

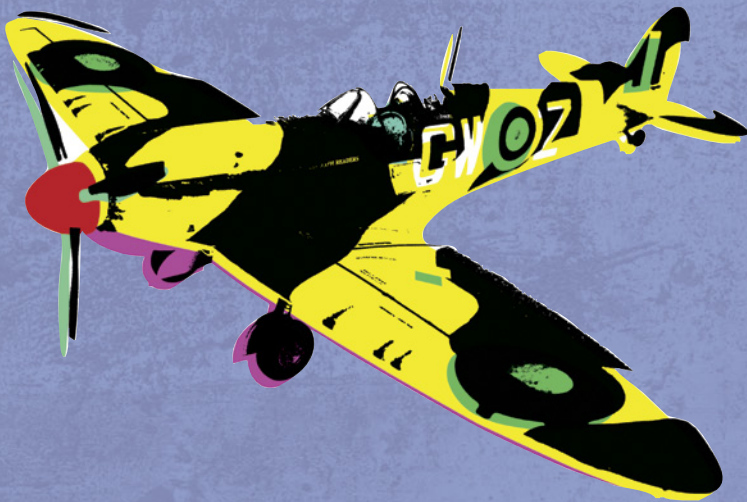
**Edexcel GCSE**

**History**

**Controlled Assessment**

**CA3: USA 1919–41**

**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 CA3: USA



# 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.



Mark Battye  
Subject Advisor

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Angela Leonard  
Chair of Examiners  
GCSE History



**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 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.

### **CA3: USA 1919–41**

At present there are no published GCSE resources written specifically for this controlled assessment topic. However, teachers can use any GCSE Modern World student book on this period to teach the enquiry section – for example:

*GCSE Modern World History Unit 2C The USA 1919–41 Student Book*, by Jane Shuter, ISBN 9781846905537 (Pearson)

*GCSE Modern World History for Edexcel: The USA 1919–41*, by Waugh and Wright, ISBN 9780340984413 (Hodder).

There are many other published resources on this period available from major publishers for both GCSE and GCE which teachers can use to help plan their teaching and students may find them a good source of additional reading.

Edexcel have produced a detailed scheme of work for the Modern World Unit 2C examined topic on The USA 1919–41 – this scheme of work contains several links to useful websites and references to other useful resources and can be found on the link below under Editable Schemes of Work:

[www.edexcel.com/quals/gcse/gcse09/1history1a/Pages/default.aspx](http://www.edexcel.com/quals/gcse/gcse09/1history1a/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><b>Overview</b></p> <p>Background:</p> <ul style="list-style-type: none"> <li>● The political and economic structure of the USA in 1919; the effects of the First World War; relations with Europe.</li> <li>● Issues affecting society during the 1920s:                             <ul style="list-style-type: none"> <li>● distribution of wealth</li> <li>● fear of communism and the trial of Sacco and Vanzetti</li> <li>● the changing role of, and attitudes towards women</li> <li>● prohibition and gangsters</li> <li>● the Jazz Age and developments in entertainment</li> <li>● racism and the Ku Klux Klan.</li> </ul> </li> </ul> <p>Enquiry:</p> <ul style="list-style-type: none"> <li>● The reasons why the US economy experienced a 'boom' in the 1920s:                             <ul style="list-style-type: none"> <li>● increase in demand, protectionism</li> <li>● rising standard of living and advertising</li> <li>● increased share dealing.</li> </ul> </li> </ul> <p style="text-align: right;">Continued...</p>		<p>Weeks 1–4</p>

## Section 5: Exemplar scheme of work

Generic scheme of work	Subject content	Controlled assessment	15-week programme
	<ul style="list-style-type: none"> <li>● The development of technology and industry:               <ul style="list-style-type: none"> <li>● use of technology to replace labour</li> <li>● Ford and mass production techniques</li> <li>● the organisation of business and the limited role of trade unions</li> <li>● Labour saving devices for the home</li> <li>● the role of advertising and hire</li> <li>● purchase in increasing demand for goods.</li> </ul> </li> </ul>		
<p><b>Part A Enquiry</b> 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> The historical context of the representations issue. Coverage of key features of period or issue sufficient to enable candidates to evaluate the accuracy and comprehensiveness of the representations.</p>	<p>Dealing with the economic problems of the 1930s. Background: the causes of Wall St Crash and the Depression.</p> <ul style="list-style-type: none"> <li>● Over-production of goods, the impact of cartels, and the effect of protectionism on international trade.</li> <li>● Inequality in wealth.</li> <li>● Over valuation of shares and buying shares 'on the margin'.</li> <li>● The failure of the policies of Hoover and 'rugged individualism'.</li> </ul>		<p>Weeks 8–11</p>

## Section 5: Exemplar scheme of work

Generic scheme of work	Subject content	Controlled assessment	15-week programme
<b>Part B Skills and concepts</b> Understanding and analysing representations. Practise comparing and evaluating representations of the selected issue.	<b>Generic</b>	Write-up Part B(i): ½ hour Part B(ii): 1 hour	Weeks 12–15

### Historical timeline

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

# Sample task

## USA 1919–41

### Part A: Carry out a historical enquiry

#### ENQUIRY 1

The reasons why the US economy experienced a 'boom' in the 1920s.

