

Edexcel GCSE

**Specification Guide**

**Edexcel GCSE in History B: Aspects of modern,  
social, economic and political history (1335)**

First examination 2003

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# Introduction

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Edexcel GCSE in History B: Aspects of modern, social, economic and political history, was developed to allow centres to study aspects of the history of Britain from the eighteenth century to the end of the twentieth century and provides an understanding of the social, economic and political development of Britain during that period.

Centres must choose **two** outline studies, **two** depth studies and **two** coursework units. The outline studies require candidates to study change over a long period of time, at least a century. The depth studies require candidates to study the impact of movements or events over shorter periods. The depth studies have been selected so that they complement and extend the outline studies.

For example, a centre that chose outline study B1: Changes in work and employment in agriculture from the, mid eighteenth century to 1900 could also choose depth study G: The impact of Enclosures, c.1750–1830. A centre that chose outline study A2: Changes in work and employment in industry from the late nineteenth century to the late twentieth century could also study depth study M: The impact of the Great Depression on Britain, 1921–39.

Other possible combinations of units could be:

- A1: Changes in work and employment in industry c.1760 to the late nineteenth century
- B1: Changes in work and employment in agriculture from the mid–eighteenth century to c.1900
- G: The Impact of Enclosures, c.1750 – c.1830
- J: The campaigns for factory and mines reform, c.1800 – c.1880.

**Or**

- A2: Changes in work and employment in industry from the late nineteenth century to the late twentieth century
- D2: Changes in health, welfare and population from the late nineteenth to the late twentieth century
- M: The impact of the Great Depression on Britain, 1929–39
- N: The Impact of the Second World War on British Society 1939–45.

*There are two coursework options, A and B. Full details of the two options are given in the Specification.*

### **Option A**

This option allows centres to study two coursework units on British history. One may be chosen from the outline studies or depth studies, but must not be one of the units that will be examined in the examination papers. The second unit must be a local study.

Centres may also study two local study units, but they must be on significantly different areas and topics.

### **Option B**

This option offers students the opportunity to undertake a study based on modern European or World political history. This enables students to broaden their knowledge and understanding through the study of another country, a different chronological period and a political dimension.

(Details of the units currently available from Edexcel, and of other suggested units, are given on pages 127–8 in the coursework section of this Guide.)

# Content of outline studies

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The following subject content for each unit is provided so that centres can plan schemes of work more effectively. The subject content is intended to identify the scope of each outline study and will allow centres to prepare their candidates more thoroughly for the terminal examinations.

## **A1: Changes in work and employment in industry c.1760 to the late nineteenth century**

Questions will generally focus upon changes in the structure of industry and the impact of these changes on the nature of work and employment in the period to c.1875; why change has taken place and how it has affected industries and people.

Candidates should understand:

- the nature of the domestic system, how it was organised its advantages and disadvantages for both workers and employers
- the work of inventors and businessmen in changing the character of the textile industries. The inventions and achievements of Kay, Hargreaves, Crompton, Arkwright and Cartwright. The move from home to factory and the economic and social effects costs of the changes for workers and employers
- the use of power before steam and the work of early pioneers such as Savery and Newcomen in the development of steam power. The improvements made by Watt and the role of Mathew Boulton. The effects of steam power on British industry, transport and society
- the changes in the coal industry due to deeper pits and increased demand, the dangers involved and how these were overcome by inventions such as the safety lamp and legislation such as the Mines Act of 1842. The development of the iron industry and the key role of the Darby family at Coalbrookdale. The work of other iron masters such as John Wilkinson and Henry Cort. The change brought in steel production by Bessemer and the increased use of steel
- the changes in the nature and organisation of work from the domestic system of production to the factory, the effect of these changes on working conditions and opportunities for working men, women and children.

## **A2: Changes in work and employment in industry from the late nineteenth century to the late twentieth century**

Questions will generally focus upon changes in the nature of work and employment in the twentieth century; why change has taken place and how it has affected industries, regions and people.

Candidates should understand:

- the general patterns of employment in 1900, the extent of mechanisation and the factors affecting the employment of women
- working conditions at the beginning of the century in the major industries, eg domestic service, coalmining, agriculture, dockwork, this could be in the form of a general overview
- the nature and extent of manual labour in industry, the industries in which machinery was used, eg textiles, the manufacture of motor cars before Ford
- the employment opportunities for women in the years to 1914, factors restricting the employment of women, eg education, pay etc
- the effects of the major factors for change; the impact of the First World, eg new opportunities for employment for men and women, the nature and extent of changes in employment, eg industries which benefited, new opportunities for promotion, higher earnings etc., the extent to which changes to the opportunities and the status of women outlasted the war
- the reasons for the decline of the ‘old industries’; the effects of decline upon people and regions
- the impact of the assembly line upon the motor car industry; the reasons for the development of the ‘new industries’; the effects of development upon people and regions, the significance of electrical power and the National Grid
- the factors influencing employment since 1945, eg computer technology, emancipation, equal opportunities.

Candidates should have an understanding of how at least **one** major industry has changed since 1900, eg agriculture, textiles, coal mining.



## **B1: Changes in work and employment in agriculture from the mid eighteenth century to c.1900**

Questions will focus upon the changes in farming methods, the introduction of new technology and more scientific farming methods. The growth of commercialised farming: and the decline of the old subsistence farming of the open field system: the effect of these changes on village life and employment.

Candidates should understand:

- the character of village life before change; its advantages and disadvantages for landowners and labourers
- the work and importance of agricultural pioneers such as Bakewell in cross breeding, Townsend in crop rotation, Tull with new machines and knowledge of others such as the Colling brothers would be useful but not essential
- the importance of the work of Coke and Young in the spread of new methods; knowledge of the role of others such as George III would be useful but not essential
- the effects of the French wars and blockade in creating new demands for home produce and investment, the reasons that explain why the corn laws were introduced and their effect on British agriculture
- the reasons that explain the Repeal of the Corn Laws, the work of the Anti Corn Law League, the effects of the Irish Famine and the role of Peel
- the effects of repeal on British farming and the start of the 'Golden Age' and high farming, why farming prospered and the development of new scientific methods such as fertilisers and the work of Rothampstead
- the end of prosperity the causes of the Great Depression the main areas of foreign competition and its effects on different areas such as arable and pastoral the development of dairy farming and market gardening how some areas were much less affected than others
- changes in the nature of village life the rise of farm labourers and the decline of the traditional village and the drift from the land.

## **C1: Changes in transport, communications and leisure from the mid eighteenth century to the late nineteenth century**

Questions will focus upon the changes in methods of transport road rail and canal and the results of these improvements on British society and economy. The main leisure activities and how these changed over the period.

Candidates should understand:

- the reasons for and the poor state of transport and its effects in the middle of the nineteenth century
- the work and importance of the Turnpike trusts in improving transport by road; the methods, work and importance of the main road builders such as Metcalf, Telford and Macadam, the work of others such as Wade would be useful but not essential
- the reasons that explain the growth of canals as a means of transport; the work of Bridgwater, Brindley and Telford, the work of Rennie would be useful but not essential, the problems experienced in the construction of canals, canal mania, the impact of canals on the economy and society, weaknesses of canals and the reasons for their decline
- the development of railways the early work of pioneers such as Trevithick, the work and achievements of the George and Robert Stephenson and Brunel. The problems encountered in building railways, opposition to railways, the effect of the railway on the economy and society
- the main leisure activities enjoyed by different classes in the twentieth century prize fighting, blood sports, popular sports such as football, horse racing, spas such as Bath and Tunbridge Wells
- the effect of transport improvements; bank holidays and cheaper fares the growth of seaside holidays and professional sport the decline of blood sports.

## **C2: Changes in transport, communications and leisure from the late nineteenth century to the late twentieth century**

Questions will focus upon the changes in transport and communications and the impact of these changes on the economy and society. Changes in holiday patterns will also feature in this study from traditional holidays to package foreign holidays.

Candidates should understand:

- the role of early pioneers of the motor car especially the work of Henry Ford and William Morris
- the motor car on the economy in terms of work and the growth of towns, the effect of the car on society, the growth of leisure and the effect on the environment
- the role of the state in regulating the motor car from red flag to MOT and traffic regulations

- the development of flight, airships and aeroplanes the work of the early pioneers such as the Wright brothers and Bleriot, improvements as a result of two World Wars and the development of the Jet
- the development of air transport for freight and passengers and the impact of the development of the aeroplane on the economy and society, the growth in importance of air transport
- the importance of rail transport before 1914, declining fortunes since 1914 and the attempts by governments to deal with this nationalisation and the Beeching cuts, the problems the railways have faced since 1970
- the effect of transport changes on working patterns and the growth of towns, ring roads and Green belts
- the development of the traditional sea side holiday, the importance of the work of Thomas Cook and Billy Butlin, the growth of foreign and package holidays.

## **D1: Changes in health and population from the mid eighteenth century to the late nineteenth**

Questions will focus upon the changes in the size of the population, reasons for its increase, changes in urban areas. The problems of these new urban areas, health and social problems, government efforts to improve them. The changing nature of medical, surgical and nursing standards, the changing knowledge of the causes of disease.

Changes in the size of the population, reasons for this growth, the growth of urban areas; the problems of these new urban areas, health and social problems and government efforts to improve them. Changing nature of medical surgical and nursing standards and the changing understanding of the causes of disease.

Candidates should understand:

- the nature of population change over the period and the reasons for the rise in population and changes in the birth and death rates, the reasons explaining the growth of industrial areas such as the Midlands, South Wales, the North East and West, the causes and effects of migration internally and externally
- the reasons and effects of the growth of the industrial cities, the effects of rapid growth on living standards and standards of health, the impact of cholera
- the reasons for opposition to reform and efforts to reform, the importance of Chadwick and the 1848 public Health Act, the effectiveness of action to reform conditions 1850–75, further Public Health Acts and slum clearance
- the state of medical knowledge in the mid eighteenth century the importance of the work of Jenner
- the poor state of hospitals and surgical and nursing care in the eighteenth century, improvements in anaesthetics and antiseptics the work of Simpson and Lister, the discovery of the germ theory and the work of Pasteur and Koch, the role of Nightingale and others to improve levels of nursing care.

## **D2: Changes in health, welfare and population from the late nineteenth century to the late twentieth century.**

Questions will focus upon the changes in the nature and extent of health and welfare provision and the changes in the size, growth and structure of the population of Britain.

Candidates should understand:

- the nature of welfare provision in the late nineteenth and early twentieth centuries, the Poor Law/Workhouse system
- the reasons for the introduction of the Liberal Reforms, eg the example of Germany, recruitment for the Boer War and the findings of the Rowntree survey, eg the causes of poverty in 1900

- the nature and extent of the Liberal reforms, school meals and medical inspections, the ‘Children’s Charter’, Old Age Pensions, Labour Exchanges and National Insurance
- the scale of change in the inter-war period and the reasons for increased interest in reform in the years leading up to and during the Second World War, the evidence of rationing and evacuation and the Beveridge Report
- the legislation of the Labour government 1945 to 1950, the resulting changes to health and welfare
- developments in welfare since 1950, the problems faced by the Welfare State in the post-war period as a result of longer life-expectancy and the development of medical research
- changes in family size from the late nineteenth century to the 1990s, reasons for the decline in average family size in Britain
- changes in the rate of population growth in Britain, reasons for the slowing rate of growth
- changes in life expectancy, reasons for the increase in average life expectancy this century.

## **E1: Changes in education from the late eighteenth century to the late nineteenth century**

Questions will focus upon the changes in educational provision for both rich and poor boys and girls over the period. The importance of charity schools, church schools and the work of individuals. The developing and expanding role of the state.

Candidates should understand:

- the character of education in the late eighteenth century for the children of the poor. The role of Robert Raikes and the Sunday school movement, Charity schools and Dame schools
- the work and importance of Bell and Lancaster in the development of the monitorial schools. The importance of the churches and the voluntary societies in the provision of education for the poor, the strengths and weaknesses of the monitorial system, reasons given in favour of extending provision and those that opposed it
- the increased involvement of the government in education, the importance of the grant of 1833, the appointment and work of HMI and the work of Kay–Shuttleworth
- the Newcastle Commission and the payment by results system and its effects, reasons and terms of the 1870 Education Act and its importance, legislation that made education both compulsory and free in the period before 1900
- the state of public schools in the late eighteenth and early nineteenth century, limited curriculum, bullying and poor teaching, the work and importance of improving head teachers such as Arnold, Butler and Thring, the effects of government in school improvement
- the educational opportunities available to girls in the late eighteenth and early nineteenth century, the schools available to the rich and poor, the use of the governess, why the education offered to girls was often different to that available to boys
- the work of Miss Buss and Miss Beale in extending the education available to girls, the extent to which the education available to girls had improved by 1880.

## **E2: Changes in education from the late nineteenth to the late twentieth century**

Questions will focus upon the changes in education in the period after 1875 and the increasing role of the state both nationally and locally, the changing character of schools. The arguments over selection and comprehensives and recent developments that have increased central control over the education provided in schools.

Candidates should understand:

- the character of elementary education in the period up to 1918, the role of board schools and higher grade schools
- the importance of the 1902 Balfour Act in establishing the role of LEAs and the effects of the Act, the Fisher Act of 1918 raising the school leaving age and plans for further education

- the reasons for the Butler Act of 1944, the terms of the Act and its effects on the nature of educational provision and improving equality of educational opportunity for all
- the development of the tripartite system and the effects of the 11 plus, arguments over education, the development of the comprehensive school, the arguments over comprehensive education
- the changes in education since 1979, the reasons for the 1988 Education Act, its terms and effects
- the development of new systems of examination and assessment O levels and A Levels, CSE, GCSE, GNVQ and SATs. The importance of the National Curriculum in increasing central control of education.

## **F1: Changes in politics from the late eighteenth century to the late nineteenth century**

Questions will focus upon the changes in the franchise and political parties that took place during the nineteenth century, why these changes took place and the effects that changes had upon voters, parties and politics.

Candidates should understand:

- the nature and extent of the franchise in the late eighteenth and early nineteenth centuries, the differences between county and borough constituencies and the various forms of boroughs
- the nature of elections in the unreformed parliament and in elections after the 1832 Parliamentary Reform Act
- the nature of representation in Parliament before 1832, ‘rotten’ and ‘pocket’ boroughs and their impact upon elections and Parliament
- the nature and methods of the campaigns for reform of Parliament from the late eighteenth century; the reasons for the attempts to reform Parliament; the arguments used against the reform of Parliament
- the reasons for and the extent of the changes to Parliament in the Parliamentary Reform Acts of 1832, 1867 and 1884
- the reasons for, and nature of, the extension of the franchise in 1832, 1867 and 1884; the impact of changes to the suffrage upon Parliament, political parties and political activity in Britain
- the reasons for and the impact of the Secret Ballot Act and the Corrupt Practices Act
- the development of the Conservative and Liberal Parties; the roles of Peel, Gladstone and Disraeli in changing politics in Britain
- the changing role of Parliament in bringing about social change; the competition between Disraeli and Gladstone in the 1860s and 1870s.

## **F2: Changes in politics from the late nineteenth century to the late twentieth century**

Questions will focus upon the changes in the franchise and political parties that took place during the twentieth century, why these changes took place and the effects that these changes had upon voters, parties and politics.

Candidates should understand:

- the nature and extent of the franchise in the late nineteenth and early twentieth centuries
- the state of the political parties in the late nineteenth and early twentieth centuries; the reasons for the creation and growth of the Labour Party, the significance of its ministries in 1924 and 1929 (but not details of the ministries), and the relative decline of the Liberal Party from 1916



- the difficulties faced by ‘third parties’ in the British electoral system
- the reasons for, and nature of, the extension of the franchise in 1918 to all men over 21; the extent of, and reasons for, the subsequent changes in 1928 and 1969
- the nature of, and reasons for the creation of, National Governments in 1915/16, 1931 and 1940
- the reasons for and the significance of the 1945 general election result, both in terms of the Labour Party and in terms of the country
- the nature of the electoral process in Britain since 1945, the reasons for the dominance of the Conservative and Labour Parties, either in terms of support, eg social class, Trade Unions, business, the Press, or in terms of the effects of the ‘first past the post system’.

# Paper 1

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## Introduction

The purpose of the outline studies on Paper 1 is to allow students to acquire an understanding of change in an aspect of British history over a period of time of at least a century. In order to do this, centres should ensure that their students have a clear understanding of the situation at the beginning of the period and a similar understanding of the end of the period. They should also be aware of the major factors, events and individuals that brought about change.

For example, a centre that chose to study outline D2: Changes in health, welfare and population from the late nineteenth century to the late twentieth century, should begin its scheme of work for this unit with a study of the prevailing conditions at the end of the nineteenth century. This should include details of the provision made by the Poor Law; the Workhouse system as it existed at that point (including provision for health care); life expectancy and details of the findings of the Booth and Rowntree Reports.

Such an introduction would set the scene very effectively and would provide a basis onto which students could build their understanding of change during the twentieth century.

Students would then study the factors which led the Liberals to introduce their reforms from 1906 to 1914 and the nature and extent of these measures. This would be followed by an understanding of the changes brought about during the inter-war period. Students should then have an understanding of the extent of welfare provision at the outbreak of the Second World War. This will facilitate awareness of the significance of the changes made by the Labour government from 1945–51.

The next section of the scheme of work would deal with the impact of the Second World War; the attempts made by the government to ensure adequate health care and nutrition for the whole population and the consequent effects that government policy had upon public opinion and official thinking. This would lead to a study of the content and impact of the Beveridge Report and the debate over its implementation in the years after the end of the Second World War.

The Labour Reforms should be studied in detail and include the ways that they affected the lives of the people of Britain. Students should be aware of the ways that the National Insurance Act and the National Health Service changed the way that poverty and ill health were tackled in Britain.

The scheme of work would end with a study of the problems encountered by the Welfare State since 1951. Students would not be expected to have detailed knowledge of all the changes that have taken place in the National Health Service, but rather a general understanding of the issues that have arisen since its inception.

Students should also understand the factors that have reduced average family size and raised life expectancy during the same period.

# Questions on Paper 1

For each outline study, candidates will be expected to answer six questions, **four** in part (a) and **two** in part (b). The four questions in part (a) will be organised in sequence so that candidates can show their understanding of developments within the outline study. The questions in part (b) will cover other aspects of the outline study. All the questions in Paper 1 will be targeted upon assessment objective 1.

## Part A

The four questions in this part will be based upon stimulus material. This material may be in the form of a picture, a map, a table or statistics. The stimulus material will always be relevant to the questions that follow it and will be of use to candidates in their answers to the questions.

Question 1 will require a short answer and will focus on a key feature or ask for one reason why a change took place. There will be two levels in the markscheme. Level 1, for two marks will be awarded to candidates who show some knowledge of the focus of the question, but for level 2, three marks will be awarded when candidates show relevant knowledge in context.

Questions 2, 3 and 4 will normally have three levels in the markscheme.

### Level 1: Simple statements supported by some knowledge

This will be awarded when candidates make statements in sentences, which lack any supporting knowledge or understanding, or when they make general statements, which lack contextual accuracy.

### Level 2: Developed statements supported by relevant knowledge

This will be awarded when candidates are able to support their initial statements with knowledge and understanding in paragraph form. The supporting material must be relevant to the initial statement. Usually one developed paragraph will earn a low level 2 mark

### Level 3: Developed explanation supported by selected knowledge

This will be awarded when candidates write a sequence of paragraphs with supporting knowledge and understanding and are able to organise the paragraphs logically or coherently. Candidates should, therefore, be able to make links between factors or events and put forward an explanation of causation, change or consequence.

## **Part B and Part C**

In these parts of the question there will be a choice of two longer, or essay style questions. Each alternative question will be based upon stimulus material, which will be in the form of a list of events, people etc. The stimulus material is not intended to be a framework for an answer, but to provide focus around which candidates may structure their response. Candidates may make use of the stimulus material in their answers, but should show their understanding of the nature and relevance of the material in the list. They should also refer to their own knowledge and understanding wherever possible. The best answers to this part will show an ability to balance and organise the stimulus material and the candidates own knowledge.

### **Level 1:** Simple statements supported by some knowledge

This will be awarded when candidates make statements in sentences, which lack any supporting knowledge or understanding, or when they make general statements, which lack contextual accuracy.

### **Level 2:** Developed statements supported by relevant knowledge

This will be awarded when candidates are able to support their initial statements with knowledge and understanding in paragraph form. The supporting material must be relevant to the initial statement. Usually one developed paragraph will earn a low level 2 mark

### **Level 3:** Developed explanation supported by selected knowledge

This will be awarded when candidates write a sequence of paragraphs with supporting knowledge and understanding and are able to organise the paragraphs logically or coherently. Candidates should, therefore, be able to make links between factors or events and put forward an explanation of causation, change or consequence.

### **Level 4:** Sustained argument supported by precisely selected knowledge

This will be awarded when candidates show clear understanding of the nature and focus of the question and structure an answer accordingly. For example, a candidate might develop an answer along the following lines:

#### **Paragraph 1**

Introduction: explanation of any specialist terms in the question and reference to dates etc.  
Statement of the main points to be made, eg in a causation question, the pinpointing of the most important factor(s) should come at the end of this paragraph. These should then be followed up during the next section of the essay.

### **Paragraphs 2, 3, 4 etc**

A sequence of supporting paragraphs developing an argument, each dealing with a factor/change/consequence and showing clear links between factors etc. Paragraphs should refer back to the points made in the introduction and in particular should explain why factors have been identified as being the most important.

The sequence of paragraphs should be ordered and logical. Each one should lead naturally to the next.

### **Paragraph 5**

A summary of the main points made in the essay; with reference to the most important factor etc that were pinpointed in the introduction and were referred to in the second section of the essay and to the ways that they have been supported in the main body of the essay.

This structure can be simplified as Statement, Support, and Summary.

It should be noted that the above framework is not the sole means of achieving level 4, either in examination papers or in coursework assignments. It also does not exemplify a required method of approaching essay questions. It should, therefore, be seen, as a suggested way of tackling such questions and centres should adopt, adapt or reject it accordingly.

A template for students' use can be found on page 18.

**Statement:** This is the introduction to the essay. First of all you need to show that you understand the question. Explain any terms, names and dates that are in the question and then outline the main points that you are going to make.

**Support:** This is the main body of your answer. You need to write a series of paragraphs explaining the points that you referred to in the Introduction. There may be three, four or any number of paragraphs. Make sure that the paragraphs are in a logical order and that they are linked together. For example, if you are referring to long and short term **causes**, make sure that you explain the long term causes first. But, if you are referring to long and short term effects, make sure that you refer to the short-term effects first.

**Summary:** In this section you finish off your answer. Refer back to the points that you made in the introduction and explained in the middle section. Make absolutely clear what you believe to be the main reasons etc.

## Different styles of questions on Paper 1

In Paper 1 candidates will face questions which make different demands upon them according to the assessment objective that is targeted. There will be four types of questions, each with a key task. These will be ‘describe’, ‘why’, ‘effect’ and ‘change’.

### **Describe – Key Features**

Questions which ask candidates to ‘describe’ people or events can be the easiest to tackle. However, candidates must ensure that such questions are approached carefully. Level 3 can only be reached if the description is properly organised and the paragraphs are put into an appropriate sequence. This may be chronological or hierarchical.

### **Why – Causation**

Questions, which contain the word ‘why’, are asking candidates to explain why something happened. They do not require a description of what did happen. However, candidates frequently answer causation questions with descriptions. The higher levels in a causation markscheme can only be reached when candidates attempt to answer the question by explaining the reasons why something happened. The key to a good answer, therefore, is to write about reasons and not events.

### **Effect – Consequence**

Questions which ask candidates to explain the effects of an event or action are requiring an answer that looks at consequences. This means that candidates must focus upon the events that took place as a result. Once again it is easy for candidates to begin to describe events rather than explain effects, but the higher levels in the markscheme will only be awarded when candidates consider the consequences of events or actions.

### **Change**

Questions which ask candidates to explain change, are requiring a comparison between before and after, rather than a description of the events that took place. The highest level in the markscheme will therefore be awarded to answers that contrast the situation before with the situation afterwards. Answers that describe the changes that took place will be less highly rewarded, but will often reach levels 2 and 3.

## Specimen questions

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Given below are some specimen answers to a question for A2: Changes in work and employment in industry from the late nineteenth century to the late twentieth century.

### Answer Part A and *either* Part B *or* Part C.

A – This question is about changing employment opportunities for women. Read the information below and then answer all of the questions, which follow.

Numbers of women working in certain occupations in 1911	
Domestic Service	2,127,000
Textiles	870,000
Dressmaking	825,000
The Professions	383,000
Food and Drink	308,000

- (i) What was meant by Domestic Service? ..... (3)
- (ii) Why did many women work in Domestic Service at the beginning of the twentieth century?..... (5)
- (iii) In what ways did employment opportunities for women change during the First World War? ..... (7)
- (iv) Did the new employment opportunities for women during the First World War last after 1918? Explain your answer..... (5)



B

***Either***

- i) Choose any industry that you have studied. In what ways have employment opportunities for women changed in that industry since the 1920s? ..... (15)

You may use the following information to help you with your answer

1919 William Morris opened his new factory at Oxford
1926 The National Grid created
1929 The Wall Street Crash
1930s Development of the 'new' industries
1939 Outbreak of the Second World War

***Or***

- ii) Have women gained equality at work with men since the 1920s? Explain your answer..... (15)

You may use the following information to help you with your answer

1944 Butler Education Act
1945 End of the Second World War
1965 Introduction of Comprehensive education
1970 Equal Pay Act
1975 Equal Opportunities Act

**(Total: 15 marks)**

## **A2: Changes in work and employment in industry from the late nineteenth century to the late twentieth century**

2. (a) (i) *What was meant by Domestic Service?* (3)
- Target Explanation of key features, recall of knowledge (AO1)
- Level 1: Simple statements supported by some knowledge, eg it involved cleaning, cooking etc (1–2)
- Level 2: Developed statements supported by relevant knowledge showing clear understanding, eg it involved working as a household servant, maid, footmen etc, in someone else’s house. (3)
- (ii) *Why did many women work in Domestic Service at the beginning of the twentieth century?* (5)
- Target Causation/recall of knowledge (AO1)
- Level 1: Simple statements supported by some knowledge, eg there were few jobs for women, there were many domestic servants, women were not educated etc (1–2)
- Level 2: Developed statements supported by relevant knowledge, eg girls were often only educated at elementary level, they went into service at the ages of 12–14, there were many classes of servant, it was one of the few openings for teenage girls etc (3–4)
- Level 3: Level 3 Developed explanation supported by selected knowledge, eg as level 2 but showing understanding of society in the early twentieth century, the differences between rich and poor etc. (5)
- (iii) *In what ways did employment opportunities for women change during the First World War?* (7)
- Target Explanation of key features, analysis of causation/recall of knowledge (AO1)
- Level 1: Simple statements supported by some knowledge, eg there were more jobs, men went to war, women took their places, munitions, land army etc (1–2)
- Level 2: Developed statements supported by relevant knowledge, eg women went into munitions factories in 1915 (details of work), recruited into VAD and FANY in 1916, took over roles of men after conscription in transport, secretarial work, banks schoolteachers etc (3–5)

Level 3: Developed explanation supported by selected knowledge, eg explicitly contrasting women's opportunities from 1914 to 1918. (6–7)

(iv) *Did the new employment opportunities for women during the First World War last after 1918? Explain your answer.* (5)

Target Explanation of key features/recall of knowledge (AO1)

Level 1: Simple statements supported by some knowledge, eg no they lost their jobs, men who came back from the war were given preference, munitions were not needed etc (1–2)

Level 2: Developed statements supported by relevant knowledge, eg there had been Treasury Agreements with unions, which had opposed women workers, there were campaigns to exclude women, heroines to scroungers, some women did not want to continue working etc (3–4)

Level 3: Developed explanation supported by selected knowledge, eg as level 2 but with an understanding that there were some changes in the medical/legal professions, teaching banks etc. (5)

***Either***

1919 William Morris opened his new factory at Oxford.
1926 The National Grid created
1929 The Wall Street Crash
1930s Development of the new industries
1939 Outbreak of the Second World War

(b) *Choose any industry that you have studied. In what ways have employment opportunities for women changed in that industry since the 1920s* (15)

Target Change/recall of knowledge (AO1)

Level 1: Simple statements supported by some knowledge, eg a list of events in the industry etc; spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately. (1–4)

Level 2: Developed statements supported by some knowledge, eg details of the events in the industry etc; spells, punctuates and uses the rules of grammar with general accuracy; uses a good range of specialist terms with facility. (5–8)

Level 3: Developed explanation supported by selected knowledge, eg assessment of the impact of changes in the industry etc; spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility. (9–12)

Level 4: Sustained argument supported by precisely selected knowledge, eg as level 3 but with explicit comparison of the situation in the 1920s and the end of the twentieth century etc; spells, punctuates and uses the rules of grammar with considerable accuracy, deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision. (13–15)

**Or**

*Look at the information below and then answer the question which follows.* (15)

1944 Butler Education Act
1945 End of the Second World War
1965 Introduction of Comprehensive education
1970 Equal Pay Act
1975 Equal Opportunities Act

(c) *Have women gained equality at work with men since the 1920s?* (13–15)

Target Explanation of key feature, consequence/recall of knowledge (AO1)

Level 1: Simple statements supported by some knowledge, eg they are equal/not equal, examples of jobs done by women, simple references to the EP Act and EO Act etc; spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately. (1–4)

Level 2: Developed statements supported by relevant knowledge, eg explanations of the EP Act (men and women must be given the same pay for doing the same jobs) and EO Act (illegal to discriminate on the basis of gender), details of jobs done by women, pay, examples of women carrying out jobs etc; spells, punctuates and uses the rules of grammar with general accuracy; uses a good range of specialist terms with facility. (5–8)

Level 3: Developed explanation supported by selected knowledge, eg explains ways of avoiding the Acts, gives examples of numbers of women in professions, problems of promotion etc. Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility. (9–12)

Level 4: Sustained argument supported by precisely selected knowledge, eg making a balanced judgement on the basis of accurate detailed knowledge; spells, punctuates and uses the rules of grammar with considerable accuracy, deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision. (13–15)

## Candidates' responses and examiner's comments

1. Domestic Service involved working as a servant in someone else's house. Sometimes servants lived in, which meant that they lived in a room in their employer's house. This was usually in the attic. For these servants pay was very low, sometimes only £5.00 a year and they might only get a half-day a month off. The hours were long, from six in the morning to late at night and the work was very tiring, carrying hot water up to bedrooms and cleaning.

### Examiner's comment

This is clearly a level 2 answer and is well worth three marks. The candidate has shown relevant knowledge and has expressed this in a form of a developed statement. There is obviously more that could have been written, but this is not intended to be a lengthy answer. The examiner was looking for clear understanding and that is apparent.

2. Many women went to work in Domestic Service because it was one of the few openings for women at the beginning of the twentieth century. Many girls went into service when they left school at the age of twelve or fourteen and sometimes stayed there until they were married or even longer. There were many different types of servants so it was possible to make domestic service a career, but even the highest paid servants only earned about £1.00 a week.

