

Sample D

How do the representations differ?

Representations 1 and 2 are similar as they talk about protests, Division within American society and deaths. But they are also different as they include different protests and different Divisions within American society.

One thing that is similar between the 2 representations is that they both talk about student protests. Representation 2 talks about when the protests were, this is quoted 'The anti-war protests reached their peak during 1968-70. During 1968, there were over 100 demonstrations against the war involving 400,000 students. Representation 1 reinforces this estimate as it quotes 'May 1970. It shows one of the students killed at a protest'.

They also differ as representation 1 is solely about protests whereas representation 2 talks about civil rights as well, it quotes 'of perhaps greater importance were two other sources of opposition: the poor and the minorities.'

Another thing that these 2 representations have in common is that they both talk about divisions within American society. But they differ with this as they talk about different divisions within society. Representation 1 talks about how the students are against the American government, it quotes 'Protesting against Mr. Nixon's decision to attack communist Cambodia'. However representation 2 talks about the division with civil rights activists and the whole of American society, it quotes 'These groups lacked educational deferments and sympathetic draft boards and were disproportionately called upon to serve in the military'. Also within this the representation is also trying to put across how the students against the government only happened because of the war. Whereas civil rights against American Society had been happening for a long time and that representation 1 was an example of this unfairness and division.

Another thing that is similar is that they both talk about deaths connected to the Vietnam war. But they are also different as the deaths are caused by different things. Representation 1 talks about the deaths that are caused by protests as it quotes 'Three other students were also killed and fifteen wounded at the university yesterday'. On the other hand representation 2 talks about deaths caused in Vietnam by people fighting in the war, it quotes 'Yet in Vietnam we're dying in the front everyday' it also quotes 'stop the war. It's killing us.

One other thing that is similar is that these representations both talk about famous examples of protesting. But these examples are different people or places. In representation 1 the famous example is at Kent State University it quotes. 'It shows one of the students killed at a protest at Kent State University in the USA'. Whereas in representation 2 the famous example of protest is the boxer Mohammed Ali, the representation quotes 'Ali refused to join the armed forces on the grounds that he was a minister in the Nation of Islam, an African-American Islamic Group'. Because of Ali's refusal to join the Army the consequences were very severe. The representation quotes 'within an hour of his refusal to join the army the New York State Athletic

Commission suspended his boxing license. He was sent to trial and was given a five-year prison sentence and a \$10,000 fine.'

Overall representations 1 and 2 are similar and differ in many ways. The main similarity between the two is that they are both about protests and go into depth about it. Representation 2 talks about the movement of protests and how many protesting and representation 1 backs it up. The main difference between the two is that even though they were both about protests representation 1 was solely about protests whereas representation 2 talks about the civil rights movement and how it was affected by the war, it quotes 'the civil rights movement overlapped with the anti-war movement. Concluding that representations 1 and 2 are probably more different than similar as although they have things that are similar, they are mainly different. This is because representation 1 is solely about the kent state incident whereas representation 2 has a ,lot more information in it about a lot more different things.

Sample E

Study representations 1 and 2. They are both representations of the impact Mao had on the development of China. How far do these representations differ.

The sources compared are giving two different opinions on how general Mao impacted the Chinese people.

Source 1 is a poster that was made in 1970 as Mao's reign over China was coming to an end. The source only shows the impact on the working class which was the only class that benefited from Mao's reign. It shows Mao as an all round success, it only shows the good impact and none of the negative impact on the Chinese people. It is very selective of the information that is given in the source. The rest of China had a negative impact. This may be why only the working class is shown. It shows Mao as a god like figure in the sky that people worship like a god. It shows a positive impact on China.

Source 2 is a text written in 2000 for a history text book. The source looks at China more as a whole and shows the full impact of Mao on the Chinese people not only the working class. It mainly shows Mao had a negative impact on China and it also shows him as a bad ruthless leader. E.G. where it says that Mao supported the brutal violence that was going on throughout China in his reign. The only positive from the text were the first three paragraphs where it shows his intentions and plans for the future of China, this is the only similarity with the other text. The problem was they were never fulfilled. His plan was to have a positive impact on China, but as it says in the last 3 paragraphs his reign actually had a hugely negative impact on China. Shows mainly a negative impact.

There aren't many similarities between the two sources. The only thing was in the first 3 paras of source 2 it shows how his intentions were to have a positive impact on China. Source 1 really shows the impact that Mao intended to have on the whole of China, not just the working class. His intentions were positive, but realistically it ended up having a negative impact on China.

There were many differences between source 1 and source 2. Source 1 only shows the impact on the working class where as source 2 shows the impact on China as a whole. Source 1 shows Mao's reign as a positive impact and source 2 shows Mao's reign mainly as a negative impact. Source 2 has more general information and is not as selective over the information. Source 1 shows general Mao as a god like leader, larger than everyone else in the sky with people almost worshipping him. Source 2 shows Mao as a bad ruthless leader like where it says he supported the brutal violence that went on throughout China and shows how negative the impact was that he had on China very much unlike source 1. The main difference between the 2 sources are that source 1 shows a positive impact on China and source 2 shows mainly a negative impact on the Chinese people.

