

**BRITAIN IN THE
AGE OF TOTAL
WAR
COURSEWORK
ASSIGNMENTS**

GCSE HISTORY COURSEWORK ASSIGNMENTS

Teacher Information

Introduction:

These assignments comprise sources, questions and mark schemes which will enable your pupils to fulfil the coursework requirements in history for Edexcel Foundation specifications for first examination in summer 2003. You may use these assignments as they stand. They have been designed to assess the full range of grades targeted by the syllabus (Grades G-A*). Assistance may be given in class to aid the comprehension of the sources.

You may also adapt these assignments if wished by:

- providing additional or replacement sources
- providing additional or replacement questions.

However, if you wish to make changes you should submit these to the Edexcel Foundation for approval to ensure that revised sources or questions give candidates appropriate opportunity to meet the targets specified at the appropriate level.

Management of the assignment:

The assignment has been designed to accommodate some flexibility of classroom practice. The following points should be borne in mind:

- Although all the questions *may* be tackled as part of a single task, this is not necessary. The timing of individual questions within an assignment may be staggered over a period of time and integrated into the programme of study.
- Candidates may use the sources provided in the pack as part of their preparation for Assignment 1 but this is not a requirement.
- Your candidates should draw upon their contextual knowledge when using the sources for Assignment 2. The historical content listed below should be familiar to candidates before they attempt to answer the questions.

Britain in the Age of Total War, 1939-45

This assignment should arise from a teaching programme designed to occupy approximately half a term. Before candidates begin this assignment they should have knowledge of:

- A nation at war; conscription; evacuation; the Blitz; civilian contributions
- The economic impact of the war; state regulation of industry, agriculture and transport
- Propaganda, morale and the role of popular entertainment

Introduction

During the Second World War civilians were involved as well as soldiers. As part of the conflict Britain and Germany bombed each other's major cities. People in both countries had to cope with the effects of these air raids. In Britain the bombing of the cities was known as the Blitz.

Some people write about the Blitz as a time when the British people showed great cheerfulness and courage. They say their morale (their spirit and attitude) was good. Other writers believe that much of what was said and written about the high morale of the British is myth (a false impression) rather than truth.

This assignment presents you with sources produced during the Blitz and afterwards and gives you the opportunity to decide for yourself.

SOURCE A: from *Waiting for the All Clear*, a book published in 1990 to celebrate the fiftieth anniversary of the Blitz. This extract comes from the publisher's description of the book's contents inside the front cover.

Fifty years ago during the blitz, the British people showed that they didn't have to be in uniform to be heroes. Out of terror and tragedy came courage and an unshakeable determination. Those at home in the most appalling circumstances kept their sense of humour. Their memories will break your heart and make you smile.

SOURCE B: a photograph dated 21 January 1943. In the air raid of 20 January on London, Catford Girls' School was hit. Photographs which had anything to do with the war had to be approved before they could be published. This photograph showing bodies in sackings was banned by the censors.



SOURCE C: a photograph published on 15 September 1940, with its original caption



During raids on London last night some North London houses were bombed. Their houses are wrecked but the tenants of the buildings still showed the British "grit*".

*grit = courage and determination

SOURCE D: this photograph was taken on 15 November 1940 after the air raid on Coventry, but was not published until February 1941. It was captioned ‘sorting personal property’.



SOURCE E: extract from a secret report to the government by the Ministry of Information, 10 September 1940

When the siren goes, people run madly for shelters. Citizen's Advice Bureau is inundated (swamped) with mothers and young children hysterical and asking to be removed from the district. Exodus (flight) from the East End growing rapidly. Taxi drivers report taking group after group to Euston* and Paddington* with belongings.

*Euston and Paddington = London railways stations.

SOURCE F: from Harold Nicolson's diary, 17 September 1940. Harold Nicolson knew several members of the Government.

Everyone is worried about the feeling in the East End of London where there is much bitterness. It is said that even the King and Queen were booed the other day when they visited the destroyed areas.

SOURCE G: from the book *Don't you Know There's A War on?* published in 1988

As long as there were men and women to continue production, the country's economic life could continue and the planes, tanks and armaments roll off the assembly lines. Attendance at work remained surprisingly good.

Understandably there was widespread fear during the Blitz. This frequently led to flights of entire communities into the countryside, or 'trekking' as it was called at the time. So Londoners escaped to Epping Forest during the bombing of the East End. Yet many of those who trekked were the same people who continued to turn up for work.

Assignment One: Objective 1

1. Why were the major cities of Britain bombed by the Germans in 1940-41? **(15)**
2. Describe the effects of the Blitz on everyday life in Britain. **(15)**
3. In what ways did the British government attempt to hide the effects of the Blitz from the people of Britain? **(20)**

(Total: 50 marks)

Assignment Two: Objectives 2 and 3

1. Study Source A

What can you learn from Source A about the response of the British people to the effects of the Blitz?

(6)

2. Study Sources B, C,
How useful are Sources B and C in helping you to understand the effects of the Blitz on people in Britain?

(10)

3. Study Sources B, C and D
Does Source D support the evidence of Sources B and C about the damage done during air raids?

(8)

4. Study Sources E, F and G, and use your own knowledge.
Use Sources E, F and G, and your own knowledge, to explain why the government was concerned about the morale (spirit and attitude) of the British people in the autumn of 1940.

(12)

5. Study all the Sources and use your own knowledge.

“The impression that the British faced the Blitz with courage and unity is a myth”.

(14)

Use the sources, and your own knowledge, to explain whether you agree with this statement.

