

History

Answers and commentaries

GCSE (8145)

1BD Conflict and tension in Asia, 1950 - 1975

Marked answers from students for questions from the June 2022 exams. Supporting commentary is provided to help you understand how marks are awarded and how students can improve performance.

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Answers and commentaries

Please note that these responses have been reproduced exactly as they were written by the student.

This resources is to be used alongside the GCSE History 1BD Conflict and tension in Asia, 1950 – 1975 June 2022 Question paper and inserts.

Question 1

Source A is critical of the events as Kent Sate University. How do you know?

Explain your answer using **Source A** and your contextual knowledge.

[4 marks]

Mark scheme

Target **Analyse sources contemporary to the period (AO3a)**

Level 2: **Developed analysis of source based on content and/or provenance** **3-4**

Students may progress from a simple analysis of the source with extended reasoning supported by factual knowledge and understanding related to the features of the source.

For example, the cartoon is criticising America for the events that took place at Kent State University in 1970. The soldier is making an excuse for his use of force. The figure of Uncle Sam represents the people of America; he looks ashamed because students who were making an anti-war demonstration were shot at by National Guard. Several students were killed.

Level 1: **Simple analysis of source based on content and/or provenance** **1-2**

Students identify relevant features in the source and support them with simple factual knowledge and understanding.

For example, the cartoon shows an American soldier who has just used his gun against people who did not have proper weapons. The guards shot students who were protesting.

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

Student responses

Response A

Source A is a critical of the events at Kent State University as in the image you have a national guard in shock acting as if it was an accident lying to the Americans as represented by the character on the right.

This is a Level 1 response

The response shows a simple analysis of the source. Relevant features of the content are identified, and a simple inference is made, though no contextual knowledge is included. It is credited at Level 1.

Response B

Source A depicts the events at Kent State University, in which students were killed in an anti-Vietnam war protest. It shows the feelings of the American public at this stage, disappointed. It is critical because it shows the gun smoking, highlighting its use, and the caption below shows the cartoonists criticism of the use of excessive force.

This is a Level 2 response

The response demonstrates developed analysis of the content of the source, which is supported with relevant contextual knowledge of events at Kent State University. It is credited at Level 2, at the top mark in the level.

Question 2

Study **Source B** and **C** in the Source Booklet

How useful are **Sources B** and **C** to a historian studying the Korean War/

Explain your answer using **Sources B** and **C** and your contextual knowledge.

[12 marks]

Mark scheme

Target **Analyse sources contemporary to the period (AO3a)**
Evaluate sources and make substantiated judgements (AO3b)

In analysing and evaluating sources, students will draw on their contextual knowledge to question critically the content and provenance of sources (for example, the context of the time in which source was created, place, author's situation, knowledge, beliefs, circumstances, access to information, purpose and audience).

Level 4: **Complex evaluation of both sources with sustained judgement based on content and provenance** **10–12**

Students may progress from a developed evaluation of the sources by complex reasoning related to utility on the basis of content and provenance. They may evaluate the relationship between the sources based on analysis of provenance and contextual knowledge.

For example, the sources illustrate how the civil war in Korea became a proxy war between the USSR and the USA as part of the Cold War. In Source B, Stalin is only offering to provide equipment rather than troops because he did not want direct confrontation with the USA. That is also the reason for the message being confidential. The context of Source C is that President Truman had issued a doctrine to say that America would follow a policy to 'contain' the spread of communism. However, the propaganda poster shows that the USA did not want to be seen as starting a war against communism because it shows North Korea as the aggressor. It stresses that the action against North Korea has worldwide support and the USA was acting with the authorisation of the UN.

Student responses

Response A

Source B is useful to a historian studying the Korean War because it shows the USSR's involvement in the war and how they sided with North Korea. This was a confidential message which is useful because it shows how Stalin didn't want the USA to know that he was working with the communist side as it would create another conflict directly between the USA and the USSR. It also tells us what he supplied to North Korea. He supplied ammunition and equipment but didn't send troops. This was also 6 months before the North had invaded the South which shows he didn't realise how the war would go and how big it would get. Source C is useful for a historian studying the Korean War as it shows the Republic of Korea struggling on the floor, helpless, with a much larger man representing the communist aggressors ready to attack him. However, a large hand representing the UN is reaching out to grab him to Save the South Koreans. This is referring to how the UN stepped in on South Korea's side to contain communism and all the countries that made up the UN are charging from the outside to present the support given against the countries like North Korea, USSR and China. It was a US poster which shows how they thought the communists were 'criminal' and were using this as propaganda to make people in agreement of the UN's involvement in the war.

