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# GCSE HISTORY

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Insight report: 2018 results at a glance

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Published: October 2018





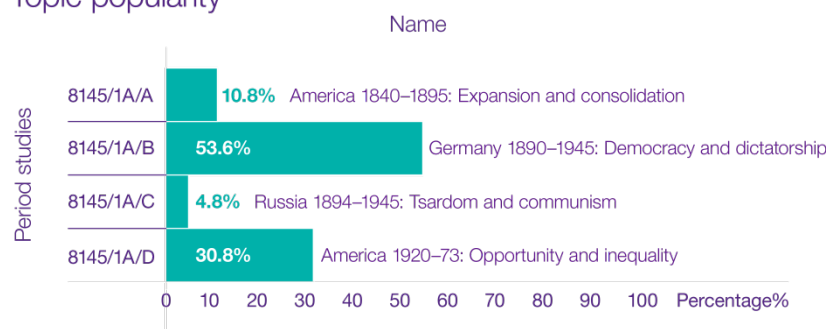
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# Series analysis

Conduct your own analysis using data relevant to you. Watch short [tutorials](#) on using Enhanced Results Analysis (ERA) for school, subject, group or student performance; or log straight in through [aqa.org.uk/log-in](http://aqa.org.uk/log-in)

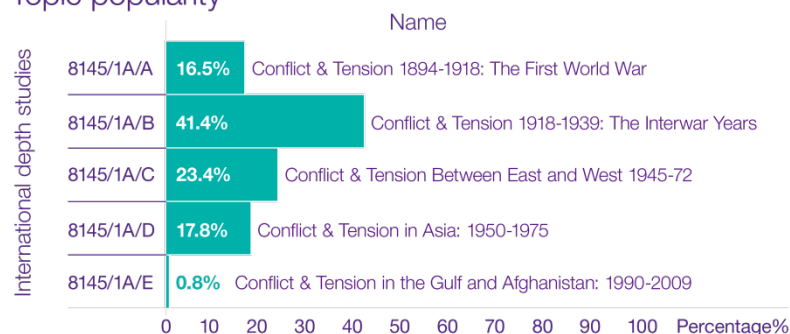
## Topic popularity



## Topic popularity, Period studies

AQA GCSE History

## Topic popularity



## Topic popularity, International depth studies

AQA GCSE History

**Watch tutorials on using ERA for results analysis, or log straight in via e-AQA.**

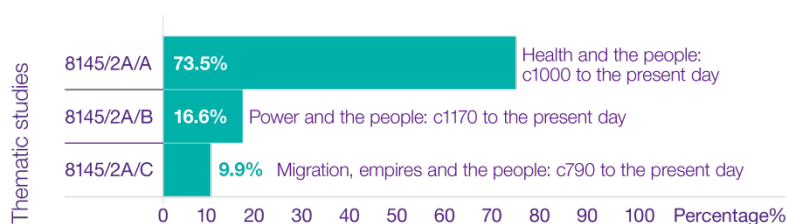
# Series analysis cont.

Conduct your own analysis using data relevant to you. Watch short [tutorials](#) on using Enhanced Results Analysis (ERA) for school, subject, group or student performance; or log straight in through [aqa.org.uk/log-in](http://aqa.org.uk/log-in)

## Topic popularity

Name

Topic popularity, Thematic studies

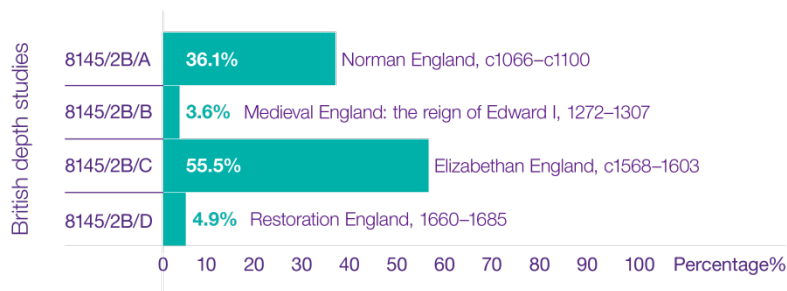


AQA GCSE History

## Topic popularity

Name

Topic popularity, British depth studies



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[Watch tutorials](#) on using ERA for results analysis, or log straight in via [e-AQA](#).

