

# **History B (Modern World)**

General Certificate of Secondary Education **GCSE 1937**

General Certificate of Secondary Education (Short Course) **GCSE 1037**

## **Report on the Components**

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**June 2008**

**1937/1037/MS/R/08**

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## CONTENTS

### General Certificate of Secondary Education History B (Modern World) (1937)

### General Certificate of Secondary Education (Short Course) History B (Modern World) (1037)

## REPORT ON THE COMPONENTS

<b>Component/Content</b>	<b>Page</b>
1937/11-14 Paper 1	1
1037/01 (Short Course) Paper 1	11
1937/02 Paper 2	13
1937/03 1037/02 Coursework	20
Grade Thresholds	22

# **1937/11-14 Paper 1**

## **General comments**

As in previous years a significant majority of candidates were able to demonstrate sound factual knowledge of both the core and the Depth Study for which they had been prepared. This knowledge was used to good effect in writing well developed explanations and arguments to their chosen questions.

Some candidates were less successful in the selection of the knowledge to be used and this resulted in over-long answers which often failed to focus on the specifics of the question. Another area where candidates are less strong is in the final part of the (c) answers in Section B of the Core and in Questions 8 and 9. Here some candidates were producing a summary almost as long as the original answer whilst not gaining any more marks. To gain the additional marks requires some comparative judgements based on the arguments presented in the response.

There were relatively few rubric errors. Candidates generally used the time allocated well, with the vast majority completing the paper. Where time was short it usually related to over-long, unfocused answers.

## **Comments on individual questions**

### **Core Content**

#### **Section A**

##### Question 1(a)

This was by far the most popular question of the two alternatives and many of the able candidates picked out the message of the cartoon, highlighting the failure and incompetence of the League when dealing with Japan. The obvious features of the woman lying prone on the floor, the man bowing before Japan's entrance and the rather inept 'face saving' by the British were all given as supporting detail achieving a mark at the top of Level 3. However, not all candidates fixed the cartoon in the correct time sequence within the Manchurian Crisis to take them forward into Level 4. Those that did used contextual knowledge such as the time delay of the Lytton report and Japan's defiance and withdrawal from the League.

Some candidates viewed the cartoon from the wrong angle commenting on Japan's invasion of Manchuria. Hence, they picked out a message that 'the Japanese were walking all over the League' but as the cartoon was published in 1933 this was not the message. This approach was limited to a mark in Level 1 of 2.

Far too many candidates wasted time describing the build up to the Japanese invasion of Manchuria where no credit was available. Too many also highlighted the reasons for invasion which again received no credit.

A common misconception from candidates when using contextual knowledge was that the League 'did nothing'.

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### Question 1(b)

Many candidates were able to offer a variety of reasons for the League's failure in Abyssinia. Most highlighted the weakness of economic sanctions, often offering detailed understanding of the implication of oil supplies continuing with many relating it to the lack of an American presence. Another common response related to the British and French betrayal, initially over refusing to close the Suez Canal but also the Hoare Laval Pact, although in relation to the latter, some confusion did exist as to 'who' was trying to do 'what'.

Weaker answers did little more than raise the more generic reasons for failure – lack of an army, problems with the structure and absence of the USA – hence they failed to progress beyond Level 2.

A number of answers failed to demonstrate any contextual knowledge of events and either confused Abyssinia with events in Corfu or thought that the Japanese had invaded Abyssinia.

### Question 2(a)

Answers to this question were more variable in their quality compared to those in response to Question 1(a). Those candidates who understood the detail of the Berlin Blockade had little difficulty in putting forward a valid interpretation relating to the dilemma faced by Stalin. The message was then well supported by use of the cartoon features and contextual knowledge particularly relating to the result if Stalin took action. Many candidates took notice of the cartoon title which helped with their interpretation. Even those who did cite the message regarding Stalin's uncertainty or anxiety about whether to react failed on occasions to progress beyond Level 3. It was clear that many knew a great deal about the motivation behind the blockade and earlier events in Berlin and many were also able to give detailed knowledge of the allied airlift and this was used rather than putting the cartoon into its correct historical context.

