



GCSE EXAMINERS' REPORTS

**HISTORY
GCSE**

AUTUMN 2020

Grade boundary information for this subject is available on the WJEC public website at:
<https://www.wjecservices.co.uk/MarkToUMS/default.aspx?!=en>

Online Results Analysis

WJEC provides information to examination centres via the WJEC secure website. This is restricted to centre staff only. Access is granted to centre staff by the Examinations Officer at the centre.

Annual Statistical Report

The annual Statistical Report (issued in the second half of the Autumn Term) gives overall outcomes of all examinations administered by WJEC.

Unit	Page
Component 1 Studies in depth – British Studies in depth Option C100UB – The Elizabethan Age, 1558-1603	1

HISTORY

GCSE

Autumn 2020

COMPONENT 1 STUDIES IN DEPTH – BRITISH STUDIES IN DEPTH OPTION C100UB – The Elizabethan Age, 1558-1603

General Comments

Due to the extenuating circumstances surrounding this year's examinations, there were very few candidates who were entered for this series. The overall quality of the handful of entries was generally poor with responses lacking sufficient AO1. This resulted in candidates being unable to achieve the higher bands of the mark scheme due to them being unable to provide the historical context. Similarly, the skills demands were not well addressed and this was presumably and understandably down to a lack of effective instruction and reinforcement.

Comments on individual questions/sections

- Q.1** The majority of candidates were able to achieve high Band 1 for extracting at least two pieces of relevant information from the source material. However, as in previous years, candidates did not generally go beyond the information provided in terms of contextualising the sources in relation to the question. The source material was in the main briefly paraphrased and was therefore insufficient to achieve Band 2.
- Q.2** There were a few reasonable responses to this question, with candidates generally providing a judgement, which is a key requirement of the question. As a result of this, most candidates accessed the question and made appropriate comments on the attribution, which allowed them to show some understanding of the weakness of the source in terms of its obvious viewpoint. However, there was little further development in terms of providing the historical context and this lack of wider AO1 resulted in responses being rather superficial.
- Q.3** Candidates' performance in this question was generally poor, with the main issue being a clear lack of AO1. In addition to this, candidates failed to address the issue of 'significance', apart from briefly referring to it at the start of their response. A few candidates did demonstrate some accurate AO1, but did not use this to develop the AO2 requirement in terms of consistently evaluating the significance of the Puritan threat.
- Q.4** Of all the questions on the paper, this one elicited the poorest responses. This was due to the fact that candidates tended to merely describe the issues chosen and thereby treat them discretely. Whilst the majority of candidates were able to achieve Band 2 for AO1 by demonstrating knowledge of their chosen issues, very few, if any, actually attempted to make any specific connections between them which may well have been due to the aforementioned lack of pedagogic instruction. Centres are again encouraged, for future series, to remind candidates of the need to use the appropriate terminology, such as 'connected to' or 'linked to', which will enable them to access the higher Bands for A02.

Q.5 As was the case with the paper in general, hardly any candidates engaged with the skills aspect of this question. Whilst a few were able to achieve Band 2 for AO1 by demonstrating some relevant subject knowledge, very few accessed Band 2 for AO4. This was in the main due to the fact that there was little, if any, engagement with the issue of how and why historical interpretations are formed. The attribution was not sufficiently discussed and evaluated beyond tokenistic comments and hardly any counter-interpretations were provided, which again may have been due to a lack of AO1 as well as practised examination technique.

SPaG – Candidates generally achieved 1 to 2 marks out of 3 for SPaG, such was the quality of responses to this question.

Summary of key points

Overall, it was clear that the lack of effective examination instruction was the determinant in the performance of the very few candidates who were entered for the series. This, allied to a lack of AO1, meant that candidates did not perform to the standards of previous years. It is hoped that centres will be able to provide a degree of normality in terms of knowledge reinforcement and developing candidates' historical skills so that future series can appropriately reflect the standards generally achieved by those who sit the papers.



WJEC
245 Western Avenue
Cardiff CF5 2YX
Tel No 029 2026 5000
Fax 029 2057 5994
E-mail: exams@wjec.co.uk
website: www.wjec.co.uk