

**Edexcel GCSE**

**History**

**Controlled Assessment**

**CA12: Power and Political  
Transformation in Britain  
1970–90**

**Teacher Support Book 2012**



**Edexcel GCSE**

**History**

**Controlled Assessment**

**Teacher Support Book**

History A: The Making of the Modern World

History B: Schools History Project

Unit 4 CA12



# 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.**

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# 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><u>Modern World Unit 3</u></p> <p>Candidates who do Option 3C, USA 1945–70, must do a British controlled assessment.</p>	<p><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.

### **CA12: Power and political transformation in Britain 1970–90**

At present there are no published GCSE resources written specifically for this topic. However, the *Edexcel SHP GCSE Crime and Protest Student Book* (ISBN 9781846904417) does contain sections on the Miners' Strike and Poll Tax protests.

Hodder Education has produced a *GCSE Modern World History Dynamic Learning CDROM* on 20th Century British History by Ben Walsh, Esther Arnott and Neil Thompson. For more details please go to [www.hoddereducation.co.uk](http://www.hoddereducation.co.uk).

Teachers may wish to use AS Level text books to help plan their teaching, and students may find them a good source of additional reading. The following AS texts are relevant:

- *Edexcel GCE AS History Unit 2 – British Political History 1945–90 Consensus and Conflict* by Geoff Stewart. For more information please go to [www.pearsonschoolsandcolleges.co.uk](http://www.pearsonschoolsandcolleges.co.uk).
- *Consensus and Conflict*, by Geoff Stewart, ISBN 9781846905056 (Pearson).
- *Access to History: Britain 1945–2007* by Michael Lynch, Hodder Education. For more information please go to [www.hoddereducation.co.uk](http://www.hoddereducation.co.uk).
- *Flagship History: Britain 1945–2007* by Derrick Murphy and Patrick Walsh-Atkins, Collins Education. For more information go to [www.collinseducation.com](http://www.collinseducation.com).

Teachers may find that political memoirs, news websites and old newspapers are a good source of representations for this topic.

Websites, such as those below, are also useful sources of information.

- [www.MargaretThatcher.org](http://www.MargaretThatcher.org)
- [www.bbc.co.uk/southyorkshire/history/miners\\_strike/](http://www.bbc.co.uk/southyorkshire/history/miners_strike/)
- [www.num.org.uk](http://www.num.org.uk)
- [www.Falklandswar.org.uk](http://www.Falklandswar.org.uk)
- [www.bbc.co.uk/history/recent/troubles/index/shtml](http://www.bbc.co.uk/history/recent/troubles/index/shtml)
- [www.naval-history.net/NAVAL1982FALKLANDS.htm](http://www.naval-history.net/NAVAL1982FALKLANDS.htm)

## 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><b>Overview:</b></p> <ul style="list-style-type: none"> <li>• Changes in power and politics 1970–90: The main political parties, relations with Europe.</li> <li>• The roles and priorities of governments: keeping power and authority; managing finances, dealing with challenges to authority from inside the country and to sovereignty from outside.</li> </ul> <p>Enquiry: (i) The miners</p> <ul style="list-style-type: none"> <li>• Why was Edward Heath unable to defeat the miners' challenge?</li> <li>• How did the strike of 1984–85 challenge Mrs Thatcher?</li> <li>• What government action was effective in 1984–85 in weakening the strike?</li> </ul> <p>Enquiry: (ii) The Poll Tax</p> <ul style="list-style-type: none"> <li>• Why was the Poll Tax unpopular?</li> <li>• How did the protests develop and what tactics were used?</li> <li>• What elements of the protestors' actions created problems for government, local authorities and law courts?</li> </ul>		<p>Weeks 1–4</p>

## 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 Falkland Islands: relationship between UK and the Falkland Islanders; negotiations with Argentina.</p> <p>The Crisis and the British response:</p> <ul style="list-style-type: none"> <li>• The development of Crisis and the sending of a task force.</li> <li>• The campaign and the difficulties: land, sea and air.</li> <li>• The Belgrano Controversy.</li> <li>• Responses in Britain and reasons for victory.</li> </ul> <p>The aftermath of conflict.</p>		<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

## Power and political transformation in Britain 1970–90

### Part A: Carry out a historical enquiry

#### ENQUIRY 1

The Thatcher government and challenges to authority.

