



---

# **GCSE EXAMINERS' REPORTS**

---

**GCSE (NEW)  
HISTORY**

**SUMMER 2019**

Grade boundary information for this subject is available on the WJEC public website at:  
<https://www.wjecservices.co.uk/MarkToUMS/default.aspx?!=en>

### **Online Results Analysis**

WJEC provides information to examination centres via the WJEC secure website. This is restricted to centre staff only. Access is granted to centre staff by the Examinations Officer at the centre.

### **Annual Statistical Report**

The annual Statistical Report (issued in the second half of the Autumn Term) gives overall outcomes of all examinations administered by WJEC.

<b>Unit</b>	<b>Page</b>
Unit 1- Options 3100A-D	1
Unit 2- Options 3100E-H	4
Unit 3 - Options 3100J-M	7
Unit 4 - NEA 3100UN	11

**HISTORY**  
**GCSE (NEW)**  
**Summer 2019**  
**UNIT 1 OPTIONS 3100A-D**

**General Comments**

This is a completely new Unit being assessed this year for the first time. Candidates have 1 hour to complete five questions. Three questions allow the candidates an opportunity to analyse sources in order to extract information, explain a topic and to discuss interpretations of history. One question is a knowledge and understanding question and another is based on assessing the candidate's ability to make links between topics within a study area.

Generally, the papers for Unit 1 performed as expected with the majority of candidates answering each of the questions with good knowledge of the key features. They also showed good ability in using different historical skills to analyse and interpret source material and reach judgements in their answers.

**Comments on individual questions/sections**

**Q.1** This question is the most accessible one on the paper. Candidates are given two sources and are asked to describe an issue by using both sources. Candidates should use both sources equally and should be taking a couple of points from both in order to gain the highest marks. The majority of candidates dealt with this question very well and showed sound understanding of the sources to be discussed. They were able to give a balanced description by using both sources to describe the topic given and were therefore able to achieve full marks. However, there were some responses where one source was fully utilised and the other one was referred to in a more general way and these, therefore, did not achieve full marks.

Many candidates continue to include own knowledge on the topics, which cannot be credited. This question is based on pure source extraction only. A minority did not make use of the sources at all and focused on their own knowledge which gained no marks. There were a noticeable number of candidates who quoted the written source directly rather than writing what the source told them about the actual topic in the question.

It is advisable for candidates to identify from which source (A or B) they are taking information.

**Q.2** In this question candidates are expected to use the source provided to explain a topic. Detailed use should be made of the attribution in order to achieve the highest marks, and candidates must explain the validity of the source in relation to its content, authorship, date, audience and purpose. Most candidates were able to provide a good explanation of the validity of the source. Background knowledge of the issues across the papers was particularly strong. However, many candidates are not making enough use of the attribution and are focusing too much on addressing the content of the source only, along with background knowledge. This only tends to achieve half marks and means that they do not access the highest Band.

There were also a number of limited judgements where the extent of accuracy just became “it is/is not accurate”.

Relatively few candidates were able to access Band 4 for AO3 by commenting on the strengths and limitations of the source in terms of content and authorship and providing a judgement. This was largely due to the lack of discussion of the attribution.

- Q.3** This question is one that will test candidate’s knowledge of a topic and their ability to explain the significance of it. This is a question that has been asked in this format for a number of years. The only difference this year is that it is worth more marks. However, it should be answered in the same way as it has been in the past. The fact that it is worth more marks should not cause candidates to feel that they need to say more than they would have done previously. This can be a fairly challenging question for some candidates as it is dependent on knowledge and explanation and does not include sources to guide them. This question will give strong candidates access to higher marks and will also ensure that weaker candidates should be able to gain around half marks for having some background knowledge.

Overall candidates performed well on this question, and the majority were able to achieve Band 3 in both A01 and A02. Even weaker candidates were able to achieve Band 1 or Band 2 in A01, and Band 2 in A02. It is important that candidates do not simply offer a description of the topic but make a real attempt to explain the significance of the topic. Ideally candidates should be able to give about three reasons why this particular topic was significant. Some shorter responses were more highly rewarded because, while they lacked a little detail, they were more fully focused on explaining significance.

- Q.4** This is a new style of question this year and one that can be approached in many different ways. Candidates are expected to choose three topics and explain the link between them. There is one clear link, which is the main purpose of the question mentioned on top of the question e.g. This question is about ..... Some candidates only made this link for which they could only gain Band 2 in A02. Candidates should further develop their answers by showing other links between the three topics.

