

Examiners' Report

Summer 2016

Pearson Edexcel GCE
in History (6HI04) Paper 1

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Summer 2016

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GCE HISTORY 6HI04 01

PRINCIPAL MODERATOR'S REPORT

JUNE 2016

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

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

Introduction

This is the final summer in which a full cohort of candidates will be entered for 6HI04 Historical Enquiry, the coursework component of GCE History. Summer 2017 will see the first year of assessment on the new GCE History Specification but it will also be possible to enter students who wish to re-sit this current coursework component.

Two enquiries were researched by the candidates: one (Part A) focused in depth on the short-term significance of an individual, event, movement or factor; the second (Part B) was a breadth study that focused on the process of change over time across a period of at least 100 years. Together, the two enquiries made up a single assignment. The assignments were marked by the centres' teachers, and a sample from each centre was submitted for external moderation in order to align marking standards.

Moderation was carried out by five teams of moderators, working under the guidance of their team leaders who were, in turn, working to the principal moderator who was responsible for the overall conduct of the moderation process. It is important to appreciate that moderation is not a re-marking of the coursework. It is, rather, an appraisal of the centre's marking against national standards and, if necessary, involves the recommendation of an adjustment. The sample submitted is taken as indicative of the standard of marking of the whole, and so any adjustment applies to the work of the whole cohort. Of the centres sampled and moderated, only about 10% had a recommendation made to Edexcel for adjustments to be made to their marks in order to align them with national standards.

All centres are provided with a centre-specific report on their candidates' performance and quality of their assessments, and it was noted that the majority of centres had paid close attention to the advice given in previous years. However, it was disappointing to find, yet again, that a small minority of centres were apparently ignoring the advice given in their previous E9 reports, to the continuing disadvantage of their students.

Administration

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

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

Some centres are still failing to check their candidates' Individual Candidate Authentication sheets before sending the sample to their moderator. There have been instances where the candidate number has been omitted; the titles of the Part A and/or the Part B assignments are omitted or do not match the titles on the actual coursework; no information is given with regard to the written paper units being followed; word counts are omitted or, most worryingly, either the student or the teacher has failed to sign the sheets. In the latter cases, the work was returned to centres as the omission of signatures means that the work is not validated.

Moderators reported fewer transcription errors than in the past. Where the mark on the OPTEMS form did not match that on a student's work, this was generally where internal standardisation had resulted in a mark adjustment and the mark on the OPTEMS form had not been changed. There were a small number of instances where all copies of the OPTEMS form were sent to the moderator. It is clearly stated on the form that the top copy has to be sent to Edexcel (this is so that the centre marks for each candidate can be recorded in the system) and that one copy must be retained by the centre. Only the yellow copy should be sent to the moderator.

An increasing percentage of centres failed to include, as required, a photocopy of the coursework programme their students are following. This needs to be done even if a centre is following an Edexcel-designed programme, and is particularly important where a centre is following a programme they have designed themselves. The moderator needs to know that all such programmes have been approved by Edexcel before moderation can proceed. Centres are reminded that it is their responsibility to retain a copy of the approval form.

There were fewer instances than in the past of centres not including the work of the highest and lowest scoring candidates when they were not included in the sample, although this remains a problem for some. It is made clear on the top copy of the OPTEMS form that this has to be done.

The vast majority of candidates are now writing within the limit of 4,000 words. Centres are reminded that the limit of 4,000 words is an absolute. Where a candidate's does exceed the limit of 4,000 words, it is entirely permissible to return the work to the student(s) concerned for editing. If this is not possible, marking must stop once 4,000 words have been read. This should be easy to calculate, as candidates are required to insert a cumulative word count across the whole assignment.

The use of resource records has undoubtedly improved. Moderators report that many resource records were detailed, demonstrating an impressive engagement of the candidates with their topics and a wide range of research. Most were appropriately

monitored by the centres. There were, however, still a worryingly large number of centres where the teacher concerned had simply 'signed off' the resource records via a tick and a single date and initials at the end. Resource record sheets exist for a specific purpose, and their completion is a Specification requirement. They serve, primarily, to validate the students' enquiries as being their own work. The teachers concerned should access these resource records at regular intervals and date and initial this access. Not to do this means that part of the essential validation process has not been completed.

Enquiry Design

The majority of candidates followed enquiries that were appropriate for the demands of the Unit. There were, however, an increasing number of instances where the enquiries strayed from the focus of the coursework programme being followed, or failed to address the specific targets of the two components. Centres are reminded that it is their responsibility to approve the enquiry titles selected by their students, and that here they must follow Edexcel's guidelines.

Part A of the assignment

A majority of centres used the question stems provided in the "Getting Started" exemplars. Whilst these should have worked well, it was noted that there was an increase in the number of students who focused on causation, not short-term significance, and a significant number of candidates were not including a date range in their enquiry titles and such enquiries tended to lack focus.

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, either by an analysis and comparison of factors that could be seen to drive change, or by an analysis and comparison of turning points. Where candidates devised their own titles, these tended to lack the correct focus and were occasionally unnecessarily convoluted.

Candidate performance

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

Part A of the assignment

Many candidates are now focusing sharply on their analysis of short-term significance of their specified factor, movement, individual or event as well as engaging with a range of contemporary source material. An increasing number of candidates are including, in appendices, the source material they have used. Whilst not a Specification requirement, it is greatly appreciated by moderators, particularly where art work or obscure sources are used. Similarly, where centres issue a source booklet to all students, it is extremely helpful to have that booklet enclosed with the submission, as many centres are now doing.

There was, again, a disappointing increase in candidates selecting a considerable number of sources and simply slipping extracts from them, often no more than a sentence or two, into their response at appropriate points. A combination of the word

limit and the number of sources selected, precluded any effective source interrogation and evaluation. Centres are reminded that Edexcel recommends the use and evaluation of between four and six contemporary sources, as this has been found to be the optimum number of sources to enable effective interrogation and evaluation. Candidates are still finding troublesome the weighing of evidence as to its status in contributing to the formation of judgements. Although more candidates are attempting to do this, their approach tends to be somewhat mechanistic and most end up asserting the validity and reliability of one source over another.

Part B of the assignment

Most candidates demonstrated a good understanding of the process of change over time. Many were clearly accessing a range of books and articles, and put this to good effect when researching for their enquiries. This was shown by an impressive use of footnotes and extensive bibliographies as evidence of their wider reading. There were, however, some problems. There was still a 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 enable 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 that could not access the higher levels of the mark scheme. Furthermore, a significant minority of candidates adopting the turning point approach tended to regard their selected turning points simply as significant events. Such responses did not appreciate the particular nature of a turning point, and so failed to focus appropriately on change and continuity. Some candidates, too, attempted to turn their enquiries into an historiographical survey. Whilst this demonstrated wide reading on their part, it did not demonstrate a sustained analysis of change over time.

Centre Assessment

Annotation

Centre annotations and summary comments are generally detailed, with most using the language of the mark schemes. However, moderators noted an increase in centres making only cursory annotations, or a series of ticks, that could not be related with any confidence to their summative comments. There was, too, a worrying increase in the number of centres choosing not to annotate the work at all, but simply to write a final mark on the last page of each enquiry. Such assessments did not enable the moderator(s) to understand where such centres had detected specific levels in the responses that were worthy of the marks awarded.

Internal standardisation

It is a Specification requirement (see page 69 of the Specification) that centres must ensure full and effective internal standardisation of assessments made by different teachers and of different teaching groups within a centre. Such centres must operate a system of internal standardisation, so that the marks submitted from the entire cohort are displaying a consistent standard and an agreed overall order of merit is established for all students. Where internal standardisation occurs, it is essential that this is made clear on the candidates' work. Any changes made to the marks as a result of internal standardisation should be explained. Too frequently a change was made to the original mark without any explanation. Many larger centres submitted details of the ways in

which they undertook internal moderation, usually enclosing the instructions given to the staff involved, and this was appreciated.

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. There was, however a growing tendency for centres to use the low level mark band within a specific level for work that displays the qualities of that level but which is less convincing in its range and/or depth. Centres are reminded that this may only be used for work where, additionally, the quality of written communication does not conform. This was particularly marked with Level 5 assessments in the Part B enquiries, where marks of 21 and 22 were regularly given for work that, whilst being less convincing in range or depth, was nevertheless well-written.

Assessment of AO2

Some centres are still misapplying the AO2 mark scheme. Too often marks were given at Levels 3 and 4 where there was little or no interrogation or evaluation of the source material, and no weight given to the status of the evidence so derived when reaching a judgement. Moderators frequently found that candidates inserting a sentence or two from an appropriate source at an appropriate point in their enquiry were rewarded at high levels, where there was little or no source evaluation. Moderators reported an increase in the numbers of candidates who were not considering, for example, the nature, origin and purpose of the source material they had selected, and so an evaluation of the evidence so derived was cursory, lacking in depth and sophistication.

Conclusion

Most 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. As this is the last year a full cohort will be assessed, the specific points to note will only be relevant to those candidates wishing to re-sit this component of the examination. Nevertheless, the general points about taking note of all published advice as well and accessing centre-specific reports should be acted upon by all centres moving on to the new Specification.

The following comments should be read in conjunction with the appended work that serve to exemplify standards.

Candidate 1 CW41 Germany United and Divided 1890-1991.

Part A

AO1 The candidate offers an analytical response that relates well to the impact of Gustav Stresemann on Germany and the wider world in the years c1914-1929. There is a confident focus on the significance of Stresemann during these years

- and a clear understanding of the key issues contained in the enquiry, along with some evaluation of argument. The whole is controlled, logical and coherent.
- AO2 The candidate has selected a range of contemporary source material, has interrogated them well and has integrated their evidence into a structured and sustained argument. The sources are evaluated in context, and an understanding of reaching judgements in the context of contemporary values are understood.

Part B

- AO1 The candidate offers a sustained analysis of the Treaty of Versailles as a turning point in the process of change in the development of Germany between 1890-1991. Alternative turning points are analysed in depth, and there is clear evidence of wide reading that is well-utilised but does not dominate the essential argument created by the candidate. The response is cogent, lucid and well-argued throughout.

Candidate 2 CW6 The Golden Age of Spain 1471-1598

Part A

- AO1 The response is well-focused on the short-term significance of the discovery of Hispaniola in 1492, despite some drift where longer-term significance seems to be hinted at. This is picked up by the centre-marker. There is a clear understanding of the key issues. Syntactical errors are allowed for at Level 4, but these are sufficient to put the response at the bottom of that level.
- AO2 A sufficient range of contemporary source material has been identified by the candidate, and they are generally related to their historical context. However, although there is some effective cross-referencing, there is very little actual source evaluation with relation to, for example, the nature, origin and purpose of the sources.

Part B

- AO1 The student here is offering a clearly analytical response, despite some narrative passages. As indicated in the general report, this is a candidate who is analysing specific turning points more as key events and so the emphasis on change and continuity tends to be more implied than given a sufficiently sharp focus. The qualities of a level 4 response are displayed, but the material is less convincing in its range and depth, and the quality of written communication does not conform.

Candidate 3 CW42 The Making of Modern China 1900-2000

Part A

- AO1 The response, although broadly analytical, frequently gives way to descriptive passages. Some understanding of the key issues are shown, although points would be better made if they were more precisely supported. There is some degree of direction and control, although this is not sustained throughout and the quality of written communication does not fully conform to what would be expected at this level.
- AO2 A sufficient range of contemporary source material has been selected. Where evaluation occurs, it is frequently simplistic and the sources are often used to support a point being made instead of being evaluated and evidence derived from the evaluation to help form a judgement.

Part B

- AO1 The response is, at times, broadly analytical but descriptive material detracts from that focus. There is some evidence that a range of secondary sources have

been consulted although they are generally used descriptively. Although the response ranges across the century, there are some omissions (for example, the 1940s) that make internal balance limited. Some of the skills necessary for a convincing essay are not present.

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6HI04 Coursework Report 2016

CANDIDATE 1

GCE History Coursework Individual Candidate Authentication Sheet

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

Centre Number	
Candidate Number	
Candidate Name (in capitals, surname followed by forenames)	
Coursework Programme Title: (if Edexcel designed please provide reference code from specification.)	CW41: Germany United and Divided, 1890-1991
Assignment Title	<p>Part A: Assess the impact of Gustav Stresemann on the development of Germany and the wider world c. 1914 - 1929</p> <p>Part B: In considering the process of change in the development of Germany over the whole period 1890-1991, how far can the Treaty of Versailles be seen as a turning point? (Economic lens)</p>
Content (please tick box to acknowledge that content is attached to assignment.)	Resource Record: <input checked="" type="checkbox"/>
	Appendix: <input checked="" type="checkbox"/>
Examined Units Give details of all Units (title and option code) making up the AS and A2. Please Note Where Unit 4 is a centre-designed coursework programme, one copy of the centre's Coursework Approval Form must be included with the work when submitted for assessment.	Unit 1: Option D: A World Divided: Communism and Democracy in the Twentieth Century
	Unit 2: Option D: The British Empire Challenged
	Unit 3: Option C: The United States Challenged and Transformed

Word Count	Part A: 1990, Part B: 1860, Total: 3,850		
Mark for Part A: AO1 (mark out of 13)	Mark for Part A: AO2 (mark out of 12)	Mark for Part B: AO1 (mark out of 25)	Total Mark: Part A and B (final mark out of 50)
12	12	25	49

Statement by candidate

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

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

Date: 02/05/16

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: 11/05/2016.

