<b>Statement by candidate</b>	
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.	
<b>Signature:</b>	<b>Date:</b>

<b>Statement by teacher</b>	
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.	
<b>Signature:</b>	<b>Date:</b>

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](mailto:historyandlaw@edexcel.com)

Assess the significance of Rosa Parks in advancing Civil Rights between 1942 and 1957

Rosa Parks was a significant figure in the Civil Rights movement, as her actions were pivotal to one of its most prominent events. She was a vital part of the Montgomery community which enacted the Montgomery bus boycott in 1955, a protest that challenged racial segregation on public transport, brought African-Americans together as a community, and helped Martin Luther King become a public figurehead. Her prominent activism was crucial in paving the way for the NAACP to further challenge Jim Crow laws and segregation more generally. Jeanne Theoharis argues that Parks advanced Civil Rights through her activism and political involvement, while her role as a 'symbol' of the struggle of African Americans also makes her significant.<sup>1</sup> Parks was a well-liked and relatable figure which allowed her to influence protest movements in the south. However, Rosa Parks was only prominent in the years of the boycott between 1955 and 1956 and is most renowned for her actions in this one event. While she was less important in driving change after the boycott, she is nevertheless notable in the history of the civil rights movement because of the importance of events in Montgomery.

sets criteria for judgement ✓

Ab 1  
2° source selected to justify argument ✓

Argument established - clearly addresses question

The events of the Montgomery bus boycott brought Rosa Parks to the forefront of the Civil Rights movement in 1955. Parks' refusal to move from a seat in the coloured section of the bus for a white passenger triggered a mass movement against segregation laws. While others can be credited with the idea of a boycott, Parks voluntarily submitted herself to the legal system in what was an exhilarating act of personal protest.<sup>2</sup> Parks was determined to put herself forward voluntarily as a 'test case' for the NAACP to challenge transport

<sup>1</sup> Jeanne Theoharis, *The Rebellious Life of Mrs. Rosa Parks*, (Boston: Beacon Press, 2013) p.12.

<sup>2</sup> Lynne Olson, *Freedom's Daughters: The Unsung Heroines of the Civil Rights Movement from 1830 to 1970* (New York: Scribner, 2001), p.108.

segregation, one which they had been seeking for a considerable amount of time. Her actions ultimately saw 50000 African-Americans unite in Montgomery for the non-violent protest. The protest subverted the common expectations of African-Americans to be passive in the face of segregation laws; instead showing white people that African-Americans would not accept racist treatment. Furthermore, as a result of Rosa Parks' arrest, protests were also seen across southern states in twenty other cities.<sup>3</sup> Through *Browder V. Gayle*, the NAACP was ultimately able to desegregate buses in Montgomery, although this was limited as only local transport was desegregated as opposed to other parts of the city. Without federal support the boycott was unlikely to eliminate the Jim Crow laws in itself.<sup>4</sup> Nevertheless, Rosa Parks' actions triggered a widespread movement and a legal case that was able to remove desegregation from Montgomery buses. Additionally this event brought Martin Luther King forward into the movement and publicised his non-violent methods.

consequences  
or  
judgement  
of  
significance

20  
some  
against  
establishment

Prominent civil rights figures at the time were aware of Parks' importance as King recalled that Parks was "not one of the finest Negro citizens but one of the finest citizens in Montgomery" and that "nobody can doubt the boundless outreach of her integrity... [or] the height of her character."<sup>5</sup> Here, he gives his full appreciation of Parks as a relatable member of the community and her actions and as a prominent leader this gives more weight to Parks' actions. However, it is likely that his speech would promote the cause of civil rights and was intended to be directed and compelling towards an African-American audience. In this way King tries to be more persuasive and liked by the audience he is addressing by taking away credit from himself. It is likely that King

A02  
selection  
of source

limited  
analysis  
L3

<sup>3</sup> Vivienne Sanders, *Race Relations in the USA 1863-1980* (London: Hodder Murray, 2006), p.107.

<sup>4</sup> Steven F. Lawson and Charles Payne, *Debating the Civil Rights Movement 1945-1968* (Lanham, MD: Rowman & Littlefield Publishers, 2006), p.14.

<sup>5</sup> Martin Luther King Jnr, *Speech at Holt Street Baptist Church* (1955).

would have portrayed Parks in such a way as the speech was given to a group of African-Americans at his Baptist church, so the speech would have been driven towards promoting the movement and gaining favour for people to participate in the protest. Septima Clark agrees with King, however, in her criticism of the movie 'From Montgomery to Memphis': "not even Rosa Parks was accorded her rightful place in the whole movie."<sup>6</sup> The movie focuses primarily on the role of King rather than those around him who helped him to become the torchbearer of the civil rights movement and only glances at Parks' efforts in a short clip. This appears to undermine her significance in the bus boycott, even though King himself greatly complimented her efforts. As Clark also recalled "she gave Dr. King the right to practice his nonviolence," implying that even with his remarkable rhetorical skill, King may still have emerged, but it would have been a much slower process.<sup>7</sup> Clark was a close friend of Parks, as well as her mentor during her time at the Highlander folk school, which taught African Americans with voting registration and other means testing. Thus she is likely to have a positive opinion about her through their close relationship and being an activist herself, although unlike King she has no requirement to motivate and please an audience. In oral recollections events may also be distorted depending on Clark's memory of the time and in being an interview, only specific information may have been recorded depending on the questions of the interviewer. Yet, E.D. Nixon agrees with this opinion and believed that Parks was of crucial importance to the movement as "if Mrs Parks had got up and given that white man her seat you'd never heard of Reverend King."<sup>8</sup>

A02  
cross  
reference  
w/ of  
sources  
to  
add  
weight  
to  
argument  
A02  
w/ A

A02  
analysis  
of  
source  
in  
historical  
context

A01 → integration of 1<sup>o</sup> + 2<sup>o</sup> sources

Rosa Parks' significance is also related not only to her practical role in the Civil Rights movement, but also to her symbolic role which continued long after the events of the

<sup>6</sup> See Appendix 8.

<sup>7</sup> See Appendix 8.

<sup>8</sup> Olson, *Freedom's Daughters*, p.130.

Montgomery bus boycott itself. Parks was a well-respected woman in the Montgomery community who had the admiration of many. Her experience became symbolic of how the average African American could resist segregation; Eleanor Roosevelt once claimed: "she is a very quiet and gentle person and it is difficult to imagine how she could ever take such a positive and independent stand."<sup>9</sup> From this we can deduce that although she was not as confident as some leaders of the same time, many had a high opinion of her through her peaceful protest and gentle character; she was recognised by influential women, such as Mrs Roosevelt, who was a well-established white woman and a prominent activist. This source indicates that the symbolic power of Parks' actions was evident at the time of the boycott, especially amongst female activists. Because of her image, Parks was an inspiration to several others, including Melba Patillo, one of the Little Rock Nine, who attended the first desegregated school in 1957 and would further defy segregation laws due to Parks' primary stand in Montgomery. She was actively sought out as a the 'mother' of the civil rights movement due to her place in society and being a woman at the time; this made the movement look even more defiant; "we wanted her to become symbolic of our protest movement."<sup>10</sup> Ralph D. Abernathy suggests that Parks' role was used to become symbolic from those who were around her during the boycott and the source is useful in explaining how Parks was used by the leaders around her in her role as a 'test case' to help the movement. However, Abernathy was a prominent activist and is likely to view Parks as slightly less significant as he believed he was one of the key leaders of the civil rights movement during the time.

good selection of 20 same AO2

Attempt at analysis

AO1 integration with factual detail

AO2 selection of 10 -

analysis in context

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<sup>9</sup> See Appendix 5.

<sup>10</sup> "Abernathy remembers the first meeting of the Montgomery Improvement Association"

<http://historicalthinkingmatters.org/rosaparks/0/inquiry/main/resources/22/> (January, 2014).

Her activism also continued after the events of the boycott through the Highlander Folk School by attending planning conferences; she wrote to Miles Horton of the School explaining that she would like to be present at “the planning conference on March 3-4.”<sup>11</sup> Additionally, had she not lost her job after the bus boycott, she would have attended more NAACP meetings in places such as Washington, had she ensured the funds; “You would be amazed at the number of pictures, interviews, etc. that she had taken and all of that takes up time”<sup>12</sup> This letter highlights Rosa Parks’ dedication to the movement and promoting the cause of civil rights, but not receiving much, and even losing her job and receiving death threats. However in 1956, Parks herself did claim that she was “not worried about it... but it does upset my mother quite a bit,” thus highlighting the mistreatment she received for her constant role as an activist and that her importance in illustrated as those opposing to civil rights still focused on her as a threat as she remained active.<sup>13</sup> Parks’ continuing activism has also been highlighted by historians eager to move away from seeing her just an average African American. Lawson and Payne argue that King’s comment about her, being “tracked down by the Zeitgeist”, was a complete fabrication as Parks had spent most of her adult life actively protesting as opposed to waiting for the right opportunity.<sup>14</sup> They further argue that her portrayal “as some simple woman who accidentally got caught up in great historical events is a complete distortion.”<sup>15</sup> They highlight that Parks as a civil rights figure was overlooked at the time. Evidently however, Rosa Parks’ contribution to the civil rights movement is clearly shown by her on-going influential activism. From her role in the NAACP

Relevant selection of 10 same

AOI 20 source debate highlighted

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<sup>11</sup> See Appendix 6.

<sup>12</sup> See Appendix 3.

<sup>13</sup> See Appendix 4

<sup>14</sup> Lawson and Payne, *Debating the Civil Rights Movement*, p.128.

<sup>15</sup> *Ibid*, p.127.



to being part of the Montgomery bus boycott, she proved to African Americans that prolonged grassroots activism and direct action could be used to their advantage.

But despite this evident dedication to the cause, she is made less significant since she was not recognised in her own community after the Montgomery bus boycott. Martin Luther King had an indisputably large involvement in the propagation of the boycott's message. Jo Ann Robinson was also instrumental in the execution of the bus boycott. Burks argues that "once [the boycott] was underway, nobody worked more diligently than she did," suggesting that it was not only Parks, but the people around her who contributed to the progression of the boycott.<sup>16</sup> Moreover, Parks was not even seen as significant by others in the movement at later protests that she attended. For example, during the Selma to Montgomery march, Parks was brought to the front to walk with Martin Luther King Jr., but was controversially pushed out three or four times during the march as many ordinary African-Americans, unlike key leaders, did not recognise her or the work she had carried out concerning civil rights.<sup>17</sup> Although she was pushed out of the march, she carried on and returned to the front to be photographed with King, emphasising her determination to continue to protest although she was not recognised. Therefore, Parks was certainly a symbol of the Montgomery bus boycott as she triggered a significant event for mass protest. However, her later work and even the extent to which she was credited for the boycott was overlooked by most ordinary African-Americans, and was only recognised by those close to her at the time, thus limiting her significance.

AO1  
Analysis  
+  
balance  
of  
AO2  
argument

AO1 alt argument  
acknowledged.

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<sup>16</sup> Vicki L. Crawford, Jacqueline Anne Rouse, and Barbara Woods, *Women in the Civil Rights movement: trailblazers and torchbearers, 1941-1965* (Bloomington: Indiana University Press, 1993), p.75.

<sup>17</sup> Olson, *Freedom's Daughters*, pp.342-44.



In conclusion, Rosa Parks was significant to the civil rights movement as she triggered the Montgomery bus boycott with her determined activism. She played a fundamental role in initiating the boycott, and completely devoted herself to the cause of promoting civil rights over a long period of time. Her involvement in protests lasted for most of her adult life and her action in challenging the Jim Crow segregation laws brought together to those who had suffered equal mistreatment. She was seen as one of the most renowned and active women during the movement by fellow civil rights activists. However, her significance appears to only relate to the Montgomery bus boycott, although she continued to play an active role in the Civil Rights movement. Moreover, there are even limits to her significance as she was not as well recognised by ordinary African Americans, or those living outside of Montgomery, once Martin Luther King undertook the role of leadership. Therefore Rosa Parks was significant to the advancement of the civil rights movement between 1942 and 1957 due to her role in Montgomery. Her actions sparked the protests which allowed other figures to become prominent and acted as an inspiration to later civil rights activists.

AO1 11/13.  
focused on Q and  
balanced assessment  
Integration of 1<sup>o</sup> +  
2<sup>o</sup> sources + arguments

AO2 L3 10/12  
Good selection of  
sources, varied.  
but not used for sig  
analytical value  
beyond generic  
statements.  
Cross ref. evident.

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Assess the significance of black leadership in advancing the civil rights movement in America, 1877-1981

In 1877 many African Americans faced serious violence from whites, such as lynching, and lived in a racially segregated community. However, by 1980 African Americans had more opportunities, such as being able to have jobs in federal office, and had gained the right to vote. Black leadership in America was crucial to the advancement of the Civil Rights movement. It brought African Americans together and helped develop a mass racial consciousness. Black leadership also influenced and legitimised organisations such as the NAACP, who made great progress through their legal challenges to segregation and discrimination. However, this was not the most important factor in advancing civil rights during this period. Grassroots activism was essential to the movement, particularly through its use of non-violent direct action. This was an effective form of protest for winning further support for the cause and for discrediting white opposition. Alongside these two interconnected factors, the role of the federal government was crucial in passing legislation that advanced civil rights, although not all presidents were supportive and some even hindered the movement through their own personal views on racial discrimination. Therefore, grassroots activism was the most important factor in advancing civil rights during this period, and was particularly important during 'the civil rights years' of the 1950s and 1960s.

Black leadership played a crucial part advancing civil rights from 1877, particularly in the late 19<sup>th</sup> and early 20<sup>th</sup> century. Black leadership influenced the establishment of important civil rights organisations, as well as promoting a united movement across the US. Booker T. Washington and W.E.B Du Bois were two of the most eminent leaders between the 1880s and 1920. Marable argues that Washington "constructed a comprehensive economic and

social programme for black development,” as shown by his establishment of ‘The Tuskegee Negro Normal Institute’ in 1881, teaching practical trades for blacks, such as farming.<sup>1</sup> Du Bois took a different approach, as he believed that blacks should campaign for equal political rights. He founded the National Association for the Advancement of Coloured People in 1909, which was focused on the law and later proved to be successful in taking civil rights issues to the Supreme Court. From early on in the period, there were individuals that were developing an important platform for African Americans. The role of key leaders in setting up institutions, in addition to their activism, allowed the movement to continue.

Support  
by  
federal  
evidence

connectivity  
are  
there

Black leadership as a factor in advancing civil rights was also important in the 1950s and 1960s. Martin Luther King and his emergence in 1956 after the events of the Montgomery bus boycott gave the civil rights movement a public figure who was “unique in his ability to articulate the grievances of diverse black protesters.”<sup>2</sup> King was used by the students in Greensboro to legitimise the sit-ins through his authority, as his support would allow them to continue the protest. Claybourne Carson explains that King was able to see the world from a “privileged position” and thus knew “how to speak persuasively to the surrounding white world,” implying that King could articulate black concerns to white audiences while being part of widespread activism through his access to the regional church network of the African-Americans.<sup>3</sup> However, Vivienne Sanders argues otherwise, that King “had to publicise the cause” as he was a symbolic figure of the movement; however even during the sit-ins, King was “led rather than leading.”<sup>4</sup> In any case the role of black leadership helped

Selection  
of  
20  
historians  
to  
support  
argument

highlight  
historical  
debate

<sup>1</sup> Manning Marable, *Black Leadership*, Columbia University Press (1998), p.23.

<sup>2</sup> Kevin Verney, *The Debate on Black Civil Rights in America*, (Manchester: Manchester University Press, 2010), p.88.

<sup>3</sup> Claybourne Carson, *Martin Luther King Jnr.: Charismatic Leadership in a Mass Struggle*, *Journal of American History*, 74, no. 2 (1987), pp.44 - 454.

<sup>4</sup> Vivienne Sanders, *Race Relations in the USA 1863-1980* (London: Hodder Murray, 2006), pp.124 – 128.

the civil rights movement to progress. Black leadership bolstered grassroots activism and protest as it legitimised mass action, and helped it attract further support.

Link to Q.

