

Edexcel GCSE History controlled assessment guidance document for teachers

The purpose of this guidance document is to support teachers in the planning implementation and assessment of the Controlled assessment unit 4. It should be read in conjunction with the specification and the extensive advice given in the teacher support booklets. There is a teacher support booklet for each option, downloadable from the [qualification page](#).

The teacher support booklet contains:

- Advice on assessment arrangements and FAQs
- An exemplar scheme of work
- Suggested resources to support your teaching
- Example questions for parts A and B
- Exemplar student responses and moderator comments
- Student handouts
- Representation sources which may be used as choices for the Part Bii (see below)

There are also controlled assessment [podcasts](#) which talk you through the approach to the controlled assessment unit. Teachers are also advised to look at the Principal Moderators' Reports, exemplar materials and exemplification booklet which can be found on the qualification page for [History A](#) or [History B](#).

Part A of Controlled assessment

Part A is worth 20/50 marks. It asks students to follow up an enquiry. Each new task, published during the Summer term and valid for the next two academic years, allows a choice from four possible bullet points.

The two key elements of success for students are their ability to:

- Address the enquiry focus
- Select and use material from relevant books, websites etc

It is legitimate for the scheme of work to focus on the specific skills and content students will need for success. Hence the scheme of work may be tailored to reflect the enquiry focus students will be asked to address.

The Enquiry Focus

Part A can address a number of historical concepts. To reach the higher levels students must be clear what the task is asking them to do. For example, in CA8, the 2009-11 enquiry focus was on **Changes in policing** and one bullet point was *A comparison of the investigative methods used in the cases of Jack the Ripper (1888) and the Yorkshire Ripper (1975–81)*. Answers here needed to make comparisons between the investigation methods used in the two cases in order to **show changes in policing**. The task was not simply an analysis of each case or only a comparison of the two cases. It is appropriate for teachers to make the focus of the task clear to students – in this case to emphasise the need to focus on **the extent of change**. The bullet points indicate a range of targets:

Enquiry focus	Historical concept
The extent of change in ...	Evaluation of change <i>ie How much change?</i>
The impact of ...	Evaluation of consequence <i>ie How much impact? Or differing nature of impact eg on different groups.</i>
The reasons for ...	Evaluation of causation <i>ie How important was the [stated] reason for? Or analysis of various reasons and their interactions.</i>
A comparison of ...	Evaluation of change <i>ie How much change?</i>
The role of ...	Evaluation of causation <i>ie How important was the role of? Or identification and analysis of different aspects of role.</i>
The significance of ...	Evaluation of significance [the significance could be as a cause, consequence, change or key feature] <i>ie How significant in eg bringing about change?</i>
A turning point ...	Evaluation of change <i>ie How much change?</i>
The effectiveness of ...	Analysis and evaluation of consequences or causes <i>ie How effective were? Why was xxx ineffective?</i>

Examples of enquiry focus

On the previous page we considered an example of an enquiry looking at the extent of change. These are some further examples with a different focus.

Example 1

CA5 Enquiry: The reasons for US defeat in the Vietnam conflict **Enquiry Focus: Difficulties fighting a guerrilla force**

This enquiry is asking students for a reasoned argument evaluating causation ie how important were the difficulties fighting a guerrilla force in explaining the US defeat in the Vietnam conflict?

The Part A level descriptor allows two different approaches to causal analysis to reach the highest level:

1. about whether one factor was more important than the others

Or

2. [which] explains the inter-relationship between two or more of the factors

Option 1 requires students to prioritise, to consider the relative significance of two or more factors in producing a stated outcome.

For example, in considering the importance of factors in accounting for the USA's lack of success in Vietnam, students could weigh the relative significance of the given factor in the enquiry vs. other factors which contributed. For example students might be weighing the relative significance of US military failures, the effectiveness of Vietcong guerrilla tactics, protest within the USA, the role of the press, etc. This approach will probably lend itself to broader-brush coverage of the reasons for lack of success. A question taking this approach could be phrased along the lines: Was xxxx the most important reason why yyyy. If this approach is adopted teachers must remember that the main focus of the enquiry should still be on the stated factor. There is a danger that answers may lack depth and become too descriptive with a broad focus.

Option 2 requires students to show how factors worked together, how they combined to produce a stated outcome.

Here students would focus fully on the stated factor, without the need for comparison of relative importance of this with other factors. They would fully analyse the stated factor in order to explain how it produced the stated outcome. For example, in considering the importance of a stated factor in accounting for the USA's lack of success in Vietnam, students will be showing how it intensified the USA's difficulties. For example, the stated factor might be Vietcong guerrilla tactics. The US inability to combat these and inflict decisive defeat on the Vietcong can be seen to reduce US morale at home and in the army; it can be shown to have increased the press questioning of the USA's role in Vietnam – and that press questioning can in turn be seen to influence both popular and influential opinion at home. In this case, there is no need to reach a judgment about which of these factors is most important – together they combine to account for the lack of success. The same approach can be taken if a key event is highlighted as the enquiry focus. How did its interaction with other factors serve to intensify the problems the USA faced? This approach, particularly when associated with specified event, will probably lend itself to a more narrowly-focused, in depth approach. A question taking this approach could be phrased along the lines: Why was xxxx an important cause of yyyy?

A third option in dealing with causation is to focus entirely on the significance of a single cause.