AO1	AO2	Overall Mark
Analysis	Source Range	4/4
Focused (Q)	Source Integration	4/4
Significance	Source Driving Argument	4/4
Historiographical Debate	Evaluated in Context	4/4
Relevant Evidence	(Eval: (Prov, Pur, Tone)	4/4
Organisation	Substantiated Conclusions	4/4
Coherence, Cogency		
AO1 Overall Mark	AO2 Overall Mark	12

24

(A couple of opportunities to always put in but get them in. Substantiated)

(good/evolutionary) (2 key points)

Confident and accomplished, using available words to pack a substantial amount of analysis and evaluation into meeting high level 4 in both AO1 and AO2 overall. Highly analytical, making extensive use of interpretations and linking these with appropriate factual information that is sufficiently detailed in most cases. Well organised, touching on all key aspects of the debate. Very well researched. There is an issue, though, in the places with clarity - where what seems to be over-revision editing has led to an awkward part of a sentence being removed (p2)?? and possibly also in the final judgement where 'validate' seems at odds with rest of sentence and previous paragraph's judgement. This

PART A

misses cogency slightly => AO1 4 and

Sources used most effectively: wide range of under and type, evaluated in context in most cases => AO2 4/4

AO1		Overall Mark
Analysis (Focused)	L5H	(25)
Change (Across Period)	L5H	
Key Issues	L5H	
Historiographical Debate (Range? Evaluated?)	L5H	
Appropriate Evidence	L5H	
Organisation	L5H	
Coherence, Cogency	L5H	
AO1 Overall Mark	25	

- Part B

Sustained, sophisticated analysis of change and continuity across period rooted in skilled evaluation of a range of secondary interpretations and developed through evaluation of cumulative impact of turning points. Clear conceptual understanding and well evidenced. Well organised, balanced and avoids coherence issues of Part A. Very sophisticated response which meets all 15 criteria at high level. → (25)

Part A

Assess the impact of Gustav Stresemann on Germany and the wider world
c.1914-1929

Gustav Stresemann is famed for his achievements during his three-month term as Chancellor of Germany in 1923 and as Foreign Minister from 1923-1929. As Chancellor, Stresemann salvaged the German economy but failed to build resilience against external instability. As Foreign Minister, Stresemann made significant progress to reassert Germany earning him recognition as "the first of the Europeans".¹ However, controversy exists over whether Stresemann was a 'good' European politician or an opportunist attempting to affirm German authority. Therefore, whilst Stresemann undoubtedly had a positive impact on Germany during socio-economic hardship and, if even unintentionally, on Europe, evidence suggests his title as "Weimar's greatest statesman" is rather sentimental and misguided.²

In terms of the socio-political tides of Germany, Stresemann's most profound impact was his Chancellorship, successfully utilising socio-economic policy to reconcile Germany to a centrist standpoint. Assuming the role, Stresemann described his decision as "all but political suicide", in the volatility plaguing Germany: hard currency was worthless, extremist revolutionaries were stirring, and party and army loyalty were faltering.³ Moreover, government coalition parties refused to co-operate, therefore lacking the ability to make progressive political decisions. Stresemann faced the difficult task of uniting German politics to more centrist tendencies to tackle these issues, which he handled with varying levels of success. Figure 1 illustrates Stresemann's successful impact - "he looks leftwards, he looks rightwards, he will save me". The cartoon captures Stresemann's success in growing his authority in Germany, having the political presence necessary to 'guide' Germany. Yet, the satire of Simplicissimus suggests idealist naivety in Stresemann's political psyche and among his supporters in believing he would be able to bring Germany to centrist policies considering the

¹ J. Wright - Gustav Stresemann: Weimar's Greatest Statesman (p.4)

² J. Wright - Gustav Stresemann: Weimar's greatest statesman

³ Letter from Stresemann to his wife (Aug. 1923)

http://www.johndclare.net/weimar5_stresemann.htm

Significance

Interps.

AO1 L4
Clear L4A

AO1 L4
Dypd
concept 4
L4A

AO1 L3
Approp. factual
generalised

Analysis

AO2 L3/4
Almost eval
in context,
could be
dypd.

AO2 L4
Eval of
satire
Eval in
context.

Part A -

substantial nationalist socio-political tides following Versailles and 1923. never have in any context united his Great Coalition, the "well-nigh impossible" task had seen some "reality" under his chancellorship - placing blame for its failure not on Stresemann but rather unfortunate timing of external events⁴ In addition, Hirsch's faith in Stresemann as the sole politician skilled enough to lead such a coalition is testament to his impact: he was one of few who could have altered the unfortunate course of German history had he not died in 1929.

However, regarding 'blame' surrounding political failures, Stresemann lacked the strength of character to take responsibility for his political failings and develop as a politician. Reflecting on this period in his 1929 Nobel Prize speech, Stresemann claimed "they did not want to break with the old because they did not know how to find their way in this changed Germany"⁵ Stresemann's use of "they" is direct evidence of such political habits: distancing himself from the demise of his centrist agenda and blaming changing social tides in Germany.

Domestically, Stresemann's greatest success came in the field of economics. Figure 1's use of "savior" is reference to Stresemann salvaging the 1923 economic crisis - by introducing the 'Rentenmark' currency, ingeniously backed by Germany's productive potential rather than her depleted gold reserves. In doing so, Stresemann appeased nationalist opposition: industrialists among them benefitted from growth in production to exceed pre-1913 levels by 1927.

The decline in votes for extremist parties makes the socio-political impact of such economic success clear: as Figure 3 illustrates, the May 1928 Reichstag elections saw extremist parties (KPD, DNVP, NSDAP) obtain less than 30% of the vote, down 9% from 1924. Therefore, this data supports Figure 1's depiction of Stresemann steering the German people along the 'progressive tightrope' and support's Hirsch claim that "his greatness ... was never more evident than during his chancellorship"⁶ However, Stresemann's failure to implement policy to ensure Weimar's sustainability limits the extent of Stresemann's positive impact on Germany in the long-term.

⁴ E. Hirsch - Stresemann in historical context (France 1953), p370
⁵ Stresemann - Nobel Prize Speech (1929)
⁶ Hirsch - Stresemann in historical context, 369

A01 L4
Clear attempt at analysis in context but compromised by lack of clarity.

A01 L4
interp (developed from prev sentence?)

A01 L4
Analysis based on contemp. eval.

A01 L4
Approp. spec. factual

As above

A01 L4
Eval of interp
→ LQA.

A02 L4
Eval in context.
→ analysis and LQA.

A02 L4
Eval sources & factual as a set.

Part A

Stresemann's salvaging of the 1923 crisis, stimulating the subsequent 'Golden Years', encapsulate his domestic impact; but this also caused a resurgence of right-wing opposition that ended his chancellorship. American sociologist William Shirer attributed the progress he observed in post-war Germany – "most Germans ... (were) democratic, liberal, even pacifist" - to Stresemann's economic restructuring.⁷ His legislative measures extended beyond the Rentenmark to ending Passive Resistance in the Ruhr and resuming reparation payments. However, Stresemann's salvaging incurred long-term political and economic consequences. Murphy claims Stresemann's 'Erfüllungspolitik' (Versailles fulfilment) using the Dawes and Young plans, "played a direct role in stirring the political violence of the period"; re-sparking the right-wing opposition fundamental to Weimar's collapse in the long-run.⁸ Disenchantment with 'Erfüllungspolitik' by 1929 encouraged the NSDAP to propose the 'Law against the enslavement of German people'. Yet, whilst the Nazis felt they had sufficient pretext to do so, only 13.8% voted for its implementation. This reinforces Shirer's observation that "one scarcely heard of Hitler or the Nazis" during the Stresemann years, diluting the strength of Murphy's thesis. Stresemann also endeavoured to distance himself from similar criticism at the time through blaming the political unrest of the late 1920's on financial constraints placed on the middle classes – "this completely uprooted class" – by defeat in World War I.⁹ Moreover, in international terms, 'Erfüllungspolitik' was essential in bringing Europe closer together, the first instance of Stresemann impacting the wider world diplomatically. However, whilst Stresemann brought unquestionable economic stability to Weimar in the short run (by 1929 industrial production reached 33% above 1913 levels) Weimar's lack of sustainability and collapse in 1933 discredits Stresemann's achievements. As the prospect of American recession loomed on the back of the 1929 capital stock figures (33% was dependent on foreign loans) even Stresemann recognized that "if the short-term credits are called in a large section of our economy will collapse".¹⁰ The Wall

⁷ www.teachithistory.co.uk/attachments/17725.pdf Source E

William Shirer

⁸ D. Murphy – Germany 1848-1991, p124

⁹ Stresemann – Nobel Prize Speech

¹⁰ Speech by Gustav Stresemann before his death (2nd October 1929)

A01 L4
Conceptual
news
L4A
Limitations

A01 L4
Approach
Special factors
→
Analysis

A01 L4
Interp.

A01 L4
eval.
Interp.
(using context
and factors)

A01 L4
Factual
→
analysis

A02 L3
Illustrative
with context

A02 L4
C/R sources
Eval. prec.
and w/it
context

A02 L4
C/R to prec.
context
Eval. context
→
analysis

A02 L4
integration
A01/A02
to develop
L4A

Part A

Street Crash provided this shock: Germany's foreign capital stock fell 71%, sparking an economic downturn led by a rise in unemployment from 8% to 30% 1929-1932 (Figure 2). In addition, resultant global weakness negated the possibility of such foreign intervention that had stimulated the German economy in 1923; hence, Germany was left in a state of depression. At this point, the socio-political consequence of Stresemann's lack of foresight was the exponential rise of extremist parties: NSDAP Reichstag presence increased nineteen-fold in correlation with unemployment (Figure 2). This suggests Stresemann failed to build resilience into the German economy and societal faith in Weimar democracy to prevent sudden turns to extremist alternatives. Hence, the consequences of Stresemann's long-term naivety vastly limit the positive nature of his impact domestically.

This said; his rapprochement re-integrating Germany into the wider world epitomises Stresemann's significance, even if his motives were dubious. Stresemann referred to the 1925 Treaty of Locarno as "the basis of great developments in the future", suggesting Stresemann utilised international diplomacy to reintegrate Germany further into a new, globalised Europe.¹¹ Furthermore, his diary records: "world powers should set about the reconstruction of a ruined Europe", depicting him as a statesman seeking global collaboration to achieve his primary goal of European regeneration.¹² However, Stresemann's still prevalent nationalism questions this traditional interpretation of his aims. A letter he wrote to the ex-Crown Prince in 1925 reassured "the most important objective ... is the liberation of Germany territory".¹³ This substantiates the cynical argument that whilst Stresemann was outwardly 'European', his motivation was the establishment of a prowess that could be used to overturn Versailles, in keeping with his pre-1914 deep-seated nationalism. However, Enssle criticises Stresemann's naivety: "his miscalculation was that

¹¹ <http://spartacus-educational.com/GERstresemann.htm#source> Source 5 Gustav Stresemann, speech on the Locarno Treaty (Dec. 1925)

¹² <http://spartacus-educational.com/GERstresemann.htm#source> Source 3 Stresemann diary entry (19th July 1925)

¹³ http://www.johndclare.net/weimar5_stresemann.htm Letter from Stresemann to the Crown Prince

A01 L4
Approx spec
factual

A01 L4
Analysis
packed in
context
and fact

A01 L4
Contextual
Focus,
clear L4A

Linking
of aspects
→ L4 A01
coherence
(with L4A)

L4
Combining
A01/A02
to address
interp/
key aspect

L4 A01
interp

A02 L4
interrogative
of stats
→ arg.

RANGE
A02 L4
c/r sources
→ analysis
but with
context
→ eval

Part A

Locarno would permit a steady and painless revision of Versailles",¹⁴ as whilst Locarno re-established Germany internationally (her "entry was desired" into the League of Nations a year later), he failed regarding Versailles and this suggests Stresemann's impact was more limited diplomatically than traditionally perceived.¹⁵ Murphy develops this, noting that whilst 'Erfüllungspolitik' had been internationally successful, his failure to "convince the political extremists of the constructive good sense of that policy" weakened German democracy and Stresemann's positive domestic impact. Therefore, whilst Stresemann's rapprochement has traditionally been upheld, fuelling the argument that he significantly influenced the wider world, analysis of the fundamental impacts of his diplomacy highlights a more limited success and influence.

