

ResultsPlus

Principal Moderator's Report June 2012

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

Moderators found much to interest and impress, not only in the candidates' work but also in the ways in which their teachers had prepared and mentored their students and in the careful application of the mark schemes. 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 three-quarters of the centres had no adjustments made to their own assessments of their students' work. This is a considerable improvement on last summer, and centres are clearly becoming more and more confident in the application of Edexcel's mark schemes. Where adjustments to marks were recommended, and so regression of the whole centre was likely to occur, it is important to note that such work was always escalated for a second moderation. Thus every centre where this happened had had the judgement of their original moderator confirmed by a second moderation that was undertaken either by a team leader or by the principal moderator.

Centres are urged to familiarise themselves, not only with the Principal Moderator's reports and their own centre reports, but also with the GCE History Specification, Edexcel's publication 'Getting Started' and with the advice and guidance provided on Edexcel's website. An Edexcel service that many teachers have found very helpful is 'Ask the Expert' where any coursework query comes straight through to the principal moderator. An on-line INSET programme will be offered in the autumn term and this should be invaluable for centres needing further guidance. There will also be 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. Centres in any doubt as to what should be sent are urged to access this.

Perennial problems, however, remain:

- There are still a small number of centres sending all copies of the OPTEMS form to their moderator. Printed clearly along the side of the top copy is the instruction that it should be sent to Edexcel and the address in Rotherham to which it should be sent is given. If this is not done, Edexcel has no record of the centre's assessment of their candidates.
- 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. Where there is a discrepancy between the mark on the work and the mark recorded on the OPTEMS form, the moderator will inform the centre and immediate action must be taken by the centre's examinations officer. This is because marks provided by a centre cannot be changed by Edexcel, only by the centre(s) concerned. Not to alter a wrongly entered mark could adversely affect not only the specific candidate(s) concerned, but the whole cohort should regression be necessary.
- There were instances of incorrect candidate numbers, incorrect coursework titles and a failure to give complete information about the other options followed in Units 1, 2 and 3. All this information is essential if moderation is to proceed. Most importantly, the forms must be signed by both the candidate and the responsible teacher as this authenticates the work, and this was not always done.
- A number of centres are still failing to include a photocopy of the coursework programme their students are following. This is essential because not all students correctly enter the number and/or name of the Edexcel-designed coursework programme they are following, and it is particularly important where centres are following a centre-designed coursework programme.
- There are still some centres using an old copy of the front cover authentication sheet, or are using both old and new covers. All centres must use the Individual Candidate Authentication sheet as a front cover for each candidate. This can be obtained from Edexcel's web-site and a facsimile copy is printed in Edexcel's publication 'Getting Started', which can be photocopied. No other front cover is necessary or permissible.

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.

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

- It is a Specification requirement that candidates insert a cumulative word count at the foot of each page of the assignment. Relatively few candidates did this, and centres are requested to ensure this is done in future.
- There was worrying evidence of some candidates apparently trying to circumvent the word limit issue by writing extensive footnotes. Centres are reminded that, whilst footnotes are not included in the overall word count, they should not be used to develop points and arguments made in the body of the response. Most importantly, they are not allowed to contribute directly to the assessment.

Resource record sheets

The use of resource record sheets continues to be variable. 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. Too many teachers are simply signing off the resource records at the end of the process when they were, presumably, beginning to mark the work. Thus their students' work was not appropriately validated. Furthermore, there were more instances found than in the past where students had completed their section of the resource record in considerable detail but where there had been little or no teacher input at all.

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

Some centres, with prior agreement from the principal moderator, experimented with using students' 'blogs' as their resource records. This worked well and centres considering using this approach are asked to contact the principal moderator via Edexcel's 'Ask the Expert' service to discuss ways of managing this approach.

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 candidates experienced problems in finding sufficient sources for the enquiry they had set themselves. Before approving a student's Part A enquiry, or before setting enquiries themselves, centres are strongly advised to make certain that there is a sufficient range of contemporary sources to enable issues to be raised and judgements to be reached through an evaluation of the evidence they provide. There is a useful checklist for students to use on page 57 of the 'Getting Started' guide, and one for teachers on the following page. Successful completion of these should ensure confirmation that an enquiry is viable.
- 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. Candidates trying to assess the short-term significance of a major historical event such as the Armada, the Black Death, the Bolshevik Revolution or the bombing of Hiroshima and Nagasaki, would be well advised to focus on a specific aspect of the impact of the event, or to limit the investigation by setting a time frame shorter than the 20% allowed.
- Moderators reported an increase in the type of enquiries that, in their execution, were not appropriately focused on the analysis and evaluation of short-term significance. For example, 'What was the significance of Alexander Fleming in the introduction of penicillin?' 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 an individual.
- 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 women's war work on the Home Front 1914-18, for example, had little relevance to the focus of CW37 'The Changing Nature of Warfare 1845-1991' which is on the influence of new technology on warfare. Centres are reminded that the enquiry must relate to the focus of the coursework programme as a whole.

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 compare this, through explanation and analysis, with other potential factors that could be seen to drive change. Such enquiries have a causal focus, concentrating on the factors that brought about change and deciding on their relative significance. The main problem experienced by candidates following this approach was, as in previous years, where the role of individuals had been selected as the stated factor. There are still some candidates who present mini-biographies of a range of relevant individuals. Such candidates fail to appreciate that the 'role of individuals' is a factor to be compared to alternative factors in driving the process of change.
- (ii) The selection of a specific event as a turning point and, by going through a similar process of comparison with other potential turning points, reach a balanced and supported judgement as to which was key. Such enquiries focus on patterns of change by highlighting key moments of change and continuity across the period and deciding on their relative significance. Where centres and their students experienced problems with this approach, it was with a lack of explicit focus on patterns of change and/or with lack of a demonstrable understanding of the definition of a turning point.

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.

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

- There was an increase over last summer 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.

- A minority of candidates are still using secondary sources inappropriately. Centres are reminded that it is only contemporary sources that should be evaluated. Secondary sources may be used 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.
- Many candidates 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.
- 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.
- Some centres following twentieth century coursework programmes continue to have problems in distinguishing between a contemporary source and a secondary source, because in a very real sense all sources produced in that century are contemporary. It would seem sensible, therefore, to designate as secondary all those sources written by historians reflecting on past events. Again, if teachers are at all uncertain about the status of a particular source, advice can be sought from the principal moderator via Edexcel's 'Ask the Expert' service.
- A significant minority of candidates in a number of centres reference their contemporary sources by means of the secondary sources 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. Part of the research that candidates should be undertaking is to find this information if it is not provided by the secondary source.
- A number of candidates from different centres seem to have used a particular web-site specialising in providing quotes for any historical event. These quotes are presented without any context or provenance and students using them cannot (unless they find this information themselves) gain any credit for so doing because evaluation is impossible.

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

Nevertheless, some problems remain:

- Centres 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.
- Some candidates tried to turn this part of the assignment into an exercise in historiography. Whilst the Specification requires, at Level 5 '*..evaluating arguments and, as appropriate, interpretations*' and at Level 4 '*.. some evaluation of argument*', this should not dominate. It is the students' own analysis and understanding of the process of change that is important, supported and challenged, but not dominated, by the views of others.
- Some centres would seem to be providing their students with substantial frameworks: the same factors and the same turning points analysed 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 for candidates, usually from the same centres, to focus only on the stated factor or only on the stated turning point. Such enquiries do not regard the stated factor to be analysed and compared to alternative factors responsible for driving change, neither do they permit patterns of change to be determined by comparing an analysis of the stated turning point with others. This approach almost inevitably resulted in a chronologically unbalanced response.
- An increasing 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. Some centres, particularly the larger ones, included detailed accounts of the procedures they had followed and the resulting actions taken, and this was most helpful in understanding how the final marks had been determined

Conclusion



Centres are to be congratulated on successfully continuing with the development of the coursework unit and to working with the moderating team in ensuring effective, perceptive and accurate assessment of their students' coursework.

Exemplification material

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


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 | 32371 | | |
| Candidate Number | *  | | |
| Candidate Name (in capitals, surname followed by forenames) | *  , WILLIAM JOHN. | | |
| Coursework Programme Title: (if Edexcel designed please provide reference code from specification.) | CRUSADING EUROPE: 1095-1204 | | |
| Assignment Title | Part A:* ASSESS THE SHORT TERM SIGNIFICANCE OF POPE URBAN II'S MESSAGE AT THE COUNCIL OF CLERMONT IN 1095 IN ROUSING THE FIRST CRUSADE. Part B:* WAS THE DECLINING INVOLVEMENT OF THE PAPACY THE MAIN REASON FOR THE CHANGING NATURE AND PURPOSE OF CRUSADING? | | |
| | Resource Record: | | |
| | Appendix: | | |
| | Unit 1: Option D: A World Divided: Communism and Democracy in the Twentieth Century. | | |
| | Unit 2: Option A: Early Modern British History: Crown and Authority | | |
| | Unit 3: Option B: Politics, Protest and Revolution. | | |

| | | | |
|--|--|--|--|
| Word Count | 1995 (PART A) + 1986 (PART B) = 3981. | | |
| Mark for Part A: AO1 (mark out of 13) | Mark for Part A: AO2 (mark out of 12) | Mark for Part B: AO1 (mark out of 25) | Total Mark: Part A and B (final mark out of 50) |
| 13 | 12 | 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:* 02/05/12

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: 2/5/2012

Assess the short term significance of Pope Urban II's message at the Council of Clermont in 1095 in rousing the First Crusade

The First Crusade was of a size and consistency unlike anything the medieval world had seen before; a culmination of the peasantry, the religious and the knightly classes, united by religious fervour. It is argued that Pope Urban II's message at the Council of Clermont was responsible for igniting this mass rising against Islam, being both powerful and effectively propagated by Urban himself. Yet this view may cloud us to other push factors such as the European socio-economic environment and the message's subsequent misinterpretation. This questions whether his message in 1095 was as significant in rousing the First Crusade as it is perhaps construed.

It is argued that Pope Urban II's message was not particularly revolutionary, in fact its concepts can be seen to already be well founded within the medieval world. It therefore becomes a collection of ideas that people could already relate and adhere to, making it effective at gathering support across a wide community. In a letter by Pope Leo IV written around 850¹, it states, "the kingdom of heaven will be given as a reward to those who shall be killed in this war". This letter was sent many years before the speech at Clermont, during the Papal reform era, and comes directly from the Pope, hence it firmly and trustworthily displays the idea

¹ Source 8 – Letter from Pope Leo IV (847-855) to the Franks – pg 8 of source material.
Word Count: 238

nature / purpose
cross-ref
detail / ok
focus
focus / judgement based on sources

that the Papacy and 'just war' for spiritual reward were strongly connected by this time. This is supported by the historian HEJ Cowdrey, who argues that the 'militia Christi' fought for religious favour at start of the reform Papacy, especially so under Pope Gregory VII, who believed that Jerusalem was the linchpin of the Eastern church and that war under the guidance of God could even be a penitential activity. This idea of a message culminated by already popular and flourishing ideas is also supported in a decree by the Truce of God movement in 1083², which sets down laws concerning violence amongst the European nobility. The belief that Urban wished to ignite a crusade in order pacify the warring nobles of Western Europe, now seemingly becomes an extension of the Peace of God movement's message declared many years before. This is another trustworthy example, since it was written by a key figure in the movement quite close to the Council of Clermont, thus its message would have been resonant with the West in 1095. Overall there is strong support for the concept that Urban's message contained many aspects that were familiar to its contemporary audience, and was therefore a broadcast which they could firmly latch onto and trust, making it a very effective and wide reaching entity that played a considerable role in rousing the First Crusade.

Not only can it be argued that the message was significant due to its well established concepts, but Urban himself was also a key facet in rousing the First Crusade. In an age when religion was so central and dominant, the fact he was Pope meant he already held a massive amount of influence over Christendom. As

² Source 10 – The Truce of God proclaimed – pg 9 of source material.
Word Count: 539

Key issue
OK.

Source selection

detail.

God's mouthpiece, the populous was completely indoctrinated into following his word, thus their devotion to him will have been essential to the rising of the crusade. This is noticeable in the Gesta Francorum³ when it calls him the "apostolic lord" and refers to his "archbishops, bishops, abbots, and priests". Not only is language of utmost reverence used, but also his influence and power is shown by his large entourage of ecclesiastical figureheads. Urban was clearly a revered man, and it was this aspect about him that caused such a reaction to the call to crusade. The Gesta Francorum furthers his significance as it describes how he transmitted his message to a wider audience. Phrases like "quickly as possible beyond the mountains", "preach eloquently", "noised abroad" and "forthwith caused crosses to be sewed on their right shoulders" builds up an image of organisation, respect, efficiency and speedy reception across a large community that strengthens the argument that Urban's delivery of the message was very significant. This is further supported by a firsthand account of his speech at Clermont⁴ which although is questionably accurate, due to the conflicting nature of the four supposedly direct records of the same council, still omits the sense that it was a potent, propaganda-like talk. This enhances the image that Urban's personal oratory and presence were key in rousing support. Addressing the crowd as "servants of God" and declaring the call to arms as a "divine admonition" are cleverly phrased terms aimed at the religious minds of the populous, and are examples of Urban's own significance in the crusade's rise.

Cross-ref.
OK.

³ Gesta Francorum written by an anonymous author – pg 21 of source material.

⁴ Fulcher of Chartres: A History of the Expedition to Jerusalem – Account of the Council of Clermont – pg 22 of source material.

Yet some arguments declare other factors as significant. For example, the conditions of Western Europe at the time can be seen as an almost necessary environment for the crusade to take off. Many traditionalist⁵ historians think this significantly contributed to the uprising of the First Crusade. Some interpret the ulterior motive as a hunger for land and plunder, since the chivalrous warrior kings and nobility will have been concerned with power and wealth. Jonathon Phillips⁶ points out a line in the Gesta Francorum which states, "Today, please God, you will all gain much booty", proposing that this was, to many crusaders, an appealing opportunity for material gain. Geoffrey Hindley⁷ supports this when he says, "the 'great' nobles pursued self-interest on a grander scale" and "find themselves in the land flowing with milk and honey". The poverty and destitution which swept Western Europe, as well as the competition for power between the petty nobility, meant that a promise of wealth and prosperity in the treasured Holy Land was agreeable to many. This was, therefore, a very significant factor in how the First Crusade launched. Also at this time, Western Europe was lawless and was demoralised by poor weather and bad harvests. The idea of fresh, luscious pastures lured entire families on to the crusade, upheld by Geoffrey Hindley again when he says, "widespread crop failures had deepened the misery of life in much of Europe in recent years". As secondary historians, we can take their interpretations to be subjective but professionally valid, thus adding weight to the idea that people rushed to the Holy Land for material gain. This, therefore, may draw significance away from Urban and his message alone in sparking the First Crusade.

⁵ OCR Textbook - Dr Toby Purser – The First Crusade and the Crusader States 1073 – 1130 – pg 29.

⁶ Crusades, 1095 – 1197 (Seminar Studies in History) – Chapter 2 – Jonathon Phillips.

⁷ A Brief History of the Crusades – Chapter 1 – Geoffrey Hindley.

Word Count: 1163

focus

cross-ref/
detail!

key issues

context
of
secondary
sources
here

focus

source selection

critical use of source

nature/purpose

critical use of source

The most significant factor in rousing the First Crusade aside from Urban and his speech, however, is the way that the message was conceivably exaggerated and mutilated during its transmission across Europe. In this way the word became a creation of the people and arguably transformed into something more enticing than the Pope initially intended. The Codex Laurentius⁸ claims that one of Urban's precepts at Clermont was that those who "go there [Jerusalem] in the name of penance shall both he and his property, always be in the truce of God". Although this source was compiled in Florence a fair amount of time after the speech, it is an official and educationally inclined document, thus it will have attempted to have been as historically accurate as possible. In this sense, the fact that it plays down the whole idea of remittance of sins for all who crusade, merely offering God's protection to those who go in penance to Jerusalem rather than spiritual reward for all, is evidence of the way the message was exaggerated by its audience. This idea is supported by letters he sent to his supporters. One example states⁹, "we were stimulating the minds of knights to go on this expedition...we do not want those who have abandoned the world and have vowed themselves to spiritual warfare...we go so far as to forbid them to do so." This implies that Urban's intended notion of the crusade was that of an army of knights and soldiers, not one which was convoluted with religious fanatics and commoners. The fact it then became a mass crusade of all social classes is testament then to the possibility that his message at Clermont was misrepresented by preachers,

⁸ Codex Laurentius (compiled in Florence) – pg 20 of source material.

⁹ Letter from Pope Urban II to the religious congregation of Vallombrosa 7th October 1096 – pg 30 of the source material.

Word Count: 1481

source selector
cross-refs.
 conceivably leading to a much bigger reaction to Urban's call than was perhaps expected or wanted. This is furthered by another one of the Pope's letters¹⁰ when it says, "we do not allow clerics or monks to go without the advice and foreknowledge of the clergy" and "young married men do not rashly set out on such a long journey without the agreement of their wives". The overriding tone is less cavalier and more tentative than is perhaps preconceived due to the en masse response to the call to arms. The fact that Urban sent these letters after his speech at Clermont may suggest that he had to keep his followers in check, and that his message was getting out of hand and reaching the wrong people. The implication that Urban was actually trying to calm down the response demonstrates how the message's aims and offerings were changed by the interpretations of the people, and this can only have been worsened by the various language boundaries across Europe and the lack of effective communication methods. These letters come directly from the Pope's own hand, thus they are very useful sources in assessing and supporting this facet of the argument. *sources used to support argument*
detail!
native purpose
focus/argument
 Ultimately, it can be seen that the message's mutilation was a very significant factor in rousing a response to the First Crusade, perhaps more so than the original speech, as it potentially became a far more appealing call to arms than Urban actually made out, thus heightening the response to the march on the East.

Essentially, it is difficult to underplay Urban's prowess and influence as key factors in the message's distribution and force, or that the message itself was an appealing amalgamation of well-founded ideas. This is also strengthened by the

¹⁰ Letter from Pope Urban II to his supporters in Bologna 19th September 1096 – pg 29 of the source material.
 Word Count: 1794

wide array of primary and secondary sources which support this argument, furthermore by the way they are classed as some of the most valuable documentation of the crusade (the Gesta Francorum, for example). Yet the opposing conjectures have similarly comprehensive evidence and thus would be narrow-minded to ignore. The socio-economic conditions of Western Europe in the 11th century are shown to be push factors by both contemporary sources and modern historians like Geoffrey Hindley, for example. Arguably the most significant idea, however, is that the message evolved as it was mutilated by preachers and languages across Christendom. Without this, the crusade would have perhaps been less appetising, and therefore less subscribed. In this sense, this becomes a greatly important factor in rousing the First Crusade, as it proposes that it was an essential factor, more so than Urban and the original message, in causing such a response. This is furthered by the strength of the supporting evidence which is valuable documentation, such as the Codex Laurentius, and in some cases comes directly from the Pope himself. Ultimately, the concept of the changing message becomes a very significant factor in rousing the first crusade, questionably more so than the traditionalist reasons mentioned.

Word Count: 1995

The argument is logically pursued and clear throughout. Sources have been used with balance and judgement is made based on the nature and purpose of the sources. Sources cross-referenced + used critically. There is understanding of key issues and also relevant detail.

7

A01. $\frac{13}{13}$ ✓

A02. $\frac{12}{12}$ ✓

25 ✓

STET in
how, adapt
value, such

Part A History Coursework: Bibliography

Question: Assess the short term significance of Pope Urban II's message at the Council of Clermont in 1095 in rousing the First Crusade.

1. A letter from Pope Leo IV (847-855) to the Franks - source 8, page 8 of the source material.
2. A proclamation by the Truce of God movement - source 10, page 9 of the source material.
3. Gesta Francorum by an anonymous author - page 21 of the source material.
4. A History of the Expedition to Jerusalem - Account of the Council of Clermont by Fulcher of Chartres - page 22 of the source material.
5. The First Crusade and the Crusader States 1073-1130 by Dr Toby Purser.
6. Crusades, 1095-1197 (Seminar Studies in History) by Jonathon Phillips.
7. A Brief History of the Crusades by Geoffrey Hindley.
8. Codex Laurentius (compiled in Florence) - page 20 of source material.
9. A letter from Pope Urban II to the religious congregation of Vallombrosa on the 7th October 1096 - page 30 of the source material.
10. A letter from Pope Urban II to his supporters in Bologna on the 19th September 1096 - page 29 of the source material.

