

Mark Scheme (Results)

Summer 2015

Pearson Edexcel GCSE
in History B (5HB03)
Paper 3C

Unit 3: Schools History Project Source
Enquiry
Option 3C: The impact of war on
Britain c1903-c1954

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Question Number		
1		<p>What can you learn from Source A about the impact of this Zeppelin raid on life in London?</p> <p>Target: source comprehension and inference (AO3).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1	<p>Comprehension. Answer selects relevant detail(s) from the source.</p> <p><i>e.g. People were killed; or There were many killed and wounded; or Property was damaged.</i></p>
2	2–3	<p>Unsupported inference. Valid inference(s) are offered, but without support from the source.</p> <p><i>e.g. Bombing was a novel experience.</i></p>
3	4–6	<p>Supported inference. Valid inference(s) are made and supported from the source.</p> <p><i>e.g. That the extent of the damage and loss of property was considerable as indicated by the value of damaged property; or People's lives would have been disrupted, many were injured workplaces and warehouses damaged and transport disrupted.</i></p> <p>One well-developed point may score a maximum of 5.</p>

Question Number		
2		<p>What was the purpose of this representation?</p> <p>Explain your answer, using Source B and your own knowledge.</p> <p>Target: knowledge recall and selection, key features and characteristics of periods studied, analysis of representations of history (AO1/AO2/AO3).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<p>Simple statement about the representation.</p> <p>EITHER</p> <p>Valid comment is offered about the representation, but without support from the source.</p> <p><i>e.g. To get people to support the war effort.</i></p> <p>OR</p> <p>Answer identifies detail(s) or information from the representation, but relevance to the intended purpose is not identified.</p> <p><i>e.g. It shows a Zeppelin raid on London.</i></p>
2	3–5	<p>Supported statement, comprehending the representation.</p> <p>Valid comment about the purpose of the representation is offered and linked to details in the content of the source.</p> <p><i>e.g. The poster was to encourage people to join the army as a means of stopping attacks such as this and the threat to kill people in their own homes.</i></p> <p>Award top of level to candidates who identify the purpose of the representation using detail from both content AND own knowledge of the historical context.</p>
3	6–8	<p>Explained purpose, analysing the representation.</p> <p>Analysis of the treatment or selection of the content of the representation is used to explain its purpose.</p> <p><i>e.g. Notes that the main purpose is to encourage recruitment to the army in a period before conscription had been introduced. Sees the raid as a threat to civilians in their own homes. The raids would come at night and the best way to stop them was to defeat the enemy by joining the army. The poster heightens its impact by using an image of an important London building under attack. Use of stark image, a searchlight and use of words such as 'better', 'face the bullets' 'help' and 'at once' to encourage a prompt response.</i></p> <p>Maximum 6 marks for answers which do not make explicit use of own knowledge of the historical context.</p>

Question Number		
3		<p>How did the government use the Defence of the Realm Act (DORA) to support the war effort?</p> <p>Explain your answer, using Source C and your own knowledge.</p> <p>Target: knowledge recall and selection, key features and causation in a historical context, source comprehension (AO1/AO2/AO3).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<p>Simple statements. EITHER Answer consists of simple statements from the source.</p> <p><i>e.g. They used it to restrict the press.</i></p> <p>OR Answer consists of simple statements based on additional knowledge without reference to the source.</p> <p><i>e.g. They took over factories and other buildings.</i></p>
2	4–7	<p>Supported statements. Statements are supported by information from the source and/or additional knowledge.</p> <p><i>e.g. Details how the press was controlled to keep morale high by censoring or glossing bad news. The government sought to control how news of raids was handled. Can indicate other areas that the government used to support the war effort e.g. taking over important industries such as mines and railways.</i></p> <p>Maximum 5 marks for answers which do not use both source and additional knowledge.</p>
3	8–10	<p>Developed explanation. Answer uses the source and precise own knowledge.</p> <p><i>e.g. Uses source to control the press more through censorship in an effort to promote morale. Efforts were also made to use DORA to control the labour supply and also take over industries and production deemed vital to the war effort. The government took steps to protect the population such as blackouts and also requisitioned land for the army. Could mention taking over the coal industry and the railways.</i></p> <p>NB: No access to Level 3 for answers that do not include additional knowledge.</p>

Question Number		
4		<p>How reliable are Sources D and E as evidence of how people reacted to Zeppelin raids?</p> <p>Explain your answer, using Sources D and E and your own knowledge.</p> <p>Target: knowledge recall and selection, key features and characteristics of period studied, evaluation of sources for reliability (AO1/AO2/AO3).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<p>Judgement based on simple valid criteria. Comments based on subject/amount of detail, or assumed reliability because of time/nature/origins of the source.</p> <p><i>e.g. This is a cartoon and designed to be funny therefore it is unreliable; or Source E is from someone who lived through air raids so must be reliable.</i></p> <p>Maximum 2 marks in this level for use of one source only.</p>
2	4–7	<p>Judgement is based on the reliability of the sources' information or is based on an evaluation of the nature or authorship of sources. EITHER Answer focuses on details which can be corroborated or challenged.</p> <p><i>e.g. Notes that the cartoon in Source D shows little fear or panic, which was not the experience of many during raids. Source E suggests people took the raids more seriously after initially not worrying about them. Can indicate that attitudes changed in time, while people were attracted by the novelty of the raids, with damage and casualties fear and sometimes panic were more common.</i></p> <p>OR Answer focuses on how reliable/representative/authoritative the source is.</p> <p><i>e.g. Notes that the view in the cartoon might not be typical and is likely to be exaggerated. Also knows that Source E is a contemporary account from a diary and is factual and likely to be based on someone who was there which makes it more likely to be reliable. Both sources reflect how at the outset raids were seen as something interesting and novel rather than life threatening.</i></p> <p>Maximum 5 marks in this level if Level 2 criteria are met for only one source.</p> <p>Maximum 6 marks in this level if answer does not use own knowledge of the context.</p>