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

Either

- How significant was the Miners' Strike 1984–85 as a challenge to the Thatcher government?

Or

- How significant were the Poll Tax Protests in 1989–90 as a challenge to the Thatcher government?

(Total for Part A = 20 marks)

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

Study Representations 1 and 2. They are both representations of the British sinking of the Argentine warship, the cruiser *General Belgrano* on 2 May 1982, during the Falklands 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 way Britain responded to the Falklands Crisis. 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

Front page of *The Sun* newspaper, 4 May 1982.



THE Sun

**QE2 IS SET TO SAIL FOR WAR**

Liner may be turned back from a cruise



**We told you first**

NINE days ago The Sun said that the QE2 was to be called up. Everybody denied it. Yesterday, the Ministry of Defense confirmed it. If you really want to know what's going on in the war buy The Sun. We try hard. See Page 2.

Wednesday, May 4, 1982      14p      TODAY'S TV: PAGE 12

# GOTCHA



**SUNK** AN Argie patrol boat like this one was sunk by missiles from Royal Navy helicopters after first opening fire on our lads



**CRIPPLED** THE Argie cruiser General Belgrano . . . put out of action by Tigerfish torpedoes from our super nuclear sub Conqueror

## Our lads sink gunboat and hole cruiser

From TONY SNOW aboard HMS Invincible

The NAVY had the Argies on their knees last night after a devastating double punch.

WALLOP: They torpedoed the 14,000-ton Argentinean cruiser General Belgrano and left it a useless wreck.

WALLOP: Task Force helicopters sank one Argentine patrol boat and severely damaged another.

The Belgrano, which survived the Pearl Harbour attack when it belonged to the US Navy, had been asking for trouble all day.

The cruiser, second largest in the Argy fleet, has been skirting the 200-mile war zone that Britain has set up around the Falkland Islands.

MAJOR

With its 15 six-inch guns our Navy high command were certain that it would have played a major part in any battle to retain the Falklands.

But the Belgrano and its 1,000 crew needn't worry about the war for some time now.

For the nuclear submarine Conqueror, captained by Commander Richard Wraith, let fly with two torpedoes.

The ship was not sunk and it is not clear how many casualties there were.

HMS Conqueror was built at Cammell Laird's shipyard in Birkenhead for £30million. She was launched in 1969.

Continued on Page Two



**BATTLE FOR THE ISLANDS**

# Section 6: Sample task with candidate responses

## Representation 2

From *The Royal Navy and the Falklands War, The Epic True Story* by David Brown, written by David Brown, 1987.

David Brown was head of the Naval Historical Branch of the Ministry of Defence in 1987. Here he describes the attack on the Argentine warship, the cruiser, General Belgrano, on 2 May 1982.

The attack was set up with great deliberation. The submarine Conqueror closed in to attack the zig-zagging cruiser. By 18.57pm an ideal position had been reached, 1,400 yards on the *Belgrano's* port bow. Commander Wexford-Brown fired three Mark 8 torpedoes.

The *Belgrano*, thirty-five miles outside the TEZ\* was dawdling at ten knots towards Isla de los Estados, presumably until the attack operation could be resumed. In spite of being so close to an area declared to be dangerous, the cruiser was not at a high state of damage-control readiness and many of her sailors were gathered in the canteen space and on the mess-decks, enjoying an afternoon stand-easy. No look-out saw the track of the torpedoes and the two hits on the port side came as a total surprise.

Wexford-Brown had achieved far more than he had expected and he now took the Conqueror out of the area to avoid a counterattack. The class of cruiser to which the *Belgrano* belonged had, in the Second World War, survived very severe damage from bombs, large-calibre shells, Kamikazes, and Japanese torpedoes much more powerful than the old Mark 8 torpedoes. It was expected that the *Belgrano* could survive these two hits. The sea was not particularly rough and she was within 100 miles of the Isla de los Estados and only 240 miles from the naval base at Ushuaia.

There was no real chance of saving the *Belgrano*. The first torpedo had struck between the bows and the foremost 6in gun turret, and the second exploded at the rear, in line with the engine rooms. Argentine sources described a 'heat wave' or 'fireball' spreading through the ship. It indicates that doors and hatches, which were designed and installed to contain the spread of flame or heat, as well as water, were open over much of the ship. Most of the 321 men lost with the ship were killed in the canteen or on their mess-decks by the initial explosion or the fire.