With such questions over Stresemann's European motives, the extent he impacted on the wider world hangs upon his lasting international influence and how far he deserves the reference "first of the Europeans."¹⁶ As discussed, Stresemann established himself as the driving force behind European reintegration, but his motives potentially distort his impact in this respect. The Locarno Treaty marked Stresemann's first step toward establishing his 'European legacy'; as noted in his diary, Stresemann believed Locarno was "not merely a Franco-German, but European affair".¹⁷ This depicts his foreign policy as that of a 'good' European statesman, not an opportunistic nationalist. Yet, in acknowledgement of the diary's intended publication post-mortem; this source does little to reveal the truth behind Stresemann's politically-charged moral compass. Moreover, it is possible to read too much into Stresemann's letter to the ex-Crown Prince and support of Weltpolitik (aggressive German-world policy) pre-1914. This cynical interpretation emphasises Stresemann's targeting of Versailles' territorial and anti-German tariff terms to strengthen the German economy. Stresemann himself fuels this perspective; recording his belief that

¹⁴ 50 years after Locarno, (1977) Enssle, page 944

¹⁵ http://www.nobelprize.org/nobel_prizes/peace/laureates/1926/stresemann-lecture.html Stresemann nobel prize speech, "Now its entry was desired"

¹⁶ Weimar's Greatest Statesman (p.5)

¹⁷ <http://spartacus-educational.com/GERstresemann.htm#source> Source 3: Stresemann diary entry (19th July 1925)

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Part A -

"cooperation of the great territories ... are today the paramount factors in the trade of the world".¹⁸ Thus suggesting Stresemann capitalised on the diplomatic attitude of the period as means to dissolve aforementioned tariffs - allowing Germany to fully exploit her post-war comparative advantage in manufacturing.

Tooze quantifies this dissolution of anti-German tariffs: "a trade deficit of 2.9 billion Reichsmarks in 1928 was, by 1931, turned into a trade surplus of 2.8 billion Reichsmarks".¹⁹ This substantiates the nationalistic interpretation of

Stresemann, limiting the positive nature of his international impact. Yet, whilst this may suggest that Stresemann exploited more positive relations with America and France to facilitate growth, from the domestic perspective, these were natural steps to re-strengthen Germany's economy. The success

Stresemann had in contributing to the founding of the EEC would allow Germany to survive future economic crises, as German exports grew to 49% of GDP by the end of the twentieth century, reinforcing the impression of Stresemann being committed foremost to economic regeneration and some continuity stemming from his measures.

²⁰ Sinister undertones emerge from Stresemann's aforementioned 'liberation of German territory' letter - coinciding with the Locarno argument. However, this also was a natural goal, given the dislocation of

German people - hence Chamberlain's course of Appeasement in the 1930's.

French contemporary opinion does most to undermine suspicions over Stresemann's motives given contemporary Franco-German enmity. Anglo-German Count von Kessler noted that Stresemann's death in 1929 prompted an extreme reaction, as if "an outstanding French statesman had died, the grief is so

general and sincere".²¹ Yet, whilst von Kessler was part German, his cosmopolitan Parisian upbringing may account for and mar the neutrality of his sociological observations. Hence, the high regard with which Stresemann is held internationally for his sacrifice of nationalism and his Chancellorship to integrate

internationally for his sacrifice of nationalism and his Chancellorship to integrate

¹⁸ <http://spartacus-educational.com/GERstresemann.htm#source> Source 3: Stresemann diary entry (19th July 1925)

¹⁹ Adam Tooze, *The Wages of Destruction: The Making and Breaking of the Nazi Economy* (London: Allen Lane, 2006), p.17

²⁰ The Guardian Article Oct. 2015 <http://www.theguardian.com/world/2015/oct/02/german-reunification-25-years-on-how-different-are-east-and-west-really>

²¹ H. Kessler, *Berlin in Lights: The Diaries of Count Harry Kessler 1918-1937*

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Part A

Germany into a prosperous Europe is perhaps the most convincing factor in the argument for Stresemann having rightfully earned status as "Weimar's greatest statesman" and the "the first of the Europeans".

In conclusion, Stresemann's domestic success in correcting short-term economic catastrophes must be viewed as minor in comparison to his failure to create the economic sustainability, socio-political resiliency, and faith in democracy necessary for Weimar's survival. Internationally, Stresemann's greatest impact was not only reintegrating Germany into Europe but also becoming Europe's hope for lasting peace; upon his death, Briand conceded: "Order a coffin for two. We have two deaths to lament".²² In terms of his lasting legacy, the positive interpretations are vastly enhanced by his status as the lamented possible alternative to the tragedy of the Third Reich. However, in the context of this debate, this comparison rests too heavily on speculation of Stresemann's capacity had he not died in 1929. Hence, his failure to build a sustainable German democracy and suspicion over nationalist opportunism mars judgements on Stresemann's impact on Germany and the wider world. Therefore, Gustav Stresemann's impact does not ⁱⁿ validate [?] being remembered his as Germany's greatest statesman, it is fundamentally important to acknowledge and appreciate the significant contribution he made to hopes for long-term peace - pioneered by his values of liberal globalisation.

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²² Briand, A., Reported Speech on Stresemann's Death (October 1929)
www.johndclare.net/weimar5_stresemann.htm

Part A -

FIGURES

Figure 1

http://www.simplicissimus.info/index.php?id=6&tx_lombkswjournaldb_pi1%5BissueId%5D=1351&tx_lombkswjournaldb_pi1%5Baction%5D=showIssuePage&tx_lombkswjournaldb_pi1%5Bcontroller%5D=YearRegister&cHash=613c6ec6b8323501610eb5f05b415a61



Range No. 44



Figure 2: www.teachithistory.co.uk/attachments/17725.pdf

D: Unemployment in Germany	
1921	346,000
1922	215,000
1923	818,000
1924	927,000
1925	682,000
1926	2,025,000
1927	1,312,000
1928	1,391,000
1929	1,899,000
1930	3,076,000

From Stephen Lee: The Weimar Republic

Figure 3: www.teachithistory.co.uk/attachments/17725.pdf

I: Reichstag election results 1924-1928			
Party	Seats in May 1924	Seats in Dec 1924	Seats in 1928
KPD (Communist party)	62	45	54
SPD (Social Democratic party)	100	131	153
DDP (German Democratic party)	28	32	25
Zentrum/BVP (Bavarian people's party)	81	88	78
DVP (German people's party)	45	51	45
DNVP (German national people's party)	95	103	73
NSDAP (National socialist German workers' party)	32	14	12
Others	29	29	51

Range 1924-28

Part A -

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As evident from essay -
v. well researched.

Part B -

In considering the process of change in the development of Germany over the whole period 1890-1991, how far can the Treaty of Versailles be seen as a turning point?

In analysing the development of Germany in the twentieth century, certain circumstances and events altered, enlarged and maintained its direction.

Political economic convulsions must be seen as fundamental before 1914.

However, the Treaty of Versailles marked the major turning point over the period 1890-1991 as a whole, its implications laying economic hardship as a thread of continuity key in facilitating later incidents of change - the 1930s Depression and the separation of Germany into two separate entities following the Berlin Blockade.

The essence of the Treaty of Versailles as a 'turning point' in German development was its re-routing of economic continuity, feeding socio-economic turbulence thenceforth. Leading macro-economist John Maynard Keynes condemned the treaty in particular for its 132 billion gold mark reparations bill, which far exceeded his calculation of German capability - 1.26 billion annually over thirty years. He argued the excessive economic strain would induce the "devastation of Europe", negating Germany's potential to regroup as a stable democracy after World War One: negatively impacting European trade and economic strength.¹ Using hindsight, R.Henig expands on Keynes, arguing Versailles' "economic chaos did much to increase social unrest, destabilising the fragile Weimar Republic".² However, Etienne Mantoux undermines this interpretation of the treaty - "Before 1939 - Germany was able to find for rearmament alone some 15 billion Reichsmarks a year" - suggesting it had a limited economic impact in the medium-term, let alone the entire period 1890-1991.³ Its congruent role as an incendiary moment for German militarism is also acknowledged by Henig but as a by-product whereby socio-political unrest

¹ J.M. Keynes, Note of Resignation to Lloyd George, (June 5 1919)

<http://www.history.com/this-day-in-history/keynes-predicts-economic-chaos>

² R.Henig (2002), 'Versailles and after 1919-1933', p.55

³ p.194 Mantoux, The Carthaginian peace, or the Economic consequences of Mr. Keynes.

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facilitated Hitler seizing power 1933-1934. In contrast, A. Ritschl and Myerson make the case for socio-political connotations being Versailles' biggest impact instead of the financial impetus. They conclude that the seizure of all of Germany's assets in addition to the reparations bill meant that in reality; the only incentive left for Germany to comply with reparation payments was the avoidance of foreign military invasion - introducing a sub-game perfect equilibrium where "militaristic nationalism seemed more attractive to the German people".^{4 5} In addition, the treaty's territorial annexation of the Rhineland and Sudetenland among other areas and military restrictions aimed at impacting on German society further than the economic consequences of seizing overseas assets and extreme reparations; further catalysing Versailles' birth of societal nationalism. Therefore, Versailles' impact as an agent of change in German development 1890-1991 was significant, partly in the scale of its short-run economic impact but more for establishing a headwind of economic hardship and facilitation of socio-political volatility 1914-1991.

On some level, however, the second of these significances can be viewed as extending continuity from the political-economic character and social impact of Wilhelm II's rule of 1888-1914. Wilhelm is criticised for reversing Bismarckian democracy and concentrating German power amongst secular industrial groups, as part of his 'sammlungspolitik' (unification of German parties) policy. Carr suggests this constituted a turning point within German economic development - a second industrial revolution characterised by cartelisation (development of government-sponsored monopolies), as the ninety cartels in 1885 rose to 366 by 1905. This protected the infant electrical industry, allowing Germany to capture over half of the global electrical market by 1913; whilst accelerating growth in their established steel & coal industries and inducing an increase of steel output from 3.6 to 13.1 million tonnes 1890-1914 - surpassing British output and establishing Germany as an economic hegemon.⁶ However in the same way that elements of continuity persisted from Wilhelm's rule into the 1920's, the Kaiser's

⁴ A.Ritschl (1999), 'Les reparations allemandes, 1920-1923: Une controverse revue par la theorie des jeux', *Economie internationale*, p.129-154

⁵ R.Myerson, 'Political Economics and the Weimar disaster' p.206

⁶ W.Carr, *A History of Germany 1815-1945*, p178

↳ use of model to dev analysis

↳ analysis of TP & coll in process of change - impact.

↳ analysis of TP and eval. of respective roles - statement re continuity.

↳ appropriate evidence as basis for subseq. analysis

Part B -

role as an economic turning point in German development is limited by the origins of this industrial revolution existing within Bismarck's chancellorship, predating this period. Meanwhile, Foley alters the debate of Wilhelm's impact on the political-economic development of Germany, suggesting his concentration of power among nationalist Bourgeois' industrialists diluted the sustainability of Weimar's democratic government.⁷ Carr explores both of these aspects: the continuity and the political impact. Cartelisation continued after Wilhelm: He highlights over 3000 cartels existing on Weimar's collapse, which Fischer cites as a key political-economic turning point in the foundations of the industrialist-backed NSDAP after 1930.⁸ However, Fischer's argument lacks substance in context of the other agents that were key in the rise of the Nazi party - Versailles most importantly. Moreover, Craig undermines Fischer in condemning Wilhelm II's war-bond policy which created 150 billion Reichsmarks debt that inhibited Weimar's ability to contend with Versailles via modern methods of fiscal stimuli: "the (1923) inflation was rooted neither in the iniquities of the peace treaty... it was rooted rather in the fiscal policy of the Imperial Government during the war years".⁹ Combined with Lentin's argument that the treaty "did not... permanently weaken her (Germany)", Craig convincingly identifies the root cause of the 1923 hyperinflation crisis.¹⁰ However, the industrial continuity with Bismarck's chancellorship clearly undermines Wilhelm as an economic turning point, and his rule did not have the extreme socio-political consequences as Versailles in creating the headwind that allowed Hitler's rise to power and completely changed the democratic nature of Germany.

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↳ Analysis/ critiq rooted in evidence.

↳ Analysis rooted in appraisal of change & continuity

↳ Summary analysis setting up comparable TP.

↳ critique interps (devd via CR interps)

↳ critique interps rooted in evid & CR interps

↳ critique interps

⁷ W.Foley, The Paradox of civil society

⁸ F.Fischer, From Kaiserreich to Third Reich: Elements of continuity in German History 1871-1945 p.74

⁹ G.Craig, Germany 1866-1945, p.435

¹⁰ A.Lentin, Guilt of Versailles, p.94

Part B.

electoral success of NSDAP was only possible as a result of the short-run impact of the depression.¹¹ Statistical correlation strongly supports Evans: from 1928-1932 unemployment rose from 4.78% to 30%, whilst the NSDAP share of votes rose from 2.6% to 37.3%. Childers qualifies this, arguing that fear of such unemployment was key in driving German society to Nazism. Thus, they both agree the Depression of 1930-32 was the major turning point 1890-1991 through facilitating Nazi takeover.¹² However, the continuity in economic hardship from Versailles limits the 1930s depression as a stand-alone turning point. Myerson argues "Bruning deliberately drove Germany into the worst of the depression" making clear separation between Versailles' and the 1930's depression as agents of change, suggesting the second being much more significant. Yet, threads of Versailles legacy remained evident: Mantoux calculated the loss of national income across the depression as 40 billion Reichsmarks - far less than the 132 billion Reichsmarks that would have been paid to the Allies had Germany not been exempt from reparations mid-depression. This substantiates the previous incentive-based argument that Versailles imposed a high marginal tax on economic prosperity, reducing Germany's incentive to avoid the depression. Combined with Myerson's judgement that the depression of 1930-32 was consequential of Bruning's senseless deflationary tactics, this suggests Versailles again overshadows comparable turning points in German development in the early twentieth century, although it is worthwhile to separate out short-run from long-run impact. Hitler staged his coup in January 1933 immediately following the cancellation of reparations payments in 1932, maintaining the depression as the fundamental factor to his takeover. Moreover, the long-term impact was Hitler's successful determination to exorcise the economic burden to maintain NSDAP support. The Nazis' forced rearmament and fiscal spending policies backed by short-term loans had great success: unemployment fell 95% 1932-1939, whilst real wages and industrial production rose to exceed Weimar's 1928 levels by 1939. Thus, the 1930-32 Depression must be viewed as key in facilitating the change of Germany caused by NSDAP's rise to power. However, the Treaty of

¹¹ R.Evans, The coming of the Third Reich

¹² T.Childers, The Nazi Voter (1983)

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↳ critique of whole based on analysis continuity linked to interp

↳ appropriate evidence to deep analysis

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Part B -

Versailles' indisputable role in contributing to this depression reinforces its status as the most significant turning point in early twentieth century German development.