### Examiner's comment

The candidate has written a developed statement and has shown some understanding of why many girls went into service. But the answer has not explained why there were few opportunities for women, or why girls went into service straight from school. This is therefore a level 2 answer and was awarded 3 marks.

To reach level three the candidates would have to have developed the reference to education and linked this to the fact that women had few opportunities for employment.

3. During the First World War many men went off to fight and women took over their jobs. They went to work in factories making things for the war. A lot of women went to work in munitions factories making guns and ammunition; others went into the Land Army and worked on farms.

In 1916 men were conscripted and many more women were needed. For the first time women began to serve in the armed forces. They worked as nurses and drove cars and lorries

When the men returned from the war, women were forced to give up their jobs and men got them back. This was not fair, as many women had suffered injuries while they were working and they got nothing for it.

### **Examiner's comment**

This answer begins poorly and the first paragraph was only at level 1. However, the candidate then began to show relevant knowledge and was able to explain the significance of the Military Service Acts of 1916. However, this part of the answer was not sufficiently developed. More details of the nature of the work undertaken by women was required, especially in the economy as a whole.

The final paragraph was irrelevant as the question only referred to the period during the First World War. However, incorrect or irrelevant material is ignored by examiners and is not used to penalise candidates in any way.

This answer was, therefore, awarded a low level 2 mark of 3 out of 7. To have reached high level 2 the candidate would have needed to have explained more about the nature of the opportunities that women encountered during the war. To have reached level 3, the candidate would have needed to have contrasted the role of women during the First World War with the opportunities that existed before the outbreak of war. This would have involved making use of the material used in the answer to question (b).

4. When the First World War ended many women lost the jobs that they had gained during the war. In some cases this was inevitable, because munitions factories closed and there were far fewer government contracts for textiles. But there was also a campaign to force women out of work and give their jobs to men.

In some cases there had been agreements that women would only be allowed to work until the end of the war. In others employers simply dismissed women and re-employed men. A poster campaign was started to persuade women to give up work and the slogan 'Heroines to Scroungers' was coined to describe women who continued to work. Some women of course did not want to continue to work and wanted to return to home life. But many women did want to continue working and were angry that they were discarded so easily.

There were some important changes, however. In banking, secretarial work and teaching women often retained their positions. There were also significant changes in the medical professions and the women's army units were not disbanded. The Sex Discrimination Act made a start on tackling the difficulties women faced in gaining equality with men.

### **Examiner's comment**

This is clearly a very good answer. The candidate has displayed a sound knowledge and understanding of the topic and has produced a well written and well organised response. There are suggestions that this may well have been planned. But the most conclusive factor in this answer being awarded a level 3 mark is the balance that has been shown in the comments throughout. The candidate is aware that some jobs would inevitable have been lost; that some women would have wanted to give up work; that some forms of employment were retained by women. These features are the hallmarks of very good answers in both Paper 1 and Paper 2.

This answer was awarded level 3, 5 marks.

## Question (b)

At the beginning of the twentieth century there were hardly any women working in the car industry. But in 1919 William Morris opened his first factory in Oxford using the assembly to produce cars. This took much of the hard work and skill out of making a car and so meant that almost anybody could be employed in car manufacture

During the 1920s the assembly line was introduced into almost every car factory and this meant that more women began to work in the motor car industry. The work became much easier and involved less physical effort. The prices of cars also fell dramatically.

At the same time the number of car companies began to fall. In 1922 300,000 cars were produce in Britain by 100 companies. But by 1939, 2,000,000 cars were produced in Britain by 9 companies. All the small companies were taken over by the large ones. Employment in the car industry rises very quickly. During this period there were only slight increases in the numbers of women working in the car industry. The depression meant that most jobs went to men.

After the Second World War American car companies become more and more powerful. They begin to buy up British companies. Only the big companies had the money to develop new technology.

In the 1960s, Japanese companies began to develop. They use robotics to produce cars and this made cars cheaper and more reliable. This also led to almost complete equality between men and women in employment, but the numbers of people employed making cars began to fall.

By the 1970s cars were increasingly produced by computer. Computers were able to design and test cars, make the parts and also assemble them. Parts were made in many different countries and were assembled in factories in other countries. The numbers of people employed in the motor industry in Britain began to fall steadily and the number of women fell even more quickly.

By the 1980s and 1990s, most British car companies were owned abroad. Ford and Vauxhall (General Motors) are American; Rover was taken over by BMW, but is now British again. Cars are increasingly international. This means that control of the industry was no longer in British hands and employment could therefore be affected by factors outside Britain. Some Japanese car companies have set up factories in Britain, but the overall trend has been for the number of people employed in the car industry to fall.

### Examiner's comment

This is a very well informed and very detailed answer, in which the candidate chose not to make any great use of the stimulus material. There is a clear sense of structure and links are made between paragraphs. However, the main focus of the answer is on changes in the motor car industry rather than upon changing employment opportunities for women.

Nevertheless there are signs that the candidate was making real efforts to refer to women's employment whenever possible and, therefore, the answer was awarded a level 3 mark of 10 out of 12.

In order to have reached level 4, the candidate would have need to have made more explicit comparisons between the 1920s and the 1990s and to have backed up those comparisons with more detailed knowledge and understanding of the motor car industry.



### Question (c)

During the Second World War many women undertook jobs in industry. Not only did the British government try to persuade and encourage women to work full time, but it also offered school meals as a way of helping women to feed their children. But at the end of the war, many women were persuaded to give up their jobs as the men returned from the armed forces. Tate and Lyle, the sugar-company, virtually forced women to resign. Since 1945 women have tried to gain equality of employment opportunities. Although legally women are now equal to men, in practice the numbers of women employed in senior positions remains low and some people refer to a 'glass ceiling', unofficial pressures that prevent women progressing further.

The Butler Education Act was an important step forward for women, because all children now had to go to secondary school, without which a career was virtually impossible. However, equality of opportunity in education did not come until the 1980s. Until then girls were often discriminated against in the choice of subjects that they were allowed to take.

The Equal Pay Act in 1970 was also an important step, because it forced employers to pay women the same pay as men if they were doing the same work. However, employers are still able to get around this by redefining work in a different way. Similar techniques have been used to get around the Equal Opportunities Act, which prevents discrimination on the basis of gender. There are still many legal cases brought by women in which they accuse employers of bias.

While the acts have given women opportunities, it is often very difficult to make use of them. The medical professions have many women, but very few in very senior positions. Almost all consultants are men. The police forces also have very few senior women officers and some of the most senior have had to resort to the law to protect their interests.

One interesting area in which women have achieved equality is popular music. In the 1960s most bands and singers were men, but now girls are just as successful.

In conclusion it is fair to say that women are in a much stronger position now that they were in the 1920s, but while they may be equal in theory, they are not equal in practice.

### Examiner's comment

This is a very well argued answer, which, although a little lacking in accurate detail, puts forward a convincing and sustained argument. These are the hallmarks of level 4. There is clear evidence of an attempt at structure and organisation, and, although the final comment is a little weak, the candidate has clearly attempted to remain consistent throughout.

Overall there is little doubt that this answer is worth the level 4, 14 marks out of 15 that it was awarded.

## **Simplified level markscheme for use in centres and a version for candidates**

Marking takes up a great deal of teachers' time. At GCSE marking can become very complex with the use of levels of response markschemes, which need to be referred to constantly. One way of simplifying this process is to use a generic markscheme. This can also be used to instruct candidates, by providing them with guidance as to what sort of answers are anticipated in examination papers.

What follows is an adaptation of the levels of response referred to earlier. It is intended to be a general guide to teachers and students and would not necessarily satisfy the demands of every question. However, a clear understanding of the hierarchy of levels in the markscheme is essential if candidates are to be effectively prepared for GCSE, or for any other examination.

### **Generic level of response markscheme: Teachers' version**

#### **Level 1:** Simple statements supported by some knowledge

Candidates make statements in sentences which lack any supporting knowledge or understanding, but which show some knowledge of the topic. There may be a series of sentences, each of which may be appropriate, but none of which is developed. Candidates may also make unsupported generalisations or general statements, which lack contextual accuracy. That is to say statements, which could be historically accurate of almost any period.

#### **Level 2:** Developed statements supported by relevant knowledge

Candidates are able to support their initial statements with knowledge and understanding in paragraph form. Candidates are therefore able to make use of relevant knowledge, because the supporting material must be relevant to the initial statement. Level 2 answers will usually take the form of a series of paragraphs, which lacks any coherence or organisation. Usually one developed paragraph will earn a low level 2 mark

#### **Level 3:** Developed explanation supported by selected knowledge

Candidates are able to write a sequence of paragraphs with supporting selected knowledge and understanding and are able to organise the paragraphs logically or coherently. Candidates will, therefore, be able to make links between factors or events and put forward an explanation of causation, change or consequence. The key feature of a level 3 answer is that it reads much more fluently and it will be evident that the candidate has been able to impose a degree of self-discipline during the production of the answer.

#### **Level 4:** Sustained argument supported by precisely selected knowledge

Candidates are able to show clear understanding of the nature and focus of the question and structure an answer accordingly. The answer will contain an introduction, which focuses clearly upon the question, followed by a series of inter-linked paragraphs, which supported the argument put forward. Finally, the candidate would provide a conclusion, which reiterated the main points made.

## Generic level of response markscheme: Students' version

### **Level 1:** Simple statements supported by some knowledge

This means that you are able to write some sentences to answer the question, but you are not able to develop any of them into a paragraph. To get beyond level 1 you need some detailed information to help you explain your answer.

If you do write paragraphs, you do not really add anything more to what you have said in the first sentence. You may make generalisations, for example you suggest that everyone was treated the same, without explaining how or why. You may also write something that could be true of other periods of history.

A level 1 will often look like a series of sentences, or a paragraph in which you say the same thing over and over again. So try to think of ways of improving on that.

### **Level 2:** Developed statements supported by relevant knowledge

This means that you are able to back up your answer with knowledge and understanding in paragraph form. You are now showing that you know and understand more about the topic. But, what you put in the paragraph must be relevant to the topic. You cannot just write anything. For example you could back up your answer by providing more detail about an event, a person or a date.

Level 2 answers will usually look like a series of paragraphs which are not linked together in any way. They are often quite long answers because you write everything that you know about the topic, rather than choosing the information which is most important. To improve, you will need to take time to plan your answer and get the paragraphs in the correct order.

### **Level 3:** Developed explanation supported by selected knowledge

This means that you have taken the trouble to write a sequence of paragraphs with detailed knowledge and understanding and also to organise the paragraphs in a way that makes sense. For example, you can do this by making links between events and putting forward an explanation of why something happened.

The most important feature of a level 3 answer is that it reads much more fluently and it is obvious that you have planned the answer, rather than just writing it straight away.

Level 3 answers are no longer than level 2 answers, in fact that are often a little shorter. This is because you have taken the trouble to plan and think about your answer before you start.

### **Level 4:** Sustained argument supported by precisely selected knowledge

This means that you have read the question very carefully and are then able to organise your answer properly. Your answer should have an introduction, which sets the scene by explaining any names, dates and events mentioned in the question. You should then write a series of linked paragraphs that support the argument that you put forward. Finally, you should write a conclusion that makes the main points over again.

Once again the most important feature of a level 4 answer is that it is properly planned and organised.

## Paper 2

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The units on Paper 2 are depth studies that are designed to complement and extend the outline studies in Paper 1. Candidates will be required to show that they can evaluate and make use of evidence in context and that they explain different interpretations of the past.

The depth studies in this specification have been chosen because they offer a variety of forms of evidence, controversial content and differing interpretations. A scheme of work for a depth study should, therefore, take account of these factors and encourage students to consider the ways in which historians investigate the past and attempt to explain it.

- For example, a scheme of work for depth study N: The impact of the Second World War on British Society 1939–1951. This could begin by considering the different ways that the British government attempted to prepare Britain for war in 1939 and 1940 and the extent to which these preparations succeeded from 1940 onwards.
- For example, was the government able to protect Britain adequately against German air raids? What effects did air raids have upon the British people in 1940–1941?

Students could then study the use of propaganda, the impact of the war upon women and the ways that the evidence from rationing and evacuation led to changes in government policy and public opinion.

Finally, students would consider the differing attitudes to the introduction of the Welfare State.

Questions in this paper will assess assessment objectives 2 and 3, the use of evidence and interpretations. Candidates will be expected to make use of evidence within a context of historical knowledge and understanding.

## Question Styles

Candidates will be required to answer four questions on each of the depth studies on Paper 2. The questions will assess candidates' ability to make use of evidence according to the assessment objectives 2 and 3.

The first question will ask candidates what they can learn from a Source. This question is intended to require candidates to look critically at a Source, to consider the content and to make inferences from it. This will entail, to a certain extent, setting the Source into the context of candidates' own knowledge. To reach level 2, which will be the highest level available for this question, candidates will have to show that they understand what the Source reveals about the issue, event or person on which it focuses. This will entail explaining any key terms or references to events or people. It will not be sufficient merely to explain the Source in candidates' own words. There will need to be an attempt to 'read between the lines' and explain in what ways the Source provides understanding of the topic.

Some questions will require candidates to explain how Sources support each other. In such questions candidates should attempt to go beyond the identification of similarities of content or ideas, and refer to the tone of the Sources, and to the nature origin and purpose of the Sources.

The nature of a Source is the form in which the evidence is presented. Whether it is a diary, statistics, or a poster. Here candidates could point out that an assertion in a political speech was or was not backed up by statistical evidence. Candidates might also contrast an individual's public comments with others made in private.

The origin of a Source will be the person or organisation that produced it. Usually, if the person or organisation is named, candidates will be expected to make some reference to that. There may also be a date, which candidates could refer to. Candidates might use this information to put Sources into chronological order or to work out which Sources were the most well researched.

The purpose of a Source is the reason why it was produced. Obviously political propaganda is produced in order to shape opinion, but candidates should be aware of which Sources are likely to reveal an individual's innermost feelings.

Questions will also be set which require candidates to make use of Sources and their own knowledge. These often prove difficult as candidates struggle to balance own knowledge and use of Sources. However, higher levels will only be awarded when candidates are able to show the two aspects of the question.

Candidates would be advised to tackle one requirement at a time, beginning with the Sources and then moving on to own knowledge. A means of making use of own knowledge is to give background information about any people, dates or events referred to in a Source.

One question in Paper 2 will always assess utility. Candidates will be required to explain how useful Sources are for a particular line of enquiry. The anticipated answer to a question that begins 'How useful...?' will begin 'It is very useful because', or 'It is not very useful because'.

The most important quality that examiners will be looking for in answers to ‘utility’ questions is that candidates attempt to set the Sources into historical context. That is to say, they explain how Sources can be used to illustrate the ideas and attitudes of people in the past. For example, a Source that is one-sided or biased is extremely useful in helping us to understand the views of people and how people disagreed. Similarly, propaganda Source helps us to understand how and why people attempted to portray themselves in particular ways in the past.

In other words, every Source is valuable, but some Sources are more valuable than others. Candidates should, therefore, be discouraged from assessing Sources on the degree of reliability or bias. Indeed, ‘biased’ or ‘unreliable’ Sources are often the most valuable and the most useful.

It is extremely unlikely that the words ‘reliable’ and ‘bias’ will be used in questions in Paper 2 of this specification. Rather, candidates will be expected to explain how reliability and bias of Sources can be used to explain their utility.

Comments on the utility of a Source will, of course, take into account, its nature, origin and purpose. Candidates should look closely, therefore, at the information provided in the provenance and attribution of all the Sources in each question. Candidates who work this way will reach a higher level in the markscheme.

The final question on Paper 2 will always be targeted at ‘interpretations’. Candidates will be required to review the Sources, use their own knowledge, consider an interpretation and then write an essay in answer to the question. This is of course an extremely difficult task, perhaps the most difficult question that candidates will tackle in any GCSE examination.

The best answers to these questions will be in essay form, focusing on the topic of the question, rather than a survey of the Sources. Candidates will not be expected to analyse the Sources in the way that they may have done for earlier questions, but should refer to them as appropriate. It will help candidates, however, to take particular note of the dates when Sources were produced and then use them in chronological order.

Own knowledge can again be expressed by referring to the names of people, events and dates included in the Sources. But in interpretations questions, more detailed contextual knowledge will be expected for the higher levels in the markscheme.

## Specimen questions

### Depth Study G: the impact of enclosures, c.1790–c.1830

1. *This question is about the process of enclosure and the effects of this process. Look carefully at Sources A to F and then answer questions (a) to (d) which follow.*

(a) Study Source A.

*What can you learn from Source A about Arthur Young's attitude to open-field farming near Cambridge?*

(4)

(b) Study Sources A, B and C.

*Does the evidence of Sources B and C suggest that enclosure was an improvement on the type of farming described in Source A? Explain your answer using all three Sources.*

(6)

(c) Study Sources B and C.

*How useful are these Sources in helping you to understand why the process of parliamentary enclosure was often very costly for landowners and farmers?*

(8)

(d) Study all the Sources.

*“Parliamentary enclosure in the years 1760–1830 increased the prosperity of all those involved.” Use the Sources, and your own knowledge, to explain whether you agree with this interpretation of the effects of enclosure.*

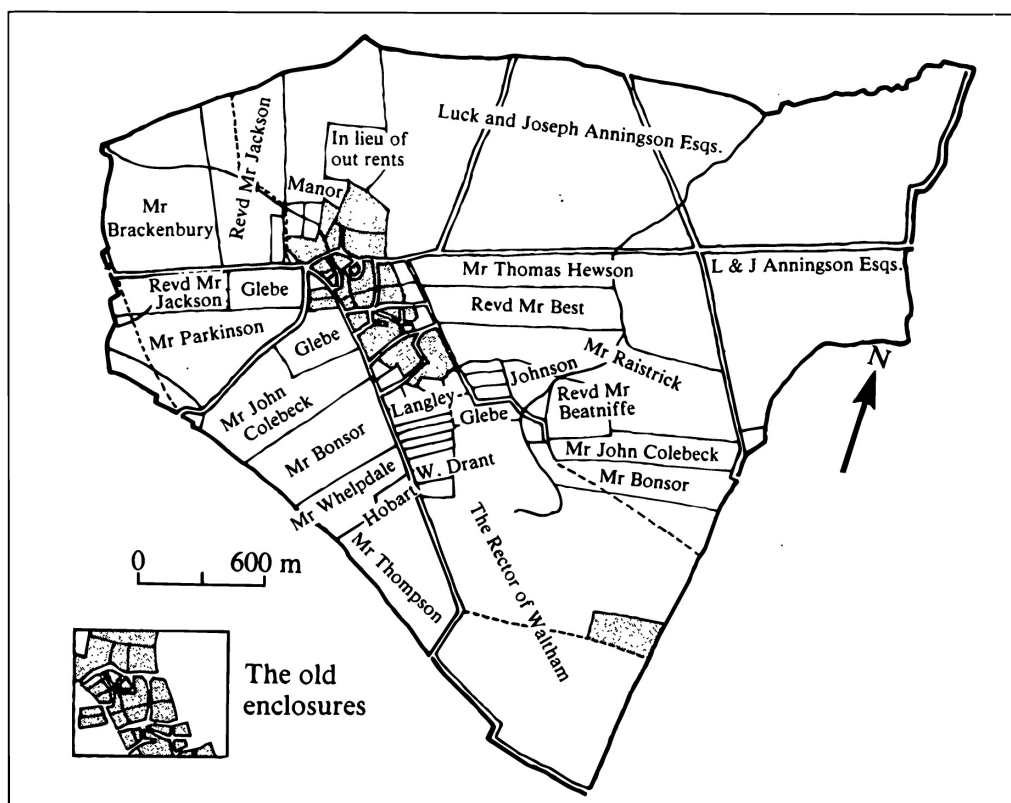
(12)

**(Total: 30 marks)**

**SOURCE A:** Arthur Young's description of some unenclosed land written during a tour of the Midland counties, 1791.

19 July 1791. I took the road from Cambridge to St Neots, and saw for six or seven miles the worst farming in Great Britain. All are using the fallow system, with all its loss of time and expense, without any benefit from the common land which is overrun with thistles. The lands, mostly open field, are badly managed, are clay, and some of the fallow land has not been ploughed.

**SOURCE B:** An enclosure map of 1771 of the village of Waltham showing the village after enclosure.





**SOURCE C:** A table showing the cost of enclosure of some land in Sheffield in 1791.

Services	Cost
Commissioners' Fees	£1,284
Roads and Paths	£1,030
Surveyors' Fees	£934
Miscellaneous	£916
Legal Charges	£876
Commissioner's expenses	£251
Parliamentary expenses	£219
Stakes and Fences	£184

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**SOURCE D:** Taken from a Board of Agriculture Report on Bedfordshire, 1808.

The common was very extensive. I spoke with a farmer and several cottagers. One of them said, 'enclosing would ruin England; it is worse than ten wars. I kept four cows before the parish was enclosed, and now I don't keep so much as a goose; and you ask me what I lose by it!'

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**SOURCE E:** Written by a Parliamentary Commissioner responsible for carrying out enclosures in 1801.

I am sorry that I have helped injure 2,000 people at the rate of 20 families per parish. Large numbers who feed their animals on the commons cannot prove their rights; and most who have been given land have not more than an acre, which is not enough to support the man's cow; so both cow and land are usually sold to the rich farmers.

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**SOURCE F:** Taken from Arthur Young, *General View of Agriculture of the County of Lincoln*, 1813.

The vast benefit of enclosing upon poor soils can be seen in Lincoln-heath. I found a large area which was covered with heath, gorse, etc., which produced very little. It was changed by enclosure into profitable arable farms with offices, farm buildings, new farmhouses, barns, and every appearance of prosperity. Rents have risen on the heath and the farmers are much better off. They grow more crops, the number of cattle and sheep has increased, and more of the poor are employed...

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# Mark Scheme

## Specimen Paper 2

### 1. Parliamentary Enclosure and Its Effects, c.1790–c.1830

- (a) *What can you learn from Source A about Arthur Young's attitude to open-field farming near Cambridge?* (4)

Target: Comprehension of a Source. (AO2)

Level 1: Simple statement about hostile view of poor farming eg over run or not ploughed or direct description of the Source only. (1–2)

Level 2: Developed statement that clearly demonstrates understanding of Young's poor view with effective use of the Source in support eg loss of time and extras costs. (3–4)

- (b) *Does the evidence of Sources B and C suggest that enclosure was an improvement on the type of farming described in Source A? Explain your answer using all three Sources.* (6)

Target: Corroboration by cross-referencing of Sources. (AO2)

Level 1: Simple statement noting one area of support such as the division of the land into larger fields or improved roads. Spells, punctuates and uses the rules of grammar with reasonable accuracy; uses a limited range of specialist terms appropriately. (1–3)

Level 2: Statement indicating areas of support in all three Sources but also can refer to areas where support is less effective eg the extra expense involved in the process of enclosure itself.  
Two Sources only maximum level 2/3. Spells, punctuates and uses the rules of grammar with considerable accuracy; uses a good range of specialist terms with facility. (4–6)

- (c) *What is the value of these Sources in helping you understand why the process of parliamentary enclosure was often very costly for landowners and farmers? Sources B and C.* (8)

Target: Making judgements relating analysis of Sources to contextual knowledge. (AO2)

Level 1:	Simple statement about the Sources regarding value simply as information contained eg they show the costs involved.	(1– 3)
Level 2:	Developed statements on value of the Sources making effective use of both Sources using origin/content indicating relative value of Sources eg a table that outlines the precise costs involved for 1791 and a map of a village that had been enclosed. Maximum 5 marks for responses that fail to discuss value in context.	(4 – 6)
Level 3:	Developed explanation of value that makes effective use of the Sources as well as origin, nature and purpose sustained by appropriately selected knowledge of relative value. Critical assessment based on the use of Sources as evidence. Can comment both in terms of positive aspects of each Source and possible limitations in context eg only one year or only one village, they might not be typical.	(7 – 8)
(d)	<i>‘Parliamentary enclosure in the years 1760–1830 increased the prosperity of all those involved.’ Use the Sources, and your own knowledge, to explain whether you agree with this interpretation of the effects of enclosure.</i>	(12)
Target:	Making judgement about an interpretation, relating analysis of Sources to contextual knowledge. (AO3)	
Level 1:	Simple statement indicating yes or no with limited use of Sources or own knowledge eg some benefited as farming became more prosperous or outlines who suffered. Spells, punctuates and uses the rules of grammar with reasonable accuracy; uses a limited range of specialist terms appropriately.	(1 – 3)
Level 2:	Developed statements offering points in support of a view using Sources and relevant knowledge eg can clearly indicate who gained and in what ways and who suffered. Spells, punctuates and uses the rules of grammar with considerable accuracy; uses a good range of specialist terms with facility.	(4 – 6)

- Level 3: Developed statements giving a judgement making confident use of Sources and/or supported by appropriately selected knowledge eg understands that the issue is not simplistic that there were gains and also losses and can explain the economic and social gains and losses. Spells, punctuates and uses the rules of grammar with considerable accuracy; uses a good range of specialist terms with facility.
- Use of own knowledge only, top level 3 (7 – 10)
- Level 4: Sustained argument giving a reasoned preference making consistent use of the Sources as evidence supported by precisely selected knowledge eg shows clear understanding of the concept of balance and can place benefits and loss in context economically, socially or geographically. Spells, punctuates and uses the rules of grammar with almost faultless accuracy; deploys a range of grammatical constructions; uses a wide range of specialist terms adeptly and with precision. (11 – 12)

## Candidates' responses and examiner's comments

1. I can learn from Source A that Arthur Young is appalled by the use of the open-field system near Cambridge. He says that this system is a waste of time and expense. He also points out that the use of common land could be of benefit to the farmers if it were not overrun by thistles. Young is very observant by noticing that the open field strips are badly managed clay.

### Examiner's comment

This candidate has produced a developed statement that identifies Young's hostile view of the open field system operating in this area of Cambridge. The response could be more developed but is worthy of level 2. It was felt that this was a lower level 2 response and 3 marks were awarded. The examiner was looking for an identification of attitude with effective use of the Source in support and that is evident in much of this response.

2. From the evidence given in Sources B and C it is hard to state conclusively whether enclosure was a great improvement or not. From map B, it can be seen that all land is neatly divided up and in use, a far cry from wasted land overrun with weeds as described in A. Certainly, then, things were more efficient under enclosure. However, Source C, which outlines the huge costs involved – £1,284 in Commissioners' Fees alone – shows that it was not all good. If farming was as "badly managed" as Arthur Young suggests in Source A, how could the community possibly afford this progress.

Enclosure was an improvement, but a very expensive one. With the kind of debts shown in Source C incurred, it would be a long time before any profit was made.

### Examiner's Comment

This is a very well argued response that shows clear understanding of all three Sources. The answer clearly refers to all three Sources and effective use is made of them. Direct quotes are brief and are used to support a well-constructed and qualified argument. The answer is a good developed explanation and was given a top level 3 mark of 6.

3. Source B shows very well where the cost of enclosure went. It shows the network of new roads, fences and paths which now had to be in place. This would probably have been done by some of the agricultural labourers or smallholders who were eventually to be thrown off their land. This map also shows how fewer people now owned the land. This meant that the cost of enclosure was to be cut between fewer people and was therefore more expensive for each that said, if the cost had been split between the landowners and some smallholders, the small holders would not have been able to afford the cost anyway. Source C shows the breakdown of the cost of enclosure The most expensive item is the commissioner who was appointed to oversee the enclosure. He was essential for this process and therefore had to be paid this amount. The total cost of this enclosure is approximately £6,000, which would have been shared between approximately 10–15 large landowners. That would mean that they would each have to pay around

£600– a substantial amount in 1791. Although if a smallholder was included in this there is no way that he would be able to afford this amount.

### **Examiner’s Comment:**

This is a good level two response that tends to concentrate on value for the information contained. What helps it to a higher level 2 mark is the attempt to explain costs in terms of the context of each of the two Sources. The final mark awarded to this response was 6.

4. Some people may agree with this statement as enclosure improved the standard arming and methods of farming used for all those with farm land. Source A, describes how disorganised the open field system was and how the inefficiency of the system benefited no-one. The enclosure of fields, prevented time being wasted, no co-operation from the farmers was needed, farmers were now independent and able to make their own choices. Source B is a map which shows how organised this new system was, farmers had their own piece of land to cultivate and manure. Enclosure therefore increased the production of food, increased the quantity available, which benefited all concerned as the population was now able to expand and, people were able to have larger families as there was food available to feed them. Also with the new fertilizers and methods of farming such as the fourfield system, the quality of the crops and the food improved, everyone's diet improved their health was better. The farmers were now able to make a profit, those who that invested in land were able to make a profit from the produce, which is explained in Source E.

However some people may disagree with the statement, as enclosure benefited those lucky farmers who not only received land but also were able to afford to keep it. Many farmers, those without documents or those who could not afford keep the land, lost their land. The cost of enclosures was very high, Source C is example, many went bankrupt as they were unable to afford the cost of fencing, building roads, houses, paying the commissioners etc.

The local villagers also lost the common land when the area was enclosed, and this caused great distress, described in Source D as villagers would not be able to graze their animals. the people were then stuck and ended up having to sell the animals as they had no means to be able to graze them. Poor farmers usually ended up having to sell their animals and land to richer farmers as they were able to afford to keep them. The poorer farmer then worked either as a labourer or was forced to migrate to industrial towns in search of work. Families were then moved from the countryside to dirty industrial towns as people lost their homes. Due to all the examples expressed how the enclosure of fields was not beneficial to all, I will have to disagree with the statement.

### **Examiner’s Comment:**

The candidate has produced a sustained argument, which makes effective use of both the relevant Sources and the candidate’s own knowledge. The answer takes a balanced view of both benefits for some and the hardships experienced by others. The examiner was looking for balance and this is well exemplified by this response. The candidate was awarded top level 4 and maximum marks.

## Simplified level markscheme for use in centres

### Generic level of response mark scheme: teachers' version

**Level 1:** Simple statements supported by some knowledge taking the Sources at face value

Candidates accept the Sources uncritically at face value and take information from them individually.

Own knowledge is in simple statements and in sentences, which lack any supporting knowledge or understanding, but which show some knowledge of the topic. There may be a series of sentences, each of which may be appropriate, but none of which is developed.

**Level 2:** Developed statements supported by relevant knowledge making inferences from the Source, cross-referencing between Sources, pointing out the weaknesses of the Source or setting the Source in context.

Candidates are able to make inferences from Sources or to make observations about the limitations of Sources in terms of content. They may cross-reference between Sources and use Sources collectively. They may point out the weaknesses in Sources in terms of evidence by referring to the origin of the Source, its 'one-sided' nature or the purpose of the Source, but will not be able to comment on the consequent value of the evidence.

Own knowledge will be expressed in developed statements. These will be extended forms of the sentences in level 1. They will, therefore, normally be paragraphs.

**Level 3:** Developed explanation supported by selected knowledge and making positive use of the nature, origin and purpose of the Sources.

Candidates will also be able to comment effectively upon the nature, origin and purpose of the Sources. They show clear understanding of the ways in which these considerations may help or hinder the use of evidence.

Own knowledge will be expressed in terms of a developed explanation. Candidates will be able to place Sources and their provenance in the context from which they derive.