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

Either

- How significant was the development of technology and industry in the economic boom in the USA in the 1920s?

Or

- How significant were the policies of Republican Presidents in the economic boom in the USA in the 1920s?

(Total for Part A = 20 marks)

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

Study Representations 1 and 2. They are both representations of how the USA dealt with its economic problems in the 1930s.

To what extent do these representations differ about the way in which the USA dealt with its economic problems in the 1930s?

(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 how the USA dealt with the economic problems in the 1930s. 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

A mural painted by Conrad A. Albrizio, dedicated to President Roosevelt, who is shown standing in the centre. It was financed through the Works Progress Administration and placed in the auditorium of the Leonardo da Vinci art school in New York when the art school was re-opened in 1934 after being expanded and reorganised.



# Section 6: Sample task with candidate responses

## Representation 2

### Opposition to the New Deal 1936

A programme like Roosevelt's New Deal was unheard of in American history. It was bound to attract opposition. His Republican opponents particularly objected to the immense cost of the New Deal which had to be paid for by the American taxpayer. This was a concern even for some more cautious members of Roosevelt's own Democratic Party.

The governments of individual states also expressed anxiety about the way in which the Federal Government was interfering in their own affairs, and in the life and work of Americans. This was very much against the recent trends of government in America.

Many rich Americans were not happy about paying for the New Deal through increased taxes. Business leaders also disliked Roosevelt's support for trade unions and resented the contributions they now had to make towards the social security of their workers.

Nor had traditional Republicans changed their tune about the way that the very business values of America were being undermined by the poor.

The most serious opponents of the New Deal, however, were the judges of the Supreme Court. You have already seen how in 1935 the court declared that the NIRA was illegal. Roosevelt knew that the court was going to do the same for the New Deal measures. He could not afford to let this happen. Roosevelt made the New Deal the central issue in his campaign for reelection in 1936. He was returned with a huge majority over the Republicans. This time they only won in two states. He made fun of opponents of the New Deal by joking that 'Everyone is against the New Deal except the voters'.

Perhaps it was this landslide victory that led him into his first big mistake. In 1936 he asked Congress to give him the power to appoint new Supreme Court judges so that he would be able to get his measures through. Roosevelt was surprised by the alarmed reaction of Americans. Even some of his supporters opposed the action. Americans had always been afraid of anything which would tamper with the democratic balances of the Constitution. They believed that reforming the Supreme Court would give the President too much power. Roosevelt had to back down, although it should be said that the Supreme Court became more flexible after this crisis.

The events of 1936 took their toll on Roosevelt and he became more cautious after 1936. Early in 1937 prosperity seemed to be returning and Roosevelt did what all conservatives had wanted.

He cut the New Deal budget. He laid off many workers employed by the New Deal's own organisations and the cut in spending triggered other cuts throughout the economy. Unemployment spiralled up once more.

