

**Edexcel GCSE**

**History**

**Controlled Assessment**

**CA13: History around us  
– a local community**

**Teacher Support Book 2012**



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**History**

**Controlled Assessment**

**Teacher Support Book**

History B: Schools History Project

Unit 4 CA13



# 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.**

# Contents

<b>1 Introduction to controlled assessment</b>	<b>1</b>
A brief overview of the unit and the 2012 changes.	
<b>2 Assessment information</b>	<b>2</b>
In this section we answer your key questions, but we also provide information for candidates, which you may choose to copy for them.	
<b>3 Suggested resources</b>	<b>18</b>
Some useful resources such as published texts and websites. This section will be updated as more resources are made available.	
<b>4 Supporting you with your controlled assessment</b>	<b>19</b>
Some useful contacts and sources of information to support you.	
<b>5. Exemplar scheme of work</b>	<b>20</b>
A suggestion about how you might structure your teaching, based on the exemplar task provided.	
<b>6 Sample task with candidate responses</b>	<b>22</b>
A sample controlled assessment which you can use with candidates as a practice task.	
<b>7 Candidate handouts</b>	<b>38</b>
Topic timeline	
Assessing representations	
Understanding enquiry and representations	
What are notes?	
What is an enquiry?	
Student proformas for plans and notes	

# 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?

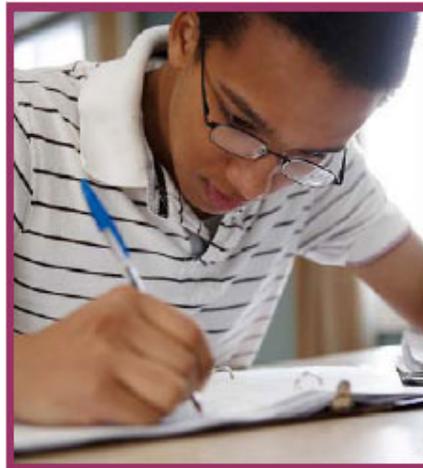
“

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.

### CA13: History around us – a local community

There are no published GCSE resources written specifically for this topic, but Edexcel has produced an SHP student book (ISBN 9781846906398) for the examined Unit 2A: The transformation of British society c1815–c1851 – parts of this book will be relevant to this controlled assessment topic, such as the coming of the railways. For more information go to [www.pearsonschoolsandfecolleges.co.uk](http://www.pearsonschoolsandfecolleges.co.uk).

There is also an existing book on Britain 1815-51 published by Hodder Education, as well as a general GCSE text on British Social and Economic History by Ben Walsh – for more information go to [www.hoddereducation.co.uk](http://www.hoddereducation.co.uk).

The following are examples of texts which could also be used to cover the impact of the Industrial Revolution:

- *A working life: child labour through the 19th century*, by Alan Bennett (Waterfront Publications).
- *British Economic and Social History 1700–1870*, by P Sauvain and Stanley Thornes.
- *Three Centuries of Change, British Social and Economic History since 1700*, by Staton, Ennion and Moore (Collins).
- *Britain since 1700*, by R J Cootes (Longman).
- *From Manufacturing to Industry 1700-1850*, by John Robottom (Longman).
- *The Rural Revolution in an English Village*, by R Sturgess, Cambridge

The British Association for Local History website ([www.balh.co.uk](http://www.balh.co.uk)) publishes books and pamphlets on local history, and has details about upcoming events and lists useful sites such as local societies.

Other useful local history sites include:

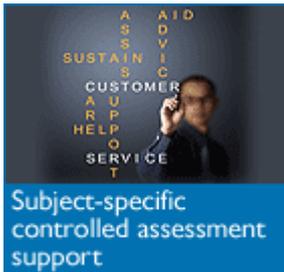
- [www.english-heritage.org.uk](http://www.english-heritage.org.uk)
- [www.nationaltrust.org.uk](http://www.nationaltrust.org.uk)
- [www.local-history.co.uk](http://www.local-history.co.uk)
- [www.british-history.ac.uk/subject.aspx?subject=5](http://www.british-history.ac.uk/subject.aspx?subject=5)
- [www.bbc.co.uk/history/trail/local\\_history/](http://www.bbc.co.uk/history/trail/local_history/)
- [www.nationalarchives.gov.uk/localhistory/](http://www.nationalarchives.gov.uk/localhistory/)

Local guide books and travel and tourism websites and offices may also be useful – local guides usually have brief history sections.

## Section 4: Supporting you with your controlled assessment

# Supporting you with your controlled assessment

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



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

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



You can find documents relating to controlled assessment below.

