

LIFE IN EASTERN
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 syllabuses from September 1996. 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 The historical content listed below should be familiar to candidates before they attempt to answer the questions.

Life in Eastern 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:

- The reasons for occupation of Eastern Europe by the Soviet Union after the Second World War
- Soviet rule in Eastern Europe in the 1950s and 1960s
- Differences between life in the East and life in the West

Introduction

In 1945 most of eastern Europe was liberated by the Red Army from Nazi occupation. Despite promises made at Yalta, the Soviet Union did not allow free elections in the East and instead set up pro-Soviet governments, which ran their countries until the collapse of the eastern bloc in the late 1980s.

What was life like for the peoples of Eastern Europe? How did their lives differ from those of people in the West? These are some of the questions that you will be answering as you tackle this assignment.

SOURCE A: part of the Czechoslovak Constitution of 1960

Equal status of women shall be secured by the development of facilities and services which will enable women to participate fully in the life of society.

SOURCE B: figures published by the Czechoslovak government

	1950	1960	1974
Percentage of women at work	54	71	84
	1948	1964	
Numbers of pre-school nurseries	4,932	9,095	
	1954-1965		
Percentage increase in the number of girls at secondary school	114		

SOURCE C: estimates made by Western historians

	1946	1970
Income of men in Czechoslovakia	100	100
Female income as a percentage of men's	65	67
Percentage of important managerial posts held by women	5	5

SOURCE D: part of *Eastern Europe since 1945*, published in Britain in the 1990s

By and large churches were not banned. The policy of most eastern European countries was to take over churches and run the by Departments for Religious Affairs. But churches were prevented from political activities and the educational curriculum was changed to remove all religious content.

SOURCE E: part of a history book published in the 1990s

The media were controlled by the Communist Party. There were no legal means of finding out what was happening on the other side of the Iron Curtain. Newspapers and the radio and television could only report the official version of the news.

People were subject to the secret police – in the Soviet Union, the KGB. These organisations operated outside the law and there was little that an ordinary citizen could do about their actions.

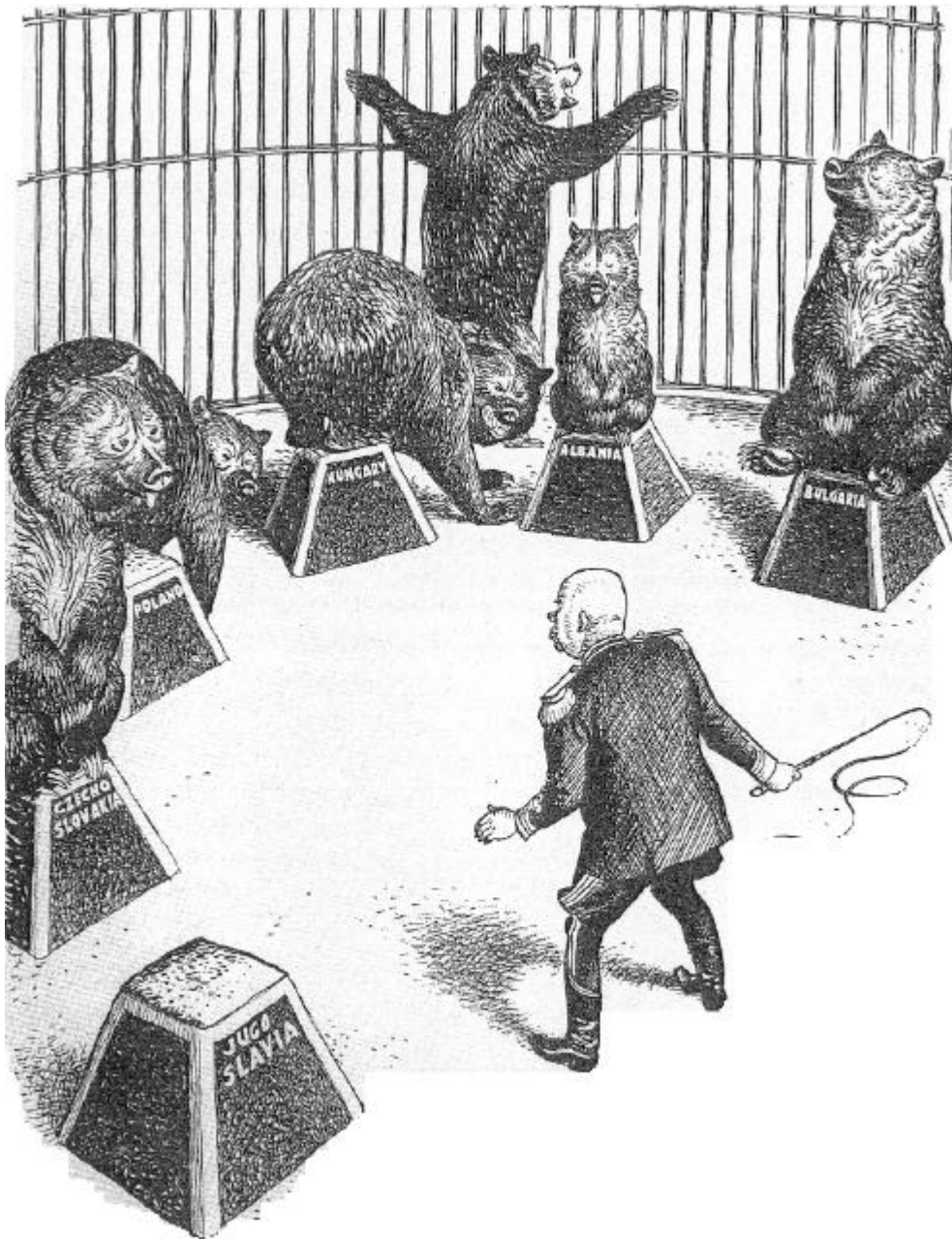
SOURCE F: an account of life in the Soviet Union written in 1986 by a British visitor

