

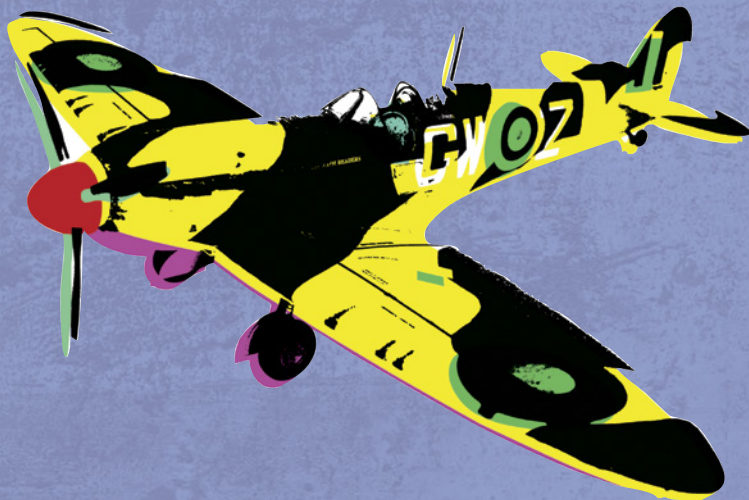
**Edexcel GCSE**

**History**

**Controlled Assessment**

**CA6: Government and  
protest in the USA 1945–70**

**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 CA6



# 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><u>Modern World Unit 3</u></p> <p>Candidates who do Option 3C, USA 1945–70, must do a British controlled assessment.</p>	<p><u>Prohibited combinations</u></p> <p>CA1: Germany 1918–39 must not be combined with MW Unit 2 Option A, MW Unit 3 Option C or SHP Unit 2 Option C.</p>
<p><b>Preparation</b></p> <p>For Part A (Historical Enquiry) candidates can do their own research without supervision. The Part A enquiry task can be given to candidates at a time decided by the teacher.</p> <p>For Part B candidates may be given the task and sources 2 weeks before it is taken. They cannot take the materials away with them.</p>	<p><b>Write-up</b></p> <p>Candidates will have 2½ hours to write the assignment under controlled conditions.</p> <p>Write-up: the task does not have to be done in silence but must be supervised at all times. The write-up may happen over more than one lesson but work must be kept securely at all times.</p>

### Each task is split into three parts

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

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

Suggested time to complete write-up: 1 hour

20 marks

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

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

Candidates are expected to support their answer with knowledge and understanding from their programme of study. Candidates need to show that they have found relevant sources of information and selected information for the purpose of the enquiry. In writing up they should show that they can organise their information to answer the question and assess it in order to reach a conclusion.

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

Assessment Objective 3b (understand, analyse and evaluate how aspects of the past have been interpreted and represented in different ways as part of a historical enquiry)

Suggested time to complete write-up: ½ hour

10 marks

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

In this task candidates need to understand what representation is, what is meant by portrayal of an aspect of the past and how a view or portrayal is conveyed by what its creator chooses to include and/or the treatment given to what is included.

Candidates should see similarity and difference in the details and emphases of the representations – and will achieve Level 3 if they show clearly what those differences amount to in the overall impression created of an event or issue and if they make and support a judgement.



## Section 2: Assessment information

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

Assessment Objective 3b

Suggested time to complete write-up: 1 hour

20 marks

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

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

### What are the representation focuses?

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

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



### Teaching controlled assessment

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

#### When will I see the task?

“

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

”

#### When can candidates see the task?

“

##### **Part A**

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

##### **Part B**

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

”

## Section 2: Assessment information

### Will there be any choice?



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

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

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

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



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



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



### Part A guidance

In order to do well on the Part A task, it is important that candidates:

- address the enquiry focus, rather than simply writing everything they know on the topic
- show that they have selected and used material from a range of relevant sources (books, websites, etc.).

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

Candidates are expected to use five or more different sources of information in their enquiry. There are no restrictions on the type of sources to be used – they can be textbooks, work by historians, books for the general public, websites, media sources, etc. However, the expectation is that 'sources' here means sources of information (i.e. works of some kind) rather than short extracts or images which are used as sources in Unit 3. An example of an appropriate source of information could be a 'chapter' (often one or two double-page spreads) in a GCSE textbook, a web page devoted to the specific topic, a museum display, and so on.

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

The mark scheme refers to candidates' 'selection and use' of material. For teachers to be able to reward this in marking, candidates' prepared notes should be evidence that they have done this. Although notes may not contain prepared passages of answers in full sentences, they may contain extracted phrases or whole sentences as quotations from sources consulted. In their response to the enquiry question, GCSE candidates are not required to reference their sources through footnotes (although this is obviously acceptable) but they should make it clear that they are selecting and deploying information from a range of sources. This might be done through direct comment in the text, for example 'as Leonard and Whittock' say or 'the picture on page XX of Waugh and Wright'.

Because they can prepare a bibliography to bring into the write-up session, candidates could also number the items on their bibliography and then put the number of the relevant work in the margin or in brackets in the essay.

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

Since candidates are rewarded for identifying and selecting material from appropriate sources, they should not be provided with a standard set of sources and told how to use them in the essay. It is recognised that schools with large cohorts may have problems resourcing this aspect of the enquiry and it is perfectly acceptable to make a core set of texts and list of websites available to candidates for them to consult and make their own selection of detail. In the same way, all the class will have access to the same source if a film clip is used or a visit to a museum is organised but individual candidates will make different use of these sources. Therefore the candidates' bibliographies may be similar but moderators would expect to see marked differences in the notes made, and the use made of these sources. A single bibliography used by all candidates is not appropriate.

### Part B guidance

#### What is a representation?

A representation is a source that aims to represent some aspect of the past. It could be the work of a historian or an archaeologist's report, but it could also be a film, a painting, a cartoon or a novel. The key is that it sets out to give an impression: a private letter, a will or a set of census data couldn't be used, as these are examples of evidence of the period, but are not representations of it.

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

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

To do well in Part B(i), candidates must grasp the concept that representations of history are created to give a view of an aspect of the past. The impression they give, the portrayal they create, is the product of deliberate choices made by their authors: the author/artist began with an empty page and each inclusion is the product of a deliberate choice designed to convey an overall message.

To reach the highest level, candidates must be able to analyse the way in which selection and treatment of material in the representations has deliberately created a particular view of the issue represented.

Lengthy descriptions of the content of the representations and assessing the representations for reliability are not appropriate in this task and will not score highly. The most successful answers begin by identifying and comparing the overall impression created in each representation and then using the detail of each representation to support this analysis.



*'The Withdrawal from Dunkirk' by Charles Cundall, an official war artist. Despite coming from the time, the painting is a good example of a representation. Cundall is conveying an impression of orderliness and quiet heroism. Even the title is significant – withdrawal not retreat.*



**BLIND-MAN'S BUFF.**  
(As played by the Police.)  
"TURN ROUND THREE TIMES,  
AND CATCH WHOM YOU MAY!"

*A Punch cartoon of 22 September 1888.*

## Section 2: Assessment information

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

Below are some possible strategies for developing analysis of selection and treatment.

