

**Edexcel GCSE**

**History**

**Controlled Assessment**

**CA10: The impact of War  
on Britain c1914–50**

**Teacher Support Book 2012**



**Edexcel GCSE**

**History**

**Controlled Assessment**

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History A: The Making of the Modern World

History B: Schools History Project

Unit 4 CA10



# Welcome to the GCSE History 2012 Controlled Assessment Teacher Support Book

This CA Teacher Support Book has been designed to support you with the teaching and assessment of Controlled Assessment Unit 4: Representations in History. It has been updated for 2012, drawing on the experience and insight gained over the past 3 years. It also contains learning support materials for candidates.

The book is divided into seven sections. It contains content which is applicable for all options and some content which is specific to your chosen option. Inside you will find some fantastic guidance, information and sample material, including:

- an exemplar scheme of work
- suggested resources to support your teaching
- sample material for your chosen option
- exemplar candidate responses and moderator comments
- representation sources which may be used as choices for the Part B(ii) representation question.

## Expert advice from the people who know

We hope you find this document useful and look forward to continuing to work with you on our GCSE specifications. We are on hand to answer your questions so please feel free to get in touch.



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**We look forward to working with you.**

# Contents

<b>1 Introduction to controlled assessment</b>	<b>1</b>
A brief overview of the unit and the 2012 changes.	
<b>2 Assessment information</b>	<b>2</b>
In this section we answer your key questions, but we also provide information for candidates, which you may choose to copy for them.	
<b>3 Suggested resources</b>	<b>18</b>
Some useful resources such as published texts and websites. This section will be updated as more resources are made available.	
<b>4 Supporting you with your controlled assessment</b>	<b>19</b>
Some useful contacts and sources of information to support you.	
<b>5. Exemplar scheme of work</b>	<b>20</b>
A suggestion about how you might structure your teaching, based on the exemplar task provided.	
<b>6 Sample task with candidate responses</b>	<b>22</b>
A sample controlled assessment which you can use with candidates as a practice task.	
<b>7 Candidate handouts</b>	<b>37</b>
Topic timeline	
Assessing representations	
Understanding enquiry and representations	
What are notes?	
What is an enquiry?	
Student proformas for plans and notes	

# Unit 4: Representations of History

## What has changed for 2012?

The GCSE 2012 History specifications set out the linear requirements for first teaching in September 2012 (for 2-year courses) and assessment in June 2014. Candidates applying for certification from summer 2014 (i.e. those following a 2-year course from September 2012) must sit the three external examinations at the end of the course, along with the submission of controlled assessment.

## Can we still do the controlled assessment in Year 10?

You can still schedule the controlled assessments as appropriate, but the controlled assessment unit will need to be entered at the same time as the candidate is sitting the GCSE. You'll need to make sure that you are using the appropriate task for the year of GCSE entry: check the dates on the task and ensure they are valid for the year you are submitting.

## 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.

## Will the controlled assessment tasks follow the same pattern?

There are no changes to the controlled assessment content as a result of these reforms. However, we have taken the opportunity to respond to feedback from centres saying that they would prefer the Part A enquiries to be expressed as a question, so we are making this change to the way the tasks are presented for the tasks released from summer 2012 onwards.

## Is controlled assessment affected by the new marks for spelling, punctuation and grammar (SPaG)?

No, these additional SPaG marks are only in the externally examined units. Quality of Written Communication (QWC) remains in the mark scheme for controlled assessment, however.

# 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.
- There are 12 topics in the Modern World (MW) specification and 13 topics in the Schools History Project (SHP) specification. The tasks are identical for both Modern World and SHP.

<p><b>Non-British</b></p> <p>Germany 1918–39 Russia 1917–39 USA 1919–41 China 1945–76 Vietnam 1960–75 Government and protest in the USA 1945–70 The Indian subcontinent: The road to independence 1918–47</p>	<p><b>British</b></p> <p>Crime, policing and punishment in England c1880–c1990 Northern Ireland c1968–99 The impact of war on Britain 1914–50, or The impact of war on a locality in Britain 1914–50 Change in British society 1955–75 Power and political transformation in Britain 1970–90 History around us – a local community (SHP)</p>
<p style="text-align: center;"><u>Modern World Unit 3</u></p> <p>Candidates who do Option 3C, USA 1945–70, must do a British controlled assessment.</p>	<p style="text-align: center;"><u>Prohibited combinations</u></p> <p>CA1: Germany 1918–39 must not be combined with MW Unit 2 Option A, MW Unit 3 Option C or SHP Unit 2 Option C.</p>
<p><b>Preparation</b></p> <p>For Part A (Historical Enquiry) candidates can do their own research without supervision. The Part A enquiry task can be given to candidates at a time decided by the teacher.</p> <p>For Part B candidates may be given the task and sources 2 weeks before it is taken. They cannot take the materials away with them.</p>	<p><b>Write-up</b></p> <p>Candidates will have 2½ hours to write the assignment under controlled conditions.</p> <p>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.</p>

### Each task is split into three parts

#### **Part A – Carry out a historical enquiry**

Assessment Objective 1/Assessment Objective 2 (recall knowledge and demonstrate understanding of key concepts and key features)

Suggested time to complete write-up: 1 hour

20 marks

Candidates carry out an enquiry. The enquiry will focus on one or more of the bullet points in the specification and will change each year. Edexcel will provide the focus of the enquiry but there will be a choice of enquiry focus for teachers to choose from.

Tasks for CA10L and CA13 (SHP) will target local history. For these, you may adapt the task by relating it to your locality, but you will not be able to change the subject or focus of the enquiry.

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 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.

#### **Part B(i) – Compare two representations of History: Analyse and compare representations**

Assessment Objective 3b (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: ½ hour

10 marks

Candidates are expected to analyse two representations provided by Edexcel in order to show how the past has been represented in different ways. At least one of the two representations will be from a period later than the event, issue or individual being represented.

In this task candidates need to understand what representation is, 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 see similarity and difference in the details and emphases of the representations – and will achieve Level 3 if they show clearly what those differences amount to in the overall impression created of an event or issue and if they make and support a judgement.



## Section 2: Assessment information

### **Part B(ii) – Analyse and evaluate three representations of history: Evaluation of representations**

Assessment Objective 3b

Suggested time to complete write-up: 1 hour

20 marks

Candidates are expected to evaluate the two representations provided by Edexcel and a third centre choice (provided by Edexcel or the teacher).

Candidates must have a basis for judging the representations. They should use the overall criteria of objectivity, accuracy and comprehensiveness. These can be further broken down and applied depending upon the representation focus.

