

**Edexcel GCSE**

**History**

**Controlled Assessment**

**CA9: Northern Ireland**

**c1968–99**

**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 CA9



# Welcome to the GCSE History 2012 Controlled Assessment Teacher Support Book

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

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

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

## Expert advice from the people who know

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



Mark Battye  
Subject Advisor

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

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

Angela Leonard  
Chair of Examiners  
GCSE History



**We look forward to working with you.**

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# Unit 4: Representations of History

## What has changed for 2012?

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

## Can we still do the controlled assessment in Year 10?

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

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

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

## Will the controlled assessment tasks follow the same pattern?

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

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

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

# Overview of assessment

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

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

### Each task is split into three parts

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

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

Suggested time to complete write-up: 1 hour

20 marks

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

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

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

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

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

Suggested time to complete write-up: ½ hour

10 marks

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

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

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



## Section 2: Assessment information

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

Assessment Objective 3b

Suggested time to complete write-up: 1 hour

20 marks

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

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

### What are the representation focuses?

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

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



### Teaching controlled assessment

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

#### When will I see the task?

“

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

”

#### When can candidates see the task?

“

##### **Part A**

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

##### **Part B**

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

”

## Section 2: Assessment information

### Will there be any choice?



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

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

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

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



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



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



### Part A guidance

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

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

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

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

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

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

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

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

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

### Part B guidance

#### What is a representation?

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

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

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

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

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

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



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



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

*A Punch cartoon of 22 September 1888.*

## Section 2: Assessment information

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

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

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

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

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

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

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

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

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

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

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

## Section 2: Assessment information

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

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

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

### How do I choose the third representation?

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

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

### Supporting your candidates

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

“

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

”



#### What are notes?

“

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

”



## Section 2: Assessment information

### How much support can teachers give candidates?

“

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

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

Teachers may not provide:

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

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

”



### Administering the controlled assessment

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



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



## Section 2: Assessment information

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

“

The controlled assessment write-up could be as follows.

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

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

”



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

“

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

”

## Section 2: Assessment information

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

“

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

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

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

”



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

“

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

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

”

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

“

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

”

## Section 2: Assessment information

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

“

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

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

”



### Submitting the controlled assessment

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

“

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

”

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

“

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

You may therefore:

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

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

”

# Suggested resources to support teachers and candidates

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

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

### CA9: Northern Ireland c1968–99

At present there are no published GCSE resources written specifically for this controlled assessment topic. Edexcel commissioned a free student resource, which can be found at <http://community.edexcel.com/history/m/gcse09-historyca/7831.aspx>.

The following texts are suitable for the enquiry, but note that older books don't cover the Good Friday Agreement.

- *Northern Ireland since c1960*, by B Doherty, ISBN 9780435327286 (Pearson).
- *The struggle for peace in Northern Ireland*, by I Dawson & B Walsh, ISBN 9780719574726 (Hodder).
- *The struggle for peace in Northern Ireland*, by B Walsh, (SHP book) ISBN 9780719574726 (Hodder).

The following texts may be useful for extra reading – they cover the 1960s and IRA but not all of the content is relevant:

- *Ireland, a divided island*, by T Rea & J Wright, ISBN 9780199171712 (OUP).
- *Northern Ireland 1920–82*, by J Clare, ISBN 9780333463574 (Nelson Thornes).
- *The Irish Question*, by H Macdonald, ISBN 9780631914402 (Simon & Schuster Education).
- *Conflict in Ireland*, by T McAleavy (old SHP book), ISBN 9780003270150 (Collins).
- *Northern Ireland and its neighbours*, by S Gillespie & G Jones, ISBN 9780340620342 (Hodder).

There is lots of useful material on the Internet; however, this is a topic which creates strong feelings so students should be made aware that some websites may intentionally create a one-sided view.

The best site for this work is the BBC site which has lots of useful features – timelines, brief summaries of key people and events, brief film clips etc. Make full use of the menu on the left and the hyperlinks to other pages within the site.

[www.bbc.co.uk/history/war/troubles/index.shtml](http://www.bbc.co.uk/history/war/troubles/index.shtml).

The BBC Bitesize site is also useful:

[www.bbc.co.uk/schools/gcsebitesize/history/mwh/ni1965\\_85/](http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/ni1965_85/).

An excellent site is the CAIN archive collection ([www.cain.ulst.ac.uk](http://www.cain.ulst.ac.uk)). It has detailed information and source material on 'The Troubles' from 1968 to the present day and the information on the Peace Process is particularly useful:

<http://cain.ulst.ac.uk/events/index.html>.

Another good site aimed at GCSE students is: [www.casahistoria.net/ireland.htm](http://www.casahistoria.net/ireland.htm).