GCE History Coursework

Resource Record Sheet

Centre Number: 32371.

Candidate Number: 9044.

Candidate Name: WILLIAM JOHN DUFFEN.

Coursework Programme Title: THE CRUSADES: 1095-1204.

Assignment Title Part A: ASSESS THE SHORT TERM SIGNIFICANCE OF POPE URBAN II'S MESSAGE AT THE COUNCIL OF CLERMONT IN 1095 IN RAISING THE FIRST CRUSADE.

| Issue | Sources | Comments | Teacher's comments if appropriate | Teacher's initials and date |
|---|--|--|-----------------------------------|-----------------------------|
| Was Urban's message revolutionary? | Letter from Pope Leo IV to the Franks. Decree in 1085 by the Pope of God. | Strong support that implies his message would have been familiar to contemporary audiences in terms of its components, but was still effective. | | |
| Was Pope Urban himself more significant in raising the First Crusade? | Gesta Francorum. Fulcher of Chartres' account of the speech at Clermont. | His oratory, position and presence were key in raising the Crusade, as well as his devotion to the cause = those reasons ^{alluded to in those reasons} . | | |
| Were there other significant factors? | Gesta Francorum. Geoffrey Hindley, A Brief History of the Crusades. | Realised that the volatile, corrupt nature of Western Europe + thirst for exotic wealth were strong push factors. | | |
| How could the message have been changed? | The Codex Laurentianus. Letter from Urban to Vallombrosa. | Found strong evidence to suggest that Urban's original message was mutilated by hoaxists maybe contributing a lot to the success of the First Crusade. | | |

Was the declining involvement of the Papacy the main reason for the changing nature and purpose of crusading?

clear focus + chronological range

The First Crusade was a religiously motivated 'Holy War' commenced in 1095 by the theocentric speech of Pope Urban II and was successful in its pious aims. This was a far cry from the events of 1204, when Constantinople was sacked by soldiers under the guise of the Fourth Crusade. The nature and purpose of crusading was arguably on a declining spiral since the end of the First Crusade. This is attributable to a lessening Papal involvement; however, there are other factors to consider.

app. selective / use of sources

When the word 'crusade' is used, its obvious connotations are religious and chivalrous, with Jonathan Phillips describing it as "a struggle in which men and women fought and died for their faith"¹. The First Crusade was about relinquishing Eastern Christians from their plight and retaking the Holy Land. It had full Papal backing and was led by Adhemar le Puy, the most prolific of Urban II's subjects. The image, therefore, of crusading's original nature and purpose, was one of religious heroism for the Christian faith. Yet, crusading was never this simple. Even during the First Crusade there were deviations from this archetype that portrayed inherent corruption throughout the crusading ranks. The People's Crusade massacred thousands, and following the death of Adhemar le Puy², the crusaders fell into disarray. There were always other earthly motivations. For example, Geoffrey Hindley argues that "the 'great' nobles pursued self-interest on a grander

Word Count: 245

¹ Holy Warriors – Jonathan Phillips – Introduction.

² 1st August 1098.

scale”³ and the phrase “floweth with milk and honey” was used as propaganda to describe the Holy Land, implying an ulterior temporal motivation. Since 1099, the Holy Land had become a point of contention not between Christians and Muslims⁴, but the Western nobility. This is shown by the tempestuous succession politics in Jerusalem between 1174 and 1187⁵, revealing the political value of the kingdom over its religious worth. By the Fourth Crusade, Papal involvement had almost become farcical, with Geoffrey Hindley saying that Pope Innocent’s “demands...were ignored” by the Venetian profiteers and head-strong soldiers, resulting in a futile “reprimand[ing] of the crusaders”⁶. Thus it is fair to conclude that the Crusade’s reputation became a negative one. Yet, the real cause of this regression is unclear.

To what extent was this a consequence of declining Papal involvement? It is probably more accurate to argue that conversely the Pope’s role never really lessened throughout the crusading era. Riley-Scott states that “papal authorization was considered to be essential”⁷. The First Crusade, for example, can be seen as being solely Urban II’s doing after his speech at Clermont⁸. He also followed this up with letters and propaganda, confirming his concern and involvement. This extends to further crusades, for example Tyerman suggests that Innocent III “called for a new crusade” out of his own volition to avidly “control organization” of it⁹. All in

Word Count: 558

³ A Brief History of the Crusades – Geoffrey Hindley.

⁴ The Muslims remained a considerably weaker force until the rise of Saladin circa 1160.

⁵ When the leprosy of Baldwin III sparked rival factions who contested to become the new King.

⁶ A Brief History of the Crusades – Geoffrey Hindley – pg 151.

⁷ What were the Crusades? – Jonathan Riley-Scott.

⁸ The Gesta Francorum refers to the rules of the Crusade as “the precepts of Pope Urban”.

⁹ God’s War – Christopher Tyerman – pg 495.

all, the argument that Papal involvement declined between 1095 and 1204 is a weak one, yet there is another perspective on this conjecture.

evaluation/judgement from critical use of range of sources

However much the Papacy supposedly organised, planned and preached the Crusades; when the troops escaped Papal reach, his influence quickly dissipated.

The First Crusade was arguably the peak of Papal involvement, simply because of Adhemar le Puy's powerful presence. The Crusaders united under him, with events like the excavation of the Holy Lance in Antioch showing how they rallied to him as

a true, Papal leader¹⁰. Thus his death in August 1098 marked an end to this control and they fell into disarray. Thomas Asbridge comments on this stating that "he

possessed the authority to guide the expedition with a steady hand. Now, just as the crusade seemed to be losing its way, that placatory presence was removed"

¹¹. In an age of poor communication, the Pope's lack of control was simply due to his geographical separation. The Third Crusade, for example, was led by a

promising group of Kings and nobles, yet without guiding Papal influence, Richard I and the Duke of Austria turned against each other, resulting in a collapse of

Christian unity and a failure to capitalise on a weakened Saladin. The Fourth Crusade, however, perfectly displays how a lack of Papal prominence in the Holy

Land decimated its nature and purpose. Tyerman mentions that "there was no mention of Byzantium in the 1198 or subsequent bulls"¹² and that the crusaders'

actions were completely independent and "barbaric", tarnishing the notion of armed pilgrimage. He also says that Peter Capuano¹³ "had a history of doing what

Word Count: 861

¹⁰ Holy Warriors – Jonathan Phillips – pg 19.

¹¹ The Crusades: The War for the Holy Land – Thomas Asbridge.

¹² God's War – Christopher Tyerman.

¹³ The Papal Legate present on the Fourth Crusade.

the crusade's leaders wanted" and that his actions were denounced by Innocent as "pursued temporal wages". All in all, had Papal authority been stronger and less subservient, the crusades would not have dissolved into this furore of impious, selfish war.

judgement

key issue The role that Muslim unity and might played in the declining nature and status of crusading was a pivotal one. Arguably, had the Muslim threat ceased after the success of the First Crusade, there would have been no need for further enterprises or conquests. Muslim involvement served to scupper the aim of the crusades¹⁴, and in doing so converted the Holy War into one of attrition and temporal greed. Phillips, amongst many others, concurs that the Second Crusade was urged by Eugenius and King Louis of France after they had learnt Edessa had fallen to Zengi's forces¹⁵. This county was claimed by the crusaders as a by-product of the First Crusade and had never been a target, supported by Purser when he says it had "not been part of any grand design by Pope Urban in 1095, or even by the crusaders in 1099"¹⁶; yet the prospect of losing it to the Turks was something they were not prepared to consider. Muslim tenacity put the safety of Jerusalem in jeopardy, yet the overriding issue was for the Western nobility, who wished to retain control of the states they had assumed powerful positions in since the enterprise of 1095 and the rise of Saladin stoked this furthermore. In a recent lecture, Graham Loud claimed that when Saladin became the vizier of Egypt in 1169 his power grew substantially¹⁷, and that after his victory at Hattin in 1187,

debate

detail.

range of sources used with discrimination

Word Count: 1192

¹⁴ To create a calm and peaceful Christian state in the Holy Land.

¹⁵ History Today September 2007 – 'War in Paradise' – Jonathan Phillips.

¹⁶ The First Crusade and the Crusader States – Dr Toby Purser.

¹⁷ The powerbase and resources he acquired were unrivalled in the Eastern world by holding Egypt and Syria.

the Muslim world unified beneath him unlike anyone before; ergo he posed a strong threat to the Third Crusade¹⁸. The crusaders reacted accordingly, making their priority to damage Saladin at his roots and take Egypt and Syria. Crusader tactics had changed, and lands that were once religiously meaningless had now become the main focus. Crusading had thus become a disguise of legitimacy to justify immoral wars. Muslim pressure, especially heightened by the call of jihad, was undeniably a key factor in the decline of the pious and courageous nature of crusading.

The final argument, and potentially the most convincing, is that the nature and purpose of crusading diminished due to the composition of crusader leadership and the attitudes of the individuals involved. It is essential to remember that prior to the First Crusade, the majority of Western European nobility was at odds with one another¹⁹. Asking these men to fight together therefore was bound to cause trouble, especially since an ecclesiastical decree had to be written in 1083²⁰ in order to reduce the violence. After the sacking of Jerusalem in 1099, Purser argues that there were many “weaknesses [in] the succession” and the crusader states became independent, even having “separate legal systems”²¹. This set up tension that came fully to light at the end of the Second Crusade, when nobles like William of Tyre blamed internal corruption and bribery for the loss of Damascus, with Conrad III writing that “those who we had no reason to distrust, behaved in this way”. Phillips concludes that there was a “broad distrust of the Frankish settlers”

Word Count: 1526

¹⁸ The Muslim Reaction to the Crusades – Graham Loud – Lecture on the 8th February 2012.

¹⁹ Some historians like Cowdrey and Jean Richard even claim that Urban’s crusade was merely an extension of the Peace of God movement, attempting to pacify the West.

²⁰ Stated that “no one may injure another” without being “irrevocably excommunicated by” the Church.

²¹ The First Crusade and the Crusader States – Dr Toby Purser.

and that it “was a disastrous legacy of the crusade” which culminated with the collapse of Jerusalem in 1187²². These accusations were underpinned by further tumult within the crusader states, such as the rebellion led by Count Hugh of Jaffa in 1134 and King Louis of France falling out with Raymond of Antioch thus marring the attempts to recapture Edessa. The Pope felt like he was losing his tenure on the Holy Land, too, as the *Quantum Praedecessores* is evidence of a desperation to regain “command of the crusading movement”²³. The Pope was aware of the Holy Land becoming a trophy prize for Western nobles and the disunity it created. The Third and Fourth Crusades serve to further this argument. Examples include Richard I’s men pulling down the banner of Count Leopold of Austria, Barbarossa being relied on to referee the relationship between England and France that “was already strained”²⁴, Reynald of Chatillon’s decision to attack a Muslim caravan in 1186 during a truce period thus creating “a declaration of war”²⁵, and finally the crusaders’ choice to capture Constantinople in 1203, ignoring Innocent’s letters that “forbade any attack on Constantinople”²⁶. Apart from this, it is also essential to understand that the Crusader states were a “polyglot melting pot”²⁷ of all different nationalities and races, thus flouting presumptions about them being purely Christian. The crusader leaders were ultimately more concerned with personal prowess than managing this vast state of conflicting people and ideas, thus the ensuing disunity was responsible for the decline of the crusading ideal.

Word Count: 1849

²² The Success of the Crusade – Jonathan Phillips.

²³ The First Crusade and the Crusader States – Dr Toby Purser.

²⁴ The First Crusade and the Crusader States – Dr Toby Purser – pg 123.

²⁵ The Elephant of Christ: Reynald of Chatillon – Bernard Hamilton – pg 107.

²⁶ A Brief History of the Crusades – Geoffrey Hindley – pg 152.

²⁷ A lecture by Jonathan Phillips on the 14th March 2012.

evaluation of native purpose

Overall, it is difficult to argue against the notion that the Pope was seriously concerned and involved with the crusading process, yet in this age of poor communication and power-hungry aristocracy, his lack of physical presence and authority in the Holy Land led to a dissolution of piety and order. But the reason why the nobility didn't remain virtuous and loyal was due to two factors; the Muslim strength and tenacity to repel the crusaders, forcing them into an unjust war of attrition and military gain; and the nature of the crusading elite to rise to this in an aggressive and self-centred manner, causing divisions and disunity in a society that wasn't co-operative or uniform at the best of times. In this sense, it was the immorality and egos of the leaders that fuelled the crusade's demise.

judgment of reasons for change

Total word count: 1986

Candidate has used an impressive range of sources ~~to~~ with discrimination to show understanding of key issues and evaluate the debate.

The analysis is sustained + well supported, the process of change is explored + developed. A real sense of understanding pervades.

Clear, but evidence of the nature of the process. Excellent analysis.

25 / 25 ✓

STET.

Second History Coursework: Bibliography

Question: Was the declining involvement of the Papacy the main reason for the changing nature and purpose of crusading?

1. Holy Warriors - by Jonathan Phillips.
2. A Brief History of the Crusades - by Geoffrey Hindley.
3. What were the Crusades? - by Jonathan Riley-Scott.
4. Gesta Francorum.
5. God's War - by Christopher Tyerman.
6. The Crusades: The War for the Holy Land - by Thomas Asbridge.
7. History Today - Issued September 2007 - 'War in Paradise' - by Jonathan Phillips.
8. The First Crusade and the Crusader States - by Dr Toby Purser.
9. The Muslim Reaction to the Crusades - a lecture by Graham Loud on the 8th February 2012.
10. The Success of the Crusade - by Jonathan Phillips.
11. The Elephant of Christ: Reynald of Chatillon - by Bernard Hamilton.
12. A lecture by Jonathan Philips on the 14th March 2012.

Assignment Title Part B: **WAS THE DECLINING INVOLVEMENT OF THE PAPACY THE MAIN REASON FOR THE CHANGING NATURE AND PURPOSE OF CRUSADES?**

| Issue | Sources | Comments | Teacher's comments if appropriate | Teacher's initials and date |
|---|---|--|-----------------------------------|-----------------------------|
| Was the crusade always a religiously pure thing? | Holy Warriors by Jonathan Phillips A Brief History of the Crusades by Geoffrey Hindley | Essentially, it is a struggle in which men + women die for their faith, yet there is a lot of evidence showing there was other temporal motivation. | | |
| Was the crusade's regression due to declining Papal involvement? | What were the Crusades? = Jonathan Riley-Smith God's War = Christopher Tyerman | Papal authority was seen as essential to starting + controlling the crusades = reason for decline of crusades = something else. | | |
| How influential was the Papacy when the Crusades were in the Holy Land? | The Crusades, The War for the Holy Land = Thomas Aschardge God's War = Christopher Tyerman | Adhemar le Puy = Papal presence = kept things in order. When there was no direct Papal presence, the military leaders did what they wanted. | | |
| Was it, then, the composition of the crusade forces that led to this decline? | The First Crusade and the Crusade States = Dr. Toby Purser The Elephant of Christ = Bernard Hamilton | Western nobility already at odds with one another + people like Reynold of Châtillon acted out of their own interest = relative consistency of the crusades meant it was unrelatable + emotive = this is the cause of their crusade's declining status mainly. | | |

Candidate 1: Crusading Europe 1095-1204

A high scoring piece of work, worthy of full marks

Part A

An analytical response focusing confidently on the significance of Pope Urban II's message at the Council of Clermont in 1095, and which clearly identifies and debates the key issues. An excellent range of source material has been selected, and secondary sources effectively used in support and challenge. The question is thoroughly investigated and the evidence from the sources integrated into a structured and sustained argument. Appropriate weight is given to the evidence in reaching judgements and the context and value of the sources within the society that generated them is fully explored.

Part B

A sustained and well-supported analysis, showing a clear understanding of the process of change over time, and an explicit and excellent understanding of the key issues. This analysis is supported by an appropriate range and depth of accurate and well-selected factual sources.

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 | 63205 |
| Candidate Number | 5469 |
| Candidate Name (in capitals, surname followed by forenames) | FIREEMAN, CHLOE |
| Coursework Programme Title: (if Edexcel designed please provide reference code from specification.) | CW19: Representation and Democracy in Britain, 1830-1931. |
| Assignment Title | Part A: What, in your view, was the short-term significance of the Bristol riots of 1831? Part B: To what extent was the threat of revolution the main motivation for the extension of the franchise from 1830-1931? |
| 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: A6 The Wars of the Roses in England, 1455-85 and A7 The Reign of Henry VII, 1485-1509. |
| | Unit 2: A2 Crown, Parliament and Authority in England, 1588-1629. |
| | Unit 3: A2 Revolution, Republic and Restoration: England, 1629-67. |

| | | | |
|--|--|--|--|
| Word Count | A: 1923 | B: 2070 | TOTAL: 3993 |
| Mark for Part A: A01 (mark out of 13) | Mark for Part A: A02 (mark out of 12) | Mark for Part B: A01 (mark out of 25) | Total Mark: Part A and B (final mark out of 50) |
| 12 | 11 | 21 | 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: *C. Freeman*

Date: 27/04/12.

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: 27/04/12

GCE History Coursework

Resource Record Sheet

Centre Number: 63205

Candidate Number:

Candidate Name: Chloe Freeman

Coursework Programme: CW19: Representation and Democracy in Britain, c1830-1931

Assignment Title Part A: What, in your view, was the short-term significance of the Bristol Riots of 1831?

| Issue | Sources | Comments | Teacher's comments if appropriate | Teacher's initials and date |
|--|---|--|-----------------------------------|-----------------------------|
| Looked into the severity of the Bristol riots | Journal of Charles Greville, clerk of the Privy Council, November 11 th 1831 | Very vague and untrue about the riots by someone who was unlikely to have been there | | MS |
| Looked into the cause of the riots | Henry, Earl Grey (ed.) <i>Correspondence of Earl Grey and William IV (2 vols)</i> , 1867 | Suggests franchise reform is the cause of the riots | | MS |
| Looked into another cause of the riots from a local point of view | Statement issued by the Bristol Political Union (BPU), 25 th October 1831 | Suggests Wetherell and the Corporation are to blame for the riots | | MS |
| Found out if the riots were just local to Bristol or happening elsewhere as well | Letter from the Bishop of Exeter to the Duke of Wellington, 5 th November 1831 | Lacks reliability and assumptions are made that aren't necessarily true about the riots spreading regionally | | MS |
| Looked into the riots from an upper class person's point of view | Journal entry by Mary Frampton, 5 th November 1831 | Riots not that significant and easily stopped | | MS |

Bibliography

- Briggs, A *Victorian People* (Penguin, Harmondsworth, 1970)
- Evers, C. and Welbourne, D. *Britain 1783-1851: From Disaster to Triumph?* (John Murray, London 2003)
- Hobsbawm, E.J. & Rudé, G *Captain Swing* (Lawrence & Wishart, London, 1970)
- Lang, S *Parliamentary Reform, 1785-1928* (Routledge, London, 1999)
- Lowe, N. *Mastering Modern British History* (Macmillan, London, 1984)
- Paine, T *The Rights of Man* (Penguin, Harmondsworth, 1982)
- Pearce, R *Britain: Domestic Policies 1918-39* (Hodder & Stoughton, London, 1992)
- Pearce, R & Stearn, R *Government & Reform 1815-1918* (Hodder & Stoughton, London, 1994)
- Pelling, H *Origins of the Labour Party* (Oxford University Press, Oxford, 1976)
- Smith, F.B. *The Making of the Second Reform Bill* (Melbourne University Press, Melbourne, 1966)
- Smith, H.L. *The British Women's Suffrage Campaign 1866-1928* (Longman, London, 2006)
- Stevenson, J & Quinault, R (eds) *Popular Protest & Public Order* (George Allen & Unwin Ltd, London, 1974)
- Willis, M *Britain 1851-1918, A Leap in the Dark?* (John Murray, London, 2006)
- Willis, M *Britain 1851-1918, A Leap in the Dark?* (John Murray, London, 2006)

| | | | | |
|--|--|---|--|--|
| Looked into other causes for the riots | <i>The Bristol Gazette</i> , 3 rd November 1831 | Likely to be subjective politically and create a moral panic about the riots to sell papers | | |
|--|--|---|--|--|

Assignment Title Part B: To what extent was the threat of revolution the main motivation for the extension of the franchise from 1830 to 1931?

