

Contents

GCSE History (WALES ONLY) Exemplars for Non-Examination Assessment from 2017

Topic Area 3

The role and significance of major figures in history

This document contains the WJEC set Non-Examination Assessment exemplars that are available from 2017. This should be used alongside the general guide to Non-Examination Assessment available on the WJEC website.

Topic Area 3

The role and significance of major figures in history

Exemplar Tasks

1. Owain Glyndwr
2. David Lloyd George
3. Adolf Hitler
4. Winston Churchill
5. John F Kennedy
6. Nelson Mandela
7. Martin Luther King

Introduction

Non-Examination Assessment is a compulsory unit for GCSE History.

Please note the following advice:

- These exemplars were written in a consistent style to ensure comparability of demand.
- These exemplars can be used for entry in any year of the current specification.
- Centres must change their Non-Examination Assessment tasks after three years
- Centres must submit a proposal form for each three year cycle demonstrating to WJEC that they are using different tasks after three years.
- Centres cannot mix and match parts (a) and (b) from different tasks.
- The Non-Examination Assessment unit can only be entered at the end of the course. Candidates must complete the Non-Examination Assessment tasks selected by the centre for that particular year.
- Centres are allowed to write their own Non-Examination Assessment tasks. This is called contextualisation. If this choice is made, the tasks must replicate the style of the exemplars entirely and approval must be gained from a WJEC consultative moderator.

Topic area 3

The role and significance of major figures in history

Task 1: Owain Glyndwr

Non-Examination Assessment Task part (a)

Life in Wales in the fourteenth century
was very harsh.

Select any FOUR sources from your pack.

**How useful and reliable are these sources in showing how life in
Wales in the fourteenth century was very harsh?**

Non-Examination Assessment Task part (b)

Some historians argue that Owain Glyndwr was nothing
more than a rebel leader.

How valid is this interpretation of Owain Glyndwr?

NON-EXAMINATION ASSESSMENT TASK part (a)

Select any FOUR sources from your packs.

How useful and reliable are these sources in showing how life in Wales in the fourteenth century was very harsh?

Notes for teachers/candidates about approaching this task

How can part (a) be tackled?

Underneath is a suggested structure to approaching part (a) which should be accessible to most candidates following a GCSE History course. It is offered as guidance and should not be seen as a writing frame or the only or best way to tackle this exercise.

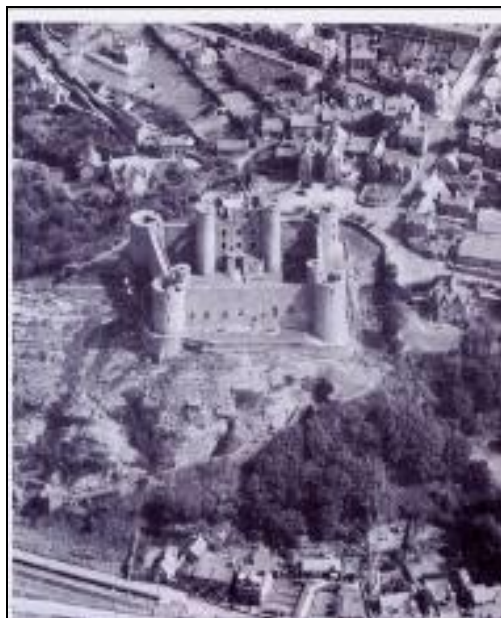
- **A brief introduction**
This needs to have a clear focus on the set question. It needs to briefly set the issue in its historical context. A short paragraph is sufficient here.
- **An evaluation of the selected evidence connected with the issue in the question set.**
Here candidates can examine developments and issues, while making analysis and evaluation of the evidence selected. **Try to integrate the sources into a narrative of English rule on Wales or the late fourteenth century.** Candidates should evaluate four sources only, aiming to link the evidence to its use in the enquiry. Avoid a robotic trawl through the sources.

When looking at the evidence you should consider points such as:

What information does the source provide about ...?
Does the source back up your knowledge about ...?
Who was the author/maker?
When was the source written?
Why was it written?
Is there any doubt over the author/is she trustworthy?

It is recommended that the answer to part (a) should be about 1000 words in total.

SOURCE A1



[A photograph of Harlech Castle. This was one of many castles which had been built by King Edward I of England to keep the Welsh under control in medieval times]

SOURCE A2

The Welsh habit of rebelling against the English is an old-standing madness and this is the reason. The Welsh once ruled over the whole of England; but they were expelled by the Saxons and lost their kingdom. The fertile lands went to the Saxons, but the Welsh were forced into the sterile and mountainous areas. They have since hoped to win back their land. This is why the Welsh frequently rebel.

[An extract from a chronicle written by a monk from Malmesbury in Wiltshire in 1373]

SOURCE A3

The Plague

Y nod a ddug eneidiau
dwyn Iwan wiwlan ei wedd
ymlaen y lleill naw mlynedd
dwyn Morfudd, dwyn Dafydd deg
dwyn Ieuan, Ilon degan Ilu,
dwyn â didawddgwyn Dyddgu,
a'm gadaw, frad oerfraw fryd,
yn freiddfyw, mewn afrwyddfyd.

The plague's mark took souls.....
took Iwan, so handsome,
and nine years older than the others..
took Morfudd and Dafydd so fair,
took Ieuan, so playful and happy,
took Dyddgu so carefree,
and left me – worse luck,
half alive in this cruel world.

[translation]

[Part of Llywelyn Fychan's poem about the death of some of his children to the plague, 1349]

SOURCE A4

Effect of the plague

A great many people, especially labourers and servants died of the pestilence and many survivors were not willing to serve without taking excessive wages. Then it was passed by our lord the king that such servants, both men and women, should be bound to serve, and that the same servants refusing to serve in such manner should be punished by imprisonment. An order was made in every county to inquire about and to punish all offenders. The king understands in this present parliament that the said servants have no regard for the law, but withdraw themselves to serve other men offering livery and wages to the double or treble of that they have been offered by their masters thus impoverishing the whole community. We put forward thus that every person, able in body and under the age of 60 years, not having enough to live upon, shall be bound to serve him that does require him, and that the old wages shall be given and no more, or else be committed to gaol.

[The statute of Labourers, 1351. It was introduced by parliament in response to the shortage of workers after the Black Death of 1349-51]

SOURCE A5

Certain restraints laid on persons wholly born Welshmen

Welshmen shall not purchase lands in the English towns in Wales
Englishmen shall not be tried by Welshmen in Wales
No minstrels, rhymers or vagabonds shall be sustained in Wales
No congregations shall be made by Welshmen in any part of Wales without the presence of at least one Crown official
Welshmen shall not be armed
Welshmen shall not have castles
No Welshman shall hold office in Wales or the Marches
Castles and walled towns in Wales shall be kept by Englishmen
Englishmen married to Welsh women shall not hold office in Wales

[Some examples of the Penal Laws passed by Henry IV in 1402. These laws were a reaction to the outbreak of the rebellion of Owain Glyndwr. However, many laws of this kind had been passed in certain parts of Wales in earlier centuries to strengthen control over the area.]

SOURCE A6

Over-taxation

Divine judgement will go against any ruler who makes great exactions from his people. It is the duty of a ruler to protect his people not to exploit them. English Marcher Lords have exacted huge sums of money from the people of Wales in the form of taxation, rents and tolls. This cannot be sustained in a land as poor as Wales.

[Adam of Usk, a monk and chronicler, writing in 1388. He was well known in Royal and religious circles]

SOURCE A7

Welsh aggression towards English town settlers

The people of Rhuddlan wish to inform the prince that his English subjects residing in the borough ... were never, since the conquest, in such perilous plight as they are now. The prince's grandfather, Edward, the Conqueror of Wales, established towns and castles there, caused them to be inhabited by Englishmen and gave them various privileges by his charter we beg that you intervene as soon as possible before the Welsh destroy all your English subjects.

[Part of a letter by the English residents of Rhuddlan to Edward, Prince of Wales, shortly after 14 February 1345. This was just one of several letters that emanated from North Wales boroughs after the murder of the Royal Minister in North Wales on February 1345.]

SOURCE A8

Owen de Glendour, a Welshman, came to Parliament complaining that Lord de Grey of Rhuthun had stolen certain lands of his in Wales, but no argument helped against Lord de Grey. The Bishop of St Asaph warned the Parliament that it should not entirely ignore Owen's complaint, as the Welsh might perhaps revolt. But those in Parliament said that they cared nothing for the bare-footed clowns.

[An extract from *Eulogium Historiarum*, a chronicle written by an anonymous author sometime around the year 1405.]

NON-EXAMINATION ASSESSMENT TASK part (b)

Some historians argue that Owain Glyndwr was nothing more than a rebel leader.

How valid is this interpretation of Owain Glyndwr?

Notes for teachers/candidates about approaching this task

Underneath is a suggested structure which should be accessible to most candidates following a GCSE History course. It is offered as guidance and should not be seen as a writing frame or the only or best way to tackle this exercise.

- **An introduction**

This needs to have a clear focus on the set question and also needs to show an awareness of what an interpretation actually is. It needs a clear reference to the different interpretations of the issue / topic.

There is a need to briefly set the issue in its historical context.

There is NO NEED to evaluate any sources or evidence in this part of the assignment.

- **A discussion/explanation of the first interpretation**

There should be a clear statement of this interpretation.

There should be a clear attempt to explain how people who support this interpretation have arrived at their views.

There should be discussion of evidence which can be used to support this interpretation. Both content and attribution need to be addressed

- **A discussion/explanation of the second interpretation**

There should be a clear statement of this interpretation.

There should be a clear attempt to explain how people who support this interpretation have arrived at their views.

There should be discussion of evidence which can be used to support this interpretation. Both content and attribution need to be addressed

- **Summary**

There should be a final answer to the set question.

There should be a judgement reached as to which set of evidence is considered to have most validity in addressing the interpretation.

It is recommended that the answer to part (b) should be about 1500 words in total.

It is also recommended that candidates use three sources from each section to explain how and why each interpretation has been arrived at.

SOURCES WHICH SUPPORT THE INTERPRETATION

SOURCE B1

I think it is important to teach our children the complete historical facts. Glyndwr, the 'Welsh prince' was only distantly related to the Welsh princes. He was in fact English and was a barbarous thug who raped and murdered innocent people, including innocent Welsh people. Do we really need to fly flags for this barbarian? We need to remember him as he was in history and not as some fairytale thought up by Welsh nationalists. Who in their right mind would want their child brought up to look up to such a figure? It's like telling children in Romania that Vlad the Impaler is Father Christmas. If you're proud of Wales, read the truth about Owain Glyndwr.

[Gaynor, a woman from Llanelli, writing on an internet message board set up to gather public opinion over whether there should be a special Glyndwr Day in Wales (2008)]

SOURCE B2



[An artist's impression of the Battle of Pilleth in 1402 where Owain Glyndwr's army defeated the forces of the Marcher lord Edmund Mortimer. Over 800 were killed at the battle.]

SOURCE B3

In the 1400th year of Christ, Owain ap Gruffydd, Lord of Glyn Dyfrdwy rose in revolt with the support of the Welsh, and burned down Rhuthun. Not long after, the Lord of Rhuthun and Sir Edmund Mortimer, the Earl of the March, were caught and imprisoned in the woods until they paid Owain a ransom. Owain then continued to rebel against the English.

[An entry in a Welsh chronicle called *Brenhinedd y Saesson* (The English Kings) written in the late 15th century by a Welsh poet called Gethin Owain.]

SOURCE B4

All this summer, Owain Glyndwr, with many Welsh chiefs who were considered outlaws and traitors to the king, hiding in the mountains and woods, now looting, now killing their enemies, greatly harassed the districts of West and North Wales, and took prisoner the Lord de Grey.

That autumn, Owain Glyndwr, with all North Wales, Cardigan and Powys supporting him, greatly harassed with fire and sword the English living in those parts and their towns, and especially the town of Welshpool. The said Owain harmed the English to no small extent, slaying many of them and carrying off the arms, horses and tents of the king's eldest son, and other English lords, transporting them for his own use to his mountain strongholds of Snowdon.

[Adam of Usk, a Welsh priest, historian and chronicler writing in 1401. Adam was well known in royal and religious circles.]

SOURCE B5

The noble Mortimer,
Leading the men of Herefordshire to fight
Against the irregular and wild Glendower,
Was, by the rude hands of that Welshman taken.
And a thousand of his people butchered,
Upon whose dead corpse there was such misuse,
Such beastly, shameless transformation,
By the Welsh women done, as may not be,
Without much shame, retold or spoken of.

[An extract from the play, *Henry IV Part 1*, written by the famous playwright, William Shakespeare, in the 1590s. Shakespeare based much of his description of Glyndwr on contemporary chronicles.]

SOURCE B6

Then there took place a crime unheard of for centuries. After the battle the women of Wales went to the bodies of the slain, cut off their genitals, and randomly placed them in the mouths of the dead with the testicles hanging down between the teeth and above the chin. They cut off the noses of the dead and pushed them into their behinds. The bodies of the dead were not allowed to be buried without the payment of a very heavy ransom.

[Thomas Walsingham, a monk at St. Albans in south east England, writing in his chronicle called *Historia Anglicana* (English history) in 1402. He had heard rumours of what happened after Owain Glyndwr's victory at the Battle of Pilleth.]

SOURCE B7

All the rebels of Glyndwr are advancing on the castle with all their power. They have destroyed all the corn in the countryside around the castle. Many of the townsmen of Kidwelly have fled towards England with their wives and children; the rest have retreated into the castle and are in great fear for their lives.

[The Keeper of the royal castle at Kidwelly, writing an appeal in despair to the King of England in 1403.]

SOURCE B8

After the final battles of the revolt in 1412, little is known of Owain Glyndwr. Flashes of sporadic violence against the English continued but by bandits and outlaws than by any organised force. The rebellion of Glyndwr had to a large extent ruined the fragile but comfortable co-existence that the English and the Welsh had arrived at. Chroniclers at the time reported that Glyndwr had brought “all things to waste” and that he had caused “havoc in Wales.” There was extensive destruction of towns and villages and agricultural land went to waste. It was at least a generation before most of the areas caught up in the revolt got back to working life. There had been great loss of life, an economic blockade and a weakening of commerce. Politically the Welsh were knocked back where they had been making progress. It would be 150 years until the Welsh were allowed to become more prominent in society. Given the aftermath of the rebellion, it was easy for English propagandists to portray Glyndwr as a traitor and a rebel.

[From a website produced by the BBC on major historical figures, www.bbc.co.uk/wales/history/figures (2008)]

SOURCES WHICH CHALLENGE THE INTERPRETATION

SOURCE B9

I completely agree that Glyndwr should be remembered for his vision for Wales, a vision to create a united Wales with a university and direct links with Europe. The fact remains that he wanted the best for Wales and its people. Glyndwr aimed high to achieve freedom, perhaps too high, but he must be remembered for his ambitions, dreams and visions of the Welsh. Our future generations should be able to speak about him with pride in their hearts. He should be revered for the hope and trust he put into the country and its people.

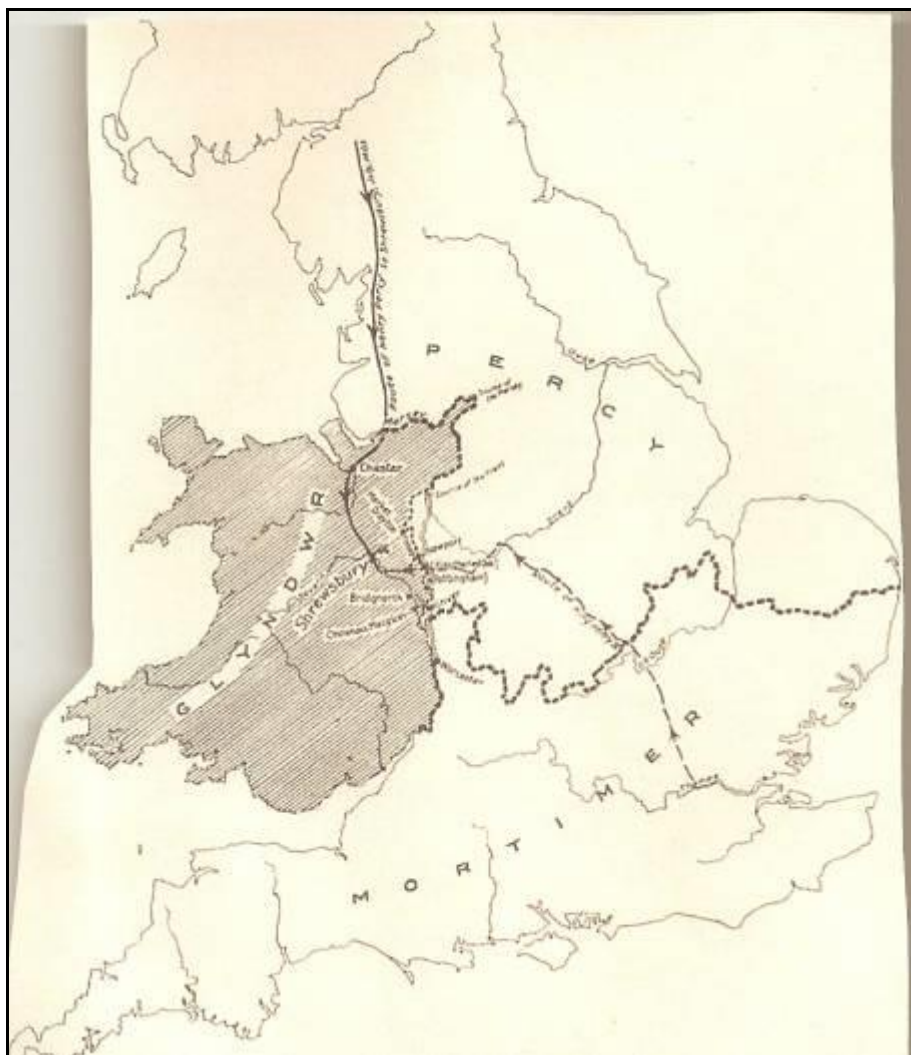
[Paul Richards from Newport, writing on an internet message board set up to gather public opinion over whether there should be a special Glyndwr Day in Wales (2008)]

SOURCE B10

The revolt of Owain Glyndwr began on 16 September 1400 when Owain was proclaimed Prince of Wales at Glyndyfrdwy (Corwen). The rising flared up again in 1401 with the capture of Conwy Castle and Owain's victory at Mynydd Hyddgen; it spread across Wales and successive royal expeditions were unable to suppress or contain it. 1404 saw the capture of the castles of Harlech and Aberystwyth. The year 1405 saw the drawing up of the Tripartite Indenture, an agreement between Owain, Percy, the Earl of Northumberland, and Edmund Mortimer for the division of England and a much-expanded Wales.

