

GCSE



Chief Examiner's Report History

Summer Series 2018



Foreword

This booklet outlines the performance of candidates in all aspects of CCEA's General Certificate of Secondary Education (GCSE) in History for this series.

CCEA hopes that the Chief Examiner's and/or Principal Moderator's report(s) will be viewed as a helpful and constructive medium to further support teachers and the learning process.

This booklet forms part of the suite of support materials for the specification. Further materials are available from the specification's microsite on our website at www.ccea.org.uk.

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GCSE HISTORY

Chief Examiner's Report

Assessment Unit 1 Modern World Studies in Depth

The 2018 GCSE History summer series saw the first cohort to sit GHR11, the updated specification for Unit1. 4,279 Year 11 candidates sat this paper in Summer 2018.

The overall standard of this first cohort was solid and reflected the diverse range of candidates in this first, non-tiered paper. Most candidates were well prepared for the changed format of the paper, especially in Section A. However, some general issues came to light during the marking of the first examination. In Section A, Question 5 candidates should approach this as an essay question where they must engage with the statement which is given in the question. A good way to approach this question is to encourage candidates to structure their answer with an introduction which sets the scene. Candidates should then be encouraged in the main body of their answer to have at least two separate paragraphs; one which supports the statement in the question and the other which contains a counter view. Candidates should be encouraged to have an element of balance in their responses. Finally, candidates should be encouraged to include a conclusion, making sure that they give their viewpoint by making a judgement, since the question asks 'Do you agree'?

Candidates in many cases responded well to the new demands of Section B, however, some examiners noted that there was evidence of some centres not adequately preparing candidates for the new style of questions. In Section B candidates should be reminded of the use of the content in source material and their own contextual knowledge to address Questions 1, 2, 3 and 4.

Centres are reminded that a range of source material, including written and visual sources will be used in the examination which candidates have to evaluate, notably in relation to the utility and reliability of a source.

Section A

Option 1: Life in Nazi Germany, 1933–45

Over 80% of the candidature chose this option. This option produced a wide range of responses.

- Q1** Most candidates correctly identified the correct word to match the descriptors. A minority mixed up Cardinal von Galen and Hans Scholl.
- Q2** This question posed some problems as many candidates found it challenging to differentiate on the events of 1933 and digressed from the question. Many responses included detail on the Night of the Long Knives which was not worthy of credit.
- Q3** This was generally well answered by most candidates. Examiners noted that candidates who answered on education tended to include more specific detail than those who chose youth movements. At the top end candidates provided accurate context on how youth movements or education were used by the Nazis to change the lives of young people. Some responses required more specific detail on the impact of the Nazis on the school curriculum, Hitler Youth and League of German Maidens.
- Q4** This question was generally very well answered, with a range of responses to the ways the Nazis used propaganda and censorship to strengthen their control over Germany. Most identified detail on the radio, cinema and rallies. In some cases, candidates could have made greater reference to censorship.

Q5 This question proved an effective differentiator. Some candidates produced very good answers and had been well prepared for the new demands of this question, and were able to write impressively on the successes and shortcomings in relation to Nazi policies towards women. Some candidates did not focus on making a judgement in relation to the question and wrote a narrative of all they knew in relation to women in Nazi Germany. This type of approach should be discouraged.

Option 2: Life in the United States of America, 1920–1933

This is becoming increasingly popular with almost 20% of candidates sitting this option. The standard here was generally very good.

- Q1** Almost all candidates correctly matched the four words relating to Hoover and the Great Depression with the correct descriptors.
- Q2** Most candidates produced accurate and developed responses on how jazz music affected the lives of people in the USA. Some very focused and balanced responses were read with wide ranging detail to illustrate the impact of jazz music.
- Q3** The experiences of Black Americans or immigrants proved popular amongst candidates. The experience of Black Americans was the most popular choice and was the better answered of the two groups. Many candidates who chose immigrants often tended to digress into why they faced hostility, rather than how.
- Q4** Candidates produced a wide range of responses to this question. Whilst some made a reasonable attempt to explain factors such as share speculation, lack of regulation or buying on the margin, there was a considerable number of candidates who digressed from the question and identified the economic problems of the 1920s which was not the focus here. A minority of candidates focused on the impact of the Wall Street Crash.
- Q5** There were a variety of responses to this question, and like its counterpart in Germany this was an effective differentiator. Candidates were clearly well prepared on the topic of prohibition and were able to effectively discuss detail on why prohibition failed and who the opponents of prohibition were. Some candidates lacked balance or any counter view and did not look at those who supported prohibition. A minority wrote all they knew about prohibition without engaging with the question and this type of approach is discouraged. Candidates are reminded about the importance of addressing the statement and looking at a range of views before focussing on their own judgement.

Assessment Unit 1: Local Study

Significant changes were made to the format of this section with an emphasis on sources in Questions 1, 2, 3 and 4. Examiners noted that many candidates made a sound attempt at their chosen option. However, most examiners reported that more focus on source technique is recommended – notably in relation to the usefulness and reliability of a source. Candidates need to use the source in questions 1– 4 as well as including contextual knowledge. Question 5, assessing recall, was an effective discriminator with few candidates achieving full marks.