- An analysis of advertisements – use of colour, language, emphasis. How is the overall message created?
- An analysis of an individual's social network home page. What impression of the individual does it give, and how has that impression been created?
- A review of the school prospectus: What photographs have been included and why? Which aspects or areas of the school are omitted? What aspects are emphasised in the text? How is language used to create a good impression? Overall, what impression of the school does the prospectus give?
- A piece of word-processed text is created into which candidates can (i) insert alternative phrases from negative or positive statement banks and (ii) excise or insert additional information. How does the overall image change? How does omission and inclusion of information make a difference?
- Candidates annotate call-outs inserted onto cartoons or visual images to comment on issues such as expression, positioning, reason for inclusion of particular objects, etc.

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

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

To do well in Part B(ii), candidates need to be able to apply criteria in the process of making their evaluations. Examples of criteria are given in the level descriptions (accuracy, comprehensiveness, objectivity) but others may be used, such as the author's focus or purpose. The highest level requires the application of three criteria, and the use of supporting contextual knowledge that helps the candidate make judgements in relation to the three criteria.

The principal moderator's report from 2011 contains the following advice:

Candidates should be clear that in B(ii) they are assessing how the range of detail, the treatment of the material, and the author's purpose or his objectivity affects the quality of the representation. It might help them to grasp this concept if they prepare for the task by thinking about the decisions made in compiling a souvenir magazine or creating a time capsule – if there is only space for one representation, which one would best convey the specified issue?

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

Below are some possible strategies for developing candidates' skills in applying criteria as part of a process of evaluation.

- Evaluating a TV advert on a scale of 1 to 5 according to different criteria chosen by the candidates. How do criteria affect the rating given?
- Choosing three criteria by which to evaluate three films or TV programmes and then rating them against each criterion on a scale of 1 to 5. Overall, which is best and why?
- Evaluating a social networking home page/a school report/the school prospectus against the criteria of accuracy, comprehensiveness, objectivity. Using own knowledge of the individual/school to support the judgements made.



## Section 2: Assessment information

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

Candidates must be able to apply relevant and precisely selected own knowledge to gain high marks for their evaluation of the representations. The following extract from the principal moderator's report for 2011 shows the importance of candidates' application of knowledge directly to the given representations:

It is not enough at Levels 3 and 4 to assert 'These details are accurate because I know this did happen', or to say 'This coverage is not complete because it does not mention X'. Candidates' own knowledge needs to be used to support any comment about accuracy or to explain why it is significant that something has been omitted. Comments about comprehensiveness should also take account of the focus of the representation, for example if the focus of a representation [in CA6] is on the student protest movement, the comment that it does not cover civil rights protests, should not be highly rewarded. Even where additional own knowledge was present in the answer, it was sometimes used to explain the representation or the context rather than to test and evaluate the accuracy/comprehensiveness of the representations.

### How do I choose the third representation?

The focus of the representation questions for each option will stay the same throughout the lifetime of the specification. The representations provided by Edexcel will change each year but because the focus of the questions will remain the same, you can choose a third representation and use the same one every year. You could choose one of the representations in Section 6 of this document, or select one from past controlled assessment tasks. You don't need to seek approval for your own choice of third representation, however you may email [gcsehistory@edexcelexperts.co.uk](mailto:gcsehistory@edexcelexperts.co.uk) for advice from our senior examiners or to check that a third representation of your choice is suitable. Bear in mind the guidance about what is – and what is not – a representation.

When submitting candidate work for moderation, please ensure that you enclose a copy of the chosen third representation.

### Supporting your candidates

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

“

Candidates are free to research responses in their own time and in school time. They may use libraries, museums and the internet, for example. Candidates should submit a list of sources they have used in the form of a bibliography. The bibliography may be written on the form in the back of this document, or candidates may create their own proforma. There is no page limit for the bibliography.

”



#### What are notes?

“

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

”

## Section 2: Assessment information

### How much support can teachers give candidates?

“

Teachers may support candidates in the preparation of both parts of the task. Teachers may, for example:

- make sure candidates understand and can compare the sources
- teach them about the topic
- help them find relevant information for the enquiry.

Teachers may not provide:

- writing frames specific to the live task
- words or phrases for candidates to include in their answers.

Discussion of individual details and general advice about planning and structuring an essay are both acceptable, but specific advice about the plan to be followed or the detail to be included in the assessed work should not be given.

”



### Administering the controlled assessment

#### How do I conduct the controlled assessment?



- Arrangements can be decided by the centre.
- Controlled assessment can take place in normal lesson time, supervised by teachers.
- When there is more than one teaching group, they can complete the controlled assessment at different times, and indeed, stages in the course.
- Candidates can have plans and notes. The pages will be strictly limited (maximum two sides of A4 of notes and one side for plans for 20-mark questions; one side of A4 of notes and one side plans for 10-mark questions) to aid teacher checking. Candidates may use copies of the Edexcel proformas at the back of this document. Teachers and candidates may also create their own proformas, or use plain or lined A4 paper.
- Candidates must create a bibliography, listing all sources used in preparation for the write-up.
- Plans, notes and bibliographies may be handwritten or word processed (minimum font size 12).
- Candidates may not take annotated copies of the representations sources into the write-up session. Clean copies should be provided by the teacher.
- Teachers should check that the materials contain only plans, notes and bibliography and not a draft answer before they are taken into the controlled environment. The plans, notes and bibliography should be retained with the candidates' responses in a secure place and will be required as part of the sample for moderation (there is no requirement to send in the complete folder of the whole unit from a candidate as in previous specifications).
- Candidates who are absent may complete the assignment another time. There are no restrictions on communication between candidates who have and who haven't completed the assessment, as there would be in a live examination. All candidates will know the task in advance.



## Section 2: Assessment information

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

“

The controlled assessment write-up could be as follows.

- One session – preparation has been done throughout the teaching of the programme of study, and at the end, candidates complete the controlled assessment write-up (Part A and B) in one session lasting 2½ hours.
- Two sessions – after preparation for the enquiry (Part A) is done, a 1-hour write-up session is completed by the candidates. After preparation for Part B is completed, a 1½-hour write-up session is completed by the candidates.
- Three sessions – after preparation for the enquiry (Part A) is done, a 1-hour write-up session is completed by the candidates. After preparation for Part B(i) is completed, a ½ hour write-up session is completed by the candidates. After preparation for Part B(ii) is completed, a 1-hour write-up session is completed by the candidates.

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

”



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

“

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

”

## Section 2: Assessment information

### Can candidates do the task on their computer?

“

Yes, the assignment write-up can be word processed, provided the computer is checked prior to use for any saved information and provided it does not connect to the internet or intranet. Spellcheck may be used by candidates.

When work in a write-up session is completed this must be saved onto a portable medium and retained securely by the centre. The controlled assessment response must be printed out for marking and standardisation.

If the task is to be word processed, teachers should ensure that candidates use a clear and legible font, font size and page layout, for example Times New Roman, font size 12, 1½ line spacing and margins to allow for teacher comments.

