



GCSE EXAMINERS' REPORTS

HISTORY REPORT

SUMMER 2017

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HISTORY

General Certificate of Secondary Education

SUMMER 2017

4271/01 – POPULAR MOVEMENTS IN WALES AND ENGLAND, 1815-1848

Question 1

- (a) This was reasonably well answered with the majority of candidates being able to access Level 2 by identifying the harsh attitude of the authorities towards popular protest. Balanced use of the sources, set in their historical context, was required for full marks. Candidates tended to focus more on Source A and needed to highlight the deterrent aspect that could be elicited from Source B.
- (b) Despite the issue of Britain in 1815 being a regular area for questioning, many responses were rather narrow in focus and therefore relatively few candidates accessed high Level 3, due to a focus upon the source and somewhat generalised comments about the difficulties in people's lives during this period. Stronger candidates were able to contextualise the issue by referring specifically to political issues, more specifically Radicalism and the increasing demands for parliamentary reform. Specific contextual support such as references to the impact of the Corn Laws and increased taxation were also credited.
- (c) This question was reasonably well answered, with candidates being able to follow the well-established evaluation of the origin and purpose of the sources. However, it was once again disappointing to see that more was not made of the content, specifically the language and audience, which are the key to formulating an answer that effectively contextualises the evidence. As is often the case, candidates tend to focus upon what the sources do not tell an historian and as a result they fail to evaluate the evidence as it stands. An overall judgement is also needed to consider the utility of the sources in relation to other evidence. The best answers displayed knowledge of Hulton's role and the deliberate depiction of brutality in Cruikshank's cartoon.

Question 2

- (a) The majority of candidates accessed Level 2 by displaying knowledge of who Crawshay was and his role in causing the Merthyr Rising in terms of sacking puddlers and utilising the Truck System. Better candidates were able to describe Crawshay's part in the events at the Castle Inn on June 3rd and the subsequent criticism he received in the Rising's aftermath, although these candidates were few and far between.
- (b) Many candidates understood what was required of them in relation to this question and as a result the majority were able to access Level 2 by referring to the depiction of violence in the source as well as by beginning to address the attribution and more importantly, the audience. Stronger candidates provided accurate contextual support by referring specifically to the artist's depiction as a way of informing a middle class readership who would presumably not be inclined to support the actions of the Chartists at the Westgate Hotel. Once again it needs to be stressed that candidates should consider the content, context and audience in explaining why the source was produced at that time.

- (c) The interpretation question, perhaps the most challenging one on the paper, saw the majority of candidates achieve high Level 2, low Level 3 by offering a basic judgement with limited support. Once again the majority of candidates merely trawled through the sources, mainly identifying the differences between the interpretations, without developing the historical context within which the interpretations were formed. Candidates need to consider the narrow perspective of Evidence 3, formed with little appreciation of the wider context. Evidence 2, a reflection, takes a wider perspective, when time has elapsed and a more considered interpretation may be arrived at. Evidence 1, the modern historian, is writing from a more distant, presumably objective perspective and as always, candidates are expected to consider the respective audiences of the interpretations. These issues, as well as a clear judgement supported by contextual knowledge, are required to access the higher levels of the mark scheme. Candidates are reminded to make a judgement that is supported by considering the factors that have led the authors to form their interpretations.

Question 3

The well-established 'essay' question was solidly answered with the majority of candidates accessing at least high Level 2. A minority of candidates lacked focus on the specific issue and once again brought in irrelevant material from other areas of the course, but the majority were able to provide the necessary two-sided response, with varying degrees of accurate contextual support. It was noticeable that some candidates displayed excellent subject knowledge and were therefore able to construct sophisticated responses that took account of the short and long term aspects of success and failure in relation to rural protest.

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.

4271/02 – WALES AND ENGLAND IN THE EARLY TWENTIETH CENTURY, 1890-1919

Question 1

- (a) The majority of candidates achieved full marks in this question. There were some excellent answers as there was plenty of information within the sources. However, some candidates did focus more on one of the sources and only made a brief mention of the second, which meant that they were unable to gain full marks. Some are still giving a great deal of background information which is not what is needed here, as the focus must be on what they see within the sources. Others are simply paraphrasing from both sources.
- (b) This style of question has been asked now for many years, and most candidates are clear on what to do in order to achieve high marks. Many candidates were able to achieve full marks here by referring to the source and making a clear explanation as to why there was so much poverty. The majority of candidates were able to give their own reasons which showed a good understanding of the subject. Some candidates are still being quite descriptive and some make no reference to the source whatsoever. There were many cases here of candidates giving a description of poverty itself, and not referring to the causes of poverty, which unfortunately meant that they achieved at best a lower Level 2.
- (c) The two sources here worked very well. Candidates showed how the sources were different by discussing their content, although this still needs to be done in a lot more detail. Most explained the reasons behind the two viewpoints extremely well. They could clearly see that as Source D was quoting David Lloyd George, it had an element of bias as he was trying to gain popularity away from the Labour Party by introducing social reforms. Candidates dealt very well with Source E as they understood the viewpoint of the Duke of Marlborough, and could explain why he would be so against social reforms. Most candidates were able to achieve 6/8, which is a very good mark, by giving a generalised answer about how the sources were different and why. Very few made the jump into Level 4, but where they did, they gave excellent answers. Many candidates try to apply the COP formula to this question but in a very mechanical way without actually trying to explain why the sources differed and what makes them useful to historians. This is not what is required and scores fairly low marks.

Question 2

- (a) The majority of candidates were able to describe what happened in Tonypany in great detail. Candidates had obviously been taught this extremely well, and were able to give a full description, including specific dates, statistics etc. Most achieved full marks.
- (b) Overall this question was not answered very well. The majority of candidates did not appear to know what The Miners Next Step was, and had obviously not been taught this topic, which is disappointing as it is clearly mentioned in the specification. There were exceptions and some candidates gave very impressive answers. But the majority of candidates achieved a very basic Level 1 or at best a low Level 2 in this question. This clearly shows the danger of not fully teaching the entire specification.

- (c) There was a clear understanding by candidates of the Penrhyn Lockout, which helped them to approach this question. This question was done very successfully by the majority of candidates. Most candidates understood the differing interpretations very well, and could see why Evidence 1 and 2 would have such different interpretations. Most also used Evidence 3 to add to their discussion. Most were able to point out the reasons why the interpretations were different. On average the majority of candidates were able to reach 6/10, others were able to take it to 8 by a more concise discussion of the attribution, and some did achieve full marks. Full discussion of the attribution is needed. Many candidates gave a generalised view that Evidence 1 was by an historian who had the benefit of hindsight and had carried out research in order to write his book. This is very mechanical and does not show a true understanding of how interpretations are formed.

Some candidates did find it difficult, and only described how the content was different, but made no mention of the attributions whatsoever. This is a great shame as this is where the marks are to be found. It is also not enough to repeat the attribution in short form, candidates must explain the attributions in great detail to score the highest marks. Some did not mention Evidence 3 at all; they must use all three in order to gain the highest marks.

Question 3

This question was answered very well, with most candidates giving a clear, detailed two sided answer, with a clear reference to debating the issue of how the war had been a negative experience for the people of Wales and England. Most were able to achieve high Level 3 answers, with some good support on both sides, although lacking some specific information. Level 4 answers were very intelligent and very detailed. Candidate's knowledge of this period was excellent. Some centres have obviously prepared their candidates very well.

However, it was disappointing that once again this year, some centres have obviously supplied candidates with sample, pre-prepared answers. This meant that many students gave an answer that focused on how the war had changed people's lives, and made no reference whatsoever to the negative experience of the war, therefore not actually answering the question correctly. This meant that some very good candidates were unable to get to the top level, as they had simply used the sample essays given to them by their teachers, rather than actually reading the question and using any sample essays to help them answer it correctly.

4271/03 – THE USA: A NATION OF CONTRASTS, 1910-1929

Question 1

- (a) Most candidates were able to use the sources to select relevant information, but some candidates provided too much own knowledge without sufficient use of the sources. Most candidates were able to achieve Level 2 but may not have achieved full marks as they did not make full use of both sources. Some pupils neglected to mention Johnny Scopes; a crucial part of the Monkey Trial, or use Source B sufficiently well. These answers were limited to Level 1. It is important that both sources are utilised in this question in order to achieve the highest mark.
- (b) This question proved accessible to the vast majority of pupils. Lower level answers tended to only use the information in the source, especially regarding how women and families were treated. Better answers used the source and discussed the importance of the Anti-Saloon League or the Women's Christian Temperance Union. There were also references to Henry Ford, Christian Fundamentalists, and the 'Kaiser's Brew'. There were some excellent responses to this question, and most pupils offered a coherent and substantiated answer. However, some candidates referred to the impact of prohibition and gangsters which did not answer the question set.
- (c) As usual, there were a variety of responses to this question, with very few achieving the highest level. Many candidates managed to give a good attempt at the question – discussing that both sources were biased in favour of Sacco and Vanzetti. Some however took the sources at face-value or did not evaluate the evidence at all. At Level 1-2, there were many who merely paraphrased the sources, rather than trying to develop the content of the sources or evaluate them. Some also failed to address the utility of the sources at all, despite very good knowledge of the content, context and/or authorship of the sources. The utility of the sources must be considered. Many of the answers tended to be in the Level 3 range. Level 3 candidates considered the content and speculated on why the sources were probably biased, but only the very best answers considered the purpose of the sources and made clear reference to the fact that Source E was produced from a knowledgeable, if biased author. A balance of content, authorship, context and engagement with the question was needed for Level 4.

Question 2

- (a) This question was answered very well indeed by the vast majority of candidates. There were clear references to Ford and the moving assembly-line; the time it took to make a Model T; hire purchase and advertising. As expected, many candidates referred to the 'knock-on' effects of the car industry like the building of roads and other infrastructure, as well as the growth of tourism. The weaker answers tended to mention Ford and the moving assembly-line, but lacked other details. Many candidates achieved Level 2 on this question.
- (b) This question was answered reasonably well by most candidates. Most were able to identify the main reasons for the source including the growing importance of advertising for selling new domestic products. There were also answers which mentioned the increasing use of electricity in people's homes, as well as the introduction of hire purchase in order to sell goods quickly. Many candidates also dealt with the importance of this source appearing in a catalogue which made spending money on new gadgets even easier. This was generally a very well answered question with many pupils achieving Level 3. However, a few candidates failed to address the 'why' part of the question and just described the advert.

- (c) Again this year, too many candidates would only consider the content of the given evidence instead of correctly addressing the question. The weaker candidates tended to paraphrase the evidence or just provide their own knowledge of the Wall Street Crash. Level 2 answers referred to the overproduction of goods; credit, and the panic of inexperienced investors. These candidates showed that there was an alternative interpretation as illustrated by Evidence 2. However, these responses did not really speculate about why this issue has been interpreted in such different ways, and failed to comment on the attributions. Level 3 answers were able to develop the evidence contained in the sources with their own knowledge. Crucially, they were able to refer to the strengths and limitations of each of the pieces of evidence, and attempt to explain how and why the issue had been interpreted in different ways. Weak comments on attribution were awarded low Level 3 marks, with better references to the attribution with judgements achieved high Level 3 marks. The better candidates mentioned the fact that the historian was more likely to provide a balanced interpretation because he has the benefit of hindsight, whilst the author of Evidence 2 was likely to be angry at the situation forced upon him. Many candidates were able to provide some judgement on the interpretation, but lacked the detail and explanation for higher marks. There were very few who achieved a Level 4 because of the sophistication of the response required. These excellent candidates provided substantiated comments and gave a clear judgement considering the given interpretation in the historical context.