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

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

### Assessment forms

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

### Exemplars

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

### Teaching and learning

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

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

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

# Supporting your delivery of controlled assessment

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

## Exemplar scheme of work

Generic scheme of work	Subject content	Controlled assessment	15-week programme
<p><b>Context, concepts and application</b></p> <p>The historical context of the enquiry/ies identified in Part A.</p> <p>The key features of the period or issue.</p> <p>Reasons for change and developments.</p> <p>Practise analysing causation, change.</p> <p>Practise writing extended responses with a focus on causation, change, etc.</p>	<p><b>Overview:</b></p> <ul style="list-style-type: none"> <li>The key changes in the locality over the period chosen.</li> <li>Family life, housing and leisure.</li> </ul> <p>Exemplified Enquiry focus:</p> <p>Changes in an aspect of work/employment (e.g. farming, fishing, brewing, transport, building, retail, a profession, etc) in a community in any period of not less than 50 years before or after the nineteenth century.</p> <ul style="list-style-type: none"> <li>The nature and extent of changes in the selected local industry over the period.</li> <li>The reasons for change in the selected local industry.</li> </ul> <p>(The precise content here will be defined by the centre).</p>		Weeks 1–4
<p><b>Part A Enquiry</b></p> <p>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>	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><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>Key features of work and society before the industrial revolution</p> <p>Overview of Industrial change c1800–c1870.</p> <p>Impact of industrialisation:</p> <ul style="list-style-type: none"> <li>• People: employment, conditions of work, communications, living conditions and leisure.</li> <li>• Industries, economy, towns.</li> </ul>		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>	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

## History around us – a local community

### Part A: Carry out a historical enquiry

#### ENQUIRY 1

Changes in an aspect of work / employment [e.g. farming, fishing, brewing, transport, building, retail, a profession, etc\*] in a community in any period of not less than 50 years, before or after the nineteenth century.

\*The centre should specify the area of study.

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

Either

- The extent that the [chosen area] of work changed in the locality in the years [chosen].

Or

- The reasons for changes in the [chosen area] of work in the locality in the years [chosen].

(Total for Part A = 20 marks)

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

Study Representations 1 and 2. They are both representations of the impact of the industrial revolution.

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 impact of the industrial revolution in Britain. 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.

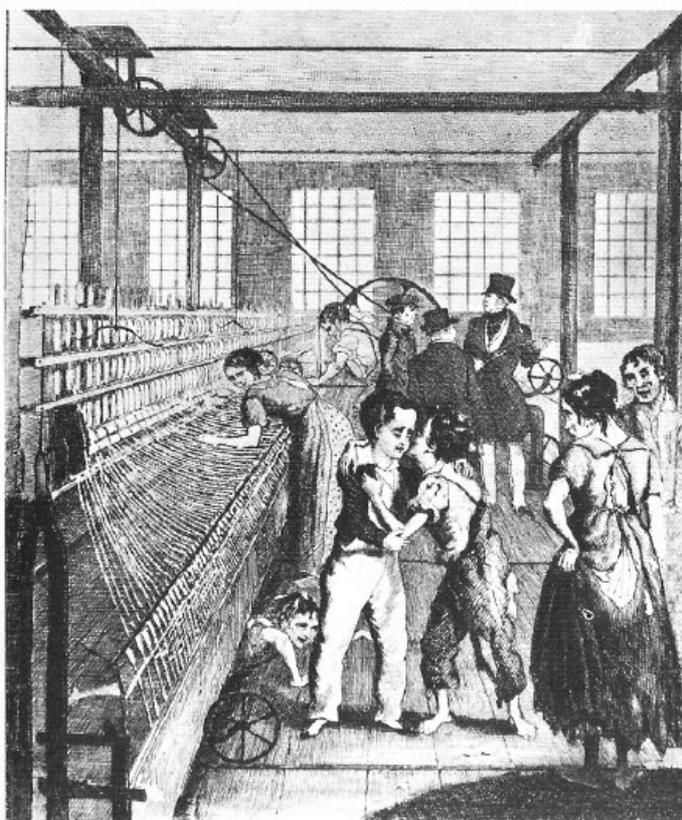
## Representations for use in Part B

### Representation 1

From *Children of the Industrial Revolution* by Penelope Davies, 1972. This is a history book written for young children.