### What are the representation focuses?

These are listed below – they are the broad themes which will remain consistent throughout the lifetime of the qualification. All representation questions within tasks will relate to this focus.

- CA1 How were the Nazis able to control Germany 1933–39?
- CA2 How was Stalin able to control Russia 1924–39?
- CA3 How did the USA deal with its economic problems in the 1930s?
- CA4 What was Mao's impact on the development of China (hero or villain)?
- CA5 How did people in the USA react to the war in Vietnam?
- CA6 What was the impact of mass protest in US society 1955–70?
- CA7 How important was the role of Gandhi in achieving independence for India?
- CA8 How effective was policing in late Victorian Britain?
- CA9 How important were paramilitary organisations in preventing a peace settlement in Northern Ireland?
- CA10 How did civilians in Britain react to the experience of war in 1939–45?
- CA11 'The Swinging Sixties'. An accurate description of Britain in the 1960s?
- CA12 How did Britain respond to the Falklands Crisis?
- CA13 What was the impact of industrialisation on a local community?



### Teaching controlled assessment

The following guidance draws on the principal moderator's feedback on the 2010 and 2011 series, in addition to existing guidance on the controlled assessment.

#### When will I see the task?

“

A new task (Part A and B) will be released every year. The task will be released via secure download from the Edexcel website ([www.edexcel.com](http://www.edexcel.com)) in the summer term of the year before the controlled assessment is to be taken. Each task is valid for 2 years which means that there will always be a choice of two different tasks. You can look at the task in advance and use it to plan delivery and adjust your scheme of work to reflect the focus of the task. It is important that you ensure the task you use is valid for the year in which you will submit the controlled assessment.

”

#### When can candidates see the task?

“

##### **Part A**

You can give candidates the Part A enquiry task whenever you feel they are ready.

##### **Part B**

Candidates can also know the focus of the Part B representation questions in advance but must not have access to the actual Part B(i) representations until 2 weeks before they are due to complete their Part B question. They should not be allowed to take the representations out of the classroom, even after the task has been completed. If you plan to split the Part B questions and offer Part B(ii) later, you need to collect the representations in after completion of Part B(i) and reissue them, under the same terms of control, no more than 2 weeks before candidates are due to complete Part B(ii). This is to ensure the high level of control required in controlled assessment.

”

## Section 2: Assessment information

### Will there be any choice?

“

Each task will be valid for 2 years, which means that after the summer 2010 series, there will always be a choice of two different tasks.

Within each task there will be a choice from two Part A enquiry themes. Each theme will have internal choice. Part B representation questions will always have the same focus throughout the lifetime of the qualification. There will be no choice of question in Part B. Part B(i) will ask candidates to compare two provided representations. In Part B(ii), candidates will evaluate the two representations with a third which you choose. Edexcel will provide examples which you can choose – or you can choose one of your own. These examples are provided in this document.

You may choose the enquiry theme and focus (Part A) for your candidates, or given them the choice of focus within the theme.

You must not mix Part A and B questions from different controlled assessment tasks.

”

### When can I offer the controlled assessment unit?

“

Candidates must submit their controlled assessment in the final summer series at the end of the course. However, this does not prevent candidates from being assessed much earlier in the year provided completed assessments are retained securely at the school premises before submission in May. Therefore, Unit 4 can be offered throughout the course alongside other units, or intensively, provided that the task is still valid when the work is submitted.

”

### Part A guidance

In order to do well on the Part A 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 sources (books, websites, etc.).

### What is a 'range' of sources?

Candidates are expected to use five or more different sources of information in their enquiry. 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 (i.e. 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 one or two double-page spreads) in a GCSE textbook, a web page devoted to the specific topic, a museum display, and so on.

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

The mark scheme refers to candidates' 'selection and use' of material. 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 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 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'.

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 the essay.

The following paragraph from the 2011 principal moderator's report should also be noted:

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 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 candidates 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 candidates will make different use of these sources. Therefore the candidates' 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 candidates is not appropriate.

### Part B guidance

#### 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.

#### What do candidates need to do in B(i)?

Part B(i) asks candidates to compare two representations provided by Edexcel and to reach a judgement about how far they differ. Candidates must consider similarities and differences in portrayal; they are not required in Part B(i) to explain why the two representations differ and they are not required to evaluate them.

To do well in Part B(i), 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 reach the highest level, candidates must 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.

Lengthy descriptions of the content of the representations and assessing the representations for reliability 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.



*'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.*



**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.*

## Section 2: Assessment information

### How can I help candidates to analyse representations for Part B(i)?

Below are some 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.

### What do candidates need to do in Part B(ii)?

In Part B(ii) candidates need to evaluate three representations. Two of these representations will be the same as in B(i); the third is provided by the teacher.

To do well in Part B(ii), candidates need to be able 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, 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:

Candidates should be clear that in B(ii) 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?

### How can I help candidates to evaluate representations for Part B(ii)?

Below are some 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.

## Section 2: Assessment information

### What's the role of knowledge in Part B(ii)?

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 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 but because the focus of the questions will remain the same, you can choose a third representation and use the same one every year. You could choose one of the representations in Section 6 of this document, or select one from past controlled assessment tasks. You don't need to seek approval for your own choice of third representation, however you may email [gcsehistory@edexcelexperts.co.uk](mailto:gcsehistory@edexcelexperts.co.uk) for advice from our senior examiners or 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.

### Supporting your candidates

#### What sort of research can candidates do for Part A?

“

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.

”



#### What are notes?

“

- Notes are pieces of evidence relevant to candidate enquiry or representations.
- Notes are not continuous sentences or paragraphs.
- They can be bullet points, numbered points or short quotations.
- They could be lists of key dates, names, events, causes or consequences.
- Candidates can have plans and notes. The pages will be strictly limited (maximum two sides of A4 of notes and one side for plans for 20-mark questions; one side of A4 of notes and one side plans for 10-mark questions).
- Notes may be written on the forms in the back of this document. Teachers and candidates may create their own notes proformas provided they are A4 size and conform to the page limits above. Plain or lined A4 paper may also be used.
- Notes may be handwritten or word processed (minimum font size 12).

”



## Section 2: Assessment information

### How much support can teachers give candidates?

“

Teachers may support candidates in the preparation of both parts 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.

