

Moderators' Report/
Principal Moderator Feedback

January 2013

GCE History (6HI04)
Paper 01

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

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

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

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

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

Give detailed guidance on how to structure introductions or conclusions.

Tell students in precise detail how to improve their assignment.

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

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

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

Introduction

This January, some two hundred and fifty centres entered candidates for Unit 4, the coursework component of GCE History. As last January, the entry was characterised by a clear division between those centres that entered their entire cohort, and those entering fewer than five candidates who were probably re-sitting this Unit. Moderation was carried out in the same way for the re-sit candidates as for those candidates entering coursework for the first time, with moderators applying the same standards to all the work they saw.

The candidates researched two enquiries: one focused on depth and the short-term significance of an individual, event, movement or factor, and the other on breadth and the process of change over time. Together, the two enquiries make up a single assignment. The assignments were marked by the centres, and a sample from each centre was submitted for external moderation. Moderation was carried out by a team of four moderators, three of whom had been team leaders in the June 2012 session, and by the principal moderator who was acting as their team leader.

Moderators found much to interest and impress, not only in the candidates' work but also in the ways in which their teachers had prepared and mentored their students and in the careful application of the mark schemes. It was particularly encouraging to note the number of centres where close attention had been paid to the centre-specific (E9) reports made by their own moderators about their previous entry and all necessary amendments and adjustments had been made. Equally, it was disappointing to note that a small minority of centres were apparently ignoring the advice given in their previous E9 reports, to the continuing disadvantage of their students. These reports are written by each centre's own moderator and are intended to provide guidance for future submissions as well as an explanation of the outcome of the current moderation. Around 80% of the centres had no adjustments made to their own assessments of their students' work. Some of these centres, however, did show evidence of some element of generosity or harshness, and this will have been indicated in their E9 reports. Centres are asked to note any such comments and take appropriate action.

Centres experiencing difficulties are urged to re-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. An on-line INSET programme, providing specific feedback on the January coursework moderation will be offered in the spring term and this should be invaluable for centres needing further guidance. There are also on-line and face-to-face standardisation sessions available for teachers wishing to enhance their own understanding of Edexcel's mark schemes and the ways in which they are applied.

Administration

Most centres completed all aspects of the administration of this Unit without any problems whatsoever, with many including the checklist of the documentation to be sent to the moderator that is available on Edexcel's web-site. It is suggested that centres in any doubt as to what should be sent should access this.

Perennial problems, however, remain:

- Far more centres than in previous sessions sent their work in late, frequently without any explanation whatsoever. The final date for the receipt of marks by Edexcel and for work to be received by the moderator is the same, year on year: January 10th. Given the time span between this final date and the publication of results, it is absolutely essential that centres adhere to the published dates for submission.
- There are still some centres sending all copies of the OPTEMS form to their moderator. Printed clearly along the side of the top copy is the instruction that it should be sent to Edexcel and the address in Rotherham to which it should be sent is given. If this is not done, Edexcel has no record of the centre's assessment of their candidates.
- There were some instances of centres converting marks to percentages and submitting marks for one part of the assignment only. It is essential that the mark recorded on the OPTEMS form for each candidate is that candidate's total raw mark out of fifty.
- Moderators reported a higher than usual number of discrepancies between the marks on the work, the marks on the Individual Candidate Authentication sheets and the marks on the OPTEMS form. Centres are reminded of the need to check that all transcriptions have been made accurately. A wrongly entered mark could adversely affect not only the specific candidate(s) concerned, but the whole cohort, should regression be necessary.
- Centres must ensure that the Individual Candidate Authentication sheets are completed correctly. There were more than usual instances of incorrect candidate numbers, incorrect and incomplete coursework titles and a failure to give complete information about the other options followed in Units 1, 2 and 3. All this information is essential if moderation is to proceed smoothly.
- A number of centres are still failing to include a photocopy of the coursework programme their students are following. This is essential because not all students correctly enter the number and/or name of the Edexcel-designed coursework programme they are following, and it is particularly important where centres are following a centre-designed coursework programme.

Word limits

Very few candidates had problems with the word limits. Centres are reminded that, where a candidate does exceed the limit of 4,000 words, the appropriate course of action is to return the work to the student(s) concerned for editing. If this is not possible, marking must stop once 4,000 words have been read. Centres submitting work from candidates who wrote over the word limit almost invariably took the correct action.

Most candidates are now inserting a cumulative word count at the foot of each page, as required by the Specification. Centres are, however, reminded that the word count must be cumulative, not simply a count per page. Centres are also reminded that, no matter in what order candidates tackle their enquiries, the count must start of the first page of Part A of the assignment, and end on the last page of Part B. Bibliographies and appendices, of course, should not be included in the overall word count.

Resource record sheets

The use of resource record sheets continues to be variable, although more centres than previously are making full use of them. In many cases detailed comments made by students and the supervising teacher appropriately validated the work, and it is clear that the records had been used as a mentoring tool. However, problems remain:

- There were a considerable number of candidates who had completed their resource records in considerable detail, listing the resources they have used and commenting on them with some perception. However, their teachers had not monitored these resource records at all, there were no teacher comments and they have all been 'signed off' on the same day, usually just before the work was due to be handed in for assessment.
- There were a number of candidates who had clearly researched a good range of source material as evidenced in their enquiries. However, these were not reflected in their resource records, most of which contained records of no more than three books.
- A small minority of candidates submitted resource records that referred either to Part A of the assignment or to Part B. Centres are reminded that resource records must relate to the whole assignment.

Centres are reminded that the resource records form a specific purpose and must be used by all students, and their teachers, when following both enquiries. The resource record serves to validate each student's work as his or her own. The Specification states that the resource record '*will validate the enquiry process and will provide evidence to support teacher judgements of the quality of the 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 focal point for mentoring sessions.

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 are using a 'blog' approach to resource records. This is acceptable but, again, they must carry the same information as the Edexcel template. It is often tricky to attach dates to a teacher response to a student input on a blog, and if this is the case, an explanation should be sent to the moderator and assurance given that the blogs have been regularly monitored.

The Enquiry Titles: Part A of the assignment

Centres adopted three main approaches to the Part A enquiries:

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

Whilst all three approaches are acceptable to Edexcel, it should be noted that, in general, moderators found that candidates selecting their own enquiries and searching out their own source material, generally wrote with greater enthusiasm and engagement.

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

- Some enquiry titles lacked a specific enough focus and this was reflected in the candidates' work. Students selecting a well-known figure or event, for example, could find their research overwhelming because of the sheer amount of information and source material available. It is suggested that students in this situation consider limiting the extent of their enquiries either by time or by topic. The time span for 'short-term significance' has been defined by Edexcel as being not more than 20% of the extent of the coursework programme (which would usually be twenty years) but can be, and in many cases, should be, considerably less.
- There was 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, 'To what extent was Lenin the driving force behind the October Revolution of 1917?' may seem to be focusing on the short-term significance of Lenin, and be limited in its time frame, but in reality it led candidates to a comparison of the roles of various individuals, which was not an effective approach to the analysis of the impact of the work of a specific individual. A more appropriate title would have been 'Assess the short-term impact of Lenin in Russia in 1917'.
- Some candidates, though fewer than in previous sessions, are researching enquiries that had little, if any, relevance to the focus of the coursework programme. An investigation into the short-term significance of Elizabeth I's policy towards Spain, for example, had little relevance to CW7 'Rebellion and Disorder in Tudor England

1485-1587' where the focus is entirely on domestic matters. Centres are reminded that the enquiry must relate to the focus of the coursework programme as a whole. To select any event, individual, movement or factor from within the time frame of the coursework programme is not necessarily appropriate.

The Enquiry Titles: Part B of the assignment

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

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

(ii) The selection of a specific event as a turning point and, by going through a similar process of comparison with other potential turning points, reach a balanced and supported judgement as to which was key. Such enquiries focus on patterns of change by highlighting key moments of change and continuity across the period and deciding on their relative significance. Where centres and their students experienced problems with this approach, it was with a lack of explicit focus on patterns of change and/or with lack of a demonstrable understanding of the definition of a turning point.

A worrying number of candidates seemed uncertain as to whether they were following a turning point or factor approach. Working with a turning point title, candidates discussed factors that brought about change; working with a factor title, candidates identified turning points across the period of their coursework programme. It cannot be over emphasised that centres must appreciate that the approach to these two different sorts of enquiries is different and that their students must understand this. A factor approach has a causal approach; a turning point approach looks for patterns of change and continuity.

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

Source Material: Selection and Use

(i) Part A of the assignment

The Part A enquiry is the only place in the A2 part of GCE History where AO2a is assessed. The selection of appropriate contemporary source material is therefore essential. Centres and their students should bear this in mind when determining their Part A enquiries. It would be most unwise for a centre to select a specific coursework programme without first being certain that an appropriate range of contemporary sources can be accessed by their students. It is recommended that centres work with the checklists on pages 57 and 58 of 'Getting Started' in order to help determine whether or not an enquiry is possible.

The moderating team found that some issues remained from previous years, whilst some new ones had arisen:

- There was a worrying increase over last year in the numbers of students selecting a large number of sources and inserting sentences or phrases from them to support points being made, but not evaluating them with respect to their nature, origin and purpose. Centres are urged to advise candidates to take Edexcel's advice and thoroughly interrogate and evaluate between four and six relevant contemporary sources.
- Students are still finding difficulties in considering the status of the evidence with which they are dealing. Thus the mark scheme criterion '*give weight to the evidence by the application of valid criteria in the context of the specific enquiry*' was largely ignored.
- There were far fewer candidates than in previous years using secondary sources inappropriately. Centres are reminded that it is only contemporary sources that should be evaluated. Secondary sources may be used, for example, in support or challenge of judgements reached from an evaluation of contemporary sources, but they must not be evaluated and should never dominate. The use of secondary sources in this way should be credited under the AO1 criteria.
- Disappointingly, many candidates still seem to be restricting themselves to using written sources. Centres are reminded that Edexcel encourages the use of a wide range of contemporary sources, and that this includes, for example, posters and photographs, archaeological finds, needlework and tapestries, statues and sculpture. This extends the richness of the package of sources with which each candidate works and evaluates. Centres are reminded that the mark scheme credits the use of a range of sources, and too great a focus on one type of source does not constitute a range.
- Some centres are providing source booklets for their students, and moderators report that some excellent and very full collections have been sent with the sample of work. Centres are reminded that 'select' (on the part of the student) is an important criterion here, and they are asked to send any such resource booklets to their designated moderator in order that s/he may determine whether this criterion has been met.

- A significant minority of candidates in a number of centres reference their contemporary sources by means of the secondary sources or web-sites in which they have found them. This makes it very difficult for the moderator to assess the source, as they cannot access the date/context of the source, nor determine whether or not the student is making sensible use of provenance. Part of the research that candidates should be undertaking is to find this information if it is not provided by the secondary source.
- A considerable number of candidates are including, in an appendix, copies of the contemporary sources they are evaluating in their Part A enquiry. Although not a Specification requirement, this greatly helped moderation, particularly when visual or more obscure sources were used.

(ii) Part B of the assignment

This was generally well done, with more candidates than in previous sessions showing a good understanding of the process of change over time. Comment has already been made about the confusion found in the work of some candidates over the difference in approaches needed for a 'factors' and a 'turning point' enquiry. This apart, there was some excellent analysis of a range of factors involved in the process of change, and candidates opting for the 'turning point' approach demonstrated a greater understanding of the nature and concept of a turning point, focusing successfully on change and continuity over time. It was particularly pleasing to find some candidates defining what they meant by a turning point, and following this through in their response.

More candidates than in previous sessions were clearly accessing a range of books and articles, and put this to good effect when researching for their enquiries. This was shown by an impressive use of footnotes and extensive bibliographies.

Nevertheless, some problems remain:

- Centres are reminded that the Specification requires evidence of students' ability to '*make use of relevant reading and other data as appropriate in pursuit of the enquiry*'. In a significant minority of responses, there was no reference whatsoever in the body of the response to any reading the candidates had undertaken. Extensive bibliographies are not in themselves sufficient: there must be evidence in the body of the response that they have been read or at least referred to. This can be done by foot-noting, or by direct reference in the actual response.
- Some centres would seem to be providing their students with structures that in reality constitute writing frames. Their candidates analysed the same factors and the same turning points in the same order. Such centres are reminded that the provision of writing frames is expressly forbidden by the Specification. The whole ethos underpinning Unit 4 is the encouragement of independent research.
- There was an increasing tendency, noted in the summer, for candidates, usually from the same centres, to focus only on the stated factor or only on the stated turning point. Such enquiries do

not enable the stated factor to be analysed and compared to alternative factors deemed 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 minority of candidates were not addressing the process of change over the whole extent of the coursework programme. Centres are reminded that a Part B enquiry must span the whole timeframe of the coursework programme and, whilst this may be extended without seeking approval from Edexcel, it may not be truncated

The Assessment of Coursework

More centres than previously made good use of annotations and summative comments, clearly linking their comments to the levels and language of the mark scheme.

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.

Assessment of AO2

Some centres are still misapplying the AO2 mark scheme. Too often marks were given at Levels 3 and 4 where there was little or no interrogation or evaluation of the source material, and no weight given to the status of the evidence so derived when reaching a judgement. Moderators found time and time again that candidates inserting a sentence or two from an appropriate source at an appropriate point in their enquiry were rewarded at these higher levels. This point was made in all previous reports on examination sessions, and it is disappointing that some centres are still finding difficulties here.

Internal standardisation

There is only one entry code for this coursework component. This means that, no matter how many teaching sets, nor how many coursework programmes are followed, all candidates from one centre will be entered as a single cohort and will be externally moderated as such. It is therefore essential, where centres are following more than one coursework programme, or where there is more than one teacher-examiner, that a system of internal standardisation is carried out. Indeed, it is a Specification requirement (see page 69) that such centres operate a system of internal standardisation, so that the marks submitted from the entire cohort are displaying a consistent standard and an agreed overall order of merit is established for all students. Where internal standardisation occurs, it is essential that this is made clear on the candidates' work. Any changes made

to the marks as a result of internal standardisation should be explained. It was pleasing to note that, even when it was not required by these criteria, some centres had their marking double-checked by another teacher.

Conclusion

Moderators saw work from the whole ability range. The very best candidates wrote assignments of the highest standard that were a real pleasure to read. Equally, it should be noted that a number of candidates for whom history appeared a challenging subject found that they could nevertheless write meaningful responses. Teachers implementing this Unit have clearly provided their students with opportunities to attain and achieve across the ability range. Centres are again to be congratulated in maintaining standards and in developing this Unit in conjunction with the moderating team.

Exemplification material

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

Candidate 1: CW6 The Golden Age of Spain 1474-1598

A high scoring piece of work, worthy of full marks

Part A *What was the short-term significance of the conquest of Granada 1492-1512?*

AO1 An analytical response relating well to focus of enquiry. There is a confident focus on significance, and a clear understanding of the key issues. The whole response is supported by well-selected factual material.

High L4

AO2 A wide range of sources have been selected (given the constraints of the period) and used with discrimination; the evidence is interrogated critically and is well integrated into a sustained argument.

High L4

Part B *How far do you agree that the consolidation and expansion of Spain in the years 1474-1598 can be explained by the need for religious conformity?*

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. This analysis is supported by an appropriate range and depth of accurate and well-selected factual sources.

High L5

EARLY MODERN

GCE History

Individual Candidate Authentication Sheet

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

Centre Number	22147
Candidate Number	1838 (available via the Exams website)
Candidate Name (in capitals, surname followed by forenames)	STONEMAN OLIVER
Coursework Programme Title (if Edexcel designed please provide reference code from specification)	CW 6: The Golden Age of Spain, 1474-1598
Assignment Title	<p>Part A: What was the short term significance of the conquest of Granada?</p> <p>Part B: "How far do you agree that the consolidation and expansion of Spain in the years 1474-1598 can be explained by the need for religious conformity?"</p>
Content (please tick box to acknowledge that content is attached to assignment.)	<input checked="" type="checkbox"/> Resource Record (tick to confirm updated online) <input checked="" type="checkbox"/> Appendix (set of sources)
Examined Units Give details of all Units (title and option code) making up the AS and A2. Please Note Where Unit 4 is a centre-designed coursework programme, one copy of the centre's Coursework Approval Form must be included with the work when submitted for assessment.	<p>Unit 1: Option A: England in the Middle Ages and the Transition to the Early Modern World A6 - The Wars of the Roses in England, 1455-85 A7 - The Reign of Henry VII, 1485-1509</p> <p>Unit 2: Option A: Early Modern British History: Crown and Authority A1 - Henry VIII: Authority, Nation and Religion, 1509-40</p> <p>Unit 3: Option A: Revolution and Conflict in England A2: Revolution, Republic and Restoration: England, 1629-67</p>

Word Count	3,972 3952		
Mark for Part A: AO1 (mark out of 13)	Mark for Part A: AO2 (mark out of 12)	Mark for Part B: AO1 (mark out of 25)	Total Mark: Part A & B (final mark out of 50)
13	12	25	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: 06/11/12

Statement by teacher

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

Signature: 

Date: 14.12.12.

What was the short term significance of the Conquest of Granada? (1492-1512)

The conquest of Granada in 1492 was highly significant in the short term, as it increased the power and prestige of Ferdinand and Isabella. This is shown through the way in which practice of Jewish and Muslim religion were eradicated, Spain became a greater economic power and also how Ferdinand and Isabella expanded their empire. Therefore, it must be deduced what was the most important of these changes in developing the monarchs' reputations, in order to conclude the short term significance of the Conquest of Granada.

key issues clear.

analysis of argument

The conquest of Granada is firstly significant due to the way in which it allowed the further expansion of Spain. It could fairly be argued that the successful conquest provoked further expansion and this is well illustrated by Machiavelli in 'The Prince' as he states that for Ferdinand the conquest of Granada was the "foundation of his dominions". This notion is also in evidence as he claims that North Africa was attacked "under the same cloak" of religious intent. As Isabella died in 1504, with the wish that North Africa was converted in the same manner as Granada there is a clear link between the original conquest and the later expansion. This could be argued as a key short term significance of the original conquest. However, the greater change that occurred after the conquest was the expansion into South America funded by the Spanish crown which began with Christopher Columbus' first voyage just six months after conquest in 1492. It is fair therefore to surmise that the short term significance of conquest was the hunger for further expansion as the continuation was so immediate. Equally however, Machiavelli argues that "the long war lay the foundations for military skill" and this is without doubt corroborated by Alvarez in Source 6 who highlights Spain's military prowess proceeding the Conquest of Granada. He claims "they already have five thousand lances", communicating an established military force at Spain's disposal. Suggestion of new found military strength is also supported by the way Ferdinand sends to Cordoba to Italy to battle French forces from 1495, showing the continuation of Ferdinand's military intent. Equally, as Spain was victorious the argument that the conquest in 1492 strengthened the military is also supported. However, Alvarez writes to the ambassador of England in 1499, disputably at the peak of negotiation between Spain and England, shown by the marriage of Catherine of Aragon and Prince Arthur in 1501. As Alvarez is Secretary of state he would naturally hope to represent Spain as a great power, and also, as the troops were only amassed in defence against revolts in the Alpujarras, Alvarez is clearly attempting to highlight the Spanish dominance over the disruptive minority within the country, to prevent English royalty from being deterred. Similarly, Machiavelli's opinions may have been warped, firstly by the fact that he was not present in Spain during this period of growth and more importantly, due to his intentions in writing 'The Prince'. Produced in order to guide Italian rulers on how to effectively unite and stabilise their country, it is probable that the account of Ferdinand has been inaccurately presented to appear relevant to a turbulent Italy. For example the emphasis on Ferdinand preventing the nobility from "anticipating any innovations" is presented as significant although it is rarely addressed in other accounts of the period and should not therefore be given

ex analysis

key issue

key issue

good factual info

good factual info

mainly analysis

cross-referencing

interpretation within historical context

interpretation within historical context

interesting idea.

weight. Nevertheless, the source fairly acknowledges the Spain's "military skill". In fact, this dominance is implied by source 9 too, as the Moriscos describe how the Spanish defeated their opposition "using great canons to demolish our fortresses impregnable walls". Nevertheless, although numerical evidence of military power in the source itself, the fact remains that the moriscos continued to oppose and revolt against change well into the 16th century. Therefore, the depiction of Spanish power in Source 6 could be seen as deceptive due to the motivations behind it and also the actual inability of the Spanish military to conclusively quell revolts in the Alpujarras. Despite this, the increased military prestige of Spain is undeniable due to the fast expansion of its Empire in the short term and as such power was integral to any further conquest, the military improvement can be seen as the key short term significance.

valuation argument
focus on significance

might cross-reference

There is also a strong argument that due to social change, the greatest short term significance was the changes to Spain's relationships with nearby powers. The crest of Ferdinand and Isabella placed over ceiling decorations in the Alhambra instead of showing the rejection of Islam is indicative of the manner in which the area was converted, through integrating catholic teachings and iconography into key areas of Muslim life instead of purely demolishing the previous culture. This is supported by schemes to teach seminaries Arabic and the creation of hospitals, both of which were used to persuade the conversion of Muslims after 1491. This respectful nature is somewhat communicated through Muhammad Boabdil's concession in a letter to Marinid rulers that "the lord of Castile has proposed for us a respectful residence", which could be argued to indicate that the short term significance of conquest was the peaceful transition from Islam and Judaism to Christianity, not suggestive that conquest heavily hindered Muslim relations. However, this source continues to reject the offer from Castile. Furthermore, such a gesture would only be made by the Christians to prevent violent response from a potentially powerful Muslim opposition. This letter should instead be viewed as a representation of the increased harshness with which Christians were dealing with Muslims after conquest as the source depicts a once important figure being removed from power with military force, as suggested by his surrender. The source has evident purpose as it is written to the Marinids seeking refuge. The letter's intent is not to depict the Christians as unjust, but to apologise for poor relations between Boabdil and his Marinid brothers. Therefore, the source is reliable in establishing the conduct of Christians towards the Muslims. Suggestion that the Conquest of Granada caused forceful suppression of its inhabitants is better illustrated by the treatment of Jews and this too had short term impact. Although the first Jewish conversions occurred in 1488, the conquest is necessary for the conclusion of all Judaism in Spain, an example of this is the Cordoba synagogue which was suddenly turned into a church in 1492, proof of the conquests wider impact. Source 1 explicitly outlines that any Jews who "observed part of the laws secretly" were to be exposed "on penalty of excommunication". It represents the impact of conquest as such extreme punishment had not been possible previously. Moreover, the edict for the expulsion of all Jews was issued in 1492, another key significance of the conquest is the conclusion of Judaism in Spain. This is all significant in the increasing prestige of Ferdinand and Isabella as they were granted the honour of Catholic Kings by Pope Alexander VI in 1496 as a direct reward for defending Catholicism within Spain. Papal relations, due to social change led to the Pope granting greater freedom in appointing offices in new lands. In this sense therefore, the improved relations facilitated expansion

X point

Thoroughly analytical

What does this mean

cross-reference

Key issue

Interpretation within historical context

Key issue

not

might

Good factual info

further. Although social and cultural change as a result of conquest has great long term significance, its immediate impact is less apparent as the benefits of social change essentially effect Spain's relations with Rome and the great Islamic powers, something which is not the prevailing issue in the short term.

There is finally a palpable economic change resulting from conquest and this could also be viewed as the short term significance. Conquest sparked a period in which Muslims attempted to leave Granada and Source 7 presents that "one would sell a large, spacious and valuable house for a small price" showing the practice of the Spanish, ridding Muslims of the "burden of financial liabilities" before they left the area. However, this is presented as "deceitfully plotting to delude them and to prevent them from departing". This therefore illustrates the short term significance that the material wealth of minorities was diminished whilst strengthening economic power of Spain. This claim of deceit must be assessed as it is a passage from an Arabic text which summarises the Muslim viewpoint, which means the claims that the intent from the king was to deceive the Muslims is purely speculation, based on the manner in which they sold properties but then were unable to leave. In fact, Source 3, which is written by the monarchs, confirms the royal promises of "ten large ships" to carry Muslims "free and safely to the Barbary ports". This is not suggestive that Ferdinand and Isabella's expressed intentions are purely a facade for the greater needs of Ferdinand and Isabella to fleece the Muslims of their material wealth. However, Ferdinand and Isabella are highly unlikely to convey ulterior motives to the Muslims. Equally, they only acknowledge material wealth as "movable goods, merchandise and jewels" which does not disprove the suggestion that their land was being taken for measly sums in The Final Agonies. Due to this Source 7 should be viewed as proof of Ferdinand and Isabella's deceit and not a strong argument for the contrary. Further indication of the manipulation of minorities for wealth is evident in Jewish relations as during the war 58 million maradevis in special tax was taken from the Jews, which could imply Ferdinand and Isabella's tendency to capitalise on the poor for wealth. Furthermore, it could show short term significance as the conquest may have caused the monarchy to glean wealth from Muslims as Jews had already been well taxed. Machiavelli also states that Ferdinand used the "the people to sustain his armies". Although, clearly the wealth of Granada was diminished by conquest, the wealth of Spain was also tested. As Jewish and Muslim populations shrunk, so did the available skilled workers to tend the lucrative land in the Alhambra and the Vega. The crisis became so bad that resources which were once exported from Granada now had to be bought elsewhere. For example the cost of transporting spices from Lisbon to Toledo was now greater than the cost of the Spices themselves. Therefore, although there was an immediate financial benefit of conquest, the short term consequence was the undeniable financial struggle due to the diminished economic power of Granada. Financial motivation is evident in later Spanish practice, for example Phillip declared bankruptcy in 1557. Once more however, this may not be the significant development for Spain in the short term as financial burden is not shown to hinder Spain until well beyond the short term.

The conquest of Granada prompted great development for Ferdinand and Isabella in many respects. There is naturally, a strong suggestion that the original conquest was integral to any further expansion and the sources firmly support this notion. Equally, the prestige of Ferdinand and Isabella developed,

Focus on significance

Key issue

Key issue

V.g historical info

Focus on significance

Focus on significance

Thoroughly analysed

ADP

Cross-referencing

Interpretation within historical context

might

shown by increased respect from European powers like England and also the papacy. However, it is also significant that Spain was ever struggling to maintain financial stability after the conquest of Granada. This could be seen as a key change as expansion and improving relations could have financial motives. *consequences* However, Spain required prestige in both reputation and military to achieve victory over France, expand power into South America and to secure relations with great powers. Therefore, the increased prestige of Spain and its army is the *key* short term significance of the Conquest of Granada.

Word count: 1,910

Cumulative word count: ~~3,972~~ 3,952

A01 14/4 13

A02 14/12

Outstanding source evaluation but while he does provide a clear answer to the question his third paragraph starts oddly & fails to include any discussion of the rebellion of 1499 & its aftermath, something which surely must be in any answer to this question

So 24/25
75

Maybe, but this is a most sophisticated sustained analysis - arguments about significance are well supported - despite omission of 1499.



How far do you agree that the consolidation and expansion of Spain can be explained by the need for religious conformity? (1474-1598)

Spain at the beginning of the period was a recently unified but unstable collection of provinces, "nothing more than a geographical expression"¹. However, by the end, Spain had experienced expansion into the new world and had also successfully quelled threats to power. It is important, therefore, to acknowledge the key factors in explaining such a transition, as although the need for religious conformity is clear, the influence of individuals is also significant. Nevertheless, a desire for religious conformity is invariably present in the era and is therefore integral to the consolidation and expansion of Spain.