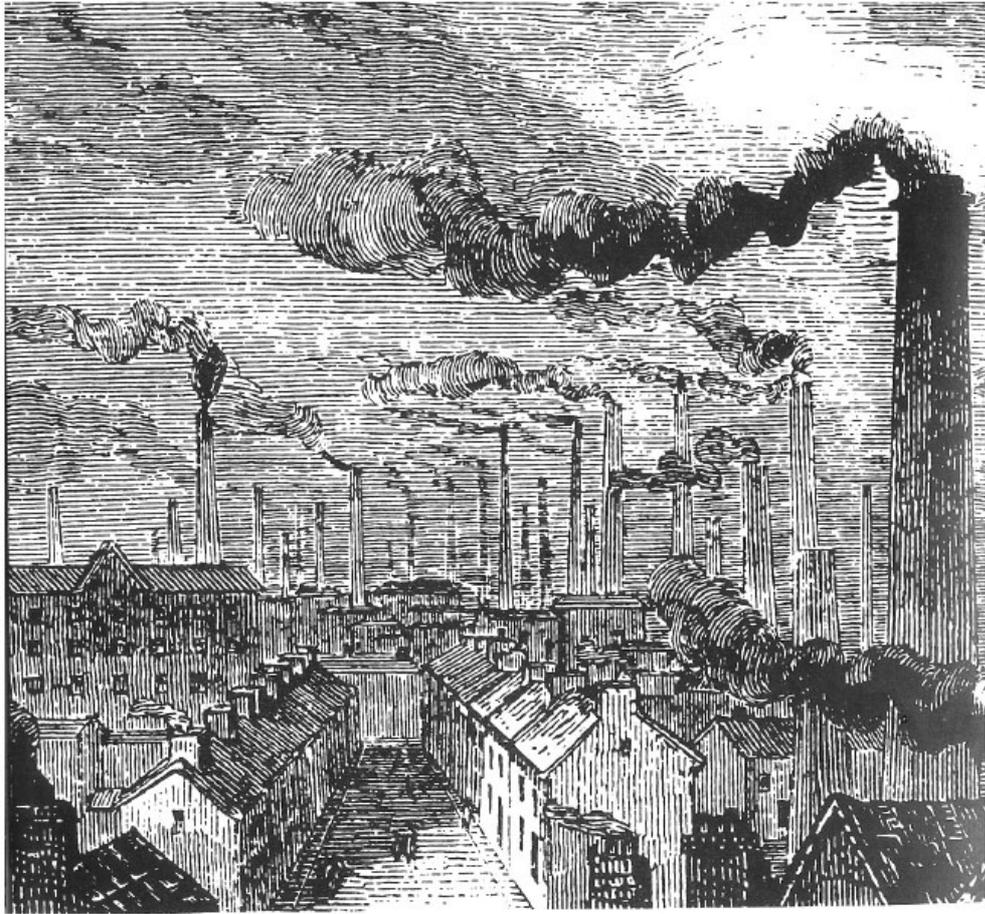
Before the Industrial revolution, England was a land of countryside with only a few towns. Businesses were small, with perhaps one or two families working together. These small tradesmen did not make much money, but they were independent. They lived and worked in poor overcrowded houses, but they could start and finish work when they wanted. The industrial revolution helped to change this England into the one we know today: big towns where most people work and live. Machines made many more goods than even the fastest hand workers. As more people bought cheaper, factory-made products, small businesses closed down and people went to work in the new factories.

Pictures such as this were used to show richer people what it was like to be a factory child. One man described it in 1818 as being: 'Like a slave, locked up in factories eight storeys high, with no rest till the great machine stops, miserable food, mostly water gruel (porridge), oat-cake, a little salt, sometimes a little milk and a few potatoes.'



When people started to work in factories they had to live near their work. The factories developed very fast and so did English cities. The houses were badly constructed and there were never enough to go round. In the years 1801-51 Leeds grew from 53,000 to 172,000 people. Bradford developed from 13,000 to 104,000 and Manchester jumped from 90,000 to 400,000.

## Section 6: Sample task with candidate responses



This was Manchester in the 1850s. Edwin Chadwick realised bad living conditions and bad health were closely linked. He discovered that many Manchester workers only lived to be 17. In Leeds it was 19 and Liverpool 15. But rich people usually lived to be about 44 in Leeds and 35 in Liverpool.

# Section 6: Sample task with candidate responses

## Representation 2

From *Expansion Trade and Industry*, a school text book by James Mason, published in 1993. Here he writes about the impact of the industrial revolution on the working classes.

Many skilled workers gained from the Industrial Revolution. Some were put out of work by the new machines; but at the same time new skilled trades came into demand. Engine-drivers, engineers and fitters, and fine cotton spinners all joined the ranks of skilled workers who were paid one and half to two times as much as the average worker in their trade.

Unskilled male factory workers were paid up to three times more than agricultural workers in the north of England; but they could be thrown out of work whenever there was a fall in demand for the goods they made. Also they had to work very long hours, often in bad conditions. For the first half of the century at least, they lived in very bad conditions, too. Male miners, ironworkers and railway workers also earned more than agricultural workers.

### **Workers in the countryside**

Mass production in factories eventually destroyed many jobs in the countryside. Even so, the Industrial Revolution brought benefits. For instance, when factories appeared in the north of England in the late eighteenth and early nineteenth centuries, the wages of agricultural workers in the region went up. Farmers had to pay their labourers more in order to stop them leaving for better-paid factory work. Similarly, the construction of a railway network in Wales caused farm wages to rise by between 33 and 50%. The railway meant workers could more easily move to better paid work in the mines and ironworks of Monmouth and Glamorgan. So again, farmers had to raise wages to keep them.

The Industrial Revolution also meant that people's diets slowly improved. People of all classes, living in both town and countryside, were able to buy a much wider variety of food. The railways cut down the time it took to transport goods from one place to another. Until they were built, perishable food such as fish, which stayed fresh for a short time and went off very quickly, could be eaten only by people living close to seaports or freshwater sources. In the 1860s trains began to carry fish all over the country from ports such as Grimsby and Hull. Trains also carried meat, milks and other produce from the country to the town. They carried milk to London from as far away as Derbyshire and Dorset, and milk from Leicestershire to Leeds and Newcastle.

## 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

From *Britain Yesterday and Today*, written by the historian W Stern in 1962. Here he is writing about the impact of railways in the nineteenth century.

Railway construction needed supplies from every kind of industry, though chiefly it needed iron, steel and engineering products. The British economy in the middle of the nineteenth century expanded as never before, largely because of the railways' enormous need for locomotives, coaches, rails, stations, springs, sleepers, buffers, windows and numerous other requirements. Railways set stage-coach builders to work on the production of railway carriages and trucks; they created new industries to meet needs unknown before, particularly locomotive building; eventually whole new towns grew up to supply rolling stock and equipment. Never had a single industry had so great an effect on the whole economy.

