Revision Pack for: History GCSE

**REVISION BOOKS AVAILABLE TO BUY EITHER ONLINE OR FROM SCHOOL:**

*GCSE History Modern World History The Revision Guide* by CGP books

*AQA GCSE GCSE Modern World History Revision Guide 2nd edition* by Ben Walsh

**Exam Board:** AQA

[http://www.aqa.org.uk/subjects/history/gcse/history-b-9145](http://www.aqa.org.uk/subjects/history/gcse/history-b-9145) link to AQA GCSE homepage


**Past Papers and mark schemes for unit 1 and unit** (make sure you choose the right topics!)


**Exam Format:**

2 exam papers + controlled assessment

**Paper 1:** International relations. 90 minute exam. Variety of source and knowledge questions

**Paper 2:** Germany and USA. 90 minute exam. Variety of source and knowledge questions.

**Paper 3:** Controlled Assessment. Two source based essays. These are to be finished by February 12th
What to Revise

PAPER 1

Topic 2: Peacemaking 1918–1919 and the League of Nations
Key issue: How did the Treaty of Versailles establish peace?
• The Paris Peace Conference: the aims of Clemenceau, Lloyd George and Woodrow Wilson: the Fourteen Points
• The main terms of the Treaty of Versailles: Diktat; territorial changes; military restrictions, war guilt and reparations
• The strengths and weaknesses of the Treaty of Versailles: why Germany objected to it.
Key issue: Why did the League of Nations fail in its aim to keep peace?
• Membership 1919–1939: why and how it changed; implications for the League of Nations
• Organisation, powers and peace keeping role: the Assembly; the Council; the Permanent Court of Justice; military and economic sanctions
• The Manchurian Crisis 1931–1933: events; action taken by the League; effect on the League as a peacekeeping force
• The Abyssinian Crisis 1935–1936: events; action taken by the League; effect on the League as a peacekeeping force
• The reasons for the collapse of the League.

Topic 3: Hitler’s Foreign Policy and the Origins of the Second World War
Key issue: How did Hitler challenge and exploit the Treaty of Versailles 1933–March 1938?
• Hitler’s aims in foreign policy
• The return of the Saar, 1935
• The beginning of rearmament in Germany: withdrawal from the Disarmament Conference 1933; Non-aggression Pact with Poland 1934; reintroduction of conscription from 1935; Anglo-German Naval Agreement 1935
• The remilitarisation of the Rhineland 1936
• The Anschluss with Austria 1938.
Key issue: Why did Chamberlain’s policy of appeasement fail to prevent the outbreak of war in 1939?
• Reasons for and against appeasement
• The Sudeten Crisis and Munich Agreement, 1938
• The collapse of Czechoslovakia, March 1939
• The role of the USSR 1938–1939: the Nazi-Soviet Pact
• Poland and the outbreak of war
• Responsibility for the outbreak of war.

Topic 4: The Origins of the Cold War 1945–1960
Key issue: Why did the USA and USSR become rivals in the years 1945–1949?
• Ideological differences and their effects
• The Yalta and Potsdam Conferences
• The dropping of the atom bomb and its effects: Hiroshima and Nagasaki
• The Iron Curtain: Soviet expansion in the East; Czechoslovakia, 1948
• The Truman Doctrine: the situation in Greece and Turkey; the purpose of the Truman Doctrine
• The Marshall Plan: effect of Marshall Aid and the Soviet response; Cominform and Comecon; Yugoslavia
• The Berlin Blockade and Airlift.
Key issue: How did the Cold War develop in the years 1949–1960?
• The formation of NATO: its membership and purpose
• The nuclear arms race: atom bomb; hydrogen bomb
• The Korean War, 1950–1953: reasons for involvement of UN and USA; the role of MacArthur; the part played by USSR and China
• The ‘Thaw’: death of Stalin; Austria; Khrushchev’s policy of peaceful co-existence
• The formation of the Warsaw Pact: membership and purpose.
• Hungary, 1956: causes of the rising, why it was a threat to the USSR and how the Soviets dealt with it; the effects on Europe and the Cold War
• The continuation of the nuclear arms/space race: Sputnik 1; ICBMs; Polaris; Gagarin; Apollo

PAPER 2

Topic 3. The Roaring 20s: USA, 1918–1929
Key issue: How and why did the USA achieve prosperity in the 1920s?
• Isolationism and its effects: American rejection of the Treaty of Versailles and refusal to join the League of
Nations; the consequences for the USA
- Tariff policy: Fordney-McCumber Tariff of 1922
- Mass production (e.g. Ford and the motor industry); consumer industries and advertising
- Hire Purchase; purchase of shares; the stock market boom; Republican Government policies
- Developments in the entertainment industries, e.g. the cinema, jazz.

