

Edexcel GCSE

History

Controlled Assessment

CA5: Vietnam 1960–75

Teacher Support Book 2012



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History A: The Making of the Modern World

History B: Schools History Project

Unit 4 CA5: Vietnam 1960–75

Welcome to the GCSE History 2012 Controlled Assessment Teacher Support Book

This CA Teacher Support Book has been designed to support you with the teaching and assessment of Controlled Assessment Unit 4: Representations in History. It has been updated for 2012, drawing on the experience and insight gained over the past 3 years. It also contains learning support materials for candidates.

The book is divided into seven sections. It contains content which is applicable for all options and some content which is specific to your chosen option. Inside you will find some fantastic guidance, information and sample material, including:

- an exemplar scheme of work
- suggested resources to support your teaching
- sample material for your chosen option
- exemplar candidate responses and moderator comments
- representation sources which may be used as choices for the Part B(ii) representation question.

Expert advice from the people who know

We hope you find this document useful and look forward to continuing to work with you on our GCSE specifications. We are on hand to answer your questions so please feel free to get in touch.



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We look forward to working with you.

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Unit 4: Representations of History

What has changed for 2012?

The GCSE 2012 History specifications set out the linear requirements for first teaching in September 2012 (for 2-year courses) and assessment in June 2014. Candidates applying for certification from summer 2014 (i.e. those following a 2-year course from September 2012) must sit the three external examinations at the end of the course, along with the submission of controlled assessment.

Can we still do the controlled assessment in Year 10?

You can still schedule the controlled assessments as appropriate, but the controlled assessment unit will need to be entered at the same time as the candidate is sitting the GCSE. You'll need to make sure that you are using the appropriate task for the year of GCSE entry: check the dates on the task and ensure they are valid for the year you are submitting.

Can a candidate carry forward marks from a controlled assessment unit?

If a candidate wishes to retake the whole GCSE History qualification, then they will be able to carry forward the mark they received for the controlled assessment unit. They can do this whether or not the task is still valid for that cohort of learners, as they are carrying forward the UMS mark they were awarded.

Will the controlled assessment tasks follow the same pattern?

There are no changes to the controlled assessment content as a result of these reforms. However, we have taken the opportunity to respond to feedback from centres saying that they would prefer the Part A enquiries to be expressed as a question, so we are making this change to the way the tasks are presented for the tasks released from summer 2012 onwards.

Is controlled assessment affected by the new marks for spelling, punctuation and grammar (SPaG)?

No, these additional SPaG marks are only in the externally examined units. Quality of Written Communication (QWC) remains in the mark scheme for controlled assessment, however.

Overview of assessment

- Controlled assessment is weighted at 25% of the course.
- It is worth 50 raw marks and 100 UMS.
- It can only be submitted in the June series at the end of the course but it can be sat at any time, provided the task is valid for the year of submission.
- Candidates are assessed through a single internally assessed, externally moderated assessment consisting of one task, split into three parts.
- There are 12 topics in the Modern World (MW) specification and 13 topics in the Schools History Project (SHP) specification. The tasks are identical for both Modern World and SHP.

<p>Non-British</p> <p>Germany 1918–39 Russia 1917–39 USA 1919–41 China 1945–76 Vietnam 1960–75 Government and protest in the USA 1945–70 The Indian subcontinent: The road to independence 1918–47</p>	<p>British</p> <p>Crime, policing and punishment in England c1880–c1990 Northern Ireland c1968–99 The impact of war on Britain 1914–50, or The impact of war on a locality in Britain 1914–50 Change in British society 1955–75 Power and political transformation in Britain 1970–90 History around us – a local community (SHP)</p>
<p style="text-align: center;"><u>Modern World Unit 3</u></p> <p>Candidates who do Option 3C, USA 1945–70, must do a British controlled assessment.</p>	<p style="text-align: center;"><u>Prohibited combinations</u></p> <p>CA1: Germany 1918–39 must not be combined with MW Unit 2 Option A, MW Unit 3 Option C or SHP Unit 2 Option C.</p>
<p>Preparation</p> <p>For Part A (Historical Enquiry) candidates can do their own research without supervision. The Part A enquiry task can be given to candidates at a time decided by the teacher.</p> <p>For Part B candidates may be given the task and sources 2 weeks before it is taken. They cannot take the materials away with them.</p>	<p>Write-up</p> <p>Candidates will have 2½ hours to write the assignment under controlled conditions.</p> <p>Write-up: the task does not have to be done in silence but must be supervised at all times. The write-up may happen over more than one lesson but work must be kept securely at all times.</p>

Each task is split into three parts

Part A – Carry out a historical enquiry

Assessment Objective 1/Assessment Objective 2 (recall knowledge and demonstrate understanding of key concepts and key features)

Suggested time to complete write-up: 1 hour

20 marks

Candidates carry out an enquiry. The enquiry will focus on one or more of the bullet points in the specification and will change each year. Edexcel will provide the focus of the enquiry but there will be a choice of enquiry focus for teachers to choose from.

Tasks for CA10L and CA13 (SHP) will target local history. For these, you may adapt the task by relating it to your locality, but you will not be able to change the subject or focus of the enquiry.

Candidates are expected to support their answer with knowledge and understanding from their programme of study. Candidates need to show that they have found relevant sources of information and selected information for the purpose of the enquiry. In writing up they should show that they can organise their information to answer the question and assess it in order to reach a conclusion.

Part B(i) – Compare two representations of History: Analyse and compare representations

Assessment Objective 3b (understand, analyse and evaluate how aspects of the past have been interpreted and represented in different ways as part of a historical enquiry)

Suggested time to complete write-up: ½ hour

10 marks

Candidates are expected to analyse two representations provided by Edexcel in order to show how the past has been represented in different ways. At least one of the two representations will be from a period later than the event, issue or individual being represented.

In this task candidates need to understand what representation is, what is meant by portrayal of an aspect of the past and how a view or portrayal is conveyed by what its creator chooses to include and/or the treatment given to what is included.

Candidates should see similarity and difference in the details and emphases of the representations – and will achieve Level 3 if they show clearly what those differences amount to in the overall impression created of an event or issue and if they make and support a judgement.

Part B(ii) – Analyse and evaluate three representations of history: Evaluation of representations

Assessment Objective 3b

Suggested time to complete write-up: 1 hour

20 marks

Candidates are expected to evaluate the two representations provided by Edexcel and a third centre choice (provided by Edexcel or the teacher).

Candidates must have a basis for judging the representations. They should use the overall criteria of objectivity, accuracy and comprehensiveness. These can be further broken down and applied depending upon the representation focus.

What are the representation focuses?

These are listed below – they are the broad themes which will remain consistent throughout the lifetime of the qualification. All representation questions within tasks will relate to this focus.

- CA1 How were the Nazis able to control Germany 1933–39?
- CA2 How was Stalin able to control Russia 1924–39?
- CA3 How did the USA deal with its economic problems in the 1930s?
- CA4 What was Mao's impact on the development of China (hero or villain)?
- CA5 How did people in the USA react to the war in Vietnam?
- CA6 What was the impact of mass protest in US society 1955–70?
- CA7 How important was the role of Gandhi in achieving independence for India?
- CA8 How effective was policing in late Victorian Britain?
- CA9 How important were paramilitary organisations in preventing a peace settlement in Northern Ireland?
- CA10 How did civilians in Britain react to the experience of war in 1939–45?
- CA11 'The Swinging Sixties'. An accurate description of Britain in the 1960s?
- CA12 How did Britain respond to the Falklands Crisis?
- CA13 What was the impact of industrialisation on a local community?



Teaching controlled assessment

The following guidance draws on the principal moderator's feedback on the 2010 and 2011 series, in addition to existing guidance on the controlled assessment.

When will I see the task?

“

A new task (Part A and B) will be released every year. The task will be released via secure download from the Edexcel website (www.edexcel.com) in the summer term of the year before the controlled assessment is to be taken. Each task is valid for 2 years which means that there will always be a choice of two different tasks. You can look at the task in advance and use it to plan delivery and adjust your scheme of work to reflect the focus of the task. It is important that you ensure the task you use is valid for the year in which you will submit the controlled assessment.