| Issue | Sources | Comments | Teacher's comments if appropriate | Teacher's initials and date |
|-------|---|--|-----------------------------------|-----------------------------|
| 1832 | <p>Evers, C. and Welbourne, D. <i>Britain 1783-1851: From Disaster to Triumph?</i> (John Murray, London 2003)</p> <p>Lowe, N. <i>Mastering Modern British History</i> (Macmillan, London, 1984)</p> <p>Paine, T <i>The Rights of Man</i> (Penguin, Harmondsworth, 1982)</p> <p>Hobsbawm, E.J. & Rudé, G <i>Captain Swing</i> (Lawrence & Wishart, London, 1970)</p> | <p>Looked for causes of the 1832 Reform Act</p> <p><i>“Tricolour flags (the French revolutionary standard) were displayed at some parts of the line”</i></p> | | MS |

| | | | | |
|-----------------|---|---|--|-----------|
| <p>Chartism</p> | <p>Lowe, N <i>Mastering Modern British History</i> (Macmillan, London, 1984) Evers, C & Welbourne, D <i>Britain 1783-1851, From Disaster to Triumph?</i> (John Murray, London, 2003) Stevenson, J & Quinault, R (eds) <i>Popular Protest & Public Order</i> (George Allen & Unwin Ltd, London, 1974)</p> | <p>Found out about who the Chartists were and why they failed to bring about franchise reform</p> | | <p>MS</p> |
| <p>1867</p> | <p>Briggs, A <i>Victorian People</i> (Penguin, Harmondsworth, 1970) Lowe, N <i>Mastering Modern British History</i> (Macmillan, London, 1984) Willis, M <i>Britain 1851-1918, A Leap in the Dark?</i> (John Murray, London, 2006) Smith, F.B. <i>The Making of the Second Reform Bill</i> (Melbourne University Press, Melbourne, 1966)</p> | <p>Found out about the 1867 Reform Act.</p> | | <p>MS</p> |

| | | | | |
|-------------|---|--|--|-----------|
| <p>1884</p> | <p>Lowe, N <i>Mastering Modern British History</i> (Macmillan, London, 1984) Pearce, R & Stearn, R <i>Government & Reform 1815-1918</i> (Hodder & Stoughton, London, 1994) Willis, M <i>Britain 1851-1918, A Leap in the Dark?</i> (John Murray, London, 2006) Pelling, H <i>Origins of the Labour Party</i> (Oxford University Press, Oxford, 1976)</p> | <p>Found out about the origins of the Labour party and what impact the 1884 Reform Act had on the franchise.</p> | | <p>MS</p> |
| <p>1918</p> | <p>Lowe, N <i>Mastering Modern British History</i> (Macmillan, London, 1984) Pearce, R & Stearn, R <i>Government & Reform 1815-1918</i> (Hodder & Stoughton, London, 1994) Willis, M <i>Britain 1851-1918, A Leap in the Dark?</i> (John Murray, London, 2006) Pearce, R <i>Britain: Domestic Politics 1918-39</i> (Hodder & Stoughton, London, 1992)</p> | <p>Researched Suffragettes and Suffragists and their origins.</p> | | <p>MS</p> |

| | | | | |
|------|---|---|--|----|
| 1928 | <p>Lang, S <i>Parliamentary Reform, 1785-1928</i> (Routledge, London, 1999) Pearce, R <i>Britain: Domestic Policies 1918-39</i> (Hodder & Stoughton, London, 1992) Smith, H.L. <i>The British Women's Suffrage Campaign 1866-1928</i> (Longman, London, 2006)</p> | Read about the causes and stages of the 1928 Reform Act | | MS |
| | | | | |
| | | | | |

UNIT 4 COURSEWORK CHECKLIST – PART A

Name: CHLOE FREEMAN

TOTAL MARK 23 /25

AO1

(Level 4 Mark 12 /13)

Level 1 (1-3)

- The student produces a series of statements, some of which may be simplified selected
- Material is only in part be relevant to an enquiry
- Little or no attempt to focus the answer on the analytical demands of the enquiry
- Few, if any, explicit links between the statements
- Writing possesses some coherence and is generally comprehensible, but passages lack clarity and organisation
- Frequent syntactical and/or spelling errors are present

Level 2 (4-6)

- The student produces statements, with some development in the form of material selected
- Some attempt to focus on significance but concentration on the analytical demands of the enquiry is largely implicit
- The student attempts to make links between the statements
- Material is not developed very far
- The writing shows elements of coherence but there are passages which lack clarity and/or proper organisation
- Frequent syntactical and/or spelling errors are present.

Level 3 (7 – 10)

- The answer is broadly analytical and shows some understanding of the focus of the question
- The response demonstrates some understanding of key issues related to the enquiry but includes material which is either descriptive or which strays from that focus in places
- The selection of material does not demonstrate balance throughout.
- The answer shows some degree of direction and control but these attributes are not sustained throughout the answer
- The answer includes some syntactical and/or spelling errors

Level 4 (11 – 13)

- The student offers an analytical response which relates well to the focus of the question
- The response shows some understanding of the key issues contained in the enquiry, with some evaluation of argument
- Analysis is supported by well-selected factual material which is mostly relevant to the focus of the enquiry
- Exposition is controlled and deployment of the results of the enquiry logical
- Some syntactical and/or spelling errors may be found but the writing will be coherent overall

Level 1 (1-3)

- The student identifies material relevant to the topic
- The student comprehends source material, drawing on a range which is limited but sufficient to provide a body of information relating to the topic under investigation
- Source material is related to its historical context though this is not sustained throughout the answer
- The student addresses concepts such as reliability and utility by making stereotypical judgements
- In making statements related to the question, the student uses sources singularly, paraphrasing the content to illustrate comment

Level 2 (4-6)

- The student identifies a sufficient range of source material to address the question
- The student interprets sources beyond their surface features
- The student relates source material to its historical context in the process of making inferences and judgements
- The student addresses concepts such as reliability and utility with some consideration of attributes such as the sources' nature, origin or purpose
- In developing statements in relation to the question, they combine the information from sources to illustrate points
- Frequent syntactical and/or spelling errors are likely to be present.

Level 3 (7 – 10)

- The student clearly establishes the issues of the enquiry and selects a range of sources to develop it
- The student interprets the source material with confidence, relating it to its historical context
- They show an understanding of the need to interpret sources in the context of the values of the society from which the evidence is drawn.
- In making judgements, the student gives weight to the evidence by the application of valid criteria in the context of the specific enquiry
- They reach conclusions on the basis of sources cross-referenced and used in combination

Level 4 (11 – 12)

- The student thoroughly investigates the question, selecting a wide range of sources with discrimination and integrating their evidence into a structured and sustained argument
- They interrogate the evidence confidently and critically in order to identify issues and make and support judgements.
- Their interpretation and evaluation of the evidence will take account of the nature of the sources
- The student shows understanding of the need to explore the implications of evidence in the light of its historical context and in the context of the values and assumptions of the society from which it is drawn
- In the process of sustaining argument and reaching substantiated conclusions, the status of the evidence is carefully considered

What, in your view, was the short-term significance of the Bristol riots of 1831?

During October 1831, Bristol was the scene of rioting and the short-term significance of these riots is up for debate. Around the time the riots occurred, the country was starting to think about extending its franchise and less than a year later The Great Reform Act was introduced by Lord Grey, the Whig Prime Minister of 1832. Many historians have argued that the Bristol Riots were significant in causing this. Also debated as to whether the Bristol riots were significant on a local scale, a regional scale or even a national scale. Many sources have been written about the riots and they demonstrate a range of opinions and have different levels of value and reliability. Therefore these sources will have to be analysed and evaluated in order to come to a conclusion about what caused the riots.

A01
 LL4 - SHOWS
 SOME
 UNDERSTANDING
 OF THE KEY
 ISSUES

Extracts from Charles Greville's journal from November 11th 1831 can be seen positively because it was a fresh account. Although, because Greville is unlikely to have been anywhere near Bristol at the time of the riots, it's a second hand account and lacks reliability because of this. However, the extent of the riots may have been over exaggerated and may not have been as bad in retrospect. Greville said the Bristol riots "may vie with some of the worst scenes of the French Revolution,"¹ which is an over exaggeration because the rioters in the French Revolution tried to overthrow the monarchy whereas during the Bristol riots, they just rioted and didn't try to overthrow the monarchy. Charles Greville was a national figure, which suggests national significance, because Greville was the Clerk of the Privy Council which is one of the most senior posts in the Civil Service. He is also likely to be of a higher class, due to his position, and will want to protect his position in society which could make this source unreliable because it can be seen as subjective. Greville is the grandson of a conservative Whig Prime Minister, who doesn't like social change so may have made the riots seem worse than they actually were and also suggests that the riots were about franchise reform, due to him being against social change

A02
 HL4 - THE
 STUDENT SHOWS
 UNDERSTANDING
 OF THE NEED
 TO EXPLORE
 THE IMPLICATIONS
 OF EVIDENCE
 IN THE
 LIGHT OF ITS
 HISTORICAL
 CONTEXT

¹ Charles Greville's journal from 11th November 1831

and franchise reform. This source can be seen as subjective because it's from a journal which is one person's opinion, not necessarily true, which also affects the reliability of the source. Greville uses emotive language throughout the source e.g. "brutal ferocity"², which is a problem for historians because it's likely to have been over exaggerated. The source as a whole doesn't mention Bristol therefore, it's impossible to draw conclusions from specifically related to Bristol if it doesn't mention the place. Overall, the extract from Greville's journal lacks reliability, is subjective and vague and therefore cannot be used to establish the true cause and significance of these riots in Bristol.

A source which supports Greville's idea of the cause of the riots being franchise reform and also significant on a national scale is that of a letter from Charles, Earl Grey to King William IV. In this source, Grey praises the middle class for showing support against the rioters for example, acting as 'special constables'. He explains that the middle class are motivated by a desire for reform, thus implying they should be rewarded with the vote for their role in dealing with the riots. By doing this, Grey may be trying to persuade the king that there is a meritocratic reason to bring about reform and the king may be able to influence the Lords, not, however, introduce it himself. This source has been edited by Earl Grey's son, which may affect the reliability of the source as he may have put forward a subjective view of his father. The letter was written in October 1831, just after the riots so things may have been over exaggerated. Earl Grey, the Whig leader, suggested the riots were about "the rejection of the Reform Bill"³ in 1831, which he managed to introduce in 1832. Therefore, this source agrees with the previous source that the riots were about franchise reform. The letter was from a Whig leader to the king at the time, which suggests that the riots were nationally significant because these people are both national figures. However, this letter isn't specific to Bristol and talks about riots in Derby and Nottingham, as well as Bristol. This could also support the idea that the riots were significant on a national scale because the riots have spread nationally. The Prime Minister is talking about the riots which means they may've been significant however, he does have an ulterior motive for exaggerating their significance. Overall this source isn't specific to Bristol, lacks reliability and may be

AO1
KEY-ANALYSIS
IS SUPPORTED
BY WELL-
SELECTED
FACTUAL
MATERIAL

² Charles Greville's journal from 11th November 1831

³ Letter from Charles, Earl Grey to King William IV

subjective. Therefore, it has limited usefulness in discussing the significance and the cause of the Bristol riots.

On the other hand, a statement made by the Bristol Political Union (BPU) on the 25th October in 1831, suggests that the Bristol riots were significant on a local scale rather than a national scale because the source believes that Sir Charles Wetherell was to blame. He was the local Recorder for Bristol and Conservative MP for Boroughbridge in North Yorkshire. The BPU say in the statement that they would like to “recommend to the Corporation the immediate resignation of Sir Charles Wetherall”⁴. They believe that Wetherall is incapable of doing his job and should therefore resign his post as Recorder. However, because this source was written before the riots even started, it doesn’t actually say what happened during the riots although it may be able to explain the cause of the riots. This source was written by the BPU and they were made up of well educated middle class people, who didn’t get involved in the riots. They were also supporters of franchise extension who believed that the Corporation was corrupt and should re-elect council members. Due to this source being written before the riots took place; it may be unreliable in using it to explain the significance of the riots. Overall, this source lacks reliability and may be subjective towards the middle class.

A02

ML4 -
INTERPRETATION
OF THE
EVIDENCE
TAKES INTO
ACCOUNT THE
NATURE OF
THE SOURCE

A source that disagrees both with the idea that the significance of the Bristol riots was local and that they were of a national significance, is that of a letter by the Bishop of Exeter to the Duke of Wellington. This source suggests that the riots were significant on a regional scale because the Bishop of Exeter spoke of the riots spreading from Bristol to “Plymouth and the neighbouring towns” because “the spirit is tremendously bad”⁵. Bristol and Plymouth are far enough away for the significance to not be considered local but not that far away to be considered national. Also for the Bishop of Exeter to be talking about them suggests regional significance because Exeter is also outside of the local Bristol area. Also the Bishop of Exeter quotes that leaflets have been: “calling on the populace to “arm themselves and imitate the heroic acts of the Bristol men.”⁶ This suggests that the riots were going to

⁴ From a statement made by the Bristol Political Union (BPU) on the 25th October in 1831

⁵ From a letter by the Bishop of Exeter to the Duke of Wellington

⁶ From a letter by the Bishop of Exeter to the Duke of Wellington

spread regionally but nothing may come of it. The Bishop also has no proof that this is happening, he is just making assumptions. This letter is dated the 5th of November 1831 which was days after the riots, so events will be easily remembered but also it may have been thought the riots were more significant than they actually were. This source also suggests that the riots were about franchise reform because the "detestable Reform Bill has raised the hopes of the utmost"⁷. This suggests that the riots were about franchise reform because the Reform Bill was rejected, everyone is rioting because they're unhappy about it and are pro-reform. Overall, this source lacks reliability due to lack of proof and is vague about the goings on of the riots.

AO1
ML4 - AN ANALYTICAL RESPONSE WHICH RELATES WELL TO THE FOCUS OF THE QUESTION

A source which supports the previous source in suggesting that the riots were of regional significance and were about franchise reform is a journal entry from Mary Frampton. She was the daughter of a landowner meaning she was upper class and may have looked at the riots negatively because, to the upper classes, rioting was unusual behaviour and may have been more significant to them because of this. The entry suggests the riots were of regional significance because she states that "a mob from Poole was intending to attack Lord Eldon's place at Encombe, and also Corfe Castle."⁸ Poole is in the South West, like Bristol, but it's not near Bristol. The target of the mob, Lord Eldon, was a senior Tory and was opposed to franchise reform which therefore suggests that the mob was due to franchise reform. However, there is no evidence that the mob and the Bristol riots were linked so it doesn't necessarily mean that the Bristol riots were about franchise reform. The source is from a journal which means that it's true to the person who's writing it but that doesn't make what they think right. The journal entry was written on the 5th November 1831, which was a few days after the riots so things may've been exaggerated and not be as bad in retrospect although events may be remembered easily. Overall, this source also lacks reliability and is subjective towards an upper class point of view because the riots may've seemed more significant to them, due to it being abnormal behaviour.

AO2
ML4 - INTERPRETES THE EVIDENCE CONFIDENTLY AND CRITICALLY

A source which combines reasons for the Bristol riots comes from *The Bristol Gazette*, which is local to Bristol and therefore more likely to be valid. However, because it's a newspaper, it may be politically subjective towards the Liberals and

⁷From a journal entry made by Mary Frampton

⁸ From a journal entry made by Mary Frampton

over exaggerate the riots to create a moral panic and sell newspapers for example "Awful and Calamitous Riots"⁹ is the title of the article. This source suggests local significance because it comes from a newspaper local to Bristol. It was released on the 3rd November 1831 which was three days after the end of the riots which means that things would have been easily remembered but also may have been over exaggerated because they weren't yet considered in retrospect. The article suggests many reasons for the Bristol riots including franchise reform and Sir Charles Wetherell. The other reason this source suggests is that people just joined in with the riots because they were already going on: "the course of events indulged them in undisturbed control"¹⁰. People just got drunk and joined in: "maddened by liquor..., resembled rather demons than human beings."¹¹ It suggests that franchise reform and Sir Charles Wetherell were to blame for the riots because Wetherell described some of the highest official people in the country with some "intemperate language" which led to "a very strong manifestation of feeling towards him on his re-entry as Recorder into this city"¹²(the riots). Overall, this source is unreliable because it was written to create a moral panic to sell newspapers.

A01
ML4 -
EXPOSITION IS
CONTROLLED
AND
DEPLOYMENT
OF THE
RESULTS OF
THE ENQUIRY
LOCAL

In conclusion, different sources have different ideas about what caused the riots and how significant they actually were. From this collection of sources, it's clear to see that a common reason of franchise reform causing the riots reoccurs, although they do acknowledge that there may have been other factors such as a hatred of Wetherell. The sources disagree, however on the level of significance that the Bristol riots actually had: two suggested regional, two suggested national and two suggested local. This probably means that the riots were significant on a regional scale because the sources that suggested national or local significance weren't that reliable.

1922

A01: 12

A02: 11

23/25

PREDOMINANTLY ML4. IN THE PROCESS OF SUSTAINING ARGUMENT AND REACHING SUBSTANTIATED CONCLUSIONS, THE STATUS OF THE EVIDENCE IS CAREFULLY CONSIDERED.

APILCOO



⁹ *The Bristol Gazette* 3rd November 1831

¹⁰ *The Bristol Gazette* 3rd November 1831

¹¹ *The Bristol Gazette* 3rd November 1831

¹² *The Bristol Gazette* 3rd November 1831

Bibliography

- Journal of Charles Greville, clerk of the Privy Council, November 11th 1831
- Henry, Earl Grey (ed.) *Correspondence of Earl Grey and William IV (2 vols)*, 1867
- Statement issued by the Bristol Political Union (BPU), 25th October 1831
- Letter from the Bishop of Exeter to the Duke of Wellington, 5th November 1831
- Journal entry by Mary Frampton, 5th November 1831
- *The Bristol Gazette*, 3rd November 1831

UNIT 4 COURSEWORK CHECKLIST – PART B

Name: CHLOE FREEMAN

TOTAL MARK 21 /25

AO1

(Level 5 Mark 21 /25)

Level 1 (1-5)

- The student produces a series of statements, some of which may be simplified/ unconnected.
- Limited factual material
- Little or no attempt to focus the answer on the analytical demands of the enquiry
- Few, if any, explicit links between the simple statements
- Writing possesses some coherence and is generally comprehensible, but passages lack clarity and organisation
- Frequent syntactical and/or spelling errors are present

Level 2 (6-10)

- The student produces statements with some implicit understanding of change over time
- Some attempt to focus on significance but concentration on the analytical demands of the enquiry is largely implicit
- The student attempts to make links between the statements
- Material is not developed very far and lacks chronological balance
- The writing shows elements of coherence but there are passages which lack clarity and/or proper organisation
- Frequent syntactical and/or spelling errors are present.

Level 3 (11 – 15)

- The answer is broadly analytical and shows some understanding of the process of change over time
- Some material is either descriptive and only implicitly relevant or strays from the enquiry focus in places
- Factual material is accurate and relevant
- Answer may not range sufficiently across the period
- The answer shows some degree of direction and control but these attributes are not sustained throughout the answer
- The answer includes some syntactical and/or spelling errors

Level 4 (16 – 20)

- The student offers an analytical response which relates well to the process of change over time
- The response shows some understanding of the key issues contained in the enquiry, with some evaluation of argument
- Analysis is supported by well-selected factual material which is mostly relevant to the focus of the enquiry
- Exposition is controlled and deployment of the results of the enquiry logical
- Some syntactical and/or spelling errors may be found but the writing will be coherent overall

Level 5 (21-25)

- A sustained analysis which explores the process of change over the period
- Demonstrates explicit understanding of the key issues raised by the enquiry and evaluates arguments
- Demonstrates an appropriate range and depth of accurate and well-selected sources
- Judgements are considered using appropriate sources
- Response is cogent and lucid with only occasional syntactical and/or spelling errors
- Shows a mastery of essay writing

To what extent was the threat of revolution the main motivation for the extension of the franchise from 1830 to 1931?

At the start of this period, only 3% of the adult population had the right to vote but by the end of this period, this was increased to 100% of the adult population. Whig historians thought this was due to inevitable progress towards democracy, gradually moving and developing towards a more democratic society. However, Tory historians argue this was due to rivalries between different parties. Marxist historians disagree by saying it was due to revolutionary threat from the lower classes. All these factors are relevant, especially Party Rivalry (Tory view).

