

Edexcel GCSE

History

Controlled Assessment

CA4: China 1945–76

Teacher Support Book 2012



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Controlled Assessment

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History A: The Making of the Modern World

History B: Schools History Project

Unit 4 CA4: China

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

To contact our GCSE History senior examining team please call 0844 576 0034 or email: gcsehistory@edexcelexperts.co.uk

To contact our History Subject Advisor, Mark Battye, please call 0844 576 0034 or email: HistorySubjectAdvisor@edexcelexperts.co.uk

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>Non-British</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>British</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>Preparation</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>Write-up</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) 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 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?

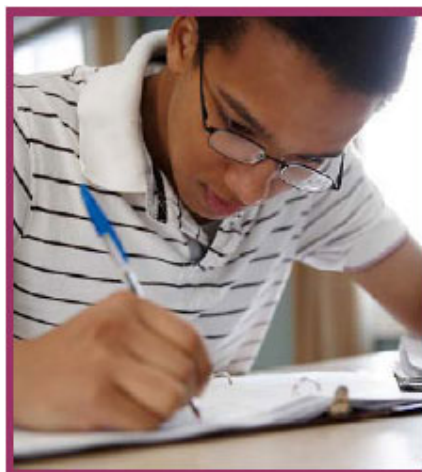
“

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?

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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?

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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.

CA4: China 1945–76

At present there are no published GCSE resources written specifically for this topic.

Hodder Education have provided downloadable content on China at www.hodderplus.co.uk/modernworldhistory.

There is a Longman Twentieth Century History Series book *China Since 1900* by Josh Brooman (ISBN 9780582223783) which teachers may find suitable for this topic. For more information please go to www.pearsonschoolsandfecolleges.co.uk.

Teachers may also 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 GCE texts are relevant:

Heinemann Advanced History: China 1900–76, by Geoff Stewart, ISBN 9780435327699 (Pearson). www.pearsonschoolsandfecolleges.co.uk

Access to History: The People's Republic of China, by Michael Lynch, ISBN 9780340929278 (Hodder Education). www.hoddereducation.co.uk

The Columbia Guide to Modern Chinese History, by Keith Schoppa, ISBN 9780231112765 (Columbia University Press).

China since 1919: Revolution and Reform A Sourcebook, by Alan Lawrance, ISBN 9780415251419 (Routledge).

The Impact of Chairman Mao: China, 1946–1976, by Robert Whitfield, ISBN 9780748782642 (Nelson Thornes). www.nelsonthornes.com

China Since 1949 (Seminar Studies In History), by Linda Benson, ISBN 9780582357228 (Longman). www.pearsonschoolsandfecolleges.co.uk

Mao (Routledge Historical Biographies), by Michael Lynch, ISBN 9780415215787 (Routledge). www.routledge.com

The following websites may be useful:

- www.casahistoria.net/mao_china.htm
- www.historylearningsite.co.uk/china_1900_to_1976.htm
- www.chinahistoryforum.com
- www.maopost.com
- www.iisg.nl/landsberger/index.html
- <http://chinese posters.net/gallery/index.php>
- www.ibiblio.org/chinesehistory
- www.sacu.org/modernhistory.html
- <http://academic.brooklyn.cuny.edu/core9/phalsall/other.html>
- <http://lcweb2.loc.gov/frd/cs/cntoc.html>
- www.marx2mao.com/Mao/Index.html

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
- **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>Context, concepts and application</p> <p>The historical context of the enquiry/ies identified in Part A.</p> <p>The key features of the period or issue.</p> <p>Reasons for change and developments.</p> <p>Practise analysing causation, change.</p> <p>Practise writing extended responses with a focus on causation, change, etc.</p>	<p>Overview:</p> <ul style="list-style-type: none"> • Changes in society, politics and living and working conditions in Mao's Communist China, 1945–76. Changes brought about in industry and agriculture in the country and the city through two five year plans, the era of Liu and Deng and the Cultural Revolution. Policies towards youth and women. The nature and effects of the Cultural Revolution. • Internal political and military struggle, 1945–76. The nature and effects of the Civil War, 1945–49. Mao's battle with 'capitalist roaders' in the 1960s. The clash between moderation and the Gang of Four in the 1970s. <p>Enquiry:</p> <ul style="list-style-type: none"> • The struggle between the CCP and the GMD in the late 1940s and the causes of the Communist Revolution, 1949. • The effects of the introduction of the Great Proletarian Cultural Revolution (1966) on young people and the education system. Weighing positive and negative outcomes. 		<p>Weeks 1–4</p>

