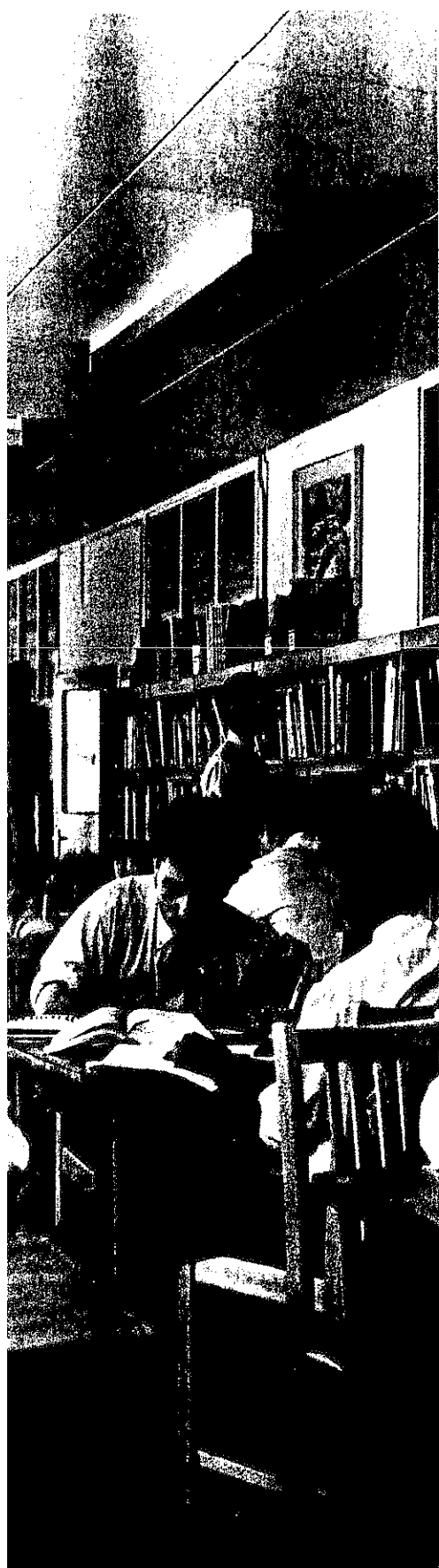




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History Syllabus B

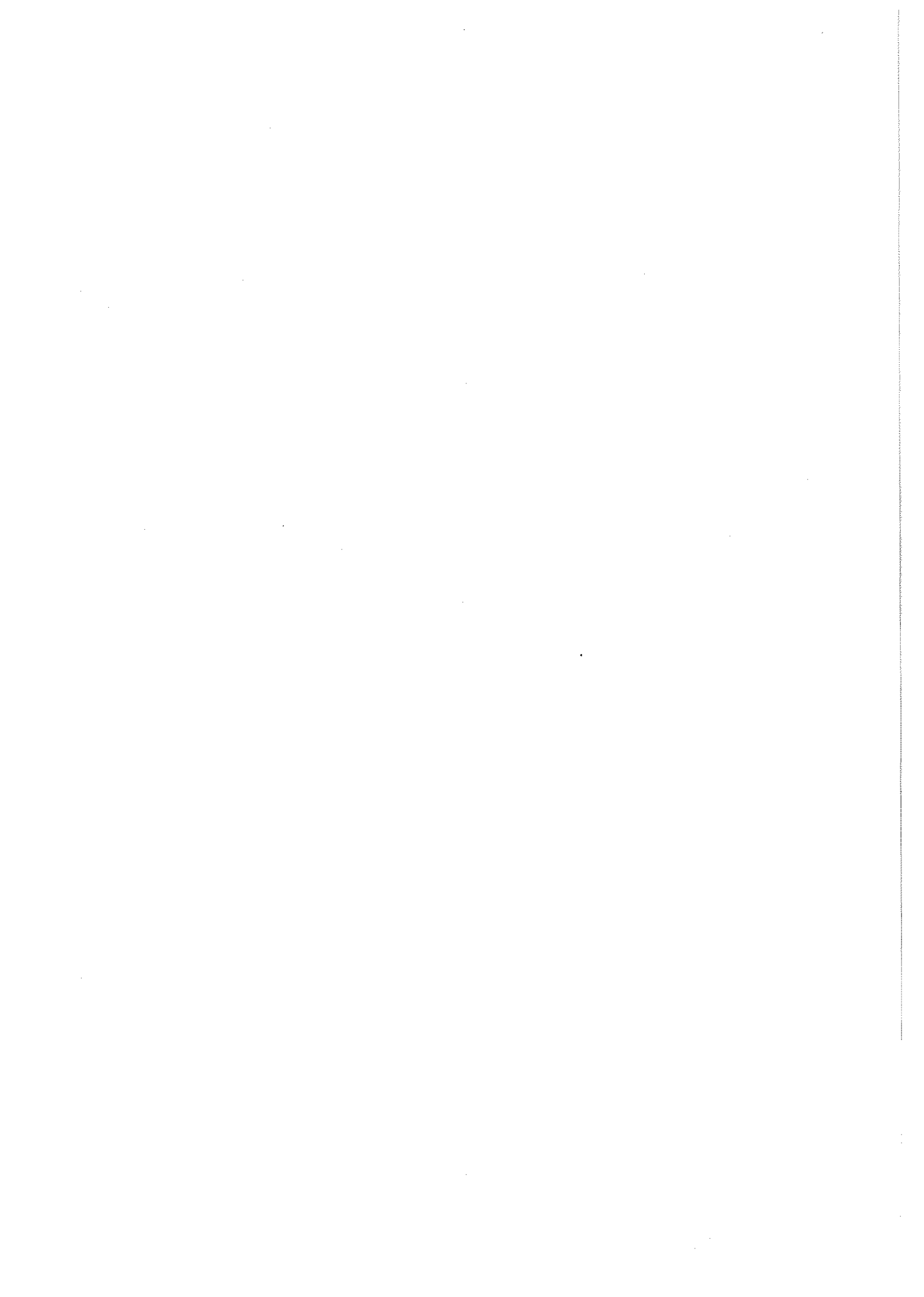
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Syllabus Codes 1607 & 3607

Coursework Guide

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COURSEWORK GUIDE

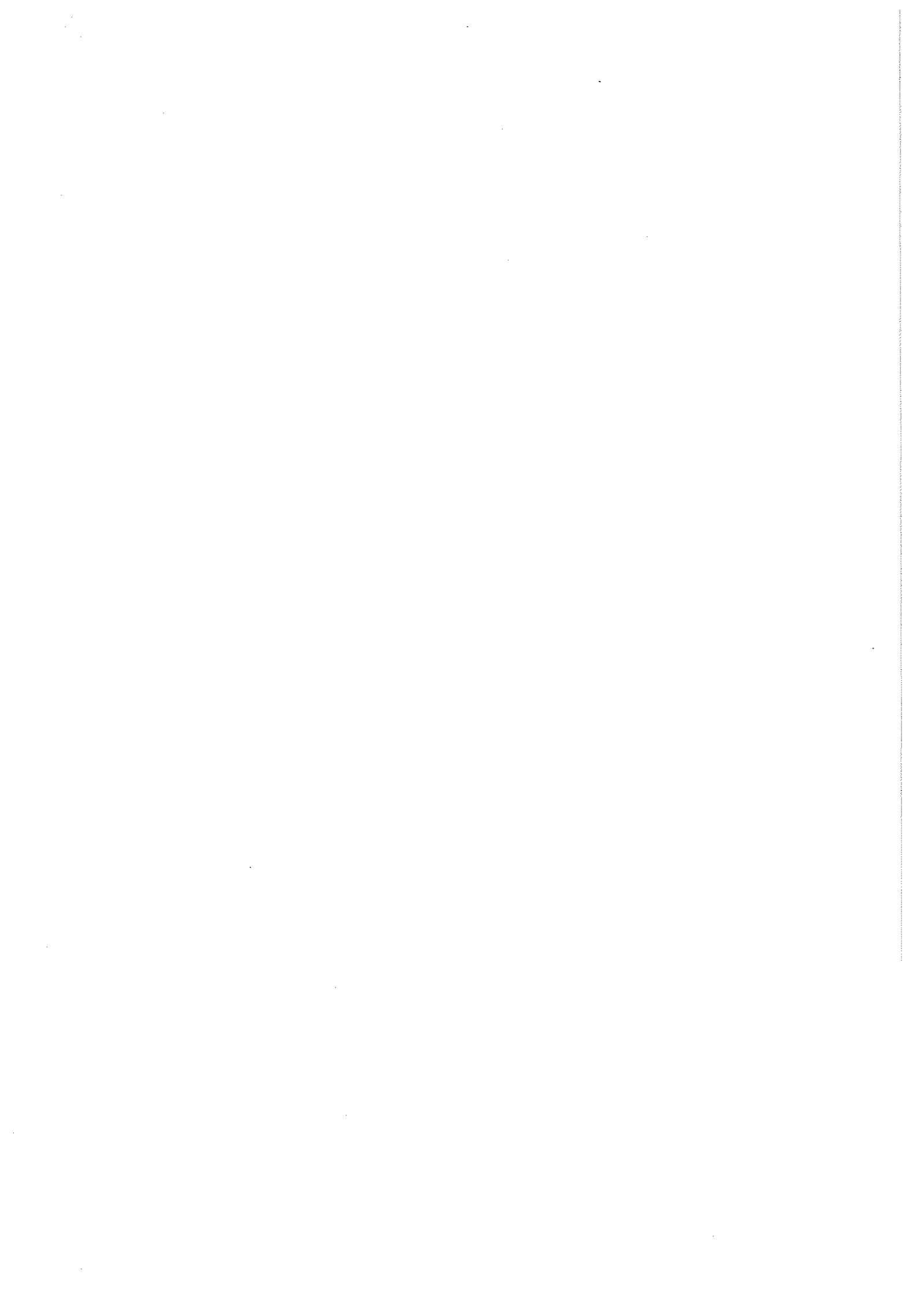
MODERN WORLD HISTORY

Syllabuses 1607/3607

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COURSEWORK GUIDE

HISTORY SYLLABUS B(1607): MODERN WORLD (3607)

SECTION 1

COURSEWORK REQUIREMENTS FOR THE FULL GCSE COURSE

1. Candidates must complete two assignments, one on each of two Depth Studies.
2. Coursework must be submitted from different Depth Studies from that studied for Paper 1.
3. Assignment 1 must cover Objectives 1 and 2 and should require candidates to consider the significance of an individual, development, place or event.
4. Assignment 2 must cover Objective 3 and will be a source based investigation of an historical issue.
5. Coursework must arise from the study of defined and substantial areas of content within the Depth Study. When coursework is submitted for moderation centres must in addition send one candidate's folder of class work on the two chosen Depth Studies. The work in this folder should demonstrate coverage of a substantial area of the content of the two Depth Studies.
6. The assignments must address issues which permit candidates to make use of their broad contextual knowledge of the Depth Study.
7. The final mark for coursework must be out of 63 -

Assignment 1 (Objectives 1 and 2)	30 marks
Assignment 2 (Objective 3)	30 marks
Spelling, punctuation and grammar	3 marks
8. Assignments must be marked using levels of response mark schemes. These mark schemes should relate to the appropriate assessment objective. The award of marks must be directly and exclusively linked to the assessment objective.
9. The figure, in the syllabus, of 2000 words for the length of completed coursework is only a guide. It is expected that some candidates will write less and some will write more.

COURSEWORK REQUIREMENTS FOR THE SHORT GCSE COURSE

These are the same as those for the full course except:

1. Candidates must complete one assignment from any Depth Study.
2. The assignment must cover Objectives 1 and 2 and should require candidates to consider the significance of an individual, development, place or event.
3. The final mark for coursework must be out of 63 -

Assignment 1 (Objectives 1 and 2) 60 marks

(It is expected that centres will mark the assignment out of 30 and then double the mark)

Spelling, punctuation and grammar 3 marks

4. The figure, in the syllabus, of 1000 words for the length of completed coursework is only a guide. It is expected that some candidates will write less and some will write more.

SECTION 2

THE ASSIGNMENTS AND THE ASSESSMENT OBJECTIVES

ASSIGNMENT 1

Objective 1

recall, select, organise and deploy knowledge of the syllabus content.

