

GCSE History Revision

Wednesday May 14th 2016

Session 1 10-11.30am

Section A

The Roaring Twenties USA 1919-1929

Session 2 11.30-1pm

Section B

- Depression and the New Deal The USA 1929-1941

Section C

- The USA and Vietnam: Failure Abroad and at Home 1964-1975

Session 1

Section A

The Roaring Twenties

USA 1919-1929

Your exam will be on
Tuesday
14th June pm

Total time you have to
answer the three topic
questions

War in Vietnam 1954-1975



General Certificate of Secondary Education
Additional Specimen for June 2015 only

History (Specification B)

91452

Unit 2: Twentieth Century Depth Studies
Additional Specimen for June 2015 only

For this paper you must have:
• an AQA 12-page answer book.

Time allowed
• 1 hour 45 minutes

Instructions

- Use black ink or black ball-point pen.
- Write the information required on the front of your answer book.
- Choose three topics – one from Section A, one from Section B and one from Section C.
- You may not answer more than two of the following three topics:
 - The Roaring 20s: USA, 1919–1929
 - Depression and the New Deal: USA, 1929–1941
 - Race Relations in the USA, 1955–1968
- Answer all questions on each of your chosen topics.
- Do all rough work in the answer book. Cross through any work you do not want to be marked.

Information

- The topics are on the following pages:

Section A	Topic 1	From Tsardom to Communism: Russia, 1914–1924	Page 2
	Topic 2	Weimar Germany, 1919–1929	Page 4
	Topic 3	The Roaring 20s: USA, 1919–1929	Page 6
Section B	Topic 4	Stalin's Dictatorship: USSR, 1924–1941	Page 8
	Topic 5	Hitler's Germany, 1929–1945	Page 8
	Topic 6	Depression and the New Deal: USA, 1929–1941	Page 9
Section C	Topic 7	Race Relations in the USA, 1945–1968	Page 10
	Topic 8	War in Vietnam, 1954–1975	Page 10
	Topic 9	Britain: the Challenge in Northern Ireland, 1960–1999	Page 11
	Topic 10	The Middle East, 1956–1999	Page 11

- The maximum mark for this paper is 69.
- The marks for questions are shown in brackets.
- The sources in this question paper have been simplified to make them easier to understand.
- You are reminded of the need for good English and clear presentation in your answers. All questions should be answered in continuous prose. Quality of Written Communication will be assessed in all answers.
- Spelling, Punctuation and Grammar will be assessed in questions 03, 06 and 09 in Section A and in questions 11, 13, 15 in Section B and in questions 17, 19, 21 and 23 in Section C. The marks for Spelling, Punctuation and Grammar (SPaG) are shown below the mark allocation for each question.

Advice

- You are advised to spend about 35 minutes on each of your chosen topics.

ADDITIONAL SPECIMEN

91452

WRITE IN BLACK
Bring a spare pen/biro

The Roaring 20s USA

Depression and the New
Deal USA 1929-1941

Good advice about timing
for each topic

Starter: Can you match the question with its type? (i.e inference Explain and usefulness) and how many marks for each question?

1

What can you infer from the fact that in 1930 there were nearly a ¼ million speakeasies?

Why did American industry experience a boom?

2

3

What does the Senators speech tell you about the reasons why America rejected the Treaty of Versailles?

How useful is source Z for understanding attitudes to immigrants in the 1920's.?

4

What were the consequences of isolationism for America?

5.

How useful is Source X for studying the reasons why Prohibition was introduced into the USA in 1919?

6.

What does the quote from Al Capone tell you about crime in Chicago?

7.

Why was Henry Ford so successful ?

8

Inference question 4 marks (6 minutes)

Inference is not an easy skill to learn but all it really means is what is the underlying message of the source. You need to make two points. LOOK at the words closely and pick up on the language used. No own knowledge is required.

So for example

*Juries made up of white people were **reluctant** to convict people for Ku Klux Klan activities*

The word *reluctant* implies some sort of mental struggle, the jurors did not want to convict white people but knew they had a duty to do so if they had committed crimes. One might infer that juries were racist and unwilling to punish white KKK members for their crimes against black people. Jurors may have sympathised with the actions of KKK members.