The Part A level descriptions also allow students to reach the highest level with a reasoned argument about the nature and extent of significance. This gives teachers a third option in this enquiry: to focus it on the significance of the stated factor as a cause [in this case of the US defeat]. It is similar to option 2 above, but with no requirement to look at its relationship with other factors. Analysis could focus on the different aspects of difficulties in fighting a guerrilla force. Eg the problem that conventional tactics and weapons were ineffective, the problem that the enemy could not be identified, the sapping of morale created by guerrilla tactics, the fact that 'successful' counter-measures would involve severe repression & destruction (strategic hamlets, Agent Orange) and therefore created other problems in relations with the native population.

A question taking this approach could be phrased along the lines: What was / Assess the significance of the difficulties the US faced in fighting a guerrilla force?

Any of the above approaches is permissible when dealing with a causation question. Teachers may choose to advise students which approach to take on the basis of which better suits their schemes of work or their resources and so on.

Example 2

CA5 Enquiry: The nature of the military conflict in Vietnam

Enquiry focus: The extent of success of the military tactics used by the Vietcong

This enquiry requires an analysis and evaluation of consequence – how far were the military tactics of the Vietcong successful. Students could approach it by exploring successes and limitations, balancing that achieved by the tactics against the limitations in terms of the casualties incurred and the lack of decisive victories. Another approach would be to acknowledge the limitations of guerrilla warfare, but focus the analysis and evaluation on showing the extent to which the tactics succeeded in: wearing down the US morale, contributing to questioning at home, etc. This second approach might lend itself better to question phrased as ‘what was the extent of the success of the military tactics used by the Vietcong?’ However the phrasing ‘to what extent were...’ or ‘How far were the military tactics used by the Vietcong successful?’ would also elicit analysis and evaluation.

Example 3

CA5 Enquiry: Turning points in the Vietnam War

Enquiry Focus: The impact of Operation Rolling Thunder

This enquiry is focused on the impact of a key Operation in the Vietnam War. Essentially it is asking ‘what difference did it make? What changed as a result of it? A question with a focus on impact can also be seen as a question about consequences – what did it bring about? What were its knock-on effects?

While teachers could choose to guide students to evaluate this against other turning points, this would lead to very broad-brush treatment. The enquiry does not require students to evaluate its impact by comparing it with other key events, it asks for a focus on how much difference this operation made to the War. Appropriate questions might be: ‘What was the impact of Operation/ or How much impact did Operation Rolling Thunder have on the Vietnam War? An answer will reach the highest level with a reasoned argument about the nature or extent of change or about the consequences.

Example 4

CA3 Enquiry: The economic 'boom' during the 1920s

Enquiry Focus: The significance of the development of mass production

This significance question could be approached with a focus on cause or consequence. Teachers can choose how to guide students here and how to phrase the question. It could be treated as:

- a causal factor with a focus on relative significance – how important was mass production compared with other factors {such as advertising which stimulated demand}. The question might then be phrased as How important or how significant was the development of mass production...
- a causal factor with a focus on causal interaction - how did mass production help to cause the boom, how did it interact with other factors [for example, cheapening products, adding to demand, creating employment and hence a cycle of prosperity. In this case the question would be 'Why was the development of mass production important...?'
- a similar analysis could focus on the consequences of the development of mass production in leading to cheaper products, having the effect of increasing demand etc. The question might be simply 'what was the significance of the development of mass production...?'

Example 5

CA1 Enquiry: The extent of Nazi persecution of the Jews in Germany

Enquiry Focus: The significance of boycotts and the Nuremberg Laws

This is an example of a significance question which requires students to look at the significance of key features – boycotts and the Nuremberg Laws. It is focused on what the implications of the boycotts and Nuremberg Laws were for the lives of Jews in Germany – for example how far the boycotts and Laws restricted their social, political and /or economic opportunities. It's essentially asking 'what did these boycotts and laws mean for Jews in Germany?' It's not an enquiry requiring students to eg evaluate the Laws' significance by comparing the legislation with other key events; it asks for a focus on how much difference this legislation made to opportunities for Jews - how far lives were restricted or other forms of persecution practised as a result of the boycotts and these laws. The overall enquiry focus requires an evaluation of extent. Students could evaluate the extent of persecution with a focus on what was and was not restricted and boycotted, or a focus on the extent to which the laws and boycotts can be seen to have brought about hardship or suffering. This second approach

might be done comparatively – how far were the lives of Jews restricted compared with for example Aryan Germans? In this way students will explore the extent to which persecution operated.

Appropriate questions might be: 'What was the significance of the boycotts and Nuremberg Laws in the persecution of or to what extent did the boycotts and Nuremberg Laws result in/ bring about persecution....? An answer will reach the highest level with a reasoned argument about the extent of significance.'

Example 6

CA8 Enquiry: The effectiveness of investigative policing

Enquiry Focus: the case of Jack the Ripper

This enquiry is focused on the ways in which investigative policing was conducted, using the case study of Jack the Ripper. Students are asked to analyse and explain or evaluate the effectiveness of the methods and measures used. Although in this case the murderer was not caught, this need not automatically lead to a judgment that investigative policing was ineffective at the time, although of course students can reach that judgment.

The enquiry allows students to explore elements such as: police organisation and leadership, recording, evidence gathering, responses to the challenges of the case, use of science and technology and so on.

Students can reach the highest level with a reasoned argument which focuses on the nature and/ or extent of the consequences of, or the significance of, the approaches to investigative policing in order to reach a judgment about its effectiveness in this case. An appropriate question with this focus might be 'How effective was investigative policing in the case of jack the Ripper?'

Alternatively students can reach level four with a reasoned argument about the way in which factors combined to make the eventual outcome of the investigations unsuccessful. In this case a question could be phrased as 'Why were the investigations into the case of Jack Ripper ineffective?' Whichever approach is adopted to the enquiry, there is no requirement to make comparisons with other cases.

