



GCSE EXAMINERS' REPORTS

**GCSE (NEW)
HISTORY**

SUMMER 2022

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HISTORY
GCSE (NEW)
Summer 2022
UNIT 1 OPTIONS 3100A-D

General Comments

This is the first examination since 2019 due to the Covid pandemic. 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. In some cases, candidates understanding of how to answer questions correctly were weak, and contextual knowledge was generally lacking detail. Many candidates found it difficult to complete the paper in full in the time allocated (1 hour).

The Elizabethan Age - not as well done as the 2019 paper. Questions 4 and perhaps 1 in particular caused some difficulties. Candidates did not appear to be as well prepared for this paper.

Comments on individual questions/sections

Question 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 two 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 and were therefore able to achieve full marks.

Some candidates continue to include own knowledge of the topics, which cannot be credited. This question is based on pure source extraction only.

The Elizabethan Age – disappointing response to this question; very few candidates accessed Band 2/2 marks. This was because the answers were generalised, largely paraphrasing, or describing the sources and copying extensively from Source A.

Question 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. In order to reach Band 3 candidates must discuss the strengths **and** limitations of the source.

The majority of candidates were able to provide a good explanation of the validity of the source. Source content was discussed, and background knowledge of the issues was expanded. This allowed candidates to reach Band 2 in AO1. On the DWR paper a very good understanding was shown in regard to the attribution, with most candidates understanding that there were limits due to the fact that it was spoken by Winston Churchill, who was the leader of the opposition. Most were also able to link to the date and realise that he was campaigning during a general election. Only a few candidates saw any strengths in the source so were unable to reach top marks.

The Elizabethan Age - on the whole this question was done well. Most candidates did focus on the causes of the Armada without drifting to discuss reasons for its defeat. Good knowledge of the reasons for sending the Armada, including the activities of Drake and Elizabeth's support of Dutch rebels were seen, resulting in a good percentage accessing Band 2 for AO1. Many candidates provided a judgement and considered the strengths and limitations of the source in terms of content and authorship.

Question 3:

This question is one that will test candidate's knowledge of a topic and their ability to explain the significance of it. 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 very well on this question, and the majority were able to achieve Band 3 on both AO1 and AO2, which is a good mark. Even weaker candidates were able to achieve Band 1 or Band 2 on AO1, and Band 2 in AO2. On the DWR paper, the role of women in the Second World War was widely understood, and many different examples were included. It is important that candidates do not simply offer a description of the topic but make a real attempt to explain its significance. 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. Some candidates focused too much on what women did in the war and did not really discuss why their role was significant.

The Elizabethan Age - excellent knowledge was shown of the Elizabethan theatre. Answers tended to be descriptive, but many candidates provided a fair attempt at addressing 'significance'. There was a tendency for some candidates to go off on a tangent and write extensively on other forms of entertainment or to treat the question as a positive and negative response to the theatre. Obviously, a topic that candidates liked and were familiar with.

Austerity, Affluence and Discontent - some candidates showed limited understanding of the term austerity. Most answers were descriptive in nature and failed to focus on explaining the relevant significance of the contextual knowledge applied. Few answers were able to provide comprehensive knowledge of the key feature in the question.

Question 4:

This is by far the question that candidates find the most difficult. They are expected to choose three topics and explain the link between them all. 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 AO2. Candidates should further develop their answers by showing other links between the three topics.

It is important that candidates make links between the three factors e.g. DWR paper:
Hunger Marches linked to Emigration ...
Emigration linked to Means Test ...
Means Test linked to Hunger Marches...

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 in 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 and therefore should focus on explaining the links between the three topics rather than writing a detailed description.

Question 5:

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

To make it totally clear candidates **MUST**:

- Discuss the interpretation in the question
- Explain how that interpretation has been reached by discussing the attribution
- Suggest different interpretations

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 2, 5 marks 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, 6 marks and higher. Some candidates also only discussed the interpretation in the question along with the attribution. This is also capped at Band 2, 5 marks. In order to reach the top of Band 2, Band 3 and Band 4 in AO4 candidates must have discussed the interpretation in the question, the attribution and other interpretations. It is only by doing this that candidates actually answer the question.