[An extract from the *Welsh Academy Encyclopaedia of Wales*, published by the University of Wales Press (2008)]

SOURCE B11



[Map of the Tripartite Indenture, drawn up in 1405, showing how Owain Glyndwr and the English nobles Mortimer and Percy were going to split England and create an independent Wales.]

SOURCE B12



[A statue of Owain Glyndwr erected in Cardiff City Hall in 1916. The statue is meant to represent Glyndwr as a soldier-statesman.]



[A statue commemorating Owain Glyndwr in Corwen in Denbighshire. The bronze statue was paid for by government and public funds and put up in 2007.]

SOURCE B13

Owain Glyndwr summoned a parliament at Machynlleth when he was at his most successful, and could truly lay claim to being a national prince of Wales, not just a rebel leader. By 1404 his influence stretched across Wales and English control was reduced to a few isolated boroughs and castles. It is believed that representatives were sent to the parliament from all parts of Wales, and that envoys attended from France, Scotland and Spain.

[From the Powys Digital History Project, which produces teaching resources for secondary schools (2008)]

SOURCE B14

In a letter sent to the King of France in 1406, dated at Pennal, Owain Glyndwr states clearly what he was aiming at. First of all, he aimed at restoring the independence of Wales. Secondly, he aimed at restoring the independence of the Welsh Church. Thirdly, he wished to establish two universities in Wales, one in the North and one in the South. The new independent Wales was to be ruled by a prince and a parliament. Instead of princes, summoned on account of their blood, four men were summoned from each district in Wales under Owain's authority.

[Owen M. Edwards, an historian and the first Chief Inspector of schools in Wales, writing in a history of Wales in 1894. This book was the first continuous history of Wales and Edwards was a keen supporter of Wales and its language and culture.]

SOURCE B15

Most serene Prince,
My nation, for many years now, has been oppressed by the fury of the barbarous Saxons, whose governments have trampled upon us. The Church of St. David's was violently forced by the barbarous fury of those reigning in this country to obey the Church of Canterbury. May the Church of St. David's be restored to its original dignity as in the times of our forefathers the Princes of Wales. We shall have two universities, one in North Wales and the other in South Wales.

[Extract from the Pennal Letter of 1406 sent by Owain Glyndwr to King Charles VI of France]

SOURCE B16

I'm a proud Welshman who enjoys Welsh history and Owain Glyndwr is a huge idol for me. Reading about what he did made me understand that he was much more than a rebel. He helped me understand where I'm from and how we've come up in the world as Welsh people. I really like everything that he stood for. Having so much respect for him, I wanted something depicting him on my arm. It will surprise a lot of people but it is a scene from the Battle of Pilleth. There are other depictions of Owain Glyndwr like the statue of him in Cardiff City Hall. Mine is similar and I'm so proud of it.



[Craig Bellamy, the then captain of the Welsh international football team, speaking in an interview given to the *Western Mail* newspaper (October 2008)]

Topic Area 3

Major figures in World or British History

Task 2: David Lloyd George

Non-Examination Assessment Task part (a)

Between 1906 and 1914 the Liberal government introduced a number of important social reforms.

Select any FOUR sources from your pack.

How useful and reliable are these sources in outlining the social reforms of the period 1906-1914?

Non-Examination Assessment Task part (b)

Some historians argue that Lloyd George was a great British politician.

How valid is this interpretation of David Lloyd George?

NON-EXAMINATION ASSESSMENT TASK part (a)

Between 1906 and 1914 the Liberal government introduced a number of important social reforms.

Select any FOUR sources from your pack.

How useful and reliable are these sources in outlining the social reforms of the period 1906-1914?

Notes for teachers/candidates about approaching this task

How can part (a) be tackled?

Underneath is a suggested structure to approaching part (a) which should be accessible to most candidates following a GCSE History course. It is offered as guidance and should not be seen as a writing frame or the only or best way to tackle this exercise.

- **A brief introduction**
This needs to have a clear focus on the set question. It needs to briefly set the issue in its historical context. A short paragraph is sufficient here.
- **An evaluation of the selected evidence connected with the issue in the question set.**
Here candidates can examine developments and issues, while making analysis and evaluation of the evidence selected. **It is recommended that the sources be integrated into supporting and reflecting on a narrative of the social reforms in this period.** Candidates should evaluate four sources only, aiming to link the evidence to its use in the enquiry. Avoid a robotic trawl through the sources.

When looking at the evidence you should consider points such as:

What information does the source provide about ...?
Does the source back up your knowledge about ...?
Who was the author/maker?
When was the source written?
Why was it written?
Is there any doubt over the author/is she trustworthy?

It is recommended that the answer to part (a) should be about 1000 words in total.

SOURCE A1

Menu of Meals in week 4.				
	BREAKFAST	DINNER	TEA	SUPPER
Sunday	Tea	Rabbit	Bread	—
	Bread	Potatoes	Margarine	—
	Margarine	Vegetables	Tea	—
	Fish	Rice Pudding ..	Marmalade	—
	10	10	10	
Monday	Tea	Rabbit	Tea	—
	Bread	Potatoes	Bread	—
	Margarine	—	Margarine	—
	Kippers	—	Kippers	—
	10	8	10	
Tuesday	Tea	Pea Soup	Tea	—
	Bread	Bread	Bread	—
	Margarine	Rice Pudding ..	Bacon	—
	Kippers	—	—	—
	10	10	10	
Wednesday	Tea	Stew	Tea	Porridge
	Bread	Potatoes	Bread	Milk
	Margarine	Bread Pudding	Margarine	—
	Bacon	—	Marmalade	—
	10	10	10	2
Thursday	Tea	Potatoes	Tea	—
	Bread	Turnips	Bread	—
	Marmalade	—	Herrings	—
	10	8	10	—
Friday	Tea	Potatoes	Tea	Bread
	Bread	Turnips	Bread	Milk
	Margarine	—	Margarine	—
	Herrings	—	—	—
	10	8	9	1
Saturday	Tea	Potatoes	Tea	—
	Bread	—	Bread	—
	Margarine	—	Sausages	—
	Bacon	—	—	—
	10	7	8	

[From an official study into poverty carried out in the port of Liverpool in the early years of the 20th century. The study was called *How the casual labourer lives*]

SOURCE A2

This is a War Budget. It is for raising money to wage war against poverty and squalor. I cannot help hoping and believing that, before this generation has passed away, we shall have advanced a great step towards that time when poverty and human degradation will become as remote to the people of this country as the wolves which once infested the forests.

[Part of the budget speech given by Lloyd George in the House of Commons in 1909 in which he defended the need to raise taxes to pay for social reforms]

SOURCE A3

On the first of January 1909, the first Old Age Pensions were given to people over 70 who earned less than £21 a year. People who had criminal records or were 'habitually drunk' did not get it. The first Old Age Pension was five bob (or five shillings - the money used at the time). Five bob today would be 25p. As a result many old people could now look forward to a happier time in old age and no longer had to rely on their families for care and support.

At the Browning Hall in Southwark in London, there was a party to celebrate. There was an orchestra and tea and cake. (No alcohol was allowed at the Browning Hall.) One old lady clasped Reverend Stead's hands and with tears running down her face said, 'you promised us a pension, and they said we never should get it. But now we've got it. You spoke true. God bless you!'

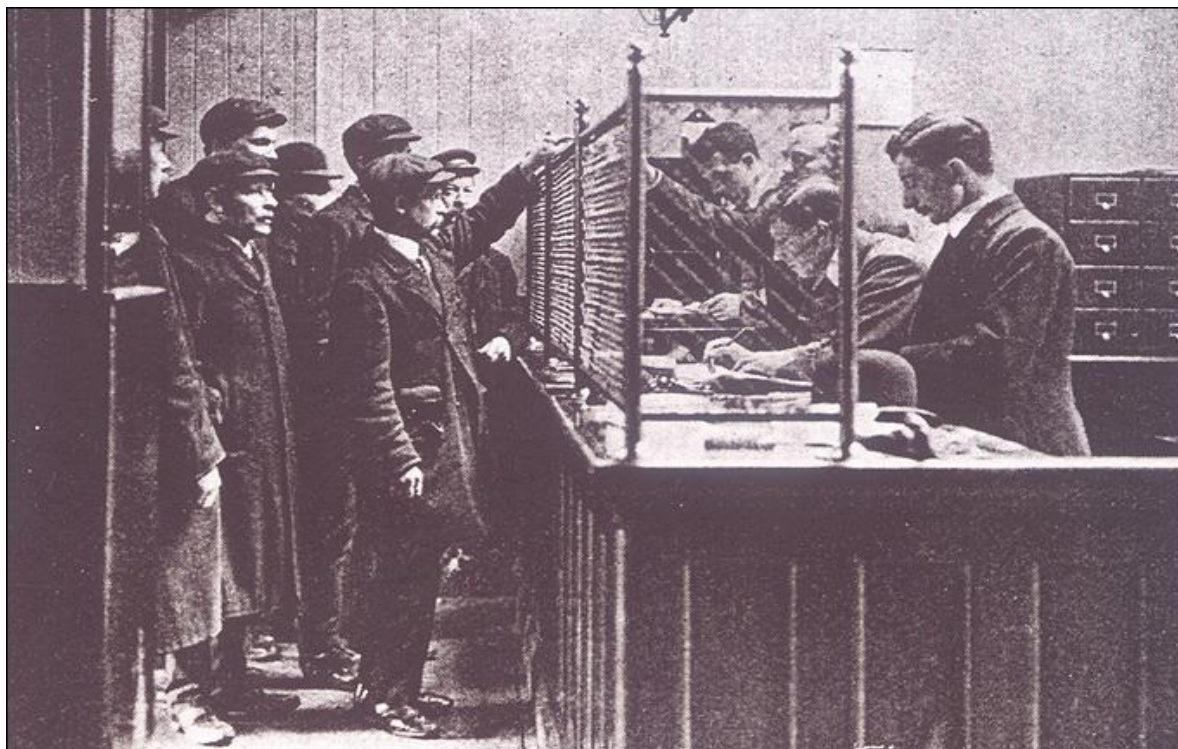
[A report for a local charity written by the Reverend Francis Herbert Stead. He had lived and worked in the area and had been a welfare campaigner for many years]

SOURCE A4

Old age pensions made a huge difference to people's lives. When the old folks went to the Post Office, tears of gratitude would run down the cheeks of some, and they would say as they picked up their money, 'God bless that Lloyd George!', and "God bless you, Miss!" and there were flowers from their gardens and apples from their trees for the girl behind the counter who merely handed them the money.

[Taken from the novel, *Lark Rise to Candleford*, published in 1939, in which the author Flora Thompson gives an account of old people drawing their first pension in 1909. Thompson's first job was as an assistant in the village post office.]

SOURCE A5



[A photograph taken in Camberwell Labour Exchange in London, on its first day of opening in February 1910]

SOURCE A6



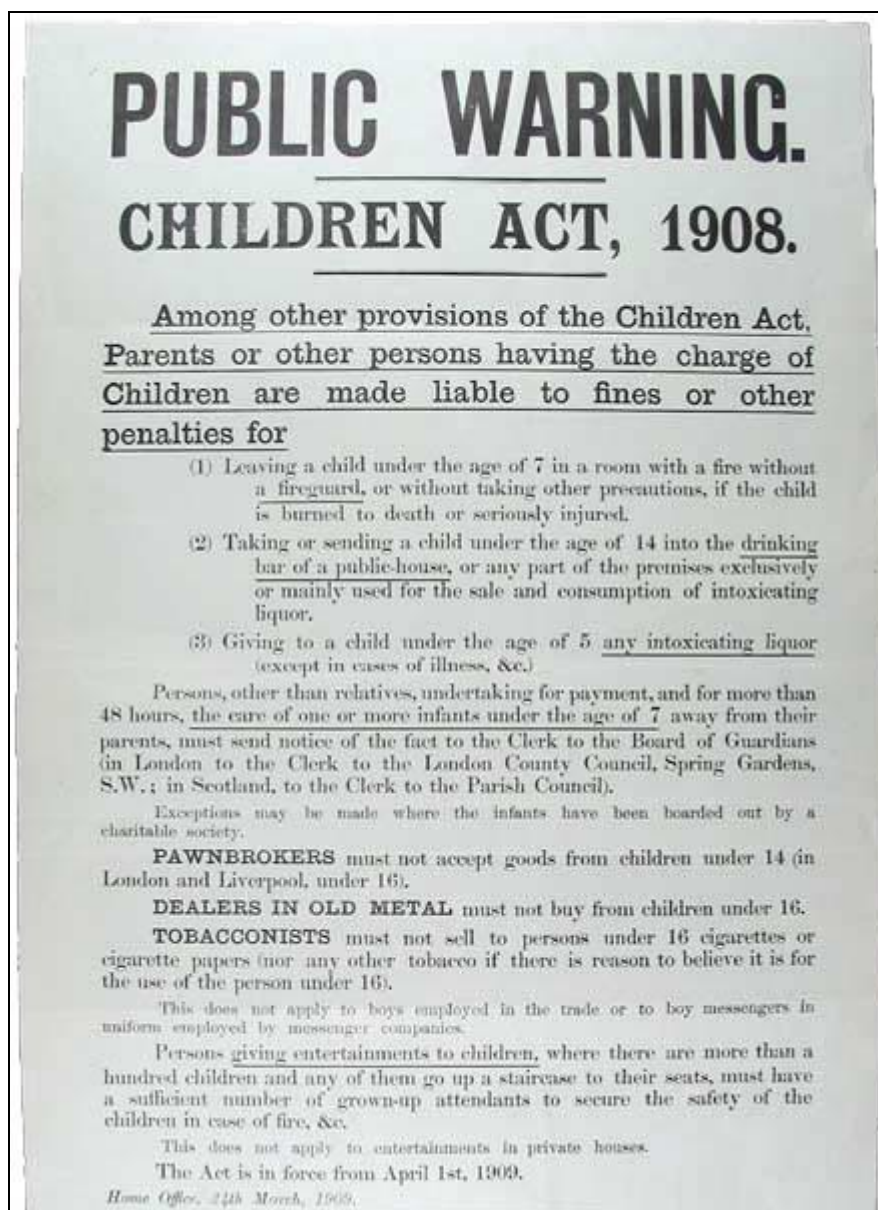
[A poster produced by the Liberal Party for the 1910 general election. It proposes setting up National Insurance.]

SOURCE A7

We have succeeded in providing school children with enjoyable varied two-course dinners. The meals are practical as regards their preparation and serving, of a certain standard as regards the proportion of protein and fat and cost between a penny and a penny and halfpenny.

[An extract from a Report by the Bradford Education Committee to the Government after the introduction of free school meals in 1906]

SOURCE A8



[A public notice from 1909 warning people about the terms of the new Childrens' Act]

NON-EXAMINATION ASSESSMENT TASK part (b)

Some historians argue that Lloyd George was a great British politician.

How valid is this interpretation of David Lloyd George?

Notes for teachers/candidates about approaching this task

Underneath is a suggested structure which should be accessible to most candidates following a GCSE History course. It is offered as guidance and should not be seen as a writing frame or the only or best way to tackle this exercise.

- **An introduction**

This needs to have a clear focus on the set question and also needs to show an awareness of what an interpretation actually is. It needs a clear reference to the different interpretations of the issue / topic.

There is a need to briefly set the issue in its historical context.

There is NO NEED to evaluate any sources or evidence in this part of the assignment.

- **A discussion/explanation of the first interpretation**

There should be a clear statement of this interpretation.

There should be a clear attempt to explain how people who support this interpretation have arrived at their views.

There should be discussion of evidence which can be used to support this interpretation. Both content and attribution need to be addressed

- **A discussion/explanation of the second interpretation**

There should be a clear statement of this interpretation.

There should be a clear attempt to explain how people who support this interpretation have arrived at their views.

There should be discussion of evidence which can be used to support this interpretation. Both content and attribution need to be addressed

- **Summary**

There should be a final answer to the set question.

There should be a judgement reached as to which set of evidence is considered to have most validity in addressing the interpretation.

It is recommended that the answer to part (b) should be about 1500 words in total.

It is also recommended that candidates use three sources from each section to explain how and why each interpretation has been arrived at.

SOURCES WHICH SUPPORT THE INTERPRETATION

SOURCE B1

Lloyd George, the “Welsh Wizard” was a champion of the poor. He was a founder of the Welfare State. Yes, that’s right. To establish Old Age Pensions and National Insurance was a great gift to the people of Britain and prepared the way for Labour’s reforms after World War II. Standing up to the House of Lords when they sought to block his reforms was a monumental contribution to British democracy.

Lloyd George was the man who, as Minister of Munitions, Minister for War and eventually Prime Minister, helped to lead Britain through the Great War. In its aftermath he played an important role in encouraging world leaders to sign the Treaty of Versailles.