This means that candidates are able to write a sequence of paragraphs with supporting selected knowledge and understanding and are able to organise the paragraphs logically or coherently. Candidates will, therefore, be able to make links between factors or events and put forward an explanation of causation, change or consequence.

**Level 4:** Sustained argument supported by precisely selected knowledge using the Sources as evidence.

Candidates are able to use Sources in an historical inquiry or to support an argument. Often this will lead to Sources and own knowledge becoming subsumed in extended writing. Sources may be rearranged in chronological order and the main thrust of responses will be upon answering the question set, rather than upon assessing the Sources individually. Candidates may pay less attention to the provenance of Sources than might be the case in a level 3 answer.

Candidates are able to show clear understanding of the nature and focus of the question and structure an answer accordingly. The answer will contain an introduction, which focuses clearly upon the question, followed by a series of inter-linked paragraphs, which supported the argument put forward. Finally, the candidate would provide a conclusion, which reiterated the main points made.

## Simplified level markscheme for use in centres

### Generic level of response mark scheme: students' version

**Level 1:** Simple statements supported by some knowledge taking the Sources at face value

This means that you take information from the Sources without thinking about the context of the Source or who produced it. You simply rewrite the information that the Sources gives you, without trying to work out anything from the information

It means that you are able to write some sentences to answer the question, but you are not able to develop any of them into a paragraph. To get beyond level 1 you need some detailed information to help you explain your answer.

If you do write paragraphs, you do not really add anything more to what you have said in the first sentence. You may make generalisations, for example you suggest that everyone was treated the same, without explaining how or why. You may also write something that could be true of other periods of history

A level 1 will often look like a series of sentences, or a paragraph in which you say the same thing over and over again. So try to think of ways of improving on that.

**Level 2:** Developed statements supported by relevant knowledge making inferences from the Source, pointing out the weaknesses of the Source or setting the Source in context.

This means that you are able to make inferences from Sources, for example you can work out what is going on in the background. You can also spot if a Source is unreliable or one-sided, but you do not explain how that can be useful. You can cross-reference between Sources and work out if they are saying the same thing or sharing the same opinion, but you do not go on to show how this could be useful. You may go through the Sources in turn, rather than looking for real similarities.

You are able to back up your answer with knowledge and understanding in paragraph form. You are now showing that you know and understand more about the topic. But, what you put in the paragraph must be relevant to the topic. You cannot just write anything. For example you could back up your answer by providing more detail about an event, a person or a date.

Level 2 answers will usually look like a series of paragraphs which are not linked together in any way. They are often quite long answers because you write everything that you know about the topic, rather than choosing the information which is most important. To improve, you will need to take time to plan your answer and get the paragraphs in the correct order.

**Level 3:** Developed explanation supported by selected knowledge and making positive use of the nature, origin and purpose of the Sources.

This means that you take note of the nature, origin and purpose of the Sources and use that in your answers. You explain, for example, how a one-sided Source can help you to understand people's motives or ideas. You could explain how propaganda can be useful in helping to understand what people were trying to achieve.

It also means that you have taken the trouble to write a sequence of paragraphs with detailed knowledge and understanding and also to organise the paragraphs in a way that makes sense. For example, you can do this by making links between events and putting forward an explanation of why something happened.



The most important feature of a level 3 answer is that it reads much more fluently and it is obvious that you have planned the answer, rather than just writing it straight away.

Level 3 answers are no longer than level 2 answers, in fact they are often a little shorter. This is because you have taken the trouble to plan and think about your answer before you start.

**Level 4:** Sustained argument supported by precisely selected knowledge and using the Sources as evidence.

You are able to use Sources in an historical inquiry or to support an argument. Often this will lead to Sources and own knowledge becoming subsumed in extended writing. Sources may be rearranged in chronological order and the main thrust of responses will be upon answering the question set, rather than upon assessing the Sources individually. Candidates may pay less attention to the provenance of Sources than might be the case in a level 3 answer.

This means that you have read the Sources carefully and taken account of their nature, origin and purpose and that you are able to make use of that information in your answer to the question. Rather than go through the Sources in the order they are on the examination paper, you make use of them as appropriate in your work. You may instead refer to the Sources in chronological order to help you explain your answer.

# Coursework

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## Introduction

All candidates entered for Edexcel GCSE History must complete **two** coursework assignments one on each unit chosen. One must be targeted at assessment objective 1 and one at assessment objectives 2 and 3.

The purpose of coursework is to allow candidates to demonstrate their level of achievement when working on their own, in conditions that they have some control over. Unlike an examination, coursework may be completed in class, at home, in handwriting or on a word processor. This allows candidates considerable freedom to select the environment in which they work best.

Centres may choose to control or to set limits on the completion of coursework, but the only important point to bear in mind is that the completion of coursework, must be supervised by the centre. This is to ensure that coursework assignments are the candidate's own work. Centres may give support and advice to candidates, but each assignment must be the candidate's own work and teachers will be required to confirm in writing that no undue help has been given. Details of the nature of acceptable advice are given below.

Each coursework assignment must be based upon a unit of study, which will not be assessed in the final examination papers. These units must be taught in class. The classwork notes of one candidate must be submitted to the moderator along with the requested sample in the year of the examination. Centres may not, therefore, allow candidates to select different assignments and must have coursework notes available for the moderator for all candidates.

Completed assignments should be approximately 1,500 words in length. Edexcel appreciates that controlling the number of words in a coursework assignment is a difficult task. Many candidates become very involved in their work and this can lead to lengthy assignments. Edexcel does not wish to penalise candidates who exceed the word limit, but centres are requested to inform their candidates of the expected number of words and advise them that exceeding that will not lead to the award of higher marks. Some centres require candidates to reduce the number of words in an assignment to meet the upper limit and this can mean that their candidates are involved in extra work and may suffer by comparison with the work of centres which do not restrict their candidates in this way.

The role of Edexcel, and the overall purpose of moderation, is to be fair to candidates by establishing common standards. Centres, which make no attempt to restrain their candidates, make this function much more complex. The number of questions in Edexcel designed coursework units are three for objective 1 and five in objective 2 and 3 assignments. This should assist centres in keeping assignments to the limits prescribed.

Centres should also be aware that candidates' work should not fall significantly below the target word limit. If assignments do contain significantly less than 1,500 words, high marks should not normally be awarded.

# Centre–designed coursework units

## Guidance on the preparation of centre–designed units and assignments

In both Options A and B, Edexcel will provide coursework assignments that may be used by centres.

Edexcel will normally provide assignments that are targeted upon both objective 1 and objectives 2 and 3. This will be achieved by providing a range of Sources and then two sets of questions. Centres may make use of either of the assignments, but may not submit two assignments on the same topic in the same year.

Centres may, however, produce their own coursework assignments and in the case of local studies, almost all assignments will be centre–designed. Centres that wish to produce their own assignments should follow the following steps:

- 1) read the section in the specification to ensure that all regulations on the choice of coursework options have been understood and adhered to. In particular it is most important to understand and appreciate the differences between options A and B.
- 2) appreciate the significance of the exemplar markscheme published by Edexcel. This is of fundamental importance in two respects. Firstly, the number of Levels and the proportions of marks allotted to each level must be matched in every markscheme. There are 15 marks in each of levels 1, 2 and 3, and 5 marks in level 4. Any variation from these proportions may make an assignment either easier or more difficult and will make moderation more difficult.

Secondly, the exemplar markscheme published by Edexcel is the only controlling factor in coursework. It is essential, that centres fully understand the terminology and demands of the markscheme before beginning to create coursework units and assignments.

For example, the topics chosen must be accessible to all candidates and must allow the type of questions recommended by Edexcel to be set. The questions set in an assignment must allow the appropriate levels to be reached, in particular by fifteen and sixteen year olds. In other words, the first stage in creating a GCSE coursework assignment is the markscheme. This is particularly true of the final question in an Objectives 2 and 3 assignment, which will be targeted upon interpretations. As this will be conceptually the most difficult of all questions, it is essential that candidates are able to understand, consider, challenge and review different interpretations of past events.

- 3) centres should now consider the chosen coursework unit and review the possibilities for setting coursework assignments. For example, an objective 1 assignment should be capable of being fully answered by candidates in about 1,500 words. Assignments, which require much lengthier coverage should be avoided or restricted in scope.

Assignments targeted on objectives 2 and 3 will need an element of controversy if candidates are to be able to demonstrate their abilities in making use of evidence. An assignment where all the evidence points the same way, or where there is little variety in the forms of evidence, offers fewer opportunities for candidates.

In both objective 1 and 2 and 3 assignments, the final questions are usually the most difficult to set and therefore need the most careful consideration. It is perfectly possible to create a very effective assignment only to find that the final question does not work.

- 4) Edexcel will normally provide assignments that are targeted upon both objective 1 and objectives 2 and 3. This will be achieved by providing a range of Sources and then two sets of questions. Centres may make use of either of the assignments, but may not submit two assignments on the same topic in the same year.
  
- 5) a template for the production of centre designed assignments is provided on pages 136–43 in the Specification guide. It is also available in electronic form on the Edexcel website at [www.edexcel.org.uk](http://www.edexcel.org.uk)
  
- 6) before centre-designed assignments are used in centres, they must be submitted to the regional consultant/moderator for approval using the form HG1 from the Specification. Contact addresses can be found on the Edexcel website at [www.edexcel.org.uk](http://www.edexcel.org.uk), or by contacting the Edexcel Customer Response Centre on 0870 240 9800.

## **Assistance to candidates completing coursework assignments**

Coursework assignments should be the candidates' own unaided work. However, centres may provide assistance in some forms and the following outline is provided as an example of the support that centres may wish to employ.

- 1) The teacher introduces the topic and sets the scene for the assignments by referring to work already covered in class.
- 2) Candidates are asked to read the assignment.
- 3) Candidates are invited to ask questions relating to the meaning of questions, words, phrases etc.
- 4) The teacher provides information on resources. This may be in the form of a book list, websites or CD-ROMs both, inside, or outside of the centre.
- 5) The teacher explains the generic markscheme to candidates, outlining the requirements of each level.
- 6) When candidates have completed their work, the teacher may collect it in and comment upon it. Comments should take the form of, 'no you can do better', or, 'you have done very well'.
- 7) When the final assignment is handed in, it should be marked and annotated as appropriate.

## **Marking and annotation of coursework**

The teacher in the centres must mark coursework. Marking must reflect the overall standards set by the markschemes published by Edexcel. Where coursework is marked by a number of different teachers, internal standardisation of marks must take place. There should be some evidence on candidates' work to show that standardisation has been carried out. This could take the form of a signature from the teacher responsible for the process.

### **Marking**

Marking should be by levels rather than by marks. Candidates' should be awarded the levels that their responses merit in the markscheme. A mark should then be awarded to reflect the position within the level on the basis of the supporting material.

When all sub-questions have been marked, a final mark should be reached, which should reflect the candidate's overall performance. For example, if level 2 has been reached in all sub-questions a final mark at the top end of the level 2 (mark band, 27–30) would be expected. If a candidate has reached level 3 in some answers, a mark in the lower half of the level 3 (mark band 31–38) would be expected.

Marking by levels is not only more accurate, but is also much simpler. Centres will find that there is no need to carry out arithmetical calculations, but can mark more quickly and more positively. There is also less chance that candidates will not be appropriately rewarded.

Finally, marking by levels makes internal standardisation much simpler. It is much easier to spot differences between levels than it is to identify differences in the number of marks awarded.

The generic levels of response used for coursework are identical to those given for Papers 1 and 2 on pages 30–2 and 45–8

## **Annotation**

All scripts presented for moderation should be annotated by the teacher who has marked them. The most important purpose of annotation is to allow moderators to understand how levels and marks have been awarded.

Marked scripts should have the levels awarded clearly marked in the margin and a final comment explaining how the overall mark has been arrived at.

For example, this might well be: ‘Mostly good level 2, but some evidence of level 3, therefore 33 marks’

## Specimen assignments with examiner's comments

**These assignments and candidates' work are taken from samples received in the summer of 2000. They do not necessarily reflect the revisions that are currently being made to coursework assignments and which are referred to elsewhere in this Guide. They are primarily intended to provide centres with guidance as to the standards of achievement and marking required by Edexcel**

### Vietnam

This assignment should arise from a teaching programme designed to occupy approximately half a term. Before candidates begin this assignment they should have knowledge of:

- Reasons for US involvement in Vietnam
- The nature of the conflict: Operation Rolling Thunder; the Tet offensive
- The impact of the war on the peoples of Vietnam and the USA during the 1960s and 1970s
- Reasons for US defeat

### Introduction

Vietnam was part of the French Empire in South East Asia. After the Second World War France was unable to control the area and withdrew in 1954. Vietnam was divided into two parts. The North was communist; the South was not.

The US government had become involved in Vietnam before the French left in 1954, but in the following years US involvement became more and more significant. At first US soldiers were there only as 'advisers', but increasingly they began to take part in the fighting.

Why did the USA become so involved in Vietnam? What effects did the war have upon the USA? Why was the world's most powerful army unable to defeat the Viet Cong? These are some of the issues that you will be considering when you tackle this assignment.

**SOURCE A:** From a book written by John F Kennedy, a US Senator, in 1956

Vietnam is the cornerstone of the Free World in Southeast Asia. If the red tide of communism overflowed into Vietnam, then Burma, Thailand, India, Japan, the Philippines and obviously Laos and Cambodia would be threatened.

The independence of Vietnam is crucial to the Free World. Vietnam's economy is essential to the economy of all Southeast Asia. Vietnam's political liberty is an inspiration in all parts of Asia.

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**SOURCE B:** From a statement made by the US State Department in 1956

The war in Vietnam is not a spontaneous and local rebellion against the established government. In Vietnam a Communist government has set out to conquer a sovereign people in a neighbouring state. North Vietnam's commitment to seize control of the south is no less total than was the commitment of North Korea to take the South in 1950.

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**SOURCE C:** From *A Rumor of War*, written by Philip Caputo in 1977. Caputo volunteered to fight in Vietnam

War is always attractive to young men who know nothing about it. We were persuaded to go into uniform by Kennedy's challenge to "ask what you can do for your country." The USA had never lost a war and it seemed that we were ordained to play cop to the communist robber and spread our political ideas around the world.

The rare occasion when the VC chose to fight a set-piece battle provided the only excitement, but beyond adding a few more corpses to the body count, these encounters achieved nothing.

Our mission was not to win terrain, but simply to kill. The pressure on unit commanders to produce enemy corpses was intense. It is not surprising that some men acquired a contempt for human life.

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**SOURCE D:** From the selected writings of Ho Chi Min, 1956

When fighting in an enemy occupied area, we must use guerrilla tactics. We must absolutely not go in for large scale battles and big victories, unless we are 100% certain of success.

The aim of guerrilla warfare is to nibble at the enemy in such a way that he can neither eat nor sleep in peace. Wherever he goes he should be attacked, stumble on land mines or be greeted by sniper fire.

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**SOURCE E:** Instructions given by the Vietnamese National Liberation Front to its guerrillas in the 1950s

Be fair and honest with the people. Never take even a pin from them. When staying in a civilian house, maintain it as if is your own. Be polite with the people and love the people. Be respected and loved by the people.

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**SOURCE F:** From an article in *Newsweek*, a US magazine; this was published in 1967

Television seems to have encouraged a majority of viewers to support the war. 64% said television had made them feel like backing up the boys in Vietnam. 26% felt moved to oppose the war.

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**SOURCE G:** Results of opinion polls in the USA in the 1960s

<b>The USA's mood: The public's view of the most important problem facing the country, according to Gallup Poll results 1961–68</b>	
1961	Prices and inflation
1962	War, peace and international problems
1963	Racial problems
1964	Integration
1965	Vietnam
1966	Vietnam
1967	Vietnam
1968	Vietnam

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**SOURCE H:** From a letter written by a US soldier fighting in Vietnam in 1969

Christmas came and went, marked only by tragedy. I'm tired of going to sleep and listening to rockets and mortars and artillery. I'm sick of facing every day a new bunch of kids ripped to pieces. They're just kids – 18, 19, their whole lives ahead of them, cut off. I'm sick to death of it.

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**SOURCE I:** From an article published in *Time Magazine* in January 1970. This described a massacre of Vietnamese civilians in My Lai in March 1968; it was written by a US Army reporter; who was present at the time.

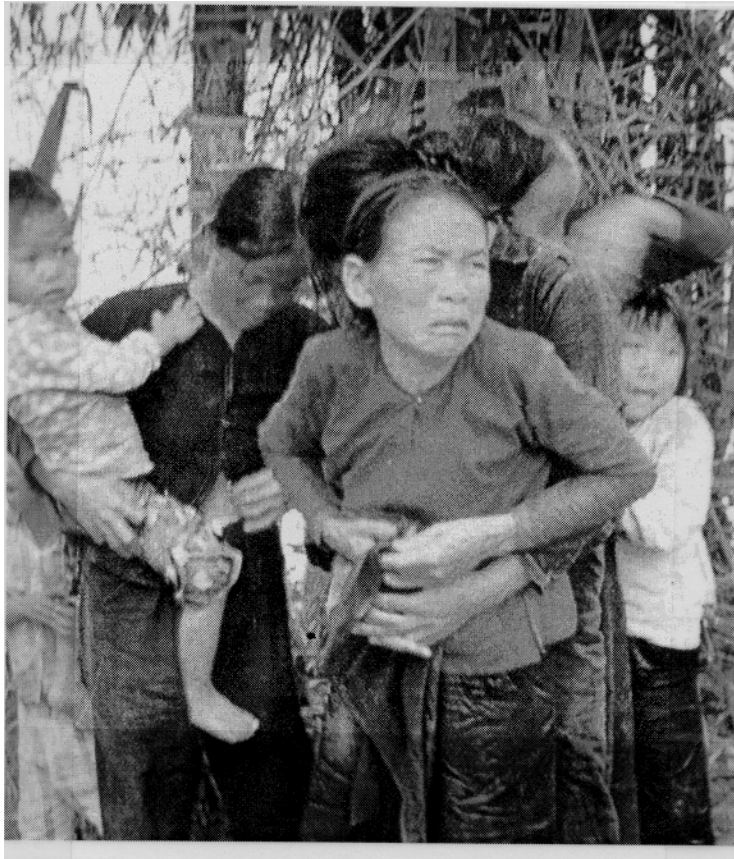
Troops accosted a group of women, including a teenage girl. A GI grabbed the girl and started stripping her. A photographer jumped in to take a picture of the group. The picture shows the thirteen-year-old girl trying to hide behind her mother.

Then a soldier asked, "Well what'll we do with them?" "Kill them," said another soldier.

I heard a light machine-gun go off and when we turned around, all of them and the kids were dead.

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**SOURCE J:** A photograph taken in My Lai in March 1968. This was taken by a US army photographer.



**SOURCE K:** The words of the song *I-feel-like-I'm-fixin'-to-die-rag*, written by Country Joe McDonald in 1967

**Verse 1**

Come on all you big strong men  
Uncle Sam needs your help again  
He's got himself in a terrible jam  
Way down yonder in Vietnam  
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 Vietnam.  
And it's five, six, seven  
Open up the Pearly Gates.  
Ain't no time to wonder why, we're all gonna die!

**Verse 2**

Come on Wall Street don't be slow  
Man, this war is go-go-go  
There's plenty good money to be made  
Supplying the army with the tools of the trade  
Let's just pray that if they drop the bomb  
They drop it on the Vietcong.

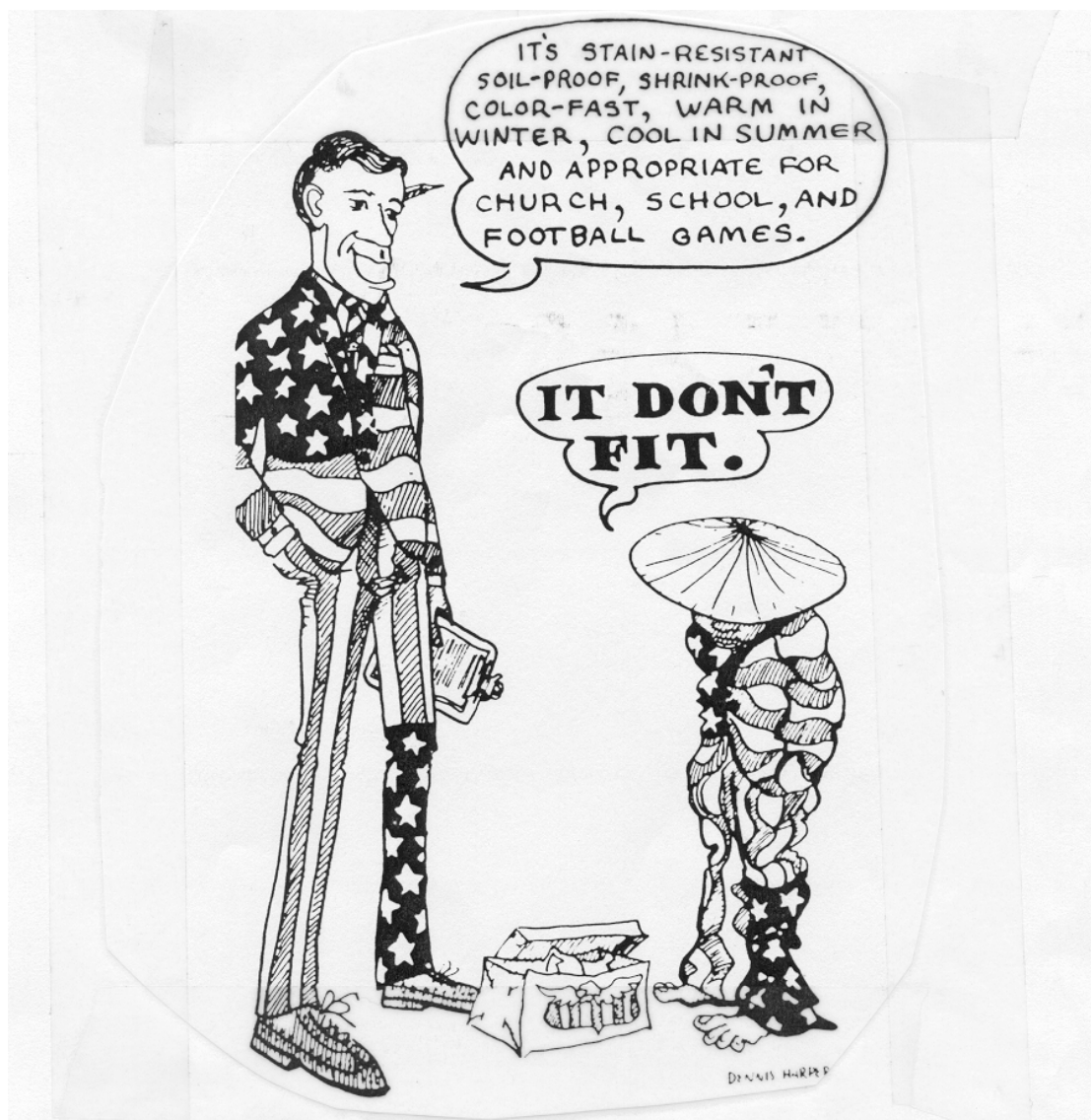
**Verse 3**

Come on Generals let's move fast  
Your big chance is here at last  
Now you can go and get those reds  
'Cause the only good commie is one that's dead  
And you know peace can only be won  
When we blow them all to Kingdom Come.

**Verse 4**

Come on mothers throughout the land  
Pack your boys off to Vietnam  
Come on fathers don't hesitate  
Send them off before it's too late  
Be the first ones on your block  
To have your boy come home in a box.

**SOURCE L:** A cartoon published in the USA in 1969



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**SOURCE M:** From an article about the war in Vietnam published in *The Spectator*, a British magazine, July 1972)

What television really wanted was action in which men died cleanly and not too bloodily. When the viewers get a film which shows what a mortar does to a man, really shows the flesh torn and the blood flowing, they get squeamish. They want it to be like the cinema.

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### Assignment 1: objective 1

1. Why did the USA become involved in Vietnam in the 1950s and 1960s? (15)
2. Describe the military tactics used by both the USA and the Vietcong forces in Vietnam in the 1960s. (15)
3. Explain why there were such different reactions in the USA to the country's involvement in the conflict in Vietnam in the 1960s. (20)

**(Total: 50 marks)**

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### Assignment 2: objectives 2 and 3

1. Study Sources A  
What can you learn from Source A about the reasons for US involvement in South Vietnam? (4)
2. Study Sources B and C  
In what ways does the evidence of Sources B and C help you understand the reasons for US involvement in South Vietnam? (6)
3. Study Sources C, D and E  
Use the evidence of Sources C, D and E, and your own knowledge, to explain why the US forces were unable to defeat the Viet Cong. (8)
4. Study Sources F, G and I  
How useful are these Sources as evidence of the public reaction in the USA to the Vietnam war in the mid 1960s? (10)
5. Study Sources G, H, I, J, K and L.  
Use the evidence of these Sources, and your own knowledge, to explain why public opinion about the war in the USA changed between 1967 and 1970. (12)
6. Study all the Sources  
The writer of Source M believed that television played an important part in changing people's attitudes to the Vietnam War.  
  
Use the Sources, and your own knowledge, to explain whether you agree with this view. (10)

**(Total: 50 marks)**

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## Mark scheme

### Vietnam

#### Coursework assignment 1

1. (a) *Why did the USA become involved in Vietnam in the 1950s and 1960s?* (15)

Target: Causation/recall of knowledge

Level 1: Simple statements supported by some knowledge, eg French withdrawal, fear of communism, division of North and South etc. (1–5)

Level 2: Developed statements supported by relevant knowledge, eg the USA was supporting France financially before withdrawal, the example of Korea, fear of communism, spreading to other countries in south east Asia, the Domino theory etc. (6–10)

Level 3: Developed explanation supported by appropriately selected knowledge, which sets Vietnam in the wider context of the Cold War and considers the reasons for the stages of involvement from the early 1950s to the late 1960s, eg financial, advisory, military etc. (11–15)

2. *Describe the military tactics used by both the USA and the Viet Cong forces in Vietnam in the 1960s?* (15)

Target: Key features/recall of knowledge

**NB answers should cover both sides in equal depth, coverage of only one side will gain half marks and no more.**

Level 1: Simple statements supported by some knowledge, eg guerrilla tactics, sniping, mines; bombing, defoliation etc. (1–5)

Level 2: Developed statements supported by relevant knowledge, which show understanding of the contrast between two sides, eg control of the countryside, use of forests, winning the peasantry, surprise attacks, against military force, terror, heaving bombing of the north, examples of major offensives etc. (6–10)

Level 3: Developed explanations supported by appropriately selected knowledge, which show understanding of the changes in tactics from the early 60s to the early 70s, eg VC becoming better armed and more adventurous, the TET offensive, Da Nang, the USA relying more and more on heaving bombing and terror tactics etc. (11–15)

3. *Explain why there were such different reactions in the USA to the country's involvement in the conflict in Vietnam in the 1960s.* (20)
- Target: Key features/recall of knowledge
- Level 1: Simple statements giving some reactions supported by some knowledge, eg some in US were in favour because they feared Communism, they thought it would be easy etc; others opposed because they did not want to fight, they did not want the USA to be involved etc. (1–5)
- Level 2: Developed statements giving reactions supported by relevant knowledge, eg many young people opposed the war, it was an internal problem and the USA had no right to interfere etc; they were encouraged by Kennedy and Johnson to believe that they were fighting for democracy, it was seen as a test of US will and military might etc. (6–10)
- Level 3: Developed explanation supported by appropriately selected knowledge showing understanding of the range of reactions and the different reasons for them, OR the changes in opinion that took place in the 1960s and the 1970s, eg many Americans were heavily influenced by the media which presented communism as evil and portrayed South Vietnam in a deliberately unrealistic light, this changed by 1970 (My Lai); many young people opposed the war because the draft compulsory and when the details of the nature of the fighting and its results began to become known; they were influenced by pop music and flower power etc. (11–15)
- Level 4: Sustained argument supported by precisely selected knowledge, showing understanding of the nature, extent and range of reactions and setting these in the wider context, AND the reasons for the changes in opinion that took place, eg the late 1960s was a time of widespread social upheaval, especially amongst the young and reactions to the war were part of this, many in USA, however, supported the war for patriotic reasons, but were horrified when it was revealed that the details of My Lai had been concealed etc. (16–20)



## Coursework assignment 2

1. *What can you learn from Source A about the reasons for US involvement in the South Vietnam?* (4)
- Target: Comprehension and inference from a Source
- Level 1: Simple statements using the Source as information, eg defence against communism, protection of South Vietnam etc. (1–2)
- Level 2: Developed statements making inferences from the Sources, the USA was clearly concerned about the Domino effect and communist control of south–east Asia, the comments about Vietnam are waffle etc. (3–4)
2. *In what ways does the evidence of Sources B and C help you to understand the reasons for US involvement in South Vietnam?* (6)
- Target: Analysis and evaluation of Sources in context of causation
- Level 1: Simple statements using the Sources as information, eg there was a Communist revolt, it would be like Korea, they believed that they were right etc. (1–2)
- Level 2: Developed statements making inferences from the Sources, eg the war was presented as a form of crusade and an adventure in the spirit of the American West, Kennedy played on the aspirations of US citizens; the government deliberately made comparisons with Korea etc. (3–4)
- Level 3: Developed explanation using the Sources as evidence, eg B shows the attitude of the US government and C shows how the message was understood by the young; candidates may cross–refer between A, B and C to show that Kennedy’s ideas were very similar to the State Department’s in the mid–1950s etc. (5–6)

3. *Use the evidence of Sources C, D and E, and your own knowledge, to explain why US forces were unable to defeat the Viet Cong.*  
(8)
- Target: Analysis of Sources/key features/synthesis
- Level 1: Simple statements using the Sources as information OR own knowledge, eg the VC would not stand and fight, it was difficult to cope with guerrilla warfare etc. (1–2)
- Level 2: Developed statements using the Sources and some relevant own knowledge, eg explanation of the nature of guerrilla warfare and the difficulties that the US forces had in dealing with it; failure of the US forces to win the Vietnamese peasantry etc. (3–5)
- Level 3: Developed explanation using the Sources as evidence and appropriately selected knowledge, eg the VC had clearly understood the nature of war much better (D and E) and had developed tactics appropriately, the US tactics degenerated into little more than killing, as the evidence of the volunteer (C) shows etc. (6–8)
4. *How useful are these Sources as evidence of the public reaction to the Vietnam war in the mid 1960s?* (10)
- Target: Analysis of Sources / assessment of utility
- Level 1: Simple statements using the Sources as information, eg TV made people back the war, Vietnam was a very important issue, people's attitudes changed after My Lai etc. (1–4)
- Level 2: Developed statements making inferences from the Sources, eg the Media obviously wanted to present a favourable image of Vietnam to the public, therefore the picture may be unrealistic, the Gallup Poll suggest that Vietnam became a dominant issue in the USA as it eclipsed all over issues, including civil rights, race relations and the Cold War etc. (5–7)
- Level 3: Developed explanation using the Sources as evidence, eg the article in Newsweek was clearly designed to influence public opinion rather than reflect it, the delay in publishing the details of My Lai suggests that it was appreciated that this would have an adverse effect on the public, the nature of the Gallup Poll gives clear evidence of the sustained nature of importance of the war in the USA etc. (8–10)

5. *Use the evidence of these Sources, and your own knowledge, to explain why public opinion about the war in the USA changed between 1967 and 1970* (20)
- Target: Analysis of Sources/recall of knowledge/causation
- Level 1: Simple statements using the Sources as information OR some knowledge, eg the violence, young people being killed, the futility etc (1–3)
- Level 2: Developed statements making inferences from the Sources supported by relevant own knowledge, eg by 1970 the true impact and nature of the war was becoming known, as H and I show, the numbers of casualties were rising as the cost of the war etc. (4–6)
- Level 3: Developed explanation using the nature of the Sources supported by appropriately selected knowledge, eg the letter (H) shows that details of the war were reaching home, the lyric (K) and the cartoon (L) both show that ideas about the war were reaching a wider and wider audience, the delay in publishing the details of My Lai shows that the authorities were concerned about the impact on public opinion etc. (7–10)
- Level 4: Sustained argument using the Sources as evidence supported by precisely selected knowledge and setting both in the wider context of the 1960s, eg showing understanding of the value of the range of evidence available, the significance of the Gallup Poll (G) and the lyric (K) and their relationship to the changes taking place in, and the nature of, US society in the late 1960s etc. (11–12)

6. *The writer of Source M believed that television played an important part in changing people's attitudes to the Vietnam War. Use the Sources, and your own knowledge, to explain whether you agree with this view* (10)
- Target: Analysis of Sources and recall of knowledge to assess an Interpretation
- Level 1: Simple statements using the Sources as evidence OR some knowledge, eg yes it did, it showed people what it was really like etc. (1–2)
- Level 2: Developed statements making inferences from the Sources supported by relevant own knowledge, eg this was the first war where television was able to show exact details of the fighting, therefore it had a direct impact, as Source F shows etc. (3–4)
- Level 3: Developed statements using the nature of the Sources supported by appropriately selected knowledge, eg yes, television played an important part in changing attitudes to the war, in the past wars had been fought 'far away', both in terms of distance and in terms of 'time', television made the war immediate as it showed the details described in Source H and publicising photographs such as Source J, but there were other important factors, such as the influence of popular music and youth culture etc. (5–7)
- Level 4: Sustained argument using the Sources as evidence supported by precisely selected knowledge, which critically assesses the role of television in changing public opinion in the USA, it was not just the descriptive role of television news, but also the investigative role of reporting in general which forced the authorities to reveal details of the war which they wanted to keep secret; the media also publicised protest songs by singers such as Joan Baez, The Byrds, Bob Dylan etc. (8–10)

## Student's response 1: Objective 1

### Vietnam

#### Question 1: Why did the USA become involved in Vietnam in the 1950s and 1960s?

The Cold War was the open yet restricted rivalry that developed after the Second World War, between the United States and the Soviet Union and their respective allies. The Cold War was waged on political, economic and propaganda fronts and had limited resources to weapon.