Section 5: Exemplar scheme of work

Generic scheme of work	Subject content	Controlled assessment	15-week programme
<p>Part A Enquiry</p> <p>Developing enquiry skills:</p> <ul style="list-style-type: none"> • how to find, select and use sources of information • supporting candidates in the process of their research • includes write-up. 	<p>Generic</p>	<p>Write-up 1 hour</p>	<p>Weeks 5–7</p>
<p>Part B Context</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>Background</p> <p>Mao's educational policies. The role of youth in Mao's struggle for power. Rescuing communism from the 'capitalist road' and presenting Maoism to a new generation. The 'Thoughts of Chairman Mao'.</p> <p>Specifically:</p> <ul style="list-style-type: none"> • Mao's loss of influence following the failure of the Great Leap Forward • Resuming power – the Four Clean-ups • Setting up the Cultural Revolution – Red Guards and the 'Cult of Mao Zedong' • Halting elitism – destroying the 'Four Olds' • Red Guardism runs wild. • Struggles against experts and reactionaries. <p>The aftermath of conflict.</p>		<p>Weeks 8–11</p>
<p>Part B Skills and concepts</p> <p>Understanding and analysing representations.</p> <p>Practise comparing and evaluating representations of the selected issue.</p>	<p>Generic</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

China 1945–76

Part A: Carry out a historical enquiry

ENQUIRY 1

The reasons why the Communist Party (CCP) was able to win the civil war in China in the years 1945–49.

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

Either

- How significant was the role of the Communist Party (CCP) as a reason for the Communist victory in the civil war in the years 1945–49?

Or

- How significant was the role of the Guomindang (GMD) as a reason for the Communist victory in the civil war in the years 1945–49?

(Total for Part A = 20 marks)

Part B(i): Compare representations of history

Study Representations 1 and 2. They are both representations of the impact Mao had on the young people of China.

How far do these representations differ about how Mao's encouragement of young people had an impact on Chinese society?

(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 impact Mao had on the development of China. Explain your choice.

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

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

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

Representations for use in Part B

Representation 1

From a book about the history of China *Bitter Revolution* by Rana Mitter, Oxford UP, published in 2004. Here he considers the effects the Cultural Revolution.

On the night of 30 August 1966, Nien Cheng, who worked for the Shell Oil Company in Shanghai, was forced to open the door to her house and let in a gang of Red Guards, teenage enthusiasts for the policies of the Great Proletarian Cultural Revolution. In this campaign, set in motion earlier in the year, Mao Zedong declared that the Communist Party still held large remnants of the 'old thinking' and 'feudal customs', which had slowed down the pace of the Chinese revolution, and had led to major leaders such as state president Liu Shaoqi taking the 'capitalist road'. Mao demanded that China's youth, untainted by the past, should bring down authority figures all across the country, from top Party leaders to schoolteachers, doctors, and anyone else who, he claimed, thought themselves superior because of their education or knowledge of the world outside China. Being 'red' in one's devotion to the words of Chairman Mao was far more valuable than being 'expert' in the bourgeois worlds of technical knowledge or expertise.

Nien Chen, in a memoir written after she had moved to the United States in 1980, recalled a dialogue with a young Red Guard who had started smashing her priceless Kangxi era porcelain wine cups:

"I picked up one of the remaining wine cups and cradled it in my palm. Holding my hand out, I said, "This wine cup is nearly 300 years old. You seem to value my cameras, watches and binoculars, but ...no one in this world can make another wine cup like this one again. This is part of our cultural heritage. Every Chinese should be proud of it."

The young man whose revolutionary work of destruction I had interrupted, said angrily:

"You shut up! These things belong to the old culture. They are the useless toys of the feudal Emperors and the modern capitalist class and have no significance to us, the proletarian class. They cannot be compared to cameras and binoculars which are useful for our struggle. Our Great Leader Chairman Mao taught us, 'If we do not destroy we do not establish'. The old culture must be destroyed to make way for the new socialist culture."

