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# **GCSE EXAMINERS' REPORTS**

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## **GCSE (NEW) HISTORY FULL REPORT**

**SUMMER 2018**

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## HISTORY

### GCSE (NEW)

Summer 2018

#### 3101 UNIT 2A: RUSSIA IN TRANSITION, 1905-1924

##### Question 1

Most students answered this question reasonably well. For A01 4 marks students were able to demonstrate detailed understanding and provided some quality answers using information that was in the indicative content of the mark scheme. For A03 most achieved Band 1 but failed to get to Band 2 due to their failure to set the source within its historical context. No reference or link being made to the date given 1921.

##### Question 2

This was the best answered question on the paper. Students mainly produced detailed answers to get into Band 3. Political, economic and social factors were included in many answers. There were very few who failed to get into Band 2. There were a number who got full marks.

##### Question 3

There was a mixed response for answers in this question. For A01 students needed to use their own knowledge with contextual support from the source. The map provided a lot of information with the results of signing the Treaty and what it meant to Russia. An explanation of the headline **Peace at any Price** was often given. For A03, students needed to discuss the purpose of the source with analysis and then evaluate the source's attribution. Deductions on purpose were provided such as the fact that the pamphlet was distributed abroad by anti- Bolshevik groups trying to drum up support from Russia's former allies in the First World War. Most were able to get into Band 2 for both objectives but needed more detail and a clearer substantiated judgement to get into Band 3.

##### Question 4

As with question 3 there was a rather a mixed response to this question. For A01 most were able to show some understanding of the subject matter. Some concentrated mainly on the negative aspects of the NEP and therefore failed to give balanced answers, mainly using source D. Again more detail was required for the students to get into Band 3. As for A03 most were able to get Band 2. Students needed to analyse and evaluate the authorship of the sources within their historical context more. Some mentioned that source C was propaganda and did not expand further and that Serge in Source D had experienced the changes as he was present. There were some who were able to make a substantiated judgement giving valid reasons for their choice on which one was more useful and why. Most students were familiar with this topic.

## Question 5

This was a popular question done well. Most knew something about the two Bolshevik leaders.

For A01 there were very detailed answers given showing understanding of the key feature in the question. The majority of the marks went for A02. Partial analysis along with consideration of the impact of other factors in their historical context gained Band 3 and was probably the average range. There were some who failed to consider other factors but these were few in number and got Band 1 offering just a general response. Factors included in the indicative content of the mark scheme were seen. More development on certain issues would help to get into Band 4 with a balanced conclusion on how far would you agree that it was the role of the Bolshevik leaders that was **mainly** responsible for the success of the October 1917 Revolution.

## SpaG

Most were in the high band producing relevant coherent work for Question5.

## HISTORY

### GCSE (NEW)

Summer 2018

#### 3103-02: UNIT 2B: THE USA: A NATION OF CONTRASTS, 1910-1929

##### QUESTION 1

This question asks that candidates demonstrate their knowledge of a certain issue and to be able to analyse the issue with the use of a source. Generalised or weak comments on the Red Scare would only reach Band 1 on the mark scale for AO1. These comments usually consisted of candidates giving a brief description of the fear of Communists and Anarchists in the USA, but failing to develop upon this. Many candidates were able to reach Band 2 by providing better detail such as the reasons for the Red Scare or by describing the Palmer Raids in detail. Most candidates were able to reach Band 2 for AO3 too by giving a quick description of the source and by connecting this to the fear and xenophobia caused by such attacks. A few candidates either failed to use the source or their own knowledge, and therefore lost out on AO3/1 marks respectively. Only a very small number of candidates failed to even attempt the question.

##### QUESTION 2

This was a very well answered question indeed with the vast majority of candidates showing excellent knowledge and understanding in describing the changing lifestyles and status of women over the whole period. Most were able to describe many aspects of the issue and a range of these matters with good detail was needed for Band 3. Candidates tended to opt for a discussion of the lives of women before the war, and then describe the changes in the lifestyles of women in work, culture and politics following the war. Most candidates were able to describe the traditional lives of women before the war, and that the war brought about political change in terms of the vote. There was also good detail in the description of the flapper lifestyle and some excellent answers which either highlighted the women who entered politics during this period such as Nellie Tayloe Ross and Bertha Knight Landes, or to groups who denounced the latest changes such as the Anti-Flirt League. Those candidates who did not provide enough range or detail were awarded Band 2. Only a few did not provide enough knowledge and were therefore restricted to Band 1.

##### QUESTION 3

The 8 marks for this question are split into 4 marks for AO1 and 4 marks for AO3. The candidates therefore need to provide detailed understanding of the historical context for AO1 and analyse and evaluate the purpose of the source for AO3. Band 1 answers for AO1 were generalised and would only provide enough detail to mention that alcohol caused problems in the USA. Band 2 answers would go a little further and would bring in more knowledge for the reasons behind the call for alcohol to be banned by suggesting that men were spending too much time and money in bars, or any other valid detail but without enough depth for Band 3. The best answers showed specific and detailed knowledge of the subject including the WCTU or a discussion of the Kaiser's Brew. Candidates should ensure that there is enough specific detail on the topic in order to gain the higher marks here. A few candidates unfortunately provided incorrect or irrelevant detail such as suggesting that the cartoon was against the idea of prohibition or by discussing the effects of prohibition in length.