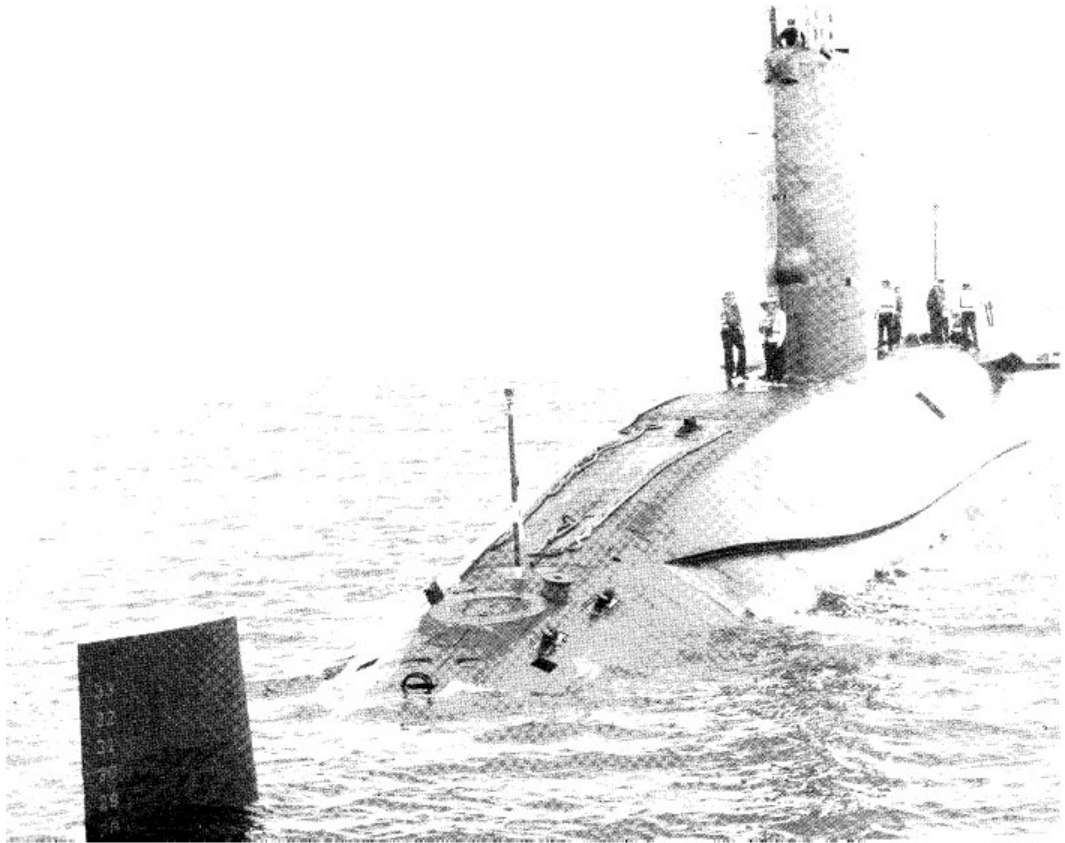
The flooding of the machinery spaces deprived the ship of all power and quickly brought her to a standstill. The auxiliary generators, which should have provided emergency power for fire-fighting and counterflooding pumps, could not be started, and all normal lighting and communications failed.

Captain Hector Bonzo and 879 of his ship's company abandoned the *Belgrano*. They took thirty minutes to do so - a long time, even in darkness lit only by emergency lanterns - before they were all aboard thirty thirty-man inflatable life rafts. Fifteen minutes later the General Belgrano rolled over on her port side and sank, a remarkably fast end for a 10,800-ton cruiser. Darkness had now fallen and the weather began to deteriorate. The life rafts were buffeted by wind and sea. The ordeal lasted for twenty-four hours after the sinking before the first raft was sighted by searching ships. Another day passed before all were picked up.

Admiral Woodward, [the fleet commander] when he received the Conqueror's report of the successful torpedo attack, knew that the threat from the south-west had been taken out.

