

0470/22/M/J/14

SOURCE B

That such a regime as Castro's, 40 miles from the United States' coast, should align itself with America's principal enemy was unacceptable and the United States would have been well within its rights in seeking to overthrow Castro. But there was an uncertain response, first from Eisenhower, then from Kennedy. So nothing was done under Eisenhower, though many plans were considered.

When Kennedy took over in January 1961 he found a proposal, apparently supported by the CIA, and by the Joint Chiefs of Staff, for 12 000 armed Cuban exiles to be landed in an area called the Bay of Pigs and start a popular uprising. It is hard to believe that the experienced Eisenhower would have given final approval to this naive scheme. Eisenhower would have waited for Castro to make a false move that would have allowed America to intervene openly.

Kennedy lacked resolution and weakly allowed the operation to go ahead. The Chiefs of Staff were worried by the CIA's insistence that the operation was to be preceded by an air strike launched from bases in Nicaragua, by US aircraft, acquired by the exiles, painted to resemble Cuban aircraft. The operation was a total disaster primarily because Castro was able to read all about it, in advance, in the US media; and once things went wrong Kennedy refused to authorise the US carrier, cruising 10 miles offshore, to come to the rescue of the stricken men pinned down in the swampy bay. Eisenhower described the operation as 'a profile in timidity and indecisions'. American opinion was outraged and would have supported direct intervention. One senior policy maker thought a decision by Kennedy 'to send in troops or drop bombs would have had the support of at least 90 per cent of the people'. But the government dithered.

From a history book published in 1967.

SOURCE C

The day before he was inaugurated as President in January 1961 Kennedy was briefed by Eisenhower on a number of topics, including the plan to help anti-Castro guerillas. Kennedy was surprised by the size of the plan but he was not opposed to it. He allowed the CIA to organise Cuban exiles for an invasion. However, he insisted that any American involvement must be concealed.

Despite the CIA's continued confidence, there were problems with the plan. The CIA's assumption that, if things did go wrong, the United States would support a failing mission by direct military involvement, ran counter to Kennedy's public position. From the beginning everything did go wrong. Only six American bombers painted in Cuban colours, as if flown by rebel Cubans, took off from Nicaragua in support of the invasion which depended on air cover for success. Contrary to CIA expectations, the attack provoked no popular uprising against Castro.

Kennedy called a crisis meeting and considered sending unmarked US jets. However, everyone in the meeting recognised that the situation was hopeless. At the end of three days fighting, the survivors surrendered. The CIA had vastly overestimated the support of the Cuban people for a military operation to 'liberate' them.

From a history book published in 1968.

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JL Elias



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supplement Key Issues in Secondary Education John Beck, Mary C. Earl, 2003-09-11 Praise for First Edition Key Issues in Secondary Education addresses crucial cross curricular issues which are central to secondary schooling in the new millennium We are confident that this book will make a major contribution to the understanding of new teachers as they grapple with issues that go beyond subject boundaries and as they explore the fundamental issues which affect schools and young people today Donald McIntyre and Mike Younger This eagerly awaited second edition has been fully up dated and revised with new chapters on the nature and measurement of intelligence and issues of race and racism in school and society Other chapters addressing the rapidly changing world of educational policy and innovation have been substantially rewritten to take account of recent developments and current debates All contributors write clearly and accessibly without over simplifying the complexity of the issues or the value they pose *Critical Religious Education in Practice* Christina Easton, Angela Goodman, Andrew Wright, Angela Wright, 2019-04-08 Critical Religious Education in Practice serves as an accessible handbook to help teachers put Critical Religious Education CRE into practice The book offers straightforward guidance unpicking some of the key difficulties that teachers encounter when implementing this high profile pedagogical approach In depth explanations of CRE pedagogy accompanied by detailed lesson plans and activities will give teachers the confidence they need to inspire debate in the classroom tackling issues as controversial as the authority of the Qur an and the relationship between science and religion The lesson plans and schemes of work exemplify CRE in practice and are aimed at empowering teachers to implement CRE pedagogy across their curriculum Additional chapters cover essential issues such as differentiation assessment the importance of subject knowledge and tips for tackling tricky topics The accompanying resources including PowerPoint presentations and worksheets are available via the book s companion website Key to developing a positive classroom culture and promoting constructive attitudes towards Religious Education this text is essential reading for all practising and future teachers of Religious Education in secondary schools *British Education Index* ,2004 **Health Survey for England** ,1994 **The Education Index** ,1991 **Software Product Lines: Going Beyond** Jan Bosch, Jaejoon Lee, 2010 This volume constitutes the refereed proceedings of the 14th International Software Product Line Conference SPLC 2010 held on Jeju Island South Korea in September 2010 Applied Psychology Graham C. Davey, 2011-05-16 For a significant portion of psychology students their reason for choosing an undergraduate degree in psychology is their interest in applied psychology and a desire to use psychological knowledge to help solve personal and social problems With this in mind this textbook has been designed to satisfy these needs for applied psychology teaching at all undergraduate levels Applied Psychology is designed to introduce students to the main areas of applied psychology Clinical Psychology Health Psychology Educational Psychology Occupational Psychology Forensic Psychology Sports Exercise Psychology Counselling Psychology and Teaching Psychology from UK European and international perspectives It also introduces the core psychological knowledge that underpins these applied and professional areas As a result students learn

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Assessment of Learning Wynne Harlen, 2007-10-02 This book takes a critical look at how students achievements are assessed for a range of purposes from reporting progress to selection and qualification It considers the relationship between what is taught and how and what and how learning outcomes are assessed The impact of using assessment results for setting targets and evaluation of provision for learning is also discussed The pros and cons of using tests and examinations and alternatives based on the judgments of teachers are considered in terms of four key criteria validity reliability impact and required resources Evidence from research and examples of current practice in different countries within and outside the UK support the case for making more and better use of teachers judgments in assessment of learning In this way assessment of learning summative assessment can be compatible with assessment for learning formative assessment

Readings for Learning to Teach in the Secondary School Susan Capel, Marilyn Leask, Tony Turner, 2013-01-11 Readings for Learning to Teach in the Secondary School brings together key articles to develop and support student teachers understanding of the theory research and evidence base that underpins effective practice Designed for all students engaging with M Level study each reading is contextualised and includes questions to encourage reflection and help you engage with material critically Annotated further reading for every section supports your own research and writing Readings are structured to make links with the practical guidance in the accompanying core textbook Learning to Teach in the Secondary School Topics covered include motivation troublesome classroom behaviour ability grouping inclusive education personalised learning testing achievement and underachievement Edited by the team that brings us Learning to Teach in the Secondary School this Reader is an indispensable one stop resource that will support all students studying researching and writing at M level on PGCE courses as well as those on all other secondary education courses and masters degrees

The Art of Uncertainty David Spiegelhalter, 2025-03-04 Named a Best Book of the Year by Forbes and The Economist From our greatest living statistical communicator Tim Harford comes an invaluable data driven guide for understanding and learning to embrace risk and uncertainty in our daily lives How dangerous is our diet How much of sports falls into the realm of luck When authorities categorize a given event as highly likely how likely is that really Whether we re trying to decide if the benefits of a new medication are worth the chance of side effects or if artificial

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New British Fascism Matthew Goodwin, 2011-05-05 This book examines the recent development of the far right in Britain against the backdrop of changing public attitudes toward race and immigration in Britain Focusing in particular on the British National Party BNP which has been the most electorally successful far right party in British history the book examines the worrying rise in support for extremist and racist ideas

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