

Edexcel GCSE

History

Controlled Assessment

CA7: The Indian subcontinent:

The road to independence

1918–47

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 CA7

Welcome to the GCSE History 2012 Controlled Assessment Teacher Support Book

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

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

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

Expert advice from the people who know

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



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We look forward to working with you.

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Unit 4: Representations of History

What has changed for 2012?

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

Can we still do the controlled assessment in Year 10?

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

Can a candidate carry forward marks from a controlled assessment unit?

If a candidate wishes to retake the whole GCSE History qualification, then they will be able to carry forward the mark they received for the controlled assessment unit. They can do this whether or not the task is still valid for that cohort of learners, as they are carrying forward the UMS mark they were awarded.

Will the controlled assessment tasks follow the same pattern?

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

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

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

Overview of assessment

- Controlled assessment is weighted at 25% of the course.
- It is worth 50 raw marks and 100 UMS.
- It can only be submitted in the June series at the end of the course but it can be sat at any time, provided the task is valid for the year of submission.
- Candidates are assessed through a single internally assessed, externally moderated assessment consisting of one task, split into three parts.
- There are 12 topics in the Modern World (MW) specification and 13 topics in the Schools History Project (SHP) specification. The tasks are identical for both Modern World and SHP.

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

Each task is split into three parts

Part A – Carry out a historical enquiry

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

Suggested time to complete write-up: 1 hour

20 marks

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

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

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

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

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

Suggested time to complete write-up: ½ hour

10 marks

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

In this task candidates need to understand what representation is, what is meant by portrayal of an aspect of the past and how a view or portrayal is conveyed by what its creator chooses to include and/or the treatment given to what is included. Candidates should see similarity and difference in the details and emphases of the representations – and will achieve Level 3 if they show clearly what those differences amount to in the overall impression created of an event or issue and if they make and support a judgement.

Section 2: Assessment information

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

Assessment Objective 3b

Suggested time to complete write-up: 1 hour

20 marks

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

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

What are the representation focuses?

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

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



Teaching controlled assessment

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

When will I see the task?

“

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

”

When can candidates see the task?

“

Part A

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

Part B

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

”

Section 2: Assessment information

Will there be any choice?



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

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

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

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



When can I offer the controlled assessment unit?



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



Part A guidance

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

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

What is a 'range' of sources?

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

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

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

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

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

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

Part B guidance

What is a representation?

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

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

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

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

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

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



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



BLIND-MAN'S BUFF.

(As played by the Police.)

**"TURN ROUND THREE TIMES,
AND CATCH WHOM YOU MAY!"**

A Punch cartoon of 22 September 1888.

Section 2: Assessment information

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

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

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

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

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

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

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

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

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

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

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

Section 2: Assessment information

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

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

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

How do I choose the third representation?

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

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

Supporting your candidates

What sort of research can candidates do for Part A?

“

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

”



What are notes?

“

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

”

Section 2: Assessment information

How much support can teachers give candidates?

“

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

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

Teachers may not provide:

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

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

”



Administering the controlled assessment

How do I conduct the controlled assessment?

“

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

”

Section 2: Assessment information

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

“

The controlled assessment write-up could be as follows.

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

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

”



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

“

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

”

Section 2: Assessment information

Can candidates do the task on their computer?

“

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

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

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

”



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

“

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

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

”

What about candidates who qualify for extra time in examinations?

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

”

Section 2: Assessment information

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

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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.

CA7: The Indian subcontinent: The road to independence 1918–47

At present there are no published GCSE resources written specifically for this topic. Hodder Education have provided a downloadable file on 'End of Empire, c.1919–69', available at www.hodderplus.co.uk/modernworldhistory.

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

Edexcel GCE AS History Unit 2 Britain and the Nationalist Challenge in India, 1900–47 by Rosemary Rees, ISBN 9781846905049 (Pearson). For more information please go to www.pearsonschoolsandcolleges.co.uk.

Heinemann Advanced History: India 1900–47 by Rosemary Rees, ISBN 9780435327781 (Pearson). For more information please go to www.pearsonschoolsandcolleges.co.uk.

Access to History: Britain and India 1845–1947, by Tim Leadbeater, ISBN 9780340965979 (Hodder Education). For more information please go to www.hoddereducation.co.uk.

Teachers may also wish to use films and documentaries when teaching this topic.

The following websites may be useful:

- The British Library have several resources on India including the India Office Records which are publicly accessible www.bl.uk/reshelp/findhelppregion/asia/india/index.html
- Casa Historia has a section on British imperialism and decolonisation, containing several useful web-links: www.casahistoria.net/british_imperialism.htm
- www.casahistoria.net/decolonisation.htm
- www.historylearningsite.co.uk/india_1900_to_1947.htm
- www.fordham.edu/halsall/india/indiasbook.html has a limited selection of sources for this topic and www.iloveindia.com/history has some good basic accounts of the facts, as has www.indianetzone.com/39/indian_independence_movement.htm.

