

GCSE HISTORY

Specification; Edexcel GCSE History (1-9)

The History GCSE has **3** exams and we cover 4 different topics. All exams will take place after the Spring Bank Holiday. The dates of the exams, length of exam and weightings are all listed below.

PAPER 1.

- **16th May 2025** – Medicine in Britain c1250 – present day and the British sector of the Western Front. Injuries, treatments and trenches. 1 hour 15 minutes, worth **30%**.

PAPER 2.

- **5th June 2025** – Anglo-Saxon and Norman England 1060 - 1088 and the American West 1835 - 1895. 1 hour 45 minutes, worth **40%**.

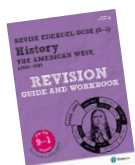
PAPER 3.

- **10th June 2025** – USA, Conflict at home and abroad 1954 – 1975 (Civil Rights Movement and Vietnam). 1 hour 20 minutes, worth **30%**.

Students sat 1 practise exam for Paper 1 (Medicine in Britain) in June last year. They are to sit a Paper 3 practise exam in the week beginning **20th January 2025**. Students should already have started their revision for this paper and should use their time over the Christmas holidays to prepare. They will be examined on their knowledge of the Civil Rights Movement and the Vietnam War (completed in blue exercise books). After practise exams they will start the Anglo-Saxon and Norman Topic which is their final topic. 80% of the course will have been completed by that point.

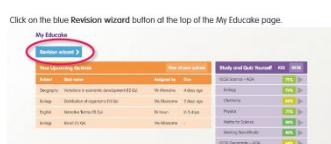
In order to support your son/daughter in the preparation for this exam there are a number of revision guides that you can purchase from our school shop;

- Revise Edexcel GCSE (9-1) History Medicine in Britain Revise Guide and Workbook. ISBN – 978-1292169729.
- Revise Edexcel GCSE (9-1) Anglo Saxon and Norman England. ISBN – 978 – 1292169743.
- Revise Edexcel GCSE (9-1) American West. ISBN – 978-1292169774.
- Revise Edexcel GCSE (9-1) USA conflict at home and abroad. ISBN – 978 – 1292169767.

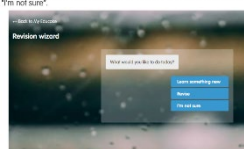


All students have been given revision guides for each topic and have received a specific revision guide for the practise exam. There are also lots of revision resources available to download from Teams and they can use the Revision Wizard tool via Educake which will generate questions for them to answer.

How do I use the Revision Wizard?



Choose whether you'd like to learn something new or revise. If you're not sure, you can also choose 'I'm not sure'.



PAPER 1 REVISION.

- Write your own revision summaries for each time period of the medicine topic (medieval, renaissance, 1700 – 1900, modern medicine and trench warfare).
- Complete a big timeline for the whole course. Start at medieval times and go right to modern day. Identify all the key developments and discoveries. Once complete, look at your timeline to identify turning points and similarities and differences. Highlight areas of change and continuity.
- Create a who's who for the medicine topic. Use your revision checklist to help you here.
- Complete some practise questions on Medicine Through Time – these are available via the class channel on Teams and at the back of your revision guides.
- Plan for 12 mark explain why questions.

PAPER 2 REVISION.

- Write yourself a detailed timeline of the Anglo-Saxon and Norman Topic and American West. This will help you to focus your revision. Complete flash cards which look at the different events, battles, individuals.
- Complete who is who lists for Anglo-Saxon and Norman England and American West. Get someone at home to test you on who each person is and what events they were involved in. Try to explain why they are important to these topics.
- Compare Anglo-Saxon England with Norman England. Think about what has changed and what has stayed the same. Try and think about the changes that might have occurred to the following groups/institutions; the Church, law and order, what changed for the England Earls, landowners, ordinary people.
- Create a A3 mind-map exploring the different reasons why William won the Battle of Hastings. Think about William's victory but also Harold's defeat – what impact did it have that he was fighting Hardrada at Stamford Bridge when William arrived?
- Write a timeline for all the rebellions that occurred against William. For each one make sure you know the causes of it, what happened and William's reaction. Then try to identify reasons why rebellion's against William failed. Plan a 12-mark question as if you were going to explain why they failed.
- Compare how William tried to keep control when he first gained power and then how this might have changed after the rebellions. What methods did he introduce to make sure no one challenged him?
- Complete revision clocks looking at the 3 topic areas for American West.
- Choose a theme (Plains Indians, settlers, cowboys, ranching) and see how that theme developed throughout the whole time period. For example; *why did settlers move to the West, what was farming like to begin with, how did farming develop, what helped farming to develop, did they experience any conflict with other groups.*

PAPER 3 REVISION.

- Complete a timeline of key events for the Civil Rights Movement. For each event try to identify factors that were responsible for success. Use these factors to plan and write 12 mark **explain why** questions.
- Make sure you also understand how the movement became more radical. Complete some focused revision on the black power movement and the black panthers. Create a comparison poster of Martin Luther King and Malcolm X.
- Create a who's who for some of the key individuals in this topic and make sure you can explain why they were important.
- Create a timeline for Vietnam. Try to identify, on your timeline, some turning points. For example; Gulf of Tonkin, My Lai, The Tet Offensive. Explain why these are important events in the topic. What changed as a result of these key events?
- Compare the Vietcong Soldiers to the US soldiers? How did their tactics differ? What impact did it have?
- Complete the exercises and quick questions in your revision guide.
- Create a who is who for Paper 3, so you know who the different individuals are. Write them all around the edge of a A3 piece of paper. Can you make links between them and connect different events with the individuals involved in them.

Edexcel GCSE Specification.