There were many cases of people being physically attacked and even murdered. Nien Chen's daughter, Meiping, was murdered by Red Guards. And Bei Guancheng, a young teacher who had written with great joy to his colleagues about his far-off glimpse of Mao in Beijing, fell foul of students in his Shanghai school. There were several witnesses to his fate. A staff worker recalled:

"I saw some twenty students surrounding Bei Guancheng on the terrace. Three or four students were beating him up... A student by the name of XXX was most vicious and threw him to the concrete floor maybe five or six times."

A Red Guard who participated in hitting Bei told the investigators:

"We got some bamboo sticks and other weapons to thrash him with and got all fired up."

Bei's tormentors later admitted that they went too far; but it was too late for Bei himself, as on 2 October 1966, following the attack, he committed suicide.

Section 6: Sample task with candidate responses

Representation 2

Posted by students Michael Galduroz (US), Alex Busetto (S. Africa) and Yuki Satou (Japan) for Thinkquest Library in 2006, an international library 'by students for students'. They outline the effects of the Cultural Revolution on the Chinese educational system.

In the spring 1967, the government ordered students to go out and communicate with workers, and encouraged the students to partake in the Cultural Revolution. Many students, young and idealistic, did not like being told what to do. Instead attacks on the party organization and bloodshed became a norm in China, and consequently the confusion reached a peak in summer 1967.

In School

In October, the government demanded that the Cultural Revolution values be taught in schools. But most schools couldn't cope with this and control fighting, for graduates in 1966-67 who filled high and senior schools now had to take courses on the Cultural Revolution - making the whole idea more of a stumbling block to the students than a means of creating a new society.

Manual Labour in the Countryside

It was an important issue to send graduates into society, but in those days society was in terrible chaos, which had previously made it impossible. The Revolutionary Committees decided to allocate graduates to the countryside or a remote region according to Mao's instruction. Then Mao said; "It is necessary for intellectual students to go the countryside and be re-educated by poor or average peasants." That made students do manual labour in the countryside and the Red Guards campaign came to an end. Some good therefore came of it.

The exile was supported by Mao's unique method (a communist idea coming from the Soviet Union) which said, "The more books you read, the more stupid you become", "A school curriculum should be half", and "A normal school term should be short". The idea was that educational substance should be simpler and students should be re-educated practically.

In this way about four million urban graduates were transferred to the countryside or wilderness. However, youth faced various problems there. In the way of life, it was hard to adjust to self-sufficiency. Above all, there were many problems in terms of food, housing, and medicine.

Loss

What did the campaign for students bring in the end? First there was a lack of good talent. There were about a million college students who had neglected their studies; senior high school students were more than two million. In some regions all the high school graduates were transferred to the countryside, and senior high schools closed completely.

More than sixteen million students were forced to do manual labour in the countryside all over China. Some students recommenced their studies after the revolution, but most students remained at high school level or below. Differences between the educational levels of China and those of the world grew with the campaign, consequently there remained many problems, as now China was in an educational 'dive'.

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

A depiction of the Great Leap Forward (1958).



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"> • Simple comment offered and supported by some information. The material will be mainly generalised. There will be few, if any, links between comments offered. • A limited number of sources have been used in the enquiry. • Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The candidate spells, punctuates and uses the rules of grammar with limited accuracy. 	1–5
Level 2 QWC i-ii-iii	<ul style="list-style-type: none"> • 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. • A range of sources has been consulted and used. • 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. 	6–10
Level 3 QWC i-ii-iii	<ul style="list-style-type: none"> • 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. • A range of sources appropriate to the enquiry has been identified and material from them has been well selected. • 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. 	11–15

Section 6: Sample task with candidate responses

<p>Level 4 QWC i-ii-iii</p>	<ul style="list-style-type: none"> • 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. • A range of sources appropriate to the enquiry has been identified and material from them has been well deployed. • Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. The candidate spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found. 	<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"> Comprehends the surface features of the provided sources and selects material. Offers simple judgments about the representation, and offers a limited amount of accurate information about the period in question. The material will be mostly generalised and linkage to the representation will be implicit. Writing communicates ideas using everyday language and showing some selection of material but the response lacks clarity and organisation. The candidate spells, punctuates and uses the rules of grammar with limited accuracy. 	1–5
Level 2 QWC i-ii-iii	<ul style="list-style-type: none"> Comprehends the surface features of the provided sources and selects from them key features of the representations. 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. 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 	6–10
Level 3 QWC i-ii-iii	<ul style="list-style-type: none"> 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. 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. 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. 	11–15

