

Specification guide

**Edexcel GCSE in History C: Schools History
Project (1336)**

First examination 2003

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Authorised by Peter Goff

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Introduction

Edexcel GCSE in History C: Schools History Project comprises:

- a study in development through an extended period of time
- a study in depth.
- two coursework units

The very flexible coursework structure allows candidates to study further units, one of which may be a depth study linked to examined content.

Paper 2 of the examination is designed to engage students in a structured enquiry into a set of provided sources. The enquiry will arise from the topics within the development study context. The focus of these is nominated for each year, but their content requirements fall mainly within the usual course content.

Approaches to selecting and combining units of study within the Specification C framework are discussed in the coursework section, p26–28 in this guide.

Examined depth studies

Each depth study has three key areas of understanding:

- the nature of society at the time and attitudes within that society
- the reasons for key changes in that society
- the nature and impact of the changes which took place.

In planning the teaching of the depth study content, it will be helpful to make candidates familiar with these ideas and approaches.

The table on page 3 analyses some of the content of each depth study to illustrate ways in which the content can be organised and approached. These categories are not discrete, attitudes to a situation or development have their place in an explanation of why it came about. For example, resentment of unemployment in Germany was a key factor in the growth of support for the Nazis. Candidates will be better able to produce an integrated explanation if they can place key events in the context which lent them significance. A grasp of key features of a situation and of the attitudes held by groups and individuals at the time is an important part of understanding the reasons for change and the impact of them.

The table below has not attempted exhaustive coverage, simply an illustration of the relationship between some of the depth study content and the areas of understanding on which questions will focus.

Key features and attitudes	Reasons for Change	Impact of events and developments
A1: Britain c.1815–c.1850 The Vote		
The unreformed system of election and representation: abuses, inequalities Arguments for reform Resistance to reform.	Pressures from radicals and reformers Pressures created by industrialisation: eg the size of new towns and the power of wealthy middle class industrialists Pressures created by popular unrest.	Nature and extent of reform Discontent of many of the working classes with the 1832 reforms Formation of Chartist movement.
A2: The American West c.1840– c.1895 Farming the Plains		
The great plains: terrain and climate The concept of Manifest Destiny The problems of farming The hardships of farming life.	Role of governments in encouraging settlement Role of gold in encouraging early migration Role of railroads in enabling migration Role of new technology in making farming the Plains more practicable.	Impact of wind pumps, barbed wire and mass produced machinery on the nature of farming Impact of railroads on access to products and markets Impact of legislation eg Timber and Culture Act.
A3: Germany c.1919 – c.1945 The rise of the Nazi Party		
Resentment of the Treaty of Versailles The ideas of National Socialism Means by which the Nazis generated support: ideas, campaign methods, etc The extent of hardship during the Depression.	Role of Hitler Role of hyperinflation and the Depression in weakening the Weimar republic. Role of SA in generating support for Hitler and the Nazis Misjudgements by Hitler's opponents.	Impact of Wall St Crash on society and government in Germany. Impact of burning of Reichstag on Nazis electoral fortunes Impact of Hitler's policies as Chancellor in weakening the forces of political opposition.

The development studies

The content of each development study consists of:

- a core and a set of extension studies which are examined in Paper 1
- a nominated topic which is examined in Paper 2.

In planning the teaching of the development studies, it will be important to take note of the relationship between the study content and the conceptual overviews.

The overview statements on p12 (medicine) and p15 (crime, punishment and protest), in the Specification, define the focus of the development studies. They define what it is candidates will be asked to understand when they cover the content. In devising the core, the content was selected to enable candidates to make comparisons between periods and to explore the influence of key developments within each period.

The core content of the development studies could be grouped as follows for planning purposes:

Core content: Medicine

c. 1350–1750

- setting the scene: ideas and practices
- continuity with ancient world
- impact of the Renaissance
- the contribution of key individuals.

c. 1750–c.1900

- impact of Industrialisation
- changes in public health provision
- fight against disease: influence of germ theory
- the contribution of key individuals.

c. 1900–present

- influence of science and technology
- fight against disease, role of research
- changing role of government in public health provision; impact of NHS
- the contribution of key individuals.

Core content: Crime and Punishment

c. 1350–1750

- setting the scene: crime and punishment in the late Middle Ages
- nature of criminal activity: against the individual and property; violent crime; nature of theft eg highwaymen
- Law enforcement and punishment: eg public execution
- attitudes to crime and punishment: eg poaching and smuggling; corporal punishment.

c. 1750–1900

- nature of criminal activity: against the individual and property; violent crime; nature of theft eg pickpockets and artful dodgers
- Law enforcement and punishment, eg transportation; development of professional police
- attitudes to crime and punishment: eg poaching and smuggling; Bloody Code; public execution
- Prison reforms; role of individuals.

c. 1900–present

- nature of criminal activity: against the individual and property; violent crime; nature of theft eg shoplifting; car theft; computer crimes
- Law enforcement and punishment, eg probation, community service
- debate on law and order; role of governments in defining crime eg race relations
- attitudes to crime and punishment: eg smuggling; capital punishment.

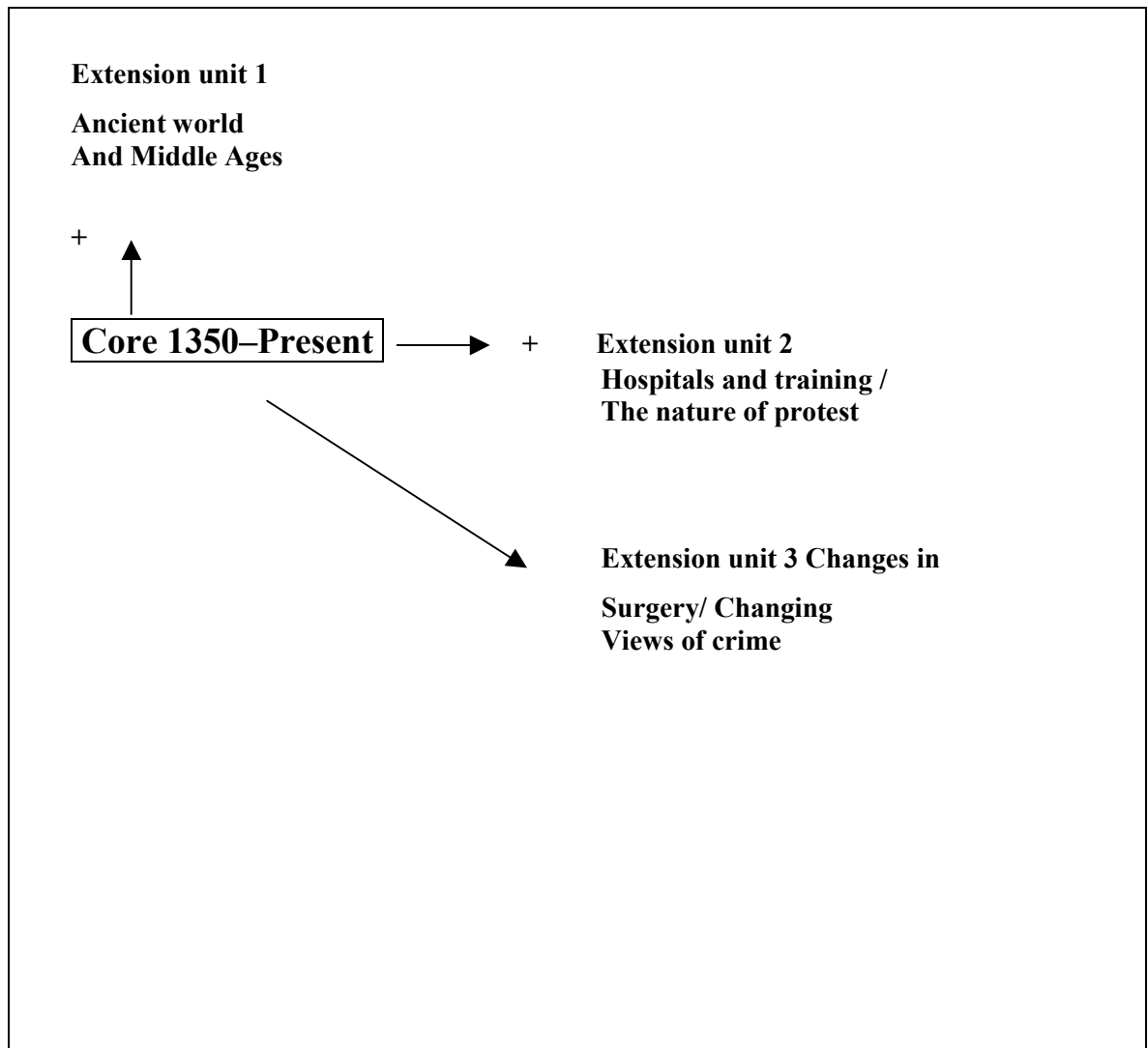
If content is grouped in this way, it is possible to compare attitudes in different periods, and the nature of punishment or treatment in different periods in order to establish the nature and extent of change. It is also possible to examine the impact of the major forces for change in each period. For example the impact of industrialisation plays a major role in developments in the 1750–1900 period in both studies. In medicine, its pressures contribute to the reform of public health provision. In Crime, its pressures contribute to the breakdown of community forms of policing and the development of a professional police force.

The table below summarises the four key ideas and concepts which candidates should develop in the process of studying the core content.

<p>1. Nature of change</p> <p>In what ways has the medical knowledge and treatment /crime and punishment changed over time? [eg compare hospitals 1500 and 1990 / compare prisons early C19 and late C20]</p> <p>In what ways did it change in specific periods? [eg key changes in medical training and nursing / in policing in nineteenth century]</p> <p>2. Reasons for change</p> <p>Why did this change / development take place?</p> <p>Why then and not before?</p> <p>How important were contributory factors? [eg: individual brilliance; role of government; contemporary attitudes; new scientific knowledge.]</p> <p>3. Impact of events and developments</p> <p>What was the significance of this event / development?</p> <p>How much difference did it make in the immediate and longer term?</p> <p>Did it lead on to other things?</p> <p>4. Consideration of progress [mainly medicine] Consideration of changing attitudes [mainly in crime and punishment]</p> <p>What influence did changes in attitudes in society have on crime and punishment? eg new ‘crimes’ (race relations); changes in ideas about punishments</p> <p>What criteria can we use to evaluate progress in medicine? + did [eg] bring progress in the immediate / longer term? [eg new drains in nineteenth century – cleaner streets and dirtier rivers! Antibiotics – new wonder drug of twentieth century – new problems of disease-resistant bacteria]</p>
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The relationship between core and extension content

Candidates must study at least one extension unit. They can, of course, study more than one and this will increase the amount of choice they have in Paper 1 of the examination (see p8). Core content is examined in the compulsory question [10 / 14]. The remaining questions will require knowledge of the core and only one of the extension units. The extension units are designed to enable elements of the Core to be explored in greater depth or breadth as the table below shows.



Paper 1

Introduction

Paper 1 is divided into two sections.

Section A assesses the depth study content and section B the development study content with the exception of the content of the nominated topics (specification p 14 /17) which is examined in Paper 2. Both parts of Paper 1 are equally weighted. Candidates should allocate their time equally between them. They are required to complete two questions* in section A and two in section B. An allocation of the 120 minutes available to the four questions in a ratio of 40; 20; 40; 20 would be appropriate.

* short course candidates answer three questions. The compulsory question and two more out of a choice of three.

The emphasis in Paper 1 is on objective 1 (AO1)

- the ability to: recall, select, organise and deploy knowledge of the specification content
- communicate it through description, analysis and explanation.

It requires a focus on:

- events, changes and issues
- key features and characteristics of the periods, societies or situations.

In part A, 35 of the 40 marks available are allocated to AO1; in part B, 33 of the 40 marks available are allocated to AO1.

Relationship of questions to specification content in section A

The specification groups the content under headings:

Britain	American West	Germany
The poor	The West	Rise of Nazis
The vote	Settlement	Government
Railways	Conflict	Education, youth and propaganda

Candidates are required to answer two questions *. The compulsory structured question and one other from their chosen depth study.

The compulsory structured question can focus on any part of the specification content for the depth study. It may also be directed at material from more than one heading. The depth study questions in combination will target all three 'headings', but not necessarily discretely. For example, in the specimen assessment material, question 4 targets content from heading 1 and 3: the early inhabitants of the West and Conflict. Question 9 targets content from headings 2 and 3: Government and Propaganda.

* short course candidates answer three questions. The compulsory question and two more out of a choice of three.

Question types

The compulsory questions

Question 1a, 4a and 7a, worth 5 marks, will target objective 2. It will be directed at two or three sources and will require comprehension, inference, and synthesis. The wording will normally ask candidates '*What can you learn from these sources about....*'. Candidates are not expected to focus on what cannot be learnt, or to examine the utility or reliability of sources in this task. They need not comment on the nature or origin of the source. The questions require them to work something out, using the sources in combination. This could be something about the characteristics of a movement (the Chartists 1a), the key features of a society (Plains Indians 4a), the problems facing a government (Weimar 7a), etc. The specimen mark schemes exemplify the basis upon which candidates move between levels in this type of question. The sources, used together, allow the candidates to work out more than if they treat them discretely. For example, in question 7 both the nature of and basis of challenge to the Weimar government can be inferred, using the sources in combination.

One common error in response to this type of question, is for candidates to use the sources as stimulus, and introduce a torrent of their own knowledge about the topic. They should be aware that this was not the task set, and their reward comes from responding to the question asked.

Hence, question 1a is not a question asking ‘what do you know about the Chartist movement?’ It asks, what can you learn from *these sources* about the Chartist movement?’

Question b, worth 8 marks, requires own knowledge. It will have some connection with the topic or concept introduced in (a), but will not call on the source material. This question could focus on key features, change, causation or consequence. In addition to those used in the specimen material, other possible stems might be:

*Describe the problems faced by / methods used by / impact of...
In what ways did... change?
What impact did... have on...?*

Question c, worth 12 marks, will offer candidates a choice. The task will require own knowledge and have some connection with topics addressed in (a) and (b), but it will not call upon source material.

As with part b, this question will focus on key features, change, causation or consequence, but the answer will require the deployment of a greater range of material for the higher marks.

The supported long answer question

Candidates choose one of the two questions available.

Each question is supported by stimulus material. The approach of making use of stimulus material has been chosen in this common paper as an alternative to asking a number of smaller questions. The use of a number of short answer questions often presents problems of time allocation for candidates. It can also present more hurdles for them with each question, and restrict the opportunity for able candidates to extend their answers and develop a sustained argument. Here the candidates’ use of stimulus material is optional. The question rubric allows them to include the material but does not *require* it. They may omit any element they find unhelpful or unfamiliar. No penalty is attached to this. Candidates are also advised to include any other information of their own which is relevant. They should not feel that they must confine their responses to the items suggested by the stimulus statements.