Giving students a question

Teachers may turn the enquiry into a question to clarify the focus for students, but the question phrasing must not alter the focus. In framing the question, the enquiry focus heading should be used in conjunction with the bullet point. The heading often provides an indication of the expected approach (the extent of ..., the success of ..., the impact of ..., turning points in ...) and the bullet point narrows the enquiry within a specific date range, specific policy, or a group of society.

For example in CA3 (2009-2011) the first enquiry focus was 'Problems in American society in the 1920s' one bullet point within that focus was 'The impact of prohibition and organised crime'.

These could be rephrased in various ways, for example, 'To what extent did prohibition and organised crime cause problems within American society in the 1920s?' or 'What was the impact of prohibition and organised crime on American society in the 1920s?' or 'How did prohibition and organised crime create problems in American society in the 1920s?' The question required students to weigh the evidence for and against the idea that the impact of prohibition and organised crime caused problems in American society or to explore the range of ways in which these elements interacted and created problems. The focus is on consequence / impact. It would not be appropriate to word the question to focus on alternative causes of problems. Teachers wishing for further advice here may consult Ask the Expert by emailing GCSEHistory@edexcelexperts.co.uk

Analysing the level descriptions

A checklist, such as the draft model begun on the following page could be developed and adapted for use as:

- an aid to planning the skills and content element of a scheme of work
- a student self-assessment checklist
- a checklist for markers

Quality in level descriptor	Evidence in answer	✓/x/?	Comments
<p>A sustained analysis is supported by precisely selected and accurate material and with sharply focused development of points made. The answer as a whole will focus well on the question. An explicit judgement is given, with a reasoned argument:</p> <p><i>[delete as appropriate from the list below]</i></p> <ul style="list-style-type: none"> • About whether one factor was more important than the others • or [which] explains the inter-relationship between two or more of the factors • or about the nature / extent of [one of the following] • change • significance • consequences 	<ul style="list-style-type: none"> • The response is securely focussed on [insert as appropriate] not on other concepts.... • Analytical points are made and developed • Supporting information is accurate and precise Supporting information is well deployed • A reasoned argument is given about: <i>select from list in column 1</i> 		

A range of sources appropriate to the enquiry has been identified and material from them has been well deployed.	<ul style="list-style-type: none"> • Student has used a range of appropriate resources. • Student has made explicit reference to sources. • Material is well deployed 		
Writing communicates ideas effectively, 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.	<ul style="list-style-type: none"> • Historical terms are used precisely • Information is organised clearly and coherently • Considerable accuracy is evident in spelling, punctuation and grammar 		

Selecting and using material

In order to meet the requirement to use a range of sources, students are expected to use 5 or more different sources of information. There are no restrictions on the type of sources to be used – they can be textbooks, work by historians, books for the general public, websites, media sources etc. However, the expectation is that ‘sources’ here means sources of information (ie works of some kind) rather than 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 a double or four-page spread) in a GCSE text book, an internet web-page devoted to the specific topic, a museum display etc.

The markscheme refers to students’ ‘selection and use’ of material. For teachers to be able to reward this in marking, students’ prepared notes should be evidence that they have done this. Although notes may not contain prepared passages of answers in full sentences, they may contain extracted phrases or whole sentences as quotations from sources consulted. In their response to the enquiry question, GCSE students 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'. Since they can prepare a bibliography to bring into the write up session, students could also number the items on their bibliography and then put the number of the relevant work in the margin or in brackets in the essay. If a student does not indicate the sources in some way in their write-up, it would also be possible for the teacher to annotate the work to show that sources were used, providing the references to sources were incorporated in the students' notes.

The Principal moderator's report for 2011 contains the following paragraph relating to guidance and support for students in the use of sources of information:

Since students 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 the 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 list of websites available to students for them to consult and make their own selection of detail. In the same way, all the class will have access to the same source if a film clip is used or a visit to a museum is organised but individual students will make different use of these sources. Therefore the students' bibliographies may be similar but moderators would expect to see marked differences in the notes made, and the use made of these sources. A single bibliography used by all students is not appropriate.

Exemplification of level descriptions for Part A

Sample Enquiry focus: the reasons why the Weimar Republic faced political problems in the years 1919-23

LEVEL DESCRIPTORS PART A	EXTRACT FROM STUDENT RESPONSE	MODERATOR COMMENT
Level 1 (1-5 marks) Simple comment is offered and supported by some information. The material will be mainly generalised. There will be few, if any, links between comments offered. A limited number of sources has been used in the enquiry. Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy.	<i>The Weimar Government faced many political problems because they had to sign the Treaty of Versailles. They lost land and had to pay huge amounts of money. People were angry because they couldn't afford to pay and were starving. There were strikes and riots. Also the government had proportional representation so it was weak and couldn't cope. Hitler tried to get the Munich Putsch in 1923. But he was put in prison.</i>	This extract shows the qualities described in level one. It makes some undeveloped valid points, but without linkage between them, or explanation of them. For example, the comment about proportional representation assumes, but does not show, how this contributed to political problems. The student makes no direct reference to sources used.