There were a wide variety of different responses to this question - some candidates chose their three factors and linked them all together in one explanation; others explained two separate connections, covering three factors as required by the question; many chose to make three or even four connections, sometimes covering all of the factors at least once. At other times answers took the form of “X links to Y” without actually explaining any connection; some connections identified were generic, e.g. “X, Y and Z are all connected because they are about ...”. The best responses offered clear links between the elements chosen, supported by precise factual knowledge and often with reference to the historical context as well.

On the whole candidates showed excellent knowledge of the individual topics and many could write extensively about them. However, it should be noted that candidates are only able to gain 2 marks for knowledge in AO1 and therefore should focus on explaining the links between the three topics rather than writing a detailed description.

**Q.5** This question is aimed at assessing candidates' ability to discuss historical interpretations. They are expected to comment on the extent to which they agree with the given interpretation by discussing what the content of the interpretation tells them about the subject and focusing in detail on the attribution. They are expected to discuss factors such as the author of the source, what the source actually is, when it was produced, for what purpose and for which audience. Candidates should also suggest different interpretations to that given in the question.

Some outstanding responses were seen across the different subject areas. Candidates were able to explain the interpretation given in the question by discussing the content along with historical context. They could often also suggest many different interpretations. Most candidates were able to at least briefly discuss the attribution by saying who the author was or what the interpretation was.

Unfortunately, many excellent candidates did not address the attribution at all and were therefore capped at Band 1 in AO4 only. This was a great shame as they clearly had a great deal of knowledge regarding the historical context and the different interpretations available. Candidates must discuss the attribution in order to access Band 2 in AO4 and higher.

Most candidates did engage with the attribution and discussed the authors though too many merely copied or paraphrased the attribution. Some candidates did not read the attribution clearly and made mistakes on some of the papers regarding the date of the source, which sent them down the wrong path. On some papers there was very little focus on why this person might have this particular view. Judgements tended to be straight agreement or disagreement, rather than explaining "how far" they agreed. Many candidates gave mechanistic responses, such as the author having the benefit of hindsight and being less valid as the person who wrote it was not actually there at the time which is incorrect.

SPaG - Generally candidates scored well on SPaG.

### **Summary of key points**

Overall the responses to all five questions across the different optional areas were very good and showed that candidates were well prepared for the examination.

Candidates must refrain from using background knowledge in Question 1 and focus on extracting material from both sources only.

More focus is needed on discussing the attribution in Question 2 and Question 5 as the lack of this meant that many candidates were unable to access the higher marks.

Candidates should not write too much description on the factors in Question 4 and concentrate on demonstrating a variety of links between the three chosen areas.

A minority of candidates left questions blank. Candidates should be able to provide some knowledge as the questions are generally open to allow many factors. AO1 is awarded for every question apart from Question 1; they should therefore be able to pick up marks for each question by providing at least some background knowledge. They can also pick up AO3 marks by commenting simply on the content and attribution of the sources. Some candidates had timing issues and were therefore unable to discuss some questions fully which limited their marks. However, the majority of candidates were clearly able to finish all questions in the time provided.

**HISTORY**  
**GCSE (NEW)**  
**Summer 2019**  
**UNIT 2 OPTIONS 3100E-H**

**General Comments**

Generally, the papers for Unit 2 performed as expected with the majority of candidates answering each of the questions with good knowledge of the key features of the questions. They also showed good ability in using different historical skills to analyse and evaluate source material and reach judgements in their answers.

**Comments on individual questions/sections**

**Q.1** This question was accessible to the vast majority of candidates. Many were able to attain 2/2 in A03 by using the source content and contextualising this, though some candidates did not provide enough from the source to gain 2 marks. Most candidates were then able to develop their responses and achieve top Band 1 marks for A01. The majority of candidates were able to link this to their own contextual knowledge. Many candidates were able to provide very detailed contextual knowledge; as such a significant number of candidates were able to access Band 2 marks on this question. A minority of candidates did not provide any reference to the source and as such were unable to be credited AO3 marks. A very small number of candidates only described the source so were limited to AO3 marks. The questions set for this question allowed candidates to bring in a wide amount of knowledge which, though not always in the mark scheme, was credited if valid to the question.

Generally, a well answered question using both the source and own knowledge.

**Q.2** This question was accessible to the majority of candidates. This question allowed candidates to bring in a wide range of knowledge in order to answer the question in detail. The majority of candidates accessed Band 2 by partially describing the issues at hand through 2 points, or often 3 points undeveloped. Most candidates showed detailed knowledge, but often did not develop this so did not reach Band 3.