”

When can candidates see the task?

“

Part A

You can give candidates the Part A enquiry task whenever you feel they are ready.

Part B

Candidates can also know the focus of the Part B representation questions in advance but must not have access to the actual Part B(i) representations until 2 weeks before they are due to complete their Part B question. They should not be allowed to take the representations out of the classroom, even after the task has been completed. If you plan to split the Part B questions and offer Part B(ii) later, you need to collect the representations in after completion of Part B(i) and reissue them, under the same terms of control, no more than 2 weeks before candidates are due to complete Part B(ii). This is to ensure the high level of control required in controlled assessment.

”

Section 2: Assessment information

Will there be any choice?

“

Each task will be valid for 2 years, which means that after the summer 2010 series, there will always be a choice of two different tasks.

Within each task there will be a choice from two Part A enquiry themes. Each theme will have internal choice. Part B representation questions will always have the same focus throughout the lifetime of the qualification. There will be no choice of question in Part B. Part B(i) will ask candidates to compare two provided representations. In Part B(ii), candidates will evaluate the two representations with a third which you choose. Edexcel will provide examples which you can choose – or you can choose one of your own. These examples are provided in this document.

You may choose the enquiry theme and focus (Part A) for your candidates, or given them the choice of focus within the theme.

You must not mix Part A and B questions from different controlled assessment tasks.

”

When can I offer the controlled assessment unit?

“

Candidates must submit their controlled assessment in the final summer series at the end of the course. However, this does not prevent candidates from being assessed much earlier in the year provided completed assessments are retained securely at the school premises before submission in May. Therefore, Unit 4 can be offered throughout the course alongside other units, or intensively, provided that the task is still valid when the work is submitted.

”

Part A guidance

In order to do well on the Part A task, it is important that candidates:

- address the enquiry focus, rather than simply writing everything they know on the topic
- show that they have selected and used material from a range of relevant sources (books, websites, etc.).

What is a 'range' of sources?

Candidates are expected to use five or more different sources of information in their enquiry. There are no restrictions on the type of sources to be used – they can be textbooks, work by historians, books for the general public, websites, media sources, etc. However, the expectation is that 'sources' here means sources of information (i.e. works of some kind) rather than short extracts or images which are used as sources in Unit 3. An example of an appropriate source of information could be a 'chapter' (often one or two double-page spreads) in a GCSE textbook, a web page devoted to the specific topic, a museum display, and so on.

How do candidates show they have selected and used a range?

The mark scheme refers to candidates' 'selection and use' of material. For teachers to be able to reward this in marking, candidates' prepared notes should be evidence that they have done this. Although notes may not contain prepared passages of answers in full sentences, they may contain extracted phrases or whole sentences as quotations from sources consulted. In their response to the enquiry question, GCSE candidates are not required to reference their sources through footnotes (although this is obviously acceptable) but they should make it clear that they are selecting and deploying information from a range of sources. This might be done through direct comment in the text, for example 'as Leonard and Whittock' say or 'the picture on page XX of Waugh and Wright'.

Because they can prepare a bibliography to bring into the write-up session, candidates could also number the items on their bibliography and then put the number of the relevant work in the margin or in brackets in the essay.

The following paragraph from the 2011 principal moderator's report should also be noted:

Since candidates are rewarded for identifying and selecting material from appropriate sources, they should not be provided with a standard set of sources and told how to use them in the essay. It is recognised that schools with large cohorts may have problems resourcing this aspect of the enquiry and it is perfectly acceptable to make a core set of texts and list of websites available to candidates for them to consult and make their own selection of detail. In the same way, all the class will have access to the same source if a film clip is used or a visit to a museum is organised but individual candidates will make different use of these sources. Therefore the candidates' bibliographies may be similar but moderators would expect to see marked differences in the notes made, and the use made of these sources. A single bibliography used by all candidates is not appropriate.

Part B guidance

What is a representation?

A representation is a source that aims to represent some aspect of the past. It could be the work of a historian or an archaeologist's report, but it could also be a film, a painting, a cartoon or a novel. The key is that it sets out to give an impression: a private letter, a will or a set of census data couldn't be used, as these are examples of evidence of the period, but are not representations of it.

What do candidates need to do in B(i)?

Part B(i) asks candidates to compare two representations provided by Edexcel and to reach a judgement about how far they differ. Candidates must consider similarities and differences in portrayal; they are not required in Part B(i) to explain why the two representations differ and they are not required to evaluate them.

To do well in Part B(i), candidates must grasp the concept that representations of history are created to give a view of an aspect of the past. The impression they give, the portrayal they create, is the product of deliberate choices made by their authors: the author/artist began with an empty page and each inclusion is the product of a deliberate choice designed to convey an overall message.

To reach the highest level, candidates must be able to analyse the way in which selection and treatment of material in the representations has deliberately created a particular view of the issue represented.

Lengthy descriptions of the content of the representations and assessing the representations for reliability are not appropriate in this task and will not score highly. The most successful answers begin by identifying and comparing the overall impression created in each representation and then using the detail of each representation to support this analysis.



'The Withdrawal from Dunkirk' by Charles Cundall, an official war artist. Despite coming from the time, the painting is a good example of a representation. Cundall is conveying an impression of orderliness and quiet heroism. Even the title is significant – withdrawal not retreat.



BLIND-MAN'S BUFF.
(As played by the Police.)
"TURN ROUND THREE TIMES,
AND CATCH WHOM YOU MAY!"

A Punch cartoon of 22 September 1888.

Section 2: Assessment information

How can I help candidates to analyse representations for Part B(i)?

Below are some possible strategies for developing analysis of selection and treatment.

- An analysis of advertisements – use of colour, language, emphasis. How is the overall message created?
- An analysis of an individual's social network home page. What impression of the individual does it give, and how has that impression been created?
- A review of the school prospectus: What photographs have been included and why? Which aspects or areas of the school are omitted? What aspects are emphasised in the text? How is language used to create a good impression? Overall, what impression of the school does the prospectus give?
- A piece of word-processed text is created into which candidates can (i) insert alternative phrases from negative or positive statement banks and (ii) excise or insert additional information. How does the overall image change? How does omission and inclusion of information make a difference?
- Candidates annotate call-outs inserted onto cartoons or visual images to comment on issues such as expression, positioning, reason for inclusion of particular objects, etc.

What do candidates need to do in Part B(ii)?

In Part B(ii) candidates need to evaluate three representations. Two of these representations will be the same as in B(i); the third is provided by the teacher.

To do well in Part B(ii), candidates need to be able to apply criteria in the process of making their evaluations. Examples of criteria are given in the level descriptions (accuracy, comprehensiveness, objectivity) but others may be used, such as the author's focus or purpose. The highest level requires the application of three criteria, and the use of supporting contextual knowledge that helps the candidate make judgements in relation to the three criteria.

The principal moderator's report from 2011 contains the following advice:

Candidates should be clear that in B(ii) they are assessing how the range of detail, the treatment of the material, and the author's purpose or his objectivity affects the quality of the representation. It might help them to grasp this concept if they prepare for the task by thinking about the decisions made in compiling a souvenir magazine or creating a time capsule – if there is only space for one representation, which one would best convey the specified issue?

How can I help candidates to evaluate representations for Part B(ii)?

Below are some possible strategies for developing candidates' skills in applying criteria as part of a process of evaluation.

- Evaluating a TV advert on a scale of 1 to 5 according to different criteria chosen by the candidates. How do criteria affect the rating given?
- Choosing three criteria by which to evaluate three films or TV programmes and then rating them against each criterion on a scale of 1 to 5. Overall, which is best and why?
- Evaluating a social networking home page/a school report/the school prospectus against the criteria of accuracy, comprehensiveness, objectivity. Using own knowledge of the individual/school to support the judgements made.

Section 2: Assessment information

What's the role of knowledge in Part B(ii)?