There are useful summaries on:

- [www.historygcse.org](http://www.historygcse.org)
- [www.schoolhistory.co.uk/gcselinks/britishworld/britainireland\\_worksheets.shtml](http://www.schoolhistory.co.uk/gcselinks/britishworld/britainireland_worksheets.shtml)

YouTube has lots of video material available.

## Section 3: Suggested resources

The Ireland in Schools (IIS) web pages on Northern Ireland have been revamped to reflect the changing interests of teachers working with Ireland in Schools and their wish to use a wider variety of sources, particularly video clips.

- Supporting SHP & Northern Ireland - overview & entry page for SHP & Northern Ireland: <http://iisresource.org/Pages/shp.aspx>.
  - Why were British troops sent to Northern Ireland in 1969? [http://iisresource.org/Pages/1969\\_troops.aspx](http://iisresource.org/Pages/1969_troops.aspx).
  - Bloody Sunday: Who shot first? [http://iisresource.org/Pages/bloody\\_sunday.aspx](http://iisresource.org/Pages/bloody_sunday.aspx).
  - A Catholic teenager in a Protestant town: <http://iisresource.org/Pages/markethill.aspx>.
  - Why are Protestants & Catholics willing to share power in Northern Ireland now and not earlier? [http://iisresource.org/Pages/peace\\_process.aspx](http://iisresource.org/Pages/peace_process.aspx).
  - List of resources: [http://iisresource.org/Pages/resources\\_shp\\_ni.aspx](http://iisresource.org/Pages/resources_shp_ni.aspx).
  - Peace process page: [http://iisresource.org/Pages/peace\\_process.aspx](http://iisresource.org/Pages/peace_process.aspx).
- Website showing murals: <http://people.ku.edu/~kconrad/murals.html>.



# 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>• Background to the sectarian split in Northern Ireland: the plantation of Ireland, 1689 Apprentice Boys, 1690 Battle of the Boyne, 1845 Famine, Home Rule, 1916 Rebellion, 1921 partition.</li> <li>• Catholic grievances: Gerrymandering and the political system, housing, employment, treatment by the police, social divisions; the protests of the NICRA.</li> <li>• The rise of the IRA: tension between Catholics and Protestants, violence at NICRA protests in the 1960s and early 1970s, the failure of the government to deal with violence, the arrival of British troops, Falls Rd curfew, internment, Bloody Sunday.</li> </ul> <p>Enquiry theme: The extent of discrimination faced by Catholics in the 1960s</p> <p>Enquiry: (i) Housing</p> <ul style="list-style-type: none"> <li>• Why did so few Catholics own houses?</li> <li>• On what grounds did local councils allocate housing?</li> <li>• How different were the standards of housing allocated to Catholics and Protestants?</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>• Why did councils want to keep Catholic housing in the same areas?</li> <li>• What was the effect of discrimination in housing?</li> </ul> <p>Enquiry: (ii) Employment</p> <ul style="list-style-type: none"> <li>• What sort of jobs were available in N. Ireland?</li> <li>• How did the employment statistics differ for Catholics and Protestants?</li> <li>• Were Catholics and Protestants equally well qualified?</li> <li>• Were the same standards applied to Catholics and Protestants when awarding jobs?</li> <li>• What was the effect of discrimination in employment?</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>

## Section 5: Exemplar scheme of work

Generic scheme of work	Subject content	Controlled assessment	15-week programme
<p><b>Part B Context</b></p> <p>The historical context of the representations issue.</p> <p>Coverage of key features of period or issue sufficient to enable candidates to evaluate the accuracy and comprehensiveness of the representations.</p>	<p><b>Background:</b></p> <p>The actions of the IRA c1972–1999: bombing campaigns; Hunger Strike; link to Sinn Fein – ‘the ballot and the bullet’.</p> <p>Attempts to find a settlement: Sunningdale, Hillsborough, Downing St Declaration, Good Friday Agreement.</p> <p>Other factors affecting the situation in N. Ireland: The role of the army in N. Ireland, the role of the British government, the rise of Sinn Fein, other paramilitary organisations &amp; breakaway groups such as Real IRA; the role of the media.</p>		Weeks 8–11
<p><b>Part B Skills and concepts</b></p> <p>Understanding and analysing representations.</p> <p>Practise comparing and evaluating representations of the selected issue.</p>	<p><b>Generic</b></p>	<p>Write-up</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

## Northern Ireland c1968–99

### Part A: Carry out a historical enquiry

#### ENQUIRY 1

The extent of discrimination faced by Catholics in the 1960s.

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

Either

- How significant was the discrimination that Catholics faced in housing as a reason for 'The Troubles' in Northern Ireland in the 1960s?

Or

- How significant was the discrimination that Catholics faced in employment as a reason for 'The Troubles' in Northern Ireland in the 1960s?

(Total for Part A = 20 marks)

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

Study Representations 1 and 2. They are both representations of tactics of the IRA.