Inference question
ANSWER this 4 mark question
in 6 minutes

Source E Immigration and the quota system of 1921

The quota system was set up in 1921. It was a victory for the WASPs. They had little respect for the southern and eastern Europeans who were most of the immigrants between 1900 and 1920.

What does source E suggest about American attitudes towards immigrants?

0 7	What does Source E suggest about American attitudes towards immigrants?	4
Target	Comprehension and Inference from a source (AO3)	
	Candidates either submit no evidence or fail to address the question.	0
Level 1	Answer that takes information from the source Eg there was a quota system. Eg it was a victory for the WASPs who did not like southern and eastern Europeans.	1-2
Level 2	Answer shows understanding and is able to make inference(s) from the source Eg many Americans wanted to control who came to the USA. Eg attitudes had become less tolerant following the influx of southern and eastern European immigrants in the first two decades of the twentieth century.	3-4

Peer mark and provide your partner with some feedback WWW and EBI

Another inference question to practise

Source A American attitudes towards the world after WW1

Many Americans did not share President Wilson's idealism. Public opinion had become strongly isolationist. Americans did not wish to get involved in world problems and European conflicts in particular. They did not want to have to pay for the cost of keeping world peace. Warren Harding the new President won the election of 1920 by promising to put America first.

What does source A suggest about why the USA did not join the League of Nations?

4 marks

Explain questions

This type of question is worth 6 marks and should take you approximately 9 minutes

To reach the higher levels you must do more than simply identify reasons, you need to **explain** more than one factor

- *Think international consequences (failure to join League and sign Treaty of Versailles)*
- *Think economic consequences - tariff policy*
- *Think social consequences fear of immigrants - racism –Sacco and Vanzetti case*

What were the consequences of isolationism for America in the 1920's?

6 marks

(9 minutes)

What were the consequences of isolationism for America in the 1920's?

- Politically isolationism meant that the USA kept out of Europe. The Republican government refused to sign the Treaty of Versailles and then did not join the League of Nations. They did not want to waste American money on keeping the peace in Europe or risk American lives in being the worlds 'policeman'.
- Socially isolationism also meant that the Republicans tried to control immigration. They believed in 'America First' and did not want to allow more immigrants in especially from Asia and Africa. In 1921 an immigration law was passed that required all immigrants to be able to read English. In 1921 the Emergency Quota act limited the number of immigrants to 3% of the number from that country already living in the USA. Further legislation reduced the quotas still further until by 1929 all immigration from Asia was stopped. Isolationism meant that America was to be kept for the WASPs. Americans feared that new immigrants would take their jobs or worse still they might be communists.
- Economically isolationism led to a tariff policy which kept foreign goods out of the US economy. The Fordney McCumber tariff imposed 40% duty on goods and sometimes as much as 400%.

Mark scheme

Level 3 Explains two or more consequences. The writing will be detailed and precise with names and or statistics 5-6 marks

Two more **Explain** questions for you to practise and peer mark.
Try the one on the left first

Explain the
consequences of
Prohibition for the
USA in the 1920's

6 marks (9 mins)

Explain why the
stock market
collapsed in 1929?

6 marks (9 mins)

0	8	Explain the consequences of Prohibition for the USA in the 1920s.	6
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Target Knowledge of consequences and analysis of key features
(AO1 2 marks and AO2 4 marks)

Candidates either submit no evidence or fail to address the question. 0

Level 1 Simple descriptive comment and/or identifies one consequence
Eg many Americans broke the law and were arrested.
Eg there were many gangsters.

1-2

The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.

Level 2 EITHER
Identifies several consequences

Eg the creation of speakeasies
Eg raids on illegal drinking clubs
Eg moonshine
Eg bootleggers
Eg attempts by prohibition agents to make arrests
Eg role of gangsters in supplying alcohol
Eg rise in violent crime linked with gangs.

3-4

OR

Explains one consequence

Eg detailed answer based on one of the above consequences. The answer may also mention other consequences.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

Level 3 Explains two or more consequences

Eg detailed answer based on at least two consequences. At this level answers will be precise with names and/or statistics.

5-6

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

Usefulness question. These questions are worth 10 marks Plus 3 SPaG marks

Spend 15 minutes on this type of question

Source X President Hoover, speaking in 1928. During his election campaign, Republicans promised 'a chicken in every pot and a car in every backyard'.