Candidates must be able to apply relevant and precisely selected own knowledge to gain high marks for their evaluation of the representations. The following extract from the principal moderator's report for 2011 shows the importance of candidates' application of knowledge directly to the given representations:

It is not enough at Levels 3 and 4 to assert 'These details are accurate because I know this did happen', or to say 'This coverage is not complete because it does not mention X'. Candidates' own knowledge needs to be used to support any comment about accuracy or to explain why it is significant that something has been omitted. Comments about comprehensiveness should also take account of the focus of the representation, for example if the focus of a representation [in CA6] is on the student protest movement, the comment that it does not cover civil rights protests, should not be highly rewarded. Even where additional own knowledge was present in the answer, it was sometimes used to explain the representation or the context rather than to test and evaluate the accuracy/comprehensiveness of the representations.

How do I choose the third representation?

The focus of the representation questions for each option will stay the same throughout the lifetime of the specification. The representations provided by Edexcel will change each year but because the focus of the questions will remain the same, you can choose a third representation and use the same one every year. You could choose one of the representations in Section 6 of this document, or select one from past controlled assessment tasks. You don't need to seek approval for your own choice of third representation, however you may email gcsehistory@edexcelexperts.co.uk for advice from our senior examiners or to check that a third representation of your choice is suitable. Bear in mind the guidance about what is – and what is not – a representation.

When submitting candidate work for moderation, please ensure that you enclose a copy of the chosen third representation.

Supporting your candidates

What sort of research can candidates do for Part A?

“

Candidates are free to research responses in their own time and in school time. They may use libraries, museums and the internet, for example. Candidates should submit a list of sources they have used in the form of a bibliography. The bibliography may be written on the form in the back of this document, or candidates may create their own proforma. There is no page limit for the bibliography.

”



What are notes?

“

- Notes are pieces of evidence relevant to candidate enquiry or representations.
- Notes are not continuous sentences or paragraphs.
- They can be bullet points, numbered points or short quotations.
- They could be lists of key dates, names, events, causes or consequences.
- Candidates can have plans and notes. The pages will be strictly limited (maximum two sides of A4 of notes and one side for plans for 20-mark questions; one side of A4 of notes and one side plans for 10-mark questions).
- Notes may be written on the forms in the back of this document. Teachers and candidates may create their own notes proformas provided they are A4 size and conform to the page limits above. Plain or lined A4 paper may also be used.
- Notes may be handwritten or word processed (minimum font size 12).

”

Section 2: Assessment information

How much support can teachers give candidates?

“

Teachers may support candidates in the preparation of both parts of the task. Teachers may, for example:

- make sure candidates understand and can compare the sources
- teach them about the topic
- help them find relevant information for the enquiry.

Teachers may not provide:

- writing frames specific to the live task
- words or phrases for candidates to include in their answers.

Discussion of individual details and general advice about planning and structuring an essay are both acceptable, but specific advice about the plan to be followed or the detail to be included in the assessed work should not be given.

”



Administering the controlled assessment

How do I conduct the controlled assessment?

“

- Arrangements can be decided by the centre.
- Controlled assessment can take place in normal lesson time, supervised by teachers.
- When there is more than one teaching group, they can complete the controlled assessment at different times, and indeed, stages in the course.
- Candidates can have plans and notes. The pages will be strictly limited (maximum two sides of A4 of notes and one side for plans for 20-mark questions; one side of A4 of notes and one side plans for 10-mark questions) to aid teacher checking. Candidates may use copies of the Edexcel proformas at the back of this document. Teachers and candidates may also create their own proformas, or use plain or lined A4 paper.
- Candidates must create a bibliography, listing all sources used in preparation for the write-up.
- Plans, notes and bibliographies may be handwritten or word processed (minimum font size 12).
- Candidates may not take annotated copies of the representations sources into the write-up session. Clean copies should be provided by the teacher.
- Teachers should check that the materials contain only plans, notes and bibliography and not a draft answer before they are taken into the controlled environment. The plans, notes and bibliography should be retained with the candidates' responses in a secure place and will be required as part of the sample for moderation (there is no requirement to send in the complete folder of the whole unit from a candidate as in previous specifications).
- Candidates who are absent may complete the assignment another time. There are no restrictions on communication between candidates who have and who haven't completed the assessment, as there would be in a live examination. All candidates will know the task in advance.

”

Section 2: Assessment information

What options do I have when organising the controlled assessment time?

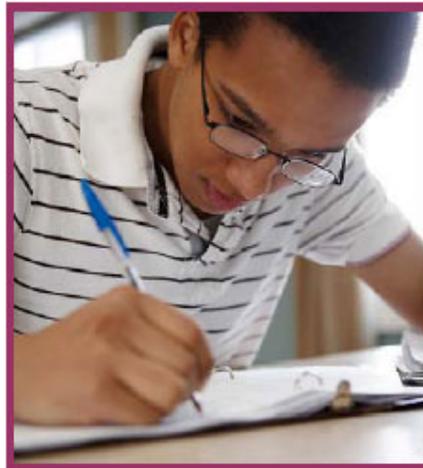
“

The controlled assessment write-up could be as follows.

- One session – preparation has been done throughout the teaching of the programme of study, and at the end, candidates complete the controlled assessment write-up (Part A and B) in one session lasting 2½ hours.
- Two sessions – after preparation for the enquiry (Part A) is done, a 1-hour write-up session is completed by the candidates. After preparation for Part B is completed, a 1½-hour write-up session is completed by the candidates.
- Three sessions – after preparation for the enquiry (Part A) is done, a 1-hour write-up session is completed by the candidates. After preparation for Part B(i) is completed, a ½ hour write-up session is completed by the candidates. After preparation for Part B(ii) is completed, a 1-hour write-up session is completed by the candidates.

(These timings are advisory, but candidates must not exceed the 2½ hours for the whole controlled assessment.)

”



What can candidates take in to the write-up session?

“

- Part A enquiry – two A4 sides of notes – for example bullet points, spider diagram/mind map, quotes, key words – not complete sentences or paragraphs, AND a plan on one side of A4.
- Part B(i) – one A4 page of notes AND a plan on one side of A4.
- Part B(ii) – two A4 sides of notes – for example bullet points, spider diagram/mind map, quotes, key words – not complete sentences or paragraphs, AND a plan on one side of A4.
- A bibliography of sources used in preparation for the write-up.
- Clean copies of the provided representations for Part B (to be supplied by the teacher).

”

Section 2: Assessment information

Can candidates do the task on their computer?

“

Yes, the assignment write-up can be word processed, provided the computer is checked prior to use for any saved information and provided it does not connect to the internet or intranet. Spellcheck may be used by candidates.

When work in a write-up session is completed this must be saved onto a portable medium and retained securely by the centre. The controlled assessment response must be printed out for marking and standardisation.

If the task is to be word processed, teachers should ensure that candidates use a clear and legible font, font size and page layout, for example Times New Roman, font size 12, 1½ line spacing and margins to allow for teacher comments.

”



What if I decide to use a visual (e.g. film) clip or song as my third representation source in B(ii)?

“

If you are using a visual film clip or song as your own choice of third representation you will need to ensure that candidates can have access to the material during the write-up session. In the case of a song you may wish to provide candidates with a printed version of the lyrics. In the case of a film clip you may provide candidates with a written, factual description of the clip, which could include the screenplay or a summary of it.

You should send a recording of this material to the moderator when the work is submitted for moderation, along with any printed material created to accompany it. This could be sent on a CD or memory stick.

”

What about candidates who qualify for extra time in examinations?

“

Some candidates qualify for extra time in examinations due to special circumstances – in such cases the extra time can also be applied to the write-up time for controlled assessment, but this must be carried out under the high levels of control required in controlled assessment.

”

Section 2: Assessment information

So, in summary...what are the main controls?

“

The Part A enquiry and focus of Part B may be given out at any time. The Part B questions and sources may be given out no more than 2 weeks before the write-up is scheduled to take place. Sources for representations 1 and 2 may not be taken out of the classroom, both during the preparatory period, and after the write-up session.

Candidates must complete the write-up within 2½ hours in a controlled environment. Once the write-up has taken place, all work, tasks and sources must be collected in and kept securely. The work then needs to be marked by the teacher, and a sample sent off for moderation.