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 role of the IRA in preventing a settlement in Northern Ireland. Explain your choice.

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

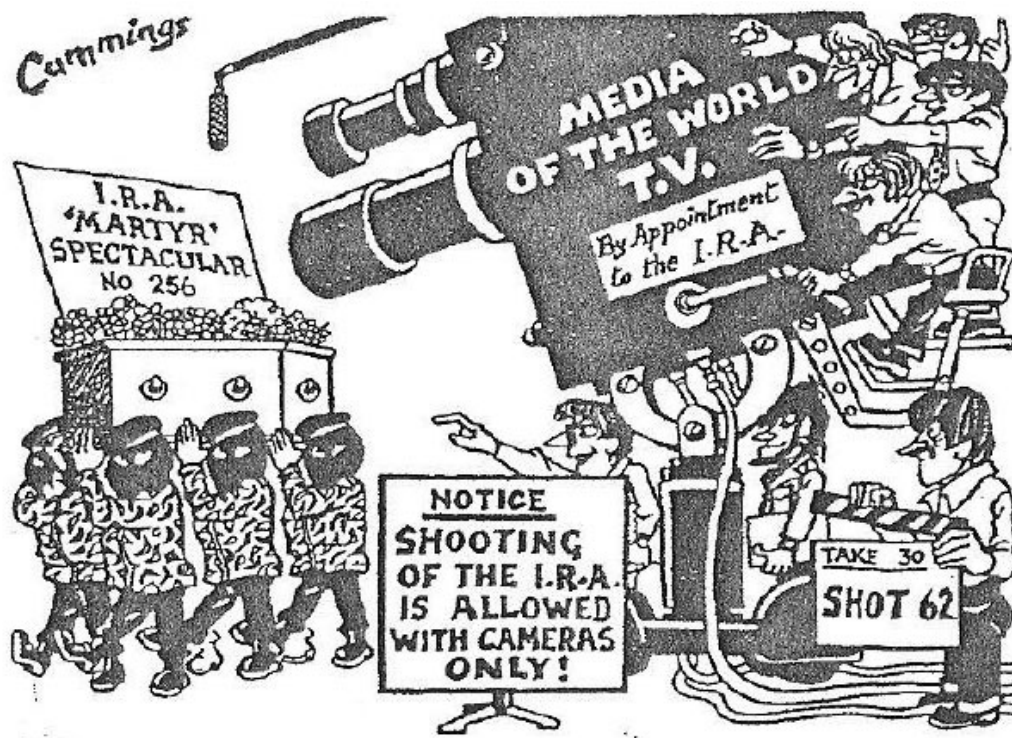
(Total for Part B(ii) = 20 marks)

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 cartoon in the Sunday Express newspaper, 17 May 1981.



## Section 6: Sample task with candidate responses

### Representation 2

From *Brits, The War against the IRA*, written by Peter Taylor in 2001.

The Provisionals' political thinkers always knew that at some stage the Armalite would have to give way to the Ballot Box. The question was when. There were still those in the IRA, however, who believed that the British presence would only end at the point of a gun and that being sucked into a political compromise was walking into a trap designed by the 'Brits' to split and defeat the IRA. They were convinced that although the Ballot Box might be indulged, the Armalite should be firmly grasped in both hands as that was the only language British governments understood. They were not prepared to honour the sacrifice of their comrades with anything less than a British withdrawal and the realization of the united Ireland they had fought and died for. The achievements of Gerry Adams, Martin McGuinness and the leadership of the Republican Movement was to travel the road to peace without losing too many of its followers along the way.

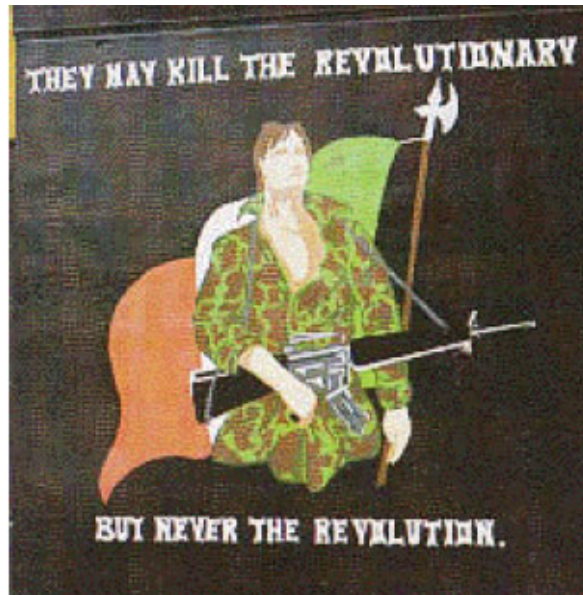
For their part, the strategy of the 'Brits' was to convince the IRA that they would not be allowed to win. In effect, what became known as the 'peace process' developed because of a convergence of interest between the two sides. The 'Brits' too had long reached the conclusion that they could not 'win' in terms of a military victory over the IRA. By the end of the 1980s a stalemate of sorts had been reached with both sides recognising the stark choices before them: to carry on shedding more blood, or to talk. The problem for the 'Brits' was how to do it without triggering a loyalist explosion in Northern Ireland or a public outcry in England. Mrs Thatcher had set her face against making any concessions to the IRA. In fact, the British made a major policy U-turn in the context of Sinn Fein although it was never admitted as such and security policy remained the same: to hit the IRA as hard as possible, whenever possible.