\*TEZ = Total Exclusion Zone

## Section 6: Sample task with candidate responses



*Caption: HMS Conqueror returns from her South Atlantic patrol. For the expenditure of three torpedoes of even greater age than their victim she ensured that the Argentine surface fleet would not again challenge the Royal Navy (Ministry Of Defence). The photograph was included by the author.*

## 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 *State and Society*, written by the historian, Martin Pugh in 1994.

The Falklands War took place more by accident than design [plan] in an area so remote that most British people had never heard of it, let alone known of its whereabouts. It was fought at great cost for no substantial reason, but with a triumphant outcome.

This small group of islands, populated by 1,200 people of British origin, had for many years been regarded by British governments as being of no importance, in fact as rather a nuisance. They planned gradually to loosen the ties between Britain and the Falklands and lead the islanders into a closer relationship with Argentina, which claimed the islands as her own territory.

As a result of British defence cuts, one British ship in South Atlantic waters, HMS Endurance, was withdrawn in 1982. This error on the government's part was interpreted by Argentina as a sign that Britain was backing out. General Galtieri foolishly tried to accelerate the process by invading the Falklands in March in the belief that Britain would either give them up or be unable to intervene.

Mrs Thatcher decided to recover the Falklands for political reasons – not to do so could well have destroyed her premiership. A 28,000 strong task force was mobilized and transported to the South Atlantic. By May the islands had been recovered, though with serious losses of shipping.

In the longer term the financial consequences proved to be serious. Since the government could hardly admit that it had fought to regain a territory formerly considered to be worthless, it began spending large sums of money on the defence of the Falklands.

# Section 6: Sample task with candidate responses

## 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

**The Thatcher government and challenges to authority.**

**How significant was the Miners' Strike 1984–85 as a challenge to the Thatcher government?**

**Extract from a candidate response**

*...One way the miners tried to make their strike successful was to have mass pickets. They held one outside the gates at the coke depot at Orgreave. On the first day, 29 May 1984, pickets had clashes with the police. On 30 May, Arthur Scargill was one of more than 80 pickets arrested and charged with obstruction. The next day 3200 police in riot gear were sent to make sure lorries could get through. The miners carried on picketing. There were 5000 on 18 June. This was known as the Battle of Orgreave because as well as police in riot gear, mounted police also charged the picket lines. There were injured pickets and injured policemen. But television and news papers reported how much violence there was. The media attacked the miners and the strike and the Miners leaders decided to call off mass pickets. After that supplies of coke from Orgreave increased...*

**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 aspects of the strike. The response shows the selection of some accurate detail to illustrate the failure of one of the tactics used by the miners. However the focus on the question is implicit. To improve to Level 3, the candidate should make explicit causal links. For example, link this to how it was a challenge to the government as the miners' attempted to get the support of other workers and challenge the police.

”

### Part B(i) response

**Study Representations 1 and 2. They are both representations of the British sinking of the Argentine warship, the cruiser *General Belgrano* on 2 May 1982, during the Falklands war.**

**How far do these representations differ?**

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

*...Representation 2 has a lot more detail, but basically it agrees with Representation 1 that the Belgrano was hit by the Conqueror using two torpedoes. Representation 1 only says that it was crippled, Representation 2 says it was sunk. They both agree that the Belgrano was a threat and that the Conqueror's action was important. Representation 2 says 'she ensured that the Argentine surface fleet would not again challenge the Royal Navy' and Representation 1 says 'with its six inch guns the navy high command were certain that it would have played a major part in the battle to retain the Falklands'...*

#### **Moderator's comments**

“

This response is typical of work which would gain a Level 2. The candidate takes many of the details of the sources at face value, reporting what the sources say. But there is comparison which goes beyond details to show some comprehension of the way the importance of the event is portrayed 'they both agree that the *Belgrano* was a threat and that the Conqueror's action was important'. There is enough comprehension and comparison to allow Level 2. The answer would move to Level 3 with more awareness of the differences in portrayal as well as the similarities. Representation 1 portrays this simply as a naval victory. Representation 2 is more complex, seeking also to imply that the sinking and the loss was not expected by the British, and that it took place partly the result of unpreparedness on the part of the *Belgrano*.