Not only the construction, but also the operation of railways had a huge impact. Railways enabled people, goods and ideas to travel faster and farther than before. They widened markets: wherever railways operated, speedy and reliable transport came to be taken for granted. Commercial life benefited. A larger circle of customers, some at a greater distance, could expect prompt and punctual delivery of goods.

People in every walk of life used the railways. Railways increased their range of freedom and enjoyment. Nor did they limit themselves to timetable travel. As early as 1841 Thomas Cook discovered the possibility of chartering trains for organized excursions—a discovery which opened up possibilities of holiday trains, seaside trains, trains for sporting events or exhibitions, the whole range of 'specials'.

Railways linked different areas of Britain speedily and firmly. On the day in 1844 when a newspaper was sold at Gateshead within 12 hours of rolling off the printing press in London, the national daily press was truly born. Sporting fixtures could be kept by amateur sportsmen at weekends. They could still be back at work on Monday morning. When the Great Exhibition took place in Hyde Park in 1851, railways brought visitors from all over the country at cheap fares. As they looked around them, they could not help reflecting that, once the railway had come, the face of Britain would never be the same again.

## 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 that the [chosen area] of work changed in the locality in the years [chosen].

[The centre has chosen to focus on changes in the fishing industry in Lowestoft c1900–c1950]

### Extract from a candidate response

*...The fishing industry in Lowestoft declined in the years 1900–50. In 1900 Lowestoft had a large fleet of drifters and trawlers. The drifters mainly fished for herring. The trawlers caught cod, plaice, skate and haddock. More and more boats were powered by steam. Lowestoft could handle 60m fish at a time then, but sometimes it was not enough for all the fish they caught. One day in 1907, the drifters brought in 90m fish. As well as Lowestoft boats, during the eight-week season, from mid-September to November, more than 1,000 boats would come from Scotland for the herring fishing. The herring catch in 1913 was a record. During the First World War the Lowestoft boats were used by the Admiralty for patrolling and mine sweeping. Some of these boats belonged to the Podd firm. They had five vessels remaining after the war*

*DORANDRO PIETRIE - LT 295 1939 Sold*

*W H PODD – M 1 1937 Sold*

*GOLDEN LILY - LT 1186 1945 Sold*

*BLUE BELL - LT 752 1933 Broken up*

*CORONELLA - LT 36 1938 Broken up*

*After the War there were not so many markets and also the trawlers had to go further to find fish. In the 1920s and 1930s many boats were laid up and there was a lot of unemployment and hardship. When the Second World War came the boats were again needed for the war. During World War II, the Podd Fleet was requisitioned by the Merchant Navy for mine sweeping...*

### 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 changes to a local industry. The response shows the selection of some accurate detail which indicates that there was a general pattern of decline in the local fishing industry and that there were also changes during the periods of the two world wars. However the focus on the question is implicit. To improve to Level 3 the candidate should make explicit comparisons to show changes. For example, the response mentions record fish catches before the First World War; decline after that is treated much more generally. Although the candidate has found out about a local firm in the inter-war years, this is presented as information. It could be improved by making precise comparisons with the position in the earlier period and with the state of the industry and the firm's fortunes later.

”

## Part B(i) response

**Study Representations 1 and 2. They are both representations of the impact of the industrial revolution.**

**How far do these representations differ?**

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

*...The big difference is that representation 1 picks out all the problems and Representation 2 picks out the benefits. It says that wages mainly went up and people were able to buy much more variety of food, like fresh fish was carried all over the country from ports. Representation 1 only talks about the problems of factory workers and the big towns where there was bad housing because they were all built too quickly. But Representation 2 agrees that factory workers had to work and live in bad conditions...*

### **Moderator's comments**

“

This response is typical of 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. But there is some comprehension of the way the impact of the Industrial revolution is portrayed: 'Representation 1 picks out the problems and Representation 2 the benefits'. There is also some identification of similarity: that the representations agree 'they had to live and work in bad conditions'. There is enough comprehension and comparison to allow Level 2. The work would improve to Level 3 with more consideration of the way the portrayals of the impact of the industrial revolution are created by the authors' choice of focus and by the selection of information: Representation 1 with its focus primarily on factory conditions and industrial housing; Representation 2 with a focus on a broader range of considerations. The representations are not in disagreement about poor conditions of work and housing for unskilled factory workers, but Representation 2 has employed a wider range of criteria in order to convey the impact of industrialisation.

”

## Part B(ii) response

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

**Choose the one which you think is the best representation of the impact of the industrial revolution in Britain. Explain your choice.**

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

### Extract from a candidate response

*...Representation 1 is only about factories, so I don't think it's very helpful. Representation 3 is most useful because it gives us accurate details about railways. Just as it says in Representation 3, it made a huge change because people began to go on excursions. Lowestoft became a seaside town, people came on day trips and for holidays. The south side of the town was developed by Sir Samuel Morton Peto in the 19th century as a holiday resort.*

*Representation 2 is also useful. The fishing developed, too, because fish was carried all over country from Lowestoft by train, just like from ports such as Grimsby or Hull in Representation 2. Sir Samuel Moreton Peto by 1847 established a proper harbour and a railway line to Norwich so fresh fish could be delivered to Manchester. As a result millions more fish were caught and sold to much wider markets. Lowestoft became a thriving fishing town of national importance...*

### Moderator's comments

“

This extract suggests a response in Level 2. A key feature of Representations 2 and 3 is selected – the accuracy of its portrayal of the importance of railway development for the holiday and fishing industries. The judgment is supported from the content of Representations 2 and 3 which is matched to the candidate's own knowledge of local developments. However there is little developed exploration of how far local conditions are typical. Instead the candidate describes events in the locality.

