

Edexcel GCSE History A and B

Controlled Assessment

CA5: Vietnam c1950–1975

What are the changes to content from 2013?

The date range of the topic has been extended from 1960-75 to c1950-75. The content is now structured into the following three bullet points. The blue text indicates new content, while the green text indicates content that has been clarified, expanded or moved.

- Changes in US policy towards Vietnam: the reasons for US involvement **under Eisenhower in the 1950s, including the ending of French rule, the Domino theory and the weaknesses of the Diem government**; the nature of and reasons for US escalating involvement in the 1960s under Presidents Kennedy and Johnson; the policies of President Nixon and the process of ending the conflict.
- The nature of the conflict **in Vietnam: the tactics used by both sides in the conflict and the key features of the campaigns including guerrilla warfare, aerial warfare, search and destroy missions and the significance of the Tet Offensive**; the impact of the conflict on civilians and the military **in Vietnam**. The reasons for the US **lack of success** in the conflict.
- **How strong was support within the USA for America's involvement in the Vietnam conflict? The growth of protest and the 'silent majority'**.

Has the representation focus changed from 2013?

Previously the representation focus for this option was: How did people in the USA react to the war in Vietnam? The third bullet point above now forms the representation focus.

Suggested resources to support teachers and candidates

The following is a provisional list of resources, which may be useful for this topic.

The following student book was published in 2010 to support this topic in the 2009 specification. Note it has not been updated for the 2013 specification, but much of the content will still be of use to students.

Edexcel GCSE History: CA5 Vietnam 1960–75 Controlled Assessment Student Book, ISBN 9781846906473.

Hodder Education have published a student book for this controlled assessment topic:

GCSE History for Edexcel: Vietnam 1960–75, by Steve Waugh and John Wright, ISBN 9781444109528.

Hodder have also produced downloadable content on Vietnam at www.hodderplus.co.uk/modernworldhistory.

The following general GCSE texts on Vietnam are also available:

- *Hodder 20th Century History: Vietnam 1939–75*, by Neil DeMarco, ISBN 9780340814758 (Hodder).
- *Key History for GCSE: Vietnam*, by Philip A Sauvain, ISBN 9780748730568 (Nelson Thornes).

Teachers may wish to use AS/A level text books to help plan their teaching, and students may find them a good source of additional reading.

The following GCE texts are relevant:

- *Edexcel GCE AS Unit 1 – Ideology, Conflict and Retreat: The USA in Asia 1950–73*, by Geoff Stewart, ISBN 9781846903076 (Pearson).
- *Hodder Access to History: The USA and Vietnam 1945–75*, by Vivienne Sanders, ISBN 9780340929308 (Hodder).
- *Heinemann Advanced History: Vietnam, Korea, and US Foreign Policy 1945–75*, by Chris Bragg, ISBN 9780435327088 (Pearson).

The following websites may also be useful:

- www.nationalarchives.gov.uk/education/coldwar/
- www.spartacus.schoolnet.co.uk/VietnamWar.htm
- www.vietnamwar.net/
- www.schoolhistory.co.uk/gcselinks/britishworld/vietnam_worksheets.shtml
- www.historylearningsite.co.uk/vietnam.htm

YouTube is a good place to look for films and songs of the period.

Topic timeline

We have provided the timeline below as an additional resource for students.

- 1945 Japan defeated in WW2 and withdrew from South East Asia (including Indo-China).
- 1945 Vietminh determined to prevent French from re-establishing control so took control of Hanoi (North) and Saigon (South).
- 1945 French returned with 50,000 troops and were able to re-establish control in the south but not in the north where a 'guerrilla' style war broke out.
- 1954 After years of conflict the Vietminh won a decisive battle at Dien Bien Phu.
- 1954 France, Great Britain, China, USSR, USA and Vietnam met in Switzerland and signed the Geneva Agreement – Vietnam was to be divided (temporarily) into North (communist – led by Ho Chi Minh) and South (non-communist – led by Diem). China and the USSR backed the North, and the USA backed the South.
- 1959 A civil war had developed between north Vietnamese communists (Vietminh – but now called Vietcong) and the south Vietnamese Government backed by the USA who now sent military 'advisers' to help the Government fight the communists.
- 1963 Buddhist monks burnt themselves to death in the streets of Vietnamese towns as a protest against the South Vietnamese Government and the civil war.
- 1964 Gulf of Tonkin Incident.
- 1964 Operation 'Rolling Thunder'.
- 1964 200,000 USA combat troops deployed to support the South Vietnamese Govt in its war against the communists.
- 1964 First march to Washington of people against the war took place (25,000 people took part).
- 1967 'Vietnam Veterans Against the War' (VVAW) was formed in USA.
- 1967 A group of academics (led by Bertrand Russell) set up the 'International War Crimes Tribunal' accusing the US of using illegal weapons (e.g. Napalm and Agent Orange) against the people of Vietnam.
- 1968 Tet Offensive.
- 1968 Media in the USA, previously supportive of US involvement in the conflict, begin to question US involvement.
- 1968 Crisis at Khe Sanh.
- 1968 My Lai Incident.
- 1968 US President Nixon introduces policy of 'Vietnamization'.
- 1968 Major anti-war demonstrations in USA and other major cities around the world.
- 1968 Peace Talks begin in Paris.
- 1968 Burning of military 'draft' cards – the 'Catonsville Nine'.
- 1970 Kent State University (Ohio) anti-war protest.
- 1971 The 'Camden 28' – 'draft' dodgers.
- 1971 The 'Pentagon Papers' exposing 'Operation Phoenix'.
- 1972 Jane Fonda (nick-named in some media 'Hanoi Jane') visited North Vietnam.
- 1973 Paris Peace Agreement.