For AO3 candidates need to discuss the purpose of the source. Band 1 answers would give a simple account of the source, whereas Band 2 answers would give a simple reason for its production: such as suggesting that the cartoon was published in order to ban alcohol. Band 3 answers need to go further and discuss what impact the source would have on its audience at that particular time. In this case the cartoon was produced during the First World War and its audience would have been a broad audience by an influential group to put pressure on the Government to change the constitution as happened with the Volstead Act.

Many candidates did manage to give a good attempt at this question, and it was well answered on the whole.

#### **QUESTION 4**

This question is again split evenly between AO1 and AO3 and requires the candidates to engage with the question along with providing detailed understanding of the key feature in the question. In AO1, excellent answers would provide full details of both sides of the argument about the popularity of the cinema. For Source C, candidates mentioned details such as the disgust with the cinema in the Bible Belt and with traditional and religious Americans due to their beliefs that the new movies lowered moral standards. For Source B many candidates detailed the number of movie tickets sold during the period, the new stars of the cinema and to the talkies. Candidates who did not go into enough detail, or just provided limited knowledge and understanding were limited to marks from Band 1 and Band 2.

For AO3 candidates need to engage with the question and attempt to give a good balance of discussing the content and authorship of the sources with sound judgement. Some candidates found this difficult and often provided generalised or mechanistic COP answers. These types of answers were limited to Band 2. Some answers only copied or paraphrased the sources and were given Band 1 only. Band 3 answers would give more substantiated judgements and consider the audience of the sources in order to analyse the usefulness of the source fully.

Only a few candidates managed to fully engage with the question and gain full marks, but most candidates were able to give a reasonable attempt at answering this question.

#### **QUESTION 5**

The essay question in this paper asks of the candidates to analyse the key issue and the relative impact of other issues within the appropriate historical context. Most candidates were able to provide good detail on both sides of the debate and offer correct detail about the causes of the Wall St Crash. Most candidates were able to identify the panic selling of shares as a significant factor and provide detail such as the loss of confidence in the stock market by October 1929. Candidates were also able to provide many other factors such as the overproduction of goods, the unequal distribution of wealth, the policies of the Republican Presidents (including tariffs), and falling property prices. Candidates needed a high level of detail to reach Band 4 for AO1, but most were able to give enough detail to reach Band 3. A few candidates however crossed the rubric by discussing the effects of the Wall St Crash in too much detail which was beyond the scope of the question.

Most candidates were also able to reach Band 3 for AO2 by considering the other factors in detail and by giving a reasoned two sided answer. A few candidates managed to analyse the issue in a sophisticated manner and provide the judgement necessary to reach Band 4.

This was yet again a well answered question on the whole with most candidates able to access the higher bands by providing good detail and analysis of the issue.

### **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.

## HISTORY

### GCSE (NEW)

Summer 2018

#### 3103-03: UNIT:2C GERMANY IN TRANSITION 1919-39

##### Question 1

- This question was accessible to the majority of the pupils. The majority managed to identify the RAD and used the source well referencing Autobahn and Public Work Schemes.
- A01 – Nearly all candidates were able to access top Band 1, by adding detail about invisible unemployment, public work schemes etc. Many developed this further and accessed Band 2 by adding contextual details about rearmament and the role and purpose of the RAD.
- A02 – Nearly all candidates integrated the source content/caption well into their answers and reached Band 2.
- Overall the question was well answered with good use of the source and contextual support.

##### Question 2

- This question was answered very well by the majority of candidates and generally saw the best responses throughout the paper.
- Nearly all candidates accessed Band 2 by providing partial detail about the 4 main areas of the terms of the Treaty of Versailles. There was a tendency amongst some to list factors without enough development.
- It was pleasing to see very detailed knowledge from many candidates, with some impressive recall of specific facts and figures.

##### Question 3

- The responses seen for this question were slightly disappointing on the whole; however some excellent responses were seen.
- A01 – The majority of candidates provided some understanding of the context with references to Versailles and the plebiscite. Some of the more able candidates provided a detailed understanding of the events, although most focused primarily on Hitler's foreign policy aims and how this linked to Anschluss.
- A03 – Overall, many candidates failed to engage with the key element of the question and thus most answers seen gave little or only a partial analysis of the purpose.
- Most answers focused on the propaganda element, but failed to develop this further by analysing the audience.
- Very few reached a substantiated judgement and thus few Band 3 answers were seen.
- However, due to the division of bands, candidates could still achieve marks due to their understanding of context, which is pleasing to see.