## 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 mural painted on the side of a house in Belfast, Northern Ireland, photographed in 1981. It says 'They may kill the revolutionary – but never the revolution'.





## 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 extent of discrimination faced by Catholics in the 1960s.**

**How significant was the discrimination that Catholics faced in housing as a reason for 'The Troubles' in Northern Ireland in the 1960s?**

### Extract from a candidate response

*...In Londonderry in 1966 there were over 20,000 Catholics out of a total population of just over 30,000. Most of the Catholics lived in the areas known as the Creggan Estate and the Bogside, which were in the South Ward voting area. The textbook 'The Struggle for peace in N. Ireland' by Ben Walsh explains how this gerrymandering system worked. When the council was allocating housing to Catholics they made sure that they allocated houses in that area so that they kept the Catholics together. Tim Pat Coogan's book 'The IRA' shows that this situation also happened in Dungannon.*

*Another example of discrimination in housing was in the sort of houses offered to Catholics and Protestants. Fermanagh County Council built 1589 houses between 1945 and 1969 but two thirds of these new houses went to Protestant families. Sometimes Protestants got bigger houses, for example 'The Irish Question' by Hamish MacDonald includes information from the Sunday Times which said that in Dungannon the houses on the Cunningham's Lane Estate (which went to Protestants) were 42 square feet bigger than the ones on the Ballymurphy Estate, which went to Catholics, even though they paid the same rent...*

### 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 discrimination being made in the allocation of housing. The response shows the selection of some accurate detail and has made use of relevant material from sources. However, the candidate's treatment of material is mainly descriptive, and is based on isolated examples; there is little discussion of the extent of this discrimination. To improve to Level 3, there should be some attempt to show how widespread was the use of the practices described. The answer could include a comparison between the sort of housing offered to Catholics and to Protestants because some Protestants resented the Catholic campaign for improvements since they also lived in poor quality housing. The candidate could also discuss whether this discrimination in housing was part of a wider policy and explain why Londonderry council attempted to restrict Catholic housing to certain areas so as to limit Catholic impact on local voting.

”

## Part B(i) response

**Study Representations 1 and 2. They are both representations of tactics of the IRA.**

**How far do these representations differ?**

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

*...Representation 1 suggests that publicity was the main method used by the IRA. It shows this by the use of the words "IRA spectacular" and the number of cameras involved. The sign on the side of the camera says "By appointment to the IRA" which suggests that there is some kind of connection and almost that the media are working for the IRA. It also refers to the Hunger Strike and the death of the men involved but the cartoon artist doesn't seem to think this was the main tactic used by the IRA because the word martyr is in inverted commas so this cartoon seems to be saying that the hunger strike and deaths were done only to gain publicity.*

*Representation 2 talks about the use of violence but also the attempt to gain political support. It says the IRA changed their tactics during the 1980s as they realised that they could not win through using violence but that they were not prepared to give up violence and just act through political campaigns. This representation does not mention publicity so these two representations give totally different views of IRA tactics...*

### **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 they say. Although there is little actual comparison, there is enough discussion of the two representations to show an understanding of the views given of IRA tactics and to support the comment that the two representations seem to give completely different views. The answer would move to Level 3 with more awareness of the similarity in portrayal as well as the differences. In both representations there is the suggestion that the IRA want to honour their dead and that they respect the sacrifices made by their members. Both representations also suggest that these tactics have been used for a long time with only limited effect. It would also be possible to suggest they both show an understanding that public opinion is important; in Representation 1 this is shown by the desire for media attention and sympathy, with the suggestion that the staging of the funeral is merely one in a series of spectacles, while in Representation 2 the move towards the ballot box would also need to gain public support.