Summary of key points

- there has been a serious decline in the quality of candidate's handwriting this year. This can make it very difficult to ascertain what the candidate is trying to say. The number of candidates with miniscule writing was a particular concern. Marks can only be awarded based on what examiners can read and struggling to read a script detracts from the answer. Candidates must be encouraged to improve their handwriting, and where there are serious problems, apply to use a computer.
- overall, the responses to all five questions across the different topic 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.
- candidates should not write too much description on the factors in Question 4 and concentrate on explaining the links between the three.
- candidates must discuss the interpretation in Question 5, the attribution and suggest other interpretations in order to get into Band 3 and Band 4. Many candidates do not do this, they discuss two interpretations and no attribution, or one interpretation and attribution only. This means they cannot reach higher than Band 2, 5 marks in AO4.

HISTORY
GCSE (NEW)
Summer 2022
UNIT 2 OPTIONS 3100E-H

General Comments

Generally, the papers for Unit 2 performed as expected with most 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. Candidates were clearly aware of the different Assessment Objectives and were able to gain good marks accordingly.

Comments on individual questions/sections

Question 1:

This question was accessible to most candidates. Many were able to attain 2/2 in AO3 by using the source content and contextualising this, though some candidates did not provide enough from the source to gain 2 marks. Candidates were then able to develop their responses and achieve top Band 1 marks for AO1. 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 small minority of candidates did not provide any reference to the source and as such were unable to be credited AO3 marks. The questions set for this question always allow 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, though some candidates struggled in the Russia in Transition paper with this question.

Question 2:

This question was accessible to most candidates. This question allowed candidates to bring in a wide range of knowledge to answer the question in detail. Most 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 Enabling Act. Most candidates were able to develop at least one issue. Answers that did not provide enough detail to support the answer were rewarded with either low Band 3 or top Band 2. Candidates should aim to describe 3 issues in detail when tackling this question.

Question 3:

Most candidates were able to access this question through understanding of the source material. The attribution in the source is a steer which the candidates are expected to use to answer the question fully. Some candidates did not access Band 3 for AO3 as they did not fully engage with the attribution and audience or reach a substantiated judgement as a conclusion. 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. Most answers were able to accurately demonstrate understanding of the historical context in relation to the source but in general lacked either balance or detail to achieve 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 to gain more marks in this question.

Question 4:

This question was accessible to most candidates who were able to understand the source material. Most answers accessed Band 1 for both AO1 and AO3 by describing the source and by referring to the attribution. It is recommended that candidates provide two 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. In all papers some answers offered detailed knowledge of the key feature in the question, but many did not develop their understanding of the relevant context at AO1.

For AO3, most candidates reached Band 2 as they were able to identify and provide an analysis of the sources and reach a judgement on this. Some candidates simply paraphrased the sources with no reference to the authorship and as such were restricted to Band 1 marks. Few candidates accessed Band 3 as they did not fully engage with the attribution and audience, and then come to a substantiated judgement. Some 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. Nearly all answers reached a judgement on which source was most useful, although justifications for their choice were often weak.

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

Question 5:

Most candidates showed good contextual knowledge to support their answers, but many did not develop a response that directly answered the question set. This resulted in imbalance or weak judgements being applied with basic or partial analysis of the key issue. Many candidates listed factors and failed to analyse them in the correct context of the question set. Many candidates however demonstrated some very impressive knowledge and were awarded with full marks for AO1.

Most candidates produced a two-sided response, thus accessed Band 2 for AO2, with the large majority accessing Band 3 through a partial analysis of a range of factors. Some were able to reach a well substantiated judgement by acknowledging that it depended on who you were. This is essential to reach Band 4 in AO2. It is important that candidates stay within the confines of the specification in this question. In the USA: A Nation of Contrasts, 1910-29 paper, too many candidates strayed from this and may have missed some crucial factors.

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

- Most candidates were able to finish all questions in the time provided. A few candidates left too many questions blank, but these were relatively rare cases.
- To improve, 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 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 2022
UNIT 3 OPTIONS 3100J-M

General Comments

This unit was examined for the first time since 2019. Given everything that has happened over the intervening years, candidates' performance in this unit held up well. Across the four studies it was evident that candidates who had learned their work had little difficulty in answering the questions set.