The cold War reached its peak in 1948 to 1953. In this period the Soviets unsuccessfully blockaded the Western-held sectors of West Berlin (1948 to 1949); it was an attempt (by the Soviet Union) to force the Western Allied powers (the United States, the United Kingdom and France) to abandon their post, 'the Second World War jurisdiction in West Berlin. The United States and its European allies formed the North Atlantic Treaty Organisation (NATO) a unified military command to resist the Soviet presence in Europe (1949). The Soviets exploded their first atomic warhead (1949), this ending the American monopoly on the atomic bomb. The Chinese Communist came to power in main land China (in 1949) an the Soviet-supporter Communist government of North Korea invaded the United States-supported South Korea in 1950m setting off an indecisive Korean War that lasted until 1953.

McCarthy (an American politician) accused the state department of sheltering well-known Communist. He was asked to prove this before a Senate Committee, who said he was a fraud. However, when the Korean War broke out, his campaign against Communism increased, and many voted Republican because of what he said. The American foreign policy was anti-Communist and what was going on at home mirrored that policy. In June 1953, some 50'000 workers, reacting to restrictive polices, rebelled in East Berlin (West Berlin was democratic and East Berlin Communist). The uprising, which spread throughout East Germany, was crushed by Soviet military intervention. A Soviet ultimatum in 1948, concerning the status of West Berlin prompted a New Berlin Crisis, again causing hundreds of thousands of people to leave East Germany via West Germany. To stop the exodus of its population, the East German government with full consent of the Soviets, erected the Berlin Wall, isolating West from East Berlin, became the symbol of Western freedom.

The United States and the Soviet Union began developing international ballistic missiles, and in 1962, the Soviets began secretly installing missiles in Cuba that could be used to launch nuclear attacks on US cities. This sparked the Cuban Missiles Crisis (in 1962); a confrontation that brought the two superpowers to the brink of war before an agreement was reached to withdraw the missiles.

Everything that was mentioned above had to do with Communism.

The Viet Minh was an organisation that led the struggle for Vietnamese independence from French rule. The Viet Minh was formed in China in My 1941, by Ho Chi Minh, the president (from 1945–1969) of the Democratic Republic of Vietnam (north Vietnam). Although led primarily by Communists, the Viet Minh operated as a national front organisation open to persons of various political persuasion, and became openly Communist only in the mid 1930s.

On Spetember 2<sup>nd</sup> 1945, less than a month after the Japanese surrendered in the Second World War, Ho Chi Minh, leader of the Viet Minh, formally declared Vietnam's independence. The Viet Minh had a strong base of popular support in Northern Vietnam.

The French wanted to recognise Vietnam only as a free state within the French Empire, and so fighting between then and the Viet Minh soon broke out in 1946, which continued

until 1954, when the French were badly defeated in the Battle of Dien Bien Phu. By that time, the Americans were giving millions to the French and at Geneva, a dividing line was decided the “17<sup>th</sup> parallel”, which was only temporary until the 1956 elections. The United States supported his position. In response, the North Vietnamese decided to unify South with North Vietnam through military force instead by political means

Eisenhower, the American President, felt the loss of Vietnam would have a “Domino” effect. He and his advisers believed that Communism was spreading like “ink on blotting paper” and Vietnam would be the next place on the paper. For the Americans, the “Domino theory” was gaining currency and they had no wish to see Vietnam “knocked over”. In other words, they did not want Vietnam and other South Asian countries to go Communist. China had become Communist in 1949, and in Korea, North Korean troops had tried to spread Communism to the South, where UN troops were sent in later. The 38<sup>th</sup> parallel became the dividing line between North and South Korea, and the Americans were still disturbed over this, so they wanted to make sure that Vietnam would not go Communist.

The US government soon provided economic and military assistance to the Diem regime, which became increasingly unpopular with the people of South Vietnam. The Diem government asked for and received more American military advisers and material to build up the Army of the Republic of Vietnam (ARVN) and the police force, but it could not halt the growing presence of the South Vietnamese Communist forces, or Viet Cong. The US President John F. Kennedy, who became President in 1960, sent more noncombat military personnel after the North Vietnamese unified the South Vietnamese Communists insurgents in an organisation called the National Liberation Front (NFL) in December 1960. By the end of 1962, the number of US military advisers in South Vietnam had increased from 900 (in 1960) to 11,000, Kennedy authorised them to fight if they were fired upon.

Popular dissatisfaction with Diem continued to grow, even within his army, and he was assassinated during a military coup on November 1<sup>st</sup> 1963. In 1964, US destroyers were attacked in the Bay of Tonkin, by torpedo ships from the North; evidence now shows that the Americans provoked the incidence. The Chinese were helping Ho Chi Minh and exploded an atom bomb in 1964.

After 1965, US involvement in the war escalated rapidly in response both to the growing strength of the Viet Cong (who had 35,00 troops in South Vietnam by 1964) and to the incapacity of the ARVN to suppress the Viet Cong on its own, even with a total force 400,000 men. The United States became involved in the war not only to maintain the independence of South Vietnam, but also to retain the United States credibility with other allied nations who depended on its help to resist Communist aggression.

The NFL forces were gaining control of more and more areas of the countryside, and a Communist victory seemed imminent. President Johnson’s response was to pledge the United States to defend South Vietnam, and to send more troops.

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**Question: Describe the military tactics used by both the USA and the Vietcong forces in Vietnam in the 1960's**

In 1960, John F Kennedy was elected President of America. He felt he could increase US involvement in Vietnam and at the same time put pressure on Diem to introduce domestic reforms. Kennedy introduced “strategic hamlets” to try to prevent the Viet Cong’s influence spreading. The purpose of these hamlets was to move villages away from the Viet Cong, then defend the new ones with barbed wire and the South

Vietnamese Army (ARVN) guards. But the “strategic hamlets” policy was a failure; many South Vietnamese could not understand what was happening and did not like being forced to leave their villages, so they became resentful in their dealings with the USA, and many joined the Viet Cong.

The Viet Cong infiltrated the “strategic hamlets” and worked with the peasants. They would hide their weapons so that the US forces could not tell if they were real peasants or Viet Cong. Si generally, the Viet Cong came to control the countryside.

Kennedy’s successor Lyndon Johnson, started in February 1965, “Operation Rolling Thunder” had begun; this was the code name used for the US bombing of North Vietnam and also to destroy the HO Shi Minh Trail (which was the supply route from North Vietnam to the Viet Cong in the south). By bombing the Trail, President Johnson hoped to starve the Viet Cong of weapons and equipment. He was confident that victory would be assured to the USA, because it had access to the latest military technology. But by the end of 1965, there were about 150,00 US troops in Vietnam and the Viet Cong were still fighting strongly.

The US therefore needed to adopt new tactics to defeat the Viet Cong.

The first change in the US tactics was the introduction of “search and destroy” operations. US troops went deep into the countryside to flush out the Viet Cong. But the US soldiers found it difficult to cope with the climate and conditions; heat, mosquitoes, leeches, razor-sharp jungle grasses.

It was difficult to know who was the enemy and who were the innocent villagers; so if peasants were thought to be supporting the Viet Cong, US soldiers would kill them and torch their villages.

It was essential to defend the air bases from which the bombers flew. The United States troops, which arrived in South Vietnam, were under orders to defend only these air bases. They also protected the ports where supplies and more troops arrived. The Americans tried to win the “hearts and minds” of the South Vietnamese peasants, whom they hoped would help them in their fight against the Viet Cong. There were special development projects whereby medical assistance the farming was also offered, but the peasants resented the Americans coming to their country to tell them how it should be run, so those attempts failed. But what helped fail those attempts was the fact that the Viet Cong respected the peasants religion and customs, they helped with the housework and the farming, and so more peasants joined the Viet Cong. Sometimes the Viet Cong terrorised villagers into supporting them.

The Ho Chi Minh Trail from North Vietnam supplied the Viet Cong, but also used weapons captured from the ARVN and US troops. Other Communist countries, like the USSR and China, gave at least 76,000 tons of supplies per day to North Vietnam to fight the USA. Much of this material was then sent down the HO Chi Minh Trail.

The Viet Cong fought using guerrilla tactics and used the jungle to their advantage.

They were experts when it came to making booby traps, mantraps, trip wires with punji sticks and pits with sharpened bamboo canes. They carried out ambushes and sabotaged US property. Following attacks, the Viet Cong would simply disappear back into the jungle; they could not be seen by the US troops, for they camouflaged themselves with bits of trees and mud (on their faces). So to fight against them, the US air force dropped chemicals to defoliate the trees, so the Viet Cong couldn’t use the jungle for cover. The most infamous of these chemicals was “Agent Orange” (42 million litres dropped on Vietnam), which destroyed hundreds of thousands of hectares of land. “Agent Blue” was sprayed on crops to prevent the Viet Cong from growing food. None of these “agents” deterred the Viet Cong, and as well as saturation bombing, the US used incendiary weapons; napalm contained petrol, chemicals and phosphorous, and when it came in contact with human skin it could burn through to the bone. More than eight million tons of bombs were dropped, millions of gallons defoliants and other chemicals were dropped on the jungle and farming land.

The Communists forces dug deep tunnels to avoid such attacks and used these as air-raid shelters and to minimise casualties. The tunnels around Saigon ran for 320 kilometres, but not all tunnels though were as well designed as these; some offered little protection from the effect of bombs. The bombing campaigns resulted in the deaths of approximately 100,000 North Vietnamese civilians. But the deaths seemed to have made the north more determined to resist the Americans.

A good American device was the ADSID, an Air Delivered Seismic Intrusion Detector; US troops would plant one of these detectors into the ground and since it could sense movement, it would make a sign which would mean that their enemy was approaching. This device prepared US troops for attacks from either the North Vietnamese troops or the Viet Cong.

The Americans were trained to see their enemy as less than human. This was done to make it easier for the US troops to kill them and so they would not have any bad feelings about it. Slang terms for the North Vietnamese Army (NVA), Viet Cong or even just the Vietnamese were an important part of this; “gook”, “dink” and “slope” (from the shape of the eyes of the Vietnamese) were common terms. The US generals told the soldiers that they had to kill something, and they kept putting this in their minds; that the Vietnamese were gooks and that they had to kill them.

In 1968, the “Tet Offensive” took place; on the 30<sup>th</sup> of January, 67,000 Viet Cong troops stormed 100 South Vietnamese cities and towns and took over twelve American military bases (even controlled Saigon for a while). Even though it was a military failure, it proved to be a political victory for the Communists because it persuaded many Americans that the war could not be ended at a bearable price. Before the “Tet Offensive”, there was the Khe Sanh attack; an attack on an American base. The regular troops of the North besieged the Americans for eleven weeks. There were 6,000 South Vietnamese and US troops, and 20,000 troops from the North. The Americans had fought their way out of it, because they had good equipment, but this was a deliberate distraction from the “Tet Offensive”, a Viet Cong tactic.

General Westmoreland commanded the US forces until June 1968, and he was convinced that killing large numbers of the enemy would win the war. This was a similar attitude to that of the First World War generals. The chief aim of the United States infantry was to get a high enemy “body count”. The problem was that the NVA and Viet Cong were prepared to suffer high casualties and the Americans always exaggerated the number of enemy killed anyway.

The best way to get a high body count was to send out a patrol as bait. The attacked patrol would then call in the air strikes or artillery fire. These tactics could cause terrible casualties but it was never easy for the Americans to be sure of the numbers. The communist troops tried very hard to take their dead and wounded with them, so that the Americans would not realise how many of the Viet Cong they had killed. This meant that often the body count would be disappointingly low and the US troops’ moral would also be low. So to overcome this, an American GI would have a tour of duty of only one year; in order for that GI not have low morale. But the North Vietnamese also had a convincing idea that would make them win the war; that in future, the regular NVA troops and Viet Cong would try to avoid pitched battles with the enemy. Hit-and-run guerrilla raids and ambushes would mean fewer casualties. If they had to fight the Americans in big battles, then they would try to keep as close to them during the fighting. This would make it difficult for the US troops to call in artillery fire or air strikes since these might hit their own forces as well. The Australians were more patient than the Americans, they had better guerrilla fighters, were better at ambushes and liked to stay with their enemy instead of calling in the planes, so the North Vietnamese and Viet Cong were more afraid of their style than the Americans.



**Question 3: Explain why there were such different reactions in the USA to the country's involvement in the conflict in Vietnam in the 1960s.**

Protests against the War began in 1964, but the vast majority of the population in the USA and importantly, Congress, were still in favour of the War. This was mostly because there was McCarthyism (led by Senator McCarthy, who was anti-communist), which made people more aware of the threat of Communism, i.e. that it would spread itself (and the war in Korea had shown that Communism could be stopped). But people also thought that the Vietnam War was not going to last long, that it would be an easy victory for the United States; this was thought because the USA was much more technically advanced than North Vietnam and for the fact that America had never lost a war. Another reason why so many members of the public were, at first, backing the war was because the conservative or traditional Americans tended to support the government's actions; there were feelings of patriotism and many were influenced by their presidents (i.e. Kennedy and Johnson).

However, opposition to the war grew when newspapers and television reporters went to cover the war in 1965, the US public were able to watch the action from their living rooms.

Seeing the pictures of the war on television shocked many Americans; the Tet Offensive was shown on television and scenes of the US Embassy being attacked led many Americans to think that the war was being lost. Hundreds of thousands of Viet Cong troops stormed on one hundred South Vietnamese cities and towns and took over twelve military bases. The American forces quickly recaptured most of these places, but the problem for the American commanders was that the American public had witnessed the Viet Cong attacks on television. Now the American people could see for themselves that the War was not being won. Many historians now consider that the Tet Offensive was the turning point in changing US public opinion against involvement in Vietnam. Within weeks, President Johnson's approval rating fell from 48 per cent to 36 per cent.

Soon on the streets of America, the chant of the demonstrators was "Hey, hey, LBJ, how many kids did you kill today?" (LBJ was President Lyndon B. Johnson). After the Tet Offensive the number of demonstrations against the war increased rapidly. The students of America were especially vocal; more than forty thousand of them at one hundred colleges protested against the War. Sometimes the demonstrations became violent.

One part of the youth movement in the 1960s, was clearly identified with protesting against the Vietnam War. The anti-war movement was also linked to the rapidly developing pop music culture. Other young people became involved in developing what is now called "an alternative lifestyle". These people were known collectively as "hippies". They converged on San Francisco and were clearly recognisable by their long hair, weird clothes (by normal standards) and every-day acceptance of drugs such as marijuana and LSD. They often wore flowers in their hair and their slogan was "Make love, not war", which fitted in with their anti-Vietnam War stance.

Many young men protested by burning their draft (call up) cards. Many refused to register for the draft and even left the country to avoid joining the army. It was the drafting and conscription of those men which increased the feeling of anti-war (in December 1967, there was a "Stop the Draft Week").

At the height of the War, several thousand men were prosecuted for refusing to be drafted into the army. Soldiers protested against the War by deserting; many thousands did so during the course of the conflict. Soldiers were even known to kill their officers if it was felt that lives were put at risk on what they thought were meaningless missions (some turned to drugs to overcome their fears).

One of the most disturbing incidents of the War which turned the public against continued involvement in Vietnam, was the massacre at My Lai (Son My). It was a South Vietnamese village suspected of housing Vietcong troops. On the 16<sup>th</sup> of March 1968, US forces led by Lt. William Calley, entered the village and found no suspects. But on Calley's orders, the US troops killed 347 unarmed civilians. Old men, women (who were raped), children and babies were shot dead.

One year later, the news of this massacre had emerged in 1969; the US government had tried to keep it secret from the American public, Calley was put on trial and found guilty of murder; his superiors said that he had not been acting under orders and he became the scapegoat for the massacre. He was sentenced to twenty years' hard labour and during the trial, the American public heard the evidence of several soldiers who had been present at My Lai.

During the Second World War, many women had won a taste of independence when they took up full-time employment for the first time. But the majority of them returned to the traditional roles of housewife and homemaker, when the soldiers returned to America. Television programmes and advertising reinforced the commonly held view that a woman's place was in the home.

The prosperity of the 1950s did lead to an increase in females attending college and securing skilled/professional jobs, but the most significant changes in attitudes to women and to themselves, came in the 1960s. A major reason for this was that in 1960, the birth control pill went on sale. Many women felt that the "pill". As it was referred to, gave them the opportunity to be sexually active without the risk of becoming pregnant. This not only changed women's attitudes towards sexual relations, but also gave them much greater opportunities to succeed in employment. Influences to change this picture came from a variety of directions. There were women in the civil rights movement who experienced discrimination and who wanted to do something about it.

Influenced by the growing militancy and frustrated by their lack of success, blacks began to riot in many cities. The riots in the Watts district of Los Angeles in August 1965 were particularly serious. During the six days of rioting, thirty-four people died, over one thousand were injured and four thousand were arrested. Almost one thousand buildings were destroyed and property loss totalled nearly \$40 million. There were riots across the USA throughout the summer of 1965, 1966 and 1967. During the first nine months of 1967, more than one hundred and fifty US cities reported incidents of racial disorders. The riots were brought on by a sense of frustration among black people at the way they were being treated and that the nation was rapidly moving towards two separate Americas. This was found out by a report, which had been appointed by President Lyndon Johnson to a Commission of Enquiry headed by Governor Kerner of Illinois. To stop this break-up, the report recommended the elimination of all racial barriers in jobs, education, housing, greater public response to problems of racial minorities and increased communication across racial lines. But race riots did not end with the Kerner report. Later that year, there were protests against the war across the USA. Martin Luther King, a local Baptist minister who led black protests, opposed the War raising the issue of the disproportionate number of African American casualties in the War. Working class males were twice as likely to be drafted as were middle class males, and that African Americans made up about 20% of the soldiers even though they were only 10% of the population. In April 1968, Martin Luther King was assassinated and an outburst of rage swept through American cities. For many Americans the war in Vietnam, crime on the streets and drugs became the new issue on which to campaign. Nevertheless, the 1950s and 1960s had been years of progress. Many civil rights leaders felt that money used to fight the War could have been better used on improving the welfare system in the USA. When the government had raised US taxes in 1967, in order to pay for the War, which at this rate was costing \$20 billion a year, US taxpayers' hostility went up to the War. Public opinion had begun to change.

In April 1968, President Johnson said that he would limit the bombing of North Vietnam to begin negotiations for an end to the fighting. Preliminary peace talks began in the following month in Paris. Johnson then shocked the American people when he declared that he would not stand as a presidential candidate in the forthcoming elections. The Vietnam War became one of the major issues of the presidential election. Richard Nixon, the Republican candidate, promised to end the War “honourably”. Nixon won the election and began to carry out his plan to end the War. The policy became known as “Vietnamisation”; South Vietnamese soldiers were to be trained and equipped to replace the American forces and this would allow American soldiers to return home. In the three years after 1969, more than four hundred thousand American soldiers were withdrawn from Vietnam. But the War did not come to an end.

When the Paris peace talks had produced few results, Nixon decided to try to force the North Vietnamese into making concessions. Nixon ordered the bombing of Viet Cong bases and supply routes, which were situated in North Vietnam and the neighbouring countries of Cambodia Laos. The American public was not told of the secret American bombing of countries bordering Vietnam; the pilots were ordered to keep quiet and their flights logs were altered to hide it. In April 1970, Nixon sent troops into Cambodia and informed the American people on television. There were many protests and students across America demonstrated.

There was widespread trouble and demonstrations across the USA. In the 5<sup>th</sup> of May at Kent State University, the National Guard shot four students. Some of the dead were demonstrators, some were merely moving between classes. The War had created much division within the country.

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### **Examiner’s comments**

This is a very lengthy assignment from a candidate who clearly took the topic seriously and researched it in depth. It could be improved if the response had been more concise.

The answer to question 1 contains a long introduction on the Cold War, which could have been omitted, but then makes a series of developed statements about the reasons for US involvement. For this reason this answer was awarded a low level 3 mark.

The answer to question 2 is again very detailed and reveals detailed knowledge of the topic. Once again there is ample evidence of research and some attempt at organising material logically. However, the concluding part of the answer lacks structure and this prevented the award of a very high mark. Nevertheless this merited a good level 3 mark.

The final answer reads well, despite some irrelevant paragraphs, which appear without explanation. Most of the developed statements are linked so this is clearly a level 3 response, but the failure to organise the answer overall prevented the award of a level 4 mark, despite the great wealth of detailed knowledge and understanding.

The candidate had reached level 3 through and therefore merited a high level 3 mark. The final mark for this assignment was 40 out of 50.

## Student's response 2: Objective 1

### Vietnam

#### Why did the USA become involved in Vietnam in the 1950's and 1960's?

The USA became involved in Vietnam in the 1950's and 1960's because the US government was severely concerned about the success of Communism in South East Asia. In 1950 and 1953 they had at least 142,000 soldiers in, continually trying to stop Communism entering South Korea.

The United States fears that their efforts would have been wasted if Communism would have spread to South Vietnam.

President Eisenhower was very aware that he would have the utmost difficulty in trying to persuade the American people to support another war so quickly after the South Korea War. He therefore decided to rely on a group of 'Military Advisors' to prevent South Vietnam becoming a Communist State. The group led by Colonel Edward Lansdale, was a twelve man team of American Soldiers and intelligence agents was sent to Saigon in June 1954.

The idea was to start up a propaganda campaign to persuade the South Vietnamese people not to vote for the Communist in the election which were soon to come. Within a few months the team of Twelve men had distributed forged documents that claimed the Vietminh and Chinese Communists had entered South Vietnam and were killing innocent civilians. The HoChi Minh Government was also accused of slaying thousands of Political opponents in North Vietnam. Producing no hard evidence of course.

Colonel Edwards Lansdale and his team also recruited Mercenaries from the Philippines to carry out acts of sabotage in North Vietnam. The act of sabotage were to become very unsuccessful and most of the Mercenaries were arrested and were to be put on trial in Hanoi.

Another 'task' Lansdale was to perform and to promote the success of President Diem's rule. Figures suddenly appeared which indicated that South Vietnam was undergoing a commercial miracle. With the employment of \$250 million of aid per year from the United States and the very clever manipulation of statistics it was reported that economic production had increased dramatically.

Finally, the American Advisors set about training the South Vietnamese army (ARVN) in modern fighting methods. For it was becoming clear that it was only a matter of time before the Anti-Diem forces would resort to open warfare. It was all these type of acts performed by America which was to result in the USA being involved in Vietnam and South Vietnam especially.

Firstly in April 1954, Foreign Ministers of the united States along with the soviet Union, Britain and France decided to meet in Geneva to see if they could bring about a peaceful solution to the problems, conflicts going on in Korea and French Indochina.

After much negotiation many things were agreed upon such as :-

North Vietnam would be ruled by Ho Chi Minh;

South Vietnam would be ruled by Ngo Dinh Diem, a strong opponent of communism;

French Troops would withdraw from South Vietnam;

The Vietminh would withdraw from south Vietnam;

The Vietnamese could choose to live in the North or the South and a general election for the whole of Vietnam would be held before July 1956, under the supervision of an international commission.

After the victory at Diem Bien Phu, some members fo the Vietminh were reluctant to accept the cease-fire agreement. Their main concern was the division of Vietnam into two sections.

However, Ho Chi Minh argued that this was only a temporary situation and was convinced that in the promised general election, the Vietnamese were sure to elect a Communist Government to rule a re-united Vietnam.

This view was in turn shared by president Eisenhower. As he later wrote “I have never talked or corresponded with a person knowledgeable in Indochina affairs who did not agree that had the elections been held at the time of the fighting, possibly 80 per cent of the population would have voted for the communist Ho Chi Minh.”

While there was war going on in Vietnam, America was having troubles of her own. In the 1950's a war broke out between the superpowers America and Russia the war was known as the Cold War. This war did not involve American and Russian troops actually fighting each other but was a time of great tension and hostility.

America and Russia distrusted each other. USA was afraid Russia would try and spread Communism across the world. Russia was afraid the USA would try and crush communism. Russia was led by Stalin at this time.

Russia gained territory by taking land from Finland, Lithuania and Estonia. IN Poland, Bulgaria, Hungary and Romania communist Governments took over. In 1948 they took Czechoslovakia. These Countries became satellites of Russia (they were all controlled by Moscow) only in Yugoslavia and Greece did Stalin not succeed.

By 1948 Russia controlled half of Europe. After the war, Germany had been divided into zones controlled by Russia, USA, France and Great Britain. As relations between East and West got cooler, Germany started to divide in East and West. The East Communist and the West democratic. Berlin was to be run. Stalin blocked off all the roads, railways and canals between West Germany and West Berlin. He was only able to do this because Russia controlled the land around Berlin. This blockade lasted 11 months. Only the Berlin air lift, a round the clock mission to ferry foodstuff and materials into the city by air, this prevented the city from being starved into giving into the Soviet Army.

In 1949 Stalin was to admit defeat and give up.

President Truman was determined to stop the spread of communism inside and outside of America.

Also in 1948 Alger Hiss who had worked in US State Department (responsible for foreign affairs) was accused by a former Communist of handing over State Department Documents to Russia and being a communist. He denied these charges. Although he was never found guilty of being a spy, he was put in prison for perjury. Reactions to Communism in China 1949, Reactions to Russia's first atomic bomb test posed a real threat. Another Country fell to Communism when China's new leader Mao Tse Tung took power in 1949.

The fear of Russia having nuclear weapons was very upsetting and frightening to people.

The Truman Doctrine dates from March 1947. Truman announced that the USA would aid “free peoples” to resist threats by “armed minorities or by outside pressure”. He did not name communism as the enemy. But everyone knew he meant this! America would help any democratic Country against Communism. It was a policy of containment ie communism would be halted or contained. Americans believed in the Domino theory ie as soon as one country falls to Communism, others will as well. The Truman Doctrine made USA the “world's policemen”.

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### **Describe the Military tactics used by the U.S. and the Vietcong in the 1960's.**

The Military used by the U.S. in order to try and win the war were horrendous they tried many types of methods but the one that left the most devastating effect on Vietnam where the poisons Agents Orange and Napalm. Agent Orange was so effective that it still causes deformities to this day. Children are still born affected by Agent Orange even though it was used over 30 years ago.

Napalm was made using petrol and a chemical thicker which produces a tough sticky gel, which attaches itself to the skin. The igniting agent white phosphorus, continues to

burn for a considerable amount of time. A reported three quarters of all Napalm victims in Vietnam were burnt through to the muscle and bone (fifth degree burns). The pain caused by Napalm, the burning is traumatic that it often caused death.

Agent Orange used to destroy forests to uncover NLF hideouts. It was then discovered that Agent Orange was also causing chromosomal damage in people. Other techniques used were operation Rolling Thunder. Massive bombing of the North using carpet bombing. This did not work so more American soldiers G.I's were sent. G.I's was a slang term coming from the words Government issue stamped on the kit.

Free fire zones, this technique was mainly used by ground soldiers and helicopters this means space in between villagers were bombed or Napalmed. Chemical Degoliation of the Countryside to stop the Vietcong's cover; and then there was the search and destroy missions villagers killed indiscriminately the worst example would be My Lai. In March 1968 U.S soldiers killed 347 unarmed Civilians. Old men, children, babies were shot, the women were raped and shot. The team who entered the village had no evidence to suggest that the villagers had done anything wrong, yet they were all murdered in cold blood.

By 1969 over 70 tons of bombs for every square mile had been dropped. This however didn't stop the Vietcong, they supplied themselves by the Ho Chi Minh trail, through Laos and Cambodia. Russia and China both aided the Vietcong.

In Vietnam between 1965 and 1973 alone, eight million tons of bombs were dropped on its villages. This was over three times the amount of bombs dropped throughout the whole of the Second World War. This worked out at approximately 300 tons for every man, woman and child living in Vietnam.

The Vietcong however, used some what different tactics to try and win the war. They were given upto 6000 tons of supplies per day. This amount of weapons were supplied to the Vietcong by Communist Countries like the USSR and China. Most of this material was then sent down the Ho Chi Minh trail. The Vietcong's most common tactics were booby traps – using mines, mantraps, trip wires with punji sticks, pits with sharpened bamboo canes. This put constant fear in the U.S soldiers minds, which meant that the soldiers could never relax. Another technique of the Vietcong to build thousands of miles of tunnels to avoid capture often U.S soldiers were killed by booby traps when they pursued the Vietcong in them.

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### **Explain why there was such different reactions in the U.S.A in the Countries in the Countries involvement in the Vietnam war in the 1960's**

At the beginning of the Vietnam war, most Americans were anti-communist. They believed communists were the anti-democrats, therefore they were bad.