”



Submitting the controlled assessment

When does controlled assessment need to be submitted?

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Controlled assessment can only be submitted in the summer series (May deadline); for assessment from 2014 this must be at the end of the course. However, you can offer the unit earlier in the course, retain the controlled assessment securely, and submit it in the final summer series. For example, you could teach the controlled assessment in the autumn term, candidates could write the response in January, and you could retain the responses securely and submit these in the summer series. However, you must ensure that the tasks you use are valid for the year of submission.

”

Can I use live controlled assessment tasks as a mock for candidates?

“

Each controlled assessment task will be valid for 2 years, and there will be a new task released each year. From 2010 there will therefore always be a choice of two different tasks. Within each task there will be a choice from two Part A enquiry themes, each with internal question choice.

You may therefore:

- use one controlled assessment task as a mock for candidates, then the following year use the new controlled assessment task as the actual controlled assessment task to be submitted
- use one of the Part A enquiry tasks for candidate practice, then use the other Part A enquiry task as the actual controlled assessment task to be submitted
- use the sample task provided in this document as a practice or mock exercise with candidates.

You may not, however, use the same controlled assessment questions for a mock and actual controlled assessment task to be submitted.

”

Suggested resources to support teachers and candidates

Before you begin, you will need to have an idea of available resources to support your teaching of the course.

The following is a provisional list of resources, which may be updated as publishers begin to produce new resources to support this controlled assessment topic.

CA1: Vietnam 1960–75

The following student book has been written to support this topic:

Edexcel GCSE History: CA5 Vietnam 1960–75 Controlled Assessment Student Book, ISBN 9781846906473.

Hodder Education have also produced a student book for this controlled assessment topic:

GCSE History for Edexcel: Vietnam 1960–75, by Steve Waugh and John Wright, ISBN 9781444109528.

Hodder have also produced downloadable content on Vietnam at www.hodderplus.co.uk/modernworldhistory.

The following general GCSE texts on Vietnam are also available:

Hodder 20th Century History: Vietnam 1939–75, by Neil DeMarco, ISBN 9780340814758 (Hodder).

Key History for GCSE: Vietnam, by Philip A Sauvain, ISBN 9780748730568 (Nelson Thornes).

Teachers may wish to use GCE/AS Level text books to help plan their teaching, and students may find them a good source of additional reading.

The following GCE texts are relevant:

Edexcel GCE AS Unit 1 – Ideology, Conflict and Retreat: The USA in Asia 1950–73, by Geoff Stewart, ISBN 9781846903076 (Pearson).

Hodder Access to History: The USA and Vietnam 1945–75, by Vivienne Sanders, ISBN 9780340929308 (Hodder).

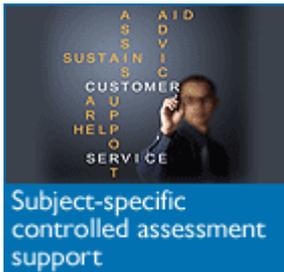
Heinemann Advanced History: Vietnam, Korea, and US Foreign Policy 1945–75, by Chris Bragg, ISBN 9780435327088 (Pearson).

The following websites may also be useful:

- www.learningcurve.gov.uk/coldwar/G6/default.htm
- www.spartacus.schoolnet.co.uk/VietnamWar.htm
- www.vietnamwar.net/
- www.schoolhistory.co.uk/gcselinks/britishworld/vietnam_worksheets.shtml
- www.historylearningsite.co.uk/vietnam.htm
- www.youtube.com is a good place to look for films and songs of the period.

Supporting you with your controlled assessment

Need help with controlled assessment? Our experts are on hand to support you...



- Email your [Subject Advisor, Mark Battye](mailto:TeachingHistory@pearson.com), directly at TeachingHistory@pearson.com
- **Call 0844 576 0034** to speak to a member of the Subject Advisor team for history
- Visit the [History Community Forum](#) to speak to other teachers, ask advice and see documents and links that Mark Battye has posted
- Get the latest history news, advice and reminders straight to your inbox - [sign up for email updates](#).

[Ask the Expert](#), our free email service, puts you in direct contact with a senior examiner who will help answer any subject-specific questions concerning the teaching of history. They will email you within two working days of receiving your question.



You can find documents relating to controlled assessment below.

You should also refer to the [JCO controlled assessment guidance document](#).

Here's an indication of what you'll see in some of the document categories:

Assessment forms

You'll find the controlled assessment forms you need here.

Exemplars

New exemplars from the June 2012 series will be available here shortly.

Teaching and learning

We've updated the controlled assessment Teacher Support Books with answers to FAQs from you.

All these documents can also be found on the main **GCSE History A/B** page, alongside other key documents including:

- The **specification**, which includes the **controlled assessment mark scheme**
 - **Principal Moderator reports**
- Don't forget that you can also download a **centre-specific moderator report** for your controlled assessment unit.

Supporting your delivery of controlled assessment

The following resources are designed to support your delivery of the controlled assessment. The programme of study is our suggestion for how you might structure the teaching, based on the example task further on in this document. It is not mandatory and you may adjust your programme of learning each year to reflect the focus of the chosen enquiry for Part A.

Exemplar scheme of work

Generic scheme of work	Subject content	Controlled assessment	15-week programme
<p>Context, concepts and application</p> <p>The historical context of the enquiry/ies identified in Part A.</p> <p>The key features of the period or issue.</p> <p>Reasons for change and developments.</p> <p>Practise analysing causation, change.</p> <p>Practise writing extended responses with a focus on causation, change, etc.</p>	<p>Overview:</p> <p>Why did the USA become involved in the conflict in Vietnam? Why did the USA support the South Vietnamese Government?</p> <p>What methods did the US military and the VC use in the conflict?</p> <p>Why did opposition to the conflict grow in the USA?</p> <p>How was the conflict ended? Who 'won'?</p> <p>Enquiry: (i) The importance of the 'Domino Theory'.</p> <ul style="list-style-type: none"> • The situation in SE Asia; French weakness. • Ideologies – Communism v. Capitalism and Cold War rivalry. • US involvement under Eisenhower. <p>Enquiry: (ii) The weakness of the South Vietnamese Government led by Ngo Dinh Diem</p> <ul style="list-style-type: none"> • The Vietnam context: The influence of the Viet Minh. • Diem's government in the South: repression and the failure of reform. • Increasing US involvement under Kennedy. 		<p>Weeks 1–4</p>

Section 5: Exemplar scheme of work

Generic scheme of work	Subject content	Controlled assessment	15-week programme
<p>Part A Enquiry</p> <p>Developing enquiry skills:</p> <ul style="list-style-type: none"> • how to find, select and use sources of information • supporting candidates in the process of their research • includes write-up. 	<p>Generic</p>	<p>Write-up 1 hour</p>	<p>Weeks 5–7</p>
<p>Part B Context</p> <p>The historical context of the representations issue.</p> <p>Coverage of key features of period or issue sufficient to enable candidates to evaluate the accuracy and comprehensiveness of the representations.</p>	<ul style="list-style-type: none"> • Reasons for protest about Vietnam War. • The forms of and extent of opposition and protest: the role of the media; demonstrations; opposition in congress. • The extent of opposition: Vocal minority v. silent majority? • Impact of opposition and protest on conduct of the war. 		<p>Weeks 8–11</p>
<p>Part B Skills and concepts</p> <p>Understanding and analysing representations.</p> <p>Practise comparing and evaluating representations of the selected issue.</p>	<p>Generic</p>	<p>Write-up Part B(i): ½ hour Part B(ii): 1 hour</p>	<p>Weeks 12–15</p>

Historical timeline

We have provided a timeline in the candidate handouts section which we hope you will find a useful resource.

Sample task

Vietnam 1960–75

Part A: Carry out a historical enquiry

ENQUIRY 1

The reasons why the USA became involved in the conflict in Vietnam.

One of the following questions should be the focus of the candidate's enquiry:

Either

- How significant was the 'Domino Theory' as a reason for why the USA became involved in the conflict in Vietnam?

Or

- How significant was the weakness of the South Vietnamese Government led by Ngo Dinh Diem as a reason for why the USA became involved in the conflict in Vietnam?