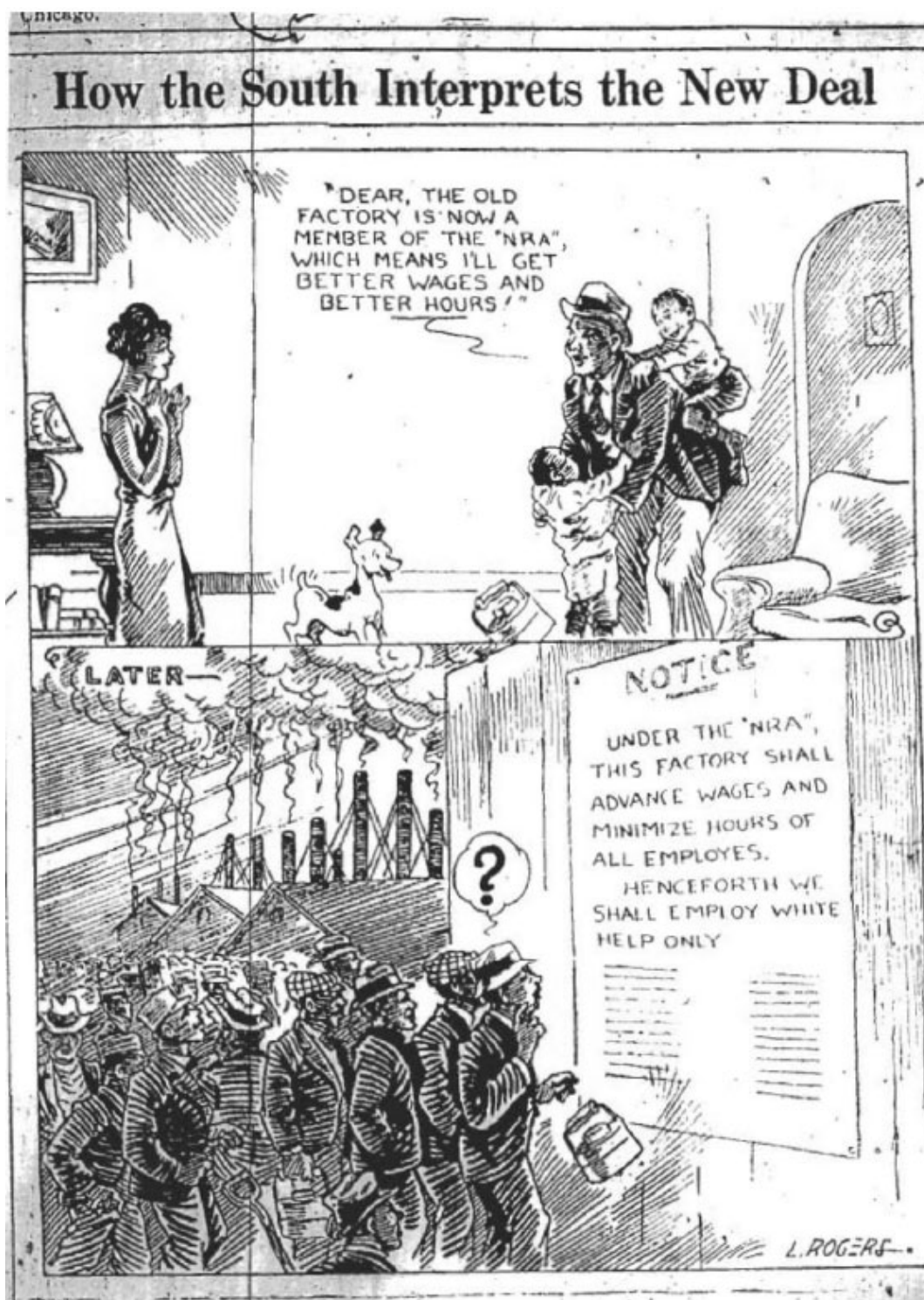
The 1937 recession damaged Roosevelt badly. The middle-class voters who thought he had the magic touch lost some confidence in him. As a result in 1938 the Republicans once again did well in the Congressional elections. Now it was much harder for Roosevelt to push his reforms through Congress. Roosevelt was still enormously popular with ordinary Americans. He was elected again with a big majority in 1940. The problem was that the USA was not as united behind his New Deal as it had been in 1933. Indeed, by 1940 both Roosevelt's and America's attention was more focussed on the outbreak of war in Europe, and Japan's exploits in the Far East.

## 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

This cartoon by L. Rogers was printed in *The Chicago Defender* in January 1934. *The Chicago Defender* was the leading black newspaper in the USA.



## 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 reasons why the US economy experienced a 'boom' in the 1920s.**

**How significant was the development of technology and industry in the economic boom in the USA in the 1920s?**

### Extract from a candidate response

*...Developments in technology made it possible for Henry Ford to develop an assembly line in his factory. In the Eyewitness to History website, one of Ford's workers, Charles Sorensen, describes how the factory needed to be organised and timings had to be worked out for each job to make this system work. When Ford started up in business he aimed to produce a car cheap enough for ordinary people to afford and by just building one basic design he was able to produce the Model T for \$550. In 1914 he opened a factory in Michigan to build his cars which made good use of technology. Whereas cars were usually made in small workshops where mechanics built the cars, Ford's factory used a conveyor belt approach. Each worker just did one job so they didn't need to be highly trained mechanics and they stayed in the same place, so they didn't waste time walking around to get the tools and parts they needed. The conveyor belt carried sections of the car from one worker to the next, each of them doing one thing to help build the car. This speeded up production a great deal. In 1913 workers took about 14 hours to build a Model T Ford. Using the conveyor belt system, a car could be built in 93 minutes and production increased so much that by 1925, Ford was producing a new car every 10 seconds.*

*Other car manufacturers copied Ford's ideas and huge numbers of jobs were created in places such as Detroit and Peter Mantin's book on The USA 1914–41 explains how this boom in car manufacture also created increased demand from other industries. The motor industry needed rubber for tyres, steel for parts, plate glass for windows, oil to make fuel, and machine tools to be used by the workers. Meanwhile this idea of an assembly line was also used in the electrical industry, to manufacture household appliances, food processing etc...*

### 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 boom in the economy of the US. The response shows the selection of some accurate detail about the car industry and has made use of relevant material from sources. However, the candidate's treatment of material is mainly descriptive, and the emphasis is on the car industry and the boom rather than explaining the reasons why the boom happened; there should also be a more explicit consideration of the role of technology as a factor contributing to this boom.