The Media played a big part of the war in the 1960's every person who owned a colour television would see constant pictures on the T.V. of soldiers wounded or dead. Dean Rusk, U.S Secretary of State made a statement about the war being broadcast over American T.V about Vietnam being the first war fought on television he said: "This was the first struggle fought on television in everybody's living room every day...whether ordinary people can sustain a war effort under that kind of daily hammering is a very large question..."

As the war progressed further, enthusiasm for it waned.

Thousands of young men became 'draft dodgers' refusing to join the army when called to fight, many fled to Canada or were imprisoned. At the same time many soldiers could not understand what it was they were fighting for, and so when they did not win frustration began to set in. Many soldiers turned to drugs. In 1970 it was estimated that 58% of U.S soldiers smoked Marijuana and 22% were addicted to Heroin.

In 1971, 20,000 soldiers were treated for serious drug abuse.

In 1964 protests began against the war in America, but still a vast majority of the population including Congress, were still in favour of the war.

When newspaper and television started reporting on the war in 1965 many more Americans became shocked and angered, by 1967 there were more protests across America.

Martin Luther King, Malcolm X and Mohammed Ali all opposed the war raising the issue of the disproportionate number of African American casualties and deaths in the war. Many Civil Rights leaders felt that money used to fight the war could have been better spent on improving the Welfare System in the U.S.A. When taxes went up in 1967, so did U.S taxpayers' hostility towards the war. Public opinion had begun to change. Historians now believe that the Tet Offensive was the turning point in changing U.S public opinion against involvement in Vietnam.

Within a few weeks, President Johnson's approval rating fell from 48% to 36%. The Tet Offensive was shown on television and scenes of the U.S Embassy being attacked led many Americans to believe the war was being lost.

Once the Massacre of My Lai was published over the news in 1969 public opinion against the war began to harden even further.

Students continued to be main Americans who opposed the war publicly. There was widespread trouble and demonstrations at universities across the U.S.A. On 5<sup>th</sup> May 1970 four students were shot dead by the National Guard at Kent State University, some of the dead were demonstrators, others were merely passing to get to a next class. The war had now created much division within the Country.

One of the most influential Acts during the war was the decision of 'Life' to fill one of its magazines of photographs of the 242 soldiers killed in Vietnam during the first week of fighting. Defenders of the mass media claimed that the reporters were only reflecting the changing opinions of the American opinions towards the war.

While Johnson was President, 30 Million Dollars a year was being spent on the war, which caused outrage, people wanted American money to be spent on American needs. Once Nixon came to power he vowed to end the war in 'Honourable peace'. After taking office, President Nixon introduced his policy of 'Vietnamization'. The plan was to encourage the South Vietnamese to take more responsibility for fighting the war. It was hoped that this policy eventually enable the United States to gradually withdraw all their soldiers from Vietnam.

To increase the size of the ARVN a mobilization law was passed that called up into the army all men in South Vietnam aged between seventeen and forty three.

In June 1969, Nixon announced that the first of the U.S troops would be withdrawn. The 540,000 U.S troops were to be reduced by 25,000. Another 60,000 were to leave the following December. Nixon's advisors told him they feared that if the U.S. troops were gradually removed that would lead to an NFL victory. It was then agreed that the only way America could avoid an humiliating defeat was to negotiate a peace agreement in the talks were taking place in Paris.

In order to put pressure on North Vietnam in these talks Nixon developed a 'Madman Theory' Bob Haldeman, one of the U.S. chief negotiators, was told to give the impression that Nixon was unstable and hated Communism so much, that he was considering using nuclear weapons.

Nixon then created a 'Phonix Program' Vietnamese were trained by the CIA to infiltrate peasant communities and discover the names of NFL sympathies. Once they had been identified 'Death squads' were sent in to execute them. Between 1968 and 1971, an estimated 40,974 members of the NFL were killed in this way.

Somehow the NFL was able to replace its losses by recruiting from the local population and by arranging for volunteers to be sent from North Vietnam.

It was later found that in 1963 only 78 U.S soldiers had become casualties but by 1968 it had jumped to a staggering 14.5 thousand Vietnam being the first major war broadcast on television showed some horrific sights like women and children burnt by Napalm.

Most famous shot of a small girl, Kim Phuc running round her village burnt to the bone by poison.

Journalists heavily criticized the war, because America assumed she would win, then the humiliation of the thought of such a big country being beaten by such a small village was virtually unthinkable.

In 1967 there was an international war crimes tribunal. Bertrand Russell was being comparing the Vietnam war to the role of the Nazi's. Because of the impact of war around the world.

When many of the Veterans returned home they expected a heroes welcome instead they were labelled as tormented or evil because of the things Americans had witnessed on their T.V. screens.

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### **Examiner's comments**

This is a reasonably well-written assignment, although the presentation shows some of the problems that can arise from word processing. A little editing would have improved the presentation and the overall quality of the assignment considerably. The response would have been improved if it had been more concise.

Question 1 is very detailed and suggests that the candidate had carried out considerable research into the topic, however there is evidence that the candidate did not organise the material sufficiently and the second page is much less convincing than the first. Overall there are signs of a level 3 approach, but the main body of the question is at level 2. It was therefore awarded a high level 2 mark.

The answer to question 2 is rather unbalanced and influenced by the candidate's understandable reaction to the tactics employed by the US forces. The answer lacks real analysis, but has considerable detail. The failure to cover the Vietcong's tactics in the same depth as those of the US means that this is again a borderline level 2/level 3 answer.

Question 3 is rather better organised. There is considerable depth of detail once again, but at the same time a failure to put that to real use. However, the candidate makes good points about the significance of the Tet Offensive and also identifies differences of opinion within US society. For this reason this question was awarded a low level 3 mark.

Overall, therefore, this assignment contains many of the typical qualities of level 2. The candidate writes in developed statements, which are often not inter-linked. There are some hints of higher levels and therefore it was awarded a low level 3 mark of 32. With a little careful editing, the candidate could have achieved a much higher mark.



## Student's response 3: Objectives 2 and 3

### Vietnam

#### Question 1

From Source A you can learn that the US got involved in south Vietnam because they did not want communism that had already overflowed into Vietnam spreading to the rest of Southeast Asia. This was called the domino theory. John F Kennedy a US senator thought that if they didn't go to stop it, it would spread to Burma then Thailand, India, Japan, Phillipines, Laos and Cambodia. So he sent his troops to stop the domino theory from happening.

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#### Question 2

Sources B and C help us to understand why the USA got involved in south Vietnam. They show the Americans attitudes to the war, and that they decided to get involved because they thought they couldn't be defeated, as they had never lost a war before. Also their army was very young and enthusiastic, they wanted to go to war because they thought it would be an adventure and a way to travel. The USA were also afraid of the spread of communism, by going to war they could spread their political ideas around which hopefully would stop the spread. So with no defeats on their side, a young fit army wanted to go and fight they decided to go to war in Vietnam.

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#### Question 3

The US forces were unable to defeat the Viet Cong, this was because the American army were not trained well enough to fight the Viet Cong tactics. The Americans were influenced by JF Kennedy who sold the war as appealing to teenagers. The Viet Cong also made it difficult for the American army by using guerrilla tactics, these were things like buried land mines, planted bombs and dug tunnels, the Americans had no idea when the Viet Cong were going to attack so they couldn't prepare themselves to fight. They never knew what would happen next or when their time was up. This war was very different to any other it was not about winning but as killing as many people as possible. The Viet Cong were always nice to the public so they could get them on their side for support, which also made them strong, stronger than America.

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#### Question 4

The public's reaction and opinions of the war changed dramatically between 1967–1970.

Source F is a survey from a US magazine published in 1967. It is useful as it gives figures of how many people agreed or disagreed with the war, but it is limited because it does not tell you where these figures came from and also there is 10% of people that are not listed saying if they do or don't agree.

Source G has also got statistics, it shows us what the public thought was the most important problem facing the USA but doesn't explain why they thought this was a problem so again it is limited.

Source I is an article from a magazine that was published in 1970. It tells how troops treated women and children in the war, it happened in 1968 but was not published until 1970 because they didn't want to change the public's opinion of the war, but by 1970 people were able to see the war was looking bad. All together the three sources are quite reliable as they are all from the actual time of the war 1960–1970. Sources F and G were from the public themselves and I was from an army reporter present at the time. This means they were not made up or changed over the years.

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### Question 5

At the beginning of the war the Americans thought it would be quick and easy, they had never lost a war before so they thought they could never be beaten but this was no longer the case, the longer the war went on the less popular it became. As you can see from Source G Vietnam does not become a problem to the public until 1965. Source I shows that the public found it difficult to support the war when soldiers were going round killing innocent women and children. After the draft when boys over 17 years got sent to fight, the war became much more personal. Source K shows what the war was really all about. Getting money out of the war by selling arms etc. It didn't really matter if people were getting killed money was being made, the Generals were not interested in the fighting they just wanted to get a big name. It also tells parents not to support the war and sent their sons off to fight because they come back dead. I would say Source H is the most useful in telling us why the public's opinion of war changed, it is a letter written in 1969 from a soldier fighting in Vietnam, letter like these must have been sent to nearly every home of soldiers' families during the war. This must have affected the people's opinion of the war knowing that this was what it was really like and this is what their husband and sons were going through. The war was also going on around the time of the hippies, hippies were all about peace and love, so much more of the public would not support the war, lastly Source L is a cartoon published in 1969 it shows an American man in an American outfit and a Vietnamese man in the same outfit but it doesn't fit him. The point to this is to show American values can't be fitted in Vietnam.

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### Question 6

I think many different aspects changed the public's view of the war, each very important and Television was very much an important aspect but onto the only one. From the rest of the Sources I this booklet you can see that first of all people in the USA saw the war as an adventure and a way to travel, they thought it would be exciting, but in fact it was much different and they soon discovered this. The USA were not trained and because of guerrilla tactics did not know who or when they would be fighting war was not what people expected Source C + D suggest the aim of war was not to win but to kill as many as possible. Many of these sources are from newspapers and magazines which also changed the public's view of the war so it was not just television. Some are also from books and another is a song all in their own way helped change the view of the public:— from firstly supporting in 1967 to not in 1970. There is also a very

strong source, Source H which is a letter from a soldier who was fighting in the war, many must of changed their view and put them against the war. It is the only source that tells us actually how someone in the war was and shows the real horror of it.

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### **Examiner's comments**

This candidate writes clearly, but never really considers the Sources as evidence. Almost all comments take the Sources at a very simple level.

The answer to question 1 shows some background knowledge of the situation in Vietnam and this allows the candidate to draw some inferences from the Source. This gained a low level 2 mark.

In question 2 the candidate again writes developed statements using the Sources. Again this was a low level 2 answer.

In question 3 the candidate reveals basic knowledge of tactics, but there is little evidence of own knowledge and few references to the Vietcong. This also reaches low level 2.

In question 4 the main focus is upon a review of what the Sources reveal, rather than an attempt to assess utility. Consequently this answer was again awarded a low level 2 mark.

The answer to question 5 contains some assessment of the effect of the Sources and selects the soldier's letter as the most significant. In general, however, the comments tend to be rather simplistic and there is little evidence of own knowledge. Level 2 was awarded once again.

In the answer to question 6 the candidate reviews the Sources without really answering the question. The analysis of individual Sources was credited with a low level 2 mark.

Overall this was a candidate who obviously worked hard and stuck to the task. Answers were clearly written and there were few avoidable mistakes. However, the general level of answers was at low level 2 and therefore a mark of 20 was awarded.

# Prohibition

This assignment should arise from a teaching programme designed to occupy approximately half a term. Before candidates begin this assignment they should have knowledge of:

- The impact of the First World War on US society and economy
- The Roaring Twenties
- Causes and consequences of the Wall Street Crash.

## Introduction

In January 1920, the Eighteenth Amendment to the Constitution of the USA came into force. It prohibited (banned) the manufacture and sale of alcoholic drinks. Organisations, such as the Anti-Saloon League, had been campaigning for a total ban on alcoholic drinks for many years.

The Anti-Saloon League were supported by the churches and many small towns and rural areas. It was argued that the Prohibition of alcohol would reduce drunkenness, crime and poverty. However, organised crime used Prohibition as an opportunity to make large amounts of money by selling illegal drinks. Gangsters set up an alternative industry making and distributing illegal (bootleg) drink. Illegal bars, called speakeasies, opened up across the country. The most famous of the gangsters was Al Capone, a racketeer from Chicago.

Why was the Anti-Saloon League so successful? What were the consequences of Prohibition? Why were so many law-abiding citizens prepared to break the Prohibition laws? These are some of the issues that you will investigate when you tackle this assignment.

**SOURCE A:** this poster was issued by 1910 by the Anti-Saloon League. The Anti-Saloon was a US organisation which wanted to prohibit alcohol.

**“THE POOR MAN’S CLUB.”**  
**THE MOST EXPENSIVE IN THE WORLD TO BELONG TO**

WEEKS WAGES

THE SALOON IS WELL NAMED “THE POOR MAN’S CLUB” IT KEEPS ITS MEMBERS AND THEIR FAMILIES ALWAYS POOR.

A CLUB MEMBER IN GOOD STANDING  
**“PAYING HIS DUES”**

**SLAVES OF THE SALOON**

The saloon business cannot exist without slaves. You may smile at that statement, but it is absolutely true. Is not the man who is addicted to the drink habit a slave? There are 1,000,000 such slaves in the United States. They are slaves of the saloon. They go out and work a week or a month, draw their pay, go into the saloon, and hand the saloon keeper their money for something which ruins their own lives. Is not this slavery? Has there ever been in the history of the world a worse system of slavery? It is quite natural, of course, that the slaveholder should not care to liberate these slaves.— *Richmond P. Hobson.*

A woman entered a barroom, and advanced quietly to her husband, who sat drinking with three other men. “Thinkin’ ye’d be too busy to come home to supper, Jack, I’ve fetched it to you here.”

And she departed. The man laughed awkwardly. He invited his friends to share the meal with him. Then he removed the cover from the dish. The dish was empty. It contained a slip of paper that said: “I hope you will enjoy your supper. It is the same your wife and children have at home.”— *Chicago Chronicle.*

The liquor traffic, like the slave trade or piracy, cannot be mended, and therefore must be actually ended.— *Joseph Cook.*

**SOURCE B:** from a school textbook about the USA in the 1920s, published in 1989.

Prohibition followed years of campaigning by anti-drink societies such as the Anti-Saloon League and the Women's Christian Temperance Union, which believed alcohol to be ungodly, evil and wasteful. Several states had passed Prohibition laws in the nineteenth century and a National Prohibition Party contested the presidential election of 1892. Prohibition was promoted by Protestants on both religious and economic grounds. Grain, used in brewing, was needed for food during the First World War so in 1917 its use in the manufacture of alcohol was banned. Prohibition received a boost at this time because of hostility to Germany. Many German immigrants to the USA worked in the brewing industry and beer drinking was seen as German trait.

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**SOURCE C:** from *The Long Thirst*, a study of Prohibition, 1975.

John D Rockefeller was a known contributor to dry causes. He believed, as did many of the most powerful men in business, industry and finance, that the nation's workers – which is to say, their employees – would be more productive if beer and liquor could be withheld from them. The Rockefellers poured at least \$35,000 into the Anti-Saloon League before 1920, plus an estimated \$75,000 per year thereafter.

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**SOURCE D:** from *The American Issue*, an anti-alcohol paper, dated 16 January 1920. The slogan of this paper was 'A Saloonless Nation and a Stainless Flag'.

All Liquor Stains Wiped from the Stars and Stripes. Faith and devotion have triumphed. The American saloon with its long train of attendant evils has been overthrown. No more will broken-hearted, poverty-stricken mothers be seen in very agony of soul, wringing their hands at the graves of drunken sons. Christmas will be an occasion of joy and cheer in the home – no longer one of dire apprehension of a drunken husband and father's homecoming. Daddy too, will be industrious, a better provider. The state will have less crime to prosecute. There will be an increase in the respect for the law.

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**SOURCE E:** a German cartoon, commenting on Prohibition in the 1920s. The figure shown smashing bottles with a hammer is Uncle Sam.



**SOURCE F:** from *Only Yesterday*, a book by a US journalist in 1931.

The Government provided a force of Prohibition agents which in 1920 numbered only 1,520 men and by 1930 numbered only 2,836. The agents' salaries in 1920 mostly ranged between \$1,200 and \$2,000; by 1930 they had been munificently raised to range between \$2,300 and \$2,800. Anybody who believed that men employed at 30 to 40 or 50 dollars a week would have the expert technical knowledge and the diligence to supervise Prohibition or to resist corruption by men whose pockets were bulging with money, would be ready to believe also in Santa Claus, perpetual motion and pixies.

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**SOURCE G:** a table showing arrests for drinking offences in Philadelphia 1920–25.

Year	Drunkness	Drunkness and disorderly conduct	Drunken driving	Habitual drunkness	Total prosecutions for drink related offences
1920	14313	6097	–	33	20443
1921	21850	5232	494	33	27609
1922	36299	7925	472	50	44746
1923	45226	8076	645	177	54124
1924	47805	6404	683	874	55766
1925	51361	5522	820	814	58517

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**SOURCE H:** from a newspaper quoted in *Take Ten Years, The 1920s* published in 1991.

3 December 1924, New York. The police have raised a warehouse where gangsters were storing alcohol. It is the biggest haul since Prohibition began. But people were still hiding “bootleg” (illegal) whiskey or gin in unusual places: hot-water bottles, shoe-heels, perfume bottles, Russian boots. Bootleg liquor is not hard to make. It is just raw alcohol with colour and flavouring added. Even if it doesn't taste like the real thing, everyone wants to buy it. Real whiskey can still be had on prescription for a variety of ailments – including “thirstitis”. Doctors have never been so popular!

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**SOURCE I:** Alec Wilder, a New York composer, speaking in the 1950s.

I loved speakeasies. If you knew the rights ones you never worried about being poisoned by bad whiskey. The speaks were so romantic. As soon as you walked in the door you were a special person, you belonged to a special society. You had to know somebody who knew somebody. It had that marvellous movie like quality, unreality. I started drinking in speaks. I didn't even know about open drinking. I'd got used to being disreputable.



**SOURCE J:** from *Only Yesterday*, book written by a US journalist in 1931.

He (Al Capone) had discovered that there was big money in the newly outlawed liquor business. He hoped to control the dispensation of booze to the whole city of Chicago. As the profits from beer and “alky-cooking” (illicit distilling) rolled in young Capone acquired more finesse – particularly skill in the management of politics and politicians. By the middle of the decade he had gained complete control of the suburb of Cicero, and had installed his own mayor in office.

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**SOURCE K:** a quote from Al Capone, speaking in 1930.

“I call myself a businessman. I make my money by supplying a popular demand. If I break the law, my customers are as guilty as I am. You can’t cure thirst by law.”

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**SOURCE L:** a photograph of Al Capone shown on the front of *Time*, a leading US weekly magazine, 1930.



**SOURCE M:** a police ‘mugshot’ of Al (Scarface) Capone. He was also known as Public Enemy Number One.



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**SOURCE N:** President Roosevelt, after announcing the repeal of the Eighteenth Amendment in 1933.

“I think this would be a good time for a beer”.

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## Assignment One: Objective 1

1. Why was Prohibition introduced in the USA in 1919? (15)
1. In what ways did Prohibition change US society in the 1920s? (20)
3. Describe the main aspects of the economic boom in the 1920s. (15)

**(Total: 50 marks)**

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### Markscheme: Prohibition

#### Assignment 1

1. *Why was Prohibition introduced in the US in 1919?* (10)  
Target: Causation/recall of knowledge  
Level 1: Simple statements giving reasons supported by some knowledge, eg to stop people drinking, because of anti-drink campaign. (1–5)  
Level 2: Developed statements giving reasons supported by relevant knowledge, eg describes the campaign of the Anti-Saloon League, and work of the National Prohibition Party. (6–10)  
Level 3: Developed explanation supported by appropriately selected knowledge showing the links between events and developments, eg the influence of the First World War, the rule of religious groups and of big business in financing the campaigns. (11–15)
2. *In what ways did Prohibition change US society in the 1920s?* (20)  
Target: Key features/consequence/recall of knowledge  
Level 1: Simple statements giving some changes supported by some knowledge, eg Speakeasies, gangsters. (1–5)  
Level 2: Developed statements giving changes supported by relevant knowledge, eg describes the activities of Al

	Capone and other gangsters and bootleggers, illicit drinking in Speakeasies.	(6–10)
Level 3:	Developed explanation supported by appropriately selected knowledge showing understanding of the nature of change in US society in the 1920s, eg shows the link between Prohibition and the rise in crime, outlaw liquor as a business, the rise of the gangsterism and corruption, St Valentine’s Day Massacre.	(11–15)
Level 4:	Sustained argument supported by precisely selected knowledge showing clear understanding of the nature and degree of change brought about by Prohibition, eg the extent to which respect for the law diminished, the extent and influence of gangsterism, its impact on local government and police.	(16–20)
3.	<i>Describe the main aspects of the economic boom in the 1920s.</i>	(15)
Target:	Key features/recall of knowledge	
Level 1:	Simple statements offering some examples of the boom, eg growth in car sales, electrical goods.	(1–5)
Level 2:	Developed statements giving examples of the boom supported by relevant knowledge eg the development of mass production leading to growth in car production and ownership.	(6–10)
Level 3:	Developed exposition showing how economic features affected society and vice versa, eg the cycle of more production and demand and the mass consumer society, the growth of leisure and the Jazz Age.	(11–15)

## Student's response 4: Objective 1

### Why was Prohibition introduced in the USA in 1919

The story of Prohibition goes back along way before 1919. In the 1800's religious groups were putting pressure on the government to ban alcohol as they believed that drinking was evil. It was exactly these kind of pressures in the early 1900's that got banned.

The group of people campaigning to get alcohol banned were called the "dries". The "dries" came from areas in the South and the Midwest and for one reason or another they wanted alcohol banned. The "dries" became stronger with the Women's Christian Temperance Union in 1873 and then the Anti-Saloon League in 1893. These groups put huge pressure on the government as most of the protesters were religious. They complained that alcohol lead to three-fourths of the pauperism, three-fourths of the crime, more than half of the insanity in the community and it filled the prisons. These were all true points and the government would have to take this in to account. The "dries" also felt that a lot of the grain being used for beer was needed for the first world war so in 1917 its use for the manufacturing of alcohol was banned. The complaints kept coming about it being responsible for in-efficient workmen and it was also seen as a German trait so in 1919 Prohibition began.

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### How did Prohibition change US society in the 1920's?

Prohibition saw the introduction of Bootleggers, smugglers and Gangsters. Bootleggers used to smuggle illegal supplies of alcohol into the cities. Rum was smuggled in from the West Indies and whiskey used to cross the river from Canada to Detroit. The most famous Bootlegger of them all was called Bill McCoy. McCoy used to bring his boat to the boarder of the Bahamas and USA and the US authority used to wait on the other side of the border for McCoy to cross. When the authorities got fed up and left, McCoy made his move for the coast where he would drop off his boat full of Rum. An Island called St. Pierre became rich through McCoy's Bootlegging. The small island was full of Rum and Champaign because it was where McCoy did all his trading. When Calvin Coolidge became president he promised faster boats to catch the Bootleggers but the Bootleggers just made even faster boats. Even Joseph Kennedy, the father of the future president, made a great deal of the family fortune through the illegal liquor trade.

Although gangs had been around well before Prohibition came about, Prohibition increased their activity and power. There were huge profits to be made in alcohol and gangs were where you would get them from. Gangsters made about two billion dollars a year form alcohol. There was huge competition between rival gangs on who would supply the speakeasies with alcohol. Gangs used to hijack each others alcohol and even murder each other. Between 1926 and 1927 there were 130 gangland murders in Chicago and not one person was convicted for any of them. This was because witnesses were being bribed. Only the top gangs survived with the help of cars and Thompson sub-machine guns or "Tommy guns"

The big legacy of Prohibition was the rise in corruption within the US society. The Police were easily being bribed and corrupted, but even the Judges and the government officials were getting involve in corruption.

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## **Describe the main aspects of the economic boom in the 1920's?**

After the war, the USA had been left in a good position. They had taken over many overseas markets and they were in a good position. Along with the USA's amazing natural resources, they also had the money to invent and become powerful. The boom was nearly dominated by the new inventions and industry that the USA were producing. Cars led the way in the boom because lots of other industries boomed as well. Cars were so cheap that nearly anyone could afford to buy one. Because of the high demand for cars there was a high demand for steel, glass and rubber which meant that these industries also boomed. Because of the Car and natural resources being in such high demand, the number of jobs available was high so a lot more people were working. This meant that they had a lot more money to spend on vacuum cleaners, washing machines, refrigerators, clothes and lots of other things that they could not normally afford.

Because of the amount of money that people were spending, all industries were booming. Share prices were going down and every one were buying shares. Even some of the poorest could afford to buy shares and everyone were profiting.

The birth of radio showed a new era in advertising. It allowed adverts to be told by somebody who could make a tactful speech on the goods he was trying to sell. Now that all of these new inventions were on the market, the growth of advertising was high. Clothing sales went up by 427 per cent in the 1920's because of advertising and the boom. The most famous was Sears, Roebuck and co. Chicago who sold 347 dollars worth of goods in 1928.

Construction was another big aspect of the boom as well. The USA were building huge buildings called sky scrappers, which gave millions of people new jobs. The tallest building in the world is the Empire State Building built in the USA in 1929.

Entertainment was another thing that helped the boom. The increasing amount of newspapers and magazines had expanded enormously. It seemed that people were very involved in what was going on in their country in the 1920's. Sport was another growing leisure. Thousands of people were going to watch sporting events and there were record attendance's after record attendance's. The biggest sport in America at that time was baseball.

The cinema became very popular in the 1920's. Hollywood became the biggest film making capital in the world and people could now afford to go to the cinema to watch films because of the boom. It was just another industry that boomed during the 1920's.

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### **Examiner's comments**

This is a well written assignment in which the candidate has clearly tried to keep within the word limits, but has failed to provide sufficient depth of knowledge and understanding.

The answer to question 1 contains several developed statements, but does not explain how pressures were turned into prohibition. There is no mention of the number of states that were dry before 1919, or of the campaigns of the various temperance organisations. This answer was awarded a low level 2 mark.

The answer to question 2 is also very limited. The candidate only comments on a very limited range of changes, and even then describes rather than explains them. There are several developed statements and an attempt at a short summary, but this was again a level 2 answer.

Question 3 contains a series of developed statements, but there is little attempt to make links between them. In addition, each statement lacks real depth of knowledge and there is not attempt at any sort of conclusion. This was therefore, once again a typical low level 2 response.

Overall this candidate was clearly in level two. Because of the lack of depth of detail in each of the answers, the final mark awarded was in the middle of the level 2 mark band and was 23 out of 50.



# The Beer Hall Putsch

This assignment should arise from a teaching programme designed to occupy approximately half a term. Before candidates begin this assignment they should have knowledge of:

- The Weimar Republic: strengths and weaknesses
- The origins and appeal of National Socialism
- The impact of economic problems in the 1920s
- The role of Hitler and the rise of the Nazi Party in the 1920s

## Introduction

Many people in Germany felt angered and betrayed by the peace settlement at the end of the First World War. This was one reason why so many people opposed the Weimar government which was set up in 1919.

In November 1923 the National Socialist Party attempted to seize power in Munich, the state capital of Bavaria in southern Germany. This attempt was a failure, but the events of November 1923 changed the Nazi Party, and Hitler's ideas about how he could come to power in Germany.

This assignment asks you to consider why Hitler decided to take on such a dangerous task. Why actually happened in Munich on 8 and 9 November 1923? Why did things not go as Hitler planned? You will also be able to investigate the importance of the Munich Putsch and the ways that the events of November changed Hitler's ideas and his party.

**SOURCE A:** An eyewitness account of events in the Burgerbraukeller on the evening of 8 November 1923; this was written by a member of the Nazi Party who left the party and Germany in the 1920s.

Hitler was standing with Rosenberg near the entrance with a watch in his hand. The minute hand advanced – 8.27 – 8.28 – 8.29 – 8.30. The door was flung open; steel-helmeted men burst through, pushing maxim guns into the hall. Other steel helmets appeared menacingly at every window. Hitler snapped his watch back into his pocket, seized his revolver and elbowed his way through the crowd behind his heavily armed bodyguard. The hall was thrown into the wildest commotion. Within a few seconds one could be heard above the uproar. Hitler jumped up on a table and fired two shots into the ceiling demanding quiet. In an instant the silence was absolute; one could even hear Hitler breathing hard.

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**SOURCE B:** A reconstruction of the meeting in the Burgerbraukeller on the evening of 8 November 1923. This was painted in 1937 by an official Nazi Party artist.



**SOURCE C:** The bill for the evening of 8 November; this was sent to the Nazi Party by the owner of the Burgerbraukeller on 15 November; he also sent a separate demand for the damage caused.

Consumed	800	Meals
	2372	Pints of beer
Broken	98	Chairs
	143	Tankards
	80	Glasses
	2	Music Stands
Stolen	148	Sets of Cutlery

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**SOURCE D:** from Hitler's speech at the Burgerbraukeller on the evening of 8 November 1923.

The government of the November Criminals and the Reich President are declared removed. The National Revolution has begun. This hall is occupied by 600 heavily armed men. No one may leave. A provisional government will be formed this very day, here in Munich. The army and police barracks have been occupied, troops and police marching on the city under the swastika. Now I am going to carry out the vow I made five years ago when I was a blind cripple in the army hospital.

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**SOURCE E:** An eyewitness describes the effects that a speech by Hitler in 1922 had upon him; he joined the Nazi Party as a result, but left Germany in 1936.

I do not know how to describe the emotions that swept over me as I hear this man. When he spoke of the disgrace of Germany, I felt ready to spring on our enemy. His appeal to German manhood was like a call to arms. I forgot everything but this man. Of course I was ripe for this experience. I was a man of thirty-two, disgusted and disillusioned.

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**SOURCE F:** A description of the events of 9 November in Munich in a biography of Hitler published by the Nazi Party in Germany in 1934.

Hitler shouted, "Close the ranks" and linked arms with his neighbours. The body of the man with whom Hitler was linked shot up into the air like a ball, tearing Hitler's arm with him, so that it sprang from the joint and fell back limp. Hitler went to the main and stood over him. A boy was severely wounded. Blood was pouring from his mouth. Hitler picked him up and carried him on his shoulders. "If I can only get him to the car", Hitler thought, "then the boy is safe".

**SOURCE G:** from *Hitler the Pawn*, this was written in 1936 by a member of the German SDP; it was published outside of Germany.

One the night of 8 November 1923, Hitler wanted to make himself scarce, to retreat to Rosenheim. This meant flight. General Ludendorf had other ideas. He was not certain of success. No German, at any rate no German in uniform, would shoot at the 'General of the First World War', at the national hero.

At about noon on 9 November, a procession of 2000 Nationalists marched, twelve abreast, through the town. At the first shot, Hitler flung himself to the ground. He sprained his arm, but this did not prevent him from running. He found his car and drove into the mountain.