”

## 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 of the IRA in preventing a settlement in Northern Ireland. 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 about the Hunger Strike and publicity for the IRA and Representation 3 is just a mural on the side of a house in Belfast so these tell us about IRA tactics but don't tell us about the role of the IRA in preventing a settlement in Northern Ireland. They do show that the IRA was determined to 'win' and was unwilling to compromise but they don't tell us about the IRA's response to attempts to find a settlement. For example there's nothing about the IRA's attitude to the Hillsborough Agreement that was signed in 1985, or about how they reacted to the Downing St Declaration in 1993.*

*However, Representation 2 tells us very clearly about the difficulties the IRA had in changing tactics and getting involved in the peace process and also about the problems from the side of the British government. This means Representation 2 is most useful because it shows us how the IRA's refusal to give up violence would delay a settlement. In particular, it tells us that the IRA didn't trust the British government and that they saw any attempt to change the situation towards a political discussion as some kind of trap. It's very useful to have this kind of insight into the IRA's attitude because it explains that they were not united and therefore the leaders could not move too quickly or commit themselves to getting fully involved in a political solution. This is proved by the later activities of groups like the Real IRA and Continuity IRA, for example when the Real IRA set off a bomb in the centre of Omagh in 1998 which killed 29 people...*

### Moderator's comments

“

This extract suggests a response in Level 2. There is a very clear explanation that Representation 2 is the most useful because it has the most relevant and fullest information. However there is little use of additional contextual detail to test how accurate that view is. Furthermore, the comments about Representations 1 and 3 are very brief and are based just on the relevance of the information they contain, there is little analysis of their accuracy or usefulness. For Level 3, the answer should analyse all three representations, using two different criteria to assess which representation is 'best', therefore this answer would need a more detailed discussion of Representations 1 and 3 but also another criterion should be introduced, for example the purpose or objectivity of the representations.

”

### Additional Part B(ii) representation sources

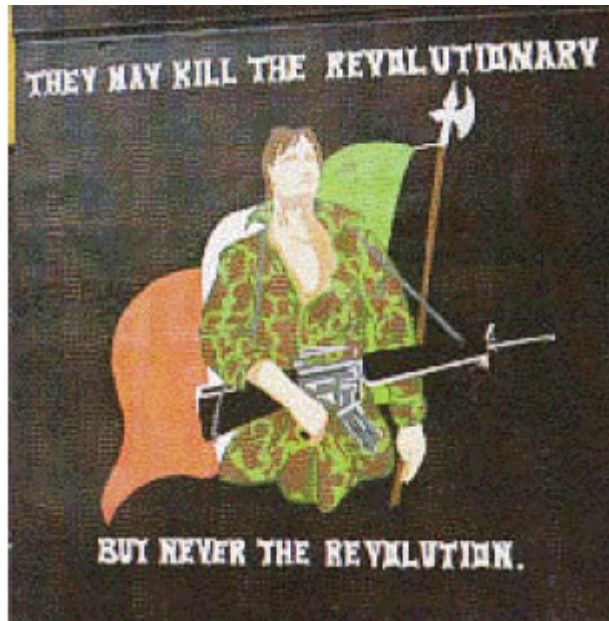
One of the following three representation sources can be used, together with the two sources provided by Edexcel each year for the controlled assessment, as the third representation. Representations from past controlled assessment tasks can also be used. Or teachers may provide a third representation 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

A mural painted on the side of a house in Belfast, Northern Ireland, photographed in 1981. It says 'They may kill the revolutionary – but never the revolution'.



# Section 6: Sample task with candidate responses

## Representation 3-B

Extracts taken from the CAIN website, Conflict and Politics in Northern Ireland; Background Information, 2009, <http://cain.ulst.ac.uk/othelem/organ/iorgan.htm#ira>.

### **Irish Republican Army (IRA)**

The Irish Republican Army (IRA) was the main Republican paramilitary group which was involved in the Northern Ireland conflict. The central aim of the IRA was to end British control of Northern Ireland and to achieve the reunification of the island of Ireland.

From a splinter group of a small and badly equipped paramilitary organisation, the 'Provisional' IRA developed into a comparatively large, well-financed, well-equipped guerrilla organisation which was involved in, what it called, an 'armed campaign' for almost three decades. This campaign involved violent attacks on security, political, economic and social targets in the region. According to Malcom Sutton, writing in 2001, the IRA was responsible for the deaths of 1,824 people between July 1969 and December 2001. During the same period the IRA lost approximately 275 members.

As part of the 'Peace Process' the IRA called a ceasefire on 31 August 1994. However, because of what it considered a lack of political movement in the peace process the IRA resumed its 'armed campaign' on 9 February 1996. After the election of a Labour government to Westminster, a number of developments led to the resumption of the IRA ceasefire on 20 July 1997. The IRA considered that the Good Friday Agreement (GFA) "document clearly falls short of presenting a solid basis for a lasting settlement" (IRA statement 30 April 1998) however the IRA did not reject the Agreement. In the years after the GFA the IRA made it clear that its ceasefire remained in place although it was alleged by critics that the organisation was, at the time, involved in paramilitary activity of various kinds. This is something the Republican Movement always denied and on numerous occasions the IRA repeated that the ceasefire called in July 1997 remained intact.