We in America today are nearer to the financial triumph over poverty than ever before in the history of our land. The poor man is vanishing from us. Under the Republican system, our industrial output has increased as never before, and our wages have grown steadily in buying power.

How useful is **Source X** to an historian studying the standard of living in the USA during the 1920s? Use **Source X and your knowledge** to explain your answer. (10 marks) (Plus 3 SPaG)

How to answer this type of question

1. Look first at **the message/content** of the source – what does it show you about the topic? How does this fit with your own knowledge? Is it limited in what it tells us about? Does this make it less useful?
2. Then look at the **provenance** of the source – who is it by? **Why** did they make it? What is its purpose? When was it made? Is it reliable/ can you trust it?
3. Remember to keep referring to the usefulness of the source to an historian – keep answering the question!
4. You should give an overall opinion on how useful it is and whether it alone covers all aspects of the topic in the question.

How useful is **Source X** to an historian studying the standard of living in the USA during the 1920s?

- Source X is a speech made by President Hoover in 1928 when he was seeking election.
- Looking at the content I see that it would be of limited use to a historian as it tells us few facts about the standard of living. Hoover makes sweeping statements – the USA is about to ‘triumph over poverty’ and ‘the poor man is vanishing’ with no evidence to back up his words. The ‘success’ America is enjoying Hoover says is the work of the Republicans . His comments are generalised and exaggerated. He completely ignores the fact that a large percentage of the population are not enjoying the economic boom at all. Approximately 60% of Americans lived below the poverty line and this is not reflected in Hoovers words. The 1929 Crash proves Hoovers words to be wrong
- Looking at the provenance I see it is a speech made during the election campaign and it is obvious that Hoover has said these words in order to whip up enthusiasm for himself and the Republican party. These words would probably have been said to committed Republicans. Hoover said what they wanted to hear.
- The source is a direct appeal to the public and its sole purpose is to attract voters. A historian studying the standard of living would have to bear this in mind and would probably conclude it is of little use.

Level 3 (6-8 marks) plus SPaG

Developed explanation about the usefulness/limitations of the source using the content of the source and your own knowledge

Or

Developed explanation about the usefulness/limitations of the source using the provenance in relation to the content of the source or

Level 4 (9-10) marks plus 3 SPaG

Does both strands one at L3 and one at L2 – 9 marks Does both strands at L3 – 10 marks

SPG 3 marks The answer demonstrates a developed understanding of the rules of spelling, punctuation and grammar It is well organised with an appropriate style of writing. Specialist vocabulary is used.

What is the difference between a Level 3 and Level 4 response?

Source F Songs about the Ku Klux Klan

The music was published in the 1920s in Pennsylvania, a state in the north of the USA.



Have a go now at answering this question.
It should take you about 15 minutes

How useful is Source F for studying attitudes towards the Ku Klux Klan in the USA in the 1920s?

Use Source F and your knowledge to explain your answer.

[10 marks]
[SPaG 3 marks]

0 9 How useful is Source F for studying attitudes towards the Ku Klux Klan in the USA in the 1920s?

10

Use Source F and your knowledge to explain your answer.

SPaG 3

Target Evaluation of a source for utility using own knowledge and provenance (AO1 2 marks, AO2 2 marks and AO3 6 marks)

Candidates either submit no evidence or fail to address the question.

0

Level 1 EITHER

Accepts the content of the source at face value

Eg it is useful because it shows the flag of the USA and what the KKK wore.

OR

Generalised or learned response which could apply to any source

Eg it tells us about songs about the KKK that were published in the USA in the 1920s.

1-2

The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.

Level 2 EITHER

Comments on the usefulness or the limitations of the source based on information in the source and/or basic own knowledge

Eg it is useful for showing that many Americans saw the KKK members as being true Americans – loyal to the flag.

OR

Comments on the usefulness or the limitations of the source in terms of reliability or bias

Eg it is of little use because it is just using the images of the flag and the KKK costumes to sell copies.

3-5

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

Level 3 EITHER

Developed explanation about the utility/limitations of the source using own knowledge

Eg it is useful for identifying the traditional virtues of the USA with support for the KKK. The KKK was at the height of its influence in the early 1920s, with up to 5m supporters. Later, after the disgrace of the Grand Wizard, support fell away quickly.