Religious conformity has great impact over the consolidation of Spain from the start of Ferdinand and Isabella's reign. The unification of Castile and Aragon in 1469 could have been disruptive due to the provinces' dissimilarities. Instead, their corresponding Catholic faith became a focus for the new monarchs, indicated by the establishment of the Inquisition in 1480. Furthermore, the royal decrees of 1492 and 1501 lead to Moors being expelled from Granada in 1502. It can be argued that this was beneficial in defence against the Ottoman Turks as it eliminated any Muslim foothold within the Iberian Peninsula. It appears the need for religious conformity did at least assist in unifying Spain against prevalent threats. As with Granada, Charles I required religious conformity to stabilise his new territories. This is made clear by the extensive sacrifices in the defeat of the Schmalkaden in 1547, a battle with little benefit to the Spanish other than the conclusive defeat of a protestant foe. This although a false dawn in the fight against Protestantism, illustrated the lengths to which Spain would go and is another representation of Spain's need for conformity. Hunt argues that these ventures were to establish Charles himself "securely as a ruler of Spain, and to safeguard the position of Roman Catholicism there"². This could explain the fruitless battles and also the increased use of the Inquisition enforcing conversion of Jews and Muslims to Catholicism in 1526. In the new world, the arrival of Franciscan monks in 1524 followed later by the Jesuits further represents the aims of Spanish government to consolidate and control through enforcing religious conformity. This is also indicated by the abolition of Indian slavery in 1550 suggesting that natives were intended to be new Christians as opposed to tools for increasing conquistador power. Therefore, a need for religious conformity is continued in Charles' reign despite his limited ability to implement it in the new world. As he is considered by Jonathan Lewis to be the "most catholic king"³, Phillips motivation to defend Spain is likely to be his religion. The spread of Protestantism in the Northern provinces prompted Dutch revolts and in 1566 the Spanish response was to slaughter 8000 people including key Dutch nobility in one response, communicating at least the need and intent to enforce religious conformity. This illustrates that religious conformity remained a royal focus into Phillip's reign. Equally however, his practice in northern Europe only prompted further revolt. Therefore, despite the aims of religious conformity, the outcome was only disruptive to the consolidation of Spain. Finally, Phillip's need for religious conformity is expressed in conflict with Islam. The Battle of Lepanto in 1570 was a victory of the Holy

Overcast

Examining

Overcast
Examining

¹ D. Murphy, "Europe 1450-1661" (Harper Collins 2000), 111

² J. Hunt, "Spain 1474-1598" (Routledge, 2001)

³ J. Lewis, "History Review", (2004)

League against the Ottoman Turks and although another motive may have been the defence of Spain's borders, the treatment of Muslims within Spain indicates religious intentions. The royal decree of 1567 preventing any Arabic culture within Spain is a clear illustration of this. Therefore, as Spain's motivation for stopping revolts within the empire and defending against outside threats was largely to prevent the spread of other religions, it could be viewed that a need for religious conformity explains Spain's subsequent consolidation.

religious conformity

With regard to the expansion of Spain, religious conformity is still a key motivation. From the beginning of Ferdinand and Isabella's reign they looked to expand with the conquest of Granada. A clear intention was religious conformity, evident from the financial support of the church via the cruzada in 1482, indulgences only granted for Catholic endeavours. Religious motivation is also clear from the fact that a crusader cross became the emblem of the conquest. This indicative of the way in which a need for religious conformity provoked expansion as Spain's impetus for future imperialism is possibly sparked by this first success. An argument raised by Roberts is that Ferdinand and Isabella made "purely political decision made for the sake of unity"⁴ implying that Granada was merely used as an enemy over which the nobility could exercise their power. Nevertheless, the Conquest was still a turning point as it provoked a hunger for conquest and this had origins in Ferdinand and Isabella's unquestionable need for religious conformity. This is also evident from the dying wish of Isabella in 1505 that North Africa should be converted to the catholic faith. Although African conquest was minimal it represents the continuation of the conquests religious intent and the same sentiment may induce Spain's subjugation of what Columbus called the 'new heaven and earth'. There is also a clear argument that the continuing expansion in South America under Cortes and Pizarro was successful due to the religious uniformity of their troops and the willingness of these men to fight based upon it. The juxtaposition of Spain's good fortune with the rest of Europe was used as proof by the conquistadors that in their conquest, Spain had become God's chosen nation. Therefore, although religion is, as suggested by McGregor an "instrument of conquest"⁵, it is still the instrument that brought successful conquest and thus, the expansion in South America was heavily influenced by a need for religious conformity. Philip's reign is indicative of the element of inherited or easily achieved expansion that was also present when Charles inherited Northern provinces as part of his Holy Roman Empire. This is due to both the Dutch land Phillip was granted as part of Spain's empire and the expansion into Portugal, as the death of Sebastian leads to Phillip uniting the Iberian Peninsula. Brice implies this success to be less than it immediately seems as he argues that Portugal's, "overseas possessions and their commercial and colonising monopolies would be respected"⁶. However, it can be viewed that this lack of intervention in wealth shows Phillip to have been uninterested in these benefits, content with purely having control over the country, and through this monitoring religion. There are further connections between Portuguese conquest and a need for conformity as it was attempted conquest by Portugal that caused Sebastian's death, and

Europe CS ↓

desires

lead

Overseas ↓

control

Control of interests

⁴ A. Roberts, "Ferdinand and Isabella" in J. Lotherington (ed) "Years of Renewal" (Hodder and Sloughton, 1999)

⁵ N. MacGregor, "A History of the World in 100 Objects" (2010)

⁶ K.Brice, 'Phillip II the Mediterranean' in J. Lotherington (ed), 'Years of Renewal', (Hodder and Sloughton, 1999)

Portugal's subsequent vulnerability. Largely however, Phillip returns to Isabella's policy of attacking religious opponents, as is evident in the Spanish Armada. Although it had clear trade benefits, it was also fuelled by a clear opposition to what he viewed to be the heretical Elizabeth I. Furthermore, as was also present early in Spain's expansion, the troops were arguably riled by religion. The Armada commander himself claimed a desire to serve god and also that the Spanish believed opposition to be heretical. Therefore, despite the Armada being a false dawn in the continued expansion, unbroken need for religious conformity is illustrated although it did not always result in the intended expansion. It appears therefore that religion in the new world was more significant to Phillip as he "felt himself to be God's chosen instrument" in "taming the new world"⁷. Due to these factors, the expansion of Spain can be credited somewhat to the need for religious conformity, as at the beginning of the period conquest took place to prevent the spread of opposing religion, an ethos maintained to the end of the period.

Despite evident need for religious conformity, Spain was only able to consolidate and expand with powerful individuals. A clear example of this is the manner in which Ferdinand and Isabella fought opposition, selecting vulnerable targets such as Sicily and the exposed North African coast. Equally in this period, the plans for the expansion of Spain in the new world as presented by Columbus were originally rejected by both monarchs and only the Catholic kings were persuaded in 1492. Kamen's view that "neither Ferdinand nor Charles V perceived the American venture as one of conquest"⁷ is substantiated by the fact that the preliminary exploration was achieved with a crew of just 90 men, not a sufficient force for a conquest. This implies that it was individuals that forced the exploitation of the new world rather than it being a natural progression from the religiously motivated conquest of Granada. This is also reflected in the later years when Cortes lands in the New World with just 600 volunteers in 1519. In this scenario, even the staunchest religious intentions could not cause the defeat of established and populous civilisation. Cortes is also vital to expansion as when faced with the Aztec power he secured Tlaxcalan support, an act that was integral to the defeat of the Aztecs in 1521. Furthermore, he only managed to gain this support through the shared opposition to the Aztecs between the conquistadors and the Tlaxcalans and not due to any shared need for religious conformity. Therefore, the conquest in the New World was without motives to convert the natives to new and valued catholics, as expressed by the use of them as slaves. Even the negative effect of individuals is indicative of the their importance for although some revolts expressed a need for religious change, some also illustrated distaste for Charles' management, for example, arriving in Spain with non-existent comprehension of the language. This, intensified by being a "young ugly and awkward king"⁸, explains early revolts like the Germania in 1519. Further inadequacies include, appointing foreign nobles. However, upon returning to Spain in "a period of calm" with the public's 'growing acceptance' that "he was no longer a boy"⁸ in 1522, thoughts turned to expansion without fears of local revolt. Therefore, acting as a "more Spanish"⁸ king, aided his leadership, illustrating the positive impact of strong individuals. Phillip also enhanced both the consolidation and expansion of Spain through his

⁷ H. Kamen, "Spain's Road to Empire" (Allen Lane, 2002)

⁸ K. Brice, "Charles V" in Lotherington (ed) "Years of Renewal" (Hodder and Sloughton, 1999)

Oliver's

peaceful assumption of the Portuguese throne, which may only have occurred due to Phillip's intelligent negotiation of the throne. "Phillip adopted a two pronged attack with considerable skill"⁹ and this evidenced by the way in which he declared himself the rightful heir before winning the Battle of Alacantra in 1580. The success of this not only expanded Spain, but consolidated and united the Iberian Peninsula. This also shows a clear change from Charles' reign too as despite similar economic and political problems for both kings, Phillip manages to actively expand Spain himself with 'clear conviction'⁹. This comparison shows the differing success depending upon the individual in charge and also that throughout the period, significant intervention from individuals was vital in order for opportunities to be exploited irrespective of the religious motive.

The era of the Spanish Empire is often puzzling due to the sheer scale of development from separate provinces to a global power. The need for religious conformity is certainly present within Spain, emphasised by each monarch in different ways. Equally, this need sparked both consolidation and expansion in Iberia and further afield. It could therefore easily be assessed that the need for religious conformity entirely explains Spain's transition in this period. However, religion rarely appears as the sole cause of Spanish successes, clearly indicated by the thriving conquistadors and also the shrewd work from monarchs, military and otherwise. Nevertheless, a need for religious conformity did explain the original conquest and measures for consolidation and as this triggered all subsequent change, a need for religious conformity largely explains the consolidation and expansion of Spain.

② Thoughtful and probing this answer
Systems a good one, weighing
up options and assessing change
convincingly. Excellent.

⁹ K. Brice, "Philip II, the Mediterranean" in J. Lotherington (ed), 'Years of Renewal', (Hodder and Sloughton, 1999)

Source index:

Source 1:

The Expulsion of the Jews from Spain, translated from the Hebrew by Alexander Marx. Jews who continued to practice Judaism in secret were known as Marranos.

Before the expulsion, the king of Spain had stretched forth his hand against the Marranos and investigated their secrets, because they observed part of the laws secretly, and he had ordered the Jews in every city to proclaim in the synagogues that whoever knew of any Marrano who gave oil to the lighting of the synagogue, or money for any holy purpose, must reveal his name on penalty of excommunication. Thus the preachers made proclamation in the synagogues in the presence of the royal officials...Oh, how that sword of excommunication wrought havoc among the Spanish Jews who, wherever they turned, found hardship and misfortune! By means of this accusation the Spanish king had many thousands of the Marranos burned and confiscated their fortunes without number.

Source 2:

Cipher and code letter to Puebla, Ambassador to England, from Alvarez, Secretary of State, 28 December 1499. The muster of troops was in response to the first revolt of the Alpujarras in 1499.

The news from Spain is that the King and Queen, our Lords, have been in Aragon, and have concluded in person their parliament in Aragon, which has voted a good number of troops for three years. They have come to this town of Tortosa, where they hold the Corts of Catalonia; and in San Matteo, seven leagues from here, sit the Corts of Valencia. It is expected that they will obtain here in a very short time, more troops than in Aragon, perhaps three times as many and likewise for three years. They have already five thousand lances, most of them men-at-arms. They will further assemble, in the month of March in Castile, twenty thousand lances, ten thousand men-at-arms, ten thousand horseman and one hundred thousand foot. May God give peace to Christendom and may these troops be employed against the infidels.

Source 3:

Letter from Isabella and Ferdinand to the Moorish King, November 1491

Their Highnesses and Their successors shall forever permit the King...his officials and all the population, great or humble, to live by their own law, and They shall not allow their mosques to be taken from them, nor their towers and muezzins; income reserved for these things shall not be touched; nor shall their existing customs be interfered with. Moors will be judged according to their law and according to their own justices...And all Moors wishing to leave for Barbary [Africa] or other lands shall be given free and safe passage by Their Highnesses, along with their families, moveable goods, merchandise, jewels...To expedite their passage, Their Highnesses shall provided ten large ships which for a period of seventy days shall wait in the appropriate ports and then carry them free and safely to the Barbary ports...Neither Their Highnesses, nor those who succeed

them, shall every order their Moorish vassals to wear badges on their clothing as the Jews do.

Source 4:

Shortly after his surrender, Muhammad Boabdil sent a long letter to the Marinid rulers of Morocco asking for refuge. The letter is long, extremely well written and begins with a long poem praising the Marinids, followed by a prose where he laments his defeat and asks forgiveness for past wrongdoings of his forefathers against the Marinids:

...The lord of Castile has proposed for us a respectable residence and has given us assurances of safety to which he pledged by his own handwriting, enough to convince the souls. But we, as descendents of Banu al-Ahmar, didn't settle for this and our faith in God does not permit us to reside under the protection of disbelief. We also received from the east many letters full of goodwill, inviting us to come to their lands and offering the best of advantages. But we cannot choose other than our home and the home of our forefathers, we can only accept the protection of our relatives, not because of opportunism but to confirm the brotherhood relationship between us and to fulfill the testament of our forefathers, that tells us not to seek any help other than that of the Marinids and not to let anything obstruct us from going to you. So we traversed the vast lands and sailed the tumultuous sea and we hope that we would not be returned and that our eyes will be satisfied and our hurt and grievous souls will be healed from this great pain...Muhamad Abu Abdallah

Source : 5

Late fifteenth century ceiling decoration inside the Alhambra. The initials and crest are those of Ferdinand and Isabella. This ceiling has been created over the top of the original Moorish ceiling; the traditional Islamic patterns and decorations can still be seen at the bottom.



Source 6

Cipher and code letter to Puebla, Ambassador to England, from Alvarez, Secretary of State, 28th December 1499. The collection of troops was in response to the revolts in Alpujarras in 1499

The news from Spain is that the King and queen, our lords, have been in Aragon, and have concluded in person their parliament in Aragon, which has voted a good number of troops for three years. They have come to this town of Tortosa, where they hold the corts of Catalonia: an in San Matteo, seven leagues from here, sit the corts of Valencia. It is expected that they will obtain here in a very short time, more troops that in Aragon, perhaps three times as many and likewise for three years. They have already five thousand lances, most of them men at arms. They will further assemble, in the month of March in Castile, twenty thousand lances, ten thousand men-at-arms, then thousand horsemen and one hundred thousand foot. May god give peace to Christendom and may these troops be employed against the infidels.

Source 7

The Final Agonies (1492-1501)

This is one passage from the Nubdhat al-'asr on the fall of Granada, most recently translated in Harvey, pp. 307-23.

When he [Ferdinand V] felt secure in the city, he granted [the Muslims] permission [to leave], and brought ships for them to the coast. Everyone who wanted to leave began to sell his property, residence and dwelling. One would sell a large, spacious and valuable house for a small price ... He rid them of the burden of financial liabilities and treated them justly, thereby deceitfully plotting to delude them and to prevent them from departing ... When the Christian king saw that the people had abandoned emigrating and decided to remain as subject

people, wishing to stay put in their native homeland, he began to default on the conditions that they had first made with him, and he continued to default on one after another, and to revoke one clause after another, until he had gone back on the whole thing. Respect for Islam ceased and he treated the Muslims with scorn and contempt. The Christians became overbearing towards them, imposed various injunctions and heavy fines on them, and stopped the call to prayer from the minarets... After that, he summoned them to become Christians and compelled them to do so. This was in 904 (began 19 August 1498); they entered his faith under duress, and the whole of al-Andalus became Christian. There remained no-one to proclaim openly, "There is no God but God, Muhammad is the Messenger of God", only those who said to themselves in their hearts, or clandestinely among the people ... No misfortune could be greater or more hurtful, no disaster could be worse ... Thereafter, no-one strove to proclaim Islam. Unbelief spread through all the towns and villages and the light of Islam and the true faith in al-Andalus were extinguished, at which the weepers cry and the wailers lament.

Source 8

Excerpt from *The Prince*, by Niccolò Machiavelli, 1513

Nothing makes a prince so much esteemed as great enterprises and setting a fine example. We have in our time Ferdinand of Aragon, the present King of Spain. He can almost be called a new prince, because he has risen, by fame and glory, from being an insignificant king to be the foremost king in Christendom; and if you will consider his deeds you will find them all great and some of them extraordinary. In the beginning of his reign he attacked Granada, and this enterprise was the foundation of his dominions. He did this quietly at first and without any fear of hindrance, for he held the minds of the barons of Castile occupied in thinking of the war and not anticipating any innovations; thus they did not perceive that by these means he was acquiring power and authority over them. He was able with the money of the Church and of the people to sustain his armies, and by that long war to lay the foundation for the military skill which has since distinguished him. Further, always using religion as a plea, so as to undertake greater schemes, he devoted himself with a pious cruelty to driving out and clearing his kingdom of the Moors; nor could there be a more admirable example, for one more rare. Under this same cloak he assailed Africa, he came down on Italy, he has finally attacked France; and thus his achievements and designs have always been great, and have kept the minds of his people in suspense and admiration and occupied with the issue of them. And his actions have arisen in such a way, one out of the other, that men have never been given time to work steadily against him.

Source 9

A poem asking for the help of Ottoman Sultan Bayezid II from the Moriscos

This is an excerpt from a poem written in 1501 by the Moriscos of Spain to the Ottoman Sultan Bayezid II, asking for his help. The Moriscos used Aljamiado, which is a dialectical form of Spanish written in Arabic characters

Translated by Devin Stewart, from Mercedes Garcia Arenal, Los Moriscos (Granada: Univ. of Granada, 1996), 33-41

... We have been betrayed and converted to Christianity, Breaking with our faith;
we have been oppressed, in dishonour! When we had been weakened, they
descended upon our territory, devastating it town by town.

Using great canons to demolish our fortresses impregnable walls, Laying siege to
them, attacking them for days and months

For this reason, when our cavalry and infantry had perished,
And when we saw that no help was coming to us from our brothers,
And that our food had decreased, making our situation truly dire,
We submitted, against our will to their demands out of fear of further
misfortune.

Fearing that our sons and daughters would be taken captives or cruelly
murdered, On the conditions that we be allowed to remain in a situation similar
To that of the Mudejars before us, the inhabitants of the old Muslim territory;
That we would enjoy the right of calling to prayer and celebrating our ritual
prayers And not be made to abandon any prescriptions of the religious law;
Whoever among us wished to cross the sea to the African coast would be
permitted To do so safely, with all the belonging he desired to bring;
And other stipulations, over one hundred and fifty in all.
Their Prince and Sultan told us then, What you have stipulated is granted to you
in entirety.

He showed us documents containing pacts and treaties, telling us,
This is my amnesty and my guarantee of protection.

By it shall you remain in possession of your belongings and your homes,
As you were before, but without arms.

However, though we remained under his treaty, Treachery soon became
evident: he broke the pact.

He transgressed the capitulations with which he had fooled us
And made us convert to Christianity by force, with harshness and cruelty,
Burning books we had

And mixing them with excrement and filth!

All the books which dealt with matters of religion Perished in the fire, amid
mockery and ridicule!

They left not a single book belonging to a Muslim,
Nor a single volume one could read in solitary refuge.

If it became known that someone fasted, or prayed, This person would end up in
the flames ...

Candidate 2: CW16 Ireland and the Union 1815-1922

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

Part A *What was the short-term significance of the Irish Potato Famine (1845-51) in developing a sense of Irish Nationalism?*

AO1 There is some reference to long-term significance, but this doesn't detract from the overall focus on short-term. So this is generally a well-focused enquiry into the short-term significance of the Irish famine. A range of issues are identified in a relevant, analytical response.

Low L4

AO2 A wide range of sources have been selected and integrated, evaluated and cross-referenced, and used well in combination.

High L4

Part B *In considering the process of change in the development of Irish nationalism over the whole period 1800-1921, how far can the Easter Uprising be seen as the key turning point?*

A sustained analysis, focusing on the Easter Uprising as a key turning point but embedded in the larger one of WW1. Other factors are analysed, but the number and extent of the analysis is not great. Supported by appropriate range and depth of accurate and well-selected factual sources.

Low L5


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	61985		
Candidate Number	6143		
Candidate Name (in capitals, surname followed by forenames)	EDWARD JOHN BERNARD DAVY		
Coursework Programme Title: (if Edexcel designed please provide reference code from specification.)	CW16: Ireland and the Union. 1815-1922		
Assignment Title	<p>Part A: What was the short term significance of the Irish Potato (1845-51) in Developing a Sense of Irish nationalism?</p> <p>Part B: In considering the process of change in the development of Irish nationalism over the whole period 1815-1921, how far can the Easter Uprising be seen as a key turning point?</p>		
Content (please tick box to acknowledge that content is attached to assignment.)	Resource Record: <input checked="" type="checkbox"/>		
	Appendix: <input checked="" type="checkbox"/>		
Examined Units Give details of all Units (title and option code) making up the AS and A2. Please Note Where Unit 4 is a centre-designed coursework programme, one copy of the centre's Coursework Approval Form must be included with the work when submitted for assessment.	Unit 1: Option D, A World Divided: Communism and Democracy in the 20 th Century (D3 + D4)		
	Unit 2: Option C, Conflict and Change in the 19 th and 20 th Century. (C1)		
	Unit 3: Option D, The Challenge of Fascism (D2)		

Word Count	3770		
Mark for Part A: AO1 (mark out of 13)	Mark for Part A: AO2 (mark out of 12)	Mark for Part B: AO1 (mark out of 25)	Total Mark: Part A and B (final mark out of 50)
11	11	22	44.

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: 11th December 2012

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

Signature:  Date: 17-12-12

AOI

AOI

What was the Short Term Significance of the Irish Potato Famine (1845-51) in Developing a Sense of Irish Nationalism?

It is impossible to understate the short term significance of the Great Potato Famine of 1845 to Ireland; it caused the deaths of a million people and forced another one and a half million to immigrate to America, between 1841 and 1862 the number of cottier holdings fell from 310,375 to 88,083 and the total population of Ireland decreased to six and a half million, from over 8 million in 1841. To this day books and plays and songs are written about it, memorials erected in memory of it and museums built to preserve the history of it; the Famine is imprinted on the Irish national consciousness. For many it showed the callousness of the British and the need for Ireland to take its fate into its own hands. The sources I have selected for this inquiry all agree with this, to an extent; however there is conflict over exactly how the Famine affect Irish Nationalism – some see its short term effect on the nationalist movement as key, others consider its long term effects to be more important. Collectively, though, they all affirm the importance of the Famine to the development of Irish nationalism.

argument

LT/ST?

argue

In the short term it is argued by Winstanley and Kee that the Famine killed off Irish Nationalism. Winstanley makes the point that the "daily struggle" for survival during the famine meant that the Irish did not have time to pursue "idealistic" goals like independence from Britain. Kee said that no-one was capable of trying to run a nationalist movement "in the face of the realities of Irish life" and that "political silence now prevailed" over the issue of independence. This is supported by the declaration of the Kilkenny Journal, on August 18th 1848, that Ireland was "without any popular political association(s)." and by James Stephens who said that on his 3000 mile walk through Ireland, everywhere he looked, he saw that Nationalism was "dead". It would seem then that the Famine did truly kill off Irish nationalism as it meant that the Irish people had to spend all their time trying to survive; they didn't have the time to be nationalists.

5

cross-refers

0

0

good use of 0 to cross-ref + substantiate 0

1

15548

Further to this Kee argues that the Famine created a great deal of disunity between the surviving campaigners for Irish nationalism. Kee describes the response from the Catholic Association to the Famine as wholly constitutional, with O'Connell lobbying for more money to be given in public works on the railways to the Irish, and as such was slow moving. This frustrated the writers at *The Nation* for two reasons; firstly they were opposed to the creation of the railways as they thought they would be used by the British government to quickly move troops around the country to put down rebellions; secondly they felt a more radical approach had to be taken to stop the Famine. According to Kee the feeling of "impotence before the overwhelming catastrophe sharpened people's sense of political frustration" and none were more frustrated than *The Nation* who started "nagging" the Association and attacking O'Connell (see Appendix A), describing him as "the real potato blight of Ireland" and saying that his ineffectual solutions were perpetuating the Famine, people needed to be more militant. O'Connell naturally opposed this call to militancy and the split between the Association and Young Ireland began to emerge. From this then it can be seen that the Famine provided the context within which a more militant form of Nationalism was able to re-emerge and gain a prominence that it wouldn't lose until Parnell arrives on the scene.

An essential part of this new militant nationalism was a feeling of Anglophobia. Michael Davitt claimed that the Famine showed the British to be callous and immoral in their rule of Ireland and described the dead of the Famine as having been "peacefully slain by the English government". This sentiment found popularity amongst the Irish people in the aftermath of the Famine, with many believing it to have been perpetrated by the British to try to cull the Irish, and this view was supported by the writings of Charles Trevelyan, the assistant secretary to HM Treasury and civil servant in charge of administering famine relief, on the Famine; he saw the Famine as a "mechanism for reducing surplus population" and believed that "The judgement of God sent the calamity to teach the Irish a lesson, that calamity must not be too much mitigated" Kee points out in his *Television History of Ireland*

that his inaction and personal negative attitude towards the Irish are widely believed to have worsened the Famine and this served only to deepen the hatred for the British felt by Irish nationalists. In Chapter 2: The Famine Generation of his Book *The Irish in Philadelphia* Dennis Clarke describes how the Famine left a lasting impression on the Irish there that the famine "was the culmination of generations of neglect, misrule, and repression." And that "it was an epic of English colonial cruelty and inadequacy." Some would even go so far as to say the Famine was "close to genocide". Although he only goes some way to supporting Davitt's view as Clarke says that the disaster was "too monstrous and too impersonal to be a mere product of individual ill-will or the fiendish outcome of a well-planned conspiracy". Kee elaborates on this point, explaining that it was not the individual action of evil men that caused the Famine, but rather the consequence of the prevailing liberal economic views held by the government at the time. Kee says that the government should have done more to help, but that it is unfair to say they did nothing to help and caused the Famine. As Kennedy says, "no reputable historian believes that the British state intended the destruction of the Irish people" and Winstanely supports this by saying that "there is no evidence to prove that those who suffered at the time blame the English". Ultimately though the views of men like Davitt would take hold in Ireland and coalesce into an Anglophobic belief that the English were not fit to rule Ireland and needed to be forcibly removed from government of the nation. Thus it would seem that the Famine did not kill of Nationalism but revived it and made it more strident.

This hatred of the British for causing the Famine created another of the long term effects of the Famine: the creation of a culture of vehemently anti-British Irish Americans.