Key issue: How far was the USA a divided society in the 1920s?
- Rich versus poor: continuation of poverty for some – e.g. farmers
- Race: immigration controls; the quota system of 1921; National Origins Act of 1924; the Ku Klux Klan and its activities
- Prohibition: groups for and against it; organised crime; the impact on society
- Young people: fashions, flappers.

Key issue: Why did the US Stock Exchange collapse in 1929?
- The problems of the 1920s: over-production, lack of credit control; the effects of tariff policy; unequal distribution of wealth
- The Wall Street Crash: events and immediate consequences.

Topic 5. Hitler’s Germany, 1929–1945
Key issue: How and why was Hitler able to become Chancellor in January 1933?
- The impact of the Wall Street Crash and Depression in Germany; growth in support for the Nazis and other extremist parties
- The Weimar system of government and the failure of democracy; the elections of 1930 and 1932; invitation to lead a coalition government, 1933; reactions among German people.

Key issue: How did Hitler change Germany from a democracy to a Nazi dictatorship, 1933–1934, and then reinforce this?
- The Reichstag Fire; the election of March 1933; the Enabling Act
- The elimination of political opposition: political parties, trade unions; the Night of the Long Knives; the death of Hindenburg; Hitler becomes Führer
- One party law and order: SS and Gestapo; concentration camps; propaganda; censorship; the media; control of education; youth movements; control of the churches.
- The nature of continuing opposition and resistance in the Third Reich: the White Rose Movement, the Edelweiss Pirates, the Kreisau Circle, 1939–1944, the Stauffenberg bomb plot, 1944

Key issue: To what extent did Germans benefit from Nazi rule?
- Economic policy: increased employment through public works programmes, rearmament and conscription; self-sufficiency
- Social policy: standards of living; promises to the German people; effects of Nazi policy on the lives of women; effects on culture
- Racial persecution: the Jews and other groups, e.g. gypsies; the Final Solution
- the effect of the war on the civilian population: bombing, rationing and propaganda
- the impact of the Second World War on the German economy

Topic 7. Race Relations in the USA 1945–1968
Key issue: To what extent did racial inequality exist in the USA after the Second World War?
- African-American soldiers experience of war; segregation laws; attitudes in the Southern States; the Ku Klux Klan
- Brown versus Topeka Board of Education
- Little Rock High School, 1957
- Living standards for African-Americans.

Key issue: How effective were the methods used by members of the Civil Rights Movement between 1961–1968?
- The Freedom Rides, 1961; Freedom Marches 1963
- The Washington March, 1963
- Black Power protests at the Mexico Olympics, 1968
- The Black Power movement in the 1960s

Key issue: How important was Martin Luther King in the fight for Civil Rights in the USA?
- His role as a protest organiser, 1955–1963
- The Civil Rights Act, 1964
- Winning the Nobel Peace Prize, 1964
- Race Riots, 1965–1967
- The assassination of Martin Luther King.
How to Revise in History

- Flash cards are a useful way to revise key ideas and concepts.
- Buy a revision book from finance
- Mind map all the main topics is a great technique
- Write a series of exam questions (see link above)
- Internet research / library resources to go beyond the basic concepts
- Read about the events, watch the news and go online

Examination Strategies:

Paper 1 is divided into three parts, with 3 questions on each section.

Question 1: **DESCRIBE an event. 4 marks. What happened?**

Question 2: **HOW FAR DO YOU AGREE WITH A SOURCE’S INTERPRETATION? 6 marks.** This is the most difficult question. Work out **WHAT** the source is saying and also **WHY** it is saying it

Question 3: **WHICH EVENT WAS MORE SIGNIFICANT? 12 marks.** This is a longer question, getting you to say why each event is significant and then **MAKE A JUDGEMENT with a solid CONCLUSION**

Paper 2 is also divided into 3 parts.

**SECTION A** asks you to describe what a source says (4 marks). Simply write 2 things and ‘read between the lines’.

Then you have to **EXPLAIN** why something happened (6 marks).

Finally you have to analyse **HOW USEFUL** a source is, by writing about what it **CONTAINS,** who wrote it, and why it was written. Some students remember this by **COP** (content, origin, and purpose). You need a conclusion.

**Section B and C** have 2 questions each. **Use** the source and your knowledge to **DESCRIBE** an event (8 marks). If you have revised this is ok!

Then finally you have to say if you **AGREE THAT AN EVENT WAS THE MOST SIGNIFICANT.** I remember this by writing “**on the one hand it was… on the other hand it wasn’t….. In conclusion**”.
Command words with definitions:

Describe - what happened?

