



GCSE EXAMINERS' REPORTS

**HISTORY (NEW)
GCSE**

SUMMER 2018

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Component	Page
Component 1	1
Component 2	17

HISTORY: COMPONENT 1

GCSE

Summer 2018

C100UA0-1 CONFLICT AND UPHEAVAL: ENGLAND, 1337-1381

Question 1

This question was well answered with the majority of candidates being able to access Band 2 by using the content of both sources to assess the impact of the Black Death. The majority focused on the deaths, decrease in prices and problems associated with burials. However, candidates do need to ensure they do not just copy or paraphrase the content of written sources. Answers need to address the key issue in the question as this constitutes the analysis that is required in the mark scheme.

Question 2

This new style question elicited a very mixed range of responses. It was pleasing to note that many candidates did make a judgement as to the extent to which the source accurately reflected the seriousness of the Peasants' Revolt. However, these judgements were not strongly supported with many responses lapsing into a general description of the events that occurred. In order to address the 'strengths and limitations' of the source material, candidates need to clearly focus on the attribution and the circumstances under which the source was produced. In this case, part of the significance was the fact that it was the King personally addressing the peasants, seeking to regain the ascendancy.

Question 3

The quality of responses for this question depended very much upon the subject knowledge of the candidates. It was in many respects most gratifying to see some candidates display excellent knowledge and provide a detailed analysis of the role the overseas possessions of the English kings played in causing the Hundred Years' War. It should be noted, however, that candidates need to focus upon the issue of 'significance' in their explanations. Responses that are merely narrative in nature will in general not achieve more than Band 2 for AO2. The stronger candidates were able to use their knowledge and provide a clear explanation as to why issues such as Gascony, the paying of homage, increased nationalism, claims to the French throne and so on, were significant in causing the conflict.

Question 4

In general, this question was well answered on this paper, with the majority of candidates being able to show their understanding of the chosen features and thereby gain marks for AO1, as well as then going on to explain some of the connections between them. There was good understanding of how the features contributed to the unrest in England during this period, thereby establishing the correct historical context. It needs to be emphasised, however, that in order to achieve Band 4 for AO2, the connections between the chosen features need to be explicitly explained – the use of terminology such as 'connected to' or 'linked to' was evident in the best responses and should be encouraged for future examination cycles.

Question 5

A challenging question which elicited a few excellent responses with some candidates demonstrating clear understanding of how and why interpretations of the longer-term consequences of the Black Death differ, supported by very good subject knowledge referencing issues such as the collapse of the manorial system and the Statute of Labourers. These responses also focused on the authorship, which is the key to demonstrating understanding of the issue of historical interpretations. Many candidates did not refer to the authorship and merely attempted to provide a generalised two-sided response. Whilst they may have been able to gain up to 4 marks for AO1, they were not able to move beyond low Band 2 for AO2 since they were not addressing how and why historical interpretations are formed and why they differ.

The majority of candidates achieved intermediate performance in terms of their spelling, punctuation and grammar with the accurate use of specific terminology being a feature of responses achieving high performance.

HISTORY: COMPONENT 1

GCSE

Summer 2018

C100UB0-1 THE ELIZABETHAN AGE, 1558-1603

Question 1

Although the majority of candidates were able to access low Band 2 by using the content of both sources to provide information about Elizabethan cruel sports, it was somewhat disappointing that more was not made of the visual source. Candidates tended to repeat what they had extracted from Source A, making generalised comments on the popularity of cruel sports. Although the question does not require specific AO1, there does need to be some analysis of both sources in relation to the question. In this case, there was an expectation that candidates would at least refer to bull-baiting and the use of dogs that are explicitly shown in Source B.

Question 2

This new style question elicited a very mixed range of responses, but in general it was evident that some candidates lacked specific subject knowledge relating to the rebellion of the Northern Earls and as such there were many generalised discussions about the threat emanating from Mary, Queen of Scots. Although many candidates did make a judgement as to the extent the source reflected the seriousness of the threat from the rebellion of the Northern Earls, it was not substantiated with firstly, good subject knowledge and secondly, with an appropriate discussion of the attribution and audience. It is important that candidates use these to assess the strengths and limitations of the source material, as required in Band 3 of the mark scheme for AO3.

Question 3

The majority of candidates showed good subject knowledge in relation to the 'Middle Way' settlement and as such they were able to gain marks for AO1 by describing the main features of the settlement. However, in order to gain marks for AO2 candidates clearly need to focus on the issue of 'significance' in their explanations. Responses that tend towards mere description will not in general achieve more than Band 2 for AO2. Stronger candidates were able to use their subject knowledge of issues such as the Acts of Uniformity and Supremacy to go on and explain why they were significant in dealing with the problem of religion during this period. Candidates need to identify the key feature in the question and then ensure that the issue of significance is brought out throughout the response.

Question 4

Overall this question was poorly answered with the majority of candidates providing very generalised explanations of what the chosen key features were with very tenuous links occasionally established between them. The majority of candidates failed to place the chosen features in their historical context and as such their responses could have applied to any period in history. The consistent message delivered at CPD was that the four features would not necessarily be explicitly named in the specification due to predictability issues, but that they would be intrinsic to the teaching of that particular part of the course. Some candidates did however provide well argued, substantiated responses, particularly in relation to the increase in sheep farming and how this led to rising crop prices. Very strong candidates were able to contextualise their response with reference to the two features they did not choose, although this was not strictly necessary to achieve full marks.

Question 5

The majority of candidates displayed good subject knowledge in relation to the reasons for the Spanish Armada and were therefore able to gain up to 4 marks for AO1. It was also pleasing to see that in general, candidates addressed the issue of the authorship and probable audience and therefore began to demonstrate understanding of how and why interpretations of the issue many differ. Candidates who were able to move beyond rather simplistic comments about the element of bias in the interpretation, that is, they discussed the audience and then showed understanding of how and why this view could be formed, were able to access Band 4 for AO4. It should be noted that quality of discussion, supported by good subject knowledge that shows understanding of the stated interpretation as well as the counter-view, will enable candidates to achieve Band 4 in both AOs for this question. The majority of candidates achieved intermediate performance in terms of their spelling, punctuation and grammar, with the accurate use of specific terminology being a feature of responses achieving high performance.

HISTORY: COMPONENT 1

GCSE

Summer 2018

C100UC0-1 EMPIRE, REFORM AND WAR: BRITAIN, 1890-1918

QUESTION 1

Whilst the majority of candidates were able to undertake some relevant source extraction, it was noticeable how there was relatively little attempt to link the sources specifically to the key issue, which was the need for social reform. In general, Source A was paraphrased and Source B was merely described. In order to achieve full marks, candidates need to undertake an analysis of both sources by specifically relating what they show to the question being asked. Stronger candidates noted how the deprivation cycle in Source A was reinforced by Source B which depicted poor children queuing for, presumably, food.

QUESTION 2

Many candidates attempted to provide a judgement with some relevant support and were therefore able to gain marks for AO3. Their historical knowledge was generally sound and as such it was common for candidates to achieve 4 to 5 marks for this question. However, whilst many candidates did refer to the attribution which is the essential prerequisite for explaining the strengths and weaknesses of the source material, further development in terms of the fact that it was an official report to the British Government, was not always forthcoming. Candidates need to support their judgement with reference to the attribution, audience and the historical circumstances under which the source was produced.

