

Examiners' Report  
June 2012

GCSE History 5HB03 3C

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## Introduction

This was the sixth series of this Schools History Project Source Enquiry on The Impact of War on Britain c1914-c1950. The focus of the enquiry was the Blitz and its effect on civilian morale. Most candidates were able to demonstrate responses that were worthy of at least some credit. Fewer produced answers that were well argued, developed and supported by using the sources provided and their own additional recalled knowledge. There was evidence that more responses were able to access all questions. Most were also able to achieve more than basic level marks for most questions. As with earlier series achieving the higher levels of question 5 proved difficult for many. The Blitz is generally a well tackled topic but the focus of question 5 on whether morale collapsed or not did cause some difficulties.

There was continuing evidence that centres are responding to comments in earlier reports. Certainly there were fewer papers that presented blank responses to a question. Most commonly these were concentrated not surprisingly on Question 5. Many candidates however still struggle to cross reference sources in response to question 3. They often described what each source said or showed rather than directly focusing on the question. Fewer were able to deploy understanding of differences in content alongside comment on support provided by the nature and provenance of the sources. Question 4 produced many answers that were good on content but fewer were able to combine this with evaluation of the reliability and nature of the sources. Moreover many comments on utility produced simplistic learnt responses of dubious historical value. Timing was generally less of a problem for candidates than had been the case in earlier series. However some candidates produced answers that were overlong in response to questions 1 and 2. This left them with difficulties completing developed answers to questions 3, 4 and 5. One key to improving attainment is to measure the length of responses to the mark tariff on offer. There were fewer responses written in the wrong sections of the answer book. Though this continues to be a problem that could easily be avoided if candidates made sure they turned the page to continue their answers rather than using the last page of question 3. There were still far too many simplistic responses concerning the value and utility of sources to questions such as 1 and 5 that do not require it. There were fewer though still too many responses, which saw all primary sources as being more reliable and useful and secondary ones as made up and therefore worthless.

## **Question 1**

Generally candidates responded to this question well. Most managed to reach Level 3 with some supported inference, and the use of a picture source meant that it couldn't just be paraphrased or copied from the source. Some references to recession again showed that candidates too often fail to see the historical context of the topic. Most concentrated appropriately of the effects of bombing on transport links and business. Often even simple comments on what could be seen in the source were not made. Views ranged from hundreds of people being seen to no one at all.

The bus stop sign was mistaken for the underground and the bus was frequently identified as a train or underground train. Successful inferences tended to include devastation to housing and shops with the impact on people relating to problems with transport, poor access to goods, no jobs and no housing. Most supported this well with detail from the source, recognising the crater, crashed bus and destroyed buildings on a high street as evidence of the blitz attack

A few contributed knowledge of their own which was not required. Some of the latter failed to refer to the source or answer the question set. These responses focused in general terms on the effects of the Blitz and some were perceptive and detailed and if it could be inferred that use of the source had been made achieved a basic Level 1 1 mark. For some there was a need to read the question more carefully to see that it was referring to London rather than any other city and that the Blitz was in 1940-41. Responses that reached the top of Level 3 were able to make at least two inferences and use the source in support.

## 1 Study Source A.

What can you learn from Source A about the effects of the Blitz on life in London?

(6)

From Source A, I can learn that the Blitz had a devastating effect on life in London. I can infer this because of how the picture shows houses completely destroyed by a bomb, leaving wreckage and debris scattered across the street. This also tells me that London was not properly prepared for the attacks, as the sheer amount of destruction reveals a lack of structural preparations, which could have been solved with metal support beams and sandbags.

I can also learn that public services must have been severely crippled by the bombing. I can infer this because of the bus that is amongst the wreckage in the crater in the photograph. Public services were vital for everyday life in London and having them taken away must have significantly damaged life in London.



**ResultsPlus**  
Examiner Comments

A solid level 3 with two inferences and support.



**ResultsPlus**  
Examiner Tip

Avoid attempting this question without reference to the source.

## Question 2

Again, most students achieved a L2 or 3 on this answer. Candidates made good use of the source identifying Churchill's message as one of support for people. Quotations were used regularly in support of their comments to demonstrate his aim was to boost morale. Stronger candidates in L3 looked at the wording in greater detail and identified the speech as propaganda for the enemy to hear as well as to keep the British people on-board. The former was intended to convey a strong message that Britain would never surrender and would triumph in the end.