Section 6: Sample task with candidate responses

Level 4 QWC i-ii-iii	<ul style="list-style-type: none">• Analyses the provided sources in order to show the way in which the past situation has been represented. Uses precisely selected detail from the provided sources to support the analysis.• Makes a critical evaluation of the representation based on precisely selected information about the period in question and applying at least three criteria, for example the author's purposes or objectivity, or the comprehensiveness and/or accuracy of the representation.• Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. The candidate spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.	16–20
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Candidate response: Part A historical enquiry

The reasons why the Communist Party (CCP) was able to win the civil war in China in the years 1945–49.

How significant was the role of the Communist Party (CCP) as a reason for the Communist victory in the civil war in the years 1945–49?

Extract from a candidate response

...American efforts short of large-scale armed involvement could not stop the war, the United States withdrew almost completely in early 1947. The civil war, in which the United States aided the Nationalists with massive loans but no fighting troops, became more widespread. Battles raged for land and for people's support.

Too late, the Nationalist government sought to gain popular support through reforms, but there was too much corruption and chaos. By late 1948 the Guomindang were in a mess. Their undisciplined troops were no match for the People's Liberation Army (PLA). The Communists had a lot of support in the north and northeast. According to historian Harrison E. Salisbury, Mao Zedong, the leader of the Communists, had "acquired absolute pitch for the rhythm of China's peasants. He knew them better than they knew themselves. He did not know how many years it would take, but he knew his revolution would win."

Although the Nationalists had more men, more land under their control and more international support, they were tired after the long war with Japan. In January 1949 Beijing was taken by the Communists without a fight, and its name changed back to Beijing. Between April and November, some major cities passed from Guomindang to Communist control with hardly a fight. The CCP had already won control of the countryside. After Chiang Kai-shek and some Nationalist troops fled from the mainland to the island of Taiwan, the outcome was clear. An historian called Stuart Schram said it was: "One of the most striking examples in history of the victory of a smaller but dedicated and well-organized force enjoying popular support over a larger but unpopular force with poor morale and incompetent leadership."...

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 Civil War. The response shows the selection of some accurate detail and has made use of relevant material from two sources (although as this is an extract we can assume that a further range of sources was used). However, the candidate's **treatment** of material is mainly **descriptive**, and the emphasis is either on events, or, when addressing causes, as much on the GMD as the CCP. The focus on the question, with causal links, is shown only in the two quotations from sources. To improve to Level 3 explanations of these historians' comments should be **explicitly developed**. The candidate could use the material to show the extent of determination shown by the CCP in its social and military policies in the countryside, for example. The candidate could also bring in additional material to support more explicit causes of the CCP victory, and make judgements about the latent success.

”

Part B(i) response

Study Representations 1 and 2. They are both representations of the impact Mao had on the young people of China.

How far do these representations differ about how Mao's encouragement of young people had an impact on Chinese society?

Extract from a candidate response

...Representation 1 says that the young people over-reacted in their enthusiasm to do Mao's work. One of the Red Guards, in responding to Mao's attack on the 'Four Olds' started smashing up a woman's old wine cups for no real reason except that they came from the time when China had emperors. Sometimes it wasn't only attacks on property, but also people. Representation 1 says that the same woman's daughter was murdered by the Red Guards: and the teacher; "Three or four students were beating him up." Such bullying also led to people committing suicide. All in all, the impact on the young people was very negative.

Representation 2 also describes the negative side of Mao's encouragement of young people. It says that "bloodshed became a norm". But the most important effect was on education because students had to go to learn how to farm in the countryside and Mao was opposed to experts and intellectuals. Mao did not believe in a detailed school curriculum but students should learn about practical subjects. When they went to the countryside town students found it difficult to settle down and there were "problems in terms of food, housing and medicine". Meanwhile schools were closed for 18 months, which severely damaged education...