To improve to Level 3 the candidate could develop the explanation of how expansion in the car industry stimulated other industries, but could also explain how important technology was in reducing the need for skilled workers and creating the assembly line and the mass production of standardized goods. The candidate could also bring in additional material to show that developments in technology and industry were not sufficient in themselves to create a boom and examine the relationship between advertising and mass production, showing the importance of creating a high level of demand for goods while the use of technology and mass production lowers the cost of those goods and makes them available to the mass market.

”

## Part B(i) response

**Study Representations 1 and 2. They are both representations of how the USA dealt with its economic problems in the 1930s.**

**How far do these representations differ?**

### Extract from a candidate response

*...Representation 1 shows the various ways that the New Deal helped people. Both men and women are shown working and happy. The work they are doing includes building work, the iron and steel industry and textile factories so this suggests that all aspects of the economy are working well. The old man in the centre is unable to work but Roosevelt is shown behind him, comforting him and this shows that he tried to help all sections of society.*

*Representation 2 is completely different. It admits the workers were happier and mentions that they had better social security but it has a negative view of the New Deal and talks about the 'immense cost' and says people were not happy with having to pay increased taxes. It doesn't contradict Representation 1 or say that the New Deal was not providing work but it suggests that the economic problems were more than just unemployment. It also says that later in the 1930s President Roosevelt cut down the amount of money that was being spent and employment began to rise, so this suggests that the economic problems hadn't been dealt with very successfully...*

### Moderator's comments



This extract exemplifies 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, and noting that both representations identify employment and social security as key issues but showing that they have different attitudes towards the New Deal. However, the difference is not clearly explained and there is little appreciation that the two representations approach the New Deal from different perspectives.

The answer would move to Level 3 with more awareness of the differences in portrayal. The student has already noted that Representation 1 suggests the New Deal was successful in dealing with economic problems whereas Representation 2 is more negative but it describes the details of the two representations instead of analysing the overall impression. A Level 3 answer might discuss the positive emphasis on employment among the working class in Representation 1, compared to the focus on the smaller but more influential group of businessmen and their concern about the impact of this high level of funding and the increased role of the government in Representation 2. It should also be noted that Representation 1 is only considering the practicalities of what was done whereas Representation 2 is focused on the reactions of certain groups within society and considers the New Deal's long term success in dealing with employment and wider economic problems.

The answer should also include some discussion of the similarities between the sources. Although they concentrate on different aspects of the New Deal, they do both portray Roosevelt himself as the central figure and driving force responsible for the policies being enacted. There could also be more discussion of the point made that both representations suggest that workers benefited from the New Deal.



## 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 how the US dealt with the economic problems in the 1930s. Explain your choice.**

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

### Extract from a candidate response

*...Representation 1 is mainly about employment and social security and it suggests Roosevelt played a key role in improving the situation but it doesn't provide specific details about what was actually done and how effective these measures were. It shows a range of jobs being done by both men and women but it doesn't show all the different agencies that were set up to provide work such as the WPA and the CCC or the schemes such as TVA and NRA. It is a good image of how unemployment was dealt with in very general terms but not about how successful it all was. It also doesn't refer to the problems of farmers or banks.*

*Representation 3 is much better because it shows that the New Deal had both good and bad sides to it. In the top half of the cartoon the man is happy because his working conditions will improve once the factory joins the NRA. However, in the bottom half of the cartoon it shows that lots of black workers would become unemployed.*

*However, Representation 2 has fullest coverage. It includes negative points about the New Deal and shows that it was not a total success but it also shows the political difficulty Roosevelt had in getting his measures accepted. Representation 3 is the best one because it shows that American society was not united and not everyone agreed that the New Deal was a good thing, for example the Liberty League was set up in 1934 by a group of politicians and businessmen who opposed Roosevelt and sharecroppers who worked on farms in the southern states were also very critical that the aid provided by the AAA was going to rich landlords rather than the farm workers who most needed help...*

### Moderator's comments



This extract suggests a response in Level 2. All three representations have been considered but the main criterion being used is the amount of detail each one contains. While it is very important to consider how comprehensive a representation is, the discussion must go beyond a list of details that have been missed out. Following this approach, the answer would reach Level 3 if the discussion of the three representations used additional knowledge to consider both the accuracy and comprehensiveness of the overall portrayal rather than focusing on individual details. This could be done through a consideration of how the overall impression has been created by the selection and omission of details, for example, none of the representations give specific details of the various 'alphabet soup' agencies and additional knowledge is used to identify this omission. A Level 3 analysis would recognize that the impression given in Representation 1 is that the problem of unemployment was successfully dealt with, whereas Representation 3 shows that this was not completely true and Representation 2, taking a longer term view, suggests that any success in this area was temporary. Nevertheless, it could also be noted that Representation 2 suggests that the rise in unemployment in 1937 was because Roosevelt was pressured into reining back the New Deal rather than

## Section 6: Sample task with candidate responses

because his policies failed.