Comments on individual questions/sections

Question 1:

This question was generally well-answered. Most candidates were 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.

Question 2:

This question requires candidates to identify one similarity and one difference. It was evident that some centres had focused on the recommended exam technique, with candidates providing one clearly defined similarity and one clearly defined difference, with sources identified for both. This led to the most successful responses. However, some candidates are still losing marks on this question, for various reasons.

- Some are going into far more depth than is required e.g. describing the sources and then providing a similarity and a difference.
- Some are using their own knowledge instead of using the sources, as the question demands.
- Some are simply paraphrasing the wording of the question e.g. Sources B and C are different because they show changes in the role of women in warfare over time.

Question 3:

This question requires a descriptive answer and was generally well-answered. As in 2019, most candidates demonstrated enough knowledge to take 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, mainly because they did not fully describe the issue, as the band descriptors demand.

- On the C+P paper most candidates were aware of the constable's role in supporting the JP in maintaining law and order, but relatively few mentioned the administrative duties e.g. checking ale houses or reporting on the state of roads etc.

- On the H+M paper most answers tended to be a bit general, with candidates focusing on prayers and the role of monks and nuns in medical care. The best answers also described the exclusion of some groups or that, though monks provided only basic care, at the time they were the best qualified for the work.
- On the Warfare paper many candidates demonstrated good knowledge about what made the New Model Army different to previous armies e.g. recruitment, training and pay etc. They mentioned Cromwell's role in its creation, but fewer considered its organisation and importance during the Civil War.
- On the Migration paper most candidates had a good outline knowledge of the reasons for Welsh migration to England. Reference was made to the decline of industries in Wales and the opening of newer industries in England. However, responses tended to lack the detailed contextual support needed for Band 3 e.g. which industries and areas of Wales were most affected etc.

Question 4:

This question also requires a descriptive answer. 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 in Question 3). However, the quality of responses was more varied across the four thematic studies.

- On the C+P paper most candidates had quite a good knowledge of smuggling, in the 18th century context (though there were a few who suggested drugs were the main form of contraband).
- On the H+M paper responses were a little disappointing. Most candidates had some knowledge of government campaigns e.g. healthy eating and fitness (with some making reference to the Covid pandemic). However, answers often lacked the detailed support needed to go beyond a low Band 2. Some candidates also wrote about 19th century health reforms or the Beveridge report.
- On the Warfare paper most candidates had a general outline knowledge of the role of the Royal Navy in ensuring that trade routes remained open and in blockading the enemy. Though some candidates developed these points e.g. by reference to the Battle of Jutland or the campaign against U-boats, many responses lacked detailed support.
- On the Migration paper many candidates had a basic knowledge of the experiences of immigrants but failed to develop their answers e.g. by reference to discrimination in jobs, housing etc. or to the race riots of the late 1950s. This meant that relatively few responses went beyond a low Band 2.

Question 5:

Across all four thematic studies this question was on the Welsh historic site. To get into Band 2 for AO1 and Band 3 for AO2, candidates were required to provide specific references to the relevant historic site, rather than a more general knowledge and explanation. Overall, there was a good quality of response from across all four studies, with much improved detail on the Welsh historical site, compared to 2019. It was also encouraging that most candidates were focused on explanation, rather than simply providing a descriptive answer. This meant that many candidates got into Band 2 for AO1 and Band 3 for AO2. However, there were relatively few who hit Band 4 for AO2, mainly due to the lack of detailed historical context.

- On the C+P paper the majority of candidates were able to refer to specific details in Merthyr e.g. “China”, the use of the truck system etc. Most candidates showed some knowledge of living conditions but did not always refer to other factors, such as working conditions.
- On the H+M paper many candidates referred to specific health problems in Cardiff e.g. overcrowding in Stanley Street. However, many candidates focused mainly on housing conditions and did not discuss other factors or dealt with them in less detail.
- On the Warfare paper most candidates had a good knowledge of the reasons why Harlech was chosen as the site to build a castle. Many of them provided a range of factors to explain why this was so.
- On the Migration paper most candidates often had a general idea of why a colony was established in Patagonia. Most of them focused on the need to protect the Welsh language and culture, but the more developed answers also commented on the role of the Argentine government in encouraging the development of the colony.