Section B

Option 1: **Changing Relations: Northern Ireland and its neighbours, 1920–1949**

About 30% of candidates chose this revised option in Section B.

- Q1** This question was generally well answered, but candidates either used the source or used their own contextual knowledge. Candidates should be encouraged to do both.
- Q2** Wide ranging responses were offered to this question. At the top end, there were impressive responses which used the source well and supported this with accurate contextual detail on how the Blitz affected Belfast and its people. However, some candidates failed to use the source or their contextual knowledge. Some digressed into why Belfast was so badly affected by the Blitz.
- Q3** Examiners identified that candidates found this question challenging and some were confused between the usefulness and reliability of a source. Examiners noted that a number of candidates made very little reference to the source content, in this case a statement by the Catholic Church, which is essential to access Level 3.
- Q4** There were some mediocre responses to this question. Examiners noted that there was considerable repetition with the previous question. Some candidates lacked clarity as to what reliability was. However, it was noted that some centres had clearly prepared candidates through the use of a series of mnemonics such as ADMITT or others to assist in the preparation for writing this response.

Centres may find it useful to refer to the ‘Steps to success’ GCSE guidance booklet on the History microsite to assist in preparing candidates for the demands of Questions 3 and 4 in Section B. Centres are also reminded that a range of source material, including written and visual sources will be used in the examination which candidates will have to evaluate in relation to the utility and reliability of a source.

- Q5** (a) Many candidates were able to accurately identify one term of the Government of Ireland Act, 1920.
- (b) The vast majority of candidates were familiar with the Treaty Ports.
- (c) This question proved challenging for candidates with only a minority providing an accurate response. A significant number did not attempt this question.
- (d) There were a wide variety of responses to this question with many candidates able to provide one valid reason for opposition to the Anglo-Irish Treaty of 1921.
- Q6** The Economic War proved to be a popular option for candidates in this question. Whilst many candidates wrote about the causes, there was evidence that candidates digressed into the effects, rather than causes and this was not credited.

Option B on the Anglo-Irish Agreements of 1938 was less well answered, with some candidates unable to include specifics and became confused with the dismantling of the Anglo-Irish Treaty.

The vast majority of candidates answered on Option C – the Welfare State. There was a wide range of responses here and candidates who accessed higher marks in this question had a wide range of detail including health, housing and education.

Option 2: Changing Relations: Northern Ireland and its neighbours, 1965–1998

This continues to be the most popular option in Section B with around 70% of candidates answering this section. A wide range of responses were offered.

- Q1** Candidates were able to identify valid detail from the source, but examiners identified that too many candidates did not include relevant contextual knowledge. Centres are reminded that candidates should aim to use the source and their own contextual knowledge in this response.
- Q2** There was a wide range of responses to this question with some outstanding detail in relation to the Provisional IRA ceasefire. Candidates who did not access higher marks in this question did not effectively use the source and their contextual knowledge. In a small minority of responses there was evidence that candidates had not been prepared for this topic.
- Q3** Examiners identified that candidates found this question challenging and some were confused between the usefulness and reliability of a source. Examiners noted that a number of candidates made very little reference to the source content, (in this case a cartoon relating to the British troops in Northern Ireland), which is essential to access Level 3.
- Q4** There were some mediocre responses to this question. Examiners noted that there was considerable repetition with the previous question. Some candidates lacked clarity as to what reliability was. However, it was noted that some centres had clearly prepared candidates through the use of a series of mnemonics such as ADMITT or others to assist in the preparation for writing this response.

Centres may find it useful to refer to the ‘Steps to success’ GCSE guidance booklet on the History microsite to assist in preparing candidates for the demands of Questions 3 and 4 in Section B. Centres are also reminded that a range of source material, including written and visual sources will be used in the examination which candidates will have to evaluate in relation to the utility and reliability of a source.

- Q5** (a) Most candidates were able to identify Margaret Thatcher.
 (b) This question was generally well answered.
 (c) There was a range of responses to this question on the terms of the Good Friday Agreement. Many candidates were well prepared for this question, but a considerable number left this question unanswered.
 (d) Some candidates addressed this question well, but many digressed into the events of the Ulster Workers’ Council strike.
- Q6** Candidates responded very positively to Option A – the policies and actions of Terence O’Neill. Examiners noted that this question was well answered, with candidates providing an array of detail on economic, cross-community and cross-border policies and actions.

The reasons for the emergence of the civil rights movement in the 1960s was also generally well answered. Well informed candidates were able to effectively discuss grievances of the civil rights movement and influences which helped the movement to gain momentum. A minority of very well informed candidates also discussed the reasons for the emergence of People's Democracy.

A minority of candidates addressed Option C – reasons for the introduction of internment and this was the least well answered question with many candidates digressing into a definition of what internment was or the effects of internment.

Contact details

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