

Pearson Edexcel GCSE

History

Controlled Assessment

Teacher Support Booklet

Updated for 2013

History A: The Making of the Modern World

History B: Schools History Project

This Teacher Support Booklet has been designed to support you with the teaching and assessment of Controlled Assessment Unit 4: Representations of History, from 2013.

It draws on the advice of the topic-specific documents produced in 2009 (and updated for 2012), but the guidance has been revised to take account of the changes to specification content and assessment for 2013 (first certification 2015). Separate updated topic-specific documents with suggested bibliographies and schemes of work will be made available.

If you have any further queries on Controlled Assessment:

- Contact our GCSE History senior examining team on 0844 576 0034 or: gcsehistory@edexcelexperts.co.uk
- Contact our History Subject Advisor, Mark Battye on 0844 576 0034 or: teachinghistory@pearson.com

Controlled Assessment from 2013

What are the main changes for 2013?

The bullet points below summarise the key areas of change to the Controlled Assessment unit from 2013 (for first certification 2015). More detail on these points is given in later sections.

There is no change to the structure of GCSE History specifications. The linear requirements remain the same as those set out for first teaching in September 2012 (for two-year courses) and assessment in June 2014. This means that candidates applying for certification from summer 2015 (i.e. those following a two-year course from September 2013) must sit the three external examinations at the end of the course, along with the submission of Controlled Assessment.

However, teachers should note that:

- Tasks are valid for submission in one series only. Centres can still schedule the Controlled Assessments at any time within the course, as appropriate, but the Controlled Assessment unit will need to be submitted at the same time as candidates sit the GCSE. The appropriate task for the year of GCSE entry must be used: check the dates on the task and ensure it is valid for the year you are submitting.
- There are now 13 topics in the Making of the Modern World (A) specification and 15 topics in the Schools History Project (B) specification. As previously, the tasks for the 13 topics in both specifications are identical.
- There are some changes to topic titles and dates, and some changes to topic content.
- There is a change to the structure of the tasks, now divided into Part A, Part B and Part C. There is a new-style Part A task.
- There are some revisions to the assessment criteria; these are mainly to clarify the ways in which marks are awarded, but now all three assessment objectives are targeted in Parts B and C. Part A has no element of source use or source evaluation.
- Guidance on controls and administration has been clarified. The relevant specification content should be taught before students are given the task which relates to the bullet point. One student's complete folder of work will be required at moderation. This will be the work of the student who has the second-highest mark within the sample selected for moderation.

Changes to specification content

There are some changes to the Controlled Assessment content as a result of the strengthening reforms.

For all topics, the content is now structured in three bullet points (not four), in order to ensure that each area of content can be addressed through assessment.

For some topics there are additional content changes. These are shown in the matching charts available on the Edexcel website for the [Modern World \(A\) specification](#) and the [Schools History Project \(B\) specification](#). The only topic with major content changes is CA8. It has been revised to cover Crime, policing and protest in England c1886–c1926. This makes its chronological range comparable to other topics.

The Controlled Assessment topics are listed below. Changes to date ranges and titles are highlighted in yellow. Note that the last two topics, CA14L and CA15L, are available in the History B specification (SHP) only.

CA1 Germany 1918–39

CA2 Russia **and the USSR** 1917–39

CA3 USA 1919–41

CA4 China 1945–76

CA5 Vietnam **c1950**–75

CA6 **Civil Rights** and protest in the USA 1945–70

CA7 The Indian subcontinent: The road to independence 1918–47

CA8 Crime, policing and **protest** in England **c1886–c1926**

CA9 Northern Ireland c1968–99

CA10 The impact of war on Britain c1914–**45**

or CA10L The impact of war on a locality in Britain c1914–**45**

CA11 Change in British society **1951–79**

CA12 Power and political transformation in Britain 1970–90

CA13 The causes of the Great War c1882–1914

CA14L History around us – a local community (**SHP**)

CA15L The medieval castle – a thematic study (SHP)

How do the content bullet points relate to the assessment?

The third bullet point in the specification content is the representation focus. These are issues which will remain fixed throughout the lifetime of the qualification. Part C of the task will always relate to bullet point 3.

The Part A question will focus on one of the first two bullet points and will change each year. The Part B enquiry will focus on the other of the first two bullet points and will change each year.

Are there forbidden combinations with other units?

Yes, these are indicated in the tables below for each specification.

Section 2: Changes to specification content

History A (The Making of the Modern World)

Topic	May NOT be combined with:
CA1 Germany 1918–39	Unit 2 Option A Germany 1918–39
CA2 Russia and the USSR 1917–39	Unit 2 Option B Russia 1914–39
CA3 USA 1919–41	Unit 2 Option C The USA 1919–41
CA8 Crime, policing and protest in England c1886–c1926	Unit 3 Option A War and the transformation of British society c1903–28
CA10 The impact of war on Britain c1914–45 or CA10L The impact of war on a locality in Britain c1914–45	Unit 3 Option A War and the transformation of British society c1903–28 Unit 3 Option B War and the transformation of British society c1931–51
CA11 Change in British society 1951–79	Unit 3 Option C The transformation of British society c1951–79.

History B (SHP)

Note that candidates who do Option 2A The transformation of British society c1815–c1851 must do a non-British or Local Controlled Assessment. This is to ensure that they study History in two different scales.

Topic	May NOT be combined with:
CA1 Germany 1918–39	Unit 2 Option C Germany 1918–1945
CA8 Crime, policing and protest in England c1886–c1926	Unit 1 Option B Crime and punishment in Britain c50AD to the present day Unit 2 Option A The transformation of British society c1815–c1851 Unit 3 Option B Protest, law and order in the twentieth century
CA9 Northern Ireland c1968–99	Unit 2 Option A The transformation of British society c1815–c1851
CA10 The impact of war on Britain c1914–45 or CA10L The impact of war on a locality in Britain c1914–45	Unit 1 Option C The changing nature of warfare in Britain c50AD to the present day Unit 2 Option A The transformation of British society c1815–c1851 Unit 3 Option C: The impact of war on Britain c1903–c1954
CA11 Change in British society 1951–79	Unit 2 Option A The transformation of British society c1815–c1851
CA12 Power and political transformation in Britain 1970–90	Unit 2 Option A The transformation of British society c1815–c1851

Overview of assessment

- Controlled Assessment is weighted at 25% of the course.
- It is worth 50 raw marks and 100 UMS.
- It can only be submitted in the June series at the end of the course, but it can be sat at any time, provided the task is valid for the year of submission.
- Candidates are assessed through a single internally assessed, externally moderated assessment consisting of one task, split into three parts.
- For topics CA1 to CA13, the tasks are identical for both History A (Modern World) and History B (SHP). History B has an additional two topics: CA14L and CA15L.
- The tasks are divided into Parts A, B and C.

Part	Marks	Assessment objectives	Suggested write-up time
Part A: Historical explanation	10	<i>AO1/AO2 (recall knowledge and demonstrate understanding of key concepts and key features)</i>	30 minutes
Part B: Carry out a historical enquiry	20	<i>AO1/AO2 (recall knowledge and demonstrate understanding of key concepts and key features)</i> <i>AO3 (understand, analyse and evaluate how aspects of the past have been interpreted and represented in different ways as part of a historical enquiry)</i>	1 hour
Part C: Analyse and evaluate representations of history	20	<i>AO1/AO2 (recall knowledge and demonstrate understanding of key concepts and key features)</i> <i>AO3 (understand, analyse and evaluate how aspects of the past have been interpreted and represented in different ways as part of a historical enquiry)</i>	1 hour

What changes are there to assessment from 2013?