No credit will be given for the copying out of the stimulus material, but candidates could be encouraged, in order to gain marks in lower levels, to include the material in their answer and to expand on the information given.

The material is designed to scaffold the answer, to act as prompt and stimulus and to help candidates organise and develop their responses.

For example, question 6 asks; ‘*How important were the railroads in solving the farming problems homesteaders faced on the Plains.*’

A well-organised response to this question might: identify the problems faced; identify the means of addressing those problems: technology, legislation, and transport, and consider their relative significance. But this would be a tall order for most GCSE candidates and not appropriate for the full range of ability. Hence the stimulus material in this example provides a scaffold, prompting treatment of: the problems; government help for farmers; the availability of new machinery. Without this scaffolding, weaker answers would confine themselves to information about what

was moved by rail, with little linkage to specific farming problems and little consideration of the other factors which made a difference.

Many of the questions begin ‘*How important was...*’ an alternative formulation might be ‘*X was the main reason for...Do you agree?*’ At the highest levels, these questions offer the candidates the opportunity to consider a range of factors, their interrelationship and relative significance. At lower levels candidates could see this formulation as allowing them to concentrate on aspects of the topic where they are most confident. For example, in question 6, a candidate could devote the bulk of the answer to the importance of new technology with only limited reference to the role of railways.

In addition to the agree / disagree statements, possible question stems for the supported long answer question could be:

How important / significant was...in ...?

What impact did....have on...?

How much did....change in...?

Why was ...so difficult / important / weak in...?

Relationship of questions to specification content in section B

Candidates are required to answer **two** questions. The first question in their chosen development study is compulsory and assesses the material defined as Core content on pages 13 /16 of the specification. The remaining questions each target the core *together with* one of extension units. Candidates are required to answer one of them. They may be told, in advance of the examination, which question number to tackle if their course has only covered one extension.

The relationship between specification content and question numbering is given below.

Question	Core content	Extension content
11	Medicine and Public Health in England from 1350 to the present day	Medicine and public health from the Ancient World to 1350*
12	Medicine and Public Health in England from 1350 to the present day	Hospitals and training c.1350 to the present day
13	Medicine and Public Health in England from 1350 to the present day	Changes in surgery c.1350 to the present day
14	Crime and Punishment c.1450 to the present day	Crime and punishment in the Ancient World and the Middle Ages*

15	Crime and Punishment c.1450 to the present day	The nature of protest and the response of authority
16	Crime and Punishment c.1450 to the present day	Changing views of crime

*On the paper, the heading for this question will read Medicine / Crime and Punishment from the Ancient World to the present day. This will reflect the possible scope of the tasks set. Candidates would otherwise find it disconcerting to have a heading, which related only to the period pre 1350 or 1450 and questions which also referred to the later period which is covered by the Core.

Question types

The compulsory question 10 / 14

This will contain three sub questions worth 5; 10; 10 marks.

These questions will require own knowledge only; use of sources only; use of sources and own knowledge. The instructions to candidates will indicate what is required in each answer. In the specimen material 10 (b) and 14(a) use source material as stimulus. Candidates are asked to use their own knowledge to explain their answer – and the answer cannot be obtained from the sources. Other sub questions depend wholly or partly on comprehension and inference from the source material.

Candidates have a choice of question in the remainder of section B, depending on the number of extension units they have studied. Each question is supported by scaffolding in the form of a set of statements. For discussion of how this material can be used and the rationale for it, see the section A material on page 10.

For discussion of possible question stems in section B, see section A (p 10–11)

Two key additional foci for questions in Section B are:

1. comparison across periods:

Did the more important changes in ... happen in the ... century or the ... century?

How much did ... change between ... and...

2. Placing events and developments in context:

Why wasused / done / approached in this way at these times?

Why was ... discovered / changed in this period (ie why did it happen then)?

The key requirements for successful completion of Paper 1 are summarised in the following table:

- **Good timing:** use of question tariff to allocate weight to answers.
- **Following the rubrics:**
 - use of sources only;
 - use of recalled knowledge only; use of sources and own knowledge.
- **Making use of sources as required by the question:** ‘What can you learn / what do the sources show, etc require interpretation and synthesis, there is no requirement to consider reliability, utility sufficiency in Paper 1.
- **Grasp of Terminology:**
 - eg Section B1: cause, prevention, treatment, public health, surgery, medicine, doctors, nurses, B2: public execution, capital punishment, corporal punishment, magistrate etc

 - Section A: [1] factories and workhouses [2], cattlemen and homesteaders, [3] inflation and depression etc.
- **Argument:** How far; how important; how much change; do you agree?
 - All require the ability make a case: to see points for and against; to see what changed and what stayed the same; to see what other factors were influential, etc. This provides an opportunity to bring in other factors / causes.

Skills and Understanding

- **Sense of time and period:**
 - Section B:
 - selection of material appropriate to period eg industrial revolution, twentieth century.
- **Precision in the selection and deployment of example**
 - eg in showing the impact of railways or the part played by war, could the answer refer to any century, most contexts? How specific is it?
- **Comparisons:** with previous situation in examination of change [eg hospital care, training, public health provision, prisons, policing, punishment]
- **Assessment** of significance or part played: essentially an analysis of causation showing inter–relationships in order to show role of a factor or individual in relation to other factors; or evaluation of impact of event / development in order to show its importance.

Paper 2

Introduction

Paper 2, weighted at 30% is an enquiry into a set of provided sources. It primarily assesses assessment objectives 2 and 3. Each year nominated topics are designated within the development studies to indicate the period and context of the enquiry. Since Paper 2 is an enquiry with a case study at its core, the paper will not cover every aspect of the topics nominated. About ten sources will be provided and candidates will be required to answer eight questions. The tasks will enable candidates to work through the sources in carefully managed stages. Candidates are advised to attempt the questions in numerical order.

The role of recalled information in Paper 2

In preparing for Paper 2, candidates should become familiar with the key issues of the period or topic, but it is more important that they develop the skills and abilities to interpret, analyse and evaluate source material than that they amass great depth of detail about the nominated topic. No question will rely solely on recalled information, but two or three of them will require candidates to deploy own knowledge in conjunction with the source material. The mark schemes in the specimen assessment materials reveals the relative weight of marks to each of the assessment objectives in this component. Ten percent is allocated to objective 1 and, of this, approximately 5% is earned by the deployment of recalled information. Note, for example, in the questions 8, levels 1, 2 and 3 are available to candidates for their ability to provide explanations based on an analysis of material in the sources. However, candidates unable to provide additional information will only be rewarded at lowest mark available in levels two and three.

Question types and targets in paper 2

- Comprehension and inference (AO2): For example: *What can you learn from these sources about...?*

This, normally an opening question, serves as an introduction to the topic. Candidates are not required in this task to explore what cannot be learned, or express doubts about source reliability or bias.

- Analysis of sources (AO2): For example: *How can you tell that source ... sympathises with / is against...?; In what ways does source...try to persuade ...that..?*

Candidates here can comment on specific words and phrases; the inclusion or omission of information and the treatment given to what is included, in order to show the standpoint or purpose of the author.

Comprehension of sources and use of own knowledge (AO1, 2) For example: *Explain why ...using the source and your own knowledge; Use the source(s) and your own knowledge to explain how ... changed; What part did ... play in...? Use the source(s) and your own knowledge to explain your answer.*

Success in this question depends on candidates making use both of the material in the source and of their own knowledge. Many responses lose marks by concentrating on one or the other. To reach level three the answer not only needs to incorporate relevant material from the sources and own knowledge, it also needs a clear focus on the thrust of the question. In a 'why' question, for example, candidates should show how their material explains an outcome or event. (see p 17 , 18 for comments on paper 1 answers which require the same abilities)

- Evaluation of reliability or utility (AO2): For example: *How useful are... to the historian studying... Compare the value of sources ... to; Do you think the statement ...in source ... is reliable? Etc.*

Good approaches to these questions will take account of the nature of the evidence and of the specific enquiry. The utility etc will be evaluated by considering what the source says in the light of its origin and purpose and in relation to what it is we are trying to find out. It is rarely useful for candidates engage in lengthy description of what the source says, or to be over-influenced by whether it is primary or secondary. However, it is essential that candidates take account of the caption details in formulating their response.

- Analysis , evaluation of interpretations and representations (AO3): For example: *How are ...portrayed in ...;How accurately does the author portray the...;Do you agree with the view that...; Why is it difficult to find out whether...?*

This objective calls on the ability to understand the nature and process of historical enquiry and the nature of representations(eg cartoons, paintings, novels) and the nature and status of interpretations of history. Understanding that historians reach conclusions based on evidence and that evidence is open to interpretation, is the key here; and appreciating the difficulties involved in dealing with gaps in evidence, in selecting from available evidence etc. Much of this cannot be fully explored within the confines of an examination paper, but questions can give candidates the opportunities suggested above: to explore the accuracy or nature of portrayals and representations in carton or novels, for example, or to assess the fairness of judgements about individuals (as in the specimen papers questions 7).

- Cross – referencing (AO2): This tests candidates' ability to move between sources, using them in relation to one another. For example: *Does source Y support / challenge ... in source Z?; How does source Y help you understand ... in source Z; does source Y suggest that ... in source Z is accurate?*

Careful use of both sources, with a clear sense of what is being tested from source Z is important here. The common reason for losing marks is implicit cross-referencing. An answer that begins 'it supports it because source Y says' may miss out half the task. At the higher levels, when considering support / challenge, candidates will take into account how much weight can be placed on the evidence as well as what is said.

- Reaching conclusions: (AO1, 2, 3) For example: *Do you think that ...was the most important factor in... /How important was...in.../ Do you agree that...? Use sources ...and your own knowledge to explain you answer.*

This is normally the last question, drawing on what has been encountered in the enquiry so far. The task requires use of material from two or more sources and own knowledge to support the candidate's statement. At the higher levels, developed cross-referencing, reasoning and argument will be deployed. The best answers will be in essay form, focussing on the question, rather than rehearsing the content of the sources in detail. They must, of course, refer to and / or select from the sources to substantiate the points they wish to make.

Assessing quality of written communication (QoWC)

The requirement to assess QoWC applies to all History specifications for all Awarding bodies. It replaces the 5% previously awarded for Spelling Punctuation and Grammar. It will carry no more weight than 5% in the new system.

QoWC is assessed in Paper 1 in the supported long –answer questions (those with the stimulus material). It is also assessed in the coursework assignment which is targeted on AO1. Where it is assessed, the criteria for its assessment have been written into the markschemes. If it is not mentioned, then it is not assessed in that assignment or that part of the examination.

In practice, this means that QoWC is one of the aspects examiners have to take into consideration when awarding marks within a level for the questions in the examination where it is assessed. QoWC does not determine the level awarded.

At the very margin, in the case of a borderline candidate, the inability to convey meaning clearly may make the difference between the award of the higher or lower level.

Levels marks and grades

The allocation of marks to levels throughout each examination paper and coursework is as follows:

Level 1: 1–30%

Level 2: 31–60%

Level 3: 61–90%

Level 4: 91–100%

Experience of past GCSE examinations suggests the following broad relationship between levels, mark-ranges and grades:

F: Good level one

C: Good level two

A: Mid level three

A*: Good level three

Markschemes are designed in terms of the level of performance of candidates. The level is decided primarily by the qualities of analysis and understanding shown, though, of course, these abilities often depends crucially on the candidate's knowledge of the specified topic. The mark within the level is then determined primarily by the amount of substantiation offered.

Candidates' responses and examiner's comments

The examples which follow illustrate levels of performance. The commentaries analyse the qualities the candidates deploy which determine the level awarded. These qualities relate to the assessment objective being assessed and, hence the commentaries apply throughout the content options, although exemplified in each case through one of them.

Paper 1 responses (AO1)

1(c) (ii) *Why were the Chartists unable to gain any of the points in their Charter by 1850?*

'There are many reasons to explain why the Chartists were unable to gain any of the points in their Charter by 1850. Firstly the Chartist movement was often in bad organisation and Chartists did not turn up to meetings and marches as this lack of organisation linked to misunderstandings. Also at first the government failed to take the Chartist movement seriously until the 1850s due to the lack of numbers in some places, mostly the South of England but not London. However even where there were large numbers of Chartists they failed to make an impact due to the strong divide amongst the Chartists. This was due to the differing views on the way the Chartists should go about imposing their views.'

William Lovett who was a very important leader in the Chartist movement believed in peaceful protest. He thought meetings and marches were the best forms of protest. However Fergus O'Connor who was another influential leader, believed in peaceful protest at first, but if this didn't work, the fiery Irishman would start protests that were less peaceful and more violent. This violence did not help the Chartist movement. Also different types of Chartist wanted different things. Some wanted new voting systems while others were more concerned with other factors such as the amount of land they had. These divides and general lack of organisation led to the Chartists not being taken seriously until just before 1850.'

Examiner's comment

This extract came from high level three work. The candidate is knowledgeable, and can explore and support a key point that the government could dismiss, or not take seriously, the Chartist movement. There is effective linkage of division to failure: 'even where large numbers ... failed to make an impact due to the strong divide.' The answer then uses effectively selected knowledge to show the nature of the division. A level two response might well describe divisions in considerable detail, but without explicit linkage of division to failure i.e. without *showing* how the information given answers the question.

4(c) (i) *Explain why the Plains Indians lost the Plains Wars even though they had won the Battle of Little Big Horn*

Before the Battle of Little Big Horn, the deciding battle of the war for the Black Hills, and before the war itself, Indians had been pushed into smaller and smaller territories, but some concessions were made for them. The Fort Laramie Treaty of 1868 allowed the Sioux of the Black Hills to hunt although they were owned by the US Government. Murderous and racist army commanders were kept quiet, and occasionally reprimanded by the government.

The Battle of Little Big Horn changed all that. The humanitarians who had defended the Indians from huge public opinion against them either gave way or were ignored. The public saw the Indians as both cold-blooded murders (never mind that Custer, killed at the battle, was coming to kill them), and as serious threat for the first time. Custer had been a popular figure and his death was a turning point.

The Government also changed their opinion. They no longer saw the Indians as a nuisance, but as dangerous. There were no more treaties. Indians in 1877 found outside reservations could be killed. The government decided to move all Indians to Indian territory by force. The year after the Battle, Crazy Horse, one of the Sioux Leaders surrendered and was killed under arrest. The other main leader, Sitting Bull, fled to Canada.