Failure to identify the message limited answers to Level 1, 2 marks. Some candidates made the flawed assumption that Stalin was shooting down the planes. Some believed that it was Hitler depicted in the chimney. Confusion existed in the minds of some candidates over the difference between Germany and Berlin with many thinking the birds were defeating a blockade of Germany.

### Question 2(b)

Most candidates were able to offer at least one sound explanation here with the most common being reference to containment and fear of Communism. It was clear that most understood the relationship between hardship and radicalism and related this to the devastation in Europe after the war. Others were then able to highlight the 'Stalinist' explanation, relating aid to purchase of support and bribery, perhaps also linking this to trade markets for American goods. Some even noted the dual approach of both the Truman Doctrine and Marshall Aid, stating that one naturally followed the implementation of the other.

There was little confusion shown in responses, although on rare occasions some wrongly linked Marshall Aid to the Treaty of Versailles and reparations.

## **Section B**

### Question 3(a)

Generally candidates were aware of Lloyd George's aims. Many commented on his 'middling approach' making reference to his desire to punish Germany but not too harshly lest it should hinder future trade. Reference was often made to the pressures he faced at home to destroy Germany which threatened to override his desire for a 'just peace'. The desire to augment the British Empire and limit Germany's navy was also a popular response.

Despite the focus of the question some candidates included the aims of Wilson. This wasted valuable time. On a small number of occasions Lloyd George's aims were actually a list of the terms of the Treaty.

### Question 3(b)

This question was handled well by most candidates, with even the weaker ones able to identify three reasons for Clemenceau's severity. The most popular proved to be his desire for compensation as a result of war damage and loss of lives. Following on from this, many also cited his desire for French security, highlighting the military aspects that subsequently came from Versailles. Those with more advanced knowledge made reference to the 1870-71 Franco-Prussia War and France's desire to reclaim Alsace Lorraine. The pressure that Clemenceau faced at home was also a common theme. On rare occasions, his personal characteristics and experience with the Germans were also mentioned.

On occasions candidates incorrectly stated Clemenceau wanted the Rhineland demilitarised but this was not the case. The French originally aspired to splitting Germany into smaller states and demilitarisation came about as a compromise.

### Question 3(c)

This question brought a full range of marks. Most candidates were able to link the loss of military provision to German dissatisfaction expressed by feelings of vulnerability and isolation. More advanced candidates made the point that these terms only seemed to apply to Germany yet she was surrounded by hostile nations who did not have to disarm. Others also linked in German national pride and the loss of jobs in both the military and munitions industry which contributed to the economic problems.

Loss of land was perhaps done less well but many were able to highlight German anger at the loss of self determination and economically rich territory. Others also highlighted the fact that Germany appeared to be used for 'gains for the victors' and the fact that the Empire was lost to Britain particularly rankled. Many incorrectly cited the loss of Czechoslovakia.

Many made the point that war guilt and reparations were further punitive measures. Acceptance of war guilt was considered harsh as Germany did not feel that she was the sole cause of the war. Even though the exact reparations figure was often any number between one and a million, many were able to cite the damage caused to the German economy.

### Question 4(a)

Knowledge of Hitler's foreign policy aims was generally good with most offering some mention of destruction of Versailles, acquiring lebensraum in the east, regaining lost land and remilitarisation. Few highlighted the creation of an Aryan Empire which was perhaps surprising. Pleasingly few candidates confused domestic and foreign aims.

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### Question 4(b)

In responding to this question some candidates only produced a narrative account of Hitler's foreign policy between the dates without ever linking their points either to Versailles or to the action taken. Hence, they often failed to progress beyond Level 2. The most able candidates approached the answer methodically, beginning with the remilitarisation of the Rhineland and culminating with the reacquisition of the Sudetenland. Here clear links to the terms of Versailles were displayed throughout, including arrangements for the Rhineland, armed forces, Anschluss and territorial terms relating to the Sudetenland.

Disappointingly few mentioned the Anglo-German Naval Treaty of the Disarmament Conference of 1932-33. A lack of understanding of what had happened to the Rhineland was evident in some answers.