There were very good answers in the Germany in Transition, 1919-1939 paper providing detailed knowledge on specific events such as the Night of the Broken Glass. Most candidates were able to develop at least one issue. In the USA: A Nation of Contrasts, 1910-1929 paper some candidates described 6 or 7 issues but did not provide enough detail to support the answer. These answers were rewarded with either low Band 3 or top Band 2. Candidates should aim to describe 3 issues in detail when tackling this question.

**Q.3** The majority of candidates were able to access this question through understanding of the source material. The attribution in the sources is a steer which the candidates are expected to use in order to answer the question properly. Some candidates wrote about the purpose of the source inaccurately and would therefore not obtain Band 3 or AO3. Most obtained at least Band 2 for AO3 by using the content of the source and by providing a partial analysis of its purpose. Those candidates who were able to access Band 3 on AO3 were able to identify the target audience of the source, giving more developed explanation as to the purpose of the source.

The majority of candidates were able to demonstrate some historical context although some did not do so well for AO1 as they failed to provide sufficient detailed historical context. Many candidates were able to demonstrate some specific historical context and were awarded low Band 3 for AO1, but only a relatively small number of candidates were able to access top Band 3 marks.

Overall candidates needed more specific historical context and more developed explanation of the purpose by focusing on the intended audience and circumstances of the source.

**Q.4** This question was accessible to the vast majority of candidates who were able to understand the source material. However, only a minority of candidates were able to demonstrate enough detailed understanding of the key feature and as such few candidates were able to access Band 3 marks for AO1. It is recommended that candidates provide 2 clear and detailed factors that either support the content or the provenance of the sources. This will allow them to achieve higher marks for AO1. Many responses also relied on content only and did not demonstrate a wider understanding of the topics under scrutiny. Some candidates provided some knowledge, but many failed to go beyond Band 1. In all papers it was quite surprising how few candidates genuinely examined the usefulness of Sources C and D in the context of the set questions and as a result marks were lower in AO1.

In AO3, some candidates simply paraphrased the sources with no reference to the authorship and as such were restricted to Band 1 marks. The majority of candidates were able to access Band 2 by discussing the utility of the sources in a mechanistic way. They would make some valid comments as to the utility of the sources, but without the substantiated judgements of Band 3 answers. Only a minority of candidates were able to access Band 3 marks by engaging with the source material to provide clear and sophisticated analysis.

Overall candidates need to demonstrate greater understanding of the historical context of the sources and more developed explanation of the authorship in order to access Band 3.

**Q.5** The majority of candidates were able to demonstrate good understanding and provide some analysis for this question. Candidates are expected to provide a two-sided answer and discuss the relative impact of the issues under scrutiny. The majority of candidates reached Band 2 or 3 for AO1 by providing a good deal of relevant factual information on the issues in the set questions. Nearly all the candidates provided two sided answers and formed a judgement as to which factor was the most important factor under consideration.

A majority of candidates were able to analyse the importance of the issues in the question in relation to other factors and were thus able to access Band 3 marks for AO3. Many candidates were also able to clearly analyse the relative impact of these factors, therefore accessing Band 4 marks.

In the Germany in Transition, 1919-1939 paper a minority of candidates did not know what the Night of the Long Knives was with some candidates confusing this with the Night of the Broken Glass. However, the majority of candidates were able to demonstrate knowledge about several events leading to the consolidation of power and were able to access Band 3 or above.

In the USA: A Nation of Contrasts, 1910-1929 paper, some answers brought in too much analysis from other parts of the specification, mostly the role of women, but this was credited if explained correctly for the question. Other parts of the specification were brought in too, such as the economic crash or migration. Candidates need to answer more specifically on the issue at hand.

In all papers, some candidates only described each event without attempting explanation of how it impacted on the issue at hand. Overall, candidates needed more focus on developing explanation in relation to the question.

SPaG - Generally candidates scored well on SPaG.

### **Summary of key points**

Some candidates had timing issues and were therefore unable to discuss some questions fully which limited their marks. However, the majority of candidates were clearly able to finish all questions in the time provided.

A few candidates left many questions blank. Candidates should be able to provide some knowledge as the questions are generally open to allow many factors. AO1 is awarded for every question; they should therefore be able to pick up marks for each question by providing some background knowledge. They can also pick up AO3 marks by commenting simply on the content and attribution of the sources.

On the whole candidates were able to show their knowledge and understanding of the topics to a good standard and analyse different historical issues throughout the set papers.