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**SOURCE H:** from a biography of Adolf Hitler written by a British historian and published in 1973.

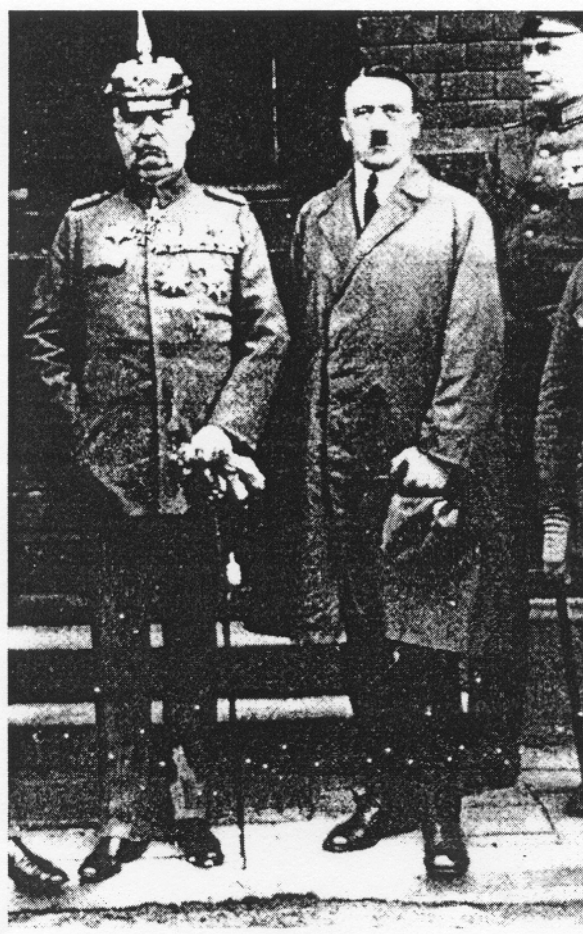
The march took place on the morning of 9 November 1923 at about 11 o'clock. It started at the Burgerbraukeller and was intended to reach the War Ministry which had been occupied by Roehm and the SA.

The marcher passed through one police cordon without a fight, but in the centre of the city met a further police road-block. The police were armed, but there were only about one hundred of them. However, the narrowness of the street gave them a strong position. There was some shouting at them from the column. Hitler shouted "Surrender", but almost immediately firing broke out. It is not clear which side started it. Within a minute sixteen of the marchers and three of the police were lying on the ground.

To what extent Hitler behaved in a cowardly manner was much disputed. It could be that he merely behaved like an experienced soldier in dropping to the ground at the sound of gunfire. He himself explained that he was pulled down by the mortally wounded man next to him.

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**SOURCE I:** A photograph taken of Hitler as he arrived for his trial in February 1924.



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**SOURCE J:** A statement made by Hitler during his trial. This is taken from the official court record of the trial.

I am not a criminal. There is no such thing as high treason against the traitors of 1918. I feel myself the best of Germans who wanted to do the best for the German people. The eternal court of history will judge us as Germans who wanted only to fight and die for the good of the people and their fatherland.

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**SOURCE K:** from a letter written by Hitler to a member of the Nazi Party while he was in Landsberg Prison in 1924.

When I resume active work, it will be necessary to pursue a new policy. Instead of working to achieve power by an armed coup, we will have to hold our noses and enter the Reichstag with Catholic and Marxist members. If outvoting them takes longer than shooting them, at least the result will be guaranteed by their own constitution. Sooner or later we shall have a majority, and after that, Germany.

## Assignment Two: Objectives 2 and 3

1. Study Source A.  
What can you learn from Source A about the events in the Burgerbraukeller on the evening of 8 November?  
(4)
2. Study Sources A and B.  
Source B gives a different impression of the events of the evening of 8 November from that given in Source A.
  - a) In what ways do the Sources give a different impression of events?  
(4)
  - b) How do you explain the differences between the Sources?  
(6)
3. Study Sources C and D.  
Which of these two Sources is more useful in helping you to understand the events in Munich of 8 November 1923?  
(6)
4. Study Sources F, G and H.  
In what ways do these Sources agree and disagree about the events in Munich on 8/9 November 1923?  
(6)
5. Study Sources I and J.  
Use these Sources to explain what image of himself and the Nazi Party Hitler was trying to put across.  
(6)
6. Study all of the Sources.  
'The events in Munich of 8/9 November greatly increased the influence of Hitler and the Nazi Party in Germany.'  
  
Use the Sources, and your own knowledge, to explain whether you agree with this view of the Munich Putsch.  
(15)

**(Total: 50 marks)**

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## Markscheme

### The Beer Hall Putsch

#### Assignment 2

1. *What can you learn from Source A about the events in the Burgerbraukeller on the evening of 8 November?* (4)
- Target: Comprehension of and inference from a Source
- Level 1: Information taken from the Source at face value, eg Hitler was there, armed men etc. (1–2)
- Level 2: Inferences from the Source, eg the room was thrown into uproar, confusion, Hitler could not be heard at first etc. (3–4)
2. *Source B gives a different impression of the events of the evening of 8 November from that given in Source A* (4)
- (i) *In what ways do the Sources give a different impression of events?*
- Target: Comprehension of, and inference from, Sources to cross reference
- Level 1: Simple statements of difference using the Sources as information, eg Source A suggests that Hitler had to shoot his gun into the ceiling to get everyone's attention, in Source B there is no sign of a gun etc. (1–2)
- Level 2: Developed statements of difference using appropriately selected information from the Sources, eg the two Sources differ over the impact that Hitler had upon the meeting, Source A suggests that it was difficult to gain attention, Source B suggests that it was easy, no evidence in Source B that Hitler was flustered etc. (3–4)
- (ii) *How do you explain the differences between the Sources?* (6)
- Target: Comprehension, comparison and evaluation of Sources/recall of knowledge
- Level 1: Simple statements using the nature of the Sources, eg Source A is by someone who was there, Source B is an official picture, they would bound to differ. (1–2)
- Level 2: Developed statements using the nature of the Sources, eg the Nazis would want to play down the version of events in Source A, therefore Source B gives the impression that all was calm and Hitler was reasonable etc. (3–4)
- Level 3: Developed explanations using the nature and provenance of the Sources and drawing on appropriately contextual awareness. Source B was propaganda produced in the

- 1930s to create a deliberately false impression of what had happened, this was important as the Beer Hall Putsch had been an example of a defeat for Hitler etc. (5–6)
3. *Which of these two Sources is more useful in helping you to understand the events in Munich of 8 November 1923.* (6)
- Target: Analysis of Sources for assessment of utility
- Level 1: Makes simple statements about value based on content or nature of Sources, eg Source C gives details of what happened in the Burgerbraukeller on the night of 8 November, Source D tells us what is happening in Munich or Source D is more useful because it is a speech by Hitler himself. (1–2)
- Level 2: Developed statements about usefulness drawing inferences from nature and/or content of Sources eg the bill gives us some idea of what the meeting must have been like, the speech only tells us what Hitler hoped would happen. (3–4)
- Level 3: Developed analysis of strengths and weaknesses of the two Sources leading to a balanced judgement about events in Munich using nature and content of the Sources, eg the speech is clearly propaganda aimed at persuading the people in the beer cellar to support Hitler, the bill, which may be inaccurate, gives an alternative view of what went on and the activities of the Nazis etc. (5–6)
4. *In what ways do these Sources agree and disagree about the events in Munich on 8/9 November 1923?* (9)
- Target: Analysis of Sources and cross-referencing for similarity and difference
- Level 1: Simple statements giving factual similarities or differences, eg Hitler fell, he flung himself to the ground etc. They agree on the date: Source F gives description of injured boy. Source G doesn't. (1–2)
- Level 2: Simple statements about similarities and differences, eg Source H says the Nazis were forced to return fire, Source G says Hitler was a coward and ran away when he heard gunfire or Source F says Hitler helped the wounded but Source G says he ran away. (3–4)
- Level 3: Developed statements about similarities and differences from all three Sources, eg in Source F the writer was clearly very sympathetic to Hitler's and therefore..., in Source H the writer attempts to explain Hitler's actions etc. (5–7)



- Level 4: Developed explanation of similarities and differences from all three Sources probably showing that agreement/disagreement depends on selection of content by authors, eg the writer of Source F attempting to justify Hitler's actions, the writer of Source H was attempting to provide a balanced account of the events of 9 November etc. (8–9)
5. *Use these Sources to explain what image of himself and the Nazi Party Hitler was trying to put across.* (6)
- Target: Analysis to explain motive
- Level 1: Simple statement matching details of content taken at face value eg Hitler says he's not a criminal (Source J): Source I shows him looking upright. (1–2)
- Level 2: Developed statement making simple inference from content of both Sources refers explicitly to Sources, eg shows that the Source put forward the same ideas, Hitler was a patriot, was acting in the interests of Germany, he had been badly treated, had photographs taken standing next to the respected General. (3–4)
- Level 3: Developed explanation making use of nature and tone of both Sources eg shows that Hitler was aware of the opportunity that his trial offered him and that we has determined to present himself in the most favourable light by showing himself pictured next to Ludendorf, he was an hero who had done his best for his country etc. (5–6)
6. *'The events in Munich of 8/9 November 1923 greatly increased the influence of Hitler and the Nazi Party in Germany'. Use the Sources, and you own knowledge, to help you explain whether you agree with this view.* (15)
- Target: Analysis of Sources and recall of knowledge to make a judgement about an historical interpretation
- Level 1: Simple statements offering points in support using Sources or own knowledge eg Hitler became more popular and more widely known etc. (1–3)
- Level 2: Developed statements offering points of support of choice using Sources, and supported by relevant knowledge, eg specific instances quoted Sources I and J show that Hitler was aware of the propaganda value of the Putsch, but he was in prison, while he was in prison he reorganised the Nazi Party. (4–7)
- Level 3: Developed explanation giving a judgement about view making confident use of Sources and supported by appropriately selected knowledge, eg shows who the Sources reflect the potentially damaging nature of the

events of November 1923 and the ways that Hitler sought to put these to his advantage, understands that the real influence only came after the Wall Street Crash in 1929. (8–12)

Level 4: Sustained argument giving reasoned choice using the Sources as evidence and supported by precisely selected knowledge, which critically evaluates the significance of the Beer Hall Putsch and assesses its part in making Hitler and the Nazis more influential, eg to what extent did the propaganda of the Nazis have any effect, argues the worldwide depression had much greater influences. (13–15)

## Student's response 5: Objective 2 and 3

### 1. Study Source A. What can you learn from Source A about the events in the Burgerbraukeller on the evening of 8 November?

Source A is written by an x member of the Nazi party who left Germany in the 1930's. As this person was an eyewitness of the event, the Source is a primary Source. He describes the event as being violent and says that lots of men burst through the doors carrying guns. He also mentions that the hall was thrown into the wildest commotion and nobody could be heard above the uproar. Then he mentions that Hitler fires his gun at the ceiling and it all fell quite. Hitler was breathing hard. This tells us that the event was clearly an aggressive ambush from the Nazi Party which was well planned. If the person would have wrote this when he was still in the Nazi Party he would have been thrown out as it reflects very badly on the Nazi Party.

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### 2. Study Sources A and B. Source B gives a different impression of the events of the evening 8 November from that given in Source A.

a) In what ways do the sources give a different impression of events?

Source B is a painting of the Burgerbraukeller evening painted by a Nazi artist which means it is likely to be biased. This painting gives an entirely different impression to that of Source A. In Source B, there is no sign of any helmeted men carrying maxim guns or ahs fired a gun. The people in the hall do not look frightened at all and it doesn't look like there has been any wild commotion at all. In fact, the audience look rather relaxed and seem to be listening to what Hitler has to say very carefully.

b) How do you explain the difference between the Sources?

Source A was written by someone who was at the event on the 8 November and used to be in the Nazi party. He left in the 1930's for unknown reasons. I think that maybe this person might have left because he didn't like Hitler's policies and he wrote this to tell the truth about what happened on the 8 November. Because this Source is a primary Source it is likely to be quite reliable. If this person would have written this whilst he was still in the Nazi Party they would have been in a lot of trouble as it would severely dent Hitler's popularity. That could be why he wrote it, to tell the truth about what happened that night.

Source B was painted purely for propaganda. During the 1930's when Hitler was trying to get into power, this could have been used as a very effective piece of propaganda. The artist has managed to paint a picture which is showing Hitler being listened to and it doesn't show the guns and violence like Source A shows. This painting would have been good for Hitler's popularity as it is responding to things like Source A by producing a biased piece of propaganda.

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### **3. Study Sources C and D. Which of these two Sources is more useful in helping you to understand the events in Munich of 8 November 1923?**

\_ Source C is a bill to the Nazi Party from the owner of the Burgerbraukeller. He also sent a bill for the damage caused. Looking at the bill you can find out that the Nazi Party were obviously quite destructive. The bill for the amount of things the Nazis broke is quite big so the Nazi Party must have been quite violent and destructive. I find it a bit strange however, that the owner of a place that was completely taken over by the Nazi Party is sending them a bill because I don't think Hitler would expect a bill because he clearly didn't care about what damage the Nazi Party would cause.

Source D is from a speech made by Hitler himself at the Burgerbraukeller. He talks about how he has occupied the room with 600 heavily armed men and says how no-one may leave. He says that he has removed the government of the November Criminals and the Reich president. He also says that he had occupied the army and police barracks. From this speech we know that the Nazi Party had planned it well and clearly force was used. He mentions a National Revolution which are two powerful words and Hitler obviously believed that this was in the First World War and was a blind cripple. The event obviously meant a lot to Hitler and as he says he had made a vow.

Source C is helpful because it shows us in numbers exactly what damage the Nazi party caused. However, Source D is good on more levels as it is coming straight from Hitler himself and you find out more about what happened outside the Burgerbraukeller and you also find out what Hitler is trying to do he is trying to start a National Revolution.

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### **4. Study Sources F, G and H. In what ways do these sources agree or disagree about the events in Munich on 8/9 November 1923?**

Source F is written by a member of the Nazi Party in 1934. Around this time when Hitler was going for power a piece of propaganda like this would have most probably been used. The author in this Source is making Hitler out to be a big hero who saved a boy's life. It mentions how even though Hitler had had his arm pulled out of its socket he still managed to save a boy's life. Basically this is a biased piece of writing written probably as a piece of propaganda as it is glorifying Hitler. This sort of writing would have gained Hitler a lot of popularity which is what the writer intended.

Source G gives a completely different impression of events but it is also written for the opposite purpose. I believe that this writer was writing this to decrease Hitler's popularity which would make sense as it was written from the Social Democrat Party who were direct rivals to the Nazi Party in the 1930's and early 1940's. The Source basically talks about how Hitler was a coward. It says that Hitler wanted to make himself scarce and wanted to retreat which meant fight. Scarce, retreat and flight are all words which are negative about Hitler and incriminating Hitler to be a coward. The author also mentions General Ludendorff and talks about him being quite naive in that he didn't think he would be shot just because he was a General in the First World War. In the next paragraph the author writes about what happened when the first gun shots were fired. The author says that Hitler dived to the floor and interestingly mentions him spraining his arm. It is interesting because both Source F and G mention Hitler hurting his arm but in both texts he hurts it in a different way. In Source F Hitler hurts his arm being a hero when he linked up a man next to him got shot. The description of how the man got shot and what happened next is rather dramatic which creates Hitler's hero image quite well. In Source G Hitler hurts his arm simply being a coward and diving on the floor. Both of these descriptions would have been used as propaganda and the most believable or well-written one would be believed by the public.

Source H is written many years after the event in Munich and is written by a British historian so it is likely to be a more balanced view of events. This Source focuses not just on Hitler but also on the events and also talks about what Hitler intended to do. This

writer says that Hitler shouted to the police telling them to 'surrender' which perhaps tells us that at that point Hitler was still firmly in control. In the last paragraph though, the writer in this text says that Hitler could have dived down because he was an experienced soldier. This kind of backs up Source G in that Hitler did dive to the ground. However, the author also goes on to say that Hitler himself said that he was pulled down by a mortally wounded man next to him which backs up Source F. So to what extent are these sources reliable could be highly debatable.

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**5. Study Sources I and J. Use these Sources to explain what image of himself and the Nazi Party Hitler was trying to put across.**

Source I is photograph of Hitler when he went for his trial in 1924. In this photo he is standing next to respected General Ludendorff. In the photo he is standing very proud and is dressed in a smart overcoat and tie. This is to create an image of himself that he is proud of what he has done and does not regret it. Ludendorff is in the photo because he is a respected man who was a General in the First World War. Because of this people respect him and when people see that he is standing next to and supporting Hitler then maybe it will increase Hitler and the Nazi's party popularity. I think that this photo would have almost certainly been used a piece of Nazi Party Propaganda as the photo would have been printed for newspaper's all over Germany and when people saw Hitler standing next to Ludendorff it would have increased Hitler's popularity and support.

Source J is actually a statement made by Hitler during his trial. For a man on trial, Hitler says some pretty outrageous things. He insults the traitors of 1918 as Hitler was one of many people who felt that Germany was stabbed in the back by their own government because Hitler felt that the war should not have ended in 1918. I think that Hitler spoke of his country and what he did in such a way because he knew that he was being highly controversial and his comments would have made the papers and again would have been very effective propaganda and people would see that Hitler was serious. I think that Hitler wanted the public to see that he was doing what he was doing for his country and he wanted the public to believe that he was patriotic and only wanted the best for his 'Fatherland'.

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**6. Study all the sources. 'The events in Munich of 8/9 November 1923 greatly increased the influence of Hitler and the Nazi Party in Germany.'**

**Use all the Sources and your own knowledge, to explain whether you agree with this view of the Munich Putsch.**

The Munich Putsch was going to be the biggest Nazi movement planned by Hitler. His intentions were clear as Source D confirms. Hitler wanted to begin a National Revolution by destroying the Weimar Republic. Firstly he wanted to get the support of Kahr of Bavaria. Hitler believed that the best way he could gain the support was the Munich Putsch.

During the 1920's Germany had hit a massive depression after the Wall Street Crash. This left Germany's people lying in poverty. This was when Germany was at its most delicate. With the growing threat of Communism Hitler offered only one alternative to get Germany out of poverty and that was Nazism. The Munich Putsch created a huge opportunity for all sides. The Social Democrats could turn this event against Hitler as Source G shows. Source G is a classic example of propaganda to decrease Hitler's rising popularity even as late as the 1930's when source G was written. Also, it opened a huge door for Hitler and the Nazi Party. Source B is a reconstruction of the Burgerbraukeller meeting showing how this event could be turned into a fantastic source of propaganda. In this reconstruction the people in the hall appear to be listening very

carefully and some of the accusations about the night such as Hitler firing his revolver are clearly not shown in this picture.

Hitler's trail was another fantastic opportunity for the Nazis to increase their influence as it created a huge amount of publicity for Hitler. Source I is a photograph taken at Hitler's trial showing both Hitler and Ludendorff standing tall and proud side by side. General Ludendorff was a General in the First World War and was obviously respected a lot by the public. This photograph would have been printed in newspapers all over Germany and this would have increased Hitler's popularity a lot. Source J is another example of Hitler in a bad situation come good as he talks proudly and openly of his views in the court and comes across as being patriotic which again would have raised public opinion of him.

The long term result of the Munich Putsch was also very important. Hitler was sentenced to five years in prison in Landsberg Castle. In this time, Hitler had time to re-think a new strategy of how to come to power. Source K is a letter from Hitler to another member of the Nazi Party where Hitler is writing about his new strategy and how he wants to take the whole of Germany. During Hitler's time in prison, he managed to write a book that would influence the public of Germany greatly. 'Mein Kampf' or my struggle was a book filled with fascist ideas which with Germany in the depression managed to brainwash people into Hitler's line of thinking.

I think that the Munich Putsch greatly increased the influence of Hitler and the Nazi Party because I think that what could seem like a failure for Hitler and the Nazi party was manipulated and turned into a powerful source for Hitler to use to his advantage.

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### Examiner's response

In general this is a well written assignment, though with some obvious spelling errors. The candidate makes good use of the Sources as evidence.

The answer to question 1 is largely descriptive, but includes one important inference at the end, when the candidate comments that 'the event was clearly an aggressive ambush'. For this reason this question reached level 2.

In question 2 the candidate lists the differences between the two Sources, but then goes on to comment on the tone as well. This again lifted the answer into level 2.

In question 3 the candidate becomes a little bogged down in 'reliability' and does not really comment effectively enough upon the nature, origin and purpose of Source B. However, there was again enough understanding for the award of a level 2 mark and there were signs of level 3 understanding.

In question 4 the candidate begins well but then becomes a little confused towards the end of the first paragraph. The second paragraph is more clearly focused and there are good inferences. However, the candidate rather misses the point that the nature, origin and purpose of the Sources are very different. There is no attempt to comment on the significance of the Source C as evidence about the real nature of the Nazi Party at the time. The concluding paragraph fails to make this clear. Consequently this was a level 2 response.

Question 4 is, however, a much more detailed and analytical answer. The candidate examines the nature, origin and purpose of the Sources very thoroughly and explores the differences between them and the possible reasons for such differences. The candidate again becomes drawn into comments on reliability, which are not relevant in this instance, but the general level of understanding is clearly at level 3.

Question 5 contains a detailed analysis of the photograph, Source I, and also an interesting analysis of Hitler's speech Source J. Again there is evidence that this is a level 3 response.

The answer to the final question is probably the best written of all. The candidate uses own knowledge and the Sources very effectively and blends them into an organised structure. The nature, origin and purpose of the Sources are not referred to in any depth, as would be expected. These aspects have already been covered in earlier questions. This was a high level 3 response and was only prevented from reaching level because the candidate failed to consider alternative views.

Overall, this assignment reaches level 2 and good level 3. The final mark awarded was 3, at the middle point in the level 3 mark

# Elvis Presley and Rock and Roll

This assignment should arise from a teaching programme designed to occupy approximately half a term. Before candidates begin this assignment they should have knowledge of:

- The impact of the Second World War on US society
- Youth culture: TV, popular music and advertising
- Eisenhower and Kennedy: consolidation and ‘new frontiers’
- The changing role and status of men and women

## Introduction

In the 1950s the youth of the USA discovered ‘rock and roll’. This was a new type of music which spread across the USA and Europe. The music had a strong dance beat and electric guitar. Many adults hated the new music and young people would claim it belonged entirely to them. Rock and roll was a mixture of white ‘country and western’ and black ‘rhythm and blues’. Many parents did not like the fact that ‘black’ blues music was often about what they considered to be immoral behaviour. The singer who best represented this new development in popular music was Elvis Presley. His thrusting hips and tight trousers horrified parents and delighted teenagers. Some TV companies would only film Presley from the waist up.

In this assignment you will investigate Elvis Presley’s impact on US society in the 1950s.



**SOURCE A:** from an article in *'Billboard'*, a US music magazine on 3 March 1956

**A WINNER! PRESLEY HOT AS \$1 PISTOL**

The hottest artist on the RCA Victor label this week has been none other than the amazing country warbler, Elvis Presley.

Presley has six hit singles in the company's hit list of top-25 best sellers. The coupling of 'Heartbreak Hotel' and 'I Was The One' is the label's number two best seller, right behind Perry Como's 'Juke Box Baby'.

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**SOURCE B:** Extracts from newspaper articles describing Elvis Presley's appearance on the Milton Berle Show on NBC-TV on 5 June 1956

**NEW YORK TIMES**

Mr Presley has no singing ability.

**NEW YORK JOURNAL**

The sight of the young Mr Presley caterwauling his unintelligible lyrics in an inadequate voice, during a display of primitive physical movement is difficult to describe in terms suitable to a family newspaper. It has caused the most heated reaction.

**DAILY NEWS**

Popular music has reached its lowest depths in the grunt and groan antics of one Elvis Presley. The TV audience had an noxious sampling of it on the Milton Berle Show the other evening. Elvis, who rotates his pelvis, was appalling musically. Also he gave an exhibition that was suggestive and vulgar. What amazes me is that Berle and NBC-TV should have let him appear on TV.

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**SOURCE C:** from the Catholic weekly magazine *'America'*, June 1956

If his entertainment could be confined to records, it might not be too bad an influence on the young, but unfortunately Presley makes personal appearances.

He recently appeared in two shows in La Crosse, Wisconsin. According to the La Crosse paper, his movements and motions during a performance, described as a 'striptease with clothes on', were not only suggestive, but downright obscene. The youngsters at the shows went wild, some of them actually rolling in the aisles.

Yet NBC brought Presley into the living rooms of the nation on 5 June. If the TV companies would stop handing such stuff, all the Presleys of the land would soon be swallowed up in the oblivion they deserve.

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**SOURCE D:** Roy Orbison describing an Elvis Presley concert in January 1956. This was the first time he had seen Elvis Presley

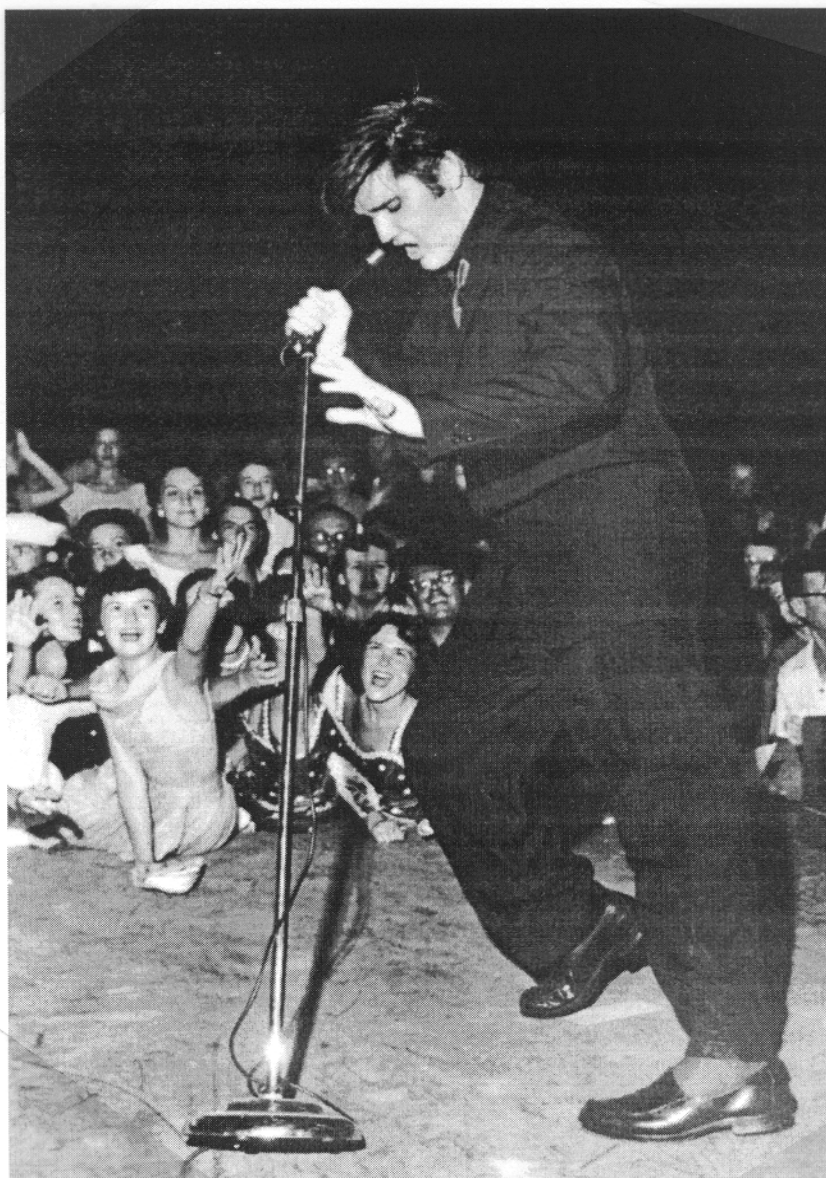
He was this punk kid, singing like a bird. First thing he came out and spat on the stage. In fact he spat out a piece of gum. Plus he told some real bad, crude jokes, which weren't funny. Any his diction was real coarse, like a truck driver's. I can't overemphasize how shocking he looked and seemed to me that night.

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**SOURCE E:** from *'Variety'* an American television and radio magazine, June 1956

The Milton Berle show topped Phil Silver's *Sergeant Bilko* in the ratings for the first time all season. It was a relaxed and therefore more effective Milton Berle who signed off his programme for the season last week.

**SOURCE F:** a photograph of Elvis Presley performing on stage, 1956.



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**SOURCE G (i):** Congressman Emmanuel Celler speaking in January 1957.

Rock and Roll has its place and has given great opportunity to talent, especially among the coloured people, but the music of Elvis Presley and his animal gyrations violate all that I know to be in good taste.

**SOURCE G (ii):** a member of the Ku Klux Klan speaking in 1956

We've set up a twenty-man committee to do away with this cannibalistic, negro-loving rock and roller.

**SOURCE G (iii):** Billy Graham, an evangelical preacher, speaking in 1957.

I would not let my daughter cross the street to see Elvis Presley.

**SOURCE H:** the top five singles of the year 1955, 1956 and 1957.

1955	Bill Hayes Perez Prado The Fontaine Sisters Joan Weber The Four Aces	The Ballard of Davy Crockett Cherry Pink and Apple Blossom White Hearts of Stone Let me go, lover Love is a many spendoured thing
1956	Elvis Presley Elvis Presley Elvis Presley Nelson Riddle Elvis Presley	Don't be Cruel/Hound Dog Heartbreak Hotel I want you, I need you, I love you Lisbon Antigua Love Me Tender
1957	Elvis Presley Pat Boone Elvis Presley Elvis Presley Pat Boone	All Shock Up April Love Jailhouse Rock Let me be your Teddy Bear Love Letters in the Sand

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**SOURCE I:** from a magazine article about Elvis Presley's service in the US Army in 1958.

Where else could a nobody like Presley become a somebody so quickly? In what other nation in the world would such a rich and famous man serve alongside other draftees without trying to use influence to buy his way out? This is US democracy at its best.

## Assignment Two: objectives 2 and 3

1. Study Source A  
What can you learn from Source A about Elvis Presley's impact on popular music in the USA in 1955? (4)
  
2. Study Sources A and B  
Source B gives different impressions of Elvis Presley to that given in Source A.
  - (i) In what ways do the Sources differ? (4)
  - (ii) Use Sources C and D, and your own knowledge, to explain why Sources A and B differ. (8)
  
3. Study Sources B, E and F  
Do Sources E and F support the evidence of Source B about the impact of Elvis Presley? Use your own knowledge to explain your answer.
  
4. Study Source G  
Use your own knowledge to explain why these different views were expressed.
  
5. Study Source I  
Source I suggest that attitudes to Elvis Presley were beginning to change by 1958. Use the Source, and your own knowledge, to explain why this was happening. (8)
  
6. Study all the Sources  

'The impact of Elvis Presley on US society during the 1950s was more the result of television coverage of his performances than of his music.'