This objective should be regarded as a servicing objective for Objective 2. In any coursework assignment candidates will use the skills in Objective 1, but these skills are not the main targets. There is no need to target questions on Objective 1 by itself, nor is there any need to show how the marks for Assignment 1 are divided between Objectives 1 and 2. With levels of response marking schemes it is normal to use Objective 1 skills to determine which mark within a level a candidate should receive. Thus answers supported with more relevant detail will be placed higher within a level than those where the detail is less or not so relevant.

Objective 2

describe, analyse and explain

* **the key events, changes and issues studied;**

- * **the key features and characteristics of the periods, people, societies or situations studied.**

This objective should form the main target for questions set for Assignment 1. The emphasis should be on analysis and explanation rather than description. The objective needs to be considered alongside the coursework requirement that the assignment requires candidates to consider the significance of an individual, development or event. This could lead to many different types of valid exercises, for example:

1. **assessing the importance of an individual, (or group or organisation):**

- was one individual more important or influential or successful than other?
- would certain events/developments have happened without that individual?
- in what ways did the individual contribute to certain events/developments?
- how influential were the ideas and beliefs of that individual?
- which was the more important, the short term or long term impact of the individual?
- how important was the individual in shaping events compared with broader social, economic and cultural developments?

2. **concentrating on causation:**

- which one was the most important cause and why?
- were these causal factors equally important?
- was one cause solely responsible for the outcomes?
- did the causal factors contribute to the outcome in different ways?
- how did a number of causal factors combine and act together?
- preconditions and triggers - which were the more important, how did they combine?

3. **concentrating on consequences:**

- which consequence was the most important?
- what were the consequences for different people?
- were some consequences more important immediately and others more important later?

4. **concentrating on developments:**

- what was the most important development during a particular period?

5. **concentrating on place:**

- how important was a particular site in certain developments?

6. **concentrating on events:**

- why was a particular event important?
- how far was a particular event a turning point?
- which one of two events was the more significant?

Many of these ideas will be familiar to teachers as they could apply equally to the old 1607 syllabus as to the new version. In fact, some centres will find that the assignments they currently use are perfectly suitable. In analysing and explaining individuals, developments, places or events candidates will need to have an understanding of concepts such as change and continuity, cause and consequence, and similarity and difference which formed the Objective 2 in the old syllabus. For many assignments it will also be important to have an understanding of the ideas, attitudes, beliefs and motives of people of the time. This closely matches some of the elements in the old Objective 3.

ASSIGNMENT 2

This assignment should involve the investigation of a historical issue or problem through the use of a collection of sources, interpretations and representations.

Planning the assignment

1. It is best to start with an issue or problem that will interest candidates. You may well make changes to the issue as you collect source material but you need to one to start with to give direction to the planning.
2. It should be an issue over which there are genuinely different interpretations as these should not be manufactured.
3. The historical context of the issue and even the issue itself should be thoroughly covered in class.
4. Sources, including representations and interpretations, should be collected. Don't be intimidated by this task. It is amazing what you can collect together just from a range of different text books.
5. The sources should provide conflicting evidence and differing perspectives and viewpoints.
6. There should be a reasonable range of different types of source material: private letters, newspaper reports, cartoons, posters, photographs, memoirs etc.

7. The sources themselves may suggest to you a different overall issue from the one you first started with.
8. While you should try and cover a range of source handling skills do not cover these rote, e.g. first a question on comprehension, then utility, then reliability. Ask the questions which it seems natural to ask about the sources.
9. Make sure the questions cover the sources in the order in which they appear in the assignment.
10. The ceiling of the questions should gradually get higher. This is not necessarily the same as the questions getting harder. Ideally all questions should have about the same entry level, but the later questions should have the scope for higher levels of response than is the case with the earlier questions. This should be reflected in the mark allocation for the questions.
11. Some questions should allow candidates to self initiate cross-referencing to other sources, other questions should make this requirement explicit.
12. Contextual knowledge should have a role, even if it is an implicit one, in all questions, but where it is particularly important this should be made clear in the wording of the question.
13. One of the questions towards the end should require candidates to reach an overall conclusion about the issue.
14. You may find it easier to build in the questions about interpretations towards the end of the assignment.
15. Do ensure that the questions do not turn out to be a series of comprehension questions.

The kind of issues around which this assignment can be planned are legion. Here are some possibilities:

- * investigating a real 'mystery', e.g. Who was responsible for the Reichstag Fire?;
- * investigating the character, ideas and achievements of one person, e.g. Stalin, Hitler or Mao. This approach often yields many good opportunities to look at interpretations;
- * investigating whether life changed for the better or for the worse over a period of time, e.g. from Tsarist to Communist Russia, or before and after majority rule in South Africa;
- * investigating how a ruler or regime presented itself through use of propaganda and the truth behind the propaganda, e.g. Nazi or Soviet propaganda;

- * investigating an issue such as who should rule Palestine, or who should govern in South Africa, through the eyes of the two sides.

Objective 3

in relation to the historical context:

- * **comprehend, analyse and evaluate representations and interpretations of the events, people and issues studied;**
- * **comprehend, interpret, evaluate and use a range of sources of information of different types.**

The first important feature of this objective is in the first line, 'in relation to the historical context'. This underlines that neither sources nor interpretations should be used in a vacuum. The questions must require candidates to use their knowledge of the historical context to interpret and evaluate sources and interpretations.

The objective is broken down into two areas: (i) representations and interpretations, and (ii) sources. Both areas must be covered in a substantial way in the assignment although there is no requirement to have an equal balance between them.

(i) representations and interpretations

This objective allows candidates to reflect on the ways the past is reconstructed and presented. Questions could test candidates' understanding that:

- * **there is more than one way of viewing the past;**
- * **accounts of the past differ for different reasons;**
- * **history can serve social and political purposes.**

To test candidates' ability to evaluate interpretations questions could concentrate on the following ideas:

- * **interpretations combine fact and fiction, imagination and points of view;**
- * **interpretations are dependent on evidence;**
- * **differences between interpretations can be explained by reference to their purpose and to their intended audience, to the background of the author/artist of any interpretation and to the author's/artist's access to sources of evidence.**

Interpretations can be studied through a wide range of representations: history books, historical fiction, drama, TV and films, museum displays, guides to and displays at historic sites, advertisements, popular views about the past, the candidates' own interpretations. Coursework does present centres with

opportunities to use a wide range of interpretations presented through these different media.

It is important that candidates need to have studied the events, people or issues which are being represented and interpreted. Contextual knowledge will be vital if interpretations are to be understood and evaluated. There are many different types of valid exercises, for example:

- 1 **comparison of different interpretations/representations of the same event/person, issue, including identifying similarities and differences;**
- 2 **evaluation of judgements about the past, including using evidence from sources to evaluate interpretations;**
- 3 **exploration of how and why different interpretations have been created, including consideration of the media of the interpretations, and the intentions, motives and values of the author/artist;**
- 4 **consideration of the relationship between the interpretation and the period in which it was produced, including the influence of social and cultural factors, and of audience and purpose.**

The format of this guide reduces the range of approaches we have been able to use in our exemplar materials but it should be possible for centres, if they wish, to use a wide range of media, for example:

- * **the First World War battlefields - how are they presented today to visitors? This could be done in conjunction with other work for Objective 3 as part of a source investigation in which the battlefields and documentary sources are used as evidence;**
- * **the representation of individuals such as Hitler or of events such as the 1917 revolutions or the Cultural Revolution through film and TV programmes and other visual media such as posters;**
- * **exhibitions and recreations such as occasionally appear at places like the Imperial War Museum;**
- * **textbooks - compare and evaluate how they cover an individual or event.**

Any of these approaches could be incorporated into a larger source investigation of an issue.

(ii) sources

It is important that a range of skills and understanding are tested. These might include:

skills	understanding the concepts of:
comprehension	sufficiency
interpretation	utility
evaluation	reliability
extrapolation	similarity/difference/contradiction
cross-referencing	fact/opinion
synthesis	proof
	bias

Generally, the understandings will form the main target of the question while the candidate will display certain skills in the process of producing an answer. It is not necessary to cover all of these skills and understandings in one exercise, but there should be a reasonable range. The terms themselves do not necessarily have to be used in the wording of the questions.

Candidates should be encouraged to use the content and context of the sources. They should not evaluate sources simply by their type, e.g. all primary sources are reliable, newspaper accounts cannot be trusted. Each source should be investigated on its own unique merits.

A series of comprehension questions should be avoided; candidates must be given the opportunity to evaluate sources and to use the sources to reach an overall conclusion about the issue being investigated.

SECTION 3

SHOULD ASSIGNMENTS BE STRUCTURED?

This is entirely up to individual centres and partly depends on the ability of the candidates. Both structured assignments and completely unstructured assignments, i.e. essays or projects, can work if used with appropriate candidates.

Assignment 1

Able candidates will be able to tackle essays, however even with these candidates it is advisable to give them a list of issues which should be covered in the essay. This approach does give candidates maximum freedom to take the essay in whatever direction they wish. Other candidates will respond better to the 'structured essay' approach where the essay is broken down into two or three parts, thus providing some guidance but also allowing for extended writing as well as enabling candidates to explore their own ideas and carry out some research. Some candidates will benefit from more structure providing a great deal of guidance, e.g.

five or six questions. Even here, the questions must be open-ended and allow for a range of responses.

Assignment 2

It will probably be too daunting, even for the best candidates, to provide a collection of sources and ask one just question about the issue under investigation. All candidates will benefit from a series of questions which raise important issues about the sources. However, they must be given the opportunity towards the end of the exercise to use all the sources together to reach a conclusion.

Both structured and unstructured approaches have their advantages and disadvantages:

The Structured Assignment

For:

- * provides close guidance for candidates as to what they are meant to be doing;
- * does the analysis of a 'large problem' for them, it organises their answer;
- * gives candidates a feeling of direction and security;
- * is easier to mark as it will be closely linked to the mark scheme.

Against:

- * can produced a series of 'closed' or undemanding questions which do not allow candidates to perform at high levels;
- * can direct candidates into similar responses and discourage candidates to develop their own ideas.

The Unstructured Assignment

For:

- * can allow candidates to develop their own ideas and reach very high levels. Mark schemes can be adapted to allow for this individuality of response;
- * allows for investigative and research work.

Against:

- * can make it hard for weaker candidates to organise their answer;
- * does not always make clear what is required, e.g. a question about why something happened will not make it clear that candidates are expected to prioritise causal factors;
- * is more difficult to mark.

SECTION 4

COURSEWORK AND COVERAGE OF THE DEPTH STUDIES

As candidates have only to complete one coursework assignment on each of the two chosen Depth Studies there is no need to cover in class the entire syllabus content of each of these Depth Studies. The syllabus makes clear, however, that 'substantial areas' of content within each Depth Study should be covered in class as contextual preparation for the coursework exercises. Candidates would, in any case, struggle badly with coursework exercises if they had not covered in class the broader context. What does this mean in practice?

How much of the content of a Depth Study do I have to cover in class?

It is difficult to be precise about this although coverage of less than half the content would probably be regarded as inadequate. However, areas of the content can be covered in less or more detail and depth and this also has to be taken into consideration. It should certainly not be the aim of centres to cover as little as possible as this could well leave candidates ill prepared for the coursework assignments. The sounder the understanding of candidates of the broad context of the events, issues, people or developments studied in the coursework, the better chance they will have of producing good answers.

Does this mean that I cannot set coursework on events from the first part of the syllabus, e.g. the 1905 revolution in Russia?

As the syllabus for the Depth Study on Russia starts in 1905 it is certainly not possible to cover substantial areas of the syllabus in terms of looking at the events leading up to the revolution. However, the revolution could be considered in terms of its consequences. This would allow a substantial part of the syllabus to be covered especially if the revolution was compared in terms of significance with later revolutions.

Does this mean that I have to set my coursework on a theme or development which runs though the entire Depth Study?

Not necessarily, although this would certainly be an effective way of meeting the requirements.

For Assignment 1 the requirement to consider the **significance** of an individual, development, place or event, does make it very likely that this assignment will automatically make candidates draw on broader contextual knowledge because significance can only be judged in the context of developments over time.