This is a Level 2 response

The response addresses both sources at a simple level. There is simple evaluation of the content of Source B, with some further reference to provenance. However, the link to utility remains implicit. There is also simple evaluation of the content and provenance of Source C, though again the evaluation of utility for the issue in the question remains implicit. The response is credited at Level 2, at the higher mark in the level.

Response B

Source B is useful to a Historian as it first of all shows the USSR relations with North Korea and how exactly they helped. It states how he would provide 'resources' and any 'other ammunition and equipment' alongside any assistance of soviet specialists if needed. It shows to historians that the USSR provided resources but never directly got involved with the Korean War. Since the source us a confidential message sent by Stalin to Shtykov, a secret ambassador to North Korea, it is a trustworthy and useful source, as it was private, not to be released, message. Stalin's two intentions and works are shown here. Therefore source B is useful, it is able to show the USSR relations with North Korea and is a confidential message, so has provenance.

Source C is useful to a Historian studying the Korean War as it is able to show how much the USA wanted to stop communism spreading to Korea. The headline 'criminal', showcases how the US thinks communism is a crime, backed up by 'criminal communist invasions', how it is pure evil. The poster also has illustrations of a hand (the UN) coming to grab a man (the communist aggressors), who are beating down the Republic of Korea, even drawing blood. This illustration symbolises that the UN has now come to an intervene, because of the Truman Doctrine meaning that they are able to intervene and help countries in need from communism. The UN is going to 'grab' the people that decide to make the Republic of Korea communist, is what the poster essentially says. There's also people running forward holding flags, and the text '53 United Nations condemn', symbolising how they to should and are going to come forward and get rid of the communist aggressors. Finally, the text 'Through United Nations – peace' shows how the UN are doing this for peace.

Therefore source B and C are useful to Historians studying the Korean war as they are able to see the USSR's exact relations, and relationships, with communist North Korea. Also, they are able to see the inherent threat USA has to stop communism spreading to Korea.

This is a Level 3 response

The response addresses both sources. It shows developed evaluation of the provenance of Source B, with extended reasoning shown in relation to the nature of the source.

Evaluation of Source C is less successful, though there is simple reasoning in relation to the source's content. The response is credited at Level 3, at the middle mark in the level.

Response C

Source B is very useful to a historian studying the Korean War because it says 'I am ready to help him'. At this time North Korea kept asking for Stalin's permission to invade the south. However, up until June 1950, Stalin refused because he wanted to have sufficient military equipment and develop nuclear weapons. This means that the source is useful as it shows that Stalin was getting ready to help North Vietnam which led to the Korean War. Also the source is a confidential message, hence it is useful as Stalin had no reason to not tell the truth. This is useful to a historian as it shows the true cause leading up to the Korean War.

Source C is quite useful to a historian as it shows a big and evil looking communist aggressor attacking the Republic of Korea. It then has the UN trying to stop the communist. At this time, the UN passed resolution 84 which was the agreement to support Korea. This was mainly caused by US persuasion at the UN because the USSR had been boycotting the UN at this time. This means that the US government were trying to gain the public's support in America and make communism look like an issue regarding them. Therefore, this source is useful to a historian studying the Korean War as it shows why the US wanted to intervene and how they tried to gain public support.

Overall the sources are most useful as a pair. This is because source B gives background information on how the USSR would get involved in the Korean War. Whereas source C gives information for why the US wanted to get involved. Therefore, together they present a well rounded idea for the beginning of the Korean War

This is a Level 4 response

This response addresses both sources, and shows developed evaluation of content and provenance in the response. Evaluation of the content of Source B is developed and supported with well selected contextual knowledge. There is also some reference to Source B's provenance. The treatment of Source C is more successful, with developed evaluation of its content and purpose. There is an attempt to cross-reference the sources in the final paragraph, though this is not substantiated. Nevertheless, because developed evaluation of content and provenance is shown in the response, the response is credited at Level 4 at the middle mark in the level.