QUESTION 3

In general, it was pleasing to see candidates display good subject knowledge for this question, which clearly showed it had been well-taught in centres. There were some very detailed explanations of how the use of concentration camps by the British forced a change in attitude in Britain towards the Second Boer War, exemplified by references to Emily Hobhouse and the damage inflicted upon the benevolent image of the British Empire. The best responses however, not only focused on the political significance of the concentration camp system, but also showed understanding of their military significance in terms of them enabling the British forces to eventually prevail. It should be impressed upon candidates that they need to bring out the 'significance' aspect throughout their answer and not just provide narrative accounts.

QUESTION 4

The four features given enabled the majority of candidates to provide good responses to this new style question. Since the chosen features were generally well-known and understood, candidates were able to gain marks for AO1 and at the lower Bands of AO2 for even somewhat descriptive accounts. Better rewarded candidates were able to make explicit connections between the chosen features and the use of terminology such as 'connected to' or 'linked to' is to be encouraged. Some candidates further contextualized their response by referring to one or both of the features they did not choose, although this was not necessary to achieve full marks.

QUESTION 5

The subject knowledge displayed for this question was generally good and therefore candidates gained marks for demonstrating AO1. The role of the suffragettes in helping to bring about the voting Act of 1918 was well explained, as was in general, the counter-view which principally revolved around events that transpired during the war. However, although candidates generally attempted to make a supported judgement, they also needed to fully analyze and evaluate the authorship, medium and audience in order to demonstrate awareness and understanding of the wider historical debate and therefore how and why interpretations of the issue may differ. Whilst many candidates referred to the author as being a feminist writer and historian, they did not develop the attribution further than somewhat generalized comments about the biased nature of the interpretation, which although relevant do not fully address the key issue.

HISTORY: COMPONENT 1

GCSE

Summer 2018

C100UD0-1 AUSTERITY, AFFLUENCE AND DISCONTENT: BRITAIN, 1951-1979

QUESTION 1

On the whole this question was not well answered, due to the fact that many candidates did not address the key issue which was to use the sources to exemplify the issues facing the people of Britain in the 1950s. In general, Source A was paraphrased and Source B was merely described. In order to achieve full marks, candidates need to undertake an analysis of both sources by specifically relating what they show to the question being asked. A few candidates did correctly highlight the financial problems in Source A and the dilapidated state of housing in Source B as reflecting some of the main issues faced during this period.

QUESTION 2

Many candidates did provide a basic judgement as to the extent to which the source accurately reflected the economic recovery of the 1950s, but were not able to substantiate their judgement with relevant contextual support. A few candidates did provide good support, referring to the increase in demand for goods, improved exports, the increase in wages for some and the general improvement in living standards. Once again though, it should be noted that the attribution is the key to explaining the strengths and weaknesses of the source. Not many candidates fully developed the fact that it was Macmillan speaking to a Conservative Party audience, although a few tried to develop the issue of bias in supporting their judgement.

QUESTION 3

Overall, this question was the most successfully answered on the paper, with the majority of candidates displaying good levels of AO1. There were some good responses that showed understanding of events through from the arrival of the SS Empire Windrush, to the Notting Hill riots in the late 1950s and Enoch Powell's 'Rivers of Blood' speech. However, it again has to be stressed that candidates' responses need to focus around the issue of significance and that narrative accounts will not achieve more than Band 2 for AO2.

QUESTION 4

This question was poorly answered with only a few candidates displaying accurate subject knowledge of four features. There were many very generalised responses relating to industrial decline and the three-day week was often misunderstood as the unions only being willing to work that amount. It was also apparent that many candidates confused the 1974 miners' strike with that of the 1980s, which was beyond the time period in the specification. The few candidates who did achieve Band 2 or above for AO2, were able to successfully link the miners' strike to the three-day week, but overall it was disappointing to see features that are named in the specification poorly known by candidates.

QUESTION 5

The quality of responses to this question were generally mixed. Reasonable knowledge was displayed with respect to the Profumo Affair and the impact it had on people's attitudes towards authority and as such many candidates picked up marks for AO1 and at the lower bands of AO4. As was the case with much of the paper however, accurate contextual support was thin on the ground and answers tended to be rather generalised with very few candidates providing an effective counterview. Similarly, the authorship, medium and audience were not fully discussed and therefore understanding of the wider historical debate was not developed.

HISTORY: COMPONENT 1

GCSE

Summer 2018

C100UE0-1 THE CRUSADES, c.1095-1149

QUESTION 1

This question enabled the majority of candidates to gain marks for AO3 by extracting information from the Source. However, this was not always contextually related to the Investiture Contest, knowledge of which was very mixed. There were some excellent responses in which candidates displayed detailed knowledge and understanding of the conflict between the Papacy and the Holy Roman Emperors, with events such as Henry IV's deposition and subsequent trip to Canossa used to exemplify the key issue. As is always the case, candidates who have good subject knowledge were able to score well on this style of question.

QUESTION 2

The majority of responses to this question were very generalised. Whilst many candidates were able to achieve Band 2 for AO3 by commenting on the grandeur of the Crusader church being constructed, only the stronger ones fully analysed and evaluated the purpose by discussing the attribution and most importantly, the audience the source was intended for. It needs to be impressed upon candidates that 4 marks are awarded for AO1 in this question and as such they need to demonstrate understanding of the historical context and evaluate the source within this context. Relatively few candidates demonstrated good knowledge about the Crusader kingdoms although a handful of excellent responses were evidenced.

QUESTION 3

This question was answered reasonably well in terms of candidates discussing the authorship of the interpretations in support of their judgement. However, answers tended to be somewhat generalised and revolved around standard comments such as the biased nature of the interpretations. In substantiating their judgement, candidates need to analyse the content, authorship and audience as this will enable them to demonstrate understanding of the wider historical debate. Candidates also need to be aware that 4 marks are awarded for AO1 in this question. Relatively few candidates displayed good subject knowledge of the factors leading to the success of the First Crusade and therefore the majority of answers did not fully contextualise the differing interpretations.

QUESTION 4

This question was designed to move candidates beyond the mechanical content, origin and purpose responses that had become a feature of the legacy papers. Overall, it achieved this purpose and the majority of candidates did attempt to provide a clear and substantiated judgement as to which of the sources was the more useful to an historian studying the birth of the Crusading movement. However, the level of substantiation was rather generalised which suggested that candidates were reluctant to choose one above the other. Candidates need to be informed that there is no 'correct' choice and that the quality of their justification will be considered by examiners when deciding upon the band achieved for AO3. It is important that the content, authorship and audience are considered, as well as the historical context. 3 marks are awarded for AO1 and as such candidates need to demonstrate they understand the key feature in the question.

QUESTION 5

The introduction of a single statement interpretation proved to be challenging to some candidates, although there were some excellent responses that displayed sophisticated subject knowledge regarding the impact of the Crusades. Candidates should adopt the same approach as for the British Study In-Depth, that is to essentially provide a two-sided argument but with strong focus on authorship, medium and audience in order to demonstrate awareness of how and why interpretations of the issue may differ as well as the wider historical debate. Many candidates did not consider the authorship and just sought to provide a two-sided account. These responses were capped at low Band 2 for AO4 and therefore candidates need to ensure they attempt to discuss the relevance of the authorship and thus show understanding of what an interpretation is.