However, it is also important not to overlook the ways in which black leadership hindered the movement. The division between those in the civil rights movement who advocated an ardent black nationalism on the one hand and those who favour the more moderate approach on the other was particularly important. The emergence of black power in the civil rights movement can firstly be seen with the role of Marcus Garvey, who emerged in 1914, and promoted racial pride amongst the black community and made Black Nationalism popular in the 1920s.<sup>5</sup> However, Garvey did not cooperate with other black leaders of his time, making it difficult to form a united movement and he alienated many whites through his extremist views. Similarly in the late 1960s, Malcolm X revitalised Black Nationalism as he drew attention to the plight of the ghettos in America. He also inspired another generation of leaders, such as Stokely Carmichael of the SNCC. However, he did not make a long lasting impact on the movement as King did, as he never established any effective organisations. Also his avocation of violence left many African Americans feeling as if this was negative, irresponsible and unhelpful to the movement.<sup>6</sup>

Black Nationalism  
Struggle 6

Comparison  
no  
time.

argument  
as  
comparison  
between  
leaders

Grassroots activism, a form of protest that is not controlled by any political party but a group of like-minded people, was the most important factor in advancing civil rights between 1877 and 1981. It was arguably most prominent in the 1950s and 1960s.<sup>7</sup> A number of important grassroots protests helped erode Jim Crow, enhanced blacks' legal position, and also demonstrated their economic power, as protests damaged the businesses

definition  
of  
key  
term  
in  
argument

Specific  
defined  
argument

<sup>5</sup> W. Martin Riches, *The Civil Rights Movement: Struggle and Resistance*, (London: St. Martin's Press, 1997) p.8.

<sup>6</sup> Sanders, *Race Relations in the USA*, p.157.

<sup>7</sup> "Grassroots Activism", <http://www.civilrightsmovement.co.uk/grass-roots-activism.html> (March, 2014).

that were targeted. The Montgomery bus boycott demonstrated the power of mass black action in 1955 when Rosa Parks challenged bus segregation and initiated 20 similar boycotts in Southern cities, resulting in further campaigns against racial segregation and integration on Montgomery public transport.<sup>8</sup> The Greensboro sit-ins in 1960 were significant in confirming this. This type of protest, an economic boycott, had been seen before, but not on such a large scale as it led to mass action across the South, with 7000 students participating. The sit-ins proved that blacks could take resolute action to assert their rights. The impact of the sit-ins was profound and the loss of business from the department store forced stores to desegregate all lunch counters by 1961.<sup>9</sup> This in turn had a mass effect nationally, as, by the end of 1961, 810 towns and cities had desegregated public areas, making blacks increasingly more equal socially, as well as proving that they had economic power in society. The Freedom rides were also another example of grassroots activism that effectively publicised civil rights issues, particularly by promoting a white extremist reaction, which leaders like King could not have done.<sup>10</sup> Thus grassroots activism was able to advance civil rights through the use of non-direct action that was able to enhance black consciousness, but also by bringing civil rights to the forefront of public view. This new and effective form of mass protest was more important than black leadership because such a form of non-violent protest meant that whites were condemned for reacting violently towards the united community.

Supported by specific racial evidence

developed wider consequences highlighted

link to civil rights

As a result of black leadership, organisations and institutions were formed, primarily in the 1960s, to promote a long term strategy for the development of the African American

<sup>8</sup> Sanders, *Race Relations in the USA*, P107.

<sup>9</sup> Claybourne Carson, *In Struggle: SNCC and the Black Awakening of the 1960s* (USA: Harvard University Press, 1981), p.15.

<sup>10</sup> Mark Newman, *The Civil Rights Movement* (Edinburgh: Edinburgh University Press, 2004), p.79.

community. The NAACP was particularly significant in the latter half of the period through their legal role and achieved notable results. However, there were some limitations to certain legal victories. In such cases like the Montgomery bus boycott, the legal case only proved to desegregate buses in Montgomery specifically; cases involving segregation were only able to desegregate public spaces 'de jure', but society did not often follow this. Civil rights organisations were also able to lend legitimacy to grassroots protest. For example, the Freedom Rides in 1961 were supported by CORE, SNCC, the NCLC, the SCLC and the National Student Association. These groups sent more riders to Mississippi and established of the Freedom Ride Coordinating Committee, thus guaranteeing the continuation of the rides. Additionally, the NAACP Legal Defence and Educational Fund provided many of those with essential bail money and legal representation.<sup>11</sup> Black Nationalist groups, which flourished in the 1960s, did not have much influence in the south prior to this decade. The Nation of Islam as an organisation had few successes, but through operating a number of shops and restaurants were able to promote economic independence among blacks.<sup>12</sup> The Black Panthers also emerged out of the black power movement, and although the group never had more than 5000 members, they earned a great deal of respect among those in the ghettos for their emphasis on 'self-help.' However, such groups were condemned by many, including the NAACP and King himself, stating that: "black supremacy would be as evil as white supremacy" as the black power groups advocated violence.<sup>13</sup> Thus organisations helped to promote the civil rights movement by giving the movement a body so they could fight legal cases and also help black development, as well as help protests. But these organisations were not as important as grassroots activism because many of these

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<sup>11</sup> Newman, *The Civil Rights Movement*, p.80.

<sup>12</sup> Sanders, *Race Relations in the USA*, p.155.

<sup>13</sup> "Black Power", [http://www.historylearningsite.co.uk/black\\_power.htm](http://www.historylearningsite.co.uk/black_power.htm), (March, 2014).

organisations were not long lasting and often struggled to gain favourable verdicts in court cases.

c good analysis of factors by comparison

Presidential intervention to a lesser extent advanced civil rights. Many Presidents passed key bills in order to improve living standards and rights for African Americans. Yet some presidents themselves did little to advance the movement. President Wilson, during his time, refused to have any contact with individuals such as Booker T. Washington, and took an approach to segregation in supporting the idea of 'separate but equal', especially in the civil service.<sup>14</sup> Wilson also praised white extremist groups and in particular, the Klu Klux Klan, for helping to save the south from black rule during the Reconstruction period. Wilson hindered the movement by, in effect, giving approval to 'separate but equal' in Plessy V. Ferguson (1896). Later however, Roosevelt's introduction of the New Deal abolished the idea of a stereotypical African-American and the symbolic aid gave hope for new reforms to improve equality.<sup>15</sup> Although African-Americans still faced discrimination in the workplace, the federal government had introduced concrete civil rights legislation for the first time. It is apparent that President Truman was from a racist background and upbringing within a house that owned slaves, as Tindall and Shi argue: he "had little concern about the plight of African-Americans."<sup>16</sup> Vivienne Sanders similarly argues that Truman gave "a half-hearted attempt" because "he felt that... he needed to retain and gain votes for the next presidential election."<sup>17</sup> Despite these apparent motivations, 'To Secure These Rights' in 1947 "was the blueprint for most federal initiatives for the next 30 years," suggesting that Truman's work in the federal bureaucracy laid the foundation for later progression in the civil rights

Good selection of 2° sources

<sup>14</sup> Sanders, *Race Relations in the USA*, p.52.

<sup>15</sup> Harvard Sitkoff, *The Struggle for Black Equality* (New York: Hill and Wang, 1993), p.10.

<sup>16</sup> George Tindall and David Shi, *America: A Native History* (America: W.W. Norton and Co., 1981), p.1077.

<sup>17</sup> Sanders, *Race Relations in the USA*, p.90.



development of argument  
movement.<sup>18</sup> The involvement of President Eisenhower was significant in advancing civil rights as he supported blacks through using military intervention in Little Rock, Arkansas to help integrate schools; however he only intervened to uphold the law and the constitution than defend his own personal beliefs. Therefore, federal intervention was contributed to the movement, but although there was strong motivation to gain votes, many legal issues, such as 'de jure' segregation, would not have been addressed.

good link back to question and justification of key factor  
link to named factor of 2  
development of argument  
In conclusion, the role of black leadership played a crucial part in advancing the civil rights movement through their actions and symbolic position, as well as setting up many organisations to help the black community. However, it was grassroots activism that came about in the late 1950s that was fundamental in the civil rights movement as it helped African Americans gain a racial consciousness that ultimately drove political and economic change. Organisations played a role in challenging segregation courts, although rulings were not always significant in 'de facto' terms. Additionally, civil rights groups were able to help the black community to give them the skills necessary for jobs and to be allowed to vote. Presidential intervention was able to bolster the work of the organisations. However, this was not always the case depending on the president's particular view of the time and some were motivated to act so that they would gain voters. Thus black leadership was only important to the extent that it laid the foundations in the form of setting up institutions and promoting black consciousness, but after this only grassroots activism could bring about the significant change as it helped the black community unite around civil rights issues in a way which previously had not been seen.

<sup>18</sup> P.M. Carozzo, *Harry Truman and Civil Rights* (H-Law, 2002).

✓ 3 ✓ 15/25

- Good focus on Q
- Good selection of key facts + ideas that support a sustained discussion ✓
- some good selection of 20 references but this could be developed further (not in the word count)
- ⊗ - doesn't address whole period - 1970s/80s?
- structure doesn't support a good discussion of relative significance + sustained argument throughout

Second marker:

- ⊗ - Page 3 references Stokely Carmichael + SNCC ∴ 70-80s is considered, albeit not well enough for L5
- However, L4 firmly met since the response is clearly analytical though does lack balance.
- ⊕ Structure could be more appropriate, but the answer remains analytical + sustained.

L4: 20/25

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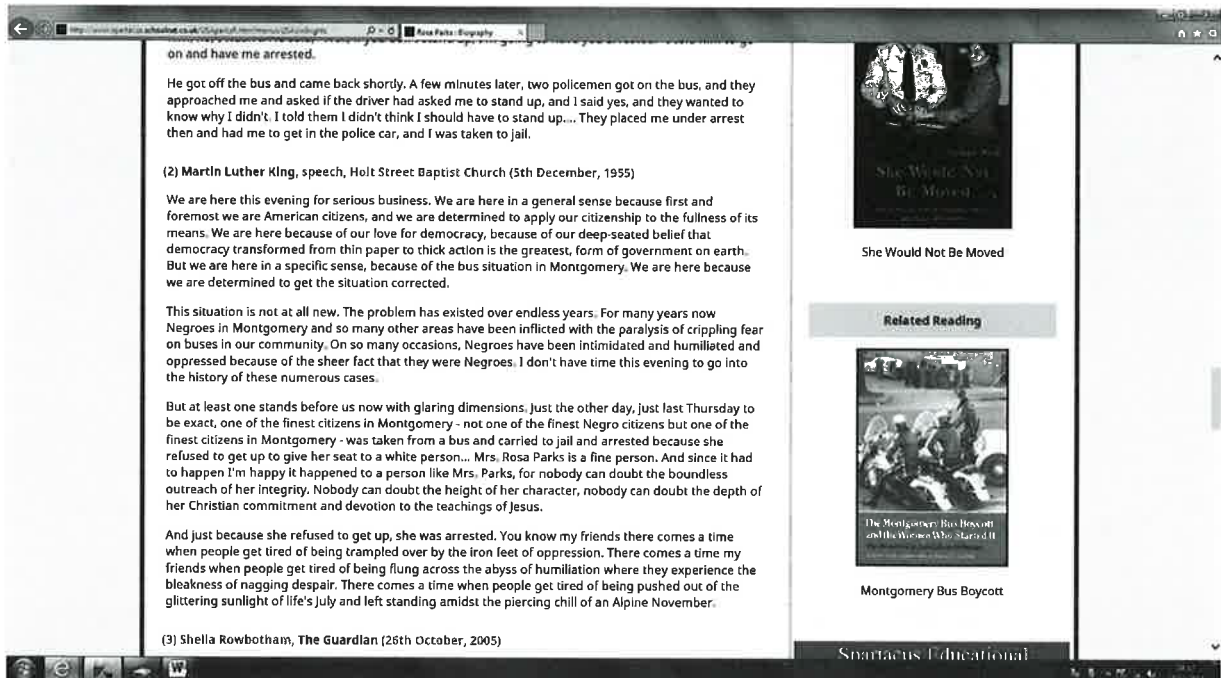
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- 13) Tindall, George and Shi, David - *America: A Narrative History* (America: W.W. Norton and Co., 1981)
- 14) Verney, Kevin - *The Debate on Black civil Rights in America* (Manchester: Manchester University Press, 2010)

- 13) Roosevelt, Eleanor - *My Day* Vol. 3 (Mahwah, NJ: Pharos Books, 1991) (cited in Burns, Stewart - *Daybreak to Freedom: The Montgomery Bus Boycott*)
- 14) "Abernathy remembers the first meeting of the Montgomery Improvement Association"  
-<http://historicalthinkingmatters.org/rosaparks/0/inquiry/main/resources/22/> (January, 2014)

## Appendix 1

<http://www.spartacus.schoolnet.co.uk/USAparksR.htm?menu=USAcivilrights>

### Martin Luther King Jnr, *Speech at Holt Street Baptist Church (1955)*



on and have me arrested.

He got off the bus and came back shortly. A few minutes later, two policemen got on the bus, and they approached me and asked if the driver had asked me to stand up, and I said yes, and they wanted to know why I didn't. I told them I didn't think I should have to stand up... They placed me under arrest then and had me to get in the police car, and I was taken to jail.

(2) **Martin Luther King**, speech, Holt Street Baptist Church (5th December, 1955)

We are here this evening for serious business. We are here in a general sense because first and foremost we are American citizens, and we are determined to apply our citizenship to the fullness of its means. We are here because of our love for democracy, because of our deep-seated belief that democracy transformed from thin paper to thick action is the greatest, form of government on earth. But we are here in a specific sense, because of the bus situation in Montgomery. We are here because we are determined to get the situation corrected.

This situation is not at all new. The problem has existed over endless years. For many years now Negroes in Montgomery and so many other areas have been inflicted with the paralysis of crippling fear on buses in our community. On so many occasions, Negroes have been intimidated and humiliated and oppressed because of the sheer fact that they were Negroes. I don't have time this evening to go into the history of these numerous cases.

But at least one stands before us now with glaring dimensions. Just the other day, just last Thursday to be exact, one of the finest citizens in Montgomery - not one of the finest Negro citizens but one of the finest citizens in Montgomery - was taken from a bus and carried to jail and arrested because she refused to get up to give her seat to a white person... Mrs. Rosa Parks is a fine person. And since it had to happen I'm happy it happened to a person like Mrs. Parks, for nobody can doubt the boundless outreach of her integrity. Nobody can doubt the height of her character, nobody can doubt the depth of her Christian commitment and devotion to the teachings of Jesus.

And just because she refused to get up, she was arrested. You know my friends there comes a time when people get tired of being trampled over by the iron feet of oppression. There comes a time my friends when people get tired of being flung across the abyss of humiliation where they experience the bleakness of nagging despair. There comes a time when people get tired of being pushed out of the glittering sunlight of life's July and left standing amidst the piercing chill of an Alpine November.

(3) **Shella Rowbotham**, *The Guardian* (26th October, 2005)

**She Would Not Be Moved**

**Related Reading**

**The Montgomery Bus Boycott and the Women Who Started It**

**Montgomery Bus Boycott**

Spartacus Educational

## Appendix 2

<http://historicalthinkingmatters.org/rosaparks/0/inquiry/main/resources/22/>

### Ralph Abernathy – “The Natural History of a Social Movement”

The screenshot shows a web browser window with the URL <http://historicalthinkingmatters.org/rosaparks/0/inquiry/main/resources/22/>. The main content area displays an excerpt from Ralph Abernathy's thesis, titled "Sources: Excerpt from Ralph Abernathy's thesis for his master's degree." The text describes a church meeting during the Civil Rights Movement, mentioning Reverend King and Reverend Abernathy, and the role of Mrs. Rosa Parks. The text is as follows:

a church that will accommodate less than 1,000. It took us about fifteen minutes to work our way through the crowd by pleading: "Please let us through—we are Reverend King and Reverend Abernathy. Please permit us to get through...."

Those inside applauded for at least ten minutes.

It was apparent that the people were with us. It was then that all of the ministers who had previously refused to take part in the program came up to Reverend King and me to offer their services. This expression of togetherness on the part of the masses was obviously an inspiration to the leadership and helped to rid it of the cowardly, submissive, over timidity.

We began the meeting by singing Onward Christian Soldiers, Marching as to War ...

Mrs. Rosa Parks was presented to the mass meeting because we wanted her to become symbolic of our protest movement. Following her we presented Mr. Daniels, who happily for our meeting had been arrested on that day.... The appearance of these persons created enthusiasm, thereby giving momentum to the movement.