Assignment 2 might present more difficulties particularly if the issue under investigation appears to be a rather narrow one. However the assignment on the Reichstag Fire, to be found later in this guide, shows how even a relatively narrow issue can draw on broader contextual knowledge. Some of the questions require candidates to show an understanding of the broader context, e.g. the political

situation c. 1933; the relationship between the Nazis and the Communists and the reasons for this relationship; the consequences of the Fire such as the Enabling Laws; and finally the Nuremberg Trials. If you are still not sure, your coursework consultant will be able to provide further guidance.

What does it mean when it says that candidates must be given opportunities to make use of their broad contextual knowledge?

As has just been stated this is not really an issue as far as Assignment 1 is concerned. In assessing significance candidates must look at developments over time and make comparisons. For example, if they have been asked whether a particular factor was the most important reason for Hitler's rise to power, they must compare the effects of this reason with the effects of a range of other reasons. This would involve them in drawing on their broad contextual knowledge.

It works rather differently with Assignment 2. Here candidates must use the sources and/or interpretations in context. They must bring their broader contextual knowledge to bear on the sources. This will normally be done in one of two ways: (i) candidates will be able to interpret the sources more satisfactorily if they have contextual knowledge and understanding. If they do not have this knowledge and understanding they will miss the significance of certain points in sources, particularly in cartoons; (ii) candidates will be able to evaluate both sources and interpretations more effectively if they use their contextual knowledge. They may, for example, compare an account in a source with what they know of the events, or they may use their knowledge of the author or artist to reach judgements about reliability.

How much work will you expect to find in the candidate's folder of class work?

We are expecting centres to spend approximately 1/2 a term on each of the Depth^{*} Studies, so the amount of work should reflect this. There will probably be a range of different types of work in the folder representing the normal class work that would be completed when covering a topic such as Hitler's rise to power and dictatorship, 1919 to 1934: notes, structured exercises, source work, essays, tests, investigative work.

(* i.e. Coursework Depth Studies; the Depth Study for Paper 1 is likely to take significantly longer to teach.)

SECTION 5

EXEMPLAR ASSIGNMENTS

Introduction

These assignments have been designed to provide clear and sound examples of how the assessment objectives and coursework requirements can be met satisfactorily. They are not prescriptive. Centres may wish to use them as they are, but it is hoped that many will either use them as a guide when constructing their own assignments or will adapt them for use with their own candidates.

The format of a Coursework Guide dictates that the exemplars are of a safe and conventional nature. This should not dissuade centres from using more innovative and imaginative approaches. For example, the assignment on the Reichstag Fire could follow a simulation in the class room of the trial of van der Lubbe. Source materials which cannot be produced in this booklet such as film (or even site visits) could play a major part in Assignment 2 exercises. None of the Assignment 1 exemplars have used source material. This does not mean it cannot be used. It can serve a useful purpose as a stimulus but care should be taken that the assignment does not turn into a source comprehension exercise.

The format used in the exemplars does not have to be copied when designing assignments. You may want to use more, or less, structure. You may feel there is too much written source material for your candidates, or material at too high a level. This is for you to judge and plan accordingly. It should be remembered, however, that in preparation for Assignment 2 the historical context should be thoroughly covered in class first, and that it is a good idea to read through the sources with the class first - although care should be taken not to help with answers to any of the questions.

Mark schemes are provided for the assignments on Germany only. They are provided as exemplars of levels of response marking schemes but may well need to be amended in the light of candidates' responses. When centres are constructing their own mark schemes it is recommended that they produce a draft marking scheme when the questions are set but they should be ready to make minor or major amendments in the light of their candidates' responses.

DEPTH STUDY A: GERMANY, 1918-1945

ASSIGNMENT A: OBJECTIVES 1 and 2

Here are some of the reasons why Hitler was able to come to power in Germany by 1933.

- * The Treaty of Versailles
- * The Munich Putsch, 1923
- * The economic depression
- * Hitler's oratory, personality and leadership
- * The decision by Papen and Hindenburg to appoint him as Chancellor in 1933
- * The Enabling Law, 1933

1. Choose any one reason from the list and explain how it contributed to Hitler's rise to power. (8)
2. Using some of the causes in the list explain how both long-term and short-term causes contributed to Hitler's rise to power. (10)
3. Was any one of these reasons more important than the others in Hitler's rise to power? Explain your answer. (12)

MARKING SCHEME

1. Level 1: Describes events rather than producing a causal explanation. (1-3)
e.g. describes the events of the Munich Putsch, or the main features of the economic depression, but does not explain how these contributed to his rise to power.
Award marks within level for appropriate use of relevant supporting detail.
- Level 2: Produces a causal explanation (3-7)
Award marks within a level for appropriate use of relevant supporting detail.
- Level 3: Produces a causal explanation and explains how the chosen reason combined with other reasons. (6-8)
Award marks within the level for appropriate use of relevant supporting detail.

- 2 Level 1: Definition given of long and short-term causes but not illustrated through use of any of the causes in the list.(1-2)
- Level 2: Illustrates roles of causal factors but understanding of short and long term is simplistic or non-existent (2-5)
Does not understand the different function of long and short-term causes, might classify them as long and short term simply because one came before the other.
Award marks within level for appropriate use of relevant supporting detail.
- Level 3: Demonstrates understanding of function of either long or short-term causes. Answers are illustrated by reference to causes in the list. (5-7)
Award marks within level for appropriate use of relevant supporting detail.
- Level 4: Demonstrates understanding of function of both long and short-term causes but fails to show how they are both necessary, or how they inter-act. Answers are illustrated by reference to causes in the list. (7-9)
Award marks within level for appropriate use of relevant supporting detail.
- Level 5: Demonstrates how both short and long term are necessary, or demonstrates how they inter-act. Answers illustrated by reference. (9-10)
Award marks within level for appropriate use of relevant supporting detail
- 3 Level 1: Unsupported assertions. (1-2)
These answers are not supported by any causal analysis although they might be supported by general statements.
- Level 2: Explains role of chosen cause and assumes this is enough to establish why it was more important. (3-5)
Award marks within level for appropriate use of relevant supporting detail.
- Level 3: Explains reasons for chosen cause being more important. (6-8)
- Level 4: Explains reasons for chosen cause being more important and also explains lesser role of other cause(s). (8-10)
Award marks within level for appropriate use of relevant supporting detail.

Level 5: Demonstrates web of causation and why it is difficult to separate out the role of one factor making it difficult to prioritise. (11-12)
Award marks within level for appropriate use of relevant supporting detail.

ASSIGNMENT B: OBJECTIVE 3

WHO WAS RESPONSIBLE FOR THE REICHSTAG FIRE?

INTRODUCTION

On 27 February 1933, one week before elections in Germany, the Reichstag building burned down. The Nazis claimed that this was the result of a Communist plot. A young Dutch Communist, van der Lubbe, was arrested, put on trial and executed. The Reich President approved a *Decree for the Protection of People and State*. This enabled the government to arrest leading Communists and to ban them from the election campaign.

Some historians have argued that the fire was so convenient for the Nazis that they probably arranged it themselves and used van der Lubbe as a dupe. Other historians disagree and have argued that van der Lubbe was responsible, and acted alone.

The sources which follow provide you with evidence from accounts from the time and from interpretations written later. Towards the end of this coursework assignment you will be asked to make up your mind who you think was responsible for the Reichstag Fire.

INSTRUCTIONS

Answer all the questions. You must base your answers on the evidence in the sources. Where they are helpful you can use sources other than those mentioned in the question. It is important that you also use, where relevant, your knowledge and understanding of German history in your answers.

SOURCE A

When I pushed my way into the burning building I had to climb over the water hoses of the Berlin fire brigade. Van der Lubbe was naked from the waist upwards, smeared with dirt and sweating. He panted as if he had completed a tremendous task. There was a wild, triumphant gleam in the eyes of his pale, young face. I sat opposite him in the police headquarters several times that night and listened to his confused stories. I read the Communist pamphlets he carried in his trouser pockets.

The voluntary confessions of van der Lubbe made me believe he had acted alone. He could have easily set fire to the old furniture, the heavy curtains, and the bone dry, wooden panels. He had been so busy he had started several dozen fires in different places in the Reichstag. He had rushed through the big corridors with his burning shirt which he had used as a torch to start more fires. During this hectic activity he was caught by Reichstag officials.

He also confessed to starting several smaller fires elsewhere in Berlin. Several details suggested that Communists who had helped him start these other fires, might also have helped him with the Reichstag fire.

Shortly after my arrival in the burning Reichstag, the Nazi leaders arrived. Göring sent orders that I was to go to them. As I entered he came towards me, shouting uncontrollably: 'There will be no mercy now. Any one who stands in our way will be cut down. Every Communist will be shot or hanged. Everybody supporting the Communists must be arrested.'

I reported that after questioning van der Lubbe I thought he was a madman. Hitler strongly disagreed: 'This is something really cunning, prepared a long time ago. The criminals have thought all this out beautifully; but they have made a big mistake.'

Göring then shouted out the order to me: 'Police on an emergency footing; shoot to kill.'

Later when I had collected my thoughts I said to a colleague, 'This is a mad-house.'

The account of Rudolf Diels, head of the Prussian political police. He wrote this account after the Second World War.

SOURCE B

I can only repeat that I set fire to the Reichstag all by my self. The other defendants (including the Communists) are in this trial, but they were not in the Reichstag.

Van der Lubbe, speaking at his trial in 1933

SOURCE C



THE RED PERIL.

"THIS IS A HEAVEN SENT OPPORTUNITY, MY LAD
IF YOU CAN'T BE A DICTATOR NOW, YOU NEVER WILL BE."

A cartoon from a British magazine, 8th March 1933, showing Hindenburg talking to Hitler.

SOURCE D



The cover of a book about the Reichstag Fire, written by a Nazi and published shortly after the fire. The figure on the right is meant to be van der Lubbe. The book was titled 'Armed Uprising'.

SOURCE E

During lunch on Hitler's birthday in 1943, the conversation turned to the topic of the Reichstag building. I heard with my own ears how Göring broke into the conversation and shouted: 'The only one who really knows about the Reichstag building is I, for I set fire to it.'

General Franz Halder giving evidence at his trial in 1946. He was being tried by the victorious allies at Nuremberg for war crimes.

SOURCE F

What General Halder says is not true. I should very much like to see him here, so that he could say it my face. The whole thing is ridiculous. Even if I had started the fire, I would most certainly not have boasted about it.

Göring giving evidence at his trial in Nuremberg in 1946. He was also being tried for war crimes.

SOURCE G

I declare that on February 27, 1933 I and two SA men set fire to the Reichstag. We did so in the belief that we would be serving the Führer.

I suggested to Goering that we use the underground passage leading from his house to the Reichstag. WE decided to start the fire at about 9 pm, in time for quite a number of radio bulletins.

We used van der Lubbe. He would climb into the Reichstag and blunder about while we set fire to the building.

The 'confession' of Karl Ernst, leader of the SA. This 'confession' was published by Communists in 1934 after Ernst had been killed in the Night of the Long Knives.

SOURCE H

It appears that the measures which followed the Fire were not carefully planned. The arrests of the Communists were carried out using out-of-date lists, and were not as successful as claimed. In fact, the Nazis had hoped to destroy the Communists after the election, when they would be in a stronger position to deal with them. But the Fire made them think there was a Communist uprising and so they had to take action.