It must always be remembered that this was the first British politician to rise from humble origins to number 10 Downing Street. He never forgot what it was to be poor, and he had a burning desire to improve the lives of working class people.

[From the BBC Wales T.V. programme, *Lloyd George: the People’s Champion* (2006)]

SOURCE B2

Lloyd George was appointed Prime Minister on 6th December 1916. After months of failure, and discontent with Asquith, Conservatives, Labour and a majority of Liberals came together to support a government with Lloyd George as Prime Minister. Because he did not have the strong support of one single party Lloyd George's position depended on his personal success. His success in the war campaigns was what kept him in his position. He put his own personal stamp on everything the government did. He formed a small War Cabinet of five, under his personal chairmanship. By 1917 the whole nation had been mobilised for the war effort, but Lloyd George believed that warfare and welfare went hand in hand and he set about improving the lives ordinary citizens. Education, health and hospital care steadily improved. Working conditions improved and worker's wages went up.

At the end of the war in 1918, Lloyd George became known as "The Man Who Won the War".

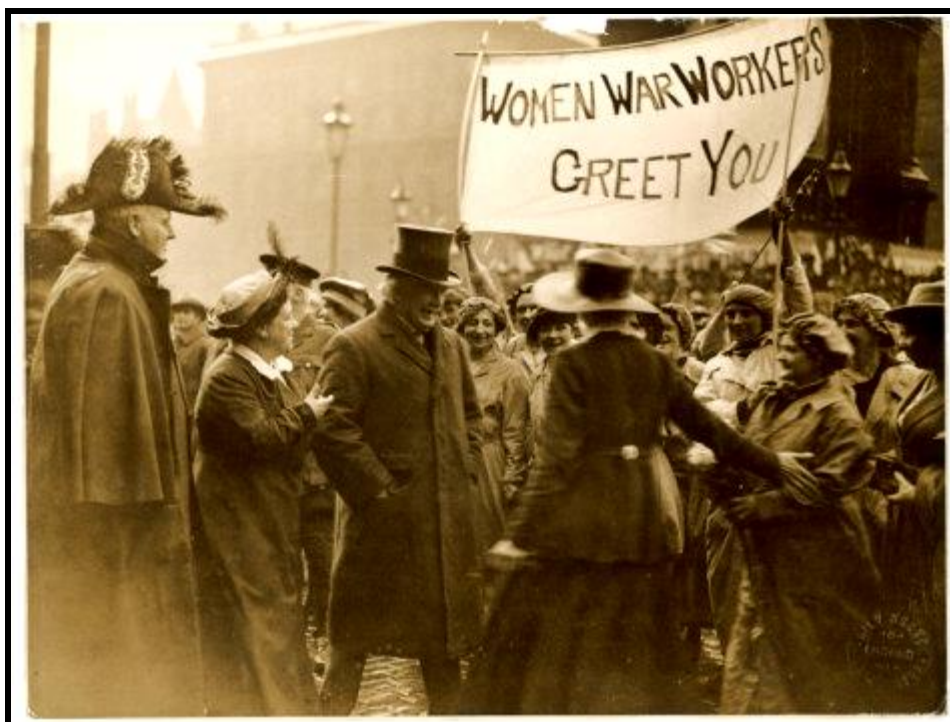
[Rosemary Rees, an historian and a school teacher, writing in a school textbook, *Britain 1900– 1939* (1996)]

SOURCE B3

There are certain qualities essential to the Prime Minister in a great war. Such a leader must have courage, composure, and judgment. All this Mr. Asquith possessed in a superlative degree. But a war leader must also have vision, imagination and initiative — he must oversee and supervise every area of war activity, and must be in continuous consultation with experts, as to the best means of using the resources of the country to achieve victory. If to this can be added a flair for conducting a great fight, then you have an ideal war leader.

[Lloyd George, writing in his own memoirs, and comparing his leadership qualities to those of Asquith, his predecessor (1932)]

SOURCE B4



[A photograph of Lloyd George visiting a munitions factory in 1916. He is accompanied by Flora Drummond, a leading member of the Suffragettes]

SOURCE B5

A capable wartime leader, Lloyd George often found himself coming into conflict with Sir Douglas Haig, whom he did not trust. Lloyd George found the cost in human terms of Haig's battles to be unacceptable. One of Lloyd George's greatest achievements during the war was in combating the growing German submarine menace, which in 1917 threatened to starve Britain in to submission. To do this he had to force the Admiralty to adopt the convoy system to protect shipping.

At the peace conference in 1919 Lloyd George exercised a moderating influence on both the harsh demands of Clemenceau and the idealistic aims of Woodrow Wilson. To a large extent he shaped the final agreement.

[From the educational website about the First World War (2012)]

SOURCE B6

Results of the 1918 general election – the “coupon election”		
	Seats won	% of the vote
Coalition parties		
Coalition Conservative	335	32.6
Coalition Liberal (Lloyd George Liberals)	133	13.5
Coalition Labour	10	1.5
Coalition Total	478	47.6
Non-coalition parties		
Labour	63	22.2
Asquith Liberals	28	12.1
Conservatives	23	3.4
Irish Nationalists	7	2.2
Sinn Fein	73	4.5
Others	17	8.0
Non-coalition Total	236	52.4

[Official election statistics, showing the landslide victory for the coalition led by Lloyd George, in the general election of 1918 – the so-called “Coupon election” or “Khaki election”]

SOURCE B7

In 1918 the coalition led by Lloyd George won a landslide victory. Lloyd George’s post-war government was faced with massive social and economic problems. In spite of this, some progress was made with his election promise of making Britain a country “fit for heroes to live in”. This included:

- the Education Act 1918 raised the school leaving age to 14.
- a substantial number of new houses were built to replace slum houses
- the Unemployment Insurance Act 1920 extended unemployment benefit to a further eight million people.
- the Old Age Pensions Act 1919 increased pensions to 50p per week.

[Chris Wrigley, a professor at Nottingham University, in an article he produced for the Liberal Democrat history group (2005)]

SOURCE B8

There was no man so gifted, so eloquent, so forceful, who knew the life of the people so well. Much of his work is still in place, some of it will grow greatly in the future, and those who come after us will find his achievements massive and indestructible.

[Prime Minister Winston Churchill, in a tribute to Lloyd George in the House of Commons on March 28th 1945, shortly after Lloyd George's death]

SOURCES WHICH CHALLENGE THE INTERPRETATION

SOURCE B9

By 1916, the coalition had lost faith in Asquith's leadership. Asquith was persuaded to resign as Prime Minister. His place was taken by Lloyd George.

Lloyd George's betrayal of Asquith in 1916 split the Liberal party, and ended its position as a major player in British politics. The split became dramatically plain in the post-war Coupon election in 1918, which devastated the Liberal party, of which Asquith was still the leader. He himself lost his seat, and only 28 of his colleagues were returned to Westminster. Lloyd George was never forgiven by many in the Liberal party for the damage he had inflicted on their party.

[From an educational website looking at early 20th century British history (2012)]

SOURCE B10

Lloyd George used his power and patronage as Prime Minister to organise the sale of honours and titles. It is said that the asking rate was between £10,000 and £12,000 for a knighthood, and between £35,000 and £40,000 for a baronetcy. During this period some 90 peerages and 20,000 OBEs were purchased. Lloyd George argued unashamedly that it was a justifiable means of raising political funds, given that he did not have access to the funds that the Conservatives received from the business world or to the funds that came to the Labour Party from the trade unions.

[Michael Lynch, an historian, writing in a school history textbook, *Modern British History, 1900-1919* (2004)]

SOURCE B11



[A cartoon published in *Punch*, a satirical magazine, in September 1920, showing Lloyd George snowed under by problems]

SOURCE B12

After 1918 Lloyd George found himself in difficulties. The Coalition Liberals were on the way out. The Asquith Liberals were not tempted to accept him as their leader. He was dependent on the Conservatives who no longer had much use for him. They suspected that he would destroy their party as he had previously destroyed the Liberals. He had no friends and did not deserve any. He repaid loyalty with disloyalty, as Churchill discovered. He was the first Prime Minister since Walpole to leave office much richer than he entered it, and the first since the Duke of Grafton to live openly with his mistress.

[A.J.P. Taylor, an academic historian, writing in his book, *English History 1914-1945* (1964)]

SOURCE B13

Many policies carried out by the post-war coalition government appalled many of Lloyd George's old radical supporters. They had been angry during the war because of his enthusiasm for conscription, his intolerance of conscientious objectors and his breaking with Asquith in favour of working with Conservatives. After 1918, they were further outraged by the intervention against the Bolsheviks in Russia, the Black and Tan atrocities in Ireland, the support of some coalition supporters for General Dyer after the Amritsar massacre of April 1919 and by much of the tough action against trade unions and the scaremongering of red revolution in Britain.

Long before the collapse of the coalition in October 1922, the Conservative Party's rank and file had become increasingly hostile to its continuation. Lloyd George left office for good. After defeat in the 1922 general election he was left high and dry.

[Chris Wrigley, a professor at Nottingham University, in an article he produced for the Liberal Democrat history group (2005)]

SOURCE B14

After leaving the Premiership and government Lloyd George attempted to rebuild the Liberal Party. It was in a very sorry state. In the 1923 General Election it won 157 seats, by the October 1924 election it won only 40 seats. Though the Liberal Party re-united, the bitter personal clash between Lloyd George's people and Asquith's people remained, and focused on the personal political fund amassed by Lloyd George. Through the 1920s he tried to revive the party by presenting many new policy initiatives. But in the Election of 1929 only 59 seats were won. By the General Election of 1931 he had lost the support of the majority of the Liberal Party and he was left as the leader of a group of four "family" members - himself, Megan (his daughter), Gwilym (his son) and Goronwy Owen (Gwilym's brother-in-law).

[An extract from the National Library of Wales Lloyd George exhibition (1996)]

SOURCE B15

I have just returned from a visit to Germany. I have now seen the famous German leader and also something of the great change he has achieved. Whatever one may think of his methods – and they are certainly not those of a Parliamentary country – there can be no doubt that he has achieved a marvellous transformation in the spirit of his people, in their attitude towards each other and in their social and economic outlook.

One man has accomplished this. He is a born leader of men. A magnetic, dynamic personality with a single-minded purpose, a resolute will and a dauntless heart. The establishment of German control in Europe is not in Hitler's plans.

[Lloyd George writing in the *Daily Express* newspaper on 17th November 1936, following a visit to Nazi Germany]

SOURCE B16

Lloyd George was a wonderful orator and in his early years he was deeply concerned to make life more tolerable for the poor. The only thing he was not prepared to do for the poor was to become one of them. He needed money, lots of money, to maintain a home for his wife and family in Wales and another in England for his secretary who became his mistress.

In our part of the world Lloyd George was no hero. We did not forgive the Coupon Election in 1918. Nor his treatment of pacifists during the war. Nor the Marconi Scandal. Nor the way he played fast and loose with the Suffragette movement, doing nothing to oppose the Cat and Mouse Act.

What Lloyd George failed to understand was that no man, however gifted, is a major political power in himself. Power politics is a struggle between social forces, not a duel between individuals. Once the war was over, the Tories had no use for him. He was an outsider, an upstart Welsh lawyer who got above himself.

[Jennie Lee, writing in her memoirs, "My Life with Nye" (1980). She was the wife of Nye Bevan, the Labour Cabinet minister who created the N.H.S., and a Labour M.P. herself]

Topic area 3

The role and significance of major figures in Welsh, English or World history

Task 3: Adolf Hitler

Non-Examination Assessment Task part (a)

There were many reasons why Adolf Hitler was able to gain power in Germany.

Select any FOUR sources from your pack.

How useful and reliable are these sources in showing how Adolf Hitler was able to gain support in Germany by 1933?

Non-Examination Assessment Task part (b)

Some historians argue that up to 1939 Hitler's government improved the lives of the German people.

How valid is this interpretation of life for German people up to 1939?

NON-EXAMINATION ASSESSMENT TASK part (a)

There were many reasons why Adolf Hitler was able to gain power in Germany.

Select any FOUR sources from your pack.

How useful and reliable are these sources in showing how Adolf Hitler was able to gain support in Germany by 1933?

Notes for teachers/candidates about approaching this task

How can part (a) be tackled?

Underneath is a suggested structure to approaching part (a) which should be accessible to most candidates following a GCSE History course. It is offered as guidance and should not be seen as a writing frame or the only or best way to tackle this exercise.

- **A brief introduction**
This needs to have a clear focus on the set question. It needs to briefly set the issue in its historical context. A short paragraph is sufficient here.
- **An evaluation of the selected evidence connected with the issue in the question set.**
Here candidates can examine developments and issues, while making analysis and evaluation of the evidence selected. **It is recommended that the sources be integrated into supporting and reflecting on a narrative of Hitler's rise to power.** Candidates should evaluate four sources only, aiming to link the evidence to its use in the enquiry. Avoid a robotic trawl through the sources.

When looking at the evidence you should consider points such as:

What information does the source provide about ...?

Does the source back up your knowledge about ...?

Who was the author/maker?

When was the source written?

Why was it written?

Is there any doubt over the author/is she trustworthy?

It is recommended that the answer to part (a) should be about 1000 words in total.

SOURCE A1

Vengeance! German Nation

Today in the Hall of Mirrors, the disgraceful Treaty is being signed. Do not forget it, The German people will with unceasing labour press forward to reconquer the place among the nations to which it is entitled. Then will come vengeance for the shame of 1919.

[From the front page of the *Deutsche Zeitung*, one of Germany's leading newspapers published on the day the Treaty of Versailles was signed (June 28th 1919)]

SOURCE A2

Hitler understood his Germans well. There was something for everyone in his political stew pot. Work for the unemployed, an army for the generals, a phoney religion for the gullible, and a loud, insistent and not unheeded voice in international affairs for those who smarted under the shame of a lost war.

[Christabel Bielenberg, an English woman married to a German who lived in Germany from 1934 to 1945, writing in her autobiography, *The Past is Myself* (1968)]

SOURCE A3

An almost unbroken chain of homeless men extends the whole of the Hamburg – Berlin highway, some two hundred miles. They had a strange stumbling way of walking, of bare footed people, for their shoes were slung over their shoulders, with their eyes on the ground. Some of them were guild members – carpenters with broad felt hats, milkmen with striped red shirts and bricklayers with tall black hats – but the vast majority were those with no profession or craft – unskilled young people for the most part unable to find a place in any town or city and Germany and who had never had a job and never expected to.

[Heinrich Hauser, a German journalist, describing what he saw on a tour of Germany in 1932, in his article called *With Germany's Unemployed*, published in the magazine *Die Tat* (March 1933)]

SOURCE A4



[A Nazi election poster from 1932. The text at the top reads: *Women! Millions of men without work. Millions of children without a future.* The text at the bottom reads *Save our German families. Vote for Adolf Hitler!*]

SOURCE A5



[A photograph of The Reichstag (German Parliament building) which was destroyed by fire on 27 February 1933. The Nazis blamed the Communists for starting the fire.]

SOURCE A6

	Breakfast	Lunch	Evening meal
Monday	Coffee, bread	Pea soup, griesschmarrn*	Coffee, bread with lard
Tuesday	Coffee, bread	Cabbage, potatoes	Cabbage
Wednesday	Coffee, bread	Potato soup, krautfleckerln**	Coffee, bread
Thursday	Coffee, bread	Potato goulash	Potato goulash
Friday	Coffee, bread	Soup potato noodles	Coffee, bread
Saturday	Coffee, bread	Potato soup, beans	Coffee, bread
Sunday	Coffee, white bread	Soup, sweet noodles	Coffee, white bread

* griesschmarrn – semolina pancakes

** krautfleckerln – fried noodles with spiced cabbage

[A chart showing the diet of the unemployed people of Marienthal in Germany. The chart came from a survey by psychologists carried out in the early 1930s and published in 1933]

SOURCE A7

Here it seemed to me was hope. Here were new ideals, a new understanding, new tasks. Hitler persuaded us, that the dangers of Communism could be checked, and instead of hopeless unemployment, Germany could move towards economic recovery.

It must have been during these months that my mother saw a Storm Trooper parade in the streets of Heidelberg. The sight of discipline in a time of chaos, the impression of energy in an atmosphere of universal hopelessness, seems to have won her over also.

[Albert Speer, a leading Nazi writing in his book based on his experiences, *Inside the Third Reich*, published in 1970. (At the end of the war Speer was sentenced to twenty years in prison and was not allowed to write his memoirs until his release)]

SOURCE A8

Year	Number of unemployed	Number of votes for the Nazis
1928	0.8m	1.8m
1929	2.8m	2.0m
1930	3.2m	4.7m
1931	4.9m	7.5m
1932	6.0m	11.7m
1933	6.5m	17.0m

[Official government figures showing the connection between unemployment and votes for the Nazi Party from 1928-33]

NON-EXAMINATION ASSESSMENT TASK part (b)

Some historians argue that up to 1939 Hitler's government improved the lives of the German people.

How valid is this interpretation of life for the German people up to 1939?

Notes for teachers/candidates about approaching this task

Underneath is a suggested structure which should be accessible to most candidates following a GCSE History course. It is offered as guidance and should not be seen as a writing frame or the only or best way to tackle this exercise.

An introduction

This needs to have a clear focus on the set question and also needs to show an awareness of what an interpretation actually is. It needs a clear reference to the different interpretations of the issue / topic.

There is a need to briefly set the issue in its historical context.

There is NO NEED to evaluate any sources or evidence in this part of the assignment.

• **A discussion/explanation of the first interpretation**

There should be a clear statement of this interpretation.

There should be a clear attempt to explain how people who support this interpretation have arrived at their views.

There should be discussion of evidence which can be used to support this interpretation. Both content and attribution need to be addressed

• **A discussion/explanation of the second interpretation**

There should be a clear statement of this interpretation.

There should be a clear attempt to explain how people who support this interpretation have arrived at their views.