We then heard the resolutions calling for the continuation of the boycott... unanimously and enthusiastically adopted by the 7,000 individuals both inside and outside the church....

Sources: Excerpt from Ralph Abernathy's thesis for his master's degree.

On the right side of the browser, there is a sidebar with a player for a video titled "Listen to educator Daisy Martin explain how to use the Think Aloud in analyzing the document." Below the video is a login/register form with fields for Username and Password, and buttons for Login and Register.

At the bottom of the browser window, a small notification box says: "This website wants to install the following add-on: 'QuickTime' from 'Apple Inc.' What's the risk?" with an "Install" button.

### Appendix 3

Myles Horton to Rosa L. Parks, February 20<sup>th</sup> 1956

Cited in: Stewart Burns, *Daybreak of Freedom: The Montgomery Bus Boycott* (Chapel Hill, NC: University of North Carolina Press, 1997)

I will try and encourage Mrs. Parks to come as she would be a wonderful inspiration to such a meeting. She has lost her job and had her rent raised and I am at the moment trying to raise some money for her to live on. It is fine to be a heroine but the price is high.

It looks as though the bus boycott might get settled. The Men of Montgomery which is a group that is trying to bring industry to the city has stepped into the picture as they think this is all giving Montgomery a bad name. Also the Negroes have now filed suit in Federal Court to declare the bus segregation laws unconstitutional, but at the same time the Grand Jury has convened and it looks as though they were going to try and get indictments for criminal conspiracy against the leaders but the report has not yet come out. [ . . . ]

Lots of love, VA

BBECR-WHI: Box 11.

On February 20, Horton wrote Parks inviting her to the planning conference in early March for Highlander's summer workshops on public school integration. He mentioned telling people "how proud we were of your courageous role in the boycott. I was very sorry to learn from a letter from Virginia Durr today that you had lost your job. Doing what's right is not always the easy thing to do. But all of us together should be able to manage somehow. Perhaps we can help."<sup>1</sup>

February 24, 1956

Dear Myles and Zilphia:

Your letter came yesterday and I saw Mrs. Parks yesterday afternoon. She had just received your telegram and was delighted to get it. She wants very much to come up to Highlander and the only thing that stands in her way as far as I can see is money. She is having a very hard time. Both her husband and her Mother are sick and she has lost her job and had her rent raised and with all the demands on her time she finds it very hard to sew enough to make anything. You would be amazed at the number of pictures, interviews etc. that she had taken and all of that takes up time, and then too all the meetings and then having to walk nearly everywhere she goes takes time too. I have been able to get her \$35.00 from various people but that is not very much. I keep trying and think some more will come in but most people want to contribute to the Boycott itself rather than to an individual, but that particular individual is to my mind very important and I think she should certainly be helped. She

February . . . 155

Appendix 4

Executive Board Meeting, Baptist Centre, 2<sup>nd</sup> February 1956

Cited in: Stewart Burns, *Daybreak of Freedom: The Montgomery Bus Boycott* (Chapel Hill, NC: University of North Carolina Press, 1997)

MR. MATTHEWS—"I firmly believe this—that if it remains local, they would. I'm not saying they would. When the case is appealed to a higher court, I'm sure that the national NAACP would step in then. If the NAACP takes over the case, Atty. Gray would have the assistance of the staff of the national NAACP. Any pay would go to lawyer Gray, and not to anyone else."

ATTY. LANGFORD—"If the case goes to a higher court there will be another lawyer."

REV. HUBBARD—"All of us belong to the NAACP, or should. I say bring the whole thing out in the open. Turn over the whole thing to the NAACP, and let the Ass'n support the NAACP financially."

REV. KING—"What about transportation?"

ATTY. LANGFORD—"Continue the protest until the hearing of the [federal] district court. They must answer the charges within 20 days or we win by default."

REV. PALMER—"Will we be able to make enough money to support the NAACP and the protest at the same time? The NAACP says it won't work in the back ground. Would we get any help from the state office?"

REV. KING—"I understand that they've been raising money for the Rosa Parks case."

MR. MATTHEWS—"The only expenses you have are the expenses of the two lawyers, if the NAACP takes the case."

REV. SEAY—"To me it doesn't matter who handles this case, this is still (N. of Montgomery) our case. I don't think we should go out for saying we're raising money in the name of the NAACP."

REV. PALMER—"Since Mrs. Hurley will be here at 5:30, I move that we table the discussion until then." Motion carried.

Moved that Ass'n. assume the responsibility for paying fees for night watchmen out of Sunday offerings for the movement—homes of key individuals (leaders).

MRS. PARKS—"Some strange men have been coming in my neighborhood inquiring about the woman who caused all of this trouble. I'm not worried about myself, but it does upset my mother quite a bit."

Motion (by Rev. Bennett) carried that the Ass'n assume the responsibility for giving Mrs. P. protection at night.

PV-ARC-LNT.

Later that day MIA leaders met jointly with Montgomery NAACP officers, southeastern regional secretary Ruby Hurley, and Alabama field secretary W. C. Patton.

MIA-NAACP  
2-2-56, 6:15-  
Rev. King I

MRS. HURLEY  
days. The  
come."

MR. PATTON  
from here?

REV. KING  
have set up

MRS. HURLEY  
in intrastate

Alabama.

REV. SEAY  
up. We've

REV. PALMER  
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MRS. HURLEY  
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Appendix 5

Eleanor Roosevelt, *My Day* Vol. 3 (Mahwah, N.J.: Pharos Books, 1991), p.99.

Cited in Stewart Burns, *Daybreak of Freedom: The Montgomery Bus Boycott* (Chapel Hill, NC: University of North Carolina Press, 1997)

in yourself along with two other  
g in a seat and another lady beside  
was just one colored person in  
came he said we was in the white  
wanted on the bus, would you be  
nine.  
mission has no questions to ask  
buses about December 5, 1955, is  
g at that time because you wanted  
he Rev. King and several others,  
ve, made such a demand, is that  
not?  
nd not be over us.  
id Negro King ask three certain  
us said, for more courteous treat-  
irect, isn't it?  
egroes asked that.  
the Negroes, was he not?  
asked for, that is correct is it not?  
first served, didn't you?  
of Negro drivers, that is correct,

Q. And you said unless you were granted all three of them you would not return to riding on the bus, is that correct?  
A. Yes.  
Q. In other words, you did not stop on account of segregation but you stopped riding before segregation issue was ever raised, that is correct isn't it?  
A. It is the segregation laws of Alabama that caused all of it.  
Q. Just answer the question, isn't it a fact that your mouth piece took into ...  
A. No! He did not put it into us!  
Q. Is it not true that he put into the newspaper a statement of his requests, and he specifically stated in that, that the segregation statutes were not involved? Do you know that, didn't you read what he put in the papers?  
A. Yes, I did. [ . . . ]

SER-DNA.

**"My Day," by Eleanor Roosevelt**

NEW YORK, MAY 14--A few days ago I met Mrs. Rosa Parks, who started the nonviolent protest in Montgomery, Alabama, against segregation on buses. She is a very quiet, gentle person and it is difficult to imagine how she ever could take such a positive and independent stand.  
I suppose we must realize that these things do not happen all of a sudden. They grow out of feelings that have been developing over many years. Human beings reach a point when they say: "This is as far as I can go," and from then on it may be passive resistance, but it will be resistance.  
That is what seems to have happened in Montgomery, and perhaps it will happen all over our country wherever we have citizens who do not enjoy complete equality. It may be that this attitude will save us from war and bloodshed and teach those of us who have to learn that there is a point beyond which human beings will not continue to bear injustice.

*Eleanor Roosevelt's My Day, vol. 3 (Mahwah, N.J.: Pharos Books, 1991), p. 99.*

Recognizing that the bus boycott might continue indefinitely, on May 24 the MIA Executive Board decided on changes to "prepare ourselves for a long struggle."

**Recommendations to MIA Executive Board, by Martin Luther King Jr.**

1. In order to lessen the pressure that we have worked under for several months and prepare ourselves for a long struggle which might possibly last

## Appendix 6

A letter to Myles Horton of the Highlander Folk School from Rosa Parks, February 25, 1956

Cited in: Stewart Burns, *Daybreak of Freedom: The Montgomery Bus Boycott* (Chapel Hill, NC: University of North Carolina Press, 1997)

would like to go on to the NAACP meeting in Washington if it were possible in terms of money and time and it would be wonderful to have her there.

As for us coming, I really don't see how right now. Only one of us could come in any case on account of the children and our old jeep is just about done for, and Baggett has not paid off yet. I hope you can manage to raise a little money for Rosa as she really needs it and she would love to come if she could. Highlander is the promised land for her and I truly think her experience there had a great deal to do with her bravery and determination to resist here. It was the contrast with her life there that made the Jim Crow here completely unbearable and it was the first time she had ever lived in a free society. Well all of us who stuck in the South or who came back (willy nilly) can at least feel that in our various ways and in spite of all the freezing out, that we have done something in this crucial struggle. Certainly Highlander can feel proud of itself and maybe one of these days it will be given the credit due it. [...]

Lots of love to all, VA

HRECR-WHi: Box 11

<sup>1</sup> Myles Horton to Rosa L. Parks, February 20, 1956, HRECR-WHi.

February 25, 1956

Mr. Myles Horton  
Highlander Folk School  
Monteagle, Tennessee

Dear Myles:

I was very happy to receive your letter of February 20 inviting me to the planning conference on March 3-4, and would like so much to be present.

You may know that I was also included in the mass indictment and arrest of 89 bus protest leaders. I was also found guilty in Circuit Court of the charge resulting from my arrest on the bus December 1, 1955. The case is appealed. My job was terminated January 7. Mr. Durr is very concerned about our welfare. I appreciate her friendship, especially at this trying time.

Anne Lockwood wrote some time ago, asking if my arrest was planned. It was not at all planned by any individual or organization.

I do not know at present if any one else from here will come to the meeting. You will hear from me immediately if there will be some one else. I would like to drive up with some one with a car.

Your telegram was very much appreciated by all of us. We have received many messages of encouragement and contributions from all parts of the country.

My best regards to all the Highlander staff.

Sincerely yours,  
Rosa L. Parks

HRECR-WHi: Box 22.

On February 20 the Men of Montgomery, a group of white businessmen, presented to Abernathy a proposal that the city and bus company had just accepted. That evening at the St. John AME Church, four thousand bus boycott participants voted it down almost unanimously. The new terms did not differ from concessions the MIA had rejected before. Rev. L. Roy Bennett and his assistant pastor apparently cast the only votes in favor.

The Men of Montgomery

The proposals submitted by your organization approved by the City Commission and City Bus Line and with the fare conveyed to me by telephone were presented at the mass meeting of the Montgomery Improvement Association tonight at the St. John AME Church. Sorry to report the proposals were not approved having received only two affirmative votes with three Thousand Nine Hundred Ninety Eight voting against acceptance. However, the audience gave your organization a rising vote of thanks for the very fine exemplification of good will and its willingness to see justice prevail in our city for all citizens.

Rev. Ralph D. Abernathy

MCDA-AMC.

In a press statement following the mass meeting, which had been closed to reporters, Abernathy explained that blacks would gain little by accepting the proposal and "would have to return to the buses with increased rates besides. . . . We have walked for 11 weeks in the cold and rain. Now the weather is warming up. Therefore, we will walk on until some better proposals are forthcoming from our city fathers."<sup>1</sup>

<sup>1</sup> *Montgomery Advertiser*, February 21, 1956.

Appendix 7

Landau, Ely - King: A Filmed Record...Montgomery to Memphis (United States, 1970)

The screenshot shows a YouTube video player with the following details:

- Video Title:** King: A Filmed Record... Montgomery to Memphis, Part 1 of 8
- Channel:** Michael Jerryson (48 videos)
- Views:** 2,444
- Subscribers:** 152
- Engagement:** 26 likes, 0 dislikes
- Actions:** Like, About, Share, Add to

Recommended videos on the right:

- King: A Filmed Record... Montgomery to Memphis, Part 2 of 8 by Michael Jerryson (776 views)
- Night Train to Munich ~ Rex Harrison & Margaret Lockwood ~ 1940 by Gary Wang (35,686 views)
- Martin Luther King Jr., "The Drum Major Instinct" Sermon --- COMPLETE by nicholaehtyer (46,483 views)
- King: A Filmed Record... Montgomery to Memphis, Part 5 of 8 by Michael Jerryson (511 views)
- King (TV Miniseries) - #1 by Afro Screen (5,239 views)
- King: A Filmed Record... Montgomery to Memphis, Part 6 of 8 by Michael Jerryson (477 views)
- Martin Luther King's Letter from Birmingham Jail by UTMCombsSchool (103,417 views)

Appendix 8

From Crawford, Rouse and Woods, *Women in the Civil Rights Movement* (1993)

SEPTIMA P. CLARK AND THE STRUGGLE FOR HUMAN RIGHTS

The Black people had been in the habit of having them make out the check for them, and they'd just sign with a "X." One fellow said though, that he went to the bank and the White man said to him, "Just bring it over here, and I'll fix it for you." The Black man said, "No, I can write my name." The White man said, "Oh, God, these niggers done learned to write their names."<sup>22</sup>

The goal of the Citizenship Schools was to provide full citizenship through education. Clark sought to place non-traditional teachers at her schools. Communities which sought her teachers desired individuals who by their backgrounds would make good teachers, such as beauticians, farmers, tradesmen, etc. Clark wanted those who offered "a 'folk' approach to learning rather than a classical one."<sup>23</sup>

Septima Clark's recollections of SCLC provide insight into the role of women in the organization as well as the reluctance of some black ministers to have their parishioners involved in her program.

I found Dr. King to be a very, very nonviolent man. He proved to us all that nonviolence would work. He also made black people aware of their blackness and not ashamed of being black. The thing that I think stands out a whole lot was the fact that women could never be accorded their rightful place even in the southern Christian Leadership Conference. I can't ever forget Reverend Abernathy saying, "Why is Mrs. Clark on the Executive Board?" And Dr. King saying, "Why, she designed a whole program." "Well, I just can't see why you got to have her on the Board!" They just didn't feel as if a woman, you know, had any sense. See, Mrs. King has come into her own since Dr. King's death. Because most of them felt that a woman couldn't say much or do much. I don't know if you know Ella Baker who lives in New York now. She had a brilliant mind in the beginning of the Southern Christian Leadership Conference. But the men never would feel, you know, she had a rightful place there. I think that up to the time that Dr. King was nearing the end that he really felt that black women had a place in the movement and in the whole world. The men didn't, though! The men who worked with him didn't have that kind of idea.<sup>24</sup>

According to Clark, Rosa Parks never managed to achieve her rightful place in the civil rights movement.

If you notice the movie, *From Montgomery to Memphis*, not even Rosa Parks was accorded her rightful place in the whole movie. We talked about it, she and I. She gave Dr. King the right to practice his nonviolence. Because by refusing to get up out of that seat was the real fact that he could organize the boycott and work with people all through. And it went into many countries.