Clarke describes how the diaspora caused by the Famine "set adrift" much of the culture of Irish migrants and that only a memory of the injustice of English rule remained, "a memory that seethed with bitterness". This is supported by Mitchell who describes how "Irishmen in America fervently curse the British Empire." Clarke recounts how this led the immigrants to begin sending donations to The Central Relief Committee of the Society of Friends in Dublin,

\$10,000 dollars' worth of food was sent to Derry on a single bark, and soon "the name 'Philadelphia' seemed synonymous with 'kindness'" to the Irish. Further to this the hatred of the English led the Irish-Americans to form associations dedicated to the preservation of Irish culture, such as Clan na Gáel and the Emmet Monument Association, these organisations would later go on to help fund republican uprisings and organisations, Kee describes how "the Massachusetts Emigrant Aid Society held a convention to discuss the speediest and most effective means of promoting action 'leading to ensure the success of the cause of liberty in our native land'" and Davitt describes the Emmet Monument Association as being ready "to engage in revolutionary activity for Ireland". This feeling continues even to this day, as Kennedy points out "in the 1990s a vigorous lobbying group emerged within Irish America, campaigning to include the study of the Irish Famine in the school curriculum, alongside studies of the Holocaust, slavery and ethnic massacres." However, Kee does say that people belonged to these organisations because of what membership "did for the emigrants' status in America" rather than in what it did for Ireland, suggesting that not all of the members of these "revolutionary" groups were true revolutionaries.

However, Kee does point out that one of the long term effects of the famine was indeed the creation of a group of dedicated revolutionaries who would go on to attempt to overthrow British rule and agitate in the name of Irish freedom for years to come. This group included John O'Leary, Thomas Clarke, Charles Kickham, O'Donovan Rossa, John Mitchell, John O'Mahony and Colonel Kelly. Kee recounts how these men, with the memory of the British-caused Famine in mind, would come together to help plan, fund and lead the Fenian uprising in 1867 as well as describing the other activities they took part in during the years after the famine. Davitt, himself a member of this group, supports this by recounting that, whilst in exile in France, James Stephens's "made the acquaintance of the leading European revolutionaries" and "equipped himself with more resourcefulness, a wider knowledge of the world, and a growing confidence in his own power to accomplish

55? = within 100 55 time 17-18 1851-71 1867 uprising!

but confuses the time-span by calling this long term.
The argument that the significance varies with
the identified areas of the 20 years post 1857 is
good but poorly expressed. Limit marks to low L4 11/13

A011 A wide range of appropriate sources
have been chosen to investigate and lead
the debate. The sources have been clearly
integrated, evaluated & cross-referenced,
especially with good contemporary sources (c)
from unusual areas. L4 12/12

L4 $\frac{11}{12}$ Not as strong as
Bardner ff.

$\frac{22}{25}$
 $\frac{23}{25}$

A01

Some impressive analysis on the s.t. impact on nationalism - the student
provides some convincing argument. However, as shown, there is some
discrepancy between the use of s.t. & l.t. This does not justify a reduction
to L3 but suggest that the lower mark in L4 is correct. ff.

(5)

something big and daring for Ireland" and that John O'Mahony had formed the Emmet Monument Association.

To conclude, the Great Potato Famine had a drastic effect on Irish nationalism. In the short term, as argued by Kee, Winstanley and Stephens, it made independence from the United Kingdom a lofty and unattainable goal by creating disunity amongst the campaigners for Repeal and by creating a situation in which most of their support base had to dedicate all their time to struggling to survive, not to supporting Repeal. However, as Winstanley says "the importance of the famine in the development of popular nationalism does not lie in any immediate impact it had on Ireland", rather the true importance of the Famine in developing Irish nationalism is in its long term effects, such as the creation of a base of Anglophobia on which the republicans could draw, the establishment of a source of funding abroad in America and the creation of a network of dedicated revolutionaries who would seek to right the wrongs of the Famine. Overall, therefore, it would seem that in the short term the Famine had a significant effect on Irish nationalism only in so far as it killed it, where it was really significant in developing nationalism was in the long run.

AUI Sustained analysis - confidently
 focusing on the issues identified within the investigation. The academic structure is appropriate & well-selected factual material is introduced. This is generally a clearly explained essay with one exception, the use of the phrase "Long Term" - the candidate indicates that the immediate effects were to split the Nationalist movement & to limit nationalism's development within Ireland, but it created a cadre of revolutionaries in exile & the USA willing to use extreme revolutionary methods - this is within the 20 year time period of short term (1867 Uprising & Kelly, Stephens)

Stupid printer.

Appendix A: Cartoon taken from *The Nation*.



THE REAL POTATO BLIGHT OF IRELAND

BY JAMES W. HENNESSY

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Contemporary Sources:

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- The Last Conquest of Ireland (Perhaps) - John Mitchell.
- Cartoon of Daniel O'Connell -
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WMK

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WMK

GCE History Coursework Resource Record Sheet

Centre Number: 61985 Candidate Number: 6143 Candidate Name: Ed Day
 Coursework Programme Title: CW16: Ireland and the Union, 1815-1922
 Assignment Title Part A: What was the short term significance of the Irish Potato Famine in developing a sense of Nationalism.

Issue	Sources	Comments	Teacher's comments if appropriate	Teacher's initials and date
The Famine created Anglophobia.	The Fall of Feudalism in Ireland. The Irish Crisis 1800-1922 Ireland - A TV History	Each source gives a different interpretation of the Famine but the English caused the Famine and link it to Anglophobia.		
The effects of the Diaspora to America.	The Great Irish Famine and the Holocaust. The Irish in Philadelphia.	Clarke gives an explanation of how the feeling of Anglophobia got to the USA and took root there. Kee describes some of the organisations the Irish immigrants created. Mitchell provides contemporary evidence to support this.		12/Nov/12 <i>whk</i>
The Famine created a group of dedicated revolutionaries.	The Green Flag The Fall of Feudalism.	The sources recount the actions of various revolutionists abroad, their development into dedicated revolutionaries + the effect the Famine had on them and their beliefs.		19/Nov/12 <i>whk</i>

GCE History Coursework Resource Record Sheet

Centre Number: 61985 Candidate Number: 6143 Candidate Name: Ed Rany
 Coursework Programme Title: CW16: Ireland and the Union, 1815-1922
 Assignment Title Part A: What was the short term significance of the Irish Potato Famine in developing a sense of nationalism?

Issue	Sources	Comments	Teacher's comments if appropriate	Teacher's initials and date
The Famine destroyed Irish Nationalism in the short term.	The Green Flag Ireland & the Civil Question. Quote from James Stephens Killenny Journal.	Both secondary sources argue that the Famine destroyed nationalism by creating a situation in which people had to struggle to survive and couldn't afford to be politically active. Contemporary sources used to support said argument.		
The Famine created divide between the nationalist groups.	The Green Flag. Cartoon from The Nation.	Kee outlines the gradual worsening effect the Famine had on the relationship between Nationalist Groups. Cartoon is a good example of this.		Good range of sources reviewed - interesting use of cartoon
The Famine				3/12/12 WMK

LS 22
25

In considering the process of change in the development of Irish nationalism over the whole period 1800-1921, how far can the Easter Uprising be seen as the key turning point?

Over the course of the history of Irish nationalism different strands emerged, developed, changed and died out. The most successful of which was the Constitutional strand. Constitutionalists believed in using democratic parliamentary methods to "redefine the direction of sovereignty"^[1]; to this strand belonged some of the most successful Irish statesmen, such as Parnell and O'Connell, and they achieved much in the way of reform including securing for Ireland the promise of Home Rule once The Great War had ended. The other strain of Irish nationalism, Republicans; being "those who aspired to replace the existing order with something derived from a quite different concept of sovereignty"^[2] and believed in using violence and rebellion to further the cause of creating a free and independent Ireland, had, by comparison, very little success. However, after the end of the First World War this dynamic changed, in fact it reversed entirely, with the Constitutionalist Irish Parliamentary Party getting only 6 seats in the General Election, where previously they would get up to 80, and Sinn Fein, the Republican party, getting 73^[3] – clearly something drastic had occurred to alter the balance of power.

NATH defined

1800+ 1921 not referred to

1916

The Easter Uprising of 1916 is often identified as this event, not because it was a successful revolution, this was most definitely not as it was utterly crushed within a week, but rather because of the British response, which was so harsh that it "brought about a revulsion of feeling in favour of the volunteers."^[4] When the rising ended the rebels were intensely unpopular with the people of Dublin; when being led out of the GPO the rebels had to be protected by the Army from crowds of citizens that hissed at and insulted them, pelted them with refuse, denounced them as "murderers" and "starvers of the people"^[5] and "shouted 'Bayonet them!'"^[6]

→ PACE

However, within mere months of the end of the rising they were being hailed as heroes, patriots and martyrs.

argument

This change was brought about by the British declaring martial law and using it to "arrest all dangerous Sinn Feiners" including "those who have taken an active part in the movement although not in the present rebellion."^[7] The result of this policy was the arrest of 3,430 men and 79 women and of these 1,841 were sent to

¹ E. Norman, *A History of Modern Ireland*.

² E. Norman, *A History of Modern Ireland*.

³ Official results for the 1918 General Election - Adelman and Pearce, *Great Britain and the Irish Question*, Page 154

⁴ Fearghal McGarry, *The Rising: Ireland: Easter 1916*.

⁵ Fearghal McGarry, *The Rising: Ireland: Easter 1916*.

⁶ Recollection of Joe Good from Fearghal McGarry, *The Rising: Ireland: Easter 1916*.

⁷ Quote General Sir John Maxwell sourced from Charles Townshend, *Easter 1916: The Irish Rebellion*, Page 273

England and interned there.^[8] Furthermore about 2,700 were released by early August 1916^[9], showing that they were arrested without reason. In addition, 90^[10] prisoners were tried and sentenced to death and, although 75 had their sentence commuted to life imprisonment, this made the British seem exceptionally harsh and heavy handed. In addition the 15 who were actually shot quickly became martyrs and fallen heroes, partly due to the fact that each man made sure he went before the firing squad with a rosary and a prayer to God on their lips, even Connolly, who was not particularly religious, "posed as a Catholic"^[11] for the execution. By 1918 Irish public opinion of the Uprising had "changed utterly"^[12], there was a "feeling that they had fought a clean fight in Ireland's cause, and shown courage and conviction and also concern for the suffering caused to the civilian population. There was admiration for the fact that though poorly armed, the volunteers had held out for so long against the resources of an empire."^[13] It would seem then that the Easter Uprising was indeed a key turning point in the history of Irish nationalism as it was the event that shifted the general public opinion of those in southern Ireland away from moderate constitutionalism and toward support for more radical methods and goals.

However, it would be wrong to look at the Rising as an isolated event and in so doing ascribe all its effects directly to it. The Rising took place during the Great War and this proved to be important for two reasons. The first reason, often given by nationalist historians, is that the war further revealed the fact that the British saw the Irish as second class citizens, as evidenced by the fact that the Ulster Volunteer Force were given their own special unit within the Army, The 36th (Ulster) Division, whilst the Irish Volunteer Force received no such special treatment, instead being formed into "normal" units like The Irish Rifles. This perception of anti-Irish favouritism was reinforced by the appointment of Carson to Aquith's War Cabinet. The war also reinforced the perception that the British could not be trusted as the British government tried to introduce conscription to Ireland, having previously excluded it from the Conscription Act of 1916 on the grounds that it was very unpopular. Many in Ireland felt betrayed by this and John Dillon warned that "all of Ireland (would) rise against"^[14] the Bill. And rise it did; Dillon and his party displayed their opposition by walking out of the House of Commons and going to Dublin

⁸ Statistics taken from BBC History - <http://www.bbc.co.uk/history/british/easterrising/aftermath/af01.shtml>

⁹ Statistics taken from BBC History - <http://www.bbc.co.uk/history/british/easterrising/aftermath/af01.shtml>

¹⁰ Statistics taken from BBC History - <http://www.bbc.co.uk/history/british/easterrising/aftermath/af01.shtml>

¹¹ Letter from James Connolly to John Matheson, 30 January, 1908 - <http://www.socialismtoday.org/103/connolly.html>

¹² W.B Yeats, *Easter 1916* - Text sourced from Wikipedia

¹³ BBC History - <http://www.bbc.co.uk/history/british/easterrising/aftermath/af01.shtml>

¹⁴ From a speech made by J. Dillon to the commons, Adelman and Pearce, *Great Britain and the Irish Question*, Page 152

where, with Sinn Fein, they organised a nationwide campaign against conscription. The Roman Catholic Church in Ireland denounced conscription as oppressive and inhumane, itself an important moment as prior to this the Church had, since the days of O'Connell, always supported the constitutionalists; now though it was supporting a Republican led movement. The government gave way before this opposition and conscription was not introduced. But the damage to the Union had been done – the British had strengthened their reputation for tyranny. Furthermore this event marked a key change in the relationship between Republicans and constitutionalists. Whereas in the prior example of the two strands uniting, O'Connell and Young Ireland pushing for Repeal, it had been the republicans riding on the coattails of the more popular constitutionalists this, time it was the constitutionalists jumping on the bandwagon – Sinn Fein held the power. All these factors, Nationalists say, combined to turn the Irish against the British.

change
15
Changes persuasively argued

The second reason that the war provides the "essential context"^[15] for the Easter Rising is more commonly given by revisionists; they say that the war acted as a catalyst for the Rising by making it seem to the members of The Neutrality League that, because "opinion (in Ireland) was entirely anti-German and pro-British"^[16] and there was a massive rush by Irish men to join the British Army in 1914, the "imminent demise of Irish nationalism"^[17] was approaching and that they needed "to restore dignity to the separatist movement and the nation by making a courageous and disciplined stand in the face of impossible odds"^[18]. Essentially they needed to make a "blood sacrifice"^[19] to revive Irish nationalism. This is what caused them to start the uprising; without the War it is doubtful whether the Rising would ever have happened. The war, therefore, can be seen as a key turning point as it acted as the catalyst for the Rising. In addition, it was the War, not a natural hatred of the Irish, which forced the British to respond so harshly to the Rising. When Roger Casement was arrested the British discovered that the Rebels had been trying to get arms, if not military support, from Germany. This meant that the Rising was a threat to national security and the war effort; as such it was forcefully put down. Had there been no war the Rising would have been dealt with more carefully and gently, meaning that the Rebels would not have become martyrs and the Irish people would not have sympathised with them.

← revisionist view

TP

interesting argument - explained with clarity

¹⁵ Thomas Bartlett, *Ireland: A History*, Page 379

¹⁶ Robert Kee, *Ireland - A Television History*, 1981, Episode 8.

¹⁷ Garret Fitzgerald, *A Personal Perspective*, Page 1, BBC History.

¹⁸ Fearghal McGarry, *The Rising: Ireland: Easter 1916*.

¹⁹ Padraig Pearse as quoted in Adelman and Pearce, *Great Britain and the Irish Question*, Page 146

Rep. n
tradition
of
roots

LT
change

It must however be said that the roots of the Neutrality League's desire to use rebellion and martyrdom have roots in the tradition of Republicanism. The Republicans believed that "In every generation the Irish people have asserted their right to national freedom and sovereignty: six times during the past three hundred years they have asserted it in arms."^[20] This is referring to the rebellions of 1798, 1803, 1848, 1867 and 1916, all of which failed and resulted in the deaths of those that lead them. The Republicans came to see these failures as glorious martyrdoms and sought to emulate their "Fenian dead"^[21]. The role played by the previous rebels is crucial as it slowly changed the Republican mind-set into one that saw violence as a "sanctifying thing"^[22] and would use it to achieve its ends, no matter the cost; had this tradition not developed the Rising would not have happened and so this gradual change is an important turning point.

→ PACE

FAMINE

Another historical root of the rising that is a key turning point in Irish Nationalism in itself is the Great Famine. The Famine caused the deaths of a million people and forced another one and a half million to immigrate to America^[23]. The British were blamed for this; the Irish felt that the government had not done enough to help them and had contributed towards the famine as Trevelyan was so committed to *laissez-faire* capitalism that he refused to provide food to the starving Irish people as this would undermine the Market, such a government intervention was totally unacceptable to liberal economists like Trevelyan. This meant that, the Irish saw England as having "governed Ireland for what she deemed her own interest, making her calculations on the gross balance of her trade ledgers, and leaving moral obligations aside"^[24]. The Irish people saw the Famine as "the culmination of generations of neglect, misrule and repression"^[25]. This had two effects; firstly creating a group of Irish Americans who would form Clan na Gael and bankroll the IRB, in fact many of the weapons used during the Easter Uprising were bought with Irish-American money. Secondly it created a feeling that English were unfit to rule Ireland and that the Irish should take their destiny into their own hands. The Great Famine, therefore, is also a key turning point in the history of Irish nationalism.

LT
change
difference

LINK to
1917-21?)

²⁰ Quoted from *The Proclamation of The Irish Republic* – Text sourced from Wikipedia

²¹ From Pearse's speech at O'Donovan Rossa's Funeral, 1915 – Text sourced from Wikipedia

²² Adelman and Pearce, *Great Britain and the Irish Question*, Page 146

²³ Adelman and Pearce, *Great Britain and the Irish Question*, Page 63

²⁴ Seamus MacManus, *The Story of the Irish Race*, Page 458

²⁵ Dennis Clark, *The Irish in Philadelphia*

Cultural Another factor that was arguably a key turning point was the efforts of the Gaelic League to revive Gaelic culture from the 1890's onwards. Starting with the literary revival movement, which aimed to resurrect Gaelic culture through plays, books and poetry, and carrying on with the Gaelic Athletic Association the revival of Gaelic culture served to strengthen the feeling of many Irish people that they were Irish and nothing else; they read books in Irish, watched theatrical productions of Irish mythology and played Irish sports. Although technically non-political organizations the Gaelic League and Gaelic Athletic Association contributed to the rise of republican nationalism by recruiting people into the radical Fenian movement and spreading Fenian propaganda. The organisation was also tacitly Catholic, games were played on Sundays making it unlikely for sabbatarian Protestants would attend, reinforcing religious divides^[26]. From this it can be seen that the establishment of the Gaelic League was an important change in Irish nationalism as it helped establish an Irish culture separate from Britain and, alongside the GAA, became the great popular mobilising force for the Republicans, with 600 branches around the country^[27].

To conclude, although the most important turning point is often said to be the Easter Rising, in truth the key turning point was the Great War as it was the war that created the context in which the Rising was possible, it created an atmosphere that imbued in the rebels a sense of urgency that pushed them to start the Rising - had this atmosphere never developed it is unlikely that the different elements contributing to the Republicans belief in revolution would have coalesced into the Uprising - and, furthermore, the state of emergency caused by the War was what forced the British to institute martial law and the harsh reprisals that would go on to turn the general public of southern Ireland against them and in favour of the Rising. Other factors were important changes too; the Catholic Church slowly siding with, or being co-opted by the Republicans, the Famine radicalising the Irish and laying the foundations for future fiscal support from America, the revival of Gaelic League gave Republicans a culture to rally around, the "Fenian Dead"^[28] left them a revolutionary legacy - but without the environment provided by the War it is unlikely that these would have come together, and so the War was, to the largest extent, the key turning point in Irish nationalism: it created the situation in which Republicanism was able to replace Constitutionalism.

²⁶ Killeen, *A Short History Of Modern Ireland*, Page 75

²⁷ Killeen, *A Short History Of Modern Ireland*, Page 71

²⁸ From Pearse's speech at O'Donovan Rossa's Funeral, 1915 - Text sourced from Wikipedia

This is a very good essay with one drawback. The work is sustained (L5) analysis - a wide variety of pertinent & interesting sources are used to examine the raised key issues relating to the question and the concept of change. Interpretations are appropriately handled & considered and there is a good breadth of supporting factual material. The work is written in a good argumentative essay structure and communication is cogent and lucid.

The drawback is the omission to consider the importance of the constitutionalists - they are referred to as a group but O'Connell & especially Parnell's contributions to nationalism are side-lined. The essay does draw over the 120 years, but great emphasis is placed on 1916/WWI with the republican tradition.

This is definitely L5 analysis, but due to ~~the~~ drawback the mark is limited to

22/25

Agreed. Although the student's answer ranges across the whole period, it shows the key features of a L5 response, this omission stops it being a secure level 5 response. JP

(16)

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Documentaries:

- Robert Kee, Ireland - A Television History, 1981.

W.M.K.

GCE History Coursework Resource Record Sheet

Centre Number: 61985 Candidate Number: 6143 Candidate Name: Ed Nagy

Coursework Programme Title: CW16: Ireland and the Union, 1813-1922

over the whole period 1800-1921

Assignment Title Part B: In Considering the Process of Change in the Development of Irish Nationalism, How far can the Easter Uprising Be Seen as a Key Turning Point

22

Issue	Sources	Comments	Teacher's comments if appropriate	Teacher's initials and date
Introduction	E. Norman - "A History of Modern Ireland" Fearghal McGarry, "The Rising: Ireland: Easter 1916" Wikipedia	Wiki was used to source statistics for the 1918. Norman was used for definition of Nationalists.		
Easter Uprising	Fearghal McGarry - "The Rising: Ireland: Easter 1916" Charles Townshend "Easter 1916: The Irish Rebellion" BBC History - several pages. Socialism Today.com Yeats - "Easter 1916"	Townshend I used for Maxwell's quote BBC History was used for various statistics. Socialism Today was the source for the quote from Connolly's letter. Easter 1916 used to quote Yeats		
Great War Nationalist Perspective.	Adelmon and Pearce - "Great Britain and the Irish Question" "Anglo-Irish Relations", Pelling "Ireland: A History" Bartlett Ireland - A Television History	ATP for the Pelling quote Other sources used for Nationalist Perspectives on the war.	WML	12 Oct. 12
Great War Revisionist Perspective.	Thomas Bartlett - "Ireland: A History" Robert Kee - "Ireland: A Television History" Garret Fitzgerald, "A personal perspective" Page 138. Fearghal McGarry - "The rising, Ireland: Easter 1916" Adelmon + Pearce - "Great Britain and the Irish Question".	All sources used to understand + learn revisionist perspective. Quotes taken from each.	WML	17 Oct 12

GCE History Coursework Resource Record Sheet

Centre Number: 61985 Candidate Number: C143 Candidate Name: Ed Davy
 Coursework Programme Title: CU16: Ireland and the Union, 1815-1922

Assignment Title Part B: In considering the process of change in the development of Irish nationalism over the whole period 1800-1922, how far can the Easter Uprising of 1916 be seen as a key turning point.

Issue	Sources	Comments	Teacher's comments if appropriate	Teacher's initials and date
Republican tradition	Wikipedia Adelman + Pearce "Great Britain + the Irish Question"	Wikipedia was used as the source for the full text of "The Proclamation of the Irish Republic", from which I quoted. Some for Pearse's speech.		
Great Famine.	WWU. qub.ac.uk "The Great Irish Famine + the Holocaust." WWU. Independent.co.uk - "Blair issues apology for Irish Potato famine" Adelman + Pearce - "Great Britain + the Irish Question" Seamus McManus - "Story of the Irish Boy Denis Clark - 'The Irish in Philadelphia'" A Short History of Modern Ireland - Killeen	All sources used to understand the Irish Perception of the Great Famine. A+P who used for statistics.		
Gaelic League/GAA and cultural revival.		Used for statistics on the GAA + for quotes.		22/04/12 WAK

Candidate 3: Russia c.1905-2008: the Rise and Fall of Communism.

This is a centre-designed coursework programme.

A competent piece of work, typical of that produced by many candidates working at the top of the mid-range.

Part A *What was the short-term significance of the Great Purge?*

AO1 An analytical response, but one where the analysis is not sustained throughout. Some understanding of the key issues is shown, focusing on the short-term significance of the Great Purge but with some drift.

High L3

AO2 The sources selected are appropriate, and are used to support points made with some effective cross-referencing. They are well integrated into the response, but the evaluation is not always convincing.

High L3

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

A clearly analytical response with an understanding of the role factors played in bringing about change. Chronologically balanced, BUT though qualities of L4 are displayed the material is less convincing in its depth and the qualities of written communication do not conform.

Low level 4.

GCE History
Individual Candidate Authentication Sheet

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

Centre Number	22147
Candidate Number	1128 (available via the Exams website)
Candidate Name <small>(in capitals, surname followed by forenames)</small>	CAMERON, VICTORIA JADE
Coursework Programme Title <small>(if Edexcel designed please provide reference code from specification)</small>	Russia c.1905-2008: The Rise and Fall of Communism?
Assignment Title	Part A: 'What was the short term significance of the Great Purge?'
	Part B: "How significant was the impact of war as a factor explaining the changing influence of the Russian Communist Party c.1905-2008?"
Content <small>(please tick box to acknowledge that content is attached to assignment.)</small>	<input checked="" type="checkbox"/> Resource Record (tick to confirm updated online)
	<input checked="" type="checkbox"/> Appendix (set of sources)
Examined Units <small>Give details of all Units (title and option code) making up the AS and A2.</small> Please Note <small>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.</small>	Unit 1: Option D: A World Divided D2 - Mao's China, 1949-76 D5 - Pursuing Life and Liberty: Equality in the USA
	Unit 2: Option A: Early Modern British History: Crown and Authority A1 - Henry VIII: Authority, Nation and Religion, 1509-40
	Unit 3: Option A: Revolution and Conflict in England A2: Revolution, Republic and Restoration: England, 1629-67

Word Count			
Mark for Part A: AO1 <small>(mark out of 13)</small>	Mark for Part A: AO2 <small>(mark out of 12)</small>	Mark for Part B: AO1 <small>(mark out of 25)</small>	Total Mark: Part A & B <small>(final mark out of 50)</small>
10	10	17	37

Statement by candidate

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

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

Signature: *V. Cameron* Date: 6/11/12

Statement by teacher

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

Signature: *[Signature]* Date: 6/11/12

'What was the short term significance of the great purges?'

Name: Vicky Cameron

Tutor: DMA

Group:B01

Teacher: CGW

Word count (part A):1572

Total word count (part A&B):3502

What was the short term significance of the great purge?

One of the most significant events to occur in Russia's history was in the 1930's, when Stalin set out to purge the 'enemies of the people', a phrase invented by Stalin referring to those he felt were doing wrong by communism, both inside and out of the communist party. Although since Lenin's enrolments in 1924 to the party, the term 'purges' had been considered common and normal for the time, the events, and the severity of them, which occurred under Stalin led to lasting and painful effects on Russia for years. The victims of the purges spread across all levels of society in Russia, from senior military officers, to stay at home mothers. Statistics show the extent to how greatly spreads these 'enemies of the people' were, with the number of arrests between 1937-38 reaching 8 million, and the total number of deaths reaching 20 million. - context achieved

One of the greatest significances was for the communist party, it would be accurate to say that they received the biggest impact from the purges over everybody. The extent of fear and suffering that a large majority, if not all, of the party members endured created a lasting effect on each individual until their death. An example of the fear that they felt by an individual is in source 6 where in his final speech, in court, Bukharin continues to show overwhelming gratitude to the man responsible for his death sentence, 'led me to bend my knees before the party and the country...for in reality, the whole country stands behind Stalin; he is the hope of the world'¹. Given the fact that his defence had been given beforehand and ignored, when he knew that he could no longer save himself, Bukharin still continued to show loyalty to the people. To me this shows that the instinct took over and explained how he felt, the fear had been engraved too deep into his life that even at a moment where he could say how he felt truly, and he still loved the party. Although as it was written in court, therefore it could have been edited by the typewriter? I believe, due to other sources showing the same occurrence, it holds enough weight to show that fear od not supporting the party completely had become a natural reflex to the people until their death.