264 -
SHOWS SOME
UNDERSTANDING
OF THE KEY
ISSUES

The Great Reform Act of 1832 contains evidence to support the Marxist view. The Bristol Riots (1831) were taken seriously by the government. The riots continued for three days and burnt down the Bishops palace and other public buildings, as a consequence, four men were hanged. On the other hand, the Bristol Riots weren't that revolutionary because only 500-600 people took part and they may not have been rioting for the vote but about low wages and poor working conditions because the Whigs tried to introduce franchise reform before the riots took place. Another revolutionary threat from the lower classes is 'The Days of May'. There was a run on the bank of England and £1.6m was withdrawn within 10 days and one MP wrote in his diary: "*the whole country is in a state little short of insurrection*"¹. During this, soldiers also refused to stop a peaceful march, defying the Whig government of the time. However, these protests were peaceful and not particularly violent meaning the soldiers could stop them from protesting. Another revolutionary threat supporting the Marxist view is the second French Revolution. The ruling classes worried that this would occur in Britain too, with France being so close to the island. Reformers liked the idea of a revolution like the one that took place in France because "Tricolour flags (the French revolutionary standard) were displayed at some parts of the line."² Although, the revolution was taking place in France not Britain and the French were

HL4 -
ANALYSIS IS
SUPPORTED BY
WELL-
SELECTED
FACTUAL
MATERIAL

¹ Anon in Lowe, 1984, p49, *Mastering Modern British History* (Macmillan, London, 1984)

² Lowe, 1984, p46, *Mastering Modern British History* (Macmillan, London, 1984)

trying to reform their system to make it more like Britain's because they were behind Britain. There is also some evidence to support the Whig historian's view of inevitable progress towards democracy. For example the Whigs did badly in elections without change and only had one short reigning prime minister in 50 years so they wanted to introduce franchise reform to do better in elections, making it inevitable that they would introduce franchise extension when they next got into power. This also supports the Tory historian view because the Tories were against franchise extension whereas the Whigs wanted it to be introduced. Another factor supporting the Tory view was internal party rivalry within the Tory party, which let the Whigs gain power and they take advantage of the unstable Tory party consisting of: Ultra Tories and Moderate Tories. It is clear to see that although all interpretations are evident for this act, that the main cause of the 1832 Reform Act was revolutionary threat.

Growing unrest can be seen as a significant influence during the passage of the second reform bill. This is because the Chartists were a long term revolutionary threat, supporting the Marxist historian view. Evidence for the Whig historian view comes from population changes during the 1800s. Only one fifth of the adult male population in England and Wales had the vote. This supports the Whigs because it shows that political change was needed for more people living in urban areas. Supporting the Marxist view, are the Hyde Park riots because the Government closed the park, thinking trouble would occur, and there were violent and large crowds which pushed over 1400 yards of railings. Hyde Park is also near to where all the MPs live so it was a threat to them, supporting the Marxist view because people were revolting against the Government. However, the Government had thought about reform before the riots took place so the riots weren't necessarily anything to do with franchise reform. Asa Briggs said: "The Hyde Park incident was hardly a riot"³. Support for the Tory view comes from party rivalry within the Liberal party. Some Liberals, the Adullamites, opposed the Liberal Party's decision to introduce franchise reform. The Conservatives then took advantage of this and were asked by Queen Victoria to form a minority Government. This supports the Tory view because there was party rivalry within the Liberal Party, leading to the Conservatives

HL4 -
EXPOSITION IS
CONTROLLED
AND
DEPLOYMENT
OF THE
RESULTS OF
THE ENQUIRY
LOGICAL

³ Briggs, A Victorian People (Penguin, Harmondsworth, 1970)

introducing a mild reform to gain more votes. The Sheffield Outrages support both the Marxist view and the Whig view. Sheffield saw grinders were on strike and had attempted to blow up the house of a fellow worker who failed to support the strike. The Trade Unions were afraid they were being associated with violence and became more moderate because then the Government may think that more people deserve the vote and therefore leading to inevitable progress towards reform and also supporting the idea of meritocracy. This evidence also supports the Marxist view because the strikes were a revolutionary threat and highlighted a major problem of law and order. The main factor of the 1867 Reform Act was revolutionary threat, similar to the 1832 Reform Act.

The 1884 Representation of the People Act shows evidence supporting the view of party rivalry through Tory external party rivalry and Liberal internal party rivalry. The Liberals thought further reform would be revenge for the Conservatives trying to weaken Liberal support during the previous act. This shows that party rivalry and rivalries within the parties contributed to the Reform Act. The Liberals wanted further reform whereas the Conservatives didn't. The Liberal party were divided into two wings: the Whigs and the Radicals. Radical Liberals were unhappy about the undemocratic nature of the 1867 Reform Act and with Gladstone's reforms. This showed internal party rivalry within the Liberal party and therefore supports the Tory historian view. Gladstone wanted to give all householders the vote and give the same voting rights to people living in counties as to those living in boroughs. In this sense it is clear that progress motivated reform because it shows inevitable progress towards reform due to making voting rights more equal. Evidence supporting the Marxist view comes from the Hyde Park riots in 1886. This was seen as revolutionary because 100,000 people, a significant amount, marched to a meeting at Hyde Park. However, it wasn't as threatening as people thought and was only seen as revolutionary because MPs lived close to Hyde Park. After the 1867 Reform Act, corruption still occurred and as a consequence, 28 petitions were taken to Parliament after the 1880 election; 16 of which were successful therefore showing that further reform may be necessary. This supports the view of inevitable progress because it was clear that the corruption had to be sorted out and Parliament agreed with that. Further evidence supporting the Whig view comes from a quote from Willis: "In 1884 there was a general agreement between the parties about extending the

6LS - A
SUSTAINED
ANALYSIS
WHICH EXPLORES
THE PROCESS
OF CHANGE
OVER THE
PERIOD

Chloe Freeman

vote.” However, some argue that the 1880 General Election wasn’t about franchise reform but instead about foreign policy and the economic depression. Other evidence supporting the Whig historian view comes from the uneven distribution of seats in Parliament and unevenly divided constituencies. Seats had to be evenly distributed as did constituencies therefore this leads to inevitable progress towards franchise reform. The main cause of the 1884 Reform Act was inevitable progress towards reform.

Evidence supporting these historical views comes from the 1918 Reform Act. Between 1884 and 1918 the role of women and attitudes towards them were changing. They are more deserving of the vote because women are achieving higher positions in society for example Mary Somerville became an outstanding mathematician, therefore making it more likely that at least some women were going to get the vote because it increases the sense of comfort that women are clearly as able as men, supporting the Whig view. Parties were also becoming more reliant on women for their campaigns therefore also making it inevitable that they will get the vote. Other countries in the Commonwealth such as Australia and New Zealand, women could vote by 1902 and these countries looked up to Britain and Britain couldn’t be seen to be behind them therefore also making it inevitable that women would achieve the vote in Britain. Progress motivating Tories need to enfranchise as other parties were more modern. Evidence supporting the Tory view of party rivalry comes from rivalry between the new Independent Labour Party (ILP) and Asquith, from the Liberal party. The ILP leader, Keir Hardie supported the enfranchisement of women whereas Asquith opposed it. There was also internal party rivalry within the Liberal party because other Liberal members, Henry Campbell-Bannerman and Lloyd George accepted that women were bound to be enfranchised anyway supporting the Whig view of inevitable progress towards democracy. There were many revolutionary threats organised by the Suffragettes, who use violence to achieve their goals, such as smashing windows of public buildings, chaining themselves to railings at Buckingham Palace and Downing Street, and attacking churches, schools and railway stations. These were seen as revolutionary because many Suffragettes were arrested and imprisoned. This supports the Marxist view of revolutionary threat. However, this showed the Government how undeserving women were of the vote because they weren’t abiding by the law. The Suffragists

LLS -
DEMONSTRATES
AN APPROPRIATE
RANGE AND
DEPTH OF
ACCURATE
AND WELL-
SELECTED
SOURCES

Chloe Freeman

achieved their goals by peaceful methods, and organised many peaceful marches and meetings such as 'The Mud March' (1907) where 3000 Suffragists turned up. This supports the idea that meritocracy brought about franchise reform because these women were seen as deserving the vote and the Government were more likely to listen to the Suffragists than the Suffragettes. Before the 1918 Act, soldiers didn't have the vote but were seen as deserving the vote because they were fighting for the country. After the act, soldiers were then enfranchised. The main cause for this Act was the Whig interpretation of inevitable progress towards reform.

The 1928 Act shows evidence supporting the Tory view of people achieving the vote. Evidence supporting the Tory view comes from the Conservatives being divided on the idea of younger women getting the vote. The leaders thought it was a good idea whereas other Conservative members didn't. Churchill was one of the members that opposed this idea and threatened to resign if younger women got the vote. The Liberals and Labour supported further reform and knew that the Conservatives were divided on the subject and planned to take advantage of this as they have done so in previous reform acts. This shows internal party rivalry within the Conservative party and external party rivalry between Labour and the Liberals, and Conservatives. This motivates reform because if all parties but the Conservatives wanted reform, then it's inevitable that eventually they'll have to agree to reform anyway. The General Strike of 1926 involved over 1.5 million people and lasted for 9 days, which is a substantial amount of people out of work for a considerable amount of time. This can be seen as revolutionary and support the Marxist view of revolutionary threat because the papers, controlled by the Government reported as: 'unconditional surrender of the workers.' However, the Government were making it seem more revolutionary than it was. Also, the strike had nothing to do with franchise reform but was about poor working conditions and the strikers were mostly peaceful and no trouble was caused so it can't be seen as revolutionary. There was still one group in society without the vote, women under 30; therefore it was inevitable that they were going to achieve the vote, supporting the Whig interpretation. However, this is a weak explanation and the 1928 Reform Act doesn't have any evidence for inevitable progress towards reform. The main cause of the 1928 Reform Act was party rivalry because more rivalry between the parties than revolutionary threats or evidence for inevitable progress.

HL4 -
ANALYSIS IS
SUPPORTED BY
WELL-SELECTED
FACTUAL
MATERIAL

Chloe Freeman

In conclusion, there is no clear outstanding interpretation throughout this period, although the most consistent factor was Party Rivalry. If one group within society is enfranchised, it's inevitable that other groups will be enfranchised shortly after, supporting the Whig interpretation. There were many revolutionary threats throughout this period, but none were big or successful enough to cause revolution, making the Marxist interpretation a weaker factor. There was no main interpretation that overrides the others throughout, but Party Rivalry was the most important factor over the period.

21/25

PREDOMINANTLY LLS DEMONSTRATES EXPLICIT UNDERSTANDING OF THE KEY ISSUES RAISED BY THE ENQUIRY AND EVALUATE ARGUMENTS.

ARLW 

Candidate 2: Representation and Democracy in Britain c1830-1931.

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

Part A

A well-focused enquiry into the short-term significance of the Bristol riots of 1831. A range of issues are identified in a relevant, analytical response with a confident focus on the riots. A well-selected range of sources is evaluated according to their nature, origin and purpose, and used well in combination. They are not, however, used particularly strongly to raise issues.

Part B

A sustained analysis with a good focus on the process of change over time. The response shows a clear understanding of the role of the threat of revolution as a factor in motivating change to the franchise. The candidate works chronologically through various key milestones, and within each one considers and compares different factors that impacted on change. The concluding paragraph is brief and could have been developed further.

GCE History Coursework Individual Candidate Authentication Sheet

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

| | | | |
|---|--|--|--|
| Centre Number | 27172 | | |
| Candidate Number | 4057 | | |
| Candidate Name (in capitals, surname followed by forenames) | EATON, VICTORIA | | |
| Coursework Programme Title: (if Edexcel designed please provide reference code from specification.) | The Protestant and Catholic Reformation in Europe 1500-1620 | | |
| Assignment Title | Part A: What was the short term impact of Luther during European Reformation 1517-1537 Part B: Assess the significance of the abuses in the Catholic Church bringing about a Protestant and Catholic Reformation 1500-1610. | | |
| Content (please tick box to acknowledge that content is attached to assignment.) | Resource Record: <input checked="" type="checkbox"/> | | |
| | Appendix: <input 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: RUSSIA IN REVOLUTION 1881 - 1924 | | |
| | Topic 2: STALINS STALINS RUSSIA 1924-53 | | |
| | Unit 2: Topic: POVERTY, PUBLIC HEALTH AND THE GROWTH OF GOVERNMENT 1830-75 | | |
| Unit 3: Topic: PROTEST, CRISIS AND REBELLION IN ENGLAND 1536-88. | | | |

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|--|--|--|--|
| Word Count | 3989 | | |
| 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 | 8 | 18 | 36 |

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: 8/5/12

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: 8/5/12

A01 - 10/13

18/25

A02 - 8/12

What were the short term impacts of Martin Luther during the European Reformation in the years 1517-1537?

A02

A01

Historians have debated over the starting point of the reformation of religion in Europe, though few doubt that Martin Luther had significant impact in the years that followed. Some may consider the starting point to be between the years 1515 and 1535, where Martin Luther was emerging as a catalyst to the reformation and affected not only the laity of the time but also the highest authorities.. His revolutionary actions can be seen to have started in 1517 when Luther made public his 95 Thesis', Luther's first steps into what he believed should be a positive change for the inner workings of the Catholic Church. Luther's message gained him notoriety very quickly with the people of Germany beginning to question more and more the integrity of the Catholic faith. Consequently, his easy to understand message spread very quickly and was understood by the people and he became known as the "well known reformer" by some, as he stood as the central figure of the hope for change within the Church. Consequently both the Pope and Charles V, arguably one of the most powerful monarchs of the time and a committed catholic, tried actively to silence Luther before his message had an impact on the population of Europe. Both the way the message spread so fast and quickly and the efforts made to silence it show clearly Luther's impact in just the few short years after his publication of the 95 Thesis.

L2
Implicit focus

The way Luther influenced the population by making his messages public was one of the most important factors when it came to him making an impact. By making his ideas public understand Luther was able to gain the support he needed to make an impact; this support would become invaluable in later years. The invention of the printing press was a factor in this, allowing printed editions of Luther's work to spread around Europe. The first public act made by Luther was the nailing of his 95 Theses to the Castle Church door in Germany in October 1517; this was possibly the catalyst for reformation. The Thesis outlined what Luther believed were the corruptions of the Catholic Church, where Indulgences were shown as a convenient way to absolve the sins of man. "As soon as coin in coffer rings. The soul from purgatory springs"¹ shows how Luther believed that indulgences were not an accurate reflection of the message of God, and as such had no benefits. They would not free you from purgatory early; neither would they bring you closer to god as the Church was suggesting. The Thesis "Our Lord and Master Jesus Christ. when He said Poenitentiam Agite. willed that the whole life of believers should be repentance."² is an attack on the Catholic church, clearly showing the people the difference between the word of the Church and that of God by using biblical texts, bringing into doubt the motives of the Church. The 95 Thesis, are not necessarily unbiased as Luther's feelings may not have reflected those of other people at the time but the source is primary and as it was written by Luther himself it demonstrates his beliefs and obviously is an example of how Luther aimed to spread them, which he did successfully- Luther would be provided a chance to expand upon his concerns shown in the 95 Thesis' at a formal disputation on the orders of Johannes Staupitz, the head of the Augustinian Order in Germany to which Luther belonged. Luther began to realise more clearly than ever that the Catholic theology preached by the Church was at odds with Biblical theology: "Much less can human works, which are done over and over again with the aid of natural precepts. so to speak, lead to that end."³

L3
Focus on significance

L2
Addresses reliability + utility.

¹source , 95 Thesis, 1517, Martin Luther, www.bookofconcord.org

² source , 95 Thesis, 1517, Martin Luther, www.bookofconcord.org

³ source The Heidelberg Disputation.,1518, Martin Luther <http://www.bookofconcord.org/heidelberg.php>

The reliability of the source is shown as the Theses had an impact on other people, Clear ^{L2} Address reliability examples of this are Luther becoming known as "a well-known reformer"⁴ and a "heretic"⁵ by the Pope.

Luther continued to have a short term impact. In response to Luther's 95 Thesis, after three years, Luther was delivered a Papal Bull, "Exsurge Domine" issued by Pope Leo X ^{L3} Sources during which Luther was required to make an act of obedience to the Pope and retract and withdraw some of his views from the 95 theses. If he refused Luther faced excommunication which would have effectively made him an outcast. Issuing this Bull shows that Luther is ^{L3} Sources in combination having an impact as the head of the Catholic Church himself is issuing Luther an ultimatum because he has heard about the ideas Luther is spreading and has felt a need to make a public warning. As the highest authority in the Catholic Church is involved and making public statements of anger, it is clear that Luther's message has spread sufficiently and with enough impact that the Church feels threatened. Although the Pope is clearly angered and hopes to pressurise Luther into recanting his views as shown by his use of expressions such as "The wild boar from the forest seeks to destroy it and every wild beast feeds upon it"⁶ but the Bull clearly shows that the Pope cannot just excommunicate Luther as perhaps he would have done before, he is forced negotiate, again showing that he has gained much popular support and protection that, should the Pope just discard of him, would be more likely to make him a public hero, than an enemy.

This source was not written by the Pope himself but by Johannes Eck, although it was not written first hand it would have reiterated fairly accurately the views the Pope wished to express. However this does not necessarily make the source accurate as the Pope clearly would have a negative opinion of Luther as would Eck. This clearly would have had an impact on Luther who originally had not wanted to revolt but just change certain aspects of the Church. Luther however did not recant, and instead opted to make another public declaration of his feelings that showed his commitment and bravery that he knew would be talked about by the people, and could possibly encourage more of them to support him in his movements against the church. In December of the same year Luther again made another public statement in an effort to increase his popularity and show commitment to his cause - he burnt the Papal Bull (along with other works such as books by Eck), saying "Since they have burnt my books, I burn theirs."⁷ The source is reliable as it is in a textbook and the authors would have ensured that the information they had is historically accurate. The quote from Luther may not be as reliable as it has no clear origin, only the record of Luther saying it.

Luther was subsequently excommunicated by Leo X from the Catholic Church on the 3rd of January in 1522, less than a month after Luther publicly burned the Papal Bull, showing the impact he was having as the Pope felt that just the threat he had issued was not sufficient enough to stop Luther and that Luther was causing enough disruption within the Catholic church to be deemed a heretic. The "Decret Romanum Pontificem", branded not only Luther but also his followers heretics - this could have had an impact on Luther as it is likely that many people would not wished to be branded heretics. A short time later in April of 1521 Luther was called to a hearing at the Diet Of Worms. Luther was summoned before

⁴ The European Reformation 1500-1610 Alastair Armstrong 2002

⁵ The European Reformation 1500-1610 Alastair Armstrong 2002

⁶ Source, Exsurge Domine, Pope Leo X 1520 <http://www.bookofconcord.org/exsurge-domine.php>

⁷ Source The European Reformation 1500-1610 Alastair Armstrong 2002

L4 Analytical response to question

L3 Historical context

L3 Focus on significance

Charles V, Holy Roman Emperor (The Duke of Austria, Charles' brother who was in charge during his absence had not challenged Luther's ideas with great strength, he could not risk civil war). Charles could have just endorsed the bull of excommunication so Luther was lucky to even get a hearing, at worst he would have been arrested and charged for heresy. It was Luther's final chance to recant his view. The Imperial Diet (the parliament of the empire attended by princes who put pressure on Charles to give Luther a hearing as they had become more independent and supportive of Luther's views in their own counties.) met for this hearing. Luther refused to do so saying "Tyranny and impiety would rule and rage among the people of God". The result was the anger of Charles who denounced Luther a heretic. The Edict of Worms stated that Luther's work was to be burned. The Church and the emperor had outlawed Luther. The source clearly shows Luther's impact as the Holy Roman Emperor and the Pope have now taken action against Luther, implying that they feel threatened by the spread of his ideas.

L2
A sufficient range of source material

L3
A degree of direction

Short term, one of the biggest impacts that Luther had can be seen in the mass uprisings of up to 100,000 peasants in the Peasants Revolt of 1525. As shown in "The 12 Articles" in the first article — "First, it is our humble petition and desire, as also our will and resolution, that in the future we should have power and authority so that each community should choose and appoint a pastor, and that we should have the right to depose him" it is clear that the laity of Germany had become discontent with the way the Church and gentry were organising itself, and as such the people used Luther's scriptures as reinforcement for their grievances. The short term impact can be seen in the twelfth article "in the twelfth place it is our conclusion and final resolution, that if any one or more of the articles here set forth should not be in agreement with the word of God, as we think they are, such article we will willingly retract from when it is proved really to be against the word of God by a clear explanation of the Scripture".¹⁰ Here it can be seen that the people are willing to retract any statements that are not seen as "Godly" if it can be proved. Using Luther's ideas as leverage in the articles that some people at least must see his ideas as correct, even if the country was not Protestant. Luther strongly disagreed with the violent ideas of some rebels such as Thomas Muntzer, stating that they "practised the mere work of the devil".¹¹ Luther was eager to ensure that people did not get the impression that he was condoning violent behaviour and so issued the paper "Against the murdering, thieving borders of the peasants" in 1525. The rebellion, even though Luther did not think it was the correct way to go about things showed how Luther had a short term impact as the mass numbers suggest that his message has spread far and wide and has been interpreted in different ways by the laity in the countryside, not just by those in the cities that surrounded him where the message was most easily spread. Although perhaps the violence doesn't reflect well on Luther it does show how his message was spreading and people were taking action to support their interpretations of it.