Author, title, publisher, date of publication	Comments	Teacher comments and initials (if appropriate)
S.F. Lawson and C. Payne, <i>Defeating the Civil Rights Movement</i> , Random and Littlefield publishers, 2006	Good argument on Rosa Parks being an activist before the bus boycott, also claims role of you helped continue the movement generally. ✓	
W.T. Martin Riches, <i>The Civil Rights Movement: Struggle and Resistance</i> , St. Martin's Press, 1997.	Brings in arguments of other historians, such as Angela Davis, well. ✓ What does Riches argue? ↳ Such as?	
V. Crawford, J.A. Rouse and B. Woods, <i>Women in the Civil Rights Movement: Trailblazers and Torchbearers</i> 1941, John Wiley and sons, 1993	Good overview, brief in some places, not much on the Montgomery Bus boycott. ✓	
J. Sanders, <i>Race Relations in the USA 1863-1980</i> , Hodder Education, 2006		
G. Tindall and D. Shi, <i>A Narrative History: America, W.W. Norton and Co</i> , 1981		
J. White, <i>Black Leadership in America: University of Longman Publishing Group</i> , 1990.	Information only on 'lead', very popular readers of the Civil Rights Movement ✓	

Author, title, publisher, date of publication	Comments	Teacher comments and initials (if appropriate)
K. Verney, <i>The Debate on Black Civil Rights in America</i> , Manchester University Press, 2010.		
B.T. Washington, <i>Up From Slavery</i> ; An Autobiography, A.L. Burt, 1901		
W.E.B. Du Bois, <i>The Souls of Black Folk</i> , Arc Manor LLC, 2008.	Biography, hard to determine his ideological position due to few arguments	✓
M. Morabito, <i>Black Leadership</i> , Columbia University Press, 1998	Good insight into early cultural mindsets of the movement.	✓
W.E.B. Du Bois, <i>Dusk of Dawn</i> , Transaction Publishers, 2009 (1940.)	uses personal anecdotes to establish	✓
J.H. Adams, <i>Letter to the Believers</i> , Rapist Association in Chicago, Holograph Carter Q Woodson Papers, 1918		
M. Newman, <i>The Civil Rights Movement</i> , Edinburgh University Press, 2004		

Author, title, publisher, date of publication	Comments	Teacher comments and initials (if appropriate)
<p><del>F. Oates and H. Oates, E. B. Rouseley</del> Bremen</p>		
<p>T. C. Holt, E. Baruch Braun, T. G. Patterson, Major Problems in African American History V 2, Houghton Mifflin, 2000</p>	<p>Good selection of primary sources</p>	
<p>H. Sickel, The Struggle for Black Equality, Hill and Wang, 2008</p>	<p>?</p>	
<p>R. Field, Civil Rights in America 1865-1980, Cambridge University Press, 2002.</p>	<p>Good information and statistics on the war</p>	
<p>M. Stacey and M. Scott- Baumann, Civil Rights and the Social Movements in the Americas, Cambridge University Press, 2012.</p>	<p>Gave different impacts on the second world war</p>	
<p>G. McFadden, Oral Recollections of Sepina P. Clark, Indiana University Press, 1993.</p>	<p>Close story of Rousey, gives intimate detail.</p>	
<p>S. Willoughby, D. Willoughby, D. Peterson, Civil Rights in the USA 1863-1980, Heinemann, 2001.</p>	<p>Overview on progress of success was very insightful</p>	



Author, title, publisher, date of publication	Comments	Teacher comments and initials (if appropriate)
<p>W. L. Owsen, <i>Freedom's Daughters</i></p> <p>Executive Order 9808 establishing the President's Committee on Civil Rights (1946)</p> <p>Truman's speech to the NAACP (1947)</p> <p>Transcript of Brown vs. Board of Education (1954)</p> <p>Congressional Record, 84th Congress Session, Vol. 102, part 4 (Washington DC: Governmental printing office, 1956.)</p> <p>Eisenhower's 1957 address on Little Rock, Arkansas (1957.)</p> <p>M. L. King, Letter from Birmingham Jail (1963)</p> <p>A. Boxer, <i>Civil Rights: The International Dimension</i> (History Review: 2011)</p>	<p>Gives great information on Parks and in particular her unrecognized position in further activism such as the SCLC to Montgomery marches.</p> <p>Henry Truman's short <u>temp</u> plan to help civil rights, suggests some degree of federal intervention.</p> <p>Shows Truman's commitment to the movement</p> <p>Full transcript but only the opinion of the judge.</p> <p>The Southern Manifesto - highlights white reaction in the South to Brown vs. Board of Education.</p> <p>?</p>	



Author, title, publisher, date of publication	Comments	Teacher comments and initials (if appropriate)
<p>S. Burns, A Daybreak of Freedom: The Montgomery Bus Boycott (Chapel Hill, NC: University of North Carolina Press, 1997.)</p> <p>E. Larson, From Montgomery to Memphis (USA, 1970)</p>	<p>Collection of primary sources about the bus boycott, very good for Rosa Parks activism and symbolism.</p> <p>Film on the role of King in the bus boycott - found on youtube.com.</p>	

Website address	Evaluation of website
<p> <a href="http://rooseveltinstitute.org">rooseveltinstitute.org</a>  <a href="http://historymatters.gmu.edu">historymatters.gmu.edu</a>  <a href="http://ourdocuments.gov">ourdocuments.gov</a>  <a href="http://historystudycenter.com">historystudycenter.com</a>  <a href="http://stanford.edu">stanford.edu</a>  <a href="http://historytoday.com">historytoday.com</a>  <a href="http://www.civilrightsmonitor.org">www.civilrightsmonitor.org</a>  <a href="http://historylearningsite.co.uk">historylearningsite.co.uk</a>  <a href="http://historicalthinkingmatters.org">historicalthinkingmatters.org</a> </p>	<p> Eisenhower speech transcript.  Brown v. Board of Education transcript  gives excellent primary resources from the 1940s. </p>

### **Candidate 3: The Golden Age of Spain 1474-1598**

A piece of work scoring in the mid-range, and typical of that produced by many students.

#### **Part A**

A broadly analytical response, focusing on the short-term significance of the invasion plans directed against England from August 1583 and demonstrating some understanding of the key issues. Accurate factual material supports the research, although there are some descriptive passages. The contemporary sources selected are appropriate, although their evaluation is not always sufficiently deep to be convincing.

#### **Part B**

A broadly analytical response, showing some understanding of the process of change over time. Despite the attempt at chronological balance, there is relatively little on the early years. There are narrative passages that detract from the main focus of the enquiry, and these tend to be generalised in places. A range of different turning points impacting on change are considered, although patterns of change across the period are only implicit and evaluative judgement is lacking.

# CE 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	[Redacted]
Candidate Number	[Redacted]
Candidate Name (in capitals; surname followed by forenames)	[Redacted]
Coursework Programme Title: (if Edexcel designed please provide reference code from specification.)	CW6: The Golden Age of Spain 1474-1598 CW42: The Making of Modern China c1900-2000
Assignment Title	Part A: <i>What was the short term significance of the invasion plans directed against England in August 1588?</i> Part B: <i>How far can the abdication of Charles be considered the key turning point in the changing influence of Spain throughout the period 1570-1598?</i>
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.  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 <input checked="" type="radio"/> A: England in the Middle Ages and the Transition to the Early Modern World Option D: A World Divided: Communism and Democracy in the Twentieth Century Unit 2: Option <input checked="" type="radio"/> A: Early Modern British History: Crown and Authority Option E: Britain in the Later 20 <sup>th</sup> Century: Responding to Change Unit 3: Option <input checked="" type="radio"/> A: Revolution and Conflict in England Option E: War and Peace: Twentieth Century International Relations

Word Count	3995		
Mark for Part A: AO1 (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	68	14	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: [Redacted] Date: [Redacted]

**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: [Redacted] Date: [Redacted]

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](mailto:historyandlaw@edexcel.com)

[Redacted]

What was the short term significance of the invasion plans directed against England from August 1583?

For the years following the 1583 invasion plans against England, Spain suffered some significant defeats and losses. Arguably the most significant event coming out of these plans was the Spanish Armada in 1588; described by Pendrill as "an inevitable conflict between Catholic Spain and Protestant England". This event not only helped contribute to, but was ultimately the catalyst for the other significant outcomes: the subsequent bankruptcy; the loss of prestige and the decrease in security. Together, these factors created a weakness in Spain and that resulted in its superpower status being under threat and Spain's empire became vulnerable and open to attack.

In May 1588 the Spanish Armada was headed for England. Source 20 states that even in April, a month before the Armada set sail, the crew were "disheartened" and military morale was very low. The Duke of Medina Sidonia wrote to Philip a first-hand account of what it was like to be on the front line, explaining that the "soldiers and sailors... are so disconnected and ill paid that it makes it very difficult to do any good service"<sup>1</sup>. This infers that Philip was out of touch with how his crews and military were feeling and implies weak leadership in that a month before the Armada was due to set sail, his commander was casting doubt on the plans. Source 20 is a reliable source due to its origin and purpose. The Duke of Medina Sidonia was Royal Commander and therefore he was able to relay reliable information to Philip in Spain relatively quickly. However, his motives for the letter may be questionable as by painting a bleaker picture, he stood a greater chance of getting the money he wanted and this may also have contributed to the subsequent bankruptcy. He states in the letter "it would be wise to send forthwith a big consignment of cash". This implies he was focused on getting more money from Philip and that the cost of the Armada was more than anticipated and was so great that Philip was running out of money. This could have been the letter that prompted Philip to send an appeal to the Cortes (source 19) asking for funding for the venture as both letters were sent in April and after the letter from Medina Sidonia, Philip would have been concerned about his financial situation. Medina Sidonia's reason for being so forthright in the way he wrote to the king could be explained by his character and circumstance. The Duke was only appointed commander about 3 months before the letter was sent. He was also previously a noble, not a military man, which meant that he was not experienced in battle and commanding troops. This was a failure on Philip's part as he was unproven and untried; he was simply 'thrown in at the deep end'. Sidonia initially turned down the offer of commander on the grounds that he possessed "neither aptitude, ability, health nor fortune for the expedition"<sup>2</sup>. However, Philip insisted and The

<sup>1</sup> Source 20 (Peter Symonds College Source Pack)  
<sup>2</sup> G. Woodward; 'Philip II' (1992); p. 88

Good intro

linking factors  
evaluable

perhaps, it can be inferred

key issue  
interrog  
Judp'

evaluable

interpretation of source  
combining

key issue

evaluation of source



Keep  
around

Duke was appointed, only later to become doubted by many historians for being inadequate. Source 20 and source 19 both show a general feeling that even before it sailed, the Armada was not going to be beneficial to Spain. Philip's appeal to the Cortes showed just how poorly planned the Armada was and the appeal also shows that his people were not forthcoming with the money and lacked confidence in Philip. Therefore the Armada of 1588 was poorly planned and not thought through.

key issue  
Judgment

With the attacks planned against England from 1583, the biggest strain was obviously going to be on the Spanish economy and from the sources, we can see that it was the cost of the Armadas that was the main cause of Spain's subsequent bankruptcy. This is supported by source 19 in which Philip writes a letter to the Cortes, desperately asking them to provide money for the Armada: "Come forth with the speedy supplies that this moment demands"<sup>3</sup>. This letter was written a month before the first Armada set sail in 1588 and shows Philip's poor financial planning and need to find more money. This letter was also written sometime after Philip had found out that the Pope would only provide money to Philip when he had succeeded in his venture. Source 11, a letter written in July 1587 by the Pope to Philip, a year before the Armada set sail, explains that "we will contribute one million gold ducats to wit... as soon as the royal fleet shall have touched England"<sup>4</sup>. This letter implies the Pope was concerned with Philip's chances of success with the Armada and also contributes to Philip's decreasing credibility with the church. The church's attitude towards Philip was different for the Battle of Lepanto in 1571 where the money was provided up front. However this may have been because there was a different Pope; St Pius V, whereas Sixtus V was Pope from 1585 onwards. From Sixtus V's appeal in 1585 (source 3) to the letter in 1587, Philip showed a more defiant nature. This could be because the Pope seemed to change his attitude towards the Armada and his confidence in Philip. In the prelude to source 3, in 1585, Sixtus V sent a letter to Philip "loftily calling on Spain to undertake some 'outstanding enterprise'"<sup>5</sup>. This demonstrates how the Pope was willing to pledge money and fully support of the venture in 1585; however this changes in the following 2 years. Philip sarcastically annotates on the back of the letter: "... one should stick to reality." Here, Philip is showing a more defiant nature and a willingness to contradict the Pope and ultimately, disagreeing with him. It also shows that 3 years before it set sail, Philip himself had realised the cost of the impending Armada was more than he had anticipated. Sources 19 and 11 both indicate that Philip had very little money even to start the Armada in 1588 as he had no real source of funding because the Pope would not provide funds until success had been assured. It also indicates Philip's lack of financial planning as he had not thought of alternative sources of income. Lotherington describes the financial state that Spain was in after the 1588 Armada: "It had cost

key issue

evaluation  
of source

attempts  
to use  
sources  
as a body

<sup>3</sup> Source 19; Peter Symonds College Resource Pack.  
<sup>4</sup> Source 11; Peter Symonds College Resource Pack.  
<sup>5</sup> Source 3; Peter Symonds College Resource Pack

combining source  
material to  
make an  
argument.

about 10,000,000 ducats... and these costs destroyed the financial viability of the state"<sup>6</sup>. Therefore the 1588 Armada had made bankruptcy inevitable. Philip needed to establish a firm foundation for Spain's future economy. However, this was not achieved because of a number of grand building projects, such as the Escorial, but also because of another Armada in 1596. *was needed*

From the time the initial plans were created in 1583, national security would be an ongoing issue for Philip. Waging war on England was always going to cause other threats to Spain. Source 3, the annotations from Philip, was written in July 1585; this was just after Elizabeth stated that she was sending troops in to the Netherlands to depose the Duke of Alva (appointed by Philip). Woodward says that "Historians are agreed that Philip may have had several aims in sending the Armada but that his prime objective was to stop the English from interfering in the Netherlands"<sup>7</sup>. This shows that there was an invasion threat to Spain's territories even before the Armada set sail. A month before the Armada set out, source 19, a letter from Philip to the Cortes writes that "we must be fully armed and on guard... nothing less is at stake than the security of our seas and of our homes"<sup>8</sup>. This letter couldn't have given the people of Spain a great confidence in what the King was about to embark upon. It shows that the King was concerned about the vulnerability of his kingdom while embarking upon a defensive strategy. This shows that even before the Armada set sail, Spain and its territories were vulnerable to an attack. However, this could also have been a sensible tactical decision by Philip. By portraying Spain as needing to be "on guard" and potentially under threat of attack, the people would be more likely to provide money. Therefore, this could show Philip's strong political leadership as he is demonstrating subtle ways to get what he wants. Source 39 was written 11 years after the sailing of the first Armada in which Don Martin de Padilla, Count of Santa Gadea writes to Philip on how the expeditions undertaken have just "served to irritate our enemies, rather than to punish them"<sup>9</sup>. This illustrates Spain's long term insecurity as the repercussions from the defeat would be ongoing because it only irritated and stirred up England. Also, because Spain was left with no control over the channel, it meant that supplies for the Spanish armies in the Low Countries and supplies from the Baltic area were very expensive. Therefore, Spain had reasons to be concerned about its security. *combining to create a narrative*

Possibly the greatest loss that resulted from the invasion plans was Philip's and Spain's loss of prestige. Humiliatingly, Philip had to receive news that his Armadas had failed in 1588, 1596 and 1597. Pendrill reports that after the defeat of the 1588 Armada "Philip received the news of the

<sup>6</sup> J. Lotherington; 'Years of Renewal: European History 1470-1600' (1988); p341

<sup>7</sup> G. Woodward; 'Philip II' (1992); p 86

<sup>8</sup> Source 19; Peter Symonds College Resource Pack

<sup>9</sup> Source 39; Peter Symonds College Resource Pack

defeat calmly and to his credit, he refused to blame his admiral"<sup>10</sup>. This was very noble of Philip and perhaps showed that he still had confidence in his actions. However, from source 26 we can see that his Royal Secretary (Don Juan de Idiaquez), in a letter to the Duke of Parma, was not so supportive of Philip. It was written 10 days after the Spanish fleet was broken up, the news of which would have most likely only just have reached him; he writes: "I do not know how he could bear such a great blow"<sup>11</sup>. It shows how people closest to Philip and trusted by him had lost some faith and were disheartened by what had happened. As the letter is not written to Philip, this means that Idiaquez is probably describing more how he really feels about the situation which is a more reliable and accurate reflection of how he and others may have felt than if it was written to Philip. The main consequence of the failing of the plans was the evident victory for Protestantism. Philip, his judgement clouded by his religious zeal, lost prestige with the Pope when the Pope denied Philip money until sure of success. Philip was confident that these plans were spurred by God's wishes and Catholicism, but was knocked when Sixtus V changed his view of the plans between 1585 and 1588. It is clear, as shown in source 11, that because of Philip's lack of proper planning and preparations, the Pope had lost faith in him. Therefore, Philip had lost prestige with the Pope and even from the people closest to him. This must have knocked his confidence as King significantly. Lotherington writes about the failed invasion plans: "The failure weakened Philip's prestige in both France and the Netherlands, but as far as England was concerned, it was not the end of the war but only the beginning"<sup>12</sup>. This shows that the repercussions of the invasion plans were a significant ongoing weakness, rather than a gain.

implications  
evaluation  
judge  
subject

In conclusion, the short term significance of the invasion plans was that they were a failure. The outcome of the three Armadas was the most significant as it drastically weakened Spain's economy and international prestige, therefore making the empire vulnerable. Pope Sixtus wrote at the time that "the King and his plans are becoming ridiculous while Elizabeth knows how to manage her affairs"<sup>13</sup>. This shows that one of the King's most significant sources of funding lacked confidence in Philip's plans because they were unlikely to benefit Spain. It also shows that Philip, as author of the plans, had not planned carefully enough and caused the subsequent failure. In a historical sense, Philip is ultimately viewed a weaker monarch to Elizabeth of England and this dealt a crushing blow to both Philip and to Spain.

really?