I think that source 1 and 2 are very different to each other even though they share the same vision of the future of China. E.G. Source 1 looks at only 1 class and source 2 looks at all classes. Source 1 shows Mao as a god-like figure more important than everyone else whereas source 2 shows Mao as a brutal, ruthless dictator, but the main reason why these sources are so different is source 1 shows a positive impact on China whereas source 2 shows the impact on the Chinese people mainly as a negative. These are the main reasons I think are why these sources are so different.

Sample F

Study representations 1 and 2. They are both representation of how civilians reacted to the Blitz. How far do these representations differ?

Both representations can inform historians on civilian during the Blitz, depicting aspects of surviving in air raids, and the conditions that came with this. Focusing on the images in both representations, an onlooker can see that the bedding that is present was set out so that people were sleeping in tiers-atop bunk beds. Seeing this means that we can decipher that sleeping conditions in the underground stations (when used as shelters) were cramped and gave a strong indication that those present commonly lived in impoverished lives. This is useful, as it means we can learn about how the poorer people in wartime Britain survived.

Representation 1 is a pen and ink image by Henry Moore (January 1941), who captured the image during the peak of the Blitz and shows a sense of how the future generation are being indirectly damaged by the previous generation's faults. In contrast, 2 has been taken from a school history textbook (by Christopher Culpin and Paul Szuscikiewicz) from 1993, and shows a similar story of the Blitz to Henry Moore, only in a less emotive method, preferring to keep factual and informative. Although 2 can be considered more informative, its validity must be viewed; it was written near the end of the 20th century, long after WW2 had ended, and also contains an image that seems irrelevant and even to contradict the text.

Both appear to contain knowledge of relaxed and happy children who can sleep easily though they have been forced to take shelter in underground stations. This suggests that these children believe that they are completely safe from harm. In representation 1, we see that the children sleep with their arms out of the blankets, translating that they are relaxed, but can be seen as vulnerable and still in the heart of danger - however, representation 2 contradicts this, showing the King and Queen walking among the crowded Londoners which suggests that the stations could not be any safer - royalty would not be wanted where there could be mortal danger; but these visits were regular, and boosted the country's morale.

The text of 2 informs of the terrible smell that was present in such shelter, because of how much people were crammed into the stations, which is proven when the photograph is seen - many people standing or sitting with their bodies tight against others. Whereas, 1 suggests that these people had so much room that they could have their beds far apart from one another - at certain angles, Moore's drawing seems to be of 2 sleeping children side by side.

Overall, the two representations show the same story of the Blitz; a time when morale was low and depression was sinking in. However, perhaps because of the different times of their creations, they differ in how this story is shown to the world though both use children because they are seen as the future and how they are suffering from issues not their own.

Commentary

Sample D identifies differences in the protest covered in each representation and that the representations talk about different divisions in society. Similarities are identified in the link to death and mention of famous events in each representation. There is also an attempt to measure the extent of difference. This is enough for the top of Level 2 but the focus on content rather than portrayal of the way in which people in the USA reacted to the Vietnam War, means that this does not reach Level 3.

Sample E has a very clear understanding of portrayal and keeps a tight focus on the issue of the impact Mao had on the development of China. Although each representation has been analysed to show that one creates a positive impression and the other is negative, and that one focuses on a group within society while the other portrays Mao's impact on the whole of society, there is limited reference to individual details within the representations to support these comments. The answer is a little unbalanced since it has focused on differences but the conclusion does answer the question and discuss the extent of these differences. A mark of 9 was awarded.

Sample F illustrates the borderline between Level 2 and Level 3. It mainly focuses on details of content but there are some attempts to discuss portrayal, for example the comment that representation 2 is less emotive, preferring to stay factual and informative, is a valid understanding of the portrayal within representation 2 but the comparison with representation 1 is not developed. The comment about both representations suggesting safety does make a comparison between the impressions created in each representation but the comparison is not sustained enough to raise the answer to Level 3.

Part Bii

Once again the focus is on the portrayal within the representations of an issue. It is essential that candidates understand that these representations are not going to be used as evidence and therefore they should not be treated as sources to be evaluated for reliability and utility. Instead these representations should be treated as the finished product – the conclusions or interpretations being offered. Candidates are asked to evaluate the quality of the overall portrayal within the representations.

Consequently, descriptions of the content of the representation, comments about how helpful or useful the details are, discussion of reliability based on analysis of nature / origin / purpose etc are not appropriate. The focus is not what can be learned from or done with the representation but whether it is the 'best' portrayal of an issue. The criteria suggested within the mark scheme are the accuracy, completeness, objectivity and purpose or focus of that portrayal.