”



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

“

If you are using a visual film clip or song as your own choice of third representation you will need to ensure that candidates can have access to the material during the write-up session. In the case of a song you may wish to provide candidates with a printed version of the lyrics. In the case of a film clip you may provide candidates with a written, factual description of the clip, which could include the screenplay or a summary of it.

You should send a recording of this material to the moderator when the work is submitted for moderation, along with any printed material created to accompany it. This could be sent on a CD or memory stick.

”

### What about candidates who qualify for extra time in examinations?

“

Some candidates qualify for extra time in examinations due to special circumstances – in such cases the extra time can also be applied to the write-up time for controlled assessment, but this must be carried out under the high levels of control required in controlled assessment.

”



## Section 2: Assessment information

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

“

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

Candidates must complete the write-up within 2½ hours in a controlled environment. Once the write-up has taken place, all work, tasks and sources must be collected in and kept securely. The work then needs to be marked by the teacher, and a sample sent off for moderation.

”



### Submitting the controlled assessment

#### When does controlled assessment need to be submitted?

“

Controlled assessment can only be submitted in the summer series (May deadline); for assessment from 2014 this must be at the end of the course. However, you can offer the unit earlier in the course, retain the controlled assessment securely, and submit it in the final summer series. For example, you could teach the controlled assessment in the autumn term, candidates could write the response in January, and you could retain the responses securely and submit these in the summer series. However, you must ensure that the tasks you use are valid for the year of submission.

”

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

“

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

You may therefore:

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

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

”

# Suggested resources to support teachers and candidates

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

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

### **CA6: Government and Protest in the USA 1945-70**

The following student book has been written to support this topic:

*Edexcel GCSE History: CA6 Government and Protest in the USA 1945–70 Controlled Assessment Student Book*, ISBN 9781846906459.

Teachers may also wish to use the *Edexcel GCSE MW Unit 3C USA 1945–70 Student Book* (ISBN 9781846905520) – or similar MW books by other publishers – which is written for the examined Unit 3 but covers aspects of this option such as the Civil Rights movement 1945–62, changes in the Civil Rights movement 1963–70 and other protest movements.

Edexcel have produced a detailed scheme of work for the new Modern World Unit 3C examined topic on The USA 1945–70 – 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/history/a/Pages/default.aspx](http://www.edexcel.com/quals/gcse/gcse09/history/a/Pages/default.aspx)

Of particular value to this topic is the Spartacus website:

[www.spartacus.schoolnet.co.uk/USAcivilrights.htm](http://www.spartacus.schoolnet.co.uk/USAcivilrights.htm)

There are many 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.

For example there is a *Edexcel AS student book on Equality in the USA 1945–1968* by Robin Bunce and Laura Gallagher, ISBN 9781846903069, available from [www.pearsonschoolsandfecolleges.co.uk](http://www.pearsonschoolsandfecolleges.co.uk).

## Section 4: Supporting you with your controlled assessment

# Supporting you with your controlled assessment

Need help with controlled assessment? Our experts are on hand to support you...



- Email your [Subject Advisor, Mark Battye](mailto:TeachingHistory@pearson.com), directly at [TeachingHistory@pearson.com](mailto:TeachingHistory@pearson.com)
- **Call 0844 576 0034** to speak to a member of the Subject Advisor team for history
- Visit the [History Community Forum](#) to speak to other teachers, ask advice and see documents and links that Mark Battye has posted
- Get the latest history news, advice and reminders straight to your inbox - [sign up for email updates](#).

[Ask the Expert](#), our free email service, puts you in direct contact with a senior examiner who will help answer any subject-specific questions concerning the teaching of history. They will email you within two working days of receiving your question.



You can find documents relating to controlled assessment below.

You should also refer to the [JCO controlled assessment guidance document](#).

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

### Assessment forms

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

### Exemplars

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

### Teaching and learning

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

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

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

# Supporting your delivery of controlled assessment

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

## Exemplar scheme of work

Generic scheme of work	Subject content	Controlled assessment	15-week programme
<p><b>Context, concepts and application</b></p> <p>The historical context of the enquiry/ies identified in Part A.</p> <p>The key features of the period or issue.</p> <p>Reasons for change and developments.</p> <p>Practise analysing causation, change.</p> <p>Practise writing extended responses with a focus on causation, change, etc.</p>	<p><b>Overview:</b></p> <ul style="list-style-type: none"> <li>• Changes in approaches to and attitudes towards civil rights of Black Americans in the period 1954–68, including the actions of presidents, Congress and the courts; changing attitudes in society in the context of the media and the Cold War; changing methods of campaigning by civil rights groups.</li> <li>• Parallel movements in the civil rights coalition: non-violence versus more strident black nationalism, for example the differing and changing approaches of Martin Luther King and Malcolm X.</li> <li>• Other civil rights and protest movements, especially women’s rights, student protests and the anti-Vietnam War movement and their moderate and extreme wings.</li> </ul> <p><b>Enquiry:</b></p> <ul style="list-style-type: none"> <li>• Responding to challenges posed by discrimination in Black educational opportunity, transportation and housing.</li> <li>• The role and importance of key incidents such as the Montgomery Bus Boycott, the Crisis at Little Rock, Freedom Rides, ‘Ole Miss’.</li> </ul>		<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>Assessment of the extent of change in Black opportunity brought about by Court, Congress and Presidents.</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><b>Protest, 1960–70</b> <b>Background:</b> Protest movements in the 1960s. Role in community, relationships with society. Image and effectiveness.</p> <ul style="list-style-type: none"> <li>SDS student activism</li> <li>Women’s Rights: constitutional feminists versus radical feminists.</li> <li>The increasing militancy and separatism of these groups from 1966.</li> <li>The anti-war movement and differing approaches, e.g. pacifists versus militant activists.</li> <li>Society’s response to these changing movements.</li> </ul>		<p>Weeks 8–11</p>
<p><b>Part B Skills and concepts</b> Understanding and analysing representations. Practise comparing and evaluating representations of the selected issue.</p>	<p><b>Generic</b></p>	<p>Write-up Part B(i): ½ hour Part B(ii): 1 hour</p>	<p>Weeks 12–15</p>



### Historical timeline

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

# Sample task

## Government and Protest in the USA, 1945–70

### Part A: Carry out a historical enquiry

#### ENQUIRY 1

The reasons why Black Americans were able to gain some improvement in their civil rights in the years 1954–63.

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

Either

- How much impact did improvements in education have on Black American civil rights in the years 1954–63?

Or

- How much impact did the desegregation of public transport have on Black American civil rights in the years 1954–63?

(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 of mass protest on US society in the 1960s.

How far do these representations differ?

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

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

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

Choose the one which you think is the best representation about the effect of protest in changing US society. 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 view of the Vietnam protest movement in a book by John Simkin, *Vietnam War* (Spartacus, 1987)

When the Vietnam War started only a small percentage of the American population opposed the war. Those who initially objected to the involvement in Vietnam fell into three broad categories: people with left-wing political opinions who wanted an NLF victory; pacifists who opposed all wars; and liberals who believed that the best way of stopping the spread of communism was by encouraging democratic, rather than authoritarian governments.