(Total for Part A = 20 marks)

Part B(i): Compare representations of history

Study Representations 1 and 2. They are both representations of the way in which people in the USA reacted to the Vietnam War.

How far do these representations differ?

(Total for Part B(i) = 10 marks)

Part B(ii): Analyse and evaluate representations of history

Study Representations 1 and 2 again and Representation 3, which your teacher will give you.

Choose the one which you think is the best representation of the way in which people in the USA reacted to the Vietnam War. Explain your choice.

You should use all three representations and your own knowledge to explain your answer.

(Total for Part B(ii) = 20 marks)

Note: In the live tasks there will be a choice of enquiry themes provided in Part A.

Representations for use in Part B

Representation 1

Words from the song 'Feel Like I'm Fixing To Die Rag' (Next Stop Vietnam) by Country Joe and the Fish. It was written in 1968.

Come on all of you big strong men
Uncle Sam needs your help again
he's got himself in a terrible jam
way down yonder in Viet Nam so
put down your books and pick up a gun we're
gonna have a whole lotta fun.

(CHORUS)

And it's one, two, three, what are we fighting for
don't ask me I don't give a damn, next stop is Viet Nam
And it's five, six, seven, open up the pearly gates
ain't no time to wonder why, whoopee we're all gonna die.
Come on generals, let's move fast
your big chance has come at last
now you can go out and get those reds
cos the only good commie is the one that's dead and
you know that peace can only be won when we've
blown 'em all to kingdom come.

Come on Wall Street don't be slow
why man this war is a go-go
there's plenty good money to be made by
supplying the army with the tools of its trade
let's hope and pray that if they drop the bomb,
they drop it on the Viet Cong.

Come on mothers throughout the land
pack your boys off to Viet Nam
come on fathers don't hesitate
send your sons off before it's too late
and you can be the first ones on your block
to have your boy come home in a box.

Section 6: Sample task with candidate responses

Representation 2

From *The USA and Vietnam 1945–75*, written in 2007 by Vivienne Sanders.

It is difficult to tell how many Americans were against the war. In a poll in October 1967, 46% of Americans felt that it had been a mistake to get involved in Vietnam, but a massive majority of Americans wanted the USA to stay there and get tougher. This poll then showed widespread support and widespread opposition to the war.

'I want us to get out, but I don't want to give up' one woman said to a pollster.

There were massive anti-war protests outside the Pentagon in October 1967. In the picture the 'war criminal' on the poster is President Johnson.



Perhaps media coverage of the Tet offensive in 1968 was the turning point. In the next few weeks Johnson's approval rating in the opinion polls fell from 48 to 36 %. And a minority of Americans protested loudly.

Politicians took notice of the wishes of voters. The protests probably played an important part in bring the war to an end.

Section 6: Sample task with candidate responses

Representation 3 below can be used together with the two sources provided by Edexcel each year for the controlled assessment as the third representation. Or teachers may provide a third representation of their own choice.

Representation 3

An anti-Vietnam War poster from 1971, created by a group of advertising executives for the Committee to Help Unsell the War.



Assessment criteria

Part A: Carry out a historical enquiry

Target	Assessment Objective 1/Assessment Objective 2	20 marks
Level	Descriptor	Mark
0	No rewardable material	0
Level 1 QWC i-ii-iii	<ul style="list-style-type: none"> • Simple comment offered and supported by some information. The material will be mainly generalised. There will be few, if any, links between comments offered. • A limited number of sources have been used in the enquiry. • Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The candidate spells, punctuates and uses the rules of grammar with limited accuracy. 	1–5
Level 2 QWC i-ii-iii	<ul style="list-style-type: none"> • Statements are developed with support that is mostly relevant and accurate but with an implicit focus on the question. The response may mainly take a descriptive form. • A range of sources has been consulted and used. • Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The candidate spells, punctuates and uses some of the rules of grammar with general accuracy. 	6–10
Level 3 QWC i-ii-iii	<ul style="list-style-type: none"> • The response attempts an analysis which is linked to appropriately selected information. The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the candidate makes. The response may also include accurate material that is descriptive and/or that strays from the question focus, and judgement may be implicit. • A range of sources appropriate to the enquiry has been identified and material from them has been well selected. • Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The candidate uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found. 	11–15

Section 6: Sample task with candidate responses

<p>Level 4 QWC i-ii-iii</p>	<ul style="list-style-type: none"> • A sustained analysis is supported by precisely selected and accurate material and with sharply focused development of the points made. The answer as a whole will focus well on the question. An explicit judgement is given, with a reasoned argument about the nature/extent of change/significance/consequences OR whether one factor was more important than the others OR the response explains the inter-relationship between two or more of the factors. • A range of sources appropriate to the enquiry has been identified and material from them has been well deployed. • Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. The candidate spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found. 	<p>16–20</p>
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Part B(i): Compare representations of history

Target	Assessment Objective 3b	10 marks
Level	Descriptor	Mark
0	No rewardable material	0
Level 1	Comprehends the surface features of the provided representations and selects material from them. Responses are descriptions, direct quotations, or paraphrases from one or more of the sources.	1–3
Level 2	Comprehends the provided representations and selects from them similarities and/or differences of detail. At low level 2, there may be only one developed comparison, and other comparisons will be undeveloped or unsupported with material from the sources.	4–7
Level 3	Analyses the sources and identifies a range of similarities and/or differences in representation. Uses precisely selected detail from the provided representations to support the explanation and makes a judgement about extent.	8–10

Section 6: Sample task with candidate responses

Part B(ii): Analyse and evaluate representations of history

Target	Assessment Objective 3b	20 marks
Level	Descriptor	Mark
0	No rewardable material	0
Level 1 QWC i-ii-iii	<ul style="list-style-type: none"> Comprehends the surface features of the provided sources and selects material. Offers simple judgments about the representation, and offers a limited amount of accurate information about the period in question. The material will be mostly generalised and linkage to the representation will be implicit. Writing communicates ideas using everyday language and showing some selection of material but the response lacks clarity and organisation. The candidate spells, punctuates and uses the rules of grammar with limited accuracy. 	1–5
Level 2 QWC i-ii-iii	<ul style="list-style-type: none"> Comprehends the surface features of the provided sources and selects from them key features of the representations. Makes a judgement about the best representation and provides detailed and accurate material about the period in question, but with little linkage between description and judgement. Judgements may relate to the accuracy or comprehensiveness of the representation. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The candidate spells, punctuates and uses some of the rules of grammar with general accuracy 	6–10
Level 3 QWC i-ii-iii	<ul style="list-style-type: none"> Analyses the provided sources and shows some of the ways in which the past situation has been represented. Uses detail from the provided representations to support the analysis. Makes a critical evaluation of the representation based on well selected information about the period in question and applying at least two clear criteria, for example, the author's purpose or objectivity, or the accuracy or comprehensiveness of the representation. Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The candidate uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found. 	11–15

Section 6: Sample task with candidate responses

Level 4 QWC i-ii-iii	<ul style="list-style-type: none">• Analyses the provided sources in order to show the way in which the past situation has been represented. Uses precisely selected detail from the provided sources to support the analysis.• Makes a critical evaluation of the representation based on precisely selected information about the period in question and applying at least three criteria, for example the author's purposes or objectivity, or the comprehensiveness and/or accuracy of the representation.• Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. The candidate spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.	16–20
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Candidate response: Part A historical enquiry

The reasons why the USA became involved in the conflict in Vietnam

How significant was the 'Domino Theory' as a reason for why the USA became involved in the conflict in Vietnam?

Extract from a candidate response

...By the 1950s the USA was convinced that communism was on the march and spreading around the continents of the world. President Eisenhower believed in the 'domino theory'. This meant if communism spread to a particular part of the world and took over and rules one country, then other surrounding countries would also fall to communist takeovers – just like if you line up a load of dominoes and pushed the first one over, then the others would fall. Eisenhower did not want this to happen in Vietnam and was concerned that communist North Vietnam would take over noncommunist South Vietnam. The Vice President of the USA, Richard Nixon gave a national TV broadcast about the domino theory in December 1953 after he visited Vietnam. He said 'if Indo-China goes under communist domination the whole of South-East Asia will be threatened'. The USA supported the government of South Vietnam and hoped that this would stop the spread of communism...