Paper 1; Medicine in Britain.

c1250–c1500: Medicine in medieval England	
1 Ideas about the cause of disease and illness	<ul style="list-style-type: none"> Supernatural and religious explanations of the cause of disease. Rational explanations: the Theory of the Four Humours and the miasma theory; the continuing influence in England of Hippocrates and Galen.
2 Approaches to prevention and treatment	<ul style="list-style-type: none"> Approaches to prevention and treatment and their connection with ideas about disease and illness: religious actions, bloodletting and purging, purifying the air, and the use of remedies. New and traditional approaches to hospital care in the thirteenth century. The role of the physician, apothecary and barber surgeon in treatment and care provided within the community and in hospitals, c1250–1500.
3 Case study	<ul style="list-style-type: none"> Dealing with the Black Death, 1348–49; approaches to treatment and attempts to prevent its spread.
c1500–c1700: The Medical Renaissance in England	
1 Ideas about the cause of disease and illness	<ul style="list-style-type: none"> Continuity and change in explanations of the cause of disease and illness. A scientific approach, including the work of Thomas Sydenham in improving diagnosis. The influence of the printing press and the work of the Royal Society on the transmission of ideas.
2 Approaches to prevention and treatment	<ul style="list-style-type: none"> Continuity in approaches to prevention, treatment and care in the community and in hospitals. Change in care and treatment: improvements in medical training and the influence in England of the work of Vesalius.
3 Case studies	<ul style="list-style-type: none"> Key individual: William Harvey and the discovery of the circulation of the blood. Dealing with the Great Plague in London, 1665: approaches to treatment and attempts to prevent its spread.
c1700–c1900: Medicine in eighteenth- and nineteenth-century Britain	
1 Ideas about the cause of disease and illness	<ul style="list-style-type: none"> Continuity and change in explanations of the cause of disease and illness. The influence in Britain of Pasteur's Germ Theory and Koch's work on microbes.
2 Approaches to prevention and treatment	<ul style="list-style-type: none"> The extent of change in care and treatment: improvements in hospital care and the influence of Nightingale. The impact of anaesthetics and antiseptics on surgery. New approaches to prevention: the development and use of vaccinations and the Public Health Act 1875.
3 Case studies	<ul style="list-style-type: none"> Key individual: Jenner and the development of vaccination. Fighting Cholera in London, 1854; attempts to prevent its spread; the significance of Snow and the Broad Street pump.
c1900–present: Medicine in modern Britain	
1 Ideas about the cause of disease and illness	<ul style="list-style-type: none"> Advances in understanding the causes of illness and disease: the influence of genetic and lifestyle factors on health. Improvements in diagnosis: the impact of the availability of blood tests, scans and monitors.
2 Approaches to prevention and treatment	<ul style="list-style-type: none"> The extent of change in care and treatment. The impact of the NHS and science and technology: improved access to care; advances in medicines, including magic bullets and antibiotics; high-tech medical and surgical treatment in hospitals. New approaches to prevention: mass vaccinations and government lifestyle campaigns.
3 Case studies	<ul style="list-style-type: none"> Key individuals: Fleming, Florey and Chain's development of penicillin. The fight against lung cancer in the twenty-first century: the use of science and technology in diagnosis and treatment; government action.

The historic environment

1 The British sector of the Western Front, 1914–18: injuries, treatment and the trenches

- The context of the British sector of Western Front and the theatre of war in Flanders and northern France: the Ypres salient, the Somme, Arras and Cambrai. The trench system - its construction and organisation, including frontline and support trenches. The use of mines at Hill 60 near Ypres and the expansion of tunnels, caves and quarries at Arras. Significance for medical treatment of the nature of the terrain and problems of the transport and communications infrastructure.
- Conditions requiring medical treatment on the Western Front, including the problems of ill health arising from the trench environment. The nature of wounds from rifles and explosives. The problem of shrapnel, wound infection and increased numbers of head injuries. The effects of gas attacks.
- The work of the RAMC and FANY. The system of transport: stretcher bearers, horse and motor ambulances. The stages of treatment areas: aid post and field ambulance, dressing station, casualty clearing station, base hospital. The underground hospital at Arras.
- The significance of the Western Front for experiments in surgery and medicine: new techniques in the treatment of wounds and infection, the Thomas splint, the use of mobile x-ray units, the creation of a blood bank for the Battle of Cambrai.
- The historical context of medicine in the early twentieth century: the understanding of infection and moves towards aseptic surgery; the development of x-rays; blood transfusions and developments in the storage of blood.

2 Knowledge, selection and use of sources for historical enquiries

- Knowledge of national sources relevant to the period and issue, e.g. army records, national newspapers, government reports, medical articles.
- Knowledge of local sources relevant to the period and issue, e.g. personal accounts, photographs, hospital records, army statistics.
- Recognition of the strengths and weaknesses of different types of source for specific enquiries.
- Framing of questions relevant to the pursuit of a specific enquiry.
- Selection of appropriate sources for specific investigations.

Paper 2; Anglo-Saxon and Norman England, American West.

Key topic 1: Anglo-Saxon England and the Norman Conquest, 1060–66	
1 Anglo-Saxon society	<ul style="list-style-type: none"> • Monarchy and government. The power of the English monarchy. Earldoms, local government and the legal system. • The economy and social system. Towns and villages. The influence of the Church.
2 The last years of Edward the Confessor and the succession crisis	<ul style="list-style-type: none"> • The house of Godwin. Harold Godwinson's succession as Earl of Wessex. The power of the Godwins. • Harold Godwinson's embassy to Normandy. The rising against Tostig and his exile. The death of Edward the Confessor.
3 The rival claimants for the throne	<ul style="list-style-type: none"> • The motives and claims of William of Normandy, Harald Hardrada and Edgar. • The Witan and the coronation and reign of Harold Godwinson. • Reasons for, and significance of, the outcome of the battles of Gate Fulford and Stamford Bridge.
4 The Norman invasion	<ul style="list-style-type: none"> • The Battle of Hastings. • Reasons for William's victory, including the leadership skills of Harold and William, Norman and English troops and tactics.
Key topic 2: William I in power: securing the kingdom, 1066–87	
1 Establishing control	<ul style="list-style-type: none"> • The submission of the earls, 1066. • Rewarding followers and establishing control on the borderlands through the use of earls. The Marcher earldoms. • Reasons for the building of castles; their key features and importance.
2 The causes and outcomes of Anglo-Saxon resistance, 1068–71	<ul style="list-style-type: none"> • The revolt of Earls Edwin and Morcar in 1068. • Edgar the Aethling and the rebellions in the North, 1069. • Hereward the Wake and rebellion at Ely, 1070–71.
3 The legacy of resistance to 1087	<ul style="list-style-type: none"> • The reasons for and features of Harrying of the North, 1069–70. Its immediate and long-term impact, 1069–87. • Changes in landownership from Anglo-Saxon to Norman, 1066–87. • How William I maintained royal power.
4 Revolt of the Earls, 1075	<ul style="list-style-type: none"> • Reasons for and features of the revolt. • The defeat of the revolt and its effects.