The first march to Washington against the war took place in December, 1964. Only 25,000 people took part but it was still the largest anti-war demonstration in American history.

As the war continued, more and more Americans turned against it. People were particularly upset by the use of chemical weapons such as napalm and agent orange. In 1967, a group of distinguished academics under the leadership of Bertrand Russell, set up the 'International War Crimes Tribunal'. After interviewing many witnesses, they came to the conclusion that the United States was guilty of using weapons against the Vietnamese that were prohibited by international law. The United States armed forces were also found guilty of torturing captured prisoners and innocent civilians. The Tribunal, and other critics of the war, claimed that the US behaviour in Vietnam was comparable to the atrocities committed by the Nazis in Europe during the Second World War.

In November, 1965, Norman Morrison, a Quaker from Baltimore, followed the example of the Buddhist monk, Thich Quang Duc, and publicly burnt himself to death.

The decision to introduce conscription for the war increased the level of protest, especially amongst young men. To keep the support of the articulate and influential members of the middle class, students were not called up. However, students throughout America still protested at what they considered was an attack on people's right to decide for themselves whether they wanted to fight for their country.

Between 1963 and 1973, 9,118 men were prosecuted for refusing to be drafted into the army. The most famous of these was Muhammad Ali, the world heavyweight boxing champion. Muhammad Ali was one of the many distinguished black figures who protested against the war.

Civil Rights leaders pointed out that because of the draft deferment enjoyed by college students, it was the poor who were more likely to be sent to Vietnam. What is more, as Eldridge Cleaver, a Civil Rights activist pointed out, in many southern states of America, blacks were being denied the right to vote in elections. Therefore, blacks were fighting in Vietnam "for something they don't have for themselves." As another black leader put it: "If a black man is going to fight anywhere, he ought to be fighting in Mississippi" and other parts of America.

This advice was taken and in the late 1960s, several cities in the United States suffered violent riots in black ghettos. 'Anti-Vietnam War' leaders began to claim that if the government did not withdraw from the war they might need the troops to stop a revolution taking place in America.

Demonstrations against the war steadily increased in size during the late 1960s. In New York, over a million people took part in one demonstration. The

## Section 6: Sample task with candidate responses

public opinion polls showed that a narrow majority of the people still supported US involvement in Vietnam. However, the polls also indicated that much of this support came from middle class families whose own sons were not at risk. President Johnson knew that if the war continued, he would eventually be forced to start drafting college students. When that happened he would have great difficulty obtaining majority support for the war.

The most dramatic opposition to the war came from the soldiers themselves. Between 1960 and 1973, 503,926 members of the US armed forces deserted. Many soldiers began to question the morality of the war once they began fighting in Vietnam. One soldier, Keith Franklin, wrote a letter that was only to be opened on his death. He was killed on May 12, 1970:

*"If you are reading this letter, you will never see me again, the reason being that if you are reading this I have died. The question is whether or not my death has been in vain. The answer is yes.*

*The war that has taken my life and many thousands before me is immoral, unlawful and an atrocity ... I had no choice as to my fate. It was predetermined by the war-mongering hypocrites in Washington.*

*As I lie dead, please grant my last request. Help me inform the American people, the silent majority who have not yet voiced their opinions."*

In 1967, 'Vietnam Veterans Against the War' was formed. They demonstrated all over America. Many of them were in wheelchairs or on crutches. People watched on television as Vietnam 'heroes' threw away the medals they had won fighting in the war. One shouted: "Here's my merit badges for murder." Another apologised to the Vietnamese people and claimed that: "I hope that someday I can return to Vietnam and help to rebuild that country we tore apart."

## Section 6: Sample task with candidate responses

### Representation 2

A representation assessing the degree of support for American Presidents during the Vietnam War in a book by Alan Pollock called *Vietnam: Conflict and Change in Indo-China* (OUP, 1991).

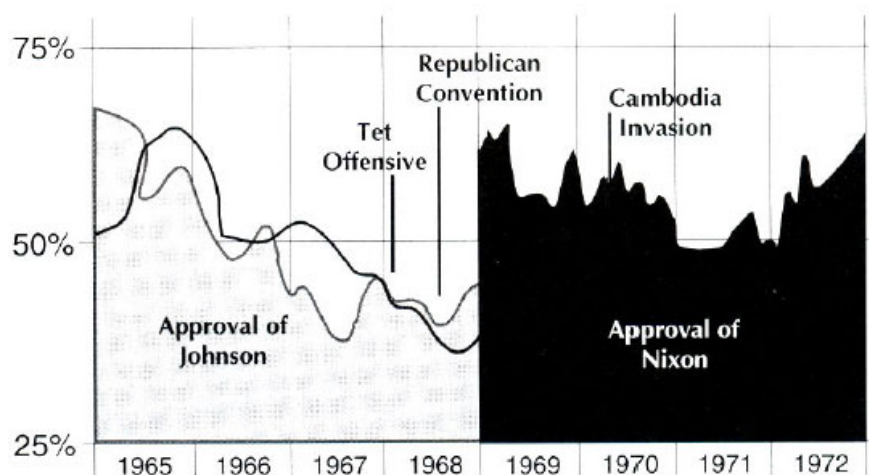
Under Nixon, the war continued for four more years but the number of US troops dropped dramatically in accordance with the policy of Vietnamisation. In the first years of his administration, protests continued. The Vietnam Moratorium Movement organised massive rallies across the nation in October and November of 1969. (A moratorium in this context, is a movement in favour of a suspension of the war). Nixon, however, took little notice; on the day of one particular protest, he said he watched a football game on television. Again in 1970 and 1971, after the invasions of Cambodia and Laos, there were large and violent demonstrations but Nixon was in the end unmoved. The war remained unpopular but the protests on the streets eventually died down as American troops came home in larger and larger numbers....



Pro-war demonstrators in New York (mainly construction workers) clash violently with opponents of the war. Is there an age difference? Is that significant?

## Section 6: Sample task with candidate responses

### Popular support for two Presidents during Vietnam War



*The free line indicates public approval ratings during LBJ's presidency for continuing the war*

... It is difficult to decide how much political impact the anti-war movement did have. Perhaps Johnson was influenced by the protests when he began scaling down America's part in the war in 1968, perhaps Nixon was moved to speed up troop withdrawals after 1969, perhaps Congress was pushed towards limiting the President's power to wage war in Vietnam. No doubt the opposition did have some effect but it is impossible to measure it precisely. One of the leaders of the American movement in 1968, Senator Eugene McCarthy, has said:

I'm inclined to believe the war would have ended just about when it did, even if there had been no protest, if I had not campaigned, because they didn't end it on policy finally: they just ended it because they were losing it, and ... the soldiers wouldn't fight.

It is certain the anti-war protests did highlight the issue and forced the majority of the population to think seriously about Vietnam. Furthermore, the public was educated in how to register political opposition, and numerous other social issues - including the role of women in society and the nuclear arms race - were set still more firmly on the political agenda.



## 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

Pageant Protest Sparked Bra-Burning Myth, by Nell Greenfieldboyce (5 September 2008)



An unidentified protester drops a bra into the trash. The women did not burn their undergarments, contrary to popular belief.