(Total: 50 marks)

Coursework Assignment Mark Scheme

Britain in the Age of Total War

Assignment One: Objective 1

1. *Why were the major cities of Britain bombed by the Germans in 1940-41?* (15)

Target: Causation

Level 1: Simple statements supported by some knowledge, e.g. to destroy homes and factories etc. (1-5)

Level 2: Developed statements supported by relevant knowledge, e.g. to damage the British war effort to try to force Britain to surrender, to show that resistance was useless etc. (6-10)

Level 3: Developed explanation supported by selected knowledge, e.g. showing understanding of the aims of Hitler, an attempt to destroy the morale of the British people and break their spirit etc. (11-15)

2. *Describe the effects of the Blitz on everyday life in Britain* (15)

Target: Consequence

Level 1: Simple statements supported by some knowledge, e.g. disruption, deaths, air-raids etc. (1-5)

Level 2: Developed statements supported by relevant knowledge, e.g. details of disruption, deaths etc. (6-10)

Level 3: Developed explanation supported by selected knowledge, e.g. shows awareness of the areas which were badly affected, the East End, Coventry, major cities, docklands etc. (11-15)

3. *In what ways did the British government attempt to hide the effects of the Blitz from the people of Britain?* (20)

Target: Key Features

Level 1: Simple statements supported by some knowledge, e.g. newspaper articles, photographs (1-5)

Level 2: Developed statements supported by relevant knowledge, e.g. the use of censorship, photographs could not be published, articles were written by the government etc. (6-10)

Level 3: Developed explanation supported by selected knowledge, e.g. showing understanding of the role of the censor and the Ministry of Information, use of newsreel and accounts of the number of German aircraft shot down. (11-15)

Level 4: Sustained argument supported by precisely selected knowledge, e.g. understands the overall aim of the in applying censorship, need to maintain public morale, counter German propaganda, use of posters, film, the radio the press etc. (16-20)

Coursework Assignments Mark scheme

Britain in the Age of Total War

Assignment Two: Objectives 2 and 3

1. *Study Source A. What can you learn from Source A about the response of the British people to the effects of the Blitz?*

(6)

Target: Comprehension of Source

Level 1: Simple statements using the source at face value, e.g. they were quiet and determined etc. (1-3)

Level 2: Developed statements making inferences from the source or referring to the tone of the source or the NOP, e.g. this was written to celebrate Britain's victory, it gives no contrary details etc. (4-6)

2. *Study Sources B and C. How useful are Sources B and C in helping you to understand the effects of the Blitz on the people of Britain?*

(10)

Target: Analysis of sources/causation.

Level 1: Simple statements using the sources at face value, e.g. they show good and bad aspects of bombing etc. (1-3)

Level 2: Developed statements evaluating reliability of the sources, e.g. arguments, community spirit, cups of tea, OR which refers to the motives of the government in censoring the media. (4-6)

Level 3: Developed evaluation of utility of the sources as evidence, e.g. refers to the motives of the government in censoring the media, difficulties of assessing accuracy etc.. (6-10)

3. *Study Sources B, C and D. Does Source D support the evidence Sources B and C about the damage done during air raids?* (8)

Target: Analysis of sources/reaching a judgement.

Level 1: Simple statements taking information from the sources at face value, e.g. does, does not etc. (1-3)

Level 2: Developed statements making links between the sources OR reaching a judgement based on inferences from the sources, e.g. on balance etc. (4-6)

Level 3: Developed explanation comparing sources as evidence, e.g. references to the need to censor the media –Source C, which was published shows that many people were homeless; bombing clearly went on for a long time as the dates continue over three years etc. (7-8)

4. *Study Sources E, F and G, and use your own knowledge.*

Use sources E, F and G and your own knowledge, to explain why the government was concerned about the morale (spirit and attitude) of the British people in the autumn of 1940? (12)

Target: Analysis if sources/recall of knowledge.

Level 1: Simple statements using the sources as information OR own knowledge, e.g. the situation was very bad, many people were being killed etc. (1-3)

Level 2: Developed statements making inferences from the sources supported by relevant own knowledge, e.g. details about the effects of air-raids/the Blitz, problems of shelters, extent of damage etc. (4-6)

Level 3: Developed explanation using the sources as evidence supported by selected knowledge, e.g. the government was very concerned about the effects of panic upon the people of Britain, damage to the war effort, failure to turn up for work, awareness that some areas (the East End) were being very badly hit etc. (7-10)

Level 4: Sustained argument which makes confident use of the sources as evidence supported by precisely selected knowledge, e.g. additionally shows understanding of the national situation in September 1940, beginning of the Blitz, threat of invasion, the aims of the German attacks on London etc. (11-12)

5. *Study all the sources and use your own knowledge.*
'The impression that the British faced the Blitz with courage and unity is a myth.' Use the sources, and your own knowledge, to explain whether you agree with this statement. (14)

Target: Analysis of interpretation of events and recall of knowledge. (AO3)

Level 1: Simple statement using the sources as information or some own knowledge,
e.g. Sources E, F and G and people were scared OR Sources C and F show that they were not etc. (1-3)

Level 2: Developed statements making inferences from the sources supported by relevant knowledge, e.g. there are more sources suggesting that people were afraid than there are suggesting that everything was okay, the sources which say that people were afraid are more likely to be factual etc. (4-6)

Level 3: Developed explanation making use of the sources as evidence supported by selected knowledge which supports the view,
e.g. it is the sources which were published at the time which suggest that Britain could take it, the sources which were censored or which were secret suggest that morale was low etc. (7-11)

Level 4: Sustained argument making confident and thorough use of the sources as evidence supported by appropriately selected knowledge which challenges the view, e.g. although the evidence suggests that the British people were very frightened, it would appear that the relevant sources come from a short period of very heavy bombing and from certain areas of the country which were very badly hit. (12-14)