This source shows another impact the purges had on the party was the increase in support and power Stalin gained from them. This can be seen as not only did the people continually add praise to him, but he had eliminated all opposition that could take away his position on the top. This did mean however that the party itself had its power decreased dramatically, due to their constant fear of them being the next victim of the purges, 'many of the original leaders of our party and our country were wiped out...Almost the whole politburo which had been in office at the time of lenis death had been purged'². In this time, both the politburo and the communist party ceased to meet. Like source 6 showed earlier, another example that supports the fact that fear was a major significance in

¹ Source 6

² Source 17

the previous] cumulative word count: 605

vicky cameron.

DMA

(2)

Attempt at contextual analysis?

which ones?

not to estimate weight, but not linked to significance

not

focus on significance has been a little lost.

Russia during the purges is in source 11. At the end of a conference, after a tribute to Stalin was called for Alexandr Solzhenitsyn recalls, 'the applause went on-6,7,8 minutes... the director of the paper factory sat down... they easily passed 10 years in a labour camp on him'³. Although written first hand from being at the event, and after the death of Stalin, some of the statistics from the source could be argued to be exaggerated. Also it was an extract from a book so the urge to make a story of the situation may mean that the evidence holds less weight than it may have.

- heavy American analysis, no real appreciation of Solzhenitsyn.

last bits evaluation, but not convincing

A source that both supports and disagrees with source 11 is source 2, showing a social impact the purges had created. This was written by a famous American novelist after the death of Stalin, so he would have been writing without the fear of being purged. However, it is by an American during the time of the cold war meaning that I would give less weight to it where he may be indirectly trying to degrade communism by painting its former beloved leader as a dictator. It is known that the people around this period showed a great deal of respect to Stalin, possibly due to the fear his party had exerted on them, however I think it could be possible that even after Stalin's death the fear that he was still watching was still present in the lives of the people, 'in shops they sell million upon millions of images of him... he is everywhere, he sees everything'⁴. Although the content differs slightly from that in source 11, it does link and support the argument which is stated in source 4, 'even today if I see a policeman, I begin to shake'⁵. The diary of Mikhail Prishvin supports source 2 by again symbolising that the fear continued after the death of Stalin, affecting their day to day lives and showing that the purges indeed held short term significance over Russia. People who weren't directly targeted were still affected by the purges too. The party had enforced more secret police with stricter orders, raising suspicion among the people due to them being turned against each other and asked to spy to prove that they 'really are a good soviet citizen' by reporting any 'anti-Soviet behaviour'. People had their rights to freedom of speech and friendship taken away by the purges by turning everyone against each other when no one knew who was working for the secret police. -again,

significantly narrative end to the para.

A final way that the great purge held significance over the people was how it affected both the military and international relationships. Because of the purges, the red army faces a colossal decrease in their power which they had under previous leader been proud of as being one of the largest armies in the world. Experienced leaders were purged when Stalin felt that they held too much power or respect over the people, and they were replaced by inexperienced ones who

³ Source 11

⁴ Source 2

⁵ Source 4

W. a link?

a link?

more context would help here.

in what way? a link?

force!

all of them?

xr.

xr.

x

'obeyed Stalin correctly', 'the soviet government not only arrested and executed its actual minister of war... it exterminated the entire senior commanding staff of the army, navy and air corps.'⁶The major significance that this held was due to the lack of poor quality leadership, the soldiers lost all morale consequently resulting in drastic failures early on in the Second World War, 'Hitler was preparing his attack and doing everything he could to undermine our military leadership. We helped him along considerably... the blood bath reached a red hot frenzy in 1937.'⁷However, not only did the failures of the Red Army hold consequences for Russia, it also affected the collaboration with the western European countries, discouraging them to arrange a pact to become allies in the war against Germany. For Russia, this had catastrophic effects during the early stages of the war. Evidence of the horror the west saw in the communist techniques preventing them from aiding them in their defeats, is shown in source 1 by a British diplomat observing Stalin's major show trials, 'each prisoner incriminated his fellows, and in turn was incriminated by them'⁸. By Fitzroy Maclean writing his observations shows how Britain, and the west, would have seen the proceedings, and also, due to it being around the time where a dictatorship and torture of the people had led to a war, it would explain why relations between capitalism and communism were so poor for decades. I feel source one holds quite a lot of weight due to the fact that as he was a diplomat, so he would not be trying to cause unrest between the countries. Also, it is supported by source 4 regarding the fact that as a Russian citizen you knew 'you'll get in trouble for your tongue'⁹, and in source one it describes how in fact, it was not just a warning given by a mother. When a person spoke, the end result would be them admitting their guilt for a crime that never occurred.

In conclusion, I feel that the short term significance of the great purge was the fear caused by Stalin and the secret police, especially up until 1956, when freedom of speech began to be allowed under Khrushchev. Everybody from every level in society was afraid to speak out or act in a way which could upset Stalin, and even those who weren't guilty of any crime were still deeply affected by the purges, with fear being the only instinct ruling them. Children had to watch their parents suffering, resulting in long term emotional suffering, adding to why the purges were significant, 'he was terrified...he kept those items near his bed...waiting for the car that never came.'¹⁰Years after the purges there was still evidence of how the purges emotionally affected the people, especially in Russian society, so for that reason I would feel confident concluding that the fear employed by the great purges and by Stalin held a greatly important significance in Russia up until a new style of leadership relaxed the tension.

eg!

vague supporting evidence

meaning?

sense?

More that he was taken in by and believed, the accusation

W?

on international significance has been a little lost.

?

⁶Source 12

⁷Source 19

⁸Source 1

⁹Source 4

¹⁰Source 3

trypertext cumulative word count: 1572.

Vicky Cameron DMA.

(4)

AO1 (10) The candidate analyses significance in each para, but this is not fully sustained & analysis of sources often leads away from the key argument by the end of each para.

this broad (rather than focused) analysis of significance is also demonstrated in the conc.

A02 (10) A range of sources is selected & used in xR to support points made. There is an attempt to interrogate the sources on the basis of their context, but this is usually generic and ~~was~~ undeveloped and leads to weighing which isn't always fully credible.

✓ Modest & agreed.

There is some attempt to focus on the q, but this is not sustained or well-supported by further detail.
xref + range of sources is good, but evaluation of context is not convincing or used to explore significance.

Appendix

Source 1

The prisoners were charged, collectively and individually, with every conceivable crime: high treason, murder and sabotage. They had plotted to wreck industry and agriculture, to assassinate Stalin, to dismember the Soviet Union for the benefit of their capitalist allies. They were shown for the most part to have been traitors to the Soviet cause ever since the Revolution. One after another, using the same words, they admitted their guilt: Bukharin, Rykov, Yagoda. Each prisoner incriminated his fellows and was in turn incriminated by them.

Fitzroy Maclean, British diplomat, one of the foreign contingents permitted to observe the proceedings. 1938. Major show trials.

Source 2

Everything in the Soviet Union takes place under the fixed stare of the plaster, bronze, drawn or embroidered eye of Stalin. His portrait does not just hang in every museum but in a museum's every room. Statues of him dignify the façade of every public building. His bust stands in front of all airports, railway bus stations. A bust of Stalin stands in every classroom, and often his portrait hangs directly opposite. In parks he sits on plaster benches and discusses something or other with Lenin. In shops they sell million upon million of images of him, and in every home there is at least one portrait of him ... he is everywhere, he sees everything ... we doubt whether Caesar Augustus enjoyed his life the prestige, the worship and godlike power over the people of which Stalin disposes.

John Steinbeck, the American Novelist, visited the Soviet Union in 1947.

Source 3

Every night he would stay awake – waiting for the sounds of a car engine. When it came he would sit up rigid in his bed. He was terrified. I could smell his fear, his nervous sweating, and feel his body shaking, though I could barely see him in the dark. "They have come for me!" he would always say when he heard a car. He was convinced that he would be arrested for something he had said – sometimes, at home, he used to curse the Bolsheviks. When he heard an engine stop and the car door slam, he would get up and start fumbling in panic for the things he thought he would need most. He always kept these items near his bed in order to be ready when 'they' came for him. I remember the husks of bread lying there – his biggest fear was going without bread. There were many nights when my father barely slept – waiting for a car that never came."

Viacheslav Kolobkov recalls the panic of his father, a factory worker in Leningrad, when a car stopped outside their house at night. The Whisperers, Private life in Stalin's Russia. Orlando Figes, Page 242-243

Source 4

“You’ll get in trouble for your tongue’ – that’s what people said to us children all the time. We went through life afraid to talk. Mama used to say that every other person was an informer. We were afraid of our neighbours, and especially of the police. I am still afraid to talk. I cannot stand up for myself, or speak out in public, I always give in without saying a word. That’s in my character, because of the way I was brought up when I was a child. Even today, if I see a policeman I begin to shake with fear.”

The diary of the writer Mikhail Prishvin, 29 November 1937. The Whisperers, Private life in Stalin’s Russia. Orlando Figes, Page 251-252

Source 6

“When you ask yourself: ‘If you must die, what are you dying for?’ – an absolutely black vacuity suddenly rises before you. There was nothing to die for, if one wanted to die unrepented. And, on the contrary, everything positive that glistens in the Soviet Union acquires new dimensions in a man’s mind. This is the end disarmed me completely and led me to bend my knees before the Party and the county ... For in reality the whole country stands behind Stalin; he is the hope of the world.”

In his final speech in court, Bukharin showed the extraordinary character of the Bolshevik mentality. Despite the injustice of the proceedings to which he had been subjected he accepted the infallibility of the Party and of Stalin. Access to history, Stalin’s Russia, 1924-53, Fourth Edition, Michael Lynch, Page 67

Source 11

At the end of the conference, a tribute to Comrade Stalin was called for. Of course, everyone leapt to his feet.

However, who would dare to be the first to stop – after all, NKVD men were in the hall waiting to see who quit first. And in that obscure hall, unknown to the Leader, the applause went on – 6, 7, 8 minutes! They couldn’t stop now till they collapsed of heart attacks!

Aware of the falsity of the situation, after 11 minutes, the director of the paper factory sat down in his seat.

And, oh, a miracle took place! Everyone else stopped dead and sat down.

That, however, was how they found who the independent people were. And that was how they set about eliminating them. They easily pasted 10 years in a labour camp on him.

Alexandr Solzhenitsyn, writing about a Communist Party meeting in 1938, featured in his book; ‘The Gulag Archipelago’. (1973)

Source 12

By means of the ‘proceedings’ taken against the leaders of the Bolshevik Old Guard and the Red Army, the present government intends to insure its totalitarianism against any new crisis into which a future war would throw the country. That is why it shoots not merely the visible representatives of Soviet-democratic and internationalist tendencies, but also those thousands of unknown

communist workers, Party organizers, industrialists and officers, in fact all the little Tuchachevskys and Piatakovs whom it accuses of espionage for Germany or Japan or 'Trotskyist sabotage'.

The execution of Tuchachevsky and the other Red Generals was a definite war measure undertaken by the Stalinist bureaucracy, whose aim was to exterminate along with the many possible rallying-points for a struggle for power in the event of a future war. But in consolidating the state of affairs that gives them power, they are undermining the foundations of socialist society and so destroying the very conditions of their own existence.

Erich Wollenberg, The Red Army, trans. Claud. W. Sykes (London, 1940). Chapter 8

Accessed online at: <http://www.marxists.org/history/ussr/government/red-army/1937/wollenberg-red-army/ch09.htm>

Source 17

"many of the original leaders of our Party and our country were wiped out ... Almost the whole Politbureau which had been in office at the time of Lenin's death was purged."

Khrushchev Memoirs, Volume I – "Khrushchev Remembers" page 102:

Page 103 – "The Party started to lose its authority and to be subservient to the NKVD."

Source 19

In the late thirties Hitler was preparing his attack and doing everything he could to undermine our military leadership. We helped him along considerably by destroying the cream of our executive personnel, our Party leadership, and our scientific intelligentsia. The blood bath reached a red-hot frenzy in 1937. It was no accident that 1937 was the first year we didn't fulfil our Industrial Plan ... But for years nobody raised the curtain on these facts.

Khrushchev Remembers (vol.1) p.111-112

How significant was the impact of war as a factor explaining the changing influence of the Russian communist party C.1905-2008?

Over the period of 1905-2008, various factors affected the influence of the Russian communist party, one of the key factors being war. In 1917 and 1990 war enabled the communist party to increase its influence by excelling its power among the people socially, politically and internationally. The First World War which led to the abdication of Russia's Tsar, brought about many opportunities for the Bolsheviks to take control of the country. However, like Trotsky explained, the war being 'the locomotive of history', it is easy to forget that without the role of individuals, the Russian communist party may have never been able to seize power.] This argument is not entirely clear.

factor identified just about

no war in 1990

communication L4

Without the influence of particular individuals during the period of 1905-2008, it is doubtful that a change in the influence of the Russian communist party would have occurred. The individual that I feel had the greatest impact in changing the parties' influence, by means of increasing their influence, was Lenin. As the man who first initiated the party in Russia and had the initial control, I feel it is vital to point out the amendments he made to the country in changing the political minds of the Russian people. Although, it is debatable that if there had been no revolution in 1917, Lenin would not have had the opportunity to allow the party to begin their rule, once in power, Lenin insured that he brought about a change to end the legacy of the Tsar and introduced communism in a way that appealed to the people. After Lenin, the next individual that explains a significant change in the influence of the communist party is a leader who became chair of the party 74 years later in 1991. Yeltsin is famously known as 'the man who buried communism'¹, however, although his method of shock therapy caused a decrease in life expectancy and population growth, the votes for the communist party continued to grow and eventually 'The Russian federation had a much greater number of members, half a million stronger than any party in the country'² proving that Yeltsin had effectively increased the influence of the communist party, even if succeeded inadvertently.

indiv

which reduction?

Simplistic

clear message is the the best choice of question

confused? how?

evidence

Although it is clear to see that the role of individuals aided in increasing the level of support for the Russian communist Party, certain leaders also had the effect of decreasing it. The main president of the party to decrease the level of influence it obtained was Gorbachev. Like Archie Brown explains, 'well before Yeltsin took over Gorbachev's offices in the kremlin and the old central committee buildings, the system had ceased to be communist.'³ Gorbachev brought about many changes that older leaders, like Stalin would never have

¹ www.thetimesonline.co.uk 'yeltsin, the man who buried communism'

² Robert Service, Russia: experiment with a people (2002) p.121-132

³ Archie Brown, The Gorbachev Factor (1996), p. 309-10,315

increased date

dreamed of, for example in 1977, article 6 was abolished. This was a document that stated that 'The leading and guiding force of soviet society and the nucleus of the political system...is the communist party of the soviet union'⁴. This declared that the party was no longer in complete control, losing it a lot of its original influence. Gorbachev also introduced the ideas of glasnost and perestroika which also eventually brought about the collapse of communism. The two sayings symbolised a dismantled centralised state which led to the introduction of a market led economy for a profit. Also, glasnost reduced the amount on the strict censorship which had been employed all throughout the last 70 years. Another individual that created a negative impact on the influence of the communist party was Putin. Putin was the final president of the Russian communist party, who began his time in office in 2000 and ended it in 2008, and is arguably one on the most un-influential presidents that the country saw when looking at how far the country expanded. 'He constantly sought to play down communism whilst at the same time holding onto Russia as a great nation'⁵, for Putin, his role was to keep Russia running at the same time as coping with the second Chechen war, which drastically decreased the influence the party had over the people. Over the last 30 years Russia had been led by older men who died shortly after taking their place in the kremlin, Putin was the first 'young' leader with new ideas, however, unfortunately for Putin, Russia was full of hard line communists and traditionalists who didn't easily accept the idea of change, hence the influence of the Communist party decreased.

what type?

4 better first detail here

not sure about this argument

no - not a central point by this time

confused

I think candidate near Gorbachev

Although individuals played a major role in changing the influence of the Russian Communist party, the impact that wars had on the country can also be said to have played a key role. When identifying which wars however had an influence on how the popularity changed, it is key to look at which war can be seen as a turning point. For me, the two key wars which inflicted a major turning point in Russian history occurred in 1917 and in 1979. The First World War created the opportunity for a revolution in Russia to occur, which in turn, sparked an uprising of the Bolsheviks, 'Had the great war not taken place, we may suppose there would have been no revolution in 1917'⁶ hence no opportunity for Lenin and the rest of the party to take control of Russia. The First World War led to the abdication of the Tsar, and the organisation of the Provisional Government. The Great War sparked many an opportunity for a change, hence why it allowed the increase in influence of the Russian Communist Party. A second war which allowed the growth of influence for the party was the first war with Chechnya in 1994. During this period of war, over 27,000 Russian civilians died just in the first 4 months of fighting. Over the years it has been described as a fiasco for Yeltsin, but surprisingly, the war managed to increase the influence for the party itself. This shows, like during Stalin's rule in 1930's, that both party and

was

GT

good use of quotation

ughh?

need specific or focus on October

evidence

no, candidate is correct

⁴ Sections from 1977 article 6 referenced in Stephen J. Lee, Russian and the USSR, 1855-1991 (2006) p.49

⁵ Edward Bacon, Contemporary Russia (2nd edn, 2010) p. 31-33

⁶ Professor Alexandre Reviakine (History Institute, Russian Academy), speaking on the BBC TV programme "1914-18", Episode 5 ("Mutiny")

awesome!

no.

president are not one of the same; one may hold influence whilst the other loses it. Chechnya was eventually isolated both from Russia and the rest of the world leading to it becoming a vortex of crime and kidnapping. A final war which again helped to increase the influence of the communist party was one that occurred very early on, before the communist party was even in power. The Russo-Japanese war intensified the anti-tsarist attitudes amongst the people, forcing them to look outside the monarchy and to the different political parties who could offer them an escape. The country plunged into a revolutionary situation during 'bloody Sunday', and 'various manifestations of unrest broke out in Russia forcing the Tsar to intervene with the 'October manifesto' that offered concessions which no other tsar had been forced to do.⁷ This also allowed the communist party to gain their influence by working off the countries unrest.

However, like previously mentioned, one war which occurred in 1979 also influenced a turning point in how influential the Russian Communist Party was, especially in the later years of its rule. The invasion to Afghanistan was one of the key factors in the delegitimization of the communist party rule⁸, which led to the decrease in international support and that of its own citizens. As a result of the Russian invasion, the period of détente which had been on-going between the USA and the USSR was called off showing the American president that he couldn't trust the communist government. Also, Russian troops were told they would be fighting against American and Chinese soldiers, the people they saw as the enemy, in reality, they were fighting, and killing, Afghanistan civilians. This inspired anti-communist forces in Afghanistan showing a drastic decrease in the influence the Russian communist party had, especially internationally. Another war which decreased the influence of the communist party was the second war in Chechnya. This had a complete contrast in outcome for the party compared to the first war with the Chechens, as by the end of the fighting Putin, the leader of the party at the time had gained his influence; however that of the parties had decreased. The party prevented journalists to cross the border in to Chechnya during the fighting to ensure that only pro-Russia propaganda was reported. A three day theatre hostage that occurred in one of Russia Largest towns also ensured this. Once Putin had ordered the death of all the terrorist fighters holding the Russian civilians the support for Putin increased greatly, however for the party, their influence as a whole decreased. Due to it being in a weak position anyway, it's easy to say that second Chechen war had a great impact on finalising the influence of the Russian communist party. A final war to have an impact on the parties influence was much earlier on, in 1941. Towards the beginning of the Second World War it is when it is clear that the party was losing its influence. The death toll for Russia in the first half exceeded 10 million on the front line, with a further 11 million back home. Their supposed leader Stalin, was

⁷ Mike Wells, Russia and its ruler 1855-1964 (2008) p.134-151

⁸ <http://www.gwu/~nsarchiv/NSAEBB57/soviet.html> Stephen J. Lee, Russia and the USSR, 1855-1991 (2006) p.122

ouch!!!
 dont enter
 the
 VORTEX!!
 evidence of
 RCP
 influence!!
 being
 increased?

Notes?

? !?

?

domestic
 influence
 capped to
 international

no
 candidate
 is
 caused

?

based on
 confusion of
 who was in power

détente

no, in the early days of war → also suffering from what some historians claim to be a panic attack when the German army closed in on the remaining Russian cities, and therefore was absent for a large amount of the period. For the people, this was a time where they needed security and guidance the most, and as a result of Stalin's absence, they weren't receiving it. However, towards the end of the war, Russia began to have some major victories when it needed it resulting in the Second World War also becoming a turning point in Russia history. The main argument in support of the war as a 'turning point' is that the Soviet Union was transformed into a super power as a direct result of the experience of the war between 1941-1945. Although it did initially begin to decrease the influence in 1941-42, however as Russian Troop gained support from a woman's front, the support began to rise slowly back to its original starting point. Communication !!

in conclusion, it is clear that war was a key factor in explain the change in influence of the Russian communist party in the year 1905-2008, however, I feel that without the role of individuals the communist party wouldn't have necessarily gained the support in the first place. The monopoly of power that the party held across the period fluctuated drastically over the years, accordingly with the leadership styles held by the president of the communist party. It is hard to tell how far you can go to say what effect all the individuals held in terms of influence as mostly during their time in office, all managed to increase and decrease the influence of the party. War on the other hand, would have had no effect on the party, if the party had not been organised by a leader itself. Although certain examples show that the loyalty to the leader and the loyalty to the party can be separated, the experience of war is not one that can suddenly change a person's political beliefs, but the desperation can make a person turn to a figure they believe can help. To sum up, I do not believe that war is 'the locomotive of history' although with a world full of different believes and lifestyles it is inevitable, I don't feel that it can change a party's influence to any drastic extent. ? unconvincing

eh?

really?!

- understanding of process of change, though not always accurate - Some factual cohesion in places,

- Range of Sources identified + utilised.

- Writing coherent overall, though not always communicated effectively.

17/25 ?

Agreed. There is enough structure (argument + focus for C4), but a lot of confusion concerning Putin put this lower in the level.

Candidate 4: CW43 The Middle East and the Arab-Israeli conflict c1900-2001.

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

Part A *What was the short-term significance of the Balfour Declaration?*

AO1 A broadly analytical response with some narrative /descriptive passages, showing some understanding of the focus of the question and of the key issues.

High L3

AO2 A range of sources selected and interpreted in context, with some reference to nature, origin and purpose.

High L3

Part B *To what extent were foreign powers responsible for the continuing conflict in the Middle East?*

A response that is broadly analytical, although there are some narrative passages and some loss of focus, and an understanding that the involvement of foreign powers changed over time. However, there is little understanding that a comparison of factors is needed.

High L3

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	58707		
Candidate Number	0648		
Candidate Name (in capitals, surname followed by forenames)	SAVEALL, DEMI		
Coursework Programme Title: (if Edexcel designed please provide reference code from specification.)	CW43 The Middle East and the Arab-Israeli conflict		
Assignment Title	Part A: What was the short term significance of the Balfour Declaration? Part B: To what extent were foreign powers responsible for the continuing conflict in the Middle East?		
Content (please tick box to acknowledge that content is attached to assignment.)	Resource Record: Attached		
	Appendix: N/A		
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: (D2) Mao's China, 1949-76		
	(D5) Pursuing Life and Liberty: Equality in the USA, 1945-68		
	Unit 2: (E1) British Political History, 1945-90: Consensus and Conflict		
	Unit 3: (D1) From Kaiser to Fuhrer.		
Word Count	1823. 1924 = 3747		
Mark for Part A: AO1 (mark out of 13)	Mark for Part A: AO2 (mark out of 12)	Mark for Part B: AO1 (mark out of 25)	Total Mark: Part A and B (final mark out of 50)
10	9	15	34
Statement by candidate			
I declare that I have produced the assignment attached without external assistance, apart from any which is acceptable under the Scheme of Assessment and is recorded. I also declare that the word count given above is correct. I am aware of the penalties that will be imposed for exceeding the word limit (4000 words) by any amount.			
Signature: <i>Dsaveall</i>		Date: 18/12/2012	

Statement by teacher	
I declare that the candidate's activities have been kept under regular supervision and that to the best of my knowledge no assistance has been given apart from any which is acceptable under the scheme of assessment and has been identified and recorded.	
Signature: <i>S.M. En</i>	Date: 18/12/2012

**What was the short term significance of the
Balfour Declaration (1917-1936)?**

History Coursework - Part A

Name: Demi Saveall

Centre Number: 58707

Candidate Number: 0648

Palestine is significant to three monotheistic faiths: Judaism, Islam and Christianity. Each of these faiths regards the areas as being sacred to them. As the Ottoman Empire weakened and European powers got to grips on areas such as Palestine there became a struggle in deciding how Palestine should be occupied. Each faith wanted to control the area and Palestine was also drawn in to the worldwide conflict between imperial powers (especially Britain and France). From the 16th Century until the First World War, the area was controlled by the Ottoman Empire. The Ottoman Empire was primarily Muslim so the whole area came under Muslim control. However, Jews and Christians were tolerated; they were not banned from the area.

Background summary as introduction

Palestine became the twice promised land; promised to both the Jews and to the Arabs upon the defeat of the Ottoman Empire. In 1915-1916 British support for Arab independence in Palestine was shown by the Hussein McMahon correspondence. A letter addressed to Hussein from McMahon read 'Great Britain is prepared to recognise, and uphold the independence of the Arabs.' (Smith, 2001) Also in 1916 T.E. Lawrence and other British leaders also 'made vague promises the Arabs would be allowed to set up independent states' (Lowe, 1982). This demonstrates more than one occasion where the British ^{were} supporting the Arabs with Palestine and their independence. However in November 1917 the Balfour Declaration announced support for Palestine being the 'national home for the Jewish people' (Balfour, 1917). Palestine had now been promised to two competing monotheistic faiths, the latter promise being to the Jews caused Arabs to lose trust in the British. Britain was still trying to win a war, and it is hard to do so without trust and support of others. As Britain were heavily concerned with winning a War, the loss of trust becomes significant because as a leading power, this loss of trust made other countries weary of cooperating with Britain.

Key issue

Following The Balfour Declaration, came the San Remo Conference in 1920. 'two "A" mandates were created out of the old Ottoman province of Syria: the northern half (Syria and Lebanon) was mandated to France, the southern half (Palestine) to Great Britain. The province of Mesopotamia (Iraq) was also mandated to Great Britain. Under the terms of an "A" mandate the individual countries were deemed independent but subject to a mandatory power until they reached political maturity.' (Conference of San Remo) The Arabs became enraged when the Britain received the mandate of Palestine, because of the nature of the Balfour Declaration. 'Arab nationalists were unsure how to react to British authority'. (Arab riots of the 1920s) This quote was taken from a Jewish website and therefore it is expected to

Assessment of consequence of Declaration

*analysis focussed on signif
L3/4*

source related
to context ✓

focus heavily on the Arab's hostility to the British control. | Aware of need to look at provenance

Because of the nature of The Balfour Declaration, inevitably it encouraged Jewish immigration and emigration into Palestine, this is demonstrated by how in 1922 11.14% of the recorded population were Jewish and in 1931 the percentage was 16.90. This increase of percentage continued to increase right up to 1937 where the percentage was 28.24.

key issue

(Population of Palestine, 1922-1942, 1947) These figures however were derived from the Esco Foundation where many of the board members were Jewish; these Jewish members would want to amplify the figures to indicate that the Jews had a good population within Palestine, to support their claim for the land. The figures for the number of Jews that moved to Palestine between 1917-1922 are not on the Esco Foundation's figures, this may be because migration wasn't substantial and therefore the figures do not help the Jews. However

In June 1922, a white paper was drawn up by Winston Churchill (Colonial Secretary). These stated that the total number of Jews in Palestine was 80,000 and that the increase since 1917 was 25,000. (Churchill, 1922) The reason that Churchill drew up the White Paper was

because there were riots by the Arabs with regards the number of Jews moving into the area. He is likely to underestimate the number of Jews to diffuse the situation and to try and regain the trust and support of the Arabs. Although Churchill's figures were thought to be underestimated, they are broadly similar to that of the Esco Foundation who's figures show that there were 83,790 Jews in Palestine. The Balfour Declaration isn't the only factor that would lead to increased Jewish migration into Palestine, with the surrounding World War, Germany and her allies displayed extreme anti semantic attitudes and it wasn't safe for Jews in many places. Although The Balfour Declaration allowed the steep migration, it was factors like Hitler's anti semantic regimes that pushed the Jewish community into Palestine.