Moderator's comments

“

This extract shows the qualities described in Level 2 of the mark scheme. The student has found out about and described some of the aspects of the Domino Theory. The response shows the selection of some accurate detail to illustrate the origins of the theory and why the USA was concerned about Vietnam. However the focus on the question is implicit – and the detail needs to be extended to allow the candidate to improve within Level 2. To improve to Level 3 the student should make explicit causal links to show the way in which the USA's aim of preventing communist domination of South-East Asia affected their policy with regard to Vietnam and brought about their increasing involvement. The candidate could, for example, explain the USA's decision to send 'advisers' and the sort of support that was given to the Diem Government of South Vietnam. The candidate could also include the USA's failure to follow the Geneva Accords as a consequence of the Domino Theory.

”

Part B(i) response

Study Representations 1 and 2. They are both representations of the way in which people in the USA reacted to the Vietnam War.

How far do these representations differ?

Extract from a candidate response

...Representation 1 says 'we're all gonna die'. It also says fathers who send their sons off to Vietnam will have them come back in a box, which means a coffin. So this representation shows people were against the war because of all the deaths. But then it says 'let's hope and pray that if they drop the bomb they drop it on the Vietcong' which means they felt that some deaths were by mistake and not part of the fighting. This representation is all about why people were against the war. Representation 2 says there was widespread support and widespread opposition to the war, so it is not the same as Representation 1 which is mainly about opposition, though it does say that the generals wanted the commies dead. Representation 2 says media coverage of the Tet offensive was why people protested and this links with Representation 1 and the bombing. They both say people were against the fighting and killing...

Moderator's comments

“

This response is typical of work which would gain a Level 2. The candidate takes many of the details of the representations at face value, reporting what the representations say. But there is some comprehension of the way attitudes are portrayed 'this shows people were against the war because of all the deaths' and there is the beginning of a comparison which sees that both the representations indicate some support for the war, in spite of the candidate's comment on Representation 1 that 'this representation is all about why people are against the war'. There is enough comprehension and comparison to allow low level two. More awareness of the implied support for the war from big business or anticommunist generals and more developed comparison of differences in what is said about support for the war would gain a high Level 2. To move to Level 3 the candidate would need to make a judgment about the extent to which the representations differ.

”

Part B(ii) response

Study Representations 1 and 2 again and Representation 3, which your teacher will give you.

Choose the one which you think is the best representation of the way in which people in the USA reacted to the Vietnam War. Explain your choice.

You should use all three representations and your own knowledge to explain your answer.

Extract from a candidate response

...Representation 3 doesn't tell us much about US public opinion it is just a picture of a wounded 'Uncle Sam'. Representation 1 doesn't give much idea of US public opinion as it is just a song about the war. But they both show opposition to the war. Representation 3 is produced by the 'committee to help Unsell the War'. Representation 1 is about the number of deaths. Representation 2 is the most useful because it explains in detail how Americans reacted. The author gives percentages of people who agreed or disagreed with the war. It shows how people protested and had views about President Johnson. The representation also suggests that the media played a role in changing people's opinions about the war, and it suggests that the protestors probably played a part in ending the USA involvement in the Vietnam War. We know that by 1967 there were huge demonstrations in cities in the USA. 200,000 in New York and 50,000 in San Francisco as well as the outside the Pentagon shown in the photograph. Also people like Martin Luther King spoke out against the war, but most opposition grew in 1968 after the Tet Offensive...

Moderator's comments

“

This extract has the characteristics of a low Level 2 response. A key feature of Representation 2 is selected – the information it contains about people's reactions – and the candidate support this by selection from the content. There is a suggestion about the role of the media but this is not developed. The candidate offers a limited amount of accurate information about the period in order to comment on the accuracy of the representation, but the information is added rather than used to develop the assessment very far. The candidate could have made more of the material in Representation 2 which notes that opinion, while questioning the decision to get involved in Vietnam, remained massively in favour of staying there. This may be implied by the candidate's comments on 'most opposition growing in 1968', but this is not made clear. Some further consideration of the other representations would help to move the response up in Level 2. To move to Level 3, the response needs more developed evaluation of all three representations as representations of public opinion, applying at least two criteria in the evaluation of them.

”

Additional Part B(ii) representation sources

One of the following three representation sources can be used, together with the two sources provided by Edexcel each year for the controlled assessment, as the third representation. Representations from past controlled assessment tasks can also be used. Or teachers may provide a third representation of their own choice. Teachers may adapt these representations for use with candidates. For example, they may be shortened, and passages may be adapted for accessibility. The meaning should not be altered, however. Amended sources should be submitted with the candidates' work for moderation.

Section 6: Sample task with candidate responses

Representation 3-A

An anti-Vietnam War poster from 1971, created by a group of advertising executives for the Committee to Help Unsell the War.



Section 6: Sample task with candidate responses

Representation 3-B

From *United States 1776–1992*, written by Derrick Murphy et al in 2001.

The American public was increasingly turning against the war, especially after the 1968 Tet Offensive.

While the majority of Americans had supported government policy throughout the war, an increasing number were questioning why they were in Vietnam. It was among students that the anti-war movement started, with the first 'teach-in' at the University of Michigan in 1965. The anti-war movement then spread among students, organised by Students for a Democratic Society (SDS). Their protest was about the morality of the war as much as its effectiveness. It was taking money away from Johnson's poverty programmes. In their view, the United States had no right to tell other countries how to run their governments. The students organised protest marches, burned draft cards, held debates, broke up classes etc. During the March Against Death in 1969, 300,000 filed past the White House in silence for 40 hours each carrying the name of a dead, soldier or a destroyed village. At Kent State University, in 1970, four students were killed and 11 Injured when National Guardsmen open fire on a protest against Nixon's invasion of Cambodia.

Opposition was not just from students. The growing 'credibility gap' between what the government was telling people about the war and what was actually happening concerned many Americans. Among liberals especially, hostility to the war increased in the 1960s. President Kennedy brother, Robert Kennedy, came out against the war in 1968. There were also protests in other countries and much criticism of US policy. Whether the anti-war movement had any real impact is debated by historians. It is doubtful that the protests in themselves forced the government to make peace but, in a democracy, no government can ignore totally the protests of a large and growing section of the population.

Section 6: Sample task with candidate responses

Representation 3-C

From *Ideology, Conflict and Retreat: The USA in Asia 1950-1973* written by Geoff Stewart in 2009.

Opposition in the USA [to the Vietnam War]

The pressure was kept on the government to make a deal [make peace] by protests of all types. One of the most widely supported took place on 15 October 1969 when two million people took time off work in over 200 American cities to participate in various peaceful protests. In a sense this showed how divided the USA had become; a poll on the day after the protest showed 68 per cent approved of Nixon's handling of the Vietnam situation.

Nixon counter-attacked the anti-war movement with his effective 'silent majority' speech in November. [In the speech Nixon asked the 'great silent majority' to back him against the noisy protestors.] There was also a deliberate attempt to reduce media coverage by arm-twisting editors and television executives. However, the government's attempt to rally support was not helped by the emergence of the story of the My Lai massacre in November. It appeared the war was not only killing American 'boys' but corrupting them too.

The invasion of Cambodia in April 1970 produced a massive upsurge in protests and a particularly tragic event at Kent State University, Ohio, when the National Guard opened fire on demonstrators and killed four students. This, of course, triggered more demonstrations nationwide. At times, those who opposed the anti-war demonstrators acted violently. Construction workers in New York beat up students and, more peacefully, 100,000 of these 'hard hats' demonstrated their support for the president on 20 May. Apparently a majority of Americans blamed the students at Kent State rather than the National Guard. The opposition in Congress that gave the government more problems. The number of senators and congressmen opposing the war had grown considerably.