To improve to Level 3, the response should make more developed use of at least two criteria in evaluating the representations. In considering the applicability of the portrayals to local circumstances, the response should apply well selected information about the nature and extent of the impact of industrialisation on the locality.

”

### Additional Part B(ii) representation sources

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

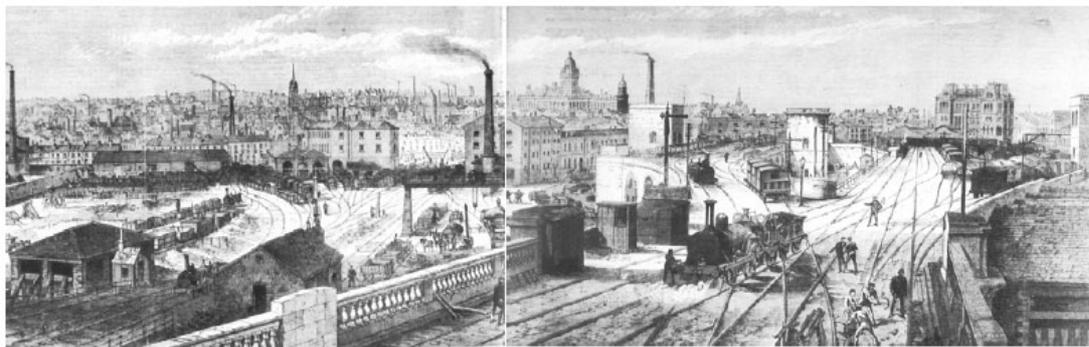
## Section 6: Sample task with candidate responses

### Representation 3-A

From *Social History of Victorian Britain*, written by the historian, Christopher Hibbert, in 1974.

The inventions of the Victorian age benefited the middle classes particularly. Sewing machines, cooking ranges, ready-prepared, mass produced foods, machine-made clothes and boots, cheap soap and paraffin oil, the improvement of the postal system and the spread of gaslight all made huge differences to their lives. Most important of all was the beginning of cheap travel.

By 1863, railways had transformed English life as well as the English landscape. In the 1830s the 'railway mania' had begun to sweep across the country. Armies of 'navvies' had marched across the country with picks and shovels to prepare the ground for the long, wide railway tracks, to dig cuttings, to excavate tunnels, to build up embankments. They were well paid in comparison with other labourers, but it was a dangerous life: 32 men were killed while digging the Woodhead tunnel on the line between Sheffield and Manchester, and 540 men were injured, many of them seriously.



The coming of the railway transformed both the cities and the countryside of Victorian Britain. This view of Leeds from Holbeck junction, drawn in 1868, shows how the railway dominated the landscape. The picture was included by the author.

In all the big towns, particularly in London, tens of thousands of people were displaced and their homes were demolished by the railway companies as railways were constructed. These companies did not always rehouse people adequately. In the 1860s and 1870s, impressive railway stations were being built in London and the large towns of the provinces.

## Section 6: Sample task with candidate responses

### Representation 3-B

From *The Impact of the Industrial Revolution*, by the historian Peter N Stearns, written in 1972.

The great debate in the history of the early factory labour force concerns the conditions of workers. Some historians have argued that conditions worsened in the first decades of industrialisation, others that they improved. It is not easy to judge trends because factory workers were an entirely new group.

The conditions of those who still worked at home or in small [work]shops usually did worsen. But, in the factories, the fantastic productivity of the new machines could allow slightly improved wages.

Conditions have often been judged in terms of workers' consumption – their food, clothing and housing. Conditions on the job however were probably more important in working class life, particularly since most workers spent over half their lives in factories. Some historians have argued that workers were troubled above all by the problems factory work created for their family life and that this was more important than workers' consumption.

The crucial issue is how workers regarded their own situation and how they got through their lives. Small material improvements [improvements in what they could buy] may have made a great difference to them - even when seemingly counterbalanced by deterioration in other aspects of life. But statistics on wages and prices do not tell us how workers themselves saw their conditions.

Without doubt, the reactions of workers to the industrial revolution varied widely. Some workers suffered deep despair. Others adapted fairly readily.

## Section 6: Sample task with candidate responses

### Representation 3-C

From *Britain Yesterday and Today*, written by the historian W Stern in 1962. Here he is writing about the impact of railways in the nineteenth century.

Railway construction needed supplies from every kind of industry, though chiefly it needed iron, steel and engineering products. The British economy in the middle of the nineteenth century expanded as never before, largely because of the railways' enormous need for locomotives, coaches, rails, stations, springs, sleepers, buffers, windows and numerous other requirements. Railways set stage-coach builders to work on the production of railway carriages and trucks; they created new industries to meet needs unknown before, particularly locomotive building; eventually whole new towns grew up to supply rolling stock and equipment. Never had a single industry had so great an effect on the whole economy.