As a small group of feminists prepared to launch their emerging women's liberation movement onto the national stage by protesting the 1968 Miss America pageant, they had no idea that the media was about to give them a new moniker: 'bra burners'. In reality, no bras were actually burned on the boardwalk in front of the Atlantic City convention hall that hosted the Miss America pageant, says Carol Hanisch, one of the organizers of the protest. "We had intended to burn it, but the police department, since we were on the boardwalk, wouldn't let us do the burning", says Hanisch. A *New York Post* story on the protest included a reference to bra burning as a way to link the movement to war protesters burning draft cards. Women threw bras, mops, girdles, pots and pans, and *Playboy* magazines — items they called "instruments of female torture" — into a big garbage can. "The media picked up on the bra part", Hanisch says. "I often say that if they had called us 'girdle burners', every woman in America would have run to join us."

## Section 6: Sample task with candidate responses

Hanisch was part of a small group called New York Radical Women, one of the first feminist organizations formed during the 1960s. The group wanted to use the protest techniques of the civil rights movement to promote the new idea of women's liberation. Hanisch says she got the idea to target the Miss America pageant after one group meeting, when they discussed a movie about how beauty standards oppressed women. The movie showed clips of Miss America parading in her swimsuit. "It got me thinking that protesting the pageant might be a good way to launch the movement into the public consciousness," Hanisch says. "Because up until this time, we hadn't done a lot of actions yet. We were a very small movement. It was kind of a gutsy thing to do. Miss America was this 'American pie' icon. Who would dare criticize this?"

The protesters went to Atlantic City in cars and rented buses. Women came from around the country to gather on the boardwalk on what turned out to be a beautiful September day. "Huge crowds gathered for the picketing", says Kathie Sarachild, another member of New York Radical Women. "People were grabbing our fliers out of our hands." Besides marching with signs, passing out pamphlets and throwing the "instruments of female torture" into the trash, the protesters also crowned a live sheep and compared the beauty pageant to livestock competitions at county fairs.

## 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 Black Americans were able to gain some improvement in their civil rights in the years 1954–63.**

**How much impact did improvements in education have on Black American civil rights in the years 1954–63?**

### Extract from a candidate response

*...In 1954 Oliver Brown used the Supreme Court ruling to take the City of Topeka in Kansas to court for forcing his daughter to attend a school a long way away, instead of being allowed to go to a nearby whites-only school. The NAACP supported the case and Brown was represented by Thurgood Marshall, who later became the first black member of the Supreme Court. Eventually Oliver Brown won his case. In 1954 the Supreme Court declared that all segregated schools were illegal. Almost immediately there was another case. Elizabeth Eckford and eight other black students tried to enrol at Little Rock High School in Arkansas. She was stopped by the State Governor, Orval Faubus, who surrounded the school with the state National Guard. President Eisenhower sent federal troops to escort her and protect her and the other students. Nigel Smith says that "people in other countries criticised the USA for not living up to its commitment contained in the Declaration of Independence" and the Constitution. After a month troops were replaced by National Guardsmen under the orders of the President, they stayed at the school for a year. When Faubus closed all the schools in Arkansas in September 1958, he was forced to reopen them to black and white students by the Supreme Court.*

*According to Neil Demarco by 1963 "there were only 30,000 children at mixed schools in the South, out of a total of 2,900,000" and according to Nigel Smith none at all in five states, including Alabama, Mississippi or South Carolina. In 1962 Kennedy sent the National Guard and federal troops into Mississippi to make sure that a black student, James Meredith, could take his place at a university. But when rioting followed, 23,000 troops were needed to keep order...*

### 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 educational change. 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 of progress, as much on the failure to improve as improvement. The focus on the question, with causal links, is shown only in the one of 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 NAACP to bring about change, for example. The candidate could also bring in additional material to support more **explicit causes** of improvements in educational opportunity for black Americans, such as Federal Government intervention in the Cold War context (in the face of 'States' Rights' obstruction) by individuals such as the Kennedy brothers. The candidate could also note the tokenism in each of the key events, setting these against evidence indicating limits of change in educational opportunity.



## Part B(i) response

**They are both representations of the effect of protest in changing US society. How far do these representations differ about the role of protest in changing attitudes towards civil rights in the USA?**

**How far do these representations differ?**

### Extract from a candidate response

*...Representation 1 says that protests against the Vietnam War grew from three groups of people and although they were not important at first they grew as the Americans used more violent and unacceptable methods in Vietnam, including torture and war crimes as bad as the Nazis. The protests spread across American cities and into poor Black areas. It says that there were still a lot of Americans supporting the War, but they were mostly middle class and they might change their minds if their student sons were drafted (called up). Soldiers also turned against the War, and they set up their own anti-war movement. There were many stories from the troops which showed that the War was immoral which made this section of the protest the most important.*

*Representation 2 is also about the anti Vietnam War protests and agrees that there were lots of protests across the nation, with massive rallies and large and violent demonstrations, at least during the 1960s. The photograph shows a big protest going on in New York, which agrees with Representation 1 when it talks about protest in big cities. The graph suggests that Johnson became less popular because of the War, but it is not so clear on Nixon. The Representation ends by saying that this protest movement encouraged other ones such as Blacks' and women's rights, and that agrees with in Representation 1 when it says that Blacks ought to fight in Mississippi instead of Vietnam...*

### 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. There is enough comprehension and comparison to allow a good Level 2 mark. The answer would move to Level 3 with more awareness of differences in portrayal as well as clear similarities. Both representations agree that there were serious protests that had an effect on American society. But Representation 2 is much more equivocal about whether or not the protests had much effect on LBJ. Further, the candidate makes nothing of the photograph and its caption, suggesting that protest was not limited to the anti-war side that protest may have impacted more on younger people. Nixon's implied indifference to protests and Eugene McCarthy's view that protest probably made little difference to the Administration could also have been discussed. However, there is a valuable comment about the impact of the anti-war movement on other protest groups, and a mark well into Level 2 is justified.

”

## 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 about the effect of protest in changing US society. Explain your choice.**

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

### Extract from a candidate response

...Representations 1 and 2 are about the anti-Vietnam War protests and are very useful because they show you the effects they had on the streets of America in the 1960s. Representation 1 mentions a lot of important people who were setting up protests and it also mentions the soldiers' experiences and the effect that attitudes against the war were spreading to them and changing their thoughts about fighting in Vietnam. Representation 2 shows the effects clearly by using a graph. President Johnson's unpopularity shows really clearly on this. It is good to include a photograph taken during one of the demonstrations to show all the trouble and the need for the police to wade in.

But I think Representation 3 is even better because the photograph of the lady holding up her bra became a symbol of the whole women's liberation movement and it says that their protest movement suddenly got lots more support. This is also because it says that the women did other outrageous things at the Miss America pageant, including crowning a sheep as the winner. This must have had a lot of effect on the protest movement and gave it more publicity.