#### Question 4

- This was the most challenging question on the paper. This was the question in which many candidates lost the most marks.
- A01 – The majority of candidates' answers demonstrated Band 1 or 2 understanding of the consolidation of power, but very few accessed Band 3 by providing a detailed understanding. Surprisingly, many candidates failed to make a link to the Reichstag Fire and several misinterpreted Source D's context as the Night of the Long Knives. However, the more able candidates did provide details of the fire and the decree, linking this to reasons for source D's view. 6 marks are available in AO1 to demonstrate a detailed understanding of the key feature in the question, namely the Nazi consolidation of power.
- A03 – On the whole the content and authorship of both were partially evaluated, often with undeveloped comments of the potential bias of both sources. Very few candidates analysed the secrecy of Source D and how this affects utility. Band 3 answers for this AO were rare.
- By discussing the content and attribution of both sources in context, most candidates were able to access Band 2. Mechanistic discussion of content and attribution was capped at the top of Band 2.
- In order to access Band 3 candidates need to reach a balanced conclusion as to the relative utility of both sources to an historian studying the Nazi consolidation of power.

#### Question 5

- This was answered well overall. A balanced response is needed.
- A01 – many candidates provided detailed understanding of the Great Depression, although many often went off on a tangent by discussing the Dawes and Young Plans and Stresemann, instead of analysing how this contributed to Hitler's rise to power.
- A02 – Nearly all answers were balanced and provided an analysis of some other factors, primarily the weaknesses of Weimar, the SA, fear of Communism, political scheming etc.
- Many candidates accessed Band 3 and reached a judgement.
- As has always been the case, some candidates provided irrelevant answers by discussing factors which helped Hitler consolidate his power, but this was often with an analysis of the Depression, so they still secured marks.
- There are 12 marks available here out of 16 for AO2 – To access Band 4, candidates must analyse the key issue in the question, namely the Depression being the main reason why Hitler became Chancellor, with a clear analysis of a range of other factors.
- A clear judgement as to the relative impact of these factors is crucial.

## HISTORY

### GCSE (NEW)

Summer 2018

#### 3103-04: 2D: CHANGES IN SOUTH AFRICA, 1948-1994

##### Question 1

Many candidates achieved 3 or 4 marks for this question. AO1 marks were generally awarded Band 1 marks because there was little detailed understanding of the activities of the Anti-Apartheid Movement. Candidates should be encouraged to focus on the key feature in the question to gain Band 2 marks. AO3 marks were generally Band 1 as few candidates set the source within its historical context necessary for Band 2 responses. Centres should be encouraged to emphasize the importance of both the key feature and historical context to gain the higher marks for this question.

##### Question 2

This was a very well answered question as candidates were able to deploy a wide range of knowledge regarding Nelson Mandela. Candidates were able to gain Band 2 four or five marks by providing good factual knowledge of Nelson Mandela's role in South Africa with a partial attempt to focus on the key issue regarding the campaign against apartheid. Many answers progressed to Band 3 with a clear focus on the key issue and the ability to fully describe Nelson Mandela's role within the historical context. Centres should encourage candidates to engage directly with the key issue in the question to ensure the response is consistent with Band 3.

##### Question 3

The majority of candidates achieved marks in the range of 4-6. The main feature common to many answers was imbalance between AO1 and AO3. Many candidates focused on deploying detailed contextual knowledge with a sound understanding of the Bantu Education Act gaining AO1 Band 3 however there was a tendency to merely describe the source leading to AO3 Band 1 marks. Conversely candidates who fully analysed and evaluated the source before reaching a substantiated judgement gaining AO3 Band 3 often failed to offer little more than basic understanding of the historical context at AO1 Band 1 or Band 2. One feature of candidates attempt at AO3 that emerged was a very limited discussion of the attribution to explain the purpose. Centres should ensure that candidates make full use of the attribution and are aware of the balance in marks between AO1 and AO3.

##### Question 4

The majority of answers provided Band 2 responses for AO1 and AO3 for this question. Many candidates were able to comment on the content of the sources and demonstrate some understanding of the key feature in the question. However, many candidates provided limited analysis of the attributions providing little more than copying or paraphrasing. Some candidates were using a mechanistic COP style approach that should be discouraged as the tendency was to ignore the key feature in the question and present very general comments. Candidates who achieved Band 3 marks at AO1 clearly linked the answer to understanding the end of the apartheid system. Band 3 marks for AO3 were achieved by candidates who fully analysed and evaluated both the content and authorship of both sources.

## Question 5

The majority of answers were able to achieve Band 3 marks for AO1 and AO2. Successful answers were able to provide a good analysis of how the use of violence proved to be an effective form of opposition to apartheid in South Africa. Candidates drew on a range of examples across the time period to support their answers. Most candidates were able to show how factors other than violent methods were effective in opposing apartheid and this was consistent with Band 3 AO2 marks. Answers that were fully engaged with the key feature and issue in the question supported by detailed knowledge of the historical context and a clear attempt to discuss the relative impact of a range of factors gained Band 4 marks. Centres should encourage pupils to consider the key feature of the question in relation to a range of relevant issues to gain the higher marks.



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