Explain – why did it happen?

Consequences – the effects

Significance – how important?

How useful is a source – If you were a historian could you use it? Why?

Reliable – trustworthy, believable

Do you agree? - Means you have to write a 2 sided judgement on YOUR OPINION

Do you agree with the source? – Means you have to work out WHAT the source says and WHY, then make a judgement on YOUR OPINION
Exemplar Responses to Sections B and C

Topic 5: Hitler’s Germany, 1929–1945
Why did unemployment fall in Germany in the years 1933 to 1945? (8 marks)

About 12 minutes of writing

When Hitler became Chancellor in January 1933 the number unemployed was about 6 million. Hitler’s policies ensured that this figure fell rapidly – and his success was envied in Western Europe and the USA where countries struggled with high unemployment throughout the 1930s. In contrast in Germany, the unemployed figure had reduced to two million by 1935 and to just under one million by the end of 1937. By 1939 it was virtually zero.

Very quickly he started huge schemes of building work. Unemployed men were used to build roads, autobahns, houses, hospitals and schools. Nearly 4000 km of roads were built. The Labour Service Corps was set up, and in 1935 it became compulsory for all men aged 18–25 to serve in the Corps for six months.

Rearmament started in earnest in 1935, with Hitler (in secret) ignoring the limits of men and weapons imposed by the Treaty of Versailles. The army expanded from 100,000 to nearer one million. Full-scale production of tanks and other military equipment started in 1936.

Women gave up employment, creating vacancies for men. The Marriage Loans Scheme of June 1933 gave loans of 1000 Reichmarks, the debt being reduced by 250 Reichmarks for every child that the couple had. One condition of the loan was that the women did not do paid work until the loan had been paid off or cancelled through the birth of children. This did not have so much long-term impact on unemployment figures that is commonly believed.

Later in the 1930s there was a shortage of suitable workers in factories. The restriction on women workers was lifted in 1936, and by 1939 more women were in paid work than had been in 1933.

The official figures were also massaged. Jews were declared in the Nuremberg Laws of 1935 to be non-citizens of Germany. Restrictions on their work developed rapidly, and by 1938 this affected all groups of educated Jews living in Germany. For example, doctors, dentists and lawyers could not have Aryan patients and customers. Removing all Jews off the employment register reduced the unemployment figures considerably, though it is important to remember that Jews only made up less than 1% of the population of Germany at this time. Other non-Aryan groups such as gypsies were also ignored in official statistics.

In addition, those working part-time or on temporary contracts were recorded as working full-time.

In the Second World War there was a labour shortage – partly solved by the Nazis conscripting workers from defeated countries. For example, many workers, male and female, were needed in tank production, which increased from 2200 in 1940 to 22,100 in 1944.

Millions of Germans were in the armed forces or involved with ancillary support activities. With sea blockades of German ports, food production was a priority – involving more workers, just as it did in Britain.

Commentary

This answer does not just make fairly general statements. It explains various reasons why unemployment went down (or appeared to do so). Explanations are backed up with statistics at various points. The usual simplistic statements about women are refuted, therefore putting this factor into proper context. This explains several factors in great depth. Therefore Level 3, 8 marks.
Question 13

'The most important reason why Hitler was able to become Chancellor of Germany in January 1933 was because of the effects of the Wall Street Crash.'

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

Just over 15 minutes of writing

(12 marks)

I agree with this interpretation because without the Wall Street Crash the Depression would not have begun and the Nazis would not have gained so much support so Hitler would not have become Chancellor. However, there are also other reasons which might suggest a partial contradiction of the interpretation.

In October 1929, shares on the American Stock Exchange on Wall Street crashed. Banks lost money and started to recall loans. This hit Germany very badly. German businesses became bankrupt and closed down. Unemployment kept rising until by 1932 there were 6 million unemployed German workers. The Weimar Government looked weak because it didn’t know what to do to solve the Depression. The Nazis provided soup kitchens and opened shelters for the jobless and the homeless. Support for extreme parties grew. In May 1928 the Nazis had had only 12 seats in the Reichstag and were the eighth party in order of popularity. Then in September 1930 they had 107 seats and in July 1932 they had 230 seats, making them the largest party in the Reichstag.

There are, however, other reasons that might limit the accuracy of the interpretation. These include Nazi promises. Hitler promised the unemployed and poor, who had lost everything, that they would have jobs and there would be an end to the misery. Hitler promised to destroy communism. Businessmen were afraid that the Communists would take over Germany so he played on their fears and frequently attacked the Communists in his speeches. Hitler attacked weak politicians of the Weimar government by blaming them for stabbing the army in the back at the end of the war and arguing that they had done nothing to help ordinary Germans in the Depression. Lastly, Hitler blamed the Jews for Germany’s problems. He blamed them for the Depression, portraying them as greedy bankers who enjoyed their wealth whilst other Germans were starving and poor. He blamed them for losing the First World War.