”



### 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, stages in the course.
- Candidates can have plans and notes. The pages will be strictly limited (maximum two sides of A4 of notes and one side for plans for 20-mark questions; one side of A4 of notes and one side plans for 10-mark questions) to aid teacher checking. Candidates may use copies of the Edexcel proformas at the back of this document. Teachers and candidates may also create their own proformas, or use plain or lined A4 paper.
- Candidates must create a bibliography, listing all sources used in preparation for the write-up.
- Plans, notes and bibliographies may be handwritten or word processed (minimum font size 12).
- Candidates may not take annotated copies of the representations sources into the write-up session. Clean copies should be provided by the teacher.
- 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 (there is no requirement to send in the complete folder of the whole unit from a candidate as in previous specifications).
- 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.

”

## Section 2: Assessment information

### What options do I have when organising the controlled assessment time?

“

The controlled assessment write-up could be as follows.

- 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 (Part A and B) in one session lasting 2½ hours.
- Two sessions – after preparation for the enquiry (Part A) is done, a 1-hour write-up session is completed by the candidates. After preparation for Part B is completed, a 1½-hour write-up session is completed by the candidates.
- Three sessions – after preparation for the enquiry (Part A) is done, a 1-hour write-up session is completed by the candidates. After preparation for Part B(i) is completed, a ½ hour write-up session is completed by the candidates. After preparation for Part B(ii) is completed, a 1-hour write-up session is completed by the candidates.

(These timings are advisory, but candidates must not exceed the 2½ hours for the whole controlled assessment.)

”



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

“

- Part A enquiry – two A4 sides of notes – for example bullet points, spider diagram/mind map, quotes, key words – not complete sentences or paragraphs, AND a plan on one side of A4.
- Part B(i) – one A4 page of notes AND a plan on one side of A4.
- Part B(ii) – two A4 sides of notes – for example bullet points, spider diagram/mind map, quotes, key words – not complete sentences or paragraphs, AND a plan on one side of A4.
- A bibliography of sources used in preparation for the write-up.
- Clean copies of the provided representations for Part B (to be supplied by the teacher).

”

## Section 2: Assessment information

### 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 decide to use a visual (e.g. film) clip or song as my third representation source in B(ii)?

“

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.

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.

”

### 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.

”

## Section 2: Assessment information

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

“

The Part A enquiry and focus of Part B may be given out at any time. The Part B questions and sources may be given out no more than 2 weeks before the write-up is scheduled to take place. Sources for representations 1 and 2 may not be taken out of the classroom, both during the preparatory period, and 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.

”



### Submitting the controlled assessment

#### 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. However, you must ensure that the tasks you use are valid for the year of submission.

”

#### Can I use live controlled assessment tasks as a mock for candidates?

“

Each controlled assessment task will be valid for 2 years, and there will be a new task released each year. From 2010 there will therefore always be a choice of two different tasks. Within each task there will be a choice from two Part A enquiry themes, each with internal question choice.

You may therefore:

- use one controlled assessment task as a mock for candidates, then the following year use the new controlled assessment task as the actual controlled assessment task to be submitted
- use one of the Part A enquiry tasks for candidate practice, then use the other Part A enquiry task as the actual controlled assessment task to be submitted
- use the sample task provided in this document as a practice or mock exercise with candidates.

You may not, however, use the same controlled assessment questions for a mock and actual controlled assessment task to be submitted.

”

# Suggested resources to support teachers and candidates

Before you begin, you will need to have an idea of available resources to support your teaching of the course.

The following is a provisional list of resources, which may be updated as publishers begin to produce new resources to support this controlled assessment topic.

### **CA10: The impact of war on Britain c1914–50**

#### **CA10L: The impact of war on a locality in Britain c1914–50**

The following student book has been written specifically to support the CA10 option:

*Edexcel GCSE History CA10 The impact of war on Britain c1914–50 Student Book*, ISBN 9781846908798 (Pearson).

Teachers can also use any GCSE student book on Britain in the period to teach the enquiry section – Edexcel have produced the following student books for examined units in the specification:

- *GCSE Modern World History Unit 3A War and the transformation of British society c1903–28 Student Book*, ISBN 9781846905506.
- *GCSE Modern World History Unit 3B War and the transformation of British society c1931–51 Student Book*, ISBN 9781846905513.
- The SHP Warfare student book covers SHP examined Unit 3C The impact of war on Britain c1914–50 (ISBN 9781846904424).

For more information on these publications go to:

[www.pearsonschoolsandcolleges.co.uk](http://www.pearsonschoolsandcolleges.co.uk).

Hodder Education also have GCSE Modern World student books which cover this period – for more information go to [www.hoddereducation.co.uk](http://www.hoddereducation.co.uk).

Edexcel have produced three detailed schemes of work for MW and SHP examined topics on Britain in this period - these schemes of work contain several links to useful websites and references to other useful resources.

The Modern World Unit 3A War and the transformation of British society c1903–28 (examined topic) and 3B War and the transformation of British society c1931–51 SOW can be found on the link below under Editable Schemes of Work:

<http://www.edexcel.com/quals/gcse/gcse09/history/a/Pages/default.aspx>.

The SHP Unit 3C The impact of war on Britain c1914–50 (examined topic) SOW can be found on the link below under Editable Schemes of Work:

<http://www.edexcel.com/quals/gcse/gcse09/history/b/Pages/default.aspx>.

## Section 4: Supporting you with your controlled assessment

# 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](mailto: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 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 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](#).

Here's an indication of what you'll see in some of the document categories:

### Assessment forms

You'll find the controlled assessment forms you need here.

### Exemplars

New exemplars from the June 2012 series will be available here shortly.

### Teaching and learning

We've updated the controlled assessment Teacher Support Books with answers to FAQs from you.

All these documents can also be found on the main **GCSE History A/B** page, alongside other key documents including:

- The **specification**, which includes the **controlled assessment mark scheme**
  - **Principal Moderator reports**
- Don't forget that you can also download a **centre-specific moderator report** for your controlled assessment unit.



# Supporting your delivery of controlled assessment

The following resources are designed to support your delivery of the controlled assessment. The programme of study is our suggestion for how you might structure the teaching, based on the example task further on in this document. It is not mandatory and you may adjust your programme of learning each year to reflect the focus of the chosen enquiry for Part A.