Question 3

This question was answered very well indeed. Most candidates knew a great deal about the cinema including movie stars like Clara Bow, Charlie Chaplin and Rudolph Valentino. They were able to explain that cinemas were very cheap and therefore accessible to millions of Americans. They often emphasised that many people used cinema as a form of 'escapism' as they visited the 'Picture Palaces' a couple of times a week.

A great number of pupils also mentioned other cultural and societal developments like jazz music. Many knew about the importance of Louis Armstrong, Duke Ellington and Bessie Smith. There were references to dances like the Black Bottom and the Charleston. Some candidates linked the Jazz Age to '*flapper*' culture and emphasised that this was perhaps the most important social change at this time. Many candidates knew about the development of sport, especially baseball and Babe Ruth, or boxing and Jack Dempsey.

Sadly, some answers however, lacked enough depth, or enough focus on the question, and some brought in irrelevant detail from other sections of the syllabus, such as prohibition in too much detail. Some also lacked enough balance, or provided generalised answers, or would merely list the factors without explanation.

On the whole, however, many candidates managed to write a good answer to this question.

SPaG

The standard of SPaG was good on the whole. Many candidates managed to achieve the full 3 marks. However, a few candidates failed to score any marks at all as their answers were too weak.

4271/04 – GERMANY IN TRANSITION, 1919-1947

Question 1

- (a) This entry level question was accessible to virtually all candidates. Generally, this question was answered very well by the majority of candidates who were able to achieve a Level 2 response by interrogating both sources fully. Some candidates supplemented their responses effectively with their own knowledge to put the two sources in context. A small number of weaker candidates failed to mention the sources or only dealt with the first source, scoring Level 1. It is still frustrating when a minority of able candidates provide a wealth of information but don't use the sources.
- (b) This question was answered quite well by the vast majority of candidates. Most candidates were able to use a combination of the source and their own knowledge to discuss the reasons why the Versailles Treaty was unpopular. A minority of candidates provided a narrative account of the Treaty. Those candidates that were able to use the source and their own knowledge reached Level 2. In order to develop the response and reach Level 3, candidates needed to use the source, and their own knowledge in detail and many were able to do this successfully.
- (c) Candidates are well versed in this style of question and are, on the whole well prepared by centres. When candidates addressed the utility of the content of the source only then these answers were capped at Level 2. Conversely when candidates addressed the attribution of the sources only these answers were also capped at Level 2. In order to reach Level 3, candidates need to discuss the utility of the source based on its content and attribution. A judgement needs to be reached. A small minority were able to reach Level 4 by placing the sources in their historical context, using the attribution and context in a developed and reasoned way, reaching a balanced conclusion as to the utility of both sources.

Question 2

- (a) This question was poorly answered by many candidates. There were many generalised responses, with little real understanding of the KdF and its role in Nazi Germany. Many candidates were aware of the KdF and wrote in a relevant manner. The better answers were able to develop the response, looking at the role of the KdF in leisure activities, the Volkswagen, Beauty of Labour. These answers were able to focus on the element of control within the movement. The topic is clearly on the specification and many responses were therefore disappointing with a worrying number of candidates making no attempt to provide an answer at all. Many excellent answers were also seen.
- (b) This question was accessible to most candidates and many used the source well to describe Nazi policies towards women and the family. The better candidates were able to link the source to the racial policies of the Nazis, bringing in detailed contextual support. Many were able to comment effectively on the source, the attribution and put them into historical context, focusing on Nazi policies towards the family, race etc, earning a Level 3 response. Some candidates focused only on the source and its content / attribution. This limited these responses to a Level 2.

- (c) The sources this year were relatively straight forward and clear with relevant attributions. However many candidates appear to be ill prepared and are not fully able to come to terms with the requirements of the question regarding interpretations. In order to reach Level 3 candidates need to discuss the content of the sources as well as the authors, in context. Far too many answers considered the content of the three sources or the authors only. These answers were capped at Level 2/5 at best. There was however little in the way of looking at the origins of the interpretations. Candidates were able to reach an overall judgement and were able to reach the top of Level 3 – 8 marks. The number of candidates that reached Level 4 were very few and far between. Candidates find it a challenge to place the interpretations in enough historical context whilst reaching a balanced conclusion. The very best candidates were able to judge each piece of evidence on its own merits and provide a considered judgement.

Question 3

Centres and consequently candidates are well versed in this style of question. The majority of candidates gave two sided answers on the experiences of the German people during the Second World War. This has become a familiar question in recent years and many candidates were extremely well prepared to provide a two sided answer based around the periods 1939-42 (Germany ascendant) and 1943-1945 (Germany in retreat). Inevitably there were many imbalanced answers with the bulk of the answer being focussed on the latter stages of the war. A well balanced answer full of appropriate detail reached Levels 3 and 4 and there were many of these.

4271/05 – CHINA UNDER MAO ZEDONG, 1949-1976

Question 1

- (a) The majority of candidates were able to use information from both sources to answer the question. Answers that described the relevant content gained Level 1 marks. Candidates who placed the relevant points from the sources in their historical context gained Level 2 marks.
- (b) The majority of candidates were able to identify the relevant information in the source and provided additional own knowledge to explain why relations were poor between China and Taiwan gaining high Level 2 marks. Answers that used the content of the source and provided accurate additional knowledge gained Level 3 marks. The few candidates who paraphrased the content of the source material gained Level 1 marks.
- (c) The majority of candidates achieved Level 3 marks for this question by evaluating both sources in context with relevant points regarding both content and authorship, before reaching a conclusion regarding their utility to studying the Sino-Soviet split. Candidates who adopted a mechanistic approach in their discussion of the source content and authorship achieved low Level 3 marks. Candidates who considered the content of the sources only with no reference to the attributions did not progress above high Level 2 marks. Candidates who dealt with only one source well could not gain higher than high Level 2 marks. Answers that considered the content and authorship of both sources but lacked a clear conclusion regarding their usefulness to an understanding of the Sino-Soviet split gained Level 2 marks. Level 4 marks were awarded to candidates who engaged in a full evaluation of both sources in their specific historical context, together with a reasoned and substantiated judgement regarding why an historian would find the sources useful.

Question 2

- (a) The majority of candidates were able to present relevant factors to describe the People's Communes and gained Level 2 marks. Answers that presented general points and lacked accuracy gained Level 1 marks.
- (b) This question was answered very well with many candidates achieving Level 3 marks. The majority of answers clearly engaged with the question by presenting clear reasons why the source was produced at the time. Level 3 responses displayed detailed contextual knowledge with reference to Land Reform and Speak Bitterness Campaigns of the 1950s. Level 2 responses offered knowledge of the source in its historical context and suggested some reasons for its production. General points focused on describing the content of the source with little focus on why it was produced at the time gained Level 1 marks.

- (c) Candidates who offered weak answers that paraphrased the content of the given evidence with simple comments about the interpretation gained Level 1 marks. Level 2 marks were awarded to candidates who clearly identified the different ways the issue has been interpreted and offered a basic judgement supported by some of the evidence and/or own knowledge. Candidates who discussed the content of the evidence only and neglected to include reference to the attributions achieved top Level 2 marks. Answers that clearly provided comments on how and why the issue had been interpreted in different ways with support from the evidence provided and their attributions gained Level 3 marks. Top Level 3 marks were awarded to candidates who offered a clear judgement on the issue set. To gain Level 4 marks it was necessary to provide well supported comments on how and why the issue had been interpreted in different ways with a clear judgement in considering the interpretation in its historical context.

Question 3

This was a well-answered question with the majority of candidates able to show a sound understanding of the positive and negative aspects of the Cultural Revolution for communist China. The wording of the question invited an evaluative response and the majority of candidates achieved this by following the guidance given in italics. Generalised answers with limited support gained Level 1 marks. Candidates achieved Level 2 marks by offering a one sided answer with some support or a very weak two sided answer gaining four marks. The award of 5-6 marks was given to answers that presented a reasoned one-sided answer or a weak two-sided answer with some contextual support. Candidates who presented a very well supported one-sided answer reached Level 3/7 marks, as did unbalanced two sided answers with contextual support. Answers that presented a reasoned analysis of the positive and negative aspects of the Cultural Revolution but lacked some detail or balance achieved 8-9 marks. Level 4 marks were gained by presenting a reasoned and convincingly supported two-sided answer using accurate and relevant historical detail; the higher marks were awarded for the degree of accurate and relevant contextual support.

4271/06 – WESTWARD MIGRATION: THE AMERICAN WEST, 1840-1895

Question 1

- (a) In part (a) most candidates got into Level 2 by combining references to content with contextual support.
- (b) In part (b) most candidates reached Level 2 or 3, by combining source content with some own knowledge. Relatively few were unable to do this, and they either referred to the source alone or used limited own knowledge without reference to the content.
- (c) For Question 1 (c), Level 2 and 3 responses were the norm. There were few Level 4 responses. Many candidates made effective use of the source content but failed to discuss the attributions. This took them to the top of Level 2, at best. The better Level 3 and 4 answers also discussed the attributions and how they affected the utility of Sources D and E.

Question 2

- (a) The part (a) question was generally well-answered, with a pleasing number of Level 2 responses.
- (b) For Question 2 (b) most candidates reached Level 2, by using the content along with some contextual support to explain why the source was produced. There were some more detailed level 3 responses setting the source clearly in its historical context.
- (c) In Question 2(c) almost all candidates made some use of all three pieces of evidence. However, as in past years, many candidates commented on the different interpretations by reference to content only, which took them to Level 2/5 marks at most. Many who also commented on the attributions did so only briefly and this restricted them to a low Level 3. To reach higher Level 3 and Level 4 answers, a more detailed discussion is required.

Question 3

There were many impressive responses to this question. Some centres had prepared candidates well and these individuals provided detailed and reasoned two-sided responses, with clear judgements on the issue. Less successful were those candidates who were unable to provide sufficient balance, detail or judgement, or a combination of these features. Generally, this question was answered quite well, but again this year a significant number of candidates lacked the knowledge to develop their answers sufficiently to access the higher levels.

The majority of candidates scored either two or three marks for SPaG.

4272/01 – THE ELIZABETHAN AGE, 1558-1603

Question 1

- (a) The three marks on offer were available for giving a detailed description of the source and some own knowledge. Many candidates did achieve this but there were too many who ignored the word 'rich Elizabethan home' and wrote generally about homes during the Elizabethan age.
- (b) To access Level 3 a full explanation of the role of the Privy Council was required with the emphasis on its importance to Elizabeth's government. There was some confusion between Parliament and the Privy Council. The majority of candidates were able to provide some reasons for its importance.
- (c) There was an improvement in the candidates answers this series; this question was reasonably well done. Most candidates realised that Source C was written by a Puritan but neglected the fact that he was the mayor of London and that law order and public health were his responsibility. Many candidates wrote accurately on the reasons for producing the two sources.

Question 2

- (a) Most candidates were able to write about Puritans. Far too many candidates wasted valuable time in describing Puritans and did not focus on how the Puritans opposed Elizabeth, namely within Parliament and in writing and publishing critical pamphlets. To access Level 2 answers required specific examples.
- (b) This question on why the Catholics were a serious threat was answered well by many candidates. However, many candidates had a tendency towards listing the main reasons and too many only included a description of the plots. A Level 3 answer needed to show how other factors, such as Elizabeth's excommunication by the Pope and the support of important figures in England and overseas increased the threat.
- (c) Most candidates answered this question on the importance of the Religious Settlement well. Even candidates that found the focus on importance difficult were able to provide sound understanding of the Acts that established the Religious Settlement in their answers. However very few accessed Level 4 where a detailed analysis within the historical concept was required. Reference to the religious unity prior to Elizabeth's reign and Elizabeth addressing the settlement as a priority were required to show the importance.