HISTORY: COMPONENT 1

GCSE

Summer 2018

CF100UF0-1 – THE VOYAGES OF DISCOVERY AND CONQUEST OF THE AMERICAS, 1492-1522

QUESTION 1

The majority of candidates answered this question very well and there were many excellent responses that displayed detailed subject knowledge. It was very pleasing to see some candidates handle the names of some Aztec gods with alacrity. The accessibility of the pictorial source enabled candidates to gain marks for AO3 and the topic of sacrifice was well known.

QUESTION 2

Candidates were generally able to gain marks for AO3 in this question by reaching a judgement as to the source's purpose and providing some relevant support. The majority correctly addressed the attribution and recognised it as a clear attempt by Cortes to portray a particular version of the events at Cholula to King Charles V. However, only a handful of stronger candidates commented upon the dates in the attribution, which were intended to encourage discussion. With regards to AO1, knowledge of the massacre at Cholula was patchy with some candidates confusing it with the fall of Tenochtitlan. Candidates need to be aware that 4 marks are awarded for AO1 and that their answer needs to be set within the correct historical context.

QUESTION 3

There were mixed responses to this question, with the majority of candidates correctly identifying the interpretation that supported the stated view whilst providing some relevant support for their judgement. However, the judgements were mainly supported by reference to the content of the interpretations. In order to access Bands 3 to 4 for AO4, candidates need to fully address the authorship and audience so that understanding of the wider historical debate can be demonstrated. It was noticeable that many candidates assumed the second interpretation was less valid than the first because it appeared on a website and was therefore 'unreliable'. This meant that those candidates misconstrued the issue of historical interpretations. Candidates displayed reasonable AO1, but were stronger on the impact hunger and disease had on the Aztecs than the tactics used by the Spanish forces.

QUESTION 4

It was pleasing to see the majority of candidates attempt to make a substantiated judgement for this question and therefore move beyond the mechanical responses often seen in the legacy papers. Many candidates provided good analyses of the content and authorship of the source material and were therefore able to access Bands 3 to 4 for AO3. Knowledge of Columbus' treatment of native populations was variable, with candidates generally relying on the content of the sources to support their responses. A few candidates were able to fully contextualise their analysis and these performed particularly well.

QUESTION 5

It was clear from the majority of candidates' responses that the reasons for the voyages of discovery were well known. Many candidates provided excellent explanations of the factors that drove Portuguese and Spanish explorers to undertake their journeys and as such were able to gain marks for AO1 and at the lower bands for AO4. However, many very good, balanced analyses were somewhat let down by the failure to fully engage with the interpretation's authorship, medium and audience. Comments on the authorship were rather generalised, which meant that awareness of the wider historical debate was not always evidenced. Overall however, many candidates were able to achieve creditable marks for this question.

HISTORY: COMPONENT 1

GCSE

Summer 2018

C100UG0-1 – GERMANY IN TRANSITION, 1919-1939

QUESTION 1

In general, this question was very well answered with candidates displaying good knowledge of the events in the Ruhr, in 1923. Explanations of the reasons were well known and descriptions of the actual events, including references to passive resistance and hyperinflation, were generally widespread. However, candidates need to be reminded that in order to achieve Band 2 for AO3, they do need to make some inferences from the source material in order to set it within its historical context. For example, merely stating that the source shows French troops entering the Ruhr was not sufficient to achieve Band 2.

QUESTION 2

The majority of candidates were able to achieve half marks for this question by displaying some understanding of the historical context and partially analysing the purpose of the source. In general, the Anschluss was known, but specific subject knowledge was variable in quality. Candidates need to be made aware that 4 marks are for AO1 in this question and as such they need to not just address the source material, but demonstrate understanding of the context surrounding the key feature. Stronger candidates were able to provide a substantiated judgement, recognising the source as an example of Nazi propaganda, discussing the imagery used and more importantly addressing the issue of the potential audience.

QUESTION 3

In general, candidates were able to understand the content of both interpretations and many displayed good subject knowledge with regard to the key features of Nazi policy towards women. As such, many candidates were able to pick up marks for AO1 by demonstrating understanding of the key feature in the question. However, discussion of the authorship, medium and audience was variable in quality and in general, only stronger candidates were capable of evaluating effectively how and why the interpretations differed by addressing these issues. There were many generalised comments on the possible bias in Interpretation 1 and the fact that Interpretation 2 was from a general information site, but these were not developed further by the majority of candidates.

QUESTION 4

This question was designed to move candidates away from the mechanical content, origin and purpose formula that had been a prevalent feature of the legacy papers. In general, it did achieve this objective although it was apparent that many candidates were reluctant to offer a substantiated judgement, erroneously believing that one of the sources must be of more use than the other with the result being they 'sat on the fence'. It needs to be impressed upon candidates that the mark scheme merely refers to 'relative usefulness' and that what matters is the quality of debate. Stronger candidates were able to fully understand the meaning of Source C and the inherent paradox of Source D, but it was apparent that candidates need to show greater confidence in deciding which of the sources is the more useful as well as providing substantiation for their judgement. Candidates should also be aware that the question revolves around utility not reliability, although discussion of this issue is relevant. It should also be noted that 3 marks are awarded for AO1 – many candidates merely focused on the sources and displayed no subject knowledge with regard to the Night of the Long Knives. The sources need to be put into their historical context in order to achieve marks for AO1.

QUESTION 5

The single statement interpretation proved challenging to many candidates. Whilst many were able to construct a two-sided response and therefore gain marks for AO1 and at the lower bands of AO4, it was somewhat disappointing to see the authorship, medium and audience of and for the interpretation not fully developed and discussed, despite there being a very full attribution. Many candidates did not therefore demonstrate awareness of the wider historical debate and failed to access Bands 3 and 4 for AO4. As general guidance, candidates should provide a two-sided response with as thorough a discussion as possible of how and why the author has arrived at the interpretation and why other interpretations may differ.

HISTORY: COMPONENT 1

GCSE

Summer 2018

C100UH0-1 – THE USA: A NATION OF CONTRASTS, 1910-1929

QUESTION 1

This question was well answered by the majority of candidates. Most reached Band 2 by combining information from the source with their own contextual knowledge. Stronger candidates were able to demonstrate a detailed understanding of the flapper lifestyle and as such many achieved full marks. However, candidates who just copied or paraphrased the information in the source did not achieve full marks for AO3 – it is important that inferences from the source are made in order to provide an 'accurate analysis of the source set within its historical context'.

QUESTION 2

Success on this question very much depended on the correct analysis of the purpose of the source. The majority of candidates understood that the source was designed to encourage Americans to support prohibition and therefore achieved at least Band 2 for AO3. Some candidates wrongly believed that the source was a recruitment poster which limited the number of marks awarded. Stronger candidates were able to fully contextualise the source by commenting on the causes of prohibition and by making links to the war effort, for example by citing the fact that a lot of alcohol came from Germany. Unfortunately, a high number of candidates focused on the results of prohibition and therefore went beyond the remit of the question.

QUESTION 3

The majority of candidates found it a challenge to produce Band 4 responses on this question due to limited analysis and/or relevant contextual knowledge. Many candidates wrongly believed that Interpretation 1, relating to 'The Birth of a Nation', supported the view that immigration was important in increasing the popularity of the Ku Klux Klan. There were many candidates who accurately analysed the content of the interpretations, but failed to discuss the authorship. This was particularly the case for Interpretation 2. Contextual support was often weak and many candidates were unable to give other reasons why the Ku Klux Klan increased in popularity. Some stronger candidates were able to reach Band 4 by discussing the audience the interpretations were aimed at, but overall this question produced the weakest responses.