Key topic 3: Norman England, 1066–88

1 The feudal system and the Church	<ul style="list-style-type: none">• The feudal hierarchy. The role and importance of tenants-in-chief and knights. The nature of feudalism (landholding, homage, knight service, labour service); forfeiture.• The Church in England: its role in society and relationship to government, including the roles of Stigand and Lanfranc. The Normans and reform of the Church in the reign of William I.• The extent of change to Anglo-Saxon society and economy.
2 Norman government	<ul style="list-style-type: none">• Changes to government after the Conquest. Centralised power and the limited use of earls under William I. The role of regents.• The office of sheriff and the demesne. Introduction and significance of the 'forest'.• Domesday Book and its significance for Norman government and finance.
3 The Norman aristocracy	<ul style="list-style-type: none">• The culture and language of the Norman aristocracy.• The career and significance of Bishop Odo.
4 William I and his sons	<ul style="list-style-type: none">• Character and personality of William I and his relations with Robert. Robert and revolt in Normandy, 1077–80.• William's death and the disputed succession. William Rufus and the defeat of Robert and Odo.

Key topic 1: The early settlement of the West, c1835–c1862

1 The Plains Indians: their beliefs and way of life	<ul style="list-style-type: none">• Social and tribal structures, ways of life and means of survival on the Plains.• Beliefs about land and nature and attitudes to war and property.• US government policy: support for US westward expansion and the significance of the Permanent Indian Frontier. The Indian Appropriations Act 1851.
2 Migration and early settlement	<ul style="list-style-type: none">• The factors encouraging migration, including economic conditions, the Oregon Trail from 1836, the concept of Manifest Destiny, and the Gold Rush of 1849.• The process and problems of migration, including the experiences of the Donner Party and the Mormon migration, 1846–47.• The development and problems of white settlement farming.
3 Conflict and tension	<ul style="list-style-type: none">• Reasons for tension between settlers and Plains Indians. The significance of the Fort Laramie Treaty 1851.• The problems of lawlessness in early towns and settlements. Attempts by government and local communities to tackle lawlessness.

Key topic 2: Development of the plains, c1862–c1876

1 The development of settlement in the West	<ul style="list-style-type: none">• The significance of the Civil War and post war reconstruction, including the impact of the Homestead Act 1862, the Pacific Railroad Act 1862, and the completion of the First Transcontinental Railroad, 1869.• Attempts at solutions to problems faced by homesteaders: the use of new methods and new technology; the impact of the Timber Culture Act 1873 and of the spread of the railroad network.• Continued problems of law and order in settlements, and attempted solutions, including the roles of law officers and increases in federal government influence.
2 Ranching and the cattle industry	<ul style="list-style-type: none">• The cattle industry and factors in its growth, including the roles of Iliff, McCoy and Goodnight, the significance of Abilene and of the increasing use of the railroad network.• The impact of changes in ranching on the work of the cowboy.• Rivalry between ranchers and homesteaders.
3 Changes in the way of life of the Plains Indians	<ul style="list-style-type: none">• The impact of railroads, the cattle industry and gold prospecting on the Plains Indians.• The impact of US government policy towards the Plains Indians, including the continued use of reservations. President Grant's 'Peace Policy', 1868.• Conflict with the Plains Indians: Little Crow's War (1862) and the Sand Creek Massacre (1864), the significance of Red Cloud's War (1866–68) and the Fort Laramie Treaty (1868).

Key topic 3: Conflicts and conquest, c1876–c1895

1 Changes in farming, the cattle industry and settlement	<ul style="list-style-type: none">• Changes in farming: the impact of new technology and new farming methods.• Changes in the cattle industry, including the impact of the winter of 1886–87. The significance of changes in the nature of ranching: the end of the open range.• Continued growth of settlement: the Exoduster movement and Kansas (1879), the Oklahoma Land Rush of 1893.
2 Conflict and tension	<ul style="list-style-type: none">• Extent of solutions to problems of law and order: sheriffs and marshals. The significance of Billy the Kid, OK Corral (1881), Wyatt Earp.• The range wars, including the Johnson County War of 1892.• Conflict with the Plains Indians: the Battle of the Little Big Horn, 1876 and its impact; the Wounded Knee Massacre, 1890.
3 The Plains Indians: the destruction of their way of life	<ul style="list-style-type: none">• The hunting and extermination of the buffalo.• The Plains Indians' life on the reservations.• The significance of changing government attitudes to the Plains Indians, including the Dawes Act 1887 and the closure of the Indian Frontier.

Paper 3; Conflict in the USA at home and abroad (Civil Rights movement and Vietnam).

Key topic 1: The development of the civil rights movement, 1954–60	
1 The position of black Americans in the early 1950s	<ul style="list-style-type: none"> • Segregation, discrimination and voting rights in the Southern states. • The work of civil rights organisations, including the NAACP and CORE.
2 Progress in education	<ul style="list-style-type: none"> • The key features of the Brown v. Topeka case (1954). • The immediate and long-term significance of the case. • The significance of the events at Little Rock High School, 1957.
3 The Montgomery Bus Boycott and its impact, 1955–60	<ul style="list-style-type: none"> • Causes and events of the Montgomery Bus Boycott. The significance of Rosa Parks. • Reasons for the success and importance of the boycott. The Supreme Court ruling. The Civil Rights Act 1957. • The significance of the leadership of Martin Luther King. The setting up of the SCLC.
4 Opposition to the civil rights movement	<ul style="list-style-type: none"> • The Ku Klux Klan and violence, including the murder of Emmet Till in 1955. • Opposition to desegregation in the South. The setting up of White Citizens' Councils. • Congress and the 'Dixiecrats'.
Key topic 2: Protest, progress and radicalism, 1960–75	
1 Progress, 1960–62	<ul style="list-style-type: none"> • The significance of Greensboro and the sit-in movement. • The Freedom Riders. Ku Klux Klan violence and the Anniston bomb. • The James Meredith case, 1962.
2 Peaceful protests and their impact, 1963–65	<ul style="list-style-type: none"> • King and the peace marches of 1963 in Birmingham, Alabama, and Washington. Freedom summer and the Mississippi murders. • The roles of Presidents Kennedy and Johnson and the passage of the Civil Rights Act 1964. • Selma and the Voting Rights Act 1965.
3 Malcolm X and Black Power, 1963–70	<ul style="list-style-type: none"> • Malcolm X, his beliefs, methods and involvement with the Black Muslims. His later change of attitude and assassination. • Reasons for the emergence of Black Power. The significance of Stokely Carmichael and the 1968 Mexico Olympics. • The methods and achievements of the Black Panther movement.
4 The civil rights movement, 1965–75	<ul style="list-style-type: none"> • The riots of 1965–67 and the Kerner Report, 1968. • King's campaign in the North. The assassination of Martin Luther King and its impact. • The extent of progress in civil rights by 1975.

