

# UNITED NATIONS 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 The historical content listed below should be familiar to candidates before they attempt to answer the questions.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 United Nations

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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 between the Allies during the Second World War
- The United Nations' Charter and Organisation
- The agencies of the United Nations

## Introduction

During the Second World War the term the 'United Nations' was coined to describe the countries fighting against the Axis powers. At the end of the war this term was used as the name of the new organisation that was to replace the League of Nations. At Yalta all three of the allies agreed to join the United Nations when it was set up in April 1945.

Since 1945 the role of the United Nations has grown steadily. As well as humanitarian, health and educational aims, it now also tried to act as an international policeman. Yet, it still attracts considerable criticism.

What are the aims of the United Nations? Why is it criticised? These are some of the questions that you will be answering as you tackle this assignment.

**SOURCE A: Part of the proposed aims of the United Nations published after the Dumbarton Oaks Conference in 1944**

There should be an international organisation under the title of the United Nations

The purposes of this organisation should be:

- To maintain international peace and security
  - To develop friendly relations among nations
  - To solve international economic, social and other humanitarian problems
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**SOURCE B: Part of an article in the *The Times*, April 1946**

The essence of our problem here is to provide sensible machinery for the settlement of disputes among nations. Without this peace cannot exist. We can no longer permit any nation, or group of nations, to attempt to settle arguments with bombs and bayonets.

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**SOURCE C: Part of the United Nations Charter**

We, the peoples of the United Nations, are determined to:

- save succeeding generations from the scourge of war and to reaffirm faith in fundamental human rights and the equal rights of men and women at large
  - establish conditions under which justice and respect for obligations arising from treaties can be maintained
  - promote social progress and better standards of life
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**SOURCE D: Part of an account of the work of the WHO in Egypt in 1947**

In 1947 a cholera epidemic broke out in Egypt. The World Health Organisation flew in doctors, nurses, serum, hypodermic syringes, ambulances, hospital units and all the forces of the medical world necessary for fighting deadly disease. Millions could have died in that epidemic, thousands did, but in three months WHO had fought and defeated the disease, stamped it out in Egypt and stopped it spreading.

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**SOURCE E: Extracts from a report on the work of the UN from 1945 to 1985; this was published by the United Nations**

Since 1950, life expectancy has advanced by almost 20 years and child mortality has fallen by two thirds. This is a victory for hundreds and thousands of health workers in

many different countries. WHO staff alone were drawn from 73 different countries. It represents a triumph for international co-operation and preventive medicine.

