

EUROPEAN UNITY 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 The historical content listed below should be familiar to candidates before they attempt to answer the questions.

European Unity

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:

- The reasons for the growth of European unity after the Second World War
- The moves towards unity from 1950 to 1957
- The impact of the EEC upon Europe

Introduction

Almost immediately after the end of the Second World War the nations of western Europe began to discuss plans for greater unity. A Council of Europe was set up in 1949 and plans for a European army were only dropped after French objections in the early 1950s. But there were important economic moves. In 1951 the European Coal and Steel Community came into being and in 1957 this became part of the EEC.

Why did European unity become important at the end of the Second World War? How did the moves towards unity change relations between countries? These are some of the questions that you will be answering as you tackle this assignment.

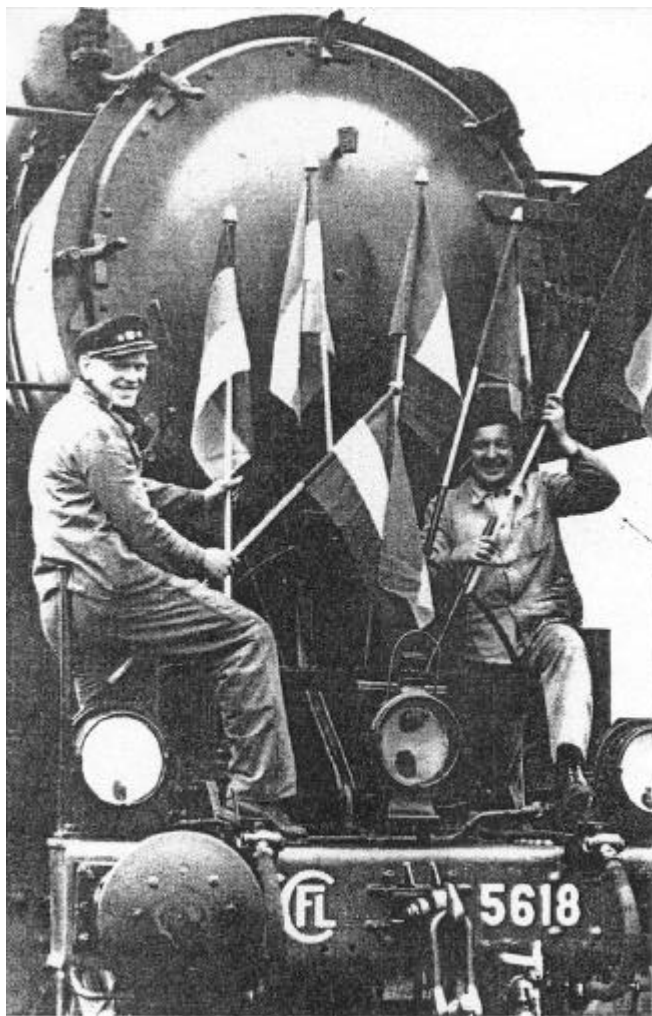
SOURCE A: Part of a speech made by Jean Monnet in 1950

The best route towards greater political union and the recovery of Europe is through economic co-operation. The creation of a large internal market is essential to make it possible for Europeans to take their place in the world again.

SOURCE B: Part of a speech made by Robert Schuman in May 1950

Placing the whole of Franco-German coal and steel output under a common High Authority, in an organisation open to other countries of Europe. The pooling of coal and steel production will be a first step in a federal Europe. This will make it plain that any war between France and Germany becomes not only unthinkable, but also impossible

SOURCE C: A photograph taken in May 1953, the train was carrying a load of coal from France to Luxembourg



SOURCE D: 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

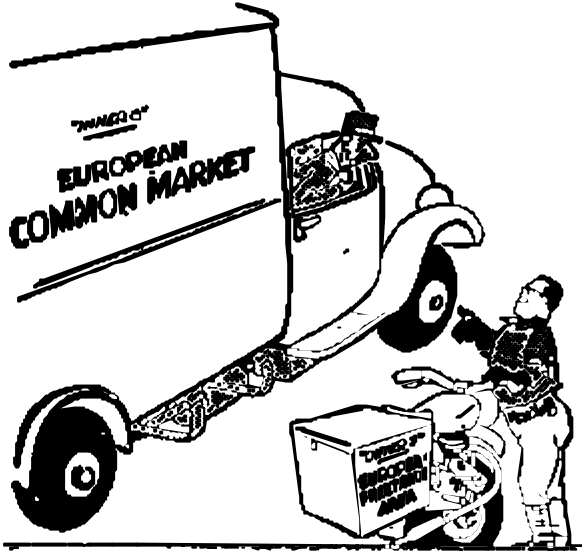
SOURCE E: Part of speech made by Konrad Adenauer, the chancellor of West Germany, at the signing of the Treaty of Rome, 1957.

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 F: Membership of the EEC and EFTA in 1959

	EEC	EFTA
	France	Britain
	Germany	Portugal
	Italy	Austria
	Holland	Switzerland
	Belgium	Sweden
	Luxembourg	Norway
		Denmark
Total Population	200,000	70,000,000

SOURCE G: A cartoon published in Britain in the early 1960s



SOURCE H: from a speech made by Paul-Henri Spaak to the Council of Europe Assembly in 1964.

Those who drew up the Treaty of Rome did not think of it as essentially economic; they thought of it as a stage on the way to political union. If it is bound to happen so much the better, but it is wiser to work steadily and urgently to make it happen.