Assessment of sources
Assessed sources

Relative significance

The Increased Jewish migration caused the Arabs to riot, particularly in 1920. 'Six Jews were killed and some 200 injured in Jerusalem in the course of the 1920 riots. In addition, two Americans, Jakov Tucker and Ze'ev Scharff, both WWI veterans, were killed resisting an Arab attack on the Jewish settlement of Tel Hai in March 1920.' (Arab riots of the 1920s) As this quote and outlook on the Arab riots was taken from a Jewish website, it is expected that the sympathy lies with the Jews and the Arabs are shown in an extremely negative light by only focusing on the destruction caused by the Arab party. It was because of these riots that Churchill drew up the White Paper. Following the riots, Britain also began to lose the trust of the Jews, as the Jewish population believed there wasn't enough intervention to prevent or

key issue

key issue

key issue clearly understood L4

stop the Arab riots, it was the Balfour Declaration that allowed the zionism in large numbers, and therefore the Balfour Declaration lead to the loss of Trust on behalf of the Jews as well as the Arabs.

✓

by whom?

It has been argued that one motive for the Balfour Declaration was to keep Russia in the War. Britain was aware that the overwhelming population of Russia wanted withdrawal from the war. Despite Kerensky being heavily committed to the war Britain feared losing on the Western Front. The Balfour Declaration would offer Russia a solution to their Jewish problems, by offering a 'national home for the Jewish people'. (Balfour, 1917) It is also highly appealing to the Jews within Russia, 'if Great Britain declared for the fulfilment of Zionist aspirations in Palestine under her own pledge, one effect would be to bring Russian Jewry to the cause of the Entente.' (George, 1938) The Russian Jewry would push for Russia to be kept in the war because of the promises made by Britain. If this were the case, the Declaration hasn't any significance for in the latter part of 1917 Russia came under a new Bolshevik regime and retired from the war. Another World War 1 related motive is that the Balfour Declaration was designed to initiate America's involvement in the war.

Key issue

Assessment of significance

eval of arg L4

America had remained neutral as far as the first World War was concerned, the Balfour Declaration may have been designed to encourage the USA to ally with Britain and France. The Balfour Declaration would appeal to zionists within America. 'Zionism seeks to establish a home for the Jewish people in Palestine secured under public law.' (Basle, 1897) Not all Jews in America were zionists, and to be a Zionist you didn't have to be a Jew. However the Balfour Declaration may inflict pressure on America to enter the War. If this was the reason for the Balfour Declaration, again, it lacks significance because America entered the war prior to the publishing of the Declaration. 'President Wilson asked Congress for permission to go to war, and on April 6, 1917, congress officially declared it'. (The United States Enters World War One)

Key issue

individuals need to interpret L3

There is another reason for American entering the war, The Zimmerman Telegram. In January of 1917, Britain decoded a telegram which shows Germany offering Mexico USA territory if they were to join the German cause. This of course, would have forced America into the war to keep their territory. David Khan, honoured this the sole cause for America joining the War, 'never before or since has so much turned upon the solution of a secret

Assessment of significance

message'. (Khan, 1967) This supports the idea that The Balfour Declaration had little or no significance in bringing America into WW1.

Another supporting of the lacking significance of The Balfour Declaration in bringing American into the War is that 'evidence points more to the Russian revolution being the factor of most weight in determining their attitude.' (John, 1985) The loss of Russia on the Eastern front enabled Germany to reinstate troops and weaponry via the Eastern front to France and Belgium, however by this time America entered the War in order to compensate the loss of Russia.

source used merely as illustration

Assessment of significance

Assimilationists

Another short term consequence of the Balfour Declaration is that it split the Jewish community. Zionists and non-Zionists were opposed to each other. Non/anti-Zionists were worried that the formation of "a national home for the Jewish people" would result in the removal of the Jews from countries like France, Britain and other countries of the like. This would result in racial Jews being forced out of countries that they loved, and becoming reclusive of Palestine despite not believing in the idea of Zionism. An example of a Jew who didn't believe in Zionism was, Edwin Montagu, during the war he sat in the cabinet. He was not a Zionist. He argued against the Balfour Declaration. Herbert Samuel, another Jew in the cabinet did support the Balfour declaration and Zionism. So as well as causing divisions within the Jewish Community, the Balfour Declaration cause a split within the British Cabinet.

key case

focus on significance L3

The Balfour Declaration does have significance, it does however have areas to which it bears more significance. It had little or no effect on bringing America into World War 1 or keeping Russia in the war. The Balfour Declaration lead directly to the San Remo conference which resulted in Britain having a mandate over Palestine, and a period of imperialism across the Middle-East. It is also because of the Balfour Declaration that so many Jews could escape the anti semantic movements surrounding Germany and her allies. For Zionists the Balfour Declaration enabled them to return 'home', so was popular among them. For Jews who weren't Zionists the Balfour Declaration only managed to cause splits in the Jewish Community and the Jewry. The Balfour Declaration also lead to Arab riots because of the increased immigration, the British no longer became a country that others put their confidence in, eventually Britain lost the trust of the Jews and the Arabs, all because of

significance listed

events that stemmed from the Balfour Declaration. The Balfour Declaration seemed to cause more destruction and havoc than it did good; Arab Riots, loss of trust. Britain were trying to please both the Arabs and the Jews but the competing faiths misunderstood the promises being made causing situations to escalate to points where Britain no longer could intervene and control. *Reasoned conclusion.*

Total word count: 1823

A01 10 20/25 *All key issues covered.
100% accurate material
Aware of need to assess sources.
Relative significance of Declaration focus throughout*

A02 10

A01 9 (Mid level 3)
A02 8 (low level 3)
17/25

DWS Moderated

A01 - Analytical + focussed on significance. Some short passages suggest level 4, but not sustained and focus is not confident. High L3 10

A02. Range of sources used + interpreted in context. Sources' nature, origin, purpose given brief examination in some places. Sources used with confidence - but not 'thorough' investigation of question or 'discriminate' use. So L3 rather than 4 9

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GCE History Coursework

Resource Record Sheet

Centre Number: 58707
 Candidate Number: 0648
 Candidate Name: Demi Sayeall
 Coursework Programme Title: CW43 The Middle East and the Arab-Israeli Conflict, c1900-2001

Assignment Title Part A: What was the short term significance of the Balfour Declaration (1917-1936)?

Issue	Sources	Comments	Teacher's comments if appropriate	Teacher's initials and date
National home for the Jews in Palestine.	Balfour, A.J., The Balfour Declaration, November 1917	The document of the 'Balfour Declaration' and illustrating that the Jews now had a national home in the area of Palestine.	Think about relevance to the question	JMc 13/9/2012
Jewish immigration to Palestine.	Churchill, W.S., The White Paper of 1922, 1922	Clarified how Britain viewed the Balfour Declaration and contains some figures of the number of Jews immigrating to Palestine.	Why would Churchill give the figures that he did?	JMc 13/9/2012
Hussein-McMahon correspondence	Smith, Charles D., Palestine and the Arab-Israeli Conflict, Boston, 2007	Illustrates Britain agreed to allow the Arabs to have independence in Palestine.	Make this relevant to the question.	JMc 13/9/2012
Britain and the war effort	Lloyd George, David, The Truth about the Peace Treaties, Victor Gollancz, London, 1938	David Lloyd George as Prime Minister of the time believes that world Jewry would have supported Britain's war effort financially because of the Balfour Declaration.	Think about the link between the motives for passing the Declaration and this question.	JMc 18/9/2012
America and WW1	John, Robert, Behind the Balfour Declaration: Britain's Great War Pledge To Lord Rothschild, The Journal for Historical Review, Volume 6, Winter 1985-6	Robert doesn't believe that the Balfour Declaration had any real significance in gaining American support in the war.		JMc 18/9/2012

Issue	Sources	Comments	Teacher's comments if appropriate	Teacher's initials and date
Figures for migration of Jews	Esco Foundation (1947), "Population for Palestine 1922-1942", Accessed at: http://www.unu.edu/unupress/unupbooks/80859e/80859E05.htm	A Jewish organisation that uses the figures of the British Census to find out the number of Jewish immigrants into Palestine.	Think about the importance of the origin of the sources.	JMc 27/9/2012
Arab Riots	Anon, Israel and Palestine: A Brief History. Accessed at: http://www.mideastweb.org/brief/htm	Relays the events of the Arab Riots from the viewpoint of the Arabs.	Good to have these different perspectives.	JMc 27/9/2012
Arab Riots	<i>The Arab Riots of the 1920s.</i> (n.d.). Retrieved September 24, 2012, from Jewish Virtual Library: http://www.jewishvirtuallibrary.org/jsourc/Histroy/riots29.html	Gives a viewpoint of the Jews on a Jewish website about the Arab Riots.		JMc 27/9/2012
San Remo Conference	Britannica, E. (n.d.). <i>Conference Of San Remo</i> . Retrieved August 15, 2012, from Britannica: http://www.britannica.com/EBchecked/topic/521598/Conference-of-San-Remo	The unofficial handing over of Palestine.	-	JMc 27/9/2012
Zionism	Basle. (1897). <i>Basle Zionist Programme</i> . Switzerland.	Gives an outline to the intention of Zionists	Relevance must be established.	JMc 27/9/2012

Zimmerman Telegram	Khan, D. (1967). <i>The Codebreakers</i> .	The significance of the Zimmerman Telegram	-	JMc 2/10/2012
T.E. Lawrence	Lowe, N. (1982). <i>Mastering Modern World History</i> . Hampshire: Macmillan.	Vague promises made to the Arabs.	Tie in with a key issue	JMc 2/10/2012
America Entering The War	Koeller, D. W. (n.d.). <i>The United States Enters World War One 1917</i> . Retrieved September 30, 2012, from Then Again: http://www.thenagain.info/WebChron/World/USWWI.html	The date and pretences to which America entered the war	Think about the link between the motives for passing the Declaration and this question.	JMc 2/10/2012

**To What Extent Were Foreign Powers Responsible For The Continuing
Conflict In The Middle East (1900-2001)?**

History Coursework - Part B

Name: Demi Saveall

Centre Number: 58707

Candidate Number: 0648

To What Extent Were Foreign Powers Responsible For The Continuing Conflict In The Middle East (1900-2001)?

At the beginning of this period Palestine came under the control of two foreign Empires; first the Ottoman Empire and then the British. Under Ottoman control Palestine was dominated heavily by Muslims, however Christians and Jews were tolerated. The shift in control from Ottoman to Britain occurred because of international alliances in World War 1. The Ottoman Empire had allied with Germany and Britain feared losing on the Western Front. They needed to get supplies to Russia. To do that, they had to come up through Turkey, part of the Ottoman Empire. The primary British objective was to defeat the Ottoman Empire in order to get supplies to Russia through the Black Sea.

Beginning of period covered

But not v. effective as an introduction

A quote from the Jewish Virtual Library about Ottoman rule 'The Ottomans never controlled Palestine as a single unit. Instead they divided the immediate and surrounding areas into a number of villayets (districts) whose boundaries altered over the years.' (Palestine Under Turkish Rule: 1517-1917) This uncertainty could inevitably lead to conflict particularly if boundaries awarded to these districts were shifted by the Empire or by the British and the French later. This quote is derived from a Jewish source and given that Ottoman Empire was primarily a Muslim rule, this may not be entirely reliable as the Jews would want to prove that this was not a settled Arab area before 1917. The Ottoman Empire was also an ally to Germany, an openly anti-Semitic power, which could lead heavily to hostility of the Jews. The other important factor during Ottoman rule was that the Ottomans allowed about 35,000 Jews to come in to the area during the First Aliyah. If the conflict is caused by the inability of Jews and Arabs to live together then the Ottoman Empire played a part in creating that problem.

Jewish source

cause of conflict

Key factor
Analytical point about reason for conflict

British intervention after 1917 undoubtedly caused conflict in the middle east, in particular the Balfour Declaration where Britain appeared to be supporting Jewish Zionism, declaring Palestine as 'national home for the Jewish people' (Balfour, 1917). It has been said that 'Rarely in the annals of the British Empire has such a short document produced such far-reaching consequences.' (The Balfour Declaration and its Consequences) This gives indications that the brief document would have further implications. Further upset was caused by the British because the Declaration contradicted the 1915-1916 Hussein-McMahon correspondence. A letter addressed to Hussein from McMahon read 'Great Britain is prepared to recognise, and uphold the independence of the Arabs.' (Smith, 2007). This meant that the

Arabs did not trust the British and so they opposed everything which the British tried to do in Palestine. This was one long term consequence of the Declaration which was seen as a foreign power interfering in Palestine. Britain stated that they supported the migration of Jews as long as it doesn't impact "the freedom of the existing population, both economic and political." (Paris, 2003) However the Arabs believed that the British went against this promise and were responsible for Jews coming in to Palestine which they saw as the real problem.

cause of conflict

cause of conflict

Britain remained in control of Palestine until 1948, when independence was declared. After the 1945 election, Britain was governed by the Labour party and it 'was regarded as being supportive of Zionist ambitions for a national home for Jews in Palestine.' (Bloom, 1999) ✓ However, conflict arose from the contradictions that occurred, throughout the 1930s Britain attempted to limit Jewish migration into Palestine, after promising a 'home' (Balfour, 1917) in the Balfour Declaration, the effects of this were exaggerated because of the Jews that were attempting to flee anti-Semitic movements in Europe. 'British policy towards the Jews in Palestine took a major turn, which was largely expressed by limiting Jewish Immigration to the country, in light of the political developments in Europe following the rise of the Nazis to power.' (Hacohen) Britain was trying to please both opposing sides, Arabs and the Jews, and in doing so was upsetting both sides. The limitation of Jewish immigration was due to the Arab riots about the increasing immigration. Britain did allow in a large number of Jews, but this was partly because of the anti-Semitism in central and eastern Europe. So foreign powers were creating difficulties for people in Palestine, but they were not doing so deliberately and it was an unintended consequence of their actions.

Impact of foreign powers

Between 1939 and 1945 Britain had to turn their main focus to the Second World War and this caused further tension in the Middle East. Palestine and Jordan were under British rule and Iraq under indirect British rule at the time, and the British were fighting from the Middle East and were using many supplies such as oil. However the Arabs opposed the British due to the immigration of Jews, and Jews were hostile because of British attempts to limit their numbers. Oil became a huge concern in WW2, with Iran threatening to close down the Strait of Hormuz, which was needed to access the oil supply. Therefore Britain faced huge difficulty within the Middle East during WW2, mainly due to the previous contradictions and promises made by the Hussein-McMahon Correspondence and the Balfour Declaration.

'As World War II drew to a close, Arab national ambitions and the desire to prevent creation of a Jewish homeland in Palestine led to the creation of the Arab League and soon after, to the rise of Arab national sentiment'. (James Jankowski) Arabs still made the Jews their focal point, and the idea that Palestine should belong to the Arabs. This shows that despite international interference and control, the conflict in the Middle East would continue as it originated within the Middle East and between the occupants of Palestine. This was shown in the riots in Palestine in the 1920s and 1930s which were against Jewish immigration and reinforced by the reaction of the Arabs to the proposal by Britain in the 1930s of a two state solution. This was reiterated by the Arab refusal to accept the UN's Partition Plan in 1947. This demonstrated how the conflict was not created by foreign intervention and it could not be solved by it either.

Direct response to question

Direct comment

In 1948, Israel declared independence and Britain no longer had authority, therefore if Britain's control caused the conflict, the independence should have solved the Middle East conflict. This independence was viewed differently by the Jews and the Arabs. While the Jews rejoiced the Arabs classed it as a day of catastrophe, a quote from a Jewish website 'Arab and Muslim people and so they named May 14th, 1948 as 'Naqba Day,' meaning "day of the catastrophe." (Israel Independence Day), also in the year of 1948, Israel was attacked by surrounding Arab countries, this was known as the War of Independence or to the Arabs 'Al-Naqba'. 'Zionist forces committed 33 massacres and destroyed 531 Palestinian towns.' (The Catastrophe - Al Naqba). Most Palestinians sympathised with the Arabs, and this is demonstrated by this website, however the message still stands that conflict reached extreme violence in 1948, the article continues with Palestinians who had occupied Israel as citizens being 'prohibited from living in the villages and homes from which they were violently expelled, and their property has been confiscated for Jewish-only uses.' (The Catastrophe- Al Naqba) This website does continue to sympathise with the Arabs, showing the Jews in a violent and unjust manor, and shows that independently the state of Israel is failing to result conflict and is in fact the conflict is escalating. The issue of Palestinian refugees is one of the reasons why the conflict has not been solved yet. These refugees came about because of the actions of Israel and Palestinians and the foreign powers cannot be blamed for causing this problem. Israeli sources argue that Palestinians created this conflict and forced their own people to leave Palestine.

Pro-Palestinian source

Key issues

Another significant event, during the period of independence comes in 1956, where Egypt (an Arab State) nationalised the Suez Canal. Egypt was an independent state, however signed a

treaty in 1936 that 'allowed for British troops to continue to be stationed in the Suez Canal zone to protect Britain's financial and strategic interest in the canal' (BBC). As well as having military significance the Suez Canal had economic significance 'The Suez Canal represented the main source of supply of oil for Britain and France and the potential loss of those supplies represented an economic threat'. (The Suez Crisis) This is further indication that conflict continued and in fact encompassed foreign powers on its own accord. ✓

In 1967, Israel defeated surrounding Arab States, which resulted in territorial losses for Jordan and Egypt, but again should have put an end to the ongoing conflict across the Middle East. This war saw a defeat of the surrounding Arab states in only 6 days, but the implications of the war echoed throughout the 20th century. The BBC talks about the conflict and attempt of peace in the Middle East 'The war made 250,000 more Palestinians - and more than 100,000 Syrians - into refugees. No peace is possible in the Middle East without solving their problems.' (BBC, How 1967 defined the Middle East) This is a demonstration of the problems that would continue because of a war that lasted only 6 days, the huge numbers of refugees would have to be solved, alone by the independent states. This clearly shows how foreign intervention although it had significance wasn't responsible for the underlying problems that the Middle East faced throughout the 20th Century. At this time the Middle East was being used by both the USSR and the USA as part of the Cold War. The superpowers supplied their allies with weapons and military intelligence and there is no doubt that the fighting would not have been so deadly if the Middle East had not become a battleground in the Cold War. Here foreign powers had not created the problem but they were making it worse. | Key issue
Direct response
Relevant points

Peace did start to come about, partly because Sadat flew to Israel and later President Carter helped to bring about the Camp David peace agreement. Here America was working to bring peace, not continue conflict. In 1993 came the Oslo Peace Accords, a quote about the peace accords from President Clinton 'Today marks a shining moment of hope for the people of the Middle East; indeed, of the entire world'. (Israel-Palestinian Conflict) This gives hope, worldwide that peace is being achieved, and in 1994 Jordan and Israel also made peace. Although peace isn't entirely achieved and there is still tension and conflict, this is giving hope that peace is slowly progressing. Further hope comes in the year of 2000, Camp David Summit, meeting to try again to bring a peaceful solution. | Relevant point ✓

It is my opinion that foreign intervention impacted on the Middle East conflict, but the conflict began over territorial disputes over the twice Promised land, and continued throughout the 20th Century because those disputes continued. Foreign intervention cannot be disregarded and especially the significance of the Balfour Declaration and Hussein McMahon Correspondence accelerating and allowing the conflict to reach levels that were out of control. But despite this it is clear that without any intervention the conflict would still have continued as it did and peace would not have been achieved any other way. Of course, peace hasn't been entirely achieved but progress has been made and if the conflict was caused by foreign intervention it wouldn't have taken as long as it did after the independence of Israel to begin to achieve the harmony that is seen in the late 20th Century.

Brief conclusion

Total Word count: 1924 ✓ checked.

(No remaining word count)

15
25

There are attempts at analysis throughout and an understanding that the foreign powers involved changed over time.

Factual material is accurate.

Whole time period has been covered (albeit not evenly)

Appropriate evidence has been used.

* Agree - attempts analysis, coverage of time period.
SHE sources have been used but not with much
discrimination
17/12/12

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Assignment title Part B: Part B: To what extent were foreign powers responsible for the continuing conflict in the Middle East (1900-2001)?

Issue	Sources	Comments	Teacher's comments if appropriate	Teacher's initials and date
A National Home for the Jews in Palestine	Balfour, A.J., The Balfour Declaration, November 1917	The document of the 'Balfour Declaration' and illustrating that the Jews now had a national home in the area of Palestine.	-	JMc 6/11/12
Ottoman Empire	<i>Palestine Under Turkish Rule: 1517-1917.</i> (n.d.). Retrieved 10 15, 2012 , from Jewish Virtual Library: http://www.jewishvirtuallibrary.org/jsource/History/ottomap.html	Why haven't you filled this section in? Jewish point of view	- Why would the Jews have a particular point of view?	JMc 6/11/12 12/11/12
Hussein-McMahon Correspondence	Smith, Charles D., <i>Palestine and the Arab-Israeli Conflict</i> , Boston, 2007	Illustrates the Britain agreed to allow the Arabs to have independence in Palestine.	Relevance for this question?	JMc 6/11/12
Freedom of Arabs	Paris, T. J. (2003). <i>Britain, the Hashemites, and Arab Rule, 1920–1925: The Sherifian Solution</i> . London.	The Balfour Declaration and its impact on the Arabs	Do you know anything about the author? No.	JMc 6/11/12
Consequence of Balfour Declaration	<i>The Balfour Declaration And its Consequences.</i> (n.d.). Retrieved 10 10, 2012, from http://users.ox.ac.uk/~ssfc0005/The%20Balfour%20Declaration%20and%20its%20consequences.html	How much the Balfour Declaration affected the Middle East	-	JMc 6/11/12

The British Labour Party and their wishes regarding Palestine	Bloom, C. (1999). <i>The British Labour Party and Palestine</i> .	Stating how the Labour Party was regarded as supporting the Zionist movement	Think about how this helps to answer this question.	JMc 6/11/12
The Anti Semitism in Europe and the restriction on Jewish Migration	Hacohen, D. (n.d.). British Immigration Policy to Palestine in the 1930s.	How the British implicated [not sure what word you meant to use?] limitations on the number of Jews into Palestine despite the Nazi Regime of the time.	Reliability of figures?	JMc 12/11/12
Pan Arabism	<i>Pan Arabism</i> . (n.d.). Retrieved 11 1, 2012, from Middle East Web: http://www.middle-east-encyclopedia.com/pan-arabism.htm	The attempts to give rise to pan Arabism in the Middle East. Written by James Jankowski.	Find out who wrote this.	JMc 12/11/12
Independence of Israel	<i>Israel Independence Day</i> . (n.d.). Retrieved 11 21, 2012, from Pray4Zion: http://www.pray4zion.org/IsraelsIndependenceDayCelebration.html	How the Arabs viewed the independence, from a Jewish website	It is good to have these different perspectives.	JMc 12/11/12
Independence of Israel	<i>The Catastrophe-Al Naqba</i> . (n.d.). Retrieved 11 11, 2012, from If Americans Knew: http://www.ifamericansknew.org/history/ref-nakba.html	How the Arabs viewed the event from a pro-Palestine American website		

Suez Canal	BBC. (n.d.). <i>Creation of the Canal</i> . Retrieved 11 15, 2012, from BBC: http://www.bbc.co.uk/history/british/modern/suez_01.shtm	The treaty signed to give Britain rights where the Canal was concerned.	Again - good to have differing perspectives, but think about who wrote these internet sources.	JMc 19/11/12
Suez Canal	<i>The Suez Crisis</i> . (n.d.). Retrieved 11 11, 2012, from http://www.bodle.y.ox.ac.uk/dept/cwmss/projects/suez/suez.html	The crises of the Suez Canal becoming nationalised by Egypt.		
Six Day War	BBC. (n.d.). <i>How 1967 defined the Middle East</i> . Retrieved 11 13, 2012, from http://news.bbc.co.uk/1/hi/6709173.stm	A BBC point of view on how refugees and their impact on reaching peace	Can you trust the BBC???	JMc 19/11/12
Oslo Peace Accords	<i>Israel-Palestinian Conflict</i> . (n.d.). Retrieved 11 21, 21012, from http://www.pbs.org/newshour/indepth_coverage/middle_east/conflict/peaceefforts3.html	A view on the Peace accords and also a hopeful insight to this being the initiation of peace in the Middle East	Remember to put this into its historical context.	JMc 19/11/12

Candidate 5: CW22 The Changing Role of Women c1850-c1950

A piece of work, scoring towards the bottom of the mid-range.

Part A *What was the short-term significance of the militancy of the suffragettes 1903-18?*

AO1 Some key issues are understood in a response with some analysis based on significance, but an occasional loss of focus and lack of clarity.

Low L3

AO2 A range of sources selected and interpreted in context. Some limited evaluation and cross-referencing.

High L3

Part B *How far was war the major factor in changing the role and status of women between 1850 and 1950?*

AO1 A chronologically balanced account with some clear analysis, showing some understanding of the process of change and of the key issues, although there are quality of communication issues.

Low L4

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		58707	
Candidate Number		0967	
Candidate Name (in capitals, surname followed by forenames)		KHAN, FARZANA NISHA	
Coursework Programme Title: (if Edexcel designed please provide reference code from specification.)		CW22 The changing role of women, c. 1850 - c. 1950.	
Assignment Title		Part A: What was the short term significance of the militancy of the suffragettes 1903-1918. Part B: How far was the war the major factor in changing the role and status of women between 1850 - 1950?	
Content (please tick box to acknowledge that content is attached to assignment.)		Resource Record: <input checked="" type="checkbox"/>	
		Appendix: <input checked="" type="checkbox"/>	
Examined Units Give details of all Units (title and option code) making up the AS and A2. <u>Please Note</u> Where Unit 4 is a centre-designed coursework programme, one copy of the centre's Coursework Approval Form must be included with the work when submitted for assessment.		Unit 1: Pursuing life and liberty: Equality in the USA, 1945-68 and Mao's China, 1949-76. H101D (D5 + D2)	
		Unit 2: British Political History, 1945-90: Consensus + Conflict (E1) H102E	
		Unit 3: (E2) A World divided: Superpower Relations 1944-90.	
Word Count		2000 + 2000 = 4000	
Mark for Part A: AO1 (mark out of 13)	Mark for Part A: AO2 (mark out of 12)	Mark for Part B: AO1 (mark out of 25)	Total Mark: Part A and B (final mark out of 50)
7	7	16	30
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: <i>Farzana Khan</i>		Date: 29/11/12.	

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: <i>U. Mulda.</i>	Date: 12/12/12.

PART A

“What was the short term significance of the militancy of the suffragettes?”