## Exemplar scheme of work

Generic scheme of work	Subject content	Controlled assessment	15-week programme
<p><b>Context, concepts and application</b></p> <p>The historical context of the enquiry/ies identified in Part A.</p> <p>The key features of the period or issue.</p> <p>Reasons for change and developments.</p> <p>Practise analysing causation, change.</p> <p>Practise writing extended responses with a focus on causation, change, etc.</p>	<p>Overview:</p> <p>(i) The experience of War 1914–18, 1939–45.</p> <ul style="list-style-type: none"> <li>• The experience of fighting.</li> <li>• The civilian experience of total war.</li> </ul> <p>(ii) War as an agent of change.</p> <ul style="list-style-type: none"> <li>• Impact of war on relationships between government and citizen and on the range of government powers and responsibilities. The growth of medical and welfare provision.</li> <li>• Impact of war on society: changing social attitudes and perceptions of roles and relationships.</li> </ul> <p>Enquiry:</p> <p>(i) The impact of war on working lives c 1914–29: context according to choice of local/national/employment – specific focus.</p> <ul style="list-style-type: none"> <li>• The position in 1914.</li> <li>• Changes during the war.</li> <li>• The extent to which changes were permanent or significant.</li> </ul> <p>Assessment of the impact of war on working lives.</p>		Weeks 1–4

## Section 5: Exemplar scheme of work

Generic scheme of work	Subject content	Controlled assessment	15-week programme
<p><b>Part A Enquiry</b></p> <p>Developing enquiry skills:</p> <ul style="list-style-type: none"> <li>• how to find, select and use sources of information</li> <li>• supporting candidates in the process of their research</li> <li>• includes write-up.</li> </ul>	<p><b>Generic</b></p>	<p>Write-up 1 hour</p>	<p>Weeks 5–7</p>
<p><b>Part B Context</b></p> <p>The historical context of the representations issue.</p> <p>Coverage of key features of period or issue sufficient to enable candidates to evaluate the accuracy and comprehensiveness of the representations.</p>	<p>The civilian reaction in Britain to the experience of war 1939–45.</p> <ul style="list-style-type: none"> <li>• The dislocation, destruction and suffering of war: impact of air raids, rationing, travel restrictions.</li> <li>• The civilian contribution: in the home; in employment; as volunteers; conscription.</li> <li>• How far is the 'Blitz spirit' of wartime Britain a myth?</li> </ul>		<p>Weeks 8–11</p>
<p><b>Part B Skills and concepts</b></p> <p>Understanding and analysing representations.</p> <p>Practise comparing and evaluating representations of the selected issue.</p>	<p><b>Generic</b></p>	<p>Write-up Part B(i): ½ hour Part B(ii): 1 hour</p>	<p>Weeks 12–15</p>

### Historical timeline

We have provided a timeline in the candidate handouts section which we hope you will find a useful resource.

# Sample task

## The impact of war on Britain c1914–50

## The impact of war on a locality in Britain c1914–50

### Part A: Carry out a historical enquiry

#### ENQUIRY 1

The impact of the First World War on peoples' working lives.

One of the following questions should be the focus of the candidate's enquiry:

Either

- How much impact did the First World War have on the working opportunities for women in Britain in the years 1914–29?

Or

- How much impact did the Second World War have on the working opportunities for women in the years 1939–50?

(Total for Part A = 20 marks)

### Part B(i): Compare representations of history

Study Representations 1 and 2. They are representations of the reactions of British civilians to the experience of the Second World War.

How far do these representations differ?

(Total for Part B(i) = 10 marks)

### Part B(ii): Analyse and evaluate representations of history

Study Representations 1 and 2 again and Representation 3, which your teacher will give you.

Choose the one which you think is the best representation of the reactions of British civilians to the experience of the Second World War. Explain your choice.

Or

Choose the one which you think is the best representation of the reactions of British civilians in a locality to the experience of the Second World War. Explain your choice.

You should use all three representations and your own knowledge to explain your answer.

(Total for Part B(ii) = 20 marks)

Note: In the live tasks there will be a choice of enquiry themes provided in Part A.

## Representations for use in Part B

### Representation 1

From *Waiting for the All Clear*, written in 1990 by Ben Wicks.

Fifty years ago, during the Blitz, the British people showed that they didn't have to be in uniform to be heroes. The Dunkirk spirit flowed in city streets, suburban bomb-shelters and every town and village in the land. Those at home kept their great British sense of humour in the most appalling circumstances. In hardship they looked after each other. Home Guard, firemen, policemen, air raid wardens risked their own lives as they struggled to limit the destruction. Housewives bravely started again when their homes were lost.

Out of the terror and tragedy came courage and solidarity, selflessness and an unshakable determination to win through against the awesome might of the Luftwaffe.

### Representation 2

From *Britain in Our Century*, written in 1984 by Arthur Marwick.

Heavy bombing of London began on a Saturday evening (7 September 1940). The capital was bombed every night for 76 nights and then on and off for a further six months. On 14 November the entire centre of Coventry was destroyed, and in November and December other cities suffered severe bombs.



A photograph taken on 15 September 1940. It was published with the caption 'Their houses are wrecked, but the tenants of these buildings in North London still showed the British Grit'.

## Section 6: Sample task with candidate responses

The caption to this photograph is interesting. Newspapers or photographers who wished to get a photograph accepted by the censors had to choose the words of their captions carefully. In this photograph we have the usual heroic image of people's response to the bombing, but in more recent years historians have questioned whether bombing really did strengthen morale. Did it strengthen support in Britain for the government? Certainly there are other photographs showing much less heroic pictures of people who were bombed out of house and home, such as a photo showing two of the victims of Coventry squabbling with each other, but this was not published until the following February.

It may be that if the bombing had gone on much longer the morale of British civilians might have collapsed. But the evidence suggests that the British public affected by the bombing behaved bravely. We should focus on 'Mums' Army', the Women's Volunteer Service (WVS), without whom the Home Front would not have kept going. During the devastating blitz of Coventry on 14 November 1940 the WVS headquarters there was practically destroyed. But, as soon as the wave of bombs stopped, the women began their normal duties again. At 5.00 am, auxiliary fire servicemen came in for tea and sandwiches. One of them, mouth full, uttered the famous line: 'I guess the WVS have won the battle of Coventry'.

## Section 6: Sample task with candidate responses

Representation 3 below can be used together with the two sources provided by Edexcel each year for the controlled assessment as the third representation. Or teachers may provide a third representation of their own choice.

### Representation 3

From *A Cartoon War: World War Two in Cartoons* by Joseph Darracott, written in 1989.

The involvement of whole nations in the war spread the war to industrial cities and to civilians as targets. The war for civilians meant the bombing of major cities, both as industrial targets and in deliberate attempts to destroy morale.

Civilian responses to the bombing were an important subject for cartoonists. A number of responses to bombing can be seen. One was stoicism [the ability to keep going – not giving up in the face of difficulty]. The most well-known example of its depiction is a cartoon by Strube of the Daily Express; the air raid is over and a keen amateur gardener has emerged to check on his giant marrow.