The shops had very little in them and the fresh produce was dismal, particularly the meat and chicken. Standing still in a food shop was not a good idea as people ran about and didn't look where they were going. Each type of food had a different counter and the people had to queue up three times to buy something. Once to choose it and be given a bill. Then a second time to pay at the till. And finally a third time to collect what they had bought. Bookshops were the exception, they were fully stocked and prices were low. Seeing an assistant using an abacus to work out the bill was a bit of a shock though.

Inside Moscow all telephone calls were free and rent was low, only about £3 a month. Gas and electricity also only came to a few pounds. But you couldn't leave Moscow without permission. On every road out of the city there were control points checking papers.

We were told by our Intourist guide that every body had a job. The last person to be unemployed had found work in 1932. But then there were five doormen at our hotel, four of whom were always watching television. However it was rather exciting to find a post office with thirty-five counters, every one of them open, and no queues.

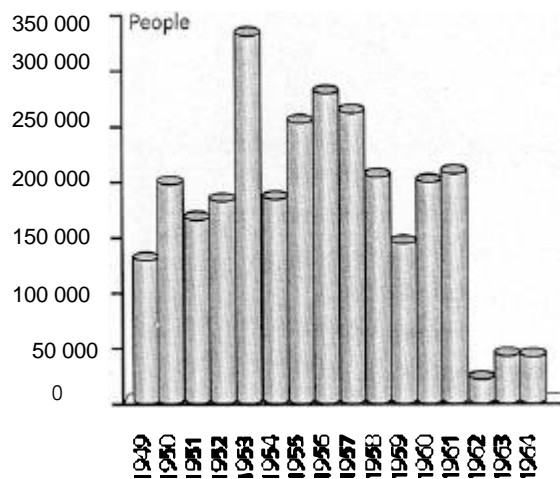
SOURCE G: a cartoon published in Britain in October 1956



SOURCE H: a photograph of the body of a Hungarian policeman in October 1956



SOURCE I: a graph showing the number of people who escaped from East Germany to West Germany from 1949 to 1964



SOURCE J: infant mortality rates in east European countries; these figures were published by the United Nations

	1948	1968
Bulgaria	118.2	86.8
Czechoslovakia	83.5	22.1
East Germany	89.1	20.4
Hungary	94.1	35.8
Romania	142.7	58.6
Poland	111.1	33.4

ASSIGNMENT ONE: OBJECTIVE 1

1. Describe the Soviet take-over of eastern Europe after the end of the Second World War. (15)
2. In what ways was life in the East different from life in western Europe? (15)
3. Why did so many people try to leave eastern Europe and flee to the West from 1949 to 1961? (20)

ASSIGNMENT TWO: OBJECTIVES 2 AND 3

1. Study Source A

What can you learn from Source A about women in Czechoslovakia?

(6)

2. Study Sources A, B and C

Does the evidence of Source C support the evidence of Sources A and B about women in Czechoslovakia? Explain your answer.

(8)

3. Study Sources F and I

How useful are Sources F and I in helping you to understand what life was like in the East?

(10)

4. Study Sources D and E

Use Sources D and E, and your own knowledge, to explain why many people in the East tried to flee to the West from 1949 to 1961.

(12)

5. Study all of the sources

'People in the East faced insecurity throughout their lives.'

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

(14)

ASSIGNMENT ONE: MARKSCHEME

1. *Describe the Soviet take-over of eastern Europe after the end of the Second World War.*

Target: Key features/recall of knowledge AO1

- Level 1: Simple statements supported by some knowledge, e.g. Red Army invaded eastern Europe to drive out the Nazis, list of countries occupied etc. (1-5)
- Level 2: Developed statements supported by relevant knowledge, e.g. details of occupations and take-overs in the East, Romania 1945 to Czechoslovakia 1948 etc (6-10)
- Level 3: Developed exposition supported by selected knowledge, e.g. explains range of methods used to take-over countries, force, stealth, infiltration, murders etc. (11-15)