**HISTORY**  
**GCSE (NEW)**  
**Summer 2019**  
**UNIT 3 OPTIONS 3100J-M**

**General Comments**

This unit was examined for the first time this year. Candidate performance in this unit was encouraging considering that there was no longer the choice of questions and essays that had been available in previous years. Across the four studies it was evident that candidates who had learned their work well had little difficulty in answering the questions set.

**Comments on individual questions/sections**

**Q.1** This question requires candidates to provide four brief answers. It was generally well-answered with most candidates able to recall all or most of the required answers. There were very few candidates who failed to provide answers to all four parts of the question.

**Q.2** This question requires candidates to use the sources provided to identify one similarity and one difference. Some candidates did this with ease and provided the simple responses that are required e.g.

- on the H+M paper – “Sources B and C are similar because they both show the use of vaccination against disease”
- on the Migration paper – “One difference is that Source A shows emigrants being made welcome, whereas Source C shows a hostile reception”.

However, many candidates turned what should be a simple and fairly short response into a very wordy and complicated answer. A number wasted time in describing the content of the sources before providing a similarity and difference or presented a series of similarities or differences. Candidates who lost marks on this question did so for four main reasons:

- they stated the similarity/difference but did not reference the sources used
- they paraphrased the wording of the question in their answer e.g on the H+M paper - “Sources B and C show different attempts to prevent disease over time”
- they only partly explained the difference e.g. on the Warfare paper - “Source C shows trench warfare, but the other two don’t”
- some turned it into a transition question e.g. on the Warfare paper – “Source A shows basic firearms called flintlocks. In Source B they have moved on to muskets and in Source C it is rifles”. This type of answer is hinting at differences but not stating them clearly.

So, in a nutshell, please encourage candidates to be concise and clear when answering this question.

- Q.3** This question requires a descriptive answer and most candidates were able to provide enough knowledge of the issue to get them into Band 2. There were very few who scored nothing on this question. Equally, there were also relatively few who got into Band 3, because they did not fully describe the issue, as the band descriptors demand e.g.
- on the C+P paper they were able to describe the early work of Elizabeth Fry in Newgate, but not her later influence on prison reform
  - on the H+M paper most candidates were aware of Harvey's work on circulation of the blood, but often failed to mention his book and his belief that bleeding was harmful to patients
  - on the Warfare paper many candidates had knowledge of some forms of siege technology, but an overall view and failed to mention that castles also developed technology to counter sieges
  - on the Migration paper knowledge of Race Relations legislation tended to be rather general and failed to show how the weaknesses in the first Race Relations Act were put right in the second.
- Q.4** This question also requires a descriptive answer but was set on the Welsh historic site across all four thematic papers. As with Question 3, there were very few candidates who got no marks at all, with the majority of answers in Band 2 (for much the same reasons as outlined above for Question 3).
- Q.5** This question requires the explanation of a set issue. For AO1, there were few candidates who were not able to access at least Band 1, with a pleasing number getting into Band 2. For AO2, some pupils were only able to give generic, descriptive responses. However, the majority of candidates did attempt to focus on explaining the set issue and so were able to access Band 2 or low Band 3 for AO2. However, it was generally a lack of contextual support that prevented candidates from getting to top Band 3 or into Band 4 e.g.
- on the C+P paper candidates often had good supporting evidence of the religious causes of crime, but explanations of the economic causes were less well-developed
  - on the H+M paper the vast majority of candidates knew the importance of Florence Nightingale's work in the Crimea but failed to mention and discuss her later contributions
  - on the Warfare paper most candidates had a good knowledge of the main sea battles but were often rather vague on the actual role of the Royal Navy and of how the sea battles fitted into this
  - on the Migration paper candidates often had a general idea of why Commonwealth immigrants came to Britain e.g. the search for work, the need to rebuild Britain etc., but failed to provide the detailed historical support needed to access the higher bands.

- Q.6** This question requires candidates to explain the significance of a set issue. Again, there were few candidates who failed to access at least Band 1 for AO1. For AO2 most candidates also made some attempt to analyse the significance of the set issue, with varying degrees of success. As with Question 5, however, it was the quality of contextual support that separated lower band responses from the fuller analysis that is required for Bands 3 and 4.
- on the C+P paper most candidates showed an awareness of the main changes in attitude to punishment but were often weak on the detailed explanation. Some resorted to detailed analysis of attitudes in earlier centuries (which had obviously been learned) before summarising with a brief comparison with the 20<sup>th</sup> century
  - on the H+M paper most candidates explained the significance of Fleming, but fewer went on to discuss the significance of later developments by Florey and Chain and the impact of World War II
  - on the Warfare paper, the vast majority of candidates were able to outline many of the ways in which women contributed on the home front but failed to develop these into a fuller explanation of their significance
  - on the Migration paper, this is the question which seems to have caused many candidates problems. There was often a simple lack of knowledge of the impact of the Puritans.