On the other hand I think the second representation is good too, because it says that all of the movements were affected by the anti-Vietnam protests. The 1960s were just as famous for Martin Luther King and the civil rights protests which helped Black people to be able to vote and go to the same restaurants and buses, as I said in the first task we did. Representation 1 only talks about the size of the protests without saying what they really did...

### Moderator's comments

“

This extract suggests a response in Level 2. A key feature of Representation 2 is selected – the notion that anti-war demonstrations impacted upon the other movements. The judgment is supported from the content of Representation 3 which is matched to the student's generalized, sometimes hazy own knowledge of protest in the 1960s. However there is little developed exploration of how far the women's or the anti-war movement impacted upon US society. Instead the student describes the two movements' methods. The student refers to effects, using Representations 2 and 3, but there is no linkage of that to own knowledge as part of reaching a judgment about the accuracy of the portrayal. The comments on the limitations of Representations 1 and 2 introduce a second criterion, but these comments are insufficiently developed. Rather, the candidate makes comments on representations and separately claims, in effect, "I also know that...". To reach Level 3 it is necessary to weigh the strengths and weaknesses of each representation, using criteria such as the objectivity comprehensiveness or accuracy of the representations.

”

### 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

In 1965 James Karales recorded the Selma to Montgomery March as scores of people walked for 54 miles in protest. *The New York Times* called his Civil Rights images, "pictorial anthem of the civil rights movement." Here is an extract from Tyler Green's modern and contemporary art blog at [www.artsjournal.com](http://www.artsjournal.com) describing Karales' work:

Vince Aletti wrote that Karales' photographs have "the weight of history and the grace of art". It's a smart way of saying that the great photojournalism of the civil rights era isn't exactly art, but because the best of it is so imbued with the right stuff, who cares? Aletti was right. Great art allows us to feel and compels us to receive. The best photojournalism of the civil rights era does that too. It laid bare a fundamental truth about an American lie and the heroism that responded to it that nothing else could. For those of us who are too young to have lived through those years, or who lived too far away to grow up with the heroes of the era, photographs are the best way - often the only way - for us to try to understand how they overcame. Each hour today I'm going to post an image from the civil rights movement, an image about voting. Maybe without these pictures equality would have come to America. Maybe Barack Obama would have run for president anyway and maybe he'd win. But maybe not.



The photo is very dramatic. The sky is dark and the protesters look as though they are walking down from a mountain. The stream of protesters is never ending. This photo is an accurate portrayal of the Civil Rights era as the protesters never gave up even though they faced great hardship. I feel that Karales' images are significant in understanding the 1960s, as they clearly show the important issues of the 60s. This is vital as to understand the era you must understand the issues, problems and ideas faced by the public at that time. Karales in my opinion clearly shows his audience what was happening in the United States in the 60s.

## Section 6: Sample task with candidate responses

### Representation 3-B

Out of all the musicians to come out during the 60s mass protest era, no one matched the fire and bluntness of Phil Ochs. His style was direct like a knife to the jugular of American politics, unashamed to rip his targets by putting up a much needed mirror to the system. More often than not, the U.S. government was that target.

*Freedom Riders*, Phil Ochs (1962)

Jackson, Mississippi, is a mighty white town,  
the white folks they like to keep the black folks down  
they think they'll be alright, but there's gonna be a fight  
and they'll have to share that freedom crown,  
yes, they'll have to share that freedom crown.

Freedom Riders roll along  
Freedom Riders won't be long  
won't be long.

They boarded a bus in Washington D.C.  
to enter a state half slave and half free  
the wheels hummed a song and they sang along  
the song of liberty, the song of liberty.

Jimmy Farmer was a hard fightin' man  
decided one day that he had to make a stand  
he led them down to slavery town  
and they threw Jim Farmer in the can  
and they threw Jim Farmer in the can.

One of these days and it won't be long  
the solid South is gonna sing another song  
They'll understand that a man's not a man  
'til he has all the freedoms of the land.

---

*Too Many Martyrs* (Phil Ochs and Bob Gibson)

In the state of Mississippi many years ago  
A boy of 14 years got a taste of southern law  
He saw his friend a hanging and his color was his crime  
And the blood upon his jacket left a brand upon his mind

CHORUS:

Too many martyrs and too many dead  
Too many lies too many empty words were said  
Too many times for too many angry men  
Oh let it never be again



## Section 6: Sample task with candidate responses

His name was Medgar Evers\* and he walked his road alone  
Like Emmett Till and thousands more whose names we'll never know  
They tried to burn his home and they beat him to the ground  
But deep inside they both knew what it took to bring him down

CHORUS:

Too many martyrs and too many dead  
Too many lies too many empty words were said  
Too many times for too many angry men  
Oh let it never be again

The killer waited by his home hidden by the night  
As Evers stepped out from his car into the rifle sight  
he slowly squeezed the trigger, the bullet left his side  
It struck the heart of every man when Evers fell and died.

CHORUS:

Too many martyrs and too many dead  
Too many lies too many empty words were said  
Too many times for too many angry men  
Oh let it never be again

And they laid him in his grave while the bugle sounded clear  
laid him in his grave when the victory was near  
While we waited for the future for freedom through the land  
The country gained a killer and the country lost a man

CHORUS:

Too many martyrs and too many dead  
Too many lies too many empty words were said  
Too many times for too many angry men  
Oh let it never be again

\* Medgar Evers joined the National Association for the Advancement of Coloured People (NAACP). In 1954 the NAACP employed Evers as its full-time state field secretary. This mainly involved Evers in monitoring, collecting and publicizing data concerning civil rights violations. Although the national leadership of the NAACP opposed mass direct action, Evers also organised and participated in sit-in protests against segregation in Mississippi. As a result of this Evers suffered several beatings and spells in prison. Despite several warnings from local white racist groups, Evers continued to organize protests against Jim Crow laws in Mississippi. On 11th June, 1963, Medgar Evers was murdered in the driveway of his home. Byron de La Beckworth, a white segregationist, was charged with the crime but the case ended in two hung juries but was convicted in a third trial held in 1994.

## Section 6: Sample task with candidate responses

### Representation 3-C

Pageant Protest Sparked Bra-Burning Myth, by Nell Greenfieldboyce (5 September 2008)



An unidentified protester drops a bra into the trash. The women did not burn their undergarments, contrary to popular belief.

As a small group of feminists prepared to launch their emerging women's liberation movement onto the national stage by protesting the 1968 Miss America pageant, they had no idea that the media was about to give them a new moniker: 'bra burners'. In reality, no bras were actually burned on the boardwalk in front of the Atlantic City convention hall that hosted the Miss America pageant, says Carol Hanisch, one of the organizers of the protest. "We had intended to burn it, but the police department, since we were on the boardwalk, wouldn't let us do the burning", says Hanisch. A *New York Post* story on the protest included a reference to bra burning as a way to link the movement to war protesters burning draft cards. Women threw bras, mops, girdles, pots and pans, and *Playboy* magazines — items they called "instruments of female torture" — into a big garbage can. "The media picked up on the bra part", Hanisch says. "I often say that if they had called us 'girdle burners', every woman in America would have run to join us."