QUESTION 4

In general, accurate contextual knowledge relating to the Palmer Raids was not widespread amongst candidates and as such not many were able to achieve Band 3 for AO1. Candidates were in the main however, able to comment upon the utility of the sources with stronger ones reaching a substantiated judgement commenting on relative utility. These candidates also tended to demonstrate an understanding of the Palmer Raids as well as the reasons why Americans wanted to restrict immigration at this time. Some candidates drifted off into a discussion about reliability, which whilst having some relevance is not the focus of the question. Candidates are to be reminded that an analysis of the content, authorship and audience is required in comparing the sources' relative utility.

QUESTION 5

Many candidates achieved Band 2 for AO1 and AO4 as they focused solely on radio and failed to bring in other interpretations. Whilst some candidates did provide excellent two-sided responses, displaying good subject knowledge relating to features of American culture in the 1920s, it was noticeable that many candidates discussed alternative factors such as the share purchasing craze and the motor car, which were not rewarded. Whilst it could possibly be argued that these constitute elements of 'culture', it was felt that candidates who correctly discussed what the question demanded, should be rewarded. Whilst most candidates did make some reference to the authorship, which is the key to demonstrating understanding of how and why interpretations can differ, not many focused upon the *'Digital History'* aspect, which could have provided them with an opportunity to achieve marks at Band 4 for AO4.

HISTORY

COMPONENT 2: STUDIES IN BREADTH

GCSE

Summer 2018

PERIOD STUDY – C100U1 THE DEVELOPMENT OF THE USA, 1929-2000

QUESTION 1

This question required candidates to display detailed and accurate knowledge of an issue set within the appropriate historical context.

The majority of candidates were able to access Band 2 by offering some knowledge of the issue and so gained upwards of 3 of the 5 marks. At the top end there were some outstanding responses that demonstrated a very detailed knowledge and understanding of Reagan's domestic policies. Many referenced the term "Reaganomics" and the "trickle down" theory while discussing his typically Republican outlook, tax and welfare cuts, budgetary issues and the financial implications of the "Star Wars" programme and also wider issues such as his views on AIDS. Weaker candidates did show a basic level of knowledge and understanding but there were some candidates who confused Reagan with Roosevelt or Kennedy. A concern was that there were a number of candidates that did not attempt this question.

QUESTION 2

The need here was for candidates to demonstrate detailed knowledge and understanding of an issue while analysing the nature and extent of change in order to arrive at a well-supported judgement.

This question was done quite poorly. It appeared that a number of centres may not have covered the topic in any sort of depth despite it being a pivotal factor in the development of US foreign policy. A significant number of candidates had no knowledge and understanding of the question whatsoever with many not attempting it or writing totally incorrect or irrelevant material.

Candidates at Band 2 displayed detailed knowledge (AO1) while beginning to analyse the reasons for change (AO2) and gained upwards of 4 marks. Those responses which focused more sharply on the nature and extent of policy change, while arriving at a reasoned and supported judgement, were elevated to Band 3 (AO2).

There were some candidates who wrote excellent Band 2 responses in AO1 but failed to make any reference to policy change resulting in them being awarded 2 of the 6 marks.

QUESTION 3

Candidates needed to offer knowledge of three factors/developments while explaining and justifying their relative significance. There should be an appreciation of the nature and extent of change.

This question produced a mixed bag of responses. Candidates who demonstrated some knowledge of the factors/developments while hinting at their significance, though often in isolation, achieved Band 2 and 2 marks for AO1 along with up to 4 marks for AO2. Those candidates who were able to link the factors/developments while analysing their relative significance set in context gained up to 6 marks for AO2.

Many candidates did well on AO1 and showed good knowledge and understanding of the Brown v Topeka case, the Montgomery Bus Boycott and, to a lesser extent, Civil Rights legislation. Such responses scored well and reached Band 3 for AO1. Most candidates achieved Band 2 through discussing education and transport but there was a lack of focus on the significance of legislative changes. There were a number of weak candidates who wrote briefly and superficially on all three areas.

QUESTION 4

The question demanded that candidates offer detailed knowledge to construct a focused and reasoned explanation of an issue.

This question was arguably completed with the most success. Candidates at Band 2 who demonstrated some knowledge (AO1) of the key feature of the question while offering partial explanation of change and the reasons for it (AO2) were able to secure 5 of the 8 marks

Those who tied knowledge and evaluation together and explained the issue fully and clearly gained Band 3 for both AO1 and AO2 and 7/8 of the 8 marks. Interestingly, a number of candidates who were weak across the board did relatively well on this question. A large number of candidates received full marks for AO1 by covering the Depression, New Deal and Second World War. Some produced knowledgeable accounts of two of these factors but either missed out the New Deal or the Second World War in their discussions.

For AO2 many candidates were able to focus on the reasons for change skilfully and with understanding and offered a good level of judgement. Even the weakest candidates managed to reach Band 2 in the main.

QUESTION 5

The need here was for the bulk of the response to be focused on the main issue of the question while analysing its importance against other factors and their significance in order to arrive at a reasoned, well-supported judgement.

There were some splendid responses to this question that combined excellent knowledge and understanding with sound analytical skills while reaching quite sophisticated judgements.

For AO1 the better candidates displayed a good understanding of factors influencing youth culture and made reference to the threat of nuclear war, student protest, beat and hippy cultures, increased affluence and to the feminist movement. They were able to link these effectively with wider factors, particularly the influence of music and cinema for AO2.

Too often however there was a lack of balance and sufficient focus on the main issue and responses often drifted into a disjointed, two-sided debate with little, if any, analysis and evaluation. A significant number of candidates placed too much emphasis on the influence of music and film, perhaps interpreting the thrust of the question incorrectly. Others took youth culture as a catch all for aspects of popular culture. Notwithstanding this, they did show some knowledge of these features, particularly the influence of Elvis Presley and James Dean. Most candidates managed to reach Band 2.

HISTORY COMPONENT 2: STUDIES IN BREADTH

GCSE

Summer 2018

PERIOD STUDY – C100U2 THE DEVELOPMENT OF GERMANY, 1919-1991.

QUESTION 1

This question required candidates to display detailed and accurate knowledge of an issue set within the appropriate historical context.

The majority of candidates were able to access Band 2 by offering some knowledge of the issue and so gained upwards of 3 of the 5 marks. Here there was reference to economic policy and reconstruction though often without specific reference to the term “economic miracle”. Many candidates referenced cooperation with western European powers with specific mention of the ECSC and the EEC as a means of aiding economic recovery. However, a significant number of candidates slipped into a discussion of foreign affairs which often resulted in confusion with the policies of Stresemann.

At the top end there were some highly detailed responses set firmly in the appropriate historical context.

QUESTION 2

The need here was for candidates to demonstrate detailed knowledge and understanding of an issue while analysing the nature and extent of change in order to arrive at a well-supported judgement.

There were many references to antecedents in the 1930s with generalised comments about the erosion of rights. Candidates at Band 2 displayed detailed knowledge (AO1) while beginning to analyse the reasons for change (AO2) and gained upwards of 4 marks. Here there were references to ghettoization, the activities of the Einsatzgruppen and to the creation of the death camps, so implying that the treatment of Jews worsened throughout the war. Those responses which focused more sharply on the nature and extent of change while arriving at a reasoned and supported judgement were elevated to Band 3 (AO2). There was some reference to Kristallnacht as a precursor to the Holocaust and, crucially, how the war acted as a catalyst for change, often citing the Wannsee Conference as a turning point in the intensification of the treatment of Jews.