- Q.7** There were some excellent essays across all four thematic studies. However, there were also a number which scored no marks at all, either because the essay was not attempted or more often because candidates did not address the question set e.g.
- on the C+P paper candidates wrote about punishments instead of policing as a method of combating crime
  - on the H+M paper candidates wrote about hospitals rather than public health
  - on the Migration paper candidates confused immigration and emigration.

Marks for AO1 varied considerably, depending on knowledge. However, one noticeable common feature across all four papers was the relatively small number of candidates who achieved Band 4. In the majority of cases, even good candidates did not include references to the Welsh context for all three eras and this limited them to Band 3. There were instances of candidates who got into Band 4 for AO2 (plus 4 for SPaG) but found themselves restricted to Band 2 for AO1 because of a lack of reference to the Welsh context. Candidates should also avoid adding a bolt on paragraph at the end to cover the Welsh context. The Welsh context should be integrated into the main body of the essay.

For AO2 most candidates got into Band 2 and low Band 3. They wrote about three eras, and could discuss success, but few reached Band 4 as they did not consider the variations in success. Quite often there was one era that was less well-developed. On the C+P and H+M papers it was the 20<sup>th</sup> century, while for Migration it was the early modern period (though this was less noticeable on the Warfare paper).

Most candidates got 3 or 4 marks for SPaG.

### **Summary of key points**

Overall candidates dealt with Unit 3 reasonably well. There were some blank pages but, on the whole, the vast majority of candidates attempted all questions.

Candidates should keep answers to Question 2 clear and simple.

To get into higher bands for Questions 5 and 6 candidates need to provide more developed contextual support.

Candidates can access higher bands for Question 7 by including references to the Welsh context for all three eras and by ensuring that all three eras are well covered in the main body of the essay.

**HISTORY**  
**GCSE (NEW)**  
**Summer 2019**  
**UNIT 4 NEA 3100UN**

**General Comments**

The work presented was of a good standard. Most of the work was handwritten and of a reasonable and sensible length. Centres that adhered to the recommended time limit for the 'write up' succeeded in producing more focused and relevant answers. The vast majority of Centres used the NEA exercises produced by the Board, with exercises on the First World War proving the most popular.

Most Centres used the marking checklist produced by the Board. This is recommended as it is a useful tool in establishing consistency within centres and between centres. However, annotation on scripts and use of the marking checklist was inconsistent, even with markers at the same centre following different practices. Annotation should be aimed at the moderator, indicating in the script where the assessment objectives have been met and adding a summative comment either on the script or in the space provided on the checklist.

**Comments on individual questions/sections**

**Part (a)**

On the whole Part (a) was done well with candidates discussing the usefulness and reliability of their chosen sources. Many candidates successfully produced coherent pieces of prose with source evaluation integrated in the answer. However, some candidates' responses were source led. Candidates should answer the question set using the sources critically in support of their answers. For example, the question on women in the First World War should show how the war affected women by reference to greater work opportunities, working in munitions factories, on farms and as nurses or similar and introduce the sources in support. Answers to part (a) require a conclusion clearly addressing the question.

There is still a tendency to reward any reference to utility and reliability, even if it is incorrect or irrelevant to the question. Candidates need to indicate what a source is useful or reliable for.

**Part (b)**

There were concerns regarding candidates' approach to answering part (b). Some candidates wrongly treated this exercise as another source evaluation exercise. Candidates must identify the two given interpretations and then examine sources the historian may have used to come to that interpretation. Candidates should consider how and why interpretations differ and make a judgement on the question asked. To achieve the higher bands judgements need more depth and detail and be related to the question.

**Summary of key points**

- integrate the source evaluation in the narrative part (a)
- select a range of sources in part (a) and use sources in support of discussion
- explain the given interpretations in part (b)
- effective answers in part (b) begin with the view of an historian and then examine the sources he or she might have used to come to that interpretation
- a judgement on the question is clearly made and supported in part (b)



WJEC  
245 Western Avenue  
Cardiff CF5 2YX  
Tel No 029 2026 5000  
Fax 029 2057 5994  
E-mail: [exams@wjec.co.uk](mailto:exams@wjec.co.uk)  
website: [www.wjec.co.uk](http://www.wjec.co.uk)