OR

Developed explanation about the utility/limitations of the source focusing on its provenance

Eg it is useful because it is published in a northern state of the USA and shows that, even though it had most of its strength as a movement in the southern states, there was a lot of interest in and support for the KKK in the north. The KKK was being identified with American patriotism. Hence the source is useful because its purpose is testimony of these attitudes which existed at the time.

Eg it is of limited use because we do not know how many copies it sold, how much its songs were sung, or whether they were criticised.

6-9

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

Level 4 Both strands above at Level 3

The answer demonstrates highly developed/complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.

10

SPaG Spelling, Punctuation and Grammar

Threshold performance

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

1

Intermediate performance

Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.

2

High performance

Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

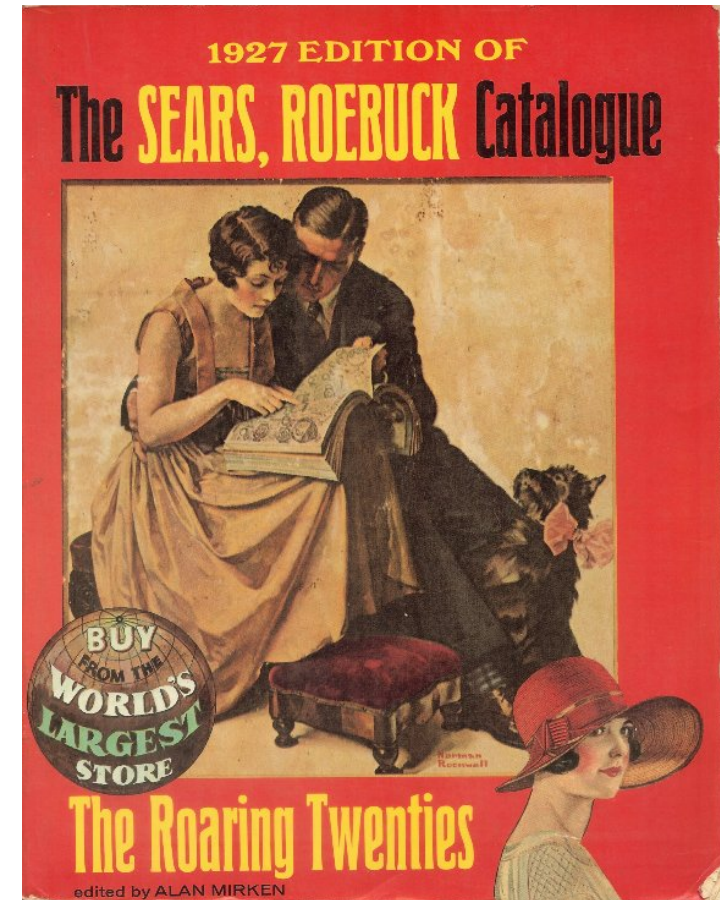
3

Another Utility question. Practise now in 15 minutes

How useful is this Source for studying living standards in the USA in the 1920's?

Use the Source and your own knowledge to explain your answer.

10 marks plus 3 SPaG marks



The front cover of the Sears, Roebuck and Co catalogue 1927

Have you been paying attention?

1. When is your GCSE History Paper 2 exam?
2. What colour pen must you write with?
3. How long is the exam? How long should you spend on Section A?
4. How many marks is an 'Explain' question worth in Section A?
5. What question is worth the most marks in Section A and how many marks?
6. When answering a usefulness what two things have you got to address in your answer?
7. What should you write about when you refer to the **provenance** of the source?
8. What must you do to score maximum SPaG marks?
9. What are you going to do between now and your exam?????????

Remember you must prepare to succeed or prepare to

Session 2

Section B

- Depression and the New Deal The USA
1929-1941

Section C

- The USA and Vietnam: Failure Abroad and at
Home 1964-1975



Political cartoon from 1934, FDR and the "alphabet soup" agencies.



Who, what, where and when?