# Series analysis cont.

Conduct your own analysis using data relevant to you. Watch short [tutorials](#) on using Enhanced Results Analysis (ERA) for school, subject, group or student performance; or log straight in through [aqa.org.uk/log-in](http://aqa.org.uk/log-in)

## Grade summary

This shows the percentage of students achieving each grade.

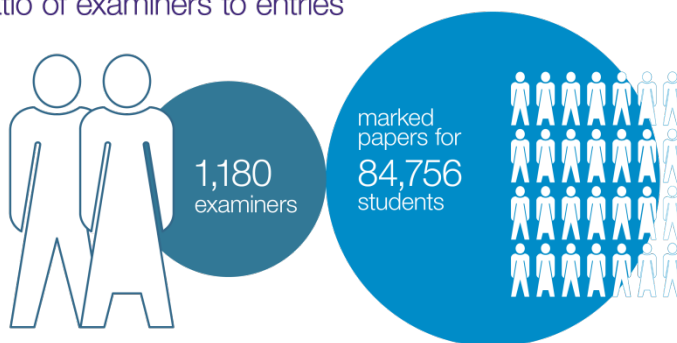


\*The yellow figures represent the remaining grade levels 3–U.

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## Grade summary

## Ratio of examiners to entries



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## Ratio of examiners to entries

1,180 examiners marked papers for 84,756 students.

**Watch [tutorials](#) on using ERA for results analysis, or log straight in via [e-AQA](#).**

# Grade boundaries

## How to interpret grade boundaries

This year was the first year students sat GCSE History (8145). There are 240 route level boundaries, so it is not possible to itemise all of them here. However, below are the boundaries for one of our most popular routes (8145GC), which includes the following topics:

- Germany, 1890–1945: Democracy and dictatorship
- Conflict and tension: The Interwar Years, 1918–1939
- Health and the People: c.1000 to the present day
- Elizabethan England, c.1568–1603.

Subject	Max mark	Summer 2018 grade boundaries (raw mark)								
		9	8	7	6	5	4	3	2	1
History 8145	168	118	105	93	82	71	60	42	25	8

It is also important to look at the cumulative outcomes at subject level. For this year:

- 26% of students received a 7 or above
- 65% of students received a 4 or above
- 97% of students received a 1 or above.

Access the full list of [GCSE History grade boundaries](#) in this PDF. We've also provided a tool to help you [work out your entry codes](#).

### Grade boundaries are set using a mix of statistics and expert judgement

Our Centre for Education Research and Practice (CERP) uses a range of statistics to make predictions that suggest the most appropriate grade boundaries. The statistical evidence considers the prior attainment of the given cohort as well as the distribution of marks. Senior examiners then review a script sample to confirm the statistically recommended marks are sensible for the grade.

Boundary setting is overseen by Ofqual. To find more grade boundaries and learn how they are set, visit [aqa.org.uk/exams-administration/results-days/grade-boundaries-and-ums](http://aqa.org.uk/exams-administration/results-days/grade-boundaries-and-ums)

**Feedback on the exam courses use student responses to explore what happened in each exam series. Visit [aqa.org.uk/history-cpd](http://aqa.org.uk/history-cpd)**

# Paper 1, Section A

This is a snapshot from across all the Period study topics. Learn more about every question from the summer 2018 series in our reports on the exam. Visit [aqa.org.uk/log-in](http://aqa.org.uk/log-in) and follow:

e-AQA > Secure Key Materials > GCSE > History/Religious Studies > History (new specification) > Reports on the exam.

Most successful questions for students	Least successful questions for students
<ul style="list-style-type: none"><li>• The 'describe' question</li><li>• The 'explain' question</li></ul>	The 'convincing' question

## Highlights from summer 2018

### The 'describe' question (Question 04)

All ability ranges were able to access this question and demonstrate knowledge and often their understanding of two problems. Sometimes students wrote more than necessary. Students can structure their answers with 'firstly', 'secondly' – this might enable them to be more concise.

### The 'explain' question (Question 05)

This question type was generally well answered with many students able to identify and explain at least one aspect. The strongest answers made specific reference to defined groups and could differentiate between different changes/impacts.

### The 'convincing' question (Question 03)

The most obvious differentiator between student answers to this question lay in the ability to identify and address the overall argument raised by each interpretation. It's really important to remind students to use their own knowledge to evaluate the **content** of the interpretations and not the **provenance** of the interpretations.

