

# THE CONGO 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 The historical content listed below should be familiar to candidates before they attempt to answer the questions.

# The Congo

---

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 de-colonisation after the Second World War
- Belgian rule in the Congo to 1960
- The reasons for Belgian withdrawal from the Congo

## Introduction

In 1960 the Belgian government suddenly announced that it was to withdraw from the Congo, a Belgian colony, within five months. The decision threw the Congo into chaos. The new government had little chance to organise the new country and matters became even worse when one province, Katanga, tried to secede.

As the Congo dissolved into chaos, there were attacks on European settlers. The Belgians sent in paratroops to protect them, but, when the violence spread, the UN became involved.

Why did the Congo become so chaotic after independence? Why did the UN become so heavily involved? These are some of the questions that you will answer as you tackle this assignment.

**SOURCE A: Part of a book on African history published in the 1980s**

Until 1957 the Belgians had continued to rule their huge colony of the Congo as if it were completely isolated from the changes taking place elsewhere in Africa. When a lecturer at a university in Antwerp, Dr A van Bilsen, published a thirty year plan for the independence of the Congo he was attacked as a dangerous revolutionary.

---

**SOURCE B: Part of the plan produced by Dr A van Bilsen**

In the Congo there are no experienced African politicians and administrators. The Congo is thirty years behind the British and French territories in involving local people in government and administration. There are no Congolese politicians who are able to think about the country as a whole.

---

**SOURCE C: Part of an article written by an American journalist in the Congo in the late 1950s**

Almost every party formed in the Congo had its origin in a tribal group, and since there were many tribes, there were many parties. Local interests were paramount and never ceased to be a powerful factor in politics

---

**SOURCE D: Part of an announcement by a spokesman for the Belgian government in early 1960**

We have to try to organise independence as quickly as possible, or to accept responsibility for the bloodshed which any delay would probably bring about. A colonial war entails heavy financial losses, which a small nation cannot afford. We are fearful that another Algeria might develop in the Congo.

---

**SOURCE E: Part of a statement by Patrice Lumumba. He was explaining why the Congolese army mutinied six days after independence**

It all started when General Janssens, the Belgian Commander, refused to promote Congolese to the rank of officer. The Congolese soldiers turned upon the Belgian officers and their families, so the Belgian troops intervened to protect Europeans. With the collapse of law and order all the old hatreds came to the surface.

**SOURCE F: Instructions given to the UN forces that were sent to the Congo in 1960**

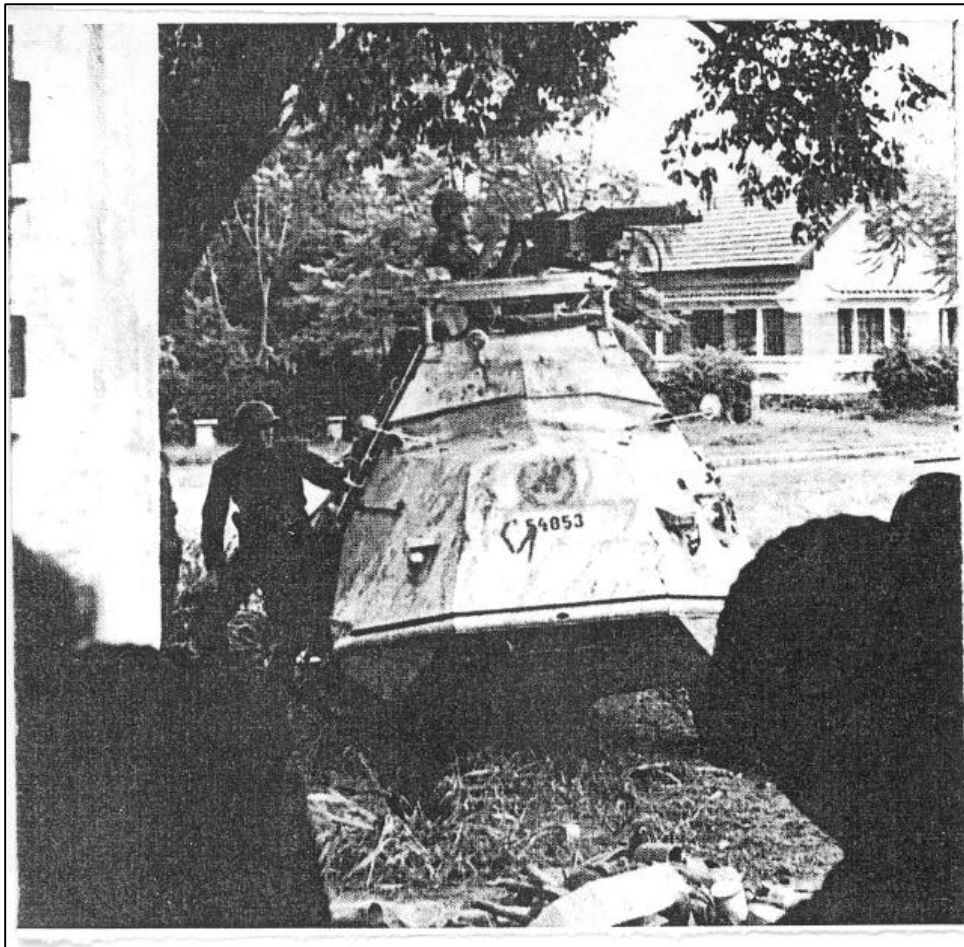
Force is only to be used in self-defence.