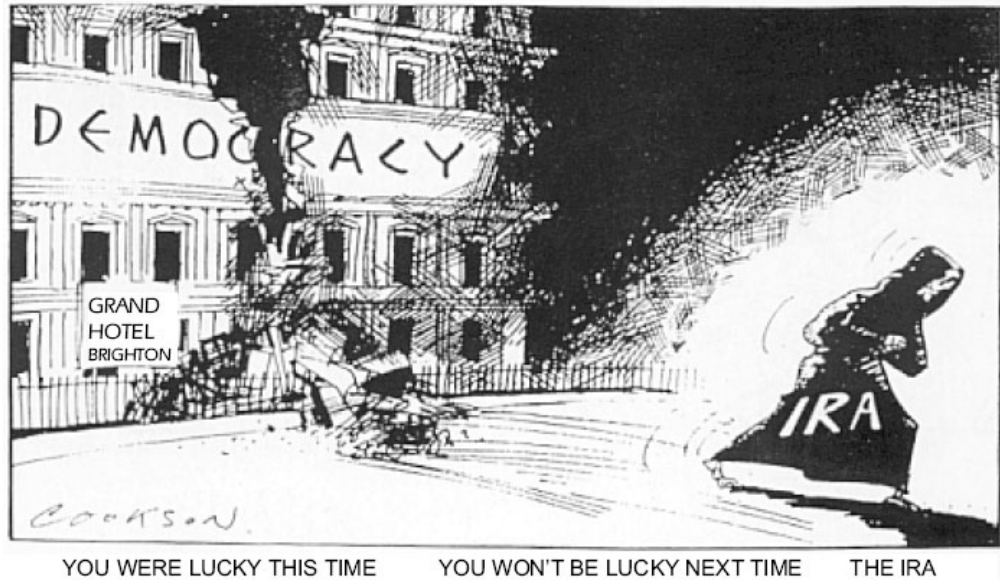
**Membership:** It is thought that membership of the IRA peaked at around 1,500 in the mid-1970s and it is believed that at the time of the 1994 ceasefire membership was approximately 500 with a smaller number being 'active' members. The reduced membership coincided with the adoption by the IRA in 1979 of a 'cell structure' in an attempt to counter security force penetration through the use of informers. In addition to members in Ireland the IRA also had one or two 'active service units' in Britain and mainland Europe.

**Arsenal:** After its formation the (Provisional) IRA quickly became the most heavily, and best, armed of the various paramilitary groups in Northern Ireland. At its peak the IRA may have had: 600 AK-47 / AKM assault rifles; 60 Armalite assault rifles; 12 medium machine guns; 20 heavy machine guns; 2 to 3 anti-aircraft missiles; 40 RPG-7 rocket launchers; 40 Webley .455 revolvers; 6 flame throwers; 600 Assorted detonators; 3 tonnes of Semtex (commercial high explosive). The IRA has always made use of 'home-made' weapons. These weapons became more sophisticated and more powerful over the years and included home-made mortars and fertiliser-based car and lorry bombs. Often these bombs contained hundreds, and sometimes thousands, of pounds of home-made explosives. Several large home-made bombs were used in the centre of London and Manchester causing hundreds of millions of pounds of damage.

## Section 6: Sample task with candidate responses

### Representation 3-C

A cartoon which appeared in *The Sun* newspaper in October 1984. The text says 'You were lucky this time – you won't be lucky next time – the IRA'.



# 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

### CA9: Northern Ireland c1968–99

- 1967 The Civil Rights Association is formed.
- 1968 Mass civil rights campaigns begin.
- 1968 IRA activity appears to be on the increase.
- 1969 O'Neill (Prime Minister) resigns.
- 1969 British troops are sent in to Northern Ireland.
- 1969 Republican movement starts to split.
- 1970 Sinn Fein emerges as a political party.
- 1970 Provisional IRA is formed.
- 1970 The Alliance Party and the Social Democratic and Labour Party (SDLP) formed.
- 1971 The Ulster Volunteer Force (UVF) reappears
- 1971 Internment is introduced.
- 1972 Government at Stormont is replaced by Direct Rule from Westminster.
- 1972 Bloody Sunday.
- 1973 Sunningdale Agreement is signed.
- 1974 Power-sharing Executive begins to govern Northern Ireland.
- 1974 The Ulster Workers' Council calls a strike.
- 1974 Power-sharing as a means of government fails.
- 1977 The 'blanket' and 'dirty' protests begin in the 'H' bloc prison.
- 1980 Hunger strikes in prisons become a form of protest.
- 1983 The New Ireland Forum meets.
- 1984 The IRA bomb the Conservative Party conference at Brighton.
- 1985 The Anglo-Irish Agreement is signed.
- 1993 The Downing Street Declaration.
- 1994 IRA calls a cessation of military operations.
- 1995 Framework Document published.
- 1995 David Trimble was elected leader of the UUP, replacing James Molyneux.
- 1996 US Senator George Mitchell was to lead an international body to provide an independent assessment of the decommissioning of para-military weapons.
- 1996 One hour after a statement ending their ceasefire, the Provisional IRA exploded a large lorry bomb near South Quay DLR station in the London Docklands. The IRA ceasefire had lasted 17 months and 9 days.
- 1998 April 10 at 5.36pm (over 17 hours after the deadline) George Mitchell stated: "I am pleased to announce that the two governments and the political parties in Northern Ireland have reached agreement". It emerged later that President Clinton of the USA had made a number of telephone calls to party leaders to encourage them to reach this agreement.
- 1998 Good Friday or Belfast Agreement.