Part A is new and so are the assessment criteria.

- Part B (old Part A) now assesses AO3 (4/20) as well as AO1 and AO2 (16/20). The assessment criteria now reward the extent to which the answer takes account of 'differences of view or emphasis'. There are also mark ceilings in Levels 2, 3 and 4 if students do not make explicit reference to their secondary sources.
- Part C (old Part Bii) now assesses all three objectives: AO1 and 2: 7/20; AO3 13/20. The assessment criteria now require the making of judgements based on explicit comparisons at Levels 3 and 4. There are also mark ceilings in Levels 2 and 3 if no knowledge is deployed, and access to Level 4 is denied.

Section 3: Overview of assessment

Preparation and teaching

When are the tasks available?

A new task (Parts A, B and C) will be released every year. The tasks will be released via secure download from the Edexcel website (www.edexcel.com) in the summer term two years before the examination series for which they are valid. You can look at the tasks in advance and use them to plan delivery.

Each task is valid for submission in one exam series only. It is important that you ensure the task you use is the one valid for the year in which you will submit the Controlled Assessment.

Is there a choice of tasks?

There will be no choice of task, but each Part A and B will have internal choice. You may decide which Part A and B questions your students will do, or you may give them the choice. All students in a teaching group need not do the same question.

There will be no choice of question in Part C. In Part C, candidates will evaluate the two representations set in the task and a third which you choose from the Edexcel Representation Bank. (See below *How do I choose the third representation?*)

When can students see the tasks?

In the 2013 specifications, the content has been restructured into three bullet points. This is to ensure that each area of content can be addressed through assessment. The relevant specification content should be taught before students are given the task which relates to the bullet point.

- **Part A:** You can give candidates the Part A task after the specified content for the bullet point has been taught and they are ready to start planning their answer. They should be given up to two weeks to plan their answer.
- **Part B:** You can give candidates the Part B enquiry task when you feel they are suitably prepared to start the enquiry, but all the specified content for the bullet point must be taught before students attempt the question.
- **Part C:** Candidates must not have access to the actual question and Part C representations until the specified content for the bullet point has been taught, and no more than two weeks before they are due to complete their Part C question. They should not be allowed to take the representations out of the classroom, even after the task has been completed. This is to ensure the high level of control required in Controlled Assessment.

For Parts A, B and C candidates must prepare plans under direct teacher supervision. This also applies to the notes they prepare for Parts B and C.

For Part B (Historical Enquiry), candidates can do their own research without supervision.

Write-up

Candidates will have 2½ hours to write the assignment under controlled conditions.

Write-up: the task does not have to be done in silence but must be supervised at all times. The write-up may happen over more than one lesson, but work must be kept securely at all times.

Task guidance

Part A: Historical explanation

Overview

AO1/AO2 (recall knowledge and demonstrate understanding of key concepts and key features)

Suggested time to complete write-up: 30 minutes

10 marks

The tasks will focus on one of the first two bullet points in the specification and will change each year. (Parts A and B will focus on different bullet points.)

There will be two questions for teachers to choose from. Students will be expected to construct a historical explanation to show their understanding of cause, consequence or change.

Guidance

This new Part A task is similar to the final question in the Unit 2 examination. The qualities for success there depend on the extent to which a response focuses on the question and on the effective deployment of information. Students will be expected to produce a more in-depth response for Controlled Assessment Part A than for Unit 2, because they have notice of the question, can prepare plans in advance and have more time in which to write their response. However, practice in writing extended, focused responses in one unit – whichever they do first – will help students in the other unit.

The assessment criteria for Parts A and B of Controlled Assessment are also similar. Part B has more elements – reflecting the need for an overall judgement and for use of relevant reading, which is not required for Part A – but the basis for progression in explanation and analysis is the same. Hence practice for Part A of Controlled Assessment will help students develop the qualities of extended writing required for success in Part B too. It is important to note that there is no enquiry element to Part A.

For the Part A task, it is important that candidates:

- address the question focus, rather than simply writing everything they know on the topic
- support the points they make about changes, causes or consequences with relevant and precise information.

Practising Part A: Historical explanation

- Part A will require analysis with a focus on explanation of cause, consequence or change.
- Typical question stems are: 'Explain why'; 'Explain the impact'; 'Explain the ways in which XX changed'; 'Explain the role of XX'; 'Explain how'.

Section 4: Task guidance

Part A assessment criteria

Level	Descriptor	Mark
0	No rewardable material.	0
Level 1 QWC i-ii-iii	<ul style="list-style-type: none"> The answer may have limited links to the explanation focus required by the question and will take a descriptive and generalised approach. There may be few factual details given and those that are provided are not shown to be directly relevant to the answer. Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity, organisation, succinctness and precision. The student spells, punctuates and uses the rules of grammar with limited accuracy. 	1-2
Level 2 QWC i-ii-iii	<ul style="list-style-type: none"> The answer may be linked to the explanation focus required by the question only implicitly and may take a mainly descriptive approach. The detail provided is mainly relevant to the question but it is generally used to provide factual information rather than to support analysis. Writing communicates ideas with limited precision and succinctness, using a limited range of historical terminology. The student shows some skills of selection and organisation of material, but passages lack clarity and organisation. The student spells, punctuates and uses some of the rules of grammar with general accuracy. 	3-5
Level 3 QWC i-ii-iii	<ul style="list-style-type: none"> The answer is mainly directed at the explanation focus required by the question, although it may stray from the main focus or include some material which is descriptive. The material used is relevant to the question, and is used to support points made in the answer. Writing communicates ideas with precision and some succinctness, using historical terms accurately and showing some direction and control in the organising of material. The student uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found. 	6-8
Level 4 QWC i-ii-iii	<ul style="list-style-type: none"> The answer is directed explicitly and consistently at the explanation focus required by the question. The material used is well selected. It is deployed effectively to support the analysis in the answer. Writing communicates ideas effectively, succinctly and with precision, using a range of precisely-selected historical terms and organising information clearly and coherently. The student spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found. 	9-10

Section 4: Task guidance

Part A exemplification

The extracts that follow are designed to give an indication of the qualities of responses which exemplify those described in the generic assessment criteria for Part A.

Why did US involvement in Vietnam increase in the years 1954–65?

Extract from an example student response – 1

...By the 1950s the USA was convinced that communism was spreading around the continents of the world. President Eisenhower believed in the 'domino theory'. This meant if communism spread to a particular part of the world and took over and rules one country, then other surrounding countries would also fall to communist takeovers – just like if you line up a load of dominoes and pushed the first one over, then the others would fall. Eisenhower did not want this to happen in Vietnam and was concerned that communist North Vietnam would take over non-communist South Vietnam. The Vice President of the USA, Richard Nixon gave a national TV broadcast about the domino theory in December 1953 after he visited Vietnam. He said 'if Indo-China goes under communist domination the whole of South-East Asia will be threatened'. The USA supported the government of South Vietnam and hoped that this would stop the spread of communism...