Question 3

Write an account of how the end of the war in Vietnam led to problems.

[8 marks]

Mark scheme

Target **Explain and analyse historical events and periods studied using second order concepts (AO2:4)**
Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:4)

Level 4: **Complex analysis of causation/consequence** **7-8**
Answer is presented in a coherent narrative/account that demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question

Extends Level 3.

Students may progress from a developed narrative of causation/consequence with complex sequencing and reasoning supported by a range of accurate and detailed factual knowledge and understanding which might be related, for example, to an analysis of how/why tension increased at different stages and /or showing understanding about how much each part of the sequence increased tension.

For example, President Ford was still able to exert a negative influence after the war ended in 1973 because he opposed Vietnam joining the United Nations. It was a problem for Vietnam because it remained isolated from the international community and made recovery harder.

Level 3: **Developed analysis of causation/consequence** **5-6**
Answer is presented in a structured and well-ordered narrative/account that demonstrates a range of accurate knowledge and understanding that is relevant to the question

Extends Level 2.

Students may progress from a simple narrative of causation/consequence with developed sequencing and reasoning supported by a range of accurate factual knowledge and understanding which might be related, for example to an analysis of how/why tension increased at one stage in the process.

For example, one problem was that the soil remained contaminated after the war because the farmland and jungle in Vietnam had been destroyed using chemical agents. The chemicals caused cancers and other illnesses in successive generations of Vietnamese people.

Level 2: Simple analysis of causation/consequence 3-4
Answer is presented in a structured account that demonstrates specific knowledge and understanding that is relevant to the question

Students may progress from a basic narrative of causation/consequence by showing a simple understanding of sequencing, supporting it with factual knowledge and understanding.

For example, thousands of children were born as a result of relationships between Vietnamese women and US soldiers. Many faced prejudice for the rest of their lives because they were a living reminder of the conflict.

Level 1: Basic analysis of causation/consequence 1-2
Answer is presented as general statements which demonstrates basic knowledge and understanding that is relevant to the question

Students identify cause(s)/consequence(s) about the events such as Unexploded bombs remained in the soil and they could be detonated when the land was farmed.

Students either submit no evidence or fail to address the question 0

Student responses

Response A

The end of the war in Vietnam left to problems for many different reasons. One of these problems was that many US soldiers had impregnated Vietnamese women which meant that a lot of children didn't know who their fathers were and this left many Vietnamese women with the role of raising a child by themselves

Another problem was that there was still many traps and bombs left over from the war which was dangerous for civilians. Also, many of the villages in Vietnam, had been destroyed by bombs which left Vietnamese civilians with no houses and having to resort to caves for shelter. Another problem was that the UN was seen by people as a 'puppet' of the USA and the people lost respect for it. Furthermore, the American people were disgusted and shocked by their soldiers actions and there was distrust in the American Government

Another problem was that Black Americans were extremely upset with how they were unfairly drafted and how they were fighting a war for Americans when America didn't even give them any rights which made them angry at this unjust treatment and led to more hate and distrust in the American Government.

This is a Level 2 response

The response demonstrates simple analysis of how the end of the Vietnam war led to problems. Relevant problems are identified and expanded upon with further knowledge and understanding, though in each case further substantiation is required. The response is credited at Level 2, at a higher mark in the level.

Response B

The end of the war led to problems in Vietnam due to the war tactics the UN used. In the Vietnam War the UN used chemical warfare using napalm, agent blue, and agent orange. Agent blue and agent orange were designed to kill off vegetation and the UN forces targeted the VC food source which was rice. This would kill the VC's food supply. However this had a lasting effect on the Vietnamese population as the chemicals digested later caused deformities in new born babies. This causes problems in Vietnam as it means these children's need medical attention.

Furthermore, we can see the end of the Vietnam leading to problems as the Vietnamese land had been destroyed through Americans (UN) Rolling Thunder operation where they carpet bombed towns in Vietnam to ruin their infrastructures. This meant after the war Vietnamese people were left with nothing and had to rebuild themselves in both north and south Vietnam and they no longer had the support of America.