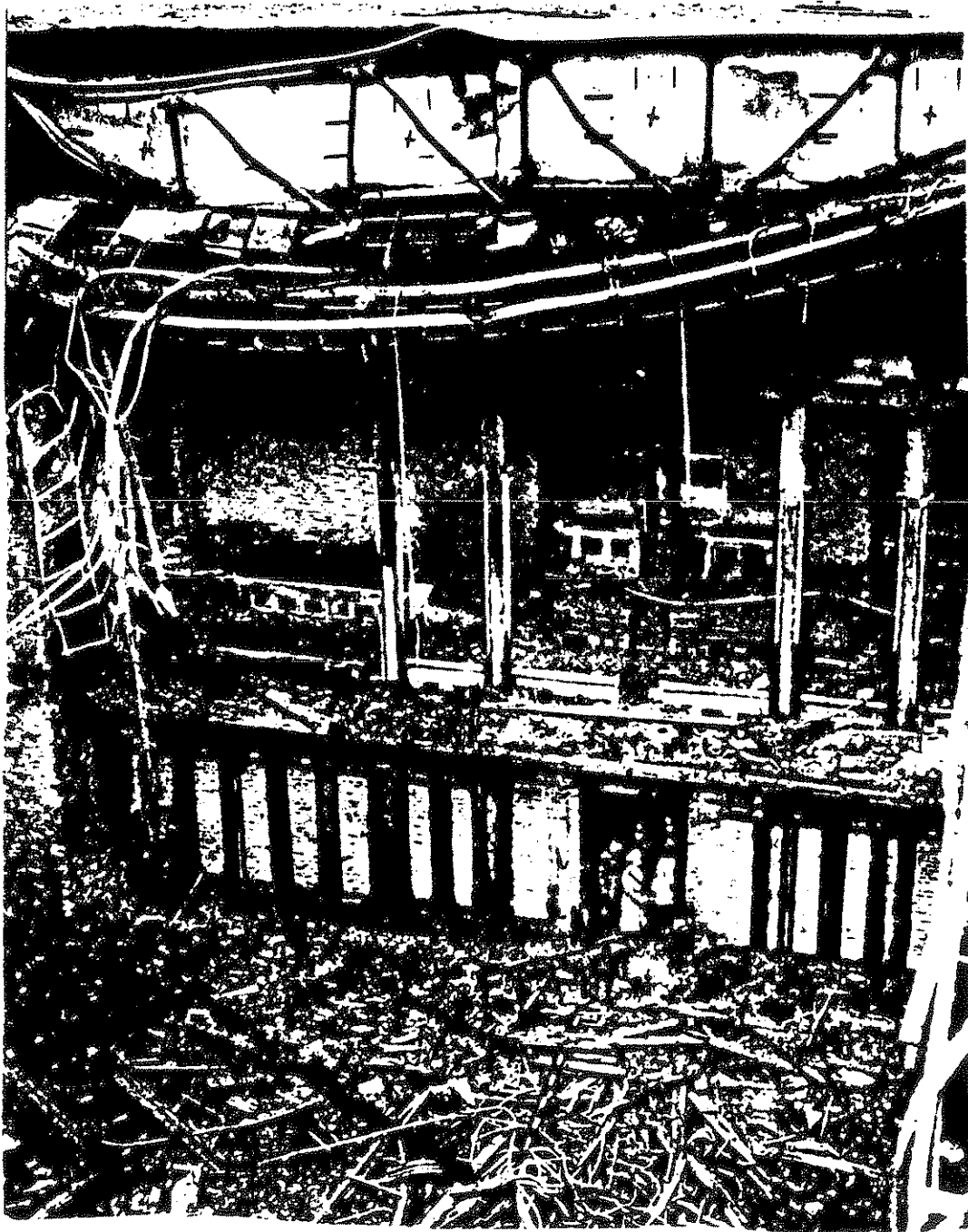
From a history book published in 1974.

SOURCE I

It is established beyond any doubt that, given the brief time available to Lubbe, it would have been impossible for any one man to set the building alight on this scale, let alone a man without knowledge of the place, and seriously handicapped, both mentally and physically, as Lubbe undoubtedly was.

From a history book published in 1974.

SOURCE J



A photograph of the remains of the Reichstag on the morning after the fire.

QUESTIONS

1 Study Sources A and B.

How far is the account in Source A supported by Source B? Explain your answer. (6)

2 Study Source A.

How reliable is this account? Explain your answer. (8)

3 Study Sources C and D.

How far do Sources C and D agree about the events surrounding the Reichstag Fire? Explain your answer. (8)

4 Study Source D.

Use the source and your knowledge of the period to explain why the Nazis would want to publish a book like this one. (7)

5 Study Sources E, F and G.

Do Sources E and G prove that Goring, (Source F), was telling lies? Explain your answer. (8)

6 Study Sources H, I and J.

Do these three sources make it more or less likely that the Nazis planned the Fire? Explain your answer. (6)

7 Study the following interpretations of the Reichstag Fire.

(i) Van der Lubbe was a madman, and he set fire to the Reichstag all by himself, but the Nazis genuinely believed the fire was the start of a Communist uprising.

(ii) The Reichstag Fire was started by the Nazis to give them an excuse to take emergency powers and lock up or kill the Communists. Van der Lubbe was used by the Nazis.

Which interpretation is best supported by the evidence in these sources and your knowledge of the period? Explain your answer. (9)

8 Use the sources and your knowledge of German history to explain why there has been so much disagreement over the Reichstag Fire. (8)

(Please note: the total marks for this and other Objective 3 assignments in this Guide would be halved after marking to achieve the required total out of a maximum of 30 marks.)

MARKING SCHEME

1. Level 1: Unsupported Assertions. (1)
- Level 2: Identifies agreements or disagreements. (2-4)
- Level 3: Identifies both agreements and disagreements. (4-5)
- Level 4: Directly tackles 'how far' part of the question. (5-6)
This will be by either distinguishing between what Diels thinks and what he is reporting OR by explaining the areas which are covered in Source A but are not mentioned in Source B.
- Level 5: Evaluates Source B to see how far it can be used to support Source A. (6)
2. Level 1: Evaluates van der Lubbe's confession rather than Source A as a whole. (1)
- Level 2: Answers based on time. (2-3)
These answers will argue that Diels was there at the time so his account is accurate (2 marks), or that he wrote his account later so he would have forgotten a lot (2 marks), or the account is surprisingly and suspiciously detailed considering it was written much later and this might mean he made a lot of it up.
- Level 3: Answers based on Diel's access to information as head of police. (2-4)
Argues that Diel would know what was happening because his position as head of police will give him access to situations and information. Can be supported by the fact that he was at the scene shortly after the fire and was in charge of the investigation. Award marks within level for detail of support.
- Level 4: Answers which consider Diel's possible motive without using the historical context. (3-4)
For example: he wrote the account this way to make himself look good or important, or he wrote it this way to please his Nazi bosses. Answers in this level just make assertions like these and do not use knowledge of the historical context for development. For answers that do, see Level 6.
- Level 5: Answers based on contradictions within Source A. (4-5)
- Level 6: Cross-references to own knowledge or to other sources to evaluate Source A. (5-7)
- Level 7: Considers Diel's account in the context of the post-war situation, e.g. the Nuremberg Trials. (6-8)

- 3 Level 1: Describes sources or unsupported assertions (1)
- Level 2: Compares surface differences. (2-3)
e.g. they both show a fire.
- Level 3: Answers which interpret one source only and provide a one-sided comparison. (3-5)
e.g. they disagree because Source D shows van der Lubbe and his Communist friends setting fire to the Reichstag and starting a Communist uprising. This is a cover of a book and was trying to convince people that the fire was part of a Communist conspiracy.
- Level 4: Interprets both sources in a valid way and compares the different messages of the two sources. (5-7)
- Level 5: Gives valid interpretation of both sources and explains that both show the Nazis exploiting the situation. (7-8)
- 4 Level 1: General reasons not related to the historical context. (1-2)
e.g. to make money, to inform people.
- Level 2: Asserts valid historical motive. (3)
e.g. to put the blame on the Communists.
- Level 3: Contextual explanation why they wanted to place the blame on the Communists. (4-7)
Higher marks within level for appropriate use of relevant contextual knowledge.
- 5 Level 1: Unsupported assertions (1)
- Level 2: Bases answer on the claims made in E or G, or in F. (2-4)
Uses the information in these sources uncritically.
- Level 3: Evaluates E and G or F using the provenance of the sources, the audience, purpose, contextual knowledge or cross-reference to other sources. (4-6)
- Level 4: Evaluates all three sources using provenance of sources, audience, purpose, contextual knowledge or other sources. (7-8)
- 6 Level 1: Uses evidence in sources to construct one-sided argument (1-4)
Higher mark within level for use of more sources and more detailed use of sources.

- Level 2: Uses evidence in sources to explain both sides of the argument. (3-5)
Higher mark in level for use of more sources and more detailed use of sources.
- Level 3: Uses sources to explain both sides but attempts to resolve the conflict and reach a conclusion. (6)
- 7 Level 1: Unsupported assertions or answers failing to use the sources (1-2)
- Level 2: Answers based on collecting information in support of one interpretation, fails to compare this with the merits or weaknesses of the other statement. (3-5)
- Level 3: Answers compare both statements but answer still based on information, e.g. the amount in support of each. (5-7)
- Level 4: Evaluates sources and/or uses contextual knowledge to support one statement. (7-8)
- Level 5: Evaluates sources and/or uses contextual knowledge to compare the merits/weaknesses of the the two statements. (8-9)
- 8 Level 1: Unsupported assertions - no evidence from sources or contextual knowledge used to support answer. (1)
- Level 2: Explanation based on the fact that the sources disagree. Must be supported from sources. (2-6)
Award 5-6 if answer developed through use of contextual knowledge.
- Level 3: Explanation based on the fact that the sources are problematic, e.g. they are biased. Must be supported by reference to the sources. (5-8)
Award 7-8 if answer developed through use of contextual knowledge.

DEPTH STUDY B: RUSSIA, 1905 -1941

ASSIGNMENT A: OBJECTIVES 1 and 2

1. Compare the characters and beliefs of Lenin and Stalin. (6)
2. Assess the impact that Lenin had on Russia and the Russian people. (8)
3. Assess the impact that Stalin had on Russia and the Russian people. (8)
4. Who do you think was the more important figure in Russian history, Lenin or Stalin? Explain your answer. (8)

ASSIGNMENT B: OBJECTIVE 3

STALIN: MAN OR MONSTER?

INTRODUCTION

By 1928 Stalin had emerged as Lenin's successor. Under his rule Russia saw tremendous economic expansion but at the same time many Russians suffered greatly because of his policy of Collectivisation and his purges. Stalin took great trouble to control what people knew and thought about him. This makes it difficult for historians today to be sure what kind of man he really was. Some see him as an evil monster, some see him as a troubled and insecure human being, others see greatness in him.

The sources which follow provide you with evidence from accounts from the time and from interpretations written later. Towards the end of this coursework assignment you will be asked to make up your mind about Stalin.

INSTRUCTIONS

Answer all the questions. You must base your answers on the evidence in the sources. Where they are helpful you can use sources other than those mentioned in the question. It is important that you also use, where relevant, your knowledge and understanding of this period of Russian history in your answers.

SOURCE A



A cartoon published in Paris in the 1930s. It shows Stalin and the results of his policies.

SOURCE B



An official Soviet painting of Stalin with the workers at a newly opened hydroelectric power station in the 1930's.

SOURCE C



A photograph of Stalin congratulating wives of army officers.

SOURCE D

I recall an incident in Siberia, where I lived at one time in exile. It was in the spring, at the time of the spring floods. About thirty men went to the river to pull out timber which had been carried away by the vast, swollen river. Towards evening they returned to the village, but with one comrade missing. When asked where he was, they replied with no interest that he remained at the river. To my question, 'How do you mean, remained there?', they replied, again with no interest, 'He drowned, of course.' They then hurried away saying they had to water the mare. When I told them off for having more concern for animals than for men, one of them said, 'Why should we be concerned about men? We can always make another man.'

It seems to me that the lack of concern our leaders show towards the people is the same as the attitude I met in far-off Siberia.

Written by Stalin in 1945.

SOURCE E

Thank you Stalin. Thank you because I am so well and joyful. No matter how old I become, I shall never forget how we met Stalin two days ago. Generations to come will regard us as the happiest of people because we lived in the same century as Stalin, because we were privileged to see Stalin, our inspired leader.

The men of all ages will call thy name, which is strong, beautiful, wise and marvellous. Thy name is engraved on every factory, every machine, every place on earth, and in the hearts of all men.

Every time I have found myself in his presence I have been overcome by his strength, his charm, his greatness. I have experienced a great desire to sing out, to shout with joy and happiness. And when the woman I love presents me with a child the first word it shall utter will be: Stalin.

From a speech by a writer to the Congress of Soviets in 1935. The speech was published in Pravda, the paper of the Communist Party.