They are not to interfere in the internal affairs of the Congo.

They are not to support one Congolese group against another

---

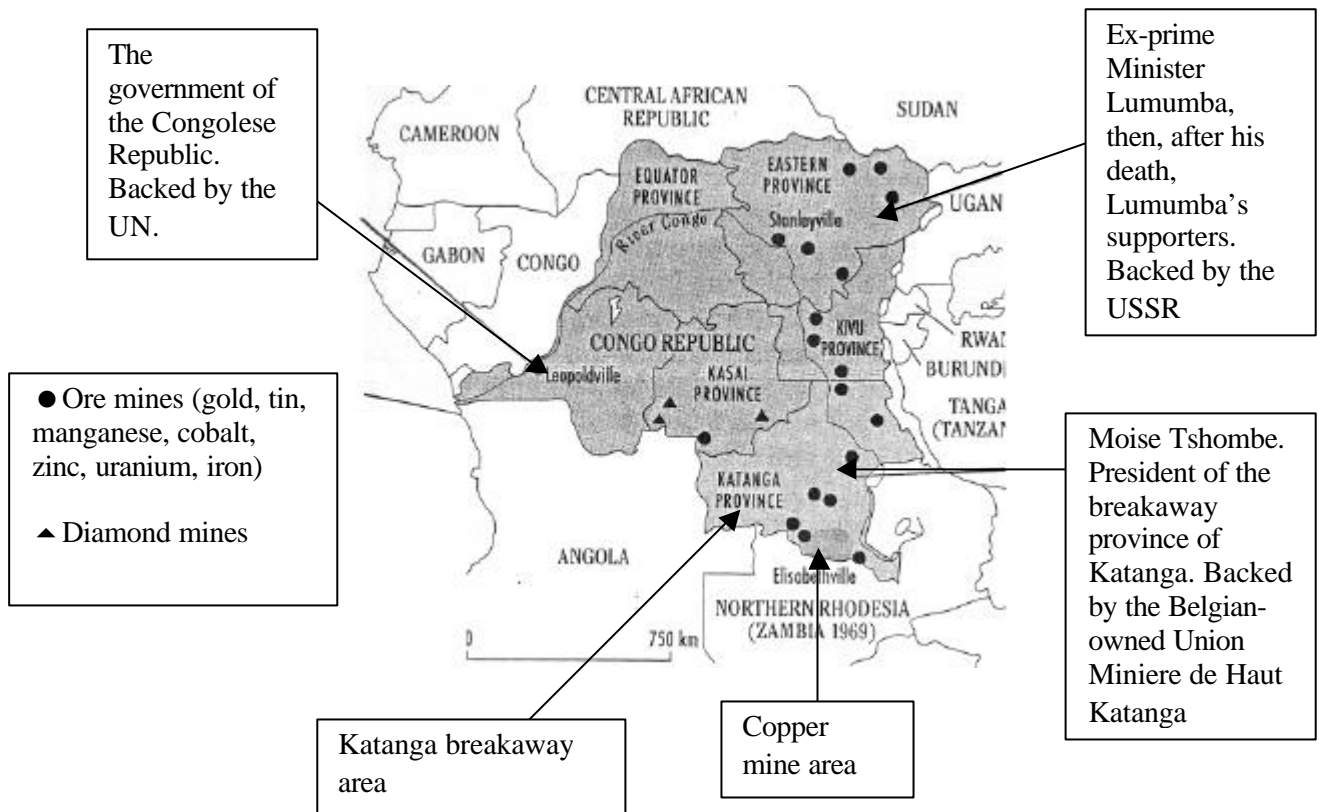
**SOURCE G: A photograph of UN troops in action in the Congo taken in 1961**



**SOURCE H: Part of an article in the *The Observer*, September 1961**

With the formation of the Adoula government, the UN's duty to evict the Katangan mercenaries – a duty imposed by the Security Council resolution of last February, became inescapable.