Question 3

- (a) Most candidates were able to identify the tactics of the English and the shortcomings of the Spanish in the defeat of the Armada. The majority of candidates discussed a range of factors and were well rewarded.
- (b) There were many very good answers on 'how' successful Elizabeth was in increasing her country's influence 'overseas'. Most candidates succeeded in producing two sided responses with impressive, accurate and detailed knowledge provided, especially of Elizabethan explorers and expansion of trade. Clearly teachers and students had prepared well for the question. But a word of caution; answers must address the key words or phrases in the question – in this particular question, 'how', 'successful' and to identify 'country's influence overseas' in order to access the higher levels.

SPaG

It was pleasing to see the ongoing improvement in spelling, punctuation and grammar on the whole paper and in question 3 (b).

4272/02 – DEPRESSION, WAR AND RECOVERY IN WALES AND ENGLAND, 1930–1951

Question 1

- (a) The vast majority of the candidates achieved Level 2 by making reference to the source and providing some additional relevant background knowledge. Answers which discussed the issue of high unemployment indicated in the source, plus additional effects (e.g. loss of morale, poverty and starvation) could achieve up to full marks. However, numerous answers were lacking the level of factual support needed for full marks. Despite the low tariff, it is to be noted that accurate additional contextual support of and specific use of the source were needed to discuss the various consequences of the Wall Street Crash and thus achieve full marks.
- (b) Many candidates achieved Level 2 by displaying reasonably good knowledge of the impact of the Depression on women. The vast majority were able to offer at least one reason. Candidates who were able to accurately discuss two or more reasons were able to progress to Level 2 or higher. Candidates who were able to offer a full explanation and offer a range of reasons whilst also illustrating a wider appreciation of the impacts outside the home environment were able to progress beyond Level 2. Candidates who simply described the changes while offering no explanation were limited to a Level 1 response. On the whole, answers tended to be rather generalised. Candidates who referred to effects beyond the home e.g. participating in hunger marches were suitably credited.
- (c) This question was reasonably well answered, with the vast majority of candidates being able to access Level 2 to low Level 3 by identifying the differences in the content between the sources and by making suitable reference to the authors. Candidates who only discussed either content or authorship were only able to secure a Level 2 score maximum. Most candidates also demonstrated an awareness of the social and economic effects of the Depression. However, it was noticeable that with regards to examining the source material a number of centres still appear to have taught a mechanical content, origin and purpose approach to answering this question. Centres need to appreciate that these responses fail to develop an analysis of the circumstances under which the views have been developed and more importantly, the audience for which they are intended. As such, these mechanical responses fail to achieve more than at best, low Level 3. The best responses attempted to provide some context for the views and clearly evaluated the issue.

Question 2

- (a) The majority of candidates accessed Level 2 by describing the policy of appeasement, supported by specific references to examples including the reoccupation of the Rhineland, the Anschluss with Austria and the Sudetenland. However, a significant number of candidates provided too much explanation and not enough description of the events. To secure a high Level 2 score and provide a full and accurate understanding of appeasement candidates needed to discuss the rationale behind it but also provide specific examples. Many candidates were also able to discuss the level of popularity of the policy.

- (b) Most candidates were able to provide a reasonably good explanation here, although too many focused just upon describing examples of propaganda and censorship. Many identified the progress made by the Ministry of Information in terms of controlling the information given to the public. Attention was given to the attempts to raise morale and support for the war effort via the use of propaganda posters to reinforce military messages, presenting the progress of the war in a positive light and presenting events such as Dunkirk as a success rather than a failure. Answers that achieved Level 3 were able to contextualise these methods of propaganda and censorship by providing good examples, but also focused on why they were so important. Candidates who failed to focus on both were unable to score higher than a Level 2 response.
- (c) Overall, this question was reasonably answered with most candidates clearly displaying knowledge and understanding. The majority of candidates achieved at least Level 2 by describing the contribution women made to the war effort and making generalised references to their role in munitions factories, medical care, the Women's Land Army and the importance of the auxiliary armed forces. However, in relative terms, a smaller number of candidates were able to develop their response further to focus on the issue of importance and there were only a minority of candidates that were able to achieve Level 4 by offering a reasoned evaluation of the role and importance of women. A considerable number of candidates were able to secure a Level 3 score as they were able to include a fair level of evaluation. The best responses focused on the key issue but also provided good contextual support.

Question 3

- (a) This question was reasonably well answered with the majority of candidates being able to provide a minimum two or three of the five "Giant Evils". However, it was noticeable that weaker candidates concentrated heavily on a description of what constituted the Giant Evils without discussing the findings of the report or the solutions recommended. Strong responses addressed the findings of the report and provided examples of the outcomes, including universal healthcare, building of new homes and the National Insurance Act.
- (b) Some very good responses were elicited for this well established question format, with many candidates providing clear, detailed two-sided answers that displayed impressive subject knowledge. It was pleasing to see that some sophisticated answers went beyond the simplistic balanced approach of the successes and failures of the Labour Government and were able to offer a reasoned and well-substantiated response. Responses that achieved high Level 3 to Level 4 were also able to offer a developed analysis of the key challenges facing the Government. However, some candidates provided purely descriptive accounts of key issues arising from the Beveridge Report and addressed the various policy changes, including the establishment of the NHS, the house building project and nationalisation. Descriptive answers tended to focus on the changes enacted, yet failed to offer an evaluative approach or lacked a real focus on the key question.

It is worth noting that such answers tended to require a greater evaluation of how well the Labour government coped with these pressures. Notably, strong responses were able to focus on additional issues or problems, including the rise in unemployment, the problems associated with austerity measures and rationing and the decline in popularity of the Labour Government. Centres are reminded that a degree of evaluation is needed, supported by relevant contextual support.

**4272/03 – AUSTERITY, AFFLUENCE AND DISCONTENT IN THE UNITED KINGDOM,
1951-1979**

Question 1

- (a) Fewer candidates than expected got full marks for this question because they gave a very detailed account of motorways and road safety in general in the period without making any use of the source at all. According to the mark scheme two out of the three marks are for using the source to answer the question. Many candidates were making this much harder than it needed to be by going into detail about why motorways were built, links with roads safety concerns and car production without actually describing motorways as required by the question.
- (b) Many candidates answered this question very well with a wide range of reasons, supported with specific examples. Some answers missed the point and talked about post-war economic recovery, or about economic decline in the 1970s.
- (c) This question was answered much better by candidates than it has been in previous cycles as many candidates got the idea that the author of B clearly had personal motives for looking on town planning positively, while the author of C had his particular reasons for disliking it. Candidates who dissected and analysed the source attributions and linked them back to the views given in the sources scored highly.

Question 2

- (a) This might be considered a “marmite” question. Some candidates gave very detailed and specific answers to this question, giving much more detail than was necessary to achieve the 4 marks on offer. However a significant minority of candidates scored nothing on this question as they gave an answer about changing musical styles and not about how the ways people were listening to music were changing.
- (b) Many candidates limited themselves here by just talking about the attractions of television and not saying anything about cinema itself at all. The decline of cinema attendance is a discreet topic within the entertainment key question of this specification. The best responses balanced the attractions of television against the difficulties faced by cinemas in this period.
- (c) Many candidates missed the thrust of this question – what affluence made possible for young people – preferring to give more generalised answers about the features of childhood or teenage life in this period. Some of these answers focussed just on teenagers, some just on children, and a small number combined both. There were a number of answers that considered the role of changes in education without any attempt to link it to the question. The best responses considered how affluence led to jobs for young people, giving them financial independence from their parents, how this contributed to the growth of teenage fashions and subcultures, and to a generation gap between children and parents.

Question 3

- (a) There were very few answers to this question that were not Level 2. There was a pleasing depth and breadth of knowledge used to answer this question.
- (b) For candidates who knew what the strikes were in this period – miners, Three Day Week, Winter of Discontent, etc. – this was answered very well. Some candidates confused strikes with protests like CND or the students and Vietnam. There were a wide range of challenges considered as alternatives to this – Scottish and Welsh nationalism, the Troubles, racial discrimination and the rise of right wing resistance to immigration, as well as the ideas of the Permissive Society, challenges to the supremacy of the Establishment and in a very few answers the decision to join the EEC. The most highly rewarded responses had detailed support for many of their points and looked at the challenge of strikes, considered two other challenges, and then concluded with a judgement that explained which they thought was the most serious challenge.

4272/04 - RUSSIA IN TRANSITION , 1905-1924

Question 1

- (a) Most reached Level 2 3 marks. The top level students were able to refer to both the October Manifesto and the Fundamental Laws. Others used the source fully and commented on the autocracy of the Tsar and his firm way of dealing with the Duma and how it was closed down a number of times. For Level 1 brief references were made to the source only or brief knowledge.
- (b) This question was done well with those who used the effects of the First World War. The average mark here was 4 with most students giving two reasons; mainly the role of the Tsar in the war and the influence of the unpopular Rasputin at home who influenced the Tsarina in making key decisions. Some went too far back in time but were credited with references made to the Tsar becoming more unpopular. A number concentrated on the fact that the infrastructure of the country had collapsed giving examples. One fully developed point was given Level 2 3 marks but no more.
- (c) Again this question received the least number of level 4s. Many students still tended to follow a kind of mechanical approach (COP). Most were able to get into Level 2 but failed to work on the authorship of the sources and were limited in their answers. Most top level students were able to get 6 marks by going further into the reasons for the views and how the authors were able to formulate them. The average mark was 4/5.

Question 2

- (a) Most responses were very detailed in this question and it proved to be a popular one. Full marks were given for developed facts and specific use of where they were killed, when and by whom. Very few failed to get a mark for this question.
- (b) The most important issue here was to explain why, not what they did. At first it was felt that this question would stretch the students, yet it proved to be one of the best answered on the paper. Top level students produced excellent answers here. Clear facts were used and developed. Most were able to write about the fear of communism and it spreading to their different countries and scored 2 or 3 marks if it was well developed as in Q1(b).
- (c) A reasoned evaluation was required with detailed analysis. Most students wrote about the two main leaders, Lenin and Trotsky, some just Trotsky. Contextual support was required with sustained judgements. A number made a judgement in the beginning or at the end. Some used other factors in giving reasons why the Reds won such as the weaknesses of the White Army but that was not the question. Most were descriptive which got them into Level 2 and failed to evaluate how important the leadership of the Reds was.

Question 3

- (a) Those who had learnt this well received full marks. Many knew why it took place and the consequence of the Rebellion with the introduction of the NEP but did not write about the event itself. Level 1 was given for that but not Level 2. If statistics were used e.g. 60,000 troops were used and 10,000 sailors was added with the above then Level 2 /3 marks was given, 4 marks if the answer was developed further e.g. shot by the Cheka, General Tukhachevsky.

- (b) The generic level statements were followed for this question. There were first class answers that received Level 4, some with full marks, a credit to excellent teaching. Most found something to write about in this question and were able to debate both sides of the question to a certain extent using contextual support from the indicative content in the mark scheme, some more than others. Women, religion, education and the New Economic Policy (NEP) seemed to be the most popular aspects to discuss. Whilst the structure of government control, apart from the Cheka, was the least written about.

SPaG Most got 3 marks, high performance ,some 2 marks intermediate, whilst those who wrote very brief answers 1 threshold. Those who failed to answer the question got 0 marks.