To reach level 4, at least three different criteria must be used to assess all three representations. In addition to the accuracy and comprehensiveness of the representations, if the objectivity or purpose of the author/artist was considered it would be recognized that both Representations 1 and 3 were intended to influence their viewers and therefore they are likely to emphasise particular aspects of the New Deal. Representation 1 in particular, funded by the WPA, showing Roosevelt in a central position and dedicated to him, is hardly likely to be objective – and yet it may well be an excellent representation of the reaction of people who benefited from the New Deal - as Representation 2 admits, Roosevelt remained extremely popular with ordinary people and this could be seen as a measure of the success of his policies. Representation 3 also has focused its message towards its target audience and that explains why it carries a negative message. Meanwhile, the focus in Representation 2 on opposition to the Roosevelt has created an unbalanced impression of the New Deal – improved levels of employment, social security for workers and continued popular support are all mentioned only briefly.

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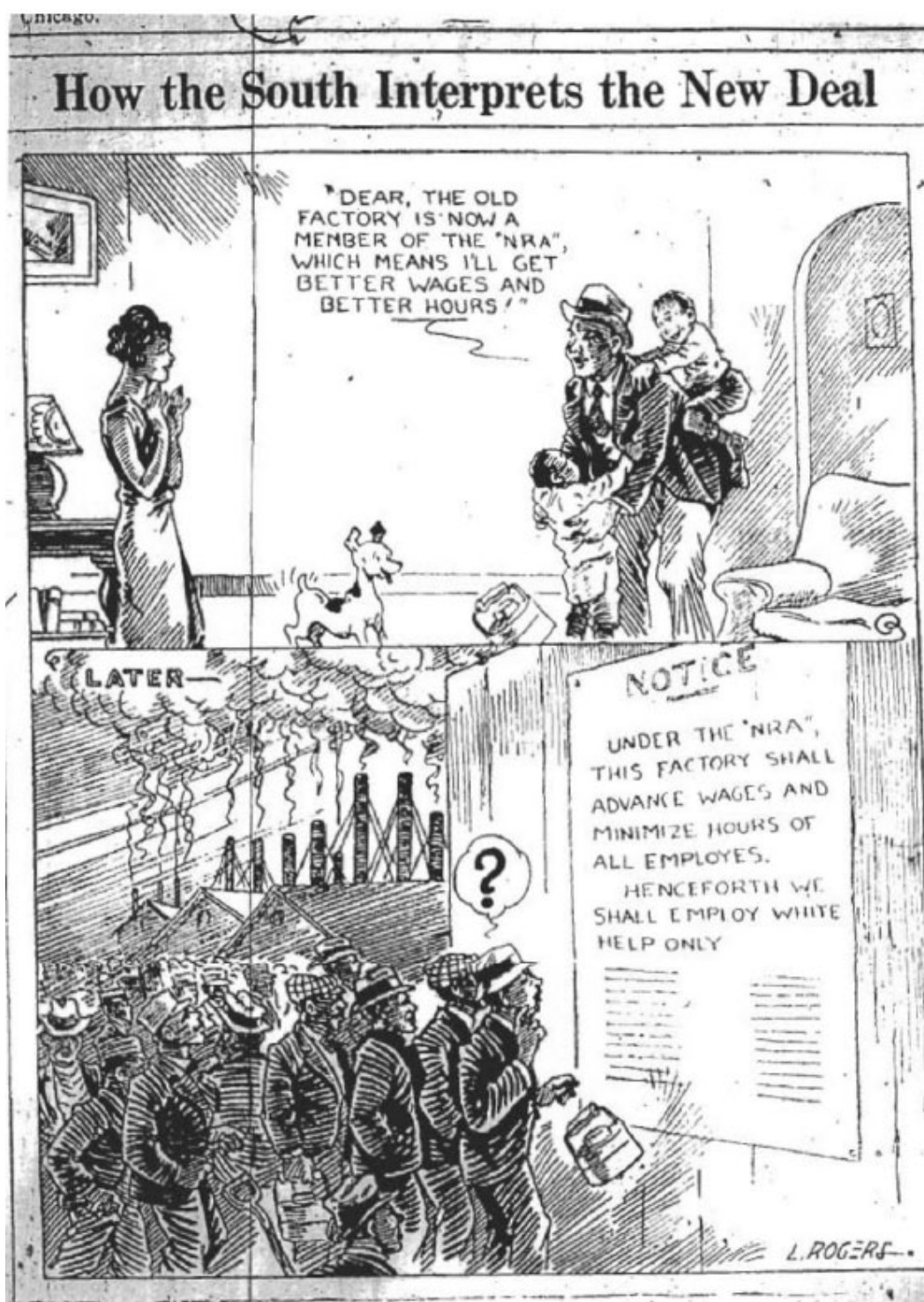
### Additional Part B(ii) representation sources

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

This cartoon by L. Rogers was printed in *The Chicago Defender* in January 1934. *The Chicago Defender* was the leading black newspaper in the USA.



