

Edexcel GCSE

History A (The Making of the Modern World)

History B (Schools History Project)

Unit 4: Representations of History

CA5: Vietnam, 1960–75

Sample Controlled Assessment Material

Paper Reference(s)

5HA04/01

5HB04/01

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PEARSON

Instructions for teachers

Part A

Teachers must choose to prepare students for **EITHER Enquiry 1 OR Enquiry 2** and may decide to give students a choice of focus within that Enquiry.

Part B i & Part B ii

Students must answer both Part B i and Part B ii.

Representations 1 and 2 should be given out no earlier than **two weeks** prior to the Controlled Assessment. Representations 1 and 2 must not be taken out of the classroom.

Teachers must select Representation 3. Representation 3 can either be chosen from those provided by Edexcel or teachers may choose their own Representation.

The teacher supervising this Controlled Assessment is responsible for managing the security in accordance with the levels of control detailed in the Specification.

Vietnam, 1960–75

Part A: Carry out a historical enquiry

Teachers must choose to prepare students for **EITHER Enquiry 1 OR Enquiry 2.**

ENQUIRY 1

Military tactics in the Vietnam War

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

- How effective were the military tactics of the US army?

OR

- How effective were the military tactics of the North Vietnamese forces?

ENQUIRY 2

Key Events in the Vietnam War

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

- How significant was the Gulf of Tonkin incident (1964)?

OR

- How significant was Operation Rolling Thunder (1965–8)?

(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)

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.

Representation 2

From The USA and Vietnam 1945–75 written by Vivienne Saunders, published in 2007

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 bringing the war to an end.

Representation 3

Teachers must select Representation 3. Representation 3 can either be chosen from those provided by Edexcel in the teacher support booklets or teachers may choose their own Representation.

The teacher support booklets are available on the Edexcel website.

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Edexcel GCSE

History A (The Making of the Modern World)

History B (Schools History Project)

Unit 4: Representations of History

CA10: The impact of war on Britain, c1914–50

**CA10l: The impact of war on a locality in Britain,
c1914–50**

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Instructions for teachers

Part A

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Part B i & Part B ii

Students must answer both Part B i and Part B ii.

Representations 1 and 2 should be given out no earlier than **two weeks** prior to the Controlled Assessment. Representations 1 and 2 must not be taken out of the classroom.

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The impact of war on Britain, c1914–50
The impact of war on a locality in Britain, c1914–50

Part A: Carry out a historical enquiry

Teachers must choose to prepare students for **EITHER Enquiry 1 OR Enquiry 2.**

ENQUIRY 1

Women in wartime

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

- How much did the role of women change in the years 1914–28? (Either in Britain or a locality)

OR

- How much did the role of women change in the years 1939–50? (Either in Britain or a locality)

ENQUIRY 2

Work in wartime

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

- How much impact did war have on work in the years 1914–18? (Either in Britain or a locality)

OR

- How much impact did war have on work in the years 1939–45? (Either in Britain or a locality)

(Total for Part A = 20 marks)

Part B i: Compare Representations of history

Study Representations 1 and 2. They are both Representations of how civilians reacted to the experience of the Second World 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 how civilians reacted to the experience of the Second World 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)

Representations for use in Part B

Representation 1

From *Waiting for the All Clear* written by Ben Wicks, published in 1990.

Fifty years ago, during the Blitz, the British people showed that they didn't have to be in uniform to be heroes. The Dunkirk spirit flowed in city streets, suburban bomb-shelters and every town and village in the land. Those at home kept their great British sense of humour in the most appalling circumstances. In hardship they looked after each other. Home Guard, firemen, policemen, air raid wardens risked their own lives as they struggled to limit the destruction. Housewives bravely started again when their homes were lost.

Out of the terror and tragedy came courage and solidarity, selflessness and an unshakable determination to win through against the awesome might of the Luftwaffe.

Representation 2

From *Britain in Our Century* written by Arthur Marwick, published in 1984.

Heavy bombing of London began on a Saturday evening (7 September 1940). The capital was bombed every night for 76 nights and then on and off for a further six months. On 14 November the entire centre of Coventry was destroyed, and in November and December other cities suffered severe bomb attacks.



A photograph taken on 15 September 1940. It was published with the caption 'Their houses are wrecked, but the tenants of these buildings in North London still showed the British Grit.'

The caption to this photograph is interesting. Newspapers or photographers who wished to get a photograph accepted by the censors had to choose the words of their captions carefully. In this photograph we have the usual heroic image of people's response to the bombing, but in more recent years historians have questioned whether bombing really did strengthen morale. Did it strengthen support in Britain for the government? Certainly there are other photographs showing much less heroic pictures of people who were bombed out of house and home such as a photo showing two of the victims of Coventry squabbling with each other, but this was not published until the following February.

It may be that if the bombing had gone on much longer the morale of British civilians might have collapsed. But the evidence suggests that the British public affected by the bombing behaved bravely. We should focus on 'Mums' Army', the Women's Volunteer Service (WVS), without whom the Home Front would not have kept going. During the devastating blitz of Coventry on 14 November 1940 the WVS headquarters there was practically destroyed. But, as soon as the wave of bombs stopped, the women began their normal duties again. At 5.00 am, auxiliary fire servicemen came in for tea and sandwiches. One of them, mouth full, uttered the famous line: 'I guess the WVS have won the battle of Coventry.'

Representation 3

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