Moderator's comments

“

This extract exemplifies work which would gain a Level 2. The candidate takes many of the details of the representations at face value, reporting what the representations say and noting points of agreement. But there is also comparison which goes beyond details to show some comprehension of the context of physical damage (Four Olds) and Mao's attitude towards experts. 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 similarity. Representation 2 portrays some advantage in sending students to the countryside and hints that practical education was good for the modernisation of China. Representation 2 is more complex than the candidate suggests, also implying (for example) that the choice of young people in the vanguard of revolution led to rifts and complete confusion at Communist Party level as well as national paralysis. The candidate's opening sentence recognises the excesses of the Cultural Revolution but makes no developed comment on the campaign against the 'Four Olds' or (for example) what it was about 'experts' that Mao disliked and wanted young people to help to modify.

”

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 impact Mao had on the development of China. 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 only about attacks on Chinese people and property by young people, so I don't think this is very helpful on the development of China.

Representation 3 is not very helpful either, because it is just a piece of propaganda suggesting that young people loved Mao Zedong, and that they would be willing to join organisations like Hitler had in Germany in the 1930s. Representation 2 is easily the most useful about the development of China because it talks about how students had to go and be with the workers and how the education system changed to become more practical and useful. It also makes a judgement about how good this was for China. Mainly useless, in fact because China was 'in an educational dive' and there were lots of problems with 'food, housing and medicine'.

I also think that there were lots of other things about the development of China under Mao which are not covered by the representations. For example there was the Great Leap Forward which was really a great leap backwards. This is because there was lots of useless steel and not enough food being grown. People did not want to live in communes with no property...

Moderator's comments

“

This extract suggests a response in Level 2. A key feature of Representation 2 is selected – the judgment of the effects of the Cultural Revolution on China's development. The fact that Representation 2 speaks of the development of society is matched to the candidate's own knowledge of another event, the Great Leap Forward. However there is little developed exploration of how far the Cultural Revolution damaged China's political, economic and social development. There is no linkage of those factors to the candidate's own knowledge as a contribution to reaching a judgment about the accuracy of the portrayal. Rather, the candidate makes comments on Representation 2 and separately claims, in effect, "I also know that...". The judgment that Representations 1 and 2 are severely limited is not sufficiently developed. These representations are too easily dismissed. To reach Level 3 it is necessary to weigh the strengths and weaknesses of each Representation, using criteria such as the objectivity, accuracy, and comprehensiveness of each representation.

”

Additional Part B(ii) representation sources

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

Section 6: Sample task with candidate responses

Representation 3-A

From a book *Mahjong: Contemporary Chinese Art From The Sigg Collection* by Uli Sigg et al, published by Hatje Cantz, 2005.

Mao outdid the Soviet Union when it came to socialist-realism. His demand, 'art for the people' created a kind of dark ages for artists. From roughly the 1950s to the 1970s, artists were told what they could and could not paint.

Artist Han Xin, speaking at an exhibition called 'Art and China's Revolution', in New York in 2009, recalled: "There were no schools anywhere in China, they were all closed. Children whose parents were arrested were sent to the countryside (for agrarian re-education). About all you were permitted to paint was Mao's portrait, but I tried to explore. I had heard about Picasso and Matisse but had never seen their paintings."

As Xin described his experiences during the tumultuous Cultural Revolution, he stood before his painting *Sinner*, a very non-revolutionary, non-socialist style painting, memorable for its rough brush strokes and dark colours, risky practices during that time. It's a small painting, like many counterrevolutionary works, all the more easy to hide from the authorities.

Artist Chen Danqing wrote in the show's catalogue that Mao's image was the only thing in the world 'you knew you could paint at the time'. "I felt no difference between me and Renaissance painters - they painted Jesus - I painted Mao."

When co-curator Zheng Shengtian spoke with artist Liu Chinhua about his 1969 painting of Mao as a young man, *Chairman Mao Goes to Anyuan*, the artist discussed the initial objections to his work. The authorities didn't approve of depicting Mao as a solitary figure rather than a leader surrounded by the masses. Another criticism was that Chairman Mao was thought of as the Red Sun. Consequently, he had to be shown in bright sunlight rather than the artist's original cloudy sky. Mao's wife, Jiang Qing, dubbed it a model painting and ordered a print. Eventually it was reproduced some 900 million times.



Chairman Mao Inspects the Guangdong Countryside, by Chen Yanning, courtesy of the Sigg Collection. The image was included by the author.