Level 2 (6 – 10 marks)		
<p>Statements are developed with support which is mostly relevant and accurate but with an implicit focus on the question. The response may mainly take a descriptive form.</p> <p>A range of sources has been consulted and used.</p> <p>Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organization of material, but passages lack clarity and organisation. The student spells, punctuates and uses some of the rules of grammar with general accuracy.</p>	<p><i>...The Weimar government faced many political problems because they had just lost the First World War and they blamed the army who were angry.</i></p> <p><i>Then they had to sign the Treaty of Versailles. They lost land (to countries such as France, Belgium and Poland), their armed forces were limited, they had to sign a War Guilt clause and they had to pay back lots of money for damage. German newspapers show how angry Germans were and cartoons showed the allies to be like the devil. The government was weak and the Weimar constitution made it hard to have a strong government. Germany was poor and weak and because they could not pay all the money, France invaded part of Germany to take coal. This made many Germans angry and the government looked weak. The government printed lots of money and this caused hyper-inflation and so people lost all their money. There are photographs from the time showing children playing with money and people using banknotes to light fires. Because of all this Hitler tried to take power in Munich at the end of 1923. But he failed. This all shows Weimar Germany had a lot of political problems...</i></p>	<p>This extract shows the qualities described in level two of the mark scheme.</p> <p>The student has found out about and described the political problems facing Weimar Germany to 1923. The response shows the selection of some accurate detail and makes reference to some source material relevant to the enquiry. It is not clear, however, whether a range of sources of information has been consulted.</p> <p>The student's treatment of material is mainly descriptive.</p> <p>To improve to level three there needs to be more explicit development to show how a given cause led to the stated outcome. For example, although this response is more detailed than at level one, the student does not show how anger about the Treaty of Versailles led to political problems. The student could also use more historical terms (such as 'stab-in-the back', 'reparations', 'passive resistance').</p>

<p>Level 3 (11 – 15 marks)</p> <p>The response attempts an analysis which is linked to appropriately selected information. The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes. The response may also include accurate material which is descriptive and/or which strays from the question focus and judgment may be implicit.</p> <p>A range of sources appropriate to the enquiry has been identified and material from them has been well selected.</p> <p>Writing communicates ideas 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</p>	<p><i>The Weimar republic had many problems with right-wing groups....One reason the government found it hard to keep violent right-wing groups under control was because the legal system was full of right-wing supporters. John Child tells us that there were 376 political murders between 1919 and 1922, but 'not a single right-wing murderer was convicted.' The judge only gave Hitler a short sentence and he had tried to overthrow the government in the Munich Putsch...</i></p>	<p>This extract shows qualities described in level three. The student explains a problem (the difficulty of keeping violent right-wing groups under control) by providing information and comment which shows why that control was difficult. Accurate and relevant information is deployed – and a source of information is explicitly identified. For secure level three, a larger range of sources should be identified and the analytical qualities would need to be sustained in a response which included the explanation for further political problems.</p>
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Level 4 (16 – 20 marks)

A sustained analysis is supported by precisely selected and accurate material and with sharply focused development of points made. The answer as a whole will focus well on the question. An explicit judgment is given, with a reasoned argument about the nature/ extent of change/ significance/ consequences OR whether one factor was more important than the others OR the response explains the inter-relationship between two or more of the factors.

A range of sources appropriate to the enquiry has been identified and material from them has been well deployed.

Writing communicates ideas effectively, 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.

...The Treaty of Versailles was the root cause of many of the problems the Weimar Governments faced. Powerful right-wing groups in Germany were angry that the government had signed it at all. They called it a 'stab in the back', and they also called those leaders who had given up the war' November criminals'.... This meant that the government was weak from the start. Martin Collier says 'the majority of the elite (the civil service, the judiciary even the clergy) had rejected it virtually at birth'. Because the legal system was full of right-wing supporters, it was much harder for the government to keep violent right-wing groups under control. According to John Child there were 376 political murders between 1919 and 1922, but 'not a single right-wing murderer was convicted.' Even when Hitler tried to overthrow the government in the Munich Putsch, he was given the minimum possible sentence for treason, and actually served less than a year in prison.

This is an example of a focused response which is able to show the interrelationship of factors. The response deploys material in support of valid points made.

If the qualities were sustained in the whole response, it would merit level four.

Part B of Controlled Assessment

Bi

Bi asks students to compare two representations prepared by Edexcel and to reach a judgment about how far they differ. It is worth 10 marks.

Students must consider similarities and differences in portrayal. What are the similarities and differences in terms of the overall message? the emphasis? the selection? the treatment? the purpose evident in what is said? the conclusion?

Students are NOT required in Bi to explain why the two representations differ and they are not required to evaluate them.

The key to success in Bi is for students to 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. To reach the highest level, students should be able to analyse the way in which selection and treatment of material in the representations has deliberately created a particular view of the issue represented.

In the extract below the student's language indicates her/his awareness of the way in which selection and treatment of material create a portrayal. The references are to the representations in the specimen paper for CA5.

The student's comments about portrayals are underlined, comments about *selection* are shown in italics and those dealing with **treatment** have been emboldened.

The big difference is in the portrayal of support for the war. In Source 1 those who support the war are **shown as** those wanting to make a profit from it. Source 2 **shows** the reasons for support with much more **sympathy**. The author of source 2 has *highlighted* people who simply 'don't want to give up' but source 1 *has chosen to highlight* people who are extremists 'the only good commie is one that's dead' and the money-makers. The sources are similar in that they show attitudes of support and opposition, but they portray the supporters of the war in completely different ways.

(Teachers Guides p46 /48)

Some possible strategies for developing students' analysis of selection and treatment might be:

- 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 /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 students can (i) insert alternative phrases from negative or positive statement banks and (ii) excise or insert additional information. How does the overall the image change? How does omission / inclusion of information make a difference?
- Students annotate call-outs inserted onto cartoons or visual images to comment on issues such as expression, positioning, reason for inclusion of particular objects etc.

