

Examiners' Report

June 2015

GCSE History 5HA03 3B

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Introduction

It was pleasing to see a good standard of responses from candidates in the first session of the new specifications which requires the use of much more own knowledge in four of the questions but especially in questions 3 and 5. The paper requires candidates to answer five questions in 75 minutes and some candidates managed to write at considerable length in this time. However, it was noticeable that a number of candidates failed to complete (in some cases even start) question 5. This was due to mismanagement of timing often as a result of writing over long answers to previous questions. Centres should note that the amount of space provided in the booklet for answers, is more than we would expect any answer to take, not a recommendation of the amount candidates should write.

There were strong answers to all questions although, in some cases, there were formulaic responses which did not directly address the question. For example, some answers referred to the reliability of the sources in question 5 without directly relating this to either the strength of support or challenge for the cross referencing or the hypothesis.

A number of candidates go through the nature, origins and purpose of the sources without explicitly answering the question, whether it is utility or reliability.

There was also a noticeable increase in the number of candidates who wrongly labelled the source they were referring to especially in question 4 with Source E being confused with Source D.

An example response from the examination is given for each question in the report. Please note that in some cases part answers only are given as exemplification, not full answers.

Question 1

Candidates were asked to make inferences about the Battle of Britain. The most obvious inferences were

that the Luftwaffe made various mistakes during the Battle of Britain and that the RAF had a very effective fighter plane, the Spitfire.

The key to answering this question is to make the inference and use the wording of the source only as the support for the inference. An inference should not be made using the words of the source, as that is likely to produce paraphrasing.

So candidates who stated that by early September, they were losing out to the RAF

were copying the source, not making valid inferences and were marked at Level 1. Those who wrote that the Luftwaffe made various mistakes during the Battle of Britain and then added I know this because the Source says we didn't have enough fighters and we used them in the wrong way were making a valid inference and supporting it from the source. Such answers were rewarded at Level 3.

1 Study Source A.

What can you learn from Source A about the Battle of Britain?

(6)

Source A suggests that the Luftwaffe pilots were ~~quite~~ underttrained. Source A states 'The pilots in our Squadron did not have much experience.'

Source A also suggests that the Luftwaffe had been heavily destroyed by the RAF. Source A states 'In just two months our numbers went from 36 to four pilots.'

Source A finally suggests that there were tactical mistakes made by leaders. Source A states 'We really wasted our fighter planes?'



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Examiner Comments

This a Level 3 answer. The candidate makes three supported inferences, each of which is supported by quotes from the source. Notice how the answer signposts the examiner, 'Source A states...'. Remember that two supported inferences are enough for full marks.



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Examiner Tip

To gain higher marks you must make two inferences supported from the source. Why not say 'I know this because the source says...'? Do not write too much although, if you have time, do three supported inferences.

Question 2

This question mark scheme has changed for these new specifications. The question still asks candidates to explain the purpose of a poster. The majority of candidates were able to identify the purpose of the source and support it with details from the contents of the source. For example the candidate who wrote 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. Stating that 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 would achieve a mid-level 2 mark. However to achieve level 2 this needs to be supported with own knowledge. For example 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.

However, to reach Level 3 candidates have to explain the purpose by analysing the representation in other words the treatment or selection of the content of the representation. For example the candidate who wrote that 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 would achieve a low level 3 mark. For a higher mark in Level 3 the candidate needs to support this explanation with their own knowledge. 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 support the war effort.

2 Study Source B and use your own knowledge.

What was the purpose of this representation?

Use details of the painting and your own knowledge to explain your answer.

(8)

Source B is a painting that has been commissioned for the ministry of information. Overall the painting depicts a fierce dogfight above Britain and the bravery of the small British squadrons.

One purpose of source B is propaganda. It has been released in 1942 during times of more blitzes and bombing raids on the British people and aims to inspire hatred of the enemy. It depicts the larger German squadrons advancing on Britain and the speed lines surrounding the British planes to show how fast it was going.

Secondly another purpose of source B is to show the bravery of, as Winston Churchill put it, the "few". By showing only seven planes diving straight into an armada of German ones the artist plays upon the bravery of the men involved.

Finally the source aims to show the tactical ability of the British air force. The planes are swooping in from above which implies the attack was premeditated - by the British and that they have planned accordingly. It also quite literally depicts Britain having the "upper hand" and being prepared to protect their country at any cost.



ResultsPlus Examiner Comments

This is Level 3 answer in which the candidate explains the purpose of the painting and supports this with reference to how the Battle of Britain is portrayed in the painting. Moreover the candidate includes relevant own knowledge about the Blitz to support its purpose.



ResultsPlus Examiner Tip

The key to Level 3. Why not go straight to the purpose of the source? Remember, however, that this must be explained fully by reference to the selection and treatment of the representation and must be supported with own knowledge.