L3
Understanding key issues

To conclude, it would appear that Luther had a huge effect in the years 1515-1535 Luther had one of the greatest short term impacts of any reformer to date and certainly the greatest of any until his time. Where Erasmus had, Luther successfully managed to gain the support of both the laity and the nobles that would have some of the greatest influence in his reformation, protecting him at the Diet Of Worms. The group of followers that he gained through his public displays of discontentment (burning of the Papal Bull and the 95 Thesis) were the

L3
Using sources in combination to reach conclusions

⁸ Source: The Diet of Worms, The European Reformation 1500-1610, Alistair Armstrong., Published 2002
⁹ Source: the Twelve Articles, Peasants Revolt 1525 <http://www.marxists.org/archive/marx/works/1850/peasant-war-germany/ch0e.htm>
¹⁰ Source: the Twelve Articles, Peasants Revolt 1525 <http://www.marxists.org/archive/marx/works/1850/peasant-war-germany/ch0e.htm>
¹¹ Source: The Peasants Revolt. Thomas Muntzer 1525, <http://www.luther.de/en/bauernk.html>
Word count 2052

L3
A
convincing
account.

catalyst for the consequences that would follow as Luther spread Protestant ideas. Inventions such as the printing press also contributed to the speed and ease that Luther's message could be spread as far across Europe as Switzerland, showing clearly how Luther's actions caused a reformation across Europe within 30 years. People in as much power as the Pope would agree that Luther had an impact as he was forced to excommunicate him, as did Charles V as Luther gained more supporters. On the surface, by 1555 Germany was a protestant country with around 80% of the population Lutheran, showing that amongst the laity also, Luther's ideas were very influential.

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Candidate Number: 4057

Center Number: 27172

Overall Word count 2161

Bibliography

¹ source, 95 Thesis, 1517, Martin Luther, www.bookofconcord.org

² Source, 95 Thesis, 1517, Martin Luther, www.bookofconcord.org

³ Source, The Heidelberg Disputation., 1518, Martin Luther <http://www.bookofconcord.org/heidelberg.php>

⁴ The European Reformation 1500-1610 Alastair Armstrong 2002

⁵ The European Reformation 1500-1610 Alastair Armstrong 2002

⁶ Source, Exsurge Domine, Pope Leo X 1520 <http://www.bookofconcord.org/exsurge-domine.php>

⁷ Source The European Reformation 1500-1610 Alastair Armstrong 2002

⁸ Source: The Diet of Worms, The European Reformation 1500-1610, Alistair Armstrong., Published 2002

⁹ Source: the Twelve Articles, Peasants Revolt 1525 <http://www.marxists.org/archive/marx/works/1850/peasant-war-germany/ch0e.htm>

¹⁰ Source: the Twelve Articles, Peasants Revolt 1525

<http://www.marxists.org/archive/marx/works/1850/peasant-war-germany/ch0e.htm>

¹¹ Source: The Peasants Revolt. Thomas Muntzer 1525, <http://www.luther.de/en/bauernk.html>

A01 - Level 3 10 marks

Although one paragraph is level 4, the candidate does include material that is descriptive. The basis of the enquiry is clearly understood and shows direction. At points the essay is descriptive. It is a well organised and convincing account. The essay is well written and shows a good range and depth. Overall level 3 10 marks.

Word count 2161

A02 Level 3 8 marks

Some source material is interpreted with confidence. A range of sources is selected to develop the issues of the enquiry. Some sources are cross referred and used in combination. Qualities of level 3 are displayed but the essay lacks depth and range.

18/25 Band 4

Miss Murts Year 13 Coursework, History
Candidate Number: 4057

Candidate Name: Victoria Eaton
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Assess the significance of the abuses in the Catholic Church in bringing about the Protestant and Catholic Reformation between 1500-1610.

Abuses can be seen as one of the most significant factors for reformation between 1500 and 1610. It can, however, be argued that the abuses of the Catholic Church were not the only factor that caused both a Catholic and Protestant reformation. In Europe, where “the state of the church varied very much from country to country”¹ monarchs were fighting for power over their countries. To counteract this, leading Catholics were attempting to change the structure of their church to make it more appealing to the people, something that some catholic movement groups had been doing since before the time of Luther. If not for the abuses of the Catholic Church and the actions of Luther these changes may not have happened at all.

44 Understanding key issues.

It can be argued that both the reformations were brought about because of the abuses of the Catholic Church and that they were the most significant factor in bringing about reformation. “The church had been criticized by some thinkers, especially humanists, long before Luther”² This is supported by MacCulloch, who states that “ordinary people... saw Luther’s defiance of authority as a sign that all authority was collapsing in gods final judgement”³ Reformation was appealing to many as Protestantism made religion much more accessible for the average man, and gave him some control over his religion. Catholicism had long since left the laity uneducated and therefore unable to understand the religion they were following as all services were in Latin. Additionally, the distribution of positions within the church was highly bias, with many people buying or bribing themselves in, and, once in position, using their influence to surround themselves with people of similar vested interests. The sales of indulgences was also not in the bible, so the idea of “justification by faith alone” was probably appealing to the poor in comparison of buying their way into heaven as they did when following Catholicism – something that they would have done without question, as religion was so important. Peter Marshall shows support for the view that the abuses caused reformation with the quote –regarding the 95 Thesis- “The original issue was indulgences”⁴. This traditionalist view tells us why Luther took action against the abuses, and shows support of the idea that the 95 Thesis, made because of the indulgences were the reason for reform. The catholic reformation was also influenced by the effects the abuses were having on the church. Known as the “Counter Reformation”, the Catholic Church had to make public and large scale changes to its structure as to not be overthrown by Protestantism. In the past, groups such as The Oratory Of Divine Love and The Capuchins had done small scale work trying to reform the church from within, but Protestant ideas were fast spreading and appealing to the mass. In this case, the traditionalist view that Luther and the abuses were the main cause of the reformation seem to be accurate, as Luther began spreading his message whilst still a catholic, with the abuses as the cause. The revisionist view cannot deny that

44 Accurate factual material

43 Evidence to support

44 large across period

¹ Reformation Europe Re-Formed. Geoffrey Elton. December 1999.

² The Reformation – Peter Marshall 2009

³ A History Of Christianity- David MacCulloch. 2009

⁴ The Reformation – Peter Marshall 2009

Luther did have an impact and that the abuses were his motivation and so looking at Germany and Luther's message and how it spread, the traditionalist view seems accurate and is fully supported.

It could be said that the reason for the catholic and protestant reformations was not abuses at all – it was Luther. Luther, who was known as “The well-known reformer”⁵, is seen as one of the catalysts for reformation for those that uphold the traditionalist view. Considered by some to be the starting point of a reformation that would eventually turn into Lutheranism. Luther initially did not wish to break away from the Catholic Church, he petitioned for changes in the inner workings of the church, and issued the 95 Thesis. “It is a moment that has reverberated in history, the day on which the protestant reformation was born”⁶ Historian Peter Marshall shows here the view that it was in fact Luther that caused the reformation as his actions had consequences that started the reformation, where others before him had failed – he is supported by historians such as Elton and MacCulloch, both of whom state that Luther was a significant factor in reformation Traditionalists would say that it was the effects of Charles V and Luther that caused Protestant reformation and so would also support Marshall. The support of Fredrick the Wise and the princes of Germany undoubtedly protected Luther, and so allowed him to spread his ideas throughout Germany and The Holy Roman Empire; ideas that would be able to spread throughout the continent. Although many other pre-reformers had tried before him, such as Jan Hus, they had been unsuccessful in bringing about long term and wide spread reformation, even if they had been able to inspire others to follow their example of speaking out. The fact that Luther had even been able to survive making his ideas so publicly known in the face of opposition from the pope and the very catholic Charles V shows he had huge significance in bringing about the reformation. Some historians disagree with this view however, and say that Luther was merely one piece of the puzzle of reformation: “Some historians see Luther's protest as being the final stage in a long and popular campaign advocated by individuals and movements which questioned some of the beliefs and practises of the Catholic Church”⁷. Although the abuses were behind Luther's actions, it could be argued that if not for him, the abuses would have not been highlighted by someone who was able to continue spreading their message and make it popular – Luther was the driving force of reformation, caused by the abuses. However, Luther's discontent was because of the abuses, which shows the abuses are still very significant in bringing about reformation, because they are the reason reformation was made so public and significant by him.

44
Wide range of sources to support
44
Understanding key issues.

Power can be considered to have bought about Protestant reformation between 1500 and 1610. Although in Germany abuses had encouraged many of the laity to become protestant this was not the case for other countries in Europe at the time, showing that abuses were not the only significant reason for change. In England, Henry VIII broke away from the Catholic Church in a bid for power. Catholicism meant, for monarchs such as Henry VIII and the

⁵ The European Reformation 1500- 1610 Alastair Armstrong 2002

⁶ The Reformation – Peter Marshall 2009

⁷ Luther and the German Reformation 1517-55. Third edition. 1989 - Russel Tarr and Keith Randell

princes of Germany, that they were not the supreme head of their countries; there was a higher authority – The Pope. Protestant revolution meant that the authority of the Pope was void, and as such monarchs had maximum power over their own countries. Turning to Catholicism was perhaps the only way Henry VIII would be able to get a divorce; he needed the power of the church and country united. Therefore, it could be argued that the abuses weren't the only reason for the protestant revolution- certainly in England there was a need for the reformation of the church for the monarch that was unattached to anything that was going on on the continent. "The English reformation was really a political question⁸". This quote from Chadwick shows that some historians don't just believe it was Charles V and Luther who caused reformation, rather than there were other factors, especially outside of Germany. Revisionists look back at all factors that would have affected revolution and so here, are able to provide a reason as to why there would be reformation in other countries. Another example "In Sweden the reformation was a political revolution with religious consequences⁹", from Marshall, shows again, clearly that it not just the abuses which have caused protestant revolution.

L3
Swiss used
to support

Regardless of the evidence that shows that the Catholic Church may have wanted to change itself, it can be argued that the Church only made formal doctrine changes on a large and official scale because it was forced to make changes, because of the impact of Protestantism on the people. "...it seemed the protestant juggernaut was...unstoppable¹⁰". Although the Church had been making some small changes to itself for many years, with groups such as the Jesuits, The Council Of Trent was only devised by officials when Protestantism became a real threat, because of the success' of Lutheranism, as Marshall's quote shows. Some catholic historians would argue that the term is inadequate because it implies that the change was only due to the advances in Protestantism, but the traditionalist view would support it as they believe reformation happened because of Luther and abuses. In 1555 much of Germany was Lutheran and England had broken off ties with Rome. Consequentially, Pope Paul III realised he needed a council to preserve the position of Catholicism in Europe; the council changed church doctrine, so that whilst protestant ideas were subtly incorporated, catholic ideology remained at the heart, in a more acceptable way to the people; ideas such as "justification by faith alone" were shunned. Some see the Council of Trent as the catalyst of catholic reform after 1563 and over 18 years it made long lasting provisions for the improvement of such things as priest's education. The church realised it would have to abolish abuses in order to maintain its hold over the people. The Spanish and Roman Inquisitions set up by the church to prosecute heretics also shows that they are being forced into change. The inquisitions were set up to find heretics, which effectively kept people catholic because they feared the sometimes fatal punishments. This shows that the church is genuinely concerned that it is losing its power to Protestantism and so feels the need to set up a court to establish who is Catholic

L4 Page
across period

⁸ The Reformation – Owen Chadwick 1964 576

⁹ The Protestant Reformation in Europe – Andrew Johnson 1991

¹⁰ The Reformation – Peter Marshall 2009

Overall it seems that, for the protestant reformation, that the abuses were the catalyst that started widespread revolution, but not throughout Europe. Luther's accessible and appealing ideas were popular with the people of Germany, not least because they were spread quickly and publicly, because they "had seen the commercialization of the system as vulgar and needing reform"¹¹. So although the abuses were the starting point for reformation on the continent, in places such as England the radical ideas abroad were not an influence. The revisionist view seems to be more convincing as it analyses a wider range of factors over a greater geography, unlike the traditionalist view that simply places the blame for reformation upon Luther and the abuses. We can see from individual case studies such as Henry VIII that this simply was not the case throughout Europe.

4 Sources used with discrimination to reach judgement

4 (18/25)

An analytical response that demonstrates an understanding of key issues. Focus is on key issues and there is some evaluation of argument. Analysis is supported by relevant factual material. A range of sources have been identified although at times lacks depth. A coherent and cogent essay.

¹¹ The European Reformation 1500-1610 Alastair Armstrong 2002
Word count 1828

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The Protestant Reformation in Europe – Andrew Johnson 1991
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Reformation Europe Re-Formed. Andrew Pettegree. December 1999. Russel Tarr and Keith
Randell

Final word count: 1828.

| <u>Usable Sources</u> | <u>Source</u> | <u>Comments</u> | <u>Teacher comments/initials</u> |
|--|--|---|---|
| <p>95 Thesis' . Martin Luther 1517 http://www.bookofconcord.org/95thesis.php</p> | <p>The theses were a proposal for a discussion about the practice of indulgences. Indulgences are shown as a convenient way to absolve the sins of man. "Our Lord and Master Jesus Christ, when He said Poenitentiam Agite, willed that the whole life of believers should be repentance." "As soon as coirn in coffer rings. The soul from purgatory springs" The Theses are written by Luther himself so is a primary source, and are considered by some to be the start of the revolution. It is not only the poor or local people that hear about the thesis', The Pope reacts, showing how the information in the thesis has spread, meaning the 95 Thesis' are reliable as a source, because we have clear examples of them affecting people. – "On June 15, 1520, Pope Leo X issued a rebuttal to Luther's Ninety-Five Theses"</p> | <p>Luther would be provided a chance to expand upon his concerns shown in the 95 Thesis' at a formal disputation on the orders of Johannes Staupitz, the head of the Augustinian Order in Germany to which Luther belonged. "The law of God, the most salutary doctrine of life, cannot advance man on his way to righteousness, but rather hinders him" Again the Theological Theses are written by Luther and so is a primary source. The source is reliable because Luther wrote it, he would not have any</p> | <p>2/12/11 R. My 2/12/11 R. My</p> |

| | | |
|---|---|-------------------------|
| <p>Bull of Pope Leo X issues June 1520 http://www.bookofconcord.org/exsuige-domine.php</p> | <p>reason to say anything other than what he thought:</p> <p>In response to Luther's 95 Thesis' Luther was delivered a Papal Bull issued by Pope Leo X condemning the teachings of Luther. The Papal Bull set a sixty day time limit during which Luther was required to make an act of obedience to the Pope or face excommunication. This would have made Luther an outcast. Issuing this Bull shows that Luther is having an impact because the head of the Catholic Church himself is issuing Luther an ultimatum because he has heard about the ideas Luther has. His anger is shown clearly 'The wild boar from the forest seeks to destroy it and every wild beast feeds upon it</p> | <p>2/12/11 R. M. J.</p> |
| <p>Luthers burning of the Papal Bull 10th December 1520 The European Reformation 1500-1610. Alistair Armstrong. Published 2002</p> | <p>Luther burnt the works of enemies such as Eck at the Elster Gate at 10am. Luther then proceeded to burn the Papal Bull he had been issued, a clear message to the Pope. By doing this in public, Luther once again had made a public show to popularise his ideas and stance. The source clearly shows Luther is having an impact because now he is defying the Pope, in public. People are taking an interest showing that Luther's ideas are still being spread. "Since they have burned my books, I burn theirs." The source is reliable as it is in a textbook and the authors would have ensured that the information they had is historically accurate. The quote from Luther may not be as reliable as it has no clear origin, only the record of Luther saying it.</p> | <p>2/12/11 R. M. J.</p> |

| | | |
|--|--|---|
| <p>Diet of Worms. April 1521 The European Reformation 1500-1610. Alistair Armstrong. Published 2002</p> <p>The Twelve Articles. 1525 http://www.marxists.org/archive/marx/works/1850/peasant-war-germany/ch0e.htm</p> | <p>Luther was summoned before Charles V, Holy Roman Emperor. Charles could have just endorsed the bull off excommunication so Luther was lucky to even get a hearing, at worst he would have been arrested and charged for heresy. It was Luther's final chance to recant his view. The Imperial Diet (parliament of the empire attended by princes who put pressure on Charles to give Luther a hearing) met for this hearing. Luther refused to do so saying "tyranny and impiety would rule and rage among the people of God"</p> <p>The result was the anger of Charles who denounced Luther a heretic. The Edict of Worms stated that Luther's work was to be burned. The Church and the emperor had outlawed Luther. The source clearly shows Luther's impact as the Holy Roman Emperor and the Pope have now taken action against Luther, implying that they feel threatened by his ideas.</p> <p>The peasants of the south of Germany in particular rise up in rebellion of the upper classes, with Luther's message incorporated in the complaints. 100,000 people were involved in the revolt.</p> <p>"The First Article. — First, it is our humble petition and desire, as also our will and resolution, that in the future we should have power and authority so that each community should choose and appoint a pastor, and that we should have the right to depose him</p> | <p>6/12/18 [Signature]</p> <p>6/12/18 [Signature]</p> |
|--|--|---|

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|--|---|---|
| <p>Peasants Revolt 1525 http://www.luther.de/en/bauernk.html</p> | <p>should he conduct himself improperly” This clearly shows that Luther is having an impact</p> <p>Thomas Münzer, a priest and former follower of Luther became the leader of peasant uprisings in Germany in 1525 which had originated in southwest Germany in 1524. Luther stood firm against using force and only received refusals from the peasants who had hoped for his support. Luther’s impact is clearly shown here as people were revolting against his ideas. However, as the source was not written at the time it may not be reliable.</p> | <p>6/12/11 </p> |
| <p>The Augsburg Confession. June 25th, 1530 http://bookofconcord.org/augsburgconfession.php</p> | <p>The Augsburg Confession is a series of articles (28) presented by Lutheran princes at the Diet of Augsburg to Charles V that taught and confessed in positive (theses and negative antitheses statements. This was another way that Luther could outline the Lutheran belief to the people. “1. God -Lutherans believe in the Triune God and reject other interpretations regarding the nature of God”</p> | <p>6/12/11 </p> |

| | | |
|--|--|--------------------------------------|
| <p><u>Unusable Sources</u></p> <p>Melancthon preaching. Lucas the Young Engraving The European Reformation 1500-1610. Alistair Armstrong. Published 2002</p> <p>Luther preaching. German woodcut The European Reformation 1500-1610. Alistair Armstrong. Published 2002</p> | <p>This source is dated and clearly shows Luther's Protégé preaching Luther's ideas. However the engraving is not dated and the origins of it are not known. In addition, the engraving was done in 1560, and although this shows that Luther's ideas are still having an impact, this is not in the short term. For these reasons I will not be using this source in my essay.</p> <p>The image shows Luther Preaching to people. Although it does show Luther having an impact because someone has bothered to make a woodcut about it, there is no date. Moreover this has been interpreted as Luther preaching, it may not actually be this or may be just a created image, not seen firsthand. For these reasons I won't use this source in my essay.</p> | <p>6/12/11 Amy</p> <p>6/14/11 AS</p> |
|--|--|--------------------------------------|

Candidate 3: The Protestant and Catholic Reformation in Europe 1500-1620.

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

Part A

A broadly analytical response, with some narrative passages, focusing on the short-term significance of Martin Luther in the years 1517-37. It demonstrates some understanding of the key issues. The sources selected are appropriate, but the range is not great. They are, however, well integrated into the response, they are interpreted beyond their surface features and the concepts of utility and reliability are addressed.

Part B

The response here is clearly analytical, showing a good understanding of change over time. The key issues are understood, and the analysis is supported by accurate factual material. A range of different factors impacting on change are considered, although chronological balance is not wholly maintained.