Not only the construction, but also the operation of railways had a huge impact. Railways enabled people, goods and ideas to travel faster and farther than before. They widened markets: wherever railways operated, speedy and reliable transport came to be taken for granted. Commercial life benefited. A larger circle of customers, some at a greater distance, could expect prompt and punctual delivery of goods.

People in every walk of life used the railways. Railways increased their range of freedom and enjoyment. Nor did they limit themselves to timetable travel. As early as 1841 Thomas Cook discovered the possibility of chartering trains for organized excursions—a discovery which opened up possibilities of holiday trains, seaside trains, trains for sporting events or exhibitions, the whole range of 'specials'.

Railways linked different areas of Britain speedily and firmly. On the day in 1844 when a newspaper was sold at Gateshead within 12 hours of rolling off the printing press in London, the national daily press was truly born. Sporting fixtures could be kept by amateur sportsmen at weekends. They could still be back at work on Monday morning. When the Great Exhibition took place in Hyde Park in 1851, railways brought visitors from all over the country at cheap fares. As they looked around them, they could not help reflecting that, once the railway had come, the face of Britain would never be the same again.

# 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

### CA13: The Impact of the Industrial Revolution

- 1769 Arkwright's water frame was invented.
- 1770s The development of textile mills using water-power.
- 1775 James Watt's steam engine invented.
- 1779 First steam-powered textile mills.
- 1801 Trevithick demonstrates the first steam locomotive.
- 1811–15 Luddite riots: machine-breaking in factories.
- 1830 Liverpool-Manchester Railway opened – the first commercial railway.
- 1830–36 1,000 miles of railway track built.
- 1830s Ocean-going steamships were developed. The Great Western ship, designed by Isambard Kingdom Brunel was launched in 1837 and carried mail to America.
- 1837–51 6000 miles of railway track built.

#### Growth of towns 1801–1851

Factory textile towns +299%

Other manufacturing towns +186%

#### Changes in employment 1801–51

Manufacturing +13%

Trade and transport +5%

Agriculture –14%

### 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*

- More big towns grew up.
- People went to work in factories.
- Children worked like slaves.
- Living conditions in towns were bad.
- Workers in industrial towns died young.

##### *Evaluation of representation*

- 'But they were independent' suggests this was an important part of life before the Industrial Revolution.
- The description 'Like a slave, locked in....no rest...' suggests factory rules and working conditions were unpleasant.
- Use of own knowledge to evaluate accuracy of impression of work in factories.
- The picture of Manchester suggests unhealthy housing conditions.
- Use of own knowledge to evaluate accuracy of impression of conditions in towns.

##### *Critical evaluation of representation*

- The comments on independence before the Industrial Revolution are included to suggest that working lives changed for the worse in important ways when the day became more controlled in factories.
- The picture has been chosen to show the children as miserable and in rags.
- The problems of poor health in the new towns are emphasised.
- Overall, only negative aspects of the industrial revolution are included.
- Use of own knowledge to evaluate accuracy of portrayal.
- Use of own knowledge to evaluate completeness of portrayal.

# Section 7: Candidate handouts

## Representation 2

### *Face value content of representation*

- Skilled workers gained from the Industrial Revolution.
- Unskilled workers worked very long hours.
- Wages went up.
- People's diet improved. The railways carried fresh food all over the country.

### *Evaluation of representation*

- 'Some were put out of work ...New skilled trades came into demand' suggest that the Industrial Revolution brought opportunities as well as problems for skilled workers.
- Details of wages suggest that wages for many people in work improved.
- The details given of problems for unskilled workers suggests that the impact on them was mainly negative.
- The impact of railways on diets and wages is shown as completely positive for workers.
- Use of own knowledge to evaluate accuracy of portrayal.

### *Critical evaluation of representation*

- The author is careful to note which groups of workers gained and which lost jobs.
- The impression given is that skilled workers benefited more than unskilled workers, although there were gainers and losers in each group.
- The impact on workers in the countryside is shown as positive in some areas where wages improved, but it is implied that the loss of jobs in the countryside was significant.
- Overall the impression given is that, for the country as a whole, gains outweighed losses, but the impact wasn't the same from area to area.
- Use of own knowledge to evaluate accuracy of the representation.
- Use of own knowledge to evaluate completeness of the portrayal of the impact of the industrial revolution.

## Understanding enquiry and representations

### Part A

#### ***What is an enquiry?***

- An enquiry means asking a question or wanting to know about something.
- It is a search for information.
- It involves the examination of facts and ideas for accuracy.
- It involves research using different sources of information, e.g. books, the internet, newspapers and personal accounts.
- After information has been gathered, it involves selecting which information is most helpful and using that information to make judgements and reach conclusions.

#### ***What skills will I learn whilst carrying out my enquiry?***

In carrying out your enquiry for Part A you will learn how to:

- plan an enquiry
- find different sources of information
- choose what information to use and what information not to use
- organise information
- evaluate information
- reach your own conclusion about your enquiry.

#### ***What preparation do I need to do to be successful in the enquiry?***

- Keep in mind what enquiry you are following and search for information that is relevant.
- Use at least five sources of information. They don't all have to be books; you could use internet sites, television programmes, sites and museums if they are relevant. Try to find a range of different sources – don't just use five different websites.
- Practise the skills you need in order to be successful: selecting information; organising information; evaluating information; reaching a conclusion.
- Make a plan – four or five key points from your enquiry.
- Make some notes which will help you organise your information. These can be handwritten on the Edexcel proforma or word processed. You could include key names, events and dates; short quotations you will use in your answer. You will be able to have these notes with you when you write up your controlled assessment.