This is a Level 3 response

In the first paragraph, the response shows developed analysis of how the end of war in Vietnam led to problems. A further simple point is made in the 2nd paragraph. The response is credited at Level 3, at the top of the level.

Response C

In 1973, when the last set of US troops left Vietnam, America believed that the war was over and they had successfully contained communism. However, in the short term, only after a few years, the south fell under communism. The immediate long term consequences for the USA was a declining reputation as they were defeated by the communists who had a disadvantage in technology such as airpower. Furthermore, when LBJ became president of the USA, he promised to 'build a better society' but by then end of the Vietnam War \$137 billion was spent on the war and barely any money was spent on the country which makes the public question the government's promises.

Also, after the Vietnam war, chemical weapons, such as napalm and agent orange had severely damaged Vietnam causing cancer and birth deformities as well as the inability of growing crops. Consequently, many people starved to death and some even fled their country as refugees to seek safety as their country is horrifically devastated. This meant that Vietnam was damaged not only socially but also environmentally and economically.

In conclusion, at the end of the Vietnam War, there were numerous negative consequences such as the Americans losing its reputation and millions of Vietnamese refugees fleeing their countries.

This is a Level 4 response

The response addresses more than one way in which the end of war in Vietnam led to problems, developing explanations relating to the impact of the war on the USA and the impact of chemical weapons on Vietnam. It is credited at Level 4 at the top of the level.

Question 4

'The Gulf of Tonkin incident was the main reason why the conflict in Vietnam escalated in the 1960s.'

How far do you agree with this statement?

Explain your answer.

[16 marks]
[SPaG 4 marks]

Mark scheme

Target	Explain and analyse historical events and periods studied using second order concepts (AO2:8) Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:8)	
Level 4:	Complex explanation of stated factor and other factor(s) leading to a sustained judgement Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question .	13–16

Answer demonstrates a complex, sustained line of reasoning which has a sharply focused coherence and logical structure that is fully substantiated, with well-judged relevance.

Extends Level 3.

Students may progress from a developed explanation of causation by complex explanation of the relationship between causes supported by detailed factual knowledge and understanding to form a sustained judgement.

For example, the Gulf of Tonkin incident was just one of the reasons for escalation in the 1960s. The wider context was that as the war continued, the nature of the conflict made decisive victory impossible. The size and strength of US military power did not bring a great advantage in jungle warfare against the guerrilla tactics of the Vietcong, nor could it destroy the Ho Chi Minh trail.

Level 3: Developed explanation of the stated factor and other factor(s) 9–12
Answer demonstrates a range of accurate knowledge and understanding
that is relevant to the question

Answer demonstrates a developed, sustained line of reasoning which has coherence and logical structure; it is well substantiated, and with sustained, explicit relevance.

Extends Level 2.

Answer may suggest that one reason has greater merit.

Students may progress from a simple explanation of causation with developed reasoning supported by factual knowledge and understanding.

For example, the Gulf of Tonkin incident involved a torpedo attack on USS Maddox and the report of another imminent attack. Although no further attacks occurred, the suspicion was sufficient for the US government to pass a resolution which gave the President the power to take further military against North Vietnam. This escalated the conflict because President Johnson used this power to launch bombing campaigns against North Vietnam and sent thousands of American soldiers to South Vietnam.

For example, the main reason the conflict continued in the 1960s was because the Vietcong successfully fought a guerrilla war. The Vietcong hung on the belts of the Americans. The Americans struggled to identify the enemy because they didn't wear uniforms and hid in the jungle and launched ambush attacks. The Americans could not be seen to be losing so they kept sending more forces and used new methods of attack such as Agent Orange to clear the forest.

Level 2: Simple explanation of stated factor or other factor(s) 5–8
Answer demonstrates specific knowledge and understanding that is relevant to the question

Answer demonstrates a simple, sustained line of reasoning which is coherent, structured, substantiated and explicitly relevant.

Answers arguing a preference for one judgement but with only basic explanation of another view will be marked at this level.

Students may progress from a basic explanation of causation by simple reasoning and supporting it with factual knowledge and understanding.

For example, Operation Rolling Thunder affected the conflict in Vietnam in the 1960s. This was a bombing campaign by America that targeted government buildings in North Vietnam. The campaign was meant to last for a few weeks but it lasted for several years.