”

## 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 way Britain responded to the Falklands Crisis. Explain your choice.**

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

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

*...Representation 3 doesn't tell us anything about the fighting, so I don't think it's very helpful. Representation 1 doesn't give us much detail. Representation 2 is the most useful because it gives us details of where the ships were and exactly what happened. It is very accurate detail because the writer was head of the naval historical branch of the Ministry of Defence. He talks about the parts of the Belgrano that were hit, and explains why the fire spread so quickly and did so much damage. This source is the best because it helps us understand why the British were successful in the Falklands war. The British task force was thousands of miles from home and had very little protection from air attacks from the Argentinians...*

### **Moderator's comments**

“

This extract suggests a response in Level 2. A key feature of Representation 2 is selected – its accurate naval detail – and supported from the authorship and content of Representation 2. Other useful content of the source is identified. Although detailed material about the conflict is not provided in this response, there is some reference to context. However there is little linkage between the reference to context and the judgment made.

To move to Level 3, the response should make more developed use of at least two criteria and apply well selected information about the British response to the Falklands Crisis.

”

### 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 *State and Society*, written by the historian, Martin Pugh in 1994.

The Falklands War took place more by accident than design [plan] in an area so remote that most British people had never heard of it, let alone known of its whereabouts. It was fought at great cost for no substantial reason, but with a triumphant outcome.

This small group of islands, populated by 1,200 people of British origin, had for many years been regarded by British governments as being of no importance, in fact as rather a nuisance. They planned gradually to loosen the ties between Britain and the Falklands and lead the islanders into a closer relationship with Argentina, which claimed the islands as her own territory.

As a result of British defence cuts, one British ship in South Atlantic waters, HMS Endurance, was withdrawn in 1982. This error on the government's part was interpreted by Argentina as a sign that Britain was backing out. General Galtieri foolishly tried to accelerate the process by invading the Falklands in March in the belief that Britain would either give them up or be unable to intervene.

Mrs Thatcher decided to recover the Falklands for political reasons – not to do so could well have destroyed her premiership. A 28,000 strong task force was mobilized and transported to the South Atlantic. By May the islands had been recovered, though with serious losses of shipping.

In the longer term the financial consequences proved to be serious. Since the government could hardly admit that it had fought to regain a territory formerly considered to be worthless, it began spending large sums of money on the defence of the Falkland.