A strong thread of continuity accompanied the change experienced by Germany 1890-1945 and the period after was obviously precipitated by the Nazi regime and everything that brought it to power; yet post-1945 saw socio-economic divergence of Germany's two separate regimes – the capitalist Federal Republic of Germany (FRG) and communist German Democratic Republic (GDR) – induced by the Berlin Blockade of 1948. Stalin's reaction to the Western Allied powers uniting as Trizonia, and introducing the deutschmark as a common currency, entrenched ideological and economic divisions for the remainder of the period until 1989 reunification. Murphy documents this divergence in contrasting GDPs: growth in the FRG's GDP was 8% 1948-60 against 1% in the GDR.¹³ This, coupled with Williamson's judgement of a "brilliant capitalist restoration" in West Germany suggests the constraints of the GDR's Communist model incurred long-run economic divergence. The decline of GDR living standards to 50.1% of the FRG by 1990 supports this.¹⁴ Keefe and Goldman trace the trade consequences of communist restraints: Keefe highlights that by 1991, 70% of GDR trade was restricted within COMECON – the communist economic group aligned with the USSR; whilst Goldman qualifies the FRG 'Economic Miracle' as having stemmed from exclusive trade with the Western Common Market.¹⁵¹⁶ This suggests that divergent economic allegiance post-Berlin Blockade re-routed paths of German development in two different socio-political directions. However, Berghahn rationalises this, again using continuity, claiming the economic surge in the FRG (1948-1961) was the "slow process of evolution" from underlying trends, not the division of Germany or the blockade.¹⁷ Moreover, the long-term influence of this turning point is questionable. Following Brandt's success in establishing "two

¹³ Murphy et. Al., Germany 1848-1991.

¹⁴ F.G. Williamson, Germany from defeat to partition

¹⁵ Keefe, East Germany: A Country of study p.107

¹⁶ Goldman, The German Economic Challenge: The political economy of West Germany p.14

¹⁷ V.Berghahn, Modern Germany: Society, Economy and Politics in the 20th Century

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German states in one nation", Figure 1 illustrates a 700% increase in FRG-GDR trade 1960-1986. This undermines the usefulness of Keefe and Goldman's statistics and suggests that the Blockade failed to generate sufficient long-term impact or continuity to contest Versailles as the most significant turning point of German development.¹⁸ This might be true for political-economic impact but as McCauley and Conradt imply, the Blockade rivals Versailles as a long-run social turning point. McCauley documents the GDR's Communist leaders reshaping East German traditions that of 'modern socialist citizens' of the USSR following the Blockade. ¹⁹ Conradt contrasts this with the FRG's Germans distancing themselves from politics to focus on family life.²⁰ Yet, Solsten proposes that the GDR's communist identity was artificial and therefore unsustainable - demonstrated by the number of migrants from East to West illustrated in Figure 2.²¹ Therefore, whilst the Berlin Blockade incurred significant political, economic, and social change in Germany to assert itself as the key turning point post-1945, compared with other turning points 1890-1991, Versailles' legacy extending beyond Hitler's regime can be seen at the root of the divergence between East and West Germany and therefore the most significant agent of change 1890-1991.

In conclusion, the reign of Wilhelm II incurred substantial political change in Germany, yet this era failed to incur enough socio-economic change to establish itself as a turning point. Thereafter, Versailles, the 1930-32 Depression, and the Berlin Blockade constituted the three key economic turning points in German development 1890-1991, driving the socio-political change that Germany experienced. However, evaluating the most important of these, the continuity linking them is significant. The fact that the economic deficit between the former FRG and GDR slowed considerably after the reunification of Germany in 1991 suggests that division had the most substantial impact on its inhabitants. However, the sequence of turning points from 1919-1991 shared origins in the

¹⁸ W.Brandt, "Two States, One Nation" Speech, October 28, 1969

¹⁹ M.McCauley, The German Democratic Republic since 1945

²⁰ D.Conradt, Political Culture, Legitimacy and Participation, The West German Model: Perspectives on a Stable State

²¹ E.Solsten, Germany: A Country Study

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Part B

Treaty of Versailles and the treaty was at the root of all economic and socio-political hardship in Germany after 1919. The continuity in economic volatility was matched with similar socio-political volatility. Therefore, the Treaty of Versailles should be seen as the most important turning point in German development 1890-1991.

Part E

Figures:

Figure 1

Trade between the GDR and FRG		
1960-1986		
(in millions of accounting units)		
Year	deliveries	
	to GDR	from GDR
1960	1,030	1,007
1970	2,484	2,064
1975	4,028	3,391
1980	5,875	5,855
1981	6,129	6,350
1982	7,080	6,988
1983	7,681	7,562
1984	7,251	8,241
1985	8,586	8,158
1986	7,837	7,344

http://econc10.bu.edu/economic_systems/Economics/Command_Econ/trade/comec_trade_east_west_germ.htm

Accessed: 31/01/16

Figure 2 – Internal Migration Trends

Year	West German Population	East German Population	Total German Population
1950	50	18.4	68.4
1960	55.4	17.2	72.6
1970	60.6	17.1	77.7
1980	61.5	16.7	78.2
1990	63.7	16.1	79.4
1994	66	15.5	81.5
1995	67.6	14.2	81.8
1996	67.9	14.1	82
Total change	+17.9	-4.3	13.6

<https://migration.ucdavis.edu/rs/more.php?id=69>

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GCE History Coursework

Resource Record Sheet

Centre Number:

Candidate Number

Candidate Name:

Coursework Programme Title: *CW41: Germany United and Divided, 1890-1941*

Assignment Title Part A: *Impact of Stresemann?*

Issue	Sources	Comments	Teacher's comments if appropriate	Teacher's initials and date
1920's Political Climate	Letter from Stresemann to his wife Aug 1923	The source highlights the desperation of the then political climate - Stresemann himself believed his task was impossible.	<i>Argument?</i>	
Tackling society's extremist urges	'Simplizimus' 'Reiter Stresemann'	This contemporary cartoon illustrates Stresemann's size and power and success in keeping German society 'centrist'.	<i>Is this all the cartoon implies?</i>	
<i>Stability of German economy 1929</i> Speech before his death (Stresemann) Oct. 1929	Speech before his death (Stresemann) Oct. 1929	Illustrates Stresemann's own acceptance of his failure to bring reinforce Germany against exogenous shocks.	<i>Justifying? Evaluating? proving?</i>	
Impact of Locarno and his foreign appointments	Stresemann speech on the Locarno Treaty (Dec. 1925)	Suggests Stresemann's goal in foreign policy is being to better Germany's own own position.	<i>Other observations?</i>	
Stresemann's true intentions as a statesman	Stresemann diary entry (19 July 1925)	Stresemann seems to suggest that his primary goal is European peace & stability - yet but he wanted this to be the the line of thought?		
Intentions and impact of Locarno	" "	Executed Locarno in order to bring European stability, not German developments.	<i>Other sources to refer with this?</i>	

Secondary Sources edexcel

GCE History Coursework

Resource Record Sheet

Centre Number:

Candidate Number:

Candidate Name:

Coursework Programme Title:

Civ 41: Germany United and Divided 1890-1991

Assignment Title Part A:

Stresemann impact?

Issue	Sources	Comments	Teacher's comments if appropriate	Teacher's initials and date
Domestic Impact as Chancellor	Stresemann in Historical Context ↳ Hirsch, (p. 369)	Hirsch takes the viewpoint that some of Stresemann's greatest impact on German development came domestically as Chancellor.	How does this fit w/ Disgrace?	
Did Stresemann fail to unite the Coalition? ↳ was an i/ii failure?	11 (p. 370)	The task was "impossible" and Hirsch suggests Stresemann did anything a job of uniting the coalition as anyone might would be possible.	Coalition oppo examples:	
Did Stresemann negatively influence domestic hostility?	Germany 1848-1991 ↳ D. Murphy (p. 126)	Stresemann's intern. rapprochement directly resulted in much political hostility, extremism, + violence - damaging Germany.	How does this work w/ Hirsch?	
Stresemann's failure to reverse Versailles enough rapprochement	50 years after Locarno (1977) ↳ Erssie (p. 164)	Stresemann failed to realise the allies would not budge on the TOV and his foreign policy only served to worsen political hostility.	Really? example?	
Impact of German foreign intervention in an economic sense	Wages of Reparation: Making + Breaking of the Nazi economy ↳ Toose (p. 17)	Quantifies the massive economic benefit Stresemann brought upon Germany - and suggests his European Germany motive as Nationalist.		
	Bertina			

GCE History Coursework

Resource Record Sheet

Centre Number:

Candidate Number:

Candidate Name:

Coursework Programme Title *Unit: Germany United and Divided, 1890-1991*

Assignment Title Part B: In considering the process of change in the development of Germany over the whole period 1890-1991, how far can the Treaty of Versailles be seen as a turning point?

Issue	Sources	Comments	Teacher's comments if appropriate	Teacher's initials and date
Impact of Versailles terms	Keynes - note of resignation	Keynes resignation in Pöster of Versailles characterising the extreme affect the Treaty would have in econ. terms on Germany + Europe.		
Impact of Versailles - Socio-political consequences	Herig - Versailles and after 1919-1933 p.55	Herig background draws direct correlation between Versailles' economic conditions and the socio-political chaos that plagued Weimar	Does this emerge from nowhere?	
Capacity of Germany (economy)	Mantoux - The Carthaginian Peace, or the Econ consequences of Keynes - p.194	Mantoux assertion uses the fiscal spending of the Nazis to illustrate how quickly Germany recovered from Versailles	Evidence? Convincing?	
Game theory implications of Versailles	Ritschl - Les Reparatons Allemandes - Economie Internationale p.129-154	Ritschl suggests that the Treaty left Germany with little incentive to pay but avoiding war = bed for nationalism		
"	Meyer - Pol-econ and the Weimar disaster p.206	Meyer points to the treaties cost to the people's incomes as a result of oppression = bed for nationalism		
Second Ind. Revolution + Wilhelm's contribution	Carr - A History of Germany 1815-1918 p.178	Carr argues the rise of Wilhelmism accelerated industrial growth during the Wilhelm era + beyond.	How does this fit w/ other trad args?	

Issue	Sources	Comments	Teacher's comments if appropriate	Teacher's initials and date
Origins Wilhelm + the collapse of Weimar	Foley - The Politics of Civil Society	Wilhelm's concentration of power with an industrial elite prevented Weimar's democracy from stabilising - contributing to its	As above? (prewar)	
Rise of the the NSDAP	Fischer - From Kaiserreich to Third Reich: elements of continuity in German History 1871-1945 p. 74	The concentration of power among bourgeois industrialists, whom traditionally held right-wing extremes contributed to the rise of the NSDAP post 1930	Origins? (of this?) (continuity?)	
Cause of economic hardship 1923. TOU vs. Wilhelm	Craig - Germany 1866-1945 p. 435	Craig assesses the 1923 crisis has having stemmed from the Kaiser's reliance on loans to finance the war.	Capacity to recover? why so damning?	
Impact of TOU in the long-term	Lentin - Guide of Versailles p. 94	Lentin makes the Treaty as having insufficiently harsh terms to affect the German economy in long term due to its flexibility.	Evidence? convincing?	
Comparative Growth FRG vs. GDR	Murphy et al - Germany 1848-1991	Murphy arg highlights the extreme difference in economic growth in the 2 states - pointing to the different economic models as the reason for this	reasoning? evidence? impact?	
"	" Williamson - Germany From Defeat to Partition	Williamson argues ^{attributes} the FRG's success as having stemmed from the West German capitalist model	Why West offer such bright prospect	
FRG Success Origins	Berghahn - Modern Germany: Society, economy + Politics in the 20th Century	Berghahn counters the traditional view that stemmed from the blockade - claiming this success was a result of underlying trend in the West German economy.	How far does mind of continuity prevail?	
GDR Trade	Keefe Keefe - East Germany, a Country of Study	Keefe cites a 70% exclusivity of trade within Comecon - highlighting the extreme effect of the blockade on international & trade relations.		