Moderator's comments

This extract shows the qualities described in Level 2 of the assessment criteria.

The student has described some of the aspects of the Domino Theory. The response shows the selection of some accurate detail to illustrate the origins of the theory and why the USA was concerned about Vietnam. However the focus on the question of 'increasing involvement' is implicit – and the detail needs to be more precise about the period from 1954 to allow the student to improve within Level 2. The student could, for example, explain the USA's decision to send 'advisers' and the sort of support that was given to the Diem Government of South Vietnam.

To improve to Level 3 the answer would need to make explicit causal links to show the way in which the USA's aim of preventing communist domination of South-East Asia affected US policy with regard to Vietnam and brought about increasing US involvement. The student could, for example, explain the USA's failure to follow the Geneva Accords because of the Domino Theory.

Extract from an example student response – 2

The Gulf of Tonkin Incident was a key reason for the USA's increased military involvement in Vietnam. Before the Gulf of Tonkin Incident, the United States had restricted its intervention in Vietnam to financial support and military advice. After the Gulf of Tonkin Incident there was a large escalation of war in Vietnam. This included American bombings using chemical defoliants such as Agent Orange. It began with large-scale bombings called Operation Rolling Thunder which lasted three and a half years and the US dropped 1 million tons of bombs in Vietnam. Also the combat troops were deployed. By the end of 1965 there were about 150,000 US troops in Vietnam. All this increasing involvement was triggered by the Gulf of Tonkin Incident. President Johnson wanted strong action to stop Communism spreading in South-East Asia and to stop North Vietnam taking over the South. He was able to use the Incident. Because Congress and the public believed that the US ship Maddox was attacked by the North Vietnamese, they passed the Gulf of Tonkin Resolution which allowed the President to take 'all necessary steps including armed force'. The Gulf of Tonkin Resolution enabled Johnson to increase military involvement.

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Moderator's comments

This extract shows the qualities described in Level 3 of the assessment criteria. Some passages are descriptive. This extract describes the extensive direct involvement of the USA in the conflict after the Gulf of Tonkin Incident. The material is detailed. Work of this sort would merit a mark high in Level 2 if continued in the rest of the answer. However, Level 3 is reached when the student goes further than description. The paragraph begins with the point that the Incident was 'a key reason' and, although what follows is descriptive, the response goes on later in the passage to make explicit causal links – 'enabled Johnson', 'triggered', 'Because Congress ... believed'. Johnson's motives are also given.

To improve to Level 4, the answer would need to be directly and consistently focused on the question. Reasons for increased involvement should explicitly drive the treatment of material deployed. The importance of the domino theory, the threat posed by the increasing strength of communism in South Vietnam, the failing of US measures to date, are other reasons the student could give in a focused explanation.

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Part B: Carry out a historical enquiry

Overview

AO1/AO2 (recall knowledge and demonstrate understanding of key concepts and key features)

AO3 (understand, analyse and evaluate how aspects of the past have been interpreted and represented in different ways as part of a historical enquiry)

Suggested time to complete write-up: 1 hour

20 marks

Candidates carry out an enquiry. The enquiry will focus on one of the first two bullet points in the specification and will change each year. Edexcel will provide the focus of the enquiry but there will be two questions within it for teachers to choose from.

Tasks for CA10L, CA14L and CA15L (SHP) will target local history. For these, you may relate the task to your locality, but you will not be able to change the wording of the question.

Candidates are expected to support their answer with knowledge and understanding from their programme of study. Candidates need to show that they have found relevant sources of information and selected information from them for the purpose of the enquiry.

In writing up they should show that they can organise their information to answer the question and assess it in order to reach a conclusion. There are now mark ceilings within Levels 2, 3 and 4 which apply if no explicit references are made to secondary sources within the answer.

For the Part B task, it is important that candidates:

- address the enquiry focus, rather than simply writing everything they know on the topic
- show that they have selected and used material from a range of relevant secondary sources (books, websites, etc.).

What is a 'range' of sources?

- Candidates are expected to use five or more different secondary sources in their Part B enquiry.
- There are no restrictions on the type of secondary sources to be used; they can be textbooks, work by historians, books for the general public, websites, media sources, etc. There is no requirement for students to use different types of secondary sources; it is acceptable for the bibliography to contain only books or only websites. They may also use primary sources in addition to the secondary sources, but these are not required and do not count towards the five sources expected.
- Some secondary representations contemporary to the period studied may also be used (see below 'What is a representation?'). However, the expectation is that 'sources' here means sources of information (i.e. works of some kind) rather than simply short extracts or images which are used as sources in Unit 3.
- An example of an appropriate source of information could be a 'chapter' (often one or two double-page spreads) in a GCSE textbook, a web page devoted to the specific topic, a museum display, a television documentary, and so on.

One of the sources used must have been published or created in the twenty-first century.

How do candidates show they have selected and used a range of sources?

- The assessment criteria refer to candidates' 'use' of a range of material from secondary sources. For teachers to be able to reward this in marking, candidates' prepared notes should be evidence that they have done this. Although notes may not contain prepared

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passages of answers in full sentences, they may contain extracted phrases or whole sentences as quotations from sources consulted.

- Additionally the assessment criteria require explicit referencing within the answer, and marks must be kept to the mark ceilings within levels if students do not do this in their response to the enquiry question.
- GCSE candidates are not required to reference their sources through footnotes (although this is obviously acceptable), but they should make it clear that they are selecting and deploying information from a range of sources. This might be done through direct comment in the text, for example 'as Leonard and Whittock say' or 'the picture on page XX of Waugh and Wright'. The source can also be named after the specific detail used, for example 'This happened in 1968 (PBS documentary)'. Because they can prepare a bibliography to bring into the write-up session, candidates could also number the items on their bibliography and then put the number of the relevant work in the margin or in brackets in their essay.
- Since candidates are rewarded for identifying and selecting material from appropriate sources, they should not be provided with a standard set of sources and told how to use them in their essay. It is recognised that schools with large cohorts may have problems resourcing this aspect of the enquiry, and it is perfectly acceptable to make a core set of texts and a list of websites available to candidates for them to consult and make their own selection of detail. Such 'source banks' must also contain a selection of sources created in the twenty-first century, from which students can make their own choice of material. It is recognised that all members of the class will have access to the same source if a film clip is used or a visit to a museum is organised, but it is expected that individual candidates will make different use of them. Although the candidates' bibliographies may be similar, moderators would expect to see marked differences in the notes made and the deployment of material from these sources. A single bibliography used by all candidates is not appropriate.

Practising Part B: Enquiry

- Part B will always require some sort of judgement.
- Typical question stems are: 'How significant'; 'How much impact'; 'How successful'; 'How far'; 'How much change'; 'How different'.

New elements in Part B assessment criteria

The descriptor for Level 4 is given below and has been annotated to indicate the main changes from the assessment criteria for the former Part A enquiry.