With the leaders gone, white opinion against them more than ever before, and the government forcing them to live like white farmers under white law, the Battle of Little Big Horn led to the end of native American way of life. The Indian victory was in the long term the reason for their crushing defeat.'

Examiner's comment

This answer was given full marks. The mark ceiling for this question can be reached by good level three analysis. This answer is more characteristic of level four work. It provides a convincing analysis of the situation before and after the Battle to show that the Battle was responsible for changed attitudes and to explore the significance of those changing US attitudes. Candidates can reach level three by dealing effectively, but separately, with factors. This candidate shows the ability to weave considerations together into a coherent explanation, which deals with factors in combination in a sustained argument – the essence of level four.

7(b) *Use your own knowledge to explain why many Germans hated the Versailles peace settlement which ended the First World War.*

'Many Germans hated the Versailles peace settlement. This was because of the many points that were made which affected Germany in a negative way. The peace treaty was held between Woodrow Wilson, the President of the USA, Lloyd George, the British Prime Minister and Clemenceau the French leader. The French and the British wanted Germany to pay. Lloyd George was pushed by the British public, whereas the French thought that they had suffered the most as the fighting occurred mainly in France. The treaty included the Ruhr land to be taken away.

Germany accepted full responsibility for the war
They had to pay massive reparations.
Germany was left in poor conditions. They wanted revenge'

Examiner's comment

This answer exemplifies good level two work. The candidate has knowledge, but selection and focus on the question is less secure. The response attempts to convey what the candidate knows about the treaty, rather than why it was so resented in Germany. For the candidate, the resentment is self-evident and the analytical comment is lacking. Some teasing out of the last sentence, showing how the treaty left Germany 'in poor conditions' would have lifted the work. So too, would linkage of the first comment directly to some exemplification of 'negative effects' This is a candidate in the borderline zone, nearly ready to make the explicit comment, focussed on the point of the question, which lifts work into level three. What the answer currently lacks is direct use of the language which conveys explicit analysis: 'this meant that; as a result of this; because of this;' etc.

Paper 2 Responses

(i) Paper 2A Question 7 (AO3)

Source I: From a GCSE History textbook, *A History of Medicine*, published in 1988.

A Scottish doctor called Alexander Fleming had seen hundreds of cases of soldiers dying in the First World War after minor wounds became infected. He made up his mind to stop these deaths from occurring in future.

After the First World War, Fleming worked in a hospital laboratory where he studied the sorts of germs that had caused the battlefield deaths. One day Fleming found that some mould was growing in one of the dishes and was killing germs. He also found that preparations made from this mould killed most sorts of germs in the human body. This was the basis of a new drug known as penicillin. By the end of 1945, it had saved the lives of thousands of soldiers in the Second World War.

Study Source I

Although the author has not included information about Florey, he has given a fair and accurate account of Fleming's role in the development of penicillin.

Do you agree? Explain your answer.

In the specimen paper, this question targets analysis and evaluation of the way Fleming's role has been interpreted and represented. For the candidates, the earlier questions have highlighted the key issues for them while they have addressed other tasks. In question 3 they encountered Florey's role, and the cross-referencing task in question 4 dealt with the issue of who deserved the credit. The comparison of sources task, question 6, has already introduced the content of source I. Hence candidates are on familiar ground before they tackle the issue posed in question 7. This illustrates the reasons why candidates are advised to tackle questions in the order in which they are set.

Example 1

In some ways I agree with the statement made in the question, but in other ways I don't. I agree that Source I is a fair account of Fleming's work. I say this for the following reasons. Firstly it tells you why Fleming did work on penicillin, after he saw soldiers dying of small wounds. Secondly the source shows how Fleming discovered penicillin by accident on a petri dish. It also shows how his research enabled penicillin to be mass produced to save thousands of lives.

But in some ways I disagree that it is an accurate account of Fleming's role. I say this because it speaks very generally about Fleming's role, not going into any detail. Therefore although the account is fair, I don't think it very accurate because of the lack of detail.

Examiner's comments

Example 1 just reaches level two, but is borderline. The candidate has attempted to identify three aspects of Fleming's work. This is more than a simple writing out of source content, but what makes this a 'fair account' is not teased out. The candidate appears to be cross-referencing with what he or she knows about Fleming – but without saying so explicitly. More promising is the distinction, again not teased out explicitly, between work and role. There is a hint that Fleming's personal contribution needs more examination. However, it is not made clear what the candidate means, if anything, by this last comment.

Example 2

I do agree. Source I is an accurate account of the discovery of penicillin despite not mentioning Lister, the knowledge of micro-organisms before Fleming noticed the mould, or Florey and Chain. Source I is just the basic description of Fleming's contribution, though near the end it makes out Fleming's drug was made by himself.

It is an accurate account as far as the process in which Fleming was encouraged to take up research and found the drug. It says how the war and deaths due to infection he saw made him determined to do something and that the mould was found by chance after Fleming tried other things. And source I does say the 'basis of a new drug' This does suggest other people were involved, not just Fleming. As far as it goes though it is a good account of Fleming's work without going over the top with praise for Fleming.

Examiner's comment

Example 2 reaches good level three. It is level three / four borderline.

It contains a crisp summary of omissions, a valid statement of where the account is accurate 'as far as the process...', and a careful analysis of the key issues: 'does say 'the basis of a new drug' this does suggest other people were involved'

The answer would have been secure level four if it had further addressed the point at the end of the first paragraph: 'Near the end it makes out Fleming's drug...'

Example 3

The information in Source I is factually correct. Yet it is presented in a manner which suggests that Fleming was the man who is responsible for penicillin being the life saving drug it is today.

The extract says: 'He also found that...this mould killed most sorts of germs in the human body.' Then it misses out all the extra research carried out by other scientists which led to the mass production of penicillin. The next line is: 'This was the basis a new drug known as penicillin. By the end of 1945, it had saved the lives of thousands of soldiers'

This account is accurate but it is not fair. From that source, Fleming would take all the credit. He does not deserve this.

Examiner's comment

Example 3 reaches level four. It has a sharp awareness of what omissions in the source amount to in terms of the overall representation of Fleming's role. It uses precisely selected material from the source to sustain succinct and valid comment: 'It is factually correct. Yet it is presented.... This account is accurate but it is not fair.'

-
- (ii) Paper 2B question 4 (AO2 4 marks; AO3 4marks)
How far do sources B, E and F support the portrayal of the strikers given in source D?

Source B: A photograph of part of one of the marches. It shows the coal heavers' float. The marchers used floats to show the sort of work they did at the docks.



Source D: From a newspaper, *The East London Advertiser*, 24 August 1889, describing a march by London dockers.

These men and their families are starving. They would be glad of the food daily thrown to the kennels of noblemen. Looking at that seething mass, we admired their self-control. They could in ten minutes have broken into every shop within a mile and satisfied their craving for food.

Contrast this with the French mob which cried ‘Give us bread’. Instead, the independent English docker says, ‘Give me work and pay me fairly’. That is the point of this whole strike, a fair wage.

Source E: From *The Times* newspaper, 22 August, 1889.

A mid-day procession was formed in which more than 20,000 men took part. It was accompanied by four brass bands and a large number of banners and flags. In the procession were various groups of wagons illustrating the work many of the men had to do.

Mr Burns led the mass meeting. He said, ‘We have great additions to our numbers: there are few blacklegs left in the docks now. Public feeling is strongly in our favour and many people along the route of the procession have given us money. Our magnificent procession, two miles long, has shown the dock companies what working men can do. The authorities have brought 2,000 extra police into the district, but I am sure they are not needed. I am sure the thousands of men assembled here will not give the police any trouble’.

Source F: From a letter written to *The Times* newspaper on 25 August 1889. The writer did not give his name.

The following facts will account for so many men leaving their work. They have done so in terror, being unable to enter or leave the dock with safety. The papers all speak of the orderly conduct of the strikers. No doubt their processions through the streets are peaceable, but let the newspaper reporters come down to the dock gates. They will see terrified men seeking to get out of the dock with safety and finding a mob at every gate.

Candidates, prior to attempting this question, will have analysed source B for question 1, and source D for question 3. Question 3 required them to explore ways in which source D was sympathetic to the strikers.

Example 1

Source B is the photograph demonstrating a typical image of the dockers marching through London. Source E is an article from the Times newspaper describing a mid-day procession of the dockers in which 20,000 men took part. It talks of power and the positive feelings that had been generated through the thousands of discontented dockers forming together. The source also talks of the element of peace. It does this when accounting Mr Burns speech telling the men he is 'sure that the thousands of men assembled here will not give the police any trouble'.

Source F is contradicting the views of the writer of source D. He says within the depths of the strike really there is terrified men, scared of the mobs they may face every time they exit from the gates of the dock. This source is written by an anonymous writer. This may be through fear or simply because the evidence he has given wasn't true.

So some parts of B, E and F support the views of source D, where others totally oppose them.

Examiner's comment

Example 1, was awarded level two. The answer has the potential to move to level three. The later part of the answer has identified an element of contradiction and begins to address how much reliance can be placed on that. But, in order to move to level three, the candidate would need to provide the explicit reasoned comments which are currently left unsaid. The early part of the answer makes extensive use of sources B and E, with good selection of relevant material. However, because the comparison with D is implicit, this part of the answer does not move out of level two.

Example 2

Source D portrays the strikers as fair, honest workers who just want fair pay and would not break into any shop or cause much (if any) violence.

Source B supports this view as you can see that the protestors seem to be causing no trouble for the authorities. The march is peaceful and looks like a carnival, not a protest. Source E also support D and B in that they did / would not cause any trouble. This can be seen when Mr Burns was quoted as saying ...

Source F does not really support the view in source D that much. This is because it is not talking about how the dockers behave when they protest in the streets, but how terrified the remaining workers are at being threatened by the mobs.

Examiner's comment

Example 2 reaches level three. The essence of good cross-referencing is to be clear about what it being tested. This answer gets straight to the point from the beginning and provides comment showing how B confirms the impression given in D. A good distinction is made regarding source F: that it does not contradict the *public* image.

More discussion of the implications of Mr Burns' utterings or of the weight which could be placed on the evidence of this letter, would have moved the answer into level four.

Coursework

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.

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. This should provide a model to 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.

This section of the Guide supplements the section in the Specification headed ‘internal Assessment’ (pages 24–25). To use it, you will need to refer to the following sections of the specification:

- Section C: Coursework Units (pages 20–23)
- Assessment Objectives (page 6)
- Coursework level descriptors (pages 26–27)

Choosing coursework units

In addition to the ‘traditional’ Schools History Project coursework units – C1: History Around Us and C2: Modern World Study, there is the opportunity to carry out a depth study linked to the examined depth studies (coursework unit C3), and/or another depth study (coursework unit C4).

The choice of unit should be looked at in the context of what kind of course you wish to present to your students. It might be:

- four distinct units, with no content links between them
- or a course in which there are clear links of topic, theme or chronology between two, three or even all four of the units chosen.

There are advantages and disadvantages to each approach and it will be important to select a course which motivates your students.

If you choose to do four distinct units, students will study a very broad course, working within four quite different periods or styles of History. They can make clean breaks between topics as they move through the course, which many like. On the other hand, they will have to get into four different periods, which may be demanding for some. It should be noted that, even where there is no apparent linkage of historical content, there is a powerful unity in the SHP course provided by the source-based and skills-based approach to all topics.

If you choose to build links across the course, students will be able to carry out their enquiries in a context, some of which will be familiar. The specification is absolutely clear that no overlap of content is allowed, but there are many possible ways of constructing links between units and several examples are given below. On the other hand, if you do this, students may not study such a wide range of topics, periods, or styles of History and this may be an important consideration as they complete their last two years of compulsory education.

Examples of links between Coursework and examined units:

- Coursework unit C3 is specifically designed to create links between a coursework unit and the examined enquiries in depth by extending them thematically or chronologically. There are three suggested coursework units for each of the three examined enquiries in depth A1–A3. Some make thematic links, looking at a topic related to the examined enquiry in depth but outside its time–span (eg C3.2 and C3.3, which link to enquiry in depth A1: Britain 1815–1850). Some make chronological links, looking at a different topic from within the time–span of the examined enquiry in depth (eg C3.4 which links to examined enquiry in depth A2: The American West, 1840–1895).
- You could choose a site for History Around Us, coursework unit C1, which links with your examined enquiry in depth or your study in development. Examples include:
Study of a workhouse, or a railway development –links to A1: Britain 1815–1850;
Study of a local hospital –links to B1: Medicine through time
Study of a local prison – links to B2: Crime, punishment and protest through time.
- You could choose a second enquiry in depth, coursework unit C4, which linked with your examined enquiry in depth, your study in development or another coursework unit.

Examples include:

Russia and the USSR 1928–1991, or USA 1920–1974 – both link to enquiry in depth A3: Germany 1919–1945.

Elizabethan England –linking to the study of an Elizabethan house in coursework unit C1: History Around Us.

Several twentieth century topics could link with topics from coursework unit C2: Modern World Study.

Centre–designed coursework units

Centres may design their own coursework units. The model for laying out the content of the unit should be based on the way units are laid out in the specification. The content of the unit should be expressed in terms of three bullet points. Centres should bear in mind that the total teaching time for both coursework units need only be about a quarter of the teaching time for the course, based on the fact that coursework is only worth 25% of the total marks. This means that the teaching time for any one coursework unit may only be one–eighth of the teaching time for the course, or not much more than half a term. However, there must be more to the unit than just the assignment. The rest of the unit will normally provide the context out of which the assignment arises. At the time of moderation, the complete work of one candidate must be submitted along with the samples of coursework assignments requested in order to ensure that the assignment has been properly set within the taught coursework unit.

A template for the production of centre designed assignments is provided on p71 in the Specification Guide. It is also available on the Edexcel website at www.edexcel.org.uk

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, or by contacting the Edexcel’s Customer Response Centre on 0870 240 9800.

This process is not just an administrative regulation. Coursework units, assignments and mark-schemes will be looked at by the Chief Moderator to ensure that they meet specification requirements and are of comparable difficulty with other coursework units. Any problems which arise are reported back to the centre, with advice on what changes are needed and how the coursework could be improved. This is an important advisory service to centres. It is obviously also worth getting coursework right well in advance, rather than just before candidates are due to use it, or, worse still, at the moment of moderation.