Assignment One: Objective 1

1. Describe the growth European unity from 1945 to 1957. **(15)**

2. Why was the Treaty of Rome signed in 1957? **(15)**

3. In what ways did the European Economic Community change from 1957 to the 1990s? **(20)**

(Total: 50 marks)

Assignment Two: Objectives 2 and 3

1. Study Source A

What can you learn from Source A about the reasons for European unity?

(6)

2. Study Sources A, B and C

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

(8)

3. Study Sources D and E

How useful are Sources D and E in helping you to understand the aims of the European Economic Community?

(10)

4. Study Sources F and G

Use Sources F and G, and your own knowledge, to explain why the EEC proved to be much more successful than EFTA.

(12)

5. Study all of the sources

‘The main aim of the founders of the movement for European unity was political union.’

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

(14)

(Total: 50 marks)

Coursework Assignment Markscheme

European Unity

Assignment One: Assessment Objective 1

1. Describe the growth European unity from 1945 to 1957.

Target: Key features/recall of knowledge

- Level 1:** Simple statements supported by some knowledge, eg Council of Europe, Marshall Aid, NATO, ECSC, Benelux, Euratom etc. **(1-5)**
- Level 2:** Developed statements supported by relevant knowledge, eg details of meetings and organisations etc. **(6-10)**
- Level 3:** Developed exposition supported by selected knowledge, eg explanation of the different forms of unity, political, economic, military etc. **(11-15)**
2. Why was the Treaty of Rome signed in 1957?

Target: Causation/recall of knowledge

- Level 1:** Simple statements supported by some knowledge, eg to bring countries together, to make trade easier etc. **(1-5)**
- Level 2:** Developed statements supported by relevant knowledge, eg details of the aims of the Treaty of Rome and of the member countries, a third force between superpowers, restoration of Europe's position, better trade etc. **(6-10)**
- Level 3:** Developed explanation supported by selected knowledge, eg makes links between factors, short term aims were economic, but longer term aims were political and a federal state was envisaged etc. **(10-15)**

3. In what ways did the European Economic Community change from 1957 to the 1990s?

Target: Key features/recall of knowledge

- Level 1:** Simple statements supported by some knowledge, eg it got bigger, CAP, CET, Schengen agreement etc. **(1-5)**
- Level 2:** Developed statements supported by relevant knowledge, eg details of events, CAP to guarantee food, CET to ensure that trade was fair, Schengen to ease travel across borders etc. **(6-10)**
- Level 3:** Developed explanation supported by selected knowledge, eg shows understanding of the nature of change, it became more cohesive, individual members had less influence as it became bigger, member countries were more diverse economically etc. **(11-15)**
- Level 4:** Sustained argument supported by precisely selected knowledge, eg explains the EEC in 1957 and contrasts specifically with the EU in 1990s, change of name aims, structure, membership etc. **(16-20)**

Coursework Assignment Markscheme

European Unity

Assignment Two: Assessment Objectives 2 and 3

1. Study Source A

What can you learn from Source A about the reasons for European unity? (6)

Target: Comprehension of a source

Level 1: Simple statements supported by some knowledge taking the source at face value, eg political union (1-3)

Level 2: Developed statements supported by relevant knowledge making inferences from the source, eg need for Europe to unite, to re-build a world role (4-6)

2. Study Sources A, B and C

Does the evidence of Source C support the evidence of Sources A and B about European unity? Explain your answer. (8)

Target: Cross referencing and evaluation of sources

Level 1: Simple statements supported by some knowledge, identifying points of similarity & difference. E.g. coal moving between countries. (1-3)

Level 2: Developed statements supported by relevant knowledge e.g. Shows that plan outlined in Source B is getting put into effect (4-6)

Level 3: Developed explanation supported by selected knowledge and sources e.g. Source A: internal market; Source B market in coal and steel; Source C: practical results. (7-8)

3. Study Sources D and E

How useful are Sources D and E in helping you to understand the aims of the European Economic Community?

(10)

Target: Analysis and evaluation of sources for utility

- Level 1:** Simple statements supported by some knowledge taking the sources at face value, e.g. Source D gives aims, so is useful (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 sources in context, e.g. Speech, Source E, may be Adenauer's hopes, not aims of all (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. Treaty, Source D, is views of all members; Source E is German Chancellor's view. (7-10)

4. Study Sources F and G

Use Sources F and G, and your own knowledge, to explain why the EEC proved to be much more successful than EFTA. (12)

Target: Analysis and interpretation of sources/recall of knowledge

- Level 1:** Simple statements supported by some knowledge taking the sources at face value, eg Source F shows different size. (1-3)
- Level 2:** Developed statements supported by relevant knowledge making inferences from the sources, e.g. describes different economic strengths of two groups (4-6)
- Level 3:** Developed explanation supported by selected knowledge and making use of sources, e.g. Uses differences shown in Sources, adds own knowledge of economic differences. 7-10
- Level 4:** Sustained argument using the sources as evidence supported by precisely-selected knowledge e.g. Uses population and other differences suggested by sources, with wide own knowledge of economic developments and links in both communities.

5. Study all of the sources

'The main aim of the founders of the movement for European unity was political union.'

Use the sources and your own knowledge to explain whether you agree with this view
(14)

Target: Analysis and 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. Agrees, using Source A (1-3)
- Level 2:** Developed statements supported by relevant knowledge making inferences from the sources, supporting or opposing the view, e.g. Agrees, using Sources and some own knowledge (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. Statements deal with economic policy, but clear from early information that political union was on the agenda. (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. Puts both sides, using items from sources and own knowledge (12-14)