<ul style="list-style-type: none">• The answer is directed explicitly and consistently at the explanation focus required by the question. The student reaches an overall judgement which is supported by a reasoned argument running throughout the answer.• The answer is based on material which comes from a range of secondary sources of information and it makes clear what sources have been used. The answer shows awareness of differences of view or emphasis in the sources used. Material is well selected from the sources and is deployed effectively to support the analysis in the answer.• Writing communicates ideas effectively, succinctly and with precision, using a range of precisely-selected historical terms and organising information clearly and coherently. The student spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found. <p>Maximum 16 marks if no explicit reference is made to secondary sources within the answer.</p>	<p>This requirement is made explicit in the revised mark scheme. If students' notes provide evidence that a range of sources has been used, they will have partially met this element of the marking criteria for the level, but referencing is required to meet it completely.</p>
	<p>This is a new marking criterion, reflecting the inclusion of AO3 'analysis of representations' into the Part B enquiry. Evaluation of the representations themselves is not a requirement here.</p>
	<p>The mark ceiling has been introduced to indicate how markers must deal with lack of referencing</p>

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Exemplification for Part B

Marked examples of the former Part A: Historical Enquiry task from the 2009/2012 specifications can be used to give an indication of the relationship between the quality of analysis and the level awarded in Part B (old Part A). When you access them, bear in mind the changes to assessment which may affect marks within, or entry to, a level. (See above, pages 4-5 'What changes are there to assessment?'.) The new criteria assess AO3 additionally and also restrict the reward which can be given when students omit references to their sources of information.

The exemplification can be found on the web pages for the History A specification and History B specification, under 'Controlled Assessment' and 'Exemplar materials'.

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Part C: Analyse and evaluate three representations of history

AO1/AO2 (recall knowledge and demonstrate understanding of key concepts and key features)

AO3 (understand, analyse and evaluate how aspects of the past have been interpreted and represented in different ways as part of a historical enquiry)

Suggested time to complete write-up: 1 hour

20 marks

Candidates are expected to analyse two representations provided by Edexcel and one chosen by the teacher in order to evaluate how the past has been represented. At least one of the representations will be from a period later than the event, issue or individual being represented. The third representation must be chosen from the Edexcel Controlled Assessment Representation Bank, available on the Edexcel website.

Part C will always relate to the third bullet point in the specification content. This is the representation focus. They are issues which will remain fixed throughout the lifetime of the qualification.

In this task, candidates need to understand what a 'representation' is, i.e. what is meant by portrayal of an aspect of the past and how a view or portrayal is conveyed by what its creator chooses to include and/or the treatment given to what is included. Candidates should analyse the details and emphases of the representations and how these convey the overall impression created of an event or issue.

They should then evaluate this overall impression, using their own knowledge of the issue as well as making use of the details of the representations. Candidates must have a basis for judging the representations. They should use relevant criteria such as those suggested in the assessment criteria: objectivity, accuracy and comprehensiveness or the influence of the author's purpose. Historical knowledge should be used when applying criteria. Mark ceilings are given in Levels 2 and 3, and no access is permitted to Level 4 when answers do not make use of knowledge and understanding of the historical context.

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What is a representation?

A representation is a source that aims to represent some aspect of the past. It could be the work of a historian or an archaeologist's report, but it could also be a film, a painting, a cartoon or a novel. The key is that it sets out to give an impression: a private letter, a will or a set of census data couldn't be used, as these are examples of evidence of the period, but are not representations of it.

How can I help candidates to analyse representations?

To do well in Part C, candidates must grasp the concept that representations of history are created to give a view of an aspect of the past. The impression they give, the portrayal they create, is the product of deliberate choices made by their authors: the author/artist began with an empty page and each inclusion is the product of a deliberate choice designed to convey an overall message.

To evaluate a representation effectively, candidates must first be able to analyse the way in which selection and treatment of material in the representations have deliberately created a particular view of the issue represented.

Lengthy descriptions of the content of the representations are not appropriate in this task and will not score highly. The most successful answers begin by identifying and comparing the overall impression created in each representation and then using the detail of each representation to support this analysis.

Once students have discerned the overall portrayal or representation, they should apply criteria in the process of making their evaluations. Examples of criteria are given in the level descriptions. The evaluation should focus on the portrayal that is presented within the representation rather than being based on whether the portrayal is *likely to be* accurate, for example because of its nature or origin.

The highest level requires the making of valid comparisons, the application of three criteria, and the use of supporting contextual knowledge that helps the candidate make judgements in relation to the three criteria.

The principal moderator's report from 2011 contains the following advice on the former



The Withdrawal from Dunkirk by Charles Cundall, an official war artist. Despite coming from the time, the painting is a good example of a representation. Cundall is conveying an impression of orderliness and quiet heroism. Even the title is significant – 'withdrawal', not 'retreat'.



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Part Bii, which is still relevant to the new Part C:

Candidates should be clear that ... they are assessing how the range of detail, the treatment of the material, and the author's purpose or his objectivity affects the quality of the representation. It might help them to grasp this concept if they prepare for the task by thinking about the decisions made in compiling a souvenir magazine or creating a time capsule – if there is only space for one representation, which one would best convey the specified issue?

Possible strategies for developing analysis of selection and treatment

- An analysis of advertisements – use of colour, language, emphasis. How is the overall message created?
- An analysis of an individual's social network home page. What impression of the individual does it give, and how has that impression been created?
- A review of the school prospectus: What photographs have been included and why? Which aspects or areas of the school are omitted? What aspects are emphasised in the text? How is language used to create a good impression? Overall, what impression of the school does the prospectus give?
- A piece of word-processed text is created into which candidates can (i) insert alternative phrases from negative or positive statement banks and (ii) excise or insert additional information. How does the overall image change? How does omission and inclusion of information make a difference?
- Candidates annotate call-outs inserted onto cartoons or visual images to comment on issues such as expression, positioning, reason for inclusion of particular objects, etc.

Possible strategies for developing candidates' skills in applying criteria as part of a process of evaluation

- Evaluating a TV advert on a scale of 1 to 5 according to different criteria chosen by the candidates. How do criteria affect the rating given?
- Choosing three criteria by which to evaluate three films or TV programmes and then rating them against each criterion on a scale of 1 to 5. Overall, which is best and why?
- Evaluating a social networking home page/a school report/the school prospectus against the criteria of accuracy, comprehensiveness, objectivity. Using own knowledge of the individual/school to support the judgements made.

What's the role of knowledge in Part C?

Candidates must be able to apply relevant and precisely-selected own knowledge to gain high marks for their evaluation of the representations. The following extract from the principal moderator's report for 2011 (B(ii)) shows the importance of candidates' application of knowledge directly to the given representations:

It is not enough at Levels 3 and 4 to assert 'These details are accurate because I know this did happen', or to say 'This coverage is not complete because it does not mention X'. Candidates' own knowledge needs to be used to support any comment about accuracy or to explain why it is significant that something has been omitted. Comments about comprehensiveness should also take account of the focus of the representation, for example if the focus of a representation [in CA6] is on the student protest movement, the comment that it does not cover civil rights protests should not be highly rewarded. Even where additional own knowledge was present in the answer, it was sometimes used to explain the representation or the context rather than to test and evaluate the accuracy/comprehensiveness of the representations.

How do I choose the third representation?

The focus of the representation questions for each option will stay the same throughout the lifetime of the specification. The representations provided by Edexcel will change each year,

Section 4: Task guidance

but because the focus of the questions will remain the same, the third representation must be chosen from the Edexcel Controlled Assessment Representation Bank. The same third representation may be used every year.