Issue	Sources	Comments	Teacher's comments if appropriate	Teacher's initials and date
Goldman FRG Trade	Goldman - The German Economic Challenge: the Pol-econ of West Germany 1964	Goldman argues the necessity of trade within the capitalist common market was the driver of FRG economic miracle	Convincing?	
Relations between the FRG + GDR	Brandt - 'Two States, one Nation' speech Oct 28, 1964	This speech and in particular this quote drove the FRG and GDR closer together - limiting the long-term sustainability of the blockade separation.	Inevitably?	
Social impact of the Blockade in the GDR	McCauley - the GDR since 1945	McCauley claims the will of the communist leaders since indoctrination transformed German tradition in the east - replaced with that of modern socialism.	Long term implications inevitable?	
Social impact of Blockade in FRG	Conrath - Political Culture, Legitimacy and Participation: The W. German Model: People recover on a state scale.	Conrath argues that there was an distancing of citizens from the political field following the blockade - citizens became focused on family life.	Impact?	
Social impact of blockade in the GDR	Solsten - Germany: A Country Study	Solsten claims the socialist identity forced upon the GDR was artificial to those living pre-blockade, and not around long enough to have a long-term sociological impact.	Really? Bonnat by Kasi? Unpleasant?	
Long-Long-term effect of the Berlin Blockade	Conrady - Guiding German Reunification 25 years on... - The Question Oct. 2015	Conrady highlights that 25 years after reunification, the effects of the blockade still run clear through differences in wealth, poverty, equality & productivity.	Accept over how you see this? Has anyone made	
Impact of the Depression Socio-politically	Evans - coming of the 3rd Reich	Going a step further than merely claiming nationalism witnessed some increased support - Evans claims the electoral success of the NSDAP was ONLY possible due to the depression.	work to hit time? Counter to this?	
Did the depression really lead Hitler to power	Chiles - the Nazi voter	Chiles takes the correlation of figures of unemployment and NSDAP votes - and claims it was the fear of unemployment that drove the Nazis into power.	Anything else that might account for this?	

Following my research I have decided to follow an economic lens throughout my Part B essay.

Agreed 01/03/2016.
iow.

6HI04 Coursework Report 2016

CANDIDATE 2

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	[Redacted]		
Candidate Number	[Redacted]		
Candidate Name (in capitals, surname followed by forenames)	[Redacted]		
Coursework Programme Title: (if Edexcel designed please provide reference code from specification)	CW6: The Golden Age of Spain 1474-1598 CW42: The Making of Modern China c1900-2000		
Assignment Title	Part A: What was the short term significance of the discovery of Hispaniola in 1492? Part B: How far can the abdication of Charles be considered the key turning point in the changing influence of Spain throughout the period 1474-1598?		
Content (Please tick box to acknowledge that content is attached to assignment)	Resource Record: <input checked="" type="checkbox"/>		
	Appendix: <input checked="" type="checkbox"/>		
Examined Units Give details of all Units (title and option code) making up the AS and A2. Please Note Where Unit 4 is a centre designed coursework programme, one copy of the centre's Coursework Approval Form must be included with the work when submitted for assessment.	Unit 1: Option A: England in the Middle Ages and the Transition to the Early Modern World Option D: A World Divided: Communism and Democracy in the Twentieth Century		
	Unit 2: Option A: Early Modern British History: Crown and Authority Option E: Britain in the Later 20 th Century: Responding to Change		
	Unit 3: Option A: Revolution and Conflict in England Option E: War and Peace: Twentieth Century International Relations		

Word Count	3988		
Mark for Part A: AO1 (out of 13)	Mark for Part A: AO2 (mark out of 12)	Mark for Part B: AO1 (mark out of 25)	Total Mark: Part A and B (final mark out of 50)
11	6	17	34

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

Signature: [Redacted] Date: 1/12/15

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

Signature: [Redacted] Date: 7/4/16

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



Part A - What was the short term significance of the discovery of Hispaniola in 1492?

In 1492 Spanish funded Genoese explorer Christopher Columbus discovered the New World. This was a significant moment in the history of Spain. Spain, as a nation benefitted greatly from the new world. A short term significance of the discovery of Hispaniola was that the island offered potentially a huge amount of wealth in Gold and Silver. To add to that Spain's severity towards the natives people on Hispaniola could also be considered a significance. There are several viewpoints given on the events in the New World; from both contemporary sources and modern day historians. However the most significant short term impact of the discovery of the New World in 1492 could be the Prestige of the Catholic Monarchs received, with the treaty of Tordesillas, the Inter Caetera and the spreading of Christianity across the New World, their influence stretched right across the Atlantic Ocean.

range of
key issues
identified

Sources?

A short term significance of the discovery of Hispaniola in 1492 was Spain's treatment of the local population. Explorer Christopher Columbus found the natives that inhabited the island of Hispaniola to be very "timid", not aggressive. However in his own letter to the catholic monarchs in 1493, Columbus hints that the intentions of the crown of Spain were to enslave the population. "And when your highness give the order for me to send slaves, I hope to bring or send these for the most part"¹

key issue

the treatment of the natives is summarised well by Murphy. Which states "large numbers of Indians were enslaved and poorly treated"² this harsh treatment of the native population was most probably brought about by the Spanish settlers introducing the encomienda system. Established after the original discovery of the New World, in 1512, the Encomienda system was designed to help educate and shelter the Native population of Islands like Hispaniola in return for their labour. However this was considered a very unfair deal for the Natives, who suffered greatly because of it. Right from the beginning, after seeing that the natives weren't militarily adept, Columbus knew that there was an opportunity to take advantage of the population. Columbus states in his letter to Isabella and

facts
evaluation
of interpretation

focus on
significance

¹ Source 4

² Murphy (Flagship) page 135

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

The abdication of Charles v came as a shock to everyone under his empire. However it paved the way for the golden age of Spain under the reign of Philip II. This essay will explore the extent to which Charles' abdication in January 1556 was a key turning point in the changing influence of Spain.

I will also look at the conquest of Granada 1492, as this was a key event that caused Spain to be a united nation for the first time. Also, the annexation of Portugal in 1580, as this lead Spain to become a major world dominating power and increased Philips confidence, therefore taking a more ambitious strategy to foreign policy in places like the Netherlands. These points will be assessed by evaluating whether the event in question was a significant turning point positive or negative in the changing influence in Spain during the 15th and 16th centuries. I believe that the annexation of Portugal to be the strongest turning point within the period.

Engagement
with question
sets out
T.P.s.

In January 1556 Charles V abdicated the throne of Spain. This can be seen as a key turning point for a number of reasons; as his successor would have to deal with wars, financial woes and religious policy. Charles had been succeeded by Philip. Charles devoted most of his time to Spain and spent 17 years of his life there. But it was the 14 years he spent outside of Spain that made it the country he spent most time away from. As for Phillip, he sailed from the Netherlands in August 1559, landing in Laredo in September. He never left the Iberian Peninsula again. This in itself can be seen as a turning point because of Charles' absenteeism as a monarch, Spain was unable to develop as a nation. Whereas Philip controlled his nation from Madrid, giving Spain a continual leader. Charles' abdication may also be seen as a turning point as Spain now became independent from the Holy Roman Empire. In 1519, Charles V became Holy Roman Emperor and was now the most powerful man in of Europe. When Charles abdicated in 1556, Spain, parts of Italy and the Low countries were given to Philip, and his brother Ferdinand was given the Habsburg lands of Austria and Hungary. In 1558, Ferdinand was elected as HRE. During his reign Charles had used Spain as to fuel his funds for his campaign to become HRE, this had cost Spain because since he was HRE he was unable to spend

(what)?

Don't forget
key issues

Change
Identified

Problems
controlling
material

a large amount of time in Spain, Especially dealing with the upcoming threat of Lutherism in Germany. Although Philip lost the prestige and power that came with being HRE, he was able to concentrate on building Spain as a nation up and this lead to Spain becoming a key player on the world stage. For example without the worries of the Holy Roman Empire, Spain's advances in the New World might not have been so drastic because Philip's attentions may have been turned to Europe and the problems of Lutherism arising across central Europe.

Very thin on detail/evidence.

Some judgement - statement

The abdication of Charles can be seen as a turning point when looking at the financial situation Spain was left in. Almost immediately after coming to the throne, Philip had to declare Spain bankrupt.

key issue

Geoffrey Woodward states "the greatest domestic problem in 1556 was financial"¹ the wars against the Turks, the Protestants and the Habsburg-Valois conflicts had proved a strain on the economy of Charles. By the succession of Philip, he inherited a crippling debt of 36 million Ducats. This suggests that the abdication of Charles surrendered Spain's advance as a world power as they now had to rebuild their country financially. Furthermore, Philip inherited a tender situation when it came to religious policy. Protestantism had risen dramatically during the reign of Charles and like his father, Philip had to try and contain Protestantism. A reason for the treaty of Cateau-Cambresis in 1559 was the fear of Protestantism in both France and Philips lands. The new form of Protestantism, Calvinism was now appearing in parts of France and the Netherlands. This was addressed by Philip in an 'auto de fe' in Seville in 1559. This was a Catholic religious ceremony that punished heretics. They had to renounce their faith. If they refused, they were burnt at the stake. "Between 1557-1562 – Spanish Protestantism was persecuted virtually out of existence"² this shows that Philip had dealt successfully with Protestantism in Spain, Suggesting that the abdication of Charles was a turning point for Spain in a positive manner.

quite integrated

change identified

key issue

attempts to show change

Moreover, the abdication of Charles V could be possibly not be considered a key turning point in the changing influence of Spain when looking at foreign policy. Charles' successful foreign policy saw

weighing of argument key issue

¹ Murphy (Flagship) page 194
² Murphy (Flagship) page 130

focus on influence?

evaluation?

Spain develop even more as an empire. An example would be his attitude towards France. Francis I of France was interested in the kingdom of Navarre (annexed by Castile) so Charles fought the French and forced them out of Navarre in 1521. This helped Charles to become Holy Roman Emperor in front of his competitor for the role, Francis. This resulted in the peace of Cambrai which Francis hated, he deemed it unfair on France. Another change caused by Charles' Foreign policy was his attitude towards the Ottoman Empire. The aim of his foreign policy towards the Ottomans was to stem the advance of the Turks into central Europe; and to stop the ottomans from expanding any further across the Mediterranean. The Turks advance into central Europe was halted at the siege of Vienna in 1529. The attack by the Turks was fought off by Charles' defences. The stopping of the ottoman advance across the Mediterranean was achieved in 1535 at Tunis. Charles organised a great naval expedition which captured Tunis and expelled the Ottoman admiral Barbarossa. Charles took a defensive approach to foreign affairs. Similarly, it was said Philips aim "was not to wage war so he could add to his kingdom, but to wage peace so that he can keep the lands he has"³. Philip was defensively minded, and listened to his father's instructions of 1543. Philip revelled in protecting his nation against the advances of Islam. In 1560 he had tried to recapture Tripoli, however this was crushed with the loss of 10,000 of his men. Philips greatest success against Islam was arguably at Lepanto in 1571. Where an alliance between the newly formed Holy league and Spain vanquished the naval forces of the Ottomans— all but ending their advances across the Mediterranean. Furthermore, Franco-Spanish relations we're on the rocks at the beginning of Philips reign due to major conflicts over lands in Italy. However this was neutralised in 1559, with the signing of the Treaty of Cateau-Cambresis which saw the French having to recognise total Spanish power in northern Italy. Philips foreign policy was very similar to Charles and didn't offer a lot of difference

narrative needs to look to question

better details, but lacks @. focus? mainly descriptive

Content is not to be criticised

change?

LTR

³ Murphy (Flagship) page 209

Protestant heresy¹⁰ this consequently lead Philip to take more aggressive and ambitious tactics in the Netherlands along with England. Which both lead to devastating consequences. Neglecting his own kingdom and turning his eyes to expansion lead to a revolt in Aragon in 1591, along with the ongoing Dutch revolt and the famous defeat of the Spanish Armada in 1598. This made it the key turning point in Spain from 1477-1598.

change
10th (10)

Much more
convincing
paragraph

To conclude, during the 15th and 16th centuries Spain experienced many turning points that influenced the outcome of their great Empire. The defeat of the Moors of Granada in 1492 was a turning point as it united Spain for the first time. Allowing the country to develop into a leading European power. Furthermore, the abdication of Charles was also a turning point because Spain had now left the position of being a mere component to a European empire under Charles, to being able to establish their own identity as an empire under the rule of Philip. But Spain's situation financially and domestically didn't seem to change significantly at all after the abdication. Philip failed to truly defeat the threat of Islam, just contain it. Like his predecessor Charles. However, when asking which the key turning point was in the changing influence of Spain during the period 1474-1598, I believe that the Key turning point was the annexation of Portugal in 1580. The annexation secured the Iberian Peninsula, increased Spain's income and boosted their economy through possession of Portugal's colonial empire. This all culminated in making Philip and Spain over confident in their own power, leading to key losses in the Netherlands, The Armada and even a revolt in Aragon.

Judgment
reasoning
skam

- (Broadly) analytical. has clear points + mostly LTDS.
- sufficient range of sources integrated.
- Attempts chronological balance
- lacks detail / depth in evidence.

Well summed up / brought together in conclusion.

Punctuation / sentence errors.

Low 14? 17.