Key topic 3: US involvement in the Vietnam War, 1954–75

1 Reasons for US involvement in the conflict in Vietnam, 1954–63	<ul style="list-style-type: none">• The battle of Dien Bien Phu and the end of French rule in Vietnam.• Reasons for greater US involvement under Eisenhower, including the domino theory and weaknesses of the Diem government.• Greater involvement under Kennedy, including the overthrow of Diem and the Strategic Hamlet Program.
2 Escalation of the conflict under Johnson	<ul style="list-style-type: none">• The increasing threat of the Vietcong.• The Gulf of Tonkin incident, 1964, and increased US involvement in Vietnam.
3 The nature of the conflict in Vietnam, 1964–68	<ul style="list-style-type: none">• The guerrilla tactics used by the Vietcong.• The methods used by the USA, including Search and Destroy, Operation Rolling Thunder and chemical weapons.• The key features and significance of the Tet Offensive, 1968.
4 Changes under Nixon, 1969–73	<ul style="list-style-type: none">• The key features of Vietnamisation. Reasons for its failure.• The Nixon Doctrine and the withdrawal of US troops.• Attacks on Cambodia, 1970, and Laos, 1971, and the bombing of North Vietnam, 1972.

Key topic 4: Reactions to, and the end of, US involvement in Vietnam, 1964–75

1 Opposition to the war	<ul style="list-style-type: none">• Reasons for the growth of opposition, including the student movement, TV and media coverage of the war and the draft system.• Public reaction to the My Lai Massacre, 1968. The trial of Lt. Calley.• The Kent State University shootings, 1970.
2 Support for the war	<ul style="list-style-type: none">• Reasons for support for the war, including the fear of communism.• The 'hard hats' and the 'silent majority'.
3 The peace process and end of the war	<ul style="list-style-type: none">• Reasons for, and features of, the peace negotiations, 1972–73.• The significance of the Paris Peace Agreement 1973.• The economic and human costs of the war for the USA.
4 Reasons for the failure of the USA in Vietnam	<ul style="list-style-type: none">• The strengths of North Vietnam, including the significance of Russian and Chinese support, Vietcong tactics and the Ho Chi Minh Trail.• The weaknesses of the US armed forces. The failure of US tactics.• The impact of opposition to the war in the USA.

PAPER 1: Medicine in Britain.

3 Explain **one** way in which surgery in the years c1700–c1800 was different from surgery in the years c1900–present.

(Total for Question 3 = 4 marks)

Answer Questions 3 and 4. Then answer EITHER Question 5 OR Question 6.

- 3** Explain **one** way in which the role of the physician in the medieval period was similar to the role of the doctor in the NHS in the modern period.

(Total for Question 3 = 4 marks)

3 Explain **one** way in which ideas about the cause of illness in the years c1700–c1850 were different from ideas about the cause of illness in the years c1900–present.

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(Total for Question 3 = 4 marks)

3 Explain **one** way in which care in hospitals in the years c1250–c1500 was different from care in hospitals in the years c1700–c1900.

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(Total for Question 3 = 4 marks)

4 Explain why there were changes in the prevention of illness in the years c1700–c1900.

(12)

You may use the following in your answer:

- Edward Jenner
- Public Health Act 1875

You **must** also use information of your own.

4 Explain why there was progress in the prevention of illness in the years c1700–present.

(12)

You may use the following in your answer:

- Public Health Act 1875
- healthy lifestyle campaigns

You **must** also use information of your own.

- 4 Explain why there were improvements in medical knowledge in the years c1500–c1700.

(12)

You may use the following in your answer:

- Thomas Sydenham
- the printing press

You **must** also use information of your own.

4 Explain why developments in science and technology led to rapid progress in medicine in the years c1900–present.

(12)

You may use the following in your answer:

- chemotherapy
- the discovery of the structure of DNA

You **must** also use information of your own.

- 5 'The role of the Church was the main reason why there was little change in care and treatment in the years c1250–c1500.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- medical training
- herbal remedies

You **must** also use information of your own.

(Total for Question 5 = 16 marks)

OR

- 6 'The printing press led to significant progress in medical knowledge and treatment in the years c1500–c1700.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- Vesalius' book, *The Fabric of the Human Body*
- herbal remedies

You **must** also use information of your own.

EITHER

- 5 'The main reason why medical care and treatment was ineffective during the medieval period, c1250-c1500, was because medical knowledge was based on Galen's ideas.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- Theory of Opposites
- hospitals

You **must** also use information of your own.

(Total for spelling, punctuation, grammar and use of specialist terminology = 4 marks)

(Total for Question 5 = 20 marks)

OR

- 6 'Providing access to care and treatment has been the most important development in the role of government in medicine in the years c1800–present.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- National Health Service (NHS), 1948
- Public Health Act, 1875

You **must** also use information of your own.

- 5 'The work of Florence Nightingale was the most important development in the care and treatment provided in hospitals in the years c1700–c1900.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- Florence Nightingale's *Notes on Nursing* (1859)
- anaesthetics

You **must** also use information of your own.

(Total for spelling, punctuation, grammar and use of specialist terminology = 4 marks)

(Total for Question 5 = 20 marks)

OR

- 6 'There was little improvement in dealing with infectious diseases in the years c1500–c1900.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- the Great Plague, 1665
- the Broad Street Pump

You **must** also use information of your own.

(Total for spelling, punctuation, grammar and use of specialist terminology = 4 marks)

(Total for Question 6 = 20 marks)

- 5 'There was little progress in understanding the cause of disease in the years c1250–c1700.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- the Great Plague in London, 1665
- Thomas Sydenham

You **must** also use information of your own.