Although it was only a verbal message better candidates did manage to explain in some detail, noticing the repetition of "I see" as a device to make the listener feel understood and the use of a list to describe what he has seen and experienced, as a typical example of a Churchill speech. The majority of answers were able to identify the overall message conveyed within the speech, and link this to its purpose. Many students supported their answers with some skill, choosing well-selected quotations. Better answers were able to identify the speech as a form of propaganda, but very few answers made reference to the date of the speech within their analysis, or considered it within a wider context of the war.

Questions of this type can focus on either impression or message intended, or in this case why a speech was made. Another variant is why an image was produced. Candidates would be well advised to be prepared for any of the above combinations.

### 2 Study Source B.

What do you think Churchill wanted to achieve by making this speech? Explain your answer, using Source B.

(8)

Churchill's speech comes at a point when the Blitz was at it's hardest. Many people would have been looking for reassurance and guidance as this was a dark period for them, losing their homes and many family and friends dying.

Churchill is trying to in this speech raise the people's support for the war and keep their hopes up. Churchill will be the person that they can look upon when they need help. He ~~of~~ says "I can see the damage done", Churchill knows that many people will have lost their homes and is not trying to change the truth. He is realistic with the public gaining their trust.

The main content of his speech though is one that contains strong emotive words like, "confident"

and "unbeatable" he is showing the people that he knows they are staying strong as a community "side by side" with phrases like "side by side". He is raising their hopes about the war telling them that this is a "cause far more important than their own problems." By showing a strong sense of community and togetherness, Churchill keeps the public's morale high and many people

may want to win the war more now because of his speech and the damage caused by the Blitz.

This use of propaganda means that there will be less resentment to the government due to the Blitz. Churchill wanted the public to keep their spirits up and to support them in their time of need which he has done by ~~the~~ putting on a brave face and staying strong



**ResultsPlus**  
Examiner Comments

A well-argued and typical level 3 that focuses on what Churchill wanted to achieve with appropriate support from the source.



**ResultsPlus**  
Examiner Tip

Avoid responding with large amounts of your own knowledge that is not relevant to the question asked.



### Question 3

Most answers as in previous series were able to highlight the similarities and differences between the sources. The majority of candidates reached level 2, matching sources by content, often in great detail. In general this question was not answered particularly well. Students appeared to be able to analyse sources A, C and D very well independently, and there were very few generalised answers, however they tended to focus upon source content only to do this. Very few answers at a level 2 approached their analysis as a reliability issue, and very few students considered the fact that source C was an extract from a novel from 1931, or the implications of this in relation to reliability. Many students attempted to cross-reference the sources, but where they did it was often in relation to A and D rather than C. Some answers cross-referenced sources but failed to do this in a balanced way, or where the answers were balanced, lacked cross-referencing. Where cross-referencing was done well it was often accompanied with a thorough consideration of both the source content and nature in order to reach a conclusion. Yet again candidates found it difficult to cross reference the sources and to come to an overall conclusion. For some it remains a source reliability question and an exercise in looking at the nature origin and purpose of each source. The sources themselves did not appear to cause any problems and stronger candidates could easily see support and challenge in each, particularly in terms of content. Effective cross-referencing was usually a passport to Level 3 for more perceptive candidates. Strong candidates structured this answer well looking at areas of support and then areas of disagreement.

It is suggested that the preparation of candidates for question three should involve encouraging them to provide a clear evaluation of extent which attempts some kind of quantification of the evidence either way. Emphasis should be placed on the fact that the question asks "How far do the sources suggest" a particular proposition and that merely noting accurately what each of the sources says does not meet this requirement.

#### 3 Study Sources A, C and D.

How far do Sources A and D suggest that the ideas about the effects of war in Source C were accurate? Explain your answer, using these sources.

(10)

Source A is the photograph from the Blitz taken on October 1940; source D is an extract from an article written during the Blitz for a US magazine; and source C is an extract from a novel called The Gas War of 1940, published in 1931 and predicting future wars.

In source C, the author states how people would be forced onto the streets where they would fight and struggle "like beasts." This proved to be completely untrue, because, as stated in source D,



most people continued on with their lives despite the bombing. Though it still happened most nights and barely anyone got any sleep, shopkeepers still had to go to work even if it took them "twice as long" - and they still did their jobs "as happily as ever."

However, many people did die in their homes as stated in source C. Source D backs up this statement as it says

how the bombing was "directed" towards "tired shop girls and ordinary families"

Yet, the "burned, wounded, confused and panicked people" predicted in source C did not come into light - and they didn't "fight like beasts" on the streets. In fact, a lot did not die in their homes at all (even as previously stated), but waited before "patiently" carrying their belongings away from the "wreckage of homes" with "cheerfulness and strength" - as stated in source D.