Nisha (Farzana) Khan

Candidate Number: 0967

The short term significance of the suffragette movement, seem to harden prejudice ideas on both sides of the debate. Supporters of the movement were enchanted and excited by their heroine's actions and motivated by their speeches. Oppositions to the women's suffrage showed that their militant antics, especially the form of extremists were clear evidence of female irresponsibility. Key events such as Black Friday, the Cat and Mouse legislation and Emily Wilding Davidson's death in 1913, pin point how significant the militant acts of the suffragettes set the tone of the whole organisation, and whether or not it helped them gain women's suffrage quicker or it hindered their cause. Furthermore, to what extent did the NUWSS help on steering the negative view point upon the suffragettes?

The suffragettes saw militancy as a catalyst; by using this as their deductive argument they believed that the government would have to hear their protests. Suffragists however saw this to be an inductive argument. The NUWSS was formed in 1897, The WSPU formed in 1903. The differences between the two organisations were that suffragists were well educated middle class women who were frustrated with their lives; they were non-violent. However, suffragettes adopted militant and law breaking activities in order to secure votes for women. The two organisations divided the government's feelings on women gaining suffrage.¹

Source 1 (see appendix for all) were against the obligation of revolution and women's suffrage being categorised together. No doubt there was a clear divide within the government on the feelings between women gaining suffrage and women using militancy in order to achieve that cause. To the WSPU the two seemed homogeneous but, to the government and public there was a rigid dichotomy between women's suffrage and militancy. Of that era no laws were issued or passed upon women gaining the vote, therefore this source is a deliberate response against women's suffrage. Labour party especially were more concerned on the working class men gaining the vote before women did. Ramsay McDonalds' comment on suffragettes hindering their cause rather than helping it was relative. Overuse of personal pronouns within the speech implicates feelings of the establishment but in order for the public

source related to context
2/3

¹ "The WSPU may have brought the women's movement considerable publicity and kept the issue in the public eye... NUWSS ensured that the issue was not written off as something that could only appeal to extremists." <http://richardjohnbr.blogspot.co.uk/2008/04/how-political-parties-reacted-to-women.html> ; Date accessed; 13th September 2012

to relate to and sympathise with the government rather than the WSPU.² However, the suffragettes' strategic counter argument was that in order to strike the government emotionally was to take militant action.³ Fundamentally, the idea that militancy was a tactic for rousing revolutionaries was commented by saying "*Childishness masquerading as revolution.*" Seeing as the government had oppressed and denied them from demonstrating democratic forms of protests such as the Mud March in 1907, it therefore led to significant events such as Black Friday in 1910 which only resulted due to denying the proposal to give women house holders the vote in Parliament.

The upsurge of militant action started to appear in the early 20th Century, in doing so, the correlation between suffragette militancy and the media began to take a negative turn. Similar to the government trying to stop women politically and legally demonstrate their rights, the media was also combined in the effort or suppressing women from having a voice. 'The Times' was a deliberate response by the establishment in order to control how the public viewed the militant actions in a negative light rather than, an aid to help the suffragettes revolution. Containing certain prejudice commentaries can be seen by the overuse of hyperboles, such as; "**Risk to life and limb**" and "**Violent and inflammatory speeches.**" The irony is found in the comment "**Suffragette newspaper must be put a stop to.**" The repetition of this statement is significant as 'The Times' which was mainly a male dominated business era were threatened by the principle of spheres being crossed. Thus leading to numerous amounts of motives behind the speech, such as they didn't want to cross the boundaries of gender ideology of that time,⁴ they didn't want the public to develop a sympathetic feeling towards

² "The more militant the WSPU became, the more reluctant Parliament was to grant women the vote, and the more firmly Parliament stood on the issue of suffrage, the more violent and desperate the suffragettes became." Marcie Kligman, *The Effect of Militancy In the British Suffragette Movement* (1996) http://www.johndclare.net/Women2_DidSuffragettesHelp.htm ; Date accessed; 7th October 2012.

³ "There is something that governments care far more than they care for human life, and that is the security of property... It is only as an instrument of warfare in this revolution of ours that we make attacks on property." From 'Emmeline Pankhurst at the Albert Hall' in *The Suffragette* published on 25th October 1912.

⁴ "The separate spheres ideology presumes that women and men are inherently different and that the sex differences as well as the resulting separation of spheres are 'natural'." http://en.wikipedia.org/wiki/Separate_Spheres; Date accessed; 13th September 2012.

the cause. The press controlled to a great extent to what was written, in order to silence the WSPU from gaining more supporters, one example being the Black Friday incident in 1910⁵. As Britain was and is a democratic country, the suffragettes had every right to publish whatever they saw fit to help aid their organisation in their newspaper. Therefore, The Times article was seen to be deliberate response to put a stop to the popularity the WSPU were gaining and unreliable source due to the fact that they were being critical and biased. The short term effect of militancy was that their methods and tactics were gaining them access to the public eye, but the government were interfering as to how they public were to interpret them.

Source 3 argues that men and women should be separated in every world, whether it be politics, careers, interests. The subtle message of gender ideology and different spheres is ironic because the interpretation is from a woman. Its reliability as a source can be weighed heavily against the 'The Times' news article as it's part of a private letter, it can be questioned as to whether or not it was ever intended to ever be published to the public, where as the article was. It expresses concern for men rather than women, the implication of women coming into politics seemed threatening rather than complimenting. It also queries whether or not the WSPU or the NUWSS would ever achieve the help for women all over to gain suffrage as she expresses the belief that women are too emotional for politics, such as 'The Times' expressed this notion through the overuse of hyperboles, the letter uses superlatives for men where as for women she expresses them to be a nuisance and that militancy is hindering the cause rather than aiding it.

Source 4 shows a clear anti-suffrage poster branding the slogan; '*after a hard day's work!*' by the use of allegory it causes a deeper meaning thus being ironic; it's doing more harm than good, whilst the suffragettes are campaigning to get their voice heard, their family's voice is being dismissed.⁶ This direct euphemism combined with the powerful composition creates a

⁵ "The Daily Mirror published a photograph of suffragette Ada Wright lying collapsed on the ground, her hands clutching her face, the government tried to stop the newspaper being sold and ordered the negatives to be destroyed." <http://www.counterfire.org/index.php/articles/75-our-history/7697-the-suffragettes-black-friday-and-the-two-types-of-window-smashing> ; Date accessed; 28th September 2012

⁶ "A woman's place was in the home, as domesticity and motherhood were considered by society at large to be a sufficient emotional fulfilment for females." http://www.bbc.co.uk/history/trail/victorian_britain/women_home/ideals_womanhood_01.shtml; Date accessed; 6th September 2012

What? - Women?
focus on signif
L3

negative image of the WSPU. The source's unreliability shows prejudiced, deliberate viewpoint of how most of the public portrayed the militancy to be eroding the patriarchal ideology of family and traditions⁷, only because of how the government were portraying them in the media. Although, the suffragettes production of a counter poster in Source 6 contrasts a great deal to 4 with the use of composition and the portrayal of themselves. The irony is held by no matter what status of profession women have they will always be second best to men; however, it questions the idea that if women can have the power to deal with criticism and have the maintenance to balance things within their lives such as, having a family, career, why can't they gain the vote?

Many opposing organizations painted the suffragettes' militancy in a bad light, over exaggerating certain aspects of their methods. Just as 'The Times' denounced the idea of women having a voice, the poster seems to criticize and humiliate the WSPU whilst reaffirming the current theme that runs throughout Sources 1 and 3, the belief that women are not fit for the world of politics.

These sources shed light upon the short term significance of the suffragettes use of militancy was to fundamentally progress the organisation further but, it was not cogent; the public interpreted them in a negative light. The militancy tactic was doing more harm than good, merely backing up the idea in Source 3 that women were more emotional in politics rather than cool headed;⁸ Therefore, even though militancy was bringing in publicity, it clearly shows that it would not help gain the recognition they so crucially deserved in a positive way. Especially, the short term significance of the militant tactic of hunger strikes as it enforced force feeding and this did not help achieve their achievement of gaining suffrage further. It was used and can be interpreted to be a non-violent political tool to help aid their cause. However, it implicated the movement into the governments' hands and added fuel to the fire for the public; consequently, the government were compelled to introduce the Cat and Mouse act in 1913. This hindered the movement as women were being imprisoned whilst harming their bodies, then being let out until they were well enough to finish their sentence.⁹

⁷ "They were not expected to do anything more serious, as intellectual women were thought to frighten off would be suitors." – pg 3. 'The women's century, A celebration of changing roles 1900-2000.' / Published 2003.

⁸ "The men who bear the burden ought to be left unhampered by the political inexperience of women."

⁹ "We never went to prison in order to be martyrs. We went there in order that we might obtain the rights of citizenship." – Emmeline Pankhurst; Autobiography – 'My Own Story' 1914 –Est. London

Subsequently, the foundation of the organisation was built in a hierarchal triangle with the WSPU leaders at the top and then the NUWSS being ranked below, many criticised how the organisation was formed as the short term significance of militancy seemed to be making an impact on how the majority of women were being scrutinized for the actions of minority of women using militancy; especially the death of Emily Wilding Davison in 1913.¹⁰ In this case the party members of NUWSS were getting backlash for the actions the WSPU were directing towards the government. This projection was beginning to make the women's suffrage cause weaken, whereas it made the male dominated world of politics to strengthen.

key issue analysed
L3

Besides, the meaning of the word 'militancy' had changed specifically over the years from when the WSPU organisation began in 1903 to post war. The strategies and tactics started to develop over the years as it went from, speaking up in speeches against the laws that vilified women, to heckling ministers and lastly resorting to breaking windows and arson. The incorporation of using militancy in order to gain suffrage was one of many ideas in order to be noticed.¹¹ Although, there was much debate on how the suffragettes were gaining recognition there were some supporters for the cause of women's suffrage.

Source 5 executes the idea from a religious viewpoint; it obliterates the gender ideology of that time. The motives behind the speech were not a deliberate response to militancy but rather questioning as to why women could not gain suffrage. It contrasts to all other sources as it repeats the verb "equal" and challenges the idea of one gender having more superiority than the other. The reliability could be scrutinized by opposing organisations because the opinion derives from a pro suffrage book, but counter arguing this by saying it can be reliable because it's not a deliberate response to anything as it was derived from a neutral party, thus helps the enquiry of whether or not the short term significance of militancy either helped or hindered the cause. The motives behind the speech are limited as the argument is produced from religious ideology that women were just as important as men, the evidence can be found

same interpreted in context
L3

¹⁰ "A deed of that kind, we need hardly say, is not likely to increase the popularity of any cause with the ordinary public." – The Times, Thursday, June 5th, 1913.

¹¹ "Over the years non-militant methods had failed and attempts to promote backbench bills seemed futile... A militant campaign would push suffrage up the agenda and, by rousing the country, force the cabinet to back down." Votes for Women in Britain 1867-1928, published in 1994.

in religious scriptures. Ironically, the era had a very strong religious background yet discriminated against women and deriving from a religious argument this is a sin to do so.

In reaching a conclusion the suffragettes, did indeed help gain recognition for women's suffrage but by using militancy in order to achieve their ends to try to erode the ideology that was set upon women of that time, hindered their cause. However, a philosopher, St. Augustine once argued that; "*An unjust law is no law at all.*" In those terms the suffragettes had every right to resist either with violence or civil disobedience in defying the government to gain equality. Weighing up evidence in all the sources, it was found that the society's opinion runs the country; if the public were set against how women we're going about trying to gain the vote then they had the power to oppress them. The short term significance of the WSPU using militancy shows us that they weren't able to gain the attention they needed in a positive light, therefore this was not a deciding factor for them succeeding in winning the vote. The persistent use of pressure applied by the NUWSS was more effective than the harsh use of tactics and methods exercised by the WSPU.

Total Word Count : 2,000 words.

A01- Several key issues understood and analysis focussed on significance. Some straying from focus and at times lacks clarity

U3 ~~8~~ 7/13

A02 Sources chosen to develop key issues and interpreted in context. Conclusions drawn from evidence

U3 ~~8~~ 7/13

Justine
Moderated

B/11/12

14/25.

Bibliography

Books used for sources

Source 2 – “The Times” newspaper article

Emmeline Pankhurst at the Albert Hall in The Suffragette published on 25th October 1912.

Source 3

Emmeline Pankhurst Autobiography - ‘My Own Story.’ / Published 1914, London.

Martin Pugh ; MP.- Votes for Women in Britain 1867-1928 / 2nd Edition. Published in 1994.

Mary Turner ; MT.- ‘The women’s century, A celebration of changing roles 1900-2000.’ / Published 2003.

Websites used for sources

Source 1

<http://richardjohnbr.blogspot.co.uk/2008/04/how-political-parties-reacted-to-women.html>

Date accessed; 13th September 2012

Source 2

http://www.ihndclare.net/Women2_DidSuffragettesHelp.htm

Date accessed; 7th October 2012.

http://en.wikipedia.org/wiki/Separate_Spheres

Date accessed; 13th September 2012.

Source 4

http://www.bbc.co.uk/history/trail/victorian_britain/women_home/ideals_womanhood_01.shtml

Date accessed; 6th September 2012

<http://www.counterfire.org/index.php/articles/75-our-history/7697-the-suffragettes-black-friday-and-the-two-types-of-window-smashing>

Date accessed; 28th September 2012

Appendix

Source 1

Source R

I have no objection to revolution, if it is necessary, but I have the very strongest objection to childishness masquerading as revolution, and all I can say of these window-breaking expeditions is that they are simply silly and provocative. I wish the working women of the country, who really care for the vote, would come to London and tell these pettifogging middle-class damsels who are going out with little hammers in their muffs that if they do not go home they will get their heads broken.

Ramsay MacDonald, a future leader of the Labour Party and Prime Minister, was sympathetic to the cause of women's suffrage, but critical of the suffragettes

Source 2

Article from 'The Times', 1st May 1913.

SEIZURE OF SUFFRAGETTE HEADQUARTERS

SIX WOMEN ARRESTED

A WARNING TO THE PUBLIC

Shortly after 11 o'clock yesterday morning the police entered the offices of the Women's Social and Political Union in Kingsway and made six arrests. The defendants, who are charged with conspiracy, were afterwards brought up before Mr. Curtis Bennet at Bowstreet Police Court and remanded in custody, bail being refused. Mr. Bodkin, who appeared for the prosecution, made an important statement. He said that the Suffragette newspaper must be put a stop to, and he gave public warning that if any printer after that warning printed and published the literature of the union he might find himself in a very awkward position. Proceedings would be taken immediately against any person who made a speech in encouragement of the union's course of conduct, and any persons who subscribed to the union's funds might also find themselves in a very awkward position. Mr. Bodkin conducted the case on behalf of the Director of Public Prosecutions. He said that the proceedings were taken with a view to putting down what had become a danger to the civilized community. The defendants were all active members of the Women's Social and Political Union, under whose auspices and by means of whose encouragement an enormous number of crimes, involving damage to property, risk to life and limb, and a vast amount of public inconvenience to the public, had for months past been brought about almost daily. The defendants were among the ringleaders of the organization, which had continued to carry on its nefarious practises notwithstanding repeated warnings. The seriousness of the crimes he referred to had increased. The organization had furthered its unlawful objects in three ways – first, by means of violent and inflammatory speeches addressed to large numbers of

emotional females; secondly, by an organ known as the Suffragette, which week by week contained articles approving and praising those who fortunately had been detected by the police in the act of committing crimes; and, thirdly, by money, which was necessary for an extensive organization of this kind. The Suffragette newspaper must be put a stop to, as the dissemination of writings of the kind it contained was a danger to society. Large sums appeared to have been obtained from sympathizers with the criminal objects of the union.

Source 3

Enquiry source 4D

Women's suffrage is a more dangerous leap in the dark than it was in the 1860s because of the vast growth of the Empire, the immense increase of England's imperial responsibilities and therewith the increased complexity and risk of the problems which lie before our statesmen – constitutional, legal, financial, military, international problems – problems of men, only to be solved by the labour and special knowledge of men, and where the men who bear the burden ought to be left unhampered by the political inexperience of women.

Part of a letter written by Mrs Humphrey Ward and published in *The Times* on 27 February 1909

Source 4

Enquiry source 4F



6.9 A poster designed by John Hassall in 1912 for the National League for Opposing Women's Suffrage

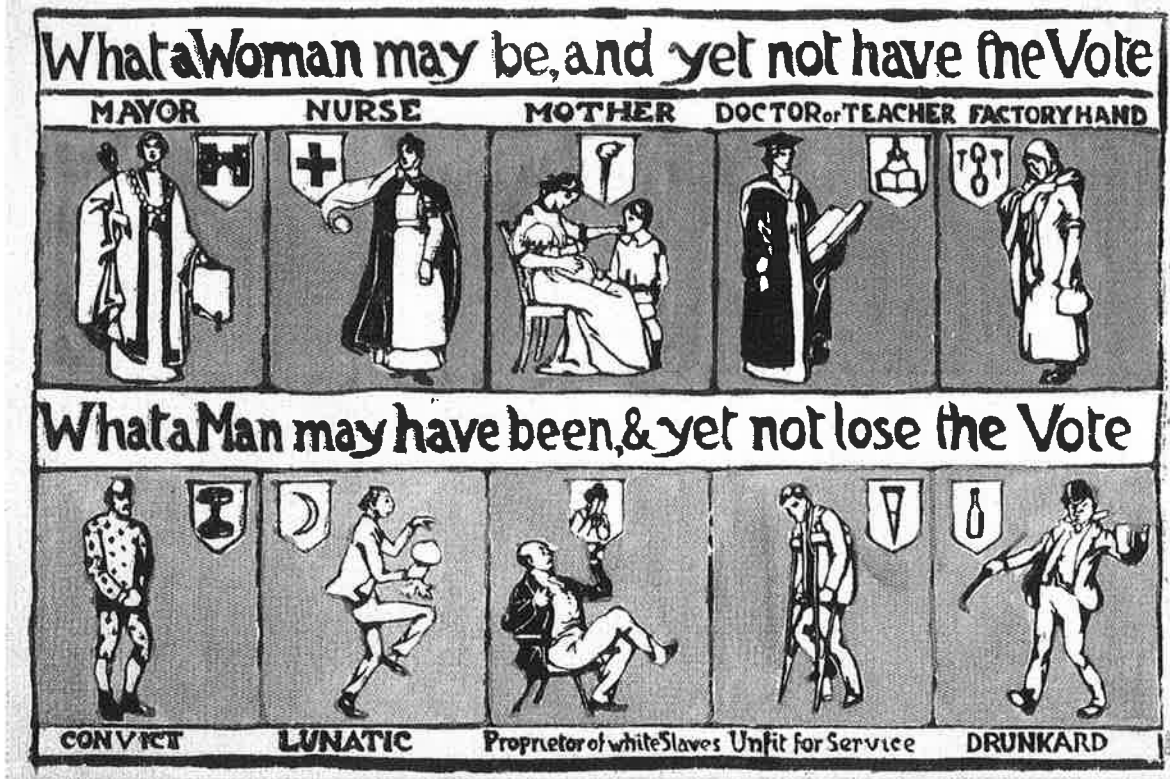
Source 5

Source T

The extension of the suffrage to women seems to me a logical sequence of Christian principle. In the Christian society there is no superior sex, the equality of each member is recognised, the individuality of each person is sacred. St Paul asserted this when he wrote 'in baptism there is neither male nor female.' The rights of each are equal, therefore women are entitled to express their convictions and assert their individuality by voting if they choose to do so.

From *Opinions of Leaders of Religious Thought* published by the Central Society for Women's Suffrage in 1905. Here the Rector of Whitburn expresses his opinion.

Source 6



GCE History Coursework

Resource Record Sheet

Centre Number: 58707

Candidate Number: 0967

Candidate Name: Nisha Fargana Khan

Coursework Programme Title: What was the short term significance of the militancy of the suffragettes?
 Assignment Title Part A:

Issue	Sources	Comments	Teacher's comments if appropriate	Teacher's initials and date
On the arrests of the 6 suffragettes.	Article from 'the Times', 1st May 1913 "Source 2"	Useful, reliable to see if and how the government were taking approach upon the movement. Seeks if they were a threat.	Compare to other sources	U 27/9/12
Anti-suffragette poster.	Enemy source 4F. "Source 4"	Unreliable, useful, biased, designed by National League for opposing Women's suffrage.	What do you mean by 'biased'?	U 27/9/12
Political comment.	Source R. "Source 1"	useful, unreliable, biased, prejudiced viewpoint helps my enquiry by judging how for the public would take their view.	This is important	U 12/10/12
Letter- Expresses irony.	Enemy source 4D "Source 3"	Women's viewpoint, therefore helps my enquiry as it's not from a male viewpoint	Need more than just 'women'	U 12/10/12
Religion P.O.V	Source T "Source 5"	Shows us somebody with an opinion on women's suffrage who isn't amongst the dispute.	Good	U 12/10/12

1. What do I have to produce?

Part A requires you to explore its short-term significance (you must not cover more than 20% of the time period).

You are required to use both CONTEMPORARY (sources written at the time) and SECONDARY (comments made by historians) sources to explore and evaluate the short-term significance of the chosen event.

Part B you must look at the reasons for change over at least 100 years.

2. How will it be assessed?

Part A is 25 marks in total and will be assessed as follows:

AO1 (13 Marks): the ability to analyse and evaluate short-term significance

- Analytical response – **do not** tell the story of what happened after the event.
- Every point must be related directly to the question.
- Key issues must be covered.
- Arguments made at the time must be evaluated.
- Factual material must be accurate and help to explain or support the point being made.

AO2 (12 Marks): the ability to analyse, evaluate and use contemporary source material

- Wide range of sources (**at least** five contemporary and four other sources).
- Link the sources in to the arguments.
- Evaluate the sources and discuss why the author might have written what he or she did.
- Make the historical context of the issue clear.

Part B is 25 marks in total and will be assessed as follows:

AO1 (13 Marks): the ability to analyse and evaluate change over time (at least 100 years)

- Wholly analytical.
- Direct exploration of the reasons why change happened over the selected time period.
- Explicit understanding of key issues.
- Evaluation of arguments and interpretations.
- Evaluation of sources essential.
- Whole time must be covered (a couple of sentences about the last 20 years is not adequate).
- Historical material must be accurate and used to advance the argument being made.

PART B

**How far was war the major factor in changing
the role and status of women between 1850 and
1950**

Nisha (Farzana) Khan

Candidate Number: 0967

Centre no 58707

Over the century women have struggled in order to achieve any significant status let alone come near the same status as a man. Wars have helped women break free from patriarchal constrictions by providing laws that fight injustice and liberating women socially and sexually that have been oppressed over the decades. It revolutionised the way women wanted to be seen and how they began to take action for it, individuals such as Marie Stopes who tried to advertise birth control for women showed how women were beginning to take on different roles in every aspect of society; work and family. However, this single factor alone cannot be generalised to have affected the change in a woman's role and status completely but war amongst other factors was indeed the major sector in showing how much it impacted upon women's role and status', other factors being such as education, sexual health, legislation all of which war had shaped as individuals would rebel and fight against any injustice.

Key issues identified

War allowed women to change their status by ridding themselves of gender constrictions and education was a pivotal factor in showing a women's status within the hierarchy of society, despite the mounting expectations of what her role in society viewed her to be. In the early half of the C20th women were seen to have a certain duties and roles within a patriarchal society and mostly the household. They were expected to be the domestic angel, kept in its separate sphere away from any other environment such as work and business.¹ Therefore, the education system was a primitive factor in allowing change for women as the 1876, Sandon's Act penalised parents who kept their daughters away from school due to domestic necessity, thus in theory trying to turn away from separate spheres ideology. Discovering this information allowed the government to understand that girls too should be achieving the same academic goals for an education, let alone seeing how disadvantaging it was by limiting their access towards an education. By enabling girls to gain access to a secondary education the 1944 Education act raised the school leaving age to 15. However, War allowed women to push gender boundaries by gaining them access to men's work but in education, women wanted to see how far they could achieve the same status as a man career wise.

analysis

The North London Collegiate School for ladies established in 1850 founded by Frances Mary Buss, was the first school in England ever to allow women the right to study without a gender biased curriculum.² However a tremendous feat this may have been, the patriarchal society still constricted women from receiving degrees, the first university ever to allow women a degree where Oxford in 1920. Britain was

¹ "Mary Shanley points out that "Husband and wife occupied 'separate spheres,' and each had distinct, but complementary, functions to perform." ; Date accessed 15th November 2012; <http://www.victorianweb.org/authors/dickens/ge/farrell2.html>

² "Sex differentiated curriculum – Schooling secured woman's imprisonment in domesticity." Annmarie Turnball 'Learning her womanly work: the elementary school curriculum 1870-1914' in felicity hunt (ed.) lessons for life published in 1987.

evaluation
& argument
U4

radicalised in some senses like allowing immigrants into the country to work but in others, it was rigid as gender ideology shaped education for girls for most of the 20th Century. There were certain individuals who decided to break the patriarchal establishment, who believed that women could not aspire to such great achievements and careers such as men due to the unnecessary stress that can be founded with such a demanding jobs, but individuals such as Elizabeth Garrett Anderson in 1865, was the first English woman to qualify as a certified physician and surgeon in Britain. However, it has been argued that war was a major factor in how most people viewed women breaking out from the patriarchal society but this factor shows how women didn't want to be viewed or treated differently but to achieve equality.

Key issue
clearly
understand
U4

War not only helped reform how the education system was casted it also helped abet how a women's status could now be transferred from education unto the world of work. Women were called upon, by the government due to necessity, to do work and take on roles that were outside of their traditional gender expectation. By having access to men's work women were now beginning to break gender boundaries within the workforce and being able to experience matters from a different sphere, it became a catalyst by allowing women to evoke any type of rights. It was debated by historians that the First World War was the major impact on gaining women over 30 the vote. Even in the Second World War as there were no men to do any manual laboured jobs it was provided that women had to step in, as by 1943 statistics showed that 17 million women between the ages of 14-64 were involved in War work. War became a significant factor in helping push the role of what a woman was depicted to be by dominating opinions to allowing her to make her own meaning of what her role should be. The declarations of wars did augur well for women's employment as it had the influence to impact hugely upon a women's status, as statistics show that during the Second World War 7 million women were involved in paid war work but 8 million were classified as full time housewives. War however did not help gain equality within the workforce as women through out the 20th Century were still being discriminated biased on their gender. The Second World War highlighted women's pay inequity as they were being paid less for doing the same job as a man would, therefore, in 1943 the Equal Pay Campaign Committee was established. This only helped gain attention towards the discriminating evidence but it did not however help further the changing the role or status of a woman as women after the war had ended were sent back to being the role of a doting housewife and mother.

evaluation
& argument
U4

Furthermore, it did not bring about equality it did to a certain extent however bring attention to economic change and open up new possibilities for women into the world of work. The Government could no longer turn a blind eye to discrimination of gender ideology and employers could no longer deny women the right to work as they were all compelled to realise the contribution they had made for the war effort. Work was a significant factor in developing individuals to fight out and not to be oppressed by a patriarchal society and government, it allowed women to break gender boundaries and being able to experience matters from a different sphere which they may have not had access to before. Working helped improve a woman's status in society even if it did gain her dichotomy of respect and prejudice, although to a certain extent it did help improve a woman's role in the family as it allowed women to change the gender roles thus having an impact on her role in society by allowing her to be viewed more as a function in society rather than being viewed just as a nuisance.

clear
analysis
U4

War seemed to have a butterfly effect amongst many aspects in society such as education and work and it may have not been the sole reason for the change and development of the role and status of women, but it can be considered to have been a catalyst in order for some individuals to fight for legislations that would obtain them rights and laws that they may have been denied too before. It helped determine whether or not women had any particular say when it came to binding contracts that either came from marriage or any property they possessed. During the late 19th Century when women married they became the property of their husbands, they were not seen as legal upstanding individuals, the Married Woman's Property Act 1870 gave women the right to keep their own earnings, their personal property and income from some investments, rents and profits from land and any money under £200 bequeathed to them. This now handled how women balanced their economic freedom and to a great extent it allowed them independence. Legislations now allowed women to have an upholding status within their marriage and this helped shift how their role in society was functioned, as the Matrimonial Causes Act in 1857 helped women have the ability to divorce men through court and not by an act of parliament but this only helped the cost of fees. The 1923 Divorce Act established divorce for both parties on the grounds of adultery alone, whereas before only men could do so and women had to prove cruelty also. This progression of divorce acts helped women deliberate on the inequality they faced in their marriages and statistics showed that steadily through out the availability of divorce in the century, the divorce rate increased.

clear analysis
4

Although legislations helped greatly by allowing women to achieve legal freedom, equity and liberation and gaining independence for them it did not however achieve ridding themselves of the sexism they faced. Men still had more of a control over women on the deliberation of their earnings;³ there was still rigidness on how women should behave in society,⁴ men were still able to perform certain acts and deeds that women could not. Wars however tried to discourage the social stigma that was disdained upon women, for most part of the late 19th and early 20th Century religion and moral indoctrination dominated most of society's laws and legislations.