A01	A02	
L4	L2	
11	6	17

<sup>10</sup> C Pendrill; 'Spain 1474-1700' (2002); p104

<sup>11</sup> Source 26; Peter Symonds College Resource Pack

<sup>12</sup> J. Lotherington; 'Years of Renewal: European History 1470-1600' (1988); p383

<sup>13</sup> C Pendrill; 'Spain 1474-1700' (2002); p97



## **Bibliography**

Geoffrey Woodward (1992) *'Philip II'* Routledge

John Lotherington (1988) *'Years of Renewal: European History 1470-1600'* Hodder Education

C Pendrill (2002) *'Spain 1474-1700'* Heinemann

### **Peter Symonds College Source Pack-**

*Source 3:*

G Parker, *The Grand Strategy of Philip II* (1998) page 179

*Source 11:*

S Usherwood, *Great Enterprise: the history of the Spanish Armada* (1978) p 63-4

*Source 19:*

J Hunt, *Spain 1474-1598* (2001) p 108: quoting from H Kamen, *Philip of Spain* (1998) page 274.

*Source 20:*

F Fernandez- Armesto, *The Spanish Armada, the experience of war in 1588* (1988) pages 29-30

*Source 26:*

C Martin and G Parker, *Spanish Armada* (1999) page 238.

*Source 39:*

G Parker, *The Grand Strategy of Philip II* (1998) page 281-2

How far can the abdication of Charles be considered the key turning point in the changing influence of Spain throughout the period 1474-1598?

On the 25th October 1555, Charles V abdicated from the throne, which then passed to his brother, Ferdinand and his son, Philip II. This led to many changes in Europe and was a key catalyst in the development of Spain's changing influence. Other events, such as the death of Isabella in 1504, an event that dramatically changed the face of Spain; and the Annexation of Portugal in 1580, a great gain in both land and influence for Philip II, also led to changes in Spain and could be considered key turning points. Throughout the period 1474 to 1598, the themes of empire, land and nature of kingship occur and change with each potential key turning point. Each turning point had a significant impact on the history of Spain and we are now able to reflect upon that significance by evaluating their lasting effects. *rather generalized comments*

Charles' abdication from the Holy Roman Empire in 1555 was a dramatic response to a complex situation<sup>1</sup>. Charles was a Catholic and had dedicated his reign to crushing the spread of Protestantism. However, towards the end of his reign in the 1550s, it became clear that Protestantism would have to be tolerated. Some historians, such as Stuart Macdonald, would say that the reason Charles abdicated was because he could not accept the spread of Protestantism<sup>2</sup>. However, another reason for this could have been his health problems. When Charles abdicated he told his son to make links with England as it would be a good ally for Spain to have. It would mean that not only Hapsburg lands would surround France and keep the French monarchs at bay, but it also meant that Philip would have a line of succession. This was good planning on Charles' behalf as securing a line of succession and uniting the two countries would have been significantly beneficial. However, the marriage to Mary Tudor failed, not due to Charles, and Philip came out of it with no heir and no rights to England after Mary's death in 1558. *generalized comments. NATO*

Charles left Philip with a total debt of 36 million ducats. This financial weakness continually hampered Philip and made it hard initially for him to spend money to improve Spain's empire as he already had a great amount of debt. In that sense, the abdication of Charles was a burden for Philip as he could not start a fresh and create his own empire. He was constantly reminded at the beginning, of his father's failures. However, Philip managed to create a new source of revenue from money coming in from the New World. This meant he could afford to pay off the debts he had. This changed Spain's influence as they gained lands under Philip and became more internationally recognised. *NO! 4 Bankrupts*

<sup>1</sup> Paula McClive; **The Emergence of a Great Power? Spain, 1492-1556**; 2009 p. 100  
<sup>2</sup> Stuart Macdonald, **Charles V** (London 1992) p. 102

The abdication was also a turning point as the Spanish policy turned from defensive to offensive under Philip. He dealt with problems head on <sup>generalised</sup> and this was very unlike Charles. For example, Philip knew what a threat the Ottoman Turks were so he went to battle with them. The Battle of Lepanto in 1571 crushed the Turks and displayed Philip's power and proved that he was not like his father who would prefer to sign treaties as a solution. This consolidated Spain as it eliminated an uprising and meant that it felt safer and more secure as an Empire. *Simple Judgement*

key issue  
change

Philip was also keen on preventing problems occurring. Philip strived to make alliances with other nations to ~~protect~~ his empire. For example, the Treaty of Cateau Cambresis was drawn up in 1559 by Philip between France, England and Spain. This was much to Spain's advantage as Philip was tactful and knew that he could sacrifice little areas such as Calais (on behalf of England) to gain lands in Italy such as Milan, Naples, Sicily and Sardinia. This shows that Philip was cunning and as a result, other nations started to recognise him as a truly powerful monarch and an increasing threat. *Simple Judgement*

When he died, Charles split the empire between two parties; the Holy Roman Empire went to his brother, Ferdinand; Spain, South America and the Netherlands went to his son Philip. This proved to be a benefit in the long term for Philip and have a positive effect on Spain, as Philip was able to rule a smaller area. When Charles was on ~~the~~ throne, he was rarely even in Spain as he had to deal with problems all over his empire, which meant he was an absentee monarch to the people of Spain. So in that sense, the abdication of Charles was 'key' in changing influence of Spain as Philip was able to concentrate his efforts there. He did this by making Madrid his centre and running the Empire from there. Philip used his smaller empire to create a more powerful Spain with a bigger influence and more international prestige. So Charles abdicating ~~had~~ a profound effect on Spain as he left it open for Philip, arguably the better monarch, to take better control and re-establish Spain's authority.

The death of Isabella of Castile in 1504 could also be seen as a key moment that changed Spain's influence because of the repercussions that her death had throughout the region. The marriage between Ferdinand of Aragon and Isabella of Castile brought together the two kingdoms and created a united Spain. Historians have long admired their achievements together and called them 'the most glorious in all the years of Spain'<sup>3</sup>. They brought peace to the region, ruled by consensus and most importantly, they restored the authority of the monarchy. When Isabella died, it threatened all the achievements that ~~they~~ had made together. It had the potential to mean that the New World could become a disputable aspect of the Spanish empire as focus would be needed for maintaining relationships with Castile. *meaning?*

should be earlier

key issue  
change  
assessmt.

Alternative TP  
indus  
Chronology

<sup>3</sup> Geoffrey Woodward; Isabella and Ferdinand of Spain 1474- 1516 a reassessment; History Review; Dec 1998

Immediately after the death of Isabella, there was a confusion spread throughout Spain. People were aware that Isabella was the key figure in holding together the two kingdoms and therefore, in the short term<sup>2</sup> they were left not knowing the future of the unification. It was not until her grandson, Charles, became monarch that the confusion diminished. Therefore, the death of Isabella somewhat undermined her achievements as ruler because without a strong leader to take over from her, the states in Spain were able to go back to the way they were. Her husband, Ferdinand, was very much a secondary partner to the powerful Isabella. Her death meant that Aragon (the state in which Ferdinand was king) was potentially under threat from the larger power of Castile. It was due to the fact that he feared Castilian aggression against Aragon as Isabella had named Joanna her heir; not Ferdinand<sup>4</sup>. However the unity of these two crowns, modern Spain began to evolve. Joanna <sup>no</sup> had married Philip the Handsome and he became King of Castile in 1506, initiating the rule of the Hapsburgs<sup>5</sup>. Unfortunately he died in the same year and Joanna went into a nunnery. This was when Ferdinand came back to become regent for Joanna. Therefore, this turning point can be seen as initially negative due to the constant change in monarch but key in the changing influence of Spain as it settled with Charles<sup>3</sup> having power.

However, even after her death, Isabella's legacy continued. Through the extent of her reforms, especially religious, Isabella's ideas and beliefs continued. Her most passionate belief was the spread of Christianity. Her Catholic values were continued by her husband, Ferdinand, and also her daughter, Joanna. This was good for Spain as it meant that the people had continuity and were not made to convert to a new religion, like Isabella had done previously. Through her legacy, the spread of Christianity continued, convivencia continued to deteriorate and the Church continued to support the crown. Isabella was the monarch that initially brought the Hapsburgs to Spain. This changed the face and influence of Spain as they continued in Spain, when Philip came into power, even after her death. So overall, the death of Isabella was a key turning point as her legacy was able to continue and make sure her wishes were still changing Spain.

The third and final potential key turning point is Philip II's annexation of Portugal in 1580. This came about when the king of Portugal, Sebastian I went missing and was presumed dead in Morocco. Philip was prepared for this and due to his marriage to Maria the Portuguese Princess, he was the best known claimant. Portugal had lands such as Brazil, West Africa, the Spice Islands and the Azores. This gave Philip a huge incentive to want Portugal as he knew the affect that it would have on his empire.

<sup>4</sup> Paula McClive; **The Emergence of a Great Power? Spain, 1492-1556**; 2009 p. 25

<sup>5</sup> [http://en.wikipedia.org/wiki/Joanna\\_of\\_Castile](http://en.wikipedia.org/wiki/Joanna_of_Castile)

How  
Very generalised  
specific examples

Alternative  
under chronology  
claim is from his mother

When Philip completed the annexation, this finally united the whole of the Iberian Peninsula under one monarch<sup>6</sup>. It meant that Portugal was no longer a threat to Spain and therefore Philip could concentrate on protecting his empire from problems in the East, such as the Ottoman Turks. As previously mentioned, gaining Portugal's territory and expanding the empire was key to changing the influence of Spain. Hence, Philip gained lands in the New World. Due to the fact that the entire New World was under Spanish control, colonial conflict was at an end and Philip became the undisputed King of both empires. The financial gains were that Spain was now not only receiving vast amounts of silver from the Spanish empire, but also valuable luxury items from Asia and the Spice Islands. This boosted Philip's wealth and international prestige and also meant that Philip was able to pay off the debts left by his father. He could also now fund further ventures into the Atlantic not just the Mediterranean. Historian Peter Pierson described it as "the greatest triumph of his reign".

change sustained

but he did it

The annexation of Portugal can also be seen as a turning point in Philip's personal character and way of ruling. He believed that it was God's will that he gained Portugal meaning that he was the divine King and that God was on his side<sup>7</sup>. A downside to this was the fact that Philip suddenly became a ruler of a large empire and it led him to become incredibly arrogant. He was reported to have said: "I inherited, I brought, I conquered." His new found power evidently made him feel untouchable and overly powerful. This would be negative for Spain as it led to him gambling with foreign policy and taking risks just because he did not want to seem weak or lose anything that he had gained. Professor Geoffrey Parker argues that Philip made his decisions because 'not wanting to lose' is a much stronger motivation than 'wanting to win' and that the individuals 'are disposed to pay a higher price and run higher risks when they face losses than when they seek gains...'<sup>8</sup>. For example, the Spanish Armada in 1558 was a huge failure for Philip as God did not protect his ships as Philip had anticipated. Therefore, this was both a negative and positive turning point for the influence of Spain. Either way, it had a great effect on the empire and many would argue that it is the key change in Spanish influence.

such as needs evidence supp.

Vague

In conclusion, all three turning points were important in the changing influence of Spain. Some may argue that, because of the new leadership under Philip, Charles' abdication was the key point that changed Spain's influence. However, if it had not been for the annexation of Portugal, Philip would have never achieved everything that he did. It brought him wealth, power, prestige and safety and made him well respected by other countries all over the world. It had a lasting effect in Spain and

<sup>6</sup> Henry Kamen; **Spain, 1469-1514: A Society of Conflict**; 2005 p. 299

<sup>7</sup> J.H. Elliott; **Imperial Spain 1469-1716**; 1963 p. 400

<sup>8</sup> Jocelyn Hunt; **Spain 1474-1598**; 2001 p. 108.

the level of change that it created was by far the most significant. This means that it fits all the criteria to be the 'key' turning point in the changing influence of Spain.

ML3. 14  
Broadly analytical  
Vague and generalized commentary in places.  
Lacking evaluative judgement  
Early part of time period not dealt with  
sufficiently.  
deficiency in or

1984

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Henry Kamen (2005) **'Spain, 1469-1514: A Society of Conflict'**: Routledge

J.H. Elliott (1963) **'Imperial Spain 1469-1716'**: Edward Arnold

Jocelyn Hunt (2001) **'Spain 1474-1598'**: Routledge

Prestige & Weak morale.	Lothering-ton	Highlights Philip's failure regarding his planning and also demonstrating how he failed to distribute his finances to the crew → caused a weak morale issue. ⊕
Attitudes of the Pope	Pendrill	Not great due to the compact nature of the information. → hard to get to grips with. However, good information ⊕ & credit.
Ongoing Security	Kamen	Not a fan of Kamen, hard to interpret and lack of structure. Info only talks about the Royals. ⊕
Security	McClive	Accounts of how the people felt about Armada. Philip's plans were not up to scratch. ⊕
finances	Kilsby	Good for expansion on debt and extra reading. ⊕
Pope.	Lothering-ton	Details on what Pope was in power and their attitudes ⊕
Essay info	McClive	structure and format information. ⊕
Armada detail	Kamen	good extra reading on overall effect and lasting significance. ⊕



Assignment Title Part 1: Invasion Plans against England

Issue or Focus	Sources	Comments	Teacher's initials and date (comment if appropriate)
Background on Eliz in Netherlands	Kamen	Great for details on Duke of Alva, Netherlands and English plans. Not as easy to get to info but good detail. ✓	
Phillip's Character & nature of Kingship.	Pendrill	Very handy and detailed but good information once reached and interpreted. Great to quote. ✓/X	
Reasons for the Armada.	McClive	Favourite book to read. Clear, good subheadings. Details on why the Armada was established and what happened. ✓	
Pope's reaction and reasons.	Kamen	Once again, harder to get info but good for reactions of the Pope. e.g. different Pope and diff. views. ✓.	
Medina Sidonia	Woodward	Details on how he refused the job at first but then he accepted due to keeness of Phillip. Easy to read, good subheadings so clear which part is needed. ✓	
Debt from Armada	Lothering-ton	Extensive notes and tables on the debt left after Armada & other events e.g. Spanish; v. Easy to read. ✓	
Bankruptcy.	Kamen	NOT as much detail as Lotherington; many sweeping statements. However, easy to understand. ✓/X	



# Assignment Title Part B - Abdication of Charles, Death of Isabella, Annexation of Portugal.

Issue or Focus	Sources	Comments	Teacher's initials and date (comment if appropriate)
Abdication of Charles V	McClive, (2009) 'Spain 1492-1556'	Key details on the details of the abdication of Charles. Why? etc. Good sub headings make book easy to understand and read.	
Reasons for abdication	Macdonald (63) 'Charles V.'	Details on why Charles abdicated e.g. illness and also how he couldn't deal with spread of Protestantism. Easy to read and get quotes from.	
Reign of Isabella & Ferdinand	Woodward (98) 'History Review.'	Gives other historians view on the monarchs and what they achieved in Spain. Who was most key. For I? Alternative to book - review more CONTEXT.	
Isabella's death details.	McClive (2009) 'Spain 1492-1556.'	The fear that Ferdinand had about Aragon being attacked by Castile. → larger power. Isabella brings the Hapsburgs, Spain confused.	
Annexation of Portugal.	Kamen (2005) 'Spain... A society of conflict.'	Positive view on the annexation. Portugal united the Iberian peninsula. Reduced threats and land gained. Textbook used → main. Good details and easy to understand.	
Reactions to Philip & implications.	J. H. Elliott (63) 'Imperial Spain.'	Due to the achievement, Philip thought God was on his side. → arrogance, divine king. Old book so slightly harder to read → lots of text, simple, plain. Not my style.	
Personality of Philip.	Huat (2001) 'Spain 1474-1598.'	Great for gathering critics readings and other views that contrast each other as well as agree. Details about Philip's character and reasons why he failed → Armada.	