Question 6:

This question requires candidates to explain the significance of a set issue. 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 but, as with Question 5, it was the quality of contextual support that differentiated lower band responses from the fuller analysis that is required for Bands 3 and 4.

- On the C+P paper there were some good answers but overall, the question was not answered as well as had been expected. Relatively few candidates went beyond Band 2 on AO2. Some answers were mainly descriptive, others provided only one or two factors e.g. cyberbullying and hacking, while other answers listed examples of new technology but did not explain how they had changed crime. There was a significant minority of candidates who also referenced gun and knife crime, which could not be credited.
- On the H+M paper most candidates had a reasonable knowledge of both Pasteur and Koch and achieved a Band 2 for AO1 as a result. Many were also able to access the higher bands for AO2 by discussing the wider significance of the work of both scientists, with the best responses also referring to their legacy, through the discoveries of scientists like Paul Ehrlich.
- On the Warfare paper, there were some very detailed explanations of the significance of ideology in causing the Cold War, with candidates discussing the differences in ideology between the USA and the USSR and the division of Europe which resulted from this. However, in many cases explanations lacked the detailed support needed for the higher bands on AO2.
- On the Migration paper, answers to this question were generally disappointing. There were some candidates who did explain the impact of various immigrant groups on 19th century society. However, many candidates did not have the detailed support needed for higher bands or wrote about 20th century immigration, which could not be credited with any marks.

Question 7:

Though there were some excellent responses to this question, there were relatively few candidates who achieved Band 4, particularly for AO2. Timing remains an issue for many candidates. In many cases candidates wrote in great detail on the medieval/early modern era, while references to the modern era showed signs of being rushed. This results in an unbalanced response which, in turn, has an impact on the final mark.

There were also some positive developments on this question. In general, more candidates made clear and relevant references to the Welsh context for AO1 than had been the case in 2019, (though examples from the modern era were less frequent). It is also evident that they clearly understood the need to cover all three historical periods though, as stated above, the modern era was generally not as well covered as the two earlier eras. Many candidates also discussed variations in the extent of change over time.

- On the C+P paper the majority of candidates showed some knowledge of the different methods of punishment used over time. However, there was a tendency with some to lose focus and to drift into a discussion of attitudes to, or success of, punishments. While most candidates were able to reference various forms of punishment, the one noticeable gap in knowledge in many cases was in changes in prisons.
- On the H+M paper candidates who adopted a chronological approach performed better than those who used a thematic approach e.g. an analysis of poverty through time, then living conditions etc. Unfortunately, many candidates did not fully focus on the causes of illness and disease. Instead, they discussed prevention of illness or the type of diseases prevalent in different eras.
- On the Warfare paper most candidates showed some knowledge of the changes in technology in warfare, with the better candidates clearly focused on how this changed the nature of warfare. Most also provided some detail on the 20th and 21st centuries. In general candidates did remain focused on changes in technology, though some did drift into descriptions of tactics and strategy.
- On the Migration paper most candidates had some knowledge of the experiences of emigrants, particularly for the earlier eras. However, in many cases candidates did not have the knowledge or the contextual support needed to take this into the higher bands for both AO1 and AO2. Some candidates confused emigration with immigration and could not be credited with any marks.

Most candidates got 3 or 4 marks for SPaG.

Summary of key points

- Overall candidates dealt with Unit 3 reasonably well. There was clear evidence that candidates had a better knowledge of the Welsh historic site and of the Welsh context for Question 7.
- For Question 2 candidates should use only the sources and write clear and simple answers.
- For Questions 5 and 6 candidates need to provide more developed contextual support to access higher bands for AO2.
- For Question 7 candidates need to read the question carefully and to focus on the demands of the question.

HISTORY
GCSE (NEW)
Summer 2022
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.

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 marking checklists was inconsistent; even markers at the same centre followed different practices. Annotation should be directed 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 mainly led by the content of the sources. 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 opportunity, 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. There was generosity in awarding AO3 [and AO4 in part (b)], especially at the top band. Too many candidates were awarded Band 4 for work that clearly did not merit it.

Part (b)

There were concerns regarding candidates' approach to answering part (b). This year again 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. On the whole there was generosity in awarding AO2 and AO4.

Summary of key points

- Integrate the source evaluation in the narrative in 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).



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