This was proven by the Crimean War, as it was significant in showing how the Government were biased upon women being sexually liberated and that this ideology of women being contained in a separate sphere continued through out the latter half of the 20th Century. Parliament established three acts which banned sexual promiscuity in naval towns across Britain and Ireland; the Contagious Disease Act 1864, 1866, 1869 all regulated prostitution in order to keep venereal disease under control, this however was not applied to men, only women. Men could divulge in sexual relations in order to fulfil their 'needs' but as the Victorians based their morals and duties on the Christian faith this meant women could not do the same, thus showing double standards. Not only did women gain the vote after the First World War but began to take sexual liberty into their own hands. Marie Stopes who tried to liberalise the use of contraception for married women in 1910, by trying to limit their family size as the population was growing in demand. It helped women practice safe sex and not worry about the scares of pregnancy as the morality rate during the late 19th Century alone was horrifyingly high. Sexual liberation was not earned through simple conversations,

key issue
understood

³ "Women earn about 75 cents for every dollar a man earns."; Date Accessed 22nd November 2012; http://www.cbsnews.com/2100-500202_162-20038250.html

⁴ "A wife's duties to tend to her husband and properly raise her children were considered crucial cornerstones of social stability."; Date Accessed 22nd November 2012; http://en.wikipedia.org/wiki/Women_in_the_Victorian_era

it was by fighting the de facto's and biased opinions that women as a gender faced. War helped rationalise how not only women should review their sexual appetite and health, but showing men into their worlds in order to put this into perspective for them.

In conclusion wars helped have a huge domino effect on all aspects in society and in effectively changing the role and status of women. War was a significant factor in developing individuals to fight out and not to be oppressed by a patriarchal society and government, by breaking gender boundaries and being able to experience matters from the different sphere. It gave them the ability to switch gender roles by giving them access to careers. Wars allowed women the chance to push the boundaries of gender roles by working in men's sectors. World War One enabled not only work but gave women a chance to show the opposition that they should be able to gain the vote just like men and should not be validated and generalised by the earlier suffragettes militancy movement. It helped abolish this idea of what a women's role constricted a woman to be to rather what she was allowed to do. Her status in society, although it gained her dichotomy of respect and prejudice, helped to a certain extent the woman's function in society. Overall, War by itself is considered to be a dominating factor in changing every aspect of a woman's life, as it helped change the mindset and the frame of society for generations to come.

clearly analytical with understanding of process of change. key issues identified and some evaluation of argument
chronologically balanced

L4

(18)

(16)

There are many gwc issues and although level 4 it does not have a ~~high~~ clearly developed argument. Σ MK

(18)

~~11~~

213

Total: 2000 words

Bibliography/ Appendix

Books

- Annmarie Turnball 'Learning her womanly work: the elementary school curriculum 1870-1914' in felicity hunt (ed.) lessons for life published in 1987.
-

Websites

- http://www.cbsnews.com/2100-500202_162-20038250.html
- http://en.wikipedia.org/wiki/Women_in_the_Victorian_era
- <http://www.victorianweb.org/authors/dickens/ge/farrell2.html>
- http://wiki.answers.com/Q/How_did_the_status_of_women_change_during_the_great_war_1
- <http://answers.yahoo.com/question/index?qid=20080116014049AAyL2A4>
- http://atschool.eduweb.co.uk/barrycomp/bhs/gcse_resources_pdf/Divorce.PDF
- http://wiki.answers.com/Q/How_did_the_role_of_women_change_during_World_War_2
- <http://www.unionhistory.info/equalpay/roaddisplay.php?irn=820>

Resource record sheet suggests
more were used.

GCE History Coursework

Resource Record Sheet

Centre Number: 58707

Candidate Number: 0967

Candidate Name: Nisha Khan

Coursework Programme Title:

Assignment Title Part B: How was war the major factor in changing the role and status of women 1850 to 1950?

Issue	Sources	Comments	Teacher's comments if appropriate	Teacher's initials and date
War	"What did you do in the war mummy?"	Allowed me to see from a domestic perspective & to understand how women had to deal with the morale at home & work.	Need to show how this was changed.	5/11/12 UZ
Education	"Education for women: key to the success?"	Showing me that education could also be a major factor in the changing role & status of women.	Need to be discriminate - eg how were different classes affected	UZ 13/11/12
Sexual health care	"Josephine Butler article"	That individuals were impacted by war in order to fight out from inequality & injustice to the discriminated.	Not sure what you mean	UZ 14/11/12

Assignment Title Part B:

Issue	Sources	Comments	Teacher's comments if appropriate	Teacher's initials and date

Candidate 6: CW24 Medicine in Britain c1870-1990

A low scoring piece of work, just enough to pass.

Part A *What, in your view, was the short-term significance of the NHS?*

AO1 A broadly analytical response with some descriptive passages, showing some understanding of the focus of the question and supported by accurate factual material.

High L3

AO2 A range of sources used with very limited and stereotypical evaluation of attributes such as reliability and utility

High L1 / Low L2

Part B *Assess the significance of the role of war in influencing the transformation of approaches to medical treatment and surgery in the period 1870-1990.*

AO1 A response showing some understanding of the key changes in medicine and surgery, but with some chronological imbalance and limited analysis. No evidence of wider reading.

Low L3

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	12101		
Candidate Number	6063		
Candidate Name (in capitals, surname followed by forenames)	CLARKE TIERENA		
Coursework Programme Title: (if Edexcel designed please provide reference code from specification.)	CW 24: Medicine in Britain c1870-1990		
Assignment Title	<p>Part A: What in your view was the short term significance of the NHS</p> <p>Part B: Assess the significance of the role of war in influencing the transformation of approaches to medical treatment & surgery</p>		
Content (please tick box to acknowledge that content is attached to assignment.)	Resource Record: <input checked="" type="checkbox"/>		
	Appendix:		
Examined Units Give details of all Units (title and option code) making up the AS and A2. <u>Please Note</u> Where Unit 4 is a centre-designed coursework programme, one copy of the centre's Coursework Approval Form must be included with the work when submitted for assessment.	Unit 1: 6H101 Option D: a World Divided: Communism and Democracy in the 20 th Century (D5 and D6)		
	Unit 2: 6H102 Option E: Mass Media, Popular Culture and Social Change in Britain since 1945 (E2)		
	Unit 3: 6H103 Option C: The United States: Challenged and Transformed (C2)		

Word Count	3996		
Mark for Part A: AO1 (mark out of 13)	Mark for Part A: AO2 (mark out of 12)	Mark for Part B: AO1 (mark out of 25)	Total Mark: Part A and B (final mark out of 50)
10	3	12	25

Statement by candidate

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

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

Signature: Tierena Date: 28.11.12

Statement by teacher

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

Signature: [Signature] Date: 28/11/12

10 + 3 = (13)

Therena Clarke

What in your view was the short term significance of the NHS?

The National Health Service was set up in Britain on the 5th of July 1948. It was introduced to provide free medical care for everyone; it is most recognised for being the first system in the world that offered universal healthcare coverage with no cost for care or treatment. Before this establishment only the wealthy could access healthcare and overall Britain was in a terrible state in regards to health and welfare, the two World Wars had a huge impact on this. However over time it has been argued by many historians in their view what the short term significance of the NHS was.

The National Health Service was highly significant as it provided universal access to healthcare for the nation; people could also have free access to hospitals. This meant for the first time everyone could visit their general practitioner free of charge. Before this working-class families suffered greatly due to a lack of access to healthcare and common diseases spread in poor living conditions but now that healthcare had been made free, wealth was no longer a barrier in regards to health. This broke the barrier between classes and meant that despite people's wealth they could access the care and treatment needed. One person who recognised this was Dr Marks is a former chairman of the British Medical Association, who qualified on NHS day itself **'The NHS is one of the greatest achievements in history,' he said. 'Before that healthcare in this country was a disaster, particularly if you were poor. The unmet needs were not known until the NHS started, and people who had been ill for years and years came forward for help because they did not have to worry about paying for it.'** This source suggests that the fact that healthcare was now free was most significant as it was beneficial for all, especially those from poorer backgrounds. This source is also useful to see what someone from the time has to say about what the thought was significant about the NHS, as he lived through the experience and personally affected him. This interview was done in 1998 meaning he has an overview of seeing how significant the NHS was from 1945 compared to prior. Prior to the National Health Service people hesitated to go to the doctors, but now that care was free people could go to the doctors before infections or problems became life threatening. The influx of people was extraordinary and in the early stages of when the NHS just started it was clear to see that people were not prepared for the amount of care the public actually needed. Mary Dowling joined the Warders Medical Surgery in Tonbridge, Kent, as a receptionist on the day the NHS was launched she states **'I arrived in the morning and the queue was from the door, down the street and disappeared into the High Street.'** This suggests that the NHS was significant for the majority of the public as a large number flooded practises, this is useful to see how much people were actually effected by the opening of the NHS. More people were taking trips to the doctors instead of suffering in silence this meant that earlier diagnosis could be made. It was reported in 1955, 200million prescriptions were given out in Britain per year. The impact and significance of this is that many more people were being treated for their illnesses and that general health was improving. Being treated for illnesses

Anal-44
analysis of
impact
Signif.

Category
evidence

Anal-42/41
contextual
or
which

Anal-41

Anal-43
Analysed
analysis
supported
for further
research

¹ http://news.bbc.co.uk/1/hi/events/nhs_at_50/special_report/123511.stm

² http://news.bbc.co.uk/1/hi/events/nhs_at_50/special_report/123511.stm

63-101 meant that it could prevent spreading or reoccurring again. People from different classes were able to get care for free.

The NHS also provided was extra care for those unable to cope in day to day life practioners soon began to realise people were being readmitted for the same problems and that after care was needed to help people with their everyday lives, mental health was a major problem for many patients, social services was introduced and after care for patients was set in place social groups were set up to make sure people were socialising and enjoying day to day lives. It also changed some of the stigma attached to mental health - **'The Mental Health Act replaces much of the existing legislation on the provision of mental health services in England, bringing the provision of mental health services within the general administrative machinery of the NHS for the first time'**³. Social groups showed people that people from different types of backgrounds (money/class wise) were going through the same types of problems, this highlighted that people were equal despite how much money you had in your bank account. People from different walks of life began to communicate, bond and connect with each other because it was apparent that money didn't stop you from facing the same issues, problems and sicknesses as others. Social groups and clubs that followed treatment from the NHS was significant as it helped to keep patients that suffered with mental illnesses stable in everyday life.

The NHS also encouraged new developments for science and technology. Scientists had many huge advantages, the mass production of vaccines against such diseases such as TB and Measles meant that more people were protected against diseases to minimize the amount it spread, and children could be vaccinated and could have a healthier start to life. **'Money went into research projects...Ever-more complex diagnostic techniques, multitudes of drugs and highly complex surgery were changing the face of medical practice...Increasingly the treatment of a single patient required the co-operation of different specialties, as in the case of cardiac and pulmonary resuscitation, renal dialysis and transplantation. Medical laboratory work was expanding.'**^[6] 'The mass production in vaccines and treatment meant that more people could be catered for and given treatment for infections or diseases or even could prevent them from occurring/reoccurring. This meant that overall treatment was more widely available for all meaning people from all walks of life could access treatment and general health was gradually improving. Statistics show that Men and women are living about 10 years longer on average than they did in 1948 - men to 74 and women to 79. With the development of equipment more complex surgery could be performed, so surgery improved, better quality + healthier practises. The impact of this was that it meant that more complex surgeries could be performed. Meaning that more care could be taken when surgeries were being taken place, allowing surgeons to spend more time on a patient so surgery wasn't rushed or done inaccurately causing more problems or resulting in deaths. The introduction of the NHS also provided huge job opportunities.

The National Health Service was hugely significant in regards to the new job opportunities. The NHS even impacted those from abroad, in some ways it attracted those from other countries to move to Great Britain for a better live due to the opportunities and care Britain had to offer. **'Since the 1930s, successive governments have recruited doctors, nurses and other health workers from overseas**

³ <http://nhstimeline.nuffieldtrust.org.uk/?gclid=CMTDxfCAirMCFSbItAodRngAyQ>

to work in UK health services with the first mass recruitment waves of nurses from the African Caribbean in the 1950s and doctors from the Indian subcontinent in the 1960s. [7]

Ac-13
b-13
This also impacted immigration when there was a wind rush where many, particularly those from the Caribbean came over to England for jobs as the NHS provided a huge amount of work, especially for women as many nurses were needed. England had greatly advertised itself to other countries associated with the British Empire claiming people should 'come home to their mother country' after the war Britain needed to be repaired and build itself up again and the NHS was a huge part of this. In order for the NHS to run smoothly was to fill the gaps in employment, therefore those from other countries had new opportunities to come over to England and be a part of a new, better country that had more opened windows than others. When the NHS was introduced it was apparent that some services were understaffed and nurses were needed. Women were stereotypically assigned to this role, providing huge job opportunities for women. Prior to this women were often overlooked in society especially in regards to work - women were expected to be stay at home mums, raising the children, catering to their husbands and looking after the home.

Ac-13
The National Health Service was also significant in regards to educating women and children on health; it provided great care for mothers and babies. Due to new technologies and equipment healthier and safer births were now being practiced and expecting mothers had help throughout their pregnancies. Both antenatal and postnatal care was offered. This meant that prior to giving birth a pregnant woman would be given guidelines on diet and could have medical check-ups to ensure the baby was healthy and could even possibly detect any problems or abnormalities. After a mother had given birth she could then receive advice and could be taught how to feed and generally care for a new born baby. Girda Thomas, a Caribbean female who came over to England in the 1960's had a very positive experience with the NHS she says **"I was 28 at the time when I fell pregnant with my second child, I had my first back home [Dominica] and labour and giving birth in general was horrible, there was no real professional help and there was a huge chance of complications happening during the birth leading the worst [death]. When I fell pregnant over here I had a whole new experience, plenty of help and things ran more smoothly - I felt helped and secure in a hospital environment, like people knew what they were really doing. My child received vaccines and free care throughout her childhood and growing up and this really helped being a single black lady living in Britain"**

Analysis of impact
Context evidence
Ac-13
Ac-13
This source is very beneficial as it is from the time, and shows us what it was like for some women living in the time period that this covers. The impact of this is that it shows that the NHS provided great care for women and children. Health visitors were set up to visit the family homes to give health advice, the response to this was split as some mothers claimed that this health visitors 'only went by the book' and had no experience in regards to physically catering to a child, on the other hand some mothers who were inexperienced were grateful. The impact of this is that new mothers who had no experience of motherhood could now be taught the basics and what not to do when caring for a baby, this would mean that the new generation of children would start life much more healthily than their parents meaning that in the future there would be less chances of having bad health in the future. Children were being born into a generation with longer life expectancy in a healthier state to the previous generation. It gave women security

⁴ Girda Thomas (My grandmother)

and more confidence when they were pregnant that their pregnancy would be catered for and giving birth would be easier and safer. Statistics shows that infant mortality decline 75% to just 34 out of 1000 in 1949. Therefore overall women and children benefitted from the NHS in multiple ways as they were catered for and educated on how to raise children and look after themselves in a healthier state. factual evidence
L3 - A1

In conclusion the most efficient short-term significance of the NHS was the fact that health care was available for all. Those from all walks of life now could enjoy a healthy life without having to suffer in silence about their health issues, life expectancy increased and we had an ageing population. People from all classes were being treated the same also helped to remove the barrier between middle and working-class people, everyone now had an opportunity to something great in life. Annotated
judgement
Kills
development

[6] http://www.nhshistory.net/chapter%203.htm#Medical_progress

[7] http://news.bbc.co.uk/1/hi/events/nhs_at_50/special_report/124368.stm

A1 - Attempted analysis of significance of NHS

L3 - Focus on 1 paragraph

(14) - Some factual material to support analysis

- Lacks explicit analysis needed to enter L4 - 3 who include some narrative descriptions

A2 - Range of evidence included

(13) = limited explicit source evaluation - some attempt at consideration of attributes such as utility or credibility of sources but lacks development in many structural

12/25

Assess the significance of the role of WAR in influencing the transformation of approaches to medical treatment and surgery in the period 1870- 1990

It is apparent from the years of 1870 – 1990 approaches to medical treatment and surgery had developed and changed dramatically. From the beginning of this time period medicine and surgery were very basic and unprofessional as time progressed individuals discoveries opened the doors to vital contributions to medicine. In 1870 doctors had basic knowledge in regards to the human body and treatment was very ineffective, only those who were wealthy were able to get access to medicine. Surgery was very dangerous and life threatening, more people died from surgery than benefited from it. Towards the end of this period in 1990 it is evident that surgery had become much more hygienic and safe due to a development of research more complex surgeries could be performed. Treatment was now available for all and was much more effective – even life saving! It is debatable to say whether war was the most influential trigger in the transformation of medical treatment and surgery. As there are other factors such as the role of individuals, science and technology and the role of the government that all played vital roles in the transformation of medicine and surgery.

Overview of changes

Answers or various factors

War is a highly influential factor in regards to the development of surgery. Wars pushed surgeons and doctors into researching and tackling new areas as new injuries occurred due to bombs and warfare, new diseases were also being spread meaning surgery and treatments had to cater to new problems leading to huge developments. WWI witnessed the early stages in reconstructing damaged areas in the body. Skin grafts started to develop to treat burns in the skin. Later on in WWII we see how this developed further Archibald McIndoe is a great example of someone whose medical work was at its peak due to the influence of war, 'based on his experience with casualties of the battle of Britain, Archibald McIndoe was recognised throughout the medical profession and Royal Air Force as the expert on the reconstruction of burn injuries'.¹ Early developments of plastic surgery can also be linked back to war; Walter Yeo is the first recorded person to benefit of plastic surgery. He was a British sailor who sustained terrible facial injuries during the Battle of Jutland it was Sir Harold Delf Gilliesthat preformed advanced plastic surgery on him, namely a skin flap and this took place in 1917. Sir Harold Delf Gillies wouldn't have been pushed to tap into facial reconstruction and plastic surgery if these injuries hadn't been sustained through war, bombs caused skin grafts meaning that the introduction of plastic surgery could begin to deal with surveyor burns and damage done to the skin. This is just one example of how the influence of war triggered of many improvements in the transformation surgery. The impact that this had on surgery was that now more complex surgery could be performed and it also meant that surgeons had the ability to fix severe injuries that they were not able to before helping patients with physical defects as well as internal problems. Meaning they could also help patients with self-esteem, confidence and it meant surgery could improve patient's quality of life.

Clear point relating to focus of Q

Supported by factual evidence from WWI & WWII

13 attempted analysis

During the First World War there was also a huge demand for blood transfusions as prior to this majority of patients died due to a rapid amount of blood loss in surgery this also caused other problems such as surgery being rushed to try and prevent

¹from the reconstruction of warriors



excessive blood loss, meaning surgery was not precise. There was a substantial amount of research and discoveries made regarding blood during WWI such as the storage of blood refrigerated in bottles this led to the first blood depot in Britain. This research was then further developed and led to the first blood banks in the 1930's. The impact of this was that there was an increase in survival rates in surgery; it also meant that surgery didn't have to be rushed as blood could now be stored.

↳ attempted analysis

War pushed changes in many developments of treatments. It was apparent that in World War I a lot of diseases were spread throughout surgery especially through blood and bacteria. This triggered the research of Alexander Fleming to find an infection fighting cure. War gave Fleming the motivation to research penicillin. In 1928 the properties of penicillin were discovered and it was believed vaccines were the true solution to most diseases. Fleming's research was taken and then later mass produced. The amount of casualties in the Second World War allowed Chain and Florey to use patients to experiment his theory. Statistics show that 12-15% of soldiers who were wounded were treated with Penicillin and in surgery infections could be prevented or treated. In 1940 at the battle of Dunkirk soldiers were immunised against tetanus and the risk of catching it fell dramatically - 17,000 men were wounded in this battle but none of them caught tetanus. The war also saw the full scale investigation into mosquito bites. Sir Neil Hamilton Fairley, using Australian volunteers, probed the problem in some detail and paved a way for the work of Shortt and Garnham in 1948. Fairley showed that one tablet per day of mepacrine could tackle and prevent malaria. The impact of these things is that antiseptics and immunisations meant that diseases and bacteria's could be stopped from spreading or developing into life threatening situations. War led to the development of the mass production of penicillin as there was a huge demand for antiseptics, due to the rise of surgeries and injuries caused by war. This was a very significant transformation for medicine that inspired others to add on to these findings and develop them further.

↳ descriptive - facts direct focus on the

↳

↳ analysis or change / significance

Role of other factors

However it could be argued that other factors were influential such as the government. It is apparent government has influenced the transformation of approaches to medical treatment. Until 1880 there was no government control in regards to medicine this meant that unskilled doctors were able to prescribe remedies that could essentially cause serious harm or death. The government enforced many laws to improve the health of British citizens. In 1875 the government enforced the Public Health Act, there had previously been others but they were treated as guidelines for people to choose if they would take them into account or not. This shows a change in government's attitudes as they recognised that Britain needed change in regards to health, medicine and surgery. The government also began to get involved in regards to helping those who were less fortunate, improving general as well as personal health.

↳ change, ↳ attempted analysis

The government had great involvement with the development of surgery with the most recognisable act made in this time period by introducing a national health service. After WWII there was a substantial amount of deaths and casualties in Great Britain. The demand for surgery and medication put pressure on the government to introduce the NHS to help to repair Britain after the two world wars. The total number of military and civilian casualties in World War I was over 37 million. There were over 16 million deaths and 20 million wounded, soldiers especially needed to be catered for. 'By producing so many and such appalling casualties, and by creating



such widespread conditions in which disease can flourish, confronted the medical profession with an enormous challenge - and the doctors of the world rose to the challenge of the last war magnificently². The NHS was introduced in 1948 just 3 years after WWII finished. The funding of the NHS from the government provided money for scientific equipment and meant that more surgery could take place. The aims of the NHS were to allow all people to be able to get care and help medically and not have to worry about it financially. Without the high demand for treatment and surgery after the war the government wouldn't have felt the pressure to have acted and create a National Health Service. This changed the approach to surgery as much cleaner and safer practises could be acted out due to the availability of equipment and space. The governments intervention also meant that treatment could be monitored meaning that harmful homemade remedies couldn't be dished out. Over all the Second World War taught surgeons how to work on demand for large scale injuries.

Suggested by evidence
But more focused on war rather than gov

Attempted analysis but lacks direct focus on gov

Contextual factor - war in gov section.

Science and Technology influenced the transformation of surgery greatly. The development in equipment meant that much more complex and lifesaving surgeries were being able to be performed. From early on in the time period it is evident that the development of equipment made positive impacts. In 1896 the X-rays were discovered by Professor William Van Rontgen. This development was key as surgeons could look into the body without having to cut it open and it could detect broken bones and deep bullets (during the war). In regards to precise surgery Keyhole surgery was first performed in Britain in 1980 to remove a gall bladder. This meant that small incisions could be made to the body to directly deal with what was wrong with a patient instead of cutting up huge amounts of the body. The impact of this was that this transformation was positive as recovery time would be less and scaring wouldn't be bad as before. Overall the transformation from 1870 - 1990 was that there was better equipment, and cleaner practises could be performed. Science and technology also saw alternative ways of treating serious illnesses such as cancer instead of having to cut it out. In 1942 the discovery of Chemotherapy meant that antineoplastic drugs could be used to tackle and cure the cancer instead of having any surgical procedures. This is just one example of many treatments. Science and technology was also crucial in the development of medical treatment. More vaccines were developed to control childhood diseases. Vaccines against polio, measles and rubella were developed in the 1950's and 1960's. Tests were also developed for defects in babies such as the amniocentesis for spinal bifida and downs syndrome. Treatments were also developed for children with heart disease. The impact of this was that after the Second World War children's health was generally better than prior to this.

Attempted analysis of change in relation to P but lacks explicit development

The role of individuals played a huge part in the development of medical treatments. Joseph Lister played a huge part in medical treatments. He expanded of the ideas from the germ theory that microorganisms are the cause of many diseases. 'Lister's method was based on antiseptics - the killing of any infective agents present in the wound and in the environment by use of disinfectants such as carbolic acid³. He famously discovered the use of carbolic spray after dressing a young boys wound after it had successfully healed he published his work, his work influenced other individuals to expand on his discoveries. Alexander Fleming's discoveries were hugely significant

Lacks explicit explanation of impact on surgery

²Speech by Brian J Ford

³The emergence of modern surgery

towards the transformation of medicine as his developments on germ theory where life changing. This research was a platform for other individuals to expand on this. Carbolic spray meant that small cuts and bruises caused in everyday life could be treated and dealt with instead of spreading and becoming infected leading to life threatening diseases. It was also very important to see how different individuals played a huge influence on others work. Without the starting point from previous surgeons work then ideas couldn't be developed 'Without Fleming, no Florey or Chain, without Florey no Heatly, without Heatly no Penicillin'. Individual's impact also helped the transformation of surgery. Marie Curie was emended for her research into radioactivity. 'Her research was crucial in the development of x-rays in surgery. During World War One Curie helped to equip ambulances with x-ray equipment, which she herself drove to the front lines. The International Red Cross made her head of its radiological service and she held training courses for medical orderlies and doctors in the new techniques.' The impact of Marie Curie's work was that radioactivity could be further developed into treatments such as radiotherapy that could be used to treat crucial diseases such as cancer - the impact of Curie's work led to lifesaving treatments.

? Confuses
Lister &
Fleming

It is apparent that each factor played a part in the transformation of treatment and surgery; they all had a positive impact to bring medicine and surgery where it is today. But overall In conclusion I chose war as the most significant factor that has influenced the transformation of the approaches to medical treatment and surgery for this time period. Although other factors have played an important role they have only been triggered off because of the effects of war. It wasn't until there was wars in Britain did people have a real push or platform to improve the state of medicine and surgery.