Reports on the exam are written by senior examiners who see more responses than anyone else. Access full reports via [aqa.org.uk/log-in](http://aqa.org.uk/log-in)



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# Paper 1, Section B

This is a snapshot of all the Wider world depth study options. Learn more about every question from the summer 2018 series in our reports on the exam. Visit [aqa.org.uk/log-in](http://aqa.org.uk/log-in) and follow:

e-AQA > Secure Key Materials > GCSE > History/Religious Studies > History (new specification) > Reports on the exam.

Most successful questions for students	Least successful questions for students
<ul style="list-style-type: none"><li>• The 'how do you know' question</li><li>• 16-mark essay question</li></ul>	The 'write an account' question

## Highlights from summer 2018

### The 'how do you know' question (Question 01)

Many students were able to access this question, and the full range of marks was awarded. Better answers were able to demonstrate their understanding of the source supported with relevant knowledge.

### Essay question (Question 04)

Students often showed good knowledge and were quick to offer alternatives to the stated factor. Answers in Level 3 of the mark scheme were often characterised by good explanation of factors supported by specific factual details.

### The 'write an account' question (Question 03)

Most students showed widespread knowledge and understanding about the topic, but it was only at the higher levels that students started to address the specific requirements of the question. Students should concentrate on the causes and/or consequences with specific regard to the escalation of conflict on an international level to help focus their answers.

**Reports on the exam are written by senior examiners who see more responses than anyone else. Access full reports via [aqa.org.uk/log-in](http://aqa.org.uk/log-in)**

# Paper 2, Section A

This is a snapshot of all the Thematic study options. Learn more about every question from the summer 2018 series in our reports on the exam. Visit [aqa.org.uk/log-in](http://aqa.org.uk/log-in) and follow:

e-AQA > Secure Key Materials > GCSE > History/Religious Studies > History (new specification) > Reports on the exam.

Most successful questions for students	Least successful questions students
<ul style="list-style-type: none"><li>• Explain the significance of...</li><li>• Essay question using factors</li></ul>	<ul style="list-style-type: none"><li>• The 'similarities' question</li><li>• Utility question</li></ul>

## Highlights from summer 2018

### Explain the significance of... (Question 02)

This question was answered very well. Encouragingly, many students could separate significance into longer and shorter term influences or impact.

### Essay question using factors (Question 04)

Students were well prepared to discuss the stated factor, and other possible factors, and were able to support their answers with a wide range of knowledge from across their studies.

### The 'similarities' question (Question 03)

It is really important that when asked about similarities, students should not explain differences as well, as these will not be credited. Students just need to explain two or more similarities.

During the course of their studies, it might be good to give your students opportunities to look at different ways in which different periods, people and events are similar so that they will become more effective at directing their knowledge in the exam.

### Utility question (Question 01)

Students need to make sure that they are explaining utility for the issue in the question. It is worth noting that while relevant limitations with appropriate contextual knowledge are rewarded; student time is often better spent exploring the positive contribution a source could make to an understanding of the specific focus of the question.

**Reports on the exam are written by senior examiners who see more responses than anyone else. Access full reports via [aqa.org.uk/log-in](http://aqa.org.uk/log-in)**

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# Paper 2, Section B

This is a snapshot of the British depth study topics. Learn more about every question from the summer 2018 series in our reports on the exam. Visit [aqa.org.uk/log-in](http://aqa.org.uk/log-in) and follow:

e-AQA > Secure Key Materials > GCSE > History/Religious Studies > History (new specification) > Reports on the exam.

Most successful questions for students	Least successful questions for students
The 'historic environment' question	The 'explain the importance' question

## Highlights from summer 2018

### The 'historic environment' question (Question 04)

Students from all abilities were keen to show their knowledge and understanding about the specified site and it was clear that they had made good use of the *resource pack*. It is definitely worth reminding students that it is best to focus their response on the focus of the question.

### The 'explain the importance' question (Question 02)

Students often showed good knowledge and understanding, but efforts need to focus on the idea of 'importance' in order to access the higher levels. In order to access Levels 3 and 4 of the mark scheme, answers need to concentrate on the focus of the question.

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# Notes

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be without Teachit!’

Vivienne Neale, Teacher

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On Teachit History you'll find hundreds of downloadable Word, PDF and PowerPoint resources to support the AQA specifications. Our GCSE collections are organised clearly into each unit for the thematic studies, British depth studies, wider world depth studies and period studies. Resources range from complete lessons including sources and practice assessment materials to quick quizzes and games.

[teachithistory.co.uk](https://www.teachithistory.co.uk)

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