**Section 2: Assessment information**

GCSE History Ver

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**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.*

*A Punch cartoon of 22 September 1888.*

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**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.