¹⁰ Pendrill page 82

AKW

Total word count = 3988

Bibliography

Part B – secondary sources

- Henry Kamen: Spain, 1469-1714 a society of conflict
- Patrick Williams – Philip II
- Flagship history: Europe 1550-1761
- Colin Pendrill: Spain 1474-1700
- Geoffrey Woodward: Philip II
- McClive: AQA History A2: The Emergence Of A Great Power
- Kilsby: Spain: Rise and Decline, 1474-1643
- Maltby: the rise and fall of the Spanish empire
- Hunt: Spain, 1474-1598
- Elliott: Europe divided, 1559-98

Resource Record Sheet

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

Issue or Focus	Sources	Comments	Teacher's initials and date (comment if appropriate)
Charles' finance	Flagship	detailed insight into the financial situation Spain was in after the abdication of Charles in 1556.	
Protestantism in Spain.	Flagship	useful look at the way Spain dealt with Protestants as Calvinism took root in the Netherlands and France.	
Philip's attitude to foreign affairs.	Flagship	detailed information about Philip's attitudes towards the Ottomans and defending his empire.	
background on Portugal	Patrick Williams - Phillip II	Good information on what led Philip to seize control of Portugal in 1580.	
Cost of the conquest of Granada.	Karen - Spain 1469-1714 a Society of Conflict	Good statistics into the costs for the eventual defeat of the Moors at Granada in 1492.	
Conquest of Granada	Flagship	good background on the war against the Emirate	
More on annexation of Portugal.	Patrick Williams - Phillip II + Pendaill.	detailed information on economic and military gains after the annexation of Portugal.	

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

Issue or Focus	Sources	Comments	Teacher's initials and date (comment if appropriate)
background on Castile + Aragon.	Hunt. J Spain 1474-1598 pg 11-13	helpful background on Castile + Aragon. in terms of Politics + financial Policy, as well as foreign Policy.	
Foreign Policy and the changing role in Europe (1471-1516)	Kamen pg 5-9	helpful information on foreign Policy in Europe during the period.	
Jews, conversos and the inquisition	Kamen pg 33-40	good information on Isabella + Ferdinand's Religious reforms.	
Nature of the rule of Isabella and Ferdinand	Kamen pg 9-14	interesting insight into how the marriage influenced so much on their rule.	
The Church and Cardinal Cisneros	Kamen pg 40-42	Shows the State of religion in Spain + interesting information on Cisneros Archbishop Carrillo of Toledo.	
How successful were I + F at extending the scope of royal power -	Kamen Middle	interesting information about Corregidores + the Santa Hermandad. also about Pa. Perpetual Kingship.	
Perth what were the problems facing Charles I in 1516?	Pondm Pages 41-44	interesting information about about the problems facing Charles when he became King of Spain in 1516.	18/10/15

Resource Record Sheet - Primary Sources

Assignment Title What was the short term significance of the discovery of Hispaniola in 1492?

Issue or Focus	Sources	Comments	Teacher's initials and date (comment if appropriate)
Primary Sources Columbus' discoveries	Source 1 [PSC Source Pack] Privileges and Perquisites granted by their Catholic Majesties to Christopher Columbus in 1492	Limited information on discoveries; however useful insight into What titles/responsibilities the Catholic Monarchs gave Columbus before his voyage.	
Columbus' discoveries	Source 2 [PSC Source Pack] CC: Letter on the New World to Luis de Santángel, Clerk to the Catholic Kings (1493)	Very useful; gives an insight into Christopher Columbus' thoughts following his discoveries, makes good links to the Natives.	
The New World	Source 3 [PSC Source Pack] The report of Dr Chanca (1494)	good information on Chanca's thoughts of the New world, interesting view on the native people.	
Columbus' discovery	Source 4 [PSC Source Pack] Columbus' letter to the Sovereigns on 4th March 1493 announcing the discovery.	Useful: Very similar to Source 2 - therefore builds on information given in Source 2.	
The Inter Caetera	Source 5 [PSC Source Pack] The Bull Inter Caetera written by Pope Alexander VI, 4th May, 1493	very useful: whole Papal bull highlighting the fact that the Spanish had the right to claim further discoveries in the New world. interesting to note that Pope Alexander was Spanish	
The treaty of Tordesillas	Source 6 [PSC Source Pack] The treaty of Tordesillas June 7th, 1494	builds on information in Source 5 - Shows Spanish were a powerful nation to maintain authority in the New world.	
Colonisation of the New World	Source 7 [PSC Source Pack] Columbus' letter to the King and Queen of Spain 1494	Useful - Suggests there is little room in in the New world for the Spanish Colonists and Columbus is trying to Address this.	12/12/15

<p>Amengio Vespucci's accounts of the New World.</p>	<p>Source 8 [Pisc Source Pack] Account of his first voyage, 1497.</p>	<p>interesting account of his experiences in the new world - aspects of source can be cross-referenced with sources 2, 3, and 4.</p>
<p>Amengio Vespucci's experiences of the New World</p>	<p>Source 9 [Pisc Source Pack] Mondus Novus by Amerigo Vespucci (1504)</p>	<p>Similar to source 8. However interesting contrast with Columbus' accounts when talking about the voyage over to the new world.</p>
<p>Vasco da Gama's Voyages</p>	<p>Source 10 [Pisc Source Pack] Vasco da Gama's round Africa to India 1497-98</p>	<p>Portuguese - suggests they kept to the agreements of Treaties as they were exploring Africa and not the new world. Overall not very useful.</p>
<p>Thoughts of a Spanish colonist on natives</p>	<p>Source 11 [Pisc Source Pack] Antonia de Montes, nos on Christmas 1511, preaching to Spanish colonists in a small church.</p>	<p>Highly useful - sheds light onto the treatment of the natives in the new world.</p>
<p>The laws of Burgos</p>	<p>Source 12 [Pisc Source Pack] The laws of Burgos 1512-1513</p>	<p>Very useful - shows the first proper code in which to govern America - interesting it took until 1512 to do so.</p>
<p>Conversion Conversion of the natives to Christianity.</p>	<p>Source 13 [Pisc Source Pack] Instructions to Nicolas de Ovando from Isabel and Ferdinand in 1501</p>	<p>Very useful - Shows Isabel and Ferdinand's intentions to spread Christianity to the new world.</p>
<p>Slavery in the New World.</p>	<p>Source 14 [Pisc Source Pack] Judge Zuazo in a letter to Charles in 1518</p>	<p>Useful - comparable to source 11, shows the harsh treatment of the native people by the Spanish colonists.</p>
<p>The greed of Spanish settlers.</p>	<p>Source 15 [Pisc Source Pack] Francesco Guicciardini, History of Italy.</p>	<p>Limited source - but does hint at the riches available in the new world and the greed of Spanish settlers.</p>
<p>Source 16 [Pisc Source Pack]</p>		

e Record Sheet - Secondary Sources

Assignment Title What was the short term significance of the discovery of Hispaniola in 1492?

Issue or Focus	Sources	Comments	Teacher's initials and date (comment if appropriate)
treatment of Natives	Murphy (Flagship) Page 135	useful information on the harsh treatment of the native people.	
treatment of Natives	Henry Henry Kamen; Spain's Road to Empire Page 43	helpful information on the natives.	
Spanish wealth in the new world	Murphy (Flagship) Page 133	useful insight into Spanish economy after the discovery of Hispaniola.	
The treaty of Tordesillas	William C. Atkinson: A history of Spain and Portugal Page 117	interesting source that gave helpful information on the Treaty of Tordesillas in 1494.	12/12/15

6HI04 Coursework Report 2016

CANDIDATE 3

GCE History

Individual Candidate Authentication Sheet

Confidential: Edexcel and QCA use only

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

Centre Number	
Candidate Number	
Candidate Name (in capitals, surname followed by forenames)	
Coursework Programme Title (if Edexcel designed please provide reference code from specification.)	CW42: The making of Modern China 1900-2000
Assignment Title	Part A: What in your view was the short term significance of Deng Xiaoping in the period 1976-1997? Part B: Assess the significance of the role of individual leadership and personality in driving change throughout the 20th century.
Content (please tick box to acknowledge that content is attached to assignment.)	<input checked="" type="checkbox"/> Resource Record <input checked="" type="checkbox"/> Appendix
Examined Units Give details of all Units (title and option code) making up the AS and A2. <i>Please Note</i> Where Unit 4 is a centre-designed coursework programme, one copy of the centre's Coursework Approval Form must be included with the work when submitted for assessment.	Unit 1: 6H1 01 Options D4 and D6. Unit 2: 6H1 02 option C1. Unit 3: 6H1 03 options C: Topic C1 (The USA 1820-77

Word Count	QA = 2030 QB = 1611 TOTAL = 3641		
Mark for Part A: AO1 (mark out of 13)	Mark for Part A: AO2 (mark out of 12)	Mark for Part B: AO1 (mark out of 25)	Total Mark: Part A and B (final mark out of 50)
7	5	12	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:** 29/04/2016

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 that which is acceptable under the Scheme of Assessment and has been identified and recorded.

Signature _____ **Date:** 29/4/2016

Ao1: 7/13 } 12/25 B.
Ao2: 5/12 }

Ao1

Ao2

What, in your view, was the short term significance of Deng Xiaoping in the period 1976 to 1997?

The changes that occurred in China can be seen as largely due to Deng Xiaoping's ideas for Westernisation and the resulting opening of China. Deng's idea to open up aspects of China to Capitalism may have been due to the result of personal experiences of Mao's harsh ruling. However, the sources do indicate that it wasn't only Deng himself who was able to make a difference within and around China. Chinese students and the general public, as well as the Western World itself had a role in China's opening during the 20 year period, but this was only made possible by Deng's new approach.

evaluative approach ✓

The Modernisation and Westernisation of China can be linked to Deng's experiences of living in an isolated country at a very specific point in history. The historian Benson recognised that Deng was a "victim of the extreme Maoist line"¹ who was well aware of the shortcomings of a leadership that was disconnected from the public. It was abundantly clear to Deng that reform was vital because he did not want to make the public endure the same extreme ideals in a changing world in which China was falling apart. Deng originally discouraged ideas that weren't Chinese as they went against the Communist ideas that he was conditioned to fight for.

Awareness of historians' positions Analysis ✓

The historian Fenby notes, however, that Deng "rejected" the "political position"² of being Mao's successor. This may be due to his lack of popularity. Source 1, 'The Selected Works of Deng', displays careful language, as Deng had to appeal to all aspects of society with his views on change. Deng claimed that the "two whatever's are unacceptable" and that there was no need to stay completely "faithful" to Mao. Deng argued that it was unreasonable to blindly transfer Mao's views from one place to another place or one time to another time. Deng justified the minimal change on the basis that it was a myth that Mao had superior leadership. He indicated that Mao recognised that some of his ideas were "wrong" and that he made mistakes. However, Mao would have disliked that his name was used for someone else's gain, instead of what was good for China. Source 1 suggests that Deng was unable to live up to people's expectations, so he used Mao's name to achieve what he wanted. In order to give them what they wanted, he claimed that his ideas did not have to be aligned with those of Mao's, but that Mao would have accepted a different way of achieving his ideas. The ability to manipulate the people was only possible due to the naivety of the general population in China and the eagerness of the West to embrace an apparently new China. Deng used simple political manipulation in order to drive the message that reforms were essential, and absolutely central to change that occurred.

largely source description L1. with implicit source value L2

Broad analysis, sub-reeds to explain statements ✓

Need to focus on significance...

Source 2 provides further insight into Deng's drive for change and his methods for achieving it. The source is a poster on the democracy wall in Beijing, and it implicitly states the importance of Deng as a worthy successor for Mao. The poster says that the "people eagerly hoped" that he would 'ride up again as a magnificent banner' to take up his leadership role. The poster decries the impact of the 'old political system' which stood in the way of the 'democracy and freedom' that the people longed for. The poster represents a direct challenge from the CCP, on behalf of Deng, and came at a pivotal moment, as China had the choice to either modernise through Deng or stay as it was through the old political system. On the other hand, the historian Wasserstrom

Source description

implicit focus on significance ✓

¹ Linda Benson, Building reform era, 1977-89, Pearson Education Limited, 2011 pg 6

² Johnathon Fenby, To get rich is no sin

Words: 631

A01

A02

hint of source value L1/2

stated that Deng took charge of all campaigns that were shown around China.³ This indicates that the poster in Source 2 was aimed to get the people to take into account beginnings⁷ and embrace revolutionary ideas instead of having them imposed as done previously. Deng's view on change was conflicted, he continually gave mixed signals about what he wanted. This allowed the people to believe democracy was being introduced, even when it wasn't. Deng's ideas for change were based on reflections of past Chinese leadership and their inability to drive economic progress⁴, however, his ideas for democracy were based on Western influence from his travels as a young man. Any aspect of democracy that Deng introduced risked alienating the Chinese people as they had no previous knowledge of any democracy and any associated challenges. The public desired freedom from isolation, but did not understand the risks this entailed, for example, the loosening of state control of trade. As democracy risked creating a rift between the CCP and the public, Deng needed to keep hold of the power, otherwise there could potentially be a demise in the Party.