## Section 6: Sample task with candidate responses

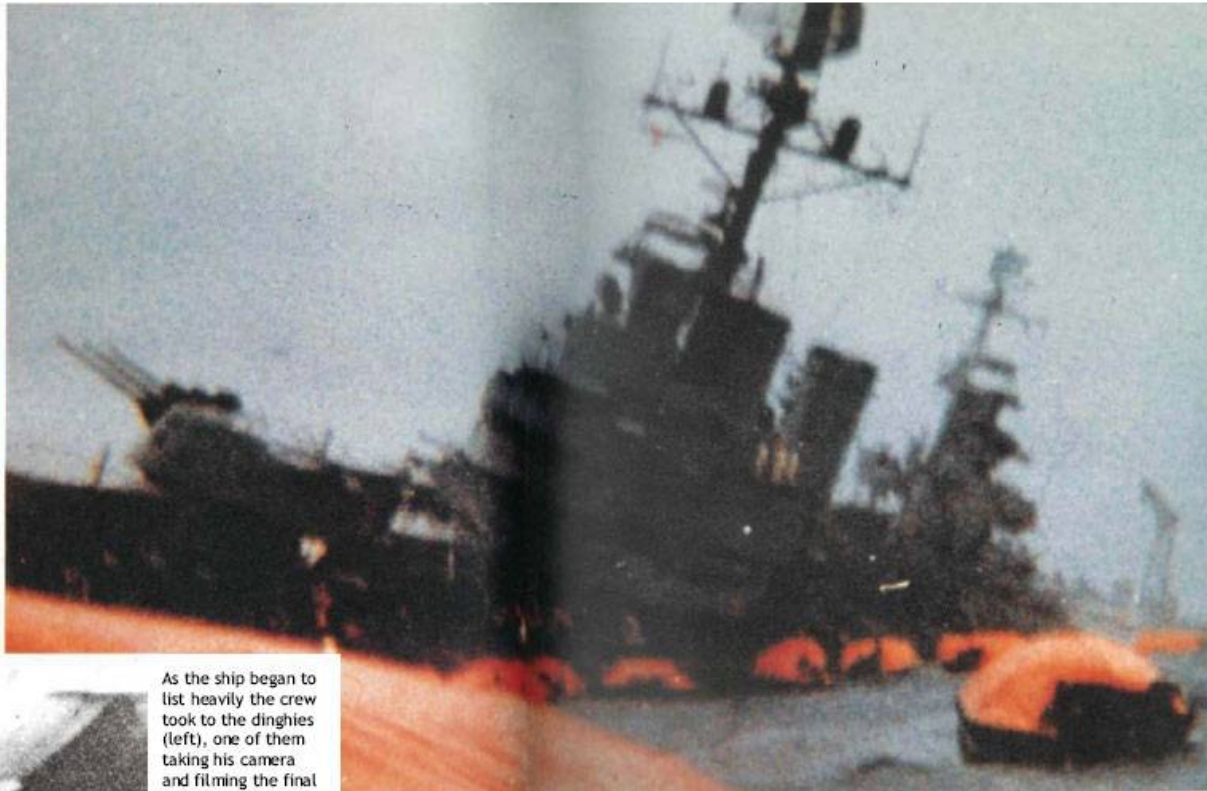
### Representation 3-B

From *War in the Falklands, the Campaign in Pictures*, published by the Sunday Express Magazine team, Weidenfeld and Nicholson 1982.

The Torpedoing of the cruiser Belgrano brought a grim realisation that this war could be bloody. A British nuclear sub, Conqueror, had tailed the 10,650 ton cruiser and two escort destroyers for a day as they zig-zagged round the southern Edge of the 'Total Exclusion Zone', heading east. By next dawn the ships could be up by Britain's two

**MAY 2:  
THE  
SINKING  
OF  
BELGRANO**

aircraft carriers, which were south-east of the Falklands. Told of this, the War Cabinet ordered Conqueror to fire. Two torpedoes hit the port side of the ship shortly before dusk on May 2. 368 of the Belgrano's 1,100 crew were killed.



As the ship began to list heavily the crew took to the dinghies (left), one of them taking his camera and filming the final moments of the cruiser (above). But then a high sea blew up, and it was more than 24 hours before the survivors could be picked up. Many of the wounded died of exposure in the dinghies.



Belgrano's captain, Comandante Hector Borzo (far left), claimed later the Belgrano had been heading back to port when it was hit. But the fact was that the two nations were at war.

## Section 6: Sample task with candidate responses

### Representation 3-C

From *The Falklands War*, written by the historian D. George Boyce in 2005. Here he considers how Britain responded to the Falklands War.

Many people have wondered if Britain did the wrong deed [action] for the right reason. One of the most controversial of these deeds was the sinking of the *Belgrano* - an act that might be seen as 'war waged unjustly'. In 1984, the BBC reporter Christopher Wain wrote an article entitled 'The *Belgrano* Incident will not go away'. He concluded that 'there is some reason for sympathising with the Argentine's belief that its ships were safe from attack until they crossed into the danger zone'. Clive Ponting, a senior official in the Ministry of Defence revealed documents in 1985 that, he claimed, showed that the Government was on doubtful legal grounds in ordering the sinking of the *Belgrano*.

The need to weigh up the justice of the Falklands War also involves the question of proportionality\*. The War cost 255 British lives and 625 Argentine lives. They died to save 1,800 islanders. In a letter to the *Times* on 8 May 1982 the Archbishop of Canterbury noted 'It is possible for a war to cause so much suffering that this would outweigh any good'.

The cost of the war for the British was estimated at £700 million, plus the post-war costs of replacing materials such as ammunition and fuel, estimated at £970 million. The cost of post-war protection of the Falkland Islands was estimated at about £250 million for 1982-83 and several hundred million pounds for sometime afterwards. The British public's acceptance of the cost revealed the public's response to the Falklands Crisis. It was not about costs or proportionality or even whether or not this was a just war. The British public saw it as a war of ideologies [principles]. The Falklands War was for the British a very personal war linked to duty, democracy, national honour and the defeat of aggression.