## Section 6: Sample task with candidate responses

### Representation 3-B

A description of Roosevelt's New Deal taken from an official website of the US government (accessed in September 2009).

The presidential campaign of 1932 was chiefly a debate over the causes and possible remedies of the Great Depression. The Republican Herbert Hoover expected a natural process of recovery, while the Democrat Franklin D. Roosevelt was prepared to use the government's authority for bold experimental remedies. Roosevelt was elected president after a campaign based on the offer of a 'New Deal' for the American people.

In a certain sense, it is fair to say that the New Deal simply introduced types of social and economic reform that were already familiar to many Europeans. What was truly new about the New Deal, however, was the speed of change. Within three months, Roosevelt enacted a number of laws to help the economy recover. New jobs were created by undertaking the construction of roads, bridges, airports, parks and public buildings. The Agricultural Adjustment Act (AAA) passed by Congress in 1933 to provide economic relief to farmers, helped increase farm income. But throughout the 1930s, and in particular from 1935 to 1938, a severe drought hit the Great Plains states and violent wind and dust storms ravaged the plains in what became known as the 'Dust Bowl'.

The New Deal led to a remarkable series of new laws and initiatives and also achieved significant increases in production and prices - but it did not bring an end to the Depression. President Roosevelt then backed a new set of economic and social measures (Second New Deal), including measures to fight poverty, to offer the unemployed work and to provide a social safety net. The Works Progress Administration (WPA) was an attempt to provide work rather than welfare. Buildings, roads, airports and schools were constructed. Actors, painters, musicians and writers were employed through the Federal Theater Project, the Federal Art Project and the Federal Writers Project. But the New Deal's cornerstone was the Social Security Act of 1935. It created a system of insurance for the aged, unemployed and disabled based on employer and employee contributions. In 1936, Roosevelt won an even more decisive victory than in 1932.

# Section 6: Sample task with candidate responses

## Representation 3-C

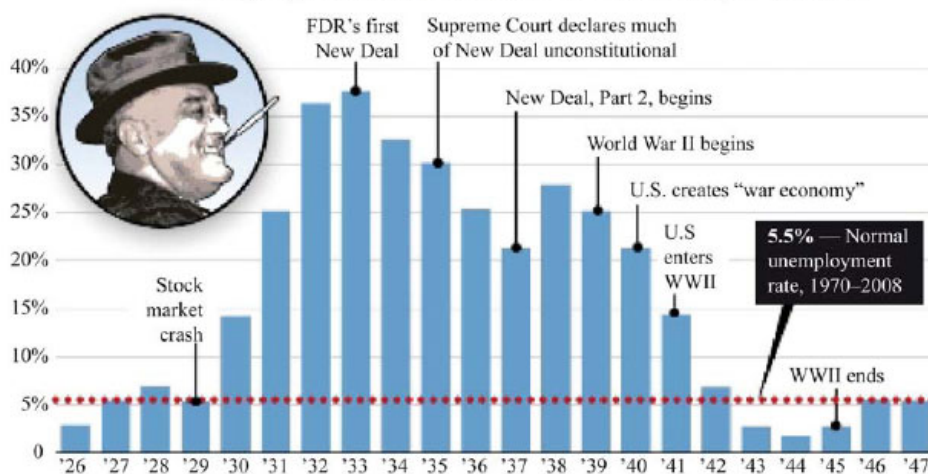
A comment about the New Deal, taken from a website commenting on American politics (website accessed during September 2009).

### THE ECONOMY

#### More federal spending: New deal or raw deal?

History has a lesson for those who want to pump up government spending to “stimulate” the economy and create jobs: During the Great Depression, President Franklin D. Roosevelt’s New Deal programs never drove unemployment lower than 20 percent. The jobless rate actually climbed during the second phase. The Onset of World War II, not government spending, prompted America’s economic recovery.

Unemployment Rate for Non-Farm Workers, 1926-1947



For updates on federal spending plans, visit [heritage.org](http://heritage.org) and click on **Rapid Response**.