(Total for spelling, punctuation, grammar and use of specialist terminology = 4 marks)

(Total for Question 5 = 20 marks)

OR

- 6 'The advances in surgery made in the years c1700–c1900 were more significant than advances in surgery made in the period c1900–present.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- antiseptics
- transplants

You **must** also use information of your own.

(Total for spelling, punctuation, grammar and use of specialist terminology = 4 marks)

(Total for Question 6 = 20 marks)

2 (a) **Study Sources A and B in the Sources Booklet.**

How useful are Sources A and B for an enquiry into the use of blood transfusions on the Western Front?

Explain your answer, using Sources A and B and your knowledge of the historical context.

(8)

Source A: From an account written after the First World War by Charlie Shepherd. Charlie Shepherd was a soldier who fought in the war. Here he is describing his experiences in a hospital on the Western Front in 1915.

I was in the hospital. They wanted a volunteer to give blood for a transfusion. I volunteered and they checked that I was the same blood group as the soldier who needed blood.

He'd lost a leg. Gangrene had set in and they'd had to amputate it. Oh, he looked like death! As white as a sheet!

I've still got the scar where they opened me up to get the tube into my vein. The blood flowed up the tube to a bottle and from there it went into the soldier's arm. I was watching him. Believe me, you could see the colour coming back into his face.

Source B: From an article in *The Lancet*, June 1918. The author was a doctor who worked at a Casualty Clearing Station on the Western Front. *The Lancet* was a medical journal, which was a way of doctors sharing new ideas.

Every day, Casualty Clearing Stations are dealing with severely wounded patients who have lost a lot of blood. Their chance of recovery depends on receiving a blood transfusion.

There are three methods of transfusion:

1. A syringe is used to take blood from the donor; the blood is immediately injected into the patient's vein.
2. Blood can be stored briefly in glass containers.
3. The citrate method can be used to prevent blood clotting and store it for longer.

I have used the syringe method. This works well as the blood is outside the body for only 15–20 seconds and the whole process is controlled by the surgeon.

(b) **Study Source A.**

How could you follow up Source A to find out more about the use of blood transfusions on the Western Front?

In your answer, you must give the question you would ask and the type of source you could use.

Complete the table below.

(4)

Detail in Source A that I would follow up:

Question I would ask:

What type of source I could use:

How this might help answer my question:

2 (a) Study Sources A and B in the Sources Booklet.

How useful are Sources A and B for an enquiry into the effects of a gas attack?

Explain your answer, using Sources A and B and your knowledge of the historical context.

(8)

Source A: From a diary account by Dr Harvey Cushing, 25 April 1915. Cushing worked as a surgeon on the Western Front.

When we got to the ambulances, we heard about a recent gas attack. A huge, greenish cloud of smoke with a yellowish top had rolled down from the German trenches. Only sixty men out of a thousand survived the attack.

Later, I saw some of those who had been affected. Two of them were still conscious but gasping for breath, their faces discoloured, and they were about to die. I hoped they didn't have long to wait, poor chaps.

Then we saw many of the severely gassed men who had arrived at the hospital this morning. It was a terrible business. One man's face was dark blue and with every cough, he coughed up a thick stream of discoloured phlegm. He was too busy struggling to breathe to bother much about anything else – a most horrible form of death.

Source B: A photograph taken in 1918. It shows British troops waiting for treatment at an Advanced Dressing Station, after a gas attack.



(b) **Study Source A.**

How could you follow up Source A to find out more about the effects of a gas attack?

In your answer, you must give the question you would ask and the type of source you could use.

Complete the table below.

(4)

Detail in Source A that I would follow up:

Question I would ask:

What type of source I could use:

How this might help answer my question:

2 (a) Study Sources A and B in the Sources Booklet.

How useful are Sources A and B for an enquiry into the work of the stretcher bearers on the Western Front?

Explain your answer, using Sources A and B and your knowledge of the historical context.

(8)

Source A: From a letter written by a captain in the Royal Army Medical Corps (RAMC) to his family in 1915. He was in charge of a group of stretcher bearers. Here he is describing the work of his group of stretcher bearers after a German attack on the British trenches.

At 2 am a terrifying bombardment began and at 5 am the first batch of wounded began coming down the communication trench.

It was evening by the time I got out of the trench to look for more wounded. I went off with another man to search for the wounded. We found most of them in a wooded area, so weak that they could not call out. They were so relieved at being found that I led a search for more wounded. It was awful work getting them out of the shell-holes. It was also hard to find enough men to carry them away because the stretcher bearers were so exhausted.

Finally, we got our last wounded to safety at 4 am the next morning. Altogether, we had collected 18 men in a single day and were certain that no-one was left behind.

Source B: A painting by Gilbert Rogers, c1919. The painting is called 'Stretcher Bearers of the Royal Army Medical Corps (RAMC) Lifting a Wounded Man out of a Trench'. Rogers joined the RAMC in November 1915 and served on the Western Front. In 1918, he was commissioned to produce paintings for the Imperial War Museum.



(b) **Study Source A.**

How could you follow up Source A to find out more about the work of the stretcher bearers on the Western Front?

In your answer, you must give the question you would ask and the type of source you could use.

Complete the table below.

(4)

Detail in Source A that I would follow up:

Question I would ask:

What type of source I could use:

How this might help answer my question:

2 (a) **Study Sources A and B in the Sources Booklet.**

How useful are Sources A and B for an enquiry into the treatment of battle injuries by medical staff on the Western Front?

Explain your answer, using Sources A and B and your knowledge of the historical context.

(8)

Source A: A photograph showing a British casualty clearing station on the Western Front, c1916.



Source B: From *A Nurse at the Front, The First World War Diaries of Sister Edith Appleton* by Edith Appleton. Edith's handwritten diaries were kept by her family until they were published in 2012. She was a trained nurse, working at a military base hospital in northern France. Here Edith is describing the arrival of wounded soldiers at the hospital during the early days of the Battle of the Somme, 1916.

July 4

Wounded! Hundreds upon hundreds, some on stretchers, some being carried, and some walking – and all covered from head to foot in mud. We had to deal with large numbers of horribly bad wounds. Some were crawling with maggots while others were stinking and full of gangrene. One poor lad had been shot in both eyes. Three men had died on the way to the hospital and two died before they could be treated.

