

BRITAIN AND EUROPE 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 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 The historical content listed below should be familiar to candidates before they attempt to answer the questions.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 and Europe

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:

- Co-operation in Europe after the end of the Second World War
- Moves towards European Unity from 1951-1957
- The reasons for the setting up of the European Economic Community in 1957

Introduction

At the end of the Second World War, Europe was devastated. Almost immediately the leaders of the countries of Western Europe began to consider ways of drawing together in order to provide greater security against threats of attack. By 1957 these ideas had taken the form of the EEC.

Britain did not join the EEC in 1957, but was eventually able to become a member in 1973. Why did Britain not join when the EEC was set up? Why did it take so long for Britain to be accepted as a member? These are some of the questions that you will be answering when you tackle this assignment.

SOURCE A: part of speech made by Konrad Adenauer, the chancellor of West Germany, at the signing of the Treaty of Rome

The European Community is not directed at anyone. Entry is open to all European states. If a state feels unable to become a full member, we have arranged that close links can be set up by other methods.

SOURCE B: some of the aims of the European Economic Community, as set out in the Treaty of Rome

- Harmonisation of the members' economic and social policies to promote stability, a better standard of living and economic growth
- Removal of all barriers to the free movement of goods, labour and capital within the Community
- Common policies for agriculture and transport
- The development of institutions such as the European Commission, the Council of Ministers, the European Assembly and the Court of Justice

SOURCE C: a cartoon published in a British daily newspaper in early 1963



SOURCE D: part of a speech made by Charles de Gaulle, the President of France, in January 1963

Britain has asked to join the Community after previously refusing to take part. She has created a sort of Free Trade Area with six other states. Britain is an island. She is different from continental countries. She is linked by her trade, her markets, her supplies to countries that are often very far away.

SOURCE E: a cartoon published in a British daily newspaper in early 1963



SOURCE F: part of an account of the negotiations between Britain and the EEC in 1961-3; this was written by a civil servant who was present at the time

I don't think de Gaulle had any sympathy from the others. As far as I could see in Brussels the other delegations were as distressed, in fact more distressed than we were. After the final announcement of the veto there, the German member was very upset. He came out to me, and I said, 'Don't worry. We shall come back.'

SOURCE G: an entry in the diary of Harold Macmillan after Britain had been refused entry to the EEC in 1963

All our policies at home and abroad are in ruins. The great question remains, 'What is the alternative to the European Community?' If we are honest, we must say that there is none.

SOURCE H: part of history textbook published in the 1990s

In April 1966 the British government, now led by Labour Prime Minister Harold Wilson, announced that it intended to apply for a negotiated entry to the European Community. Once again, though, the French president stood in the way. This time de Gaulle ruled out Britain's application because of the financial and economic problems which it faced at this time. He contrasted the favourable economic performance of the Six with the poor state of the British economy. What was to be gained by the Six by accepting British membership?

SOURCE I: (a photograph of the signing of the Treaty of Rome by the British prime minister, Edward Heath)

T and W p 162

SOURCE J: headlines on British daily newspapers on 1st January 1973

EUROPE, HERE WE COME

A DAY IN HISTORY, GREAT BRITAIN goes into GREATER EUROPE

WE'RE IN

BRITAIN WELCOMED INTO EUROPE

Assignment One: Objective 1

1. Describe the growth of European unity from 1950 to 1957. (15)
2. Why did Britain try to join the EEC in the 1960s? (15)
3. How important was the resignation of President de Gaulle in bringing about Britain's admission to the EEC? (20)

Assignment Two: Objectives 2 and 3

1. Study Source A

What can you learn from Source A about the aims of the European Economic Community?

(6)

2. Study Sources A, B and C

Does the evidence of Source C support the evidence of Sources A and B about the aims of the European economic Community? Explain your answer.

(8)

3. Study Sources D and E

How useful are Sources D and E in helping you to understand why the British application for membership of the EEC was refused in 1963?

(10)

1. Study Sources F and G

Use Sources F and G, and your own knowledge, to explain why Britain made a second application for membership of the EEC in 1966.

(12)

2. Study all of the sources

‘The main reason why Britain’s application for membership of the EEC in 1971 was successful was the resignation of President de Gaulle in 1969.’

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

(14)

Coursework Assignment Mark Scheme

Britain and Europe

Assignment One: Objective 1

1. Describe the growth of European unity from 1950 to 1957.

Target: Key features/recall of knowledge

- | | | |
|----------|--|---------|
| Level 1: | Simple statements supported by some knowledge, e.g. the ECSC, Euratom, the Treaty of Rome etc. | (1-5) |
| Level 2: | Developed statements supported by relevant knowledge, e.g. details of the stages etc. | (6-10) |
| Level 3: | Developed exposition supported by selected knowledge, e.g. shows understanding of the changing nature of the agreements, pooling of resources, sharing technical knowledge, harmonisation etc. | (11-15) |

2. Why did Britain try to join the EEC in the 1960s?

Target: Causation/recall of knowledge

- | | | |
|----------|---|---------|
| Level 1: | Simple statements supported by some knowledge, e.g. it realised that it was working, Commonwealth was weakening, economy poor etc. | (1-5) |
| Level 2: | Developed statements supported by relevant knowledge, e.g. details of success of the EEC, weaknesses of British economy, Commonwealth countries beginning to look more to their own regions of the world etc. | (6-10) |
| Level 3: | Developed explanation supported by selected knowledge, e.g. making links between factors, sets in the context of Britain's declining world role, trade with Europe increasing etc. | (10-15) |