- Candidates should be able to discuss whether the representation is an accurate one by using their own contextual knowledge – they may even reach the conclusion that individual details are incorrect but the overall portrayal is accurate.
- They should also be able to show whether the representation is complete and again this should be supported by their own contextual knowledge. This is not a cross referencing exercise and it is not enough to say what is covered in one representation but missed out from another. Similarly, this should not be simply a list of missing details and candidates should recognise that it would be unreasonable to expect an article on Martin Luther King to include details of the Women's Liberation movement but they could discuss whether the article on King gives a complete portrayal of the impact of mass protest, through the example of one aspect of protest.
- Candidates are quick to identify 'bias' and declare a representation is not objective but comments should be based on the overall portrayal, not on reasoning about the nature / origins / purpose of the representation. They might also want to consider whether a representation that is objective is actually 'best' – perhaps a representation that is not balanced and objective is 'better' at portraying the ethos of the time.
- In the same way, candidates should consider whether a focused and in-depth portrayal of one aspect is 'better' than an overall impression, for example, would a representation focused on music or fashion be a 'better' portrayal of life in the sixties than an historian's overview? Would an extract from an historian who is trying to challenge the image of the 'swinging sixties' be 'better' than an image based on positive aspects of the sixties?

Study the mark scheme and identify the key characteristics of each level.

Level 1

- Comprehends the surface features of the provided sources and selects material.
- Offers simple judgements about the representation, and offers a limited amount of accurate information about the period in question. The material will mostly be generalised and linkage to the representation will be implicit.

Level 2

- Comprehends the surface features of the provided sources and selects from them key features of the representations.
- Makes a judgement about the best representation and provides detailed and accurate material about the period in question, but with little linkage between description and judgment. Judgements may relate to the accuracy or comprehensiveness of the representation.

Level 3

- Analyses the provided sources and shows some of the ways in which the past situation has been represented. Uses detail from the provided sources to support the analysis.
- Makes a critical evaluation of the representation based on well selected information about the period in question and applying at least two clear criteria, for example, the author's purpose or objectivity, or the accuracy, comprehensiveness of the representation.

Level 4

- Analyses the provided sources in order to show the way in which the past situation has been represented. Uses precisely selected detail from the provided sources to support the analysis.
- Makes a critical evaluation of the representation based on precisely selected information about the period in question and applying at least three criteria, for example the author's purposes or objectivity, or the comprehensiveness and/or accuracy of the representation.

Level	Analysis of the representation	Evaluation of the representation	Quality of supporting detail
Level 1 1-5 marks	Takes at face value; selects details	Simple judgements made	Accurate information offered but limited / generalised and not clearly linked to evaluation of representation
Level 2 6-10 marks			
Level 3 11-15 marks			
Level 4 16-20 marks			

The following answer is a Level 4. Identify the places where it displays Level 4 qualities and discuss what mark you would give it within the level.

Sample G

During the Vietnam War, those living in the USA had many and differing reactions to their country's continued participation in the war. These 3 representations illustrate to us that the USA had strong views of the war, whether they supported their army's presence in Vietnam or if they were entirely opposed to it. Whatever their stance on the war, they were sure to react accordingly. By analysing the content, accuracy and objectivity of each of these 3 representations a judgement can be made as to which representation best depicts the reactions of the US public.

The primary focus of representation is the Kent State Massacre of May 1970, in which members of the Ohio National Guard fired into a crowd of student demonstrators in a bid to control them, but which resulted in the deaths of 4 students and injured a further 9. (1) Representation 1 is limited in its coverage as it discusses only the Kent State shootings and fails to mention any other protests which may have occurred around the same, for instance the Peace Moratorium of 1969, in which an estimated 2 million people across the US took part to protest against the war. (2) Although the reason behind the demonstration at Kent State is given (which was the impending invasion of Cambodia), and President Nixon's views are mentioned, we are given no real indication as to how the US as a whole reacted. Since the representation focuses solely on one event in 1970, and fails to refer to anything more, its coverage is fairly poor. In terms of accuracy it is mostly reliable, its only fault being that it incorrectly reports 15 students were injured, when really it was 9. (3) However, it must be noted that Representation 1 was published shortly after the incident and so was written whilst there may still have been confusion over the details of the shootings. Additionally, the writer Ralph Champion, was writing from New York, but the shooting occurred in Ohio, so the figures he obtained wouldn't have been as accurate as he wasn't in the same state as the incident. However, the representation does mention that Cambodia was communist, and it was against Nixon's decision to invade, that the students were protesting.

Although Nixon's pro-war views which conflict with the students anti-war sentiment are mentioned, the representation seems pro-student & anti-war in its message.

The article contains lots of emotive language like 'tragedy' which creates sympathy for the students. Also the viewpoint of the guardsmen has not been recognised, indeed the fact that the students had earlier burned down a building, and had created a less than peaceful atmosphere for the guardsmen, (4) has not even been touched upon by writer. Nor has the pro-war attitudes of some sections of the public been mentioned, so the paper implies that the only point of view expressed by the US people was anti-war.

Overall, only one event is discussed, and an anti-war attitude is evident all the way through, not just by the sympathy shown to the students, but also the fact that Nixon's earlier words have been twisted to suit the theme of the article. As the front page story of a high-profile newspaper, representation 1 would have purposefully been