July 8

The surgeons are amputating limbs and boring holes into skulls at the rate of 30 a day.

July 13

I fear one boy may not get better. He has pneumonia caused by a lump of metal in his left lung and I suppose they will not be able to operate on him.

(b) Study Source A.

How could you follow up Source A to find out more about the treatment of battle injuries by medical staff on the Western Front?

In your answer, you must give the question you would ask and the type of source you could use.

Complete the table below.

(4)

<p>Detail in Source A that I would follow up:</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>Question I would ask:</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>What type of source I could use:</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>How this might help answer my question:</p> <p>.....</p> <p>.....</p> <p>.....</p>

PAPER 2: Anglo-Saxon and Norman England.

4 mark *describe* questions.

Describe **two** features of the Witan.

Describe **two** features of castles in Norman England.

Describe **two** features of the Marcher earldoms.

Describe **two** features of the fighting at the Battle of Hastings.

Describe **two** features of the role of tenants-in-chief in Norman England.

12 mark *explain why* questions.

(b) Explain why Anglo-Saxon monarchs had so much power.

(12)

You may use the following in your answer:

- landholding
- law-making

You **must** also use information of your own.

(b) Explain why there was a succession crisis after the death of Edward the Confessor.

(12)

You may use the following in your answer:

- the Witan
- William of Normandy

You **must** also use information of your own.

Explain why Harold won the Battle of Stamford Bridge.

You may use the following in your answer:

- Gate Fulford
- housecarls

You **must** also use information of your own.

(b) Explain why there was a disputed succession to the English throne when William I died.

(12)

You may use the following in your answer:

- Normandy
- Bishop Odo

You **must** also use information of your own.

(b) Explain why William I had such a bad relationship with his son, Robert.

(12)

You may use the following in your answer:

- Normandy
- rebellion

You **must** also use information of your own.

16 mark *'how far do you agree'* questions.

- (c) (i) 'The main reason for William's victory at the Battle of Hastings was the tactics used by the Normans.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- mounted Norman knights
- the march from Stamford Bridge

You **must** also use information of your own.

- (c) (i) 'The late arrival of the Danes was the main reason for the failure of the Revolt of the Earls (1075).'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- Danish fleet
- Waltheof, Earl of Northumbria

You **must** also use information of your own.

OR

- (c) (ii) 'The destruction of lives and property was the main consequence of the Harrying of the North.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- farmland
- threats of invasion from Denmark

You **must** also use information of your own.

OR

- (c) (ii) 'The main consequence of the Domesday Book was that it increased William's ability to raise money.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- taxation
- threat of invasion

You **must** also use information of your own.

- (c) (i) 'Control of land was the main reason why the House of Godwin had so much power.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- Wessex
- marriage

You **must** also use information of your own.

JR

- (c) (ii) 'The building of castles was the main cause of Anglo-Saxon resistance to Norman rule.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- motte and bailey castles
- land ownership

You **must** also use information of your own.

- (i) 'The main reason William I was able to keep control of England in the years 1066–75 was the building of castles.'

How far do you agree? Explain your answer.

(16)

You **may** use the following in your answer:

- The design of motte and bailey castles
- Lanfranc and the Church

You **must** also use information of your own.

R

- (c) (ii) 'The main consequence of the appointment of Lanfranc as Archbishop of Canterbury in 1070 was an increase in Norman control of England.'

How far do you agree? Explain your answer.

(16)

You **may** use the following in your answer:

- Archbishop Stigand
- monasteries

You **must** also use information of your own.

'Loss of land was the main reason for the revolt of Earls Edwin and Morcar in 1068.' How far do you agree? Explain your answer.

You may use the following in your answer:

- earldoms
- taxation

You **must** also use information of your own.

'Under Norman rule, there were major changes to the society and economy of Anglo-Saxon England.' How far do you agree? Explain your answer.

You may use the following in your answer:

- trade
- village life

You **must** also use information of your own.

PAPER 3 - USA: Conflict at home and abroad.

Answer both questions.

Study Source A below and then answer Question 1.

Source A: From a newsletter published in 1969 by a campaign group opposed to the Vietnam War.

While bankers and businessmen are making huge profits out of the war, the ordinary working people are made to pay. Young men, who are forced to join the army, pay with their lives. Our friends, brothers, sons are dying. And if dying isn't enough, ordinary people are also forced to pay more taxes.

The Vietcong have won the war but the US government still intends to stay in Vietnam for a long time.

1 Give **two** things you can infer from Source A about the reasons for opposition to the war in Vietnam.

Complete the table below to explain your answer.

(i) What I can infer:

.....
.....
.....

Details in the source that tell me this:

.....
.....
.....

(ii) What I can infer:

.....
.....
.....

Details in the source that tell me this:

.....
.....
.....

(Total for Question 1 = 4 marks)

Study Source A below and then answer Question 1.

Source A: A photograph of people taking part in the March on Washington (1963).



Give **two** things you can infer from Source A about the March on Washington (1963).

Complete the table below to explain your answer.

(i) What I can infer:

.....

.....

.....

Details in the source that tell me this:

.....

.....

.....

(ii) What I can infer:

.....

.....

.....

Details in the source that tell me this:

.....

.....

.....

(Total for Question 1 = 4 marks)

Study Source A below and then answer Question 1.

Source A: From a report about the events at Little Rock High School on 25 September 1957.

A crowd of 300 people had gathered to protest against the black students joining Little Rock High School. They waited impatiently for the students to arrive. There were 350 soldiers on duty.

The nine black students arrived in a car. They were protected by soldiers who were travelling in jeeps and carrying machine guns.

At 9:28 am, six white students walked out of school to protest against the presence of the black students.

At 11:30 am, all students had to evacuate the building because it was believed there was a bomb in the school.

- 1** Give **two** things you can infer from Source A about opposition to the desegregation of Little Rock High School.

Complete the table below to explain your answer.

(i) What I can infer:

.....
.....
.....

Details in the source that tell me this:

.....
.....
.....

(ii) What I can infer:

.....
.....
.....

Details in the source that tell me this:

.....
.....
.....

Study Source A below and then answer Question 1.

Source A: From the *Program of the Black Panther Party* written by Huey P Newton and Bobby Seale in 1966. Newton and Seale were the leaders of the Black Panthers.