### Question 4(c)

This question proved to be a good test of the candidates' understanding of the causes of the Second World War. Many candidates were comfortable with appeasement, explaining how prevarication allowed Hitler time to build up his forces, grow in confidence and become convinced of Britain and France's indifference to his actions.

Knowledge of the Nazi-Soviet Pact was often quite detailed and accurate but too few were able to explain how it made war more likely. Those that did usually did it well and highlighted the removal of German fears of a war on two fronts allowing Hitler to invade Poland. Others pointed out the loss of Stalin as an ally made the British more likely to appease.

The invasion of Poland allowed many to give details of the British and French guarantee which, if enacted, would lead to European war often making the point that Hitler did not fear a war because of appeasement.

### Question 5(a)

Unlike previous years many candidates attempted Question 5 producing some good answers. In writing about the Vietcong many highlighted the Communist aims, leadership under Ho Chi Minh, methods of fighting, the value of the Ho Chi Minh Trail and the fact that they were fighting against the corruption of the American-backed Diem.

### Question 5(b)

In their answers many were content to link US intervention solely to the desire to stop the spread of Communism. Often this developed into a discussion of the Domino Theory. More able candidates were able to pick up on the differing, more hard-line approach of Johnston as compared to Kennedy; others proved quite knowledgeable about the Gulf of Tonkin incident and subsequent resolution which gave the green light for war. Fewer made the point that the US had already aided the French and once they withdrew it became natural for the US to adopt the mantle. Some also linked the US support of Diem as a reason for intervention, highlighting that he was being challenged by the Vietcong so it was naturally assumed they would increase their efforts to protect him.

### Question 5(c)

Many candidates were able to explain two out of the three factors with ease. However, the financial cost of the war often failed to progress beyond Level 2 with general statements like 'the war was expensive'. Few were able to link cost back to the US and appreciate that taxes increased to subsidise US efforts and, with little apparent progress being made, caused

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opposition to the war to increase. The Vietcong tactics proved easier to explain and, as ever, candidates proved very knowledgeable when describing guerrilla warfare. Most were able to then explain this reference the US withdrawal, highlighting the loss of morale, inability to wage a successful campaign and general development of stalemate. Many others also linked the subsequent development of disastrous US tactics to the tactics of the Vietcong, hence earning explanation there. On the US tactics, again knowledge abounded and most could give details of Agents Orange and Blue, Operation Rolling Thunder and Search and Destroy. Most were then able to explain that this caused resentment against the US both at home and abroad and resulted in their loss of 'hearts and minds'. As ever, the fact that Vietnam was the first televised war was frequently raised and was a valid point in this context.

Inevitably some candidates failed to develop their detailed description, particularly of the military tactics, and this limited the mark achieved.

#### Question 6(a)

Most candidates were able to give at least two Soviet reactions to events in Hungary. Many pointed out the arrival of the tanks and subsequent bitter street battles. Most also gave details of Nagy's fate and the arrest of protagonists in later months; others developed the idea of political émigrés who fled across the border. However, far too many candidates wasted time describing the background to the revolution.

#### Question 6(b)

Far too many candidates confused the reasons for the Berlin Wall with the reasons for the Berlin Blockade; hence we often had Stalin as the architect of the wall instead of Khrushchev. Even those who proved more astute could often only give one convincing explanation, namely the desire to stop the flow of skilled professionals to the East. Few demonstrated any real understanding of the power politics surrounding Berlin at that time.

#### Question 6(c)

This was not answered convincingly or well by many. Whilst candidates were able to give details of Solidarity, including the fact that their leader received the Nobel Peace Prize, few were able to link the movement to the collapse of communism. It was rare for candidates to see this as the initial success which provided the lead for the rest of Eastern Europe, or convinced the Kremlin that they would have to relinquish control in the face of mounting challenges. A common error was to see this factor as a green light to discuss earlier opposition from Hungary (1956) and Czechoslovakia (1968) which was invalid.

The policies of Gorbachev proved to be the saving grace for many, with references to his reversal of the Brezhnev Doctrine and the allowing of democratic developments in Eastern Europe. Glasnost and Perestroika were also developed. Others commented on Gorbachev's role in ending the Cold War which removed the need for the Eastern European buffer zone.