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

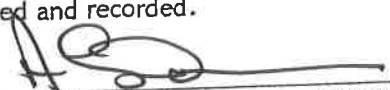
| | |
|--|--|
| Centre Number | 26324 |
| Candidate Number | 5020 |
| Candidate Name (in capitals, surname followed by forenames) | DEAN MATTHEW |
| Coursework Programme Title: (if Edexcel designed please provide reference code from specification.) | United States Foreign Policy, 1890-2000: The Making of a Superpower |
| Assignment Title | Part A: What, in your view, was the short-term significance of <i>the</i> <i>U.S. entry into World War I</i>for the United States as a global power? Part B: To what extent was the succession of Truman to the presidency the key turning point in the rise of the USA to dominant global superpower, 1890-2000? |
| 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: Topic 1 D3 Russia in Revolution, 1881-1924 Topic 2 D4 Stalin's Russia, 1924-53 |
| | Unit 2: Topic A1: Henry VIII, Authority, Nation and Religion, 1509-1540 |
| | Unit 3: Topic D1 From Kaiser to Führer: Germany 1900-1945 |

| | | | |
|--|--|--|--|
| Word Count | 3911 | | |
| Mark for Part A: AO1 (mark out of 13) | Mark for Part A: AO2 (mark out of 12) | Mark for Part B: AO1 (mark out of 25) | Total Mark: Part A and B (final mark out of 50) |
| 5 | 4 | 15 | 24 |

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: 25/4/12

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: 25/4/12

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

Matthew Dean

2011-12

Markscheme: Unit 4 Historical Enquiry Part (a)

Own knowledge and analysis.

| | Lev 1 | Lev 2 | Lev 3 | Lev 4 |
|--|---|--|--|---|
| DEVELOPED ANSWER | Series of statements, some simplistic. Few, if any explicit links between statements | Some development in statements. Attempts to make links between statements but material unlikely to be developed very far | [Developed answer] some understanding of the key issues within the enquiry | Some understanding of the key issues within the enquiry and some evaluation of argument |
| RELEVANT AND BALANCED | Only partially relevant material, relevant only in places | Relevant material to the enquiry | Lacking a balance throughout the answer; may be some descriptive sections or straying from Q focus | Analysis supported by well-selected factual detail, mostly relevant but may lack balance in places |
| ANALYTICAL | little or no attempt to focus on analysis | Some attempt to focus on significance but analysis largely implicit | Broadly analytical & some understanding of the focus of the Q: will focus on significance but maybe some implicit sections | Analytical response which relates well to focus of the Q, confidently focussed on significance |
| COHERENT PARAGS, ORG'N & WRITING STYLE | Some coherence but passages lacking clarity & organisation... frequent errors in spelling, etc* | Limited coherence but passages lacking clarity & organisation... frequent errors in SPAG, etc* | Some degree of direction & control but not sustained throughout. Some of the skills for a convincing essay.* | Controlled & logical; coherent overall; most of the skills for a convincing essay in place. Maybe a few errors in SPAG* |
| | 1-3 | 4-6 | 7-10 | 11-13 |

*If QoWC (quality of written communication) is poor then the mark must be lowered within the level that the student attained for their historical analysis.

Markscheme: Unit 4 Historical Enquiry Part (a)

Source skills

| | Lev 1 | Lev 2 | Lev 3 | Lev 4 |
|-------------------------------------|--|--|---|--|
| RESEARCH & SELECTION | Identify relevant material to the topic but Limited range of sources but gives a body of information | Sufficient range of source material identified to address the question | Clearly establish the issues of the enquiry & select a range of sources to develop it | Thoroughly investigate the question, selecting wide-range of sources with discrimination & integrating their evidence into a structured & sustained argument |
| SOURCE INTERPRETATION/ INFERENCE | Comprehend sources Paraphrasing of source content | Interpret sources beyond surface features (inference) | Interpret sources with confidence | Interrogate the evidence confidently & critically in order to identify issues & make & support judgements |
| INTEGRATING SOURCES & OWN KNOWLEDGE | Some source links to historical context but not sustained | Relate sources to historical context whilst making inferences & judgements | Sources related to historical context e.g. within the values of society at that time | NOP discussed & implications of the evidence considered within historical context & values of that society |
| NOP & WEIGHING UP | Stereotypical judgements on reliability & utility | Some consideration of NOP | Valid criteria used to weigh the evidence in the context of the specific enquiry | Sustained argument & substantiated conclusions, weighing evidence carefully |
| CROSS-REFS | Source by source approach | Combine info from sources to make points | Reach conclusions on the basis of cross-referencing & using sources in combination/(as a set) | |
| | 1-3 | 4-6 | 7-10 | 11-12 |

Some substance but very undeveloped.

Little NOP. Confused in places with little own knowledge used to support analysis. Sweeping statements made. Lack of secondary sources. 9/5/4
18/4/12

What in your view was the short term significance of the entry into World War One for the United states as a global power?

? The sources as a set show between 1914-1934 cemented America's status as a global power.

Weak into
It was America's entry into world war one which was a hugely significant event in catapulting America onto the world stage. As is shown in the sources it caused American beliefs to change and to try and fulfil the potential the country offered. The importance and the success the war brought to America gave it huge benefits and made other global powers more aware of them. Source A shows the reluctance of America to enter the war at first whilst Sources B and C both highlight the neutrality policy of America and that it only entered war to keep the world 'safe for democracy' (B). Sources D and E both show the view of Wilson as moving from isolationism and getting more involved in international affairs.

As Source A shows, America was reluctant to enter war. Cobb says; Wilson was 'so worn down' which shows how he was thinking hard about the decision. He also says how 'he'd [Wilson] never been so uncertain about anything in his life', which shows that the decision was not straight forward and that Wilson was very reluctant to immerse America in battle.

NOT EK?
X 100??
Source A is written by an American newspaper editor so it could be exaggerated to show the tough decision Wilson and to make the article more interesting. However, he was also a confidant of Wilson, so he would have known him very well and seen how he was dealing with decisions. Wilson tried all he could to prevent America from entering the war as he 'believed war with Germany was not the best solution.'¹ This was an epitome of American attitude before engagement, stay out of war at all costs, until forced into it.

Word count: 303

¹ U.S Diplomacy Since 1900- Page 76

‘Time of peace so long as we retain our present political principles and institutions’ (B), this also highlights American attitudes, they were not prepared to engage in conflict unless forced, they were more concerned about looking inwards and sorting themselves out.

However, as time wore on, Wilson began to question these attitudes and began to shift American attitude away from isolationism.

Source C and D both show the gradual shift of Wilson’s attitude. Source C says ‘We have no selfish ends to serve. We desire no conquest, no dominion.’ which shows a policy of

neutrality. Whilst America entered the war due to a breach in their security because of unrestricted submarine warfare, Wilson adamantly enforced America’s policy of neutrality.

This was one of the first examples of Wilson’s slight change. Whilst before, as Source A shows, he seemed very reluctant to enter war, in source C it shows how he is happy to enter war, but as ‘a associate’² However, Source C was Wilson’s declaration of war, so to an extent he could have sensationalised his speech in order to try and persuade more Americans that he was doing the right thing.

Source D begins by saying ‘No policy of isolationism will satisfy the growing needs and opportunities of America’. This highlights a stark contrast with Source A, as Wilson has completely changed his attitude and recognised a need to shift from isolationism. ‘As Wilson sat back and took note of the battle in Europe, his attitudes changed and he ‘craved nothing less than a reconstruction of the entire international system’³ Wilson had recognised that Germany was beginning to pose a threat, if they gained control in Europe, they would gain control economically and this would of been hugely damaging to America considering the loans they gave out to Britain and France and that America had to intervene.

Word count: 628

² American Foreign Relations-Volume III- Page 41

³ Colossus: The Rise and Fall of the American Empire- Page 63

Before, all America had was 'hesitant dominance of the Americas'⁴. Source B highlights by saying 'we never have had... a large standing army.' America was never militarily driven previously. Source B describes how America wasn't prepared to 'turn America into a military camp' instead they stood by their views of isolationism, and only becoming involved if forced. America had a vast population and so always had the potential for a large army, and in 1917 it reached its 'full force of one and a half million men'⁵ Also, 'America's industrial might was unparalleled in the world'⁶ during the war and created a huge impact due to supplies given to the Allies. Ultimately, German fear of American involvement caused the end to the war, so American military power during the war cannot be underestimated.

After the war was over, America reverted straight back to isolationism. They became increasingly paranoid about the threat of war and turned inwards. However, this significantly benefited militarily. As America became more paranoid, they began to focus on the army as protection. More people were enlisted in the army and more and more military materials were created, so whilst America was militarily powerful during the war, this increased even more afterwards.

As Source D shows, Wilson recognised the impact which American isolationist attitude was having on the American economy by saying; 'No policy of isolation will satisfy the growing needs and opportunities of America' American attitudes of isolationism restricted American business and prevented trading and creating business overseas. However, America's engagement in the war brought some significant benefits to the economy. Source D says 'The United States must share the expanding world market.'

Word count: 923

⁴ Colossus: The Rise and Fall of the American Empire- Page 61

⁵ U.S Diplomacy Since 1900- Page 97

⁶ <http://www.historylearningsite.co.uk/america-military-power.htm>

What does?
?
This highlights the responsibility given to America due to their success in the war. 'World War 1 made the United States the greatest financial power'⁷ as major European economies crumbled under the damage which was caused by 4 years of war. The decade post-war was massive economically for America. The war had a damaging impact on the American economy with an estimated cost of \$32 billion, however, in comparison to major European powers, it was far less damaging. Post-war, America again shifted attitudes inwards. Their increasing paranoia of war caused isolationist views to come back. However, this gave the economy a huge boost. Major European powers 'looked to the United States... for economic support'⁸ which highlights American power financially. As America turned more inwards, more and more tariffs were introduced to boost the American economy and to protect American goods. A lot of European markets were captured by the Americans due to the crushing of European business, and America entered an economic boom in the twenties. Whilst towards the end of the decade the economic situation in America regressed, American economy was placed as the strongest in the world.

?
As Source E highlights, America moved towards increased security after the war. One of Wilson's main ideas was the League of Nations. He created the League of Nations as a way of creating peace amongst major world powers, and to help reduce conflict and the possibility of other wars. Source E says 'all the Nations of the world should enter into a solemn and definite pact of non-aggression' which again portrays the view of Wilson creating peace amongst the powers. Source C also backs up this by saying; 'The United States desires for itself only equal opportunity with the nations of the world' which shows how America did not have 'selfish ends to serve' (B) and that Wilson's primary objective was to create

Word count: 1,253

⁷ A Concise History of U.S. Foreign Policy- Page 51

⁸ A Concise History of U.S. Foreign Policy- Page 56

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international peace. Again, this is in stark contrast to Source A which portrays Wilson's decision as being reluctantly made and very uncertain, as in Source E Wilson is taking a very pro active approach and taking a leading role in international affairs.

Germany's use of submarine warfare breached American security. American ships came under threat of being sunk by German submarines. Wilson reacted to this and recognised that isolationist policy would have to be changed in order to deal with this threat. This submarine warfare policy by Germany ultimately caused American entry in the war as it provoked America into shifting away from isolationism and getting involved in European conflict in order to create peace.

As sources D and E show, America's sphere of influence during and after the war increased significantly. Source D says; 'The recent war has ended our isolation and thrown upon us a great duty and responsibility' which shows how America has gone from being very isolationist and only concerning themselves with affairs within the Americas, to a rising power and they were becoming to emerge as a leading power. America also had great influence within Europe both militarily and economically. During the war, American industry rapidly expanded and catered for war needs. They began to supply the allies with ammunition and troops and Britain and France gradually came to rely on American help in order to win the war.

Also, once the war was over European economies were crushed. Whilst America's economy was damaged, they recovered quickly and began to lend to and support European powers, including Germany, in order to help them recover. All this highlights how Europeans strongest powers had been crushed by the world war and was becoming increasingly reliant

Word count: 1,541

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on American support.

As the sources show, America's entry into World War One was hugely significant. Source A epitomises America's early isolationist attitude. However, as soon as America became engaged in the war, these attitudes began to change. As sources B to E show, America began to take a leading role in international affairs during and after the war. While factor such as military and economy after war thrust America into taking a leading role, the major shift in attitude because of the entry into the war and leadership of Wilson, while later taking a regressive step, was hugely significant in making the first steps in fulfilling America's potential and creating them as a global power.

Word count: 1,695

Source A

Frank Cobb was Editor of the New York World and a confidant of President Wilson. On the eve of asking Congress for a declaration of war against Germany, the president asked Cobb to visit him at the White House. We join his story as Cobb enters the President's private quarters.

I'd never seen him so worn down. He looked as if he hadn't slept, and he said, he hadn't. He said he was probably going before Congress the next day to ask a declaration of war, and he'd never been so uncertain about anything in his life as about that decision, for nights, he said, he'd been lying awake going over the whole situation - over the provocation given by Germany, over the probable feeling in the United States, over the consequences to the settlement and to the world at large if we entered the melee.

He tapped some sheets before him and said that he had written a message and expected to go before Congress with it as it stood. He said he couldn't see any alternative, that he had tried every way he knew to avoid war. 'I think I know what war means,' he said, and he added that if there were any possibility of avoiding war he wanted to try it. 'What else can I do?' he asked. Is there anything else I can do?

I told him his hand had been forced by Germany, that so far as I could see we couldn't keep out."

Source B

From Woodrow Wilson's Second Annual Message, December 8 1914:

It can not be discussed without first answering some very searching questions. It is said in some quarters that we are not prepared for war. What is meant by being prepared? Is it meant that we are not ready upon brief notice to put a nation in the field, a nation of men trained to arms? Of course we are not ready to do that; and we shall never be in time of peace so long as we retain our present political principles and institutions. And what is it that is suggested we should be prepared to do? To defend ourselves against attack? We have always found means to do that, and shall find them whenever it is necessary without calling our people away from their necessary tasks to render compulsory military service in times of peace.

From the first we have had a clear and settled policy with regard to military establishments. We never have had, and while we retain our present principles and ideals we never shall have,-a large standing army. If asked, Are you ready to defend yourselves? we reply, Most assuredly, to the utmost; and yet we shall not turn America into a military camp. We will not ask our young men to spend the best years of their lives making soldiers of themselves. There is another sort of energy in us. It will know how. to declare itself and make itself effective should occasion arise. And especially when half the world is on fire we shall be careful to make our moral insurance against the spread of the' conflagration very definite and certain and adequate indeed.

Source C

Wilson's speech for declaration of war against Germany, 1917

'The world must be made safe for democracy. Its peace must be planted upon the tested foundations of political liberty. We have no selfish ends to serve. We desire no conquest, no dominion. We seek no indemnities for ourselves, no material compensation for the sacrifices we shall freely make. We are but one of the champions of the rights of mankind. We shall be satisfied when those rights have been made as secure as the faith and the freedom of nations can make them.'

Source D

From: Seventh Annual Message (2 Dec. 1919), President Woodrow Wilson

'No policy of isolation will satisfy the growing needs and opportunities of America. The provincial standards and policies of the past, which have held American business as if in a strait-jacket, must yield and give way to the needs and exigencies of the new day in which we live, a day full of hope and promise for the American business, if we will but take advantage of the opportunities that are ours but the asking. The recent war has ended our isolation and thrown upon us a great duty and responsibility. The United States must share the expanding world market. The United States desires for itself only equal opportunity with the nations of the world, and that through the process of friendly cooperation and fair competition the legitimate interests of the nations concerned may be successfully and equitably adjusted.'

.. The whole world gave its recognition and endorsement to these fundamental purposes in the League of Nations. The statesman gathered at Versailles recognised the fact that world stability could not be had by reverting to industrial standards and conditions against which the average workman of the world had revolted. It is, therefore, the task of the statesmen of this new day of change and readjustment to recognise world conditions and to seek to bring about, through legislation, conditions that will mean the ending of age-long antagonisms between capital and labour and that will hopefully lead to the building up of a comradeship which will result not only in a greater contentment among the mass of workman but also bring about a great production and a greater prosperity to business itself.

Source E

From: Franklin Roosevelt, Message to the nations of the World, May 16, 1933

But the peace of the world must be assured, during the whole period of disarmament and I therefore propose a fourth step concurrent with and wholly dependent on the faithful fulfilment of these three proposals and subject to existing treaty rights:

That all the Nations of the world should enter into a solemn and definite pact of non-aggression; that they should solemnly reaffirm the obligations they have assumed to limit and reduce their armaments, and,

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provided these obligations are faithfully executed by all signatory powers, individually agree that they will send no armed force of whatsoever nature across their frontiers.

Common sense points out that if any strong Nation refuses to join with genuine sincerity in these concerned efforts for political and economic peace, the one at Geneva and the other at London, progress can be obstructed and ultimately blocked. In such event the civilized world, seeking both forms of peace, will know where the responsibility for failure lies. I urge that no Nation assume such a responsibility, and that all the Nations joined in these great conferences translate their professed policies into action. This is the way to political and economic peace.

Bibliography Part B

The Cold War: A Very Short Introduction Robert J. McMahon

Niall Ferguson. (2004). Colossus- The Rise and Fall of The American Empire. New York. Penguin.

Robert D. Schulzinger. (2002). U.S. Diplomacy Since 1900. New York. Oxford University Press

The Cambridge History of American Foreign Relations: Volume 3, The Globalizing of America, 1913-1945- Akira Iriye

Stephen E. Ambrose and Douglas Brinkley. (1997) Rise to Globalism: American Foreign Policy since 1938. New York. Penguin.

America: A Narrative History, Ch23 – an American Empire- Tindall & Shi

The Limits of Liberty - Ch20. *The United States and World Affairs, 1865-1914*- MA Jones

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Robert D. Schulzinger. (2002). U.S. Diplomacy Since 1900. New York. Oxford University Press

The Cambridge History of American Foreign Relations: Volume 3, The Globalizing of America, 1913-1945- Akira Iriye

Niall Ferguson. (2004). Colossus- The Rise and Fall of The American Empire. New York. Penguin.

<http://www.historylearningsite.co.uk/america-military-power.htm>

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USA Markscheme: Unit 4 Historical Enquiry Part (b) (2011)

| SKILL AREA | Lev 1 | Lev 2 | Lev 3 | Lev 4 | Lev 5 |
|--|--|--|--|--|---|
| UNDERSTANDING OF CHANGE OVER TIME | Simple statements | Some development with understanding of change over time | Show some understanding of process of change over time ✓ | Clear understanding of process of change over time | Directly understanding of process of change over time |
| LINKED STATEMENTS | with few links | Attempts links between statements but not developed very far | | | |
| FACTUAL DETAIL | Limited factual material | Range of material | Accuracy & relevance ✓ | Accurate factual material to support analysis ranging across the period | Appropriate range & depth of material & sources ranging the period |
| ANALYSIS | Not directed at focus of enquiry | Largely Implicit or limited analysis | Broadly analytical but some descriptive material or implicit or straying from the focus ✓ | Clearly analytical & understand key issues raised + sustained focus & some evaluation of their argument + accurate factual support | Sustained analysis of change over the period & explicit understanding of key issues raised + Evaluate arguments & interpretations (where appropriate) |
| CHRONOLOGICAL RANGE AND BALANCE | Lacking chronological range & balance | Lack of chronological range & development | Some attempt at chronological balance & breadth but perhaps insufficient range | chronological range & balance which ranges across the period | chronological range & balance |
| USE OF RESEARCH SOURCES | Limited range of material identified for use | A range of relevant material identified but info from sources shows limited attempts at selection, mainly illustrative | Clear evidence that a range of sources has been identified & appropriate selection & deployment to support points ✓ | a range of sources used with discrimination to sustain judgements but selection of material may lack balance | a wide range of well-selected sources used with discrimination to reach considered judgements |
| COHERENCE, ORGANISATION & COGENCY (CONVINCING) | May have some coherence | Some coherence, but sections lacking clarity or proper organisation. Limited essay skill | Some degree of direction & control but not sustained throughout. Some of the skills for a convincing essay but passages with deficiencies. ✓ | Controlled exposition & logical deployment coherent overall; most of the skills for a convincing essay in place. | Overall a mastery of essay writing: cogent & lucid. Coherent deployment of the material & argument |
| | 1-5 | 6-10 | 11-15 | 16-20 | 21-25 |

Shows range + analysis, but not always developed.
 Mostly accurate, though detail lacking in some areas
 L3/4 border

(15)

To what extent was the succession of Truman to the presidency the key turning point in the rise of the USA to dominant global superpower, 1890-2000?