We want freedom. We want power to decide the future of our Black Community.

We want all Black people to have a job.

We want decent housing which is good enough for human beings.

We want education that teaches us our true history and our role in the present day society.

We want all Black men not to have to do military service.

We want an immediate end to police brutality and an end to the murders of Black people by the police.

1 Give **two** things you can infer from Source A about the aims of the Black Panther Party.

Complete the table below to explain your answer.

(i) What I can infer:

.....

.....

.....

Details in the source that tell me this:

.....

.....

.....

(ii) What I can infer:

.....

.....

.....

Details in the source that tell me this:

.....

.....

.....

Explain why the Vietnam War escalated under President Johnson in the years 1963–68.

(12)

You may use the following in your answer:

- Gulf of Tonkin
- Ho Chi Minh Trail

You **must** also use information of your own.

Explain why there was opposition to the civil rights movement in the years 1954–60.

(12)

You may use the following in your answer:

- Ku Klux Klan
- 'Dixiecrats'

You **must** also use information of your own.

2 Explain why US involvement in the Vietnam War changed under President Nixon.

(12)

You may use the following in your answer:

- Vietnamisation
- bombing of North Vietnam

You **must** also use information of your own.

2 Explain why the Montgomery Bus Boycott succeeded in achieving its aims.

(12)

You may use the following in your answer:

- Montgomery Improvement Association (MIA)
- Supreme Court

You **must** also use information of your own.

3 (a) Study Sources B and C.

How useful are Sources B and C for an enquiry into the position of black Americans in the 1950s?

Explain your answer, using Sources B and C and your knowledge of the historical context.

Sources/interpretations for use with Section B.

Source B: A photograph taken by the Chicago Housing Authority (CHA) in 1954. The CHA campaigned for improved housing in the city. The photograph shows children playing in an alleyway in a black suburb of Chicago.



(8)

Source C: From an article in *Jet* magazine published in February 1954. *Jet* was a national weekly news magazine aimed at black Americans.

Since the University of Arkansas admitted its first black student five years ago, 203 black students have graduated.

This year, during the graduation ceremony, 61 black students marched together with white students in the procession. The black students sat unsegregated among the white students and received their diplomas in alphabetical order. Most of the black students had studied Education, with two having studied Law.

A senior member of the university said: 'Four years ago, I was sure desegregation wouldn't work but now I can say there has been no incident. I have reached the conclusion it is better this way. We should treat all people the same.'

- (b) **Study Interpretations 1 and 2. They give different views about the position of black Americans in the 1950s.**

What is the main difference between these views?

Explain your answer, using details from both interpretations.

(4)

- (c) Suggest **one** reason why Interpretations 1 and 2 give different views about the position of black Americans in the 1950s.

You may use Sources B and C to help explain your answer.

(4)

Spelling, punctuation, grammar and use of specialist terminology will be assessed in part (d).

- (d) How far do you agree with Interpretation 2 about the position of black Americans in the 1950s?

Explain your answer, using both interpretations and your knowledge of the historical context.

(16)

Interpretation 1: From *Civil Rights in the USA, 1863–1980* by D Paterson, D Willoughby and S Willoughby, published in 2001.

In the 1950s, black Americans campaigned against segregation and discrimination in education, voter registration and employment.

The unequal treatment of black Americans in education was something which could easily be challenged and progress was made. Powerful arguments were made against the lack of equality in education and these efforts eventually produced successful results.

Increasing numbers of black Americans registered to vote. More states now had laws on fairness in employment.

Black people were beginning to benefit from the general mood of prosperity in America. It was clear that black Americans were making some progress in education and the economy.

Interpretation 2: From *An Introduction to American History 1860–1990* by A Farmer and V Sanders, published in 2002.

In the 1950s, black Americans usually lived in run-down areas. Black children went to schools which were worse than the schools white children attended. Segregation meant that blacks could not go to many cinemas, hotels, restaurants and swimming pools. Black applicants for jobs were often rejected because of their race.

Most black Americans in the South were not allowed to vote. In the North, even though blacks could vote, they lived in poor housing and were economically disadvantaged when compared to whites.

3 (a) Study Sources B and C.

How useful are Sources B and C for an enquiry into the reasons for the failure of the USA in Vietnam?

Explain your answer, using Sources B and C and your knowledge of the historical context.

(8)

Source B: From US government reports, written in 1966, about Operation Rolling Thunder. These reports were kept secret until 1993.

16 March, 1966

Despite US air force bombing of North Vietnam, the communists have actually been able to increase their movement of soldiers and supplies into South Vietnam.

The government of North Vietnam is still determined to support military operations in South Vietnam against US and South Vietnamese forces.

Bombing raids cannot slow down the movement of supplies and soldiers by the communists into South Vietnam.

12 September, 1966

US bombing raids against all transport routes in North Vietnam have increased during the past month. However, there is still no evidence of serious disruption to the movement of supplies going to the communists fighting in the South.

Bombing raids have not weakened the determination of the North Vietnamese people.

Source C: From a television interview with a former US soldier, recorded in 1981. He had fought in Vietnam during 1971–72.

Interviewer: What was the morale like in your unit?

Soldier: Morale got worse over time. There were knife fights. Most soldiers were high on drugs all the time.

If the men didn't like the officers then morale was bad. We had this one officer who didn't know what he was doing. When the enemy attacked he would shake with fear. He was a coward. One of our soldiers killed him by throwing a grenade into his hut. Nobody was punished; he deserved to get killed.

Interviewer: It almost sounds as if your unit was fighting amongst itself.

- (b) **Study Interpretations 1 and 2. They give different views about the reasons for the failure of the USA in Vietnam.**

What is the main difference between these views?

Explain your answer, using details from both interpretations.

(4)

- (c) Suggest **one** reason why Interpretations 1 and 2 give different views about the reasons for the failure of the USA in Vietnam.

You may use Sources B and C to help explain your answer.

(4)

Spelling, punctuation, grammar and use of specialist terminology will be assessed in part (d).

- (d) How far do you agree with Interpretation 2 about the reasons for the failure of the USA in Vietnam?

Explain your answer, using both interpretations and your knowledge of the historical context.

(16)

Interpretation 1: From *Vietnam* by C G Appy, published in 2003.