Another alternative interpretation is to stress the importance of propaganda. Joseph Goebbels was put in charge of Nazi propaganda in 1929. He had more modern ideas than other parties. For example, massive orderly torchlight processions that impressed many with their sheer size and energy. He used records, radio and film to get the Nazis’ message to millions. Speeches were targeted at specific audiences, and simple messages were repeated often, for example, ‘bread and work’ and ‘one people, one nation, one leader’ which presented Hitler as a strong leader who would solve all of Germany’s problems. The Nazis’ greatest campaigning asset was Hitler, as he was a great speaker with dramatic speeches that whipped audiences into a frenzy. In 1932 he stood against Hindenburg for President. Although he lost (by 19 million votes to 13 million) he did surprisingly well and took the opportunity to spread the Nazi message and raise his own profile. He travelled on a hectic tour of rallies by plane; he appeared as a dynamic man of the moment, a leader of a modern party with modern ideas – all a huge contrast to the tired, weak and old politicians of the Weimar Republic.

I therefore think that there were reasons in addition to the Wall Street Crash – Nazi propaganda, promises and leadership – but believe that the interpretation is basically correct. Without the Wall Street Crash Hitler and the Nazis would never have had the opportunities that the misery of the
Depression gave them to put forward their case. Therefore, without the Wall Street Crash, I believe that Hitler would not have become Chancellor in 1933.

**Commentary**

This well-argued essay explains with appropriate details several reasons. It refers to interpretations in terms of content and knowledge, and not in terms of provenance, etc. It provides several well-developed reasons — therefore, it warrants the highest level of marks. It also attempts a judgement, both in the introduction and conclusion, which is needed for a top mark. This answer therefore merits Level 4, 12 marks.
Topic 6: Depression and the New Deal: USA, 1929–1941

Question 14

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

Although Roosevelt had cut unemployment by 1937 from 12 million to 6 million, he decided to cut back on some of his programmes because there was criticism that they were costing too much and putting the government in debt. Yet he was criticised again when unemployment went up to 10 million as a result. Even when he started spending again, he was criticised because unemployment remained at nearly 10 million in 1939 and business was still 25% less than in early 1929.

One reason for criticism from individuals was that the New Deal was not doing enough. Huey Long, Democratic Governor of Louisiana, said the poor needed more and rich people’s wealth of over $3 million should be confiscated and given to the poor. Francis Townsend had a similar reason for criticism: he wanted Old Age Pensioners to get $200 a month.

Republicans criticised the New Deal because of high taxes and regulations – like in the NRA – because they restricted what businessmen could do. They liked a free market. They believed in Laissez-Faire and did not like Roosevelt’s socialism.

The Supreme Court criticised the New Deal on legal grounds. They said some measures, eg the NRA and AAA went against the Constitution, the NRA because it tried to impose rules about competition, and the AAA because it ‘coerced’ farmers into producing less for a subsidy.

Commentary

In each short paragraph, there is a different source of criticism. In each case, the reason(s) for criticism is (are) provided and reasons are supported with specifics. There is, thus, ample development in more than one area of criticism and would yield Level 3, 8 marks.

Question 15

‘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.

In 1931 Herbert Hoover said of the Depression ‘no one is actually starving’. This attitude of rugged individualism and his assertions that recovery was around the corner, along with his weak response to the Depression, meant that by 1932, when Roosevelt campaigned with his New Deal, America wanted a change of President. The interpretation that it was Hoover’s failures that enabled Roosevelt to succeed has much to commend it.

Hoover responded poorly to the Great Depression as is implied by the use of the term ‘Hoovervilles’ for the shanty towns that appeared around cities, as an insult to the President. A popular slogan of the time was ‘In Hoover we trusted, now we are busted’, suggesting that most Americans thought the President had failed them and should be replaced. Hoover’s reluctance to abolish prohibition was also damaging to his reputation as it would have created thousands of jobs and helped win back support – as well as depriving gangsters of their livelihood.

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In fact, the interpretation is rather unfair on Hoover. He, like everyone else, could not possibly have foreseen the scale of the Depression when it started. He did – eventually – respond with practical ideas. The Reconstruction Finance Corporation and the Farm Board were set up, but did not have enough money or power to make any difference in aiding recovery. He also was forced to approve the Emergency Relief Act in 1932 which provided 300 million dollars to states to help the unemployed. He also responded negatively to events such as the Bonus Marches of 1932 when 15000 veterans peacefully marched to Washington to demand their post-war bonus early. Hoover responded by sending in the army, killing two babies, and his reputation was damaged further.