**SOURCE I: A map showing the situation in the Congo in 1961**



**SOURCE J: Part of a speech made by the British Foreign Secretary, Lord Home, in December 1961, about the UN.**

When a large part of the organisation which is dedicated to peace openly condones aggression; when an organisation which was founded to sustain law and order encourages policies which must endanger it.

**SOURCE K: Part of a speech made by Dag Hammarskjold to the General Assembly of the UN in October 1961**

It is not the Soviet Union or, indeed, any other big powers who need the United Nations for their protection; it is all the others. In this sense the Organisation is first of all their organisation, and I deeply believe in the wisdom with which they will be able to use it and guide it.

---

**SOURCE L: Part of a report on the activities of the WHO in the Congo in 1964**

When the Belgians left the Congo there was a desperate shortage of doctors. Smallpox, typhoid, sleeping sickness and meningitis raged. The organisation responsible for dealing with this was the World Health Organisation. The Director-General of the WHO telephoned from his desk in Geneva. His calls took him around the world, to a hospital in Haiti, a government building in New Delhi, and to a dozen other countries.

With the help of the International Red Cross, twenty-six teams were soon ready to take off. In town after town, village after village the danger of epidemics receded.

---

## **Assignment One: Objective 1**

1. Why did the Belgian government decide to make the Congo independent in 1960?  
**(15)**
  
2. Describe events in the Congo after independence in 1960 and 1961.  
**(15)**
  
3. How important was the role of the United Nations in dealing with the problems of the Congo?  
**(20)**

**(Total: 50 marks)**

---



## Assignment Two: Objectives 2 and 3

### 1. Study Source A

What can you learn from Source A about Belgian rule in the Congo?

**(6)**

### 2. Study Sources A, B and C

Does the evidence of Source C support the evidence of Sources A and B about Belgian rule in the Congo? Explain your answer.

**(8)**

### 3. Study Sources D and E

How useful are Sources D and E in helping you to understand why fighting broke out in the Congo soon after independence?

**(10)**

### 4. Study Sources F, G and H

Use Sources F, G and H, and your own knowledge, to explain why UN forces were sent to the Congo.

**(12)**

### 5. Study all of the sources

'The civil war in the Congo was caused by the Belgian government's desire to get out as soon as possible.'

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

**(14)**

**(Total: 50 marks)**

---

## Coursework Assignment Mark scheme

### The Congo

#### Assignment One: Assessment Objective 1

1. *Why did the Belgian government decide to make the Congo independent in 1960?*  
(15)

**Target: Causation/recall of knowledge**

**Level 1:** Simple statements supported by some knowledge, eg there was going to be violence, they wanted to avoid expense etc.  
(1-5)

**Level 2:** Developed statements supported by relevant knowledge, eg details of causes of violence and reasons for cost, tribal factions, especially in Kasai Province etc.  
(6-10)

**Level 3:** Developed exposition supported by selected knowledge, eg the Belgians had failed to 'develop' Congolese people and prepare them for independence, suddenly the Belgian government realised the potential problems that it faced and panicked etc.  
(11-15)

2. *Describe events in the Congo after independence in 1960 and 1961.*  
(15)

**Target: Key Features/recall of knowledge**

**Level 1:** Simple statements supported by some knowledge, eg mutiny, Katanga, Lumumba arrested and murdered, UN involvement etc.  
(1-5)

**Level 2:** Developed statements supported by relevant knowledge, eg details of the mutiny, secession of Katanga, Belgian paratroops arrive, Lumumba arrested, Adoula elected etc.  
(6-10)

**Level 3:** Developed explanation supported by selected knowledge, eg breakdown of law and order led to Belgian troops being sent to protect Europeans, this encouraged Tshombe to secede backed by Belgian mercenaries and Union Miniere, Un sent in troops to stop the violence, but also because Hammarskjold wanted to preserve Africa from the Superpowers etc.  
(10-15)

*3. How important was the role of the United Nations in dealing with the problems of the Congo?*

(20)

**Target: Key features/recall of knowledge**

**Level 1:** Simple statements supported by some knowledge, eg the UN sent in troops to stop the fighting, they became involved in violence etc.