The National Archives have lots of information about Britain and India on their learning curve website: www.learningcurve.gov.uk/empire. They have case studies on the empire in India using a wide range of sources: www.learningcurve.gov.uk/empire/g3/cs3.

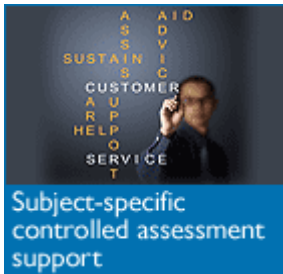
Film sources: www.learningcurve.gov.uk/focuson/film/film-archive.

Cabinet Papers:

www.nationalarchives.gov.uk/cabinetpapers/themes/empire-commonwealth.htm.

Supporting you with your controlled assessment

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



- Email your [Subject Advisor, Mark Battye](mailto:TeachingHistory@pearson.com), directly at TeachingHistory@pearson.com
- **Call 0844 576 0034** to speak to a member of the Subject Advisor team for history
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You can find documents relating to controlled assessment below.

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

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

Assessment forms

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

Exemplars

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

Teaching and learning

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

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

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

Supporting your delivery of controlled assessment

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

Exemplar scheme of work

Generic scheme of work	Subject content	Controlled assessment	15-week programme
<p>Context, concepts and application</p> <p>The historical context of the enquiry/ies identified in Part A.</p> <p>The key features of the period or issue.</p> <p>Reasons for change and developments.</p> <p>Practise analysing causation, change.</p> <p>Practise writing extended responses with a focus on causation, change, etc.</p>	<p>Overview:</p> <p>Background: The impact of war on India and Britain. Specifically:</p> <ul style="list-style-type: none"> • Changes in approaches to governing India in the wake of the Second World War. • Changes in the tactics of India's independence movement. <p>Enquiry:</p> <ul style="list-style-type: none"> • Responding to post-war pressures for independence in Britain and India, 1945–47. • Responding to challenges to law and order: community and religious strife. <p>Comparisons of challenges, methods of government and coercion. Muslim League and Congress. The last Viceroy.</p> <p>Assessment of the quickening pace of change – to independence.</p>		Weeks 1–4
<p>Part A Enquiry</p> <p>Developing enquiry skills:</p> <ul style="list-style-type: none"> • how to find, select and use sources of information • supporting candidates in the process of their research • includes write-up. 	<p>Generic</p>	Write-up 1 hour	Weeks 5–7

Section 5: Exemplar scheme of work

Generic scheme of work	Subject content	Controlled assessment	15-week programme
<p>Part B Context</p> <p>The historical context of the representations issue.</p> <p>Coverage of key features of period or issue sufficient to enable candidates to evaluate the accuracy and comprehensiveness of the representations.</p>	<p>Campaigns for independence and coercion in the inter-war period.</p> <p>Background:</p> <p>In what ways was the situation in India changed by the First World War? What effects did Gandhi's actions have?</p> <p>The Congress Movement and the Muslim League: the campaigns for independence.</p> <p>British policies and attitudes to India before the Second World War.</p> <p>Specifically:</p> <ul style="list-style-type: none"> • The Montagu-Chelmsford Reforms. • The Government of India Act, 1919 - the Dyarchy. • The Rowlatt Acts and The Amritsar Massacre. • The Simon Commission. • Gandhi's Satyagraha Campaigns: the effects of Chauri Chaura and the Salt March. • The Round Table Conferences. • The Government of India Act, 1935 and reactions from Congress and the Muslim League. 		Weeks 8–11
<p>Part B Skills and concepts</p> <p>Understanding and analysing representations.</p> <p>Practise comparing and evaluating representations of the selected issue.</p>	Generic	<p>Write-up</p> <p>Part B(i): ½ hour</p> <p>Part B(ii): 1 hour</p>	Weeks 12–15

Historical timeline

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

Sample task

The Indian subcontinent: The road to independence, 1918–47

Part A: Carry out a historical enquiry

ENQUIRY 1

The reasons why India achieved independence so soon after the end of World War II.

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

Either

- How significant was the role of the British Government as a reason why India achieved independence so soon after the end of World War II?

Or

- How significant was Direct Action and Communal Violence as a reason why India achieved independence so soon after the end of World War II?

(Total for Part A = 20 marks)

Part B(i): Compare representations of history

Study Representations 1 and 2. They are both representations of the role that Gandhi played in India's struggle for independence.

How far do these representations differ?

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

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

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

Choose the one which you think is the best representation of the importance of Gandhi's role in advancing India towards independence. Explain your choice.

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

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

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

Representations for use in Part B

Representation 1

From an article published in *India Abroad*, a leading weekly newspaper for Indians living in America, 1996.