4272-05 – CHANGES IN SOUTH AFRICA, 1948-1994

Question 1

- (a) The need was to make reference to the visual source while providing contextual knowledge to describe how life was different for black South Africans. Candidates were often unable to gain full marks because of either a lack of knowledge or failure to extract information from the source. Too often responses opened with “Source A shows that life was different...” but with no reference to source content. Those who used the source to exemplify the Separate Amenities Act gained Level 3. There was confusion however with some candidates citing the Group Areas Act.
- (b) Most candidates offered accurate description of the unfairness of the Bantu Education Act in imposing a sub-standard education based on ethnicity and so accessed Level 2. At Level 3 there were many sophisticated accounts of the unfairness of a differentiated curriculum and the rationale for installing a divisive, inequitable educational system that would act as a barrier to advancement for black South African children.
- (c) This question continues to prove challenging to many candidates who tend to offer routine responses focusing on differences in terms of content and/or authorship. Too often candidates confine their responses to how, rather than why, the sources differ. Candidates at Level 2 focused on the content of the sources, often with a weak reference to authorship to show how they differed but again with a lack of contextual knowledge which has been highlighted in previous reports. Candidates at Level 3 made an attempt to recognise reasons for the differing views about why the apartheid system was established. However many candidates persist in applying a mechanistic COP style approach in their discussion of the source content and authorship leading to low Level 3 marks. Frustratingly COP, or a variant of it, was a feature of otherwise high quality responses. Candidates were too often unable to access Level 4 because of a failure to focus on the provenance and purpose of each source along with a lack of appreciation of the time and circumstances in which they were produced. Those who accessed Level 4 did so by providing a valid commentary on the content of the sources and to their attributions in a more sustained and integrated manner.

Question 2

- (a) There were many generalised responses which often focused exclusively on the activities of Winnie Mandela. At Level 2, candidates were able to make specific reference to individuals and organisations in the campaign against apartheid.
- (b) This question performed poorly. Generalised responses offering scant detail of the Freedom Charter in identifying the unfairness of the apartheid system typified Level 1. Largely descriptive accounts of some of the demands of the Freedom Charter were set at bottom Level 2. Those candidates who recognised it as a manifesto for change and a means of coordinating the efforts of groups and organisations gained Level 3. There was a tendency for some candidates to refer to the response of the government to the Freedom Charter and to arrests culminating in the Treason Trials

- (c) Most candidates were able to offer some detail about events in Sharpeville and so gained Level 2. However many responses failed to emphasise the importance of events in Sharpeville and there was some confusion with later demonstrations in Soweto. Level 3 responses were characterised by an appreciation of the abandonment of non-violent opposition and the move to militancy and/or international condemnation. Those candidates who were able to provide detailed analysis of the internal and external reaction to events in Sharpeville secured Level 4.

Centres should note that the phrasing of this question does not invite a debate involving other factors. Certainly, the two-sided response is to be discouraged.

Question 3

- (a) The performance on this question continues to disappoint with only a small amount of candidates scoring full marks. Most candidates at Level 1 were able to ascertain that the State of Emergency was a time of violence and chaos but in a highly generalised way. Candidates at Level 2 made specific reference to Botha's declaration of the State of Emergency as a result of growing unrest and violence in the townships and to the country becoming ungovernable and to the threat of civil war.
- (b) Most candidates were able to consider the main issue along with other factors as part of a two-sided approach and the bulk of candidates were set at top Level 2/bottom Level 3. The majority of responses appeared aware of de Klerk's role and were able to present other relevant factors as part of the debate but often there was a lack of balance and/or detail. Judgements were often "bolted on" or quite formulaic and did not engage fully with the question. At Level 4 candidates were able to write at length and provide fully reasoned and well supported two-sided responses while offering balance. An encouraging number of candidates however offered a clear concluding paragraph with a strong judgement.

SPaG marks were awarded in line with the essay question and the mean was 2.3.

**4282/01 – THE CHANGING ROLE AND STATUS OF WOMEN IN WALES AND ENGLAND,
1900 TO THE PRESENT DAY**

Question 1

- (a) Most candidates were able to identify the traditional role of women before 1914 and give appropriate examples.
- (b) Most candidates were able to give some reasons why birth control changes the lives of women. However many candidates also discussed the Abortion Act as a means of birth control.
- (c) Most candidates were able to discuss the two sources and better candidates were able to explain why the authors had different viewpoints. Comments on the authorship of the sources were more developed than in previous years with the majority of candidates achieving a Level 3 answer. Many were able to use the difference in purpose to give reasons why the viewpoints would be different. However these answers still lacked the developed explanation needed to achieve a Level 4.

Question 2

- (a) The majority of candidates were able to describe the role of women during the First World War and give examples such as work in the munitions factories and as nurses. Some candidates were also able to discuss the role of women in the Land Army.
- (b) Many candidates were able to discuss some of the changes in education such as boys and girls being able to study the same subjects in school and access to further and higher education allowing women to pursue professional careers. However, the majority of answers lacked specific detail, such as references to the 1944 Education Act, or the introduction of GCSEs in 1988. This resulted in very few Level 3 answers. Some candidates had misunderstood the question and discussed the fact that as education expanded there were more employment opportunities for women to work as teachers.
- (c) This question was not well answered. The majority of candidates wrote about the Acts of the 1970s such as the Equal Pay Act, rather than focusing on post war employment opportunities. Some candidates did discuss the establishment of the NHS and the employment opportunities that it created, not just as nurses, but as clerical staff and cooks and cleaners. References were also made to job opportunities in the Post Office and in British Telecom, but far fewer candidates discussed light industry or the 'white blouse revolution.' Candidates were able to explain that women were now able to earn more money and were not as dependent on their husbands, but few discussed the advantages of employing women such as the lack of trade union membership or the lower pay. Very few candidates reached Level 4.

Question 3

- (a) The majority of candidates were able to explain the campaign of the Suffragists for the right to vote for women and were able to give example of the tactics they used such as petitions and writing letters to MPs. The best answers named Millicent Fawcett as their leader and explained that their lack of success inspired the more militant actions of the Suffragettes.

- (b) Candidates seemed more focused on the factor in the question than in previous years. Many answers were still very one sided suggesting that women had been very successful in political life, citing the fact that we now have our second female Prime Minister. The majority of candidates were able to offer an alternative viewpoint, the most common being that there is still a discrepancy between the number of male and female MPs at Westminster. The majority of candidates had good knowledge of the first half on the twentieth century and were able to discuss the role of the suffragists and suffragettes and early female politicians, but answers then tended to jump to the end of the century and well known female politicians. Few candidates were able to discuss the role of the Women's Liberation movement of the 1960s and 1970s. Some candidates discussed the Suffragist and Suffragette movements in great detail, but then failed to cover the rest of period sufficiently, or focus on the success of the movements.

SPaG

Candidates were producing lengthy pieces of extended writing, which on the whole showed good use of SPaG. Many fell into the trap of not using paragraphs, but very few were given 1 mark for SPaG.

4282/02 – DEVELOPMENTS IN SPORT, LEISURE AND TOURISM IN WALES AND ENGLAND, c.1900 TO THE PRESENT DAY

Question 1

- (a) Most candidates were able to make considered inferences from the source and their own knowledge to attain 3 marks. Weak answers simply described sport and some candidates offered confused narratives on the nature of sponsorship. Some observant candidates identified the shirt maker “Umbro” as a dual sponsor of Liverpool FC along with Hitachi.
- (b) Some centres were unclear on the time period they were to address in the question and gave earlier 20th century participation of sports and beyond e.g. The 1871 Bank Holiday Act. Some candidates confused the development of spectator sports and the creation of a professional class of sportsmen. However there were some well-prepared candidates who offered a range of valid reasons and importantly supported their assertions with relevant examples.
- (c) Candidates seemed well prepared for this question and were able to compare the content effectively. Some astute responses included an explanation of differences in authorship in terms of class linked to the early concept of professionalism being a working class pursuit and contrasting it with the modern concept of professionalism. Some good explanations in difference and analysis was in evidence; for example candidates were able to argue effectively that Source C was an inaccurate stereotype as not all footballers were “lazy” and were active in supporting charitable causes. Many candidates did not consider the authorship in a sustained manner, and were prepared to paraphrase the content of the source when offering a supportive judgement. Hardly any candidates were able to access the highest level because they did not submit supportive contextual knowledge which is required to access the highest level.

Question 2

- (a) Some candidates could identify social activities offered by Churches; not many offered the educational benefit of *Penny Readings* but many candidates discussed choirs, Brass Bands. A generalised comment on *a social event for working class* people was in evidence. Many candidates underperformed and offered no real supportive knowledge keeping their response in Level 1 only. Some candidates offered a narrative on the religious provision of churches.
- (b) This question was attempted well by a significant number of centres. Many generalised weakly supported generic statements were submitted such as ‘*Silent Cinema was a cheap form of entertainment*’. Some centres concentrated on the popularity of cinema in the later 20th century; these were overall in the minority. There were lots of good supportive references to movie stars and the technological advances in what was the early 20th century. Again like previous years many candidates were not precise in referencing the time periods accurately, for example the impact of war. Examiners were left second guessing on whether “*the cinema raised low morale*” referred to WW2 or WW1 of which the latter would have been rewarded.

- (c) This was a question which should have elicited good responses from candidates given the modern time period and the development of TV devices and viewing changes. Many candidates were apt at repeating the developments of TV from the mid twentieth century which suggested they had misinterpreted the question and used it as an opportunity to discuss developments in television landmarks as opposed to technological and viewing developments. There was a lack of chronological awareness of developments discussed in a lot of candidates responses and few relevant supportive examples.

Question 3

- (a) Overall this question was answered well by a lot of candidates. Lots of developments were referred to and credit was given to brief concise details, so the Butlins experience was a popular reference as well as the growth of seaside resorts, with some candidates differentiating the developments in terms of class eg. wealthy families went to spas or hotels in seaside resorts as opposed to the B and B's which working class families frequented or the charabanc excursion. Many centres referred to The 1938 Holiday Pay Act.
- (b) Some students could offer an impressive awareness of changes in holiday patterns and were able to discuss developments in the motor car but not as sustained as other factors which have been a feature of this type of question. Other factors or developments, the most common being Holiday Camps, the developments of National Parks ,and the role of increasing free time e.g. Bank Holidays, were successfully developed in comparison to the factor identified in the question. There were many candidates who were not able to exceed Level 2 because of a lack of chronological awareness of the developments they were discussing. Often this was evident in a lack of structure in the narrative shifting from the late 20th century in one paragraph, to the early 20th century in the next. Too many of these responses lacked specialist terminology and were characterised by generalised statements.

There were lost opportunities to gain a Level 4 response because the conclusion would simply offer a summative, rather than an analytical conclusion which should have referenced the fact that the motor car was a relatively later twentieth century transport development, and that continuity of other forms developments existed as well as dramatic changes.

SPaG was good on the whole, as many candidates wrote in clear paragraphs and with accurate spellings of key words.

4373/01 – THE DEVELOPMENT OF GERMANY, 1919-1991

SECTION A

Question 1

Some 90% of candidates attempted this question which again mirrored the trend of the last few years. Performance was slightly below questions 2 and 3.

- (a) This question was answered reasonably well. Many candidates however included antecedents, tracing events back to the post-war division of Germany, the Berlin Airlift and to the building of the Berlin Wall. At Level 2, candidates offered some detail about the weakening of Soviet control in Europe culminating in the fall of the Berlin Wall and moves to reunification. More detailed responses at Level 3 focused on the weakening and eventual collapse of Soviet control over Europe, the opening of Hungary's border with Austria, the refugee crisis and the dismantling of the Wall. There was scant reference to the economic and political collapse of East Germany and its formal abolishment.
- (b) The question demands that candidates make explicit reference to the sources supported by contextual detail with a sharp focus on the concept of change or continuity. The 'face value' account which just paraphrased the sources or offered generalisation was set at Level 1. Candidates who used the sources to illustrate and explain change gained Level 2. Here there was reference to the economic crisis of 1923 in contrast to a time of economic recovery and stability after 1924. Candidates used their own knowledge to comment on the situation in Germany at the time of hyperinflation and to the work of Stresemann in solving the crisis by adopting a new currency and working with the USA to renegotiate the repayment of reparations.