Use the Sources, and your own knowledge, to explain whether you agree with this view of the career of Elvis Presley. (12)

**(Total: 50 marks)**

## Markscheme: Elvis Presley

### Assignment 2: objectives 2 and 3

1. *What can you learn from Source A about Elvis Presley's impact on popular music in the USA in 1956?* (4)
- Target: Comprehension of a Source in context
- Level 1: Simple statements using the Source as information, eg he was very popular, he had six hit singles, he was right behind Perry Como etc. (1–2)
- Level 2: Developed statements making inferences from the Source, eg he had had a dramatic rise, he was regarded as the most dynamic performer at the time, he was seen as someone who was certain to succeed etc. (3–4)
- 2.1 *In what ways do the Sources differ?* (4)
- Target: Identification of differences
- Level 1: Simple statements using the Sources as information, eg A says he was successful, B says he was not, A says he has a good voice, B says he has not etc. (1–2)
- Level 2: Developed statements making inferences from the Sources, eg the tone of A is encouraging, B is condemning, A is objective, B is personal abuse etc. (3–4)
- 2.2 *Use Sources C and D, and your own knowledge, to explain why Sources A and B differ.* (8)
- Target: Interpretation of Sources / explanation of differences / recall of knowledge
- Level 1: Simple statements using the Sources as information OR some own knowledge, eg A is earlier, B is describing him on TV, C also refers to TV, D says he could be very crude etc. (1–3)
- Level 2: Developed statements using the Sources as evidence or relevant knowledge, eg A is a popular music magazine, B is a national newspaper, C is also a national magazine, they represent mainstream opinion in the USA, D shows that he could be crude and this helps us to understand the reaction to his TV performances in B and C etc. (4–6)

- Level 3: Developed explanation using the Sources as evidence and selected own knowledge, eg A is reporting the success of Presley's records, it is not passing judgement, B and C are reviewing his TV appearance in national newspapers at a time when there was growing concern about the impact of TV on the young, D is by Roy Orbison, also a pop singer, who was clearly very surprised by Presley's appearance and behaviour, if he was it is certain that B and C would be etc. (7–8)
3. *Do Sources E and F support the evidence of Source B about the impact of Elvis Presley? Use your own knowledge to explain your answer* (6)
- Target: Analysis and interpretation of Sources in context / recall of knowledge
- Level 1: Simple statements using the Sources as information OR some own knowledge and identifying points of similarity and difference, eg B says he gyrated, so does F, B says he attracted teenage girls, so does F, B says he should not have been on the Milton Berle Show, E says he was a success etc (1–2)
- Level 2: Developed statements using the Sources as evidence OR relevant knowledge, eg F does support the evidence of B and allows us to understand the reaction of the national press, F was typical of what happened at Presley concerts, E contradicts B because it is reporting the effects of Presley's appearance upon the ratings, not passing judgement upon him, from mid-1956 he was very popular etc (3–4)
- Level 3: Developed explanation using the Sources as evidence and selected knowledge, eg despite their differences, one is an entertainment magazine, one is a national newspaper and one is a photograph, all three Sources agree that Presley has had a dramatic impact upon popular music in the USA, it is true that from mid-1956 he dominated popular music in the USA and became a 'role model' for American youth etc. (5–6)
4. *Use your own knowledge to explain why these different views were expressed* (10)
- Target: Explain based on knowledge and understanding
- Level 1: Simple statements using the Sources as information or some own knowledge, eg they did not like him, he was a threat, he was attracting young girls etc. (1–3)
- Level 2: Developed statements making inferences from the Sources and relevant knowledge, eg the people were worried about differing things, racist ideas, anti-religious ideas and the challenge to authority, in the 1950s many conflicts were emerging in US society, Elvis Presley brought many of these to the surface etc (4–6)

- Level 3: Developed explanation using the Sources as evidence and selected knowledge, eg reference to the background of each of the three, Graham a revivalist Evangelical, Celler a conservative Republican and the KKK and the reasons for their involvement in the 1950s etc. (7–8)
5. *Source I suggests that attitudes to Elvis Presley were beginning to change by 1958. Use the Source, and your own knowledge, to explain why this was happening* (8)
- Target: Explanation of change and interpretation of Sources / recall of knowledge
- Level 1: Simple statements using the Source as information OR some own knowledge, eg he had joined the army, by 1958 his musical style was more middle of the road, etc. (1–3)
- Level 2: Developed statements making inferences from the Source and supported by relevant knowledge, eg joining the army showed that Presley was doing what Americans were supposed to do, his songs had changed and he was making films, he was a much less threatening character etc. (4–6)
- Level 3: Developed explanation using the Source as evidence and selected knowledge, eg I suggests that Presley has achieved the American dream, he is, therefore, no longer a rebel, he was now under the influence of Colonel Tom Parker and had given up live performances, his films and songs were more and more mediocre etc. (7–8)
6. *‘The impact of Elvis Presley on US society during the 1950s was more the result of television coverage of his performances than of his music.’ Use the Sources and your own knowledge to explain whether you agree with this view of the career of Elvis Presley.* (12)
- Target: Analysis of Sources / recall of knowledge to assess a historical view
- Level 1: Simple statements using the Sources as information *or* some own knowledge, eg yes people saw him on television, no it was his records which made him popular etc. (1–4)
- Level 2: Developed statements making inferences from the Sources supported by relevant knowledge, eg clearly B and C were angry because they saw him on TV, G also refers to his stage act, A and H show how popular his records were etc. (5–7)



- Level 3: Developed explanation using the Sources as evidence supported by selected knowledge, eg it is clear that Presley produced a profound reaction from the US establishment because of his behaviour and the impact which he had upon teenage girls, B, C and G indicate the depth of the feelings which he aroused, these were based upon his appearance, C accepts that he songs are 'not too bad', D agrees that he was shocking and E shows how popular his appearances won TV were, reactions changed after his career changed from 1957 onwards etc. (8–10)
- Level 4: Sustained argument using the Sources as evidence supported by precisely selected knowledge, eg B, C and G show the conservative reaction to Presley and the wide range of animosity which he produced, he was seen as a threat to many aspects of US society and its values, A, E and H clearly indicate the extent of his popularity and F shows the nature of the threat which he was seen to have posed through his appearance and behaviour, when his act was 'cleaned up' attitudes to him changed, both from the young, who became less interested, and the more traditional sections of society who began to buy his records etc. (11–12)

## Student's response 6: Objectives 2 and 3

### Elvis Presley

A) Source A has been taken from a U.S. music magazine called 'Billboard'. It was published on the 3<sup>rd</sup> of March 1956. This magazine was most probably aimed at the younger generation. This magazine seems to do nothing but sing praise for Elvis. They obviously thought that he was going to the top – big time! Elvis is described as being – 'as hot as \$1 pistol'. He must have had an absolutely massive impact on the younger generation to have been given this headline. Teenagers were falling at his feet they just wanted more. Now their favourite magazine was promoting him as pretty dam cool as well.

Also I can see that it isn't just something that has been written as a promotion scam. They give evidence and reasons. Elvis really had begun to rock the nation and rock it hard! Having six hit singles in the company's hit list of top – 25 best sellers was no drop in the ocean, it was a tidal wave.

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B) i. The most obvious difference between A and B is that A promotes Elvis and B does not. Source A only gives positive words where as source B gives nothing but negative words about him. The New York Times (source B) is very blunt, they simply say that Elvis can not sing. They don't give any reasoning behind what they are saying where as source A does. Again also from source B The New York Journal are trying to get across how horrified they are by Elvis. This journalist seems to be utterly amazed at the lyrics to his songs and the dance moves that he performs. He says that to is to difficult to describe in terms suitable for family reading. At the end of this short, up, up front paragraph the heated reaction Elvis has caused is commented on. Like in The New York Times the new York journal does not give reasons behind its quotes. Again in the Daily news there are no solid facts and reasons behind its quotes. Although they say that the performance that was shown of Elvis on television was 'suggestive and vulgar' they have not said who is would insult. To Sum up source A has solid facts arguing their opinions and source B has not. Also source A is aimed the younger generation and source B which has articles from news papers would appeal to adults

Source C, taken form a catholic magazine, airs the views of adults, presumably Catholics. Catholics in general have very strong morals and opinions. The type of lyrics, dance moves and suggestive gestures made by Elvis would not have suited the type of influence that Catholic children would have been allowed to follow. The sort of impact that Elvis was having on the teenage population may have scared parents. They certainly would not have wanted their off-spring swooning over such an unsuitable icon. In the source it says that the effects that Elvis is having may be minimised if it was only possible to hear him on records rather than see him on television. Perhaps because when Elvis performs his act appears quite sexual and Catholics do not believe in sex before marriage. In their views sex is for nothing else than to have children, and so they are obviously going to see their children as being vulnerable when a good looking; young man is thrusting his pelvis at them. This source does explain the views given in source B very well. This source does explain the views given in source B very well. The majority of Elvis's fans were teenagers and so would not have had such strong morals as the adults in source B.

In source D Roy Orbison, who was a more conventional singer of the time, seems to have varying views of Elvis. Again these views are those of an adult. He describes Elvis as a kid and so this explains why in source A he is popular with the younger generation. Also it explains why the adult generation in source B are so disturbed by him. The

thought of a child having such a big impact on the country must have been quite scary. I certainly had not been a known thing in the past for children to be such big icons. It was hardly surprising that the journalists of the teenage magazine were so star struck.

Roy Orbison did not like his attitude. He describes him just like he is described in source B. Adults just could not accept Elvis.

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C) Source E does not back up source B at all. It tells us how Elvis's appearance on the Milton Berle show pushed it above Phil Silver's Sergeant Bilko in the ratings for the first time. The source favours Elvis in this way but it does not directly praise him at all. Obviously the fact that his appearance has improved viewing figures is all 'Variety' are concerned about. They do not care about different views people have of Elvis, but just about the fact that he had such a big impact on that particular show. He made the show more relaxed and so it was of better quality. Source B can not believe that such a vulgar teenager is having this affect on everyone. They just can not see why.

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D) All of the people in source G were fanatical racists. They detested coloured people and they could not see why they were allowed into their country. At the time the Americans had very primitive ideas about things. They did not want to conform with any one else. Emmanuel Celler gives a very patronising statement about coloured people. He implies that only black people are given opportunities in the music world. So much music was produced by the blacks and obviously he thought it should have been. He seems to think Elvis's music has a black origin and so he does not like it. He also comments on his movements on stage. Maybe he would not have been so disgusted if it had been a conventional American singer trying out something new.

The second statement is given by a member of the KKK (Ku Klux Klan). The KKK absolutely detested anyone of a different race. They were totally unfair in their actions towards any one black. They set up venues at which they would 'do away with' anyone who they thought did not belong in America. This is shown in the statement made where it says that a twenty-man committee has been set up to get rid of Elvis. Their reason for hating him was simple. He liked black music and he used it as a base for his won material. In their eyes this must have meant that he did not mind blacks in America. The KKK wanted to be rid of Elvis Aron Presley.

The third statement is given by Billy Graham. He was and still is a very influential evangelical preacher. His hate for blacks is also expressed by his hate for Elvis. He says he would not let his daughter cross the street to see Elvis. He saw him as an unsuitable icon for a young girl. Obviously he did not want his daughter to socialise with a man who had a passion for music with a black origin. His views must have been extremely strong to pass then on to his off-spring. He could see nothing appealing about Elvis and did not see why anyone else should.

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E) Attitudes towards Elvis did begin to change in 1958. Elvis was no longer just an unsuitable rock star but a man who was loyal to his country. When a man like Elvis joins the army it really does say something about him. Elvis did not want to be put aside with other so called rockstars, he wanted to be just like everyone else. He considered himself as a loyal American citizen who would be proud to serve for his country, I quote:

'It's a duty I've got to fill, and I am gonna fill it.'

These were the words said by Elvis to a journalist just before he joined the army. However not everyone was pleased to see Elvis serving his country. His young fans were devastated to hear of his two year absence. It was not only the fans who would suffer. Business men in many different fields would lose out through his absence. If Elvis was in the army he could not be making multi-million pound record deals. Not

everyone was worried. The colonel knew that people would not forget him. He was also certain that Elvis did not want to be said to be avoiding his duties.

Source I puts forward a very good question, 'where else could a nobody like Presley become a somebody so quickly?' People must have been becoming increasingly drawn to him because otherwise you simply do not become that popular over night. If people had stuck with their opinions of Elvis he would not have a his single at all. At the end of source I American democracy is said to be at its best and indeed it must have been. People were willing to be proved wrong, they would change their opinions. This certainly was the case with Elvis Presley. People who had never liked him before warmed to him.

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F) Communications were changed dramatically during the 50's. Everyone had a radio and television and more and more people were using them. In the early 50's people listened to conventional music, not rock. Elvis was one of the early singers of his type but he always produced music which was that little bit different. Radios had been a novelty to begin with but when people knew they could switch on to the likes of Elvis it must have been because adults did not approve. This is shown in source B. Newspaper articles air their dislikes for Elvis. Surely someone who adults found so unsuitable must be interesting. The journalists in source B may well have been intimidated by Elvis. After all he did have six hit singles in a very short space of time. The fact that young people had this sort of capability must have been intimidating.

Source C which had been taken from a catholic magazine expresses just the sort of doubts that appeal to young people. One performance which was described by the magazine as a 'striptease with clothes on' would have thrilled youngsters whilst it was horrifying adults.

Roy Orbison describes in source D how he saw Elvis after seeing him for the first time in concert. He tells us how he was disgusted by his rude jokes, spitting and his coarse diction. These habits, although vulgar did not seem to be off putting for his fans. Maybe they liked it. It would not have been all that surprising as it was not the sort of thing that they saw every day. Teenagers probably looked up at him for it. He had confidence, courage, fame and fortune things that they could only dream of.

Source e tells us how Elvis made a failing television show into one that people watched. Because of his popularity, when he was shown on tele he boosted viewing figures. Therefore he was given more broadcasting time and so people became more familiar with him and so grew to like him.

Elvis was totally at ease when he was performing. Some might say that he was as cool as a cucumber. It was true and these small qualities were what made him so attractive to his fans, especially young girls. Teenage girls always follow the crowds, they are vulnerable, susceptible to new crazes. This is perfectly captured in Source F. Elvis is performing live with a huge crowd of girls reaching towards him, hoping to touch him.

The people in source G do not seem to be at all happy about the impact Elvis had. All of the speakers were racists of the time and they see Elvis's music as having a black origin. They can not believe that he has so many followers when his music sounds like that of a Negro. It was not only people who loved Elvis who made his impact so big but those who hated him advertised him as well.

In source H we can see the top five singles of the years 1955, 1956 and 1957. There is no evidence of Elvis in 1955 but in 1956 he has bombed into the top five with four singles. This would have been such an achievement in 1956, it would be today. In 1957 he also has three singles in the top five of the year. He was truly a phenomenon.

For a pop star to join the army it really showed a different side to them. People felt reassured to see that Elvis could be just like them. Also he did not want to be put in a special section with the other so called rockstar, he wanted to be just like everyone else. Him being so down to earth would have made people respect him more and so not have so many prejudices.

## **Examiner's comments**

This candidate writes to the point, but at times does not use word-processing very effectively. A little more care would have improved the presentation of the assignment considerably.

The answer to question 1 is brief but several inferences are made, so level 2 was awarded.

In question 2i there are simplistic comments about the nature origin and purpose of the Sources, but the candidate fails to develop these. There is an awareness that Source A contains facts and that Source B is opinions and there is enough analysis for a level 2 mark, but more could have been written about the differences in tone between the two Sources.

In the answer to question 2ii it is evident that the candidate is aware of the different audiences of the Sources, but comments tend to be generalised. More could have been written about the nature of the Sources and the reasons for the comments. Once again, therefore, a level 2 mark was awarded.

In question 3 the candidate shows understanding of the tone of the various Sources, but then fails to refer to the significance of the statistical nature of Source E and the nature of the evidence of F, as compared to the opinions in B and C.

In question 4 the candidate shows awareness of the significance of the nature and origin of the Sources and writes at considerable length. However, many comments repeat information from the Sources rather than analysing them. More could have written more about the background of the KKK and Billy Graham in particular.

The answer to question 5 has a little more depth, but there was little detail about the influence of Parker and the nature of the change that came about from 1956 to 1958. This again resulted in a level 2 mark.

In the final question the candidate tried to focus on the question and did make some effective use of the Sources. There was, however, a reasonable account of the impact of Elvis in the mid-1950s, which merited a good level 2 mark.

Overall this was a candidate who performed entirely at level 2. A final mark of 29, in the upper half of the level 2 mark band, was awarded

## **Edexcel designed assignments for Local Studies Units**

Many of these are centre based and then need prior approval by Edexcel. Five Edexcel units are available to use or to use as exemplars.

### **Ironbridge and Coalbrookdale sites (AO 1 or AO 2\3)**

This coursework study will focus on:

- The location of the iron industry; the contribution of the Darby family; the industrialisation of the Coalbrookdale area and its effects, the importance of the site in context.

### **Styal Mill (AO 1 or AO 2\3)**

This coursework study will focus on:

- The development and location of Styal; the role of the Greg family; working and living conditions at Styal, the development of Styal as a museum of industry.

### **Erith at War: 1939–1945 (AO 1 or AO 2\3)**

This coursework study will focus on:

- Preparations for war, protection of civilians and the organisation of Home Guard units, the effects of bombing on the area and the effectiveness of measures taken to deal with them, the role of the local area in the war and how the war affected peoples lives.

### **The Belfast Blitz: (AO 1 or AO 2\3)**

This coursework study will focus on:

- Preparations for war, the effect of the blitz, Northern Irelands contribution to the War effort, the impact of the war on Northern Ireland.

### **The Luddites in West Yorkshire (By kind permission of Batley Grammar School) (AO 2\3)**

This coursework study will focus on:

- The causes of Luddism, Luddite aims and methods, the reasons for the movements failure, its importance in context.

## **Other Edexcel designed Assignments for Option A:**

### **Arkwright and Cromford (AO 1 or AO 2\3)**

This coursework study will focus on:

- The development of the textile industry and the importance of Arkwright, Arkwright as an inventor, the importance of Arkwright in the development of factories, Arkwright as an employer and entrepreneur.

### **Enclosures (AO 1 or AO 2\3)**

This coursework study will focus on:

- The disadvantages of the old open field system, reasons for enclosure, the process of enclosure and its economic and social effects.

### **Chartism (AO 1 or AO 2\3)**

This coursework study will focus on:

- The origins of Chartism and Chartist aims, Chartist methods, the nature of the Chartist leadership and the reasons for the decline of the movement.

### **Football (AO 2\3)**

This coursework study will focus on:

- The origins of modern sport, the development of professional football in the second half of the nineteenth and early twentieth centuries growing professionalism of football, the impact of commercialism and the media.

### **Holidays (AO 1 or AO 2\3)**

This coursework study will focus on:

- The development of holidays in the nineteenth century, changes in holiday patterns in the first half of the nineteenth century, the development of the package holiday, the economic and social impact of mass tourism.

### **Trade unions and the Matchgirls' Strike (AO 1 or AO 2\3)**

Either (AO 1)

This coursework study will focus on:

- Either the rise of New Unionism, the importance of the Dock Strike of 1889, the impact on trade unions of the Taff Vale Case and changes in trade unions 1901–1914.

OR (AO 2\3)

This coursework study will focus on:

- The conditions of work of match girls, the main events of the strike, attitudes to the strike and the role of the media, the importance of the strike in the development of trade unions.

### **Conditions in mines in the late eighteenth and early nineteenth centuries (AO 1 or AO 2\3)**

This coursework study will focus on:

- Working conditions and dangers in mining, attitudes to conditions in mines and the campaign for change, improvements in mines technological developments and the effect of legislation in achieving improvements in safety and working conditions.

### **New Poor Law of 1834 (AO 1 or AO 2\3)**

This coursework study will focus on:

- Variations in poor law relief before 1834, demands for reform and the role of Chadwick, the impact of the Poor Law Amendment Act and reactions to it.

### **Cholera and Public Health (AO 1 or AO2\3)**

This coursework study will focus on:

- Effects of poor town conditions on public health, the impact of cholera, efforts to control the disease, the campaign for improvements in public health and the Public Health Act of 1848.

### **Poverty (AO 1 or AO2\3)**

This coursework study will focus on:

- The causes of poverty in late nineteenth century Britain, attitudes to poverty and the poor, the reports of Booth and Rowntree, efforts to deal with the poor before 1914.

### **Votes for Women c1900–1928 (AO1 or AO2\3)**

This coursework study will focus on:

- The position of women in society c1900, growth of NUWSS, WSPU, methods used to get the vote pre–1914, the impact of the First World War, Representation of the People Act 1918 and 1928.



## **Suggested topics for centre–designed assignments**

### **Role of women since 1945**

This coursework study will focus on:

- The impact of the Second World War, growth of educational opportunities, legislation of the 1960s and 1970s and its impact, growth of feminism.

### **Liberal Reforms 1905–14**

This coursework study will focus on:

- The rationale behind the reforms, legislation to help the young, old and unemployed, the Liberals and trade union reform.

### **Rise of Labour c1890–1924**

This coursework study will focus on:

- The growth of socialist societies, ILP, LRC, Labour Party, Coalition 1915–18, opposition after 1918, First Ministry 1924. Role of MacDonald.

### **The General Strike**

This coursework study will focus on:

- The background to union unrest, the causes, events and consequences of the strike.

### **The Home Front 1939–45**

This coursework study will focus on:

- The impact of war on the civilian experience, attitudes and experiences. Evacuation, the Blitz, rationing, Home Guard, ARP, arrival of US troops.

### **Britain in the 1930s**

This coursework study will focus on:

- Depression, Two Nations, problems for old industrial areas, 'new' industries, impact of unemployment, Hunger Marches, the affluent South East.

### **The creation of the Welfare State**

This coursework study will focus on:

- Impact of the Second World War, the Beveridge Report, Labour policies– education, NHS, poverty, housing and employment.

### **Northern Ireland since 1960**

This coursework study will focus on:

- The growth of the Civil Rights Movement, beginning of the Troubles, troops in Direct Rule, search for a settlement 1970s and 1980s, moves toward peace in the 1990s.

### **Britain and Europe since 1945**

This coursework study will focus on:

- Britain and the ECSC, rejection of the EEC, attempts at entry in the 1960s, success in 1973, changing relations since 1973, Thatcher, Major, Blair.

## Edexcel designed coursework assignments

### Name of Assignment

Apartheid  
Arkwright  
Beer Hall Putsch  
Belfast Blitz  
Berlin Blockade  
Bletchley Park  
Blitz  
Bloody Sunday  
Britain and Europe  
British India  
Chartism  
Cholera and Public Health  
Civil Rights in Northern Ireland  
Civil Rights in the USA  
Cuban Missiles Crisis  
Elvis Presley  
Enclosures  
Entertainment in the 1930s  
Erith  
European Unit  
February Revolution  
Football  
General Strike  
Gorbachev  
Holidays  
Holocaust  
Indian Independence  
Ironbridge  
Jack the Ripper  
Jarrow  
Kennedy  
Khrushchev  
Korea  
Liberal Reforms  
Life in Eastern Europe  
Matchgirls  
Mines  
Munich  
New Deal  
New Poor Law  
Poverty  
Prohibition  
Reichstag Fire  
Rise of the Labour Party  
Roosevelt  
Russia 1914–17  
Stalin  
Styal Mill  
Television in the 1950s and 1960s

The 1960s  
The Congo  
Trotsky and Stalin  
United Nations  
Vietnam  
Votes for Women  
Wall Street Crash  
Welfare State  
Women in Britain since 1945  
Women in the First World War  
Women in the Second World War

## Examples of specimen schemes of work

The examples below are intended for guidance of centres in helping them to plan schemes of work for this syllabus. They are **not** requirements of Edexcel.

### Outline scheme of work

#### **D1: Changes in health and population from the mid eighteenth century to the late nineteenth**

**This unit is targeted upon assessment objectives 1 and will be assessed in Paper 1.**

This unit will focus on:

Changes in the size of the population, reasons for its increase, changes in urban areas. The problems of these new urban areas, health and social problems, government efforts to improve them. The changing nature of medical, surgical and nursing standards, the changing knowledge of the causes of disease.

This unit will cover:

- The nature of population change over the period and the reasons for the rise in population and changes in the birth and death rates, the reasons explaining the growth of industrial areas such as the Midlands, South Wales, the North East and West, the causes and effects of migration internally and externally,
- The reasons and effects of the growth of the industrial cities, the effects of rapid growth on living standards and standards of health, the impact of cholera,
- The reasons for opposition to reform and efforts to reform, the importance of Chadwick and the 1848 public Health Act, the effectiveness of action to reform conditions 1850–1875, further Public Health Acts and slum clearance
- The state of medical knowledge in the mid eighteenth century the importance of the work of Jenner
- The poor state of hospitals and surgical and nursing care in the eighteenth century, improvements in anaesthetics and antiseptics the work of Simpson and Lister, the discovery of the germ theory and the work of Pasteur and Koch, the role of Nightingale and others to improve levels of nursing care

#### **Unit B1: Changes in education from the late eighteenth century to the late nineteenth century**

**This unit is targeted upon assessment objectives 1 and will be assessed in Paper 1.**

This unit will focus on:

The changes in educational provision for both rich and poor boys and girls over the period. The importance of charity schools, church schools and the work of individuals. The developing and expanding role of the state

This unit will cover:

- the character of education in the late eighteenth century for the children of the poor. The role of Robert Raikes and the Sunday school movement, Charity schools and Dame schools
- the work and importance of Bell and Lancaster in the development of the monitorial schools, the importance of the churches and the voluntary societies in the provision of education for the poor, the strengths and weaknesses of the monitorial system, reasons given in favour of extending provision and those that opposed it
- the increased involvement of the government in education, the importance of the grant of 1833, the appointment and work of HMI and the work of Kay–Shuttleworth
- and the payment by results system and its effects, reasons and terms of the 1870 Education Act and its importance, legislation that made education both compulsory and free in the period before 1900
- the state of public schools in the late eighteenth and early nineteenth century, limited curriculum, bullying and poor teaching, the work and importance of improving head teachers such as Arnold, Butler and Thring, the effects of government in school improvement
- the educational opportunities available to girls in the late eighteenth and early nineteenth century, the schools available to the rich and poor, the use of governesses, why the education offered to girls was often different to that available to boys
- the work of Miss Buss and Miss Beale in extending the education available to girls, the extent to which the education available to girls had improved by 1880.

### **Unit J: The campaigns for factory and mines reform, c.1800–c.1880**

**This unit is targeted upon assessment objectives 1, 2 and 3 and will be assessed in Paper 2.**

This unit will focus on:

Conditions in factories and mines during this period, efforts to improve conditions and the views of those who opposed it, the effect of legislation in producing change.

The unit will cover:

- the range of conditions that existed in factory and mines, hours, worked, dangers involved and working conditions, reasons that explain the wide use of women and children
- good and bad employers eg good Richard Arkwright, Robert Owen and Titus Salt, and the evidence of poor ones from the Royal Commissions
- arguments in favour of reform, and the organisation of campaigns, the ‘Ten Hour’ movement and the role of individuals such as Sadler and Shaftesbury
- arguments used to stop the process of reform, the ideas of individuals such as Andrew Ure, the feat of economic collapse and the myth of the “last hour” only then were profits, made, the argument that work was neither hard or demanding?
- the legislation introduced to improve factories and mines especially the factory acts of 1802, 1833, and 1847 and the Mines Act of 1842, the achievements and limitations of legislation how successful was it, was it enforceable, were there inspectors, could it be avoided?

### **Unit K: The Campaigns for Women’s Suffrage c.1870–1918**

**This unit is targeted upon assessment objectives 1, 2 and 3 and will be assessed in Paper 2.**

This unit will focus on:

Upon the reasons for the growing demands for votes for women from 1870, the methods used by campaigners and the arguments for and against female suffrage.

The unit will cover:

- the reasons for increasing demands for female suffrage at the end of the nineteenth century; demands for greater equality and opportunity for women, the arguments used to justify giving women the vote
- the nature of the franchise in the late nineteenth and early twentieth centuries; the arguments against female franchise.
- early efforts to gain the vote, nature of the tactics and arguments employed; the role of individuals such as Lydia Becker
- the organisation and methods of the National Union of Women's Suffrage Societies; the role of Millicent Fawcett
- the reasons for the foundation of the Women's Social and Political Union; the tactics used by the WSPU; the roles of Emmeline and Christabel Pankhurst; the government response to the militant campaign
- the role of women during the First World War; the reasons for the enfranchisement of some women in 1918.

#### **Unit CW: Erith at War: 1939–45 (AO 1 or AO 2/3)**

**This unit is targeted upon assessment objectives 1, 2 and 3 and will be assessed by a coursework assignment.**

This unit will focus on:

The impact of World War II on a local area. Emphasis will be placed on the role of civilians and the Home Front.

This unit will cover:

- the outbreak of War and the effect on the Borough, efforts made to protect civilians from the expected effects of bombing
- The creation of the Home Guard and the role of the ARP, evacuation and rationing,
- the role of the local area in the war, war work and collections for war material, how the war affected peoples lives, efforts to keep morale up, popular entertainment and propaganda
- the effect of enemy action the blitz, the bombing of the Broadway, the extent of damage through the war, terror weapons the V1 and V2
- the effect of the war on the Borough, counting the cost, building for the future, an evaluation of the Borough's contribution to the war effort.

## **Outline Scheme of Work**

**Given below is an example of an outline scheme of work for a centre studying units A2, D2, M and N and Germany 1919–1939 for coursework.**

### **Unit A: Britain in 1900**

**This unit is targeted upon assessment objective 1 and will be assessed in Paper 1.**

This unit will cover:

- poverty in Britain; the Poor Law, the findings of Rowntree Report, the factors causing poverty, the effects of poverty upon the people of Britain
- working in Britain; working conditions in the major industries in Britain, the Sweated Trades, factors affecting the employment of women, employment opportunities for women.

### **Unit B: The Liberal Reforms**

**This unit is targeted upon assessment objective 1 and will be assessed in Paper 1.**

This unit will cover:

- the Reasons for the Liberal Reforms; the Boer War, the example of Germany, the rise of Labour, the evidence of the Rowntree Report
- the Liberal Reforms; improvements in the health and welfare of children 1906 to 1908, old age and low pay and unemployment 1908 to 1909, the National Insurance Act 1911
- the Extent of the Reforms; the limitations and weaknesses of each of the reforms.

### **Unit C: The First World War**

**This unit is targeted upon assessment objective 1 and will be assessed in Paper 1.**

This unit will cover:

- the Impact of the War upon Women; new employment opportunities for women, new social freedom for women, the extent to which these changes lasted after the war
- the Impact of the War upon Industry and Employment; the Old Industries, the Motor Car industry, Dilution.



## **Unit D: Weimar Germany**

**This unit is targeted upon assessment objectives 1, 2 and 3 and will be assessed in Coursework.**

This unit will cover:

- the impact of the War upon Germany; the Treaty of Versailles, reactions to the Treaty, the rise of the Nazis
- the Munich Putsch; the reasons for the Putsch, the events and reasons for its failure, the effects of the Putsch
- Germany 1924 to 1929; the recovery under Stresemann, the Wall Street Crash, the revival of the Nazi Party.