SOURCE F

Stalin is unhappy at not being able to convince everyone, himself included, that he is greater than everyone else. If someone speaks better than he does, that man is for it! Stalin will not let him live, because that man is a constant reminder that he, Stalin, is not the first and best. He is a narrow-minded, malicious man - no, not a man, but a devil.

Bukharin, speaking in Paris in 1936. Bukharin supported Stalin against Trotsky as Lenin's successor but fell into disgrace in 1929 and was a victim of Stalin's purges in 1938.

SOURCE G

Stalin was convinced that the use of terror and executions was necessary for the defence of Socialism and Communism. We cannot say that these were the deeds of a mad despot. He considered this should be done in the interests of the Party and of the working masses.

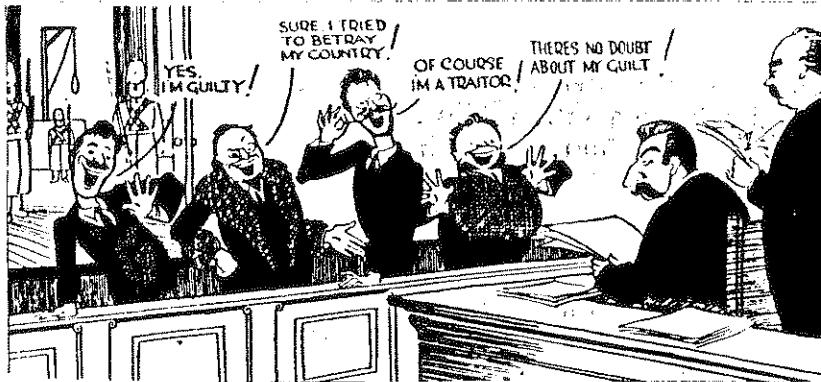
From a speech to the Soviet Communist Party in 1956 by Khrushchev who became leader of Russia after Stalin.

SOURCE H

Stalin was a very distrustful man, very suspicious. He would look at a man and say, 'Why are your eyes so shifty today?' This suspicion created in him a general distrust towards Party workers he had known for years. Everywhere he saw 'enemies', 'double dealers' and spies.

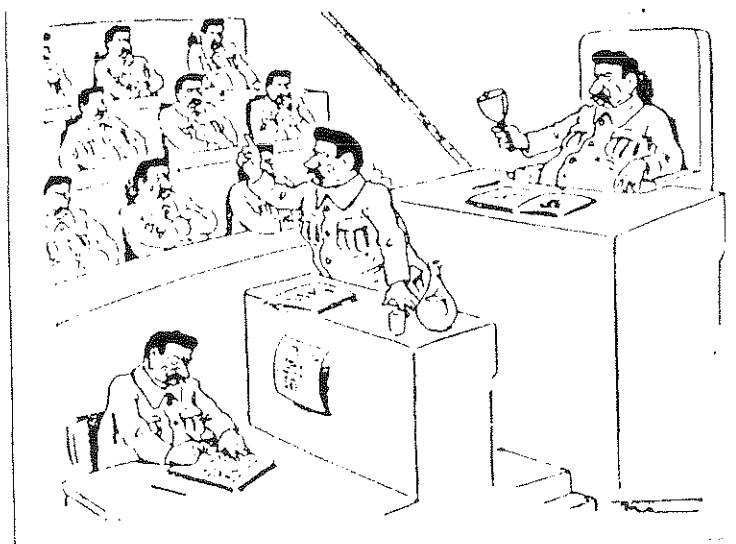
From Khrushchev's speech in 1956.

SOURCE I



An American cartoon about Stalin's 'show trials'.

SOURCE J



A cartoon published in France in the late 1930s about Stalin's 'show trials'.

SOURCE K

Stalin is the brilliant leader and teacher of the Party, military commander, and guide of the Soviet state. Everybody is familiar with the clarity of mind, his iron will, his devotion to the party, his ardent faith in the people, and love for the people.

From a biography of Stalin published in 1947 in Russia.

SOURCE L

It is my belief that Stalin was a very skilled, indeed gifted politician, and one of the greatest political figures of the twentieth century. This does not mean that he was a good man. He had a dark and evil side to his nature.

From a biography of Stalin published in 1983 in Britain.

SOURCE M

Do we need any sensational revelations to understand Stalin? No, the explanation of his life is that he was corrupted by absolute power. Absolute power turned a ruthless politician into a monstrous tyrant. The terror was necessary, not only to keep men obedient, but even more to make them believe in him. Without terror, who would have failed to notice the clear absurdity of Stalin's rule?

From a biography of Stalin published in 1974 in Britain.

QUESTIONS

1 Study Sources A, B and C.

Do these sources give similar or different impressions of Stalin? Explain your answer with references to the sources. (6)

2 Study Source D.

Does this source provide any useful evidence about Stalin? Explain your answer. (7)

3 Study Sources E and F.

Which of these two sources is the more reliable? Explain your answer. (8)

4 Study Sources G and H.

Do you trust Khrushchev's assessments of Stalin? Use your knowledge of Stalin to explain your answer. (8)

5 Study Sources I and J.

How far do these two sources agree about Stalin's 'show trials'? Explain your answer. (7)

6 Study Sources L and M.

Compare what these two sources say about Stalin. (6)

7 Using the sources in this paper and your knowledge of Stalin explain whether or not you think he was a monster. (10)

8 Use the sources and your knowledge of Stalin and Soviet history to explain why there has been disagreement about Stalin. (8)

(Please note: the total marks for this and other Objective 3 assignments in this Guide would be halved after marking to achieve the required total out of a maximum of 30 marks.)

DEPTH STUDY C: THE USA, 1919-1941

ASSIGNMENT A: OBJECTIVES 1 and 2

1. Did Roosevelt's upbringing, background and character make it easy for him to understand the concerns and fears of ordinary Americans? Explain your answer. (8)
2. How far was Roosevelt himself responsible for his election victory in 1932? Explain your answer. (10)
3. Life did get better for many Americans in the 1930s. How far was Roosevelt responsible for this, or was it due to other factors? Explain your answer. (12)

ASSIGNMENT B: OBJECTIVE 3

WAS THE NEW DEAL A SUCCESS?

INTRODUCTION

In 1932 America was suffering from a terrible economic depression. President Hoover did not believe in government interfering in industry or business and little was done to help the unemployed and the increasing numbers of poor. In the 1932 election for President, Hoover lost to Franklin Roosevelt, the Democratic candidate. During the election campaign Roosevelt had promised the American people a 'New Deal'. Roosevelt's government created jobs through public works schemes and the poor were given help. Never before had the government played such an important part in the economy.

Historians disagree over the effectiveness of the New Deal. Some see it as a great success, others as a dangerous failure.

The sources below provide you with evidence from the time and interpretations written later. Towards the end of this piece of coursework you will be asked to make up your mind about the New Deal: was it a failure or a success?

INSTRUCTIONS

Answer all the questions. You must base your answers on the evidence in the sources. Where they are helpful you can use sources other than those mentioned in the question. It is important that you also use, where relevant, your knowledge and understanding of American history in your answers.

SOURCE A

I pledge you, I pledge myself, to a New Deal for the American people. This is more than a political campaign; it is a call to arms. Give me your help, not to win votes alone, but to win in this crusade to restore America.
I am waging war against Destruction, Delay, Deceit and Despair. With confidence

we accept the promise of a New Deal.

From a speech by Roosevelt during his election campaign in 1932.

SOURCE B

What, then, are the major achievements of the New Deal? First comes the restoration of self-confidence. Those who lived through the spring of 1933 will remember the change from depression and discouragement to excitement and hope.

A more definite achievement has been the physical rebuilding of the country. It became clear during the 1920s and 1930s that the natural resources of the country - its soil, forests and water - were being destroyed. The development of the Dust Bowl showed the urgency of the problem. Roosevelt tackled it with energy. Three million young men in the Civilian Conservation Corps planted 17 million acres of new forests and built over 6 million dams to stop erosion.

When Roosevelt became President unemployment had reached 14 million. Roosevelt introduced unemployment assistance, and old-age pensions, and he banned child labour.

In the political field there was the strengthening of the government and the expansion of government activities to help people. But although the government has far greater responsibilities, it has no greater power. All power is still in the hands of the people. They can vote out of power governments they do not like. The charge that Roosevelt has been a dictator is not true.

The judgement of an American historian writing in 1945.

SOURCE C

In America today one in every four people depends on employment by the government. There is a national debt of \$250 billion, compared to a pre-Roosevelt debt of \$19 billion. Inflation has doubled prices and reduced the lower paid to poverty. More people are on government relief. And Roosevelt is calling for more power!

In 1933 Congress gave up much of its power to Roosevelt when it put billions of dollars into his hands. This gave him a power which he used ruthlessly. The only result of this will be dictatorial government.

Roosevelt's reputation was sinking sadly in 1938 when he had 11 million unemployed. The cities were filling with jobless workers. Taxes were rising. The debt was soaring. The war rescued him and he seized on it like a drowning man. By leading his country into war he was able to put every man and woman into work.

From the book 'The Roosevelt Myth' by an American historian, published in 1945.

SOURCE D



A photograph taken in 1937 of black people queuing for government relief. They are queuing in front of a large poster.

SOURCE E



A cartoon from an American newspaper in the 1930s. Roosevelt is the figure working the pump to get the economy going.

SOURCE H

Dear Mr. President,

This is just to let you know that everything is all right now. The man you sent found our house and we went down to the bank with him. The bank agreed to let our loan go on for a while longer. You remember I wrote to you about losing the furniture. Well your man got it back for us. I have never heard of a President like you. My wife and I are old folks and don't amount to much but we join those millions of others in praying for you every night. God bless you.

This letter was published by Roosevelt's supporters as part of his election campaign in 1936.

SOURCE I

Just hand me my old Martin, for soon I will be startin'
Back to dear old Charleston, far away.
Since Roosevelt's been re-elected, we'll not be neglected,
We've got Franklin D. Roosevelt back again.
No more breadlines we're glad to say, the donkey won the election day,
No more standing in the blowing, snowing rain;
He's got things in full sway, we're all working and getting our pay,
We've got Franklin D. Roosevelt back again.

[Note: Martin = a type of guitar, donkey = the Democratic Party]

An excerpt from a popular song from 1936.

SOURCE J

The New Deal hurt us. Roosevelt was a rich man's son. Everything he had was given to him. So he thinks it's right to give. He didn't understand that when you give to people, you hurt them. We had soup lines and the Depression because men lost confidence in themselves.

Welfare kills a man's initiative. A dog you feed will not hunt. If you want a dog who hunts, you have to let him get hungry. You're free to eat if you can pay for your food, and you're free to starve if you don't pay.

S.B Fuller, a self-made businessman speaking in 1980 and remembering the time of the New Deal.

SOURCE J

The New Deal meant that ordinary people would have a better chance in life. Roosevelt understood that the suffering of the Depression had fallen heaviest on those people least able to bear it. He knew that the rich had been hard hit too, but

at least they had something left. But the ordinary shopkeeper, the ordinary householder, the farmer who worked the soil for himself, the man who worked for wages - these people were desperate.

The idea was that all the forces of the community should be directed to making life better for ordinary people.

Frances Perkins wrote this in 1947 in her book, 'The Roosevelt I Knew'. She was Secretary of Labour in Roosevelt's New Deal government in the 1930s.

QUESTIONS

1 Study Source A.

Use Source A and your knowledge of the period to explain why people supported Roosevelt in the 1932 election. (6)

2 Study Sources B and C.

How do these two judgements on the New Deal differ? (8)

3 Study Source D.

What message do you think the photographer was trying to give? Refer to the photograph and your knowledge of the period to help you explain your answer. (8)

4 Study Sources E, F and G.

Are these cartoons for or against Roosevelt? Explain your answer with reference to the cartoons. (9)

5 Study Sources H and I.

Which source is the more useful as evidence about public opinion towards the New Deal? Explain your answer. (6)

6 Study Sources J and K.

Why do you think these two people disagree about the New Deal? Explain your answer. (6)

7 Study the following interpretations of the effects of the New Deal.

(i) The New Deal helped many Americans and by doing this it gave them self-respect. It gave them confidence to lift the United States out of Depression.