Centres doing a local study (CA10L, CA14L (SHP) and CA15L (SHP)) may choose their own representation but approval for this must be sought. Email gcsehistory@edexcelxperts.co.uk for approval by 31st January in the year the unit will be completed to check that a third representation of your choice is suitable. Bear in mind the guidance about what is – and what is not – a representation.

When submitting candidate work for moderation, please ensure that you enclose a copy of the chosen third representation.

New elements in Part C assessment criteria

The descriptor for Level 4 is given below and has been annotated to indicate the main changes from the assessment criteria for the former Part B(ii).

- The answer analyses the representations to show how the past situation has been portrayed. The answer uses precisely-selected detail from the representations to show how the portrayal is conveyed.
- The answer selects one representation as being 'best', **making valid comparisons**. In evaluating the portrayal in the representations, answers will apply at least three criteria relevant to the representation (for example accuracy, objectivity, comprehensiveness, or the way the author's purpose has influenced the portrayal).
- The answer will deploy well-selected information about the historical context **to support the application of criteria and evaluation** of the representations.
- Writing communicates ideas effectively, succinctly and with precision, using a range of precisely-selected historical terms and organising information clearly and coherently. The student spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.

No access to Level 4 for answers which do not make use of knowledge and understanding of the historical context.

The requirement to compare representations is made explicit in the assessment criteria.

The role of own knowledge of the context has been made clear in the assessment criteria. AO1 and AO2 are directly assessed in Part C.

Mark ceilings have been introduced to indicate how markers must deal with lack of deployment of historical knowledge

Exemplification for Part C

Marked examples of the former Part B(ii) question from the 2009/2012 specifications can be used as exemplification for Part C. The exemplification can be found on the pages for the History A specification and History B specification, under 'Controlled Assessment' and 'Exemplar materials'.

These examples will give an indication of the relationship between the quality of analysis and the level awarded in Part C (old Part B(ii)). When you access them, bear in mind the changes to assessment which may affect marks within, or entry to, a level. (See above, pages 4-5 'What changes are there to assessment?'.) Mark ceilings apply when students omit knowledge of the historical context. Additionally, marking should take into account the number of representations evaluated.

Each level has five marks, with a mid-point and high and low two-mark bands. For the high mark band in any level, all three representations should be evaluated and the other criteria for the level met. The mid-mark point should only be awarded if at least two representations are evaluated and the other criteria for the level are met. The evaluation of a single representation should be placed in the low mark band in Levels 1 and 2, if the other criteria for the level are met. Since explicit comparisons are required in Levels 3 and 4 when making judgements, this element of the assessment criteria will not be met by the evaluation of a single representation and a mark at the top of the level below should be awarded. Hence an answer meeting the remaining Level 4 criteria effectively should be

Section 4: Task guidance

placed at the top of Level 3, and an answer meeting the remaining Level 3 criteria should be placed at the top of Level 2.

Administering the Controlled Assessment

How do I conduct the Controlled Assessment?

- Arrangements can be decided by the centre.
- Controlled Assessment can take place in normal lesson time, supervised by teachers.
- When there is more than one teaching group, they can complete the Controlled Assessment at different times, and indeed, at different stages in the course. Different teaching groups may also complete different options.
- Candidates who are absent may complete the assignment another time. There are no restrictions on communication between candidates who have and who haven't completed the assessment, as there would be in a live examination. All candidates will know the task in advance.
- There is a new requirement to send in the complete folder of the whole unit from one candidate, as in previous specifications. This will be the candidate in the moderation sample with the second-highest mark.

What options do I have when organising the Controlled Assessment time?

“

The Controlled Assessment write-up could be as follows. (These timings are advisory, but candidates must not exceed the 2½ hours for the whole Controlled Assessment.)

- One session – preparation has been done throughout the teaching of the programme of study, and at the end, candidates complete the Controlled Assessment write-up (Parts A, B and C) in one session lasting 2½ hours.
- Two sessions – after preparation for Parts A and B is done, a 1½-hour write-up session is completed by the candidates. After preparation for Part C is completed, a 1-hour write-up session is completed by the candidates.
- Three sessions – after preparation for Part A, a ½-hour write-up session is completed by the candidates. After preparation for Part B is completed, a 1-hour write-up session is completed by the candidates. After preparation for Part C is completed, a 1-hour write-up session is completed by the candidates.

”

What can candidates take in to the write-up session?

“

- Part A: a plan on one side of A4.
- Part B enquiry: two A4 sides of notes AND a plan on one side of A4.
- For Part B, students may also have a bibliography which they have prepared earlier, listing the sources they have used
- Part C: two A4 sides of notes AND a plan on one side of A4.
- Clean copies of the provided representations for Part C (to be supplied by the teacher).

Section 4: Task guidance

- Teachers should check that the materials contain only plans, notes and bibliography and not a draft answer, before they are taken into the controlled environment. The plans, notes and bibliography should be retained with the candidates' responses in a secure place and will be required as part of the sample for moderation.

”

Can candidates do the task on their computer?

“

Yes, the assignment write-up can be word-processed, provided the computer is checked prior to use for any saved information and provided it does not connect to the internet or intranet. Spellcheck may be used by candidates.

When work in a write-up session is completed this must be saved onto a portable medium and retained securely by the centre. The Controlled Assessment response must be printed out for marking and standardisation.

If the task is to be word-processed, teachers should ensure that candidates use a clear and legible font, font size and page layout, for example Times New Roman, font size 12, 1½ line spacing and margins to allow for teacher comments.

”



What if I am doing CA10L, CA14L or CA15L and decide to use a visual (e.g. film) clip or song as my third representation source?

“

If you are using a visual film clip or song as your own choice of third representation you will need to ensure that candidates can have access to the material during the write-up session. In the case of a song you may wish to provide candidates with a printed version of the lyrics. In the case of a film clip you may provide candidates with a written, factual description of the clip, which could include the screenplay or a summary of it. This should not contain any comments about the portrayal presented within the clip.

You should send a recording of this material to the moderator when the work is submitted for moderation, along with any printed material created to accompany it. This could be sent on a CD or memory stick. Remember you must get approval for the use of your chosen representation by emailing gcsehistory@edexcelexperts.co.uk

”

Section 4: Task guidance

What about candidates who qualify for extra time in examinations?

“

Some candidates qualify for extra time in examinations due to special circumstances – in such cases the extra time can also be applied to the write-up time for Controlled Assessment, but this must be carried out under the high levels of control required in Controlled Assessment.

For further information, please see *JCQ Access Arrangements, Reasonable Adjustments and Special Consideration*.

”

Frequently asked questions

What are plans?

“

At the write-up stage for Parts A, B and C, students can have access to up to **one** side of A4 plans (written by the student) for each question.

- Plans can be: bulleted or numbered points, mind maps and spider diagrams, short phrases and key words.
- Plans **cannot** be continuous sentences or paragraphs.
- Plans can be handwritten or word-processed (Times New Roman, minimum font size 12).

”

Section 4: Task guidance

Question: Why were British troops sent into Northern Ireland in 1969

Plan:

Intro:

Outline of points expressed in essay.

Paragraph2: The Battle of the Bogside, August 1969

Effect (deaths etc. RUC discredited) and response (Republic of Ireland, UN, press) of the Battle of the Bogside.