QUESTION 3

Candidates needed to offer knowledge of three factors/developments while explaining and justifying their relative significance. There should be an appreciation of the nature and extent of change.

This new style question produced a mixed bag of responses. There is no correct order of the factors but those candidates who ranked the Depression, propaganda and violence tended to be more successful.

Candidates who demonstrated some knowledge of the factors/developments while hinting at their significance, though often in isolation, achieved Band 2 and 2 marks for AO1 along with

up to 4 marks for AO2. Those candidates who were able to link the factors/developments while analysing their relative significance set in context gained up to 6 marks for AO2.

For AO2 many candidates were able to focus on the reasons for change skilfully and with understanding and offered a good level of judgement. Many of the weakest candidates managed to reach Band 2 in the main.

There was recognition of how Hitler capitalised on the misery caused by the Depression and candidates then linked the economic and political crises with the effective use of propaganda. The issue of violence was not handled well in general. Some referenced the role and activities of the SA and gained credit but many discussed the role of the SS during the Night of the Long Knives which was outside the parameters of the question. Better candidates focused on the Munich Putsch and how, as a result Hitler adopted the “ballot not the bullet” approach.

QUESTION 4

The question demanded that candidates offer detailed knowledge to construct a focused and reasoned explanation of an issue.

Candidates at Band 2 who demonstrated some knowledge (AO1) of the key feature of the question while offering partial explanation of change and the reasons for it (AO2) were able to secure 5 of the 8 marks. The bulk of the responses dealt routinely with the Blockade and the building of the Berlin Wall with partial explanation of how tension was caused. Very detailed responses which explained the issue fully and clearly gained Band 3 for AO2 and 4/5 marks. Here there was a grasp of how events in Berlin acted as a trigger for escalating Cold War tensions.

QUESTION 5

The need here was for the bulk of the response to be focused on the main issue of the question while analysing its importance against other factors and their significance in order to arrive at a reasoned, well-supported judgement.

Candidates who were able offer detail of the terms of the Treaty of Versailles and to the reaction of the German people while hinting at other factors and providing an unsupported judgement accessed Band 2 for AO1 and Band 1 for AO2 but were able to achieve up to 4 of the 12 marks. Too often however there was a lack of balance and sufficient focus on the main issue and responses often drifted into a disjointed, two-sided debate with little, if any, analysis and evaluation.

Better candidates were able to focus on the resultant political and economic crises and identified other factors such as the weaknesses of Weimar coalition governments, political disillusionment and the problems caused by proportional representation, attempts to destabilise the government and to the impact of hyperinflation. There was often a degree of imbalance and only a minority of candidates were able to fully analyse and evaluate the main issue along with other factors as part of a reasoned judgement.

HISTORY COMPONENT 2: STUDIES IN BREADTH

GCSE

Summer 2018

PERIOD STUDY – C100U3 THE DEVELOPMENT OF THE USSR, 1924-1991.

QUESTION 1

This question required candidates to display detailed and accurate knowledge of an issue set within the appropriate historical context.

The majority of candidates were able to access Band 2 by offering some knowledge of the events surrounding the Berlin Blockade and the construction of the Berlin Wall and so gained Band 2 and upwards of 3 of the 5 marks. At the top end there were some highly detailed responses which set the events firmly in historical context.

QUESTION 2

The need here was for candidates to demonstrate detailed knowledge and understanding of an issue while analysing the nature and extent of change in order to arrive at a well-supported judgement.

Candidates at Band 2 displayed detailed knowledge (AO1) while beginning to analyse the reasons for change (AO2) and gained upwards of 4 marks. Here there was reference to the policy of de-Stalinisation and the need for the new regime to distance itself from the Stalinist era with some attention given to industrial and agricultural change.

Those responses which focused more sharply on the nature and extent of change while arriving at a reasoned and supported judgement were elevated to Band 3 (AO2). Candidates were able to offer more detail of industrial planning and the overly ambitious Virgin Lands Scheme. There were some lapses into foreign policy with a lot of irrelevance about the Cuban Missile Crisis which was not rewarded but references to peaceful coexistence gained credit. There was a surprisingly scant reference to Khrushchev's release of political prisoners and dissidents, the reduction of the activities of the secret police and to the relaxation of censorship.

QUESTION 3

Candidates needed to offer knowledge of three factors/developments while explaining and justifying their relative significance. There should be an appreciation of the nature and extent of change.

This new style question produced a mixed bag of responses. Candidates who demonstrated some knowledge of the factors/developments while hinting at their significance, though often in isolation, achieved Band 2 and 2 marks for AO1 along with up to 4 marks for AO2.

Most candidates were fairly confident on the Five Year Plans and collectivisation but less secure on the changing role of women.

Those candidates who were able to link detailed knowledge and understanding of the factors/developments while analysing their relative significance set in context gained up to 3 marks for AO1 and 6 marks for AO2. It must be said that very few candidates accessed the top mark.

QUESTION 4

The question demanded that candidates offer detailed knowledge to construct a focused and reasoned explanation of an issue.

Candidates at Band 2 who demonstrated some knowledge (AO1) of the key feature of the question while offering partial explanation of change and the reasons for it (AO2) were able to secure 5 of the 8 marks. Many candidates were able to offer contextual knowledge setting the scene for change by referencing Gorbachev's policies of perestroika and glasnost and the need to improve relations with the West. However many candidates were prone to discussing why the satellite states broke away with little, if any, discussion of moves by the states of the Soviet Union to break away. The role of Yeltsin was often cited.

Very detailed responses which explained the issue fully and clearly gained Band 3 for AO2 and 4/5 marks. Here there was an appreciation of the adoption of democratisation and free elections in the satellite states and demands for self-government from the states making up the Soviet Union.

QUESTION 5

The need here was for the bulk of the response to be focused on the main issue of the question while analysing its importance against other factors and their significance in order to arrive at a reasoned, well-supported judgement.

Candidates who were able to offer detail of the use of terror by Stalin to control the lives of the Soviet people while hinting at other factors and providing an unsupported judgement accessed Band 2 for AO1 and Band 1 for AO2 but were able to achieve up to 4 of the 12 marks. Too often however there was a lack of balance and sufficient focus on the main issue and responses often drifted into a disjointed, two-sided debate with little, if any, analysis and evaluation.

Better candidates were able to focus on the use of terror with reference to imprisonment in the gulags, the role of the NKVD and the Great Purge and the Great Terror. As part of a judgement there was focus on the use of propaganda, censorship and the centrally enforced Cult of Stalin. There was often a degree of imbalance and only a minority of candidates were able to fully analyse and evaluate the main issue along with other factors as part of a reasoned judgement.

HISTORY COMPONENT 2: STUDIES IN BREADTH

GCSE

Summer 2018

PERIOD STUDY – C100U4 THE DEVELOPMENT OF THE UK, 1919-1990

QUESTION 1

This question required candidates to display detailed and accurate knowledge of an issue set within the appropriate historical context.