Hanisch was part of a small group called New York Radical Women, one of the first feminist organizations formed during the 1960s. The group wanted to use the protest techniques of the civil rights movement to promote the new idea of women's liberation. Hanisch says she got the idea to target the Miss America pageant after one group meeting, when they discussed a movie about

## Section 6: Sample task with candidate responses

how beauty standards oppressed women. The movie showed clips of Miss America parading in her swimsuit. "It got me thinking that protesting the pageant might be a good way to launch the movement into the public consciousness," Hanisch says. "Because up until this time, we hadn't done a lot of actions yet. We were a very small movement. It was kind of a gutsy thing to do. Miss America was this 'American pie' icon. Who would dare criticize this?"

The protesters went to Atlantic City in cars and rented buses. Women came from around the country to gather on the boardwalk on what turned out to be a beautiful September day. "Huge crowds gathered for the picketing", says Kathie Sarachild, another member of New York Radical Women. "People were grabbing our fliers out of our hands." Besides marching with signs, passing out pamphlets and throwing the "instruments of female torture" into the trash, the protesters also crowned a live sheep and compared the beauty pageant to livestock competitions at county fairs.

# 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

### CA6: USA 1945–70

- 1964 Gulf of Tonkin Incident.
- 1945 Truman becomes President.
- 1947 CORE (Campaign of Racial Equality) organises the Journey of Reconciliation.
- 1948 Truman introduces a civil rights plan.
- 1953 Eisenhower becomes President.
- 1954 *Brown v Topeka*.
- 1955 Montgomery Bus Boycott.
- 1955 The case of Emmett Till.
- 1957 Crisis at Little Rock High School.
- 1960 SNCC (Student Non-violent Co-ordinating Committee) formed.
- 1960 SDS (Students for a Democratic Society) formed.
- 1960 Birth control pill goes on sale.
- 1961 J F Kennedy becomes President.
- 1961 Kennedy introduces his 'New Frontier'.
- 1961 Kennedy appoints Eleanor Roosevelt as the chair of the Presidential Commission on the Status of Women.
- 1961 'Freedom Rides'.
- 1961 Voter Education Project.
- 1962 Public facilities closed in Birmingham Alabama to stop them becoming integrated.
- 1963 MLK organises marches and demonstrations in Birmingham.
- 1963 Washington protest (MLK 'I have a dream').
- 1963 Equal Pay Act passed.
- 1963 'The Feminine Mystique' written by Betty Friedan.
- 1963 President J F Kennedy assassinated.
- 1963 L B Johnson becomes President.
- 1963 Johnson introduces his 'Great Society'.
- 1964 Civil Rights Act passed.
- 1965 US sends combat troops to Vietnam.
- 1965 Voting Rights Act passed.
- 1965 Students protest in Washington DC.
- 1966 National Organisation for Women (NOW) set up.
- 1966 Minimum Wage Law passed.
- 1966 Black Panther Party For Self-Defence set up.
- 1968 Student protest and demonstrations climax at the Democratic Party National Convention in Chicago.
- 1968 MLK assassinated.
- 1968 Women's Liberation Movement protest at the Miss America pageant.
- 1969 Nixon becomes President.
- 1969 Woodstock Music festival.
- 1970 Four students killed during protest at Kent State University (Ohio).

### 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*

- Three core groups of anti-war protesters: left-wingers, pacifists and liberals.
- Protest grows as US war tactics become apparent.
- Intensity grows as Black ghettos erupt and cities experience riots.
- Protests do not significantly impact on middle class.
- The veterans' protests have a wider impact.

##### *Evaluation of representation as evidence of effectiveness of mass protest in the USA*

- US conduct of the war had a significant effect on most opinion, this suggests probably more so than protest itself.
- Extreme actions like those of Morrison may have encouraged escalation of Black protest, leading to fears of revolution on the streets of America.
- Escalation of war involving student draft would increase protest and lose LBJ crucial support.
- Anti-war sentiment among soldiers and returned veterans may have affected morale on the ground.
- Use of own knowledge to evaluate accuracy.

##### *Critical evaluation of representation as evidence of effectiveness of mass protest in the USA*

- '...still the largest anti-war demonstration' suggests an early and profound impact by protesters.
- '...distinguished academics under the leadership of Bertrand Russell, set up the International War Crimes Tribunal' suggests professors backed student protest and gave it gravity.
- '...the silent majority who have not yet voiced their opinions' suggests protests may not yet have impacted upon most Americans.
- Use of own knowledge to evaluate completeness of portrayal.
- Notes one-sidedness of representation – does not consider protest may not have had much of an impact (in contrast to Rep. 2).



# Section 7: Candidate handouts

## Representation 2

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

- Protest continued under Nixon's leadership until Vietnamisation diluted it.
- Nixon took little notice of continued mass protest.
- There was pro-war protest against the anti-war movement.
- Graph shows war had impact on presidential popularity.
- Protest focused people's minds about the War.

### ***Evaluation of representation as evidence of effectiveness of mass protest in the USA***

- '...is there an age difference?' suggests anti-war sentiment impacted more strongly on young people.
- Protest may have had an impact on both presidents and Congress, despite Nixon's ostentatious denials.
- Use of own knowledge to evaluate accuracy. E.g. emergence of 'Hawks' and 'Doves' in response to public opinion.
- Use of own knowledge to consider how completely this portrays the effectiveness of mass protest.

### ***Critical evaluation of representation of evidence of effectiveness of mass protest in the USA***

- Eugene McCarthy's thoughts on the impact of protest are critical – he believes it had little impact, but that anti-war sentiment amongst soldiers and US defeats were more significant.
- '...public was educated in how to register political opposition' implies great impact of protest movement on US society.
- 'including the role of women in society and the nuclear arms race' establishes linkage with other trends in sixties society.
- Evaluates objectivity of representation, noting examples of both sides of the argument – protest did and didn't make an impact.
- Use of own knowledge to evaluate accuracy of portrayal.
- Use of own knowledge to evaluate completeness of portrayal of effectiveness of mass protest in the mid-1960s. Did the emergence of more strident protest lead to failure in war or the threat of revolution in America? Was 1968 a critical year?

