

## 5HA03/3B Mark Scheme

Question Number		
<b>1</b>		What can you learn from Source A about the German bombing raid on Coventry, November 1940?  <b>Target:</b> source comprehension, inference and inference support (AO3).
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1</b>	<b>Candidates do no more than copy/paraphrase the source.</b> Award 1 mark at this level for each piece of information copied or paraphrased.  <i>eg 'Source A tells me that more than 500 planes took part in the greatest attack in aerial warfare.'</i>
<b>2</b>	<b>2–3</b>	<b>Makes unsupported inferences.</b> An inference is a judgement that can be made from studying the source, but is not directly stated by it.  <i>eg 'Source A suggests that the raid was a great success.'</i>  <ul style="list-style-type: none"> <li>• 2 marks for one unsupported inference.</li> <li>• 3 marks for two unsupported inferences.</li> </ul>
<b>3</b>	<b>4–6</b>	<b>Makes supported inferences.</b> A supported inference is one which uses detail from the source to provide evidence for the inference.  <i>eg 'Source A suggests that the raid was a great success because it says that many small and large factories were set on fire...'</i>  <ul style="list-style-type: none"> <li>• 4–5 marks for one supported inference.</li> <li>• 5–6 marks for two supported inferences.</li> </ul>

Question Number		
<b>2</b>		<p>What was the purpose of this representation? Use details of the newspaper article and your own knowledge to explain your answer.</p> <p><b>Target:</b> knowledge recall and selection, key features and characteristics of periods studied, analysis of representations of history (AO1/AO2/AO3).</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1–2</b>	<p><b>Simple statement(s) about the representation.</b> 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>eg 'It suggests that the German raid was evil.'</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>eg 'The Germans were trying to bomb civilians.'</i></p>
<b>2</b>	<b>3–5</b>	<p><b>Supported statement, comprehending the representation.</b> Valid comment about the purpose of the representation is offered and linked to details in the content of the source.</p> <p><i>eg 'It was written to give the message that the Nazis were evil because they deliberately targeted the civilian population, killing women and children, rather than aiming at industrial areas. It uses language like 'Heil Hitler! Heil bloodshed! Heil pain!' The bombing of Coventry did cause much damage to civilian areas.'</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>
<b>3</b>	<b>6–8</b>	<p><b>Explained purpose, analysing the representation.</b> Analysis of the treatment or selection of the content of the representation is used to explain its purpose.</p> <p><i>eg '...The main purpose of this article would be that British people will read this and be encouraged to support the war effort. The article has carefully selected 'Heil Hitler! Heil bloodshed! Heil pain!' and highlighted the effects of the bombing raid on women and children. The bombing of Coventry did cause considerable damage to civilian areas. Moreover, newspapers were censored at this time and would be encouraged to write articles such as this which increase hatred for the Nazis and ensure that the Blitz did not reduce civilian morale.'</i></p> <p>Maximum 6 marks for answers which do not make explicit use of own knowledge of the historical context.</p>

Question Number		
<b>3</b>		Use Source C and your own knowledge to explain why the Germans launched the Blitz.  <b>Target:</b> knowledge recall and selection, causation within a historical context, source comprehension (AO1/AO2/AO3).
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1–3</b>	<b>Simple statements.</b> 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"> <li>• 1 mark for one simple statement.</li> <li>• 2–3 marks for two or more simple statements.</li> </ul> <i>eg 'It was to destroy morale.'</i>
<b>2</b>	<b>4–7</b>	<b>Supported statements.</b> The candidate supports their statement with relevant detail from the source and/or additional knowledge.  <ul style="list-style-type: none"> <li>• 4–5 marks for statements using the source OR additional knowledge.</li> <li>• 6–7 marks for statements using the source AND additional knowledge.</li> </ul> <i>eg 'Source C says that one of the reasons for the Blitz was to destroy their last hope. Hitler believed that by destroying people's homes he would lower the morale of the British people who would no longer support the war effort...'</i>
<b>3</b>	<b>8–10</b>	<b>Developed explanation.</b> The candidate uses the source and precise additional knowledge.  <ul style="list-style-type: none"> <li>• 8 marks for one explained factor.</li> <li>• 9–10 for two or more explained factors.</li> </ul> <i>eg 'Source C suggests that one of the reasons for the Blitz was to 'destroy their last hope' and 'to keep hammering the British until they break'. The Blitz was really intended to break the morale of the British people. If they saw their homes being destroyed and their loved ones being killed, Hitler believed they would force the British government to come to terms with him. Another reason was to destroy transport and industry...'</i>  <b>NB: No access to Level 3 for answers that do not include additional knowledge.</b>

Question Number		
<b>4</b>		<p>How reliable are Sources D and E as evidence of the German Blitz of 1940–41? Explain your answer, using Sources D and E and your own knowledge.</p> <p><b>Target:</b> knowledge recall and selection, key features and characteristics of periods studied, evaluation of sources for reliability (AO1/AO2/AO3).</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1–3</b>	<p><b>Judgement based on simple valid criteria.</b></p> <p>EITHER</p> <p>Comments based on assumed reliability/unreliability because source is from an eyewitness, etc.</p> <p>OR</p> <p>Undeveloped comment on reliability of content: subject, amount of detail contained, etc.</p> <p><i>eg 'I think that Source E is reliable because it was written at the time. Source D is reliable because the camera never lies.'</i></p>
<b>2</b>	<b>4–7</b>	<p>EITHER</p> <p><b>Judgement based on reliability of the sources' information.</b></p> <p>Candidates extract information from sources which is shown by reference to context to be reliable.</p> <p><i>eg 'Source D is reliable because it shows the damage that was caused by the German bombing and we know that there was considerable damage caused by German bombing of London during the Blitz.'</i></p> <p>OR</p> <p><b>Judgement based on evaluation of the nature/origin/purpose of the sources.</b></p> <p>Answers focus on how representative/authoritative the sources are.</p> <p><i>eg 'Source E is reliable because it is from a diary which may well be giving his genuine views. If the writer thinks that no-one else is going to read what he is writing, then he won't be tempted to exaggerate or make things sound more dramatic. Moreover, he is a member of the government who will be giving genuine views about feelings in the East End.'</i></p> <p>Maximum 5 marks if Level 2 criteria met for only one source.</p> <p>Maximum 6 marks if answer does not use own knowledge of the historical context.</p>
<b>3</b>	<b>8–10</b>	<p><b>Judgement combines both elements of Level 2, and gives a balanced evaluation of reliability of the two sources.</b></p> <p>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/</p>