No psychiatrists
for that
purpose

→ Medicine transformed health care and society in Europe 1800-1930

- Level 3 - Attempted analysis which broadly understands the key changes in treatment & surgery
- (12/25)
- Analytical demands implicit at times & some passages include narrative / descriptive
 - Does not cover chronology in full
 - Lacks sources / factual evidence
 - Confusion over Fleming & his work



GCE History Coursework

Resource Record Sheet

Centre Number: 12101

Candidate Number: 6063

Candidate Name: Therena Clarke

Coursework Programme Title:

Assignment Title Part A:

Issue	Sources	Comments	Teacher's comments if appropriate	Teacher's initials and date
The short term significance of the NHS	http://news.bbc.co.uk/1/hi/events/nhs_at_50/special_report/123511.stm	This was helpful as it contained quotes from people who experienced the service of NHS first hand and also contained historian's comments.		JRS
	http://nhstimeline.nuffieldtrust.org.uk/?gclid=CMTDxfCAirMCFSbItAodRngAyQ	This was relevant in regards to mental health	Remember to explain what sources are useful for - could help	JRS
	http://www.nhshistory.net/Chapter%201.htm#Nursing	This had relevant statistical evidence to back up my points		JRS
	Girda Thomas - My Grandmother	Was a useful primary resource as she experienced the effects of the NHS and could express why it was significant to her	Consider the context of	JRS
	http://news.bbc.co.uk/1/hi/events/nhs_at_50/special_report/124368.stm	Was a very useful website with relevant information	the evidence of the NHS I can find could help	JRS
	http://www.nhshistory.net/chapter%203.htm#Medical_progress	This was a very useful website as it had information that was relevant to the question		JRS

Assignment Title Part B: Assess the significance of war in influencing the transformation of approaches to medical treatment and surgery in the period 1870-1990.

Issue	Sources	Comments	Teacher's comments if appropriate	Teacher's initials and date
Asses the Significance of war	<i>from the reconstruction of warriors</i>	This source was very useful in regards to giving examples of how surgery was effective in the time period covered		JRB
	<i>Speech by Brian J Ford</i>	This source showed a historians view and gave me great understanding in regards to medicine		JRB
	<i>The Liberal Social Reforms 1906-14</i>	This showed what legally took place to benefit medicine and the transformation		JRB
	<i>The emergence of modern surgery - Thomas Schlich</i>	This source showed how significant individuals were in regards to impacting the transformation of surgery		JRB
	<i>Medicine transformed: health disease and society in Europe 1800 - 1930</i>	This source was very useful for the time period and included information about the work of key individuals		JRB

**Candidate 7: CW39 The USA: from Reconstruction to Civil Rights
c1877-1981**

A piece of work that cannot achieve a pass.

Part A *What was the short-term significance of the Montgomery Bus Boycott?*

AO1 A largely narrative account but which does relate to the question implicitly and occasionally explicitly.

Low L2

AO2 Sources are used to illustrate points being made and all selected from one site.

Mid L1

Part B *To what extent do you consider that World War 2 was the key turning point in the campaign for civil rights for African Americans in the period c1877-1981?*

AO1 A broadly analytical response with descriptive / narrative passages. Considers alternative turning points but the response is chronologically unbalanced.

Low L3

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	14144
Candidate Number	0797
Candidate Name (in capitals, surname followed by forenames)	ONWUZORUOHA, DARDEN
Coursework Programme Title	CW 39. The USA from reconstruction to civil rights:c1877-1981.
Assignment Title	Part A: What was the short-term significance of the Montgomery Bus Boycott? Part B: To what extent do you consider that World War 2 was the key turning point in the campaign for civil rights for African Americans in the period c1877-1981?
Content (please tick box to acknowledge that content is attached to assignment.)	Resource Record: <input checked="" type="checkbox"/>
	Appendix: <input checked="" type="checkbox"/>
Examined Units Give details of all Units (title and option code) making up the AS and A2.	Unit 1: Option D. Russia in Revolution and Stalin's Russia 1881-1953
	Unit 2: Option D. Britain and Ireland 1867-1922
	Unit 3: Option D. From Kaiser to Fuhrer.

Word Count	2925		
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)
6	2	11	19

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

Signature: *Dumen* Date: 3/12/12

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: *Li Red* Date: 3/12/12

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

What was the Short term significance of the Montgomery Bus Boycott?

AO1 On the evening of December 1st, 1955 a 42 year old named Rosa Parks described by ^(secondary) source D as "a weary black woman in Montgomery", boarded a bus after work which was nothing out of the ordinary. As the bus continued its journey, more and more people boarded the bus and all of the designated "white" seats were taken. The controversial moment considered in history happened when several white men demanded that she must give up her seat, but Rosa Parks refused and remained seated. This later led her to be arrested and most of the black community was angered by this. This may have been a dangerous move considering the situation society was in with the segregation of colour, but was this a significant event in civil rights? And how far? ??

Doesn't really lay out the issues, Lanch narrative, though relevant c2

On the night Rosa Parks was arrested, E.D. Nixon, head of the local NAACP chapter met with Martin Luther King Jr. and other local civil rights leaders to plan a city wide bus boycott. There was also the help provided by the Alabama State College as well as Ann Robinson and the Womens political Council who distributed propaganda leaflets to gain total support from the black community to make the voices stronger. Source A shows a speech from Martin Luther King which was given after Rosa Parks had been arrested. "...because of the bus situation in Montgomery. We are here because we are determined to get the situation corrected." The Montgomery bus boycott could have been seen as the last straw because of the action taken after by the NAACP supported by the growing black community. "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." "...Negroes have been intimidated and humiliated and oppressed because of the sheer fact that they were Negroes." This was a very evocative speech which collectively, persuaded the African-Americans to support the actions that were to be taken.

Single scene. L1

This was part of a speech which Martin Luther King jr. used to gain support from the black community after the incident with Rosa Parks. This source shows that because of what had happened to her, that it was considered the last straw by many as the last of racial inequality which later led to the Montgomery bus boycott. As described he says "there comes a time my friends when people get tired of being flung across the abyss of humiliation when 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." This was Martin Luther King Jr.'s spark to putting a new energy into the civil rights struggle in Montgomery.

With the boycott happening, the black community was able to organize carpools to ensure they could get to where they wanted etc. work. The boycott led to the ruling that stated segregation on buses as unconstitutional which led to this also boosted the morale of the civil rights movement. It demonstrated that a non-violent could be very effective when achieving change. It also brought support from the Northern and Southern blacks for the aims of the civil rights movement. It also inspired similar successful bus boycotts in other areas which has been stated by source E which says "There has been talk from twenty-five or more local organizations of planning a city-wide boycott of buses". Furthermore, they go on to say "We, the Council, believe that when this matter has been put before you and the Commissioners, that agreeable terms can be met in a quiet and unostensible manner to the satisfaction of all concerned" This came from a letter from the Women's' Political Council which shows support for Rosa was widespread affecting councils and other groups. Montgomery bus boycott was seen as the start of direct action with black people doing something to establish civil rights.

Some
dealt
with
signs
L1

The Montgomery bus boycott was seen as the most organized and lengthened boycott there ever was. According to ^{S. Rowbottom 2005} ~~source D~~, "Ninety-eight per cent of Montgomery's black citizens participated in the boycott which lasted for 381 days" which shows that many people fought for change and it did not come out of the blue that this was seen as a last straw by the black community. With the organization from the churches and the NAACP, it seemed that throughout the years, it was going to happen because the African-Americans who were victims of segregation could take no more of it. It was able to show power of a whole black community without the use violence but direct with non-violent actions e.g. protesting and boycotting. As stated by Source C, "It proved beyond any doubt that there was a discipline among Negroes that many whites had doubted" which shows that many of the white people had underestimated the power of the black people collectively. In Montgomery itself, people were celebrating although it was seen as a limited victory because apart from buses, the rest of the city remained segregated.

Nonetheless, it inspired more Northern and Southern blacks and A. Philip Randolph gave financial support. From Source B, shows a leaflet published by Martin Luther King. This source supported that people were happy with the achievement that was made which was the integration of passengers on buses which showed they still gained some sort of equality and justice that they wanted. "Remember that this is not a victory for Negroes alone but for all Montgomery and the South. Do not boast! Do not brag! But be quiet and friendly; proud not arrogant". This source supports that the boycott did help them and the black community were given something to celebrate which that of winning some sort of equality.

There were many short term effects that stemmed from the Montgomery bus boycott. This significant event started one of the greatest fights for civil rights in the history of America which was inspired by one woman's courage; mobilized and helped to organise by leaders of churches, community organizations, and political clubs which all shared the same new visions of hope for equality. It brought Martin Luther King, Jr. to the forefront and he became a well-known figure across the country. In addition, the boycott started a revolution in the country that laid the foundation for people of all color to be treated equally.

WORD COUNT: 1,094

A01 Large's narrative, though does align it to the question implicitly, occasionally explicitly. Large's about what happened at the time, though there is some attempt to discuss significance. Clear, written

$$\frac{2}{13} = \frac{8}{25}$$

A02 Sources are well chosen but underused. Mainly used to illustrate points, they are not cross-referenced or interrogated, & they are used singly.

$\frac{2}{12}$ All from one site: Spartacus is good, but this shows little research. (3)

Darren Onwuzuruoha

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The Civil Rights Movement. Bruce J.Dierenfield. Revised Edition. 2008

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The Civil Rights Movement: Struggle and Resistance. Second Edition. William T. Martin Riches. 2010

Heinemann Advanced History: Civil Rights in the USA 1863-1980. Susan Willoughby, Mr Doug Willoughby, Mr David Paterson.

Websites

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http://en.wikipedia.org/wiki/Montgomery_Bus_Boycott

<http://www.montgomeryboycott.com/>

<http://www.biography.com/people/rosa-parks-9433715>

http://www.bbc.co.uk/history/historic_figures/king_martin_luther.shtml

<http://www.thehenryford.org/exhibits/rosaparks/story.asp>

Films/Documentaries

The Promised Land (BBC) Documentary

Interview With Rosa Parks - <http://www.youtube.com/watch?v=RzTkHrRkhpA>

Issue Covered	Title, author, date publisher, website full title.	Comments	Tutor Comments	Tutor Sig.
Civil Rights	Civil Rights in the USA 1945-68 V.Sanders. Hodder Education. 2008	Helped me with the base of my essay e.g. the Montgomery bus boycott.	Issued in class June.	⊙
Civil Rights	The Civil Rights Movement. Bruce J.Dierenfield. Revised Edition. 2008	Briefly looked through to see what actions was taken to give a better insight	'Briefs'	⊙
Civil Rights	Freedom From Fear – The American People in Depression and War, 1929-1945. David M. Kennedy. 2001	Looked to see what life was life before everything e.g. the segregation and how it affected people		
Civil Rights	The Civil Rights Movement: Struggle and Resistance. Second Edition. William T. Martin Riches. 2010	To see what else had happened in the fight for civil rights e.g. other boycotts		
Civil Rights	Heinemann Advanced History: Civil Rights in the USA 1863-1980. Susan Willoughby, Mr Doug Willoughby, Mr David Paterson.	To see if they were successful and to back up information from sources from this book		
			Largely about aim rather than what was gained. ⊙	
			Essays do show some	
			research has been done.	

(A) 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.

We are here, we are here this evening because we're tired now. Now let us say that we are not here advocating violence. We have overcome that. I want it to be known throughout Montgomery and throughout this nation that we are Christian people. We believe in the Christian religion. We believe in the teachings of Jesus. The only weapon that we have in our hands this evening is the weapon of protest. And secondly, this is the glory of America, with all of its faults. This is the glory of our democracy. If we were incarcerated behind the iron curtains of

⑥ Needs to be cut down.

a Communistic nation we couldn't do this. If we were trapped in the dungeon of a totalitarian regime we couldn't do this. But the great glory of American democracy is the right to protest for right.

My friends, don't let anybody make us feel that we ought to be compared in our actions with the Ku Klux Klan or with the White Citizens' Councils. There will be no crosses burned at any bus stops in Montgomery. There will be no white persons pulled out of their homes and taken out to some distant road and murdered.

There will be nobody among us who will stand up and defy the Constitution of this nation. We only assemble here because of our desire to see right exist.

My friends, I want it to be known that we're going to work with grim and firm determination to gain justice on the buses in this city. And we are not wrong, we are not wrong in what we are doing. If we are wrong, then the Supreme Court of this Nation is wrong. If we are wrong, the Constitution of the United States is wrong. If we are wrong, God Almighty is wrong. If we are wrong, Jesus of Nazareth was merely a Utopian dreamer and never came down to earth. If we are wrong, justice is a lie. And we are determined here in Montgomery to work and fight until justice runs down like water and righteousness like a mighty stream.

I want to say that with all of our actions we must stick together. Unity is the great need of the hour. And if we are united, we can get many of the things that we not only desire but which we justly deserve. And don't let anybody frighten you. We are not afraid of what we are doing, because we are doing it within the law.

There is never a time in our American democracy that we must ever think we're wrong when we protest. We reserve that right. We, the disinherited of this land, we who have been oppressed so long are tired of going through the long night of captivity. And we are reaching out for the daybreak of freedom and justice and equality. In all of our doings, in all of our deliberations whatever we do, we must keep God in the forefront. Let us be Christian in all of our action. And I want to tell you this evening that it is not enough for us to talk about love. Love is one of the pinnacle parts of the Christian faith. There is another side called justice. And justice is really love in application. Justice is love correcting that which would work against love. Standing beside love is always justice. And we are only using the tools of justice. Not only are we using the tools of persuasion but we've got to use the tools of coercion. Not only is this thing a process of education but it is also a process of legislation.

And as we stand and sit here this evening, and as we prepare ourselves for what lies ahead, let us go out with a grim and bold determination that we are going to stick together. We are going to work together. Right here in Montgomery when the history books are written in the future, somebody will have to say "There lived a race of people, black people, fleecy locks and black complexion, of people who had the moral courage to stand up for their rights." And thereby they injected a new meaning into the veins of history and of civilization. And we're gonna do that. God grant that we will do it before it's too late.

Source: <http://www.spartacus.schoolnet.co.uk/USAparksR.htm> - (Primary Source at the bottom of page)

(B) In December 1957 the Montgomery Bus Company agreed to integrate passengers on its buses. When the news was announced Martin Luther King published a leaflet that was distributed to African Americans involved in the protest.

Remember that this is not a victory for Negroes alone, but for all Montgomery and the South. Do not boast! Do not brag! Be quiet but friendly; proud but not arrogant. Be loving enough to absorb evil and understanding enough to turn an enemy into a friend. If there is violence in word or deed it must not be our people who commit it.

**Source: <http://www.spartacus.schoolnet.co.uk/USAmontgomeryB.htm> -
(Primary Source at the bottom of page)**

(C) Joe Azbell, a white reporter with the *Montgomery Advertiser*, attended a meeting organized by Martin Luther King on 5th December, 1955. He wrote about the meeting for his newspaper the following day.

The remark which drew the most applause was: "We will not retreat one inch in our fight to secure and hold our American citizenship." Second was a statement: "And the history book will write of us as a race of people who in Montgomery County, State of Alabama, Country of the United States, stood up for and fought for their rights as American citizens, as citizens of democracy."

Outside the audience listened as more and more cars continued to arrive. Streets became Dexter traffic snarls. There was hymn singing between speeches. In the end there was the passing of the hats and Negroes dropped in dollar bills, \$5 bills and \$10 bills. It was not passive giving but active giving. Negroes called to the hat passers outside - "Here, let me give."

When the resolution on continuing the boycott of the bus was read, there came a wild whoop of delight. Many said they would never ride the bus again. Negroes turned to each other and compared past incidents on the buses.

At several points there was an emotionalism that the ministers on the platform recognized could get out of control and at various intervals they repeated again and again what "we are seeking is by peaceful means."

"There will be no violence or intimidation. We are seeking things in a democratic way and we are using the weapon of protest," the speakers declared.

The meeting was much like an old-fashioned revival with loud applause added. It proved beyond any doubt that there was a discipline among Negroes that many whites had doubted. It was almost a military discipline combined with emotion.

**Source: <http://www.spartacus.schoolnet.co.uk/USAmontgomeryB.htm> -
(Primary Source at the bottom of page)**

(D) In his book, *Stride Toward Freedom: The Montgomery Story*, Martin Luther King described how racial segregation was organised on buses in Alabama.

Frequently Negroes paid their fare at the front door, and then were forced to get off and reboard at the rear. An even more humiliating practice was the custom of forcing Negroes to stand over empty seats reserved for "whites only". Even if the bus had no white passengers, and Negroes were packed throughout, they were prohibited from sitting in the front four seats (which held ten persons). But the practice went further. If white persons were already occupying all of their reserved seats and additional white people boarded the bus. Negroes sitting in the unreserved section immediately behind the whites were asked to stand so that the whites could be seated. If the Negroes refused to stand and move back, they were arrested.

**Source: <http://www.spartacus.schoolnet.co.uk/USAmontgomeryB.htm> -
(Primary Source at the bottom of page)**

(E) Jo Ann Robinson, Women's Political Council, letter to the Mayor of Montgomery (21st May, 1954)

The Women's Political Council is very grateful to you and the City Commissioners for the hearing you allowed our representatives during the month of March, 1954, when the "city-bus-fare-increase case" was being reviewed. There were several things the Council asked for:

- (1) A city law that would make it possible for Negroes to sit from back toward front, and whites from front toward back until all the seats are taken;
- (2) That Negroes not be asked or forced to pay fare at front and go to the rear of the bus to enter;
- (3) That busses stop at every corner in residential sections occupied by Negroes as they do in communities where whites reside.

We are happy to report that busses have been stopping at more corners now in some sections where Negroes live than previously. However, the same practices in seating and boarding the bus continue.

Mayor W. A. Gayle, three-fourths of the riders of these public conveyances are Negroes. If Negroes did not patronize them, they could not possibly operate.

More and more of our people are already arranging with neighbors and friends to ride to keep from being insulted and humiliated by bus drivers.

There has been talk from twenty-five or more local organizations of planning a city-wide boycott of busses. We, sir, do not feel that forceful measures are necessary in bargaining for a convenience which is right for all bus passengers. We, the Council, believe that when this matter has been put before you and the Commissioners, that agreeable terms can be met in a quiet and unostensible manner to the satisfaction of all concerned.

Many of our Southern cities in neighboring states have practiced the policies we seek without incident whatsoever. Atlanta, Macon and Savannah in Georgia have done this for years. Even Mobile, in our own state, does this and all the passengers are satisfied.

Please consider this plea, and if possible, act favorably upon it, for even now plans are being made to ride less, or not at all, on our busses. We do not want this.

Source: <http://www.spartacus.schoolnet.co.uk/USAmontgomeryB.htm> - (Primary Source at the bottom of page)

Darren Onwuzuruoha

To what extent do you consider World War 2 was the Key turning point in the campaign for civil rights for African Americans in the period 1871-1981?

It can be argued that World War 2 was a catalyst in the campaign for civil rights for African Americans in the period 1871-1981. During WW2, African Americans were given an opportunity to serve America in the war, which went down in history because jobs were restricted based on ethnicity or colour. With the help of the war, in 1943 the "Tuskegee airmen" were the first coloured aviators to be allowed to fly fighter planes in the war which was seen as a stepping stone for many African Americans. It was seen as a turning point; many African Americans were considered part of the 'inferior' ethnic group and were rarely treated equally due to the underlying racial tension that quickly grew over time. But it was not the only turning point that can be considered. On the other hand, the Montgomery bus boycott in 1956 can be considered a turning point for the civil rights movement because it could be argued it was a trigger event which led to mass amounts of African Americans, which led to the end of the Jim Crow law as well as the introduction of Martin Luther King which could be considered to be a crucial turning point.

Lays out the main argument with examples. 23

World War 2 can be considered a turning point for African Americans. During the war, African-American men registered for many jobs and black women also volunteered in large numbers. While serving America during the war, they experienced discrimination and segregation but met the challenge and persevered. They served their country with distinction, made valuable contributions to the war effort, and earned high praises and commendations for their struggles and sacrifices which showed a sense of integration although there was still jealousy towards the African Americans because some still disliked black men working with white women. The war also helped black people as defence industries became vitally important and farming in the southern grew and was on a larger scale than before and became mechanized. More and more blacks were able to move to houses in cities. With this large-scale migration happening, it gave black people more economic and political power as well as greater safety because a number of black people lived in the same town or city which made them less prone to being intimidated by the white people.

Well, clearly argued.

Darren Onwuzuruoha

The war also helped with increasing the amount of number of black consciousness and activism. The NAACP numbers had increased from 50,000 to 450,000 during the Second World War. Most of the members were made of trade unions, southern professionals and urban workers. This created close co-operation between NAACP and trade unionists in New Orleans were able to radicalize NAACP leadership into effective work on equal opportunities and voter registration. The war also helped black people to gain economic power because they had greater bargaining power. Philip Randolph threatened to bring Washington D.C to a standstill until there was equality within the armed forces and in work and he was able to gain support from Walter White although, president Roosevelt refused to integrate the armed forces but set up a federal agency called the Committee on fair employment Practices (FEPC) to promote equality in industries and this led to 2 million black people finding good jobs. The federal government played a great part in helping the black people in several ways during the war. Although the FEPC faced problems such as southern congressmen decreasing the funding that was put into the FEPC after it was given greater power in 1943, it had achieved enough to show the importance of federal aid. The US Justice Department had created a civil rights section, which had attempted to stop lynching and police brutality in the south. Within the Supreme Court, southern black political rights increased because of the 1944 Supreme Court decision. They had declared the exclusion of blacks from the primaries unconstitutional under the 15th amendment. *So?...*

Link to question Between 1940 and 1947 the number of black registered voters increased in the south from 3 to 12 per cent which was seen as a 'watershed event for black rights' which was a great step for black civil rights. There had also been a slowly growing Southern Black middle class in 1945. Many of the 400,000 new NAACP members in 1945, majority were southerners, teachers, lawyers, lecturers and doctors. The NAACP looked to create an educated middle class to make more black people articulated, so they looked to focus on establishing equal educational rights. Just before 1940, they had achieved equal salaries for black teachers in the Border States, and some southern states. Educational opportunities for all blacks were about to become widespread for many black people because of the GI Bill and returning servicemen were able to get a free college education which is something that helped the black middle class in taking a great step towards better civil rights.

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The Second World War had created greater black urbanization which increased awareness and activism. Great activity had been made and was helpful with the creation of the FEPC. The NAACP had made progress by having 400,000 members at the end of the war. There were also opportunities for black people such as servicemen to have college education, and many had attended in great numbers. This education increased their economic opportunities and also their stature in society, and they were taken more seriously in demanding equality.

On the other hand, it was not the only turning point of civil rights movement. The Montgomery bus boycott can be seen as a turning point of the civil rights movement. In December 1955, Mrs Rosa Parks had boarded a bus when the bus driver ordered her and three other blacks to move because of the city ordinance that said no black could sit parallel with a white passenger. The others moved, but Mrs. Parks refused. She was arrested, and charged with a violation of the Montgomery city bus segregation ordinance. This situation may have been seen as a defiant action by the 42 year old Parks which led to her in 1943 joining the NAACP and becoming the Montgomery branch secretary. This event had led to the NAACP alongside Parks to create the women's political council, which was to get total support from the black community. They worked with local churches and also with Martin Luther King Jr. which led to the Montgomery Bus Boycott.

The boycott was able to ^{exploit} ~~create~~ economic power which they used to gain bus seating on a first come, first served basis. They had successfully boycotted Montgomery buses on the day of Rosa Parks' trial and because of the refusal of the removal of segregation on buses, the boycott became a year-long one. The significance the Montgomery bus boycott had was it demonstrated the power of a whole black community using direct but non-violent action which showed the importance and potential of black economic power. It also helped to show how white extremism helped to increase black unity and determination no matter what happened. It also demonstrated the importance of the churches in the fight for equality. It showed the continuing effectiveness of the NAACP of working through civil means of getting what they want and inspired more Northern white support and more co-operations between northern and southern blacks. They were also able

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to gain financial support from Philip Randolph. This boycott had also inspired other bus boycotts in 20 other southern cities and it inspired others. This also sparked Martin Luther King's speeches and inspired him to become the leader of the civil rights movement therefore giving a good reason to fight for the civil rights.

There was also another turning point which can be considered which was the Civil Rights Act. In 1957 which was established by Eisenhower. His administration department created a civil rights bill that aimed to ensure that all citizens could exercise the right to vote. 80% of the southern blacks were not allowed to vote which was 7000 of the 900,000 blacks in the area. This was a turning point because the act created a Civil Rights Division in the justice department and also a Civil Rights Commission to monitor race relations. There was also the civil rights act in 1960 which finally by law, allowed black people to vote and established penalties for obstructing black voting. The acts showed the federal responsibilities towards the black people and gave them more freedom which was seen as a step, although some may argue it was not that great of a step. There was also the Civil Rights Act established in 1964 by John F. Kennedy. This act gave federal government the right to abolish segregation in the South and stopped segregation happening in public places. There was also an Equal Employment Commission that was created which helped to stop federal funding being given to the segregated schools. Any federal business had to be for civil rights and any segregationist company that applied for a federal contract would not get it. This act was a greater step towards complete civil rights for African Americans and can be considered a turning point because they were no longer frowned upon, and were seen as normal people in society and with the laws that stopped segregation, a sense of integration was also created within society.

World War 2 can be considered a turning point in the campaign for civil right for African Americans. There was greater urbanization, increased awareness and activism. It can be argued that there was integration during the war between black and white people but the fact is that after the war, segregation was still there although there had been many successes due to the war. On the other hand, it can also be argued that the Montgomery bus boycott was a turning point as well

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because of that event it was able to show how the NAACP was working through civil means e.g. court of law to get what they want. The also gained more political and economic power in greater numbers. It was also able to create a widespread black community which helped them to have other successful boycotts throughout the southern states. It was also a beacon of inspiration for people such as the northern white supporters and the co-operations between northern and southern blacks as well as inspiring the likes of Martin Luther King Jr. to pave way for the fight for civil rights for African Americans. Although, these could be considered turning points for black people there was also the effects of the civil rights act. Slowly each act was created to help Black people vote as well as abolish segregation, and by doing this they were able to establish themselves socially and politically which better than before. But overall I think the catalyst for the Civil rights movement was World War 2.

WORD COUNT: 1,831

An attempt is made here to argue the point

Shows awareness of change over time, but strays into narrative heavily dependant on main secondary source. Does address the question, though in the end through assertion as much as argument.

Factual material is accurate & relevant though chronological balance is not completely achieved.

There are "t-ops" but it's generally well-written.

L3 $\frac{11}{25}$

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The Promised Land (BBC) Documentary

Issue Covered	Title, author, date publisher, website full title.	Comments	Tutor Comments	Tutor Sig.
WWII	Remaking Dixie: The Impact of World War II on the American South. N. McMillen. 2011	Looked at how African-Americans were treated during the war	Own research.	
WWII	Civil Rights in the USA 1945-68 V.Sanders. Hodder Education. 2008	Built my knowledge which I used to base my essay mainly on African-Americans	Issued in class	
WWII	The Promised Land: The great Black Migration and How It Changed America, Nicholas Lemann. 1995	Got a detailed view and used sources to add emphasis and back up how the African-Americans were treated.	Own research	
WWII	A Documentary History of The United States. Expanded and Updated Eighth Edition. Richard D. Heffner, Alexander Heffner. Dec 2009	Briefly looked and to check for more information but could not find anything.		

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