Centre-designed assignments

Although, as we have seen, these coursework units are short, they are best approached as little enquiries. They are not, after all, areas of content to be ‘got through’ and learnt for an examination. Centres may well be familiar with SHP-style ‘Key Questions’ used in Key Stage 3. These big enquiry questions help to motivate students. They also keep the assignment under control; it is not ‘Find out all you can about...’, they are not ‘projects’. There therefore needs to be an element of puzzle, or mystery, or needing to know something, or a hypothesis to be tested.

Objectives

Each candidate is required to do **two** assignments, one from each coursework unit. Normally one assignment should meet assessment objective AO1 and one should meet assessment objectives AO2 & AO3. At this point it is worth reading the full text of the three assessment objectives, page 6. From that text it is clear that all of the assessment objectives embrace a range of skills. In all three cases, most or all of the abilities listed in each assessment objective should be tested in the assignments.

Assessment objective 1

The bullet points in this objective describe the subject matter, and are not really problematical. For setting assignments, the key elements are in the second line: ‘description, analysis and explanation.’ It is therefore important to target all three of these types of writing. It is important for candidates to understand the different styles of thinking and writing required by each of the three. They also need to learn how to ‘select, organise and deploy knowledge’ (recall presumably not being tested in coursework). Over-conscientious students need to learn that putting down everything may not be the best route to success and lazy students need to learn that precise and accurate detail is required.

Assessment objectives 2 and 3

There are more aspects to these two objectives than to AO1. The minimum skills included in these two Assessment Objectives are listed in the five bullet points on page 25 of the specification:

- Comprehension and inference
- Comprehension with factual recall
- Cross-referencing
- Reliability and utility
- Evaluation of interpretations and representations.

Candidates will benefit from understanding what each of these five skills requires. They are exactly the same as for Paper 2 of the examination, so the AO2/AO3 assignment should be seen as re-inforcing learning for that Paper. This is also one of the ways that the SHP course acquires coherence.

It is permitted to mix objectives across the two assignments, provided the total marks awarded to AO1 and AO2/AO3 is equal. However, such mixing is rarely successful. Mixed objective assignments tend to produce lots of low level questions rather than the more analytical tasks required for the award of higher level marks. Furthermore, the full range of skills embraced in each assessment objective is unlikely to be met. Candidates usually perform better when they are focussed on one objective, or one closely related pair of objectives, like AO2/AO3.

Targeting objectives within units

Edexcel allows centres complete flexibility over which objectives are targeted on which unit. However, important decisions have to be taken over this, as a Coursework unit leading up to an AO1 assignment is likely to be quite different from one leading up to AO2/AO3.

C1 – History Around Us

The previous comment is particularly apposite for Coursework Unit C1, History Around Us. An enquiry leading up to an assignment targeted on AO1 will need to include some description of the site, but lead up to some analysis and explanation if candidates are to be able to reach higher levels of the mark-scheme. It should probably focus on change and the causes of change, or possibly non-change and its causes. It might investigate how a particular factor has affected development at the site. You should therefore select a site with this in mind: there are not many sites in Britain where there has been no change.

History Around Us enquiries need not be restricted exclusively to the site itself. Historic documents used with what is visible at the site today can often provide stimulus for a good enquiry. They may suggest what the site used to look like, how it was changed, or why it was changed. However, the point has already been made that an enquiry which has an element of puzzle, or mystery, or hypothesis to be proved or disproved makes a much better investigation than one which has been completely sewn up by a full academic study and an easily-available guide-book. If everything has been explained and analysed by someone else, what opportunity is there for your candidates to show what they can do?

By contrast, a History Around Us assignment targeted in AO2/AO3 will need to focus on the evidence offered by the site. Again, over-thorough public documentation may rule out some sites. Candidates will need to show that they can “read” the evidence for themselves. As with AO1, the addition of some documents can add enormously to the range of evidence evaluation (AO2), or interpretation/representation (AO3) questions you can ask. On the other hand, some sites, for example some pre-historic sites, have very little in the way of evidence, either on site or in documents. Explanation requires so much speculation that candidates are left floundering.

The site will also need to offer opportunities for candidates to show what they can do in relation to AO3. This may not be easy but there are some possible approaches:

- Some important houses or castles are presented “as if” they were all of one period, when in fact they are not; candidates could investigate this presentation
- Several English Heritage sites have reconstruction drawings, which give opportunities for candidates to judge how they were made and how accurate they are;
- Sometimes you can set up an interpretation yourself by making up a sentence which “describes” or “labels” the chosen site in a particular way. This again gives opportunity for candidates to show judgement. You should try to make your “Aunt Sally” of a statement partly right and partly wrong for most stimulating results. Setting up a hypothesis works in much the same way.

If the site you want to study does not open up these lines of enquiry then it might be better to focus on AO1 and target AO2/AO3 in your other coursework unit.

Note that the site does not have to be local to the centre: some schools make successful field visits to important sites, such as Coalbrookdale, or the First World War battlefields and this is wholly acceptable. It would also be possible to base an assignment around a “virtual” site using the Internet.

Examples of several of these approaches are given in the Coursework Manual.

C2: Modern World Study: Two types of approach to coursework for this unit are bulleted in the specification:

- an aspect of international relations in the 20th century, or
- a demonstration of the link between past and present.

Of these, the first functions rather like a small piece of a Modern World syllabus. It is usually quite easy to set up as there are plentiful resources in most of these areas. For this reason it can address AO1 or AO2/AO3 equally easily.

The second approach is how the original Schools History Project envisaged a Modern World Study working. The purpose was to bring History up to date and to demonstrate that a knowledge of History is essential to an understanding of the world around us all. It therefore has a strong educational rationale. However, keeping up to date on contemporary affairs means more work for the teacher. It is also often difficult to find sources for current issues at the appropriate level, although the rise of the Internet may help to address these problems.

Whichever approach you take, it should be possible to address AO1 or AO2/AO3 in this unit. Again, the decision over which objective you wish your candidates to address will affect the whole enquiry.

The questions for AO1 should cover most of the aspects of the topic. It is harder to achieve this kind of “coverage” in AO2/AO3 assignments. Good source work works better in depth than over a wide range of contexts, but it should be possible to make the assignment broaden out in the bigger questions, requiring knowledge and understanding of context.

C3: Linked Enquiry in Depth and C4 second Enquiry in Depth

Edexcel–designed assignments are available for most of the units outlined here. Appended to this guide are assignments which can be used with units:

C3.1 Industrialisation and emigration
C3.4 Society and Government in the West
C3.7 The Economic and Social impact of Nazi Government.

Each of these units was formerly part of the externally examined content and can be resourced using the material published for the Study in Depth.

Both AO1 and AO2/AO3 can be targeted in any of these units. In C3, the statement in the specification about coverage of the topic and the relative demands of these units should be born in mind if you decide to set your own. For both C3 and C4 units, as in C2, questions targeting either objective should address as much of the taught unit as possible without distorting the assignment. A full list

Designing your own assignments

Here are some pointers for writing your own assignments:

- Bear in mind the breakdown of each objective into its component skills described above. You must set questions which target most or all of these.
- Look at the Edexcel–designed assignments for ideas on question–styles, length, wording etc.
- AO1 assignments. You will probably need to ask fewer questions for this objective than for an AO2/AO3 assignment. There might be only three questions, as is suggested in the coursework template. It would be hard to meet all aspects of this objective in less. Care needs to be taken over the scope of answers demanded by questions targeted at AO1. The word–limit is only 1500 words – not much for able candidates – and it is quite possible to achieve high marks on much less. Broad, low level descriptive questions can give too much work for conscientious candidates without opening up higher mark levels to them. It will be clear from examination of the mark–schemes that higher marks are awarded for quality, not quantity, of responses. The need is for clear, accessible questions, with a sharply–defined, limited range of content to be covered
- AO2/AO3 assignments, on page 23 the specification lists five skills within these objectives. That does not mean that only five questions must be set, but the assignment would be unlikely to meet all aspects of this objective in less than five. Do not allocate too many questions to the first two or three skills on this list or there will be no scope for candidates to reach higher levels. If you feel the assignment needs a larger number of questions to get weaker candidates up to the level of understanding needed to address the more demanding questions, you could set your full list and then submit a subset only for assessment and moderation.

The coursework template also suggests up to eight sources and centres would do well to try to stick within this limit. It is not necessary to repeat source evaluation skills, especially low level ones such as comprehension, many times over. Candidates tend to produce better work –deeper, more analytical responses –if they can concentrate on just a few sources and spend time on them. Too many questions, especially too many low level questions, will produce assignments that are too long and actually depress candidates’ performance.

- See p75 for some suggestions for question stems.

- Look at the Coursework level descriptors in the Specification, pages 24–25. Read especially the descriptors for levels 3 and 4. You should ensure that most of your questions allow your candidates to address Level 3 skills and that at least two of your questions allow your candidates to address Level 4.

Designing markschemes

- There should be levels of response mark–schemes for each question of a centre–designed assignment.
- Look at the Edexcel–designed assignments and mark–schemes for exemplars.
- Look at the Coursework level descriptors in the specification, pages 26–27. The levels of response in centre–designed mark–schemes should reflect the performance at each level outlined here, but made specific to each question.
- Note that the mark range totals for each level are:
Level 1: 1–15; Level 2: 16–30; Level 3: 31–45; Level 4: 46–50

No significant variation from these totals is permitted. (Note that these totals have been designed to raise candidate marks, not depress them).

Giving guidance to candidates

Teachers will decide the conditions under which candidates do their coursework assignments. Some may choose to replicate examination conditions, but this is certainly not essential. What is essential is that teachers need to be able to sign the **authentication** statement (further details can be found in Appendix 2 on page 46 of the specification), for each and every candidate, without perjuring themselves. This requires the teacher to state that the work is “the candidate’s own.” This means that while it is legitimate, for example, to explain the meaning of a question, or to elucidate the mark–scheme, it is **not** legitimate to:

- supply wording or phrases for candidates to include in their answer
- supply detailed question–specific writing–frames
- tell candidates in detail how to improve their assignment
- give detailed guidance on how to structure Introductions or conclusions
- mark and comment on the assignment and return it to candidates for re–drafting.

The amount of guidance given to candidates will obviously have an effect on the marking. Even within a group, one candidate may have received more help than another, and this should be reflected in the marks awarded. Any guidance given to candidates should be included in the information supplied to the Moderator. If this guidance is in written form, then it should be included in the package sent with the coursework to the Moderator. It follows from the above that work which has been re–drafted, even though it was not re–drafted on the basis of the illegitimate guidance outlined above, should be marked more severely than work which is the candidates’ only effort.

Generalised levels markscheme: teachers' version

(Key indicators for each level are in bold)

Assessment Objective 1 (AO1)

The main focus of the assignment will be

- (a) Describing, but also explaining and analysing
- (b) Issues of change and/or key features

Level 1

Candidates are able to make **simple** statements which show some knowledge of the topics and issues which are being considered. Candidates may present their answers in the form of a list, which may be relevant, but is neither complete nor structured. Their comments may be **orderly**, but will not treat the topic systematically. There will be some understanding of the key organising concept (e.g. causation) (0–15)

Level 2

Candidates should be able to make **developed** statements related to, for example, causation. They should be able to demonstrate **relevant** knowledge which supports or extends the points made. Answers may still be organised as a list, but that list will cover in all the main points required. There will be a clear basic understanding of the key organising concept (e.g. causation) and points will be organised into paragraphs. (16–30)

Level 3

Candidates should write extended, **coherent** descriptions and explanations. They should demonstrate an understanding of a range and variety of reasons and be able to make links between them. Answers should be more than a series of relevant paragraphs, but reveal a clear overall **analysis** of the issues studied. The knowledge deployed should be detailed. (31–45)

Level 4

Candidates should be able to present a **sustained**, consistent argument supported by accurate, detailed knowledge of the issue studied. The assignment should read as a whole, with the analysis considered and **integral**. Precisely-selected knowledge should support the points made in the argument. (46–50)

ASSESSMENT OBJECTIVES 2 and 3 (AO2/AO3)

The main focus of the assignment will be on

- (a) A range of evidence evaluation skills: comprehension, reliability, utility, cross-referencing and synthesis
- (b) Interpretations or representations

Level 1

Candidates take sources at **face value** and can use them to provide relevant information. Statements will present ‘facts’ in a **simple**, unproblematic way. Explanations of interpretations or representations will be assertions or make only limited use of sources. Where own knowledge is required, it will be in the form of simple statements.

(0–15)

Level 2

Candidates are able to make **inferences** from sources. They are able to make observations about the limitations of sources in terms of content. They will be able to cross-reference sources in terms of **matching** information and be able to use sources collectively. They will be able to make simple comments about reliability in terms of origin, purpose or **one-sidedness**. Explanations of interpretations or representations will list sources with comments, but not bring them together in a coherent argument. Own knowledge will be expressed in developed statements, often in the form of organised paragraphs.

(16–30)

Level 3

Candidates are able to comment effectively on the **provenance** of a source in terms of its nature, origins and purpose and how this affects its reliability. They comment on the **utility** of sources with reliability problems. Explanations of interpretations or explanations will be thorough, without presenting a sustained analysis. Candidates will be able to use their own knowledge to place sources and their provenance in their contexts. These will be expressed in terms of a developed explanation.

(31–45)

Level 4

Candidates will be able to **integrate** sources into a historical enquiry or to support an argument. Sources will be fully understood in terms of provenance and reliability. Distinctions will be made between reliability and utility. Explanations of interpretations or representations will be **sustained**, fluent and well-organised. Sources may be re-arranged chronologically or in another sequence in order to support the argument made in answer to the question.

(46–50)

Generalised levels markscheme: students' version

Assessment Objective 1 (AO1)

Level 1

You are able to write sentences which include information in answer to the question. Sometimes you write general comments without explaining how or why something happened. Sometimes you say things which could be true of other periods of History. Sometimes you repeat yourself. In order to get beyond Level 1 you need more information about the actual topic you are studying. You will need to organise it into paragraphs.

Level 2

You are able to back up your answer with knowledge about the topic, showing that you understand quite a lot about it. Sometimes you do not stick to the point of the question you are answering but put in anything on the topic. Try to control what you include. You are able to organise your answer into paragraphs. Usually paragraphs at this level are not linked, but follow like a list. To improve, you need to think about your whole answer, plan it out into paragraphs and get them in a good order.

Level 3

Your answers consist of a sequence of paragraphs in an order which you have thought about and planned. Each has detailed knowledge and understanding of the topic of that paragraph. There should be some links between the sections or paragraphs in order to show that you know what you are doing.

To improve, you need to take even more care over the planning, not just pushing your information about, but choosing it and then using it to answer exactly what the question asks.