Level 1: Basic explanation of one or more factors 1–4
Answer demonstrates basic knowledge and understanding that is relevant to the question

Answer demonstrates a basic line of reasoning, which is coherent, structured with some substantiation; the relevance might be implicit.

Students recognise and provide a basic explanation of one or more factors.

Students may offer a basic explanation of the stated factor, such as North Vietnam attacked a US warship in the Gulf of Tonkin.

Students may offer basic explanations of other factor(s), for example, the US army could not defeat the guerrilla tactics of the Vietcong.

Students either submit no evidence or fail to address the question 0

Spelling, punctuation and grammar

	Performance descriptor	Marks awarded
High performance	<ul style="list-style-type: none"> • Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate 	4 marks
Intermediate performance	<ul style="list-style-type: none"> • Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate 	2–3 marks
Threshold performance	<ul style="list-style-type: none"> • Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate 	1 mark
No marks awarded	<ul style="list-style-type: none"> • The learner writes nothing • The learner’s response does not relate to the question • The learner’s achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning 	0 marks

Student responses

Response A

I do agree that the Gulf of Tonkin incident was the main reason as to why the conflict in Vietnam escalated. I do agree because the Gulf of Tonkin incident was when America had claimed that Vietnam attacked three of their battle ships. This had led to a right for America that if Vietnam attacked anymore aggression had happened then America attack. Therefore the next day in 1964, or 1965, everything had corrupted, this led to the declaration of war which was why the conflict in Vietnam had escalated in the 1960's.

I do not agree that the Gulf of Tonkin was the main reason why the conflict escalated in Vietnam because another event had taken place called Dien Bien Phu. Dien Bien Phu was when the French army had got destroyed so it had meant that in result to this, led to the conflict in Vietnam to escalate in the 1960's

I do agree with the statement because the Gulf of Tonkin had led to a Gulf of Tonkin resolution which was in 1964, when after the right of being able to attack, It led to the declaration of war, which was the main reason why the conflict in Vietnam had escalated very quickly.

I do not agree with this statement because another reason why the conflict in Vietnam escalated in the 1960's was the Domino theory. This theory was about when if one country had fallen with communism others would go down as well with communism. This had led to a major escalation in Vietnam because the other countries didn't want to be communist. To conclude this, I agree that the Gulf of Tonkin incident was the main reason as to why the conflict had escalated in Vietnam because it led to the Gulf of Tonkin resolution which was when they had declared war in the 1964 and was the main reason why the Vietnam War had escalated.

This is a Level 2 response

The response addresses the given reason. Simple reasoning is shown in relation to the role of the Gulf of Tonkin incident is shown. Other reasons are identified, but not made relevant to the question. The response is credited at Level 2, at a lower mark in the level.

Response B

I agree with this statement that one of the main reasons that conflict escalated in Vietnam was because of the Gulf of Tonkin incident. The Gulf of Tonkin incident is where one of the USA ships, the Maddox, was attacked with missiles. American officials were told that this was an attack from North Vietnam which led to the US getting more involved in the war, from this point LBJ set up operation Rolling Thunder, a bombing campaign against North Vietnam. The use of chemical weapons and bombing lead to many North Vietnamese people livelihoods had been destroyed encouraging them to fight back.

However, I do think that there are other incidents that led to the increase in conflict such as Americas search and destroy tactics. This tactic was where Americans troops would search, raid, destroy and burn villages looking for Viet Cong members, this was difficult however because the Viet Cong didn't wore uniforms, so the US troops were killing innocent people. This led to many more Vietnamese people going into the jungle and joining the Viet Cong to fight against the Americans.

Furthermore, I think another incident that increase the conflict was the Tet Offensive and the My Lai Massacre in 1968. The My Lai Massacre was where some soldiers from US troops went to My Lai and slaughtered 400 innocent Vietnamese civilians however American officials tried to keep this secret until 1969. The unfair killings and treatment led to a lot of a ger and further tension in Vietnam, making them more determined to resist and win the war.

Lastly, another reason conflict started to escalate in the 1960's was when Diem was in charge of South Vietnam. The USA chose Diem to be in charge because they felt like he could easily be manipulated and controlled, however he wasn't, he ignored the Geneva agreement and rigged votes this meant that the south Vietnamese started to resist him. The Ho-Chi-Minh trail was erected to help supply them with supplies and resistant groups were set up such as the NLF who would fight and kill government officials involved with him. Eventually the US agreed to a coup being organised against him and he was assassinated in 1963.