Paper 2 GCSE HISTORY

One hour and 45 minutes (worth 37.5% of your overall grade)

Section A

The Roaring Twenties USA 1919-1929 (35 minutes)

- One inference question 4 marks
- One explain question 6 marks
- One usefulness question 10 marks (plus 3 spg marks)

Section B

Depression and the New Deal The USA 1929-1941 (35 minutes)

- One Explain question 8 marks
- One Analysis and Explanation question 12 marks (plus 3 spg marks)

Section C

The USA and Vietnam: Failure Abroad and at Home 1964-1975 (35 minutes)

- One Explain question 8 marks
- One Analysis and Explanation question 12 marks (plus 3 spg marks)

SECTIONs B and C: 20th Century Depth Studies
One hour and 10 minutes (2x35 minutes)

Depression and the New Deal The USA
1929-1941

The USA and Vietnam: Failure Abroad
and at Home 1964-1975

Section B and C Explain questions (8 mark questions)

The same *Explain question* as in Section A only now the answer is worth 8 marks and not 6 marks

Confusingly these questions may take a number of forms.

They may ask you to explain why something happened or to explain the consequences of an event or to explain a process

- Why did Saigon fall to the Communists in 1975?
- Explain the effects of the Wall Street crash upon the people of the USA in the years 1929-1932
- How did the Second World War impact upon American economic recovery

Explain the effects of the Wall Street crash upon the people of the USA in the years 1929-1932 8 marks

You have three minutes to come up with some effects you would include in your answer. Think about how you would organise these points into discrete paragraphs

Level 3

7-8 marks

eg Explains two or more effects in detail.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

Explain the effects of the Wall Street crash upon the people of the USA in the years 1929-1932 8 marks

e.g. investors- price of shares collapsed, savings worthless some driven to despair that led to suicide. Homelessness and Hoovervilles/ Reliance on charities and soup kitchens /Countryside farmers very badly hit dustbowl Hobos travelling round the country looking for seasonal work.

Level 3

7-8 marks

eg Explains two or more effects in detail.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

Explain the effects of the Wall Street crash upon the people of the USA in the years 1929-1932

- Firstly the suddenness of the crash meant that overnight many investors lost their money and could not pay their debts. These investors were often ordinary people who had lost their savings and all hope for the future. Some were driven to despair and committed suicide. The depression affected about one quarter of the workforce. By 1932 12 million people were unemployed. Unemployment was particularly high among workers in heavy industries and among blacks
- Secondly many people tried to find work selling newspapers or apples on street corners or simply begging. They relied on charity and queued for food in long bread lines. Many homeless and unemployed people constructed their own homes in shanty towns on the edge of cities. They were known as Hoovervilles, mocking President Hoover who had done so little for them.
- Thirdly in the countryside farmers were very badly hit. Many tenant farmers were forced off their land and simply took to the roads travelling around looking for work. By 1933 there were one million people just travelling around. Many tried to travel illegally in the boxcars of American railroads. Most drifted aimlessly and were known as hobos.
- Every group in American society was thus effected by the Depression

Level 3

7-8 marks

e.g. Explains two or more effects in detail. The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

How did the Second World War impact upon American economic recovery

You have two minutes to bullet point the ways in which the economy improved.

Think about paragraph organisation and key words

Level 3

7-8 marks

Explains at least two ways economy improved from the list above

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used

How did the Second World War impact upon American economic recovery

E.g. Increased spending on defence, Lend Lease programme supplying war material to Britain, Expanding industries especially armaments, in 1941 USA entered war so full resources dedicated to the fight, US industry lifted out of depression GNP doubled, from 1942 unemployment fell to zero.

Level 3

7-8 marks

Explains at least two ways economy improved from the list above

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used

How did the Second World War impact upon American economic recovery

Even though America did not join the war in 1939 the American economy began to recover from the 1937/38 depression because of the stimulus of war materials being ordered. Unemployment however was still high. To begin with America sold weapons to Britain but then Britain found it harder to pay so Roosevelt got Congress to support the Lend Lease programme (1941-1945). Under this programme Britain handed over its military bases to the USA and in return the USA supplied Britain and the USSR with war materials as necessary to be paid for once the war had ended. Manufacture of these armaments stimulated American industry.

When America entered the war in 1941 its full resources were dedicated to the fight. The US government spent billions of dollars buying military equipment, and supplies and to produce these goods American industry employed many more people. These people then went out and spent their wages on food and consumer goods. In this way the war lifted the American economy out of depression.