1972 Presidential Elections

Despite both the street protests and the growing Congressional opposition, Nixon had done enough to retain support in the country. 1972 was an election year. The result was that Nixon was re-elected by a landslide. He had done enough to reassure the American public that the war was being run down while still keeping patriotic pride. Nixon was more in tune with the mass of Americans than the anti-war radicals.

Candidate handouts

The following handouts can be copied and adapted for use with your candidates:

- Topic timeline
- Assessing representations: from comprehension to evaluation
- Understanding enquiry and representations
- What are notes?
- What is an enquiry?

Section 7: Candidate handouts

Topic timeline

CA5: Vietnam 1960–75

- 1945 Japan defeated in WW2 and withdrew from South East Asia (including Indo-China).
- 1945 Vietminh determined to prevent French from re-establishing control so took control of Hanoi (North) and Saigon (South).
- 1945 French returned with 50,000 troops and were able to re-establish control in the south but not in the north where a 'guerrilla' style war broke out.
- 1954 After years of conflict the Vietminh won a decisive battle at Dien Bien Phu.
- 1954 France, Great Britain, China, USSR, USA and Vietnam met in Switzerland and signed the Geneva Agreement – Vietnam was to be divided (temporarily) into North (communist – led by Ho Chi Minh) and South (non-communist – led by Diem) China and the USSR backed the North and the USA backed the South.
- 1959 A civil war had developed between south Vietnamese communists (Vietminh – but now called Vietcong) and the south Vietnamese Government backed by the USA who now sent military 'advisers' to help the Government fight the communists.
- 1963 Buddhist monks burnt themselves to death in the streets of Vietnamese towns as a protest against the South Vietnamese Government and the civil war.
- 1964 Gulf of Tonkin Incident.
- 1964 Operation 'Rolling Thunder'.
- 1964 200,000 USA combat troops deployed to support the South Vietnamese Govt in its war against the communists.
- 1964 First march to Washington of people against the war took place (25,000 people took part).
- 1967 'Vietnam Veterans Against the War' (VVAW) was formed in USA.
- 1967 A group of academics (led by Bertrand Russell) set up the 'International War Crimes Tribunal' accusing the US of using illegal weapons (e.g. Napalm and Agent Orange) against the people of Vietnam.
- 1968 Tet Offensive.
- 1968 Media in the USA, previously supportive of US involvement in the conflict, begin to question US involvement.
- 1968 Crisis at Khe Sanh.
- 1968 My Lai Incident.
- 1968 US President Nixon introduces policy of 'Vietnamization'.
- 1968 Major anti-war demonstrations in USA and other major cities around the world.
- 1968 Peace Talks begin in Paris.
- 1968 Burning of military 'draft' cards – the 'Catonsville Nine'.

Continued...

Section 7: Candidate handouts

CA5: Vietnam 1960–75

- 1970 Kent State University (Ohio) anti-war protest.
- 1971 The 'Camden 28' – 'draft' dodgers.
- 1971 The 'Pentagon Papers' exposing 'Operation Phoenix'.
- 1972 Jane Fonda (nick-named in some media 'Hanoi Jane') visited North Vietnam.
- 1973 Paris Peace Agreement.
- 1973 March – last USA troops leave Saigon.
- 1975 North Vietnamese Army surround Saigon.
- 1975 April – last Americans living in Vietnam were airlifted out of Saigon.
- 1975 Conflict over.

Assessing representations: from comprehension to evaluation

This handout helps you to understand the difference between comprehending and evaluating a representation. To do well you need to be making a critical evaluation.

Representation 1

Face value content of representation

- USA needs men to fight a war because they have got themselves in a 'jam'.
- Why are people fighting when they are all going to die?
- USA can fight communism.
- War means there is money to be made.
- Soldiers come home dead in a box.

Evaluation of representation as evidence of US public opinion to the Vietnam War

- The title suggests that in going to Vietnam soldiers are getting ready to die.
- The song was written in 1968 when protest against the war was strong in the US.
- Its only a song – it may not reflect opinion of the author.
- As a protest it criticises the USA ('Uncle Sam'), military generals, Wall Street and parents.
- Use of own knowledge to evaluate accuracy.
- Use of own knowledge to test comprehensiveness – whether other points need to be included.

Critical evaluation of representation as evidence of US public opinion to the Vietnam War

- The song was written in 1968 – not only a time when protest against the war was growing, but the media were turning against the war.
- This song was not the only protest song about the war – therefore evidence of one way in which protest was articulated – but how accurate a view is it of protest opinion?
- The song focuses on particular people or groups – the govt ('Uncle Sam'), military generals, Wall Street (money makers), parents – all 'older' and known targets of young protestors.
- Written for a younger audience – many of whom were already protesting against the war – student movement.
- Use of own knowledge to evaluate accuracy.
- Use of own knowledge to test comprehensiveness – whether other points need to be included.

Section 7: Candidate handouts

Representation 2

Face value content of representation

- Difficult to tell how many people were against the war.
- 1967 47% of Americans thought it a mistake to get involved.
- A lot of Americans wanted to stay and get tougher.
- Protests against President Johnson.
- Tet Offensive important in changing peoples minds.

Evaluation of representation as evidence of US public opinion to the Vietnam War

- Representation gives a more balanced account of opinion.
- Views are backed up with data and a quote.
- Use of own knowledge to evaluate accuracy.
- Use of own knowledge to test comprehensiveness – whether other points need to be included.

Critical evaluation of representation of evidence of US public opinion to the Vietnam War

- As the representation was written a long time after the war the representation is based on more detailed research of how people reacted differently to the war and is not as propaganda based as Representation 1. It is a more balanced representation.
- Focus on the significance of the Tet Offensive.
- Some judgement about the role of the protestors and who took notice of their actions.
- Use of own knowledge to evaluate accuracy.
- Use of own knowledge to test comprehensiveness – whether other points need to be included.

Examples of own evidence/knowledge gathered to support analysis and judgement.

- Other songs, photographs, information about protest and its importance.

Understanding enquiry and representations

Part A

What is an enquiry?

- An enquiry means asking a question or wanting to know about something.
- It is a search for information.
- It involves the examination of facts and ideas for accuracy.
- It involves research using different sources of information, e.g. books, the internet, newspapers and personal accounts.
- After information has been gathered, it involves selecting which information is most helpful and using that information to make judgements and reach conclusions.

What skills will I learn whilst carrying out my enquiry?

In carrying out your enquiry for Part A you will learn how to:

- plan an enquiry
- find different sources of information
- choose what information to use and what information not to use
- organise information
- evaluate information
- reach your own conclusion about your enquiry.

What preparation do I need to do to be successful in the enquiry?

- Keep in mind what enquiry you are following and search for information that is relevant.
- Use at least five sources of information. They don't all have to be books; you could use internet sites, television programmes, sites and museums if they are relevant. Try to find a range of different sources – don't just use five different websites.
- Practise the skills you need in order to be successful: selecting information; organising information; evaluating information; reaching a conclusion.
- Make a plan – four or five key points from your enquiry.
- Make some notes which will help you organise your information. These can be handwritten on the Edexcel proforma or word processed. You could include key names, events and dates; short quotations you will use in your answer. You will be able to have these notes with you when you write up your controlled assessment.

Section 7: Candidate handouts

What do I need to do in the assessment for Part A?

In Part A you will write up your answer to your enquiry question worth 20 marks. In this part of the assessment, you will be successful if you:

- focus on the enquiry
- use good spelling, punctuation and grammar and communicate clearly
- show that you have selected sources of information carefully
- use information from your sources to back up the points you want to make
- organise your points so that your answer leads to your conclusion
- at the end of your answer, sum up the reasons why you came to your conclusion in the enquiry.

Part B

What is a representation?

- Sources that are designed to create an image of some aspect of the past.
- When historians write they create a representation of the past.
- Film makers, painters, artists, novelists do the same – when they pick a subject or event in the past they create a ‘representation’ of it.
- Therefore, a representation is also an interpretation and it will probably have strengths and weaknesses in the way it conveys the past.
- A representation may only focus on one aspect and not tell the whole story, it may be balanced and give more than one side, or it could be designed to persuade and influence.

What skills will I learn in Part B?