Sources: Department of Commerce, Census Bureau, Global Insight

The Heritage Foundation

# 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

### CA3: USA 1919–41

- 1919 Woodrow Wilson (President) (had been since 1913).
- 1919 Prohibition introduced.
- 1919 The Sacco and Vanzetti Case.
- 1921 Warren G Harding (President).
- 1922 Fordney-McCumber tariff.
- 1923 Calvin Coolidge (President).
- 1924 KKK had about 5 million members.
- 1927 Sacco and Vanzetti executed.
- 1929 Herbert C Hoover (President).
- 1929 Wall Street Crash.
- 1933 F D Roosevelt (President).
- 1933 F D Roosevelt started his 'fireside chats'.
- 1933 Fewer than 15,000 banks (had been over 25,000 in 1929).
- 1933 Unemployment about 14,000,000 people.
- 1933 'New Deal' introduced.
- 1933 Civil Conservation Act.
- 1933 Tennessee Valley Authority.
- 1933 Farmers' Relief Act.
- 1933 National Industrial Recovery Act.
- 1934 Huey Long began his attack on the New Deal.
- 1934 Securities Exchange Commission.
- 1935 The Works Progress Administration.
- 1935 The Social Security Act.
- 1935 The Wagner Act.
- 1935 The Supreme Court opposed some aspects of the New Deal.
- 1935 The worst year for 'dust storms'.
- 1936 Second 'New Deal' introduced.
- 1938 New Deal appeared to ending.
- 1941 USA attacked by Japan.

### 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***

- Employment was provided for men and women in industry.
- Large scale projects and also scientific research was begun.
- Reassurance was offered to those who were too old or ill to work.
- Roosevelt was the key figure in all the policies.

##### ***Evaluation of representation as evidence of how the USA dealt with the economic problems in the 1930s***

- Employment was seen as the key issue.
- Large scale projects needing building works and machinery were begun.
- The mural was funded through the WPA showing the attempt to provide for all groups of people.
- Roosevelt stressed that dealing with fear and lack of confidence was important and here he is shown reassuring an old man.
- Use of own knowledge to evaluate accuracy, e.g. the use of statistics to consider the effects of the New Deal on unemployment levels; a comparison of the investment and New Deal measures for industry and agriculture.
- Use of own knowledge to consider how completely this portrays the ways in which the US dealt with the economic problems of the 1930s, e.g. showing that this representation does not show the measures taken to help farmers.

##### ***Critical evaluation of representation as evidence of how the USA dealt with the economic problems in the 1930s***

- The positioning of Roosevelt in the centre of the mural emphasises his role in the New Deal.
- The fact that Roosevelt is dressed as a worker creates a sense of him identifying with the ordinary people.
- The mural creates a false impression by suggesting work was available for all and that working conditions were good.
- Evaluates objectivity, showing that the funding and dedication of the mural suggests a positive view of the New Deal is inevitable.
- Use of own knowledge to evaluate accuracy of portrayal, e.g. unemployment remained a problem throughout the 1930s and was only really solved by the advent of the Second World War.
- Use of own knowledge to evaluate completeness of portrayal e.g. the picture suggests that employment, industry and social security are the main problems, making no reference to agriculture, the treatment of black workers or other economic problems such as the collapse of the banks or the fall in consumer demand.

# Section 7: Candidate handouts

## Representation 2

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

- The New Deal was very expensive and this caused opposition to Roosevelt's policies.
- There was also opposition to Roosevelt's policies because the government and central organisations were becoming very powerful.
- Roosevelt was forced to back down on some of his policies.
- Unemployment began to rise in 1937.
- It became harder for Roosevelt to get his policies accepted by Congress in the later 1930s.

### ***Evaluation of representation as evidence of how the USA dealt with the economic problems in the 1930s***

- The representation focuses on Roosevelt's role rather than what was done to deal with the economic problems.
- The author shows that the New Deal was a break from the past because the support being offered to the poor went against the traditions of individual effort and self reliance.
- The details of opposition from different sections of society and on different grounds, creates the impression that Roosevelt faced widespread opposition.
- Use of own knowledge to evaluate accuracy, e.g. considers the nature of opposition through examples such as Huey Long and the Liberty league.
- Use of own knowledge to consider how completely this portrays Roosevelt's policies in dealing with the economic problems, e.g. provides details of the projects which aroused opposition and considers how successful they were in solving problems such as unemployment.

### ***Critical evaluation of representation of evidence of how the USA dealt with the economic problems in the 1930s***

- Author emphasises the unprecedented scale of Roosevelt's policies.
- Author is focusing on the political and social impact of Roosevelt's policies with very limited consideration of its impact on the economy.
- Evaluates objectivity of representation, showing that increased security of workers and support for the poor is only discussed as a criticism of Roosevelt.
- Evaluates objectivity of representation, showing that the extract focuses on the opposition to Roosevelt and only briefly acknowledges the extent of popular support, which creates an unbalanced impression of attitudes at the time.
- Evaluates objectivity of representation, noting that objections to Roosevelt's policies are presented as reasonable – 'even for some of Roosevelt's own party'.
- Use of own knowledge to evaluate accuracy of portrayal, e.g. considers the extent and significance of opposition through examples such as Huey Long and the Liberty league.
- Use of own knowledge to evaluate completeness of portrayal of Roosevelt's policies to deal with the economic problems of the 1930s, e.g. analyses the Second New Deal.