Section 6: Sample task with candidate responses

Representation 3-B

From factsanddetails.com/china, a 'comprehensive, concise, user-friendly source on China with information on everything: history, sex, food, sports, art, animals, religion, economics, ...'

Collective Farms, Communes and State Farms



Commune in the 1950s

Collectives were cooperative organizations in which farmers joined together to collectively raise crops on land worked in common. The farmers were paid in food (grain, vegetables, milk and meat) and money earned by the collective. Sometimes the term collective farm and commune was used interchangeably.

A commune is a group of many cooperatives. A typical one embraced 60 villages and 20,000 members. All buildings, tools, machines, land and dwellings were owned by the commune. People worked in teams of 150 to 600 people and were paid a small wage and given clothing, food and housing. A typical rural Chinese family working on a agricultural commune earned about £200 a year.

Communes were intended to function like small cities or towns. They had their own manufacturing capabilities and worked farmers like factory workers and kept people from migrating to the cities. If needed people on communes could be mobilised for large labour-intensive projects.

State farms were "factory type" farms that specialised mainly in one kind of crop or one kind of animal. They were set up and run by the state. Workers are treated the same as factory workers and paid a regular salary.

Large Collective Farms and Communes

Some collective farms in China were massive. "That commune was so large," one saying went, "that the person has to take a train to see the head of the committee." During the Cultural Revolution, some collective farms doubled as Chinese gulags [labour camps] for intellectuals and political prisoners.

Some 26,578 communes were established by 1958. One of the largest, State Farm No. 128 of the No. 7 Division (85 miles northwest of Urumqi) employed 17,000 people (almost all Han Chinese) and had military-style checkpoints, irrigated orchards and cotton fields as well as its own foreign affairs office,

Section 6: Sample task with candidate responses

television station, oil refinery and enterprises for marketing crops and forestry products.

At communes and collectives the traditional family system was broken down. Some people slept in dormitories and ate in mess halls. Children were cared for in day care centres so their mothers could work. Old people were placed in special dwellings called 'happy homes'. To escape from this system many commune residents lived in small single-story brick houses they built themselves. Chinese peasants were generally allowed to have pigs and garden plots to raise food for themselves but not to sell.

Workers typically worked eight or nine hours a day and had weekends off. Sometimes when there was a lot of work to do they worked on the weekends. A typical day began at 5:00am when loudspeaker woke everyone up. After roll call, calisthenics and breakfast of dark bread and grits, people worked in the fields. Around 12:00 noon the workers took a break for lunch, which was often made in a barn near the fields and served to workers near where they were working. It often consisted of stew or borscht served from a common pot served with potatoes, black bread and salted pork.

Work usually ended around 5:00pm. Dinner was served around 6:00pm. If there was time workers often worked their family garden plots. For entertainment there were self-criticism sessions, propaganda films, discussions of Marxism and gatherings and singing parties held in the collective's recreation hall.

The work was often very tough. A woman said, "After giving birth to my first son I still had to keep working, making shoes for the soldiers, twenty shoes everyday for the soldiers. I kept my son in the corner and had to keep working." On first arrival to collective farm, one peasant told National Geographic, "We came here in March, walking from Urumqi. Nine days. We shot wild pigs and wild sheep for food."

Section 6: Sample task with candidate responses

Representation 3-C

A depiction of the Great Leap forward (1958).



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

CA4: China 1945–76

- 1945 Japan defeated in Second World War.
- 1945 The communists (CCP) had driven the Japanese out of large areas of China.
- 1947 Communist Red Army renamed itself the People's Liberation Army (PLA).
- 1948 Many of the eastern provinces of China were under CCP control.
- 1949 CCP took control of Shanghai.
- 1949 Chiang fled to the island of Formosa (Taiwan).
- 1949 Communists (CCP) took control of China and declared it a Communist People's Republic.
- 1950 Agrarian Reform Law introduced.
- 1950 'People's Courts' began to put former 'landlords' on trial.
- 1951 1.5 million 'propagandists' spread the communist message.
- 1951 'Mutual Aid Teams' were set up.
- 1953 CCP encouraged peasants to form 'co-operatives'.
- 1953 The First Five Year Plan.
- 1953 All businesses were taken over by the state.
- 1953 Thousands of Chinese students were sent to USSR universities for training.
- 1956 Hundred Flowers Campaign began.
- 1957 Hundred Flowers Campaign ended.
- 1957 Over 90% of China's peasants belonged to 'co-operatives'.
- 1958 The Great Leap Forward. Backyard steel furnaces introduced.
- 1959 Mao resigned as President of China but remained chairman of the CCP.
- 1964 Publication of Mao's 'Little Red' book.
- 1965 Mao demonstrated fitness to rule.
- 1966 The Cultural Revolution began.
- 1967 The Cultural Revolution was out of control.
- 1971 Lin Biao disgraced and killed. Power struggle between Deng Xiaoping/Chou Enlai and the 'Gang of Four'.
- 1976 Mao and Chou died.