\* proportionality = whether an action is in proportion (or over the top) in response to a problem

# 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

### CA12: Power and political transformation in Britain 1970–90

1970–74	The Conservative Government of Edward Heath
1971	Industrial Relations Act passed to reduce the powers of Trades Union
1971	Trades Union resistance made it impossible to enforce the Act
1972	A Miners' Strike announced by leadership of NUM - Arthur Scargill rose to prominence
1973	Britain became a member of the EEC
1973	Government forced to introduce three-day week in December because of shortage of fuel
1974	February election resulted in Labour Victory
1974–79	Labour Governments of Harold Wilson (74–76) and James Callaghan (76–79)
1975	Referendum on Europe – a 'yes' majority
1978–79	'Winter of Discontent' - problems of industrial relations and strikes
1979–90	The Conservative Government of Margaret Thatcher
1982	The Falklands War
1984–85	The Miners' Strike
1986	Resignation of Michael Heseltine over Westland helicopters
1989–90	The Poll Tax Crisis
1989	Resignation of Chancellor of Exchequer, Nigel Lawson
1990	Sir Geoffrey Howe's resignation speech
1990	Fall of Margaret Thatcher

### 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*

- 'Gotcha' Argentinean gunboat sunk.
- Belgrano second largest in Argentina's fleet 14,000 tons.
- Belgrano skirting the 200 miles war zone.
- British submarine Conqueror fired torpedoes.
- Cruiser Belgrano severely damaged.

##### *Evaluation of representation as evidence of British response to the Falklands Crisis*

- 'Our lads' implies the newspaper is enthusiastically supporting war effort.
- Details of Belgrano's size and guns suggest the Belgrano was a threat.
- Use of own knowledge to evaluate accuracy.
- Use of own knowledge to test purpose – the Sun a tabloid newspaper with sensationalised message.

##### *Critical evaluation of representation as evidence of British response to the Falklands Crisis*

- Portrayal of contest as boxing match.
- Cruiser 'asking for trouble' and 'skirting the 200-mile war zone' are phrases chosen to emphasise both the threat from the Belgrano and the justice of the attack on it.
- One incident in the war only.
- Use of own knowledge to evaluate accuracy.
- Use of own knowledge to test purpose – the Sun a tabloid newspaper with sensationalised message.
- Sun's reaction may not be typical – use of own knowledge to expand on this.

# Section 7: Candidate handouts

## Representation 2

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

- The submarine commander chose when to attack.
- The Belgrano was not in a state of damage-control readiness.
- The torpedo hits came as a surprise.
- The fire spread through the ship.
- 321 men died on the ship.
- The ship lost power.
- Captain Bonzo and 879 crew abandoned ship.
- The Belgrano sank quickly.
- The Belgrano crew were picked up from life rafts after 24 hours.
- The torpedo attack took out the threat to the British fleet.

### ***Evaluation of representation as evidence of British response to the Falklands Crisis***

- 'Attack set up with great deliberation' suggests careful planning.
- The author suggests [e.g....] that the sinking of the Belgrano was important in removing a threat.
- The author is a naval expert. The details given [e.g....] and the language of the source [e.g....] show it is written by a naval expert. This adds to its accuracy.
- Use of own knowledge to evaluate accuracy.
- Use of own knowledge to test objectivity – e.g. no mention of TEZ as an issue.

### ***Critical evaluation of representation of evidence of British response to the Falklands Crisis***

- Portrayal of incident contains much factual and technical detail, designed to show why the Belgrano sank.
- But emphasis on the lack of 'damage-control readiness' implies that the extent of the damage was due to decisions made by the Belgrano's command.
- Examination of treatment of material to test objectivity – e.g. Belgrano's position outside the TEZ acknowledged, but criticism is implied of their lack of 'damage control readiness in spite of being so close to an area declared to be dangerous'.
- Examination of selection of material to test objectivity - notes lack of discussion of the evidence that Belgrano crew evidently felt safe from attack outside the TEZ 'enjoying an afternoon stand-easy'.
- Use of own knowledge to evaluate objectivity of the portrayal of Britain's response.
- Use of own knowledge to evaluate the accuracy and comprehensiveness of portrayal of Britain's response – e.g. ... one incident in the war only, but an important one which suggests Britain handled the war at sea well – use of own knowledge to explore this; e.g. ... does not reflect some public questioning in Britain about the decision to attack outside the TEZ.