Despite Hoover’s failure to deal with the Depression it can be argued that Roosevelt’s tactics in campaigning were more important in securing his victory. By meeting unemployed people and promising to abolish prohibition during this campaign, Roosevelt appealed to the voters and increased his chances of victory. His use of propaganda such as the ‘Smilette’ poster which mocked Hoover’s policy of ‘rugged individualism’ further incited people to vote for him. As well as using the radio, Roosevelt travelled across the country, promising action and providing hope. He talked boldly about providing leadership and action, without being too precise over any details.

In conclusion, the interpretation is flawed. Although Hoover’s weak response to the Depression, when 25% of the workforce was unemployed, meant that America wanted an alternative, it did not necessarily secure Roosevelt’s success. Roosevelt’s tactical and effective campaigns are what secured his success and made him the first Democratic president to be elected in 16 years since Woodrow Wilson’s re-election in 1916. However, although the campaign won him a landslide victory in terms of 42 out of 48 states, it is important to remember that Hoover still got 40% of the popular vote. Hence the interpretation would be more accurate if it argued that Hoover’s weak response to the Depression provided the circumstances that allowed Roosevelt’s style of campaigning to flourish and succeed.

**Commentary**
A detailed answer explaining Hoover’s weaknesses, Hoover’s attempts to act, and Roosevelt’s election campaign. Each is explained in detail therefore there are three clear developed aspects to the answer. This allows a mark within Level 4, and there is a substantiated judgement at the end. Level 4, 12 marks.
Topic 7: Race Relations in the USA, 1945–1968

Question 16

Explain how much Black Americans gained social and political change in the decade after the Second World War.

Black Americans had continued to be badly treated after emancipation in 1863. Most southern Black Americans still lived and worked on plantations. More than a million lived in the north. A few had made the leap into respectable well-paid employment – lawyers, doctors, entertainers in the cinema and in music, sports stars – but most worked in crowded factories and lived in ghettos in cities such as New York.

However, attitudes and expectations were beginning to change – primarily because of the Second World War. This huge conflict involved over 1 million Black Americans fighting abroad. Most were in segregated regiments with white officers, but they had been fighting for the same cause, and often found that they were not treated equally on their return to the USA after the war when competing with white men for jobs.

During the war over 2 million Black Americans moved north to work in factories in cities such as Detroit. This led to a lot of racial tension and some race riots. The fact that their labour was needed gave them better bargaining power for wages and working conditions. However, often the worst tension was created by competition for housing.

Therefore in the late 1940s there was greater expectation of improvements for Black Americans. Going back to conditions in the 1930s where the New Deal had not helped them much was not acceptable. Changing attitudes towards race were beginning to be seen in other countries around the world, especially with the collapse of parts of the British Empire. For example, India gained its independence in 1947, showing that change was possible for non-White people. In the USA organisations such as the NAACP were pushing for moves towards racial equality.

The Ku Klux Klan attempted a backlash with bombing of houses and even lynchings. However, with the growing power of the media this focused unfavourable attention on the KKK. This reached its peak in 1955 with the murder of Emmett Till and the photos of his badly bruised face in an open casket at his funeral.

Greater expectation of social and political change occurred with the judgement of the Supreme Court in the Brown v Board of Topeka Case in 1954 which declared that segregated schooling was only legal if they were equal – which they were not. In 1955 the Supreme Court backed this up with the ruling that all states had to carry out the policy of desegregating their schools. This was clearly the beginning of legal changes for Black Americans.

Commentary

This answer does try to avoid a descriptive approach – difficult to achieve entirely on this topic. It does explain reasons emanating from the Second World War, from changing circumstances in the USA in the years following and the stance of the Supreme Court. As such, it has three reasons for change which are clearly explained and would merit Level 3, 8 marks.
Question 17

'The Freedom Rides and Freedom Marches in the early 1960s were the main reason why the Civil Rights movement made so much progress at that time.'

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

This interpretation is only partly correct because several things helped the Civil Rights Movement to make progress in the early 1960s. For example, Lyndon B Johnson signed the Civil Rights Act in 1964 in the name of Kennedy, in order to continue Kennedy’s legacy. The act gave more rights to Black Americans living in the USA. There was also the Black Power movement which encouraged black empowerment and wanted to be above the whites. This encouraged violence, however, and was not the greatest of contributors to the civil rights movement. There were also famous speeches given from different orators such as Malcolm X’s speech with the phrase ‘chicken come home to roost’. And of course Martin Luther King’s famous “I have a dream” speech at Washington in 1963.