### 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*

- Members of the IRA died.
- The IRA held funerals publicly.
- The IRA was filmed by the media.

##### *Evaluation of representation as evidence of the role of the IRA in preventing a settlement*

- The funeral was staged as a 'spectacular' so as to get publicity.
- The funeral was number 256 in a series of spectacles.
- The notice on the camera saying 'by appointment to the IRA' suggests there was some arrangement between the IRA and the media.
- The eager attitude of the men on the camera suggests that the media were happy to provide publicity for the IRA.
- Use of own knowledge to evaluate accuracy, e.g. to test the idea that there was a long series of 'media spectacles' or to check the attitude of the media towards the IRA.
- Use of own knowledge to consider how completely this portrays the role of the IRA in preventing a settlement, e.g. showing that this cartoon does suggest that the IRA were unwilling to compromise but does not include details of other actions which affected the situation in N. Ireland or their attitude towards a peace settlement.

##### *Critical evaluation of representation as evidence of the role of the IRA in preventing a settlement*

- The suggestion that this was the 256th spectacular and that the media were filming it 'by appointment to the IRA' suggest that the IRA deliberately created events that could be used in publicity.
- The clapperboard saying 'Take 30' suggests this has been filmed several times and that they want to get a certain image of this funeral.
- Evaluates objectivity by noting the use of inverted commas for 'martyr' and the notice that the IRA can only be 'shot' with cameras (not guns) suggests this artist is very critical of the publicity and therefore the publicity such events received was not always positive.
- Use of own knowledge to evaluate accuracy of portrayal, e.g. the worldwide publicity gained by the Hunger Strike; the suggestion that the Hunger Strike was planned to create a series of deaths, maintaining publicity over several weeks; the idea that this event created more favourable publicity than the use of bombs.
- Use of own knowledge to evaluate completeness of portrayal, e.g. discussing whether the hunger strike had an effect on the situation in N. Ireland, the relations with the British government and attempts to reach a peaceful settlement e.g. considering the pressure placed on the British government from international support for the IRA; considering how far the IRA consistently refused to compromise in their demands and were willing to die for their cause.

## Representation 2

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

- Leaders among the IRA always knew that they would have to adopt political tactics at some point.
- Members of the IRA were split over whether the British could be trusted if political discussions were conducted.
- Many IRA members wanted to continue with violence and to use it as a threat to force concessions from the British.
- British politicians also recognised the need for change to come through discussions but could not be seen to be making concessions.

### ***Evaluation of representation as evidence of the role of the IRA in preventing a settlement***

- Leaders among the IRA knew they could not move too quickly as they would lose support from their followers.
- Shows the continuing use of violence through the emphasis on keeping hold of the Armalite.
- Shows that the continued use of violence was due to various motives, e.g. respect for the sacrifice of dead comrades, distrust of British politicians, the feeling that violence was the only successful tactic.
- There was also the view that giving up violence or making concessions was a betrayal of all the previous fighting and deaths.
- Use of own knowledge to evaluate accuracy, e.g. shows that bombing campaigns continued; shows that the movement was not united and breakaway groups formed such as Real & Continuity IRA to continue violent tactics; shows the role of Sinn Fein and the involvement in politics.
- Use of own knowledge to consider how completely this portrays the role of the IRA in preventing a settlement, e.g. continuing use of bombs and use of publicity; explains the role of Sinn Fein.

### ***Critical evaluation of representation of evidence of the role of the IRA in preventing a settlement***

- Author emphasises the different views of individuals within the movement and especially the split between the leaders' acceptance of the need to move to political discussions and others' insistence of retaining the aim of complete unification.
- Author suggests that some IRA members are more committed than the leaders by the suggestion that the Armalite should be held in both hands.
- Evaluates objectivity of representation, noting the discussion of the situation and motives of both the IRA and the British government.
- Evaluates objectivity of representation, noting that there are no criticisms used when discussing the violence and the language is neutral, focused on the situation rather than the more emotional aspects of the effects of violence
- Use of own knowledge to evaluate accuracy of portrayal, e.g. discusses the changing attitude and actions of the IRA in response to different attempts at finding a solution such as the Anglo-Irish Agreement, the Downing St Declaration and the Good Friday Agreement.
- Use of own knowledge to evaluate completeness of portrayal of the role of the IRA in preventing a settlement, e.g. explains the antagonism of N. Ireland Protestant politicians towards negotiations with Sin Fein while the IRA was active; explains the difficulties faced by the British government in being seen to negotiate.