Level 4

In this type of response the main argument takes over and controls the whole answer. Each paragraph will select just the right amount of information, just the right fact or understanding, to prove the point you want to make. The answer as a whole will build up over several paragraphs. There may well be an introduction, in which you lay out what you think of the question, and a conclusion in which you tie it all up. Level 4 answers may not be longer than level 3 answers, but they are better organised.

Assessment Objectives 2 and 3: AO2/AO3

Level 1

You take sources at face value, without thinking about the provenance, the sentence which tells you who wrote it, drew it, took the photo or whatever. You can take information from sources, using them to find out about a question you have been asked. However, you simply re-write this without thinking about it. When you look at an interpretation or representation you also take it at face value, without thinking whether it might not be entirely accurate.

To improve, you need to look at the provenance of a source and think about how that affects its meaning. You need to think about whether a source really means what it says.

Level 2

You can see inferences in a source – that is work out things that are true about that source but it doesn't actually say so. You can use the provenance of a source to comment on whether it is one-sided, or not telling the whole truth, or unreliable in other ways. You can cross-reference between sources, spotting where they are saying the same thing or sharing the same opinion. You use sources one by one to comment on interpretations or representations.

To improve, you need to think about how what you are told about the origin, nature and purpose of a source, its provenance, affects how you could use it. You could try to pull sources together when using them to comment on interpretations or representations

Level 3

You can make good, thoughtful, developed comments on the evidence a source provides by using what you have been given about its nature, origins and purpose. You go on from this, not to reject unreliable sources, but to explain how they could be used. For example, you can show how a one-sided source can tell us about people's motives or intentions; or you can explain how propaganda works. You give thorough answers to questions asking you to comment on interpretations or representations.

To improve, you need to think about how to plan answers to big questions, putting the whole answer together and using sources where you want them to fit, not just how they have been put in front of you.

Level 4

You can really use sources, putting them where you want them to go in your own answer to the question set. You will be able to comment on the reliability of sources, and their utility, but these skills will be shown as part of the whole answer. All the sections and/or paragraphs of the answer will be linked and will flow in an ordered way from opening remarks to a conclusion which may be a personal one.

Coursework assignments

GCSE History coursework assignments

Teacher Information

Introduction:

These assignments comprise sources, questions and mark schemes which will enable your pupils to fulfil the coursework requirements in history for Edexcel Foundation syllabuses from September 2001. You may use these assignments as they stand. They have been 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.

However, if you wish to make changes you should submit these to the Edexcel Foundation for approval to ensure that revised sources or questions give candidates appropriate opportunity to meet the targets specified at the appropriate level.

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.

Industrialisation and factory reform

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:

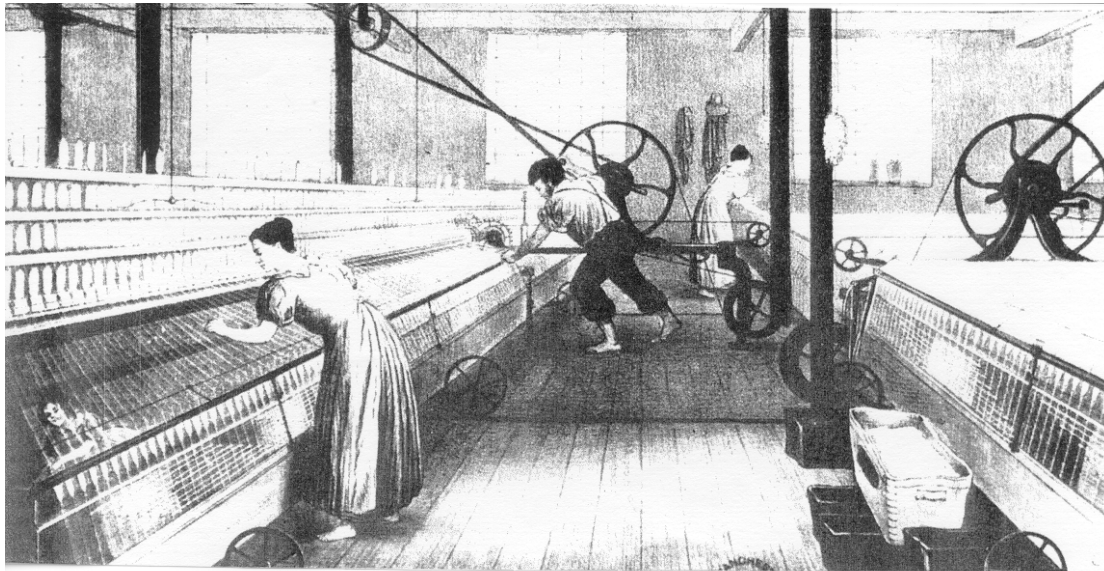
- the impact of industrialisation on the living and working conditions of men, women and children in different parts of Britain
- reform of conditions in factories and mines; the role of Shaftesbury
- Trade Unions; support, problems and successes; support for emigration schemes
- increasing emigration: its causes; experiences of emigrants.

The Industrial Revolution changed Britain, and the lives of the British people, forever. New machines, powered by water or steam engines, brought huge increases in production, particularly in the cotton textile industry. To make the most of the power available, lots of machines were operated together, in factories. From the 1770s onwards hundreds of thousands of people were sucked in to work in the factories and to live in the new cities which grew up around them. Men, women and children were employed in these early factories. Their work was not regulated in any way. There were no rules governing safety, or the hours they worked or the age of the workers. After all, there were no rules governing the hours farm labourers worked in the harvest, nor of whether women or children worked with them.

Many people in Britain were unhappy at this situation and campaigned to change it. Adult workers formed the Ten Hours Movement, campaigning to restrict their hours of work. They needed popular support, so they concentrated on the dangers of child labour in order to appeal to people's sympathies. They were hopeful that changes in children's hours of work would help them. In 1831 reformers set up a Parliamentary Committee of Enquiry. A bitter argument raged and a Factory Act was passed in 1833 which disappointed many workers.

Was it right to regulate the hours and conditions people worked? The evidence of what factories were really like is hard to evaluate as both sides made their cases. How can we use the evidence we have about factories? These are some of the issues you will investigate when you tackle this assignment.

SOURCE A: Picture of a cotton-spinning mule, published in 1835



SOURCE B: A verse written in the early 19th century by a factory worker

‘Oh happy men, oh happy thou,
While toiling at thy spade and plough...
Here at the mills in pressing crowds
The high-built chimneys puff black clouds,
And all around the slaves to dwell
Who’re called to labour by a bell.’

SOURCE C: William Cobbett, a writer who opposed the industrialisation of Britain, wrote in 1824

‘In the cotton spinning mills, thousands of miserable creatures are kept fourteen hours a day, summer and winter, in a heat of 80 to 84 degrees [Fahrenheit]. Observe that those poor creatures have not a breath of fresh air to come between them and infection. The door of the place where they work is locked and they are not allowed to send for water to drink. The fact is that once-healthy men are made old and past labour, decrepit and deformed at 30 years of age.’

SOURCE D: Doctor Andrew Ure, wrote in 1835 about child factory workers he had seen.

‘They seemed to be always cheerful and alert, taking pleasure in the light play of their muscles... As to exhaustion by the day’s work, they showed no trace of it on coming out the mill in the evening, for they immediately began to skip about the neighbouring playground with the same keenness as boys coming out of school.’

SOURCE E: An extract from evidence given by Samuel Coulson [SC] to the 1831 Parliamentary Committee on Factory conditions about his children who worked in a textile mill

‘Q: At what time in the morning in the brisk time [i.e. when they were busy] did those girls go to the mill?

SC: In the brisk time they have gone about three o’clock in the morning and ended at ten, or nearly half past, at night.

Q: What intervals were allowed for rest or refreshment during those nineteen hours of labour?

SC: Breakfast a quarter of an hour, and dinner half an hour, and drinking a quarter of an hour.

Q: Had you not great difficulty in awakening your children at this excessive hour?

SC: Yes, in the early time we had to take them up asleep and shake them, and when we got them on the floor, to dress them, before we got them off to work.

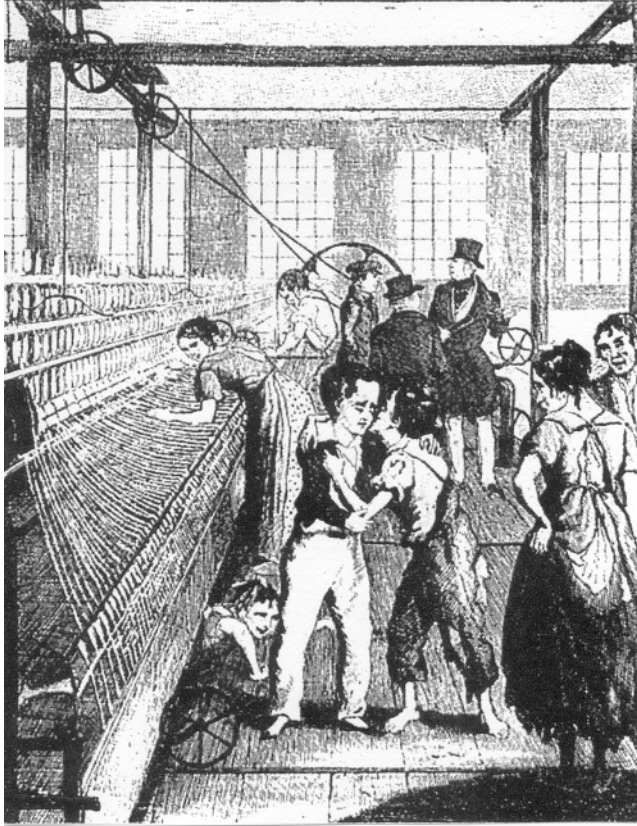
Q: Were the children excessively fatigued by this labour?

SC: Many times. We have often cried when we have given them the little food we had to give them. We had to shake them and they have fallen asleep with the food still in their mouths.

Q: Have your children been strapped?

SC: Yes, every one. The eldest daughter, when my wife came in she said her back was beaten nearly to a jelly.

SOURCE F: An illustration from Francis Trollope's novel 'Michael Armstrong, the factory boy'. Francis Trollope was an active campaigner for factory reform.



SOURCE G: David Brook, an adult cloth-worker, speaking in 1832

'I really do think it is absolutely necessary that children should be protected from excessive labour. That is the first point in my mind; and with a hope, I confess, that it will benefit others and myself as well.'

Assignment One: Objective 1

1. Describe working conditions for men, women and children in factories in Britain in the early 19th century **(15)**
2. What were the motives of those who (i) supported and (ii) opposed reform of working conditions in factories? **(20)**
3. How successful were trade unions in solving the problems of working people in Britain in the period 1815–1850? **(15)**

Assignment Two: Objectives 2 and 3

1. Study Source A. What can you learn from this source about working conditions in a cotton-mill? **(6)**
2. Read Sources B and C. Use Sources B, C and your own knowledge to explain what workers disliked about working in a factory. **(8)**
3. Read and study Sources D, E and F. How useful are these sources for finding out about children's work in factories? **(10)**
4. Read Sources E, F and G. How does Source G help to explain what is described in Sources E and F? **(12)**
5. 'Conditions in factories in the early 19th century were not as bad as reformers said they were.'
Use the sources and your own knowledge to explain whether you agree with this view. **(14)**

Markschemes assignment One: Objective 1

1. *Describe working conditions for men, women and children in factories in Britain in the early 19th century* (15)

Target: Key features/recall of knowledge

Level 1: Simple statements supported by some knowledge eg outlines some aspects: long hours, humid conditions, dangerous machines (1–5)

Level 2: Developed statements supported by relevant knowledge eg Organised description of hours, dangers, rules ect (6–10)

Level 3: Developed statements supported by selected knowledge eg well supported descriptions of several aspects of working conditions (11–15)

2. *What were the motives of those who (1) supported and (2) opposed reform of working conditions in factories?
[Must cover both parts of top level, but not necessarily equally]* (20)

Target: Key features/recall of knowledge

Level 1: Simple statements supported by some knowledge eg Gives straightforward examples of single motives – those who believed it was wrong to make children work; those who said the workers were free to leave if they didn't like it. (1–5)

Level 2: Developed statements supported by relevant knowledge eg Explains nature of support and opposition in terms of simple outline of more than one aspect of each position (6–10)

Level 3: Developed statements supported by selected knowledge eg gives detailed explanation of motives and standpoint (7–10)

Level 4: Sustained argument supported by precisely selected knowledge eg Explains attitudes to industrialisation of opponents of factories and laissez faire approach of opponents. (16–20)

3. *How successful were trade unions in solving the problems of working people in Britain in the period 18–15–1850* (15)

Target: **Reaching a judgement/recall of knowledge**

Level 1: Simple statements supported by some knowledge eg
Describes some TU actions: no evaluation (1–5)

Level 2: Developed statements supported by relevant knowledge eg
simple explanation links TUs to how they tried to help
employees (6–10)

Level 3: Developed statements supported by selected knowledge eg
Detailed explanation of problems faced by TUs and nature
of successes and failures (11–15)

Markschemes

Assignment Two objectives 2 and 3

1. *Study Source A: What can you learn from this source about working conditions in a cotton-mill?* (4)

Target: Comprehension of source

Level 1: Simple statements taking source at face value eg Shows there were machines, that men, women and children worked in factories. (1-3)

Level 2: Developed statements making inferences from the source eg Shows dangerously unfenced mach (4-6)

2. *Read Sources B and C: Use Sources B, C and your own knowledge to explain what workers disliked about working in a factory* (8)

Target: Analysis of source/recall of information

Level 1: Simple statement taking sources at face vlaue and picking out items form them of using limited own knowledge eg They did not like the heat, the hard work (1-3)

Level 2: Developed account makes good use of the sources and selected information eg Factory discipline, which was enforced with strict rules, long hours, hot working conditions (4-6)

Level 3: Developed account makes good use of sources and selected information eg They resented the discipline, which was enforced with strict rules, because they were used to working at home; they may not have been aware of physical effects, but conditions were clearly unhealthy. (7-8)

3. *Read and study Source D E and F. How useful are these sources for finding out about children's work in factories?* (10)

Target: Evaluation of utility of source

Level 1: Simple statement take sources at face value eg All describe the same situation. All have relevant information (1-3)

- Level 2:** Comments on reliability of source(s), using nature, origin or purpose eg Reliability problems of D, altho' from a Doctor; F was part of the campaign to reform the factories (4–6)
- Level 3:** Comments on usefulness of source(s), taking reliability into account: eg Source E may still be biased as the Committee were determined to show how bad things were; Source F may not be reliable about factory conditions, but shows us the kind of material the campaigners used (7–8)
4. *Read source E, F and G. How does Source G help to explain what is going on in Source E and F* (12)
- Target: Analysis and cross-referencing of sources**
- Level 1:** Simple statement makes straightforward links eg Source G explains that stopping child labour was necessary, so that explains Source E and F (1–3)
- Level 2:** Developed statement supported by relevant information from sources eg Source G explains that the campaign was part of something wider (4–6)
- Level 3:** Developed explanation supported by selected knowledge eg Source E shows Parliamentary campaign; Source F the campaign with the public; Source G shows that child labour was not all that there was to it. (7–10)
- Level 4:** Sustained argument supported by precisely selected knowledge eg draws on details from all three sources to explain that the information was deliberately provided to Parliament and to the public as part of campaign for adult workers, too (11–12)
5. *'Conditions in factories in the early 19th century were not as bad as reformers said they were.'* (14)
Use the sources and your own knowledge to explain whether you agree with this view.
- Target: Analysis of sources/recall of information/evaluation of interpretations**
- Level 1:** Simple statements supported by some knowledge taking sources at face value and agreeing or disagreeing with given view. (1–3)

- Level 2:** Developed statement supported by relevant knowledge dealing with contradictions in a simple way eg Conditions were bad, but factory reformers may have made some up to win the argument (4–7)
- Level 3:** Developed explanation supported by selected knowledge with good use of sources eg Deals with most or all of the sources, setting them in context of the two sides of this question. (7–11)
- Level 4:** Sustained argument supported by well selected knowledge in balanced and well structured answer eg explains conditions, campaign and nature of evidence in balanced analysis (12–14)

Law & Order in the American West

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 growth of towns in the West, including comparison of various types of towns – mining towns, Mormons, homesteaders, and the role of women in the growth of town communities.
- town systems of government and relations with the US federal government.
- problems of law and order and attempted solutions.