## Section 7: Candidate handouts

### ***What do I need to do in the assessment for Part A?***

In Part A you will write up your answer to your enquiry question worth 20 marks. In this part of the assessment, you will be successful if you:

- focus on the enquiry
- use good spelling, punctuation and grammar and communicate clearly
- show that you have selected sources of information carefully
- use information from your sources to back up the points you want to make
- organise your points so that your answer leads to your conclusion
- at the end of your answer, sum up the reasons why you came to your conclusion in the enquiry.

## **Part B**

### ***What is a representation?***

- Sources that are designed to create an image of some aspect of the past.
- When historians write they create a representation of the past.
- Film makers, painters, artists, novelists do the same – when they pick a subject or event in the past they create a ‘representation’ of it.
- Therefore, a representation is also an interpretation and it will probably have strengths and weaknesses in the way it conveys the past.
- A representation may only focus on one aspect and not tell the whole story, it may be balanced and give more than one side, or it could be designed to persuade and influence.

### ***What skills will I learn in Part B?***

In assessing representations of History for Part B you will learn how to:

- understand representations of history
- compare representations and see differences in the ways they portray the past
- use representations together with your own knowledge
- evaluate representations
- reach a decision which you can explain and support.

### ***What preparation do I need to do to be successful in the representation questions?***

- Practise the skills you need to be successful: compare two representations; assess a representation using your own knowledge – is it accurate? Is it one-sided or is it objective? Is it only giving part of the picture or is it complete? Was its author trying to give an accurate portrayal, or simply to entertain?
- You will be given your representation sources 2 weeks before your controlled assessment. Make sure you understand the viewpoints and message of each of them.
- Make notes to help you compare and evaluate the representations for question B(i) and (ii). You should use clear criteria for your evaluation: you could have these headings – How accurate? How objective? How complete?