L3

Valid points and broadly analytical leads some factual support

There were other risks involved in the introduction of democracy, the historian Benson notes that the population eagerly equated economic security with an opportunity to have more children. Deng's successes led many to feel secure enough to embrace the increasing freedom. However, in 1979, the resulting dramatic increase in population meant that a 'one child policy'⁵ had to be implemented. Deng took into account that China was developing rapidly, and needed additional controls. Although the economy grew and the public felt secure, the one child policy caused trauma among the general public. China, through Deng, solved problems such as the population growth, in the Chinese traditional way, with little or no respect for human rights. The "democracy and freedom (the people) longed for" in Source 2 was, unbeknown to them, brought to them through Chinese Communism which had a very different understanding of Western ideals.

Historians' positions... Narrative, with implicit analysis L2

Attempt to bring in values/assumptions but needs explanation/development L2/3

Source 3 is an extract from a Western newspaper and it shows the build-up of grain output and value between 1981 and 1990. The data was provided to the newspaper by CCP members, and at the time, there was no way to establish the reliability of the information. However, even if the reliability of the information isn't correct, the Source is from a Western newspaper and they were more likely to print worthwhile information, thus implying the Source is trustworthy. The data suggests that with Deng's reforms there was a marked increase in grain output over time. Although this information may not be true, the West and possibly the Chinese population would have been convinced of an improvement in the economy. The Chinese public were forced to engage with new meanings for improving from abroad in order to develop and modernise the Western way⁶. The document also indicates that there was 'too much grain to be stored properly' in 1984. With lower payments, the peasants produced other products for market – indicating that reforms that Deng introduced were starting to have an effect. The historian Benson reflects Source 3's statements by saying that 'without economic advances, the future position of the CCP would be untenable'⁷. This shows us that joining the world community led to a lack of isolation.

source value L2
Questionable assumptions L1
need to explain

Meaning unclear
Implicit Analysis L2/3

A01: No evaluation of argument

³ Jeffrey N. Wasserstrom, China in the 21st Century, pg. 2

⁴ Henry Kissinger, The Indestructible Den, Penguin Group, 2011

⁵ Linda Benson, Building Reform era China, 1977-1989, Pearson Education Limited, 2011, pg 3

⁶ Rana Mitter, A bitter revolution: China's struggles with the modern world, Lightning Source UK

⁷ Linda Benson, Building Reform era China, 1977-1989, Pearson Education Limited, 2011

Benson's argument?

However, Benson disagreed with Source 3. Deng was unable to make big decisions for China without the support of other CCP members, suggesting that Deng was only seen as the figurehead of politics. Nevertheless, Deng proved that he was significant as he was able to convince the public that his ideas were worthwhile, therefore indicating that he had an impact on China.

brood analysis is C3/2

Deng's significance links directly to foreigner's indirect interference with China. In Source 4, Fan Lihzi, working at the University of Tongji as an astrophysicist, spoke to students in November of 1986, saying that there was a compelling "sense of need" and "widespread demand" for modernisation. However, although modernisation was a necessity, some sections of the public refused to acknowledge Deng's modernisation ideas, indicating his lack of popularity and lack of significance led to an uprising from the young and educated sections of the public.

Source description

Assertions need substantiating

The implication of introducing democracy to China was to have less economic stringency and more Chinese Democracy. The speech at Tongji praised the government for "recognising the rights of the individual" and reflects a shift in public discourse at a pivotal time in the development of China. A 'Guardian Article'⁸ written in 2014 about the Tiananmen Square Riots and how they impacted the country reinforces the idea that a minority of the public, mainly the older generation who had grown up with Mao, wanted to remain faithful to Maoism. Deng is shown to have had an impact on the public. The people had the choice to create economic openness, however Deng was able to freeze the political system, showing that he had power over the rest of the population.

source description

Somewhat disjointed statements revealing cohesion

need to elucidate more... facile understanding.

Although modernisation was a necessity, sections of the Chinese Communist Party refused to support Deng's drive for modernisation, because they preferred the structure, the ideology and the power base of the Party in the pre-existing Maoist establishment. Source 5 was an official broadcast held at Tiananmen Square on the 5th of April 1976. It represents the 'old order' pushing against modernisation and wanting to revert to the Maoist 'proletarian revolutionary line'. The old order wanted to deal 'resolute blows' at counter revolutionary sabotage' to make sure modernisation did not occur. However, the Chinese government interpreted modernisation differently to the West. Instead of an open government and freedom that the West used, Deng interpreted democracy and modernisation as a closed state and tight controls. However, source 6 was a message by student protesters in May 1989. This message provides the students justification for why the riots took place in the June of 1989. The students had experienced Deng's modernisation, and had also seen and experienced the West's version of modernisation. Some students were able to accurately look at modern China's economic underdevelopment and see that more change was necessary. The demands of the students were a direct threat to the establishment as they understood that further democratisation would directly challenge the continued existence of the Communist Party and the existing leadership. This shows us that Deng's influence and tolerance of the students had enormous significance over the events in China before the riots occurred at Tiananmen Square. The issue lay in how to drive modernisation without changing the path that was already chartered by Mao. If Deng challenged the legacy too overtly, then he risked collapsing the authority of the Party. The events at

Sources 5 & 6 largely taken together presumably as a contrast. Largely descriptive with very little critical analysis C1.

Do sources 5 or 6 invite discussion of Western values? Lack of cohesion in structure.

brood analysis is C3

⁸ Tiananmen Square 25 years on: 'Every person in the crowd was a victim of the Massacre, Ma Jian, Sunday 1st June 2014 <http://www.theguardian.com/world/2014/jun/01/tiananmen-square-25-years-every-person-victim-massacre> Word count: 1848

These sources are 13 years apart. The comparison is muddled by lack of clearly expressed common criterion and lack of focus on Deng. A clumsy attempt to explore 'modernisation'.

Ao1

Ao2

Implicit focus on significance L3/2

Tiananmen Square can be considered the most important turning point for the Chinese population. The students were able to finally understand the mixed signals that Deng continually put forward, and visibly see that there was no change in his mind from when Mao died. In the end, China's democratisation was for Deng not for the students. *Unclear meaning.*

More focused conclusion L3

In conclusion, Deng had great significance as a leader in modern China during the period between 1976 and 1997. His influence led to successful modernisation for China, despite the fact that he had to disagree with Maoist ideals about what was good for the country. His ability to manipulate the government, the press, the international community and his people allowed for this change to be positive through Deng's eyes. This led to the opening of China to the Western World. Deng had an impact on China's development, which allowed it to transform itself within a few decades. While some historians think that China was ruined after Deng, others believe that his influential choices during the riots in 1989 set the foundation for what China is today.

Word Count: 2030

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1. Benson L., China Since 1949, Pearson Education Limited
2. Fenby J., History of Modern China, Penguin Group
3. Kissinger Henry., On China, Penguin group
4. Mitter R/, A bitter revolution: China's struggles with the modern world, Lightning Source UK
5. Tiananmen Square article: <http://www.theguardian.com/world/2014/jun/01/tiananmen-square-25-years-every-person-victim-massacre>
6. Wasserstrom J., China in the 21st Century ... *ref?*

Correct referencing needed...

Sources:

1. Deng Xiaoping, 'the two whatevers do not accord with Marxism' 24 may 1977, Selected works of Deng Xiaoping (1975-1982) vol. 2 pg. 51-2
2. Wei Jingsheng, A 'big character poster' that was put up on Beijing's democracy wall, 5th December 1978, *The courage to stand alone* Harmondsworth: Penguin pg. 201-9
3. 'Grain output and Gross Agricultural Production Values Since 1981' table, People's daily, 23rd February 1991 pg. 3 from *Zhonguo Tongji nianjian 1990*
4. Fang Lizhi calls for 'complete westernization'. Speech at Tongji University – *Bringing down the great wall: writings on science, culture, and democracy.* 18th November 1986. Edited by Jim Williams pg. 157-161
5. Official Broadcast in Tiananmen Square 5th April 1976, Mayor of Beijing. *Survey of the China Mainland Press, pg. 10*
6. Statement by Student Hunger Strikers, 13th May 1989. *Voices from Tiananmen Square: Beijing Spring and the Democracy movement.* Pg. 95-7.

Ao1

- Some understanding of key issues ✓
- Broad analysis often gives way to description with implicit importance of Deng Xiaoping.
- Selection of material adequate, though more precise and regular support would be useful.
- Awareness of historians' debate ✓
- A few of the paragraphs are modelled in thought and in need of greater organisation.

Ao2

- Firm range of contemporary sources ✓
- Sources usually used as aid to description
- Lower-order skills of handwriting and utility present intermittently. ✓
- Occasional attempt to reference values and assumptions, but undeveloped.

Ao1: level 3 7/13

Ao2: level 2 5/12

Source 1

An extract from Deng's book – 'The Selected Works of Deng Xiaoping 1975-1982' written whilst he was leader of China.

Those in the party anxious to remain faithful to Mao's cultural revolution policies were dubbed the 'whateverists' as symbolised by Hua Guofeng...

A few days ago, when two leading comrades of the General Office of the Central Committee of the Party came to see me, I told them that the 'two whatever's are unacceptable'. We cannot mechanically apply what Comrade Mao Zedong said about particular question to another question, what he said in a particular place to another place, what he said at a particular time to another time, or what he said under particular circumstances to other circumstances. Comrade Mao Zedong himself said repeatedly that some of his own statements were wrong. He said that no one can avoid making mistakes in his work unless he does none at all. The reason they made these revisions was that some of the views they originally expressed were not entirely correct, perfect or accurate. Comrade Ma Zedong said that he too had made mistakes and there there had never been a person who's statements were all correct or who was always absolutely right.

Source 2

A poster on the democracy wall in Beijing that supported Deng as being a worthy successor of Mao Zedong, 5th of December 1978

After the arrest of the Gang of Four, the people eagerly hoped that Vice Chairman Deng Xiaoping, who might possibly 'restore capitalism' would right up again like a magnificent banner. Finally, he did regain his position in the central leadership. How excited the people felt! Now inspired they were! But alas, the old political system despised by the people so much remains changed, and the democracy and freedom they longed for has not even been mentioned.

Source 3

The grain output from an Western Newspaper, but the information was given by the CCP members who controlled China – from 1981 - 1990

12.2b

... 1984 there was too much grain to be stored properly. When the government reduced the rate paid for the grain quota, the peasants reacted by producing other products for market.

... 1981-90

	Grain output		Gross agricultural production value*	
	Volume (million tons)	Annual growth rate (%)	Value (million yuan)	Annual growth rate (%)
1981	325.02	1.4	218.1	
1982	354.50	9.1	248.3	5.8
1983	387.28	9.2	275.0	11.3
1984	407.31	5.2	321.0	7.7
1985	379.11	-6.9	361.9	12.3
1986	391.51	3.3	401.3	3.4
1987	402.98	2.9	467.6	3.4
1988	394.08	-2.2	586.5	5.8
1989	407.55	3.4	653.5	4.0
1990	435.00	6.7	738.2	3.1

Source 4

A speech, on the 18th November 1986, by a Professor at Tongji university in China telling students that modernisation was inevitable and they should trust Deng's ideas.

We all have a compelling sense of the need for modernisation. There is a widespread demand for change among people in all walks of life; and very few find any reason for complacency. None feel this more strongly than those of us in science and academia. Modernisation has been our national theme since the Gang of Four were overthrown 10 years before, but we are just beginning to understand what it really means. I think that the key to understanding democracy lies first of all in recognising the rights of each individual. Democracy is built from the bottom up. Every individual possess certain rights, or to use what is very sensitive expression indeed in China. Our true democracy had better get on the ball until it can do better than their western false democracy. I lived in China a long time without being aware of these problems. But when I went abroad and was finally able to see for myself, the contrast was glaringly obvious.

Source 5

An official broadcast, held on the 5th April 1976, at Tiananmen Square telling the public that Deng is not to be trusted with his new ways even though he was helping to develop the country.

Revolutionary masses and cadres of the Municipality must take class struggle as a key link, act immediately, and by concrete action defend Chairman Mao, defend the Party Central Committee, Chairman Mao's proletarian revolutionary line, and the great Capitol of our socialist motherland, deal resolute blows at counter-revolutionary sabotage, and further strengthen and consolidate the dictatorship of the proletariat and develop the excellent situation. Let us rally round the Party Central Committee headed by Chairman Mao and achieve still greater victories! Today, there are bad elements carrying out disruption and disturbances and engaging in counter-revolutionary sabotage at Tiananmen Square. Revolutionary masses must leave the Square at once and not be duped by them.

Source 6

A message by a student protestor to the government, said on the 13th May 1989, about how they don't take their issues into consideration.

Yet the condition of our country is one of rampant inflation, economic speculation by officials, extreme authoritarian rule, serious bureaucratic corruption, a drain of products, and people to other countries, social confusion, and an increase in the number of criminal acts. The government is our government, if we do not cry out, who will?

A2 Unit 4 QA Resource Record

Assignment Title: What, in your view, was the short term significance of Deng Xiaoping in the period 1979-1997?