Paragraph3: Protestant fear of Catholic domination

Protestant worries about O'Neil, Civil Rights Movement and IRA.

Paragraph4: Catholic grievances targeted against Royal Ulster Constabulary (RUC)

Overreaction of RUC at Craigavon Bridge. Under- reaction at Burntollet Bridge.

Paragraph5: Long term causes- Catholic discrimination by Protestants

Discrimination emerged in the areas of politics, education, housing and employment market.

Paragraph 6: Conclusion

Problem attempting to solve went back far further than the events of that summer. Army's positive impact inevitable. Situation would soon get worse.

Section 4: Task guidance

What are notes?

“

At the write-up stage for Parts B and C, students can have access to up to **two** sides of A4 notes (written by the student) for each question. No notes are allowed for Part A.

- Notes are pieces of evidence relevant to the candidate's enquiry or representations.
- Notes cannot be continuous sentences or paragraphs, except where these are direct quotations attributed to an author.
- They can be bulleted points, numbered points or short quotations.
- They could be lists of key dates, names, events, causes or consequences.
- Notes may be handwritten or word-processed (Times New Roman minimum font size 12).

”

What sort of research can candidates do for Part B?

“

Candidates are free to research responses in their own time and in school time. They may use libraries, museums and the internet, for example. Candidates should submit a list of sources they have used in the form of a bibliography. The bibliography may be written on the form in the back of this document, or candidates may create their own proforma. There is no page limit for the bibliography.

”



Section 4: Task guidance

How much support can teachers give candidates?

“

Teachers may support candidates in the preparation of each part of the task. Teachers may, for example:

- make sure candidates understand and can compare the sources
- teach them about the topic
- help them find relevant information for the enquiry.

Teachers may not provide:

- writing frames specific to the live task
- words or phrases for candidates to include in their answers.

Discussion of individual details and general advice about planning and structuring an essay are both acceptable, but specific advice about the plan to be followed or the detail to be included in the assessed work should not be given.

A statement must be provided to the moderator that details the nature of the support provided to the group, using the template in the specification.

”

Can students redo Controlled Assessment tasks before marks are submitted?

“

If a student wishes to improve part of their Controlled Assessment task, they may do so, but it should not be as a result of any feedback from their teacher, and they will not receive any additional time to complete their Controlled Assessment.

Students who wish to retake their Controlled Assessment must attempt the other Part A historical explanation, the other Part B historical enquiry and/or use a different Representation 3 for the Part C representations question.

If they are retaking all three Parts, they have 2½ hours to complete the write-up. If they retake only one part, they should be given: 30 minutes for Part A, 1 hour for Part B and 1 hour for Part C.

”

Can a candidate carry forward marks from a Controlled Assessment unit?

“

If a candidate wishes to retake the whole GCSE History qualification, then they will be able to carry forward the mark they received for the Controlled Assessment unit. They can do this whether or not the task is still valid for that cohort of learners, as they are carrying forward the UMS mark they were awarded.

”

Section 4: Task guidance

How can I create a mock Controlled Assessment task for students?

“

- For Parts A and B, take a different aspect of the content of bullet point 1 or 2 and use the same question stem as in the task.
- For Part C, use the question stem from the task and three representations which have been in past tasks, or three from the representation bank which you are not using for the live tasks.

”

So, in summary ... what are the main controls?

“

- The Part B enquiry question may be given when students are ready to start the enquiry.
- The overall focus of Part C is in the specification and may be disclosed.
- The Part A questions and Part C question and representation sources may be given out no more than two weeks before the write-up is scheduled to take place. Sources for representations 1, 2 and 3 may not be taken out of the classroom, either during the preparatory period or after the write-up session.
- Candidates must complete the write-up within 2½ hours in a controlled environment.
- Once the write-up has taken place, all work, tasks and sources must be collected in and kept securely. The work then needs to be marked by the teacher, and a sample sent off for moderation.
- All students must sign an authentication statement. Statements relating to work not sampled should be held securely in your centre. Those which relate to sampled students must be attached to the work and sent to the moderator. In accordance with a revision to the current Code of Practice, any candidate unable to provide an authentication statement will receive zero credit for the component.

”

Moderation

When does Controlled Assessment need to be submitted?

“

Controlled Assessment can only be submitted in the summer series (May deadline); for assessment from 2014 this must be at the end of the course. However, you can offer the unit earlier in the course, retain the Controlled Assessment securely, and submit it in the final summer series. For example, you could teach the Controlled Assessment in the autumn term, candidates could write the response in January, and you could retain the responses securely and submit these in the summer series. You could also complete the Controlled Assessment during Year 10 and retain it until submission in Year 11. However, you must ensure that the tasks you use are valid for the year of submission.

”

Are there changes to moderation?

“

A change is that, in addition to the previous requirements, you must now send the complete portfolio of Controlled Assessment work of one candidate. This will contain all the classwork for this unit. The candidate will be the one with the second-highest mark in the randomly selected moderation sample. This candidate's Controlled Assessment submission will be moderated no differently from others in the group. The purpose of the portfolio is to show the course students have been taught.

”

What teacher comments are helpful?

“

It helps moderators if comments make clear the basis on which marks have been awarded. Hence a concluding comment for each part could provide a rationale for the mark awarded and be directly related to the assessment criteria. It is also helpful if brief annotations are made on the body of the work to indicate the qualities being rewarded, for example 'L3 analysis'; 'criterion applied well', etc.

”

Candidate handouts

The following handouts can be copied and adapted for use with your candidates:

- Understanding enquiry and representations
- What are notes?
- What is an enquiry?

Understanding the tasks

Part A

What do I need to do in the assessment for Part A?

In Part A you will write up your answer to your explanation question worth 10 marks.

In this part of the assessment, you will be successful if you:

- focus on the question – is it about causes, changes or consequences?
- use good spelling, punctuation and grammar and communicate clearly
- use information to back up the points you want to make
- organise your points so that they connect to make an explanation
- at the end of your answer, sum up the reasons you have given in your explanation.

Part B

What is an enquiry?

- An enquiry means asking a question or wanting to know about something.
- It is a search for information.
- It involves the examination of facts and ideas for accuracy.
- It involves research using different sources of information, e.g. books, the internet, newspapers and personal accounts.
- After information has been gathered, it involves selecting which information is most helpful and using that information to make judgements and reach conclusions.

What skills will I learn whilst carrying out my enquiry?

In carrying out your enquiry for Part B you will learn how to:

- plan an enquiry
- find different sources of information
- choose what information to use and what information not to use
- organise information
- evaluate information
- reach your own conclusion about your enquiry.

What preparation do I need to do to be successful in the enquiry?

- Keep in mind what enquiry you are following and search for information that is relevant.
- Use at least five sources of information. They don't all have to be books; you could use internet sites, television programmes, sites and museums if they are relevant. Practise the skills you need in order to be successful: selecting information; organising information; evaluating information; reaching a conclusion.
- Make a plan – four or five key points from your enquiry.
- Make some notes that will help you organise your information. These can be handwritten on the Edexcel proforma or ordinary paper, or word-processed. They can be in the form of headings and bullet points, diagrams, charts or any other format you find helpful. You could include key names, events and dates; you might also include short quotations you will use in your answer. You will be able to have these notes with you when you write up your Controlled Assessment.