The Americans thought that bombing would eventually convince the Vietnamese communists to give up.

However, the Americans were never able to prevent North Vietnam from sending plenty of troops and supplies to the communists fighting in South Vietnam. No matter how many roads or bridges were destroyed by bombs the North Vietnamese repaired them or found other routes for their supplies.

It was clear that American bombing was failing to defeat the enemy.

Interpretation 2: From *Vietnam 1939–75* by N DeMarco, published in 1998.

At the start of the Vietnam War, American morale appeared to be good because most of the troops were professional soldiers and had volunteered. However, as the war went on, more and more American soldiers were drafted than volunteered.

Many drafted soldiers did not want to be in Vietnam. Low morale was shown by the fact that American troops used drugs and sometimes even murdered their own officers. Desertions increased as American troops began to lose belief in the cause for which they were fighting.

3 (a) Study Sources B and C.

How useful are Sources B and C for an enquiry into the achievements of the civil rights movement in the years 1960–65?

Explain your answer, using Sources B and C and your knowledge of the historical context.

Sources/Interpretations for use with Section B.

(8)

Source B: A photograph published on the front page of several US newspapers in July 1964. It shows President Johnson presenting Martin Luther King with one of the pens used to sign the Civil Rights Act (1964).



Source C: From a radio interview with John Lewis in 2009. Lewis was a civil rights activist who was at the demonstrations in Selma in March 1965.

On Sunday 7 March, about 600 of us started walking in a peaceful fashion through the streets of Selma. As we came to a bridge the Alabama state police attacked us and released tear gas. A state trooper hit me on the head with his truncheon. I thought I was going to die. I was knocked out. I really don't know how I made it back across that bridge.

President Johnson didn't like what was happening. Eight days after 'Bloody Sunday' he gave one of the most important speeches any President has ever made to Congress when he introduced the Voting Rights Act.

Two weeks later we marched again. 300 people set off and by the time we reached Montgomery there were more than 25,000. That march led Congress to pass the Voting Rights Act.

- (b) **Study Interpretations 1 and 2. They give different views about the achievements of the civil rights movement in the years 1960–65.**

What is the main difference between these views?

Explain your answer, using details from both interpretations.

(4)

- (c) Suggest **one** reason why Interpretations 1 and 2 give different views about the achievements of the civil rights movement in the years 1960–65.

You may use Sources B and C to help explain your answer.

(4)

Spelling, punctuation, grammar and use of specialist terminology will be assessed in part (d).

- (d) How far do you agree with Interpretation 2 about the achievements of the civil rights movement in the years 1960–65?

Explain your answer, using both interpretations and your knowledge of the historical context.

(16)

Interpretation 1: From *The Bill of the Century: The Epic Battle for the Civil Rights Act* by C Risen, published in 2014.

The Civil Rights Act of 1964 was the most important law passed by Congress in the 20th century. The Act banned segregation in hotels and guest houses. It banned discrimination in the workplace. It stopped federal government money from being spent on state projects which were segregated.

The Act had been proposed by President Kennedy in response to growing racial tension in the South, particularly the violent treatment of black protesters in Birmingham, Alabama. In Congress, support for the Act grew after events such as the March on Washington.

Interpretation 2: From *Better Day Coming* by A Fairclough, published in 2001.

Five months after the Selma protests in 1965, the Voting Rights Act became law. The Act banned the literacy tests which had been used to keep the number of registered voters low in several states in the South. The Voting Rights Act gave the vote back to black Southerners and made the South democratic.

The Voting Rights Act was the greatest achievement of the Civil Rights Movement. It ended the era of Jim Crow*.

* Jim Crow – a name used to describe segregation laws in the South

3 (a) Study Sources B and C.

How useful are Sources B and C for an enquiry into the effects of the Tet Offensive on American attempts to win the Vietnam War?

Explain your answer, using Sources B and C and your knowledge of the historical context.

(8)

Sources/interpretations for use with Section B.

Source B: From a newspaper article written by a British journalist in 1998. He was living and working in Saigon during the Tet Offensive in 1968.

My friend called to tell me there was heavy fighting in the streets. I joined him as quickly as I could. The local police looked terrified. I followed a patrol of soldiers to the President's palace, where a furious street battle was happening. For several hours we were trapped by gunfire, with the dead body of an American soldier next to us.

Later that day, we began to learn the scale of the communist Tet Offensive. 4,000 fighters had entered Saigon, attacking dozens of targets, including the American Embassy. Almost every other town and major US base in South Vietnam had also been attacked.

Source C: A photograph taken by an American press photographer on the first day of the Tet Offensive in 1968. It shows US troops removing the last Vietcong soldier from the grounds of the American Embassy in Saigon.



- (b) **Study Interpretations 1 and 2. They give different views about the effects of the Tet Offensive on American attempts to win the Vietnam War.**

What is the main difference between these views?

Explain your answer, using details from both interpretations.

(4)

- (c) Suggest **one** reason why Interpretations 1 and 2 give different views about the effects of the Tet Offensive on American attempts to win the Vietnam War.

You may use Sources B and C to help explain your answer.

(4)

Spelling, punctuation, grammar and use of specialist terminology will be assessed in part (d).

- (d) How far do you agree with Interpretation 2 about the effects of the Tet Offensive on American attempts to win the Vietnam War?

Explain your answer, using both interpretations and your knowledge of the historical context.

(16)

Interpretation 1: From *The Vietnam War, 1956-1975* by A Wiest, published in 2002.

The Tet Offensive had been a total failure for the communists. Of the 84,000 communist troops in the Tet Offensive, nearly 58,000 had been killed, almost wiping out the Vietcong as an effective fighting force. American and South Vietnamese forces had achieved a great tactical victory in the Tet Offensive and President Johnson sensed that the war was nearing an end. General Westmoreland hoped that continued pressure on the enemy would make victory certain.

Interpretation 2: From *Vietnam: Conflict and Change in Indochina* by A. Pollock, published in 1991.

After the Tet Offensive, the US public turned even more strongly against the war. With the Vietcong attacking across the country, and even in the grounds of the US embassy in Saigon, it seemed clear to the American public that the Vietnam war was not being won. It was time to begin the withdrawal of Americans from Vietnam. President Johnson gave in to public pressure and announced that America was ready to negotiate peace.