Did the violence at Chauri Chaura betray Gandhi or did the Mahatma err in assessing the incident is a question that still haunts students of history 75 years after the event. As many as 22 policemen were burnt alive by a rampaging mob after the police fired on a procession of satyagrahis in Chauri Chaura near Gorakhpur on February 4, 1922. In the aftermath of Chauri Chaura, the British police unleashed a reign of terror in the area and 172 satyagrahis were sentenced to death in connection with the incidents by the Gorakhpur sessions court. Finally 19 people were hanged, after their plea was rejected by the Allahabad high court.

The Chauri Chaura Smarak Samiti, an organisation of local villagers and political activists, is planning to organise various functions during the 75th anniversary of the incident. Shahid Amin, a scholar who authored a book *Chauri Chaura 1922–92*, says it is unfortunate that Chauri Chaura still remains on the margin of authentic history writing. The facts about this incident, he says, are yet to be fully compiled and analysed.

Mahatma Gandhi was shaken by the violence of Chauri Chaura and abruptly called off the non-co-operation movement in 1922 when the movement was at its peak. Chauri Chaura, he said, was a 'divine warning' that the masses were not yet prepared for launching a non-violent struggle to gain freedom for the country.

For the Mahatma's critics, the suspension of the movement was a 'Himalayan mistake' at a crucial juncture of the freedom struggle when they felt Swaraj was only 'one inch away'.

Gandhi's article in *Young India* (16-2-1922), 'The crime of Chauri Chaura' had also evoked sharp reactions.

His memoirs revealed that he was somewhat confused about the eventual impact of Chauri Chaura. In March 1922, he wrote to Mahadev Desai, 'take it from me that Chauri Chaura has saved us from a conflagration and has brought Swaraj miles nearer'. He interpreted the event differently in 1930: 'if the march of nonviolence had not been interrupted by the events in Chauri Chaura, I make bold to say that we would have been today in full possession of Swaraj'.

Gandhi defended his decision to call off the non-co-operation movement while fully realising that the decision had demoralised the masses who wanted to get rid of British rule quickly. It pained the Mahatma when his critics accused him of cowardice in the face of brutal State power. As he wrote in *Navjeevan* in 1928, 'until this date I have felt that I have served the country by calling off the non-co-operation movement. I am confident that history will look upon it as a form of perfect satyagraha and not as an act of cowardice'.

Section 6: Sample task with candidate responses

Representation 2

From a book entitled *Mahatma Gandhi: an American portrait* by John Haynes Holmes and Bruce A. Southworth. The following extract is a church sermon given by Rev. John Haynes Holmes in 1930, entitled 'Gandhi Before Pilate'. The illustration is printed with the sermon.



Gandhi collecting salt in Dandi

In recent weeks there has been one event in the world which has riveted the attention of all serious-minded people. I refer to the march in India of Mahatma Gandhi and his band of seventy disciples from Ahmedabad to the sea. In itself there was little that was impressive about this event. It seemed as insignificant and undramatic as another march of another man from Galilee to Jerusalem some two thousand years ago. It was just the spectacle of a little group of pilgrims trudging along the dusty roads of a remote region of a distant country, in the killing heat of the tropic sun, to arrive at a lonely spot upon the shore of the sea. Sickness and exhaustion decimated the ranks of

Section 6: Sample task with candidate responses

the wayfarers as they moved — the leader, with his emaciated body and bandy legs, all naked except for the familiar loin-cloth, seemed so frail that he must collapse at every step. It was all so miserable and pitiful, and just a little ridiculous. But the march was momentous as the opening chapter of a revolution which is destined to bring liberation to three hundred and fifty millions of human beings, and was glorified by the presence of a man who is destined to be remembered by posterity as one of the greatest personalities of history. John Richard Green, the English historian, in speaking of George Washington, the leader of the American Revolution, gives it as his opinion that “no nobler figure ever stood in the forefront of a nation’s life”. This was true yesterday, but it is no longer true today. India has outdone America. For Mahatma Gandhi ranks not only with Washington and Cromwell and Mazzini, the great nationalists of their time, but with Buddha and Jesus and St. Francis, the great religionists of all time. This immortal Indian, as mighty in spirit as he is feeble in body, is not only incomparably the greatest man in the world today, but one of the ten or a dozen greatest men who have ever lived. When, on the early morning of April 6th, his journey done, he waded into the sea at Dandi, to manufacture salt in defiance of the monopoly of the British crown he made forever memorable a village so small that its name does not appear upon the map as the scene of the greatest event of modern times...