There were many significant turning points during this time period, however; arguably the most significant was the succession of Truman to the presidency. Before Truman came to the presidency the US was a large power which had the potential to be a global superpower if attitudes changed. The US was getting involved in world affairs; however they were only reacting to previous events, such as Pearl Harbour in 1941. When Truman came to presidency he was very pro-active and permanently entangled the US in world affairs. There were other, less significant turning points; however these didn't have the same long term impact as Truman's succession, and in some cases even showed a minor retreat, such as the withdrawal from the Vietnam War.

Truman's succession proved a hugely significant turning point in America's rise to becoming a global superpower. Truman's pragmatism to make sure America got what it wanted, entangled the US in world affairs permanently and contributed significantly to their rise to becoming a global superpower. He created the 'Truman Doctrine' which 'committed America to aid all governments facing domestic leftist insurrections'¹. During this period America 'moved with dizzying speed ...to implement a strategy aimed simultaneously at containing the Soviet Union.'² Russia's hostile behaviour influenced America into implementing this new containment policy. The war had had major impacts and the 'severe social and economic disruptions'³ caused Americans to believe that this would give Russia the opportunity to gain more support for communism.

Word count: 243

¹ US Diplomacy Since 1900: Pg 208

² The Cold War- A Very Short Introduction: Pg 28

³ The Cold War- A Very Short Introduction: Pg 27

The aim of containment was to block Soviet influence from spreading, which 'propelled the first critical step in the US diplomatic offensive.'⁴ The Truman doctrine also symbolised America's movement away from isolationist attitudes and becoming more involved in world affairs. Truman's reign as president was very eventful, he was involved in many key events such as the emergence of NATO, the start of the cold-war and the Korean War. He was a president who made many bold decisions, for example he was in the situation of having an atomic bomb at his disposal. America had an advantage over the Soviet Union as they had 'exclusive possession of the atomic bomb.'⁵ Truman believed this was a huge advantage and used it to coincide with his interests of America getting what they wanted. This also showed the significant advantage the US had in military strength, with them being the sole owners of such a forceful weapon. The dropping of the bomb on Hiroshima and Nagasaki provided an event which characterised America flexing their military strength. This also showed Truman to be a significant turning point as this was just one event which Truman executed proactively, unlike previous presidents who had a reactive attitude and only got involved in world affairs if they had to.

Slightly less significant than the succession of Truman was Pearl Harbour. Pearl Harbour was a huge event in American history and 'helped turn the United States from hesitant dominance of the Americas to what has sometimes been called globalism'⁶. It made their entrance into World War Two inevitable, a major shift from previous isolationist attitudes of not getting involved in other world affairs.

Poor
Para

Word count: 520

⁴ The Cold War- A Very Short Introduction: Pg 28

⁵ The Cold War- A Very Short Introduction: Pg 25

⁶ Colossus- The Rise And Fall Of The American Empire: Pg 61

It also made Franklin Roosevelt have to make a decision on whether to just sit back and protect America or whether to actively get involved overseas. Previous to this attack, American attitude was very isolationist, however, this event created too huge an impact in America for them just to sit back rather than do anything about it. Much to the isolationist's displeasure, Roosevelt declared war on Japan, Germany later declared war on USA, something Roosevelt wanted, and most significantly, entered the US into a war involving major European powers. This brought an end to the isolationist attitude within America. The attack on Pearl Harbour had a huge impact amongst Americans, it 'tore at the myth of our invulnerability'⁷, and angered them so much that the stability within America increased, and Americans backed the interventionist attitude of entering the war. During the Second World War American military strength was clear to see. Their global navy and air force bases accommodated for their massive navy and air force. Also, before the US entry into the war, they had already set up the Lend-Lease act, where the US supplied the allies with war material. However, symbolic of America's military power was their sole possession of an atomic bomb. During war, the empires of Great Britain, France, Germany and Japan had all declined significantly; however, America had suffered little damage and took the opportunity to dominate in Europe. Pearl Harbour and America's entry into the Second World War was without a doubt a very significant turning point in the rise of America and proved to be a catalyst for later events, however, the move from isolationism was a very reluctant one from some Americans, and the entry was mainly down to Roosevelt's reactive attitude, whereas Truman was very pro active and did what he had to do to put America onto the world stage.

Word count: 831

⁷ Colossus- The Rise And Fall Of The American Empire: Pg 66

The Spanish American War and declaration of war on Germany showed the first signs of America getting involved in affairs overseas. They did not provide a significant long term impact, but they showed a slight shift away from isolationism. The Monroe Doctrine was the document which symbolised American attitudes during this time. It stated that America intended not to interfere in the Old World in any way. 1898 was the first showing of America going against this with the Spanish American war, as they intervened in the Cuban War of Independence. This was also the first showing of America's military potential. During the 1880's the American navy underwent a navy building programme to strengthen the navy, influenced by Alfred Thayer Mahan's theory of those who had a strong navy would control the course of world politics. Previously 'the American fleet was still an insignificant entity'⁸, which was hindering America's influence on the world stage as many European powers were able to ignore the Monroe Doctrine without retaliation from the US. By 1898 the navy had become the 3rd largest in the world, and the US defeated the Spanish with a naval rout in just 17 days. However, American attitude soon went back to isolationism. This did give the US a taste of interventionist attitude and could be seen as setting the ball rolling, but it was not a significant turning point in America's rise to becoming a global superpower, due to the minor impact and reversion back to isolationism.

Para?
As World War 1 began, America intended to stick to neutrality and not get involved in the war. However, the sinking of the Lusitania, much like Pearl Harbour later on, was a catastrophic event which involved America in the war.

Word count: 1,121

⁸ Colossus The Rise And Fall Of The American Empire: Pg 42

? However, the sinking of the Lusitania, much like Pearl Harbour later on, was a catastrophic event which involved America in the war. The First World War showed America's military and economic strength. The army grew vastly from 127,000 troops to 4 million and the navy was strengthened further by new warships and submarines. America could also 'afford the war economically and politically'⁹ and helped supply Great Britain and France when they were struggling. The military strength of the US was also highlighted by the Germans desperate attempt to 'bring the enemy to its knees before American reinforcements arrived'¹⁰ and the way in which Germany was trying to damage the allies as much as it could before American intervention which would inevitably lead to a refreshment the allies resources. Wilson was very reluctant to enter into the war, with his and the public's opinion favouring neutrality. The war showed a brief glimpse of America's potential to become a global superpower due to their military and economic power, however, just like the Spanish-American war, they reverted back to isolationism straight away, causing this event to be a minor turning point.

? The 1950 Korean War and Sputnik were also two minor turning points in America's rise to a global superpower. In Korea, 'the same divisions between communist and non-communist governments which had arisen in Eastern Europe also became the rule in Korea.'¹¹ Truman wanted to prove 'he and the Democratic Party were not soft on communism'¹² and extended his containment policy to Asia. Again the US army grew by another one million troops, and the US air force improved with new ICBM's, bombers and spy planes introduced.

Word count: 1,395

⁹ American Foreign Relations-Volume III: Pg 40

¹⁰ American Foreign Relations-Volume III: Pg 41

¹¹ US Diplomacy Since 1900: Pg 226

¹² Rise To Globalism: Pg 114

Links? The atom bomb was also under American possession and 'there had always been active consideration of the bomb's use'¹³ This interference in Korea was another event in which America showed off its military might and tried to eradicate the idea of communism with their own democratic attitude.

Links? Sputnik was another, very minor turning point. The launch of Sputnik by the Russians proved a shock for the US and renewed their concern over the Soviet Union's technological power.

America benefited hugely from this as the National Defence Education Act was passed and ✓ billions of dollars was spent on sciences, foreign languages and humanities education to 'counter a perceived threat from the Russians'¹⁴ Sputnik created very little impact in the way of turning the US into a global superpower, instead it just reinvigorated the US and gave them a reminder that Russia was still there.

Links? The withdrawal from Vietnam, unlike the other points, was regressive. ✓ The war in Vietnam was another example of America fighting against the spread of communist ideology, this time from China. Due to the withdrawal, 'the United States lost face'¹⁵ More than anything, it caused a huge amount of political embarrassment in the US, strategically it was relatively unimportant. Americans back home became increasingly frustrated with the 'war the ✓ Pentagon did not know how to win'¹⁶ and riots and protests occurred. This resulted in the so called Vietnam Syndrome; a view held by many American conservatives that the loss of the Vietnam War created an American bias against any type of American military conflict. A new attitude of Detente also emerged.

Word count: 1,658

¹³ Rise To Globalism: Pg 122

¹⁴ US Diplomacy Since 1900: Pg252

¹⁵ Colossus: Pg 107

¹⁶ The Cold War- A History: Pg 200

? This marked a more 'friendly' approach in relations between the US and the Soviet Union, reduced the threat of nuclear war and 'dominated international politics of that decade'¹⁷

o Vietnam was more of a regression, but also shook America and reinvigorated their desire to become a global superpower.

The election of Reagan also proved a minor turning point. Reagan 'believed that only military strength mattered in the ongoing superpower competition'¹⁸ Reagan rebuilt American defences to protect America so they could 'close a window of vulnerability'¹⁹

✓ Reagan was also very anti-communist and was very focused and committed to rebuilding America after Vietnam and pursuing their desire of becoming a global superpower. The detente ideology soon crumbled as fear of a superpower war grew and 'Star Wars' emerged. This was a 'defensive shield against incoming ballistic missiles'²⁰ The Soviet Union reacted to this by cutting all arms control talks. This was damaging to Reagan as there was no progress on any arms control talks during this time. The economic impact during Reagan's reign was also quite significant. ✓ The arms race and all the tax cuts created a huge debt for the US, and they had suddenly gone from creditors, to being debtors. Whilst Reagan brought a freshness and stability to the US, he also caused economic and influence problems within the US, unlike Truman who brought a reactive and pragmatic attitude, causing him to only be a significant turning point.

Para 2 ✓ The fall of the Berlin Wall again was a minor turning point. This event marked the end of the Cold War and left the US as the only superpower. Gorbachev came to power in Russia and instantly introduced an idea of 'new thinking'.

Word count: 1,938

¹⁷ The Cold War- A Very Short Introduction: Pg 122

¹⁸ The Cold War- A Very Short Introduction: Pg 144

¹⁹ The Cold War- A Very Short Introduction: Pg 144

²⁰ US Diplomacy Since 1900: Pg 334

Here he made changes to security, nuclear weapons and agreed to arms control, thus changing American-Soviet relations. He also reduced Soviet forces by 500, 000 troops, leading to a significant reduce in Soviet military presence compared to US. Democratic revolutions began and widespread communism regimes were eradicated. The symbolic fall of the Berlin Wall also symbolised the 'crumbling of divisions between the east and west and the dismantling of socialism.'²¹ Due to this quick and momentous change, America's idea of peace, stability and democratic governance prevailed, causing them to be the only superpower in the world. Whilst this event solidified America as the superpower, it was not a significant turning point in America's rise to becoming a global superpower.

Weak conclusion.

Throughout this time periods there was many events which played a part in American history. All had varying degrees of significance with the Spanish American War and entry into World War One the events which 'set the ball rolling', and the election of Reagan and fall of the Berlin Wall cementing America's status as a global superpower. And whilst Pearl Harbour has become etched into American history as hugely significant, the succession of Truman to the presidency, and his reactive and pragmatic attitude to do whatever it took to entangle the US on the world stage was the key turning point in America's rise to becoming a global superpower.




Word count: 2,216

²¹ The Cold War- A Very Short Introduction: Pg 165

| Issue | Date | Source | Student comment | Teacher comment |
|---|-----------------------|--|--|---|
| <p>Issue Part (b): To what extent was the succession of Truman to the presidency the key turning point in the rise of the USA to dominant global superpower 1890-2000?</p> | <p>August 2011</p> | <p>Colossus- The Rise and Fall of The American Empire- Niall Ferguson</p> | <p>This book was very useful to me. I purchased this book to read first so that I could gain a whole overview of the period and gain useful bits of information.</p> | <p>This book is good for a complete overview of the course and gives good detail on all areas</p> |
| | <p>September 2011</p> | <p>The Cambridge History of American Foreign Relations: Volume 3, The Globalizing of America, 1913-1945- Akira Iriye</p> | <p>I purchased this book to give me a more detailed view on the earlier events of the 100 year period. Some areas of it were useful, however it was the book I found hardest to get into and get information from.</p> | <p>This book gives a good detailed account of the early years of the period.</p> |
| | <p>September 2011</p> | <p>U.S. Diplomacy since 1900- Robert D. Schulzinger</p> | <p>This book was the most useful book I had for the early events of the period such as the two world wars and early cold war, however it only gave vague detail of the later events</p> | <p>This book is mainly built up around sources and quotations so this book is good for quotations for the essay</p> |
| | <p>October 2011</p> | <p>America: A Narrative History, Ch23 – an American Empire- Tindall & Shi</p> | <p>This book gave me good detail on early events of the 100 year period</p> | <p>A good piece to help understand early events of the period.</p> |

Matthew Dean

| | | | | |
|---------------|--------------|--|--|--|
| | October 2011 | The Cold War- A Very Short Introduction- Robert J. McMahon | I used this book to give me a more detailed knowledge about the main turning point of Truman and the specific area we were studying. It also gave me a useful insight into other events of the 100 year period | This book gives a lot of detail about Truman's presidency and the period around this |
| November 2011 | | Rise to Globalism- Stephen E. Ambrose | This book was very helpful for the later areas of the 100 year period, particularly events within the cold war. It was specific to Cold war events and later, and was the most useful book I had for this time period. | A very good book for giving information about the later years of the period. |

| Issue | Date | Source | Student comment | Teacher comment |
|--|----------------------|--|--|---|
| <p>Issue Part (a): What in your view was the short term significance of the entry into World War One for the United states as a global power?</p> | <p>December 2011</p> | <p>Colossus- The Rise and Fall of The American Empire- Niall Ferguson</p> | <p>This book was very useful to me. It helped gain a precise knowledge of the entry into world war one and gave me some good facts about it.</p> | <p>This book is good for giving a broad range of information about the 20 year period as a whole </p> |
| | <p>January 2012</p> | <p>U.S. Diplomacy since 1900- Robert D. Schulzinger</p> | <p>This book helped me in some areas. It didn't have a great deal about the entry into the war and pre war. However, it had a lot of useful information of the years after the war so gave me a broader view of the 20 year period</p> | <p>This book is very detailed in later years. Limited detail during the war, however useful for the later years of the period. </p> |
| | <p>January 2012</p> | <p>The Cambridge History of American Foreign Relations: Volume 3, The Globalizing of America, 1913-1945- Akira Iriye</p> | <p>This book was fairly useful. It gave a lot of knowledge about years leading up to the war and entry into the war. However, detail of during and after was limited</p> | <p>This book very limited on detail. Early years and actual entry into the war detail was very good, however limited after that. </p> |

Candidate 4: United States Foreign Policy 1890-2000: the Making of a Superpower.

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

Part A

Statements with some development, showing some understanding of the focus of the question and of the key issues, although this focus is lost at times and there are generalisations and historical inaccuracies. The use of source material is very limited, and only just sufficient to address the question. There is some attempt at evaluation, but this is not wholly convincing, although there is some reasonably effective cross-referencing.

Part B

A response that is broadly analytical, although there are some narrative passages and some loss of focus. The concept of a turning point is not convincingly understood. Some understanding of the process of change over time is shown and there is an attempt at chronological balance, although this is not always successful. The quality of written communication is not always appropriate.

GCE History 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 | 68189 |
| Candidate Number | 2532 |
| Candidate Name (in capitals, surname followed by forenames) | WHITEHEAD-GARRATT, ELLA |
| Coursework Programme Title: (If Edexcel designed please provide reference code from specification.) | CW 38 The Making of Modern Russia, 1856-1964 |
| Assignment Title | Part A: What, in your view, was the short-term impact of the emancipation of the serfs 1861-1862 on Russian Government & Society. Part B: How far did war drive development of Russia between 1856 and 1964 |
| Content (please tick box to acknowledge that content is attached to assignment.) | Resource Record: Appendix: |
| Examined Units Give details of all Units (title and option code) making up the AS and A2. Please Note Where Unit 4 is a centre-designed coursework programme, one copy of the centre's Coursework Approval Form must be included with the work when submitted for assessment. | Unit 1: The collapse of the liberal state & the triumph of Fascism in Italy 1896-1943. From second Reich to third Reich Germany 1918-45 Unit 2: Henry VIII, Authority, Nation + Religion 1509-1540 Unit 3: A2 - Revolution Republic + Restoration: England 1629-1667 |

| | | | |
|--|--|--|--|
| Word Count | 2000 + 1999 | | |
| Mark for Part A: AO1 (mark out of 13) | Mark for Part A: AO2 (mark out of 12) | Mark for Part B: AO1 (mark out of 25) | Total Mark: Part A and B (final mark out of 50) |
| 5 | 2 | 11 | 18 |

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: 29.3.12

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: 20/5/12

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, in your view, was the short-term impact of the Emancipation of the Peasants 1855-1865 on Russian Government and Society?

↓ This makes some broad comments relevant

The Emancipation of the peasants arguably catapulted Russia into the twentieth century. It involved not only the peasantry, but also the urban working class, women and the gentry/nobility. Many historians have argued that the emancipation was due to the loss in the Crimean War whereas others have suggested that it was a reform waiting to happen. Russia had been living in an Autocracy which had hoped to guarantee Russian stability and greatness. Crimea had proved it was failing and some sort of reform needed to take place. Many critics believed the abolition of serfdom was the most urgent need and argued that serfdom prevented the growth of Russian Industry and was obstructing the free law of labour and restricted enterprise. They also argued that serfdom prevented the introduction of modern methods of agriculture, leaving Russia poor and lagging behind the rest of Europe. The defeat in Crimea had shown that the army needed urgent reforms. This appeared too difficult as long as serfdom survived. From the beginning to the end, the official explanation for the Emancipation was that it had been made necessary by the deterioration of relations between the peasants and their gentry' masters.

NOT ONLY PEASANTRY BUT IMPACT

✓ syndical
✓ syndical
✓ expansion
but
basic sense of debate

key issues?

No indication of what she has researched
key issue?

The process of emancipation involved freeing the serfs from all obligations to their landowners. By allowing them freedom it meant they were free to own property and set up their own businesses. Landowners were compensated by the state on very high valuation of the land and state peasants were given allotted plots of land. The Zemstva was a form of local government that was instituted during these liberal reforms. A pamphlet published in 1861 by radicals Mikhailov and Shelgunov strongly criticise the Tsar's decision to end emancipation and criticise the Tsar himself. "The sovereign has betrayed the hopes of the people; the freedom he has given them is not real and is not what the people dreamed of and need. We do not need a Tsar, or an emperor, or the Lord's anointed, or a robe of ermine covering up hereditary incompetence; we want to have as our head an ordinary mortal, a man of the soil" This primary source indicates the strong resentment felt towards the Tsar at this time and questions whether or not the country needs him. Something that has not really been questioned before showing discontent towards the decisions the Tsar has made and his monarchy position. By using the verb 'betrayed' the radicals are able to convey a feeling of possible hate towards the Tsar in the hope that this would evoke a revolution. The publication of the pamphlet came about in 1861 meaning the emancipation manifesto had been submitted and serfs were now for all intents and purposes in the process of being 'freed'. This primary source was written by radicals who believed that the freedom the serfs had been given was 'not real' and that 'each region should consist of agricultural communes, all members of which shall have equal rights...The land allotted to each member of the commune shall be given to him, not in life tenure, but only for a certain number of years, at the end of which the Mir shall carry out a redistribution of the land' indicating that there were some very different views regarding the emancipation. The tone of the proclamation is very formal, very direct and speaks directly to the audience making a greater impact on the audience and helping to present the views expressed more critical, making them sound much more decisive.

A02
Quote!