## 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?*

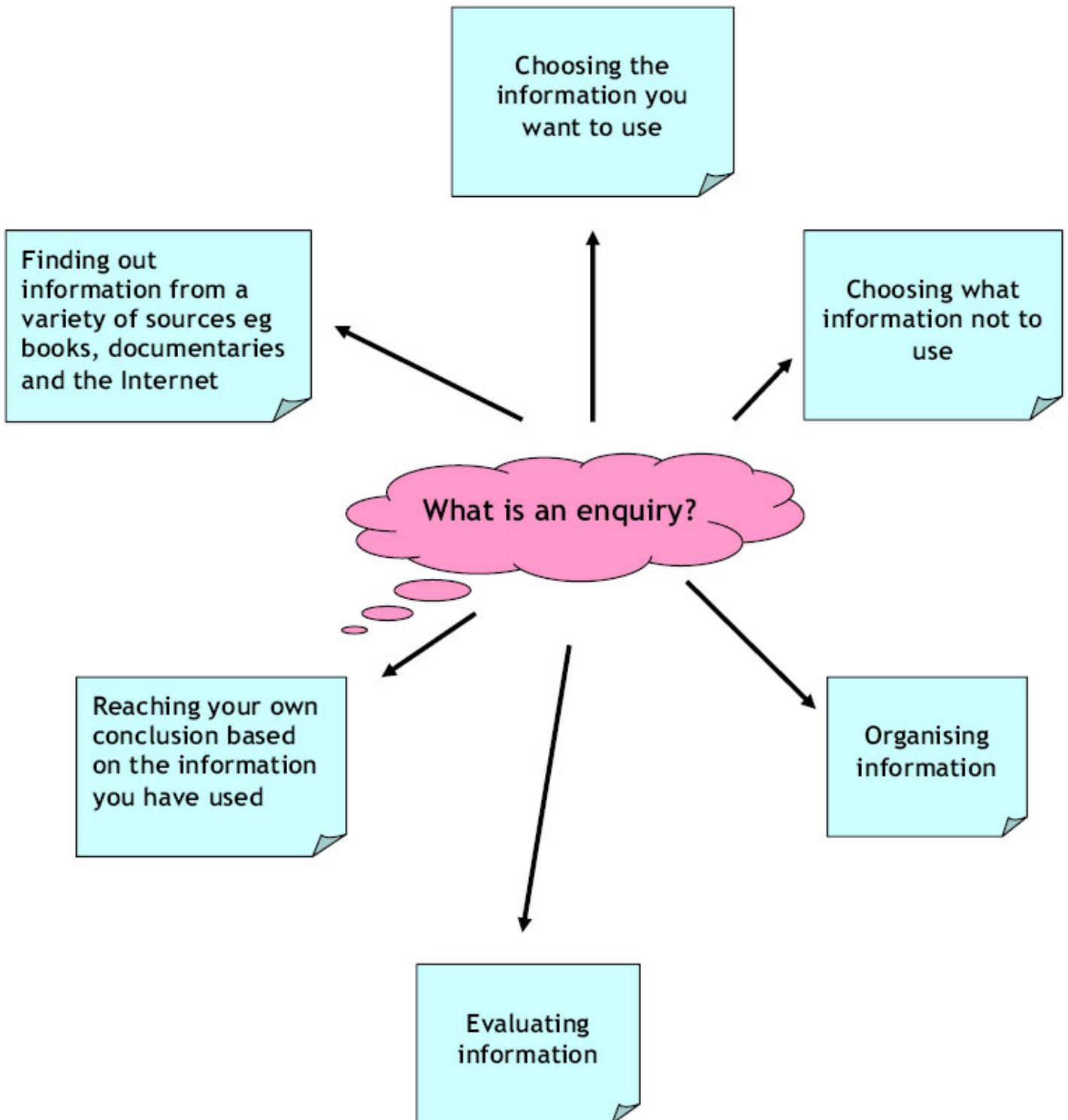
Use this sheet to record your thoughts on your representation questions. [This sheet may not be taken into the write-up session.]

	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 3 of 10**

<b>Part A: Carry out an historical enquiry</b>	<b>(Total=20 marks)</b>
<b>Enquiry:</b>	
<b>Notes page 1:</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>
<b>Question:</b>	
<b>Plan:</b>	



**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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