

Mark Scheme (Results)

Summer 2015

Pearson Edexcel GCSE
in History A (5HA03)

Paper 3B

Unit 3: Modern World Source Enquiry

Option 3B: War and the transformation
of British society, c1931–51

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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 Battle of Britain?</p> <p>Target: source comprehension, inference and inference support (AO3)</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1	<p>Candidates do no more than copy/paraphrase the source. Award 1 mark at this level for each piece of information copied or paraphrased.</p> <p><i>e.g. Source A tells me that, by early September, they were losing out to the RAF.</i></p>
2	2–3	<p>Makes unsupported inference(s). An inference is a judgement that can be made from studying the source, but is not directly stated by it.</p> <p><i>e.g. Source A suggests that the Luftwaffe made various mistakes during the Battle of Britain.</i></p> <ul style="list-style-type: none"> • 2 marks for one unsupported inference. • 3 marks for two unsupported inferences.
3	4–6	<p>Makes supported inference(s). A supported inference is one which uses detail from the source to provide evidence for the inference.</p> <p><i>e.g. Source A suggests that the Luftwaffe made various mistakes during the Battle of Britain because it says we didn't have enough fighters and we used them in the wrong way. Source A also suggests that the RAF had a very effective fighter plane, the Spitfire, as the source says it had a marvellous rate of turn.</i></p> <ul style="list-style-type: none"> • 4–5 marks for one supported inference. • 5–6 marks for two supported inferences.

Question Number		
2		<p>What was the purpose of this representation? Use details of the painting and your own knowledge to explain your answer.</p> <p>Target: knowledge recall and selection, key features and characteristics of the periods studied, analysis of representations of history (AO1/AO2/AO3)</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<p>Simple statement(s) about the representation. These are generalised statements without support from source or own knowledge of the historical context.</p> <p>EITHER Valid comment is offered about the representation, but without support from the source.</p> <p><i>e.g. It was painted to show the successes of the RAF during the Battle of Britain.</i></p> <p>OR Answer identifies detail(s) or information from the representation but relevance to the intended purpose is not identified.</p> <p><i>e.g. The Spitfires were very successful during the Battle of Britain.</i></p>
2	3–5	<p>Supported statement, comprehending the representation. 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 purpose of the painting was to keep up the morale of the British public. This is supported by the message of the painting, that the Spitfires were very successful during the Battle of Britain. This is shown in the painting by the Spitfires attacking the German planes from above with a few German planes already damaged and falling to the ground. The Spitfires were very successful during the Battle of Britain and, because of the success of radar in detecting the German raids, were often in position above the German fighter planes, as shown in the painting, ready to attack.</i></p> <p>Award top of level to candidates who identify the purpose of the representation using detail from both the content of the source AND own knowledge of the historical context.</p>
3	6–8	<p>Explained purpose, analysing the representation. Analysis of the treatment or selection of the content of the representation is used to explain its purpose.</p> <p><i>e.g. The purpose of the painting was to maintain morale by depicting a successful scene during the Battle of Britain. The artist achieves this by showing the Spitfires in the foreground of the painting as much larger and more powerful than the German planes which are shown being shot down and falling to the ground. The painting was commissioned by the Ministry of Information, which had been set up by the government at the start of the war to maintain morale by controlling propaganda and censorship. It was painted in 1942 at a time when victory in the Second World War was not yet assured and the government was keen to bolster the morale of the British people and encourage them to continue to</i></p>

		<p><i>support the war effort. The Spitfires were very successful during the Battle of Britain and, because of the success of radar in detecting the German raids, were often in position above the German fighter planes, as shown in the painting, ready to attack...</i></p> <p>Maximum 6 marks for answers which do not make explicit use of own knowledge of the historical context.</p>
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Question Number		
3		Use Source C and your own knowledge to explain why the Battle of Britain took place. Target: knowledge recall and selection, causation within a historical context: source comprehension (AO1/AO2/AO3).
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	Simple statements EITHER The candidate makes simple statements from the source. OR The candidate makes simple statements from additional knowledge without reference to the source. <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2–3 marks for two or more simple statements. <i>e.g. Hitler ordered an attack on Britain to destroy the RAF</i>
2	4–7	Supported statements The candidate supports their statement with relevant detail from the source and/or additional knowledge. <i>e.g. Source C says that the Battle of Britain took place because Hitler wanted to overpower the RAF. This was because the Germans needed control of the air space over Britain before they could launch an invasion of Britain. It stresses that the Luftwaffe would destroy the RAF by attacking their airfields and installations as well as factories making aircraft and anti-aircraft equipment...</i> <i>Maximum 5 marks for answers which do not use both source and additional knowledge</i>
3	8–10	Developed explanation The candidate uses the source and precise additional knowledge. <ul style="list-style-type: none"> • 8 marks for one explained factor. • 9–10 marks for two or more explained factors. <i>e.g. Source C says that the Battle of Britain took place because Hitler wanted to overpower the RAF. This was because the Germans needed control of the air space over Britain before they could launch an invasion of Britain. Hitler's Blitzkrieg tactics that had worked so well against France could not work across the Channel. To conquer Britain would require a sea and air invasion. However, Hitler's military advisers made it clear that such an invasion would fail if German forces were attacked by the RAF. As Source C says, the German air force must attack the British flying units and ground installations, as well as the aircraft industry, and destroy them in the shortest time possible. This would clear the way for Operation Sealion, the German invasion of Britain</i> NB: No access to Level 3 for answers that do not include additional knowledge.