From 1942 unemployment fell to nearly zero and the Gross National Product doubled between 1938-1944. It was thus the Second World War that really got the economy going again.

Level 3

7-8 marks

Explains at least two ways economy improved The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used

Why did Saigon fall to the Communists in 1975?

You have two minutes to bullet point some reasons explaining why Saigon fell. Think about paragraph organisation and key words

Level 3

7-8 marks

Explains at least two reasons from the list above

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used

Why did Saigon fall to the Communists in 1975?

e.g. US withdrawal from South Vietnam, fall of Nixon public opinion in USA
breakdown of ceasefire military power/tactics of North Vietnamese/Viet Cong
weakness of South Vietnam.

Level 3

7-8 marks

Explains at least two reasons from the list above

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used

Why did Saigon fall to the Communists in 1975?

- Firstly Saigon fell to the Communists because American troops had pulled out of Vietnam in 1973 and only a small number of advisors remained. When the fighting began again in 1974 between North Vietnam and South Vietnam the US gave no help to the South Vietnamese. Indeed Congress passed laws to prevent the US bombing of targets in Vietnam and Cambodia. The amount of financial support given by the US was also very limited.
- Secondly the North Vietnamese took advantage of the US withdrawal and employed new tactics to defeat the South Vietnamese. As well as advancing from the north they also attacked from Cambodia and Laos. The three pronged attack divided South Vietnam and split ARVN forces. Major cities quickly fell to the communists.
- Thirdly the South Vietnamese government without American support was very weak. Thieu asked for more economic aid but the US Congress reduced it. The South Vietnamese were very much on their own. The economy collapsed and the ARVN collapsed too. Thieu resigned and communist troops entered Saigon victoriously whilst the last US advisors frantically helicoptered out..

Level 3

7-8 marks

Explains at least two reasons. The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

Why was there criticism of the New Deal in the years 1933-1939?

8 mark question (approximately 12 minutes)

Signpost to the examiner you know what you are doing by writing in paragraphs.

Remember at least two reasons/causes so this means two or more developed paragraphs

Remember to use some key words (specialist vocabulary)

1 4 Why was there criticism of the New Deal in the USA in the years 1933 to 1939? **8**

Target Explanation of key features (AO1 4 marks, AO2 4 marks)

Candidates either submit no evidence or fail to address the question. **0**

Level 1 Simple descriptive comment and/or identifies one cause

Eg some people said it was costing too much.

Eg some sections of society did not benefit much eg Black Americans.

1-2

The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.

Level 2 EITHER

Identifies several causes

Eg the cost of the New Deal

New Deal only appeared to be working when Federal Government poured in lots of money.

Some (eg Senator Huey Long) saying New Deal not doing enough.

Criticism from Republican Party over "socialist" aspects of the New Deal.

Criticism by Supreme Court arguing that some aspects of New Deal were unconstitutional.

3-6

OR

Explains one cause

Eg from list above.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

Level 3 Explains more than one cause

Eg at least two effects (eg) from the list above explained in detail. The best answers may contain details of the judgements by the Supreme Court.

7-8

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

Explain the consequences of French defeat in Vietnam in 1954 for both Vietnam and the USA

8 mark question (approximately 12 minutes)

Signpost to the examiner you know what you are doing by writing in paragraphs.

Remember at least two reasons/causes so this means two or more developed paragraphs

Remember to use some key words (specialist vocabulary)

1	8	Explain the consequences of French defeat in Vietnam in 1954 for both Vietnam and the USA.	8
Target	Knowledge of and analysis of key features (AO1 4 marks and AO2 4 marks)		
	Candidates either submit no evidence or fail to address the question.		0
Level 1	Simple descriptive comment and/or identifies one consequence Eg the French withdrew from Indo-China. Eg the USA began to get involved.		
	The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.		1-2
Level 2	EITHER Identifies several consequences Eg French had suffered large casualties at battle of Dien Bien Phu. Vietnam divided along 17th parallel (Geneva Conference) North under Communist control – Ho Chi Minh. South under Ngo Dinh Diem USA afraid of spreading communism (Domino Theory). USA provided aid and military advisers to S Vietnam in later 1950s. OR Explains one consequence Eg from list above.		
	The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.		3-6
Level 3	Explains two or more consequences Eg at least two reasons from list above.		
	The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.		7-8