Issue	Secondary Source (view of the historian)	Evidence and comments	Page ref	Contemporary sources (Supporting/ Contradicting)	Evidence and comments	Page ref	Teacher initials and date
Overview of 20 th Century China	Michael Lynch China: from Empire to Peoples Republic 1900-49, Access to History, Hodder						
Economy	Benson: since 1949.	'economic advance- CCP - untenable! ↳ goal of 4 modernisations - to advance - CCP would drown if not.	pg 6	Source 3 economic grain output from US sources.			
Social	Kissinger: on China.	treated CR as a natural catastrophe ↳ the country needed stability + this was the only way.		Source 2. A poster on Beijing's democracy wall telling people that Deng was the next leader.			
Internal Politics	Fenby: History of modern China.	Felt that Deng couldn't take the position of leader as he had a lack of support - tried to copy Mao but couldn't.		Source 1 ↳ selected works of Deng + used Mao's power + name to his advantage. - able to transform China.			
Foreign	Dillon: A modern history	'Japan not the West' → Japan was considered the West but the public still claimed that they were going to take them over again.					
Internal Politics	Benson: since 1949.	'Deng himself had been a victim of Mao' - aware of what would happen if he tried to change an isolated country.	pg 6.	Source 1. Selected works of Deng - used experiences to change.			

Foreign / Social	The Guardian Article.	-the people know how the west did it + wanted the gov. to care about them in the same way. - human rights granted etc.		Source 4 - speech at university about modernisation.		
Economic	Benson: Since 1949.	-due to eco. security - households thought it was safe so they had more children.		Source 2 - poster on democracy wall - people were able to feel safe w/ Deng as leader.		
E trade	Benson: Since 1949.	when the government came to power - country in debt - 'new approaches' were imperative & not only Deng could do it.		Source 3 economic growth - output GDP had monopoly on info - not only Deng could manipulate it.		
Foreign	Kissinger on China	wanted to send abroad - prove they were progressing. - wanted westernisation.		Source 4. - used foreigners to open up. + learn new ways for China.		
Foreign	Mitter China's struggles in the modern world.	public forced to change in order to develop the western way.	3	Source 5. western influence over ideas in order to grow & develop.		
Social	Wasserman China in the 21st century.	took control of everything in China in order to show strength.	2.	Source 2. poster on dem. wall - Deng is in charge of what goes up even if he doesn't look like it.		

L3 12/25

+

Assess the significance of the role of individual leadership and personality in driving change in China throughout the twentieth century?

China was strongly influenced by personalities over the 20th century; and much transformation was directly caused by individual personalities overtly influencing the eventual pathway of China. The strongest personalities Mao Zedong and Deng Xiaoping, as they were they were able to transform China in their individual ways. At other times, the absence of strong leaders and personalities meant a lack of direction in China, at which time significant transformation was driven by other players, notably foreigners, which strongly influenced China's eventual transformation

Intent to be analytical

The early part of the 20th century was a period when a relatively weak leader sought to control China, but was overtaken by the influence of foreign powers. Empress Cixi who ruled during this time was a conservative leader who managed to resist change and repress "less conservative court officials"¹. She had limited control over events in China, and foreigners were able to heavily influence the spread of ideas. This strong influence of created "widespread resentment [throughout] all social classes"², and China's transformation was not seen in a positive light by much of the population. China's defeats at the hands of foreigners during the Opium Wars was also resented among the Chinese. These defeats were ultimately an engine for change as they led to the understanding that China was not a dominant regional power and that it had to adapt to more modern ideas which had hitherto been blocked. Financial concerns were also "popularly blamed on the foreigners"³ as the population believed the government was not to blame for any economic mistakes made, and the "economic downturn"⁴ was popularly blamed on the foreign scapegoat. Lastly, the lack of a forceful agenda culminated throughout the Boxer rebellion as foreigners were able to impose payments as a result of the agreements made - the government was forced to pay 67 million pounds to foreigners who had assisted in breaking down the Chinese imperialists. The foreigners were able to force Empress Cixi to enact their will, as she was powerless in the face of the enacted policies and decisions.

Hints at explicit examination of Q, but reveals development & precise support. L2/3

19th c!

When the Qing Dynasty ended its time in power, the warlords, such as Zhang Zuolin who ruled the Manchurian province, was in complete control of China. This meant that there was no individual leader who ruled the country as a whole. The warlords' power meant that the weakened dynasty was unable to hold authority over the people, and there was no strong personality to initiator drive meaningful change. Individual warlords, such as Yuan Shikai ruled over regions of various sizes but their individual power held sway over a relatively small subset

No consideration of causation or personality's role

Attempt to analyse

1 Dillon M., China a modern History pg 120-121, I.B Tauris (London - New York)

2 Dillon M., China a modern History pg 120-121, I.B Taurus (London - New York)

3 Dillon M., China a Modern History pg 125, I.B Taurus (London - New York)

4 <http://www.wavcott.org.uk/revisionsite/history/warlords.html> - warlords information

+

—

largely implicit
focus on
demands of
Q.
lead to
explore causation
and processes
C2/3

Attempt to
engage with
historical
debate ✓

Description
gives way to
limited
analysis with
implicit
understanding of
change C2/3

factual
support ✓

of the Chinese population. Not even the largest regions, like the Manchurian domain ruled by Zhang Zuolin, were powerful enough to unite China. Stewart stated that warlords were known to be the "source of the suffering and upheaval"5 that occurred throughout China during their rule, showing that the central authority had no capacity to rule over peasants and working class. The absence of strong central leadership during this time, and the resulting drift in China indirectly hint at the fact that individual leadership was critically important for change in China, as became particularly evident in subsequent periods.

How? by its absence? lead to develop C2/3

In the late 1920's, many policies were enacted as a result of outside influences. The leader of China through this period was Chiang Kai-shek who wanted to unify the country but sacrificed this focus in his persistent pursuit of the Chinese Communist Party (CCP). This ultimately led to the CCP becoming more important in the transformation of China. The historian Lynch said that Chiang blocked changes from taking place in China as he continually faced trouble as a result of his "hatred of communism"5. Chiang was unable to ever "truly represent[ing] the Chinese people [which] rendered him incapable of pursuing the social transformation"6. The major influence during this period was the Japanese invasion of China which was to become a huge influence on the future of China. Notwithstanding his distractions with the CCP, Chiang had a tactic which slowed down the Japanese invasion. This was to give away land to them in pieces, which bought time as he attempted to control the CCP before fighting Japan. However, Chiang was unable to reach his end goal of unifying China as Japan's activities prevented this from happening. After the Japanese war, he lost the remaining support by being "careless" with "the lives of the civilians"6. His inability to grow and improve China may also have been due to the endemic corruption and large debt repayments which emanated from the 1929 Great Depression throughout the world, which meant China had a reduced ability to trade. This reaffirms that the role of foreign powers' in driving events in China.

How?

read for
factual
support.

This reads
factual
weight &
precise
examples C2

Chronological gaps: 1930s? 1940s? 1949? ~~etc~~

Individual personalities had the biggest impact in driving change in China between 1949 and 1966. The 'Great Leap Forward' was Mao's attempt at a five year plan for agriculture and industry modernization, which was directly influenced by Stalin's modernization programme. Foreign influences from Russia were evident in China's change, as Dillon states that Khrushchev's destalinization worsened relations between China and Russia as the "attack on the cult of Stalin's personality...looked uncomfortably close to an attack on the cult of Mao"8. Mao aimed to bring China together in the form of communes so that peasants could work together to achieve greater harvests - by 1958, 700 million people had been placed into 26,578 communes, and Mao's personality was able to drive China to become, in his view, more modern. He was able to appeal to the Chinese as he needed their unquestioned support to fulfil his agenda.

Brood
brushstrokes
with Japanese
invasion.

Noting on C.W.
and causation
of 1949
C2/3

5 Lynch M., The Chinese Civil War pg 71, Osprey Publishing

6 Lynch M., The Chinese Civil War, pg 17, Osprey Publishing

7 Lynch M., The Chinese Civil War pg 71, Osprey Publishing

8 <http://www.zum.de/whkmla/sp/0910/mafia/mafia3.html#iii2> - cultural revolution

Word count: 498

Rolling word count required!

+

Awareness of historical interpretations ✓

Awareness of process of change but little examination of its causal nature C3.

Awareness of debate but no interaction with it to further analysis.

Precise factual support ✓

C3

However, many other leaders and the public opposed these choices as Mao was obsessed with revolution rather than more gradual change. The historian Wasserstrom stated that Mao believed that "extreme tactics and great violence was a necessary part for revolution"⁹, showing that he was willing to use extreme measures to drive his purpose. Adding to this, between 700,000 and 3 million landlords were executed so that Mao could "ensure the goals of the party were internalized"⁹ this was to make sure that peasants complied with the new policies. It is evident that this period of Chinese history was largely driven by Mao's personality. His vision, cult-status amongst select groups, strong power base and the lack of internal opposition meant that Mao could push through ruinous policies largely unopposed. This is despite the fact that the policies caused immense harm to people and institutions, and the fact that the majority of his decisions reversed decisions he had made earlier. Mao's personality led to the Cultural Revolution taking place in 1966, which was "largely an effort by Mao to reclaim a position of centrality" within the government and his party. The revolution aimed to revive the patriotic spirit within the country, however, Mao's leadership caused significant problems for years to come.

Believe quote?

Individuals and personalities continued to be a determining factor in the 1970's because many policies that Mao introduced were continued by Deng Xiaoping who understood the needs of the public and had the ability to more slowly bring in elements of a modern economy. Deng "orchestrated a series of reforms that give this era its name" ¹⁰ as he knew the economy needed advancing, and this wouldn't occur if the CCP stayed in full control of the economy. Social issues were addressed through the introduction of the household responsibility system which led to an 8.2% agricultural increase. As well as this, Deng persisted in opening up China to the rest of the world, for example by encouraging the younger generation to study abroad (with 1.4 million students doing just that during this period). Change momentum meant that Deng's influence was sufficiently strong to ensure that even if he had not been able to bring about complete change, someone else would have completed it. Deng was moreover able to improve foreign relations, and develop large scale exports of goods, which meant that China was became a more modern society. Trade jumped from "50% to 100% in the first half of the 1980's" ¹⁰ showing that Deng fully appreciated the need for China's strong growth and development in exchange for the continued rule of the CCP. Deng's successful stewardship of China's economic development and foreign relations paved the way for China's strong rise in last years of the 20th century and into the next century and ultimately led to the emerging economic and emerging powerhouse that is China today.

Slight chronological confusion? G-L-F and then execution of landlords? Clumsily arranged commentary.

Cultural Revolution dealt with too briefly. C2/3

→ needs elucidation. factually incorrect?

Need to develop this to answer Q.

9 Wasserstrom., China in the 21st century: what everyone needs to know, pg 56 Oxford University Press 2010

10 Dillon M., China a modern History pg 120-121, I.B Tauris (London - New York)

Word count: 477

In summary, the history of China in the 20th century is heavily influenced by leadership and personality – of very strong leaders like Mao and Deng, but also weaker leaders like Chiang and others before him. Mao and Deng had a vision and drive for change and therefore had the largest impact on China in the twentieth century, not all of it positive in the case of Mao. Throughout the century, foreign influences played a hugely important role in influencing China's development (particularly when China was ruled by weak leaders) directly and indirectly influencing change through the century. Lasting social change in large parts of the country came about through economic development particularly under Deng's rule in the last quarter of the century, the legacy of which continues today.

Total word count: 1,611

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- Wasserstrom., China in the 21st century: what everyone needs to know, Oxford university press 2010

- <http://www.zum.de/whkmla/sp/0910/mafia/mafia3.html#iii2> - cultural revolution

This is a little limited U3

- + This explores (in a limited way) and implies an understanding of process of change over time.
- At times broadly analytical, but often slipping into description with implicit relevance to Q.
- Factual support patchy, but some precision sporadically offered.
- Decent awareness of historians' positions and terms of debate — but often treated descriptively.
- Limited range of sources, but acceptable.
- Some degree of direction and control over language.

- Much more exploration and development of process & nature of change needed.
- Some material considered briefly and broadly with some chronological issues (1940s?)
- Writing needs greater control, direction and coherence with greater command of the language.
- Need to engage with historical debate far more.

L3 12/25

A2 Unit 4 QB Resource Record

Assignment Title: Assess the significance of the role of individual leadership and personality in driving change in China throughout the twentieth century(25 marks).

Issue	Sources	Evidence and comments	Page ref	Teacher initials and date
social factors.	internet source.	<ul style="list-style-type: none"> - Confucianism - Deng's reforms - Boxer rebellion - cultural revent great leap forward. 	-	
government in control. the government	Dillon → china a modern history	- repressing 'less conservative court officials' → stayed in control to propose new reforms ↳ course of transformation.	120-121	
individual influence.	Lynch → the chinese civil war.	Chiang had a 'hatred of communism' so he blocked change from taking place. - which led to Mao consolidating consolidating his position as CCP leader.	pg 17	
social factors of	Stewart Ching 1900-76	How the warlords caused suffering for the people and how the government couldn't fix it.	pg 33.	

Individuals	Wasserstrom → China in the 21st Century: what everyone needs to know.	pg 54.	Mao believed that 'violence' would be needed to get what we wanted.
Individuals	Benson China since 1949	pg 50.	Deng "orchestrated reforms" which helped China change and transform.
Foreign influence	Dillon China a modern history	pg 297.	looked at the similarities between Mao in power and Khrushchev in power. "attack on Stalin"
Warlords	(internet) revision site	-	- Zhang Zuolin + how the people in each region of China accepted their ruling - not powerful enough to bring the whole country together
cultural revolution	revision site (internet)	-	Mao's cultural revolution + great leap forward - support for his agenda + ideas