The important thing for students to appreciate is that the author/ artist began with an empty page. Each inclusion is the product of a deliberate choice and is designed to convey an overall message.

Exemplification of level descriptions B(i)

Study Representations 1 and 2. They are both representations of the effectiveness of Victorian policing
How far do these representations differ?

[Representations 1 and 2 are appended at the end of this document]

LEVEL DESCRIPTORS B(i)	STUDENT RESPONSE	MODERATOR COMMENT
Level 1 (1 – 3 marks) Comprehends the surface features of the provided representations and selects material from them. Responses are descriptions, direct quotations, or paraphrases from one or more of the sources.	<p><i>Source 1 says the police were seen as incompetent and inefficient and people complained about drunkenness in the police force. The press criticised the way Warren controlled the detective force.</i></p> <p><i>Source 2 agrees about attacks. It says the Pall Mall Gazette had an attack on Warren who was blamed because the CID had no head and making Scotland Yard seem ridiculous. 'Sir Charles Warren has interfered, over-ruled and dictated.'</i></p> <p><i>The police themselves were accused of destroying clues.</i></p>	This extract exemplifies the qualities described in level one of the markscheme. Responses are descriptions or direct quotations from the sources. There is some selection, paraphrasing and re-organisation of material and a simple undeveloped comparison. The student notes that both contain critical material 'attacks', but makes no specific comparison. To improve to level two, the student should further develop comparisons, for example to show that there are similar criticisms of Warren's handling of the detective force. The response should also display more secure comprehension of the sources as representations, not simply as factual accounts.

Level 2 (4 – 7 marks)

Comprehends the provided representations and selects from them similarities and/or differences of detail. At low level two, there may be only one developed comparison, and other comparisons will be undeveloped or unsupported with material from the sources.

...Source 1 says the police were inadequate and the press criticised them. It says the Commissioner worried too much about uniforms. Because they couldn't catch Jack the Ripper they were criticised more. It says that was unfair.

Source 2 agrees with Source 1. Source 2 agrees that the press attacks on Warren were unfair. It says that the press were 'anti-Warren' and says they blamed him for the failure to catch the murderer and Warren was a national hate figure, but that he answered the criticisms about uniform. It also says that the complaints about doubling police patrols were laughable...

This extract exemplifies the qualities described in level two. The student takes many of the details of the sources at face value, reporting what the sources say and noting points of agreement. But there is comparison which goes beyond details to show some comprehension of the way the police are portrayed 'they agree that the press attacks on Warren were unfair'. There is enough comprehension and comparison to allow level two. The answer would move to level three with more awareness of the differences in portrayal as well as the similarity. Source 2 portrays the press attacks as exaggerated and even ridiculous. The author's choice of the Punch cartoon as an illustration here reflects this. Source 1 is more complex, also implying that there were deficiencies in the police force, and that criticisms were justified. The unfairness referred to in source 1 refers to the added weight of criticism because of the failure to catch the Whitechapel murder. The student's opening sentence notes 'Source 1 says the police were inadequate', but the student makes no developed comment on this element of the portrayal.

Level 3 (8 – 10 marks)

Analyses the sources and identifies a range of similarities and/or differences in representation. Uses precisely selected detail from the provided representations to support the explanation and makes a judgment about extent.

... Overall, there is quite a big difference in the way these two representations portray Victorian policing. 1 is actually suggesting that they were inefficient and that the Ripper Murders 'focused attention' on this. But Evans and Rumbelow in representation 2 are implying that the press criticism was actually unfair. For example we can see the difference in the way the two sources write about the Pall Mall Gazette. Both sources agree that it made criticisms of the police. Evans and Rumbelow describe the Pall Mall Gazette as 'hostile as ever' and that creates the impression that its criticisms were biased or unfair. Begg on the other hand describes the Pall Mall Gazette as 'Crusading' – which suggests that it was campaigning for improvements which were needed. Evans and Rumbelow have selected material from the Pall Mall Gazette to show that some of the criticisms were 'laughable'.... Both representations agree that the amount of criticism of the police over the handling of the Whitechapel Murders was unfair. Throughout source 2 it is emphasised that the criticisms

This extract is a strong piece of work. The student has shown how the details chosen by the authors and the comments of the authors create an overall representation of policing. The student's use of language throughout demonstrates an understanding of how to analyse representations. The student shows awareness of the effects of the authors' selection and treatment of the material in both works and develops the comparisons with excellent exemplification. The words 'describes as'; 'chosen to' 'portray' and 'emphasised' all indicate that the student can comment on the writings as deliberate constructs, where decisions made by the authors have created a representation of policing at the time. The comments on the Pall Mall Gazette are well judged, noting the significance of the way in which the authors portray it. The judgment the student makes about the extent to which the representations differ has been supported by precisely selected material from the sources. The qualities in the extract indicate that the student would be awarded a high mark in level three if the whole piece of work were of this quality.

	<p><i>were over the top – ‘newspaper coverage had made Warren a national hate figure’- but source 1 only says the failure to catch the murderer ‘naturally if unfairly added to criticism’. Source 1 does believe there were problems of policing, quoting the evidence of ‘a senior government official’. Source 2 reports the press criticisms, but does not portray the police as actually inefficient. In this way the representations differ to a large extent.</i></p>	
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Part Bii

This task asks students to evaluate three representations. The third representation is chosen by the teacher. These may be representations you have found yourself or they may be selected from Section 6 of teacher support booklet for your option. Representations from past controlled assessment tasks may also be used. They are available to download from the relevant qualification page. Representation 3 does not need to be changed each year.