However, I believe that the Freedom Rides and the Freedom Marches made greater progress for the civil rights movement. The March on Washington attracted a worldwide audience from mass media coverage. Martin Luther King’s speech at Washington (‘I have a dream…’) has become one of the famous speeches of the twentieth century. Over the USA as a whole there were more than 100 freedom marches, many peaceful, but some leading to some violence. At Birmingham this was caused by the police when they were given the instruction to fire water hoses and set the dogs loose on the peaceful marchers. Television cameras were present as over 1000 protesters were arrested and many put in jail. Public opinion nationally was outraged and this peaceful march did a lot to advance the cause of civil rights in the eyes of white Americans.

Similarly the Freedom Rides attracted much publicity via the media, especially if violence was created. There were about 60 freedom rides in the early 1960s and involved a mixture of black and white people. In Alabama on one occasion the police chief tipped off the KKK and gave them 15 minutes with the freedom riders as they arrived in a town to assault them before getting the police to show up and restore order. The national publicity given to incidents like this forced the Federal Government to act. President Kennedy promised to support moves towards equality, and it was made clear that the law against segregation applied to interstate buses as well as local services.

Overall, then, there were several reasons why Civil Rights advanced in the early 1960s and Freedom Rides and Freedom Marches were only part of the story.

Commentary

This answer provides fairly detailed arguments on Freedom Rides and Freedom Marches, and mentions other factors. It is perfectly reasonable to take each of the paragraphs on Rides and Marches as being 'developed', and therefore two developed aspects allow a mark within Level 3. The first paragraph mentions some other factors. There is little emphasis on the word ‘interpretation’, which could be seen as a weakness in the last paragraph. Level 3, 8 marks.

For a higher mark/level, there would need to be more depth of explanation in the other factors mentioned, and an argued conclusion in reaching a judgement about the interpretation.

Question 18

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

The French defeat at Dien Bien Phu meant that the Viet Minh had succeeded in driving the French out of Vietnam after eight years of struggle. About 8000 Viet Minh died in the battle. The immediate consequence was the beginning of the Geneva Conference to decide on Vietnam’s future. This led to the Geneva Accords, dividing Vietnam in half at the 17th parallel. The North would be communist, ruled by Ho Chi Minh when he returned from hiding, and Ngo Dinh Diem would be Prime Minister of the South. Elections were to be held in two years to reunify the country. However, the deadline passed without the elections being held.

As a result, Ho Chi Minh was determined to fight for unification, building the Ho Chi Minh trail in 1959 to get troops and supplies into South Vietnam. 4000 guerrillas were sent in that year. Diem, President in the south since 1955, put down as many guerrillas as he could. The US sent aid to Diem.

Commentary

This is a relatively short answer but it is specific about what resulted from the French defeat of 1954. There is detail on immediate results leading to the Geneva Accords and then the follow-on from those, ie development on consequences for Vietnam. However, apart from a passing comment, consequences for the USA are ignored. One well developed area, therefore, would bring Level 2, 6 marks.

Question 19

‘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.

This interpretation looks as if it was written by someone who wanted to put the blame for American defeat on the media rather than on the US government or American citizens. There are arguments for and against this interpretation.

Firstly, increased media coverage of the war meant that any mistake by the American forces was scrutinised by the public. For example, the Tet Offensive in 1968 when VC fighters took the American embassy, the American public were outraged that such a thing could happen and blamed it on the incompetence of the military. This lead to demands for peace.

Secondly, TV coverage meant that people could see the horrors of modern day war, which made them wonder if they were fighting for the right cause. The famous images include a girl fleeing from a napalm attack (clothes blown away by the force) and the execution of a VC fighter in the Tet Offensive at point-blank range. Both of these images made the American public question whether the army was doing the right thing and conducting themselves properly – which led to demands for withdrawal.
Therefore the effects of TV and media coverage were very important. For instance, anti-war protests were often televised and were widespread throughout the US. It is estimated that 700,000 people marched in Washington overall and the televising of these protests made America seem on the brink of a revolution. The protests became more and more popular thanks to media coverage which only led to more and more demands for peace. However, on the other hand, you could argue that this interpretation is not watertight. There would not have been a problem with TV and media coverage if the US army had conducted themselves properly in Vietnam. For example, Zippo raids were verging on inhumane, and search and destroy tactics were scrutinised critically. You could argue that these peace calls only came because the US army did not fight with dignity or decency – which is why coverage of the war appeared so bad. When, over a year after the event, details of the My Lai massacre were published, the whole of America was horrified. How could over 300 innocent women and children be massacred like this? How many other similar incidents were being covered up by the military? Another reason you could argue for such huge calls for peace is the demoralisation of the US troops due to guerrilla tactics. When troops returned home the public could see how mentally scarred these troops were by their experiences (eg evident in the Fullbright hearings of 1971). Increasingly the US public wanted a withdrawal because they didn't want any more young lives to be ruined by the effects of a cruel war. There were even instances where the US troops fragged their own officers – more evidence that the US military was disintegrating and the war needed to be stopped.