In source A, it shows a destroyed street; a building with its walls caved in. This does back up the statement made in source C in which "walls crashed about them in flames."

It could also be said that, though it is not shown in this picture, people may have been "blown to rags" as a result of the bombs as said in source C.

Neither source A nor source D particularly supports the idea that the effects of war stated in source C were in any way accurate. However, source A probably gets the closest to this as it does show a building having its walls caved in, as stated in source C. Whereas source D practically has nothing whatsoever to support the ideas put across in source C.



**ResultsPlus**

**Examiner Comments**

A typical Level 3 strong on cross referencing on content but fails to evaluate how nature would support or otherwise.



**ResultsPlus**

**Examiner Tip**

Clearly make use of all three sources and make sure to cross reference.

## Question 4

Most candidates achieved at least level 2 on this question. The photograph was analysed well in general with candidates commenting on the staged nature of this photograph. However a notable few did not comment on this or had not read the accompanying information on the origin of the source. The odd answer also believed the 'milkman' to be laughing or being sarcastic. Many candidates failed to see the milkman as posed. Most that did thought it made the source completely useless. Few saw it as a possible propaganda poster. Many saw the assistant as being a good neighbour and voluntarily delivering the milk because the real milkman was injured. Others discounted the actor but saw the use of the surroundings as helpful evidence. Generally most commented effectively on the reliability of this source. Source F was generally analysed well with candidates recognising the answer was one sided, a first-hand experience and written years later. Virtually no-one pointed out that the Kops extract was written at the very start of the blitz and circumstances changed later. Stronger answers commented on how useful they were with some identifying F as better for personal opinions whilst E was better for a visual representation of the damage done by the Blitz. Some also identified that they were useful as a pair. A few did suggest that they were not useful at all. As with previous series there were a number of simplistic learnt responses on value and bias which failed to examine the relative value of either content or purpose. As in earlier series too many still use "bias" as the end of an argument, implying that this renders a source useless (or an historian's work as valueless). They often see primary sources as more valuable than secondary sources because they are closer to the events described, rather than recognising them as different. They fail to see bias as something that can either be accounted for or as something which actually gives valuable insight into the "views, feelings and attitudes of the time".

### 4 Study Sources E and F.

Which of Sources E or F is more valuable to the historian who is investigating the effects of enemy bombing? Explain your answer, using Sources E and F.

(10)

Source E shows a milkman in the thick of the rubble still delivering the milk like he normally would. This picture would be used to boost public morale as it shows that he is continuing with his work and nothing is stopping him. However this picture has been cleverly put together by the government as the man is in fact only an assistant of the photographer. This information given by this source is not very valuable as the scene being promoted to the public is a lie and its only aim is to make everyone in the country put on a brave and positive attitude and go about their normal lives. However it could be argued that this source can be valuable as it shows that the enemy bombing has a big negative

effect on the public hence why the government has needed to create this image to give false courage and hope shown by this 'milkman'.

Source F is taken from an autobiography published after the war by someone who lived in London during the Blitz. It describes how everyone was in a state of shock and panic and were desperate to get themselves and their family to safety. This source would be valuable to historians as it clearly shows a massively negative effect caused by enemy bombings. It shows that everyone rushed for safety ~~under~~ in the underground and were pushing through against soldiers that tried to hold them back. This source shows that after the bombings the government had no control over the public as they were running around in chaos trying to get to safety, this shows the grand scale of destruction caused by the enemy bombings as even the authorities and soldiers couldn't calm them down. It also shows not only the physical effect the bombings had but also the mental affect as source F says that there was no humour and everyone was fighting for their families, this implies how the bombings crushed the public's overall morale so they began to feel unsafe and wanting to go against the government to get to safety.

Overall I think Source F is more valuable to historians investigating the effects of enemy bombings as it is a account written by someone who actually experienced the bombings first hand and ~~it~~ tells you in detail the devastation they

caused. Whereas Source E is simply an image used by the government to boost public morale and hopefully make the public go back to their normal jobs, this would not be very helpful to a historian as it only shows the effect it had on the government, as they were scared that they would lose the public's support.



**ResultsPlus**  
Examiner Comments

A solid level 3 makes use of nature and content to make a judgement.



**ResultsPlus**  
Examiner Tip

Good content is Level 2 as is good nature, both together is Level 3.



## Question 5

Responses to this question often saw an improvement on earlier series with most able to access level 2 or higher. Candidates looked at the given sources and tested the hypothesis well. Other candidates used all the sources and were better at bringing in their own knowledge often about censorship and propaganda.