Question 3

This question asks candidates to use Source C and their own knowledge to explain why the why the Battle of Britain took place. Source C does provide some possible reasons more especially to provide the conditions for an invasion of Britain and to destroy the RAF. A number of candidates were able to further develop these and other reasons using their own knowledge of the topic. Indeed, the best answers began with evidence or a quote from the source and then turned this into a developed, explained reason through the effective use of their own knowledge.

Some candidates used the source and knowledge separately. A lot of candidates used quotes from Source C such as "to defeat the RAF in the shortest possible time" and then did not use own knowledge to provide further explanation such as details on why and how this was to be achieved. Centres need to be aware that to get above 5/10 there must be own knowledge. However, many candidates did demonstrate excellent knowledge especially about the planning and organisation of Operation Sealion and the need to provide air cover for any such invasion.

3 Study Source C and use your own knowledge.

Use Source C and your own knowledge to explain why the Battle of Britain took place.

(10)

Source C suggests the Battle of Britain occurred because Hitler wanted to 'defeat the RAF'. ~~Therefore~~ Therefore ~~the~~ a cause of the Battle of Britain was Operation Sealion (defeating the RAF), as Hitler ^{could} ~~invade~~ invade Britain more easily if the RAF was unable to fight them. ~~Therefore~~ Hitler sent ~~the~~ the Luftwaffe to defeat the ~~RAF~~ RAF as he was confident that they would succeed, as the Luftwaffe had 2600 fighters and bomber planes, but the RAF only had 640 fighters, so it seemed as if it would be an easy victory, which could be done in the 'shortest time possible' in Hitler's opinion. Therefore a ~~cause of~~ reason why the Battle of Britain took place was to defeat the RAF, as Hitler thought this could be done easily, ^{therefore he ordered it} so that Germany could invade Britain.

Another cause of the Battle of Britain according to Source C was to destroy 'British planes, their airfields and supply organisation', so ~~that~~ Britain had no means of fighting against Germany. ~~Therefore~~ It is ~~clear~~ clear that this was a reason that the Battle of Britain took place as from the 10th July 1940 to 7th August 1940 the Luftwaffe bombed radar stations (as Radar could detect planes up to 200 miles away), and from 8 August - 6 September the Luftwaffe bombed airfields and factories in Essex and ~~all over~~ all over Britain. This made it clear that a reason why the Battle of Britain took place was to make sure Britain had no means of ~~fighting~~ ^{fighting} a German invasion, by bombing airfields and ~~attempting~~ attempt to 'attack factories', as the source says.



ResultsPlus Examiner Comments

This is a level 3 answer in which the candidate gives two explained reasons for the Battle of Britain. Notice how the candidate begins each paragraph with a reference to a reason mentioned in the source and then explains this reason more fully with the effective use of own knowledge. In addition the candidate signposts the answer by beginning each paragraph with 'the first cause' or 'another cause'.



ResultsPlus Examiner Tip

For this question use the source to stimulate and own knowledge. For example, you could begin each paragraph with a quote from the source and then develop this further with your own knowledge. Therefore, the examiner will be aware that you are making effective use of the source and your own knowledge. Remember, however, that you can also explain factors which are not mentioned in the source. Two explained factors, as long as they include the use of the source and your own knowledge, will achieve a level 3 mark.

Question 4

For this question, candidates had to examine the reliability of Source D, a photograph published in a newspaper showing a German plane which had been shot down during the Battle of Britain, and Source E, from an interview given by a former RAF officer about the Battle of Britain. Most candidates achieved Level 2 by examining the contents/information given in each source or commenting on the nature, origins or purpose of the sources, but the top mark in this level was for those candidates who supported this with their own knowledge. Many candidates were able to interrogate the sources effectively commenting on both their content and provenance. Candidates who were able to do this effectively with both sources could score Level 3 with higher marks in the level awarded to candidates who supported this with relevant own knowledge. Candidates were generally confident with the provenance of both sources. However, a number of candidates used formulaic responses in which they went through the nature, origins and purpose of each source without making direct reference to how these affected reliability. Others simply described the contents of each source - what they could see or read.

Many candidates therefore made effective use of contextual knowledge including the success of the British Spitfires and Hurricanes against the German fighter planes and bombers, the effectiveness of radar and the importance of government propaganda at that time to maintain morale. A small number of candidates focused on utility rather than reliability. Remember this question will always ask candidates to evaluate the reliability of two sources.

4 Study Sources D and E and use your own knowledge.

How reliable are Sources D and E as evidence of the Battle of Britain?

Explain your answer, using Sources D and E and your own knowledge.

(10)

Source D on the whole seems generally very reliable. It shows us a German plane that had been shot down and we know this is highly likely because a vast number of German planes were shot down during the Battle of Britain. In fact Hitler ended the attacks on 17th September 1940 due to too many losses. As a result, the content of Source D is reliable. Source D is a photograph which cannot be faked or set up thus making the source reliable. However, Source D was published in a British newspaper so the purpose may have been for propaganda reasons, to boost morale of the British public.