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

- Mao wanted to rid China of 'old' thinking and customs.
- China had become too 'capitalist'.
- China's youth should carry out these reforms as 'Red Guards'.
- Youths should attack authority figures like teachers and 'experts'.
- Red Guards were destructive and violent against people and property.

Evaluation of representation as evidence of how Mao was able to control the youth of China

- 'Capitalist road' implies Communism had been tainted by experts and professionals – Mao needed to re-establish control over the revolution.
- Vandalism is justified as a means of ridding China of non-communist ways.
- '..went too far' implies Mao lost control of the Cultural Revolution.
- Use of own knowledge to evaluate accuracy.

Critical evaluation of representation as evidence of how Mao was able to control the youth of China

- 'Devotion to the words of Chairman Mao' and 'the useless toys of the feudal Emperors' are phrases chosen to imply that the 'cult' of Mao Zedong was brainwashing young people.
- Reference to the fate of Bei Guancheng is used to emphasise the idea that loyalty to Mao was of no value if one was considered superior or an 'expert'. No value was placed on academic or technical expertise.
- Reference to a 'memoir written after she had moved to the United States in 1980' implies censorship of the truth in Mao's China. It may also question the objectivity of the author. Emphasised by title of Representation – "Bitter Revolution".
- 'The young man whose revolutionary work of destruction I had interrupted' suggests the author's tone is ironic and 'useless toys of the feudal Emperors and the modern capitalist class and have no significance to us, the proletarian class' implies the author believes young people have been programmed by Mao's Thoughts – use of own knowledge to expand on this.
- Use of own knowledge to evaluate accuracy of portrayal.
- Use of own knowledge to evaluate completeness of portrayal.

Section 7: Candidate handouts

Representation 2

Face value content of representation

- Violence and chaos quickly became common in the Cultural Revolution.
- Schools could not teach Maoist values.
- Students needed to sample the lives of peasants and learn to be practical. Normal academic subjects were less valuable.
- Young people found it difficult to settle in the countryside.
- Education at high school level was badly damaged by Mao's policy.

Evaluation of representation as evidence of how Mao was able to control the youth of China

- 'Young and idealistic, did not like being told what to do' implies students could be programmed but were undisciplined and uncontrollable.
- 'The whole idea more of a stumbling block to the students than a means of creating a new society' implies that ideological training interrupted the kind of education that would help China to develop successfully. Use of own knowledge to evaluate accuracy.
- Authors approve of students doing manual labour.
- Use of own knowledge to consider how completely this portrays the positive and negative effects of Red Guardism.

Critical evaluation of representation of evidence of how Mao was able to control the youth of China

- Provenance suggests an 'outsider' and 'western' view of the Cultural Revolution.
- Authors have chosen to emphasise how much the educational system was damaged over some of the more shocking aspects of the Cultural Revolution and youth behaviour.
- Authors portray students performing manual labour as the only useful aspect of the Cultural Revolution – it brings chaos to an end.
- Evaluates objectivity of representation, noting few examples of sympathy with Mao's policy, setting these against pejorative terms like 'educational dive', 'confusion', 'stumbling block'.
- Evaluates objectivity of representation, noting that there are criticisms made of government's lack of control but none of its attempts at control through the PLA.
- Use of own knowledge to evaluate accuracy of portrayal.
- Use of own knowledge to evaluate completeness of portrayal of effectiveness of the Cultural Revolution.

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?