The Mahatma is not allowing his movement to be deterred or even delayed today by the outbreak of violence. Gandhi of course, is as much opposed to violence as ever, and his followers are as solemnly and irrevocably pledged against it. But whereas, in 1920–1921, an outbreak of force led to a suspension of operations and a period of penance, today such outbreak leads only to a new determination to press ahead and reach the decisive moment as soon as possible. The Indian leader seems now to have penetrated to the deeper truth that the struggle for independence, with such suffering and death as may attend it, is itself the preparation needed for independence. The present campaign, said Gandhi, in a recent issue of his paper, *Young India*, is designed “not to establish independence, but to arm the people with the power to do so. We must deliberately seek wounds, and even death itself, that by the discipline of suffering we may make ourselves fit for the freedom we would enjoy!” This is the new Gandhi — a Gandhi more relentless, even ruthless, than he has been before. He has at last become, like Jesus, one of ‘the terrible meek’ — the meek who ‘inherit the earth!’

Section 6: Sample task with candidate responses

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

Representation 3

A cartoon published in the *Washington Post* in 1947 ridicules Gandhi.



Coakley-Washington Post

With His Feet In The Clouds

Section 6: Sample task with candidate responses

Assessment criteria

Part A: Carry out a historical enquiry

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

Section 6: Sample task with candidate responses

<p>Level 4 QWC i-ii-iii</p>	<ul style="list-style-type: none"> • A sustained analysis is supported by precisely selected and accurate material and with sharply focused development of the points made. The answer as a whole will focus well on the question. An explicit judgement is given, with a reasoned argument about the nature/extent of change/significance/consequences OR whether one factor was more important than the others OR the response explains the inter-relationship between two or more of the factors. • A range of sources appropriate to the enquiry has been identified and material from them has been well deployed. • Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. The candidate spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found. 	<p>16–20</p>
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Part B(i): Compare representations of history

Target	Assessment Objective 3b	10 marks
Level	Descriptor	Mark
0	No rewardable material	0
Level 1	Comprehends the surface features of the provided representations and selects material from them. Responses are descriptions, direct quotations, or paraphrases from one or more of the sources.	1–3
Level 2	Comprehends the provided representations and selects from them similarities and/or differences of detail. At low level 2, there may be only one developed comparison, and other comparisons will be undeveloped or unsupported with material from the sources.	4–7
Level 3	Analyses the sources and identifies a range of similarities and/or differences in representation. Uses precisely selected detail from the provided representations to support the explanation and makes a judgement about extent.	8–10

Section 6: Sample task with candidate responses

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

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

Section 6: Sample task with candidate responses

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

The reasons why India achieved independence so soon after the end of World War II.

How significant was Direct Action and Communal Violence as a reason why India achieved independence so soon after the end of World War II?

Extract from a candidate response

...In 1946 the Labour government sent the Cabinet Mission to India to report on the situation and work out a plan for an independent India. It recommended a united India with protection for Muslims. The provinces would be grouped together so that some areas had a Hindu majority and some had a Muslim majority. These groups would be responsible for all day to day affairs. Elections for the new Assembly took place, in which Congress won 205 seats and the Muslim League won 73, but after the results were announced Congress went back on its decision and rejected the plan. After Congress's refusal to accept the Cabinet plan, the Muslim League also withdrew support. Jinnah was angry that Congress had turned down the Cabinet Mission's proposals. On 16 August 1946, he called for Direct Action. This was meant to be a series of peaceful demonstrations to put pressure on the British and Congress.

According to Malcolm Chandler Direct Action was M. A. Jinnah's way of trying to show how strong feelings were for a Muslim state. He called for nation-wide demonstrations on 16 August 1946. The result was a disaster. Jinnah had planned peaceful demonstrations, but local leaders went for violence. In Calcutta there was fighting between Muslims and Hindus, which resulted in 5,000 deaths. The British were unable to stop it. This was repeated in many parts of India. Gandhi tried to stop the violence by visiting the areas and meeting Muslim leaders. He fasted to force Hindus to stop attacking Muslims. The Viceroy, Lord Wavell, now told the government in Britain that India was getting out of control. Clement Attlee, the prime minister, decided to fix a date for the British to leave India. He announced that they would leave no later than June 1948. A new Viceroy, Lord Mountbatten was appointed in February 1947. He was the last Viceroy of India. He took office in February 1947 and advised the prime minister, Clement Attlee, that a date should be fixed for independence. Attlee decided that the British would leave at midnight on 28 August 1947. Lord Mountbatten said there must be partition and independence as soon as possible.

John Simkin says that because of the communal violence Mountbatten became convinced that a united India was impossible. He announced that two countries would be created, India and Pakistan. To reduce the communal violence and other border squabbles, Mountbatten brought forward the date of Independence by fourteen days to midnight on 14 August...