A range of types of representations may be used for example:

- Film / CD / TV clip
- Cartoon or painting
- Variety of written representations

The important thing to bear in mind when choosing representation 3 is that it must be a conscious portrayal of the aspect of the past indentified as the issue for your topic. For example in the case of CA6, the issue is the impact of mass protest. A photograph of a large march is a source of evidence about protest, but it is does not make a claim about the impact of that protest.

Teachers in any doubt about the suitability of a representation may consult Ask the expert by emailing GCSEHistory@edexcelexperts.co.uk

Evaluating Representations

Student success in part B derives from their ability to apply criteria in the process of making their evaluations. Examples of criteria are given in the level descriptions [accuracy, comprehensiveness, objectivity] but others may be used, such as the author's focus or purpose. The highest level requires the application of three criteria. The principal moderator's report for 2011 contains the following advice.

Candidates should be clear that in Bii 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?

Some possible strategies for developing students' skills in applying criteria as part of a process of evaluation might be:

- Evaluating a TV advert on a scale of 1-5 according to different criteria chosen by the students. How do criteria affect the rating given?
- Choosing 3 criteria by which to evaluate 3 films or TV programmes and then rating them against each criterion on a scale of 1-5 – 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 judgments made.

The role of knowledge in part b(ii)

The markscheme refers to 'the use of ... information about the period'.

Students must be able to apply relevant and precisely selected own knowledge to gain high level marks for their evaluation of the representations. The principal moderator's report for 2011 contains the following passage. It indicates the importance of students' 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 XX'. **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.

Exemplification of level descriptions

Study Representations 1, 2 and 3.

[Representation 3 is appended at the end of this document]

Choose the one which you think is the best Representation of the effectiveness of Victorian policing. Explain your choice. You should use all three Representations and your own knowledge to explain your answer.

LEVEL DESCRIPTORS	STUDENT RESPONSES	MODERATOR COMMENT
<p>Level 1 (1–5 marks)</p> <p>Comprehends the surface features of the provided sources and selects material. Offers simple judgments about the representation, and offers a limited amount of accurate information about the period in question. The material will be mostly generalised and linkage to the representation will be implicit. Writing communicates ideas using everyday language and showing some selection of material but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy.</p>	<p><i>Representation 1 is useful for telling us about how the Jack the Ripper case was reported by the newspapers, but it does not tell us much about the police except that they did not catch the murderer. And representation 2 only tells us that the Pall Mall Gazette mounted a series of attacks because they couldn't catch the killer. It has a cartoon of the police being useless. Representation 3 tells us that the police got more organised. They had new technical aids like the telegraph and photography. Representation 3 is more useful because it has information about the police, not just about Jack the Ripper. The police never found the Ripper murderer, it is still a famous case today. They couldn't catch criminals in the 1880s unless they had witnesses or they were caught in the act. They didn't have fingerprints or DNA evidence.</i></p>	<p>This extract displays the qualities described in level one. There is some comprehension of the source details and a simple judgment is made based on the content of the sources – what they are ‘about’. A limited amount of information about the period is added, but not applied to any of the sources.</p>

<p>Level 2 (6 – 10 marks)</p> <p>Comprehends the surface features of the provided sources and selects from them key features of the representations.</p> <p>Makes a judgment about the best representation and provides detailed and accurate material about the period in question, but with little linkage between description and judgment.</p> <p>Judgments may relate to the accuracy or comprehensiveness of the representation.</p> <p>Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organization of material, but passages lack clarity and organisation. The student spells, punctuates and uses some of the rules of grammar with general accuracy</p>	<p><i>...Source 2 is only about Jack the Ripper, and Source 1 is mainly about Sir Charles Warren so I don't think they are very helpful. Source 3 is most useful because it gives us accurate details about the police. Just as it says in Representation 3, the police got much more technology – photography and the telegraph, and there were more detectives. There was more of a fight against crime. Source 3 tells us that there was a 'decline in violent and property offences'. The problem with the Jack the Ripper case was that it made people think that the police were useless. Source 2 is useful for telling us how they were criticised but that they weren't as bad as the press made out. The CID was set up in 1878 under Charles Vincent and had 60 Divisional Detective patrols and 20 Special Patrols commanded by 159 sergeants and 15 Detective Inspectors. The CID were paid slightly more than uniformed police. Even before the new CID was set up, detectives were arresting 6,000 people and two thirds of them were convicted...</i></p>	<p>This extract displays the qualities described in level two. A key feature of source 3 is selected – the accuracy of its portrayal of improvements in policing. The judgment is supported from the content of source 3 which is matched to the student's own knowledge of developments in the CID. However there is little developed exploration of how far the reorganisation of the detective branch did actually improve policing. Instead the student describes the reorganised force. The student refers to improvements, using source 3, but there is no linkage of that to own knowledge as part of reaching a judgment about the accuracy of the portrayal. The comments on the limitations of Representations 1 and 2 introduce a second criterion, but these comments are insufficiently developed.</p>
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Level 3 (11 – 15 marks)		
<p>Analyses the provided sources and shows some of the ways in which the past situation has been represented. Uses detail from the provided sources to support the analysis.</p> <p>Makes a critical evaluation of the representation based on well selected information about the period in question and applying at least two clear criteria, for example, the author's purpose or objectivity, or the accuracy, comprehensiveness of the representation.</p> <p>Writing communicates ideas 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.</p>	<p><i>... Representation 3 gives us more of an overview of policing as a whole. It is helpful because it gives examples of improvements over a broad period. It shows that in the second half of the nineteenth century there were new technical aids, improved methods of recording crime, patrolling and dealing with 'habitual criminals'. We know this is correct. We have seen a picture from <i>The Illustrated London News</i> in 1883. It showed the Police Convict Room in 1883. The wanted posters and the shelves of boxes containing police records support the evidence of representation 3 about improved recording and efficiency. But representation 3 gives us very little information about actual police procedures in the 1880s and 1890s. It is accurate but not very comprehensive. We know that actually police methods on the ground didn't change hugely before the twentieth century. Clive Emsley in '<i>The Great British Bobby</i>' tells us that photographs had been available since the mid-nineteenth century, but they did not have a big effect on detection because there were not the sophisticated cataloguing systems to allow them to easily searched...</i></p>	<p>In dealing with representation 3, the student clearly analyses the representation and can show its purpose, its weaknesses and its strengths. The point that availability of new equipment or methods is not the same as use of them underlies the student's evaluation of representation 3. The student uses well-selected information about the period – and applies the criteria of accuracy and comprehensiveness in the evaluation of the representation. Hence the student in this extract is displaying the qualities described in level three of the mark scheme and would be given a secure level three if these qualities were maintained throughout the work and applied to all three representations.</p> <p>To progress to level four, the student should apply at least three criteria to the representations in the process of making a judgment. In the case of representation 3, the student notes the author's purpose, but does not develop the point fully as part of reaching a judgment.</p>