Section 5: Candidate handouts

What do I need to do in the assessment for Part B?

In Part B you will write up your answer to your enquiry question worth 20 marks.

In this part of the assessment, you will be successful if you:

- focus on the enquiry
- use good spelling, punctuation and grammar and communicate clearly
- show that you have selected sources of information carefully
- use information from your sources to back up the points you want to make and make it clear which source you have used to find that information. At least one of your sources of information must have been created in the twenty-first century.
- organise your points so that your answer leads to your conclusion
- show that you are aware of different views or emphases within sources
- at the end of your answer, sum up the reasons why you came to your conclusion in the enquiry.

Part C

What is a representation?

- Sources that are designed to create an image of some aspect of the past.
- When historians write they create a representation of the past.
- Film makers, painters, artists, novelists do the same – when they pick a subject or event in the past, they create a ‘representation’ of it.
- Therefore, a representation is also an interpretation and it will probably have strengths and weaknesses in the way it conveys the past.
- A representation may give a false view, suggesting a person or event was very successful when this was not true; it may only focus on one aspect and not tell the whole story, it may be balanced and give more than one side in a neutral way, or it could be designed to persuade and influence and therefore emphasise positive or negative aspects.

What skills will I learn in Part C?

In assessing representations of history for Part C you will learn how to:

- understand representations of history
- compare representations and see differences in the ways they portray the past
- use representations together with your own knowledge
- evaluate representations
- reach a decision which you can explain and support.

What preparation do I need to do to be successful in the representation questions?

- Practise the skills you need to be successful: compare three representations; assess a representation using your own knowledge – is it accurate? Is it one-sided or is it objective? Is it only giving part of the picture or is it complete? Was its author trying to give an accurate portrayal, or simply to entertain?
- You will be given your representations two weeks before your Controlled Assessment. Make sure you understand the viewpoints and message of each of them.
- Make notes to help you compare and evaluate the representations. You should use clear criteria for your evaluation: you could have these headings – How accurate? How objective? How complete?

Section 5: Candidate handouts

What do I need to do in the assessment for Part C?

In Part C you will write up your answer to the question, using the three representations you have studied in class.

Part C will ask you to evaluate three representations. You will be asked to say which you think is the best. This question is worth 20 marks.

In this part of the assessment, you will be successful if you:

- show what view is given in the representation by analysing how details are used and what the author has chosen to include.
- explain how you are going to decide which representation is best – we call these ideas the criteria you are using to evaluate the representations
- evaluate all three representations using at least three criteria (you can use more if you choose)
- always back up your points using the representations and your own knowledge of the issue.

At the end of your answer, sum up the reasons why you came to your conclusion about which representation was best.

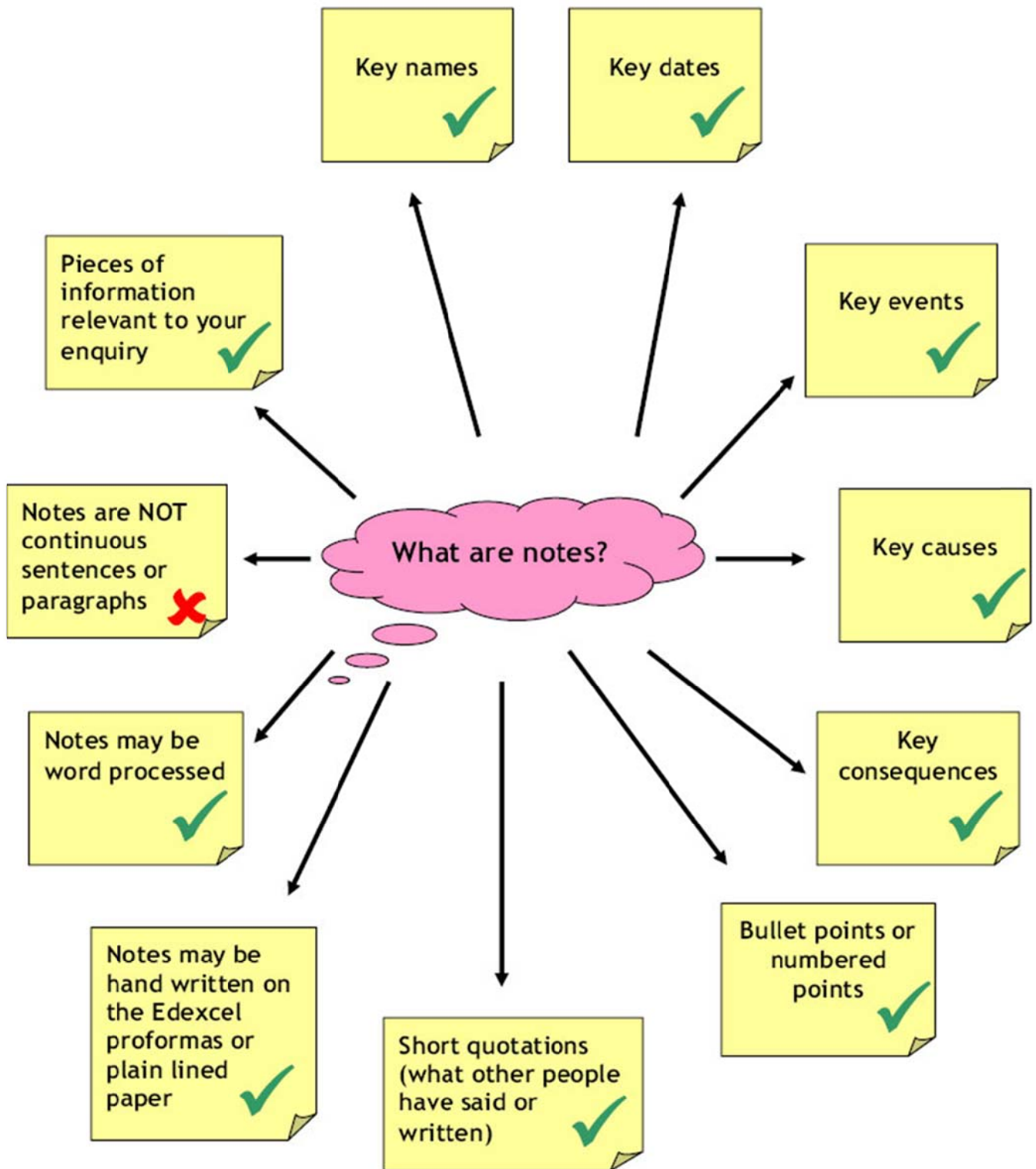
Section 5: Candidate handouts

Which is the best representation?