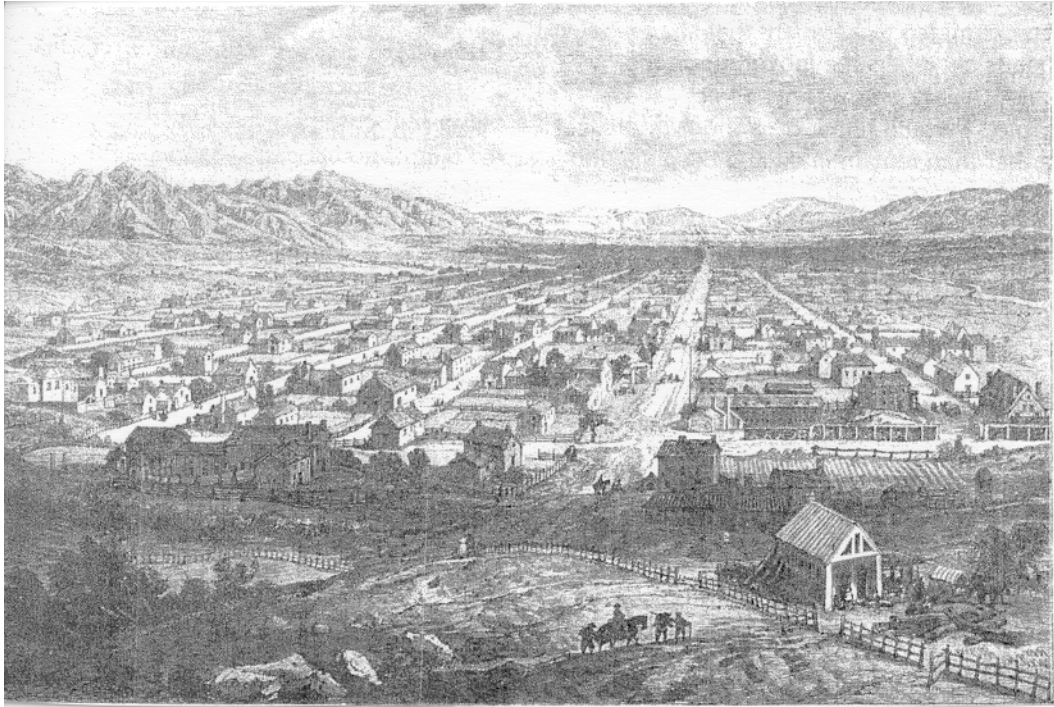
Introduction

There were no towns in the American West before the arrival of whites. Then, as various groups of whites came to the West, they all found the need for towns. Miners needed somewhere to buy supplies, register their claims, sell their gold and enjoy themselves. Mormons needed a community to support their unique beliefs and lifestyle. Railhead towns fulfilled the needs, first of cattlemen and cowboys, later of homesteaders.

Many of these towns grew up very fast, especially mining towns built for a goldrush. They were hundreds of miles from normal systems of government officials, laws and utilities. Their rapid unplanned growth caused all kinds of problems: violence and lawlessness was the most spectacular, but also lack of public health, education and community organisations. Into the breach caused by lack of legal systems stepped local vigilantes. Into the breach of lack of community facilities stepped ordinary settlers, of which women were often leaders. Only gradually did the US government establish its local government institutions.

As with many topics in the History of the American West, myths and legends grew up along with the towns. Some exaggerated how exciting they were, some emphasised their awfulness. What is the truth? Were western towns violent places, with gunfights every night? How did people live normal lives there? Who took the lead in turning these new settlements into real communities? These are some of the issues you will investigate when you tackle this assignment.

SOURCE A: The Mormons arrived at the Salt Lake in 1847. This engraving of Salt Lake City was made in 1873



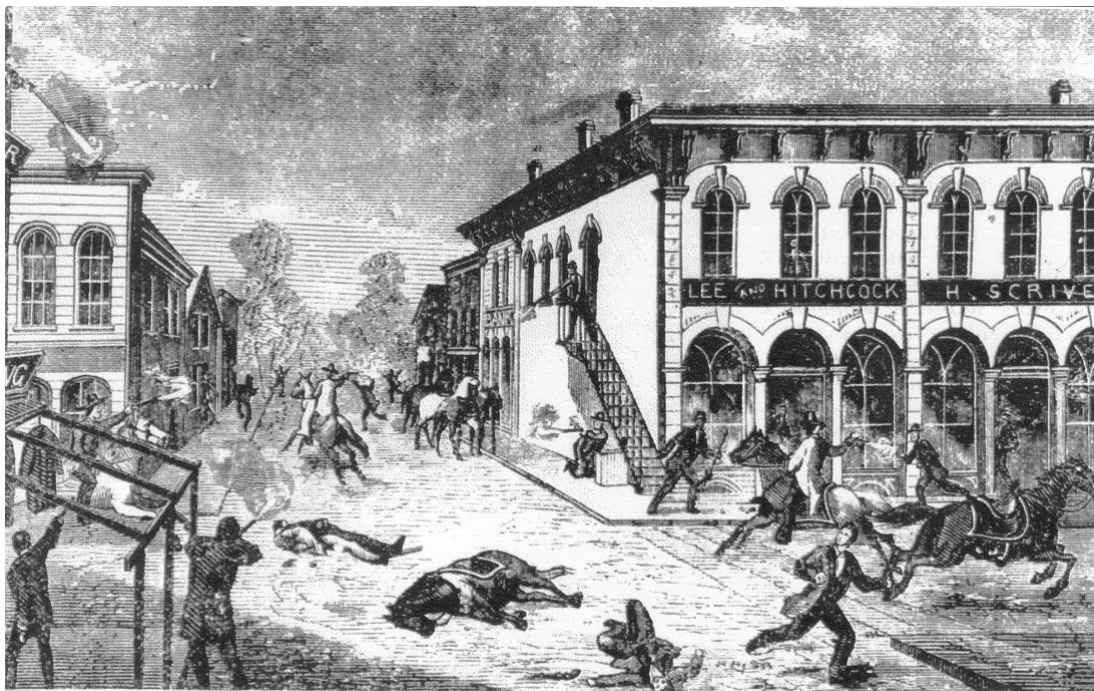
SOURCE B: An extract from ‘Dark Days in Bannack’, by Granville Stuart. Bannack was a Montana mining town set up in the 1862 gold rush.

‘These were dark days in Bannack; there was no safety for life or property only so far as each individual could, with his trusty rifle, protect his own. The respectable citizens far outnumbered the desperadoes, but having come from all corners of the earth, did not know each other and who to trust. On the other hand the ‘Roughs’ were organised and under the leadership of that able villain, Henry Plummer. At times it seemed that they would have the upper hand and run things to suit themselves.’

SOURCE C: Granville Stuart describes life in the mining town of Virginia City, Montana in 1864:

‘Most of the miners built themselves cabins and did their own cooking. Some of these cabins were very neat while others were not so well-kept. There was an epidemic of typhoid during the fall and early winter. Some people were very ill, but there were no deaths. The women were particularly kind, leaving their own work to care for those who were ill.’

SOURCE D: An artist’s impression of a bank raid in Northfield, Minnesota in 1876.



SOURCE E: This notice was pinned to the body of a man hanged for murder by vigilantes

‘Vigilantes Around!!

No More Murders!!!

Behold the fate of this man. The same terrible end awaits all murderers. Life and the public security is too sacred not to be protected, even by a resort to the unpleasant means of lynch law.

Take Warning! Take Warning!!

Else, ye murderers, the fate that this brute has met with awaits you.

**By order of the Committee
of vigilantes**

SOURCE F: Mark Twain, a journalist, describes Virginia City

‘Virginia City had grown to be the liveliest town for its age and population... There were fire companies, banks, a Mayor, a Board of Aldermen, a City Engineer, a Chief of the Fire Department, a Chief of Police, City Marshal, and a large police force...half a dozen jails in full operation...and some talk of building a church.’

SOURCE G: A later Governor of the western state of Idaho, William J McConnell, criticises the first settlers in the mining towns of Idaho

‘If the first settlers of Idaho...had directed their energies not only to making money but also to public affairs, including the election of good men to fill the offices, life and property might have been safe from the beginning as in older and well-regulated states.’

Assignment One: Objective 1

1. Describe the problems of living in a newly-set up town in the West. **(15)**
2. Why were towns in the west often violent and lawless places? **(15)**
3. Analyse the part played by (i) vigilantes and (ii) women in dealing with the problems of living in early towns in the West **(20)**

(Total: marks 50)

Assignment Two: Assessment Objectives 2 and 3

1. Look at Source A
What can you learn from this source about the Mormon settlement at Salt Lake City? **(6)**
2. Read Source B
Use this source and your own knowledge to explain why there were difficulties such as those described here in living in early mining towns. **(8)**
3. Read Source C
Use this source and your own knowledge to explain what other problems there were in mining towns apart from law and order. **(6)**
4. Study Sources D, E & F
How useful are sources D, E & F for finding out about problems of law and order in early western towns? **(10)**
5. Study Sources B, D and E
Use sources B and D and your own knowledge to explain the statement in Source E. **(8)**
6. Study all the sources
Source G blames the early settlers for the problems of lawlessness in early western towns. Use all the sources and your own knowledge to explain whether you think this is a fair comment. **(12)**

(Total: marks 50)

MARK–SCHEMES
ASSIGNMENT ONE: OBJECTIVE ONE

1. Describe the problems of living in a newly–set up town in the West. (15)

Target: Key features/recall of knowledge

Level 1: Simple statements supported by some knowledge
eg outlines some of problems: violence, gang rule, lack of facilities, gender imbalance (1–5)

Level 2: Developed statements supported by relevant knowledge eg Describes how one or more of these problems came about (6–10)

Level 3: Developed statements supported by selected knowledge eg well–supported description of range of problems (11–15)

2. Why were towns in the west often violent and lawless places? (15)

Target: Target: Causation/recall of knowledge

Level 1: Simple statements supported by some knowledge
eg Gives straightforward examples of lawlessness (1–5)

Level 2: Developed statements supported by relevant knowledge
eg Explains nature of early towns –remoteness, rapidity of settlement, type of people coming to live there (6–10)

Level 3: Developed statements supported by selected knowledge
eg Gives detailed explanation of reasons for lawlessness and violence. (11–15)

3. *Analyse the part played by (i) vigilantes and (ii) women in dealing with the problems of living in early towns in the West* (20)

Target: Target: Reaching a judgement/recall of knowledge
[N.B. Must deal with both aspects to reach top of level, though not necessarily equally]

Level 1: Simple statements supported by some knowledge
eg Describes actions of both groups. (1–5)

Level 2: Developed statements supported by relevant knowledge
eg Simple explanation links problems to different actions of each group: vigilantes taking law into own hands for sake of greater number; women building social links, childcare etc. (6–10)

Level 3:	Developed statements supported by selected knowledge eg Detailed description of roles played by both groups.	(11–15)
Level 4:	Sustained argument supported by precisely–selected knowledge eg Detailed analysis of roles of both groups, actions and motives.	(16–20)

**Mark Scheme:
Assignment Two: Objectives 2 and 3**

1. *Look at Source A*
What can you learn from this source about the Mormon settlement at Salt Lake City? (6)
- Target:** **Comprehension of source**
- Level 1:** Simple statements taking source at face value
eg Shows they built houses in rows, size of settlement. (1–3)
- Level 2:** Developed statements making inferences from the source
eg Shows organisation, working as community, different kinds of buildings (4–6)
2. *Read Source B*
Use this source and your own knowledge to explain why there were such difficulties living in early mining towns. (8)
- Target:** **Analysis of source/recall of knowledge to explain a key feature**
- Level 1:** Simple statement taking source at face value OR using limited own knowledge eg Ordinary people could not defend themselves against gangs of ‘Roughs’ (1–3)
- Level 2:** Developed statement making use of the Source with some own knowledge eg Difficult for miners to organise themselves because they were new, didn’t know each other etc. (4–6)
- Level 3:** Developed account makes good use of the source and selected information eg Source explains that it was every man for himself, there was lots of money to be made, so gangsters were attracted, people came to get rich quick, not create a community (7–8)
3. *Read Source C*
Use this source and your own knowledge to explain what other problems there were in mining towns apart from law and order. (8)
- Target:** **Analysis of source/recall of knowledge to explain key feature**
- Level 1:** Simple statement taking Source at face value OR using limited own knowledge eg There was disease (1–3)