There should be discussion of evidence which can be used to support this interpretation. Both content and attribution need to be addressed

- **Summary**

There should be a final answer to the set question.

There should be a judgement reached as to which set of evidence is considered to have most validity in addressing the interpretation.

It is recommended that the answer to part (b) should be about 1500 words in total.

It is also recommended that candidates use three sources from each section to explain how and why each interpretation has been arrived at.

SOURCES WHICH SUPPORT THE INTERPRETATION

SOURCE B1

In 1933, over six million men were out of work. Within four years, the number of unemployed had been reduced to a very small figure and by 1939, there was a labour shortage estimated at two million. That in itself however much one may put it down to war production was no mean achievement. To the wheels of Hitler's chariot were harnessed the amazing power of organisation, thoroughness and discipline of the German nation. Nor can it be denied that the re-birth of that nation was due to Hitler's own personal inspiration.

[Sir Neville Henderson, the British Ambassador to Germany 1937-1939 writing in his book *Failure of a Mission – Berlin 1937–39* (1940)]

SOURCE B2



[A photograph of workers assembled to begin work on the first autobahn (motorway) in 1933.]

SOURCE B3



[The front cover of the original brochure advertising the Volkswagen car in 1938. German people could use a stamp saving scheme costing 5 marks a week in order to buy one of these cars.]

SOURCE B4



[A photograph showing members of the Hitler Youth marching in 1936]

SOURCE B7

Health was very important to the Nazis, and German doctors made good progress in improving the health of the people. Water supplies were improved, women were given regular health checks. Anti-smoking campaigns were started, and research was carried out into industrial illnesses such as asbestosis.

[Robert N. Proctor, an historian who researched health issues in Nazi Germany writing in his book, *The Nazi War on Cancer* (1999)]

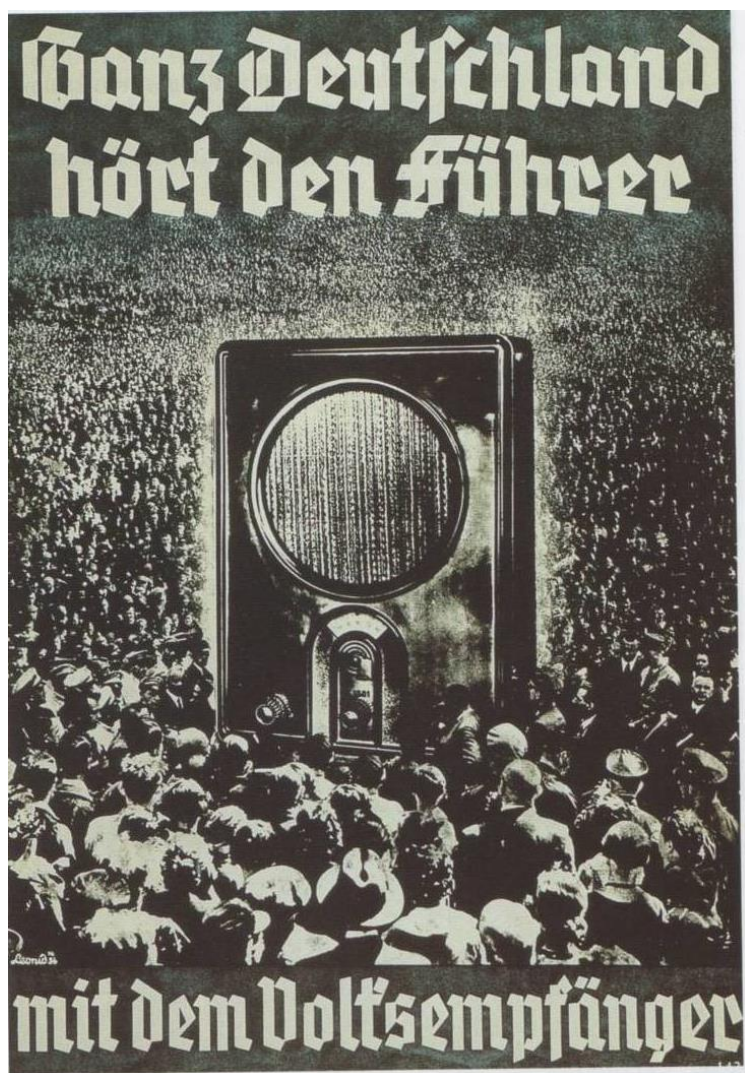
SOURCE B8

Once a fortnight, every city, town, and village in the Reich seethes with brown-shirted Storm Troopers carrying red-painted canisters. These are the Winter-Help collection-boxes. The Brown-Shirts go everywhere. You cannot sit in a restaurant or beer-hall but what, sooner or later, a pair of them will work through the place, rattling their canisters ostentatiously in the faces of customers. And I never saw a German formally refuse to drop in his mite, even though the contribution might have been less than the equivalent of one American cent. People buy tiny badges to show they have contributed—badges good only for that particular campaign. One time they may be an artificial flower; next time a miniature dagger, and so forth. The Winter-Help campaign series reaches its climax shortly before Christmas in the so-called Day of National Solidarity. On that notable occasion the Big Guns of the Nazi Party sally forth with their collection-boxes to do their bit. The money collected was distributed to needy people locally to where the money was raised.

[Dr Lothrop Stoddard, an American journalist who spent four months in Germany in 1939. His experiences were used in writing his book *Into the Darkness* published in 1940]

SOURCES WHICH CHALLENGE THE INTERPRETATION

SOURCE B9



[A Nazi propaganda poster published by the Ministry of Public Propaganda and Enlightenment in 1933. The words say *All Germany can hear the Fuhrer with the People's Receiver.*]

SOURCE B10

New prisoners are continually brought in, day and night - a farmer at whose house two useless rifles were discovered; a workman who said in a pub 'Hitler can't help us, either'; a painter who was a member of the Communist party; a soldier who was supposed to have hidden explosives. These are the political prisoners. The reason they are here? "We have been informed against, that's all it is", is their answer. In Nazi Germany, whenever anyone wants to get rid of a competitor in trade, or give an enemy something to think about, or revenge for some small disagreement with a neighbour, he or she simply writes an anonymous letter to the Gestapo.

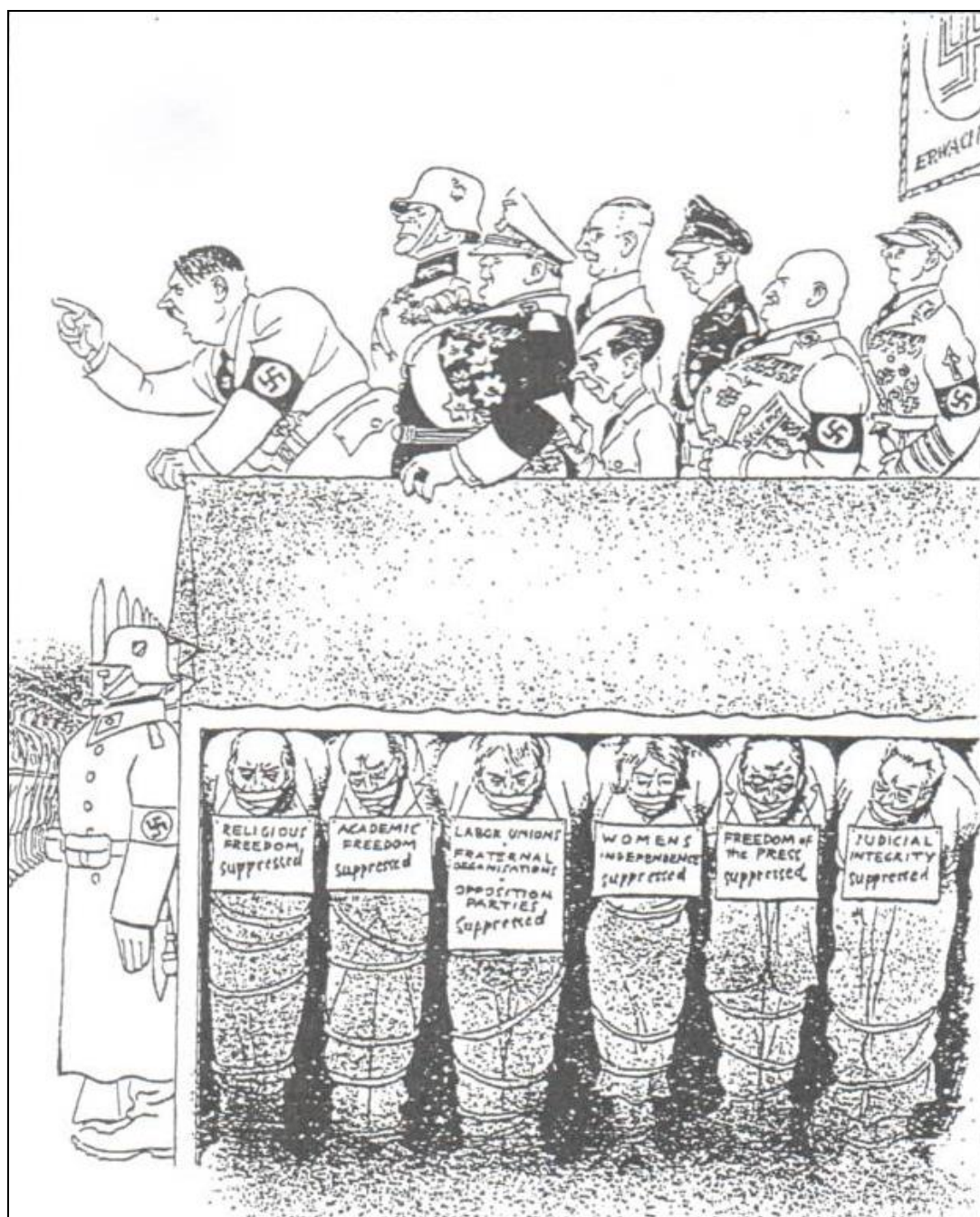
[Stefan Lorant, a journalist who was opposed to Hitler and was put in a concentration camp in 1933. On his release he managed to escape to England and wrote the book *I was Hitler's Prisoner, Pages from a Prison Diary* (1935)]

SOURCE B11

There is evidence that when contracts for weapons, boots and uniforms are given out the factory owners are often forced to take on extra workers even when not needed and cut wages. Also the Nazis are forcing young unemployed workers to work in the countryside as farm labourers and forcing those on welfare benefits into work. In South Bavaria people are being forced into exhaustion by working on road construction. It is mostly long-term unemployed people lacking in strength because of lack of decent food. All the work that would normally be done with machinery is carried out by hand. In Baden, on the site of the new autobahn, there is a terrible system of slave-driving. Fear produces an unheard of work tempo and overseers stand on mounds watching every move the workers make and shouting at them.

[From a secret report produced from messages sent by agents inside Germany to SOPADE, the exiled Social Democratic Party of Germany who were based in Prague (mid 1930s)]

SOURCE B12



[An American cartoon commenting on personal freedoms in Nazi Germany, published in the magazine *The Nation* in February 1936. In the cartoon, Hitler is saying 'In these three years I have restored honour and freedom to the German people.']

SOURCE B13



[A photograph taken on 10 November 1938 after Kristallnacht (Crystal Night) when Jewish shops and synagogues were attacked]

SOURCE B14

Hitler transformed Germany, restoring self-respect and orderliness out of the chaos and distress which had followed her defeat in 1918. However, it is true that the price the Germans had to pay was a heavy one – namely, complete loss of personal liberty, of independent thought and of free speech. All were obliged to think, speak and act as they were told to do, or suffer exile or imprisonment.

[Sir Neville Henderson, the British Ambassador to Germany 1937-39, writing in his book *Failure of a Mission – Berlin 1937–39*, published in 1940]

SOURCE B15

Our SS guide said; "Here is the place where we prove that our interest in the child begins before he is born. This is the Frauen-Klinik – a city hospital for women." We climbed some stairs and entered a second floor gallery, separated from an operating room by a glass wall. Down below six doctors were hard at work. What I saw drove the blood from my face. Hospital beds came and went with methodical precision. The doctors made quick, deft incisions in white abdomen walls: "What are they doing?" I asked. "These doctors", said the guide, "are sterilising women." I asked what type of women and was informed that they were the mentally sick, women of low resistance who proved through other births that their offspring were not strong. "We are even eradicating colour-blindness" my guide told me. "We must not have soldiers who are colour blind. It is transmitted only by women."

[Gregor Ziemer, an American author and educator who lived in Germany from 1928 – 1939, writing in his book, *Education for Death* (1943)]

SOURCE B16

PERIODS	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1. 8:00-8:45	German	German	German	German	German	German
2. 8:50-9:35	Geography	History	Singing	Geography	History	Singing
3. 9:40-10:25	Race Study	Race Study	Race Study	Race Study	Party Beliefs	Party Beliefs
4. 10:25-11:00	Break – with sports and special announcements.					
5. 11:00-12:05	Domestic Science with Mathematics – Every day.					
6. 12:10-12:55	The science of breeding (Eugenics) – Health Biology.					
	2:00-6:00 Sport each day.					

[A timetable for a girls' school in Nazi Germany in 1935.]

Topic area 3

The role and significance of major figures in history

Task 4: Winston Churchill

Non-Examination Assessment Task part (a)

Hitler's ambitions in Europe had a great impact on the political career of Winston Churchill.

Select any FOUR sources from your pack.

How useful and reliable are these sources in showing how Hitler's ambitions in Europe had a great impact on the political career of Winston Churchill?

Non-Examination Assessment Task part (b)

Some historians argue that Winston Churchill was a great war leader.

How valid is this interpretation of Winston Churchill?

NON-EXAMINATION ASSESSMENT TASK part (a)

Hitler's ambitions in Europe had a great impact on the political career of Winston Churchill.

Select any FOUR sources from your pack.

How useful and reliable are these sources in showing how Hitler's ambitions in Europe had a great impact on the political career of Winston Churchill?

Notes for teachers/candidates about approaching this task

How can part (a) be tackled?

Underneath is a suggested structure to approaching part (a) which should be accessible to most candidates following a GCSE History course. It is offered as guidance and should not be seen as a writing frame or the only or best way to tackle this exercise.

- **A brief introduction**
This needs to have a clear focus on the set question. It needs to briefly set the issue in its historical context. A short paragraph is sufficient here.
- **An evaluation of the selected evidence connected with the issue in the question set.**
Here candidates can examine developments and issues, while making analysis and evaluation of the evidence selected. **It is recommended that the sources be integrated into supporting and reflecting on a narrative of Churchill's view of the rise of Hitler.** Candidates should evaluate four sources only, aiming to link the evidence to its use in the enquiry. Avoid a robotic trawl through the sources.

When looking at the evidence you should consider points such as:

What information does the source provide about ...?

Does the source back up your knowledge about ...?

Who was the author/maker?

When was the source written?

Why was it written?

Is there any doubt over the author/is she trustworthy?

It is recommended that the answer to part (a) should be about 1000 words in total.

SOURCE A1

We need not worry about a war – war is a distant image – we are committed to co-operation with our European allies to seek conciliation where confrontation once ruled. France, Italy and Britain are united in our belief in each other's resolve.

[Stanley Baldwin, the British Prime Minister, in an election address in 1935]

SOURCE A2



[A photograph showing German troops entering the Rhineland in March 1936. Churchill criticised this action but there was no attempt to stop the Germans.]

SOURCE A3



[A photograph showing the British prime minister, Chamberlain, landing in London in September 1938, after meeting with Hitler in Munich. He told the crowds "I believe it is peace in our time."]

SOURCE A4

If I do not begin this afternoon by paying the usual tributes to the Prime Minister for his handling of this crisis, it is certainly not from any lack of personal regard. But I will say the most unpopular thing, namely that we have sustained a total defeat. I believe the Czechs, left to themselves, would have been able to make better terms than they have got - they could hardly have worse. I think that in future Czechoslovakia cannot survive. You will find that in a period of time which may be measured by years, but may be measured only by months, Czechoslovakia will be engulfed in the Nazi regime. But our loyal brave people should know the truth: that there has been gross neglect of our defences; that we have suffered a defeat without a war.

[Winston Churchill, in a speech in the House of Commons on October 5th 1938, in which he expressed his doubts about the Munich agreement.]

SOURCE A5**March 1938*****Should Britain promise to help Czechoslovakia if Germany invades?***

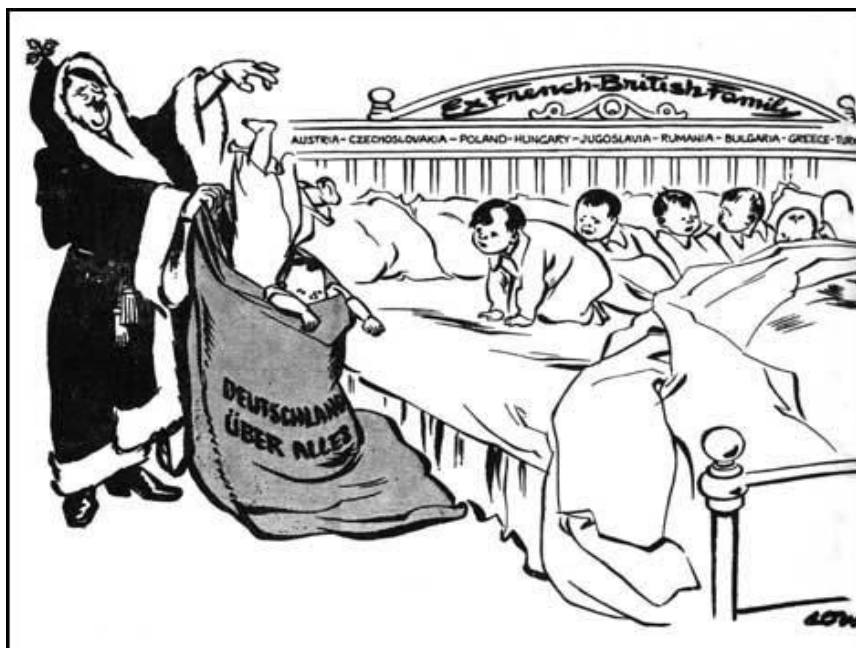
Yes	33%
No	43%
No opinion	24%

October 1938***Hitler says he has no more territorial ambitions in Europe. Do you believe him?***

Yes	7%
No	93%

[The results of two opinion polls carried out by British newspapers in 1938.]