Now you try another question below from your two Section B topics
Depression and the New Deal The USA 1929-1941

The USA and Vietnam: Failure Abroad and at Home 1964-1975

1. How did President Hoover deal with the Depression?
2. Explain why Roosevelt was elected President in 1932
3. Explain why opposition to the Vietnam war grew?
4. Explain how the Americans came to enter the war in 1963-65

Level 3

7-8 marks

Explains at least two ways/reasons /effects The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used

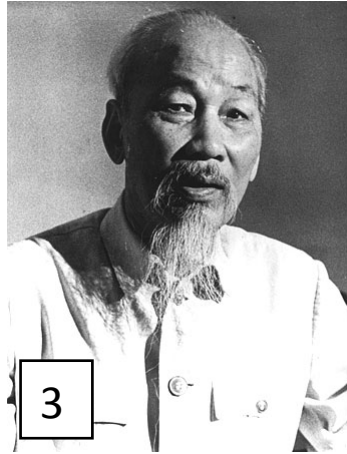
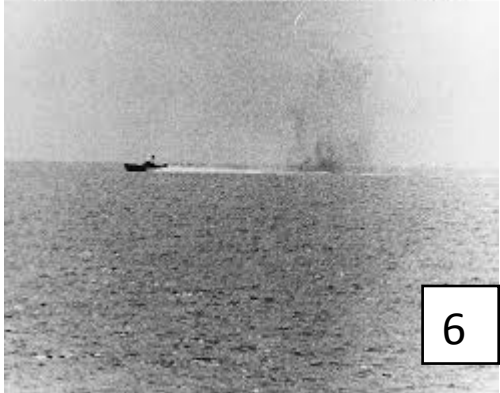


Photo © USN 711524 North Vietnamese mine torpedo boat attacking USS Maddox, 2 Aug 1964



Who, what
where, when and
why?



12 mark questions plus 3 SPaG marks
Allow 18-20 minutes for this question.

12 mark Analysis and Explanation question
12 marks (plus 3 spg marks)

Presidents Hoovers failure to deal with the depression in the years 1929-1932 made sure that Roosevelt would be elected as President.

How far do you agree with this interpretation? Explain your answer

You have 5 minutes to make a list of points that agree with this view and disagree with this view.

Agree Hoover failed to deal with the depression	Disagree Hoover did try to deal with the depression

Then come to an overall judgement. Try to keep back some extra evidence you can use in this final paragraph to really nail your argument.

You don't have to fully agree/disagree with the interpretation you can partially agree/agree to a limited extent.

1 5 'President Hoover's failure to deal with the Depression in the years 1929–1932 made sure that Roosevelt would be elected as President.'

How far do you agree with this interpretation? Explain your answer.

SPaG 3

Target Understanding and analysis of an interpretation and explanation of key concepts (AO1 2 marks, AO2 2 marks and AO3 8 marks)

Candidates either submit no evidence or fail to address the question. 0

Level 1 Simple descriptive comment or comments about the interpretation
Eg Hoover failed to deal with the Depression – unemployment remained high.
Eg Roosevelt promised a New Deal as President. 1-3

The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.

Level 2 EITHER
Identifies or describes different ways in which the issue has been interpreted
Eg Agrees Hoover's failure to restore economic prosperity, with unemployment reaching 12 m by 1932.
Hoover's belief in rugged individualism
Hoovervilles as visible symbol of housing failure.
Attitude to bonus marchers
Eg Disagrees Hoover did try to deal with Depression – eg Hawley-Smoot Tariff (1930).
Did try to revive industry – for example through Hoover Dam Project.
Did try to provide relief – Emergency Relief Act, 1932.
Roosevelt's positive campaign, meeting the people.
Roosevelt's promises to restore confidence and prosperity through a New Deal. 4-6

OR
Answers that explain one interpretation demonstrating some depth of knowledge and understanding and/or explain how the interpretation came about
Eg explanation of one aspect (eg from above list).
Eg may explain how interpretation came about on basis of Hoover often being unfairly criticised while Roosevelt being seen as the hero.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

Level 3 Answers that explain more than one interpretation in depth
Answers will provide some evaluation of the history on which the interpretations are based and may assess the validity of the interpretations and/or explain how the interpretation came about
Will explain more than one interpretation as above. 7-10

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

Level 4 Analyses how and why different interpretations have come about
An analytical answer which clearly links interpretations and/or reaches a supported judgement about the validity of the interpretations through the use of historical evidence and/or context
Answers will emerge out of level 3
A balanced answer, both agreeing and disagreeing with the interpretation, and containing at least three explained reasons. 11-12

The answer demonstrates highly developed/complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.