**AFTER THE RAID**  
'Is it all right now, Henry?'  
'Yes, not even scratched.'

This calm picture appeared in the Daily Express in 1940. The cartoonist's popularity with the readers came from his ability to express feelings which thousands had in common. In this case he shows the stoic sense of humour at the discomfort of war. British cartoonists also had a steady line in slogans like 'Business as Usual'. Also 'We can take it' was a spirit of defiance echoed in many cartoons.

## Assessment criteria

### Part A: Carry out a historical enquiry

Target	Assessment Objective 1/Assessment Objective 2	20 marks
Level	Descriptor	Mark
0	No rewardable material	0
Level 1 QWC i-ii-iii	<ul style="list-style-type: none"> <li>• Simple comment offered and supported by some information. The material will be mainly generalised. There will be few, if any, links between comments offered.</li> <li>• A limited number of sources have been used in the enquiry.</li> <li>• Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The candidate spells, punctuates and uses the rules of grammar with limited accuracy.</li> </ul>	1–5
Level 2 QWC i-ii-iii	<ul style="list-style-type: none"> <li>• Statements are developed with support that is mostly relevant and accurate but with an implicit focus on the question. The response may mainly take a descriptive form.</li> <li>• A range of sources has been consulted and used.</li> <li>• Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The candidate spells, punctuates and uses some of the rules of grammar with general accuracy.</li> </ul>	6–10
Level 3 QWC i-ii-iii	<ul style="list-style-type: none"> <li>• 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 candidate makes. The response may also include accurate material that is descriptive and/or that strays from the question focus, and judgement may be implicit.</li> <li>• A range of sources appropriate to the enquiry has been identified and material from them has been well selected.</li> <li>• Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The candidate uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</li> </ul>	11–15

## Section 6: Sample task with candidate responses

<p>Level 4 QWC i-ii-iii</p>	<ul style="list-style-type: none"> <li>• A sustained analysis is supported by precisely selected and accurate material and with sharply focused development of the points made. The answer as a whole will focus well on the question. An explicit judgement 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.</li> <li>• A range of sources appropriate to the enquiry has been identified and material from them has been well deployed.</li> <li>• Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. The candidate spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</li> </ul>	<p>16–20</p>
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### Part B(i): Compare representations of history

Target	Assessment Objective 3b	10 marks
Level	Descriptor	Mark
0	No rewardable material	0
Level 1	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.	1–3
Level 2	Comprehends the provided representations and selects from them similarities and/or differences of detail. At low level 2, there may be only one developed comparison, and other comparisons will be undeveloped or unsupported with material from the sources.	4–7
Level 3	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 judgement about extent.	8–10



## Section 6: Sample task with candidate responses

### Part B(ii): Analyse and evaluate representations of history

Target	Assessment Objective 3b	20 marks
Level	Descriptor	Mark
0	No rewardable material	0
Level 1 QWC i-ii-iii	<ul style="list-style-type: none"> <li>Comprehends the surface features of the provided sources and selects material.</li> <li>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.</li> <li>Writing communicates ideas using everyday language and showing some selection of material but the response lacks clarity and organisation. The candidate spells, punctuates and uses the rules of grammar with limited accuracy.</li> </ul>	1–5
Level 2 QWC i-ii-iii	<ul style="list-style-type: none"> <li>Comprehends the surface features of the provided sources and selects from them key features of the representations.</li> <li>Makes a judgement about the best representation and provides detailed and accurate material about the period in question, but with little linkage between description and judgement. Judgements may relate to the accuracy or comprehensiveness of the representation.</li> <li>Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The candidate spells, punctuates and uses some of the rules of grammar with general accuracy</li> </ul>	6–10
Level 3 QWC i-ii-iii	<ul style="list-style-type: none"> <li>Analyses the provided sources and shows some of the ways in which the past situation has been represented. Uses detail from the provided representations to support the analysis.</li> <li>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 or comprehensiveness of the representation.</li> <li>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The candidate uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</li> </ul>	11–15

## Section 6: Sample task with candidate responses

Level 4 QWC i-ii-iii	<ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li><li>• Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. The candidate spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</li></ul>	16–20
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### Candidate response: Part A historical enquiry

**How much impact did the First World War have on the working opportunities for women in Britain in the years 1914–29?**

**Extract from a candidate response**

*...During the First World War many women had taken on the job of very skilled men. As men were needed to fight, the trades unions agreed that women could take on the jobs done by skilled men. From 1914 to 1916 women at work went up from 4.83 million to 6.19 million. After the war women didn't want to go back either to no work or to domestic service. In the war many women changed their jobs from domestic servants to munitions workers. They liked factory work better. This is Mrs H A Felstead's memories, written in 1976. 'I was in domestic service and hated it, earning £2 a month and working from 6.00am to 9.00pm. I started hand cutting shell fuses. We worked twelve hours a day and I thought I was well off with wages of £5 a week. Mrs Felstead's memories tell us her hours were shorter and she earned more. This is why women wanted to stay working in factories when the war ended...*

**Moderator's comments**

“

This extract shows the qualities described in Level 2 of the mark scheme. The candidate has found out about and described some changes in women's work and in women's attitudes to their work. The response shows the selection of some accurate detail in support of statements about changes in work and selection and use of appropriate evidence to support the statements about women's attitudes. If these qualities were maintained throughout the work, the candidate would be awarded a high Level 2 mark. To improve the mark, the candidate could expand the comments on change, using more precise and detailed comparisons, and make judgements about impact.

”

## Part B(i) response

**Study Representations 1 and 2. They are representations by two authors of the reactions of British civilians to the experience of the Second World War. How far do these representations differ?**

### Extract from a candidate response

*...Ben Wicks describes ordinary people as heroes. They kept a sense of humour and looked after one another. He says they showed courage and solidarity in appalling circumstances of terror and tragedy e.g. where homes were lost. Arthur Marwick gives more information about the bombing and damage. He shows a picture which agrees with Representation 1 because in it people are smiling although they have been bombed. But then he calls it the 'usual heroic image' and says there are other less heroic pictures e.g. showing people squabbling. But he mainly agrees with Representation 1 that the British public affected by the bombing behaved bravely and describes the WVS carrying on and winning the battle of Coventry...*

### Moderator's comments

“

The candidate sees that the two sources provide representations of the behaviour of the British public. Three comparisons are offered: the amount of information about damage; the image in pictures and the brave reaction of people affected by bombing. Although no comparison is fully developed, there is sufficient awareness of similarity and difference of detail in the sources to award Level 2. To move to Level 3, the response should analyse more fully the differences in representation created by the authors' selection and treatment of material and then reach a judgment about the extent of difference between them. For example the candidate could explore the significance of Representation 1's omission of any reference to unheroic behaviour in contrast to the more balanced and questioning approach of Representation 2.