Moderator's comments



This extract shows the qualities described in Level 2 of the mark scheme. The candidate has found out about and described some aspects of the quickening pace towards independence. The response shows the selection of some accurate detail and has made use of relevant material from two sources (although as this is an extract we can assume that a further range of sources was used). However, the candidate's **treatment** of material is mainly **descriptive**, and the emphasis is either on events, or, when addressing causes, as much on the British Government as communal violence. The focus on the question is shown only in the two paraphrases from sources. To improve

Section 6: Sample task with candidate responses

to Level 3 explanations of these historians' comments should be **explicitly developed**. The candidate could use the material to show the extent of communal violence in its religious setting, for example. The candidate could also bring in additional material to support more explicit causes of the communal violence, such as Jinnah's fears of minority status, and make judgements about significance.

”

Part B(i) response

Study Representations 1 and 2. They are both representations of the role that Gandhi played in India's struggle for independence.

How far do these representations differ?

Extract from a candidate response

...Representation 1 says that the violence at Chauri Chaura forced Gandhi to call off his campaign of non-co-operation with the British just when 'the movement was at its peak'. Gandhi did not trust the ordinary people to campaign as he wanted, so he called the whole thing off. Some people thought that this was a huge mistake, as big as Mount Everest. This was because 'Swaraj' (independence) was so close to being achieved. The Representation also says that Gandhi later realised this later and in the same year as the Salt March he thought that Swaraj would have already been achieved if he had not changed his campaign after the violence at Chauri Chaura. He had not thought this in 1922. He said that the whole incident had 'brought Swaraj miles nearer'.

Representation 2 doesn't highlight Gandhi's mistakes, so it is quite different. The Rev. Holmes thinks that Gandhi was acting like Jesus when he led the Salt March and he was as great a figure in history as people like 'Washington, Cromwell and Mazzini'. So great is Gandhi that he is one of the top ten men who ever lived. It is also different because this time Gandhi is not deflected from his task when violence takes place. He carries on with his campaign to make salt, not like his campaign at Chauri Chaura, which he called off. As the Representation says, this is 'a new Gandhi' who is more like Jesus. So the Salt March was much more effective in moving India towards independence...

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 contrast. But there is no comparison offered, no attempt to discuss **how far** the sources disagree about Gandhi's contribution towards the attainment of independence. There is a sense of achievement in Representation 1 which is not acknowledged by the candidate. There is enough comprehension and contrast to allow Level 2. The answer would move to Level 3 with more awareness of the **similarities** in portrayal as well as the difference. Both Representations, for example, acknowledge the primacy of non-violence. Representation 1 sees, at least in Gandhi's eyes, some advantage as well as some error in the Chauri Chaura decision. Representation 1 is more complex than the candidate suggests. The student's makes a valid contrast in the reaction to violence between 1922 and 1930, however.



Part B(ii) response

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

Choose the one which you think is the best representation of the role that Gandhi played in India's struggle for independence. Explain your choice.

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

Extract from a candidate response

...Representation 1 is quite useful because it contains a report of what Gandhi himself thought about the successes and failures of his tactics in trying to achieve independence at different times. It says that 'the British police unleashed a reign of terror in the area and 172 satyagrahis were sentenced to death'. This is a strong portrayal of Gandhi's failure. It is also looking back with the benefit of hindsight 75 years later. But a portrayal for Indians living in America may not be the best because Gandhi will probably be seen as a hero by everyone.

Representation 2 is also American, but this time given by someone reacting to the event (Salt March) at the time. But the trouble is that as a Christian minister the Rev. Holmes tries to make Gandhi into a Christian saint who only has success in leading the Indian movement for independence. This is a bit strange being as Gandhi is a Hindu! And we also know that the Salt March brought a big reaction from the British rulers, showing it was not completely successful.

Representation 3 is from an American newspaper. It is a cartoon that likes to make fun of people, so it may not be very accurate. But it is quite useful because it portrays the situation as dangerous. The 'Washington Post' understands that Gandhi will not be able to control a confusing situation in India at the time of independence. This is what it means by drawing Gandhi upside down. If you have your head in the clouds it means that you might be too idealistic to be of any value. It may be that Gandhi has rushed into an increasingly dangerous situation and put his foot in it, meaning he can't deal with 'chaos, confusion and contradiction'. And it is a reaction to the situation at a key time of the process towards independence, like Representation 2.

I also think that there were lots of other things about the role of Gandhi in bringing in independence which are not covered by the sources. For example there was the Round Table talks which led to the Government of India Act, which gave the Indians a bit more of their own responsibility. This was not enough and it made the Muslims worry about being dominated by Hindus...