Philip's continuity after Charles	Kamen (2005)	good detail on how Philip tried to secure marriage to Mary and subsequently why it failed. Not to do with Charles. (V)	
Ferdinand after D. of Isabella	McClive (2009)	Re marriage of Ferdinand and how that affected Isabella (not used in essay).	
Details on Charles.	Kamen (2005)	Was he a good leader? Liked by the people? Good for getting an idea of Charles' personality.	
Philip and God.	J.H. Elliott (63)	Philip thought it was God's will for him to take Portugal. → motives.	
Philip's court.	Hunt (2001)	Good for gathering details on Philip's closest associates and whether they agreed or disagreed.	
Ferdinand & Isabella.	Newspaper Article (History Review)	Details on the nature of the rule and whether or not they completely unified Spain.	
Philip & Cortes	Kamen (2005)	Sources of income and how they changed the Annexation → hard to verify → used in essay.	
Pope's views.	McClive	The change in views of the Pope's and the different Pope's. Easy/Good to read.	

#### **Candidate 4: The Changing Role of Women 1850-1950**

Low-scoring work, but sufficient for a pass.

##### **Part A**

There is a reasonable attempt to focus on the topic in this broadly analytical response, but the whole lacks balance and development. Some understanding of the key issues is shown and secondary sources are generally used appropriately. A sufficient range of contemporary source material has been identified and contextualised, with attention being paid to attributes such as nature, origin and purpose. Evaluation, however, lacks depth. There are some problems with the quality of written communication.

##### **Part B**

The approach is clearly analytical although the factual material is not always used to reference back to the main focus of the enquiry, creating imbalance. The main issues are identified and the process of change understood though frequently more implied than made explicit. There are some generalisations and assertions, and the quality of written communication is an issue.



# 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	
Candidate Number	
Candidate Name (in capitals, surname followed by forenames)	
Coursework Programme Title (if Edexcel designed please provide reference code from specification.)	CW22 The changing role of women 1850-1950
Assignment Title	Part A: What was the short-term significance of the WSPU in achieving the vote? Part B: To what extent did women achieve emancipation in the areas of family life and education in the period 1850-1950?
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: Option A A6: The wars of the Roses A7: The reign of Henry VII  Unit 2: Option A A1: Henry VIII - Authority, Nation and Religion 1509-40  Unit 3: Option D D1: From Kaiser to Fuhrer 1900-45

Word Count	3,971		
Mark for Part A: AO1 (mark out of 13)	Mark for Part A: AO2 (mark out of 12)	Mark for Part B: AO1 (mark out of 25)	Total Mark: Part A and B (final mark out of 50)
7	5	16	28

### 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:

### 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:

## What was the short term significance of the WSPU in achieving the vote?

*1 The Women's Social and Political Union (WSPU) did have some short term significance in helping women to achieve the vote in 1918. They highlighted the challenge that many women faced within this time against the government in order to help get the vote. They had used more militant activities than other organisations that were previously formed, such as the National Union of Women's Suffrage Society (NUWSS), when they had realised that their early militancy that took non-violent forms was making no progress in their efforts to achieve the vote. Although the WSPU did have significance their actions were also counter-productive. The sources I have researched for this enquiry focuses on the militant tactics that the WSPU used as well as the impact that this had on people's views on the organisation. Collectively, the sources agree that the WSPU didn't have much significance in helping women to achieve the vote, but that is not to say that they didn't have any significance at all as some of their actions may have contributed to them achieving the vote.*

Grand intro

*clear culture of enquiry - line of argument also indicated*

*Bartley has argued that the WSPU was set up to campaign for women's votes after the Pankhursts' showed their dissatisfaction with the Independent Labour Party (ILP) because of their non-responsive or hostile attitudes to women's suffrage. This is supported by Sophia A. van Wingerden who said that 'dissatisfied with Labour's non-responsive or hostile attitudes to women's suffrage, Mrs Pankhurst sought to bring together a force of women to promote the cause from within the Labour movement'. On the other hand Purvis suggests that the WSPU was formed as 'a direct result of her husband's death' which conveys that the organisation was formed in 1903 after the ILP would not allow women to join so therefore it suggests that it was not originally set up to help women to achieve the vote.*

*It has been proclaimed that the WSPU's militant tactics didn't in anyway help women to get the vote. Paula Bartley has provided an explanation as to why this organisation used militant tactics during their efforts to achieve the vote. She suggests that women had become 'increasingly frustrated by the failure of nearly forty years of campaigning' and the suffragettes believed that the government would not concede women's suffrage unless forced to do so. This explanation shows that their militant tactics were used for a reason. However some early male historians of the movement have argued that the suffragettes were mentally unbalanced emphasising their psychological weakness and viewed militancy as the action of a few demented spinsters, therefore emphasising that because of some of the actions*

<sup>1</sup> Paula Bartley, Looking at History: Suffrage after 1903: The WSPU, Page 1

<sup>1</sup> Sophia A. van Wingerden, The Women's Suffrage Movement in Britain 1806-1928, August 1999

<sup>1</sup> June Purvis, Looking at History: Suffrage after 1903: The WSPU, Page 1

<sup>1</sup> Paula Bartley, Looking at History: Suffrage after 1903: The WSPU, Page 1

<sup>1</sup> Marcie Kligman, The Effect of Militancy in the British Suffragette Movement (1996)

<sup>1</sup> Morning Post (2<sup>nd</sup> March 1912)

<sup>1</sup> June Purvis, Emmeline Pankhurst: A Biography (Women's & Gender History), 18 Sep 2003

of the WSPU, women were seen as being incapable of having the vote. This is highlighted by the fact that the WSPU may have been blamed for women failing to achieve the vote because of their militant activities as this made them appear to be unable to make important decisions. Marcie Kligman emphasised that the use of militant tactics were not significant in helping women to achieve the vote. Parliament was able to use the 'terrorist actions' that the organisation were using to their advantage in debate which provided good reason as to why women shouldn't get the vote. This is supported by the *Morning Post* (2<sup>nd</sup> March 1912) who believed that the women's lack of fitness was a reason why they should be entrusted with the exercise of political power. This was written at the height of the WSPU's window breaking campaign which reinforces the idea that although women were previously seen as being too emotionally unstable to have the vote it was now seen to be because of their militancy. This source is not reliable as it is a newspaper which may have some political bias and the fact that it is often written by men for men would therefore influence their views. Kligman reinforces that the WSPU's belief was that the more militant they were the more they would help to achieve the vote as 'the more reluctant Parliament was to grant women the vote, the more violent and desperate the suffragettes became'. Therefore, this shows that their militant tactics were not significant in acquiring the vote in 1918.<sup>2</sup>

historical context  
origin & nature of source discussed  
AO 2



Indeed, it is also suggested that the WSPU was in some way significant. June Purvis believes that Emmeline Pankhurst 'is remembered as the most brave and inspirational suffrage leader in history' which conveys that the WSPU was significant under her leadership as she encouraged many women to join the organisation and allowed people to have their own opinions. Bartley reinforces this idea as she suggests that the WSPU attempted to make an informal approach to politics and gave members the choice to leave if they didn't agree with the organisation's position. Therefore the organisation was significant because women still wanted to be part of it even though they had the freedom to leave which shows they were willing to be a part of the suffragette movement to help achieve the vote. Margaret Haig Thomas wrote 'This was my world' in 1933 and expressed her determination to join the Pankhurst's organisation although this was delayed by her father's opposition of the idea. The fact that she later joined the organisation months later conveys that the WSPU did appeal to women. Millicent Fawcett, the leader of the National Union of Women's Suffrage Society (NUWSS) in 1906 believed that the suffragettes had 'done more during the last 12 months to bring it within the region of practical politics than we have been able to accomplish in the same number of years'. Therefore the WSPU's significance is highlighted by the suffragist's leader as she believed them to have had more of an effect on helping women to attain the vote than the NUWSS had. This is a strong source because Fawcett supports the WSPU

sources used in combination to illustrate point  
AO 2

<sup>2</sup> Marcie Kligman, *The Effect of Militancy in the British Suffragette Movement* (1996)

<sup>2</sup> *Morning Post* (2<sup>nd</sup> March 1912)

<sup>2</sup> June Purvis, *Emmeline Pankhurst: A Biography* (Women's & Gender History), 18 Sep 2003

<sup>2</sup> Margaret Haig Thomas, *This was my world*, 1933

<sup>2</sup> Millicent Fawcett, writing in 1906

<sup>2</sup> John Ray, *The place of women* (Nelson studies in modern history, 1971)

<sup>2</sup> Marcie Kligman, *The Effect of Militancy in the British Suffragette Movement* (1996)

<sup>2</sup> Viscount Helmsley, speaking in the house of commons, 28 March 1912

<sup>2</sup> Paula Bartley, *Looking at History: Suffrage after 1903: The WSPU*, Page 1

which would not have been expected as she was a suffragist; however this was source was written in 1906 which was before the WSPU used militant tactics. This would therefore suggest that Millicent Fawcett didn't support their militant actions but supported the way that they were campaigning before this. Therefore the WSPU had support from various groups of women and their efforts are significant in helping to achieve the vote because of their vast number of support.

status of evidence considered in light of historical context & origin

<sup>3</sup> John Ray suggests that people's views of the WSPU had often differed. He believed that 'such violence led to a mixed reaction' as newspapers were able to provide the public with long reports and photographs which obviously would have pleased the suffragettes as 'The Cause' was being brought to everyone's attention. One of the WSPU's aims to help achieve the vote was to gain as much publicity as possible so therefore any publicity was always good for them however it often didn't show them in a good light. However 'the public began to disapprove of the suffragettes, as well as their cause' according to Marcie Kligman which suggests that the WSPU was not receiving publicity in their favour. Many opponents of women's suffrage were able to use the terrorist actions that the women in the organisation were using to their advantage in many debates in parliament. This provided the opponents with a strong argument against women having the vote and therefore suggesting that the WSPU had no significance in gaining the vote. On the other hand Viscount Helmsley believed that the female sex was unstable to obtain the vote as 'the mental equilibrium of the female sex is not as stable as the mental equilibrium of the male sex'. He thought that 'those very militant women have brought so much disgrace and discredit upon their sex' so therefore conveying his disgust at the thought of women who use violence having the vote. Viscount Helmsley was speaking in the House of Commons in 1912 and during this debate on women's suffrage the use of violence was used as every MP's reason for speaking against women's suffrage. This source is reliable because it was seen that in 1912 the WSPU's use of militant tactics had progressed which is highlighted by the first arson attack that took place on 3<sup>rd</sup> March 1912. Consequently parliament's decision was seen as reasonable after the increase of these militant actions. It was seen as more acceptable for the government to negotiate with and grant the vote to the non-militants than for it to surrender openly to the WSPU's threat of resumed post-war militancy. Although the suffragettes raised the profile of the issue of women's votes it is believed by some people that the 1918 Act was passed as a reward for women's efforts during the war rather than anything else. This therefore suggests that the WSPU had no significance in achieving the vote for women. The WSPU's motto 'Deeds not words' suggests that they were prepared to use militant tactics from the beginning however Paula Bartley suggests that 'a reliance on action not dialogue ensured that the WSPU became a very different organisation to the NUWSS'. Despite their militant actions, after the hunger strike women of the WSPU had gained sympathy from opponents and supporters when the government used forced feeding to prevent the strike. This suggests that the hunger strike was seen as a way of trying to achieve the vote and also the way

historical context considered AO 2

area in need of development

<sup>3</sup> John Ray, The place of women (Nelson studies in modern history, 1971)

<sup>3</sup> Marcie Kligman, The Effect of Militancy in the British Suffragette Movement (1996)

<sup>3</sup> Viscount Helmsley, speaking in the house of commons, 28 March 1912

<sup>3</sup> Paula Bartley, Looking at History: Suffrage after 1903: The WSPU, Page 1

they were treated had outraged many people. It also conveys that they had strong intentions to help women achieve the vote and would take extreme actions to get their point across.

Overall, it does seem clear that the short-term significance of the WSPU was to help women to achieve the vote and this Act was passed in 1918. However, as Kligman has suggested, their use of militant tactics had the opposite effect than what they had intended, which suggested that these had negative consequences against women having the vote. The WSPU weakened women's argument for having the vote as it was seen that women were too unstable to have the vote because of their actions. Although members of the suffrage movement believed that the more militant they were, the more they would help to achieve the vote, parliament had become more reluctant as they stood more firmly on the issue of suffrage. However it has also been expressed that the WSPU were significant in gaining the vote for women due to their support gained when they began campaigning in 1903. Many different groups of people had diverse views on the suffragettes, which emphasised how they were significant and how they didn't have as much of an effect on achieving the vote as other factors that may have contributed to this for example, women's effort during the war. It is believed by historians and opposition at the time that their militant actions had hindered their chances of having the vote. This reinforces the idea that women were too unstable to cope with the political power that they would have gained if they succeeded in acquiring this. So therefore, these sources overall suggest that the WSPU had not had much significance in achieving the vote for women.

1,991 words



## Bibliography

- <sup>1</sup> Paula Bartley, Looking at History: Suffrage after 1903: The WSPU, Page 1
- <sup>1</sup> Millicent Fawcett, writing in 1906
- <sup>1</sup> Viscount Helmley, speaking in the house of commons, 28 March 1912
- <sup>1</sup> Marcie Kligman, The Effect of Militancy in the British Suffragette Movement (1996)
- <sup>1</sup> Morning Post (2<sup>nd</sup> March 1912)
- <sup>1</sup> June Purvis, Emmeline Pankhurst: A Biography (Women's & Gender History), 18 Sep 2003
- <sup>1</sup> June Purvis, Looking at History: Suffrage after 1903: The WSPU, Page 1
- <sup>1</sup> John Ray, The place of women (Nelson studies in modern history, 1971)
- <sup>1</sup> Margaret Haig Thomas, This was my world, 1933
- <sup>1</sup> Sophia A. van Wingarden, The Women's Suffrage Movement in Britain 1806-1928, August 1999

AO 1 7/13 low L3

AO 2 5/12 low L2

AO1: Whilst this essay is comparatively weak in terms of the selection of evidence, & tends to dwell on issues rather than moving on to the next one, it is broadly analytical & does focus on the key issue of whether the impact of the WSPU was positive or counter-productive. Some helpful material is used in addressing this issue, but some aspects are left under-developed. Generally there is a sense of direction but these are not always sustained through the essay & there are deficiencies in organisation of material in some passages.

AO2: A sufficient range of source material has been identified to address the question of the impact of the WSPU. Primary sources are seen within their historical context & their nature, origin & purpose are considered. Sources are also used in combination to illustrate a point. A wider range of primary would have allowed these skills to be developed further & the analysis to be fuller.

## To what extent did women achieve emancipation in the areas of family life/education/employment in the period 1850-1950?