SPaG Spelling, Punctuation and Grammar

Threshold performance

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately. 1

Intermediate performance

Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility. 2

High performance

Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision. 3

Media coverage of the Vietnam war was the most important reason for growing demands for peace from the American public.
How far do you agree with this interpretation? Explain your answer
12 marks (plus 3 SPaG)

Agrees media coverage was the most important reason for the public demanding peace

Disagrees media coverage was not the most important reason for public demands

Overall supported judgement Try to keep back some extra evidence you can use in this final paragraph to really nail your argument.
You don't have to fully agree/disagree with the interpretation you can partially agree/agree to a limited extent.

1	9	'Media coverage of the Vietnam War was the most important reason for growing demands for peace from the American public.'	12
		How far do you agree with this interpretation? Explain your answer.	
		SPaG	3

Target	Understanding and analysis of an interpretation and explanation of key concepts (AO1 2 marks, AO2 2 marks and AO3 8 marks)		
	Candidates either submit no evidence or fail to address the question.		0
Level 1	Simple descriptive comment or comments about the interpretation Eg – Yes – television in the US showed bloody details and how awful the war was. Eg – No – the war cost so much that the US public objected.		1-3
	The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.		
Level 2	EITHER Identifies or describes different ways in which the issue has been interpreted Eg Agrees Television could now be seen in colour and reporters described scenes in graphic detail. My Lai massacre – details portrayed graphically 18 months after the event (and other acts of wanton violence). Victims of chemical warfare shown in newspapers, etc. Domestic violence, such as Kent State University deaths in 1970. Eg Disagrees The cost of the war in terms of casualties and money. Protest marches, demonstrations, speeches in the USA. Effect of Fulbright hearings, 1971. Media mostly pro-war initially – only turned against the war in late 1960s (eg Walter Cronkite).		4-6
	OR Answers that explain one interpretation demonstrating some depth of knowledge and understanding and/or explain how the interpretation came about Eg explanation of one aspect (eg from above list). Eg may explain how interpretation came about on basis that since the Vietnam War ended media coverage has continued to dominate attitudes to the war, especially with cinema films		
	The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.		

Level 3	Answers that explain more than one interpretation in depth Answers will provide some evaluation of the history on which the interpretations are based and may assess the validity of the interpretations and/or explain how the interpretation came about Will explain more than one interpretation as above.		7-10
	The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.		
Level 4	Analyses how and why different interpretations have come about An analytical answer which clearly links interpretations and/or reaches a supported judgement about the validity of the interpretations through the use of historical evidence and/or context Answers will emerge out of level 3 A balanced answer, both agreeing and disagreeing with the interpretation, and containing at least three explained reasons.		11-12
	The answer demonstrates highly developed/complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.		
SPaG	Spelling, Punctuation and Grammar		
	Threshold performance Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.		1
	Intermediate performance Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.		2
	High performance Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.		3

The Tet offensive was a victory for the US. How far do you agree with this interpretation? Explain your answer.

(12 Marks PLUS 3 SPaG marks)

You have 18-20 minutes. Start now

And finally what have you gained from this morning's session...

- Do you understand how an 8 mark question must be structured to gain full marks (2/3 developed paragraphs including specialist vocabulary)
- Do you understand how a 12 mark question must be structured to gain full marks (arguments for, arguments against then a conclusion where you make a judgement which can support or oppose or partially agree with the interpretation. Provide something extra here if you can to back up your judgement)
- Are there any revision tips you can share with the rest of the class?
- What materials do you have to prepare for this exam? Exercise book/text book/Paper Two Revision guide and guide to Vietnam (*download from school website*). Best websites to use are the BBC Bitesize website and the johndclare website