3	8–10	<p>Judgement combines both elements of Level 2 to assess the reliability of the sources for the specific enquiry.</p> <p>Answer considers the reliability of the information, taking into account an aspect of its nature (i.e. how reliable/representative/authoritative/comprehensive it is).</p> <p><i>e.g. Notes that there are two attitudes shown in Source D which is likely to reflect different attitudes to the raids. The cartoon was produced early in the attacks and did not reflect the real panic and fear caused at the time. The Source is also from a magazine that often uses humour to make a point and this is likely to be exaggerated.</i></p> <p><i>Source E also shows different attitudes to the threat posed by raids but also indicates that these changed over time. There were widely different views at the time and a realisation that aerial bombardment posed a new and potentially frightening development that could not be dealt with successfully all the time. Source E also indicates the extent of the government's precautions from the outset. Indicates from additional own knowledge of other raids the mixture of excitement and fear that characterised earlier attacks. Can indicate that fear often exceeded the real threat posed by this new method of warfare. The fact that this source is from a diary makes it likely to be more reliable of how they felt at the time.</i></p> <p>Maximum 8 marks if own knowledge of the historical context is not explicitly used, or if Level 3 criteria are met for one source only.</p>
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Question Number		
5		<p>Source F suggests that the bombing of Britain during the First World War had limited impact.</p> <p>How far do you agree with this interpretation? Explain your answer, using your own knowledge, Sources A, E and F and any other sources you find helpful.</p> <p>Target: knowledge recall and selection, analysis of significance and key features of historical periods, reaching a judgement on representations and interpretations of history (AO1/AO2/AO3). Assessing QWC i-ii-iii: for the highest mark in a level all criteria for the level, including those for QWC, must be met. Spelling, punctuation and grammar (SPaG): up to 3 additional marks will be awarded for SPaG.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<p>Generalised answer. EITHER Answer offers valid undeveloped comment to support or counter the interpretation, without direct support from sources or additional knowledge.</p> <p><i>e.g. Bombs caused damage and killed people and damaged buildings.</i></p> <p>OR Selects details from the sources which support or counter the interpretation, but without direct linkage to the question.</p> <p><i>e.g. Source A suggests damage was serious and casualties were caused.</i></p> <p>Writing communicates ideas using everyday language and shows some selection of material but the response lacks clarity and organisation. The candidate spells, punctuates and uses the rules of grammar with limited accuracy.</p>
QWC i-ii-iii		
2	5–8	<p>Supported answer, linking the interpretation to relevant detail. Answer offers a judgement which agrees with or counters the interpretation and links to relevant details from sources and/or additional knowledge.</p> <p><i>e.g. Sources A and F show that damage was done that cost money and loss of lives. Can indicate own knowledge of areas affected and initial panic and fear.</i></p> <p>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.</p>
QWC i-ii-iii		
3	9–12	<p>Developed evaluation, agreeing or disagreeing with the interpretation. Answer reasons from the evidence to consider the claim. At this</p>

<p>QWC i-ii-iii</p>		<p>level the answer will be unbalanced and only points of agreement or disagreement with the interpretation will be convincingly explored.</p> <p><i>e.g. Source A indicates that bomb damage disrupted people's lives. Some were killed, houses and workplaces damaged or destroyed and transport systems disrupted. The new method of warfare caused some to suffer from psychological damage and panic. Source E shows that people did take steps to protect themselves and the government introduced strict measure to ensure safety such as blackouts. Source F shows that there was comparatively little damage and casualties were not great. Can comment on the effect of the raids on the government. Can make some attempt to put effect in context and possibly comment on impact of raids that were the first time Britain had been attacked from the air.</i></p> <p>Maximum 10 marks for answers which do not include additional knowledge to support their argument.</p> <p>NB: No access to Level 3 for answers which do not use the sources.</p> <p>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.</p>
<p>4</p> <p>QWC i-ii-iii</p>	<p>13–16</p>	<p>Sustained argument and evaluation, reviewing alternative views before giving a balanced judgement on the interpretation.</p> <p>Answer considers the evidence which supports the interpretation that British efforts to protect against aerial attack were successful and also considers evidence that suggests they were not always effective. The evaluation of the interpretation is supported by precisely-selected evidence from the sources and additional knowledge.</p> <p><i>e.g. Weighs the evidence presented in Source F with the measures used in Source E and the problems encountered in Source A. The fact that the government imposed strict censorship on raids in the press indicates their fear of panic. May use evidence of other measures taken and role of services to deal with the after effects of bombing raids. This can indicate the degree of disruption and extent of damage. Able to give a balanced view of relative impact and real fear and disruption in comparison with actual damage caused. With hindsight possible to minimise impact that was probably greater at the time. The damage caused was often far less than the fear and panic caused by this new mode of waging war. In some areas the damage in a small area could be extensive while large areas of the country were unaffected. Psychological damage was perhaps much greater than physical damage.</i></p> <p>Reserve 15–16 marks for answers which also take into account the strength of the evidence from the provided sources when coming to an overall conclusion.</p>

		<p>NB: No access to Level 4 for answers which do not include additional knowledge and make use of the sources.</p> <p>Writing communicates ideas effectively, using a range of precisely-selected historical terms and organising information clearly and coherently. The candidate spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p>
		Marks for SPaG
Performance	Mark	Descriptor
	0	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold	1	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
Intermediate	2	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
High	3	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