Moderator's comments



This extract suggests a response in Level 2. A key feature of Representation 3 is selected – the use of satire to demonstrate a genuine concern about Gandhi's role. The fact that Representation 2 is the work of a Christian American is acknowledged, with a pertinent comment. Simple comments are made about the weaknesses of Representation 1 (though there is some merit in mentioning the likely sympathetic audience). However there is little developed exploration of how far the two major incidents moved forward India's political, economic and social relations with the British Government in the context of the fight for independence. There is no linkage of those factors to the candidate's own knowledge as a contribution to reaching a judgment about the accuracy of the portrayal. Rather, the candidate makes comments on

Section 6: Sample task with candidate responses

Representations and separately claims, in effect, “I also know that...”. The judgment that Representation 2 is severely limited is not sufficiently developed, and the strengths and weaknesses of the provenances of the Representations are too easily simplified. Additionally, the candidate does not make anything from his/her own knowledge of the “contradictions and chaos” during 1947 to add to Representation 3. To reach level 3 it is necessary to weigh the strengths and weaknesses of each Representation, making a critical evaluation of the objectivity, accuracy, and comprehensiveness of each representation. The candidate begins to do this, moving well into Level 2.

”

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

Extract from an article in *Time* magazine, 3 January 2000.

Person of the Century Runner-Up: Mohandas Gandhi

In an age of empire and military might, he proved that the powerless had power and that force of arms would not forever prevail against force of spirit.

By JOHANNA MCGEARY

The Mahatma, the Great Soul, endures in the best part of our minds, where our ideals are kept: the embodiment of human rights and the creed of nonviolence. Mohandas Karamchand Gandhi is something else, an eccentric of complex, contradictory and exhausting character most of us hardly know. It is fashionable at this fin de siècle to use the man to tear down the hero, to expose human pathologies at the expense of larger-than-life achievements. No myth raking can rob Gandhi of his moral force or diminish the remarkable importance of this scrawny little man. For the 20th century — and surely for the ones to follow — it is the towering myth of the Mahatma that matters.

Consciously or not, every oppressed people or group with a cause has practiced what Gandhi preached. Sixties kids like me were his disciples when we went South in the Freedom Summer to sit in for civil rights and when we paraded through the streets of America to stop the war in Vietnam. Our passionate commitment, nonviolent activism, willingness to accept punishment for civil disobedience were lessons he taught. Martin Luther King Jr. learned them; so did Nelson Mandela, Lech Walesa, Aung San Suu Kyi, the unknown Chinese who defied the tanks in 1989 and the environmental marchers in Seattle a few weeks ago.

It may be that this most Indian of leaders, revered as Bapuji, or Father of the Nation, means more now to the world at large. Foreigners don't have to wrestle with the confusion Indians feel today as they judge whether their nation has kept faith with his vision. For the rest of us, his image offers something much simpler — a shining set of ideals to emulate. Individual freedom. Political liberty. Social justice. Nonviolent protest. Passive resistance. Religious tolerance. His work and his spirit awakened the 20th century to ideas that serve as a moral beacon for all epochs.

Half a century after his death, most of us know little of Gandhi's real history or how the Mahatma in our minds came to be. Hundreds of biographies uncritically canonize him. Winston Churchill scorned him as a half-naked fakir stirring up sedition. His generation knew him as a radical political agitator; ours shrugs off a holy man with romantic notions of a pure, preindustrial life. There is no either-or. The saint and the politician inhabited the same slender frame, each nourishing the other. His struggle for a nation's rights was one and the same with his struggle for individual salvation.

The flesh-and-blood Gandhi was a most unlikely saint. Just conjure up his portrait: a skinny, bent figure, nut brown and naked except for a white loincloth, cheap spectacles perched on his nose, frail hand grasping a tall bamboo staff. This was one of the century's great revolutionaries? Yet this strange figure swayed millions with his hypnotic spell. His garb was the perfect uniform for the kind of revolutionary he was, wielding weapons of prayer and nonviolence more powerful than guns.

Section 6: Sample task with candidate responses

Representation 3-B

From Venkat Tata's stamp collecting website.

'Indian Philately pays its glorious tribute to the great Patriots and Rulers, Saints and Philosophers, Statesmen and Politicians, Poets and Writers, Inventions and Discoveries, Artists and Scientists, Doctors and Engineers, Sportsmen and Industrialists, Explorers and Adventurers, and many others who have been the architects of modern India.'



Issued in 2000 to mark the new Millennium

Section 6: Sample task with candidate responses

Representation 3-C

A cartoon published in the *Washington Post* in 1947 ridicules Gandhi.



Coakley-Washington Post

With His Feet In The Clouds

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?