This is a Level 3 response

The response addresses more than one reason for the escalation of the conflict in Vietnam, including the given reason. Developed explanation which focuses directly on the issue in the question with support is shown in addressing the impact of the Gulf of Tonkin incident. The treatment of the other factor remains simple. No judgement is attempted. As a result, the response is credited at Level 3, towards the middle of the level.

Response C

The Gulf of Tonkin incident was a significant reason for the rising conflict in Vietnam in the 1960s. This was an incident where, on the 4 August 1964, as US destroyer ship, 'Maddox', detected a North Vietnamese attack. However the captain who raised the alarm had doubts and saw his men may have read the sonar wrong, Nevertheless, on 7th August 1964, due to these reports, the government passed the Gulf of Tonkin Resolution giving US President Johnson the power to take any military action necessary to stop the spread of communism and the power of the North Vietnamese in Vietnam. This incident officially started the war allowing combat troops to be sent. Without this incident, combat troops may never have been sent to Vietnam and so it is extremely significant in it's role as amplifying conflict.

Another reason why conflict escalated was due to international American politics in 1960's. The president from 1963-68, Johnson, maintained an ant-communist stance and supported president Eisenhower, a previous president, in his idea of the domino theory. This was the idea that if one country fell to communism, every country around it would be affecting US trade. Because US hatred for communism was high, Johnson had to appear tough on communism to maintain public support. Additionally, to become president, weapons companies funded presidential campaigns in hope they will primary weapons providers in war. Thus, this theory of the Military Industrial Complex states that Johnson may have felt pressured to be involved in the war to make profit for these companies, appeasing big businesses. This internal American politics was an important driving force behind many of the American's actions in Vietnam.

Conflict was also escalated due to the Viet Cong's tactics, The Viet Cong were a guerilla force, fighting against the US and South Vietnamese army in the south. Their tactics were effective in disorientating the US as they had no uniform, no known headquarters, hid in jungles and tunnels they constructed. They also ambushed Americans accounting for 51% of US deaths and used booby traps like punji traps (sharpened bamboo in the ground covered with leaves). Booby traps accounted for 11% of US casualties and instilled widespread paranoia in the US soldiers leading to low morale. As a result, the American army found it difficult to progress against the Viet Cong and soldiers grew angry, in part leading to events like the My Lai Massacre on 16th March 1968 where US soldiers killed 500 people, mostly innocent women, children and elderly. The US also employed the use of agent orange, a chemical weapon, to attempt to burn the jungle so the Viet Cong would find it harder to hide, which destroyed acres of jungle. And they used operation Rolling Thunder to drop over a million tonnes of bombs on Vietnam. Thus, the Viet Cong's tactics caused the Americans to act in desperation, killing civilians and destroying the country's environment, in turn, leading to conflict developing as more Vietnamese civilians turned to the Viet Cong for support, and they were more resilient than ever in their drive for liberation due to the oppressive, violent nature of the Americans and their attempts to outsmart Viet Cong tactics.

To conclude, the Gulf of Tonkin incident was an important reason for conflict amplification. However, the Gulf of Tonkin Resolution, which allowed for original conflict to begin, may not have been passed if it was not for internal American politics and US policy of containment which caused them to have destroyer ships in the Gulf in the first place as a threat to the

communist north. Accordingly, the Viet Cong's tactics lead to increased conflict in Vietnam, as the US restored to harsh tactics to devastate the country and lower support for the Viet Cong. This lengthened the period of the war as the Viet Cong did not give up as easily as the US had hoped. However, America would not be using such harsh tactics or be in Vietnam to begin with, again, if it was not for the US negative attitudes to communism, and for politicians' need to show that they will be harsh against communism leading to their use of chemical warfare in retaliation and mass bombing campaigns.

This is a Level 4 response

The response addresses the given reason and other reasons. Each reason is explained in a developed manner, directly addressing the issue in the question with support. The concluding paragraph arrives at a well-reasoned relational judgement. A Level 4 response credited at the top of the level.

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