**SOURCE F: A cartoon published in the Soviet Union in 1945**

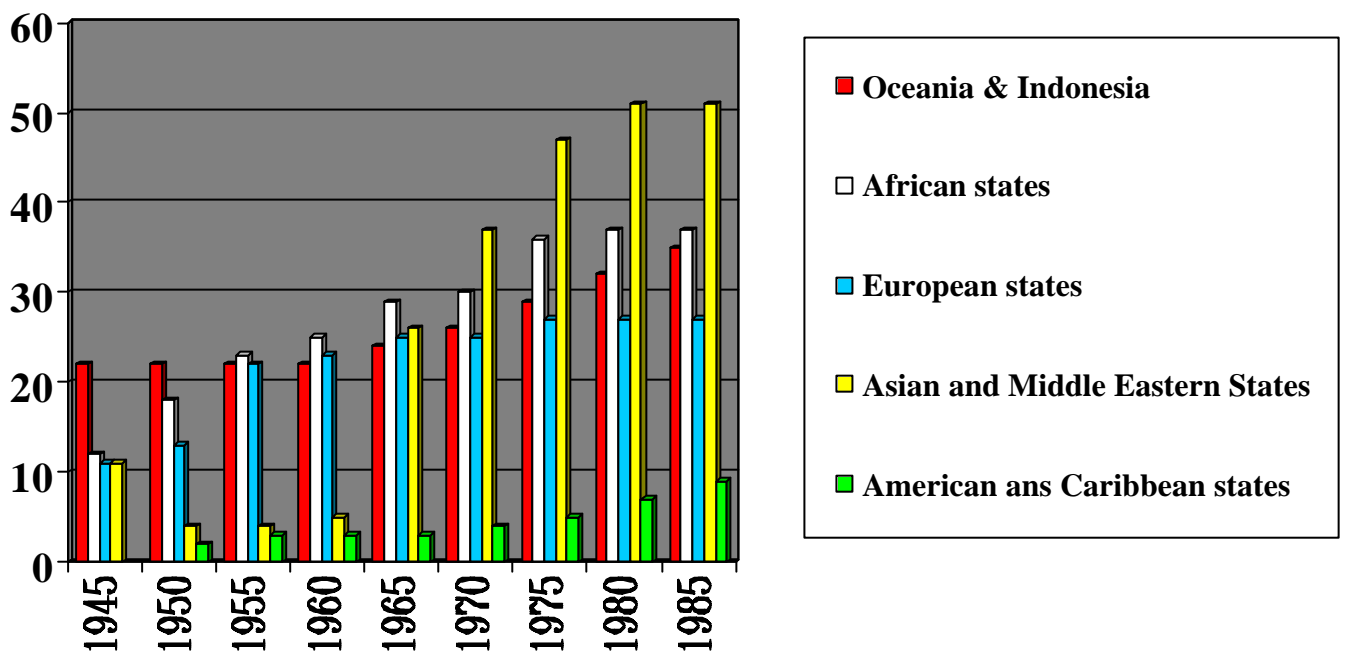


**SOURCE G: Part of a history book published in the 1990s**

There have been many crises in the world where the United Nations did not act because the Security Council or the General Assembly could not agree about what should be done, or because the great powers simply ignored them.

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**SOURCE H: A chart showing membership of the UN from 1945 to 1985**



**SOURCE I: 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.

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## **Assignment One: Objective 1**

1. Describe the establishment and organisation of the United Nations from 1944-1945.  
(15)
2. In what ways has the United Nations attempted to tackle world problems?  
(15)
3. Why has the United Nations sometimes been unsuccessful in its attempts to tackle world problems?  
(20)

**(Total: 50 marks)**

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## Assignment Two: Objectives 2 and 3

### 1. Study Source A

What can you learn from Source A about the proposed aims of the United Nations?

(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 United Nations? Explain your answer.

(8)

### 3. Study Sources D and E

How useful are Sources D and E in helping you to understand the work of the WHO?

(10)

### 4. Study Sources F and G

Use Sources F and G, and your own knowledge, to explain why the United Nations has sometimes appeared to be ineffective.

(12)

### 5. Study all of the sources

‘The greatest successes of the United Nations have been in the work of its agencies.’

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

(14)

**(Total: 50 marks)**

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## Coursework Assignment Markscheme

### United Nations

#### Assignment One: Assessment Objective 1

1. *Describe the establishment and organisation of the United Nations from 1944-1945*  
(15)

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

**Level 1:** Simple statements supported by some knowledge, eg end of the war, Yalta, Security Council, General Assembly, Secretary-General etc.  
(1-5)

**Level 2:** Developed statements supported by relevant knowledge, eg details of Dumbarton Oaks, Yalta, roles of Sec Coun, Gen Ass, Sec-Gen, Agencies etc.  
(6-10)

**Level 3:** Developed exposition supported by selected knowledge, eg sets in the context of the end of the war, desire to set up an international organisation, aware of weaknesses of the League of Nations etc.  
(11-15)

2. *In what ways has the United Nations attempted to tackle world problems?*  
(15)

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

**Level 1:** Simple statements supported by some knowledge, eg disarmament, famine relief, peace-keeping etc.  
(1-5)

**Level 2:** Developed statements supported by relevant knowledge, eg details of work of agencies, peace-keeping forces, Korea, Congo etc.  
(6-10)