Finally, you could argue that calls for peace came simply because the American public saw a lack of progress in a war in which they didn't understand why they were involved. The army had now been in Vietnam for nearly a decade and the US public already expected a victory. When the army had failed to stop the ‘evil’ Communists after nearly 10 years, some Americans saw that the best policy was to get out of an unwinnable war. So overall, although TV and media coverage played a huge part in exposing the horror of Vietnam to the public, I believe that calls for peace in Vietnam would have come about no matter what US civilians were able to see. If anything, TV and media coverage sped up the calls for peace, particularly in the early 1970s, but I cannot say that overall media coverage was the most important cause of the calls for peace.

Commentary
This is an excellent answer, not because of the level of detail (it is sufficient but not overwhelming) but because of the level of argument and understanding shown. The answer provides several reasons for and against the interpretation, and then tries to assess the validity of the interpretation itself by linking media coverage with other factors. It is interesting that the opening paragraph attempted to investigate the provenance strand in the mark scheme, but it is only at Level 2 standard. Overall, the essay is worth Level 4, 12 marks.
Topic 9: Britain: the Challenge in Northern Ireland, 1960–1999

Question 20

Explain the political and economic inequalities that existed in Northern Ireland in the 1960s before the start of The Troubles.

In Northern Ireland there were many areas of life where the Catholics were not treated equally to Protestants. This was seen politically in unequal representation. Boundaries were arranged so that Protestants had more council members than Catholics compared with the population figures. Protestants made up only 24% of the population but had 60% of council seats and almost all key jobs within the councils. This unequal representation was achieved through the process of gerrymandering.

Secondly, there were housing inequalities. Protestants were favoured over Catholics in the allocation of council houses.

Thirdly, there was inequality in job opportunities. Catholics often had the low-paid jobs, and often found it more difficult to get promotion.

These inequalities were not new, but by the late 1960s the Northern Ireland economy had serious problems. Catholics suffered even more, and many started to leave the province altogether. It was out of this situation that the Troubles developed at the end of the 1960s.

O’Neill as Prime Minister had not managed to solve the problems.

Commentary

This answer is very relevant but partly limited. The first paragraph is detailed and developed. However, the other paragraphs identify other aspects and there is no detailed explanation. As only one feature is well explained, the answer cannot be given more than Level 2. Here we have one developed feature and two others identified, so the answer would get a good mark within Level 2, 6 marks.

Question 21

‘The IRA bombings in Britain in 1983–1984 were the main evidence that showed that Northern Ireland was far from reaching a peaceful settlement in the 1980s.’ How far do you agree with this interpretation? Explain your answer.

I agree with this interpretation to some extent. My reason for this is because the bombings in Britain showed people that it would take a long time for the situation to be resolved. The bombings that were carried out in Britain were the Post Office Tower in 1973; the London Underground in 1974; the Hilton Hotel in 1975; the killing of an MP, Airey Neave, at the House of Commons in 1982; the bombing at Harrods in 1983 and finally the attempted murder of Margaret Thatcher in 1984. This made people think that the IRA were going to continue to kill.

The attempt to kill Margaret Thatcher was at the Grand Hotel in Brighton. The bomb went off in the middle of the night. Five people were killed and about 30 others injured. Eight storeys of the hotel were destroyed. Even Mrs Thatcher’s bathroom was damaged. This showed how dangerous the IRA was – the bomb had been planted a month before. An attack on the British Prime Minister was Copyright © AQA and its licensors 14 of 16
bound to make a peaceful settlement virtually impossible because Unionists would refuse to have discussions with Sinn Fein and its leaders. On the other hand events that happened in Northern Ireland also showed that a peaceful settlement was far away. The riots that broke out between the two sides, Catholic and Protestant, didn’t help either. This was when a NICRA march was taking place. The paratroopers were brought in because people thought that the marchers had guns. In the end that wasn’t the case. But the paratroopers were sent in and killed 13 people and another died of their injuries. Finally the hunger strikes in the early 1980s were when prisoners in the Maze Prison refused to eat and wash. They believed themselves to be prisoners of war and that they should be given special rights. They wanted to be able to wear their own clothes and be able to interact with inmates. Because they weren’t allowed this they wore their blankets instead of clothes and spread their poop on the cell walls. In the end 10 prisoners died, the most famous being Bobby Sands. He became MP for South Tyrone when he was in prison. All of these things made people believe that it would be very hard for a peace settlement to be reached, but I think the main evidence was the IRA bombings. This is backed up by the events immediately afterwards because the atmosphere between Catholics and Protestants in Northern Ireland was so bad. When the Anglo-Irish Agreement of 1985 was signed it met with much opposition from the Ulster Unionists still angry about the bombings.