Candidates at Level 3 made good use of both sources and offered sound contextual knowledge of the Ruhr crisis and the resultant hyperinflation. There was explanation of why there was an economic regeneration under Stresemann who was pivotal in introducing measures which ushered in a time of economic confidence and stability.

It is again to be emphasised that this is not a source evaluation question and there is nothing to be gained by analysing the origin and purpose of the sources. Even referring to the source as being from a school text book is a waste of both time and space.

- (c) This remains the most demanding question on the paper and requires candidates to provide a well supported explanation in order to arrive at a reasoned judgement. The aim is to focus sharply on the main issue of the question and avoid the temptation to introduce other factors as part of multi-causal response or a counter-argument as part of a two-sided response.

Largely descriptive accounts of the circumstances and sometimes the controversy surrounding the events and to how Hitler played on fears of a communist takeover got to Level 2. Candidates at Level 3 were able to link the fire to the introduction of the Decree for the Protection of the People and the State and then followed it up with the passing of Enabling Act. More sophisticated explanation and analysis of the events secured Level 4. Candidates here were able to reach a judgement by referring to the burning of the Reichstag as a watershed in destroying parliamentary democracy while establishing the Nazi dictatorship. A significant number of candidates offered a two sided response including other reasons such as the Night of the Long Knives and the death of President Hindenburg as allied factors in helping the Nazis take control of Germany which did not gain credit.

Question 2

This question was attempted by 96% of the candidates which mirrored the figure for last year and performance was slightly higher than question 1 and on a par with question 3.

- (a) Many candidates were able to describe the treatment meted out to the Jews throughout the war and gained Level 2. At Level 3 there were some excellent, fully supported accounts of how Jews were treated during the Second World War and many recognised how treatment intensified as the war progressed by making reference to ghettos, Einsatzgruppen, the Wannsee Conference, Final Solution and the Holocaust. There was however too much discussion of antecedents such as the Nuremberg Laws and Kristallnacht which could not be credited.
- (b) This question demands that candidates make explicit reference to the sources supported by contextual detail with a sharp focus on the concept of change or continuity. The 'face value' account which just paraphrased the sources was set at Level 1. At Level 2 candidates were able to utilise some information from the two sources but mostly to describe how the lives of German women changed. The emphasis was mainly on domesticity and the importance of the family unit incorporated in the three Ks. Responses which alluded to Hitler's traditional view of the role of women gained up to 5 marks.

Candidates who used both sources and their own knowledge to contrast the changing conditions while offering reasons gained Level 3. There was some, but not enough, reference to the liberalism of the Weimar period and to the enfranchisement of women along with the misconception that Hitler denied women the right to vote. Women did not vote because there were no elections in the Nazi era. There was specific focus on Hitler's definite ideas on womanhood with reference to legislation such as the Law for the Encouragement of Marriage and to the programme of Lebensborn.

It is again to be emphasised that this is not a source evaluation question and there is nothing to be gained by discussing the origin and purpose of the sources. Even referring to the source as being from a school text book is a waste of both time and space.

- (c) This remains the most demanding question on the paper and requires candidates to provide a well supported explanation in order to arrive at a reasoned judgement. The aim is to focus sharply on the main issue of the question and avoid the temptation to introduce other factors as part of multi-causal response or a counter-argument as part of a two-sided response.

The majority of candidates at Level 2 were able to describe the economic miracle with reference to the creation of jobs and the revitalisation of industry.

At Level 3 many candidates were able to describe more fully how West Germany was transformed into a modern, industrialised nation while explaining Adenauer's key role.

Level 4 candidates focused more sharply on Adenauer's pivotal role in transforming West Germany from a post-war occupied zone into a modern, industrial nation while restoring industrial confidence and national self-respect.

Question 3

This question was attempted by 12% of candidates which restored the figure for last year. The question performed better than questions 1 and 2 for the first time.

- (a) This question was answered well. The majority of candidates were able to refer to the need to airlift essential goods into West Berlin from bases in western Germany after it was cut off by the Soviets and so gained Level 2. At Level 3 there was reference to the blockade of Berlin by the Soviets which precipitated the airlift of goods with mention of frequency and tonnage and to Stalin's eventual step down.
- (b) The question demands that candidates make explicit reference to the sources supported by contextual detail with a sharp focus on the concept of change or continuity. The 'face value' account which just paraphrased the sources was set at Level 1. The majority of candidates were able to access Level 2 by identifying the military restrictions imposed on Germany by the Treaty of Versailles and Hitler's rejection of the terms and to the invasion of the Rhineland. Candidates who picked up on the reference to an act of war in Source A and how the allies failed to move against Hitler gained up to 5 marks.

Level 3 responses were characterised by a deeper understanding of the reasons for the invasion based on Hitler's gamble and his belief that the allies would not react. There was some appreciation that the political situation had changed by the 1930s allowing Hitler to march unopposed into the Rhineland.

It is again to be emphasized that this is not a source evaluation question and there is nothing to be gained by discussing the origin and purpose of the sources. Even referring to the source as being from a school text book is a waste of both time and space.

- (c) This remains the most demanding question on the paper and requires candidates to provide a well supported explanation in order to arrive at a reasoned judgement. The aim is to focus sharply on the main issue of the question and avoid the temptation to introduce other factors as part of multi-causal response or a counter argument as part of a two-sided response.

Candidates at Level 2 considered Stresemann's role as a foreign diplomat but the focus was often confined to Germany's entry into the League of Nations how he improved relations with USA with reference to the Dawes and Young Plans. Some candidates lapsed into some of his domestic achievements which did not gain credit. Those who made an attempt to analyse his importance as the architect of Weimar foreign policy citing his handling of the Ruhr Crisis, Dawes and Young, the Locarno agreements and the signing of the Kellogg-Briand Pact gained Level 3. More sophisticated responses which offered sharper analysis of the issue gained Level 4. Candidates here were able to arrive at a substantiated judgement which recognised Stresemann as being fundamental to Germany gaining international respect and to the beginning of the restoration of great power status.

SECTION B

Candidates must focus more sharply on the thrust of the question in terms of change, improvement, development or significance. A chronological dash through the period is not enough.

Many candidates offered very detailed and reasoned responses in the time available. The scaffold provides a useful structuring tool for the less able and allows access to Level 2 where responses often tended to be patchy offering only partial coverage of the period. Level 3 candidates offered a greater sense of chronology with supporting detail and those who discussed the extent of change/development/significance gained up to 9 marks. More sophisticated responses that offered an effective chronological overview while recognising the varying impact of the issue, gained Level 4. The trend to offer “ready made” answers which deal for example with “change” when the question may be on improvement or development which is not the correct focus was less evident this year.

Question 4

Some 25% of candidates attempted this question which mirrored exactly the figure for last year. Performance was slightly higher than question 2 but lower than question 3.

There was an appreciation of the need to cover the whole period but there was often imbalance. The need to avoid reference to social change as previously reported is still a feature.

The Weimar period was well known as was Stresemann’s role in achieving political and economic stability and the reversal of fortunes after the crash in the USA and the resultant depression. Most candidates were well informed about the Nazi era and how Hitler changed Germany and there was some description of developments in post-war East and West Germany. There was little mention of economic development during the Second World War and again little on the later policies which led to reunification. Many candidates just skipped from the 1950s to the Berlin Wall coming down in 1989. Some did make more reference to the events of 1989, which could have been triggered by answering question 1a.

Candidates failed to access top Level 3 or Level 4 because they did not specifically focus on the question and explain how far Germany developed politically and economically. Too many candidates merely offered routine accounts of Germany over the period. The more able however were able to identify variations and shifts in political and economic systems with relevant supporting detail.

Question 5

This was by far the most popular essay and was attempted by 71% of candidates which was up slightly from last year. Performance was lower than questions 5 and 6.

Again in dealing with the 1920s, many tended to note political and economic events rather than deal with their impact on groups in society though there was some appreciation of the varying impact of hyper-inflation. The opportunity to focus on the liberalisation of society in the Weimar era remains missed but there was better discussion of improvement for women which have been a by-product of question 2 (b). The Nazi era yielded sound examples of contrasting experiences and discontinuities for groups of people. Descriptions of life in West Germany were better supported than in the East and there was some focus of events during the Cold War period and to later reconciliation and reunification. The better prepared candidates were able to differentiate between different groups in society such as women, Jews and workers across the eras. Again the broad sweep approach was favoured by many and so the focus was not always on change.

Question 6

This remains the least popular question by far with just 1.6% attempting it but it was generally well answered.

Changes in the 1920s were discussed as Germany went from being a pariah nation to being welcomed back into the international community. Stresemann's achievement was known as were Hitler's aims and infringements of the Treaty of Versailles along with the more obvious features of the Second World War. Accounts often faltered after 1945 and candidates still have difficulties finding an appropriate approach to discussing the opposition of the two Germanies in international relations after 1949. Better responses appreciated the shifts in foreign policy and to varying attempts to consider changes across the period.

SPaG marks were awarded in line with the essay question where the mean was 2.1.

**4373/02 – DEVELOPING RELATIONS IN PALESTINE, ISRAEL AND THE MIDDLE EAST,
1919-2000**

SECTION A

Question 1

The drop of 9% witnessed last year was restored and question 1 is again the most popular in the section with 92% of candidates attempting it. Performance was higher than question 2 and on a par with question 3.

- (a) Most candidates had a decent grasp of what the Partition Plan involved. At Level 2 there was understanding that the land was going to be unfairly divided between Palestinian Arabs and Jews given their relative population sizes and the nature of the land allocated. A crucial factor of the plan, often ignored by Level 2 candidates, was the proposed designation of Jerusalem as an international zone to be under the control of the UN. Level 3 candidates recognised this as well as other specifics such as the creation of UNSCOP and the inequitable allocation of 57% to the Jews who constituted 30% of the population of Palestine.
- (b) The question demands that candidates make explicit reference to the sources supported by contextual detail with a sharp focus on the concept of change or continuity. The 'face value' account which just paraphrased the sources was set at Level 1. The majority of candidates were able to access Level 2 by beginning to focus on the reasons for changing patterns of Jewish immigration into Palestine. There was reference to the violence in the region caused by increased Jewish immigration with resultant acts of violence in the 1920s as well as the problems raised by increased immigration in the 1930s as a result of Nazi persecution in Europe.

Most candidates secured Level 2 though there were several worthy Level 3 responses where candidates were able to contextualise the sources while considering acts of violence and terrorism in the 1920s. The Peel Commission was also considered as a reason for policy change because it led to the Arab Revolt in 1937 which resulted in two years of violence that the British authorities found difficult to deal with. There was also an appreciation of the need to reverse policy to secure Arab support in order to maintain oil supplies as war with Germany was imminent.

It is again to be emphasised that this is not a source evaluation question and there is nothing to be gained by discussing the origin and purpose of the sources. Even referring to the source as being from a school text book is a waste of both time and space. It was good to note however that there were few examples of this approach this year.

- (c) This remains the most demanding question on the paper and required candidates to provide a well supported explanation in order to arrive at a reasoned judgement. The aim is to focus sharply on the main issue of the question and avoid the temptation to introduce other factors as part of multi-causal response or a counter-argument as part of a two-sided response.