- Level 2:** Developed statement making use of the Source with some own knowledge eg Lack of laws and rapid arrival of miners meant health problems (4–6)
4. *Study Sources D, E & F*
How useful are sources D, E & F for finding out about problems of law and order in early western towns? (10)
- Target:** **Analysis of utility of sources**
- Level 1:** Simple statements take sources at face value eg All three are about law and order, D & E describe lawlessness, F says jails are in full use (1–3)
- Level 2:** Comments on reliability of source(s), using nature, origin or purpose. eg reliability problems of D, an artist's impression, and of F, a journalist trying to make a story. (4–7)
- Level 3:** Comments on usefulness of source(s), taking reliability into account. Eg Source E may be just one, but shows just what vigilantes thought; Source F offers another angle, showing town beginning to get organised (8–10)
5. *Study Sources B, D and E*
Use sources B and D and your own knowledge to explain the statement in Source E. (8)
- Target:** **Analysis of sources/recall of knowledge to explain key feature**
- Level 1:** Simple statement makes straightforward links eg Source D shows violence and robbery, which is what the vigilantes were trying to stop (1–2)
- Level 2:** Developed statement supported by relevant information from sources. Eg Sources D & B explain why there was law and order problem (3–5)
- Level 3:** Developed explanation supported by selected knowledge eg Uses selected detail from Source B, with own knowledge about miners' need to band together to protect their claims (6–8)

6. *Study all the sources*
Source G blames the early settlers for the problems of lawlessness in early western towns. Use all the sources and your own knowledge to explain whether you think this is a fair comment. (12)

Target: **Analysis of sources/recall of information/evaluation of interpretations**

Level 1: Simple statements supported by some knowledge taking sources at face value and agreeing or disagreeing with given view.
eg Shows simple understanding of Source G; expresses simple agreement or disagreement, with limited supporting information (1–3)

Level 2: Developed statement supported by relevant knowledge supporting stated view
eg Shows understanding of view in Source G; adds knowledge, recalled or from sources, about conditions in early towns (4–6)

Level 3: Developed explanation supported by selected knowledge with good use of sources
eg Makes judgement about Source G; also uses sources and own knowledge to add information to support and contradict view in source. (7–9)

Level 4: Sustained argument supported by well–selected knowledge in balanced and well–structured answer
eg Uses sources and own knowledge in balanced analysis of Source G, showing understanding of strengths and weaknesses in what Source G says. (10–12)

The Nazis and the German Economy

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:

- Nazi economic policies in the 1930s, including re-*armament*, and the extent of their success.
- Support for Nazis in different social groups and the impact of employment policies on society
- Nazi beliefs about the roles of men and women in employment and society
- Nazi racial beliefs, the treatment of minorities, the Nuremberg Laws, changes in persecution policies towards the Jews and the ‘*final solution*’.

Introduction

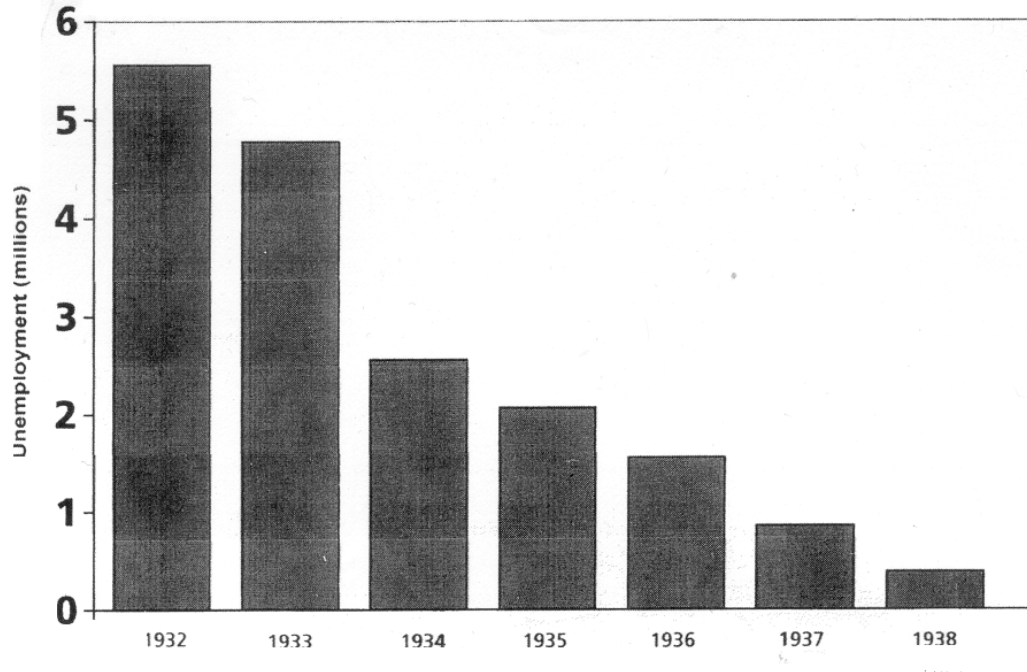
The Wall Street Crash hit Germany badly, with 6 million unemployed by late 1932. Hitler and the Nazis saw this crisis as their opportunity and promised to deal with it. This promise accounted to a large extent for their electoral success in 1930–1933.

Hitler was not personally very interested in economics, and appointed the brilliant Dr. Hjalmar Schacht, (Minister of Economics, 1934–1937) to carry out his aims. Hitler wanted to reduce unemployment, to re-*arm* the country and to make it more self-sufficient so that it would not be crippled in time of war by having to rely on essential imports.

Government spending on motorways (*autobahnen*) and on re-*armament*, provided plenty of jobs. Together with conscription, these measures reduced unemployment. However, other government policies – persuading women not to work and removing Jews from many jobs– also reduced the figures. Workers forced into jobs faced low pay and poor conditions.

Were the Nazis economic policies successful? Were their social policies, such as those directed at Jews and at women, just as important in dealing with unemployment? Did their efforts to solve unemployment problems make the Nazis popular? These are some of the issues you will investigate when you tackle this assignment.

SOURCE A: Graph showing unemployment in Germany, 1933–1939



SOURCE B: Photograph of Hitler beginning work on the first autobahn, 134.



SOURCE C: Percentage of Gross National Product spent on weapons, 1933–1939, Germany and Britain

Year	GERMANY	BRITAIN
1933	3	3
1934	6	3
1935	8	2
1936	13	5
1937	13	7
1938	17	8
1939	23	22

SOURCE D: A German rhyme offering advice to women, used in the 1930s:

Take hold of kettle, broom and pan,

Then you'll surely get a man!

Shop and office leave alone,

Your true life's work lies at home.

SOURCE E: A working man in Germany talks to an illegal opposition newsheet in 1938 about his situation:

At the beginning of 1933 I was earning good money in my own trade and was at home. Now we work ourselves to the bone and wages keep going down. The whole thing stinks and somebody's got to say so!

SOURCE F: Norman Thomas, an American writer, comments on the German unemployment statistics:

Under the Nazis there has been much 'invisible unemployment'. The number of unemployed Jews is great and is increasing, but they are not counted as unemployed. There has been the wholesale discharge of women and of unmarried men under 25. None of these are included among the unemployed in official statistics. Part-time workers are counted as fully employed. The re-introduction of conscription has taken hundreds of young men off the labor market.'

SOURCE G: Hitler's Germany appeared to be solving the unemployment problem which dogged most other countries. He was, of course, a controversial figure in other ways too. For this reason, many politicians from other countries wanted to visit Germany. One of these was David Lloyd George, leader of the Liberal Party and British Prime Minister in the First World War. He reported in 1936:

I have seen the famous German leader and also the great changes he has made. Whatever one may think of his methods – and they certainly aren't those of a Parliamentary country – there can be no doubt that he has achieved a marvellous change in the spirit of the people, and in their economic and social outlook.

Assignment One: Objective 1

1. Describe the ways the Nazi government set about providing jobs for the unemployed in Germany after 1933. (15)
2. What were the economic effects of Nazi policies towards Jews and towards women? (15)
3. Was the popularity of the Nazis in Germany in the late 1930s due to the success of their economic policies? Explain your answer. (20)

(Total: 50 Marks)

Assignment Two: Objectives 2 and 3

1. Study Source B. What can you learn from this source about how the Nazis set about dealing with unemployment in Germany? (4)
2. Study Source C. Use this source and your own knowledge to explain how German re-armament helped to solve the country's unemployment problem. (6)
3. Read Source D. Use this source and your own knowledge to describe Nazi attitudes towards women in society. (8)
4. Read Sources E, F and G. How useful are Sources E, F & G for finding out about what life in Germany in the 1930s was really like? (10)
5. Study Source A and read Sources D, E & F. In what ways do Sources D, E & F help to explain the information in the graph, Source A? (10)
6. Study All the sources and use your own knowledge.

'Economic success was the main reason for the popularity of the Nazis in Germany before the Second World War.'

Use the sources and your own knowledge to explain whether you agree with this view. (12)

(Total: 50 marks)

Markschemes

Assignment One: Objective 1

1. Describe the ways the Nazi government set about providing jobs for the unemployed in Germany after 1933 (15)

Target: **Key features/recall of knowledge**

Level 1: Simple statements supported by some knowledge
eg outlines some of measures – building autobahns,
building ships, aeroplanes etc (1–5)

Level 2: Developed statements supported by relevant knowledge eg
Describes how building works gave jobs. (6–10)

Level 3: Developed statements supported by selected knowledge eg
well-supported description of range of measures. (11–15)

2. What were the economic effects of Nazi policies towards Jews and towards women? (15)

Target: **Target: Consequence/recall of knowledge**

Level 1: Simple statements supported by some knowledge
eg Gives straightforward examples of Jews excluded from
jobs; women persuaded to give up work, or not seek
employment (1–5)

Level 2: Developed statements supported by relevant knowledge eg
Explains nature of Nazis' racial/gender policies and links
these to employment effects (6–10)

Level 3: Developed statements supported by selected knowledge eg
Gives detailed explanation of employment effects of racial
and gender policies. (11–15)

3. Was the popularity of the Nazis in Germany in the late 1930s due to the success of their economic policies? Explain your answer. (20)

Target: **Target: Reaching a judgement/recall of knowledge**

Level 1: Simple statements supported by some knowledge
eg Describes popularity and fall in unemployment rather
than giving explanation. (1–5)

Level 2: Developed statements supported by relevant knowledge eg
Simple explanation links employment to popularity, with
supporting information. (6–10)

- Level 3:** Developed statements supported by selected knowledge eg Detailed explanation of popularity linked to employment. May mention other reasons for popularity. **(11–15)**
- Level 4:** Sustained argument supported by precisely–selected knowledge eg Argues case for or against the proposition, with good use of detailed information to support both sides. **(16–20)**

Mark Schemes

Assignment Two: Objectives 2 and 3

1. *Study Source B. What can you learn from this source about how the Nazis set about dealing with unemployment in Germany?* (4)
- Target: Key features/recall of knowledge**
- Level 1:** Simple statements taking source at face value
eg Shows they built autobahns (1–2)
- Level 2:** Developed statements making inferences from the source eg
Shows the policy of road–building was important (3–4)
2. *Study Source C. Use this source and your own knowledge to explain how German re–armament helped to solve the country’s unemployment problem.* (6)
- Target: Analysis of source/recall of knowledge to explain key feature**
- Level 1:** Simple statement taking source at face value OR using limited own knowledge eg They increased spending on weapons OR re–building the armed forces provided jobs (1–2)
- Level 2:** Developed statement making use of the Source with some own knowledge eg Hitler was determined to re–arm Germany; this created lots of jobs in heavy industry. (3–4)
- Level 3:** Developed account makes good use of the source and selected information eg Source shows that re–armament was a big priority as Germany’s forces had been kept restricted and that this meant lots of jobs as well as conscription. (5–6)
3. *Read Source C. Use this source and your own knowledge to describe Nazi attitudes towards women in society.* (8)
- Target: Target: Analysis of source/recall of knowledge to explain key feature**
- Level 1:** Simple statement taking Source at face value OR using limited own knowledge eg They expected women to stay at home (1–2)
- Level 3:** Developed statement making use of the Source with some own knowledge eg Nazi attitude towards gender roles in general (3–5)

- Level 4:** Developed account makes good use of source and selected information eg Source aims to develop women's home-based role and specifically discourages getting jobs; this links to other policies in education etc (6–8)
4. *Read Sources E and F. How useful are Sources E and F for finding out about what life in Germany in the 1930s was really like?* (8)
- Target:** **Target: Evaluation of utility of source**
- Level 1:** Simple statements take sources at face value eg Both describe the same situation. Both have relevant information (1–2)
- Level 2:** Comments on reliability of source(s), using nature, origin or purpose. eg reliability problems of E, from an opposition origin, or of F from an American (3–5)
- Level 3:** Comments on usefulness of source(s), taking reliability into account. Eg Source E may be hostile, but very little evidence from Nazi Germany which is not propaganda; Source F seems to have researched the situation, so could be useful (6–8)
5. *Study Source A and read Sources D, E & F. In what ways do Sources D, E & F help to explain the information in the graph, Source A?* (12)
- Target:** **Target: Analysis and cross-referencing of sources**
- Level 1:** Simple statement makes straightforward links eg Source D shows that women did not look for work, so the unemployment figures fell (1–3)
- Level 2:** Developed statement supported by relevant information from sources. Eg Source F points out various ways in which Jews, Women, young men, part-time workers and soldiers have been lost from the unemployment figures (4–6)
- Level 3:** Developed explanation supported by selected knowledge eg Source E shows how workers were not necessarily better off under Nazis, as he was no longer in his own trade, now seems to be working away from home, has low wages etc. (7–10)
- Level 4:** Sustained argument supported by precisely-selected knowledge eg draws on details from all three sources to explain that figures in Source A may not be quite what they seem. (11–12)

6. *Study All the sources and use your own knowledge.
 'Economic success was the main reason for the popularity of the Nazis in Germany before the Second World War.'
 Use the sources and your own knowledge to explain whether you agree with this view.* (12)

Target: **Target: Analysis of sources/revall of knowledge/evaluation of interpretations.**

Level 1: Simple statements supported by some knowledge taking sources at face value and agreeing or disagreeing with given view.
 eg Yes, the statement is correct, unemployment did fall and Source G says Germany had changed (1-3)

Level 2: Developed statement supported by relevant knowledge supporting stated view
 eg There were several reasons for popularity, one was economic success. Explains economic success. (4-6)

Level 3: Developed explanation supported by selected knowledge with good use of sources
 eg Explains support for economic success; uses sources to add detail to this picture; mentions other reasons for success (7-9)

Level 4: Sustained argument supported by well-selected knowledge in balanced and well-structured answer eg explains economic success; questions popularity; points out other reasons for this, such as foreign successes, law and order etc (10-12)

Template for centre designed assignments

Teacher Information

Introduction

These assignments comprise Sources, questions and mark schemes which will enable your pupils to fulfil the coursework requirements in 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:

-
-
-

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

Suggested Question types:

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 taking the Source at face value, eg (1–3)

Level 2: Developed statements 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 making straightforward links between source. (1–3)

Level 2: Developed statements making good links, supported by relevant information from source. (4–6)

Level 3: Developed explanation supported by selected knowledge to show how far sources support each other. (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 taking the Sources at face value, eg (1–3)

Level 2: Developed statements using nature, origin and purpose of sources to comment on reliability. (4–6)

Level 3: Developed explanation uses Nature, Origin and Purpose of the Sources, to comment on utility. (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

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.