Question Number	
4	How reliable are Sources D and E as evidence of the Battle of

		<p>Britain? Explain your answer, using Sources D and E and your own knowledge.</p> <p>Target: knowledge recall and selection, key features and characteristics of periods 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. EITHER Comments based on assumed reliability/unreliability because source is from an eyewitness, etc.</p> <p>OR Undeveloped comment on reliability of content: subject, amount of detail contained, etc.</p> <p><i>e.g. Source D is reliable because it is a photograph and Source E is not reliable because it was an interview after the war.</i></p> <p>Maximum 2 marks in this level for use of one source only</p>
2	4–7	<p>EITHER Judgement based on reliability of the sources' information. Candidates extract information from sources which is shown by reference to context to be reliable.</p> <p><i>e.g. Source D is reliable because it shows a German fighter plane which had been shot down during the Battle of Britain. A significant number of German fighter planes were shot down by the British Hurricanes and Spitfires which proved to be faster and more manoeuvrable as well as being guided by radar...</i></p> <p>OR Judgement based on evaluation of the nature/origin/purpose of the sources. Answers focus on how representative/authoritative the sources are.</p> <p><i>e.g. Source E is reliable because the interview was given for a website set up by the Battle of Britain Historical Society, which should have the purpose of giving an objective, balanced view of the Battle of Britain. Moreover, the interview was given more than 60 years after the Battle by an eyewitness who would have no reason to exaggerate or distort what took place on 15 September...</i></p> <p>Maximum 5 marks in this level if Level 2 criteria met for only one source.</p> <p>Maximum 6 marks in this level if answer does not use own knowledge of the historical context.</p>
3	8–10	<p>Judgement combines both elements of Level 2, and gives a balanced evaluation of reliability of the two sources. Answer provides a developed consideration of the reliability of the sources which takes into account an aspect of its nature/origin/purpose (such as how representative/authoritative/reliable it is.) The focus must be on explaining reliability/unreliability. It is not enough to say it is reliable/unreliable/typical. Comments must be developed or else mark at Level 2.</p>

		<p><i>e.g. Source D is less reliable because it was published in a national newspaper during the Battle of Britain and may not have been typical of each day of the battle. The government would have used this for propaganda to keep up the morale of the British people at a time when the outcome of the battle was unknown and convince the public that the RAF was winning the battle. Source E is reliable because the RAF officer suggests that the British fighter planes were successful against the German bombers. This was certainly the case on 15 September when radar, as the source suggests, meant the British planes were ready and inflicted considerable losses on the Germans with 56 planes shot down. As a result of these losses Hitler called off Operation Sealion...</i></p> <p>Maximum 8 marks if answer does not use own knowledge of the historical context.</p> <p>Award 9–10 marks if evaluation of both sources meets Level 3 criteria, supported by explicit reference to knowledge of the historical context.</p>
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Question Number		
5		<p>Source F suggests that the reason for the German defeat in the Battle of Britain was the weaknesses of the <i>Luftwaffe</i>.</p> <p>How far do you agree with this interpretation? Use your own knowledge, Sources A, E and F and any other sources you find helpful to explain your answer.</p> <p>Target: knowledge recall and selection, consequence within a historical context, 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. Agrees with view, saying that sources show the weaknesses of the Luftwaffe; disagrees with view, saying that the sources show the strengths of the RAF.</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. Gives examples of weaknesses of Luftwaffe from Sources A and F; or says that the British planes were better.</i></p> <p>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.</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. Answer agrees and selects details from Sources A and F, which show weaknesses of the Luftwaffe including poor leadership and inexperienced pilots and/or using additional knowledge; disagrees with the view and selects details from Sources E and F of the strengths of the RAF including radar and their tactics and/or using additional knowledge.</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	Developed evaluation, agreeing or disagreeing with the interpretation.

<p>QWC i-ii-iii</p>		<p>Answer reasons from the evidence to consider the claim. At this 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. Sources A and F agree with the view that the British victory in the Battle of Britain was due to the weaknesses of the Luftwaffe. Source A suggests that the pilots were inexperienced, which was true as they had little experience of escorting bombers and fighting enemy aircraft. Moreover, the source suggests the Luftwaffe used the wrong tactics, close escort of their bombers. This gave the initiative to the RAF fighter planes, which were able to attack from above. Source F mentions further weaknesses including the poor leadership of Goering who, although a much decorated First World War pilot, had little knowledge of the tactics of air war. Source F also mentions a major mistake made by the Germans – switching attacks to London on 7 September at a time when the RAF was down to its last reserves of fighter planes and pilots. Continued attacks on the British air fields could well have achieved victory...</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>13–16</p>	<p>Sustained argument and evaluation, reviewing alternative views before giving a balanced judgement on the interpretation.</p> <p>The answer considers the evidence which supports the interpretation and also considers counter evidence. The evaluation of the interpretation is supported by precisely-selected evidence from the sources and additional knowledge.</p> <p><i>e.g. As Level 3. Strong evidence is provided by Sources E and F against the view that the victory was due to the weaknesses of the Luftwaffe. The sources suggest that the victory was due to the strengths of the RAF. Source E suggests that the victory was due to the use of radar as well as superior RAF tactics. Radar had been developed before the war and was well in place by the time of the Battle of Britain. It was an early warning system which gave advanced intelligence about the whereabouts of the Luftwaffe squadrons and enabled the British to have fighter planes in position, ready to attack as shown by the account in Source E. Source F reinforces the importance of radar as well as the skilled leadership of Dowding who had realised the importance of radar. It also mentions the superior quality of the British fighter planes, the Spitfire and Hurricane, against their German counterparts. The weight of evidence against the view is further strengthened by the reliability of Sources E and F. Source E was an interview given after the war when the RAF commander had little reason to exaggerate or distort the events of 15 September. Source F is from a modern world history textbook, which should provide a balanced view of the Battle of Britain....</i></p>

QWC i-ii-iii		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. NB: No access to Level 4 for answers that do not include additional knowledge and make use of the sources. 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.
		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.