In assessing representations of History for Part B you will learn how to:

- understand representations of history
- compare representations and see differences in the ways they portray the past
- use representations together with your own knowledge
- evaluate representations
- reach a decision which you can explain and support.

What preparation do I need to do to be successful in the representation questions?

- Practise the skills you need to be successful: compare two representations; assess a representation using your own knowledge – is it accurate? Is it one-sided or is it objective? Is it only giving part of the picture or is it complete? Was its author trying to give an accurate portrayal, or simply to entertain?
- You will be given your representation sources 2 weeks before your controlled assessment. Make sure you understand the viewpoints and message of each of them.
- Make notes to help you compare and evaluate the representations for question B(i) and (ii). You should use clear criteria for your evaluation: you could have these headings – How accurate? How objective? How complete?

Section 7: Candidate handouts

What do I need to do in the assessment for Part B?

In Part B you will write up your answer to two questions.

Part B(i) will ask you to analyse two representations. You will be asked how far the representations differ. This question is worth 10 marks.

In this part of the assessment you will be successful if you:

- identify points of difference clearly
- identify points of similarity clearly
- choose details from both representations to back up the points you make
- sum up what you've identified to show that you understand how far the representations differ.

Part B(ii) will ask you to evaluate three representations. You will be asked to say which you think is the best. This question is worth 20 marks.

In this part of the assessment you will be successful if you:

- explain how you are going to decide which representation is best – we call these ideas the criteria you are using to evaluate the representations
- evaluate all three representations using at least three criteria (you can use more if you choose)
- always back up your points using the representations and your own knowledge of the issue.

At the end of your answer, sum up the reasons why you came to your conclusion about which representation was best.

Section 7: Candidate handouts

Which is the best representation?

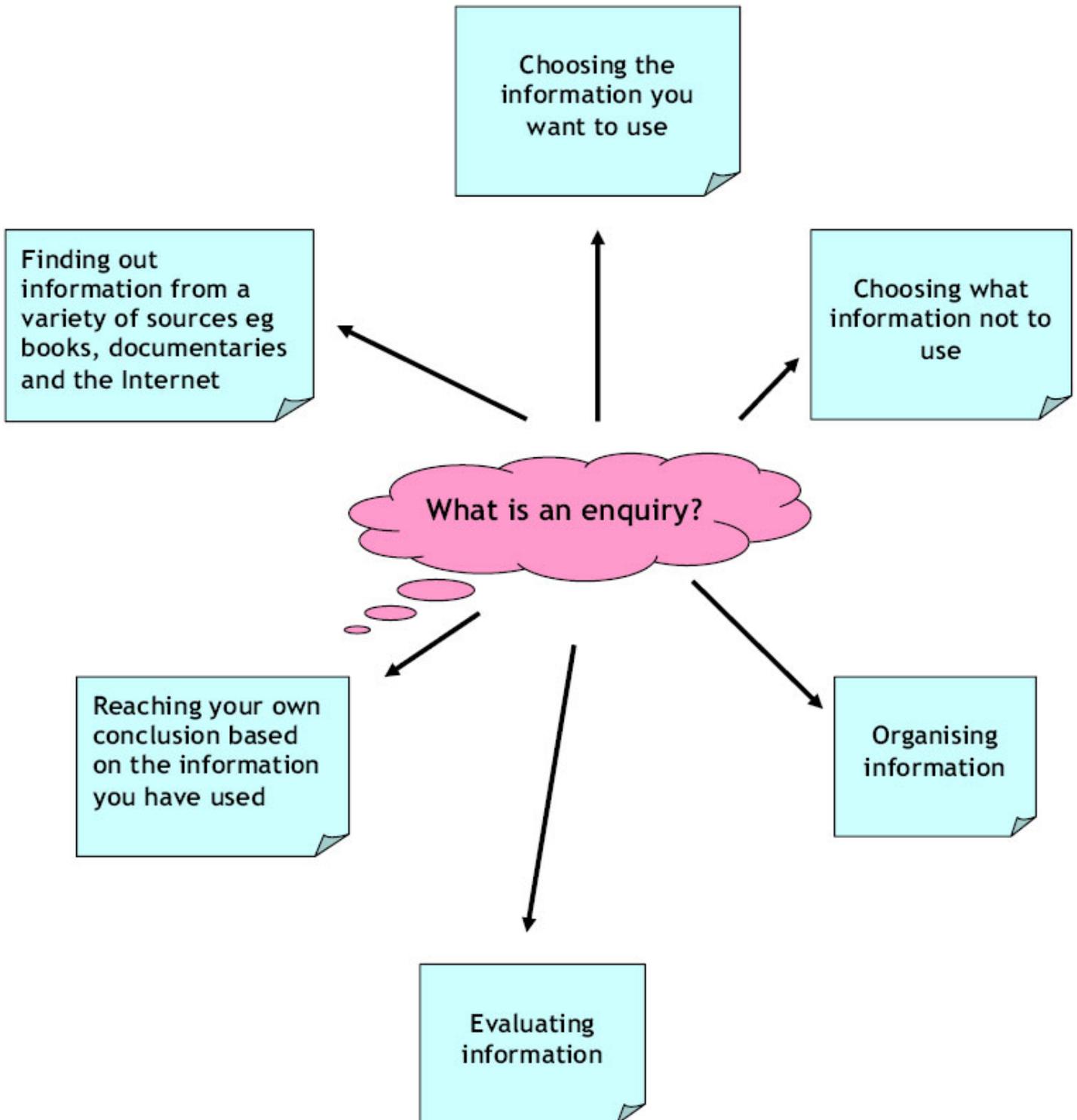
Use this sheet to record your thoughts on your representation questions. [This sheet may not be taken into the write-up session.]

	How complete?	How objective?	How accurate?
Representation 1			
Representation 2			
Representation 3			

What are notes?



What is an enquiry?



Candidate proformas for plans and notes

The following proformas have been designed for candidates to write their plans, notes and bibliography. The forms will be available for separate download on the Edexcel website. These proformas are only suggested templates and are not compulsory.

Candidates and teachers may, if they wish, create their own proformas based on this design, provided that they are A4 size and conform to the strict page number limits detailed on page 14 of this document. Plans and notes may be handwritten or word processed (minimum font size 12). Plain or lined A4 paper may be used. There is no page limit for the bibliography which should be as long as necessary.

GCSE History controlled assessment

Student proforma – Page 1 of 10

These sheets (or centre-designed versions of them) are designed to be taken into the controlled assessment write-up and handed in at the end of the session. They should be attached to the front of the candidate's work at the end of the write-up session.

Centre number:	
Centre name:	
Candidate number:	
Candidate name:	

Controlled assessment option: (please circle)	CA1	CA2	CA3	CA4	CA5	CA6	CA7
	CA8	CA9	CA10	CA11	CA12	CA13 (SHP)	

This form has been designed for students to write their controlled assessment plans, notes and bibliography, which should be brought into the write-up session. Students and teachers may, if they wish, create their own versions of this form, based on this design, provided they conform to the following strict page number limits:

Part A: one side of A4 for plan and two sides of A4 for notes

Part B(i): one side of A4 for plan and one side of A4 for notes

Part B(ii): one side of A4 for plan and two sides of A4 for notes.

There is no page limit for the bibliography which should be as long as necessary.

Plans and notes may be hand written or word processed (minimum font size 12). Plain or lined A4 paper may be used.

**GCSE History controlled assessment
Student proforma – Page 2 of 10**

Part A: Carry out an historical enquiry	(Total=20 marks)
Enquiry:	
Plan:	

**GCSE History controlled assessment
Student proforma – Page 5 of 10**

Part B(i): Compare representations of History	(Total= 10 marks)
<p>Question:</p>	
<p>Plan:</p>	

**GCSE History controlled assessment
Student proforma – Page 7 of 10**

Part B(ii): Analyse and evaluate representations of History (Total=20 marks)

Question:

Plan:

**GCSE History controlled assessment
Student proforma – Page 10 of 10**

Bibliography
<p>Please list all sources used when preparing for your controlled assessment write-up. The bibliography should be as long as necessary – no page limit applies.</p>
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