

Year 12 - 2024  
 Modern History  
 A Nott



**Task Number: 3**      **Notification Date: Term 2, Week 3 – 17/05/2024**  
**Weight: 25%**      **Due Date: Term 2, Week 6 – Wednesday 5<sup>th</sup> June 2024 Period 6 in class**

OUTCOMES ASSESSED

**MH 12-2:** Proposes arguments about the varying causes and effects of events and developments  
**MH12-5:** Assesses the significance of historical features, people, ideas, movements, events and developments of the modern world  
**MH12-6:** Analyses and interprets different types of sources for evidence to support an historical account or argument  
**MH12-7:** Discusses and evaluates differing interpretations and representations of the past  
**MH12-8:** plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

TASK DESCRIPTION

**Task:** Essay – Peace and Conflict

**Description:** In-class essay

**Duration:** 45 minutes

**Topic:** Conflict in Europe 1935-1945

**Task information:**

You will be given a choice between **two** essay questions to answer for this task.

In your essay, you must include and discuss **FOUR pieces of source material**. You will be given two, and you will have to locate two in your own time. **You are permitted to take these sources into the examination; however, no notes will be permitted.**

You are to select ONE of the following questions to answer. Source material has been included with each question.

Question One:

'Appeasement was a tactic used to delay war rather than a policy to achieve a lasting peace.'

How accurate is this statement?

Question 1 – Source A:

Chamberlain was under no illusions about Nazi Germany and its leaders [and] ... he was appalled by the excesses of the Nazi regime, particularly its behaviour towards the Jews ...

But he also recognised that, in 1938, neither the British people, the British economy, nor the international situation supported a military response to Hitler ... Winston Churchill's suggestions for a restimulated League of Nations or a growing closer to the Soviet Union were arguable as impractical as his faith in France's fighting prowess was misplaced.

- Dixon, Stephen, 2007. 'Preparing for War: The Achievement of Neville Chamberlain', *Teaching History*, pp. 8-10.

Question 1 – Source B:

There was a persistent willingness on the British government's part, despite all counterevidence, to trust in 'reasonable' approaches toward the Nazi regime. The emotional dislike of Communism was such that Russia's potential as a member of an antifascist coalition was always ignored or downgraded ... Germany's and Italy's power was consistently overrated, on the basis of slim evidence, whereas all British defence weaknesses were seized upon as a reason for inaction ... For all the plausible, objectively valid grounds behind the British government's desire to avoid standing up to the dictator states, therefore, there is much in its ... narrow attitude that looks dubious, even at this distance in time.

- Kennedy, Paul, 1988. *Rise and Fall of the Great Powers*, pp. 411-12

OR

Question Two:

Why was Germany so successful in the European War up to the start of Operation Barbarossa?

Question 2 – Source A:

One thing admitted by all observers of the German attacks is that they use most of their bombers as flying artillery. The second thing that enters into the German formula of warfare, all observers agree, is the use of heavy tanks, so powerfully armoured that they are not vulnerable to light anti-tank weapons.

The third main factor in the success of the German tactics and strategy is that they have employed and developed the tactics known as "deep infiltration". This means that their army does not attack strung but in a line, and maintaining contact all the time between its advanced units and its main forces. It does not hit like a fist, but like long probing fingers ... Each separate claw seeks a weak spot ... It relies for safety upon surprise.

- Wintringham, Tom, 1942. *New Ways of War*, 2<sup>nd</sup> ed. Penguin, England.

Question 2 – Source B:

... demonstration and proof, in war of the theory of mobile warfare by armoured and air forces in combination ... Poland was all too well suited for a demonstration of Blitzkrieg ... The Polish plain offered flat and fairly easy going for a mobile invader.

- Liddell Hart, BH, 1973. *History of the Second World War*. P.27.

**In order to do this task, you need to:**

- Ensure you have a detailed knowledge of effective essay structure.
- Revise class notes.
- Use research time effectively.
- Use a number of sources.

**TASK INSTRUCTIONS**

- You will complete your task in class, in examination conditions, during **Period 6, Wednesday 5<sup>th</sup> June 2024**.
- You are permitted to take your sources into the task; however, you are not permitted to take in any notes.
- If you require a variation on the due date, contact the **Head Teacher Administration (Ms Eagles)**.

Teacher's signature: \_\_\_\_\_ Miss A Nott

HT Administration's signature: \_\_\_\_\_ Ms M Eagles

Deputy Principal's Signature: \_\_\_\_\_ Mrs R Ferguson

Criteria	Mark
<ul style="list-style-type: none"> <li>Provides a clear judgement with a sophisticated and sustained argument, which demonstrates a comprehensive understanding of the issues raised in the question.</li> <li>Supports the argument with extensive and accurate historical knowledge, including relevant evidence and interpretation of source material.</li> <li>Presents a well-structured, logical, and cohesive response using a range of appropriate historical terms and concepts.</li> </ul>	21-25
<ul style="list-style-type: none"> <li>Provides a judgement with a coherent argument which demonstrates a thorough understanding of the issues raised in the question.</li> <li>Supports the response with detailed and accurate historical knowledge including relevant evidence and interpretation of course material.</li> <li>Presents a well-structured response using appropriate historical terms and concepts.</li> </ul>	16-20
<ul style="list-style-type: none"> <li>Provides a relevant but largely narrative or descriptive response which may contain an implied judgement or understanding of the issues raised in the question.</li> <li>Uses sound historical knowledge and understanding including some relevant evidence. Sound interpretation of sources included.</li> <li>Presents a structured response using some appropriate historical terms and concepts.</li> </ul>	11-15
<ul style="list-style-type: none"> <li>Presents a generalised, mostly relevant, or descriptive response.</li> <li>Uses some historical knowledge. May refer to source material however response lacks analysis and interpretation.</li> <li>Communicates using some historical terms and concepts.</li> </ul>	6-10
<ul style="list-style-type: none"> <li>Makes generalised statements in relation to the question.</li> <li>May use some historical terms and concepts.</li> </ul>	1-5
<ul style="list-style-type: none"> <li>Non-serious attempt or non-attempt at task.</li> </ul>	0

Task Mark	Task Rank	Cumulative Rank

**Feedback:**

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Teacher signature \_\_\_\_\_ Date \_\_\_\_\_