**Level 3:** Developed explanation supported by selected knowledge, eg shows understanding of the range of work undertaken by the UN and of its increasing role in tackling global issues, environment etc,  
(10-15)

3. *Why has the United Nations sometimes been unsuccessful in its attempts to tackle world problems?*

(20)

**Target: Causation/recall of knowledge**

**Level 1:** Simple statements supported by some knowledge, eg the Superpowers disagreed, problems are very serious, member states will not conform etc. (1-5)

**Level 2:** Developed statements supported by relevant knowledge, eg details of problems, veto in the Sec Coun, Gen Ass can be over-ruled, Cold War, north-south, accept examples of failure etc. (6-10)

**Level 3:** Developed explanation supported by selected knowledge, eg makes links between factors, UN depends upon acceptance of majority rule, it has no power to interfere in internal affairs, some problems require unanimous support, environment etc. (11-15)

**Level 4:** Sustained argument supported by precisely selected knowledge, eg shows understanding that the UN is a forum for discussion, it cannot achieve anything if members refuse to talk or to accept decisions etc. (16-20)

## Coursework Assignment Markscheme

### United Nations

#### Assignment Two: Assessment Objectives 2 & 3

##### 1. Study Source A

*What can you learn from Source A about the proposed aims of the United Nations?*  
(6)

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

**Level 1:** Simple statements supported by some knowledge taking the source at face value, eg peace, security, friendly relations 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 that as well as preventing the outbreak of further wars, the UN was also being given a proactive role in the tackling of problems 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 United Nations? 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 it was to stop wars, make peace possible 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. Source C is more like Source A, Source B concentrates more upon the prevention of war, Source C goes on to refer to social justice and standards of life etc.  
(4-6)

**Level 3:** Developed explanation supported by selected knowledge and making positive use of the nature, origin and purpose of the sources, eg Sources C and A are both idealised statements for the future, Source B (1946) is looking back to the war etc. (7-8)

3. *Study Sources D and E*

*How useful are Sources D and E in helping you to understand the work of the WHO?* (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 they both tell us that the WHO stopped epidemics 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. the sources refer to the scale and speed of the response of WHO in both cases, it was able to stop an epidemic and save thousands of lives etc. (4-6)

**Level 3:** Developed explanation supported by selected knowledge and making positive use of the nature, origin and purpose of the sources, eg Source E is internal report. etc. (7-10)

#### 4. Study Sources F and G

*Use Sources F and G, and your own knowledge, to explain why the United Nations has sometimes appeared to be ineffective.*

(12)

#### **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. countries voted for the USA, the Security Council did not agree the Superpowers were not interested 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 sources in context, eg the USA was accused of controlling the voting, both Superpowers built up blocks of support etc. (4-6)

**Level 3:** Developed explanation supported by selected knowledge and making positive use of the nature, origin and purpose of sources, eg this is the Soviet Union attacking the USA, the same could be said in return, both sides sabotaged attempts to tackle problems, the veto made this possible etc. (7-10)

**Level 4:** Sustained argument supported by precisely selected knowledge and using the sources as evidence, eg shows understanding of the nature of the security Council and of the Permanent Members, but also that the UN appeared to be ineffective for other reasons, refusal to accept resolutions etc. (11-12)

5. Study all of the sources

*'The greatest successes of the United Nations have been in the work of its agencies.'*  
Use the sources and your own knowledge to explain whether you agree with this view  
(20)

**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 it has saved many lives, fed people etc. (1-3)
- Level 2:** Developed statements supported by relevant knowledge making inferences from the sources, supporting or opposing the view, e.g. the work of WHO has had spectacular results, FAO has enabled many people to feed themselves, in politics it has often failed because the Superpowers have disagreed 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. the sources describing the work of WHO are from the UN itself, but they appear to be accurate, the Superpowers did make decision-making very difficult and prevented the UN acting during the Cold War 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. not all the Agencies are successful, famine relief, the environment and refugees have had major failures, political factors also influence the work of the Agencies etc. (12-14)