## **Unit E: The Inter war Years and the Depression in Britain**

**This unit is targeted upon assessment objectives 1, 2 and 3 and will be assessed in Paper 1 and Paper 2.**

**This unit will cover:**

- politics in the 1920s; women and the franchise, the Labour Party 1918 to 1931, the Liberal Party 1918 to 1929
- New and Old Industries in the 1920s; the growth of the Motor Car industry, reasons for the development of new industries, reasons for the decline of the old industries.
- The Depression; the impact of the Depression upon life in Britain, the National Government, the North/South divide.

## **Unit F: Hitler and Nazi Germany**

**This unit is targeted upon assessment objectives 1, 2 and 3 and will be assessed in coursework.**

This unit will cover:

- The Rise of the Nazis 1929 to 1934; reasons for the electoral success of the Nazis, Hitler's appointment as Chancellor, events 1933 to 1934.
- The Nazi State; elimination of political parties and trade unions, control of the press and media, the police state and the loss of civil liberties.
- Nazi Education and Youth Policies; the children's and youth movements, education, the use of children to control parents.
- Nazi Beliefs about Society; the family in Nazi Germany, Nazi attitudes to the roles of Men and Women, employment in Nazi Germany.
- Nazi beliefs about the 'Master-Race'; religion in Nazi Germany, the persecution of the Jews, the treatment of other minority groups.

## **Unit G: The Second World War**

**This unit is targeted upon assessment objectives 1, 2 and 3 and will be assessed in Paper 1 and Paper 2.**

This unit will cover:

- The Impact of the War upon Health and Welfare; rationing and evacuation, the Beveridge Report, the pressure for change.
- The Impact of the War upon Women; the role of women in the war, changing opportunities for employment, the extent of equality.
- The Impact of the War upon Politics; the maintenance of the National Government reasons for the defeat of the Conservatives in 1945, the significance of the Labour victory.

## **Unit H: the Labour Reforms**

**This unit is targeted upon assessment objectives 1 and 2 and will be assessed in Paper 2.**

This unit will cover:

- The Impact of the National Health Service; changes in medical care 1945 to 1950, the impact of changes upon the people of Britain, changes to the NHS since 1951.
- The Impact of National Insurance; the National Insurance Act; the impact of National Insurance upon the people of Britain, changes to National Insurance since 1951.
- The reasons for and impact of Nationalisation

## **Unit I: Britain since 1951**

**This unit is targeted upon assessment objectives 1 and 2 and will be assessed in Paper 1.**

This unit will cover:

- Changes in Industry and Employment; the impact on one industry of automation and computer technology, the development of equal opportunities, the increasing need for education and training.
- Changes in the Welfare State; the problems created by an ageing population, the benefits and problems created by medical advances, the increasing demands of the young and the development of youth culture.
- Population changes since 1900; reasons for changes in the population, reasons for changes in average life expectancy, reasons for changes in average family size.

**Unit CW: Conditions in mines in the late eighteenth and early nineteenth centuries (AO1 or AO 2\3)**

**This unit is targeted upon assessment objectives 2 and 3 and will be assessed by a coursework assignment.**

This unit will focus on:

The development of mining in the late eighteenth and early nineteenth century, the problems and dangers faced, technological improvements and efforts by individuals and government to improve conditions.

This unit will cover:

- the nature of the coal industry in the eighteenth century and the impact of new and rising demands for coal.
- increased depth and difficulty of mines, different types of mine and dangers from flooding, explosions and cave ins
- working conditions in mines.

This coursework study will focus on:

Working conditions and dangers in mining, attitudes to conditions in mines and the campaign for change, improvements in mines technological developments and the effect of legislation in achieving improvements in safety and working conditions.

# Template for centre designed assignments

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## Teacher Information

### Introduction

These assignments comprise Sources, questions and mark schemes which will enable your pupils to fulfil the coursework requirements in GCSE history for Edexcel. The assignments should be designed to assess the full range of grades targeted by the syllabus (Grades G–A\*). Assistance may be given in class to aid the comprehension of the Sources.

You may also adapt these assignments if wished by:

- providing additional or replacement Sources
- providing additional or replacement questions.

Centre designed units and assignments must be submitted to Edexcel for approval prior to teaching using form HG1 from the Specification.

#### *Management of the assignment:*

The assignment has been designed to accommodate some flexibility of classroom practice. The following points should be borne in mind:

- Although all the questions *may* be tackled as part of a single task, this is not necessary. The timing of individual questions within an assignment may be staggered over a period of time and integrated into the programme of study.
- Candidates may use the Sources provided in the pack as part of their preparation for Assignment 1 but this is not a requirement.
- Your candidates should draw upon their contextual knowledge when using the Sources for Assignment 2. The historical content listed below should be familiar to candidates before they attempt to answer the questions.

NB: The number of questions in Edexcel objective 1 assignments has been reduced from four to three and to five in objective 2 and 3 assignments. This should assist centres in keeping assignments to the limits prescribed.

**Title:**

This assignment should arise from a teaching programme designed to occupy approximately half a term. Before candidates begin this assignment they should have knowledge of:

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***Introduction***

**SOURCE A:**

**SOURCE B:**

**SOURCE C:**

**SOURCE D:**

**SOURCE F:**

**SOURCE G:**

**SOURCE H:**

**SOURCE I:**

**SOURCE J:**

**Assignment One: Objective 1**

1. (15)

2. (15)

3. (20)

## **Assignment Two: Objectives 2 and 3**

1. Study Source A

What can you learn from Source A about...?

(6)

2. Study Sources A, B and C

Does the evidence of Source C support the evidence of Sources A and B...? Explain your answer.

(8)

3. Study Sources D and E

How useful are Sources in helping you to understand why...?

(10)

4. Study Sources F and G

Use Sources F and G, and your own knowledge, to explain why.

(12)

5. Study all of the Sources

Use the Sources and your own knowledge to explain whether you agree with this view.

(14)



## Assignment One: Markscheme

1.

Target: Key features/recall of knowledge AO1

Level 1: Simple statements supported by some knowledge, eg (1–5)

Level 2: Developed statements supported by relevant knowledge, eg (6–10)

Level 3: Developed exposition supported by selected knowledge, eg (11–15)

2.

Target: /recall of knowledge AO1

Level 1: Simple statements supported by some knowledge, eg (1–5)

Level 2: Developed statements supported by relevant knowledge, eg (6–10)

Level 3: Developed explanation supported by selected knowledge, eg (10–15)

3.

Target: /recall of knowledge AO1

Level 1: Simple statements supported by some knowledge, eg (1–5)

Level 2: Developed statements supported by relevant knowledge, eg (6–10)

Level 3: Developed explanation supported by selected knowledge, eg (11–15)

Level 4: Sustained argument supported by precisely selected knowledge, eg (16–20)

## Assignment Two: Markscheme

1. What can you learn from Source A about?

Target: Comprehension of a Source AO2

Level 1: Simple statements supported by some knowledge taking the Source at face value, eg  
(1–3)

Level 2: Developed statements supported by relevant knowledge making inferences from the Source, pointing out the weaknesses of the Source or setting the Source in context, eg  
(4–6)

2. Does the evidence of Source C support the evidence of Sources A and B? Explain your answer.

Target: Cross referencing and evaluation of Sources AO2

Level 1: Simple statements supported by some knowledge taking the Sources at face value, eg  
(1–3)

Level 2: Developed statements supported by relevant knowledge making inferences from the Sources, pointing out the weaknesses of the Sources or setting the Source in context, eg  
(4–6)

Level 3: Developed explanation supported by selected knowledge and making positive use of the Nature, Origin and Purpose of the Sources, eg  
(7–8)

3. How useful are Sources D and E in helping you to understand why?

Target: Analysis and evaluation of Sources for utility AO2

Level 1: Simple statements supported by some knowledge taking the Sources at face value, eg  
(1–3)

Level 2: Developed statements supported by relevant knowledge making inferences from the Sources, pointing out the weaknesses of the Sources or setting the Sources in context, eg  
(4–6)

Level 3: Developed explanation supported by selected knowledge and making positive use of the Nature, Origin and Purpose of the Sources, eg  
(7–10)

4. Use Sources F and G, and your own knowledge, to explain why.

Target: Analysis and interpretation of Sources/recall of knowledge AO1/AO2

- Level 1: Simple statements supported by some knowledge taking the Sources at face value, eg (1–3)
- Level 2: Developed statements supported by relevant knowledge making inferences from the Sources, pointing out the weaknesses of the Sources or setting the Sources in context, eg (4–6)
- Level 3: Developed explanation supported by selected knowledge and making positive use of the Nature, Origin and Purpose of Sources, eg (7–10)
- Level 4: Sustained argument supported by precisely selected knowledge and using the Sources as evidence, eg (11–12)

5. Use the Sources and your own knowledge to explain whether you agree with this view.

Target: Analysis and interpretation of Sources/recall of knowledge AO1/AO3

- Level 1: Simple statements supported by some knowledge taking the Sources at face value supporting or opposing the view, eg (1–3)
- Level 2: Developed statements supported by relevant knowledge making inferences from the Sources, supporting or opposing the view, eg (4–6)
- Level 3: Developed explanation supported by selected knowledge and making positive use of the Nature, Origin and Purpose of Sources to support or oppose the view, eg (7–11)
- Level 4: Sustained argument supported by precisely selected knowledge and using the Sources as evidence to assess the view and compare it with alternative views, eg (12–14)

NB: This is also available in electronic form on the Edexcel website at [www.edexcel.org.uk](http://www.edexcel.org.uk)

# Teaching Key Skills with History

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The GCSE in History offers a range of opportunities for students to develop their key skills and generate assessed evidence for their portfolios

In particular, the following key skills can be developed and assessed through this specification at level 2:

- communication
- information technology
- improving own learning and performance
- working with others
- problem solving.

Students requiring application of number may be able to develop this skill through other parts of their GCSE course or through stand-alone sessions.

Copies of the key skills specifications can be ordered from Edexcel Publications.

The individual key skills units are divided into three parts.

Part A – What you need to know      This identifies the underpinning knowledge and skills required of the student.

Part B – What you must do            This identifies the evidence that students must produce for their portfolios.

Part C – Guidance                      This gives examples of possible activities and types of evidence that may be generated.

This GCSE specification signposts development and internal assessment opportunities which are based on Part B of the level 2 key skills units. For those students working at level 1, these level 2 opportunities can also be used to generate evidence at level 1. Reference should be made to the appropriate level 1 statements in the key skills specifications.

The evidence generated through this GCSE will be internally assessed and contribute to the student's key skills portfolio. In addition, in order to achieve The Key Skills Qualification, students will need to take the additional external tests associated with communication, information technology and application of number. Centres should check the current position on proxy qualifications as some candidates may be exempt from part or all of the assessment of a specific key skill.

Each unit within the GCSE in History will provide opportunities for the development of all five of the key skills identified. This section identifies the key skills evidence requirements and also provides a mapping of those opportunities. Students will need to have opportunities to develop their skills over time before they are ready for assessment. This appendix contains illustrative activities for each key skill that will aid development and facilitate the generation of appropriate portfolio evidence. To assist in the recording of key skills evidence Edexcel has produced recording documentation which can be ordered from Edexcel Publications.

For further details on teaching Key Skills see appendix 1 in the Specification.

## Teaching ICT with History

Students could use a CD-ROM, the Internet or resources on a school Intranet to research a historical issue. Students could access museum, university or government agency websites and use online databases to enable them to compile information and compare various views of a historical event, for instance different interpretations of the of the nature of the Chartist movement (depth study I).

Students could enter population statistics, prices or figures of production on to a spreadsheet and use that to produce a table such as a bar chart. For instance, a chart showing patterns of immigration in Britain since 1945 (depth study O).

Students could use word processing to write one of their coursework assignments or to develop their skills in extended writing, drafting and re-drafting their work to enhance its quality and accuracy.

Students could present their research to the class using Power Point or produce work for a classroom display or for publication on a school Intranet.

# Teaching citizenship with History

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This specification makes a contribution towards coverage of the Key Stage 4 programme of study for Citizenship, in particular through:

- *Changes in work and employment in industry from the late nineteenth century to the late twentieth century*, this Outline Study allows candidates to explore the economy through studying changes in work and employment to the late twentieth century.
- *Changes in health, welfare and population from the late nineteenth to the late twentieth century*, this Outline Study allows candidates to explore the Public Sector of the Economy through studying the changing nature of the Welfare State 1951–1990s.
- *Changes in education from the late nineteenth to the late twentieth century*, this Outline Study allows candidates to explore the Public Sector of the economy through studying changes in education since 1979.
- *Changes in politics from the late eighteenth century to the late nineteenth century*, this Outline Study allows candidates to explore electoral processes through studying changes in politics in the nineteenth century.
- *Changes in politics from the late nineteenth century to the late twentieth century*, this Outline Study allows candidates to explore electoral processes through studying the changing nature of suffrage in the twentieth century and the two party system since 1945. It also allows candidates to explore regional differences and the reasons for them through studying the growth and impact of nationalism in Wales and Scotland.
- *The Chartist Movement, c1830 – c1850*, this Depth Study allows candidates to explore the need for people living in a democracy to vote through the study of the Chartist Movement.
- *The impact of Cinema, Radio and Television since 1918*, this Depth Study allows candidates to explore information methods, why freedom of information is necessary in a democracy, media and politics, censorship through studying the importance of the mass media in modern society.
- *Race Relations in a Multi-Cultural Society since 1945*, this Depth Study allows candidates to explore Multi-cultural Britain, the need for mutual respect and understanding, pluralism and the laws relating to discrimination on grounds of race through studying Race Relations in a Multi-cultural Society since 1945.
- *Ireland c1964 – c1996*, this Depth Study allows candidates to explore electoral processes, the reasons for regional and religious differences and the need for mutual respect and understanding through the study of Northern Ireland 1964–96.
- *Coursework Option B*, this Coursework Option allows candidates to explore the EU through studying Europe Divided and United and globalisation and interdependence through studying the United Nations.

# Incorporating the wider curriculum

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GCSE Specification B contributes to an understanding of spiritual issues, moral and ethical issues, social issues, and cultural issues, in the following content options:

## **Spiritual issues**

- Although this specification does not tackle these issues explicitly, teachers should be aware that there will be a number of opportunities to ask students to consider the following:
- the nature of proof, truth and certainty
- human achievement
- religious beliefs and personal insights
- the value of individuals and communities

## **Moral and ethical issues**

- Teachers are encouraged to ask students to consider the moral and ethical implications of all the historical issues studied in this specification. When discussing the motives and actions of historical figures, students should take account of the moral and ethical considerations involved in historical decisions.

## **Social and cultural issues**

Social history (including cultural aspects) is a feature of this specification and this is reflected in all the outline and depth studies. The following social and cultural issues are focuses within the specification:

- the changing role of women
- patterns of employment in industry and agriculture
- transport, communication and leisure
- health and welfare
- changes in education
- the changing nature of suffrage
- poverty
- popular protest
- factory conditions
- the impact of war on British society
- race relations in Britain
- cinema, radio and television
- Civil rights in Ireland

# Support and training

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## Training

A programme of INSET courses covering various aspects of the specifications and assessment will be arranged by Edexcel each year on a regional basis. Full details may be obtained from:

INSET  
Edexcel  
Stewart House  
32 Russell Square  
London WC1B 5DN  
Tel: 020 7758 5620  
Fax: 020 7758 5951  
E-mail: [inset@edexcel.org.uk](mailto:inset@edexcel.org.uk)

## Edexcel publications

Support materials and further copies of this specification can be obtained from:

Edexcel Publications  
Adamsway  
Mansfield  
Notts NG18 4LN  
Tel: 01623 467467  
Fax: 01623 450481  
E-mail: [publications@linneydirect.com](mailto:publications@linneydirect.com)

The following support materials will be available from spring 2001 onwards:

- Specimen papers
- Internal assessment guide
- Specification

## Regional offices and Customer Response Centre

Further advice and guidance is available through a national network of regional offices. For general enquiries and for details of your nearest office please call the Edexcel Customer Response Centre on 0870 240 9800.

## Website

[www.edexcel.org.uk](http://www.edexcel.org.uk)

Please visit the Edexcel website, where further information about training and support for all qualifications, including this GCSE, can be found.



# Textbooks and resources

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## General Texts

- In Search of History, The Twentieth Century, J R Aylett, Hodder and Stoughton
- Britain and the Twentieth Century World, Traynor and Wilmot, Nelson
- Britain 1900–1951, R Radway,
- People in Change, J Brooman, Longman
- Modern World History for Edexcel, Chandler and Wright, Heinemann
- Modern World History Homework Handbook: M Chandler, Longman
- Making Modern Britain: C Culpin, Collins
- British Economic and Social History 1700–1870: P Sauvain, Stanley Thornes
- British Economic and Social History 1850–present: P Sauvain, Stanley Thornes
- GCSE British Social and Economic History: B Walsh, John Murray
- Three centuries of change British social and Economic History since 1700:  
Staton, Ennion and Moore, Collins
- Britain since 1700: R J Cootes, Longman
- A Social and Economic History of Industrial Britain: J Robottom, Longman
- Britain Since 1700: Robert Unwin, Hutchinson
- Economic and Social History of England 1770–1977: R B Jones, Longman
- Britain 1900–1951: R Radway, Hodder and Stoughton
- People in Change: J Brooman, Longman History Project
- Law and Order in late Victorian Britain: M Chandler, London Revision\*
- English Economic and Social History: P Larkin, Hulton
- Mastering Economic and Social History: D Taylor, Macmillan Master Series
- Britain Since 1700, The Rise of Industry: H Martin, Macmillan Education
- Britain Since 1800, Towards the Welfare State: H Martin, Macmillan Education
- Working with Evidence the Industrial Revolution: P and M Speed, Oxford
- The Industrial Revolution: R Unwin, Hutchinson
- A Map History of the British People 1700–1970: B Catchpole, Heinemann
- British Social and Economic History 1760–1980: P Sauvain, Blackwell
- The Age of Industrial Expansion: A J Holland, Nelson
- The Nineteenth Century: L Hobley, Evans
- Britain, An Economic and Social History 1760–1870: J Hardman, Collins
- Britain, An Economic and Social History 1760–1980: P Sauvain, Blackwell
- Human Documents of the Industrial Revolution in Britain: E Royston Pike George Allen and Unwin
- Human Documents of the Victorian Golden Age: E Royston Pike George Allen and Unwin

Human Documents of the Age of the Forsytes: E Royston Pike George Allen and Unwin  
A Coal and Iron Community in the Industrial Revolution: Then and There, Longman  
A Textile Community in the Industrial Revolution: Then and There, Longman  
Iron Bridge to Crystal Palace: A Briggs, Thames and Hudson  
Revision Notes for Specification 1335: M Chandler and P Mealing, London Revision\*  
Raising Achievement in GCSE History: M Chandler, London Revision\*

## Outline Studies

### **A1: Changes in work and employment in industry c1760 to the late nineteenth century**

The Industrial Revolution: L Hartley and J Nichol, Blackwell History Project  
Industrial Change: I Meadowcraft, Holmes McDougall  
From Manufacturing to Industry 1700–1850: Longman Modern British Histories  
The Industrial Revolution: Knowing British History, S Case, Evans  
Longman Secondary History Packs The First Industrial Nation: Longman  
A Border Woollen Town in the Industrial Revolution: Then and There, Longman  
Weavers and Outworkers in Victorian Times: Then and There, Longman  
A Coal and Iron Community in the Industrial Revolution: Then and There, Longman  
A Textile Community in the Industrial Revolution: Then and There, Longman  
Iron Bridge to Crystal Palace: A Briggs, Thames and Hudson

### **A2: Changes in work and employment in industry from the late nineteenth century to the late twentieth century**

Changes in Work and Industry in Britain in the Twentieth Century: M Chandler, London Revision  
Industry and Trade – The last hundred years: Longman Modern British Histories  
British Economic and Social History since 1850: P Sauvain, Chapter 2  
Making Modern Britain: C Culpin, Chapter 9  
People at Work, J Brooman, Longman  
In Search of History, The Twentieth Century: J R Aylett, Hodder and Stoughton  
Britain and the Twentieth Century World: Traynor and Wilmot, Nelson  
Britain 1900–1951: R Radway,  
Britain in the age of Total War, 1939–1945: J Wright, Heinemann

### **B1: Changes in work and employment in agriculture from the mid–eighteenth century to c. 1900**

Agricultural Change since 1750; John D Clare, Macmillan  
Ask the Fellows who Cut the Hay: G Evans, Faber  
Agrarian Britain 1700–1980: S Mason, Blackwell

The Rural Revolution in an English Village: R Sturgess, Cambridge  
Making Modern Britain: C Culpin, Chapter 2  
British Economic and Social History 1700–1850 Sauvain Chapter 1  
British Economic and Social History since 1850: P Sauvain, Chapter 1  
GCSE British Social and Economic History: B Walsh, Chapter 3  
Three centuries of change British social and Economic History since 1700  
Staton, Ennion and Moore, Section 1 and 2  
Agriculture Since 1700: F Reynoldson, Heinemann  
The Agrarian Revolution: Then and There, Longman

**CI: Changes in transport, communication and leisure from the mid–eighteenth century to the late nineteenth century**

Transport and Communications: T Triggs, Collins  
Transport 1750–1980: S Mason, Blackwell  
Transport 1700–1850: J Robottom, Longman  
Thomas Telford and the Transport Revolution: Then and There, Longman  
The Early Railways 1825–1850 S Harrison: History in Depth, Macmillan  
Railway Revolution 1825–1845: Then and There, Longman  
Making Modern Britain: C Culpin, Chapter 6 and 10  
British Economic and Social History 1700–1850 Sauvain Chapter 3  
British Economic and Social History since 1850: P Sauvain, Chapter 31  
GCSE British Social and Economic History: B Walsh, Chapter 6  
Three centuries of change British social and Economic History since 1700  
Staton, Ennion and Moore, Sections 8, 9 and 10  
Entertainment: Past into Present: D Kennedy, Batsford  
Bath in the Eighteenth Century: There and Then, Longman  
This Sporting Land: J Ford, New English Library Times Mirror  
Pleasures and pastimes in Victorian Britain: P Horn Sutton Publishing Ltd

**C2: Changes in transport, communication and leisure from the late nineteenth century to the late twentieth century**

Transport 1750–1980: S Mason, Blackwell  
The Motor Revolution: Then and There, Longman  
Making Modern Britain: C Culpin, Chapter 23  
British Economic and Social History since 1850: P Sauvain, Chapter 3

**D1: Changes in health and population from the mid–eighteenth century to the late nineteenth century**

Hundred Years of Medical Care: A Delgado: Then and There, Longman

Cholera and Public Health: N Tonge & M Quincy, History in Depth, Macmillan

Edinburgh and the Medical Revolution: R Lobban, Cambridge

Edwin Chadwick Poor Law and Public Health: Then and There, Longman

Social Problems 1760–1914: S Mason, Blackwell

Live and Well: N Longmate, Penguin Education

Medicine and Public Health: S Lee, Longman

British Economic and Social History 1700–1850: P Sauvain Chapters 5, 6 and 10

British Economic and Social History since 1850: P Sauvain, Chapter 31

GCSE British Social and Economic History: B Walsh, Chapters 2, 8 and 11

Three centuries of change British social and Economic History since 1700

Staton, Ennion and Moore, Sections 11 and 12

Making Modern Britain: C Culpin, Chapters 7 and 13, Population and Public Health only

**D2: Changes in health, welfare and population from the late nineteenth century to the late twentieth century**

Changes in Health, Welfare and Population in Britain in the Twentieth Century: M Chandler  
London Revision

Hundred Years of Medical Care: A Delgado: Then and There, Longman

British Economic and Social History since 1850: P Sauvain, Chapters 5, 6 and 10

GCSE British Social and Economic History: B Walsh, Chapter 8 and 11

Three centuries of change British social and Economic History since 1700

Staton, Ennion and Moore, Sections 11 and 12

Making Modern Britain: C Culpin, Chapter 13: Public Health only

Medicine and Public Health: S Lee, Longman

From Workhouse to Welfare: the development of the Welfare State: I Martin, Penguin Education

In Search of History, The Twentieth Century: J R Aylett, Hodder and Stoughton

Britain and the Twentieth Century World,:Traynor and Wilmot, Nelson

Britain 1900–1951: R Radway,

Britain in the age of Total War, 1939–1945: J Wright, Heinemann

**E1: Changes in education from the late eighteenth century to the late nineteenth century**

Making Modern Britain: C Culpin, Chapter 22

British Economic and Social History 1700–1850 Sauvain Chapter 9

British Economic and Social History since 1850: P Sauvain, Chapter 9

Three centuries of change British social and Economic History since 1700

Staton, Ennion and Moore, Section 15

Learning and Teaching in Victorian Times: P Speed, Longman, Then and There

Education Since 1800 H Busher: History in Depth, Macmillan

Education Since 1700: R Hume, Heinemann

Social Problems 1760–1914: S Mason, Blackwell

**E1: Changes in education from the late nineteenth century to the late twentieth century**

Learning and Education Since 1800 H Busher: History in Depth, Macmillan

Teaching in Victorian Times: P Speed, Longman Then and There

Education Since 1700: R Hume, Heinemann

British Economic and Social History since 1850: P Sauvain, Chapter 9

Three centuries of change British social and Economic History since 1700:

Staton, Ennion and Moore, Section 15

Making Modern Britain: C Culpin, Chapter 22

**F1: Changes in politics from the late eighteenth century to the late nineteenth century**

Parliamentary Elections and Reform 1807–1832: Then and There, Longman

Radicals and Protest 1815–1885: C Steer: History in Depth, Macmillan

A Social History of the English Working Class 1815–1945: E Hopkins, Hodder and Stauton

Threats of Revolution in Britain 1789–1848: M Thomis and P Holt, Macmillan\*

The British Trade Unions: E Gard, Cambridge

Trade Unions and Social Change 1750–1980: S Mason, Blackwell

Trade Unions: Knowing British History: M Freeman, Evans

British Economic and Social History 1700–1850 P Sauvain Chapter 7

British Economic and Social History since 1850: P Sauvain, Chapter 7

GCSE British Social and Economic History: B Walsh, Chapters 10 and 12

Three centuries of change British social and Economic History since 1700

Staton, Ennion and Moore, Section 14

Making Modern Britain: C Culpin, Chapter 18

## **F2: Changes in politics from the late nineteenth century to the late twentieth century**

Changing Politics in Britain in the Twentieth Century, M Chandler, London Revision\*

People and Politics, J Brooman, Longman

In Search of History, The Twentieth Century, J R Aylett, Hodder and Stoughton

Britain and the Twentieth Century World, Traynor and Wilmot, Nelson

Britain 1900–1951, R Radway,

Britain in the age of Total War, 1939–1945: J Wright, Heinemann

## **Depth Studies**

### **G: Parliamentary Enclosure and its Effects, c.1790–c.1830**

Agrarian Britain 1700–1980: S Mason, Blackwell

The Rural Revolution in an English Village: R Sturgess, Cambridge

British Economic and Social History 1700–1850 P Sauvain Chapter 1

GCSE British Social and Economic History: B Walsh, Chapter 3

Three centuries of change British social and Economic History since 1700

Stanton, Ennion and Moore, Section 1

Making Modern Britain: C Culpin, Chapter 2

### **H: Poverty and Poor Relief, c.1790–1850**

British Economic and Social History 1700–1850 Sauvain Chapter 8

GCSE British Social and Economic History: B Walsh, Chapter 9

Three centuries of change British social and Economic History since 1700

Stanton, Ennion and Moore, Section 13

Making Modern Britain: C Culpin, Chapter 15

The Poor Law, S J Styles: History in Depth, Macmillan

Edwin Chadwick Poor Law and Public Health: Then and There, Longman

Social Problems 1760–1914: S Mason, Blackwell

Poverty: D Taylor, Heinemann History

From Workhouse to Welfare: the development of the Welfare State: I Martin, P

Education

### **I: Factory Conditions and Reform, c.1800–c.1880**

Under Control, Life in a Nineteenth Century Silk Mill: Adams, Bartley, Lown and L  
Cambridge

Factory Reform: John Patrick, Macmillan

Children at Work 1830–1885: Then and There, Longman

British Economic and Social History 1700–1850 Sauvain Chapter 6

GCSE British Social and Economic History: B Walsh, Chapter 4  
Three centuries of change British social and Economic History since 1700  
Staton, Ennion and Moore, Section 7  
Making Modern Britain: C Culpin, Chapter 14

**J: Chartism, c.1830–1850**

Chartism: B Rees, Heinemann History Depth Studies  
The Chartists: Then and There, Longman  
The Chartists: B O'Callaghan, Longman  
Chartism: H Browne Hodder and Staughton  
British Economic and Social History 1700–1850 Sauvain Chapter 7  
Three centuries of change British social and Economic History since 1700  
Staton, Ennion and Moore, Section 14  
Making Modern Britain: C Culpin, Chapter 18

**K: The Campaigns for Women's Suffrage, c.1870–1918**

Women's Suffrage, 1870 to 1918: M Chandler, London Revision  
Votes for Women, M Chandler, Heinemann  
Suffragettes and After: J Aylett, Arnold  
Suffragettes: J Aylett, Hodder  
Suffragettes and Votes for Women: Then and There, Longman  
Women's Rights: P Rooke, Wayland Documentary Press  
One Hand Tied behind Us: J Liddington and J Norris, Virago\*  
Women in Society, 1860–1928: Joyce Hodgson, Macmillan  
The Changing role of Women: P Bartley 1815–1914, Hodder and Staughton  
GCSE British Social and Economic History: B Walsh, Chapter 12  
Three centuries of change British social and Economic History since 1700  
Staton, Ennion and Moore, Section 16  
Making Modern Britain: C Culpin, Chapter 21

**L: The impact of Cinema, Radio and TV since 1940**

Culture and Communication: J Brooman and M Chandler, Longman\*  
Entertainment: D Kennedy, Past into Present Series, Batsford

**M: The Impact of the Great Depression on Britain. 1929–1939**

Britain during the Great Depression: M Chandler, London Revision\*

Britain 1900–1951: R Radway,

**N: The Impact of the Second World War on British Society to c.1951**

British Society, 1939 to 1951: M Chandler London Revision\*

War at home: F Reynoldson, Heinemann

The Second World War: S L Case, Collins

Keeping Smiling Through: The Home Front 1939–1945: S Briggs, Fontana

The Making of the Welfare State: R J Cootes, Longman

How We Used to Live: F Kelsall, MacDonald (Parts OK on Second World War)

The Home Front 1939–45: N William, Nelson

The Peoples War: Britain 1939–1945: A Calder, Cape

The Welfare State: Stuart Sillars, Macmillan

In Search of History, The Twentieth Century, J R Aylett, Hodder and Stoughton

Britain and the Twentieth Century World, Traynor and Wilmot, Nelson

Britain 1900–1951: R Radway,

Britain in the age of Total War: 1939–1945, J Wright, Heinemann

Making Modern Britain: C Culpin, Chapter 24

**O: Race Relations in a Multi–Cultural Society since 1945**

A Changing Nation: J Brooman, Longman History Project

Black Settlers in Britain 1955–1958: N File and C Power, Heinemann

Roots of the Future Ethnic Diversity in the Making of Britain: Commission for Racial Equality

Making Modern Britain: C Culpin, Chapter 26

**P: Ireland c 1964–1996**

Ireland, 1964 to 1996: M Chandler, London Revision\*

Northern Ireland since 1960: N Kelly, Heinemann

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