<p>Level 4 (16 – 20 marks)</p> <p>Analyses the provided sources in order to show the way in which the past situation has been represented. Uses precisely selected detail from the provided sources to support the analysis. Makes a critical evaluation of the representation based on precisely selected information about the period in question and applying at least three criteria, for example the author's purposes or objectivity, or the comprehensiveness and / or accuracy of the representation . Writing communicates ideas effectively, 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>	<p>[in previous paragraphs the student has dealt with the criteria of the accuracy and comprehensiveness of Representation 3 as level three above]</p> <p><i>... But representation 3 is focusing on the effect the police force had on criminal behaviour. The historian is comparing the effectiveness of the police with the position earlier in the nineteenth century. And he is showing how more efficiency and new measures such as beat patrols acted as a deterrent. Because he is assessing how criminal behaviour changed, he does not focus on the limitations of detective policework at the time. Professor Clive Emsley says that actually photographs were of limited use in detection without the sophisticated cataloguing systems to allow them to be easily searched.... Also as sources 1 and 2 show, the ability of the police force to track down a suspect was limited if there were no witnesses. Overall, source 3 is accurate and it gives us the most comprehensive evaluation of the effectiveness of Victorian policing, but because its focus is on changes in criminal behaviour, it is more limited in its usefulness in assessing the effectiveness of policework in tracking down those who had actually committed crimes.</i></p>	<p>In this extract, the application and development of a third criterion (the historian's purpose), indicates the qualities described in level four, using three criteria in dealing with representation 3.</p> <p>The award of level four requires that, in the full response, all three representations be evaluated using criteria appropriate to them.</p>
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Draft Student handouts

The section which follows contains some draft handouts which teachers may wish to adapt for use with their students.

1. Comparison of Representations

	Representation A	Representation B
Overall impression		
Similarities in portrayal		
Differences in portrayal		
Extent of difference	Reason for judgment	

2. Bii Evaluation of Representations planning grid

Representation _____

Criteria	Rating (1-5)	Reason for rating using examples from the representation	Reason for rating using your own knowledge
Objective? Was the author trying to be objective? Does the author have a particular purpose?			
Accurate? Does the representation give an accurate view of the event/ issue?			
Coverage? How well does the representation cover the event/ issue? What is not covered?			

3. Student version of mark scheme for Part A

	What you have to do	Marks
Level 1	<p>This means:</p> <ul style="list-style-type: none"> • You write a few simple sentences but are not able to develop them into a paragraph. • You may make generalisations, for example suggesting that everything has changed. • You make brief reference to only one or two sources of information. <p>To improve to Level 2, you need to develop what you have written into several paragraphs and make reference to more sources of information.</p>	1-5
Level 2	<p>This means:</p> <ul style="list-style-type: none"> • You include detailed information in your answer and write in paragraph form. • You will mainly describe what is happening rather than focus on causation or change/ significance/ consequence. • You make reference to several sources of information. <p>To improve to Level 3, you need to focus more on the actual question and choose relevant material from your sources of information.</p>	6-10
Level 3	<p>This means:</p> <ul style="list-style-type: none"> • Most, but not all, of your answer focuses on causation / change / significance / consequence. • You use accurate and relevant information to support your points. • The paragraphs are logically sequenced. • You make reference to a range of relevant sources of information and use evidence from them. <p>To improve to Level 4, you need focus fully on the question and make a judgement or judgements which you back up.</p>	11-15
Level 4	<p>This means:</p> <ul style="list-style-type: none"> • You fully focus on the question. • You use precisely-selected and accurate material, making reference to a range of sources of information. • You make judgements on the extent or nature of change / significance / consequence etc OR the relative importance of the factors you analyse OR you explain the inter-relationship between two or more of the factors. 	16-20