Most candidates were able to describe some of the attempts to create peace in the Middle East after 1973 though with limited analysis and such responses were capped at Level 2 and up to 4 marks. Level 3 responses considered the roles of Sadat and Begin and the significance of Camp David as part of the efforts to achieve peace. There was some mention of the breakdown of talks in Madrid. There could have been more reference to the role of Arafat in attempting to create peace via his “olive branch” speech and the opposition to this from Israeli and Palestinian extremists.

Those achieving Level 4 offered a more substantiated explanation of the issue by dealing with the period as a whole while considering the effectiveness of the efforts to create peace. When discussing the effectiveness of Camp David candidates might have discussed how it brought peace to Israel/Egypt but how the problems of the Palestinian people persisted. The role of the super-powers in the post-cold war era and attempts to ease tension could have been explored and how peace was hindered by the Intifada and Israel’s ‘iron-fist’ policy. Candidates mentioned the Madrid Conference, the Oslo Accords and the response of Hamas to the slow pace of change. These candidates would also have formed a final judgement which was essential for Level 4.

Question 2

This remains the least popular of the questions in section A and was again attempted by 25% of the candidates. Performance was significantly lower than questions 1 and 3.

- (a) Most candidates had a grasp of what the Intifada was and so accessed Level 2. Here they understood that it was a Palestinian uprising which began in the refugee camps and involved the throwing of rocks and other missiles mainly by young Palestinians. Level 3 answers were able to offer more specifics. They considered why the Intifada started and referred to acts of civil disobedience which turned to violent resistance and street fighting on the West Bank and in Gaza. They described how the Israelis responded with the use of tanks and tear gas. Some went on to describe the introduction of curfews by the Israelis.
- (b) The question demands that candidates make explicit reference to the sources supported by contextual detail with a sharp focus on the concept of change or continuity. The 'face value' account which just paraphrased the sources was set at Level 1. The majority of candidates were able to access Level 2 by beginning to focus on why life was different for Israelis and Palestinian Arabs in the 1950s. The tendency was to describe the content of the sources and began to offer one or two reasons for the different experiences. These tended to be the financial support received by Israel from the USA or the compensation Israel received from post-war Germany. Some considered the consequences of the 1948 war to the Palestinians who fled to refugee camps in neighbouring countries. Level 3 candidates offered a sharper focus providing more detailed analysis of the differing experiences for Jews and Palestinians after the war of 1948. Here there was reference Israel’s rapid industrial and agricultural growth “making the desert bloom”; the importance of USA financial support; the growth of Jewish nationalism and the desire to succeed as a nation state after the Holocaust, prompted by the Law of Return. This was in sharp contrast to the plight of Palestinian Arabs after 1948, the expansion of Israeli territory and displacement of Arabs and to the misery of life in the refugee camps with poor provision and discrimination.

It is again to be emphasised that this is not a source evaluation question and there is nothing to be gained by discussing the origin and purpose of the sources. Even referring to the source as being from a school text book is a waste of both time and space. It was good to note however that there were few examples of this approach this year.

- (c) This remains the most demanding question on the paper and required candidates to provide a well supported explanation in order to arrive at a reasoned judgement. The aim is to focus sharply on the main issue of the question and avoid the temptation to introduce other factors as part of multi-causal response or a counter-argument as part of a two-sided response.

Largely descriptive accounts of the results of the Six Day War had their answers capped at Level 2 and 4 marks. Some focus on the impact of defeat on Palestinian Arabs gained Level 3 where the focus was on the Catastrophe coupled with the situation in the Occupied Territories with the resultant recourse to terrorism as a solution to the plight of the Palestinian Arabs. Many failed to access Level 4 because of a lack of a judgement on the issue. At Level 4 the need was to consider why the Palestinians became more hostile, blaming defeat on the US, Britain and other countries aiding Israel, whilst losing faith in the ability of the Arab states to defeat Israel. There was some appreciation of the belief that terrorism was the only answer with reference to the emergence of groups like Black September. There was some reference to how the situation in the Occupied Territories became the central issue in Arab/Israeli relations for the next 40 years which formed part of a final judgement which was essential for Level 4.

Question 3

This question was attempted by 83% of the candidates which represented a drop of 6% from last year and performance was slightly lower than question 1.

- (a) The majority of candidates displayed knowledge of what the British Mandate was, although some focused too much on antecedents describing how it came to be created as a result of Britain's promises during the First World War. Most candidates gained Level 2. At Level 3 there was reference to the reaction to the Mandate after 1920 and to the problems of governing the region.
- (b) The question demands that candidates make explicit reference to the sources supported by contextual detail with a sharp focus on the concept of change or continuity. Candidates who only paraphrased the sources were limited to Level 1. Most candidates were able to access Level 2 by beginning to focus on why the involvement of the USA and USSR in the Middle East changed between 1967 and the end of the 1980s with help to the warring sides at the time of the Six Day War and how, by the end of the 1980s, the superpowers were seeking to end the conflict. At Level 3 candidates identified the Cold War as key to the issue. There was reference to heightened hostility during the 1960s, attempts at peacemaking in the 1970s and to the ending of the Cold War with reduced rivalry between the superpowers in the Middle East. There was also consideration of the use of the 'oil weapon', which led the USA to seek improved relations with the Arab world together with the collapse of the Soviet Union and with it, interests in the Middle East. As a result Arab nations could not rely on Soviet support and the US no longer had any reason to counter Russian influence in the region.

It is again to be emphasised that this is not a source evaluation question and there is nothing to be gained by discussing the origin and purpose of the sources. Even referring to the source as being from a school text book is a waste of both time and space. It was good to note however that there were few examples of this approach this year.

- (c) This remains the most demanding question on the paper and required candidates to provide a well supported explanation in order to arrive at a reasoned judgement. The aim is to focus sharply on the main issue of the question and avoid the temptation to introduce other factors as part of multi-causal response or a counter-argument as part of a two-sided response. Many candidates were able to offer knowledge of events but with little attempt at analysis of the importance of the Suez War and so achieved Level 2. Better answers at Level 3 were able to explain the significance of another Israeli victory while considering positive outcomes for Egypt and the Arab world. There was reference to how Nasser emerged as the hero to the Arab world and to the humiliation of Britain and France as Egypt retained the Suez Canal.

More detailed analysis leading to a judgement with a clear focus on the significance of the Suez War achieved Level 4. There was reference to Nasser's role and to how the war galvanised the Arab states and made them anti-western, drawing them closer to the USSR. There was also an appreciation of the reduction in Fedayeen attacks on Israel and the growing involvement of the super powers in the Middle East together with the demise of European involvement as part of a judgement.

SECTION B

Candidates must focus more sharply on the thrust of the question in terms of change, improvement, development or significance. A chronological dash through the period is not enough.

Many candidates offered very detailed and reasoned responses in the time available. The scaffold provides a useful structuring tool for the less able and allows access to Level 2 where responses often tended to be patchy offering only partial coverage of the period. Level 3 candidates offered a greater sense of chronology with supporting detail and those who discussed the extent of change/improvement gained up to 9 marks. More sophisticated responses that offered an effective chronological overview while recognising the varying impact of the issue, gained Level 4.

There has been a trend of late to offer "ready made" answers which deal for example with "change" when the question may be on improvement or development which is not the correct focus. This was less evident this year.

Question 4

This question was attempted by 8% of candidates, a drop of 8% from last year. Performance was higher than question 2 but lower than question 3.

Many trawled through the period listing events with little appreciation of the shifting emphases and relative importance of political changes.

Level 2 and bottom Level 3 candidates offered some generalised description of change over the period but there was often imbalance and a lack of focus on either the Jewish or Palestinian societies.

Question 5

This remains the least popular question with just under 3% attempting it and performance here was, as usual, significantly lower than questions 4 and 6.

Responses were descriptive in the main and, as previously, more akin to question 4. At times the response might have gained more marks if the candidate had changed the number of the question from 5 to 4. Level 2 and bottom Level 3 candidates offered some generalised description of developments over the period but there was often imbalance and a lack of focus on either the Jewish or Palestinian societies. Top Level 3 and Level 4 answers offered more specific knowledge of the development of the two societies and offer a discussion of the extent of development and the contrasting experiences of both societies. As with question 4, candidates were often tempted to just describe the period.

Question 6

The vast majority - 89% of candidates attempted this question which was up by 10% from last year and performance was, as usual, considerably higher than questions 4 and 5.

Most candidates offered a decent chronological outline with reference to the factors making for conflict. Reference was made to the difficulties of British rule and its results, and the impact of the major wars in making for conflict. Many also covered the growth of extremism. Only a minority of candidates managed to make reference to the on-going situation in the Occupied Territories and to the difficulties in achieving peace, often offering too much on historical background and the period of the Mandate. Stronger candidates offered a considered judgement about the relative importance of the reasons for conflict as part of their conclusion.

SPaG marks were awarded in line with the essay question where the mean was 2.5.

SECTION A

Question 1

This question was attempted by 55% of candidates which mirrors the figure for the last few years. Performance was consistent with the other questions in the section.

- (a) This question performed much better than previously. The majority of candidates grasped that McCarthy hunted down communists but some weaker candidates made very generalised references to his achievements as president. There was also some reference to antecedents such as The Hollywood Ten and to the cases of Hiss and Rosenberg which did not gain credit. The bulk of candidates at Level 2 considered McCarthy's mission to root out communists in all walks of life during the Red Scare. More detailed descriptions at Level 3 focused on the witch-hunt and the creation of a climate of fear bordering on hysteria in the 1950s and the unearthing of un-American activities. There could have been more reference to Senate hearings but candidates showed an appreciation of how many lives were destroyed despite the baseless nature of his evidence.
- (b) The question demands that candidates make explicit reference to the sources supported by contextual detail with a sharp focus on the concept of change or continuity. The 'face value' or largely generalised responses which just paraphrased the sources were set at Level 1. Candidates were able to access Level 2 by identifying changes in the lives of women between the 1950s and 1960 but time was often spent unprofitably referring to the role of women during the Second World War. The focus here was on the traditional, domestic lifestyles of many women in contrast to increased opportunities and changing attitudes during the period.

At Level 3, candidates used information from the sources and their own knowledge to explain why life changed for some women with reference to improved educational opportunities, the influence of feminist individuals and groups, the impact of labour saving devices and to the liberating effect of the contraceptive pill. There was mention to changing attitudes amongst males, however there was little appreciation of the reference to "some women" and to how mostly middle class women took advantage of improved opportunities.

It is again to be emphasised that this is not a source evaluation question and there is nothing to be gained by discussing the origin and purpose of the sources. Even referring to the source as being from a school text book is a waste of both time and space.

- (c) This remains the most demanding question on the paper and requires candidates to provide a well supported explanation in order to arrive at a reasoned judgement. The aim is to focus sharply on the main issue of the question and avoid the temptation to introduce other factors as part of multi-causal response or a counter-argument as part of a two-sided response.

Candidates at Level 2 were able to offer narrative accounts of the principles of the New Deal with reference to some agencies which provided employment, though with little analysis of the issue. At Level 3, candidates made a more direct attempt to analyse the importance of the New Deal in restoring economic confidence and political stability while providing a psychological boost to the nation.

At Level 4 there was more reasoned analysis of the social, economic and political regeneration and to the importance of direct federal involvement in providing work and relief and also to the president's pivotal role. Candidates were able to arrive at a judgement about the importance of the New Deal in aiding recovery while concluding that the Second World War ultimately lifted the nation out of depression.

Question 2

This is by far the most popular question in the section with just over 97% of candidates attempting it and performance was consistent with the other questions in the section.