## **Section C – Depth Studies**

### **Germany, 1918–1945**

#### Question 7(a)

Answers to part (a) varied considerably in their quality. Many candidates were well informed about the idea of a short-term disaster but less so about the long-term positive results. These candidates had little difficulty in using contextual knowledge to suggest that being in prison was a disaster as Hitler had miscalculated the support he would receive for the Putsch. Fewer candidates used contextual knowledge to develop the positive view of the Putsch. Those who did often used the publicity of the trial and the views expressed in *Mein Kampf* as supporting knowledge. The weakest answers copied or paraphrased the source.

#### Question 7(b)

Here the question was targeted at purpose and candidates needed to make this clear if they were to progress beyond Level 1. Many candidates asserted that the poster was to gain votes for the Social Democrats but fewer had the contextual knowledge to use the poster to support this purpose, although more were able to put the poster within a year when elections were taking place.

#### Question 7(c)

Many good answers were seen recognising the control exercised by Hitler in mass meetings like the one shown. Less prominent were responses which pointed out the promises made by Hitler such as jobs and food and the reversal of the hated Treaty of Versailles.

#### Question 8

Part (a) was generally well answered. Most candidates identified the main problems and supporting detail was not uncommon. Indeed the detail was often too great for a part (a) answer. A common mistake was to confuse the Kapp Putsch with the Munich Putsch although this was in the minority. Answers to part (b), almost without exception, identified the issues including the occupation of the Ruhr and hyperinflation. Seen less often was the Munich Putsch. Whilst a majority of candidates were able to explain why the occupation of the Ruhr was serious, candidates were less confident with their explanation of hyperinflation. Good candidates linked both these aspects well. Part (c) produced many well informed answers which ranged across the whole period and covered both sides of the argument. Others were less strong in their argument to support the view of the long-term lack of success. Disappointingly, work on the cultural revival often remained descriptive. Surprisingly, some candidates limited their response to the years up to 1923 thus limiting their choice of issues to present their argument.

#### Question 9

Surprisingly the answers to (a) indicated that Hitler's activity with regard to unemployment was not as well known as one might have expected. Answers were often limited to increasing the army and occasional reference to increasing public works. In response to (b) many failed to explain the reasons for persecution, merely describing how they were persecuted. Approaches like this often produced long rambling answers which failed to answer the question. A number of candidates thought persecuted meant control and thus produced answers relating to the police state. Developed answers often related to Hitler's hatred of Jews and his perceived view that they were responsible for Germany's failure in the First World War. This approach was often linked to Hitler's thoughts as expressed in *Mein Kampf*. Answers to (c) were often well informed,

although surprisingly large numbers failed to offer a two-sided response. This approach limited the mark achievable to six. Control was often expressed through the activities of the Hitler Youth and the school curriculum. However, candidates must realise that a description of activities in these areas is not enough to gain marks within Level 3. The better answers explained the impact of the Swing Movement and Edelweiss Pirates.

## **Russia, 1905–1914**

### Question 7(a)

Generally candidates were very familiar with the incident in the source and were able to put the event into a context using their knowledge which placed their answers in Level 4. Many responses lacked strength in their offerings of other reasons as to why Stalin became leader although many indicated Stalin was working from a position of strength within the Communist Party. A clear understanding of Lenin's 'political will' was not always evident.

### Question 7(b)

Whilst there were some good answers many candidates failed to grasp the significance of this American cartoon. Those who recognised in the cartoon the message that America was not fooled and they were showing the false and farcical nature of the show trials had then little difficulty in achieving high marks. The best answers went as far as indicating the people represented in the cartoon.

### Question 7(c)

Here the question was targeted at purpose, i.e. why it was published, and candidates needed to make this clear if they were to progress beyond Level 1. Whilst many gave detailed contextual knowledge of the Purges they could not progress through the levels without the message. For the purpose the idea of warning people about the brutality that was taking place in the USSR was acceptable.