### 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?*

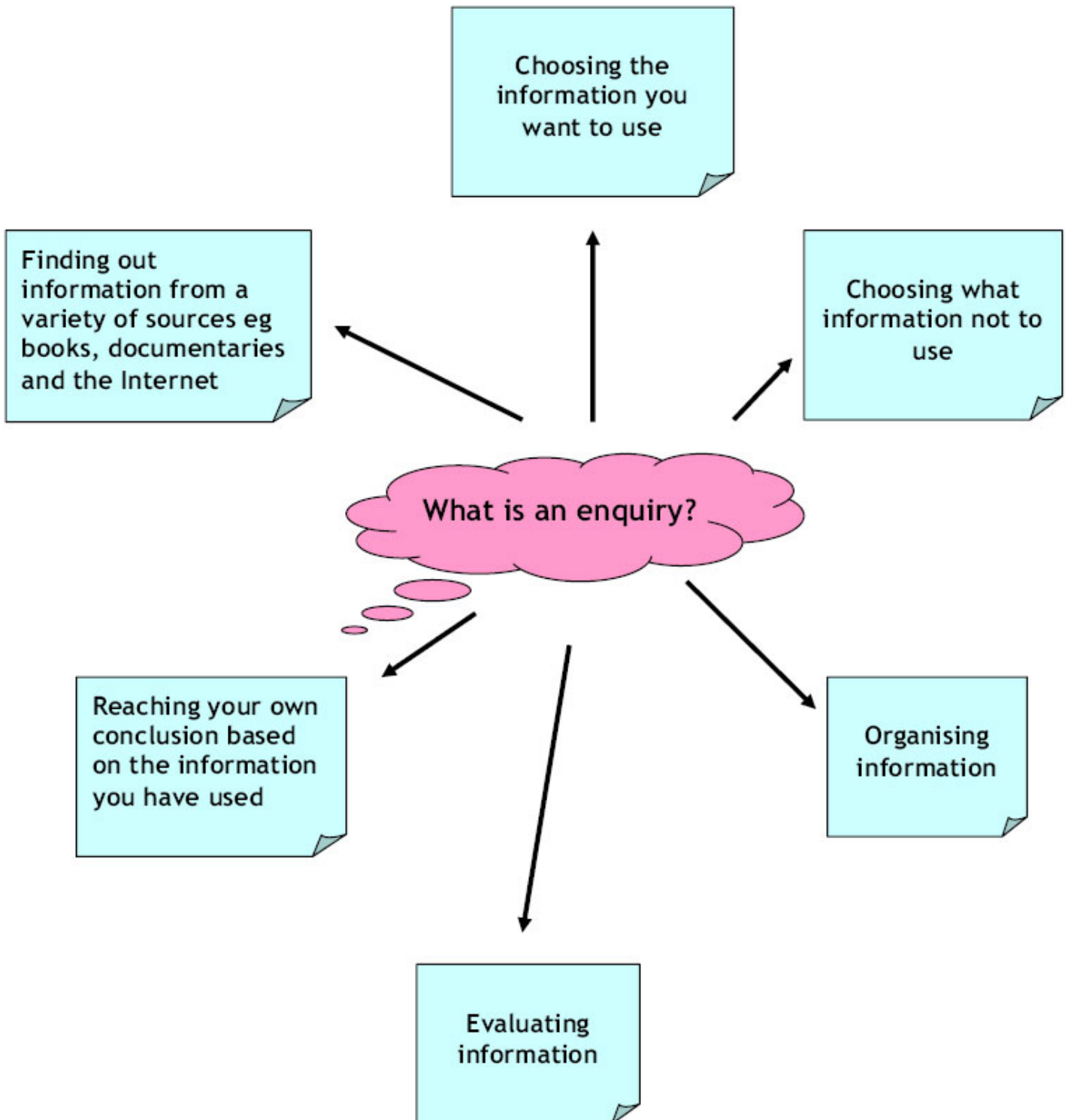
Use this sheet to record your thoughts on your representation questions. [This sheet may not be taken into the write-up session.]

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

## What are notes?



### 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 9 of 10**

Part B(ii): Analyse and evaluate representations of History	(Total=20 marks)
Notes page 2:	
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**GCSE History controlled assessment  
Student proforma – Page 10 of 10**

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