4. Student version of mark scheme for part Bi

	What you have to do	Marks
Level 1	<p>This means:</p> <ul style="list-style-type: none"> • You take words from the representations or change them into your own words without thinking about the message they are giving. • You pick different information from the two representations, without directly comparing them. <p>To improve to Level 2, you need to develop your comparisons to show similarities and differences.</p>	1-3
Level 2	<p>This means:</p> <ul style="list-style-type: none"> • You select key details from the representations. • You compare the details and show some similarities or differences. • You make judgements on the extent of difference in the details in the representations. <p>To improve to Level 3, you need to focus more on the messages of the representations, looking at how far these are different.</p>	4-7
Level 3	<p>This means:</p> <ul style="list-style-type: none"> • Most of your answer focuses on the message of the representations. • You use evidence from each representation when you compare them. • You use words such as 'chosen to, selected, highlighted, and emphasised', to show how the message has been created. • You make a judgment about extent of difference and you explain and support your judgment. 	8-10

5. Student version of mark scheme for Bii

	What you have to do	Marks
Level 1	<p>This means:</p> <ul style="list-style-type: none"> • You take information from the representations without thinking about the context of the representation or who produced it. • You make generalised statements that could apply to any representations. • Judgement is based on which representation has most detail. <p>To improve to Level 2, you need to develop what you have written into several paragraphs and make greater reference to the representations and your knowledge of the topic.</p>	1-5
Level 2	<p>This means:</p> <ul style="list-style-type: none"> • You describe the key features of the representations. • You write about the period but do not focus this on the actual question. • You make judgements on accuracy or coverage of the representations, but do not back them up from the representations and your own knowledge. • Judgement is based on evaluation of representation in terms of how useful it is as evidence. <p>To improve to Level 3, you need to use at least two criteria and make more relevant reference to the representations and your own knowledge.</p>	6-10
Level 3	<p>This means:</p> <ul style="list-style-type: none"> • Most of your answer focuses on the question. • You use evidence from the three representations to back up your judgements. • You use well selected additional information from the period to back up your judgement. • Your judgements use two criteria. For example: The author's purpose or objectivity, the accuracy of the representation or how well the representation covers the issue. <p>To improve to Level 4, you need focus fully on the question and make judgements using three criteria</p>	11-15
Level 4	<p>This means:</p> <ul style="list-style-type: none"> • You fully focus on the question • You use precisely selected evidence from all three of the representations to support your judgements • You use precisely-selected and accurate additional material from the period to back up your judgements • Your judgement use three criteria 	16-20

Representations used in the sample task for CA8

Representation 1

From *Jack the Ripper* by Paul Begg, published in 2003.

One of the reasons why the Whitechapel murders are remembered today is because they focused people's attention on the failings and inadequacies of the police. Before the murders, there was already considerable press criticism of the police. The police were seen as incompetent and inefficient. A senior government official E.G. Jenkinson, who had a special responsibility for crime and the police, complained about drunkenness and immoral living in the higher ranks of the police force. The press also criticised the Metropolitan Police Commissioner's [Warren] handling of the detective force. He was reported as being too interfering and too interested in polished boots and buckles and in enforcing military discipline. Police investigation of the Whitechapel crimes was covered very closely by the press, especially by the crusading* *Pall Mall Gazette*. The failure of the police to bring the culprit of the Whitechapel murders to justice - or come anywhere near to identifying him - naturally, if unfairly, added to the criticisms.

* Crusading = campaigning to improve something

Representation 2

From *Jack the Ripper, Scotland Yard investigates* by Stewart Evans and Donald Rumbelow, published in 2006.

The *Pall Mall Gazette*, hostile as ever, mounted a series of attacks in articles called 'The Police and Criminals of London' and with subtitles like 'The Headless CID' and 'Why Detectives Don't Detect'. They were very much anti-Warren (the Commissioner). 'All kinds of explanations, excuses, apologies have been made for the failure of the police to catch the murderer except the obvious one that they had failed because the CID no longer had a head*.' The articles ended with an attack on Warren who was blamed for decapitating** the CID and making Scotland Yard seem ridiculous. 'Sir Charles Warren has interfered, over-ruled and dictated. He now must face the situation which his overbearing and tactless interference has created'. The police themselves were accused of destroying clues. More laughable still, the writer complained of Warren's doubling of police patrols which meant the doubling of the sound of policemen's footsteps to warn the murderer of the approach.

*head = James Munro, the head of the CID 'resigned' [was dismissed] in 1890.

**decapitating = cutting off the head. It referred to the [dismissal of] 'resignation' of Munro.

Warren replied to these and other accusations in a statement to *The Times* on 10 October. The piece was headed 'Sir Charles Warren and the Detective Force'. Warren explained the basic height regulation, age limits and rules for applications to the CID. He said that candidates who had applied to be appointed directly to the CID without serving first in the uniform branch had no special qualities which would justify their acceptance. The tone of Warren's statement was reasonable but it was not enough to stop the criticism. Newspaper coverage of the murders had made Warren a national hate figure.



BLIND-MAN'S BUFF.

(As played by the Police.)

"TURN ROUND THREE TIMES,
AND CATCH WHOM YOU MAY!"

A punch cartoon of 22 September 1888 which mocks the police force. The source was included by the author.

Representation 3

From *Crime, Protest, Community and Police in nineteenth-century Britain* by David Jones, published in 1982.

In the second half of the nineteenth century the Metropolitan police received technical aids like telegraphic communications and photography. They developed new methods of supervising 'habitual criminals' and of patrolling notorious districts. Under Colonel Henderson, [Metropolitan Police Commissioner 1869-1886] the detective force was at last raised to a substantial level, placed in Divisions, and used in the fight against burglaries and other serious crimes. By 1872 records show that detectives had arrested 6,000 persons and that two-thirds of them were convicted.

There can be little doubt that there was a real change in criminal behaviour. There was improved recording of crime, greater police efficiency and a possible rise in the detection rate. There was an actual decline in violent offences and property offences. It was a decline which continued until the second quarter of the twentieth century.