### Question 8

Part (a) presented few problems for the majority of candidates who could describe the features of Russian society at the beginning of the twentieth century. Most were aware of the Tsar's autocratic rule and how this particularly affected the peasants. In answer to (b) many candidates wasted valuable time by writing about the reasons for the 1905 revolution and in particular Bloody Sunday. Many of these did then go on to answer the question. Credit was gained by considering the October Manifesto and the establishment of a Duma. The part played by an army loyal to the Tsar featured in many answers but not all candidates introduced the importance of the Tsar's actions in splitting the opposition. Many wrote at length about the work of Stolypin despite the fact he was appointed in 1906. Some good answers offering both sides of the argument were read by examiners in relation to part (c). The unfortunate decision of the Tsar to take charge at the front was well documented and many were aware of the inter-linked nature of this decision and the issues around the Tsarina and Rasputin. Social and industrial discontent featured strongly in many answers.

### Question 9

The vast majority of candidates were very comfortable with describing the features of the first Five Year Plan and gained high marks. Time and effort was wasted by numerous candidates who wrote at length about the second plan and collectivisation. There were many examples of

candidates in (b) describing collectivisation but failing to offer any explanation as to why it was introduced. Those who did score highly wrote about efficiency, exports and funding for the Five Year Plan. Reference to the kulaks was limited. Part (c) provided an opportunity for candidates to select aspects of Stalin's economic policies and to question success. Whilst criteria were partially established for success, i.e. meeting or exceeding targets, partial success or failure were less clear cut and were often limited to social and humanitarian aspects.

## **The USA, 1919–1941**

### Question 7(a)

All candidates used the source effectively in describing some of the features of Hooverilles including phrases like 'chicken coop, dog houses, constructed out of wooden boxes etc'. Some candidates were then able to offer contextual knowledge on how the Wall Street Crash led to this situation, i.e. loss of jobs led to unpaid mortgages and subsequent evictions. Others added context to describe additional features of the Hooverilles. Others highlighted the phrase Hooverilles, adding that they were named after the US President and with some reference to his policies. This approach allowed many to reach Level 4/5 but very few then progressed onto Level 5. Whilst many were able to identify additional effects, such as collapse of banks, farming, starvation (L3) too few were able to explain them with any conviction. A common error here was to widen the analysis worldwide with reference to the Great Depression in Germany and Japan.

### Question 7(b)

Answers to this question followed the same pattern as (a) with the weaker candidates sticking very closely to the source and using the evidence of bedraggled children, slum housing and cryptic posters as clear evidence of Hoover's inaction. Surprisingly many candidates of all abilities failed to make reference to the Bonus Marchers and the treatment they received. Contextual knowledge from many related to the development of laissez faire and rugged individualism and this was used effectively to explain Hoover's unwillingness to intercede. However, far too few progressed to Level 5 as they often knew too little about the positive measures he took. Some were able to do this but too many merely mentioned in passing what he did and failed to achieve beyond identification (L3).

### Question 7(c)

Many candidates clearly felt more comfortable with this question and were able to score well. Almost all could cite the message, either that Roosevelt was going to act to end the Depression (take over the driving of the US) or that Hoover was to blame as his policies had crashed. Once the message was given, supporting detail followed, either by citing Roosevelt's rolling up of his sleeves or the fact that Hoover has run off into the background after clearly crashing the car. Many also picked up on the idea of Uncle Sam and the car as the US economy which has clearly crashed and is entering the 'pond' which was the Depression. The adding of contextual knowledge relating to the voting out of Hoover and the election of a President offering a 'New Deal' gained maximum marks.