The majority of candidates were able to access Band 2 by demonstrating some knowledge about the status of women in the UK in the 1920s and so gained upwards of 3 of the 5 marks. At the top end there were some highly detailed responses set firmly in historical context. Band 3 responses displayed sound knowledge of the changing social and political status of women at the time and some of the better candidates were able to show an appreciation of the differentiated experience of women by contrasting the flapper lifestyle of some middle class women and the domestic drudgery of many working class women. There was an awareness of the legislative changes in relation to political status but with the expected confusion regarding dates and ages.

QUESTION 2

The need here was for candidates to demonstrate detailed knowledge and understanding of an issue while analysing the nature and extent of change in order to arrive at a well-supported judgement.

Responses to this question were mixed with some candidates failing to focus on economic policies which saw some lapsing into accounts of the Falklands War.

Candidates at Band 2 displayed detailed knowledge (AO1) while beginning to analyse the reasons for change (AO2) and gained upwards of 4 marks. Here there was reference to Thatcher's policy of monetarism and the privatisation of industry and the encouragement of private enterprise. The few responses that focused more sharply on the nature and extent of change while arriving at a reasoned and supported judgement on the degree of change were elevated to Band 3 (AO2).

QUESTION 3

Candidates needed to offer knowledge of three factors/developments while explaining and justifying their relative significance. There should be an appreciation of the nature and extent of change.

This new style question produced a mixed bag of responses in terms of quality. The term 'affluence' was surprisingly not well understood by some candidates in spite of being referenced in the Specification. Band 1 answers showed limited knowledge, sometimes did not cover all three factors and included material from outside of the relevant time frame. This was particularly the case when referencing the establishment of the NHS.

Candidates who demonstrated some knowledge of the factors/developments while hinting at their significance, though often in isolation, achieved Band 2 and 2 marks for AO1 along with

up to 4 marks for AO2. Those candidates who were able to link the factors/developments while analysing their relative significance set in context gained up to 6 marks for AO2.

QUESTION 4

The question demanded that candidates offer detailed knowledge to construct a focused and reasoned explanation of an issue.

Candidates at Band 2 who demonstrated some knowledge (AO1) of the reasons for mass unemployment in the 1930s while offering partial explanation (AO2) were able to secure 5 of the 8 marks. The majority of candidates recognised the impact of the depression in the USA and its impact on the UK economy along with the decline of staple industries and the loss of traditional foreign markets and increased competition from abroad.

More detailed responses which explained the issue fully and clearly by exploring the cycle of depression with resultant mass unemployment gained Band 3 for AO2 and 4/5 marks.

QUESTION 5

The need here was for the bulk of the response to be focused on the main issue of the question while analysing and evaluating its importance against other factors in order to arrive at a reasoned, well-supported judgement.

This was the least well-done of the questions. In this instance, consumerism and affluence were not well understood. Candidates who were able offer detail of consumer trends while hinting at other factors and providing an unsupported judgement accessed Band 2 for AO1 and Band 1 for AO2 but were still able to achieve up to 4 of the 12 marks. Too often however there was a lack of balance and sufficient focus on the main issue and responses often drifted into a disjointed, two-sided debate with little, if any, analysis and evaluation. Better candidates were able to focus on trends in consumerism and the reasons for increased affluence in the period together with an appreciation of other factors such as cultural changes, liberalism and permissiveness as part of a reasoned judgement. These were in a very small minority.

HISTORY COMPONENT 2: STUDIES IN BREADTH

GCSE

Summer 2018

THEMATIC STUDY – C100U5 CHANGES IN CRIME AND PUNISHMENT IN BRITAIN, C.500 TO THE PRESENT DAY

QUESTION 1

This is an entry level question where candidates needed to consider three visual sources in order to identify one similarity and one difference of a set issue.

Candidates did not have to refer to all three sources. The question was done generally well and the majority of candidates were able to access Band 2 for 3/4 marks.

QUESTION 2

Candidates needed to analyse and evaluate two sources from different historical eras by considering content and authorship in order to reach a judgement about their relative reliability.

A large number of candidates gained up to half of the available marks by offering some knowledge/understanding at Band 1 together with a limited explanation of the issue for 2 marks. This in the main was because of a lack of contextual knowledge coupled with poor skills of evaluation. This was compounded by a lack of focus on the authorship of the sources along with the inability of many candidates to arrive at a substantiated judgement on their relative reliability. There needs to be an appreciation of the time and circumstances under which the sources were produced. A minority of candidates recognised that Source D was produced late in the reign of Elizabeth when the threat from Catholics was greater and that the purpose of the Act of Parliament was to justify the treatment of heretics. Some recognised the protestant bias of parliament. Similarly there was a failure to consider the reliability of Source E and that the factory owners were motivated by self-interest. There were too many generalised references to Source D as being reliable because it was an Act of Parliament and that the factory owners were biased.

Some candidates still categorised sources as primary and secondary and there was a misconception that Source D is primary and that Source E is later and so secondary and is more/less reliable.

A significant number of candidates did however focus on authorship while questioning the reliability of the sources and so were able to access Band 2 with a relatively small number accessing Band 3 for AO3.

Some candidates read utility for reliability and their responses were skewed as a result. Formulaic, mechanistic responses were less evident. Such approaches offer weaker candidates a useful structuring tool but can inhibit debate for better candidates.

QUESTION 3

The need was to provide detailed knowledge to describe an issue set within the appropriate historical context.

This question was done well with the majority of candidates achieving Band 2 and up to 3 marks for AO1 by referring to tithings and the hue and cry. Some candidates focused exclusively on harsh punishments as a means of combatting crime and gained little reward. More detailed responses achieved Band 3 with 4/5 marks by considering communal responsibility, the role of parish officials, the power of nobles and the influence of the church.

QUESTION 4

Candidates needed to offer a focused, reasoned and well-supported explanation of the issue set in its historical context.

This question was generally done well with the majority of candidates able to gain some marks for offering contextual detail while attempting to explain the issue in the question. Here the focus was largely on prison conditions and the treatment of prisoners with some citing the experimental Silent and Separate systems as an attempt to reform criminals. Those who offered a fully detailed and clearly focused explanation gained Band 3 and up to 7 marks for AO2 offering contextual information and discussing the reasons for the growth of the prison population along with the work of reformers.

QUESTION 5

The question required candidates to provide a structured narrative spanning all three historical eras while demonstrating a secure chronological grasp and a clear awareness of the process of change.

Most candidates had an awareness of the three historical eras. Weaker candidates offered three blocks of narrative with little attempt at linkage and so gained Band 2, 2 marks for AO1 and borderline Band 2/3 and 4/5 marks for AO2. There was generally a weaker focus on the Early Modern Era. The better prepared candidates offered a clearly structured narrative account while demonstrating a secure chronological grasp along with an appreciation of continuity and change and the reasons for it.

Some candidates took “responsibility” for enforcing law and order to mean the judicial system, whilst others dealt with the purpose of punishment. Some combined these issues with relevant material and gained credit. At Band 4 candidates displayed a sound conceptual grasp of the shift from community based responsibility to civic and then governmental responsibility.

QUESTION 6 (a)

Candidates needed to offer detailed knowledge to describe fully two main features of the historic site set in its historical context.

Most candidates offered some knowledge of the features but many responses lapsed into generic descriptions of an industrial town instead of being focused more sharply on the East End of London.

QUESTION 6 (b)

The question required candidates to produce a reasoned analysis and supported explanation of how the historic site illustrates change set in its historical context.

