

2019 SUMMER EXAMINATION – SUMMARY REPORT

A HELPFUL GUIDE TO INFORM
YOUR TEACHING FOR

WJEC EDUQAS GCSE (9-1) IN HISTORY



SUPPORTING YOUR TEACHING IN THE NEW ACADEMIC YEAR

Utilising results from the 2019 summer assessment, our GCSE History team and examiners have analysed the performance of candidates to provide a summary to aid your teaching.

This booklet provides:

- A general summary of candidates' strengths
- Identifies areas where candidates required additional support/guidance
- Suggestions of areas to consider in the new academic year

In addition to this booklet, we recommend that centres review the performance of their centre, by utilising our free Online Exam Review tool. This online portal brings together several elements including general data, exam questions, mark schemes and examiner comments to lead you through examination performance.

Access this via oer.eduqas.co.uk

Centres are also encouraged to review their item level data (provided on our Secure Website www.wjecservices.co.uk) and the Principal Examiners' reports which are available on your subject page of our website www.eduqas.co.uk/history.

ADDITIONAL SUPPORT

In addition to this booklet, we continue to provide a comprehensive package of support to aid you in the delivery of WJEC Eduqas GCSE (9-1) in History which includes:

- Expert advice and guidance from our subject specialists to support your teaching
- Free teaching and learning resources to be used in the classroom
www.eduqas.co.uk/resources
- Face-to-face and online training, to book your place visit
www.eduqas.co.uk/training

To ensure you receive the latest subject news, training opportunities and resources updates, subscribe to our mailing list today www.eduqas.co.uk/subscribe

Disclaimer

This resource aims to support your teaching, but in no way constitutes an endorsed teaching method that is required by WJEC Eduqas.

AREAS OF STRENGTHS OF THE 2019 SUMMER ASSESSMENT

Following a review of the summer assessment, our GCSE History team and examiners have identified that candidates generally performed well in the following areas:

Component 1

- there was clearer evidence of candidates addressing the main issues in the questions and providing supported judgements where required
- candidates appeared to be focusing in greater depth upon the authorship of the sources/ interpretations although further development was needed
- many candidates successfully made connections between their chosen historical issues, as opposed to merely providing narrative responses
- on both papers in Component 1, the majority of candidates attempted to provide a balanced, two-sided response in terms of AO1
- there was an overall improvement in terms of candidates using the correct terminology when answering the questions, which enabled examiners to appropriately reward responses

Component 2

- an overall improvement was evident across most aspects of the Period and Thematic Papers as candidates become embedded in the new style questions
- candidates appeared able to analyse the nature and extent of change/improvement while arriving at reasoned and supported judgements
- candidates were able to draw on detailed contextual knowledge in order to underpin analysis and evaluation
- there was a general awareness of the three broad historical eras on the Thematic Papers
- candidates were able to use appropriate historical terminology to enhance their responses



AREAS FOR ADDITIONAL SUPPORT

Our GCSE History team and examiners felt that, following the performance in the recent assessment, candidates found the following areas particularly challenging:

Component 1

- using historical knowledge to support responses, which suggests that greater focus needs to be placed upon embedding topics that are in the required content of the specification
- addressing and more importantly, explaining the significance of chosen features rather than just providing basic historical narratives
- differentiating between the separate issues of utility and reliability and providing well-supported judgements regarding the relative utility of historical sources
- discussing the issue of historical interpretations beyond perfunctory, rote-learnt statements which tend to revolve around phrases such as the author having 'benefit of hindsight' or 'having undertaken appropriate research'
- considering the prospective audience at which historical interpretations are aimed since this is an important facet to understanding 'how and why' historical interpretations differ.

Component 2

- there is a need to reach a judgement on the "how far" questions rather than merely offering narrative
- there needs to be a much sharper focus on the authorship of the sources in question 2 on the Thematic Papers in terms of the time and circumstances in which they were produced
- some candidates are still categorising sources as primary and secondary which is not helpful
- too often candidates consider the utility of the sources in question 2 on the Thematic Paper rather than their reliability
- candidates need to ensure that their responses sit within the time frame of the question e.g. "developments in the second half of the 19th century". There should be an awareness of the need to deploy information in the correct century e.g. a question referring to the 16th century should offer information from the 1500s.

ENHANCING THE DELIVERY OF WJEC EDUQAS GCSE (9-1) IN HISTORY FOR 2019/20

Based on the performance of candidates in the 2019 summer assessment, the following areas have been identified as potential areas for teachers to consider providing additional support to their candidates:

Component 1

- when answering questions that deal with differing historical interpretations, it is imperative that candidates fully discuss the authorship, audience, title and date of the publication so that they can address the issues of how and why the interpretation has been formed
- even though candidates are increasingly focusing on the set issue in the question, they are to be reminded that marks are awarded for historical knowledge, therefore they need to provide appropriate background information
- when discussing the significance of historical issues, candidates should be encouraged to not merely 'top and tail' their response, but regularly explain the significance of the issue throughout
- candidates should be reminded that addressing the relative usefulness of historical sources involves discussing not just the perspective they provide, but the audience at which they are aimed – this will enable candidates to make a stronger overall judgement
- when considering the purpose of an historical source, candidates should be encouraged to consider its content, the historical circumstances under which it was produced and again the audience at which it is aimed

Component 2

- a judgement can be made in the form of an opening framing statement which can then be supported, or in a developed response which concludes with a substantiated judgement
- question 2 on the Thematic Papers demands that candidates reach a judgement about the relative reliability of the sources
- there needs to be an awareness of the three broad historical eras in question 5 of the Thematic Papers. Some centres are sub-dividing the modern era into pre and post- industrial periods which seems sensible
- candidates need to be aware that change can coexist with long periods of continuity on the Thematic Papers and they should also be encouraged to consider the factors that create or inhibit change
- there must a clear and supported focus on the main issue of question 5 on both the Period and Thematic Papers.



TAILORED SUPPORTING RESOURCES

We have produced a comprehensive package of resources to support you in the delivery of WJEC Eduqas GCSE (9-1) in History. These resources are available for free from our Digital Resources Website www.eduqas.co.uk/resources.