- (ii) The New Deal wasted a lot of money, it made people dependent on the government and led to the government becoming too powerful. It did not solve America's economic problems - the Second World War did that.

Which interpretation is best supported by the evidence in the sources and your knowledge of American history? Explain your answer. (9)

- 8 Use the sources and your knowledge of American history to explain why there has been so much disagreement in the USA over the effects of the New Deal. (8)

(Please note: the total marks for this and other Objective 3 assignments in this Guide would be halved after marking to achieve the required total out of a maximum of 30 marks.)

DEPTH STUDY D: CHINA, 1945-C.1990

ASSIGNMENT A: OBJECTIVES 1 and 2

Some people have seen Mao's death as a turning point in Chinese history.

1. What impact did Mao have on the lives of the Chinese people since 1949 in the following areas: economic, social and political? (10)
2. Have the Chinese people been better off in each of these areas since the death of Mao? Explain your answer. (10)
3. How much of Mao's China is left today? Explain your answer. (10)

ASSIGNMENT B: OBJECTIVE 3

THE CULTURAL REVOLUTION: SUCCESS OR FAILURE?

INTRODUCTION

In 1966 Mao launched the Cultural Revolution. People in authority like teachers, doctors, civil servants and even top officials in the Communist Party were attacked as was anyone suspected of being anti-communist. No one was safe from the Mao's Red Guards.

Opinions about the effects of the the Cultural Revolution are divided. It is seen by some historians as a disaster for China, while others claim that it did bring benefits. One problem facing historians is that no one is sure why Mao launched the Revolution.

The sources which follow provide you with evidence about the effects of the Cultural Revolution. Towards the end of this piece of coursework you will be asked to make up your mind about the Cultural Revolution.

INSTRUCTIONS

Answer all the questions. You must base your answers on the evidence in the sources. Where they are helpful you can use sources other than those mentioned in the question. It is important that you also use, where relevant, your knowledge and understanding of Chinese history in your answers.

SOURCE A

Chairman Mao, our most respected and beloved great leader, reviewed more than 2 million revolutionary students and Red Guards from all over China in Tien An Men Square. The review lasted six hours. Six thousand lorries carried the young fighters through the Square. Each lorry carried in front a coloured portrait of Chairman Mao. The young fighters kept singing. ' People said that there is nothing

as bright as the sun in the sky, but it is not as bright as the brilliance of Mao Tse-tung's thought. Oh Chairman Mao, people of all nationalities love you strongly; you are the red sun in our hearts!

To leading comrades on the rostrum with him Chairman Mao said, 'You should go to the masses and be one with them and carry on the great proletarian cultural revolution ever better.'

Among those reviewed were many who had walked out of their classrooms and taken the worker and the peasant masses for their teachers. They said, 'We get the best education by asking those people who have themselves endured the hardships of the old society to give us lessons in the class struggle.'

A description of Mao reviewing a march past of Red Guards in Peking in November 1966. This account was published a week later in a Chinese newspaper.

SOURCE B



A poster displayed in China during the Cultural Revolution

SOURCE C

It was a time of terror because every night we heard loud knocks, things breaking and children crying. We knew the Red Guards would soon come to our house. At 11 o'clock one night they finally came.

There were seven or eight of them. They were all wearing dark clothes and white cloths over their mouths and noses. Their leader had a whip. He struck it against the table with a loud crack.

'Liang Shan,' he said to my father, 'Is there anything capitalist or anti-communist in your house?'

Father stammered: 'No'.

'Pig! What you must understand is that this is a revolutionary action. Right?' said the man.

'Yes, yes, a revolutionary action'. I had never seen my father plead with anyone before.

Two Red Guards took him by each arm and grabbed his head, pushing it so that he was forced to kneel down.

The others were already starting to go through our things. One of them shouted that he had found two western-style ties.

'What's the meaning of this?' they asked.

'Ties', my father mumbled. They kicked him.

'Ties! Do you think we are children? These are capitalist ties!'

From the other room came two Guards with armfuls of books. They dumped them on the floor. They burned the books where they were. The next day we found they had taken all of father's money.

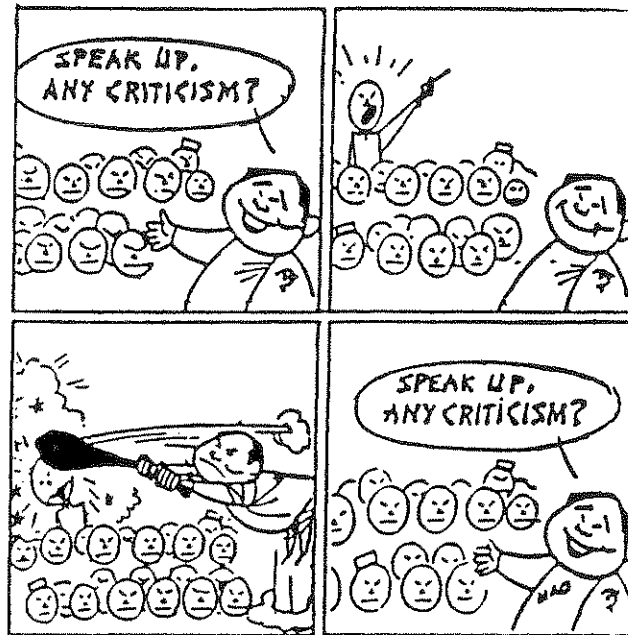
An account by Liang Heng describing events which took place in 1966 when he was 12 years old. Soon after these events he became a Red Guard. He wrote this account after the end of the Cultural Revolution.

SOURCE D



This Chinese poster issued during the Cultural Revolution shows Red Guards smashing opponents of Mao.

SOURCE E



An American cartoon published at the beginning of the Cultural Revolution in 1966.

SOURCE F

The Cultural Revolution was a really good thing. In the 1950s the Chinese were very simple. They believed in the Communists - like my mother. She's a teacher. Whatever the Communists said she thought was true. Then in the Cultural Revolution they locked her up for a year because father was a well known scholar whom they said was a 'capitalist'. Some Red Guards in her school made her kneel on broken glass in front of all the students. For an intelligent person it was the worst thing that could have happened - to be made to feel small. Her eyes were opened by the Cultural Revolution. She now hated the Communists.

A view of the Cultural Revolution given to a reporter in 1980 by a sixteen-year-old Chinese girl.

SOURCE G

I followed some people into a school and peered into rooms where a rival group of Red Guards were being beaten with leather belts. Some of them seemed nearly dead and were bleeding badly. That summer things got worse. Those who had been friends became deadly enemies and the streets ran with blood. The Cultural Revolution no longer had anything to do with the crack-down on people who were against Communism. A civil war was going on with each side claiming to love Chairman Mao more than the other.

A former Red Guard describes events in 1967.

SOURCE H



A photograph showing a government official being paraded through the streets of Peking by Red Guards in 1967.

SOURCE I

Between June and November 1966 we locked up almost every university professor and lecturer. Every day we read them quotations from the works of Chairman Mao. Every day they had to clean the lavatories.

Chairman Mao was right when he warned us always to be on our guard against intellectuals. They resist the Communist Party, become arrogant, develop a bourgeois way of thinking. Professor Wang's home was full of foreign coins and books, leather shoes, fancy clothes and junk like that.

How can a socialist society tolerate people like that teaching the young? True, he was a leading specialist in physics and we needed his skills, but was it worth the cost, to keep this stinking bourgeois alive to infect students with his rotten way of life?

A former Red Guard writing in 1975.

SOURCE J

For two years I had to clean the toilets and do other manual work. Then the Red Guards said I could teach again. By now the students were completely unprepared. Some could barely write or do the simplest mathematics.

It takes a long time to find the right teachers, but we are beginning to get back to normal. There are examinations for entrance to university again. But the Cultural

Revolution set us back twenty years.

A Professor of Physics talking to an American about his experiences in the Cultural Revolution.

QUESTIONS

1 Study Source A.

What do you think was the purpose of the newspaper in publishing this description? Use the source and your knowledge of the period to explain your answer. (6)

2 Study Source B.

What impression is the artist trying to give of the Cultural Revolution? Explain your answer. (5)

3 Study Source C.

Do you think this is a reliable account of the activities of the Red Guards? Explain your answer. (8)

4 Study Sources D and E.

Do you agree that the message of these two cartoons is the same? Explain your answer. (6)

5 Study Sources F and G.

Do the authors of these two sources support the Cultural Revolution? Explain your answer. (6)

6 Study Sources H and I.

Which of these two sources is the more useful as evidence about the Cultural Revolution? Explain your answer. (7)

7 Study Sources I and J.

Do Sources I and J agree or disagree about the Cultural Revolution? Explain your answer. (6)

8 Study the following interpretations of the effects of the Cultural Revolution:

- (i) The Cultural Revolution was an attempt by Mao to get rid of his rivals and establish himself in total power. It got out of control and ended in chaos.

- (ii) The Cultural Revolution brought China and the Chinese people back to true Communism and stopped them from being corrupted by western ideas.

Which interpretation is best supported by the evidence in the sources and your knowledge of the period? Explain your answer. (9)

- 9 Do you agree that it is impossible to say whether or not the Cultural Revolution was a success without first being sure what Mao's aims were? Use the sources and your knowledge of the period to explain your answer. (7)

(Please note: the total marks for this and other Objective 3 assignments in this Guide would be halved after marking to achieve the required total out of a maximum of 30 marks.)

DEPTH STUDY E: BRITAIN AND THE FIRST WORLD WAR, 1914-1918

ASSIGNMENT A

The First World War was not just fought on land. It was fought on several other fronts.

1. Explain the importance of the war at sea to the final outcome of the war. (7)
2. Explain the importance of the war in the air to the final outcome of the war. (7)
3. Explain the importance of the Home Front to the final outcome of the war. (7)
4. Were any of these fronts as important as the Western Front in deciding the outcome of the war? Explain your answer. (9)

ASSIGNMENT B: OBJECTIVE 3

WAS THE PUBLIC MISLED ABOUT CONDITIONS IN THE TRENCHES?

INTRODUCTION

The First World War lasted for four years. Neither side was able to defeat the other and therefore in Europe they both dug themselves in. From the English Channel to Switzerland, British and French trenches faced German trenches just a few hundred metres away.

The British government needed men to fight on the Western Front and controlled reports of what it was like in the trenches. Rather different accounts of what it was like appeared once war was over.

The sources which follow provide you with evidence from accounts and illustrations from the time and from later. Towards the end of the coursework assignment you will be asked to make up your mind: Were the public deliberately misled about what it was like in the trenches?

INSTRUCTIONS

Answer all the questions. You must base your answers on the evidence in the sources. Where they are helpful you can use sources other than those mentioned in the question. It is important that you also use, where relevant, your knowledge and understanding of the First World War.

SOURCE A



A poster issued by the British Government during the First World War.

SOURCE B



A poster issued by the British Government during the First World War

SOURCE C



A poster issued by the American Government during the First World War

SOURCE D



A photograph of new recruits to the Army waiting for their pay in London.

SOURCE E

NOTHING is to be written on this side except the date and signature of the sender. Sentences not required may be erased. If anything else is added the post card will be destroyed.

[Postage must be prepaid on any letter or post card addressed to the sender of this card]

I am quite well.

I have been admitted into hospital

*{ sick } and am going on well.
{ wounded } and hope to be discharged soon.*

I am being sent down to the base.

*I have received your { letter dated _____
telegram " _____
parcel " _____*

Letter follows at first opportunity.

I have received no letter from you

*{ lately
for a long time.*

*Signature }
only }*

Date _____

A postcard issued to British soldiers in the trenches. This is all they were allowed to send home.

SOURCE F



'The Surreys Play the Game!' A drawing of the first day of the Battle of the Somme. It appeared in British newspapers in July 1916. ('The Surreys' were the East Surrey Regiment).

SOURCE G

A company of the East Surrey Regiment is reported to have dribbled four footballs for a mile and a quarter into the enemy trenches.

On through the hail of slaughter
Where gallant comrades fall,
Where blood is poured like water,
They drive the trickling ball.
The fear of death before them
Is but an empty name;
True to the land that bore them
The Surreys play the game!

This was published in the 'Daily Mail' on 12 July 1916. It describes the first day of the Battle of the Somme. The poem was written by 'Touchstone', who worked for the 'Daily Mail'.