Most were able to display knowledge of the issue with the better candidates being able to consider how the study of the historic site illustrates change set in context. There was a general lack of contextual knowledge which is a concern when the study of the historic site represents 20 marks and 10% of the award.

This question caused problems for some candidates who focused on how policing had changed at the expense of explanation. Many responses focused on the need for changes in policing citing only the Whitechapel murders. Too often candidates went beyond the parameters of the question and offered developments in policing in the 20th century.

There were few sophisticated and reasoned explanations worthy of Band 4.

HISTORY COMPONENT 2: STUDIES IN BREADTH

GCSE

Summer 2018

THEMATIC STUDY – C100U6 CHANGES IN HEALTH AND MEDICINE IN BRITAIN, C.500 TO THE PRESENT DAY

QUESTION 1

This is an entry level question where candidates needed to consider three visual sources in order to identify one similarity and one difference of a set issue.

Candidates do not have to refer to all three sources. The question was done generally well and the majority of candidates were able to access Band 2 for 3/4 marks.

QUESTION 2

Candidates needed to analyse and evaluate two sources from different historical eras by considering content and authorship in order to reach a judgement about their relative reliability.

A large number of candidates gained up to half of the available marks by offering some knowledge/understanding at Band 1 together with a limited explanation of the issue for 2 marks. This in the main was because of a lack of contextual knowledge coupled with poor skills of evaluation. This was compounded by a lack of focus on the authorship of the sources along with the inability of many candidates to arrive at a substantiated judgement on their relative reliability.

There needs to be an appreciation of the time and circumstances under which the sources were produced. There were too many generalised references to Source D as being reliable because it was a proclamation made by parliament and only a minority of candidates recognised that it was produced with the intention of reducing disease and how seriously parliament viewed the issue. Some recognised that the commonly held view at the time was that disease was caused by miasma.

Similarly there was a failure to discuss the state of the Thames and the links to cholera together with need to consider the reliability of Source E. The source was often deemed unreliable because it is a pictorial source or because of its comedic qualities.

Some candidates still categorised sources as primary and secondary and there was a misconception that Source D is primary and that Source E is later and so secondary and is more/less reliable.

A significant number of candidates did however focus on authorship while questioning the reliability of the sources and so were able to access Band 2 with a relatively small number accessing Band 3 for AO3.

Some candidates read utility for reliability and their responses were skewed as a result. Formulaic, mechanistic responses were less evident. Such approaches offer weaker candidates a useful structuring tool but can inhibit debate for better candidates.

QUESTION 3

The need was to provide detailed knowledge to describe an issue set within the appropriate historical context.

The question allowed candidates to demonstrate their contextual knowledge and most did this well with the majority of candidates achieving Band 2 and up 3 marks for AO1 by referring to poverty, malnutrition, insanitary living conditions and to the lack of medical knowledge.

More detailed responses achieved Band 3 with 4/5 marks. Some discussed the commonly held views of the time which gained credit. More detailed responses achieved Band 3 with 4/5 marks.

Candidates not gaining marks on the question was unusual.

QUESTION 4

Candidates needed to offer a focused, reasoned and well-supported explanation of the issue set in its historical context.

This proved a challenging question for many candidates. They were able to gain some marks for offering contextual detail while attempting to explain the issue in the question. The focus was almost exclusively on the establishment of the NHS and the services it provided and so gained Band 2 and 3/4 of the 7 marks for AO2. Those who offered a more detailed and clearly focused explanation gained Band 3 and up to 7 marks for AO2. Here there was a consideration of welfare reforms introduced by the Liberal government in the early part of the century but very little on improvements in patient care in the second half of the century. Some candidates discussed advances in medical knowledge and although it was from a different key question, it gained credit.

A worryingly significant number of candidates wrote extensively about patient care in 19th century and in particular Florence Nightingale which was not rewarded.

QUESTION 5

The question required candidates to provide a structured narrative spanning all three historical eras while demonstrating a secure chronological grasp and a clear awareness of the process of change.

Responses covered the full spectrum of marks and allowed candidates to demonstrate their knowledge and understanding.

Most candidates had an awareness of the three historical eras. Weaker candidates offered three blocks of narrative with little attempt at linkage and so gained Band 2, 2 marks for AO1 and borderline Band 2/3 and 4/5 marks for AO2. There was generally a weaker focus on the Early Modern Era and many candidates offered scant reference to Vesalius, Pare or Harvey. The better prepared candidates offered a clearly structured narrative account while demonstrating a secure chronological grasp along with an appreciation of continuity and change and the reasons for it.

QUESTION 6 (a)

Candidates needed to offer detailed knowledge to describe fully two main features of the historic site set in its historical context.

Most candidates offered some knowledge of the features and so gained Band 2 and upwards of 5 marks. The number of candidates accessing Band 3 appeared to be relatively small.

QUESTION 6 (b)

The question required candidates to produce a reasoned analysis and supported explanation of how the historic site illustrates change set in its historical context.

Most were able to display knowledge of the issue with the better candidates being able to consider how the study of the historic site illustrates change set in context. There was a general lack of contextual knowledge which is a concern when the study of the historic site represents 20 marks and 10% of the award.

A significant number of candidates were not able to access Band 3 as they tended to mostly describe and did not offer reasoned explanation and analysis of the issue. Those at Band 3 were able to explain the significance of the use of boundary stones, vinegar and the holding of church services outside in the short term and how this impacted on changing attitudes and developments while considering more long term developments by citing the work of Lister, Pasteur and Nightingale. Many went on to make comparisons with the foot and mouth and Ebola outbreaks in recent years with the effective use of quarantine. Although it could be said that these developments occurred outside the parameters of the question they gained credit.

There were few sophisticated and reasoned explanations worthy of Band 4.

HISTORY COMPONENT 2: STUDIES IN BREADTH

GCSE

Summer 2018

THEMATIC STUDY– C100U7 THE DEVELOPMENT OF WARFARE IN BRITAIN, C.500 TO THE PRESENT DAY.

QUESTION 1

This is an entry level question where candidates needed to consider three visual sources in order to identify one similarity and one difference of a set issue.

Candidates do not have to refer to all three sources. The question was done generally well and the majority of candidates were able to access Band 2 for 3/4 marks.

QUESTION 2

Candidates needed to analyse and evaluate two sources from different historical eras by considering content and authorship in order to reach a judgement about their relative reliability.

A large number of candidates gained up to half of the available marks by offering some knowledge/understanding at Band 1 together with a limited explanation of the issue for 2 marks. This in the main was because of a lack of contextual knowledge coupled with poor skills of evaluation. This was compounded by a lack of focus on the authorship of the sources along with the inability of many candidates to arrive at a substantiated judgement on their relative reliability.

Most recognised the charges brought before Charles but responses sometimes lacked an awareness of how the king was locked in a power struggle with parliament and that the parliamentary court was mainly composed of MPs who opposed him. Similarly there was a failure to consider the reliability of Source E and how it reflected the attitudes of the times and the view portrayed by *Punch* that Hitler was bent on world domination.

There were too many generalised references to Source D as being reliable because it was from parliament and that Source E is unreliable because it is a pictorial source or because of its comedic qualities.

Some candidates still categorised sources as primary and secondary and there was a misconception that Source D is primary and that Source E is later and so secondary and is more/less reliable.

Some candidates did however focus on authorship while questioning the reliability of the sources and so were able to access Band 2 with a relatively small number accessing Band 3 for AO3.