In the period 1850-1950, there were indeed changes in the emancipation in the area of family life for some women, however for others there was very little change. Although some change had happened it happened at a very slow pace and the role of women in the home had changed little over the 100 years from the ideology of women. The change could be recognised, however the development of this took time and often the changes were revised within this period. Men were still seen as superior over women by the 1950s as they controlled the finances within the home, therefore had more power in the home than woman. There were also changes in the emancipation of education between 1850 and 1950 but they were restricted to those who could afford it until later years and were different for males and females. It also happened at a slow pace like the change in family life as ideology stated that women should remain within the home. These changes in 1850-1950 helped mainly middle-class women but they had less of an impact for the working-class women. *clear understanding that changes took place but were limited*

The size of families is an example of how the working-class people were not so affected by the changes made. This is because, although there was a reduction in the size of many middle-class families, they had often made it harder for working-class women to stop having children. This was shown by the action of the middle-class because they had previously stopped the publication of Annie Besant and Charles Bradlaugh's book on birth control which was published in the 1870s and were later prosecuted in 1877 for the republishing of this book. By this time, the size of working-class families had increased so it had had little effect on them after this. Anja Meulenbelt said in 1981 that 'one of the most effective ways of keeping women in her place-inside the home-was to make sure she didn't know how to stop getting pregnant'<sup>[1]</sup>. This emphasises the ideology of women as it reinforces the idea of men wanting women to stay in the home and not allowing them to work and their attitude to women being purely to have children. Deirdre Beddoe provides the statistics that whilst 'the increase of middle-class people using.... birth control rose from 9 to 40 per cent between 1910 and 1930,'<sup>[2]</sup> whilst working class women had increased by only 30 per cent. This emphasises that working-class women didn't have the satisfaction of reducing the size of their families, as contraception was not easily accessible to them. By 1914 most middle-class women were able to have more freedom now that there was a rise in the popularity of birth control as 'the size of an average family had dropped to under 3' according to Paula Bartley in 1996<sup>[3]</sup>. This evidence clearly suggests that middle-class women were indeed affected more by the changes in the size of families than working-class women as they had more of an opportunity to reduce their family size and to increase their freedom within the year. *Answers of class -*

Additionally legal changes helped women achieve emancipation in family life. The Married Women's Property Act in 1870 had a positive effect on women as their 'financial dependency on their husband' had been broken according to Paula Bartley<sup>[4]</sup>. However she suggests that this act was purely 'an extension of the rights held by the upper and middle class',<sup>[5]</sup> therefore highlighting how the working-class women had been the last to receive this change in the law. This conveys that the law that was later revised to create change for the working-class women, didn't have as much of an impact on them as expected as they had no inheritance nor earned enough to live on. It was indeed that the laws had advanced for married women although it did not give them the same status as single women until 1935. This evidence concludes that there were positive and negative changes within the revised laws however they were less effective for working-class women as if they were to divorce their husbands they would have so few earnings and no property outside of their marriage. *very limited legal impact on w/c*  
*slow pace of change for married women*

2,680 words

Furthermore there were changes concerning women and housework; however the changes were not used effectively. Although there was a development of equipment such as vacuum cleaners which enabled women to have more free time during the day, women still spent their extra time finding other ways to make the home better. This compliments the ideology of this time as it conveys that the women's place is in the home and should therefore work on ways to improve it. It is suggested by the 'the average housewife, mass observation' that 'lack of financial power meant that she still depended on her husband to purchase the equipment'<sup>[6]</sup> which highlights that the husbands still had control over their cleaning equipment and that women still relied upon them. Middle-class women would have been successful in gaining this equipment from their husbands as their families were wealthier. Despite this, a daily plan of the women's time in the home by Maud Pember Reeves, 1913<sup>[8]</sup> conveys that they would not have a chance to pursue careers because all their time was taken up and it wouldn't have been accepted by society. It is also suggested by 'The Average Housewife, Mass Observation' that women 'worked a 15-hour day'<sup>[9]</sup> which reinforces the ideology of the time. However in working-class families they would have not had enough money to buy these products therefore the changes had less of an impact on them.

restrictive ideology & lack of gender

Good range of evidence here.

It is suggested that one reason why women were in the home a lot was due to the lack of education in their younger years. However, women had achieved some emancipation during the period 1850-1950 in education. The ideology of women had structured the subjects that girls had studied whilst at school if they did attend. According to Sue Bruley in 1999, 'motherhood was held up as a valuable and rewarding occupation'<sup>[10]</sup> so therefore women didn't need an education. This was highlighted as only a minority of grammar school girls, mainly middle-class, actually went to university or teacher training conveying that most of them didn't need to be educated. Similarly, 'in 1878 domestic science was made a compulsory subject',<sup>[11]</sup> this reinforces women's role within the home as the jobs they would do throughout the home would be taught to them such as how to wash clothes and prepare food. This emphasized the different subjects available for men and women, as men would have been taught subjects to provide them with valuable skills needed for the future. The change in women's education is shown through the increase in the number of women attending school. M. Sanderson<sup>[12]</sup> conveyed that the significance between the number of female and male students had dropped by 1896 in a graph showing the rises in Literacy level between 1841-96. Although there was a change in girl's education during this period, it was seen as a negative change when it was compared to boy's education because they were increasing quicker than girls. This is evident when Hilda Smith argued that 'women only take small steps while men are taking giant ones'. Overall this suggests that there was some emancipation in education over the years and had changed for different groups of women although there was mainly an impact for middle-class women.

Progress made but smaller than that made by boys.

Make further analysis -

Although women were better educated due to the introduction of the Education Act in 1918, which raised the school leaving age to 14, 'the quality of education received depended totally on class and income'.<sup>[13]</sup> This demonstrates that many working-class women would have not had an as effective education as some middle-class women because they could not afford to be sent to the best schools available. On the other hand the 'Sex Disqualification act of 1919 made it somewhat easier for women to go to university and to take up professional jobs such as teaching and nursing',<sup>[14]</sup> but it was still the middle-class women who had benefited more from the increased opportunities. Florence Nightingale helped to demonstrate these opportunities as she showed that, for those who had an education, could have a profession in nursing as she set up the Nightingale School for Nurses, in 1860. She became the founder of modern nursing and was seen as a British social reformer.<sup>[15]</sup> Therefore, this suggests that middle class women, who would have had more access to better education facilities, would have benefited more from this change so there was less of an impact for working-class women.

3,302 words

Moreover there was a change in the education provided for working-class women, which had benefited them after 1870 as 'Board schools replaced many of these disparate educational establishments to provide state education for working-class children'<sup>[16]</sup> which Paula Bartley recognised. This gave them more opportunities to attend a local school and receive the best education that they could afford. However it is highlighted that girls were brought up to have very limited horizons as Sue Bruley believed that 'state policy had the view that the education of girls was primarily for citizenship rather than work'.<sup>[17]</sup> This therefore suggests that the state policy had not changed their view on the ideology of women as their education was seen as a way to improve their motherhood and not their skills to work. Many of the modern secondary schools at the time had 'concentrated on a vocational educational programme which prepared girls for their dual role in life'<sup>[18]</sup> which therefore again suggests that ideology hadn't changed by 1950. As working-class girls' domestic roles were reinforced by 'limiting their educational choice',<sup>[19]</sup> Paula Bartley's view that working-class women were no better off<sup>[20]</sup> had been highlighted. Therefore this suggests there was a change for working-class women but it still wasn't effective.

example/  
evidence/  
taken from  
end of 19th  
period.

In conclusion evidence suggests that some women did achieve emancipation in the areas of family life however there was also a lack of change in many areas. For example although some women, mainly middle class, benefited from the changes in law and families others were less affected. This is because working class women couldn't afford the opportunity to use contraception or given the chance to effectively reduce the size of their families so this development is evidence of a lack of change for working class women. However middle class women were able to reduce their families due to birth control becoming popular as well as it being available to them. Also there is evidence to support changes in housework during this period but it is undermined by women choosing to use their free time making their home better. On the other hand, evidence suggests that as well as women being unequal to men, middle-class and working-class women were both unequal at this time in the area of education. There was gradual change during this period as to begin with, only women who could afford education, mainly middle-class women, had been able to have access to better education facilities. Whereas, later decisions such as replacing educational establishments with Board Schools allowed working-class women to receive the best education possible. However the compulsory subjects that women learnt were greatly shaped by the ideology of this time. This is evident because domestic science was made compulsory which reinforced women's role within the home which suggests a lack of change for women in the emancipation in education. There is also evidence to suggest that there was some changes in women's education however the view of girl's education was that it was primarily for motherhood conveying that the ideology had not changed during 1850 and 1950. Overall middle class women had achieved a good degree of emancipation within family life, but there was a lack of change for working class women. However women did achieve some emancipation within education although, the ideology of women's role in society had not changed.

impact of  
social  
class as  
great as  
gender

Good  
conclusion

Word count-3,971

## Bibliography

The Changing Role of Women, 1815-1914, Paula Bartley<sup>[3]</sup>

The Changing Role of Women, 1815-1914, Paula Bartley<sup>[4]</sup>

The Changing Role of Women, 1815-1914, Paula Bartley<sup>[5]</sup>

The Changing Role of Women, 1815-1914, Paula Bartley<sup>[6]</sup>

The Changing Role of Women 1815-1914, Paula Bartley<sup>[16]</sup>

The Changing Role of Women 1815-1914, Paula Bartley, Hodder and Stoughton, 1996<sup>[19]</sup>

The Changing Role of Women 1815-1914, Paula Bartley, Hodder and Stoughton, 1996<sup>[20]</sup>

Women in Britain since 1900, Sue Bruley, 1999<sup>[17]</sup>

Women in the 20<sup>th</sup> century, M. Hill, 1991<sup>[2]</sup>

Women in Britain 1900-2000, Annette Mayer, 2002<sup>[13]</sup>

Women in Britain 1900-2000, Annette Mayer, 2002<sup>[18]</sup>

For Ourselves, Anja Meulenbet, 1981<sup>[1]</sup>

The Average Housewife, Mass Observation<sup>[8]</sup>

Women's Work 1840-1940, Elizabeth Roberts, 1988.<sup>[11]</sup>

The Changing Role of Women 1860-1930, Rosemary Rees, 2008<sup>[7]</sup>

Round About a Pound a Week, Maud Pember Reeves, 1913<sup>[9]</sup>

Rises in Literacy Level 1841-96, M. Sanderson<sup>[12]</sup>

William Makepeace Thackeray (author of Vanity Fair), 1853 and Woman as She is and Should be 1879<sup>[10]</sup>

<http://www.striking-women.org/module/women-and-work/inter-war-years-1918-1939><sup>[14]</sup>

[http://en.wikipedia.org/wiki/Florence\\_Nightingale#Nursing](http://en.wikipedia.org/wiki/Florence_Nightingale#Nursing)<sup>[15]</sup>

AO1 16/25 low L4 Agreed borderline - saved by conclusion and a good range of material.

This essay is borderline L4 - the quality of writing is more akin to that expected of a L3, especially in terms of relating the evidence back to the question. However, the essay shows a clearly analytical response throughout with none of the material having the descriptive or hallmark or lack of focus or typical of a L3. With good consideration of factors which limited emancipation - including social class, slow pace of change, financial restriction + a highly dominant domestic ideology, a L4 has been awarded.

However, a lack of range in the choice of evidence + the quality of writing means a low mark is given.



## Resource Record Sheet

Issue	Sources	Comments	Teacher comments (if appropriate)	Teacher Initials and Date
	Margaret Hays Thomp, this was my workclass Primary	'determined to join the Pankhurst's organisation' shows they did appeal to women For		
	Morning Post (2 March 1917) Primary  Paula Bartley	'lack of fitness to be entrusted with the exercise of political power' Against Male historians views	Discussed nature of newspapers.	
	Millicent Fawcett 1908	They had done more in 12 months than the NUWSS. so thought they had more of an effect. For		
	Paula Bartley	Militant activities had no significance - seen as not capable of having the vote against	No significance -- or counter?	
	June Puri's Emmeline Pankhurst biography	was influential and is remembered as a brave and inspirational suffrage leader. For		

Discussed need for more primary sources.

# Resource Record Sheet

Issue	Sources	Comments	Teacher comments (if appropriate)	Teacher Initials and Date
Peoples views differ	The women's suffrage movement	1918 Act was passed because of women's war effort - not significant (WSPU) Against		
	Muriel Klugman	white attracting huge amounts of publicity - they wanted publicity but didn't show them in a good light. Against		
	Paula Bartley	significant because people wanted to be a part of the organisation even when they could leave. For		
Disagreement on why they were set up	Paula Bartley	Dissatisfaction of WSPU shows that they wanted women's suffrage		
	Purvis	result of husbands death - upset women couldn't join. motto deeds not words! shows they were prepared to be militant		
	The women's suffrage movement in	To promote the cause from within the labour movement.		

Britain 1868-1928  
 Sarah A. Van Wijngaarden



### **Candidate 5: The Making of Modern China c1900-2000**

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. Although there is some attempt to focus on significance there is considerable drift from the overall focus. The range of sources used is limited and, although there are some low-level attempts at evaluation they are not convincing.

#### **Part B**

A series of statements, some of which are unconnected. The material is mostly generalised and the passages lack clarity and focus. The quality of written communication is an issue.

# 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			
Candidate Number			
Candidate Name (in capitals, surname followed by forenames)			
Coursework Programme Title: (if Edexcel designed please provide reference code from specification.)	<del>CW6: The Golden Age of Spain 1474-1598</del> CW42: The Making of Modern China c1900-2000		
Assignment Title	Part A: What was the short term significance of the August Rallies in 1966?  Part B: How far can the establishment of the People's Republic of China in 1949 be considered the key turning point in the development of China in the years 1900-2000?		
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.  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: <del>Option A: England in the Middle Ages and the Transition to the Early Modern World</del> Option D: A World Divided: Communism and Democracy in the Twentieth Century		
	Unit 2: <del>Option A: Early Modern British History: Crown and Authority</del> Option E: Britain in the Later 20 <sup>th</sup> Century: Responding to Change		
	Unit 3: <del>Option A: Revolution and Conflict in England</del> Option E: War and Peace: Twentieth Century International Relations		

Word Count	3705		
Mark for Part A: AO1 (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)
6	3	5	14

**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: \_\_\_\_\_

**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: \_\_\_\_\_

## What were the short-term significances of The August Rallies in 1966?

The *short term significance* can be expressed as an incident, in which the consequences last a relatively brief period, approximately twenty years without significant long-term impact. Many Historians believe that the rise of the Red Guards was a highly significant short-term consequence as the velocity in which education was indoctrinated to reinforce communist philosophy was substantial and although there is much evidence to suggest this had a profound impact upon a generation. Many other the political events which took place during the 1966 Rallies had profound impact, such as the suppression by public humiliation of leading party officials and the suppression of education that disagreed with Maoist ideology. As well as the 'cult' of personality and adoration, that surrounded Mao as well as his subsequent return to office alongside, the persecution of top-party officials together with the removal of culture through terror and violence can all be recognised as a short-term significances.

One highly significant consequence of the 1966 August Rallies was the rise of the Red Guards. Mao wanted to nourish a communist generation they were vanguards who would enforce his ideology 'Tens of thousands of "Red Guards" have wielded iron brooms and within the short space of a few days have swept away many names and customs and habits representing the ideology of the exploiting classes'. The Red Guards were a militant youth group, used as a political instrument, to rejuvenate public ratification for the CCP. These youths were encouraged to support Maoist ideology and to through brutal enforce. This brutalisation of youth transpired as the Red Guards were encouraged to attack of 'the four olds: old ideas, old culture, old customs and old habits.' This propaganda is present within source two, this explicit message of endorsement and encouragement from the editors of The Peking Review, imposes communism ideology on the youth through influential means. Mao endorsed and drove this social expression of support through a system of programmed indoctrination. This quote is supported by source one, which uses persuasive propaganda to target the Chinese citizens into supporting the Red Guards in their efforts to remove bourgeois ideals can be considered as extremely significant, 'The revolutionary spirit of the "Red Guards" will enable our country and people to preserve their revolutionary youth together.' This paramilitary collective of adolescence individuals saw themselves as 'revolutionary' and the impression this had in regard to Chinese youth can be perceived as substantial. The subsequent damage which would have a prominent impression upon the young people of China. This evidence in the source is questionable as the producers of this source are likely to use exaggeration in order to reinforce their political message. This overt media preference, ultimately contravenes the standard and accuracy of Chinese journalism, the reliability of this source is also hindered. Lawrence describes of the Cultural

<sup>1</sup> Source 2





Cumulative page two word count: 515/1170

'Teachers were abused and beaten, sometimes fatally' and 'many writers and artists committed suicide after being cruelly beaten and humiliated.' This description, from author Jung Chang, can be taken at face value as she was a Red Guard herself, thereby experiencing first-hand the terror which was unleashed. This account is likely to be accurate, as it is an extract from an 'autobiographical' novel which details the struggles her family faced; she may however have been influenced to exaggerate atrocities in great detail in order to dramatize what transpired.

Provenance  
could be  
more  
probing

Source 3 similarly illustrates the pure fear and terror that Mao ignited and is reflected within this account. The Beijing University Professor then goes on to detail the 'violence' and 'brutality' which he and his fellows suffered. This account is peppered with 'if the answers were considered unsatisfactory, the person's head would be pushed down' ... 'he would be held in an agonising jet plane position' 'the abuse would last for about an hour' These purges involved 'violence' and 'brutality' 'I had seen such scenes of humiliation and abuse many times by then' 'witnessing such daily cruelty had a numbing effect' 'she had once remarked that the cultural revolution was wrong.' This account retrospectively depicts the atmosphere after the rally and the absolute chaos that ensued. The 'chairman of the physics department' hung himself from the ceiling because he 'couldn't bear such harsh treatment' This eye witness account from 1966 is very likely to be true as the struggles sessions had an extreme impact and resulted in the persecution of those who fought against communist ideology can be taken at face value. This plain-spoken account details the suffering of intellectuals at the hands of the Red Guards. Maoist polices procured an enormous human cost with Mac Farquhar estimating that 'approximately 500,000 died during the cultural revolution.'<sup>9</sup> It is incredibly likely that this account of communist callousness is accurate.