Many students were confident in their analysis of sources B, F and G within their answers, and were able to link their judgements to relevant details. Very few students attempted to answer the question without any reference to the sources at all. More students attempted to use additional knowledge within their answer during this series, however fewer were able to sustain their arguments well. Very few students who were able to include additional knowledge in a sustained manner were also able to integrate it within their analysis of the sources. Most candidates made use of the 3 sources, fewer used additional sources. Weaker candidates went through each source one at a time but stronger candidates agreed with the statement and then disagreed with it selecting evidence from each to support their opinions. Knowledge was integrated at times but often this was tacked on the end of the answer often with a lead in such as 'From my own knowledge I know that...' Own knowledge used included shelters, use of the underground, posters, propaganda and censorship. Strong candidates were also able to include examples of places like Coventry which were hit badly. However conclusions tended to be weak or absent.

As stated in an earlier report a "key lesson for candidates for question 5 is that they should expect any statement to be challengeable and they should look for contradictory evidence and expect to make a measured judgement based on this evidence, the judgement being less important than their ability to support it. Too many candidates still go through the sources one by one seeking to prove the proposition given in the question.

### \*5 Study Sources B, F and G and use your own knowledge.

'Morale in Britain during the Blitz came close to collapsing.'

How far do you agree with this statement? Use your own knowledge, Sources B, F and G and any other sources you find helpful to explain your answer.

(16)

Source B is an extract from a wartime speech made by the Prime Minister, Winston Churchill in 1941. It suggests that despite the devastation and ruins of the attacks during the Blitz, people were still "bright and smiling". This would suggest that Source B would ~~support the statement~~ challenge the statement as it suggests the opposite to "Morale in Britain during the Blitz came close to collapsing."



Hitler resorted to the Blitz when he realised that the Luftwaffe was not strong enough to destroy the British Air Force (RAF). The aim of the Blitz was to ~~the~~ destroy cities and civilians, which Hitler hoped would destroy the morale of the British people and force the government into submission.

However, the idea of the 'Blitz Spirit' is that the Blitz actually had an opposite effect, and ~~and~~ stiffened the resolve. It suggests that the Blitz only made the British people more determined to stand up to Hitler, and the people seemed joyful ~~and happy~~ in the face of the hardships, and determined to carry on with every day life. This knowledge would also challenge the statement, as it too, suggests the opposite to the statement.

<sup>In contrast,</sup> Source F is extract from an autobiography by Bernard Kops, and was published in 1963. This source suggests that the attitude of the people of Britain was negative. It states that there was "no laughter, ~~the~~ no humour." and

that it was "every family for itself." This source would support the statement, as it suggests that people's morale had collapsed and that people were depressed and only cared about themselves, and surviving.

Similarly, source G also supports the statement. Source G is an extract from a report to the government by local officials about the conditions in the East End of London. It ~~says~~ suggests, that there has been censorship by the government, and despite the positives in the newspapers, there is a lot of chaos. It also tells us how there was "no humour or laughter." This would support ~~the~~ the statement as it suggests that times were hard and people's morale was slipping.

In contrast source D - an extract from an article written during the Blitz - suggests that people carried on and fought "as happily as ever." This would challenge the statement as it suggests that although times were hard, people fought through, and their morale did not collapse.

Source B is a reliable source as it is an extract from a public speech. This makes its challenge high towards the statement.

~~Source~~ Similarly, source F is also a reasonably reliable source, although it could be argued that the aim of an autobiography is to be sold, and so he may be exaggerated in parts. This makes the source's support for the statement reasonably high.

Source G is from a report to the government and so is also very reliable. This makes its support high.

Source D is not very reliable as its aim is to be sold, and so may ~~have~~ have exaggerated, this makes its challenge weak.

In conclusion, I do not agree with this statement, but the sources seem to have support for the statement. However, ~~my~~

~~own knowledge tips it~~

(Total for Question 5 = 16 marks)

~~over and so I would say I~~

TOTAL FOR PAPER = 50 MARKS



**ResultsPlus**  
Examiner Comments

A good Level 3 response that uses sources provided and Additional Recalled Knowledge in support.



**ResultsPlus**  
Examiner Tip

You can use sources that are provided that are not specified in the question.

## Paper Summary

Candidates would do well to:

- Read each question carefully and make sure your answer focuses on its requirements.
- Make sure the responses to question 1 make clear inferences and support them with information in the source.
- Question 2 is the question about message or impression or why a source was made or spoken.
- Answers to Question 3 should make a judgement on levels of support provided by content and nature and cross reference between the three sources.
- Candidates should respond to question 4 with comment on both content and nature in making a judgement.
- Question 5 should make use of relevant sources and your own knowledge of the topic.

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