Some candidates read utility for reliability and their responses were skewed as a result. Formulaic, mechanistic responses were less evident. Such approaches offer weaker candidates a useful structuring tool but can inhibit debate for better candidates.

QUESTION 3

The need was to provide detailed knowledge to describe an issue set within the appropriate historical context.

This question was done well with the majority of candidates achieving Band 2 and up to 3 marks for AO1 by referring to the work of women in factories, on the land and the nursing of convalescing soldiers. More detailed responses achieved Band 3 with 4/5 marks by considering the propaganda role and to the “white feather” campaign. Candidates not gaining marks on the question was unusual.

QUESTION 4

Candidates needed to offer a focused, reasoned and well-supported explanation of the issue set in its historical context.

The majority of candidates were able to gain some marks for offering contextual detail while attempting to explain the issue in the question by referring to how tactics and strategy changed as a result of technological advances and improved weaponry and so gained Band 2. Those who offered a more detailed and clearly focused explanation gained Band 3 and up to 7 marks for AO2. Here there was understanding of changes in infantry and cavalry tactics along with an appreciation of their changing roles.

Some candidates were confused and spent time unprofitably discussing battle formations of the late 18th and early 19th centuries.

QUESTION 5

The question required candidates to provide a structured narrative spanning all three historical eras while demonstrating a secure chronological grasp and a clear awareness of the process of change.

Most candidates had an awareness of the three historical eras. Weaker candidates offered three blocks of narrative with little attempt at linkage and so gained Band 2, 2 marks for AO1 and borderline Band 2/3 and 4/5 marks for AO2. There was generally a weaker focus on the Early Modern Era. The better prepared candidates offered a clearly structured narrative account while demonstrating a secure chronological grasp along with an appreciation of continuity and change and the reasons for it.

Most candidates were secure on the recruitment of troops but often less secure on the training of troops.

QUESTION 6 (a)

Candidates needed to offer detailed knowledge to describe fully two main aspects of the historic site set in its historical context.

Most candidates offered some knowledge of the features/characteristics but there were many generalised descriptions that were not focused on the historic site. Generally there was decent knowledge on bombing during the Second World War but more specific reference to the impact on London was needed.

QUESTION 6 (b)

The question required candidates to produce a reasoned analysis and supported explanation of how the historic site illustrates change set in its historical context.

Many were able to display knowledge of the issue with the better candidates being able to consider how the study of the historic site illustrates change set in context. There was a general lack of contextual knowledge which is a concern when the study of the historic site represents 20 marks and 10% of the award.

A significant number of candidates were not able to access Band 3 as they tended to mostly describe and did not offer reasoned explanation and analysis of the issue. Those at Band 3 were able to discuss why the bombing of London was important in demonstrating developments and changes in the nature of warfare in the 20th century.

There were some sophisticated and reasoned explanations worthy of Band 4.

HISTORY COMPONENT 2: STUDIES IN BREADTH

GCSE

Summer 2018

THEMATIC STUDY– C100U8 CHANGES IN ENTERTAINMENT AND LEISURE IN BRITAIN, C.500 TO THE PRESENT DAY.

QUESTION 1

This is an entry level question where candidates needed to consider three visual sources in order to identify one similarity and one difference of a set issue.

Candidates do not have to refer to all three sources. The question was done generally well and the majority of candidates were able to access Band 2 for 3/4 marks.

QUESTION 2

Candidates needed to analyse and evaluate two sources from different historical eras by considering content and authorship in order to reach a judgement about their relative reliability.

A large number of candidates gained up to half of the available marks by offering some knowledge/understanding at Band 1 together with a limited explanation of the issue for 2 marks. This in the main was because of a lack of contextual knowledge coupled with poor skills of evaluation. This was compounded by a lack of focus on the authorship of the sources along with the inability of many candidates to arrive at a substantiated judgement on their relative reliability.

Most candidates were able to extract detail from the Source D but there were many generalised references to its reliability because it was written by a preacher and so it would be truthful. A minority of candidates were able to refer to the stance of the church at the time and that the preacher would be driven by his faith and that he was addressing a public gathering and the emotive words spoken. Similarly there was a failure to consider the reliability of Source E where many argued that it is reliable because Marie Lloyd had first-hand experience of the music hall. The better candidates considered the personal viewpoint of the interviewee and the motives of the newspaper.

Some candidates still categorised sources as primary and secondary and there was a misconception that Source D is primary and that Source E is later and secondary and so more/less reliable.

A significant number of candidates did however focus on authorship while questioning the reliability of the sources and so were able to access Band 2 with a relatively small number accessing Band 3 for AO3.

Some candidates read utility for reliability and their responses were skewed as a result. Formulaic, mechanistic responses were less evident. Such approaches offer weaker candidates a useful structuring tool but can inhibit debate for better candidates.

QUESTION 3

The need was to provide detailed knowledge to describe an issue set within the appropriate historical context.

This question was done well with the majority of candidates achieving Band 2 and up to 3 marks for AO1 by referring to bull and bear baiting and cock fighting with supporting detail. Some referred to public punishments as a “sport” and gained some credit. More detailed responses achieved Band 3 with 4/5 marks by considering hunting as a sport for the rich.

Candidates not gaining marks on the question was unusual.

QUESTION 4

Candidates needed to offer a focused, reasoned and well-supported explanation of the issue set in its historical context.

The majority of candidates were able to gain some marks for offering contextual detail while attempting to explain the issue in the question and were able to access Band 2. Here there was reference to the growth of radio and television programmes aimed at children along with gender related pastimes.

The few who offered a more detailed and clearly focused explanation gained Band 3 and up to 7 marks for AO2. These were very much in the minority.

Many candidates focused on the popularity of video arcade games and computer games in the last part of the 20th century but then too much time on social media which was outside the parameters of the question.

QUESTION 5

The question required candidates to provide a structured narrative spanning all three historical eras while demonstrating a secure chronological grasp and a clear awareness of the process of change.

Most candidates had some awareness of the three historical eras. Weaker candidates offered three blocks of narrative with little attempt at linkage and so gained Band 2, 2 marks for AO1 and borderline Band 2/3 and 4/5 marks for AO2. The better prepared candidates offered a clearly structured narrative account while demonstrating a secure chronological grasp along with an appreciation of continuity and change and the reasons for it.

There was a great deal of imbalance with thin references to Medieval Period some development of the Early Modern Period and, not surprisingly, a lot of focus on the Modern Period.

QUESTION 6 (a)

Candidates needed to offer detailed knowledge to describe fully two main features of the historic site set in its historical context.

Most candidates offered some knowledge of forms of entertainment on offer at seaside resorts but there were many generalised “beach and rides” descriptions that were not focused on the historic site.

QUESTION 6 (b)

The question required candidates to produce a reasoned analysis and supported explanation of how the historic site illustrates change set in its historical context.

Most were able to display knowledge of the issue with the better candidates being able to consider how the study of the historic site illustrates change set in context. There was a general lack of contextual knowledge which is a concern when the study of the historic site represents 20 marks and 10% of the award.

A significant number of candidates were not able to access Band 3 as they tended to mostly describe and did not offer reasoned explanation and analysis of the issue. Those at Band 3 were able to explain why the decline of Blackpool as a resort is important in showing changes in holiday patterns in the second half of the 20th century.

Some candidates became confused and offered reasons for the growth in popularity of Blackpool as a seaside resort.

There were few sophisticated and reasoned explanations worthy of Band 4.



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