Commentary
A good summary – but the dates in the 1970s are of course irrelevant in the first paragraph, and in the third paragraph the 13 deaths is presumably a reference to Bloody Sunday (1972) – also not directly relevant to the 1980s. To be relevant a discussion about its legacy would be needed. However, the second paragraph provides details on the Brighton Hotel bombing and attempts an explanation of its importance and does the same on the Anglo-Irish Agreement. The section on hunger strikes is just descriptive. There are therefore two areas with a little explanation. Therefore, a low mark in Level 3 – 7 marks.

To gain a higher level/mark, more depth of analysis and explanation would be needed, with an argued judgement in relations to the interpretation in the question. Copyright © AQA and its licensors 15 of 16
Topic 10: The Middle East, 1956–1999

Question 22
Explain the consequences of the meeting at Camp David in 1978 between President Sadat and Prime Minister Begin of Israel.

The first and most important consequence was that the meetings – which lasted 13 days – reached agreements which had been thought impossible by many. Israel agreed to withdraw from the West Bank and Gaza, and Egypt would get back Sinai. Israeli airfields left in Sinai could only be used for civilian purposes. Egypt and Israel would work for peace, and Egypt recognised the right of Israel to exist. The agreements were ratified at Washington in the following year, 1979.

However, the hopes of a long-term peace did not materialise. There were unsolved problems over the occupied territories, Israeli settlements, and, in particular, the city of Jerusalem itself. Fighting has continued until the present day.

Commentary
This answer covers the immediate consequences very well. It is detailed and accurate.

However, the more long-term consequences are only mentioned, with no accompanying detail. Therefore, the answer succeeds in explaining one area, but no more. The answer would be given Level 2, 6 marks.

Question 23
’The formation of the Palestinian Liberation Organisation (PLO) in 1964 made a peaceful solution impossible in the Middle East in the 1960s.’

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

The formation of the PLO in the 1960s made relations between the Israelis and the Arab nations very hostile and peace was made more difficult to achieve. However, the Israelis and the UN still tried to produce a peaceful solution in the Middle East.

Nasser formed the PLO at the Cairo Summit in 1964. It was formed to deal with the Palestinian issue and move towards the Palestinian state solution. After the Battle of Karameh in 1968 Yasser Arafat grew in popularity massively and many new terrorist groups joined Fatah, which had been set up by the Palestinians to try and get a Palestinian state themselves. In 1968 Yasser Arafat became the leader of the PLO and Fatah had become the core of the PLO. This made peace a much more unlikely solution in the 1960s.

Also the Six Day War (1967) increased hostility between Israel and the Arab Nations. The relations between the countries deteriorated further when at the Arab League Conference after the Six Day War the Arab countries produced the ’Three Nos’ policy which meant no recognition of Israel and less tolerance. This made peace seem even further away during the 1960s.

However, the UN continued to look for a peaceful solution. As a consequence of the Six Day War in 1967 the Israelis had taken much of the land the Arab nations had previously controlled, including the Sinai, the Golan Heights, Gaza, East Jerusalem and parts of the West Bank. Israel looked towards Egypt to trade the Sinai for recognition. However, the Egyptians rejected their proposal.
offers. Also the UN came up with Resolution 242, which meant Israel would trade land they had taken for recognition and peace. However, again, the Arab countries rejected the UN’s proposal.

Despite the offers for peace from both Israel and the UN, the Arab Nations ignored them. The Arabs believed that a Palestinian state was the only solution. This therefore means that I agree with the statement that the formation of the PLO in 1964 made a peaceful solution impossible in the Middle East in the 1960s.

**Commentary**

This answer seeks to explain reasons for and against. It ignores the exact wording of the question, especially the word ‘interpretation’. In this topic it may be easier to write an explanation partly based on bias, but this answer, while ignoring that route, to some extent shows its own bias in its choice of evidence. The answer falls in Level 3 – It does explain more than one interpretation by exploring the history on which the interpretations are based. The evidence for the interpretation could be much more detailed – a weakness in the answer. Level 3, 9 marks.

**Helpful websites.**