- (a) Many were able to access Level 2 by referring to the roles of Malcolm X and Stokely Carmichael and to the aims of the Black Power Movement in promoting black consciousness, rejecting help from white Americans and encouraging using any means necessary in order to achieve their ends. Those at Level 3 referred to the advocacy of violence and race war and the appeal of the movement to marginalised young blacks in urban areas, many of whom were attracted to the Black Panthers. Some candidates thought that Malcolm X led the Black Panthers and, rather worryingly, linked Martin Luther King and the Civil Rights Movement to the Black Power Movement. Reference was often made to the protest at the 1968 Olympics but often with too much detail.
- (b) The question demands that candidates make explicit reference to the sources supported by contextual detail with a sharp focus on the concept of change or continuity. The 'face value' account which just paraphrased the sources was set at Level 1. Candidates at Level 2 used the sources to identify the move from segregation to integration by citing the Brown case and events at Little Rock High.

Candidates who developed the issue more fully by arguing that while legal attitudes to segregation in education had changed the reality for many black students had not, gained Level 3. Here there was reference to the landmark victory of Brown versus Topeka and how events at Little Rock tested the water. There was mention of presidential support (though often the wrong president) and the effects of media coverage within America and throughout the world.

It is again to be emphasised that this is not a source evaluation question and there is nothing to be gained by discussing the origin and purpose of the sources. Even referring to the source as being from a school text book is a waste of both time and space.

- (c) This remains the most demanding question on the paper and requires candidates to provide a well supported explanation in order to arrive at a reasoned judgement. The aim is to focus sharply on the main issue of the question and avoid the temptation to introduce other factors as part of multi-causal response or a counter-argument as part of a two-sided response.

Most candidates achieved Level 2 by offering narrative accounts of the contribution and experience of black Americans on both the foreign and domestic fronts and how this led to desegregation in the armed forces. Attempts to evaluate the importance of the Second World War in the struggle for Civil Rights secured Level 3 and, with more sophistication, Level 4. Here the focus was on how the war acted as a catalyst for change by stirring black consciousness and making black Americans more aware politically and, in doing so, laid the foundations for the campaign in the 1950s.

A few candidates gave a weak answer here but then went on to write at length about the issue in their answer to question 5 which would have increased their overall mark.

Question 3

46% of candidates attempted this question which mirrors the figure for last few years. Performance was consistent with the other questions in the section.

- (a) This was answered very well, with only a small group of candidates focusing on US instead of VC tactics. The bulk of candidates secured Level 2 with reference to guerrilla fighting, tunneling and booby traps. Level 3 responses offered more understanding of the nature of guerrilla warfare, the difficulty in identifying VC soldiers and tactics such as “hanging onto belts”. There was mention also of the use of psychological warfare.
- (b) The question demands that candidates make explicit reference to the sources supported by contextual detail with a sharp focus on the concept of change or continuity.

The 'face value' account which just paraphrased the sources was set at Level 1. The majority of candidates were able to access Level 2 by discussing the reasons for the shift from isolationism to interventionism.

The question was answered quite well, although some were caught out by the two step change between the sources from isolation to reaction as a result of Pearl Harbor and from reaction to intervention in order to combat Soviet expansion and contain communism in Europe. The tendency was to mention one or the other, but not always both. Some took a more long term approach but this was beyond the parameter of the question and was not rewarded. At Level 3 there was reference to the Truman Doctrine as a turning point in foreign policy and the need for the USA to use its economic and military strength to become the leader of the free world in the fight against communism.

It is again to be emphasised that this is not a source evaluation question and there is nothing to be gained by discussing the origin and purpose of the sources. Even referring to the source as being from a school text book is a waste of both time and space.

- (c) This remains the most demanding question on the paper and required candidates to provide a well supported explanation in order to arrive at a reasoned judgement. The aim is to focus sharply on the main issue of the question and avoid the temptation to introduce other factors as part of multi-causal response or a counter-argument as part of a two-sided response.

A significant number of candidates offered antecedents such as the Cuban Missile Crisis, the Hotline and the Test Ban Treaty. Largely descriptive accounts of détente in the 1970s and/or changes in the relationship between the superpowers with limited analysis gained Level 2. At Level 3 candidates were able to discuss more directly the significance of changing relations but the responses were not sustained. It was disappointing that many obviously able candidates were unable to focus fully on both decades. They were stronger on the reasons for détente and attempts to limit the production of arms in the 1970s but less secure on the changing relationships in the 1980s. At Level 4, responses offered some focus on both decades while attempting a judgement.

SECTION B

Candidates must focus more sharply on the thrust of the question in terms of change, improvement, development or significance. A chronological dash through the period is not enough.

Many candidates offered very detailed and reasoned responses in the time available. The scaffold provides a useful structuring tool for the less able and allows access to Level 2 where responses often tended to be patchy offering only partial coverage of the period. Level 3 candidates offered a greater sense of chronology with supporting detail and those who discussed the extent of change/improvement/importance gained up to 9 marks. More sophisticated responses that offered an effective chronological overview while recognizing the varying impact of the issue, gained Level 4.

There has been a trend of late to offer “ready made” answers which deal for example with “change” when the question may be on improvement or development which is not the correct focus. This was less evident this year.

Question 4

The number of candidates attempting this question increased slightly to 11.5%. Performance was, as in previous years, slightly lower than questions 5 and 6.

Most candidates covered the period of the Depression in depth and cited the New Deal and the Second World War as important factors in the USA’s changing social and economic fortunes. There were as usual mixed responses to the period of affluence in the 1950s but there was decent awareness of changes in popular culture and youth rebellion. The better prepared candidates were able to appreciate how presidential policy changed society but for many the trend to offer little beyond the 1970s remains.

Question 5

This question was attempted by 78% of candidates which was down slightly from last year. Performance was again higher than question 4 but lower than question 6.

Coverage of the period remains an on-going issue with most candidates’ responses tailing off after the 1960s. However, there were some excellent responses that showed sound period coverage together with an appreciation of the varied experiences of different groups of black Americans. Most candidates were secure on the 1930s, 1950s and 1960s but responses became uneven after that time. The legislation of the 1960s was mentioned but some candidates failed to explore the issue of change for different sections of the black community. There was the usual failure to develop the material in sufficient depth beyond the 1960s and many resorted to list/name drop successful black actors, musicians or sporting personalities. The ‘bolt-on’ evaluation remains a strategy to act as a catch all for a response to the question. Very few candidates make judgements or differentiate throughout their response. There were some excellent responses to this question however where candidates displayed sound understanding across the whole period while writing extensively with authority and maturity.

Question 6

The number of candidates attempting this question dropped slightly and performance was again higher than questions 4 and 5.

Weaker candidates tended to offer narratives that covered most of the period up to the 70s but did not explicitly address change or the extent of it.

The period of isolation was dealt with well by better candidates while coverage of the Second World War was generally sound as was the need for post-war intervention and the imperative of containing communism. Some candidates still find it difficult to go beyond Cuba and detente was dealt with superficially. The better prepared offered a sound sweep of the whole period while recognising trends and shifts in foreign policy.

There were a number of excellent responses to this question which really honed in on the issue of change not just in terms of policy but also with relations with other nations. A significant number of candidates appreciated the shifts in policy and covered isolation, intervention, containment and détente. Some answers covered the ground extremely well and discussed relationships and events in the Middle East during the last decade of the century whilst other responses became thin after the 1980s and the collapse of communism and the break up of the Soviet Union. Nevertheless, coverage was good enough to achieve top Level 3 and 9 marks. Weaker candidates tended to describe events, particularly in relation to the Second World War, Cuba and Vietnam.

SPaG marks were awarded in line with the essay question where the mean was 2.3.

4373/04 – THE DEVELOPMENT OF WALES, 1900 – 2000

SECTION A

Question 1

- (a) Most candidates identified the result of the 1997 referendum but failed to focus on the 1997 election and wrote at length as to why Wales rejected devolution in 1979. Very few candidates referred to the three leading Welsh political parties co-operating in the 'Yes' campaign.
- (b) Unfortunately too many candidates made very little use of the sources to explain why Plaid Cymru was more popular by 1974. Source A shows that Plaid had no MPs in 1964 and Source B shows they had 3. Many candidates were able to cite events of the 1960s as responsible for this rise in popularity. However very few candidates were able to develop their answers and point out that 3 MPs out of 36 was still a very modest return or that Plaid's support was confined to the Welsh-speaking western areas and that Plaid was yet to make a breakthrough in industrial South Wales.
- (c) Unfortunately this was a very poorly answered question. Many candidates wrongly wrote on the importance of the First World War in the growth of the Labour Party.

Question 2

- (a) Candidates were able to identify some of Wales's National Parks and that they provided jobs in the tourist industry. However the answers lacked specific detail of the attraction and activities in the National Parks and the type of jobs available and its value to the Welsh economy in the second half of the twentieth century.
- (b) The question was reasonably well answered. Most candidates were able to use the information provided in the sources and draw on some own knowledge. For Level 4 answers were required to explain fully the consequence of nationalisation, not just on the workers but on the industry itself.
- (c) On the whole it was poorly answered with some candidates mistaking light industry for the service sector. Answers lacked specific knowledge, with very few providing specific examples of industrial estates or the type of factories/work attracted to them. It was hoped that candidates would have developed their answers by discussing how light industry was encouraged into Wales, by the WDA and DBRW, providing ready built units, grants and cheap rent. However most candidates realised that light industry provided more job opportunities for women.

Question 3

- (a) This was poorly answered; too many candidates took the WLB to be the same as Cymdeithas yr Iaith Gymraeg.
- (b) Most candidates were able to explain, in general, why traditional Welsh culture and language was under threat by the early 1960s. Again there was insufficient reference to the sources. Sources A and B provided plenty of steer to shape candidates answers. Source A showed a young choir at the Urdd National Eisteddfod and Source B showed young people appearing with the Beatles on a weekly pop programme aimed at a young audience during prime time viewing. Candidates needed to focus on the huge appeal of pop culture to the young and that it was more than just a threat to the language.

- (c) This question was accessible to most candidates, with many able to provide a range of factors that affected Welsh culture during the Second World War.

SECTION B

Candidates need to focus more sharply on the thrust of the question in terms of change, development and significance. Many candidates offered very detailed and reasoned responses in the time available. More sophisticated responses that offered an effective chronological overview while recognising the varying impact of the concept in the question, gained Level 4.

Question 4

The majority of answers were level 2 or 3 with most candidates able to discuss some factors but not in sufficient detail.

Question 5

Candidates were able to provide detailed accounts of some of the changes to the Welsh economy. Those that were able to address in detail changes to the rural economy were well rewarded.

Question 6

Some very good answers were seen. The contribution of Urdd Gobaith Cymru was addressed very well and many candidates were able to refer to a range of other factors, such as bilingual and Welsh-medium education, government legislation, campaigns of Cymdeithas yr Iaith Gymraeg and the creation of S4C and Radio Cymru for example.

SPaG

The standard of SPaG was very good on the whole.

4383/01 – CHANGES IN CRIME AND PUNISHMENT IN WALES AND ENGLAND, c. 1530 TO THE PRESENT DAY

Section A

Question 1

- (a) This was fairly well answered. The majority of candidates were able to give some reasons for crime such as the changes in monarchy causing heresy or poverty caused by the dissolution of the monasteries. However some candidates gave answers that referred to poverty and the growth in towns in very general terms.
- (b) Most candidates referred to both sources explicitly and were able to use the sources to discuss the two protests. Many answers stayed within Level 2, with few candidates referring to the similarities or the differences in the reasons for the unrest. The better candidates did refer to differences such as different causes of unrest differing in different areas of the country, or rural and urban unrest.
- (c) This question was well answered on the whole with many students being able to give a range of crimes that have been caused by the motor car. Many students were also able to analyse the key issue and explain that many of these crimes did not exist before the invention of the car, but that some crimes were just developments of old types of crime. However, there were some candidates that discussed other types of crime such as computer crime and argued that these crimes were more important than the car crime. This was not the focus of the question.