## Section 7: Candidate handouts

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

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

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

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

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

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

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

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

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

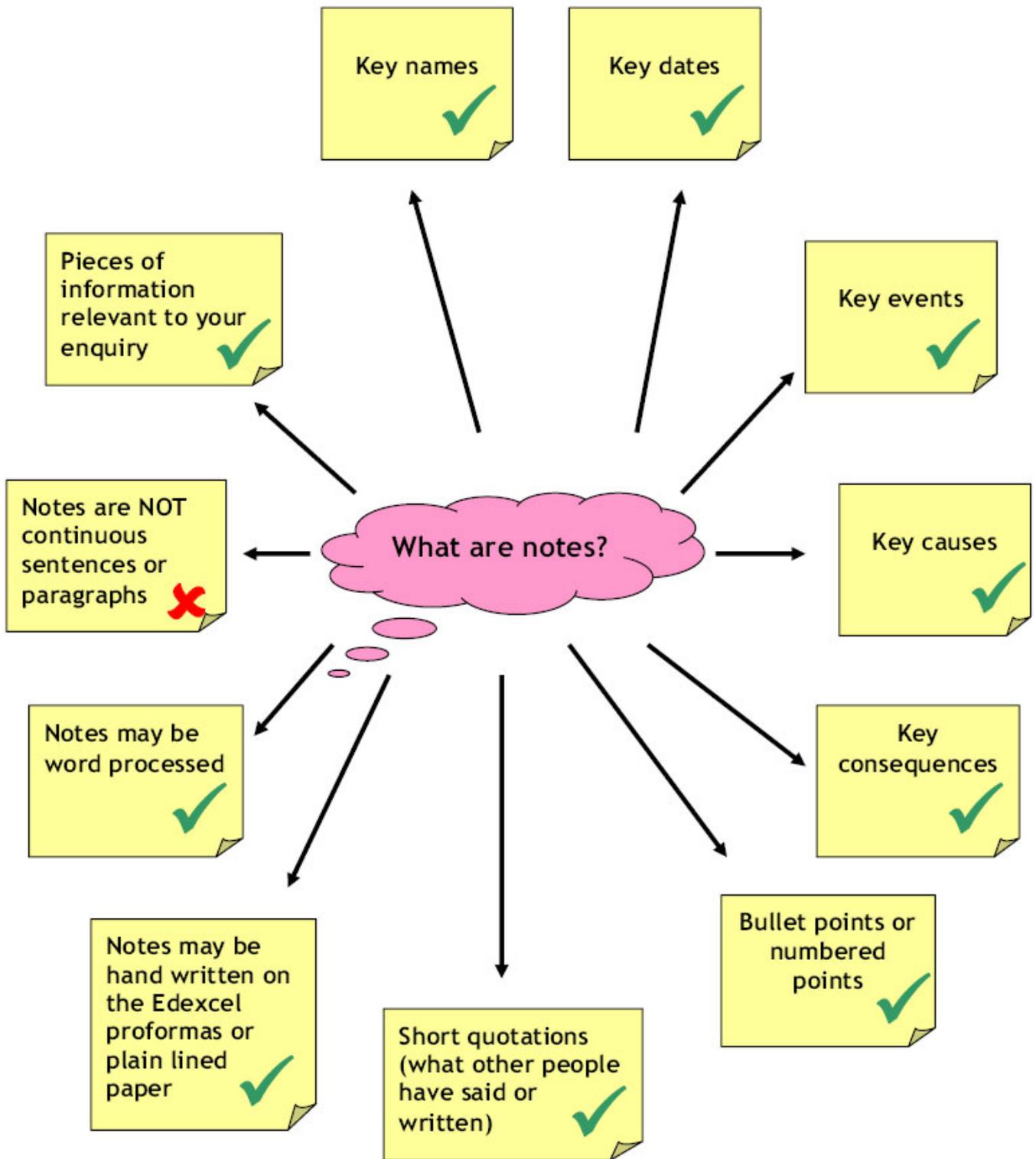
## Section 7: Candidate handouts

### *Which is the best representation?*

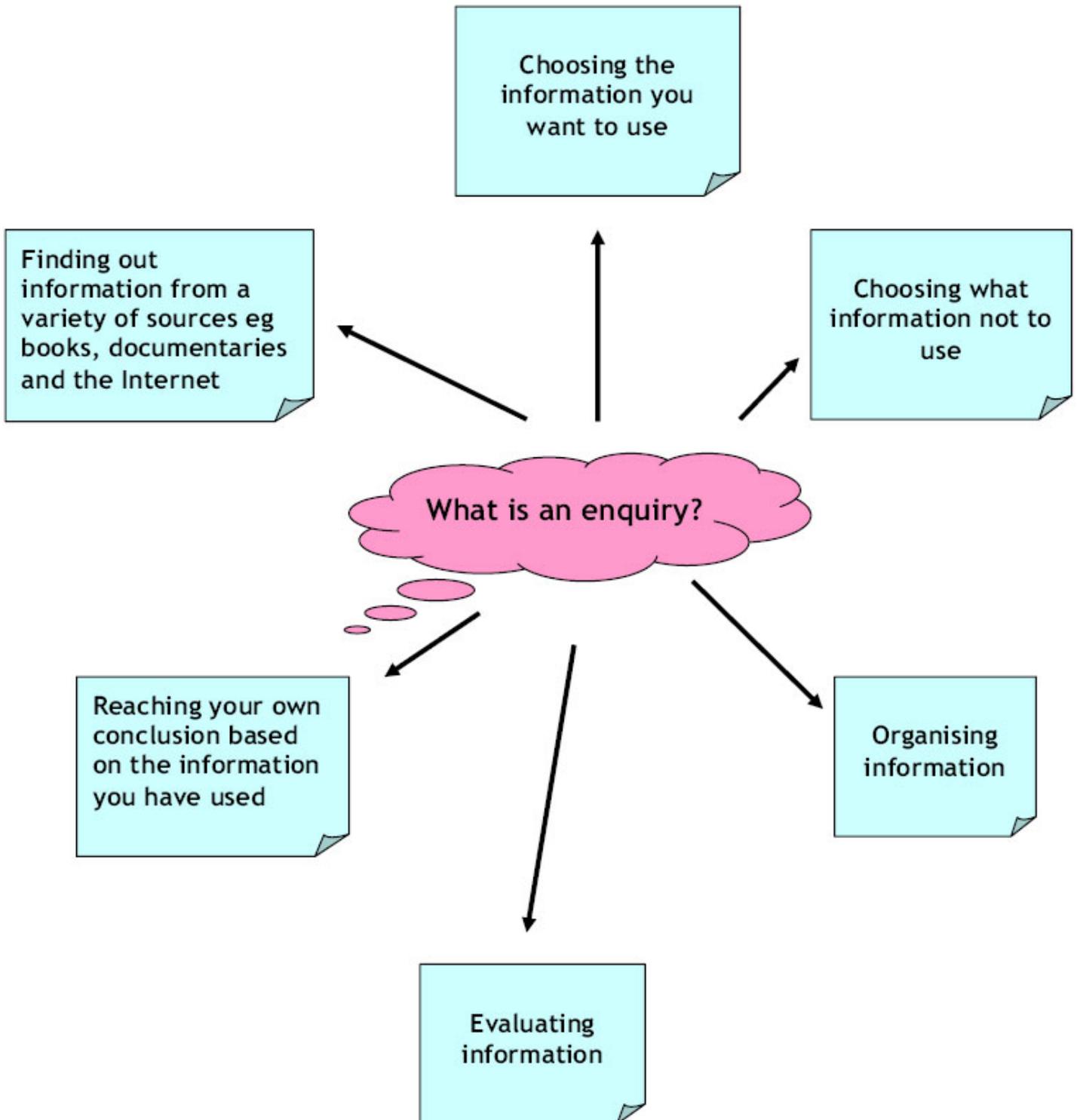
Use this sheet to record your thoughts on your representation questions. [This sheet may not be taken into the write-up session.]

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

## What are notes?



### What is an enquiry?



### Candidate proformas for plans and notes

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

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

## GCSE History controlled assessment

### Student proforma – Page 1 of 10

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

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

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

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

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

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

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

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

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

**GCSE History controlled assessment  
Student proforma – Page 2 of 10**

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





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

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



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

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

**Question:**

**Plan:**





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

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