SOURCE A6



"EUROPE CAN LOOK FORWARD TO A CHRISTMAS OF PEACE" (HITLER)

[A cartoon by David Low which appeared in the *Evening Standard* in October 1938, soon after the Munich Agreement was signed.]

SOURCE A7

It's holiday time in Britain, ladies and gentlemen! Holiday time, my friends across the Atlantic! Holiday time, when the summer calls the workers for an all-too-brief spell from the offices and mills and stiff routine of daily life and bread-winning to return refreshed and keep the wheels of civilized society on the move. Let me look back—let me see. How did we spend our summer holidays 25 years ago? Why, those were the very days when the German advance guards were breaking into Belgium and trampling down its people on their march toward Paris! Those were the days when Prussian militarism was hacking its way through its small, weak, neighbour country whose neutrality and independence they had sworn to defend.

And now there is again a hush hanging over Europe. It is the hush of suspense, and the hush of fear. Listen! No, listen carefully; I think I hear something—yes, there it was quite clear. Don't you hear it? It is the tramp of armies crunching the gravel of the parade grounds, splashing through rain-soaked fields, the tramp of two million German soldiers and more than a million Italians.

[Winston Churchill, speaking in a radio broadcast to listeners in the USA (August 8th 1939)]

SOURCE A8

I am speaking to you from the Cabinet Room at 10 Downing Street. This morning the British Ambassador in Berlin handed the German Government a final note stating that, unless we hear from them by 11 o'clock that they were prepared at once to withdraw their troops from Poland, a state of war would exist between us. I have to tell you now that no such undertaking has been received, and that consequently this country is at war with Germany.

You can imagine what a bitter blow it is to me that all my long struggle to win peace has failed. Yet I cannot believe that there is anything more or anything different that I could have done and that would have been more successful. Up to the very last it would have been quite possible to have arranged a peaceful and honourable settlement between Germany and Poland, but Hitler would not have it. He had evidently made up his mind to attack Poland.

[Prime Minister Chamberlain in a radio broadcast on September 3rd 1939, announcing that Britain had declared war on Germany

NON-EXAMINATION ASSESSMENT TASK part (b)

Some historians argue that Winston Churchill was a great war leader.

How valid is this interpretation of Winston Churchill?

Notes for teachers/candidates about approaching this task

Underneath is a suggested structure which should be accessible to most candidates following a GCSE History course. It is offered as guidance and should not be seen as a writing frame or the only or best way to tackle this exercise.

- **An introduction**

This needs to have a clear focus on the set question and also needs to show an awareness of what an interpretation actually is. It needs a clear reference to the different interpretations of the issue / topic.

There is a need to briefly set the issue in its historical context.

There is NO NEED to evaluate any sources or evidence in this part of the assignment.

- **A discussion/explanation of the first interpretation**

There should be a clear statement of this interpretation.

There should be a clear attempt to explain how people who support this interpretation have arrived at their views.

There should be discussion of evidence which can be used to support this interpretation. Both content and attribution need to be addressed

- **A discussion/explanation of the second interpretation**

There should be a clear statement of this interpretation.

There should be a clear attempt to explain how people who support this interpretation have arrived at their views.

There should be discussion of evidence which can be used to support this interpretation. Both content and attribution need to be addressed

- **Summary**

There should be a final answer to the set question.

There should be a judgement reached as to which set of evidence is considered to have most validity in addressing the interpretation.

It is recommended that the answer to part (b) should be about 1500 words in total.

It is also recommended that candidates use three sources from each section to explain how and why each interpretation has been arrived at.

SOURCES WHICH SUPPORT THE INTERPRETATION

SOURCE B1

He was statesmanlike and admirable, in casting aside his fierce hostility of a lifetime and supporting communist Russia in 1941, a country which he hated. And he created a genuine sense of comradeship and commitment in a wartime coalition which contained other powerful personalities like Bevan and Beaverbrook. Ultimately the verdict that he was a great wartime leader is fair.

[Richard Lamb, a modern historian writing in his book, *Churchill as War Leader, Right or Wrong?* (1993)]

SOURCE B2

Sir Winston Churchill has been named the greatest Britain of all time in a nationwide poll attracting more than a million votes.

Participants in the survey voted the Second World War leader top of the list of the country's 100 most significant individuals, with 447,423 votes.

Summarising her arguments, Mo Mowlam said, "If Britain – its eccentricity, its big-heartedness, its strength of character – has to be summed up in one person, it has to be Winston Churchill."

[The result of a poll of BBC viewers held in 2002. Viewers were asked who they felt was the greatest Britain of all time. Different presenters had put forward their own nominations. Mo Mowlam, a member of the Labour government, had argued for Winston Churchill.]

SOURCE B3

When Churchill took over as Prime Minister the whole place exploded. It was as if a current of electricity was let loose, not only in Number 10 itself, but throughout Whitehall (the government offices in London). We heard that elderly civil servants were seen running along the corridors.

He introduced stickers saying "Action This Day". I never remember being allowed to get to bed before 1.00 a.m. and it was more often 2.00 or 3.00 a.m.

[Marian Holmes, Churchill's secretary during the war years, writing in her memoirs which were based on her diary entries (1985)]

SOURCE B4

I would say to the House, as I said to those who have joined this Government, I have nothing to offer but blood, toil, tears and sweat. We have before us an ordeal of the most grievous kind. We have before us many long months of toil and struggle.

You ask what is our policy. I will say, it is to wage war with all our might, with all the strength that God can give us, to wage war against a monstrous tyranny never surpassed in the dark, lamentable catalogue of human crime.

You ask what is our aim? I can answer in one word: Victory. Victory at all costs. Victory in spite of all terror. Victory however long and hard the road may be. For without victory there is no survival.

[Winston Churchill, in his first speech as Prime Minister, to the House of Commons, (May 13th 1940)]

SOURCE B5



"All Behind You, Winston"

[A cartoon by David Low published in the *Evening Standard* in May 1940. It shows Churchill with Clement Attlee (the Labour leader) and other members of the wartime cabinet.]

SOURCE B6

An inspirational leader, he seemed to typify Britain's courage and perseverance in adversity. He was a man of extraordinarily strong convictions and a master in argument and debate. He was completely devoted to winning the war and discharging his responsibility as Prime Minister of Great Britain. He could have made my task a harder one had he been anything less than big and I shall always owe him an immeasurable debt of gratitude for his unfailing courtesy and zealous support, regardless of his dislike of some important decisions. He was a great war leader and a great man.

[General Dwight D. Eisenhower describing Churchill in his book *Crusade in Europe* (1948). Eisenhower was Commander of all Allied forces in Western Europe and later became President of the USA.]

SOURCE B7

No warlord, no commander in history has failed to make mistakes. However, when Churchill's war leadership is measured against that of Roosevelt or Stalin, not to mention Hitler, Mussolini or the Japanese Prime Minister Tojo, his failures and shortcomings shrink dramatically.

Churchill towers over the war, standing higher than any other single human being at the head of the forces of light. Anyone who attempts to imagine Britain in World War II without his presence will find it sadly shrunken in stature. The defining fact of Churchill's leadership was Britain's emergence from World War II among the victors. His own people acknowledged this.

[Max Hastings, an historian, writing in the *Daily Telegraph* in August 2009 (one week before the 70th anniversary of the outbreak of World War Two)]

SOURCE B8



[A photograph of Churchill greeting the crowds in London on May 8th 1945, the day that the war in Europe ended.]

SOURCES WHICH CHALLENGE THE INTERPRETATION

SOURCE B9

Britain really was alone during 1940. In these isolated circumstances the kind of defiance captured in Winston Churchill's speeches was necessary for Britain to carry on. But as for the actual business of governing Britain, that fell to the talents of other men, since Churchill was not suited to the actual business of government. In fact Churchill turned for help to none other than maligned Neville Chamberlain. Chamberlain was greatly valued for his sensible advice. He admitted, "I am up and down, and you are steady. It is helpful to feel that my decisions are approved by your judgment". It was a loss to Churchill when Chamberlain finally succumbed to cancer and died in November 1940. It had been thanks to Chamberlain that Britain had the necessary Hurricanes and Spitfires to fight the Battle of Britain in the summer of 1940. It was also fortunate that Churchill had been talked out of sending the RAF to its destruction in the battle for France by commander of Fighter Command, Hugh Dowding. Without Dowding's stubborn courage in standing up to a raging Churchill, there would not have been enough aircraft to fight the Battle of Britain.

[James L. Stokesbury, a modern historian, writing in his book, *A Short History of World War Two* (1981)]

SOURCE B10

Winston is acting as the master planner of the war, without forceful Chiefs of the Armed Forces to guide him.

- There is no War Cabinet, since Winston deals with the conduct of the war himself
- Winston should be at the helm, instead of touring the bombed areas
- Winston is not interested in finance and agriculture. He loves war and spends hours with maps and charts. There is no proper policy for growing food

[Sir Robert Menzies, the Australian Prime Minister, writing in his daily diary in 1941. He visited Britain in 1941 and attended several meetings with Churchill.]

SOURCE B11

In December 1941 America entered the war, following Japan's attack on Pearl Harbour, and the tide turned against Germany. As the war continued, Churchill seemed to lose his way. The United States took over allied military leadership, and Winston's finest hour had passed.

[From an entry on an internet site about Winston Churchill
www.infobritain.co.uk (2010)]

SOURCE B12



[A German newspaper cartoon called *Churchill at the White House*, published in 1941. It shows Churchill begging for scraps from America. At the dinner table are President Roosevelt and his wife.]

SOURCE B13

A consequence of a seemingly unending series of military disasters was that now for the first time there began to be criticism of Churchill as Prime Minister. This took two different slants. Popular criticism, such as was to be heard in pubs, air-raid shelters and in general talk, took the line that the "old man" himself was still the only possible war leader, but that he was failing to share the burden sufficiently with others, and also being "let down" by commanders in the field. Simultaneously, a body of "insider" criticism began to be heard which followed another line, that it was Churchill who was the cause of our continuing setbacks through his taking far too much upon himself.

[Tom Hopkinson, writing in his memoirs *Of This Our Time* (1982). In World War II he was editor of *Picture Post*, a popular war-time magazine. In this extract he is looking back to the events of 1940 and early 1941]

SOURCE B14

In 1941 Hitler made the mistake of invading Russia. The surrender of the German army in 1943 was the real turning point in World War II. It was a catastrophe from which they never recovered. Stalingrad was the most important campaign of the war. Its outcome destroyed the sense of invincibility of Hitler's armies and finally gave hope of victory to Britain and the Western Allies.

[Michael Lynch, an historian writing in a school textbook, *An Introduction to Modern British History 1900-1999* (2001)]

SOURCE B15

Lord Moran was Churchill's personal doctor for 25 years. His confidential records reveal a leader whose work deteriorated and whose character suffered because of years of stress that left him intolerant of criticism and with a very bad temper. He never nursed his physique and failed to listen to sensible advice. As a result, Churchill suffered a mild heart attack in 1941 and also in December 1943, when he contracted pneumonia. Moran's notes also cast fresh light on his mental wellbeing after the battles to convince the government of the threat posed by Hitler and then five years of wartime leadership. Moran also added, "When home not working, he would spend half the night talking, drinking and smoking." Churchill himself was aware of his depression, which he referred to as his "black dog".

[From an article in the *Sunday Times* in January 2011. Lord Moran's original papers had just been made available to the public.]

SOURCE B16

Churchill was more of a liability than an asset. His Second World War strategy was based on his own disastrous Gallipoli campaign in World War I. He repeated what was described as a dispersionist strategy – (dispersing your forces in a way in which you can't possibly win a war) – in Norway, Greece, Crete, North Africa, Dieppe, Sicily, Italy and an obsession with mounting a campaign from the tip of Sumatra in the Far East. The concentration of forces is how Second World War was won, by the Soviets in the east and the Western Allies from D-Day onwards. Churchill prevaricated over the D-Day invasion. It was the Americans who forced this to occur in 1944. Churchill's dispersed campaigns had delayed the second front by a year. If the Normandy landings had occurred in 1943, we could have shortened the war. As it was, in the final year of the war 10 million lives were lost in the European theatre and that was brought about by the procrastination and dispersionist campaigns of Churchill.

[Nigel Knight, an historian, speaking on the *Today Programme* on BBC Radio 4, in a debate with another historian Max Hastings (September 3rd 2009)]

Topic area 3

The role and significance of major figures in history

Task 5: John F. Kennedy

Non-Examination Assessment Task part (a)

The Presidency of John F. Kennedy was dominated by issues connected with his foreign policy.

Select any FOUR sources from your pack.

How useful and reliable are these sources in showing Kennedy's foreign policy?

Non-Examination Assessment Task part (b)

Some historians argue that John F. Kennedy deserves to be remembered as a great American President.

How valid is this interpretation of John F. Kennedy?

Notes for teachers/candidates about approaching this task

How can part (a) be tackled?

Underneath is a suggested structure to approaching part (a) which should be accessible to most candidates following a GCSE History course. It is offered as guidance and should not be seen as a writing frame or the only or best way to tackle this exercise.

- **A brief introduction**
This needs to have a clear focus on the set question. It needs to briefly set the issue in its historical context. A short paragraph is sufficient here.
- **An evaluation of the selected evidence connected with the issue in the question set.**
Here candidates can examine developments and issues, while making analysis and evaluation of the evidence selected. **It is recommended that the sources be integrated into supporting a narrative of the foreign policy of John F Kennedy.** Candidates should evaluate four sources only, aiming to link the evidence to its use in the enquiry. Avoid a robotic trawl through the sources.

When looking at the evidence you should consider points such as:

What information does the source provide about ...?
Does the source back up your knowledge about ...?
Who was the author/maker?
When was the source written?
Why was it written?
Is there any doubt over the author/is she trustworthy?

It is recommended that the answer to part (a) should be about 1000 words in total.

NON-EXAMINATION ASSESSMENT TASK part (a)

The Presidency of John F Kennedy was dominated by issues connected with his foreign policy.

Select any FOUR sources from your pack.

How useful and reliable are these sources in showing Kennedy's foreign policy?

SOURCE A1

Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe to assure the survival and the success of liberty.

To those old allies whose cultural and spiritual origins we share, we pledge the loyalty of faithful friends.

To those people in the huts and villages across the globe struggling to break the bonds of mass misery, we pledge our best efforts to help them help themselves. Not because the communists may be doing it, not because we seek their votes, but because it is right.

Finally, to those nations who would make themselves our adversary, we offer not a pledge but a request: that both sides begin anew the quest for peace, before the dark powers of destruction unleashed by science engulf all humanity in planned or accidental self-destruction.

We dare not tempt them with weakness. For only when our arms are sufficient beyond doubt can we be certain beyond doubt that they will never be employed.

Let us never negotiate out of fear. But let us never fear to negotiate.

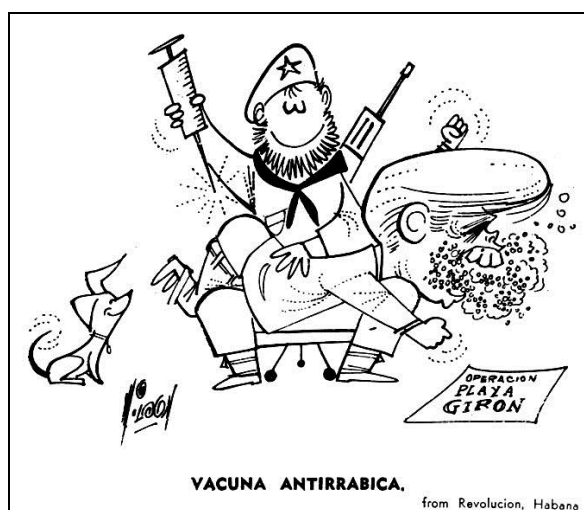
[President Kennedy, discussing his foreign policy aims, in his inaugural speech (1961)]

SOURCE A2

The domino theory was the primary factor motivating the actions of President Kennedy without any doubt. The loss of Vietnam to the communists would trigger the loss of the rest of Southeast Asia, even the loss of India. It would strengthen the Chinese and Soviet position in the world and weaken the security of Western Europe and of North America. This is the way Kennedy viewed it. This is the way we all viewed it at the time.

[Robert McNamara, interviewed for an American television documentary in 1996. McNamara was the Secretary for Defence under President Kennedy.]