”

## Part B(ii) response

**Study Representations 1 and 2 again and Representation 3, which your teacher will give you.**

**Choose the one which you think is the best representation of the reactions of British civilians to the experience of the Second World War. Explain your choice.**

**You should use all three representations and your own knowledge to explain your answer.**

### **Extract from a candidate response**

*...All three representations show that people acted bravely and didn't give up. Representations 1 and 2 say this and in Representation 3 the man is just going to carry on with stoicism, and in Representation 2 so are the WVS in Coventry even if there were also some photographs of people squabbling in Coventry. Also we know that there were huge numbers of volunteers in the Home Guard by the summer of 1940 – and they were not paid for being in the Home Guard... Although all the sources give examples of bravery, Representation 2 mainly deals with photographs and Representation 3 with cartoons. Representation 1 shows more examples of people who showed courage and determination and also that people had to cope with appalling circumstances during the war, so I think that this is the best representation. Over 43,000 civilians were killed and over 2 million people made homeless by the bombing during the Blitz between September 1940 and May 1941...*

### **Moderator's comments**

“

This extract suggests a response low in Level 2. A key feature of Representation 1 is selected – the accuracy of the portrayal of the bravery and determination not to give up exhibited by British civilians. The judgment is supported from the content of all three sources which is matched to the candidate's own knowledge. However there is no attempt to explore the counter evidence, beyond the acknowledgement that it is mentioned in Representation 2. The candidate's own knowledge is used descriptively to confirm the portrayal of bravery in Representation 1. The balance or objectivity of Representation 1 is not considered.

To improve to Level 3, the response should make more developed use of at least two criteria in evaluating the sources. In considering the applicability of the portrayals nationally or locally, the response should apply well selected information about the response of civilians to the experience of war.

”

### Additional Part B(ii) representation sources

One of the following three representation sources can be used, together with the two sources provided by Edexcel each year for the controlled assessment, as the third representation. Representations from past controlled assessment tasks can also be used. Or teachers may provide a third representation of their own choice. Teachers may adapt these representations for use with candidates. For example, they may be shortened, and passages may be adapted for accessibility. The meaning should not be altered, however. Amended sources should be submitted with the candidates' work for moderation.

## Section 6: Sample task with candidate responses

### Representation 3-A

From *A Cartoon War: World War Two in Cartoons* by Joseph Darracott, written in 1989.

The involvement of whole nations in the war spread the war to industrial cities and to civilians as targets. The war for civilians meant the bombing of major cities, both as industrial targets and in deliberate attempts to destroy morale.

Civilian responses to the bombing were an important subject for cartoonists. A number of responses to bombing can be seen. One was stoicism [the ability to keep going – not giving up in the face of difficulty]. The most well-known example of its depiction is a cartoon by Strube of the Daily Express; the air raid is over and a keen amateur gardener has emerged to check on his giant marrow.



**AFTER THE RAID**  
'Is it all right now, Henry?'  
'Yes, not even scratched.'

This calm picture appeared in the Daily Express in 1940. The cartoonist's popularity with the readers came from his ability to express feelings which thousands had in common. In this case he shows the stoic sense of humour at the discomfort of war. British cartoonists also had a steady line in slogans like 'Business as Usual'. Also 'We can take it' was a spirit of defiance echoed in many cartoons.

## Section 6: Sample task with candidate responses

### Representation 3-B

From *The War Years* written by Janice Anderson in 2007. The photograph, with its caption, was included by the author.

On 14 May 1940, Secretary of State for War, Anthony Eden announced that he was forming a new local defence organisation, which he called Local Defence Volunteers (LDV), that would give ordinary citizens 'especially those not eligible to enrol in the armed forces', the chance to help their country 'in its hour of peril'. He asked men who were aged between seventeen and sixtyfive to register. They would not be paid, but they would be given uniforms (which they were given eventually), weapons (also eventually) and training.

By the next night 250,000 men had already answered the call – far more than the government had expected. By the end of June, the number of volunteers had reached one and a half million. Winston Churchill decided the name LDV was uninspiring and from July officially the men were members of the Home Guard. Unofficially, because many were quite old and because in the first weeks they had no uniforms, no weapons and no training, they were soon dubbed 'Dad's Army'.

The Home Guard, the largest civilian army ever formed in Britain, was, once trained and in uniform, a skilful and well-organised force, far from its 'Dad's Army' image.

It knew all the basic army skills, from map-reading and reconnaissance to signalling in the field and carrying out night patrols, how to hunt, ambush and kill, how to carry out street fighting. It was never required to carry out the more extreme of these tasks, but it was kept busy until mid 1944, manning anti-aircraft batteries and coastal defence, guarding arms and fuel dumps etc. Their existence meant that the regular armed forces were freed to fight overseas.



21 June 1943: members of the Post Office Home Guard receiving training on how to load the spigot mortar at a summer training camp in Hertfordshire.



# Section 6: Sample task with candidate responses

## Representation 3-C

From *Britain 1914–2000* by Derrick Murphy, written in 2000.

### **What were the effects on the British public of the German bombing campaign?**

On 4 September 1940 the Blitz began on the East End of London, causing wholesale destruction of buildings and services, with over 1,000 casualties. Badly hit areas included major ports, such as Southampton, Plymouth, Liverpool, Portsmouth, together with key industrial areas, such as Coventry, Birmingham, Manchester and Newcastle. Between 1940 and 1941, 44,000 people died in bombing raids.

Propaganda in the press promoted a 'Britain can take it' spirit and King George VI, Queen Elizabeth and Winston Churchill visited bombed-out areas and casualties to maintain morale. But not all was bravery and defiance. Mass Observation (an agency who surveyed and published public opinions) reported shortages of bread, milk, electricity, gas and telephones. People were disoriented by shock, discomfort, disruption, dislocation, loss of sleep and confusion. People became accustomed to hearing air raid warnings, then leaving their beds to go and sleep in an air raid shelter under the stairs of their house or in their garden. In London many families slept on platforms in Underground stations.

At the outset of the war Hitler had declared that he would not make war on women and children. His aim was to attack industrial and naval targets to disrupt imports of food supplies and British arms production. However, women and children inevitably became the victims of the Blitz because their homes were clustered around the docks and centres of industrial employment, and in the 1940s bombs could not be aimed accurately.