A02
Contextual

There
radical
historical
context

different
views
tone (-)

✓ peasant
nobility
but not developed
save broadly re peasants
✓ impact
✓ yoke
quoted rather than analysed

other
then opposition to
to show when
was not introduced in the
primary text

and payments etc. whereas others would argue that in the long run, the process of emancipation and the way in which the reforms occurred helped modernise Russia and make it into a less backward country. Obviously there was still a lot of work that needed doing to the economy and the government but the basis in which reforms could occur had been set enabling Russia to push forward and after a long struggle, establish a government that seemed to work and a society that seemed to be accepted.

totally irrelevant? to 1881
Vague government

As historian Terence Emmons explains 'On March 30th 1856, a short while after the signing of the Treaty of Paris that had ended Russia's disastrous involvement in the Crimean war, Alexander II went to Moscow and pronounced before the assembled gentry of that province the historic words: "You yourselves know that the existing order or ruling over living souls cannot remain unchanged. It is better to abolish serfdom from above than to await the day when it will begin to abolish itself from below" in other words, the Tsar was scared of peasant uprisings and revolutions from below that may overpower him causing him to abdicate. He wanted to maintain his position as ruler as well as leading a balanced society and the only way he could see fit to do so was to abolish serfdom in his own way rather than in the peasants own way which could have caused massive problems for the stability of the country. As this is a primary source it is useful to analyse as it gives us an insight as to what the Tsar was thinking and what he was telling people to make them take his side and keep their loyalties. Everyone in Russia seemed well aware that a reform was needed. In a pamphlet written in the late 1850's we can see that even then people were talking of change leading the Tsar to feel he needed to change it from above, as quoted before. 'And what did we Russians do all this time? We Russians slept! With groans the peasant paid his yearly dues; with groans the proprietor mortgaged the second half of his estate; groaning we all paid heavy tribute to the officials. Occasionally, with a grave shaking of the head, we remarked in a whisper that it was a shame and a disgrace - that there was no justice in the courts - that millions were squandered on imperial tours, kiosks, and pavilions - that everything was wrong, and then with an easy conscience, we returned to our apathy... [But] at least we had one consolation, one thing to be proud of - the might of Russia in the assembly of kings. 'What need we care' we said 'for the reproaches of foreign nations?'...". The pamphlet in which this statement was taken from was written by the people at the time and was adapted by Mackenzie Wallace a Scottish writer in 1877^{vi}. We can see by the statement that people even at early times in the 1850's wanted change and were pushing for change. The emancipation led to many impacts upon Russia but it is vital to remember that people wanted this change to happen, a key attribute to remember however, is the way in which the process occurred. It seems in hindsight that the idea was a good one, but the process and aftermath destroyed any chance the idea had in being successful.

again about cause not impact

Bancroft values papers

again a huge quote

given 1855 - can be linked compare on the previous page

never discount

The effects of emancipation impacted on Russian life greatly. The introduction of the Zemstva meant that liberal professionals employed as experts had more contact with peasants and saw their miserable conditions. This provides support that the reforms of Alexander II were not motivated by sentiment or nationalism but were designed to strengthen autocracy and were implemented from above in an authoritarian manner. This showcases arguments made previously that there was a clear divide in views that discuss why the emancipation occurred. The effects after the emancipation affected society and government in good and bad circumstances. All of which led up to a revolution. Change was needed, but in different ways.

Why introduced in an attempt No - doesn't really The error is that why it occurred

How far did war drive the development of Russia between 1856 and 1964?

Between 1856 and 1964 Russia dealt with numerous problematic situations with derived from several circumstances such as war, economy, individuals and attempted revolutions. However behind most decisions made, a war had been fought or was in the process of being fought indicating that war drove the development of Russia. It highlighted poor living standards, political structure and also poor prioritisation by the Government. Some historians however would argue that there were far greater drives of change other than war which helped fundamentally change Russia. Although there were many contributing factors, war can be found playing a part in some way.

interesting on war - but does not provide alternatives?

In 1856, Russia's defeat in the Crimean war highlighted its backwardness as a country. A significant development to arrive from the defeat was the emancipation of the serfs whereby peasants were freed from all their obligations to Landlords which meant that landowners were weakened and the process also left the nobility undermined. Alexander II knew that an industrial revolution would be needed but was impossible at the time because of social structures. As historians Sherman and Pearce¹ argued 'The peasants lived an alternately rigorous and monotonous life...existence was comparable to that of peasants in any pre-industrial society' this highlights the changes that needed to occur in Russia in order for the country to progress.

simple analysis

quoted for information

Link to 1914 smiting esp 1904-5 war

In 1914 Russia entered the First World War and its weaknesses were exposed. Historian Michael Lynchⁱⁱ argues that Russia's chief concerns with entry into the war were 'the growth of a united Germany, the formation of the Austro-Hungarian Empire and the decline of the Ottoman Empire which threatened Russian interests in the Balkans'. John Laverⁱⁱⁱ however suggests that entering the war 'heightened discontent' as the Governments attempts to raise taxation 'caused only inflation and a decline in living standards', showing that perhaps entry into the war was not appropriately thought out by the government and that the thoughts of society were not taken into account. The Tsar took control of the army and as defeats continued the Russian people soon suffered food shortages and starvation. Military production was put over civilian needs, The Tsar was blamed for the defeats. It became evident that there was a breakdown in communication and distribution systems.

British commentary attempted evaluation of argument

The war exposed the weakness of Tsarist Russia and brought about its downfall. In 1917 a wave of strikes and food riots broke out. Troops sent to stop the rioting joined them and revolution began. The fourth duma was established, many of its members were liberals with the exception of one Socialist-Kerensky. The next day the Tsar was abdicated and Kerensky became the new Prime Minister. In spring 1918 the civil war began. It had become clear that the Bolsheviks (party of the Russian Revolution in 1917 led by Lenin and Trotsky. In early 1917 Lenin by force of character managed to obtain the support of the disillusioned soldiers, the peasants and factory workers who were organised into Soviets councils) wanted to run a one party state. The civil war was bitterly fought following the country's exit out of the First World War.

Does it exhibit an alternative cause of its rising

analytical point

Narrative

1917 -> ?

The Russian economy was exceptionally backwards in 1856. Russia had no industry, no agriculture and no consumers. Industrialization was needed for the economy to grow and due to the failure of the Crimean war; change was the only option. The emancipation, did not create the peasant consumers needed for economic development. Historian R.W.Davies^{iv} argues that 'the main

Too simplistic

economic consequence following the emancipation was to free labour for employment in industry: industrial labour was a scarce before 1861 because the peasants were tied to the land' however historian Crisp^v has shown that 'abundant labour was potentially available before 1861'. Whereas Bayok^{vi} forcefully argues that 'it was not labour shortage but the unfortunate location of resources which hindered industrial growth'

doesn't understand the meaning of potentially - but 2 historians are juxtaposed here. Fair enough -> but presented as a list

In terms of economy, some main focuses driving change aside from war include; creating a happy stable classless society for all Russians, to compete with other powers economically, to create a war machine, to reform Russia's industrial backwardness, urbanization and improvement of living standards. The impact of serfdom exposed agricultural weakness in Russia as well as peasant disturbances. There was no landowner investment, no middle classes so no demand and so no peasant consumers. It became evident that serfdom needed change.

This mentioned. But the key reason is the ensuing pay-off in defending autonomy -> not here!

By 1905, economic improvement that had previously been made had now led to higher living standards and as a result of this social and political strikes took place: The government banned unions and crushed opposing strikes. Autocracy was questioned further after economic improvement had not led to success in the war against Japan. D. Christian^{vii} argues 'in the short term...reforms were able to shore up the autocracy - however, the long term failure of agrarian reforms meant failure to create a conservative agrarian peasantry and a failure to consolidate a political alliance with nobility and capitalists - by 1914 the Tsar was left with only the support of the army and bureaucracy'. This provoked a revolution. Faced with a crisis, the Tsar again accepted the need for reform, or at least the appearance of reform. The measures implemented by his chief minister, Pyotr Stolypin, aimed to win back the support of his moderate opponents, and to create a viable, conservative base of support for the monarchy. There is a lively discussion among historians over the strength of the Russian economy by 1914. Some would argue that 'the period up to the 1914 war was a "second golden age" for Russian industry' whereas others have suggested that as four-fifths of the population were still peasants, it undermines the claim that there had been significant industrial development. Michael Lynch^{viii} takes a side-lined view and states that 'no final answer can be given' had the war and the 1917 revolution intervened. Historian Alex Nove^{ix} also suggests that there are 'convincing arguments on either side' however Nove wisely adds, 'there must surely be a limit to the game of what-might-have-been' Stolypin's agrarian reforms offered concessions and encouragement to the more prosperous and enterprising of the peasants, who might want to fulfil similar conservative functions in the countryside. There is much evidence that the Tsar saw it only as a temporary expedient. It remains; by 1906 the Russian monarchy had introduced a constitution, and had embraced some of the most important economic implications of the emancipation of the serfs. The 'Stolypin era' has provoked much controversy among historians.

This is a new article about the economic situation under serfdom - but why is it out of appearance

Quite a place of analysis there are all the things around which we have

In 1918, the economic policy was War Communism. This policy was adopted by the Bolsheviks with the aim of keeping towns and the Red Army supplied with weapons and food. The main features were; strict centralized control of all forms of economic production and distribution, virtual outlawing of all private trade and near destruction of the money economy by the printing of vast quantities of bank notes. In the countryside the main evidence of the new policy was the large-scale requisitioning of grain in order to feed the towns. By 1921 the rigours and miscalculations of War Communism had led urban industry to decline disastrously. Inflation had doubled the rouble and most wages were paid in goods rather than money. Lenin had decided to pursue a New Economic Policy (NEP). He made it clear that the NEP would be another serious of temporary compromises.

useful evaluation at one level, changing history in provisional but doesn't take us anywhere?

= just asserted

In 1918, the economic policy was War Communism. This policy was adopted by the Bolsheviks with the aim of keeping towns and the Red Army supplied with weapons and food. The main features were; strict centralized control of all forms of economic production and distribution, virtual outlawing of all private trade and near destruction of the money economy by the printing of vast quantities of bank notes. In the countryside the main evidence of the new policy was the large-scale requisitioning of grain in order to feed the towns. By 1921 the rigours and miscalculations of War Communism had led urban industry to decline disastrously. Inflation had doubled the rouble and most wages were paid in goods rather than money. Lenin had decided to pursue a New Economic Policy (NEP). He made it clear that the NEP would be another serious of temporary compromises.

Idoloss? Initiatives developments because no clear agreement has been presented

KEY 1861: THE ECONOMY
no serfdom
unit of land
1905-1906
Poor serfdom

what?

Analysis
NEP could be if not EWR
Communism's failures rise explicitly

1914-18?

The main features of the policy were concerned with agriculture, the restoration of production and of economic stability. The decision to abandon the requisitioning of grain set a lower level of tax paid in food. Bad harvests and drought cancelled out most of the benefits to be gained by the peasants. In 1923 the declining food prices and soaring prices of industrial goods minimised their gain from free enterprise. To protect itself, the government launched a collectivisation in 1928 against the charge that it was defending 'state capitalism' for a return to private capitalism.

still
rising,
abolish
long term
change
but

The most dramatic policy decision taken by Stalinist establishment was the abandonment of Lenin's NEP. By 1926 it had largely achieved its industrial purpose. The introduction of the first First-Year plan, to run from 1928 to 1933 committed the USSR to the path of planned and centralised economic policy. A second Five-Year plan followed, while a third was disrupted by outbreak of war. The overall aim of these plans was to match and to overhaul the economies of the advanced capitalist states in the shortest possible time. No branch of the Soviet economy was as affected by the policy of centralisation as agriculture. During the Second War the immediate challenge facing the government was to overcome the material and economic damage the war had inflicted.

Good
basic
statement
reason for
(change) but
then there is
little
development

When Khrushchev came into power in 1953, He had hoped to transform the Ukrainian steppe into a corn-growing region. By the early 1960's however, poor rainfall and soil erosion had destroyed the early grains of his programme thus shaping a setback for Khrushchev. In October 1964 the Central Committee of the CPSU 'freed' Khrushchev from his position of Prime Minister of the USSR. Allegedly Khrushchev was dismissed due to mismanagement of the economy. The worst economic problems were in the agriculture sectors in spite of Khrushchev's constant boasts. The agriculture was inefficient although it could be considered that the leader hit bad luck with droughts creating food shortages at the time when other problems were coming to head.

no arguments
narrow
detail
no sense of
continuity
Some
evaluation

The Crimean War's main principle was to defend Christian principles and its main practicalities were to oppose France. Internationally, Russia was seen as relatively weak, isolated and vulnerable. To change this, Russia sought to seek allies. Action taken by military turned to the East compensating for its failures in Europe. Domestically this unleashed a range of domestic reforms which led to the emancipation. The Russo-Turkish War resulted in Russian nationalists becoming angered by the redbuff; however, Russia did make its gains - territory ?

and so?
war causing
change was to
first
paragraph?

In 1904 Russia was in upset yet again. The main cause for this disruption with Japan arguably was due to a clash of imperial ambition - ideology. Both countries were taking advantage of the collapse of the Chinese empire. Other reasons for war could be that the war was a domestic distraction to stop revolution or economic and financial interests. Many historians have argued that the Kaiser encouraged the war between Russia and Japan. A war seemed a good idea to distract from domestic opposition at home. However, the need to maintain order at home meant restricting the most experienced and most reliable troops going to the East. Historians Corin and Fiehn^{xi} argue that the domestic wars the tsar was facing in 1905 prevented him from being successful in wars with other countries. They described him as being 'at war with his own people' which would suggest why wars internationally were not falling in his favour. Historian Michael Lynch^{xii} argues however that 'despite its humiliating failure to win the war against Japan...the tsarist regime survived 1905 remarkably unscathed'

Russia as
an imperial
power
All
really
just
what its
opponent
is going

To conclude, Russia changed due to several reasons; the change in economic policy, individual policies, foreign affairs but significantly important was the role of war. Without war, the need for

developing
argument

repeating

!!

change may not have been recognised and therefore this could have left Russia in tatters as peasant uprisings and strikes may have occurred more frequently and more violently. The people felt a need for change as their living standards were not entirely up to scratch however, the people running the country chose to ignore this on several occasions as they were scared it would implement their power in the country. The change from above needed to happen in order for the revolution to occur.

✓ fair
contrast

ⁱ Sherman and Pearce – Russia 1815-81

ⁱⁱ Michael Lynch – From Autocracy to Communism: Russia 1894-1941

ⁱⁱⁱ John Laver – Russia 1914-1941

^{iv} R.W.Davies – Soviet economic development from Lenin to Khrushchev

^v Crisp – Shows in Russian economy before 1914

^{vi} Boyok

^{vii} D. Christian - Power and Privilege: Russia and the Soviet Union, 19th and 20th Centuries

^{viii} Michael Lynch – From Autocracy to Communism: Russia 1894 – 1941

^{ix} Alex Nove

^x Morris and Murphy – Russia 1855-1964

^{xi} Corin and Fiehn – Communist Russia under Lenin and Stalin

^{xii} Michael Lynch – From Autocracy to Communism: Russia 1894 - 1941

AD1 (11)

LOW
L3

- There is a stage of broad analysis here → the impact of war exposing weaknesses in the first section, dealing with economic issues (banknotes, competition) in the second. Admittedly the third is garbled. So this shows a basic understanding of the process of change over time.
- The first section has some sort of attempt at chronological balance (omits 1905!!) but the economic section starts in 1905 & the final section is incomprehensible.
- Clear (ish → can't find Boyle!) that a good range of sources has been accessed with information appropriately placed in a basic sense → around 10. So this is a decent effort in that way.
- There are elements of coherence in the writing → basic introduction, middle and end. Obviously the middle is erratic.

50

LOW LEVEL 3



Ella Garratt

Resource Record Sheet Template

Assignment Title

How far did WW drive the development of

Russia between 1856 & 1964

| Issue | Sources | Comments | Teacher's comments if appropriate | Teacher's initials and date |
|---|--|--|-----------------------------------|-----------------------------|
| Reasons why Russia entered the first world war - consequences | John Laves "Russia 1914-1941" | highlighted discontent which drove Russia to develop/change. | | BC 10/2/12 |
| Strength of Russian economy 1914 | Alex Nave "An Economic History of the U.S.S.R!" | Suggests that we can't just keep talking about what could have been with Stolypin reforms. | Journal book? | " |
| Russia & Foreign affairs | Mark & Murphy "Russia 1855-1964" | Russia wanted allies as it wanted to be a great power. | | BC 17/2/12 |
| Autocracy being questioned. Why had Russia been unsuccessful in war against Japan | D. Christian "Power and Privilege: Russia and the Soviet Union 19th and 20th Centuries" | Autocracy questioned economy had been improved yet Russia still losing wars. - led to revolution? | | " |

Ella Gerratt

Resource Record Sheet Template

Assignment Title How far did War Drive the development of Russia between 1856 + 1960?

| Issue | Sources | Comments | Teacher's comments if appropriate | Teacher's initials and date |
|---|--|---|-----------------------------------|-----------------------------|
| Reasons Reasons why Russia entered the first world war. | Michael Lynch "From Autocracy to Communism: Russia 1894-1941" | Suggests that Russia felt it needed to protect its empire/land -entered the war to protect interests in the Balkans. | | BC 2/3/12 |
| Russia & Foreign affairs | Corin and Frenn "Communist Russia under Lenin and Stalin" | Because of domestic troubles, Russia couldn't advance on foreign matters, possibly slowing down development. | | 5/3/12 BC |
| on why domestic affairs had lived on despite success of foreign affairs = | Michael Lynch "From Autocracy to Communism: Russia 1894-1941" | Tsarist regime remained untouched despite the determination to do well on an international level. | | " |
| | | | | |

Resource Record Sheet Template

Assignment Title What, in your view, was the short-term impact of the Emancipation of the peasants 1855-1865 on Russian Government & Society?

| Issue | Sources | Comments | Teacher's comments if appropriate | Teacher's initials and date |
|--|---|---|-----------------------------------|-----------------------------|
| Primary Speeches the Tsar gave to cancel stake on Emancipation. 21.3.12 | A speech from 1861 discussing the Act and how it would help and what it hoped to achieve. | Again more speeches on what the Tsar hoped to achieve although underlying motives are being shown. | | 28/3/12 BC |
| Primary Another radical Pamphlet discussing the Tsar & his motives 22.3.12 | Adapted from <u>Historian</u> <u>Mackenzie Wallace</u> <u>idea</u> A pamphlet written by the people late 1850's. | Shows discontent with the Tsar's actions from an earlier stage and shows Mackenzie's in his thought process about Emancipation. | All a bit lost? | Y |
| Secondary The Tsar & the Emancipation 22.3.12 | Taken from <u>The Tsar in Nineteenth-Century Russia</u> 1978 ↓ The Tsar & the Emancipation by Terence Emman. | Tsar speaking again but this time to the people. Appears to be using persuasive language possibly to get them on side & gain their loyalty. | | " |
| | | | | |

Resource Record Sheet Template

Bla

Assignment Title What, in your view, was the short-term impact of the Emancipation of the peasants 1855-1865 on Russian Government & society

| Issue | Sources | Comments | Teacher's comments if appropriate | Teacher's initials and date |
|---|--|--|-----------------------------------|-----------------------------|
| Primary Venetian Anger in revolutionary Proclamations over the emancipation 15.03.12 | A pamphlet written by radicals Mikhailov & Shelgunov "To the Younger Generation" | "We are a backward people & in this lies our salvation" Sources gives good understanding of a radical viewpoint about the emancipation "allowing an insight as to what people either then those in the government thought" | | 28/3/12 BL |
| Secondary The emancipation of the Russian serfs 1861: A Charter of freedom or an Act of Betrayal 15.03.12 | History Today By Michael Lynch 2003 The emancipation of the Russian serfs 1861: A Charter of Freedom or an act of Betrayal? | Secondary viewpoints with the benefit of hindsight that questioned the emancipation indicating it wasn't as plain sailing as the trial made out | | " |
| Primary Abolition of Serfdom. 20.3.12 | Manifesto of 1861 The Abolition of serfdom | Shows the original plans for emancipation and what it aimed to achieve. Good to compare against what actually happened. | | " |
| Primary Tsar Alexander II Speaking to gentry of Moscow 20.3.12 | The Freeing of Serfs - A rotten deal by Frank. E. Smith 2003 | Speech chosen by a historian about the type of emancipation. Shows Tsar's thoughts & feelings Good primary source. | | " |

Candidate 5: The Making of Modern Russia 1856-1964

A piece of work that cannot achieve a pass.

Part A

A response that focuses more on the reasons for emancipation than its impact, and which is poorly organised, containing irrelevancies and inaccuracies. The sources selected are limited in range, although they are related to their historical context and there is some minimal evaluation.

Part B

A response with a chronological approach within which there is some sense of analysis, and which shows some understanding of the process of change over time. There is some attempt at chronological balance although this is not sustained. There are inaccuracies and expression is unclear in places.

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