SOURCE A3



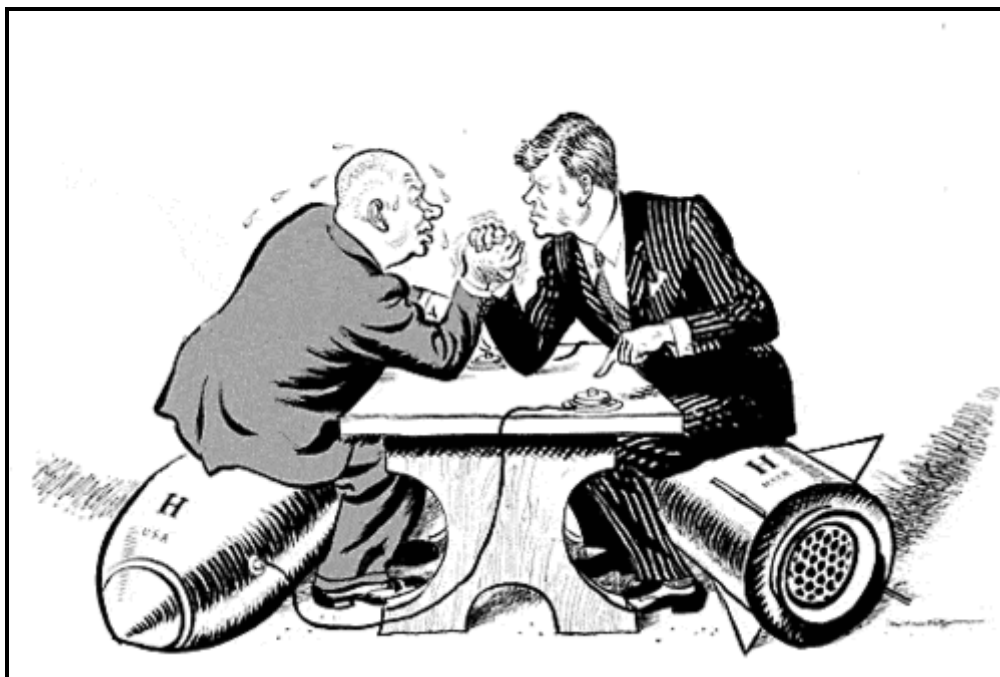
[A cartoon about President Kennedy published in the Cuban press after the Bay of Pigs incident (1961)]

SOURCE A4



[A photograph of President Kennedy giving a speech at Berlin City Hall to West Berliners on 26 June 1963. Kennedy made a humorous error by saying "Ich bin ein Berliner". In doing so, Kennedy referred to himself not as a "citizen of [Berlin](#)", but as a "jam doughnut", which is known locally as a "[Berliner](#)".]

SOURCE A5



[A British cartoon drawn during the Cuban Missile Crisis and published in the *Daily Mail* on October 29, 1962. The caption read: 'OK Mr President, let's talk'.]

SOURCE A6

Functions of the Peace Corps

The Peace Corps shall be responsible for the training and service abroad of men and women of the United States in new programmes of assistance to nations and areas of the world, in conjunction with or in support of existing economic support programmes of the United States and other economic organisations.

[From Executive Order 10924, which established the Peace Corps in March 1961]

SOURCE A7

I believe that if we meet our responsibilities, if we extend the hand of friendship, if we live up to the ideals of our own revolution, then the course of African revolution in the next decade will be towards democracy and freedom and not towards communism and what could be a far more serious kind of colonialism. For it was the American Revolution, not the Russian revolution, which began man's struggle in Africa for national independence and national liberty. When the African National Congress in Rhodesia called for reform and justice, it wanted a Boston Tea Party, not a Bolshevik bomb. Kenyan leader Tom Mboya invokes the American dream, not the Communist Manifesto.

[President Kennedy, in a speech to an American women's organisation,
January 1962]

SOURCE A8

"Masters Of War"

Come you masters of war
You that build all the guns
You that build the death planes
You that build all the bombs
You that hide behind walls
You that hide behind desks
I just want you to know
I can see through your masks.

You that never done nothin'
But build to destroy
You play with my world
Like it's your little toy
You put a gun in my hand
And you hide from my eyes
And you turn and run farther
When the fast bullets fly.

Like Judas of old
You lie and deceive
A world war can be won
You want me to believe
But I see through your eyes
And I see through your brain
Like I see through the water
That runs down my drain.

[The first three verses of Bob Dylan's song *Masters of War*, written in the early 1960s as a protest against the foreign policies of Eisenhower and Kennedy and released in 1963.]

NON-EXAMINATION ASSESSMENT TASK part (b)

Some historians argue that John F. Kennedy deserves to be remembered as a great American President.

How valid is this interpretation of John F. Kennedy?

Notes for teachers/candidates about approaching this task

Underneath is a suggested structure which should be accessible to most candidates following a GCSE History course. It is offered as guidance and should not be seen as a writing frame or the only or best way to tackle this exercise.

- **An introduction**

This needs to have a clear focus on the set question and also needs to show an awareness of what an interpretation actually is. It needs a clear reference to the different interpretations of the issue / topic.

There is a need to briefly set the issue in its historical context.

There is NO NEED to evaluate any sources or evidence in this part of the assignment.

- **A discussion/explanation of the first interpretation**

There should be a clear statement of this interpretation.

There should be a clear attempt to explain how people who support this interpretation have arrived at their views.

There should be discussion of evidence which can be used to support this interpretation. Both content and attribution need to be addressed

- **A discussion/explanation of the second interpretation**

There should be a clear statement of this interpretation.

There should be a clear attempt to explain how people who support this interpretation have arrived at their views.

There should be discussion of evidence which can be used to support this interpretation. Both content and attribution need to be addressed

- **Summary**

There should be a final answer to the set question.

There should be a judgement reached as to which set of evidence is considered to have most validity in addressing the interpretation.

It is recommended that the answer to part (b) should be about 1500 words in total.

It is also recommended that candidates use three sources from each section to explain how and why each interpretation has been arrived at.

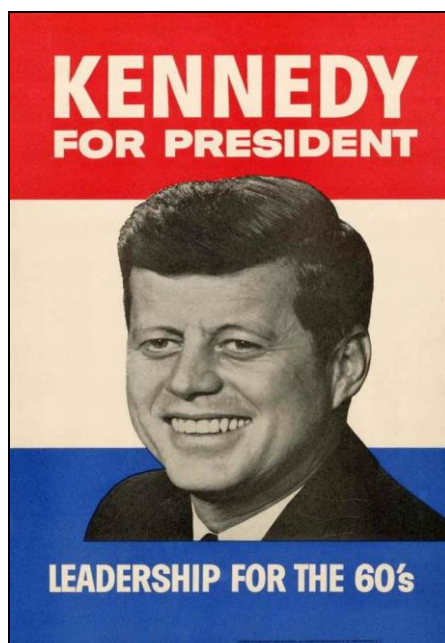
SOURCES WHICH SUPPORT THE INTERPRETATION

SOURCE B1

To many Americans, Kennedy was a statesman of rare vision and restraint who, better than most of his predecessors, understood the needs of his countrymen. The youngest and perhaps the most attractive figure ever to be President, his time in office was graced by his own abundant charm and wit, by his quick and curious mind, and by his beautiful wife Jacqueline and his large, attractive and photogenic family. The Kennedy administration exuded vitality and elegance and promised great times for America.

[Neil McMillen, an author and historian, writing in a biography of the Kennedy family, *The Kennedys* (1983)]

SOURCE B2



[An election poster produced by the Democratic Party and used during Kennedy's Presidential campaign in 1960.]

SOURCE B3

July 1st 1960

Dear Jackie,

It was good to see you the other evening. I have long admired your contribution to baseball and to American sportsmanship. I understand your great personal concern about the denial of civil rights to American citizens by reason of their race or colour and your dedication to the achievement of first-class citizenship for all Americans. I trust that you now understand better my own concern about this problem and my dedication to these same ideals. It is time for us to fulfil the promises of the Declaration of Independence to make equal opportunity a reality in all parts of our life.

I will continue to campaign for an end to all discrimination – in voting, in education, in housing, in employment, in justice and in public facilities including lunch counters. I am also in favour of peaceful protest, saying that the recent demonstrations have been in the American tradition of standing up for their rights, even if the modern way of standing up for one's rights is to sit down. But saying these things is not enough. What is required now is effective, creative and persuasive leadership. Great moral issues are involved.

[Part of a letter written by John Kennedy when he was a Senator for Massachusetts. He was writing to Jackie Robinson, a former baseball star who was a leading supporter of the civil rights movement]

SOURCE B4

Women are entitled to equality of opportunity for employment in government and in industry. But a mere statement supporting equality of opportunity must be supported by clear steps to see that the doors are really open for training, selection advancement and equal pay. The purpose of this Commission is to set forth before the world the story of women's progress in a free, democratic society, to review recent accomplishments and to acknowledge frankly the further steps that must be taken.

[President Kennedy speaking to a Press conference on the setting up of the Commission on the Status of Women. The Commission was chaired by former first lady, Eleanor Roosevelt (December 1961)]

SOURCE B5

The White House
April 20th 1961

Memorandum for Vice-President

In accordance with our conversation I would like for you as Chairman of the Space Council to be in charge of making an overall survey of where we stand in space.

Do we have a chance of beating the Soviets by putting a laboratory in space or by a trip around the moon, or by a rocket to go to the moon and back with a man. Is there any other space program which promises dramatic results in which we could win?

How much additional would it cost?

Are we working 24 hours a day on existing programs? If not, why not? If not, will you make recommendations to me as to how the work can be speeded up.

In building large boosters should we put our emphasis on nuclear, chemical or liquid fuel or a combination of these three?

Are we making maximum efforts? Are we achieving necessary results?

I have asked Jim Webb, Dr. Weisner, Secretary McNamara and other responsible officials to co-operate with you fully. I would appreciate a report on this at the earliest possible moment.

[A memorandum about the Space Race, written by President Kennedy and sent to Vice-President Johnson in April 1961]

SOURCE B6

For the first time in twenty years Americans can carry their head high because the President of the United States has stood up to the premier of Russia and made him back down. Great job Mr President !

[Walter Trohan, a journalist writing after the Cuban Missile Crisis in the *New York Tribune* newspaper]

SOURCE B7

Kennedy brought American Catholics into the social and political mainstream of a country that had been founded by Protestant Anglo-Saxons. I can remember two framed photographs posted in all the classrooms of my Catholic school throughout the 1960s: one of JFK and one of the Pope. I am not sure which photograph was more highly cherished by the nuns.

[A woman from Boston giving her memories of President Kennedy on an internet message board set up to commemorate the 50th anniversary of his election as President (2010)]

SOURCE B8

When the news came, the whole world was stunned. It seemed impossible, incredible. Even now that the full sorrow of this terrible event is inescapable, it is still too soon to weigh up the consequences or foresee the future. At this moment, one can only think of the sense of personal loss which will be felt by millions of men and women of every race, colour and creed all over the world. For the people of the United States and for the President's bereaved family every Briton feels the deepest sympathy.

Jack Kennedy meant to so many people in every country understanding, hope and faith in the future. Everyone who worked with him or for him had not only a high regard for his great quality but a genuine affection for him. For three years he and I worked together in complete harmony and understanding. When things were rough, he was resolute. If there was a success, he showed a generous and boyish delight which was irresistibly attractive. In every situation, however complicated, he was always fair.

Jack Kennedy was a great President of the United States of America. But he was more than that. He was a great world inspiration. For to him the peace and progress of the world was not just a phrase but a living and burning faith.

[An official statement issued by British Prime Minister, Harold Macmillan, on 22 November 1963]

SOURCES WHICH CHALLENGE THE INTERPRETATION

SOURCE B9

Many people writing recently about Kennedy have looked at the contradictions in his life and presidency and have questioned whether he really deserves to be called a 'great' president. While he was portrayed in his election campaign as a healthy, sporty young man, in reality Kennedy suffered from Addison's disease and also took strong drugs for the pain of an old back injury. He had the image of a family man, but secretly had affairs with many women. His brother Robert fought organised crime, but his family was alleged to have links with organised crime. His achievements were mixed, for example there was the failure of the Bay of Pigs invasion but the success of the nuclear test ban treaty. Many historians have concluded that his few years in office were not long enough for him to achieve very much, although some of his policies were carried on by his successor, Lyndon Johnson.

[An extract from a website produced by the British National Archives Service which discusses controversial historical figures (2008)]

SOURCE B10

Kennedy called his domestic policy the 'New Frontier', and he hoped to recreate the spirit of Roosevelt's Hundred Days. But Kennedy found that Congress, despite tactful and tireless propaganda and prodding, was unwilling to pass many of his Bills. There was a rise in minimum wages and federal aid for housing increased, but the Bills to provide medical care for the aged and federal help for education were defeated or delayed. Republican senator Everett Dirksen commented that a Kennedy law had "about as much impact as a snowflake landing on a river."

[R. Cornwell, an historian writing in a GCSE history textbook, *World History in the Twentieth Century* (1978)]

SOURCE B11

Black leaders were deeply disturbed by Kennedy's lack of decisive action on their civil rights. It took the courage and deaths of many black people to persuade him that action as well as words was needed. In June 1963 the President put a civil rights bill before Congress. Progress on this issue was slower than many had anticipated. As a candidate he had announced that as President he could end discrimination in housing "with the stroke of a pen." It took him 22 months to pick up that pen and it was not until after his death that many of the major issues that he had wished carried through were implemented.

[Val Edwards and Carole Hawkin, writing in an article entitled *JFK's 1000 days* in a magazine aimed at GCSE history students, *Hindsight* (September 1994)]

SOURCE B12



[A cartoon about the Space Race published in a Washington newspaper which supported the Republican party (January 1961)]

SOURCE B13

I gave the President a status report on the invasion. I tried to be as kind as I could. I said, "The Cuban armed forces are stronger, the popular response is weakening and our tactical position is feeble than we had hoped." Allen Dulles was more blunt. He told Richard Nixon "Everything is lost. The Cuban invasion is a total failure."

[McGeorge Bundy, who was Kennedy's national security advisor, speaking about the Bay of Pigs incident in an oral history interview (1969)]

SOURCE B14

I was 18 years of age - in Paris, taking a year off between high school and college in the UK. I remember the fear as a stomach ache. I remember arguing with random Americans in cafes in Paris saying "your President Kennedy is going to kill us all - and we (the British in my case) didn't even vote for him." I remember shouting "no annihilation without representation." I called my father in London suggesting I come home, and he said: "No. You're safer where you are. It's less likely to be a nuclear target." I just couldn't understand what game Kennedy was playing.

[Peter Foges, remembering the time of the Cuban Missile Crisis in a BBC interview (2002)]

SOURCE B15



[A photograph taken at a press conference in March 1961 in Washington. Here President Kennedy outlined his policy over Laos in southeast Asia]

SOURCE B16

INTERVIEWER: Mr. President, have you had any reason to doubt this so-called "domino theory," that if South Vietnam falls, the rest of Southeast Asia will go behind it?

The PRESIDENT: No, I believe it. I believe it. I think that the struggle is close enough. China is so large, looms so high just beyond the frontiers, that if South Vietnam went, it would not only give them an improved geographic position for a guerrilla assault on Malaya but would also give the impression that the future for Southeast Asia was control by China and the Communists. So I believe it.

What I am concerned about is that the American people will get impatient and say, because they don't like events in Southeast Asia or they don't like the government in Saigon, that we should withdraw. That only makes it easy for the Communists. I think we should stay. We should use our influence in as effective a way as we can, but we should not withdraw from South Vietnam.

[Part of President Kennedy's television interview about the Vietnam War (September 9 1963)]

Topic area 3:

The role and significance of major figures in history:

Task 6: Nelson Mandela

Non-Examination Assessment Task part (a)

Black people were treated very unfairly under the apartheid system introduced into South Africa in 1948.

Select any FOUR sources from your pack.

How useful and reliable are these sources in showing how black people were treated under the apartheid system?

Non-Examination Assessment Task part (b)

Some historians argue that the leadership of Nelson Mandela was the main reason why apartheid ended in South Africa in the 1990s.

How valid is this interpretation of why apartheid ended in South Africa in the 1990s?

NON-EXAMINATION ASSESSMENT TASK part (a)

Black people were treated very unfairly under the apartheid system introduced into South Africa in 1948.

Select any FOUR sources from your pack.

How useful and reliable are these sources in showing how black people were treated under the apartheid system?

Notes for teachers/candidates about approaching this task

How can part (a) be tackled?

Underneath is a suggested structure to approaching part (a) which should be accessible to most candidates following a GCSE History course. It is offered as guidance and should not be seen as a writing frame or the only or best way to tackle this exercise.

- **A brief introduction**
This needs to have a clear focus on the set question. It needs to briefly set the issue in its historical context. A short paragraph is sufficient here.
- **An evaluation of the selected evidence connected with the issue in the question set.**
Here candidates can examine developments and issues, while making analysis and evaluation of the evidence selected. **Try to integrate the sources into a narrative of the apartheid system.** Candidates should evaluate four sources only, aiming to link the evidence to its use in the enquiry. Avoid a robotic trawl through the sources.

When looking at the evidence you should consider points such as:

What information does the source provide about ...?
Does the source back up your knowledge about ...?
Who was the author/maker?
When was the source written?
Why was it written?
Is there any doubt over the author/is she trustworthy?

It is recommended that the answer to part (a) should be about 1000 words in total.

SOURCE A1



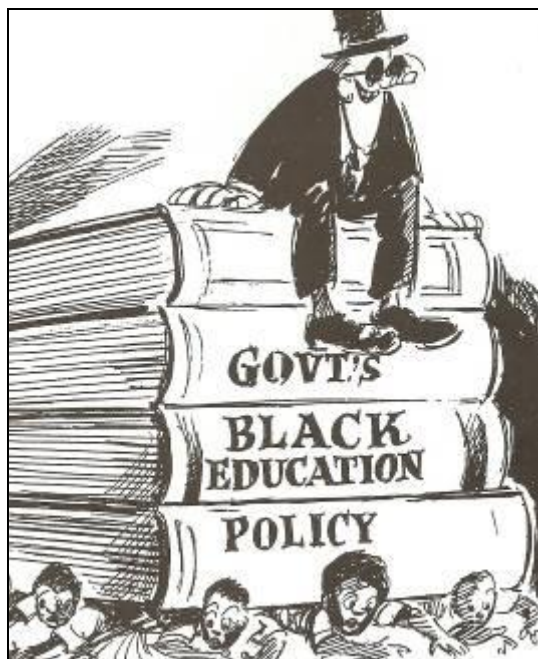
[A public notice in Afrikaans and English in a nature reserve in 1950. Africans were forbidden to picnic in the same place as Europeans.]