Over a million children were evacuated in the early stages of the war in 1939 because it was thought that a German bombing campaign would commence immediately. Evacuation brought home to the public the scale of child poverty and deprivation. However, the culture clash between classes made many evacuees unhappy and they returned to their parents in 1941 as soon as the worst effects of the Blitz eased.

Hitler's bombing campaigns did not bring Britain to its knees because the Luftwaffe (German Air Force) lacked the capacity to mount attacks over sufficiently wide areas to knock out all major industrial centres and port facilities. Moreover, despite the high rate of success achieved by German U-boats (submarines) targeting the Atlantic convoys bringing goods to Britain from the United States, sufficient supplies were delivered to keep Britain going. Domestic production of coal and arms were maintained. The Minister of Food, Lord Woolton, set up a Salvage Branch. This ensured that waste food was collected regularly to feed pigs. Domestic pots and pans and iron railings were sacrificed to provide scarce minerals for weapons production. The wartime slogan 'Britain can take it' seemed appropriate.

# Candidate handouts

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

- Topic timeline
- Assessing representations: from comprehension to evaluation
- Understanding enquiry and representations
- What are notes?
- What is an enquiry?

# Section 7: Candidate handouts

## Topic timeline

### CA10 The impact of war on Britain 1914-50 and

### CA10L The impact of war on locality in Britain 1914-50

- 1914** The outbreak of war.  
Defence of the Realm Act (DORA) imposed restrictions on everyday life.  
State control of the railways.
- 1915** Munitions of War Act.  
Dilution – unskilled and semi-skilled men and women fill labour shortages.  
Increased state control of mines.  
Ministry of Munitions formed.
- 1916** Conscription introduced in Britain.
- 1917** Rationing introduced.  
Women's Land Army set up.
- 1918** Representation of the People Act: the vote for all males over 21 and most females over 30.
- 1918** War ends.
- 1919** Sex Discrimination Removal Act: removed legal restrictions on the right of women to hold public office or enter the professions.  
Housing Act: Homes fit for heroes?
- 1928** All women over 21 gained the vote.
- 1939** Outbreak of War again.  
Petrol rationing.  
Anderson shelters start to be delivered to householders; Wartime Ministries are established, including Economic Warfare; Food; Shipping; Information and Propaganda.  
Evacuation of children from danger areas, but many return home in early 1940.  
Women's Land Army formed.  
Conscription: All men aged 18–41 can be called-up.
- 1940** The Emergency Powers Act gives the government power over all British citizens and their property.  
Road signs and railway station names are removed; shop signs are painted out.  
LDV formed and later renamed the Home Guard. 1,000,000 men enrol in the Home Guard by the summer of 1940.  
Battle of Britain begins.  
Blitz begins: Main industrial cities targeted. London badly hit.  
New mass evacuation programme.

## Section 7: Candidate handouts

- 1941 Emergency Medical Service co-ordinates the work of hospitals.  
Clothes rationing begins.  
Severe shortages of food.  
The National Service Act conscripts unmarried women aged 20 to 30 years into the armed forces or into vital war work.  
Bombing of cities continues but less severe after May.  
National Fire Service set up.
- 1942 Rationing of fuel for heating.  
Conscription is extended to 19 year old women.  
Over 80% of women aged between 18 and 40 are now in the armed forces or in industry.  
Publication of Beveridge Report.
- 1943 The Bethnal Green Tube Station disaster. 173 dead.
- 1944 V1 and V2 attacks.  
D Day.  
Butler Education Act.
- 1945 Family Allowances Act.  
War Ends.  
Rationing continues.
- 1946 Bread rationing introduced.
- 1947 National Insurance Act.
- 1948 National Health Service begins.  
Bread rationing ended.
- 1950 End of petrol rationing.
- 1954 End of all food rationing.

### Assessing representations: from comprehension to evaluation

This handout helps you to understand the difference between comprehending and evaluating a representation. To do well you need to be making a critical evaluation.

#### Representation 1

##### ***Face value content of representation***

- British people were heroes.
- They had a Dunkirk spirit.
- They kept a sense of humour.
- They risked their lives.
- They had courage and were unselfish.

##### ***Evaluation of representation as evidence of how civilians reacted to experience of the Second World War***

- 'Dunkirk spirit' suggests people helping in time of trouble.
- 'sense of humour in appalling circumstances' suggests people found ways of coping with problems.
- 'Looked after each other' and 'solidarity' suggest people pulled together to defeat the German attack.
- Use of own knowledge to evaluate the impression.

##### ***Critical evaluation of representation as evidence of how civilians reacted to experience of the Second World War***

- Passage is designed to emphasise heroism, togetherness and selflessness.
- Their heroism is emphasised by making clear the horrors they faced - by the use of 'appalling' 'destruction' 'awesome might'.
- Passage lacks balance – use of own knowledge to evaluate objectivity.
- The Dunkirk spirit is included to suggest the determination of individuals to contribute in time of national need – use of own knowledge to expand on this.
- Use of own knowledge to evaluate accuracy and comprehensiveness of the portrayal.

# Section 7: Candidate handouts

## Representation 2

### ***Face value content of representation***

- There was heavy bombing for 76 nights.
- People showed 'British Grit' even when they were bombed out of their homes.
- Photos were censored.
- Other photos show people squabbling.
- People did behave bravely e.g. the WVS kept going in Coventry.

### ***Evaluation of representation as evidence of how civilians reacted to experience of the Second World War***

- 'The usual heroic image' suggests this is not the whole story/is what the censors wanted published.
- 'had to choose words carefully' suggests less heroic images were delayed or not accepted – use of own knowledge to expand on this.
- Evidence on both sides is included.
- Overall the author says the evidence suggests people did behave bravely.
- Use of own knowledge to evaluate accuracy of this.

### ***Critical evaluation of representation of evidence of how civilians reacted to experience of the Second World War***

- Author has chosen to use the phrase 'usual heroic image' to cast doubt on the image.
- Has included material to show that images were censored.
- Author questions whether morale was strengthened or driven near to collapse by the bombing.
- Balanced treatment of the evidence.
- Author concludes that evidence does indicate bravery and chooses to use the 'Mum's army' to make this point, but the suggestion that morale might have collapsed if bombing had continued still remains.
- Use of own knowledge to evaluate portrayal – accuracy, objectivity, comprehensiveness.

### Understanding enquiry and representations

#### Part A

##### ***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 A 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. Try to find a range of different sources – don't just use five different websites.
- 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 which will help you organise your information. These can be handwritten on the Edexcel proforma or word processed. You could include key names, events and dates; 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 7: Candidate handouts

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

In Part A 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
- organise your points so that your answer leads to your conclusion
- at the end of your answer, sum up the reasons why you came to your conclusion in the enquiry.