### 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.]

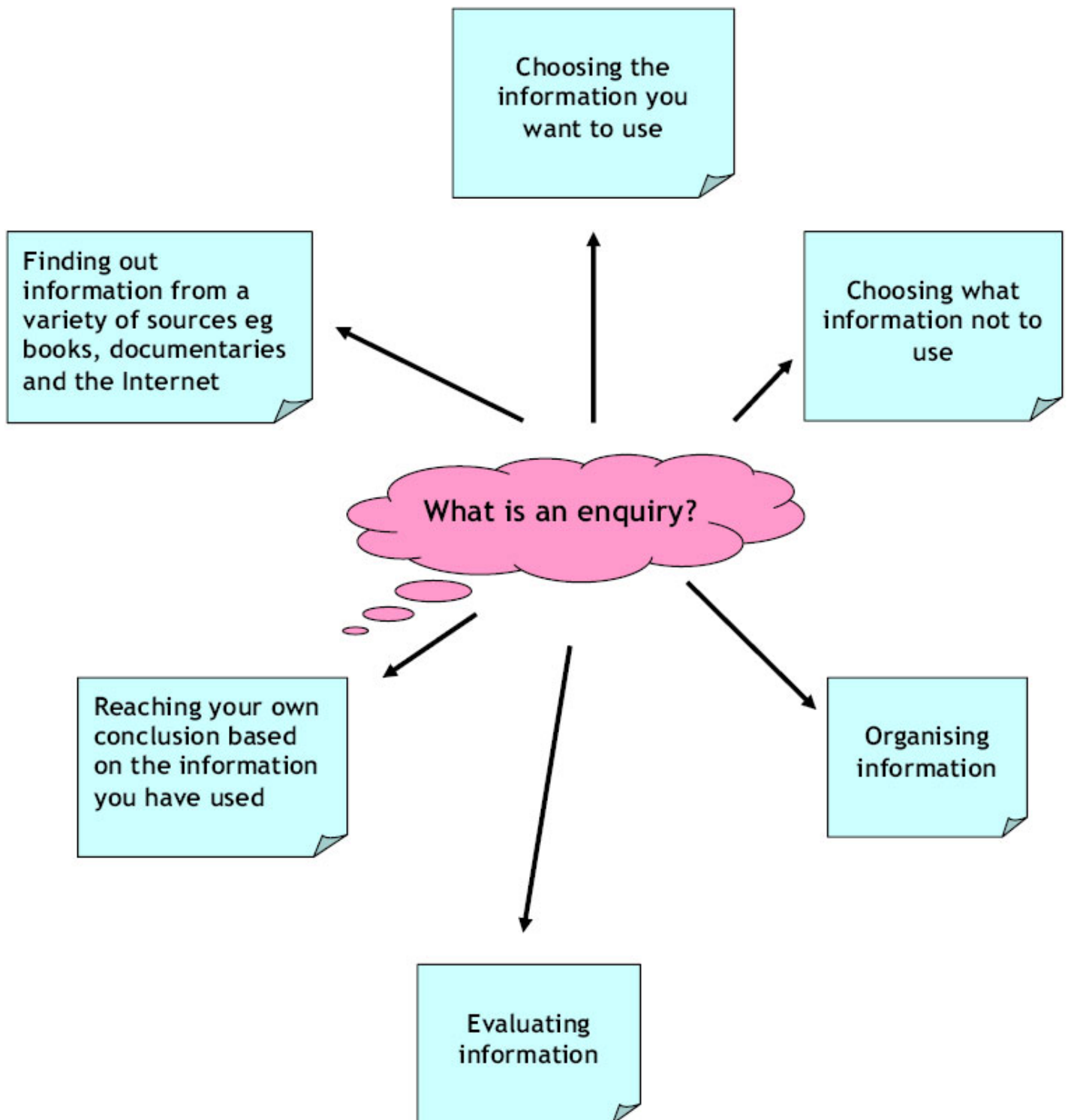
	How complete?	How objective?	How accurate?
Representation 1			
Representation 2			
Representation 3			

## What are notes?



## Section 7: Candidate handouts

### What is an enquiry?



## Section 7: Candidate handouts

### Candidate proformas for plans and notes

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

Candidates and teachers may, if they wish, create their own proformas based on this design, provided that they are A4 size and conform to the strict page number limits detailed on page 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**

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





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

**Part B(i): Compare representations of History**

**(Total= 10 marks)**

**Question:**

**Plan:**



**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

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