SOURCE A2

The Presbyterian Church in Noord Street allowed me in, but the one in Orange Grove refused me. They explained something about the hall being rented from some boys' club whose policy did not allow non-whites into the hall. They also said something about the laws of the country. At the Dutch Reform Church in Kensington, an aged church official was about to close the door when he saw me. He bellowed in Afrikaans, "Wat soek jy?" (What do you want?). I said "I've come to church." He shoved me violently, shouting for me to get away. I walked off dejected. A few doors away was the Baptist Church, and as I walked towards it I began to think that people didn't want me to share their church. As I walked through the Baptist door I was tense, waiting for that tap on the shoulder but instead I was given a hymn book and welcomed into the church. I sat through the service. This up and down treatment wasn't doing my nerves much good.

[Can Themba, a journalist and author, writing in a book based on his experiences in South Africa, *The Will to Die*, published in 1972. Themba was trying to see how a black person would be treated in different white churches.]

SOURCE A3



[A cartoon commenting on Verwoerd's educational policy. It was drawn by Abe Berry, who worked for *The Star* newspaper in Johannesburg in the 1950s]

SOURCE A4

Although our forefathers had been in daily contact with the non-White inhabitants, there was no inter-marrying. The White stands on a much higher plane of civilization and is more developed than the non-White. Therefore, Whites must live, learn and work so that we shall not sink to the level of the non-Whites.

[An extract from a textbook specially written after the introduction of apartheid and used in primary schools in the Transvaal (1953)]

SOURCE A5

	Whites	Coloureds	Asians	Blacks
Monthly income (<i>rands</i>)	1,958	680	1,109	352
Infant deaths <i>per 1,000 live births</i>)	9	41	14	62
Life expectancy	72	62	67	60
People getting TB <i>(per 100,000 population)</i>	16	532	53	164

[Official government statistics on income, population and health in South Africa in the late 1980s]

SOURCE A6

The trucks came very early when the family were asleep. The officials were angry men who shouted at them to get out. Their homes were demolished before they could get their belongings out. Their furniture was broken. The houses they were taken to in Glenmore were bare, with draughty wooden walls they had to fix with mud. Tsotsobe looked at us and said that there is now no hope. When he was young he wanted to give his children and grandchildren a different life. Now none of them have any hope.

[From a report on forced removals in 1964 produced by the Surplus Peoples Project, an organisation based at Cape Town University.]

SOURCE A7

SHOOTING BY THE POLICE

The language issue set the scene for all this but it was not really the flashpoint. It was when school pupil Hector Peterson, 13, was shot dead at Orlando West on Wednesday morning that the viciousness really set in.

Who shot Hector Peterson? Who gave the order to shoot? Nobody knows...yet.

The marching pupils, according to eyewitnesses, were on their way to Johannesburg from Orlando West, Soweto. They planned, it is said, to confront the regional director of Bantu education, Mr W.C. Ackermann, on the enforcement of Afrikaans as an instruction medium in schools.

They confronted police. A teargas canister was thrown. Pupils scattered. There was a second confrontation at a different position. More teargas. Stones were thrown. Shots rang out. A child standing near *Sunday Times* photographer Alf Kumalo was hit and fell to the ground.

Hector Peterson was dead. More pupils were hit. Soweto went beserk.

[From a report in the *Sunday Times*, a British newspaper (20th June 1976)]

SOURCE A8



[A photograph of a white South African policeman and his dog dispersing a crowd of black protestors in Kimberley in 1990]

NON-EXAMINATION ASSESSMENT TASK part (b)

Some historians argue that the leadership of Nelson Mandela was the main reason why apartheid ended in South Africa in the 1990s.

How valid is this interpretation of why apartheid ended in South Africa in the 1990s?

Notes for teachers/candidates about approaching this task

Underneath is a suggested structure for approaching part (b) which should be accessible to most candidates following a GCSE History course. It is offered as guidance and should not be seen as a writing frame or the only or best way to tackle this exercise.

- **An introduction**

This needs to have a clear focus on the set question and also needs to show an awareness of what an interpretation actually is. It needs a clear reference to the different interpretations of the issue/topic.

There is a need to briefly set the issue in its historical context.

There is NO NEED to evaluate any sources or evidence in this part of the assignment.

- **A discussion / explanation of the first interpretation**

There should be a clear statement of this interpretation.

There should be a clear attempt to explain how people who support this interpretation have arrived at their views.

There should be discussion of evidence which can be used to support this interpretation. Both content and attribution need to be addressed

- **A discussion / explanation of the second interpretation**

There should be a clear statement of this interpretation.

There should be a clear attempt to explain how people who support this interpretation have arrived at their views.

There should be discussion of evidence which can be used to support this interpretation. Both content and attribution need to be addressed

- **Summary**

There should be a final answer to the set question.

There should be a judgement reached as to which set of evidence is considered to have most validity in addressing the interpretation.

It is recommended that the answer to part (b) should be about 1500 words in total.

It is also recommended that candidates use three sources from each section to explain how and why each interpretation has been arrived at.

SOURCES WHICH SUPPORT THE INTERPRETATION

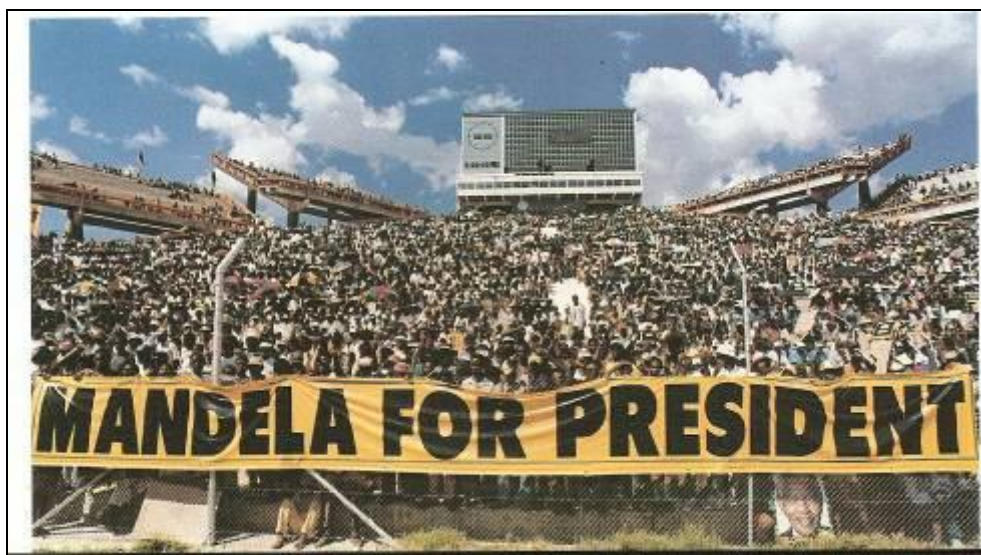
SOURCE B1

MANDELA, Nelson (1918-)

Born at Umtata in the Transkei, Mandela moved to Johannesburg and qualified as a lawyer. In 1944 he joined the African National Congress, becoming its deputy national president in 1952. In 1956 he was arrested and charged with treason but was discharged after a five-year trial. After the Sharpeville Massacre and the banning of the ANC in 1960, Mandela went underground but was captured and condemned to life imprisonment in 1964. He was released in February 1990, an event marking the real beginning of political change in South Africa, and resumed the leadership of the ANC in the search for a negotiated political settlement. In 1994 he was elected the first president of a multi-racial South Africa.

[Richard Overy, a professor of history, writing a brief entry on Mandela in *The Times Complete History of the World* (2008)]

SOURCE B2



[A photograph of crowds at an ANC rally supporting Mandela's Presidential election campaign (March 1994)]

SOURCE B3

I, who had never been a soldier, who had never fought in battle, who had never fired a gun at an enemy, had been given the task of starting an army. It would be a daunting task for a veteran general, much less a military novice. The name of this new organization was Umkhonto we Sizwe (The Spear of the Nation) – MK for short. The symbol of the spear was chosen because with this simple weapon Africans had resisted the incursions of the whites for centuries. I began the only way I knew how, by reading and talking to experts. What I wanted to find out was the fundamental principles for starting a revolution. I wanted to know what circumstances were appropriate for starting a guerrilla war. I went into the South African past. I studied our history both before and after the white man. Only through hardship, sacrifice and militant action can freedom be won. The struggle is my life. I will continue fighting for freedom until the end of my days.

[Nelson Mandela, writing in his autobiography, *Long Walk to Freedom* (1994)]

SOURCE B4

Nelson Mandela is one of the world's most revered statesmen, who led the struggle to replace the apartheid regime of South Africa with a multi-racial democracy. Despite many years in jail, he emerged to become the country's first black president and to play a leading role in the drive for peace in other spheres of conflict. He won the Nobel peace prize in 1993. His charisma, sense of humour and lack of bitterness over his harsh treatment, partly explain his extraordinary global appeal.

[From an article by a journalist, posted on the BBC News Online website entitled *Mandela's life and times* (July 2008)]

SOURCE B5

How blessed we have been. He has become the most admired statesman in the world, an icon of forgiveness and reconciliation, a moral colossus. Wonderful man, wonderful, wonderful gift to us all. Thank you God that you gave us Madiba. All South Africa thanks God. Hey Madiba, enjoy your birthday man – and stick around a little while longer!

[Archbishop Desmond Tutu, veteran anti-apartheid politician and civil rights campaigner, giving a television interview in South Africa on Nelson Mandela's 90th birthday (2008)]

SOURCE B6

Twenty years ago it was unlikely that black and white South Africans could avoid a terrible struggle. How did we manage to turn back from the precipice and join one another on the long walk to a non-racial democracy?

There were many factors but one of the most important was the role played by Nelson Mandela, who was then serving a prison sentence for life.

After his release from prison in 1990, Mandela played the decisive role in negotiations that led to our first democratic election. After his inauguration as President in May 1994, Mandela won the affection and respect of South Africans of all races for the manner in which he promoted reconciliation.

[F.W. de Klerk, former South African President, 1989-1994, writing in *Time* magazine and nominating Nelson Mandela as one of the major world figures of the twentieth century (2005)]

SOURCE B7



[A photograph of President Nelson Mandela and South African rugby captain, Francois Pienaar in June 1995. The Springbok rugby side had just won the Rugby World Cup. Mandela is wearing a Springbok rugby jersey.]

SOURCE B8

Mandela has shown himself to be the great peacekeeper, remarkably free of bitterness after his 27 years in prison. His heroic stature has been further increased by his ability to work amicably with his former jailers. And there has been much to forgive – a history of oppression which included the massacres at Sharpsville in 1960 and Soweto in 1976, the murder of Steve Biko in 1977 and of Chris Hani in 1993. South Africa can thank God for Nelson Mandela. It is doubtful whether anyone else could have brought off this peaceful transition from white oppression to black rule.

[From a magazine entitled *South Africa after Apartheid*. It was one of a series looking at global issues and written for use in European schools (1995)]

SOURCES WHICH CHALLENGE THE INTERPRETATION

SOURCE B9

DE KLERK TAKES APARTHEID APART

1 February 1990: President F. W. de Klerk today knocked out the main props of the racist apartheid system that has held the white minority in power in South Africa for the last 42 years. In an epoch-making speech to parliament in Cape Town today he said it was now time to get rid of the cornerstones on which the apartheid system is based. He also announced the end of the 30 year ban on the African National Congress, the South African Communist Party and other anti-apartheid organizations, and promised that Nelson Mandela, a political prisoner for 27 years, would be free within a fortnight. In the Johannesburg townships blacks demonstrated joyfully at the news, but white conservative groups are accusing De Klerk of betraying his people.

[From *On This Day: the history of the world in 366 days*. This book of historical facts is presented in headline style in order to appeal to general readers (2004)]

SOURCE B10



[A poster issued by the United Democratic Front in 1984. The UDF was formed in 1983 to campaign against the apartheid system]

SOURCE B11

In 1975 an economic recession began in South Africa. This recession put new stresses on the African population, who had already begun again in the early 1970s to assert their grievances – through strikes in factories and mines, and through the new student-based Black Consciousness movement. In the course of this crisis of 1975-76 new pressures were brought to bear on South Africa to relax her white-supremacist policies. Within the country, businessmen pressed for modifications in apartheid which might reduce world criticism of the regime and help to restore confidence in the economy; and the government agreed to relax segregation in sport and in public amenities. When Robert Mugabe became Prime Minister of independent Zimbabwe in 1980, South Africa was left with no white government neighbours. The survival of apartheid began to appear more questionable.

[Tony Howarth, an historian, writing in a school history text book, *Twentieth Century History: The World Since 1900* (1982)]

SOURCE B12

Boycotting the Springbok rugby tours struck a fundamental blow to apartheid. There is no doubt of the effect. I remember when I first met Nelson Mandela just after he was released. He told me that the boycott was the only thing that broke through the news blackout that was imposed on them in Robben Island because the wardens were such rugby fanatics. They were so angry at the demonstrations. Most objective observers of the downfall of apartheid will say the boycott was an absolutely fundamental body blow to the whole process. Most white South African men were far more interested in the sports pages than in the news pages. In the dark days of apartheid, sport was a religion to them. They strove for international recognition. When we cut that off in the 1970s, it really did hit them hard because trade boycotts didn't work. There were always holes.

[Peter Hain, MP for Neath, and a leading anti-apartheid campaigner in the 1970s, giving an interview to the *Western Mail* newspaper (November 2004)]

SOURCE B13



[Badges worn by ordinary people outside South Africa who supported international sanctions and also tried to protest by refusing to buy South African goods and produce. These badges were available in the 1970s and 1980s.]

SOURCE B14

Let me remind you of three little words:
The first word is ALL. We all want our rights, not just a few token handouts that the government sees fit to give. And we want all of South Africa's people to have their rights, not just a selected few, not just Coloureds or Indians.
The second word is HERE. We want all our rights here in a united, undivided South Africa. We do not want them in impoverished homelands. We do not want them in separate group areas.
The third word is NOW. We want all our rights, we want them here and we want them now. We have been waiting so long. We have been struggling so long. We have been jailed, exiled, killed for too long. Now is the time.

[Allan Boesak, President of the World Alliance of Churches, and a leading activist in South Africa, in a public speech in Cape Town in 1983]

SOURCE B15



Lilian Ngoyi (1911-1980)

For the past 300 years blacks had been oppressed but God heard their cries and sent them leaders such as Nelson Mandela, Govan Mbeki, Walter Sisulu and Mrs Ngoyi.

Our liberation waits for mothers like Lilian. Men will catch the disease of determination from you. Sisters, mothers, women, our liberation is in your hands. Men and the nation are waiting for you to say that you have had enough.

The challenge is not so much on the men but on women to start where Lilian Ngoyi left off. All daughters of Africa have to take up her spear and carry on fighting. The burden would be less if there were more people and more women who were prepared to carry the yoke and pick up the spear.

[Extracts from the speeches made at the funeral of Lilian Ngoyi in 1980. She was the first woman elected to the executive committee of the African National Congress and helped launch the Federation of South African Women.]

SOURCE B16

There is no doubt that Nelson Mandela was the catalyst in finally cracking the system. However, de Klerk had a range of other forces that were pushing him towards reform:

- Sanctions were crippling the South African economy
- There was increasing violence in the country
- The collapse of the communist governments in eastern Europe removed the fear of communist influence in southern Africa
- The trade unions were organising stay-at-home days
- Education for black children had all but ceased due to protest and trouble
- The UDF were proving a formidable opponent

[Rosemary Mulholland, an historian and teacher, writing in a history text book, *South Africa, 1948-1994* (1997)]

Topic area 3

The role and significance of major figures in history

Task 7: Martin Luther King and Segregation

Non-Examination Assessment Task part (a)

Black people were treated very unfairly in the southern states of America in the 1950s and 1960s

Select any FOUR sources from your pack.

How useful and reliable are these sources in showing how some black people were treated under the system of segregation in America at this time?

Non-Examination Assessment Task part (b)

Some historians argue that the influence of Martin Luther King was the main reason why segregation came to an end in the United States.

How valid is this interpretation of the influence of Martin Luther King?

NON-EXAMINATION ASSESSMENT TASK part (a)

Black people were treated very unfairly in the southern states of America in the 1950s and 1960s

Select any FOUR sources from your pack

How useful and reliable are these sources in showing how some black people were treated under the system of segregation in America at this time?

Notes for teachers/candidates about approaching this task

How can part (a) be tackled?

Underneath is a suggested structure to approaching part (a) which should be accessible to most candidates following a GCSE History course. It is offered as guidance and should not be seen as a writing frame or the only or best way to tackle this exercise.

- **A brief introduction**
This needs to have a clear focus on the set question. It needs to briefly set the issue in its historical context. A short paragraph is sufficient here.
- **An evaluation of the selected evidence connected with the issue in the question set.**
Here candidates can examine developments and issues, while making analysis and evaluation of the evidence selected. Candidates should evaluate four sources only, aiming to link the evidence to its use in the enquiry. **Try to integrate the sources into a narrative of how some black Americans were treated in the 1950s and 1960s.** Avoid a robotic trawl through the sources.