### Question 8

Most candidates in (a) were able to provide examples of farming problems in the 1920s. Overproduction as a result of the end of the war proved to be the most obvious route, along with low prices for crops and forced eviction. Competition from Canada also often featured. Some commented on the fact that Republican policies did little to help, especially tariffs which worsened the farmers' lot. As ever with this type of question common mistakes tended to revolve around the dates set. Many candidates extended their discussion into the 1930s and

described problems as a result of the Great Depression or overuse of soil which led on to the inevitable 'Dustbowl'. Many answers to (b) showed knowledge about the problems of black people in the 1920s. Racial prejudice which resulted in poor education and subsequently poor jobs rated highly, along with the activities of the KKK with examples of beatings and lynchings as support. Fewer candidates were prepared to discuss the Jim Crow Laws and some that did discussed the wrong period often with reference to Rosa Parks. The knowledge displayed in response to (c) was often good. Most candidates were able to explain how the car led to the boom, highlighting the multiplier effects on other industries and the increased spending power of the Ford worker. However, too many candidates stopped at this point, perhaps not realising that two sides were actually required. Those that did press on often gave a plethora of other factors that raised American economic wealth. Many believed that Republican policies were the most important, focussing on the fact that tariffs allowed wealth to remain in America. Others highlighted the war and the fact that America generated enormous wealth on the back of trade and repayment of loans. Advertising and marketing tended to get lost in general discussion of the cinema and changing values, although America's state of mind did feature quite highly, developing the idea of the spend rather than save mentality. Many also proved knowledgeable about America's vast natural resources which allowed her to produce goods more cheaply than their competitors, keeping the prices low and resultant purchases high.

#### Question 9

Most candidates in (a) were able to give three or four features of Roosevelt's 100 Days. Clearly, the Alphabet Agencies featured highly and most proved well versed in their aims and activities. Others picked up on the Emergency Banking Act and subsequent attempts to restore confidence in them. Fireside Chats were used as evidence of Roosevelt's personal attempts to end the Depression. In (b) candidates did not always focus on the question. After dealing with the 'active' government and the more laissez faire approach of the Republicans, some developed this into a wider discussion citing other objections to the New Deal. In answer to (c) many discussed the position of the unemployed and used the CCC, PWA and TVA as evidence of increasing job opportunities. A surprising number of candidates chose to stop here with a one-sided response with a maximum mark of Level 3/6. Those who did progress often did it well, highlighting the failure of the New Deal to ameliorate the position of black people or women. The various failings of the agencies were also discussed, along with the short-term nature of jobs and the need for a second New Deal. Many were also able to discuss the role of the Second World War in ending unemployment

#### **China, 1945–c.1976**

##### Question 7(a)

This question was targeted at purpose, i.e. why the poster was published, and candidates needed to make this clear if they were to progress beyond Level 1. Whilst many did correctly suggest 'to encourage humiliation of landlords', others chose to ignore the words 'speak bitterness' given with the source. Here purpose was linked either to the Nationals or to the 'Hundred Flowers'. Some even suggested it related to the 'removal of intellectuals' presumably in the Cultural Revolution. Those who correctly identified the purpose rarely had difficulty in adding relevant contextual knowledge putting their answers into Level 4. Disappointingly, a significant majority of candidates failed to complete their work by omitting to say 'why 1950?'

##### Question 7(b)

A significant minority of candidates appeared to lack the ability to deal with this type of question being concerned more about the relative brevity of the source and therefore 'it does not tell us anything'. It is important they link sources to their contextual knowledge and if this process had

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been carried through, links to the causes of famine would have been established. This knowledge of the famine and of the Great Leap Forward was capable of being used for either side of the argument and those candidates well versed in the demands of this approach experienced few problems.

#### Question 8

The response to part (a) was mixed, although the majority recognised that a change had taken place between the dates given. The role of Khrushchev was particularly well documented. Well written was a description of numerous events which took place between China and the USSR after 1970 in answer to (b). However, less strong was the explanation as to how these events contributed to improved relations. One area that was developed was the significance of China taking its seat in the UN. There were many very good answers to (c) where candidates were clear in their own minds about the criteria against which the idea of a superpower should be judged. Others took a list of events to justify superpower status. Whilst this approach was acceptable it lacked the flow of the alternative approach and often remained a one-sided answer. It was surprising how few candidates mentioned human rights.