- 1973 March – last USA troops leave Saigon.
- 1975 North Vietnamese Army surround Saigon.
- 1975 April – last Americans living in Vietnam were airlifted out of Saigon.
- 1975 Conflict over.

Exemplar scheme of work

The following scheme of work provides a suggested approach and is not intended to be prescriptive.

Generic scheme of work	Subject content	15-week programme
<p>Context, concepts and application</p> <p>The historical context for Part A.</p> <p>The key features of the period or issue.</p> <p>Reasons for change and developments.</p> <p>Practise analysing causation, change, consequence.</p> <p>Practise writing extended responses with a focus on causation, change, etc.</p> <p>The historical context of the enquiry/ies identified in Part B.</p>	<p>Overview (Parts A and B):</p> <p>Changes in US policy towards Vietnam:</p> <ul style="list-style-type: none"> The reasons for US involvement under Eisenhower in the 1950s, including the ending of French rule, the Domino theory and the weaknesses of the Diem government. The nature of and reasons for US escalating involvement in the 1960s under Presidents Kennedy and Johnson. The policies of President Nixon and the process of ending the conflict. <p>The nature of the conflict in Vietnam:</p> <ul style="list-style-type: none"> The tactics used by both sides in the conflict and the key features of the campaigns including guerrilla warfare, aerial warfare, search and destroy missions and the significance of the Tet Offensive; The impact of the conflict on civilians and the military in Vietnam. The reasons for the US lack of success in the conflict. <p>Practice Part A Explanation</p> <ul style="list-style-type: none"> Part A will require analysis with a focus on explanation of change, causation or consequence. Typical question stems are: Explain why; Explain the impact; Explain the ways in which XX changed; Explain the role of XX; Explain how. <p>Practice Part B Enquiry</p> <ul style="list-style-type: none"> Part B will always require some sort of judgement. Typical question stems are: How significant; How much impact; How successful; How far; How much change; How different. 	<p>Weeks 1–8 including write-up of Part A, 30 mins.</p> <p>Schools may complete tasks in any order but they must teach the whole of the relevant specification bullet point before completing Part A or Part B and they must teach the whole unit before students write up Part C.</p> <p>If the Part A task is set on the first bullet point, schools may decide to write up this task before teaching the second bullet point. If the Part A task is set on the second bullet point, they may wish to teach both bullet points before completing the Part A and B tasks.</p>

Generic scheme of work	Subject content	15-week programme
<p>Part B Enquiry</p> <p>Developing enquiry skills:</p> <ul style="list-style-type: none"> • how to find, select and use sources of information • supporting candidates in the process of their research • includes write-up. 	<p>Generic</p> <p>Practise identifying and recording relevant information:</p> <ul style="list-style-type: none"> • Students to highlight key points of information or identify key views using a source that is not related to the enquiry. • Students could compare the information on different websites and discuss ways of deciding whether a website would be a good source of information to use. • Students to compare different ways of recording it, for example, bullet points, charts, diagrams. <p>Practise write –up skills by preparing notes and sources for a Part B-style paragraph.</p>	<p>Weeks 9-10, including write-up of Part B, 1 hour.</p> <p>Centres may wish to set aside class time for students to complete research or may set research as homework while teaching the content for this bullet point or the bullet point for Part C.</p>
<p>Part C Context</p> <p>The historical context of the representations issue.</p> <p>Coverage of key features of period or issue sufficient to enable candidates to evaluate the accuracy and comprehensiveness of the representations.</p>	<ul style="list-style-type: none"> • How strong was support within the USA for America’s involvement in the Vietnam conflict? • The growth of protest and the ‘silent majority’. 	<p>Weeks 11–12</p>

Generic scheme of work	Subject content	15-week programme
<p>Part C Skills and concepts</p> <p>Understanding and analysing representations.</p> <p>Practise comparing and evaluating representations of the selected issue.</p>	<p>Generic</p> <p>Introduction to the idea of representation through discussion of social media, selection of items for the front page of newspapers etc.</p> <p>Practise evaluation of portrayal using examples such as school prospectus, social media, news reports.</p> <p>Practise evaluation of a representation using a representation from a previous task or the Representations Bank (one that will not be used as the third representation in the task).</p> <p>Students should understand the criteria being used and the necessity to support the evaluation using additional contextual knowledge.</p>	<p>Weeks 13–15, including write-up of Part C, 1 hour.</p>