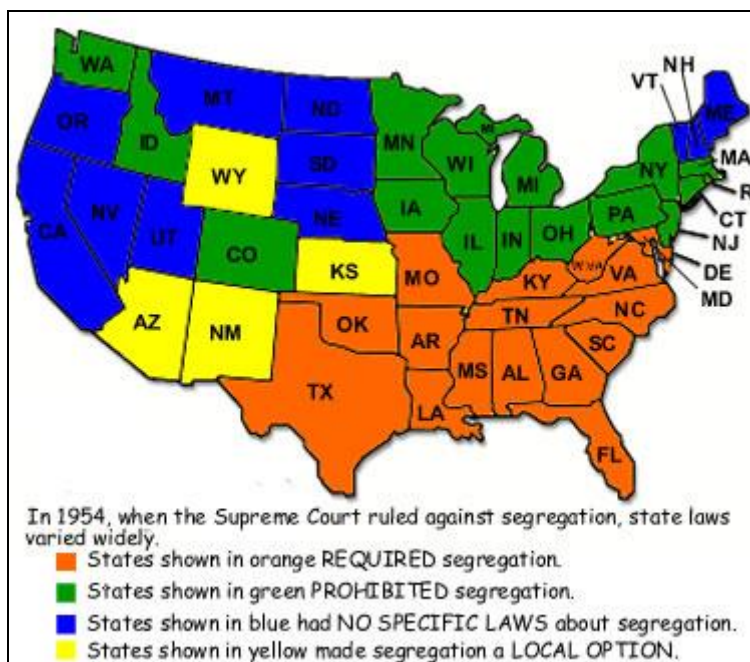
When looking at the evidence you should consider points such as:

What information does the source provide about ...?
Does the source back up your knowledge about ...?
Who was the author/maker?
When was the source written?
Why was it written?
Is there any doubt over the author/is she trustworthy?

It is recommended that the answer to part (a) should be about 1000 words in total.

SOURCE A1

State Segregation in 1954



[A map showing the extent of segregation in the mid 1950s in the USA].

SOURCE A2



[A photo of two drinking fountains in Mississippi in 1955]

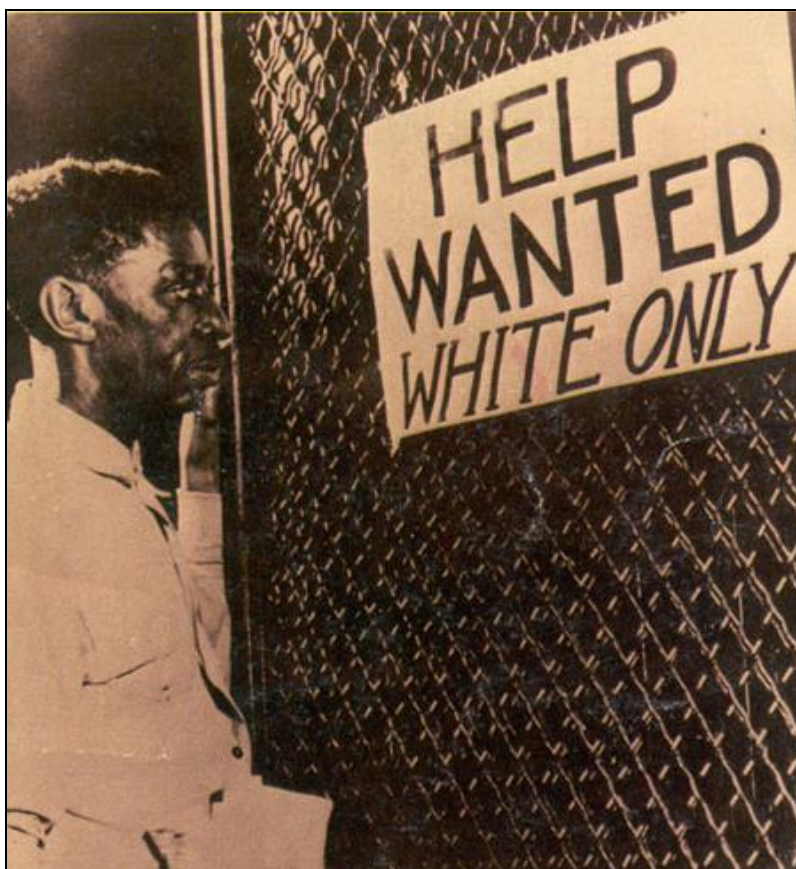
SOURCE A3

I put up with more humiliation than I care to remember throughout the 50s and 60s. Touring a segregated America – staying in segregated black hotels, eating at segregated black restaurants. Forever being stopped and harassed by white cops hurt you most cos you don't realise the damage. You hold it in. You feel empty, like someone reached in and pulled out your guts. You feel hurt and dirty, less than a person.

[BB King, a world famous black American Blues Guitarist, remembering segregation in his autobiography, *Blues All Around Me* (1996)]

SOURCE A4

Employment Prospects – 1950s



[Photographed by Gordon Parks in the mid 1950s. Parks was a black photographer and film director who collected images of American life throughout the second half of the twentieth century. Many of his pictures were published in *Life* magazine.]

SOURCE A5

The bus was getting crowded and I remember the bus driver looking through the rear view mirror asking Claudette to get up out of her seat, which she didn't. She didn't say anything. She just continued looking out the window. She decided on that day that she wasn't going to move. Claudette was very much a part of the beginning of the movement. There comes a time when you just take so much, and I think this community was just waiting for something to happen and for somebody to point the way to do something about segregation on the buses.

[Annie Larkins Price, classmate of Claudette Colvin's, at Claudette's trial for assault in Montgomery in 1956. Claudette's arrest in 1955 inspired Rosa Parkes to make a similar stand a few months later.]

SOURCE A6

Education Opportunities

I saw a large crowd of white people standing across the street from the soldiers guarding Central High School. The crowd began to follow me, calling me names. I still wasn't afraid, just a little nervous. All of a sudden my knees began to shake and I wondered if I could make it to the entrance. When I had steadied my knees I walked up to the guard who had let the white students in. He raised his bayonet, and the other guards closed in, glaring at me and I was terrified and did not know what to do. The crowd came closer, shouting "No n****r bitch is going to get into our school!" I saw a bench and managed to sit down, while the mob carried on shouting. Just then a white man sat beside me, put his arm around me and said "Don't let them see you cry."

[From a 1970s television interview in which Elizabeth Eckford remembered her 1957 attempt to enter Little Rock Central High School in Arkansas].

SOURCE A7

Income, Population and Health in the United States 1961

	Whites	Asians	Blacks
Monthly income (Dollars)	218	189	120
Infant deaths (per 1000 births)	24	30	76
Life Expectancy (years)	70	70	58
Home Ownership (per 100,000 population)	34,743	29,055	14,978

[Official US Government statistics for 1961].

SOURCE A8



[A photograph of members of the Ku Klux Klan marching in Washington in 1950]

NON-EXAMINATION ASSESSMENT TASK part (b)

Some historians argue that the influence of Martin Luther King was the main reason why segregation came to an end in the United States.

How valid is this interpretation of the influence of Martin Luther King?

Notes for teachers/candidates about approaching this task

Underneath is a suggested structure to approaching part (b) which should be accessible to most candidates following a GCSE History course. It is offered as guidance and should not be seen as a writing frame or the only or best way to tackle this exercise.

- **An introduction**

This needs to have a clear focus on the set question and also needs to show an awareness of what an interpretation actually is. It needs a clear reference to the different interpretations of the issue / topic.

There is a need to briefly set the issue in its historical context.

There is NO NEED to evaluate any sources or evidence in this part of the assignment.

- **A discussion / explanation of the first interpretation**

There should be a clear statement of this interpretation.

There should be a clear attempt to explain how people who support this interpretation have arrived at their views.

There should be discussion of evidence which can be used to support this interpretation. Both content and attribution need to be addressed

- **A discussion / explanation of the second interpretation**

There should be a clear statement of this interpretation.

There should be a clear attempt to explain how people who support this interpretation have arrived at their views.

There should be discussion of evidence which can be used to support this interpretation. Both content and attribution need to be addressed

- **Summary**

There should be a final answer to the set question.

There should be a judgement reached as to which set of evidence is considered to have most validity in addressing the interpretation.

It is recommended that the answer to part (b) should be about 1500 words in total.

It is also recommended that candidates use three sources from each section to explain how and why each interpretation has been arrived at.

SOURCES WHICH SUPPORT THE INTERPRETATION

SOURCE B1

King's Importance

Martin Luther King played a crucial role as a leader in the Civil Rights movement of the 1950s and 1960s. He successfully pushed for abolition of Jim Crow Laws, as well as passage of the Civil Rights Act of 1964 and the Voting Rights Act of 1964. His speeches galvanized a generation of Civil Rights activists and demanded the attention of the entire American people. The Civil Rights movement brought about significant political and cultural changes in the United States that arguably led to a social revolution.

[Brian Sandberg, *Historical Perspectives: the legacy of Martin Luther King Jr.* (Published in January 2013.) Brian Sandberg is a Professor of History at Northern Illinois University]

SOURCE B2

King Speaks

Let freedom ring from Stone Mountain of Georgia. Let freedom ring from Lookout Mountain of Tennessee. Let freedom ring from every hill and molehill of Mississippi, from every mountainside let freedom ring. And when this happens – when we allow freedom to ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the Negro Spiritual, "Free at last! Free at last! Thank God almighty, we are free at last!"

[Part of Martin Luther King's speech to a quarter of a million Americans gathered at the end of the Freedom March to Washington. (August 28th 1963)].

SOURCE B3

Nobel Peace Prize

Martin Luther King's words rallied the majority of negroes during their active struggle for human rights. All around the south, inspired by his words, they declared war on the discrimination between black and white in eating places, shops, schools, public parks, and playgrounds. His unarmed struggle has been waged in his own country; its result has been that a centuries-old, traditional conflict is now nearing its solution.

He is the first person in the western world to have shown us that a struggle can be waged without violence. He is the first to make the message of brotherly love a reality and he has brought this message to all nations and races.

Today we pay tribute to the man who has never abandoned his faith in the unarmed struggle he is waging and who has suffered for this faith. He has been imprisoned on many occasions, his home has been subject to bomb attacks, his life and the lives of his family have been threatened, but he has never faltered.

[Part of the Presentation Speech by the Chairman of the Nobel Prize Committee. (Dec 10th 1964)]

SOURCE B4

King's Effect on Young People

In summer 1963 I was 19 and living with my parents in Pennsylvania. I had always sympathised with the aims of the Civil Rights movement, so when I heard that Dr King was going to speak in Washington I and a group of friends decided to go.

Hearing him speak changed everything for me. He was spell-binding. What he said was beautiful. I'd never heard anyone speak like that before. There were thousands and thousands of people there but we all just stood in silence and listened. There was a feeling of spirituality amongst us, blacks and whites. I think we realised that we were part of something very important. Life never seemed quite the same again after that day. We knew that change would happen, sooner rather than later.

[Linda Fichter recalling her experiences during the "March on Washington" in August 1963. She was interviewed by "Time" magazine in January 1990].

SOURCE B5

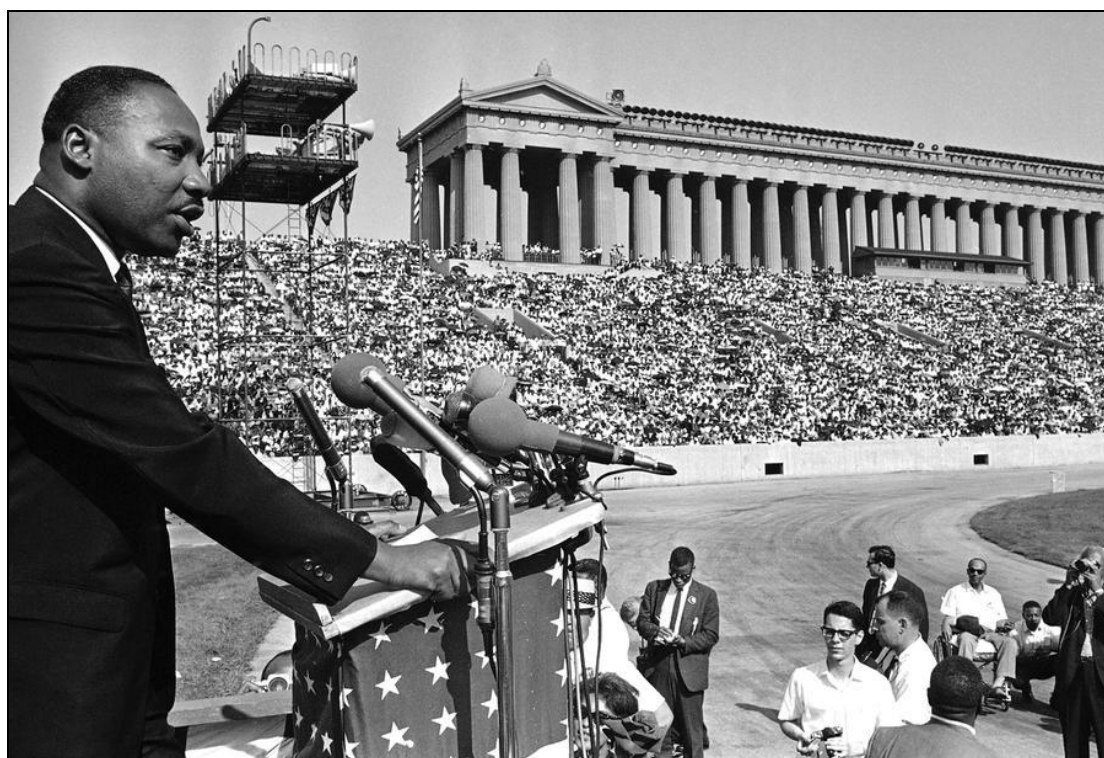
King's Leadership

Without Dr King we were nothing. Our Civil Rights movement had gained strength in the past few years but when he got involved things changed rapidly. When he took a leading role people really sat up and listened. It was no coincidence that the success of the Montgomery bus boycott coincided with King's return to the town. Much of what was achieved in the next few years was down to his leadership. He expressed his beliefs so passionately that he got others involved, even members of the government.

[From the biography of Susan Schofield, (*Published 1982*) a member of the Civil Rights movement who was a resident of Montgomery, Alabama].

SOURCE B6

King's Popularity



[Martin Luther King speaking at a Civil Rights rally in Chicago in 1964]

SOURCE B7

Change for African Americans since Martin Luther King’s “I have a dream” speech of August 1963

1963	2012
42% below poverty line	28% below poverty line
25.7% graduate high school	85% graduate high school
234,000 attend college	2.5 million attend college
58.5% voted in last election	66.2% voted in last election

[Figures from the United States Census Bureau 2013]

SOURCES WHICH CHALLENGE THE INTERPRETATION

SOURCE B8

The Contribution of Others

Few historians would deny the importance of Martin Luther King and other leaders. But a number of scholars have argued that this leader-centered story obscures the vital contributions of ordinary people in communities throughout the South, and the nation, to the struggle. The day-to-day work of the Civil Rights movement's rank and file in the early 1960s was at least as important as that of King and other leaders. The national leadership helped bring visibility to the struggle, but King and his circle were usually present only briefly, if at all, for the actual work of local communities in challenging segregation.

[Charles Payne, *I've got a Light of Freedom*. (1995). Payne is an American historian who focuses on the local successes of the Civil Rights movement].

SOURCE B9

Public Support

Martin Luther King was dependent on public support, both from blacks and whites. There was a shift in attitudes and public opinion in many parts of the United States throughout the 1950s and 60s. The world seemed to have moved on and left many of the old prejudices behind. I think there would have been significant change even without the work of Dr King. He made an impact, but ultimately he was a small part of a very large movement.

[Karen Wheeler, an American businesswoman, giving her views on the fight for civil rights. Quoted in a school textbook].

SOURCE B10

Black Power



[Gold and bronze medallists Tommy Smith and John Carlos raise their fists in a Black Power salute at the 1968 Olympics in Mexico City]

SOURCE B11**The Nation of Islam**

Racial segregation was not the law in the northern states, but it was the reality. In virtually all aspects of life, northern blacks encountered racism and segregation. Blacks who left the south found themselves forced to live in huge urban ghettos and educate their children in inferior schools. Skilled or professional jobs were reserved for whites. Blacks were constantly subject to white authority, especially police harassment.

Almost a quarter of northern blacks said they had been mistreated by the police, and 40 percent said they had seen others abused. While they were inspired by the struggles in the south, their conditions made them receptive to a movement independent of — and quite different from that led by Martin Luther King. The most significant organizational expression of this new movement was the “Nation of Islam”. By the late 1950s, the group’s membership reached an estimated one hundred thousand, with Malcolm X as its most prominent member.

[Ahmed Shawki, *Black Liberation and Socialism*. (2005). The author is editor of an international socialist journal].

SOURCE B12**The Effect of Television**

The civil rights movement reached a height between 1963 and 1965. In 1963, the symbolic focus of the movement was Birmingham, Alabama, and there in May, police used brutal violence against protestors. Though the event was shocking enough in its own right, this was one of the first moments when televised images galvanized opinion in many countries within hours. The pictures of southern police turning dogs and water cannon on children were unforgettable.

[Philip Jenkins, a historian, originally from Port Talbot but now working in an American university. *A History of the United States* (2012)]

SOURCE B13

Women Played a Key Role

Ella Baker, Septima Poinsette Clark, Fannie Lou Hamer. They and others risked their lives and worked tirelessly, demanding a social revolution, but history has often overlooked them. They were the women of the civil rights movement. Historians now acknowledge that women, particularly African-Americans, were pivotal in the critical battles for racial equality. But Rosa Parks was one of the very few female civil rights figures who are widely known. But scan historical images of the most dramatic moments of the civil rights movement — protesters blasted by fire hoses and dogs lunging at blacks — and women and girls are everywhere.

[From an article published on the NBC News website in 2013].

SOURCE B14

President Johnson's Role

Johnson made the Washington politicians confront the needs of the nation as no president before or since has. With the 1964 Civil Rights Act, Johnson tore down, all at once, the “Whites only” signs and social system that featured segregated hotels, restaurants, movie theaters, toilets and water fountains, and rampant job discrimination. The following year he proposed the Voting Rights Act. When it passed in the summer of 1965, Martin Luther King told Johnson, “You have created a second emancipation.” The President replied, “The real hero is the American Negro.”

[Joseph A. Califano, (who used to work for President Johnson) in a speech in celebration of 100 years since the birth of Lyndon B. Johnson. (May 2008)]