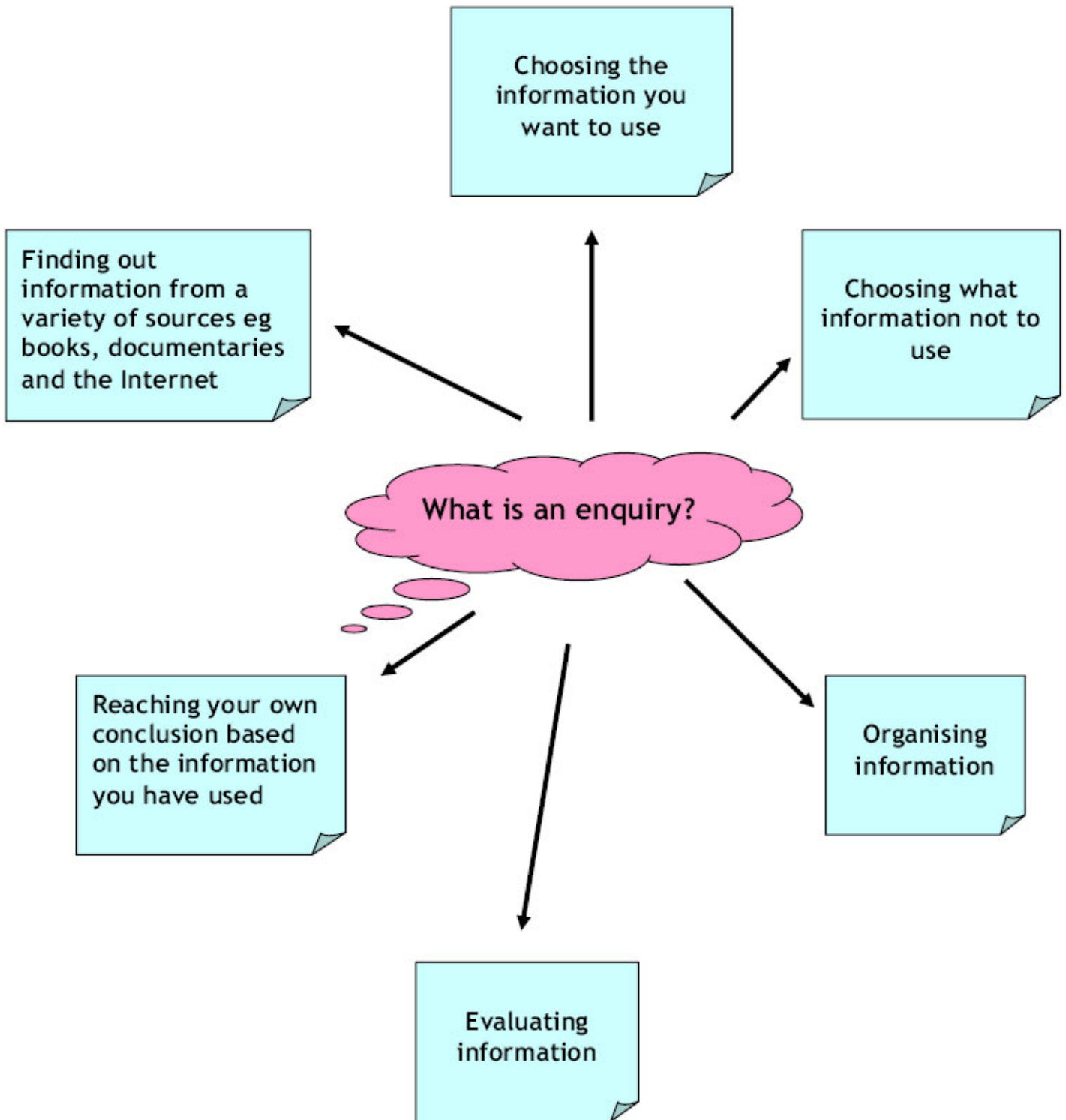
Use this sheet to record your thoughts on your representation questions. [This sheet may not be taken into the write-up session.]

	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)
Enquiry:	
Plan:	

**GCSE History controlled assessment
Student proforma – Page 3 of 10**

Part A: Carry out an historical enquiry (Total=20 marks)

Enquiry:

Notes page 1:

Dotted lines for writing notes.

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

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

**GCSE History controlled assessment
Student proforma – Page 6 of 10**

Part B(i): Compare representations of History	(Total= 10 marks)
Question:	
Notes page 1:	
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**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:

A large rectangular box containing a series of horizontal dashed lines for writing notes.

**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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