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.

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.

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.

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.

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.

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

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

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.

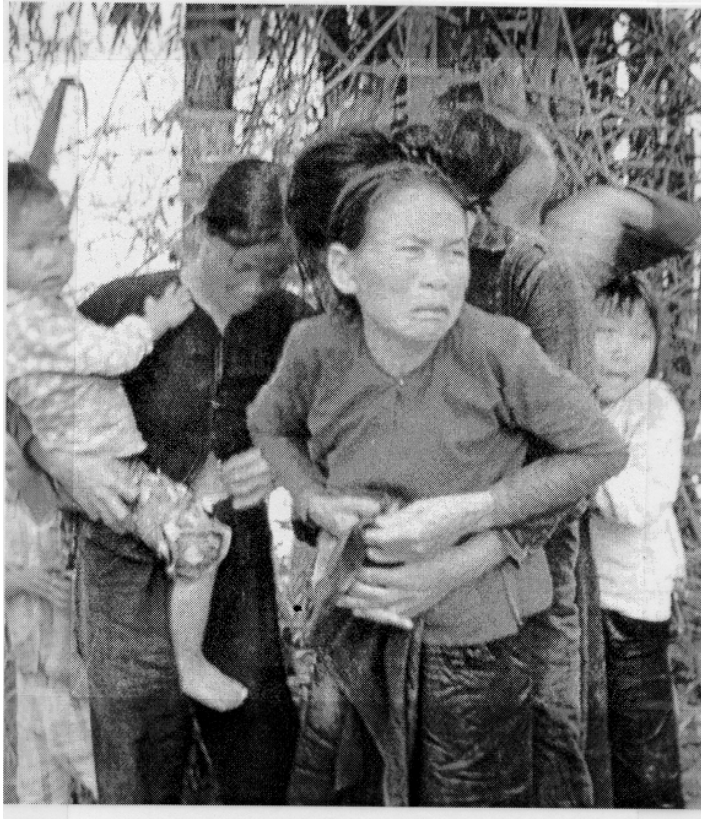
SOURCE I: From an article published in *Time Magazine* in January 1970. This described a massacre of Vietnamese civilians in My Lai in March 1968; it was written by a US Army reporter; who was present at the time.

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.

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



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.

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)

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)

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 September 2nd 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 them 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 '17th 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 38th 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 1st 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 35,000 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 of 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 more control 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.

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. So 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 150,000 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 and 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 30th 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' morale 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 to 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 16th 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 and 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 flight 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 5th 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.

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 throughout 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'.

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 forest's 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 t 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 persued the Vietcong in them.

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 5th 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.

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, Philippines, Laos and Cambodia. So he sent his troops to stop the domino theory from happening.

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.

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.

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.

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, letters 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.

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 not the only one. From the rest of the Sources I think 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.

Examiner's comments

This candidate writes clearly, but never really considers the Sources as evidence. Almost all comments take the Sources at a simple unproblematic 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 evaluating them as evidence. This was awarded 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.

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.

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

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.

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.

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.

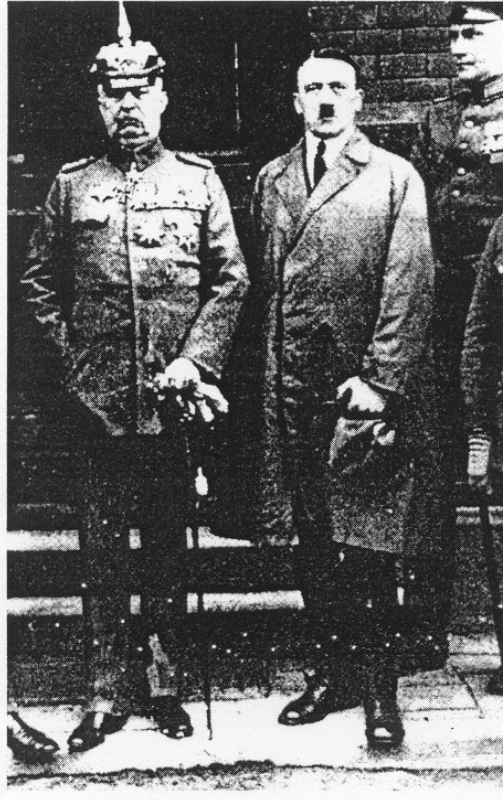
SOURCE H: from a biography of Adolf Hitler written by a British historian and published in 1973.

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.

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



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.

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.
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 so 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)

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 ex 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.

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 anyone firing 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.

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.

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 is 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.

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 Lunderdorff. 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. Lunderdorff 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'.

**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 trial 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.

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 does not really comment effectively enough upon the nature, origin and purpose of Source D. 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

Edexcel designed coursework units

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 Unity
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
Suez Canal
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

Teaching Key Skills with History

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

Candidates will have the opportunity to use database software to analyse census data, infant mortality or other rates. Graphs and charts can be created to show growth or decline of groups and the Internet can be used to explore historical events or artefacts. An important Internet resource is the Schools History Project web-site, www.tascacuk/shp which can be used to link with all kinds SHP topics.

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 impact of the railways on people's way of life.

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 the pattern of migration and settlement of the Great Plains or illustrating changing patterns of occupation of a building as part of a local study.

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

This specification makes a contribution towards coverage of the Key Stage 4 programme of study for Citizenship, in particular through:

- *Britain, c1815–c1850*, this Enquiry in Depth allows candidates to explore electoral processes and the reasons why people living in a democracy should vote through studying the pressures for electoral reform 1815–32, the Electoral Reform Act 1832 and the Chartist Movement.
- *Medicine*, this Study in Development unit allows candidates to explore the Public Sector through studying the National Health Service and its impact on access to health care.
- *Crime, Punishment and Protest*, this Study in Development unit allows candidates to explore the nature of law and how laws are upheld through studying law enforcement and punishment, the debate on law and order and attitudes to crime and punishment. The nominated topic for 2003 allows candidates to explore why laws may need changing and electoral processes through studying the Poll Tax protests 1990–92.
- *Modern world outline study*, this Coursework unit allows candidates to explore: globalisation and interdependence through studying the United Nations and global issues; the European Union through studying either Europe, divided and united, or Moves to European unity; the reasons for religious and ethnic differences and the need for mutual respect and understanding through studying either the Middle East, or Northern Ireland or Conflict in the Balkans.

Incorporating the wider curriculum

This specification contributes to an understanding of spiritual issues, moral and ethical issues, social issues and cultural issues in the following ways:

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 the following units:

- A1 – Britain, c1815–c1850
- A2 – The American West, c1840–c1895
- A3 – Germany, c1919–c1945
- B1 – Medicine
- B2 – Crime, Punishment and Protest
- C1 – History Around Us
- C3 – Enquiry in Depth
- C4 – Second Enquiry in Depth

Support and training

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

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

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

Please visit the Edexcel website, where further information about training and support for all qualifications, including this GCSE, can be found.

There is a dedicated History website, which can be found at this address.

Text books and resources

Web sites

The Schools History Project web site <http://tasc.ac.uk/shp> is an excellent resource for all teachers of Specification C. It reviews other useful websites and gives you the links to them. It is an easy-to-use and helpful gateway to a wide range of resources available to you on the net and elsewhere.

It also lists and reviews texts published to support SHP depth studies and development studies, and provides links to publishers' websites.

The Public Record Office web site is one to watch. <http://pro.gov.uk>. From the home page select 'education'. There is currently new materials being developed for use by teachers. These can be found in the 'learning curve'. For example, two new 'snapshots' useful for crime and punishment are: 'Victorian children in trouble with the law' and 'A Victorian prison'

The Wellcome Institute site is useful in itself for the History of Medicine and also provides links to other sites <http://wellcome.ac.uk>

The Galleries of Justice is a lively website for Crime and punishment.
<http://galleriesofjustice.org.uk>

The twentyfour hour museum <http://24hourmuseum.org.uk> allows you search for details of specific types of site or collection.

Museums and galleries

The Thackray Medical Museum in Leeds and the Galleries of Justice in Nottingham have developed displays with SHP Development Study courses in mind. Both of them also produce resource packs

Thackray Medical Museum, Becket Street, Leeds LS9 7LP 0113 2444 343

Galleries of Justice, Shire Hall, High Pavement, Lace Market, Nottingham NG1 1HN

Printed Resources

A1: Britain 1815 – 50

Britain 1815–1851, Dave Martin, John Murray
Students' Book ISBN 0 7195 7478 1 Price £9.50
Teachers' Book ISBN 0 7195 7479 X Price £16.99

Britain 1815–1851, R A Rees, Longman
ISBN 0 582 33218 4 Price £9.50

A2: The American West c1840 – c1895

The American West 1840–1895, Mike Mellor, Cambridge University Press
ISBN 0 521 58633 X Price £9.25

The American West 1840–95, James Green, Collins
Students' Book ISBN 000 327012 2 Price £9.99

The American West, Susan Willoughby & Marjorie Godfrey, Heinemann
This book is available in a Core Edition (ISBN 435 30921 8 Price £8.25), for use across the ability range, and a Foundation Edition (ISBN 435 30879 3 Price £8.25)
Teacher Resource Packs: Core Edition ISBN 435 30876 9 Price £18.99 Foundation Edition ISBN 435 30875 0 Price £17.

SHP Investigations: The American West 1840–95, Robin Wichard, Hodder and Stoughton
ISBN 0 340 70487 X Price £32.50
This is a photocopiable pack

The American West 1840–1895, Dave Martin & Colin Shephard, John Murray
Students' Book: 168 pages ISBN 0 7195 5181 1 Price £9.50
Teachers' Book: 80 pages ISBN 0 7195 5182 X Price £17.99

The American West 1840–95, Rosemary Rees, Longman
ISBN 0 582 28949 1 Price £8.99

A3: Germany 1918–1945

Germany 1918–1945, Paul Grey & Rosemarie Little, Cambridge University Press
ISBN 0 521 56862 5 Price £7.25

Germany 1918–1949, Alan White & Eric Hadley, Collins
ISBN 0 00 327227 3 Price £11.99

Weimar and Nazi Germany, Stephen Lee & Fiona Reynoldson, Heinemann
This book is available in a Core Edition (ISBN 435 30920 X Price £8.25), for use across the ability range, and a Foundation Edition (ISBN 435 30860 2 Price £8.25)
Teacher Resource Packs: Core Edition ISBN 435 30863 7 Price £18.99
Foundation Edition ISBN 435 30862 9 Price £17.99

Germany 1918–45, Richard Radway, Hodder and Stoughton
ISBN 0 340 68816 5 Price £6.25

Germany 1918–1945, Greg Lacey & Keith Shephard, John Murray
Students' Book: 168 pages ISBN 0 7195 7059 X Price £9.50
Teachers' Book: 128 pages ISBN 0 7195 7220 7 Price £19.99

Germany 1918–45: Democracy and Dictatorship, Josh Brooman, Longman
ISBN 0 582 28809 6 Price £8.99

Weimar and Nazi Germany, Eric Wilmot, Nelson
ISBN 0 17 435107 0

Germany in the Twentieth Century, Philip Sauvain, Stanley Thornes
Pupils' Book ISBN 0 7487 3055 9 Price £7.50
Teachers' Guide ISBN 0 7487 3059 1 Price £20.00

B1: Medicine through Time

Currently in preparation and available 2001

Medicine for Edexcel, Ian Dawson and Ian Coulson, John Murray

This volume has adapted the original Dawson and Coulson text to reflect the emphases and content of the Edexcel Study in Development. It has added material on developments in the late twentieth century, including sections on DNA.

Medicine Through Time, Joe Scott & Christopher Culpin, Collins

Students' Book ISBN 000 327007-6 Price £12.99

Medicine and Public Health: New Edition, Richard Staton, Collins

Students' Book ISBN 0 00 327013 0 Price £8.99

Medicine Through Time, Bob Rees & Paul Shuter, Heinemann

This book is available in a Core Edition (ISBN 435 30922 6 Price £9.99), for use across the ability range, and a Foundation Edition (ISBN 435 30874 2 Price £9.99) There is a Teacher's Resource Pack to accompany each book.

SHP Investigations: The Development of Medicine, Martyn Whittock & Robin Wichard,
Hodder and Stoughton

ISBN 0 340 70488 8 Price £32.50

This is a new photocopiable pack

Medicine and Health Through Time, Ian Dawson & Ian Coulson, John Murray

Students' Book: 216 pages ISBN 0 7195 5265 6 Price £9.50

Teachers' Book: 160 pages ISBN 0 7195 5266 4 Price £19.99

Essential Medicine and Health, Ann Moore with Ian Dawson and Ian Coulson, John Murray
(A foundation level text to complement Medicine and Health Through Time)

Publication September 2001

Students' Book: ISBN 0 7195 8537 6 Price probably £9.50

Teachers' Resource Book: ISBN 0 7195 8538 4 Price probably £25.00

Medicine and Public Health, Stephen Lee, Longman

ISBN 0 582 226708 Price £6.50

Medicine Through the Ages, Peter Mantin & Richard Pulley, Stanley Thornes

Pupils' Book ISBN 0 7487 3026 5 Price £7.50

B2: Crime and Punishment Through Time

Currently in preparation and available 2001: Crime and Punishment for Edexcel

Alan Todd, Cambridge University Press

This volume is being specially written to support the Edexcel Study in Development.

Crime and Punishment Through Time, Christopher Culpin, Collins

Students' Book: 128 pages ISBN 0 00 327321 0 Price £9.99

Crime and Punishment Through Time, Ian Dawson, John Murray
Students' Book: 216 pages ISBN 0 7195 5261 3 Price £9.50
Teachers' Book: 64 pages ISBN 0 7195 5262 1 Price £17.99

Crime, Punishment and Protest, Stephen Lee, Longman
ISBN 0 582 23931 1 Price £6.50

Crime and Punishment, Angela Anderson, Stanley Thornes
Pupils' Book ISBN 0 7487 3057 5 Price £7.50
Teacher's Guide ISBN 0 7487 3058 3 Price £20.00

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