2. *In what ways was life in the East different from life in western Europe?*

Target: Difference/Key features/recall of knowledge AO1

- Level 1: Simple statements supported by some knowledge, e.g. democracy, freedom of press etc. (1-5)
- Level 2: Developed statements supported by relevant knowledge, e.g. details of control of media, secret police, employment, travel education etc. (6-10)
- Level 3: Developed explanation supported by selected knowledge, e.g. makes links between aspects of difference, control of media and political systems made free expression very difficult, controlled employment restricted the standard of living etc. (10-15)

3. *Why did so many people try to leave eastern Europe and flee to the West from 1949 to 1961?*

Target: Causation/recall of knowledge AO1

- Level 1: Simple statements supported by some knowledge, e.g. better standard of living, higher pay, more freedom etc. (1-5)
- Level 2: Developed statements supported by relevant knowledge, e.g. details of the jobs that people were looking for, pay, standard of living that could be expected etc. (6-10)
- Level 3: Developed explanation supported by selected knowledge, e.g. makes links, dates significant, Berlin Blockade to Berlin Wall, border open, mostly highly qualified people who tried to leave, they could not gain high pay in the East etc. (11-15)
- Level 4: Sustained argument supported by precisely selected knowledge, e.g. under Stalin all employment was controlled, therefore no free movement of labour, no competition, West offered freedom to study and experiment etc. (16-20)

ASSIGNMENT TWO: MARKSCHEME

1. Study Source A

What can you learn from Source A about women in Czechoslovakia? (6)

Target: Comprehension of a source AO2

Level 1: Simple statements supported by some knowledge taking the source at face value,
e.g. women were being given equality, facilities were being built 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. constitution is official, but there is no legislation to make women equal 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 women in Czechoslovakia? Explain your answer. (8)

Target: Cross referencing and evaluation of sources AO2

Level 1: Simple statements supported by some knowledge taking the sources at face value, e.g. no, it suggests that women are not equal etc. (1-3)

Level 2: Developed statements supported by relevant knowledge making links between the sources, setting the source in context, e.g. the measures carried out in Sources A and B are not matched by the information in Source C, men are still dominant etc. (4-6)

Level 3: Developed explanation supported by selected knowledge and making comparisons between sources, e.g. Source C shows that it was one thing to announce change and quite another to carry it out, many more women were working, but not gaining equality of opportunity etc. (7-8)

3. Study Sources F and I

How useful are Sources F and I in helping you to understand what life was like in the East? (10)

Target: Analysis and evaluation of sources AO2

Level 1: Simple statements supported by some knowledge taking the sources at face value, e.g. Source F tells us a lot about life in the Soviet Union, I tells us the infant mortality fell rapidly etc.

(1-3)

Level 2: Developed statements supported by relevant knowledge making inferences from the sources, evaluating reliability of the sources or setting the sources in context, e.g. Source F gives a balanced picture of Soviet life, but there are many things that are not referred to, Source I gives concrete evidence about one form of improvement etc.

(4-6)

Level 3: Developed explanation supported by selected knowledge and making positive use of the Nature, Origin and Purpose of the sources to evaluate their usefulness, e.g. Source F was a British visitor, but still describes good aspects of life in the Soviet Union, he/she appears to have been allowed to wander around Moscow, Source I is from the UN, so it will probably be accurate, although the figures may have been supplied by the governments etc.

(7-10)

4. Study Sources D and E

Use Sources D and E, and your own knowledge, to explain why many people in the East tried to flee to the West from 1949 to 1961 (12).

Target: Analysis and interpretation of sources/recall of knowledge AO1/AO2

Level 1: Simple statements supported by some knowledge taking the sources at face value, e.g. pay was higher, freedom, better standard of living etc.

(1-3)

Level 2: Developed statements supported by relevant knowledge making inferences from the sources, or setting the sources in context, e.g. details of the jobs that people were looking for, pay, standard of living that could be expected, inferences from the sources, role of secret police etc.

(4-6)

Level 3: Developed explanation supported by selected knowledge and making positive use of the sources, e.g. makes links, dates significant, Berlin Blockade to Berlin Wall, border open, mostly highly qualified people who tried to leave, they could not gain high pay in the East, academic and literary freedom important etc.

(7-10)

Level 4: Sustained argument supported by precisely selected knowledge and using the sources as evidence, e.g. under Stalin all employment was controlled, therefore no free movement of labour, no competition, West offered freedom to study and experiment, but most sources are western etc.

(11-12)

5. Study all of the sources

'People in the East faced insecurity throughout their lives.'

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

(14)

Target: Analysis of interpretation of events/recall of knowledge AO3

Level 1: Simple statements supported by some knowledge taking the sources at face value supporting or opposing the view, e.g. yes they were insecure, prices were high, no freedom, secret police etc.

(1-3)

Level 2: Developed statements supported by relevant knowledge making inferences from the sources, supporting or opposing the view, e.g. details of controls, difficulty of travel, queuing, etc.

(4-6)

Level 3: Developed explanation supported by selected knowledge and making positive use of the sources to support or oppose the view, e.g. shows awareness that Soviet system offered guaranteed work, housing, medical care 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. uses the sources to point out the Soviet system was very secure for most people, points to the problems that some eastern countries have had since the end of Communism etc.

(12-14)