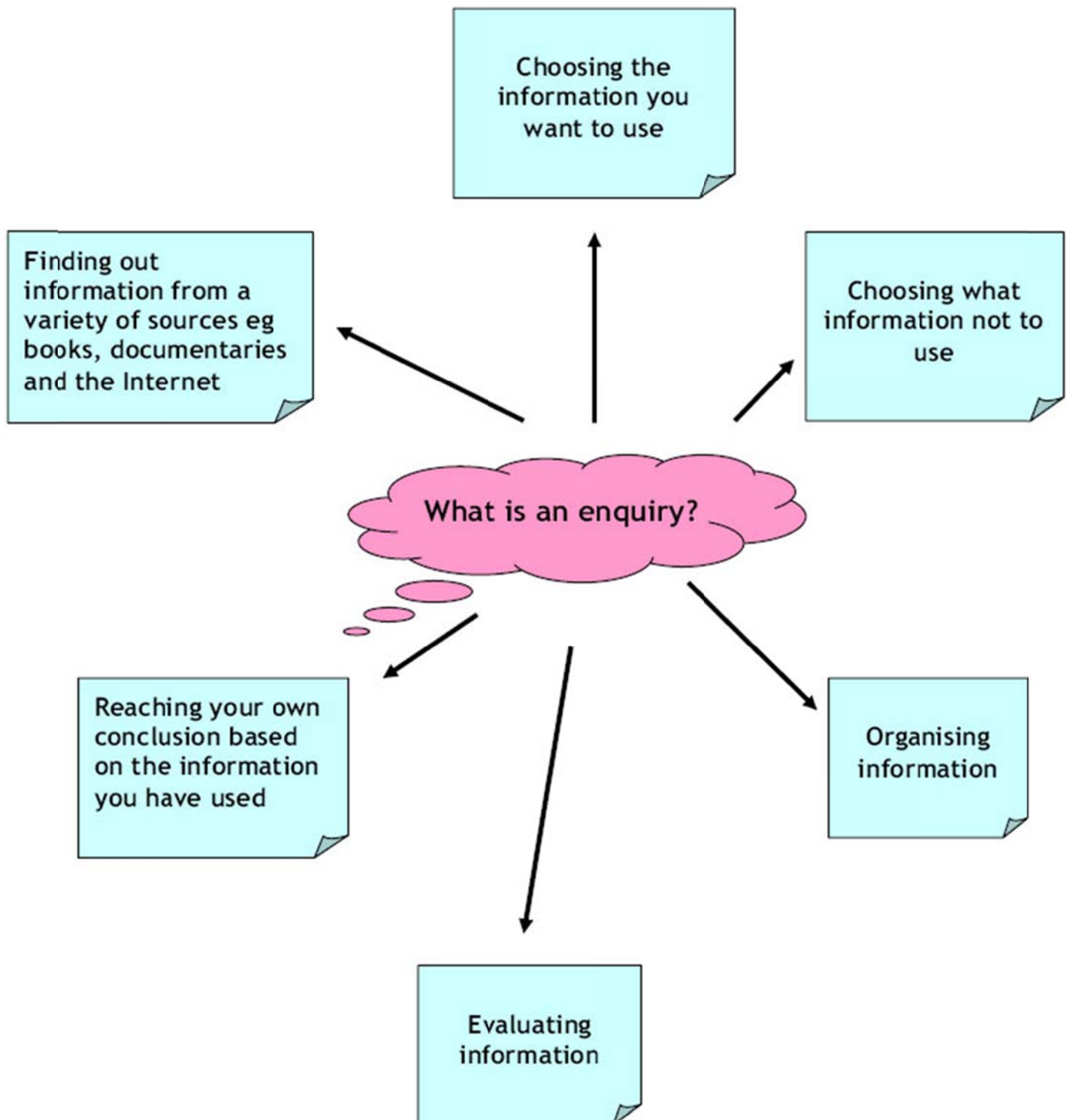
Use this sheet to record your thoughts on your representation question. [This sheet may not be taken into the write-up session.]

	How complete?	How objective?	How accurate?
Representation 1			
Representation 2			
Representation 3			

What are notes?



What is an enquiry?



Section 7: Candidate handouts

Candidate proformas for plans and notes

The following proformas have been designed for candidates to write their plans, notes and bibliography. The forms will be available for separate download on the Edexcel website. These proformas are only suggested templates and are not compulsory.

Candidates and teachers may, if they wish, create their own proformas based on this design, provided that they are A4 size and conform to the strict page number limits detailed on page 17 of this document. Plans and notes may be handwritten or word-processed (Times New Roman minimum font size 12). Plain or lined A4 paper may be used. There is no page limit for the bibliography, which should be as long as necessary.

Individual candidate authentication and mark record sheet

The Individual candidate authentication and mark record sheet must be attached to the front of the candidate's work at the time it is submitted for assessment and moderation. The sheet can be found in Appendix 4 of the specifications.

Student proformas

The following forms have been designed for students to write their Controlled Assessment plans, notes and bibliography, which should be brought into the write-up session. Students and teachers may, if they wish, create their own versions of these forms, based on this design, provided they conform to the following strict page number limits:

- Part A: one side of A4 for plan
- Part B: one side of A4 for plan and two sides of A4 for notes
- Part C: one side of A4 for plan and two sides of A4 for notes.

There is no page limit for the bibliography, which should be as long as necessary.

Plans and notes may be handwritten or word-processed (Times New Roman minimum font size 12). Plain or lined A4 paper may be used.

1 Part A: Historical explanation – plan

Part A: Historical explanation marks)	(Total = 10
Question:	
Plan:	

2 Part B: Carry out a historical enquiry – plan**Part B: Carry out a historical enquiry
marks)****(Total = 20****Enquiry:****Plan:**

3 Part B: Carry out a historical enquiry – notes

Part B: Carry out a historical enquiry marks)	(Total = 20
Enquiry:	
Notes page 1:	
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Part B: Carry out a historical enquiry marks)

(Total = 20

Notes page 2:

A large rectangular area containing horizontal dashed lines for writing notes.

4 Part C: Analyse and evaluate representations of history – plan

Part C: Analyse and evaluate representations of history
(marks)

(Total = 20 marks)

Question:

Plan:

Part C: Analyse and evaluate representations of history
marks)

(Total = 20

Notes page 2:

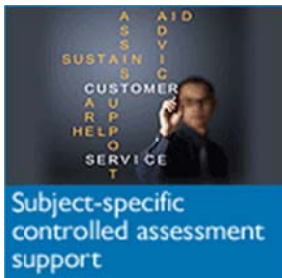
A large rectangular area containing horizontal dashed lines for writing notes.

6 Part B: Carry out an historical enquiry – bibliography

Bibliography
<p>Please list all sources used when preparing for your Controlled Assessment write-up. The bibliography should be as long as necessary – no page limit applies.</p>

Supporting you with your Controlled Assessment

Need help with Controlled Assessment? Our experts are on hand to support you...



- Email your [Subject Advisor, Mark Battye](mailto:TeachingHistory@pearson.com), directly at TeachingHistory@pearson.com
- Call 0844 576 0034 to speak to a member of the Subject Advisor team for history.
- Visit the [History Community Forum](#) to speak to other teachers, ask for advice and see documents and links that Mark Battye has posted.
- Get the latest history news, advice and reminders straight to your inbox - [sign up for email updates](#).

[Ask the Expert](#), our free email service, puts you in direct contact with a senior examiner who will help to answer any subject-specific questions concerning the teaching of history. They will email you within two working days of receiving your question.



You can find documents relating to Controlled Assessment below.

You should also refer to the [JCO Controlled Assessment guidance document](#).

On the main [GCSE History A](#) and [GCSE History B](#) pages of the website, you'll find key documents including:

- The **specification**, which includes the **Controlled Assessment criteria**
- **Principal moderator reports**

Don't forget that you can also download a **centre-specific moderator report** for your Controlled Assessment unit.

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