Question 2

- (a) This question was well answered, with the majority of the candidates knowing the role of the Tudor JPs. However, many answers tended to concentrate on the court role of the JPs and few candidates described their other duties such as refereeing football matches and repairing bridges.
- (b) The majority of candidates were able to explain developments in the police during the eighteenth and nineteenth centuries by using the sources. Many were able to explain the development of the Metropolitan police following the Bow Street Runners, and the spread of the police throughout the country. However, there were few Level 4 answers as candidates did not always explain clearly *why* these developments took place.
- (c) This question was well answered on the whole with the majority of candidates being able to describe the different methods of technology that the police now have available to them. Answers at Level 4 explained clearly how the technology aided the police and how it allowed them to work across the whole country and globally too.

Question 3

- (a) Most candidates were able to describe corporal punishment in Tudor time and give some examples such as the stocks and pillory or flogging. However some candidates did confuse corporal and capital punishment in their answers.
- (b) The majority of students were able to use both sources to explain that different methods of punishment were introduced due to the growing prison population. Better answers would also refer to a change in attitude towards punishment and the fact that the punishments have to fit the crime, with Community Sentences and tagging being used for less serious offences.

- (c) The majority of candidates did avoid describing transportation as a punishment and did analyse the reasons for introducing it as a punishment. Many candidates achieved Level 3 and explained that transportation was a deterrent, a way of colonizing new lands and removed the criminals from Great Britain. Candidates at Level 4 considered the fact that it encouraged prison reform back home.

Section B

Question 4

This question was better answered than in previous years. Many students were able to give a chronological account of the causes of crime with many being able to reach an evaluation on poverty as the main cause of crime. However, few candidates were able to consider the varying impact of change across the timeframes.

Question 5

This is a popular question. Candidates had a clear understanding of the chronological period, with many focusing on improvement. Candidates are very positive about the 'improvement' of the police on the whole, but there was more discussion than in previous years about eras where there was little evidence of improvement.

Question 6

This was by far the weakest of the essay questions. As in previous years, candidates who attempted this question were more reliant on the scaffold than with the others. Answers tended to focus on the Tudor period and the Modern era, with much less written about the eighteenth and nineteenth centuries, the end of the Bloody Code and prison reform. Few candidates went beyond the bottom of Level 3 as answers lacked detail and very few candidates were able to consider the varying impact of change across the timeframes.

SPaG

Candidates were producing lengthy pieces of extended writing, which on the whole showed good use of SPaG. Many fell into the trap of not using paragraphs, but very few were given 1 mark for SPaG.

4383/02 – CHANGES IN HEALTH AND MEDICINE, c.1345 TO THE PRESENT DAY

SECTION A

Question 1

- (a) Most candidates were able to write extensively about the Four Humours and so able to access Level 2 easily, and significant numbers achieved low Level 3 marks. A significant number wrote in detail about the humours and the development of the treatment of opposites giving specific treatments for particular humours. Weaker candidates made general comments about the humours being linked to the seasons but did not link their knowledge to medicine or treatment.
- (b) More and more candidates are being taught how to address this question and so many candidates were able to consider the idea of change even if it was not developed. Only a small number of candidates just paraphrased the sources as they tended to have a detailed knowledge of Vesalius and were able to offer own knowledge to access Level 2. A large number of candidates were able to explain how the printing press helped medical knowledge to change and some went on to explain about Harvey's work as a development. Only a small number of candidates achieved Level 3 answers by using the sources and developing these with their own knowledge to address the concept of change over the century and this was largely due to a tendency to describe the work of Vesalius and not explain how his work led to change in any great depth.
- (c) This question was generally answered well. Candidates were very knowledgeable about Rontgen and X-rays. Many were able to describe in detail how he discovered the X-ray and the impact this had on World War 1. Candidates also considered the development of other scanning machines but tended to write about these in a generic way. The best answers were able to explain in a more specific way about MRI, ECG, ultrasound etc. and consider how they were safer and how they were an improvement. A significant number of candidates were able to access Level 3 marks and a number were able to push into Level 4.

Question 2

- (a) Most candidates were able to describe the work of Edward Jenner and so were able to access Level 2 easily. Many candidates explained in detail the experiment Jenner carried out but didn't go on to then describe a second aspect of his work to enable them to access Level 3. Having said that a significant number were able to access Level 3 by considering the £30,000 grant from the government to open a vaccination clinic and how this helped to eradicate smallpox in the present day.

- (b) Unlike question 1b there was more paraphrasing with these sources as surprisingly candidate's knowledge about the development of penicillin was sketchy. Many candidates seemed unaware of development pre penicillin (sulphonamides like Prontosil were mentioned by only a small number) and were unaware of developments of treatments post penicillin. Many candidates could write about Fleming and talk in a generic way about the work of Florey and Chain. However, many candidates confused these men's work and had Fleming carrying out the experiments conducted by Florey and Chain. Like question 1b though candidates were able to structure their answer more in keeping with the demands of the question and recognised that they needed to make mention of both sources and provide own knowledge to talk about change over time.
- (c) Large numbers of candidates were able to describe the work of James Simpson in great detail. Most candidates made reference to his experiments with chloroform and many were aware and able to reference previous anaesthetics, especially ether. They were able to explain why chloroform was an improvement and its acceptance after its use by Queen Victoria (still a number refer to Queen Elizabeth) and so able to access Level 3 in large numbers. Surprisingly very few made any developed comment on the black period of surgery but a large number did consider the problem of dosage and the development of Snow's work to rectify this issue. This enabled high Level 3 marks to be awarded.

Question 3

This question was attempted less frequently than the previous two questions.

- (a) Most candidates knew who Betsi Cadwaladr was and were able to describe her work as a nurse. Few were able to name the Crimea but recognised that she had improved the condition of soldiers and that she disliked the bureaucracy of Florence Nightingale. Most were able to access Level 2 but only a small number achieved Level 3 answers for this question.
- (b) Candidate's knowledge of patient care in the twentieth century was poor and mainly linked to common knowledge about the NHS. Sources were largely paraphrased. There was very little development beyond the NHS providing free treatment for all. Subsequently marks awarded for this question were low with most obtaining only 3 marks at best.
- (c) Some candidates were aware of the work of Edwin Chadwick but did not have the detailed knowledge that was required to achieve Level 3 or above. They spoke about his work and impact in a largely generic way with few specifics. This question was on the whole answered poorly.

SECTION B

This section was answered very well this year. Even candidates that did not do well in Section A were able to provide a detailed answer for Section B.

Question 4

There were a significant number of very good answers to this question. Candidates tended to clearly address all four time periods and were able to describe the developments in these time periods in great detail. The work of Vesalius, Pare and Harvey tended to over dominate for some candidates but far more this year moved beyond the Renaissance and considered more fully the other time periods. There was a sense of centre's 'training' candidates to answer this question with answers being very similar for centres. Fewer candidates relied solely on the scaffold and so were able to move beyond Level 2. More candidates this year dealt with the idea of varying impact and were able to access Level 4 marks. Mainly though candidates achieved Level 3 marks and this recognised the detail and addressing of the question that was required for this level.

Question 5

Again like Q4 candidates appeared to be trained by their centres to provide a 'perfect' answer. Answers for this question tended to provide good detail for three time periods but candidates appeared to struggle to find developments to write about after writing about herbal treatments in the Middle Ages and before writing about the developments in surgery in the 19th century. Some candidates resorted to writing about medical knowledge developments when it came to the Renaissance period which received no credit. On the whole candidates dealt well with the thrust of the question and were able to achieve high Level 3 marks in greater numbers than in previous years. As with question 4 there were more attempts to deal with the issue of varying impact and this was reflected in the awarding of more Level 4 marks.

Question 6

Only a small number of candidates chose to answer this question, even if they had answered question 3. There were few good answers to this question where the time periods were fully developed and the question answered. In the main those that did answer this question relied on the scaffold and as a result very few candidates progressed beyond Level 2 which was disappointing.

SPaG – most candidates wrote in a structured way and had a clear understanding of how to spell key words e.g. anaesthetics, antibiotics, dissection as well as individual's names. This meant many candidates achieved at least 2 out of the 3 marks awarded for SPaG and significant numbers achieved 3 out of 3.

4286 - CONTROLLED ASSESSMENT

Unit 4 Controlled Assessment Report 2017

Centres will have received their moderator reports detailing the outcome of their 2017 Controlled Assessment submission on results day. This year's was the final Controlled Assessment submission by centres following the Eduqas course. For centres in Wales the requirements for 2018 are exactly the same as for 2017 and previous years.

This year, again, the work presented was of a good standard. Most of the work was handwritten and of a reasonable and sensible length. Centres that adhere to the recommended time limit for the 'write up' succeeded in producing more focussed and relevant answers. The majority of Centres are using the Controlled Assessment exercises produced by the Board, with exercises on the two world wars and Jack the Ripper proving very popular. Most Centres are using the marking checklist produced by the Board and it has proved to be a useful tool and we recommend its use.

Part (a)

It is encouraging to note that candidates are producing coherent pieces of prose with the source evaluation integrated within the answer. Part (a) does require a clear conclusion answering the set question with reference to the evidence presented. As in previous years there was a tendency for some candidates to expect sources to provide everything they needed about the topic, even when the sources concerned were never meant to do so. Candidates are also expected to have background knowledge and to be able to provide context to the sources.

Part (b)

Part (b) is not another source evaluation exercise. What is required is for candidates to offer a clear explanation and analysis of the set issue and reach a judgement with good support. Effective answers begin with the view of an historian and then examine the sources the historian might have used to come to that interpretation. Candidates need to consider why a particular author or source should have a particular view. The current marking checklist clearly identifies the need for candidates to consider the purpose and intended audience as well as the accuracy of the sources.

Marking and annotation

Most Centres are using the Board's 'marking checklist' and as a result are 'cutting down' on the need to repeat comments on script after script. It also contributes in securing more consistency in marking within Centres and between Centres.

Most markers provide annotation on the scripts by highlighting what is credited, and this greatly assists the moderating exercise. We recommend that it is best to award a level at the end of a piece of work rather than on numerous occasions in the body of the script.

Identifying the Assessment Objective (AO) in the margin is sufficient with no reference to level. However there were too many instances of simplistic evaluation being over rewarded. For example, a single clear Level 4 comment does not merit the award of Level 4 overall; it has to be sustained throughout the piece of work. Internal moderation is a requirement and is essential in the moderating exercise.

Administration

The majority of Centres follow the Board's instructions to the letter. However there are still some issues:

- Late arrival of the sample without prior agreement with the Board;
- Some Centres still present candidates' work in plastic wallets and not in manila folders as stipulated;
- Please use the plastic sacks provided by the Board when forwarding your Centre's sample to the moderator.
- H1 and H2 forms were not forwarded or incomplete. These forms are **still** required and are essential to the moderation process. The H1 form should only include the details of the candidates in the sample and signed by the Head of Department. The H2 form must be signed by the candidate in order to authenticate the work.

For 2018

- All Centres are required to submit a new proposal form for 2018. This form is available on the WJEC website. The completed form should be Emailed to Greg Lewis [Greg.Lewis@wjec.co.uk].
- I draw your attention to the **Teachers Guide to Unit 4 Controlled Assessment, Revised for strengthened qualifications 2015-2016**. This guide provides support and guidance to teachers in preparing and administrating the Controlled Assessment unit.
- The deadline for submission of Controlled Assessment to moderators in 2018 is 1st May.



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