Topic timeline

CA7: India 1918–47

- 1858 British Crown officially takes over the Indian Government.
- 1885 First meeting of the Indian National Congress.
- 1899 Lord Curzon becomes Governor-General and Viceroy of India.
- 1905 The First Partition of Bengal takes place.
- 1906 Muslim League is formed.
- 1909 The Morley Minto reforms.
- 1919 The Amritar massacre due to protests against the Rowlatt Act.
- 1920 Non-cooperation Movement launched.
- 1922 Chauri-Chaura violence due to Civil Disobedience Movement.
- 1928 Simon Commission comes to India and is boycotted by all parties.
- 1930 Salt Satyagraha is launched as an agitation against salt tax.
- 1930 First Round Table Conference takes place.
- 1931 Second Round Table Conference and Irwin-Gandhi Pact is signed.
- 1934 Civil Disobedience Movement is called off.
- 1935 Government of India Act.
- 1942 Cripps Mission is formed; Quit India Movement is launched.
- 1942 Indian National Army is formed.
- 1947 3rd June: Lord Mountbatten's plan for partition comes into light.
- 1947 15th Aug: Partition of India and Independence from British rule.

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

- Gandhi's non-violent independence campaign turned nasty against his will. The police and law enforcement officials replied in kind.
- The full facts of the Chauri Chaura incident have never been made clear.
- Gandhi, angry about the indiscipline of his supporters, called off the non-co-operation campaign just at the time when it was going well.
- Gandhi changed his mind about the impact of Chauri Chaura between 1922 and 1930.
- Gandhi faced criticism as a coward for calling off his campaign but saw it as more important to maintain his principles.

Evaluation of representation as evidence of Gandhi's importance in the struggle for independence

- Gandhi's reaction to Chauri Chaura (to call off a successful campaign) may have set back the cause of independence, but the greater victory was for the moral high ground.
- Non-violence is the only moral way to solve India's problems. Gandhi realised that the Indian people were not ready to understand this in the early 1920s.
- Use of own knowledge to evaluate accuracy of portrayal of Gandhi's importance in moves towards independence.
- Use of own knowledge to consider how completely this portrays Gandhi's importance to India's struggle for independence. Other factors may be considered.

Critical evaluation of representation as evidence of Gandhi's importance in the struggle for independence

- Gandhi's understanding of his own role in bringing India towards independence undergoes a transformation. In 1922 he regarded Chauri Chaura as a saving grace. India had been moving towards 'conflagration'. By 1930 he thought it had severely compromised the independence movement.
- The source indicates the value of Gandhi's memoirs. Gandhi promoted tolerance, forgiveness, personal freedom, perhaps even courage itself; he was in charge of the moral moves towards independence. For him the ends did not justify the means.

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Representation 2

Face value content of representation

- Gandhi's Salt march puts him amongst the world's top ten greatest men.
- The Salt March was an act of defiance against the British Government.
- Gandhi's march was like Jesus walking into Jerusalem 2000 years before.

Evaluation of representation as evidence of Gandhi's importance in the struggle for independence

- Evaluates objectivity of representation, noting examples of sympathy with Gandhi's cause through its comparison with the cause of Jesus Christ.
- Evaluates objectivity of representation, noting examples of a completely changed emphasis on method over immediate goals, with greater determination in the face of setbacks.

Critical evaluation of representation of evidence of Gandhi's importance in the struggle for independence

- Evaluates objectivity of representation, taking in the Christian provenance and noting that there are no criticisms made of Gandhi or perhaps the representation says more about Gandhi the man than Indian independence. Gandhi is Christ-like, despite (or because of) his Hindu credentials. Only dealing with positives?
- Use of own knowledge to evaluate accuracy of portrayal. Specific reference to other situations (spinning, relations with Nehru, Jinnah, Quit India, etc). May discuss cleverness in communicating Gandhi's virtues.
- Use of own knowledge to evaluate completeness of portrayal of Gandhi's importance in India's struggle for independence (anything missing? E.g. arrests, Round Table, relations with Muslims, etc). Perhaps discusses 'Father of the Nation' or 'Half Naked fakir' or similar epithets applied to Gandhi by 1947. May show awareness of shortcomings suggested in Representation 3 in this context.

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.

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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?

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

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

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

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

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

Part B(ii) will ask you to evaluate three representations. You will be asked to say which you think is the best. This question is worth 20 marks.

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

- explain how you are going to decide which representation is best – we call these ideas the criteria you are using to evaluate the representations
- evaluate all three representations using at least three criteria (you can use more if you choose)
- always back up your points using the representations and your own knowledge of the issue.

At the end of your answer, sum up the reasons why you came to your conclusion about which representation was best.

Section 7: Candidate handouts

Which is the best representation?