SOURCE H

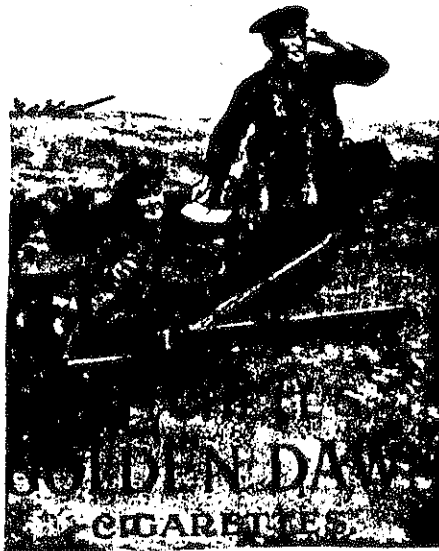
Let me make one thing clear. This is no fanciful story written miles behind the front. It is a true account as I saw it. We did not break any sporting records in a wild rush with flashing bayonets to get at the enemy. Nothing like the pictures in the illustrated magazines.

Zero hour and we got out of the ditch and started to walk. Imagine us then rather like overladen porters going slow through a man-made thunderstorm.

My plan was to walk alone and not get bunched up with the others. Frightened Germans with hands up and unarmed rose out of shellholes, two young soldiers turned and shot them. I kept walking about half a mile. I crawled into a big dugout. It was occupied by dead Germans. I had captured High Wood almost by myself. What I now had in mind was to go as quickly as possible in the opposite direction, as soon as possible. Leaving the dugout I ran for it.

A first-hand account of the first day of the Battle of the Somme from the memoirs of B.A. Steward, written over 60 years later.

SOURCE I



An advertisement published in Britain during the First World War.

SOURCE J

The trenches were a morass of glue-like mud. We were among the ruins of the intense bombardment of ten days before. Concrete strong-posts were smashed; everywhere we looked we saw the mangled bodies of the dead. Floating on the surface of the flooded trench was the mask of a human face which had detached itself from the skull. I can remember a pair of hands which stuck out from the soaked soil like the roots of a tree turned upside down; one hand seemed to be pointing at the sky with an accusing gesture. Those fingers became an appeal to God in defiance of those who made the War.

From 'Memoirs of an Infantry Officer' by Siegfried Sassoon. Sassoon fought in the trenches, but his experiences turned him against all war. He wrote his 'Memoirs' in the late 1920s.

QUESTIONS

- 1 Study Sources A, B and C.

Use your knowledge of the First World War to explain which two posters were published before 1916, and which one was published after 1916. You must give reasons for your answer. (4)

2 Study Sources A, B and C.

In what ways are these posters similar, and what ways do they differ? (5)

3 Study Source D.

Use your knowledge of the First World War to explain whether or not you think Source D proves that Sources A and B were successful in persuading men to join the army. (6)

4 Study Source E

Use your knowledge of the First World War to explain why the Government issued postcards like this one to the soldiers in the trenches. (5)

5 Study Sources F,G and H.

If you did not know the dates of Sources F and G, how else would you be able to work out that Source F, and not Source H, appeared with Source G in British newspapers in July 1916? (6)

6 Study Sources I and J.

Suggest possible reasons why these two sources give different impressions of conditions in the trenches. Explain your answer. (5)

7 (a) Study Sources E, F and G.

These three sources come from the time of the war. How reliable are they as evidence of what it was like in the trenches? Use the sources and your knowledge of the First World War to explain your answer. (7)

(b) Study Sources H and J.

These two sources were written long after the war. How reliable are they as evidence of what it was like in the trenches? Use the sources and your own knowledge of the First World War to explain your answer. (7)

8 'The British Government did everything it could to mislead the British people about what it was really like in the trenches.' How far do the sources and your knowledge of the period support this interpretation? (8)

9 Would a historian writing about the trenches in 1918 have been likely to have produced a different account of what conditions were like from a historian writing much later? Use the sources and your knowledge of the period to help explain your answer. (7)

(Please note: the total marks for this and other Objective 3 assignments in this Guide would be halved after marking to achieve the required total out of a maximum of 30 marks.)

DEPTH STUDY F: SOUTH AFRICA, 1945-1994

ASSIGNMENT A: OBJECTIVES 1 and 2

- 1 Choose two from the following list of factors which contributed to the ending of white minority rule in South Africa:
 - (i) economic sanctions
 - (ii) Nelson Mandela
 - (iii) pressure from black protest within South Africa, and the activities of the ANC
 - (iv) the actions of De Klerk
 - (v) international isolation, e.g. in sport

Explain how each of the two factors you have chosen contributed to the ending of white minority rule and the beginning of majority rule in South Africa. (10)

- 2 Explain whether any one of the factors in the list was more important than the others. (10)
- 3 Why was majority rule not achieved earlier? (10)

ASSIGNMENT B: OBJECTIVE 3

WHAT HAPPENED AT SHARPEVILLE ON 21 MARCH 1960?

MASSACRE OR SELF DEFENCE?

INTRODUCTION

At the beginning of 1960 both the African National Congress (ANC) and the Pan-Africanist Congress (PAC) were planning to protest against the Pass Laws. On 21 March members of the PAC, deliberately leaving their pass books at home, went to police stations in Johannesburg and asked to be arrested. The police reacted calmly. They arrested some of the leaders but told most of the demonstrators to go home. A similar demonstration was planned in Sharpeville on the same day, but events there developed very differently. By the end of the day sixty-seven demonstrators had been shot dead by the police, with many more injured.

Accounts of what happened at Sharpeville differ a lot. To some it was an unjustified massacre of unarmed demonstrators. To others, it was the demonstrators' fault and the police, facing difficult circumstances, had no choice but to open fire.

The sources which follow provide you with evidence from accounts and photographs from the time and from interpretations written later. Towards the end of this coursework assignment you will be asked to make up your mind about the events at Sharpeville: was it an unjustified massacre?

INSTRUCTIONS

Answer all the questions. You must base your answers on the evidence in the sources. Where they are helpful you can use sources other than those mentioned in the question. It is important that you also use, where relevant, your knowledge and understanding of South African history in your answers.

SOURCE A

We went into Sharpeville the back way, around lunch time, driving behind a big grey police car and three Saracen armoured cars.

As we went through the fringes of the township many people were shouting the Pan-Africanist slogan 'Izwe Lethu' (Our Land). They were grinning and cheerful. Some kids waved to the policeman sitting on the Saracens and two of the policemen waved back.

It was like a Sunday outing - except that Major A.T.T. Spengler, head of the Witwatersrand Security Branch, was in the front car and there were bullets in the Saracen s' guns.

Spengler and the Saracens headed for the police station and we followed. The policemen were by now all inside the Saracens, with the hatches battened down, looking at Sharpeville through narrow slits in the armour plating. Yet the Africans did not appear to be alarmed by the cars. Some looked interested and some just grinned.

There were crowds in the streets as we approached the police station. There were plenty of police, too, well armed. A constable shoved his rifle against my wind-shield. Another pointed his rifle at my chest. Another leaned into the car, shouting: 'Have you got a permit to be in this location?'

I said no, whereupon he shouted: 'Then get out, get out, get out! or I will arrest you on the spot.'

From a report by Humphrey Tyler on events earlier in the day. Tyler was a journalist with a South African magazine. He was the only journalist to witness the events at Sharpeville.

SOURCE B

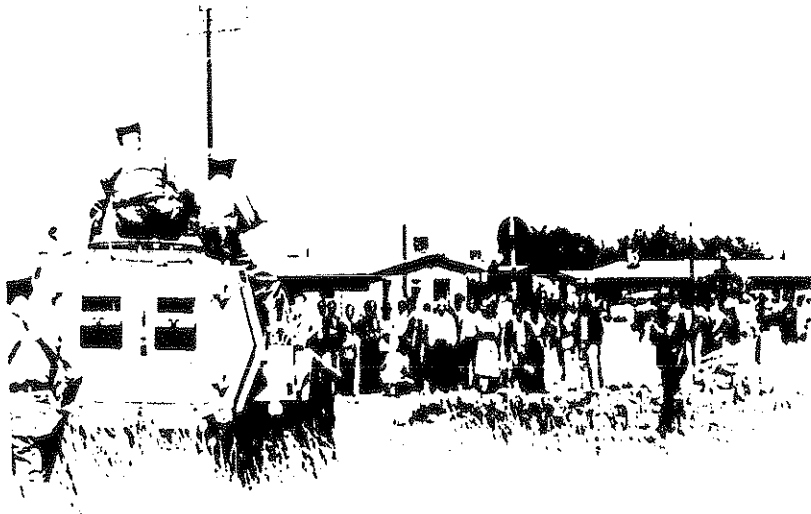
Around Sharpeville trouble was expected; there was shooting in the morning in which one African was killed and another seriously wounded.

After the shooting in the morning police reinforcements were sent there. Soon after noon about a dozen Saracens were on call at Sharpeville. Soon the police station was virtually besieged by thousands of Africans shouting, 'Africa, Africa'.

The only way police could make contact with those inside the police station was to force a way in using the Saracens, but as soon as they got through, the Africans would close the way again. A motor car from the council, which went through earlier in the morning, emerged as a wreck and the people inside were injured.

From a report in an English newspaper, 22 March 1960, on events earlier in the day on 21 March.

SOURCE C



A photograph of the crowds gathering at Sharpeville early on the morning of 21 March.

SOURCE D



A photograph of the crowds at Sharpeville at midday on 21 March. The 'thumbs up' sign was a symbol of protest.

SOURCE E

We heard the chatter of a machine gun, then another, then another. Hundreds of women rushed past us, some of them laughing. They must have thought the police were firing blanks. Hundreds of kids were running too. One little boy had on an old black coat which he held up behind his head, thinking perhaps that it might save him from the bullets.

One of the policemen was standing on top of a Saracen, and it looked as though he was firing his sten gun into the crowd. He was swinging it around in a wide arc from his hip as though he were panning a movie camera.

One by one the guns stopped. Nobody was moving in our field. They were either wounded or dead. My photographer said 'Let's go before they get my film.'

Before the shooting, I heard no warning to the crowd to disperse. When the shooting started, it did not stop until there was no living thing on the huge

compound in front of the police station. The police have claimed they were in desperate danger because the crowd was stoning them. Yet only three policeman were reported to have been hit by stones. The police also have said that the crowd was armed with 'ferocious weapons'. I saw no weapons, and afterwards when I studied the photographs of the death scene I saw only shoes, hats and a few bicycles left among the bodies.

Another extract from Tyler's account.

SOURCE F

All the witnesses contradicted the government claim that the police station was besieged by 20,000 Africans. These witnesses, including Europeans who were there, said that the crowd was no more than 4000.

The witnesses said that the police lined up outside the police station and all fired together. All the statements agreed that the crowd was not armed, even with sticks. The police acted together in raising their weapons, aiming and firing.

The witnesses said that the police did not attempt to give a warning before opening fire. The only warning came from an African policeman who rushed towards the fence shouting 'Run, they are going to shoot.' At that moment the police opened fire. The bishop said that nearly all those being treated in hospital had been shot in the back.

All the witnesses said that the crowd was good-natured and unarmed and did not approach the police station with violent intentions.

The serious injuries of the witnesses and the fact that they were in separate wards of the hospital meant that they could not have talked together before making their statements to the lawyers.

From a statement made a few days after the Sharpeville shootings by the Anglican Bishop of Johannesburg, Ambrose Reeves. His statement was based on interviews under oath by those wounded at Sharpeville.

SOURCE G



A photograph of people fleeing at Sharpeville on 21 March. This photograph was taken by the photographer mentioned in Source E.

SOURCE H

The native mentality does not allow Africans to gather for peaceful demonstrations. For them to gather means violence.

I don't know how many we shot. It all started when hordes of natives surrounded the police station. My car was struck with a stone. If they do these things they must learn their lessons the hard way.

Colonel Piernaar, the police commander at Sharpeville, speaking soon after the shootings.

SOURCE I

Some 2000 Africans demonstrated by entering people's homes and forcibly removing their identity books.

The crowds grew until there were some 20000 people there. Telephone wires were cut and disturbances occurred. The police had to open fire and 25 people were killed and 50 wounded.