3. How important was the resignation of President de Gaulle in bringing about Britain's admission to the EEC?

Target: Key features/recall of knowledge

- Level 1: Simple statements supported by some knowledge, e.g. he blocked entries in 1963 and 1967 etc. (1-5)
- Level 2: Developed statements supported by relevant knowledge, e.g. details of de Gaulle's actions, reasons for veto, links with Commonwealth, USA, economic weakness etc. (6-10)
- Level 3: Developed explanation supported by selected knowledge, e.g. makes links with other factors for British entry, changing attitudes in British government, influence of Heath, desire of members of EEC to expand etc. (11-15)
- Level 4: Sustained argument supported by precisely selected knowledge, e.g. explicitly assesses significance of role of de Gaulle, Pompidou had been his PM, much more favourable, other European leaders favoured British entry etc. (16-20)

Coursework Assignment Mark Scheme

Britain and Europe

Assignment Two: Objectives 2 and 3

1. Study Source A

What can you learn from Source A about the aims of the European Economic Community?

Target: Comprehension of a source

Level 1: Simple statements supported by some knowledge taking the source at face value, e.g. everyone could join, there are different ways of joining etc.
(1-3)

Level 2: Developed statements supported by relevant knowledge making inferences from the source, pointing out the weaknesses of the source or setting the source in context, e.g. the EEC wants to expand, it intends to be inclusive etc.
(4-6)

2. Study Sources A, B and C

Does the evidence of Source C support the evidence of Sources A and B about the aims of the European Economic Community? Explain your answer.

Target: Cross referencing and evaluation of sources

Level 1: Simple statements supported by some knowledge taking the sources at face value, e.g. de Gaulle does not want Britain in etc.
(1-3)

Level 2: Developed statements supported by relevant knowledge making inferences from the sources, pointing out the weaknesses of the sources or setting the source in context, e.g. de Gaulle did not want Britain in because of links to the USA and to the Commonwealth etc.
(4-6)

Level 3: Developed explanation supported by selected knowledge and making positive use of the nature, origin and purpose of the sources.

e.g. Source C is a British cartoon giving a one-sided view of the situation, de Gaulle believed that the EEC must be European etc.

(7-8)

3. Study Sources D and E

How useful are Sources D and E in helping you to understand why the British application for membership of the EEC was refused in 1963?

Target: Analysis and evaluation of sources for utility

Level 1: Simple statements supported by some knowledge taking the sources at face value, e.g. de Gaulle says Britain has links with other areas, they are ganging up on Britain etc.

(1-3)

Level 2: Developed statements supported by relevant knowledge making inferences from the sources, pointing out the weaknesses of the sources e.g. de Gaulle believed that Britain's links with the Commonwealth and the USA made membership impossible, Source E suggests that Britain wanted special terms for entry etc.

(4-6)

Level 3: Developed explanation supported by selected knowledge and making positive use of the nature, origin and purpose of the sources, e.g. the sources give different reasons for the refusal of Britain's membership, de Gaulle blames Britain's trading links, Source E, (British cartoon) blames Macmillan for wanting special terms etc.

(7-10)

4. Study Sources F and G

Use Sources F and G, and your own knowledge, to explain why Britain made a second application for membership of the EEC in 1966.

Target: Analysis and interpretation of sources/recall of knowledge

Level 1: Simple statements supported by some knowledge taking the sources at face value, e.g. they were upset that they didn't get in, there was no other alternative, the economy was worse etc.

(1-3)

Level 2: Developed statements supported by relevant knowledge making inferences from the sources, pointing out the weaknesses of the sources

e.g. Source F suggests that the government was determined, by 1966 there was a trade deficit, EFTA had not worked, Commonwealth was less important etc.

(4-6)

Level 3: Developed explanation supported by selected knowledge and making positive use of the nature, origin and purpose of sources, e.g. Source G suggests that the PM was very determined to get in, 'no alternative', in 1967 the £ was devalued. Labour Party was in power, more determined to gain entry etc.

(7-10)

Level 4: Sustained argument supported by precisely selected knowledge and using the sources as evidence having considered reliability e.g. sets in the context of the decline of Britain as a world power, no longer the 'big three', withdrawals from Indian Ocean, Aden, New Zealand and Australia both becoming more independent of Britain economically, Canada in free trade area with USA etc

(11-12)

5. *Study all of the sources*

'The main reason why Britain's application for membership of the EEC in 1971 was successful was the resignation of President de Gaulle in 1969.'

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

Target: Analysis of interpretation of events/recall of knowledge

Level 1: Simple statements supported by some knowledge taking the sources at face value supporting or opposing the view, e.g. yes, he stopped Britain in 1963 and 1967 etc.

(1-3)

Level 2: Developed statements supported by relevant knowledge making inferences from the sources, supporting or opposing the view, e.g. Sources C, D, E, F and H all point to de Gaulle, details of objections etc.

(4-6)

Level 3: Developed explanation supported by selected knowledge and making positive use of the Nature, Origin and Purpose of sources to support or oppose the view, e.g. Sources C, D, E, F and H all have different origins and point to de Gaulle as the sticking point, de Gaulle admits that he does not want Britain in etc.

(7-11)

Level 4: Sustained argument supported by precisely selected knowledge and using the sources as evidence to assess the view and compare it with alternative views, e.g. considers that Britain asked for special concessions when it applied and got them in 1973, attitudes towards expansion had changed in the EEC etc.

(12-14)