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

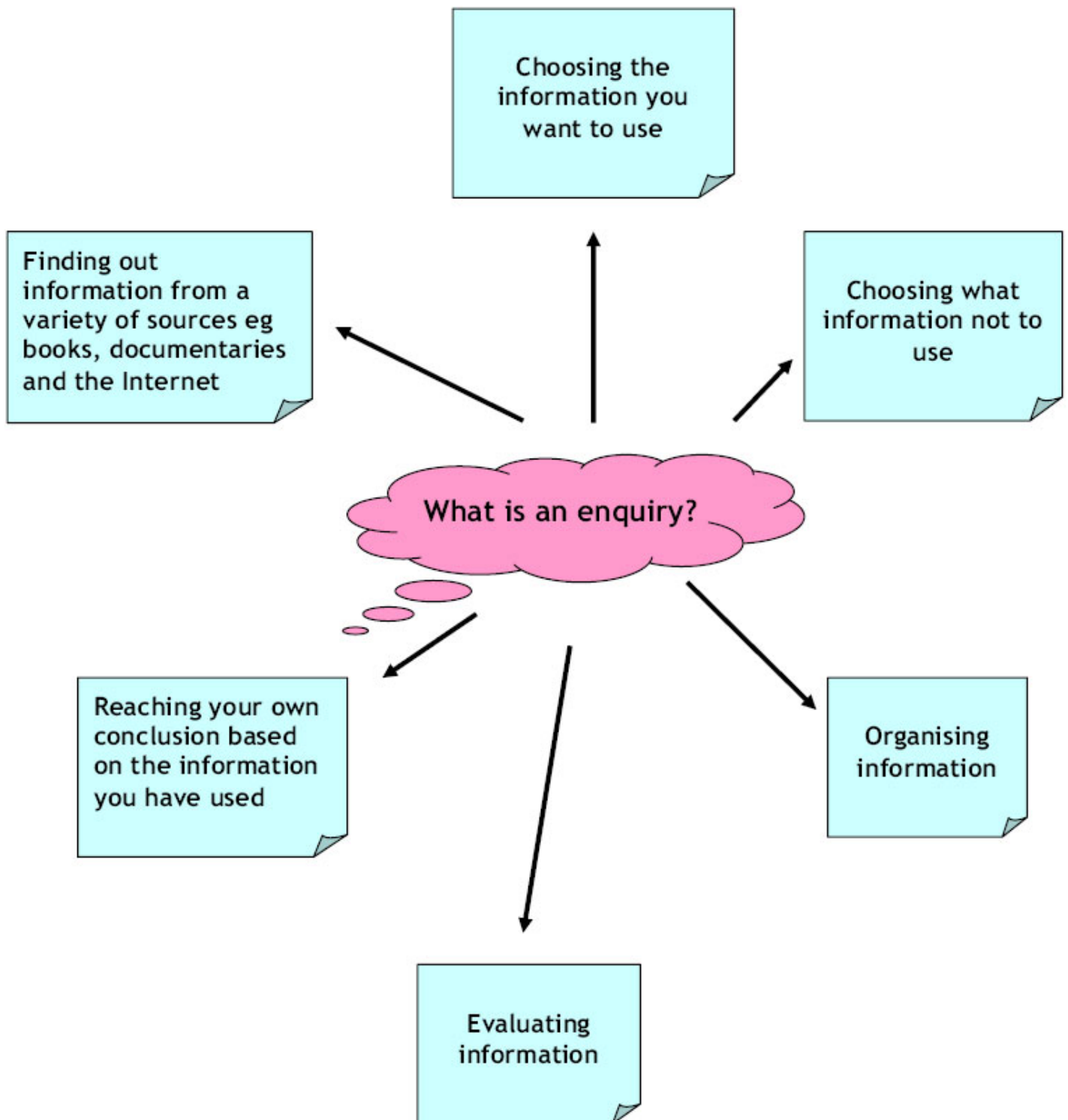
	How complete?	How objective?	How accurate?
Representation 1			
Representation 2			
Representation 3			

What are notes?



Section 7: Candidate handouts

What is an enquiry?



Section 7: Candidate handouts

Candidate proformas for plans and notes

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

Candidates and teachers may, if they wish, create their own proformas based on this design, provided that they are A4 size and conform to the strict page number limits detailed on page 14 of this document. Plans and notes may be handwritten or word processed (minimum font size 12). Plain or lined A4 paper may be used. There is no page limit for the bibliography which should be as long as necessary.

GCSE History controlled assessment

Student proforma – Page 1 of 10

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

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

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

This form has been designed for students to write their controlled assessment plans, notes and bibliography, which should be brought into the write-up session. Students and teachers may, if they wish, create their own versions of this form, based on this design, provided they conform to the following strict page number limits:

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

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

Part B(ii): one side of A4 for plan and two sides of A4 for notes.

There is no page limit for the bibliography which should be as long as necessary.

Plans and notes may be hand written or word processed (minimum font size 12). Plain or lined A4 paper may be used.

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Student proforma – Page 2 of 10**

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

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Student proforma – Page 5 of 10**

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

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

Part B(i): Compare representations of History (Total= 10 marks)

Question:

Notes page 1:

Lined area for writing notes, consisting of 20 horizontal dashed lines.

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

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

Question:

Plan:

**GCSE History controlled assessment
Student proforma – Page 9 of 10**

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

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