Dr Verwoerd, Prime Minister of South Africa, giving his account of events at Sharpeville to Parliament, 22 March 1960.

SOURCE J

The factual information now available shows the disturbances at Sharpeville resulted from planned demonstrations of about 20000 natives in which the demonstrators attacked the police with assorted weapons, including firearms. The demonstrators shot first and the police were forced to fire in self-defence to avoid even more tragic results. As recently as January nine policemen were brutally battered to death by a so-called 'unarmed mob' of native rioters near Durban.

From a statement issued by the South African Embassy in London, 26 March 1960.

QUESTIONS

1 Study Sources A and B.

(a) In what ways do Sources A and B agree about the events in Sharpeville on the morning of 21 March? (3)

(b) In what ways do Sources A and B disagree about events in Sharpeville on the morning of 21 March? (5)

2 Study Sources C and D.

These two photographs prove that the impression given by Source A of the situation in Sharpeville on the morning of 21 March is correct. Do you agree? Explain your answer. (7)

3 Study Sources E and F.

How reliable is Source F as evidence of what happened? Explain your answer. (8)

4 Study Sources E and G.

Which is the more useful as evidence of what happened at Sharpeville, Source E or Source G? (6)

5 Study Sources H, I and J.

(a) Using these sources and your knowledge of South African history, explain the attitude of South African authorities towards black South Africans. (6)

(b) Use your knowledge of the situation in South African at this time to explain why these three accounts differ from the other accounts of what happened at Sharpeville. (8)

6 Use all the sources.

Study the following interpretations of the events at Sharpeville:

- (i) 'The demonstrators were controlled and unarmed. The police opened fire on the crowd and continued to shoot as they turned and ran in fear. It was a massacre.' (Nelson Mandela in his autobiography published in 1994)
- (ii) 'The police were under attack and opened fire in self-defence.' (From a book published in South Africa in 1988)

Which interpretation is best supported by the evidence in these sources and your knowledge of the period? Explain your answer. (9)

7 Use the sources and your knowledge of South African history to explain why people disagree about what happened at Sharpeville. (8)

(Please note: the total marks for this and other Objective 3 assignments in this Guide would be halved after marking to achieve the required total out of a maximum of 30 marks.)

DEPTH STUDY G: ISRAEL AND THE ARAB-ISRAELI CONFLICT, 1945-c.1994

ASSIGNMENT A: OBJECTIVES 1 and 2.

The PLO has used different methods to try and achieve an independent Palestinian state.

- 1 Did the PLO achieve anything by using terrorism? Explain your answer. (10)
- 2 Have the peaceful methods of the PLO achieved more, or less, than terrorism? Explain your answer. (10)
- 3 Are the activities of the PLO the only reason why there is considerable international support for the idea of an independent Palestinian state? Explain your answer. (10)

ASSIGNMENT B: OBJECTIVE 3

WHO WAS TO BLAME FOR THE SIX DAY WAR?

INTRODUCTION

During 1966 and 1967 tension mounted between Israel and her Arab neighbours. Each side threatened the other and there were several battles along the border between Syria and Israel. Here is a timetable of some of the main events in the months before war broke out.

16 May 1967	Large numbers of Egyptian troops moved across Sinai. Nasser demanded that UN troops on the Egyptian-Israeli border be removed.
22 May	Egypt closed the Gulf of Aqaba to Israeli ships.
28 May	Moshe Dyan, the hero of past wars against the Arabs and a supporter of an aggressive policy, was appointed as Israeli Defence Minister
4 June	Israel's Arab neighbours all moved troops up to the Israeli border.

On 5 June 1967 the Israeli airforce attacked Egypt's airfields destroying 60% of their planes. At the same time the Israeli army struck. Within six days Israel was victorious, having defeated Egypt, Jordan and Syria. But who was really to blame for the war?

The sources below provide you with evidence from the time and interpretations written later. Towards the end of this piece of coursework you will be asked to make up your mind about who was to blame for the Six Day War.

INSTRUCTIONS

Answer all the questions. You must base your answers on the evidence in the sources. Where they are helpful you can use sources other than those mentioned in the question. It is important that you also use, where relevant, your knowledge and understanding of the Arab-Israeli conflict in your answers.

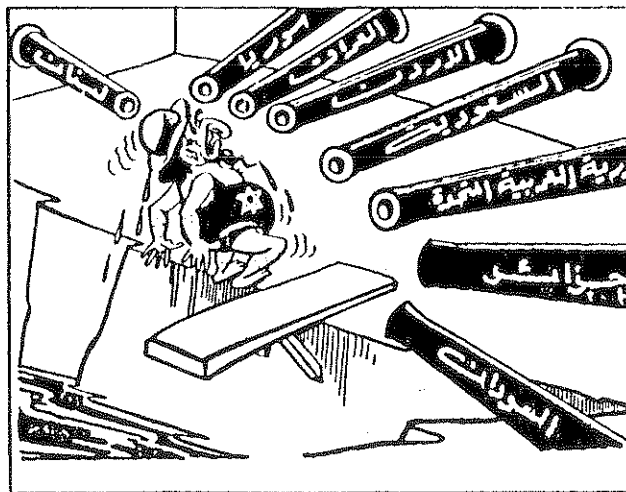
SOURCE A

Who was to blame for the war? It comes down to whether you think Israel was justified in attacking Egypt when and how she did. Israel claims that the Arab powers were threatening her with destruction and were ready to attack her. In any case Egypt had already closed the Gulf of Akaba which she knew Israel would regard as an act of war. Israel could not afford to let the Arabs strike first for she was too small and too vulnerable.

The Arabs say that Israel should not have been in existence at all. They also say that Israel had to go to war to save its economy and to ward off political instability. There is some support for this view. The Six Day War united the country and brought millions of US dollars into Israel as well as curing her unemployment problem.

From a history book written in 1976.

SOURCE B



A cartoon showing Israel surrounded by Arab states. Published in an Arab newspaper, 31 May 1967.

SOURCE C



A cartoon from a British magazine, November 1967. The two figures in the cartoon represent Johnson and Brezhnev, the leaders of the USA and the USSR.

SOURCE D

SIX DAY WAR BLAME LAID ON U THANT 'BLUNDER'

The former British Prime Minister and Foreign Minister, Lord Douglas Home, said yesterday that the 1967 war between Israel and Egypt could have been avoided except for a 'blunder' by the then United Nations Secretary-General, U Thant.

Lord Home said U Thant made his mistake in failing to stand up to President Nasser of Egypt when he ordered the United Nations forces out of Sharm-el-Sheik in May, 1967. The departure of the UN troops brought war closer.

From a newspaper, 19 July 1975

SOURCE E

It has appeared clearly in the course of the present year and since the beginning of May 1967 that Israel, urged on by the USA, is trying to direct military blows at the Arab people of Syria. In the past few days, reliable reports have shown that there are huge Israeli troop concentrations on the Syrian borders. Their intention is to overthrow the Syrian government, and suppress the movement for the liberation of Palestine.

After considering all the possibilities, we decided to take a firm stand against the Israeli military threats and intervene immediately in case of any aggressive action taken by Israel against Syria.

A statement made on 14 May 1967 by the Deputy Commander-in-Chief of the Egyptian armed forces.

SOURCE F

We say: We shall never call for, nor accept peace. We have resolved to drench this land with your blood, to oust you, and throw you into the sea for good.

The Syrian Defence Minister, 24 May 1966

SOURCE G

The existence of Israel is an error which we must put right. This is our opportunity to wipe out the disgrace which is Israel which has been with us since 1948. Our goal is clear - to wipe Israel off the map.

President of Iraq broadcasting on the radio, 1 June 1967

SOURCE H

On 3 June 1967, I put my chances of survival at 50:50. I had already said goodbye to my parents in England and written my last letters. The chances were I would be bombed, shelled, gased or shot to death. I work in the port of Haifa which was a sitting duck. The school where I teach had no adequate air-raid shelters.

An Israeli later describing his feelings in 1967.

SOURCE I



A photograph of destroyed Egyptian tanks in Sinai towards the end of the Six Day War.

SOURCE J

In 1966-67 terrorism had been increased by the Arab States to a fearsome peak. Syrian radio continuously broadcast claims of the havoc and destruction caused by Arab terrorists in Israel. The Syrian Prime Minister said at the United Nations in October 1966, 'Syria will never retreat from the popular liberation war to recover Palestine.'

It was at that moment that the Soviet Union stepped in to make an already overheated situation much worse by claiming that an air attack was being prepared by Israel against Syria in preparation for the invasion of Syria.

This claim was said to be false by the United Nations but was used by Nasser as an excuse to move forces into Syria in May 1967.

From a booklet published by the Israel Ministry for Foreign Affairs, 1969.

SOURCE K

In September 1966 the Israelis mounted a heavy onslaught on Syria. President Nasser could not leave the Syrians to face such hostility alone. On 4 November he made a defensive agreement with Syria. This did not deter Israel, in fact it fitted in

with her plans, because it now meant that any war with Syria must involve Egypt. Over the next few months Israel made full use of physical violence and psychological warfare to sow confusion, fear and division among the Arab nations. At the same time she worked hard on her image as a small peace-loving nation struggling for survival in the face of hostility from the Arab countries which surrounded her. Thanks to Israeli control of the western media the plan worked and Israel enjoyed a free hand during the vital six days of the June war.

From a book by the Deputy Prime Minister of Egypt, published in 1974.

QUESTIONS

1. Study Source A.

Who does the author of this book think started the war? (6)

2. Study Source B.

What is the message of this cartoon? Explain your answer. (7)

3. Study Sources C and D.

Some people argue that it was not the countries in the Middle East who were responsible for the 1967 War. How far do these two sources support this view? (8)

4. Study Sources E, F and G.

Do Sources F and G show that the claims made in Source E were false? Explain your answer. (8)

5. Study Source H and I.

Are these two sources of any use to the historian studying the causes of the Six Day War? Explain your answer. (7)

6. Study Sources J and K.

In what ways do these two interpretations of the causes of the Six Day War differ? (6)

7. Study all the sources.

Who do you think was responsible for the Six Day War? Use the sources and your knowledge of the topic to explain your answer. (10)

8. Use the sources and your knowledge of the history of the Arab-Israeli conflict to explain why there has been so much disagreement over who was to blame for the Six Day War. (8)

(Please note: the total marks for this and other Objective 3 assignments in this Guide would be halved after marking to achieve the required total out of a maximum of 30 marks.)

SECTION 6

COURSEWORK CONSULTANCY

The syllabus states that coursework consultants will monitor the suitability of assignments in meeting the syllabus requirements. The submission of coursework proposals to the consultant is compulsory, even if a school has chosen to use some tasks contained in the coursework guide.

Submission of Coursework Proposals

1. Teachers must send their coursework schemes to:

The History Subject Officer
MEG
1 Hills Road
Cambridge
CB1 2EU.

2. Proposals should contain as much detail about the proposed tasks as possible, including questions, sources, draft marking schemes, and the allocation of marks to the objectives.
3. MEG will allocate proposals to consultants, who will prepare reports on the proposals. The consultant will reply direct to the school. The report sent to the school will identify the consultant and provide his/her address. It may ask for revisions to be made to the proposals, and a resubmission of the scheme. Should further correspondence (including resubmissions) about the coursework be necessary, this can take place directly between consultant and the school. The consultant is also available to act as an adviser on coursework to the school for the duration of the course. Schools are requested to communicate with their consultant **by post only**. If a school wishes to contact their consultant after the two-year cycle in which their work was first submitted has elapsed, a check should first be made with MEG that the same consultant is still allocated to that school.
4. Submissions must include mention of the Paper 1 Depth Study on which students will answer questions in the written examination. Coursework must be produced on two Depth Studies **DIFFERENT** from that chosen for Paper 1. Students who answer questions on Paper 1 on Depth Studies which they have covered for coursework will be in breach of the rubric and will be awarded no marks.
5. Once a coursework scheme has been approved, there is no need for it to be resubmitted each year. However, if eventually a school decides that it wishes to use completely new tasks, a new submission will be necessary. Any submission of new tasks should be treated as a completely new submission and sent to MEG rather than to a consultant.