## **Part B**

### ***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 only focus on one aspect and not tell the whole story, it may be balanced and give more than one side, or it could be designed to persuade and influence.

### ***What skills will I learn in Part B?***

In assessing representations of History for Part B 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 two 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 representation sources 2 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 for question B(i) and (ii). You should use clear criteria for your evaluation: you could have these headings – How accurate? How objective? How complete?



## Section 7: Candidate handouts

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

In Part B you will write up your answer to two questions.

Part B(i) will ask you to analyse two representations. You will be asked how far the representations differ. This question is worth 10 marks.

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

- identify points of difference clearly
- identify points of similarity clearly
- choose details from both representations to back up the points you make
- sum up what you've identified to show that you understand how far the representations differ.

Part B(ii) 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:

- 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 7: Candidate handouts

### *Which is the best representation?*

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

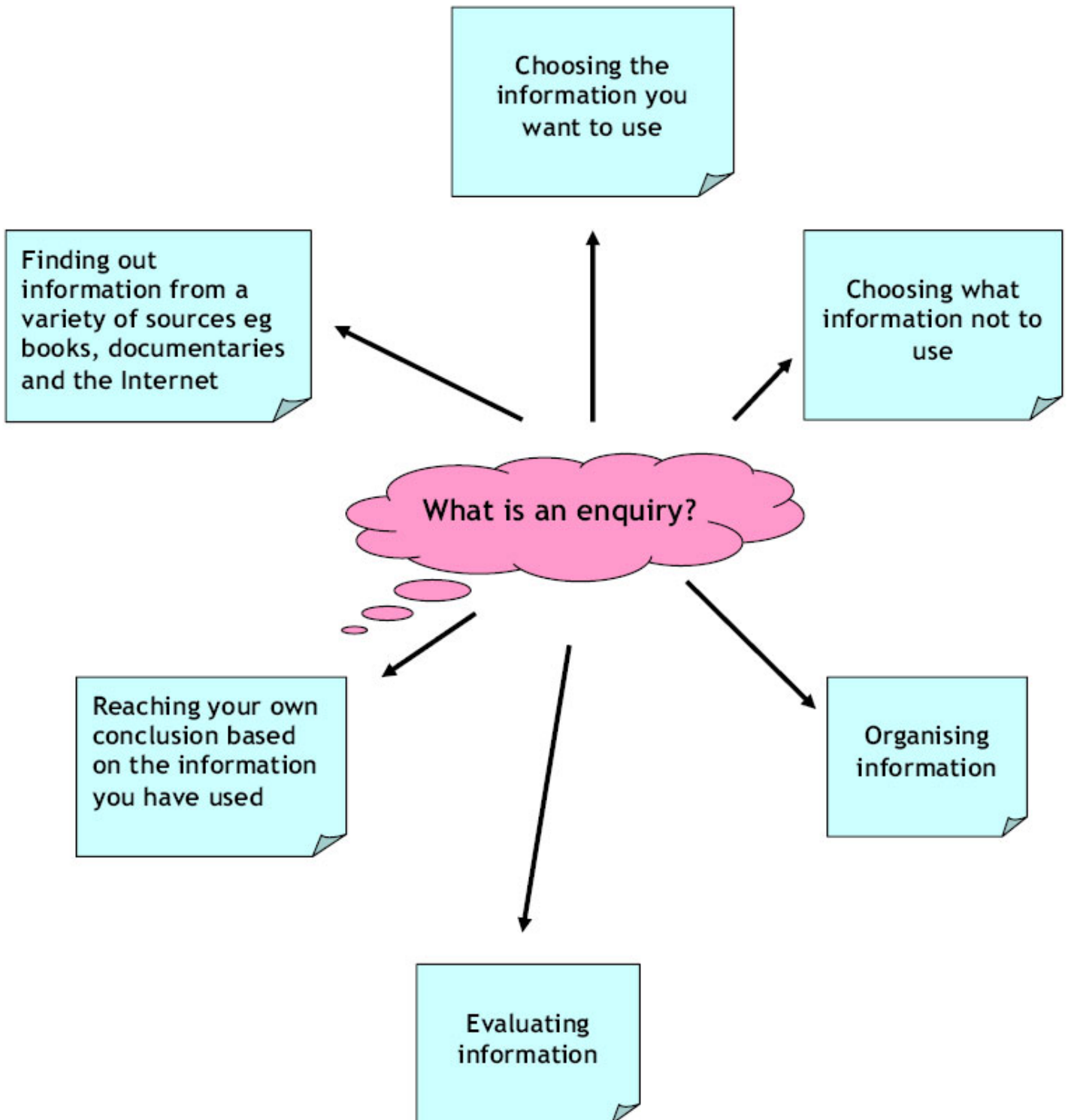
	How complete?	How objective?	How accurate?
Representation 1			
Representation 2			
Representation 3			

## What are notes?



## Section 7: Candidate handouts

### What is an enquiry?



### 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 14 of this document. Plans and notes may be handwritten or word processed (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.

## GCSE History controlled assessment

### Student proforma – Page 1 of 10

These sheets (or centre-designed versions of them) are designed to be taken into the controlled assessment write-up and handed in at the end of the session. They should be attached to the front of the candidate's work at the end of the write-up session.

Centre number:	
Centre name:	
Candidate number:	
Candidate name:	

Controlled assessment option: (please circle)	CA1	CA2	CA3	CA4	CA5	CA6	CA7
	CA8	CA9	CA10	CA11	CA12	CA13 (SHP)	

This form has 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 this form, based on this design, provided they conform to the following strict page number limits:

Part A: one side of A4 for plan and two sides of A4 for notes

Part B(i): one side of A4 for plan and one side of A4 for notes

Part B(ii): 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 hand written or word processed (minimum font size 12). Plain or lined A4 paper may be used.

**GCSE History controlled assessment  
Student proforma – Page 2 of 10**

Part A: Carry out an historical enquiry	(Total=20 marks)
<b>Enquiry:</b>	
<b>Plan:</b>	







**GCSE History controlled assessment  
Student proforma – Page 5 of 10**

<b>Part B(i): Compare representations of History</b>	<b>(Total= 10 marks)</b>
<p><b>Question:</b></p>	
<p><b>Plan:</b></p>	



**GCSE History controlled assessment  
Student proforma – Page 7 of 10**

**Part B(ii): Analyse and evaluate representations of History (Total=20 marks)**

**Question:**

**Plan:**





**GCSE History controlled assessment  
Student proforma – Page 10 of 10**

<b>Bibliography</b>
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.
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