## 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.

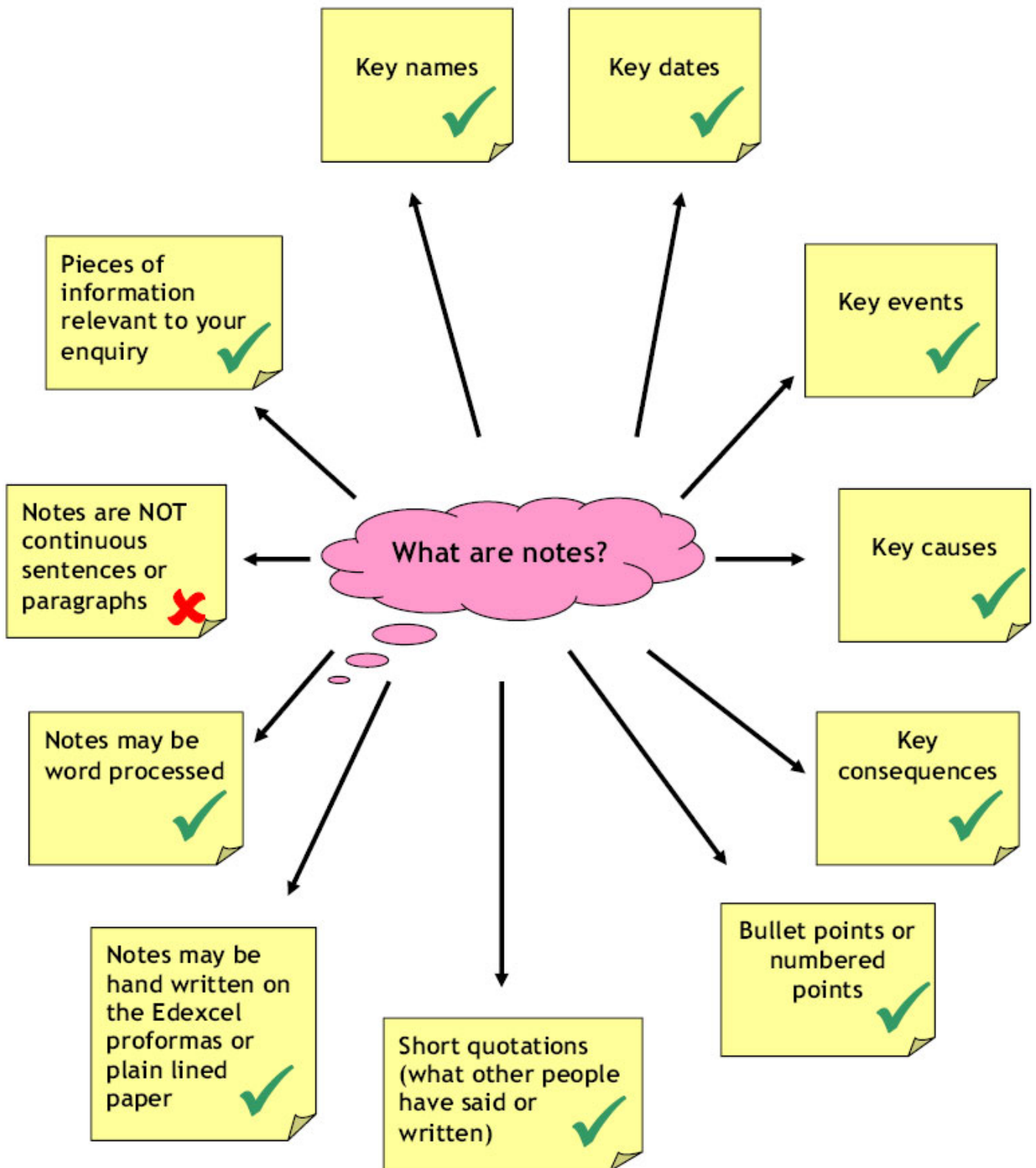
## Section 7: Candidate handouts

### *Which is the best representation?*

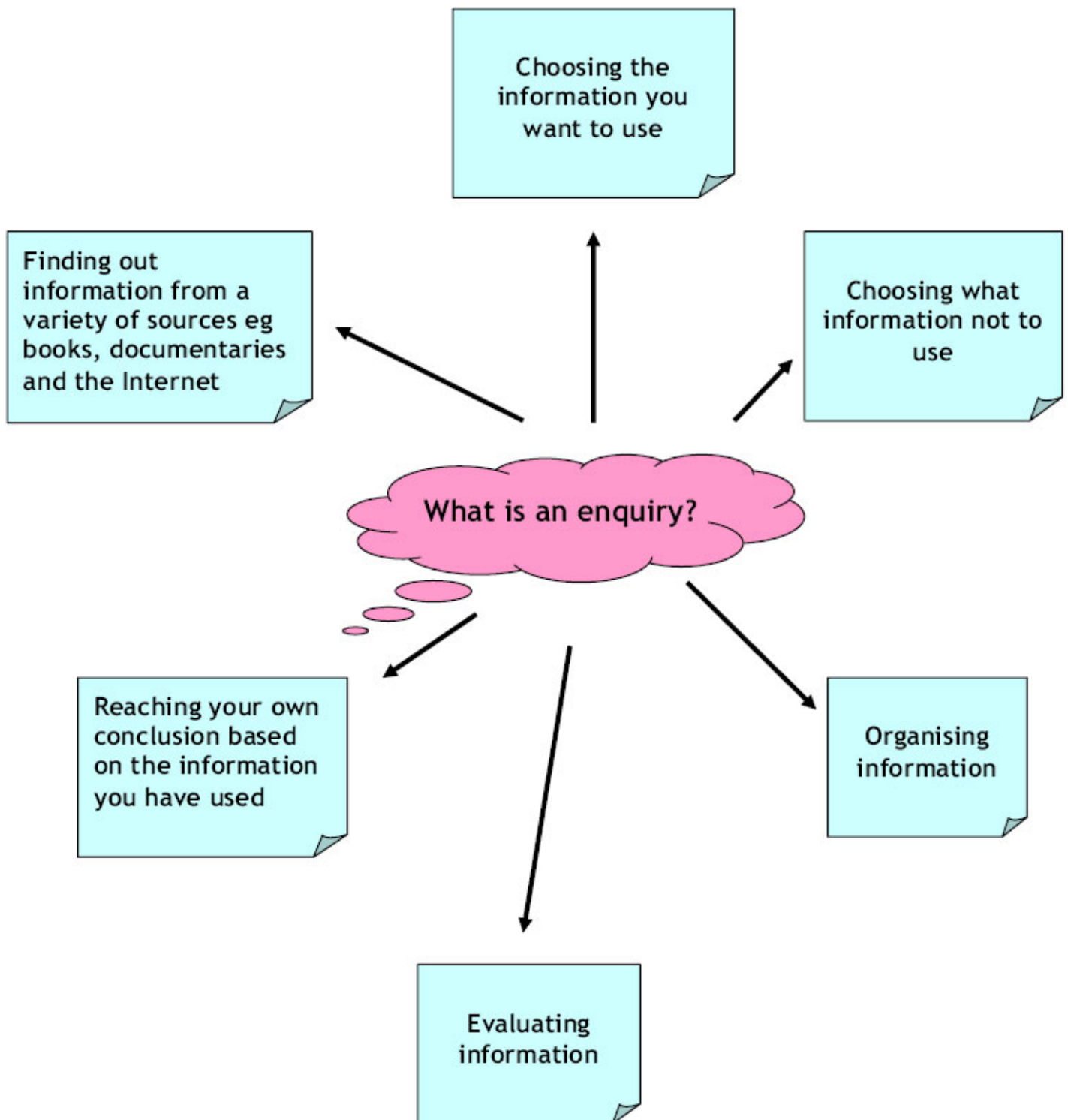
Use this sheet to record your thoughts on your representation questions. [This sheet may not be taken into the write-up session.]

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

## What are notes?



### What is an enquiry?





## 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**

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





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

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





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

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

**Question:**

**Plan:**





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

<b>Bibliography</b>
<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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