All in all however, the nature of the ~~so~~ source being a photograph plays the biggest role in judging its reliability and this source is no cartoon or other form of portrayal (eg. painting). Subsequently, Source D is generally reliable as evidence for the Battle of Britain.

(PTU)



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Examiner Comments

This is part of a very good Level 3 answer. Notice how the candidate comments on the reliability of both the contents and the provenance of Source D and supports this evaluation with own knowledge about the fact that Hitler called off the attacks on the 17 September due to these heavy losses.



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Examiner Tip

Remember to mine and interrogate each source. Make judgements on the information/ contents as well as the origins, nature and/or purpose of each source and support this with relevant own knowledge.

Question 5

There were a number of well-structured answers to this question which asks

how far do you agree with that the reason for the German defeat in the Battle of Britain was the weaknesses of the *Luftwaffe*, using your own knowledge, Sources A, E and F and any other sources you find helpful to explain your answer. The majority of candidates utilised Sources A, E and F. A minority utilised B and D. A lot of candidates relied heavily on the source material and struggled to reason from the evidence to address the question. A lot were able to construct an argument but lacked additional knowledge to support that argument. The best candidates produced structured balanced responses that answered the question bringing in support from the sources and their own knowledge (leadership of Dowding, importance of Sector Stations and radar, the weaknesses and shortcomings of Goering) to answer the question. They weighed the evidence (sources and own knowledge) to make an overall judgement.

*5 Study Sources A, E and F and use your own knowledge.

Spelling, punctuation and grammar will be assessed in this question.

Source F suggests that the reason for the German defeat in the Battle of Britain was the weaknesses of the *Luftwaffe*.

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.

(16)

Sources A & F partially agree that the German defeat in the Battle of Britain was due to the weaknesses of the *Luftwaffe*. Source A states that the *Luftwaffe* pilots 'did not have much experience' and used their planes in the 'wrong way', with source F backing this up when it states that the head of the *Luftwaffe* had 'little understanding of tactics', which can be seen to be true as Goering (the leader of the *Luftwaffe*) was not a successful leader, and indeed did not understand or use the correct tactics in the battle. Furthermore, source F states the *Luftwaffe* made a 'mistake' on ~~the~~ 7th September 1940,

which is correct as this was the day when they ~~met~~ ^{attacked} ~~together~~ London (beginning the Blitz), thus giving the RAF a rest^{from fighting}, so they were even more prepared to defeat the Luftwaffe when the battle started again. Source A can be seen to be reliable as it came from a pilot in the Luftwaffe, who was honestly pointing out the mistakes that they made in the battle, however ~~the~~ the source was given in 2004, and so the soldier may have forgotten or exaggerated details to make it seem more like it was the fault of the Luftwaffe than the strength of the RAF that led to Germany's defeat. However, source F comes from a history textbook, who's purpose is to inform and correctly educate, so therefore source ~~the~~ F can be seen ~~to~~ be reliable.



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Examiner Comments

This is the first part of a strong Level 4 answer. Notice however the candidate makes explicit judgements on the strength of the evidence in sources A and F and supports this with relevant own knowledge. The candidate also makes judgements on the strength of the evidence in the sources based on their reliability.



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Examiner Tip

Ensure that you use the three stated sources and your own knowledge to make a balanced judgement on the view given in the question. Do not simply summarise each source and/or totally depend on the sources. In addition weigh up the strength of evidence from the sources themselves based on their reliability. Leave enough time to write an answer to this question. Remember it is worth 16 marks.

Paper Summary

A general summary for improvement in the approach to question types (which are common across the three options) may prove of benefit to centres:

- Question 1. Candidates often wrote too much for inference. It is sufficient to make the inferences and support them from the source, often with a direct quote. The reliability of the source is not a relevant issue.
- Question 2. Ensure that candidates' analysis of the treatment or selection of the content of the representation is used to explain its purpose, not just the message. This should be supported with evidence from the source itself and own knowledge. It is better to begin with the purpose and then support this with the message of the source.
- Question 3. Ensure that candidates utilising the source and own knowledge together to explain at least one and preferably two factors. A lot of candidates used source and knowledge separately and/or used quotes from Source C and then did not use own knowledge to provide a further explanation.
- Question 4. Candidates should avoid simply describing the contents of the sources. They should evaluate both the information/contents in the context of reliability as well as the nature, origins and purpose and support this evaluation with their own knowledge.
- Question 5. The best candidates produce structured balanced responses that answer the question, bringing in support from the sources and their own knowledge to answer the question. They weigh the evidence (sources and own knowledge) to make an overall judgement based on the weight of evidence given in the sources and/or their reliability as well as their own knowledge.

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