(1-5)

**Level 2:** Developed statements supported by relevant knowledge, eg details of UN role, arrested mercenaries, fought against Katangan forces to try to prevent secession etc.

(6-10)

**Level 3:** Developed explanation supported by selected knowledge, eg makes links between factors, the UN was trying to restore law and order, but became involved in heavy fighting, the UN forces were able to defeat Katangan rebels, this led people to question the right of the UN to become involved and debate on what its role ought to be etc.

(11-15)

**Level 4:** Sustained argument supported by precisely selected knowledge, eg shows understanding of the debate over the motives of the UN and of Hammarskjold, was it a peace keeping mission or was it an attempt to increase the influence of the UN in Africa and preserve Africa from the Superpowers etc.

(16-20)

## Coursework Assignment Mark Scheme

### The Congo

#### Assignment Two: Assessment Objective 2 and 3

##### 1. Study Source A

*What can you learn from Source A about Belgian rule in the Congo?*

(6)

##### **Target: Comprehension of a source**

**Level 1:** Simple statements supported by some knowledge taking the source at face value, eg the Belgians had not prepared the Congo for independence 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, eg there was opposition to independence for the Congo as late as 1957, the Belgian government had deliberately prevented Congolese from gaining experience of government 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 Belgian rule in the Congo? Explain your answer.*

(8)

##### **Target: Cross referencing and evaluation of sources**

**Level 1:** Simple statements supported by some knowledge taking the sources at face value, eg yes they all say that the Congolese have no experience of government etc.

(1-3)

**Level 2:** Developed statements supported by relevant knowledge making links between the sources, or setting the source in context, eg C concentrates on the Congolese, Sources A and B are more about the attitudes of the Belgians etc.

(4-6)

**Level 3:** Developed explanation supported by selected knowledge and making comparisons between the sources, eg Source C, from a US journalist, confirms Source B in saying that local politics dominate, not national politics, this was to be the problem faced by the Congo from 1960 etc. (7-8)

**3. Study Sources D and E**

*How useful are Sources D and E in helping you to understand why fighting broke out in the Congo soon after independence?* (10)

**Target: Analysis and evaluation of sources to assess utility**

**Level 1:** Simple statements supported by some knowledge taking the sources at face value, eg the Belgian government acted very quickly, they would not promote Congolese etc. (1-3)

**Level 2:** Developed statements supported by relevant knowledge evaluating sources, or setting the sources in context, eg Source D suggests panic, which meant that there could be no proper planning, Source E suggests that the Belgians made no effort to involve Congolese even after independence etc. (4-6)

**Level 3:** Developed explanation supported by selected knowledge and evaluating nature, origin and purpose of the sources, eg the sources give both sides of the picture, that of the Belgian government and that of Lumumba, the only national politician in the Congo etc. (7-10)

#### 4. Study Sources F, G and H

*Use Sources F, G and H, and your own knowledge, to explain why UN forces were sent to the Congo.*

(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 there was violence, tribes were fighting each other etc. (1-3)

**Level 2:** Developed statements supported by relevant knowledge making inferences from the sources, or setting the sources in context, eg the Belgians had left suddenly, the country was not prepared for independence, there were rivalries between different parts of the country, Katanga tried to secede etc. (4-6)

**Level 3:** Developed explanation supported by selected knowledge and making positive use of the sources, eg in the chaos after independence, Katanga tried to secede and received aid from Belgium and mercenaries, the UN went in to arrest the mercenaries and prevent secession etc. (7-10)

**Level 4:** Sustained argument supported by precisely selected knowledge and using the sources as evidence, eg shows awareness of the clash between Sources F, H and K, did the UN go into for a purely peace-keeping mission? or was it the ambition of Hammarskjold to preserve Africa from the Superpowers? etc. (11-12)

## 5. Study all of the sources

*'The civil war in the Congo was caused by the Belgian government's desire to get out as soon as possible.'*

(14)

### **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, eg yes they left too quickly and war broke out etc.

(1-3)

**Level 2:** Developed statements supported by relevant knowledge making inferences from the sources, supporting or opposing the view, eg the sources show that the Belgians panicked and that the Congolese were not prepared for independence etc.

(4-6)

**Level 3:** Developed explanation supported by selected knowledge and making positive use of the sources to support or oppose the view, eg the sources from both sides support the view that the Belgians left suddenly and that they had not prepared the country for independence, the Belgians then interfered again after independence, which made matters worse 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, eg the war with Katanga was more to do with the ambitions of Tshombe, egged on by Belgian interests than with the actions of the Belgian government etc.

(12-14)