Benson describes these changes as 'part of the legacy of the first generation of revolutionary leadership.'<sup>10</sup>

'...was official adopted in the height of the August Revolution 'inevitably meets with resistance' ... 'at present, this resistance is still fairly strong and stubborn.'

In 'Mao's blind pursuit of utopian dreams and personal power' 'the movement seemed directly against intellectuals from middle-class backgrounds' Lin Biao informed a mass rally group in early September 1966, that 'the main target for their movement should be the individuals in power who were following the capitalist road.' was official adopted in the height of the August Revolution 'inevitably meets with resistance' ... 'at present, this resistance is still fairly strong and stubborn'. 'Chairman Mao has often told us that revolution cannot be so very refined, so gentle, so temperate, kind, courteous, restrained and magnanimous.' With advice in regard to changing public perception through 'big-character posters and great debates' in order to clarify the correct views of the masses whilst 'criticising the

where are  
these  
quotes  
from?

<sup>9</sup> Alan Lawrance, china under communism pg79 (MacFarquhar, op. cit.,p.244)

<sup>10</sup> Benson chapter 5

Cumulative page three word count: ~~483~~ 1593

wrong views' and exposing all 'ghosts and monsters.' Source <sup>(six)</sup> entitled "I saw Chairman Mao!" This letter from a young teacher to his colleagues in the Shanghai Province published in 1967 describes his sight of Chairman Mao as 'so impressive' ... 'I am so happy my heart is about to burst' 'greater than heaven' this adoration for Chairman Mao is suspicious in its description especially as intellectuals and teachers who went against Mao's thought were targeted as part of the deletion of culture 'I together with everyone else just exploded into shouts of "Long live Chairman Mao!" 'I have decided to make today my birthday. Today I started a new life!!!' The cult of personality that surrounded Mao after he returned to office was also influential short-term significance? Mao's governance achieved mass hysteria, with an idealised god-like martyr image of Mao 'his picture was displayed everywhere, and the general public continued to regard him as the incarnation of the revolution' (Mao cult of personality)

why?

Link to Q?

Moise describes the 'Great Proletarian Cultural Revolution' as nothing more than 'several years of chaotic mass struggle'. The short-term significance can be understood through Mao's creation of a climate of fear within in the intellectual elite in order to thwart any chance of a co-ordinated counter-revolutionary attack. Mao successfully prevented any outbreak through the singling out of potential adversaries through violent and humiliating means. Tactically, the August 1966 Rallies were successful through the radicalisation of youth who were encouraged to use terror to drive home the Maoist doctrine. 'Re-mould Chinese society'<sup>11</sup> Lynch refers to Mao as an omnipotent figure who spearheaded China into a future from which they could not return.

To conclude, although the rise and ratification of the Red Guards were of significant short-term importance, there was more than one consequence which resulted from the August Rallies in 1966. The cult of Mao and the mass hysteria that followed was incredibly significant as Mao's lasting memory is an immensely powerful one and his history as a highly authoritative dictator of China's socialist state. The use of violence and brutality to intimidate, thereby eliminating rebels who may challenge Mao's political role as supreme leader of a one-part socialist state. Mao asserted communism in order to rid of feudal thought and political policy and 'Mao's political programme was still implemented'<sup>12</sup> up until his death in 1975

most significant?

Cumulative page four word count: ~~489~~ 2,002

A01

A02

Links between statements + material not very developed. Some attempt to focus on

Some valid xref + interpretation but range is limited and not used to develop argument ✓

Total Word count: ~~1,854~~ 2,062 significance but analysis largely implicit + shifts from focus of Q.

<sup>11</sup> Michael Lynch, The people's Republic of China 1949-76 pg82

<sup>12</sup> Alan Lawrance, china under communism pg 79

L2 (6) Lacks clarity and organisation Overall lacks coherence L1 (3)

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[http://people.hofstra.edu/alan\\_j\\_singer/CoursePacks/ChinasGreatProletarianCulturalRevolution.pdf](http://people.hofstra.edu/alan_j_singer/CoursePacks/ChinasGreatProletarianCulturalRevolution.pdf)

<http://hum.uchicago.edu/faculty/ywang/history/1966teacher.htm>

<http://books.google.co.uk/books?id=J5QbQpQTegwC&pg=PA158&lpg=PA158&dq=the+1966+august+rallies+china&source=bl&ots=qoFMn5Ysta&sig=zqWbdgxlx-E-e698GSnh1A4RLDo&hl=en&sa=X&ei=LtmmUqrsG4aw7QbuyIG4Bw&ved=0CEoQ6AEwBA#v=onepage&q=the%201966%20august%20rallies%20china&f=false>

How far can the establishment of the People's Republic of China be considered the key turning point in the development of China in the years 1900-2000?

A key turning point is often described as 'the point at which a very significant change transpires; a decisive moment'. This moment of change arose with the establishment of the People's Republic of China in 1949. This administrative development was extremely significant, as it signalled the expiration of China's politically republican era and over 2,000 years of culturally entrenched imperial rule. This huge social, cultural and political amendment can be considered as 'key' in the progression of China during the one hundred years after 1900; there are nonetheless, many other factors which were incredibly prolific and have similarly contributed to the expansion of China from a ~~back~~-wards peasant nation to a World-leading communist state. The 1911 revolution was crucial in the deletion of colonialism and imperialism with the establishment of the PRC in 1949 a consequence of the ever increasing need for <sup>stability</sup> stable, after three decades of warlord rule there was a collective need within the Provinces for political stability. With the 3<sup>rd</sup> Plenum political conference in 1978, opening the door to economic reform and building a foundation for international relations, thereby cementing China's position on the World stage as a major political power.

The 1911 revolution preludes to the 1949 establishment as huge social and political chaos erupted after the fall of the Qing dynasty dramatically changed China's political landscape. The 1911 revolution or the 'double tenth' as it is sometimes known was radical revolt in Southern China against the Qing dynasty and the imperialism system. Mackerras notes that between '1906 and 1911 there were eight failed attempts at revolution<sup>1</sup>, suggesting social unhappiness with political authority among all areas of Chinese society. Resentment was building within China's provinces as many felt the Qing was an out-dated system, this led to the political upheaval of 1911. The political build up to 1949 as the consequence which arose from civil wars and conflict resulted in the need to establish a political base in 1949. "The Chinese people have stood up!" and we have created "people's democratic dictatorship."<sup>2</sup> To successfully develop China some social and economic policies needed to be

<sup>1</sup> Colin Mackerras, China in Transformation 1900-1949 2<sup>nd</sup> edition pg 86-

<sup>2</sup> Michael Lynch, The People's republic of China 1949-76 pg 9



programme of reform was created which would the 'peasant and working class population accounted for nearly 90% of the members of the CCP'.<sup>3</sup>

~~China politically, culturally and socially advanced dramatically between 1900 and 2000.~~

The economic significance of the 1911 revolution and the social consequences that followed as a result? Although the revolution was successful in prompting the resignation of Qing, the revolution failed to bring about substantial social, economic or governmental change due to a lack of public unity and political support. The 1949 establishment of the People's Republic of China marked the beginning of communist governance. In early January 1949, the extreme civil war which waged between the CCP and the Nationalists ended in triumph for the Communist party. In the beginning of Communist government in 1949, a program of reform was implemented, this prompted the communists realized that economic rebuilding and modernisation would be exceptionally difficult. To achieve political and social stability the cooperation of all classes of people was vital.

The declaration of the People's Republic of China in 1949 contributed greatly to political progress as it introduced a contemporary and dynamic state. When the Warlord revolutionaries seized control of the government in October 1911 through violent aims, the Qing Dynasty which had ruled as China's imperial leaders for 2,000 thousand of years was left in tatters. This power vacuum eventually came to a head however, when Cixi closed the door on reform. The Manchu dynasty then began to demand an increase in obedience and regionalism.

The formation of the 'national system of education'<sup>4</sup> the nationalisation of the educational institution, economic growth policies, the impact of increasing communications through the improvement of technology and industry demonstrated political changes and social developments especially in regard to equality and individuality. The economic rebuilding occurred through policies, the 1950 Agrarian reform law, for example, was introduced by the CCP, and aimed to re-distribute land from affluent landlords amongst the peasantry. The social bearing that this political law had upon the peasants was significant, as prosperous land was now available for them to independently grow crops which in turn would increase profit turnover something which had previously been owned by rich landlords. The introduction of this political policy supported the aims of Mao's communist ideology whereby all class

<sup>3</sup> Michael Lynch, The People's republic of China 1949-76 pg 9

<sup>4</sup> Michael Lynch, The People's republic of China 1949-76 pg 10

no  
real  
focus

Makes  
little  
sense

link to  
change/  
continuity?

hierarchy is eradicated and property was collectively shared. Other political successes include the introduction of the anti-movement campaigns in 1952, this policy stimulated the Chinese economy and led to increasing social developments as by the end of 1952, the total gross output of agriculture and industry had increased by 77.5%. This urban as opposed to rural developments were socially positive as they encouraged independence from the peasantry. In January 1953, China's first five year plans were introduced something which would later influence the emergence of the middle classes which also proved great social significance. The anti-rightist campaign in 1957 was orchestrated to remove CCP members who were not pro-communist in their thinking. This policy demonstrates the extent to which Mao was determined to advance his new socialist society and culture within China. Further social constraints occurred in 1957 as a result of the '100 flowers campaign' which was initially used as a political device, to prompt public discussion of Mao's dogmatic policies. This campaign was quickly reverted as many had a negative opinion in regard to Mao. Communally, the marriage law in 1950 granted equal rights for Women, Stewart refers to this social and gender change as a 'social revolution'<sup>5</sup> thus concluding that the establishment of the People's Republic of China orchestrated great social, cultural and political change.

After Mao's death in 1976, a political power vacuum occurred in which top-party officials competed for the leadership. Deng Xiaoping beat Hua Guofeng, who was Mao's chosen political replacement, The social, cultural and political significance of the 3<sup>rd</sup> Plenum in 1978 the peasants and the capitalists. China was agricultural nation in 1978, however the land provided was poor thereby resulting in China having a poor economy. Although officials had worked to narrow the gap between industrialised cities and rural provinces, in 1978, the lifestyles between the two social groups still differed greatly. Socialist policies progressed slowly under communist rule as in 1978, 250 million rural Chinese lived below the poverty line, this accounted for over 30% of China's total population. The huge social consequence had serious impact upon a generation and it can be argued that this importance damaged the communal development of China.

Cumulative word count: ~~370~~  
1170

<sup>5</sup> Geoff Stewart , china 1900-76 pg 95

lacks  
change/  
continuity  
analytical  
framework

followed  
100 flowers

Extremely muddled + little analysis.

no  
LTC

China was previously colonial nation for a period. Colonial nations follow a certain pattern of development. In particular, the development is enormously oriented toward export. Infrastructure and industry are developed near the coast. If natural resources are a major factor in the colonization, roads and railroads are constructed to bring the natural resources to the coast. Areas away from the coast remain undeveloped.

The establishment of the People's republic of China can be considered a key turning point 1949, as the communist triumph against the Nationalists, change the political landscape of China. With the republic set-up in the place of imperial rule the lack of real power and uneasy rival warlords struggled to gain authority lack of asserted authority. After the Japanese defeat Mao's political power increasing in force. Communist China under the power of Mao Zedong in 1949 after the victorious civil war victory which occurred between the GMD and the CCP, the political problems that lay within the Confucianism ideology were consequently exposed. The military subordination or the troops local political revolutionaries join in military defiance of Beijing. This affected the political turmoil with The preciousness of the Qing dynasty brought a stop to the once supreme and ultimately changing the political and cultural history of China. The peasant based revolution in Yunan creating the foundation of the working class community. Political and social Power was not exercised effectively, this led to a decrease in Chinese nationalism, as the warlords were largely scattered something which ultimately deteriorated their efficiency.

The abdication of the Qing and the development of GMD in 1912 into a political party after the failure of the culturally entrenched monarchy. The subsequent declaration of the People's Republic of China These social uprisings and rebellions, founded China's political progression. The adaption from Confucius ideology, to the violent overthrow of the Qing, to the 'social modernisation' of the 3<sup>rd</sup> plenum in 1978. Many small local difficulties had occurred between the years 1908-1911 gradually acuminated in tensions between the Manchu government which expanded into the military. This lack of military unity was extremely evident when military troops refused to obey orders and supress a group of dissidents. This insubordination sent a powerful message to the Qing, ultimately suggesting that if the politically imperialist system was out-dated.

The proclamation of the People's Republic of China terminated the raging civil war between the Chinese Communist Party and the Kuomintang. With the aim of solving political turmoil and unrest that was yet to be solved following the 1911 revolution. The establishment of the People's Republic of China was an incredibly significant factor within the expansion of China as an economic and political leader. The social consequences which resulted from this formation were also extremely influential. The fall of the Qing Dynasty in 1911 and the societal and political conflict which emerged between the political parties. The political transformation which the 1911 revolution prompted the shut-down of imperial China and led to the unstable warlord era. This predated and gave way to, the 1949 declaration of the People's Republic of China, something which was an incredibly influential in shaping China's political, social and cultural development between 1900-2000.

Cumulative word count: ~~501~~  
1671

Total word count: ~~1803~~  
1671-

Series of statements + unconnected sentences. - very muddled

No analysis or link to the question  
material is mostly generalised and  
passages generally lack clarity +  
organisation.

L1

(5)

No  
ref to  
TPs  
=

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## Resource Record Sheet

### Assignment :History Coursework Part A

Title: What was the short term significance of the August Rallies in 1966?

Issue	Sources	Comments	Teachers comments if appropriate	Teacher's initials and date
The short term significance of the August Rallies	Brady P.J China in the twentieth century 2nd edition pg 51-77.	good detail in regard to the sources I have chosen lots of contextual detail		
	Spence J.D The search for modern China 2nd edition pg 100 onwards	Summarises introduction each topic and is easy to read a good perspective		
	Stewart G China 1900-76 first edition pg 139-147	details are nice of the Red guards with lots of contextual factors		
	Benson L. China since 1949 second edition	describes the rapid change which led to domestic and international impact.		
	Lawrance A. China under communism first edition	Summarises the rise of the Communist party and the way in which Mao introduced a		
	Lynch M. The people's republic of China 1949-76 2nd edition	one party socialist state.  official coursebook lots of detail		

Roberts. 3.A. 6 A history of China second edition.	reads from the Maoist era through to the reform era to present day.		

## Resource Record Sheet

### Assignment :History Coursework Part B

Title: How far can the establishment of the People's Republic of China in 1949 be considered the key turning point in the years 1900-2000?

Issue	Sources	Comments	Teachers comments if appropriate	Teacher's initials and date
The 1911 revolution	J.A.G Roberts A history of China third edition pg 211-213 pg 216-222	'no fragility of the imperial system China on the undeniable verge of revolution		
	Jack Gray Rebellions and revolutions short Oxford history of the modern world 2nd edition pg 138-50	Chinese economy and summary of Yuan Shikai		
	Michael Lynch China from empire to Peoples Republic 1900-49 2nd edition pg 19-20	summary of the revolution from the perspective of the peasants		
The establishment of the Peoples Republic of China (1949)	Linda Benson China since 1949 2nd edition pg 21-34	extensive + detailed order of events with the significances in chronological order		
	Michael Lynch The Peoples Republic of China 1949-76 2nd edition pg 106-120	Comparative Study Indian perspective		
	Colin Mackerras China in Transformation 1900-1949 2nd edition pg 86-	great detail in regard to social change eg: The family		



The 3rd  
Prerun  
(1978)

<p>Paul J. Bailey China in the twentieth century 2nd edition pg 175-</p>	<p>great detail in regard to political consequences and social developments</p>		
<p>Jonathan D. Spence The search for modern China 2nd edition. pg 514-</p>	<p>the industrialisation is mapped out well in this. Text with lots of depth and political justification</p>		
<p>Geoff Stewart China 1900-76 second edition pg 130-158</p>	<p>easy to digest with lots of great opinions from relevant historians broken down into easy-to read sections.</p>		