		<p>typical. Comments must be developed or else mark at Level 2.</p> <p><i>eg '...Source D is unreliable as it was taken by the British government for propaganda to suggest that the German bombing was not undermining the morale of the British people and is not necessarily typical of the reaction of many civilians. I also think it is unreliable because Source E seems more reliable as it suggests that there was some bitterness in the East End of London – and there was evidence of discontent in the East End of London and in other towns and cities which suffered during the Blitz including such as Portsmouth...'</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		
<b>5</b>		<p>Source F suggests that civilian morale was badly affected by the Blitz. How far do you agree with this interpretation? Use your own knowledge, Sources D, E, and F and any other sources you find helpful to explain your answer.</p> <p><b>Target:</b> knowledge recall and selection, analysis of consequence and key features of historical periods, reaching a judgement on representations and interpretations of history (AO1/AO2/AO3).  <b>Assessing QWC i-ii-iii:</b> for the highest mark in a level <b>all</b> criteria for the level, including those for QWC, must be met.  <b>Spelling, punctuation and grammar (SPaG):</b> up to 3 additional marks will be awarded for SPaG.</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1–4</b>	<p><b>Generalised answer.</b>            EITHER            Answer offers valid undeveloped comment to support or counter the interpretation without direct support from sources or additional knowledge.</p> <p><i>eg 'Many British people suffered during the Blitz.'</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>eg 'Source F says people suffered nervous strain.'</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>
<b>QWC i-ii-iii</b>		
<b>2</b>	<b>5–8</b>	<p><b>Supported answer, linking the interpretation to relevant detail.</b>            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>eg 'Source D shows this family as happy, smiling and giving the thumbs up, even though their house has been bombed. Source E says that the bombing has caused much bitterness in the East End and that even the King and Queen were booed. We know that people fled from the East End at night to escape the air raids.'</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>
<b>QWC i-ii-iii</b>		
<b>3</b>	<b>9–12</b>	<p><b>Developed evaluation, agreeing or disagreeing with the interpretation.</b>            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><b>QWC</b> <b>i-ii-iii</b></p>		<p><i>eg 'Sources E and F support the view that civilian morale was badly affected. Source E suggests that morale was badly affected in the East End of London, shown by the fact that even the King and Queen were booed. Indeed, people in the East End complained that members of the government, in the less threatened West End, did not do enough to help the homeless. This was the case in other areas affected by the Blitz. In Portsmouth, which was badly bombed in January 1941, as many as 90,000 fled the city and there was evidence of looting. Source F also suggests that morale was badly affected when it says people suffered from the stresses brought about by lack of sleep and nervous strain and there was a lowering of morale. Although Source D shows a cheerful family, it is probably propaganda...'</i></p> <p>Maximum 10 marks for answers which do not include additional knowledge to support their argument.</p> <p><b>NB: No access to Level 3 for answers which do not use the sources.</b></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><b>4</b></p>	<p><b>13–16</b></p>	<p><b>Sustained argument and evaluation, reviewing alternative views before giving a balanced judgement on the interpretation.</b></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>eg 'The evidence from Sources E and F suggests that the civilian morale in badly-bombed areas such as the East End was seriously lowered because people suffered. Source F suggests that the Blitz caused heavy civilian casualties with 30,000 killed. London was very badly affected. In September 1940 there was a firestorm every bit as devastating as that of Dresden in 1945 and 12,500 died in December 1940 as a result of further raids. People were also affected by other damage. The Blitz also seriously damaged buildings and disrupted transport. For example the shipyards at Belfast took six months to recover from the damage caused by bombing raids in April 1941. In Liverpool, the biggest raid of May 1941 destroyed some of the city's finest buildings with the docks especially badly affected. In Britain nearly three million homes were destroyed by the Blitz. However morale was not affected everywhere. Source F refers to morale in 'heavily bombed areas'. Moreover, Source D suggests that, even in those areas, morale was not lowered by the Blitz. It shows a family looking happy and giving the thumbs up despite the destruction of their home. In many respects, the Blitz had the opposite effect. It increased morale and made the British people even more determined to resist. Nevertheless there can be little doubt that, in some places, morale was badly affected. This evidence is further strengthened by the reliability of Source E, a diary entry from a member of the government who would have no reason to lie. The strength of</i></p>

<b>QWC i-ii-iii</b>		<p><i>evidence from Source D is weakened by its reliability – a propaganda photograph with the purpose of keeping up morale...'</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><b>NB: No access to Level 4 for answers that do not include additional knowledge.</b></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>
		<b>Marks for SPaG</b>
Performance	Mark	Descriptor
	<b>0</b>	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	<b>1</b>	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	<b>2</b>	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	<b>3</b>	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.