#### Question 9

On the whole candidates were very knowledgeable about the 'Hundred Flowers' campaign (part a) and had little difficulty in securing at least three marks. It was encouraging to read the different interpretations of the campaign. Answers to part (b) tended to be more of the descriptive kind with many going into great detail about the events during the Revolution. This approach passed the onus onto the examiner to make decisions as to whether a point was being explained. Candidates should be encouraged to take each point, link it to the question and then explain its significance. Often the only clearly explained impact of the Revolution was the loss of education by a generation. There were many varying approaches to part (c). The majority were able to explain how the different things Mao had done contributed to 'a great leader'. Many answers were particularly strong on the impact he had on education, health and the status of women. Whilst improving industry was often mentioned it lacked the contextual knowledge to support the claim. The idea of 'great leader' was questioned by many in relation to the Great Leap Forward and the Cultural Revolution. This approach in the main produced an answer of quality.

## 1037/01 (Short Course) Paper 1

### Section A

#### Question 1

##### Question 1(a)

A significant majority of candidates quickly recognised that the target for this question was purpose and made every effort to establish that. This was usually written as 'the League lacked strength because the USA was not a member.' This was usually supported by evidence from the source although at times examiners had to search through lengthy descriptions to find it. Some went even further to indicate the reasons why the US did not join but very few established why it was published in 1919.

##### Question 1(b)

To develop an answer to this question candidates needed to consider both sources in context and ask themselves at first 'What is Source C saying about the League? Who is saying it? Why would they be saying this?' Once this is established, Source B falls into place. Responses from the majority of candidates failed to progress beyond Level 2 as all they did was to copy or paraphrase each source.

##### Question 1(c)

Many of the candidates picked out the message of the cartoon, highlighting the failure and incompetence of the League when dealing with Japan. The idea of 'face saving' by the British was often given as supporting detail achieving a mark at the top of Level 3. However, not all candidates fixed the cartoon in the correct time sequence within the Manchurian Crisis to take them forward into Level 4. Those that did used contextual knowledge such as the time delay of the Lytton report and Japan's defiance and withdrawal from the League.

Some viewed the cartoon from the wrong angle commenting on Japan's invasion of Manchuria. Hence, they picked out a message that 'the Japanese were walking all over the League' but as the cartoon was published in 1933 this was not the message. This approach was limited to a mark of Level 1/2.

A common misconception from candidates when using contextual knowledge was that the League 'did nothing'.

##### Question 1(d)

There was considerable variation in the quality of responses to this question. The better ones were aware of the ineffectiveness of sanctions and how the Hoare-Laval Pact affected the credibility of the League. However, even the better candidates were more secure with contextual knowledge outside the source that they were explaining the source content, often failing to pick on 'collective security'. The weaker answers were characterised by general reasons as to why the League failed such as 'they did not have an army'. To progress it is necessary to contextualise this information to, in this case, Abyssinia. On occasions answers at this level showed a confused understanding of Hoare-Laval often stating that the proposals were agreed with Mussolini or indeed implemented.

Question 1(e)

Significant numbers of candidates demonstrated their awareness of the demands of this question, scoring high marks. Generally they worked through the sources, taking each in turn and considering whether each was for or against the question hypothesis. Judgements were then supported with evidence from the source. Very few failed to identify the source they were working with.

**Question 2**

Question 2(a)

Answers to this question were more variable in their quality compared to those in response to Question 1(a). Those candidates who understood the detail of the Berlin Blockade had little difficulty in putting forward a valid interpretation relating to the dilemma faced by Stalin. The message was then well supported by use of the cartoon features and contextual knowledge particularly relating to the result if Stalin took action. Many candidates took notice of the cartoon title which helped with their interpretation. Failure to identify the message limited answers to Level 1, 2marks. Some candidates made the flawed assumption that Stalin was shooting down the planes. Some believed that it was Hitler depicted in the chimney. Confusion existed in the minds of some candidates over the difference between Germany and Berlin with many thinking the birds were defeating a blockade of Germany.

Question 2(b)

As with 1(b), candidates tended to take the sources at face value rather than use their contextual knowledge to interrogate them. Disappointingly, this resulted in many responses failing to move beyond Level 2. In better answers contextual knowledge was often related to the actions of the Soviets and to the Marshall Plan of the US.

Question 2(c)

Significant numbers of responses suggested the question was wrong and that this source was useful as it did reflect what was going on and the fact that it was from a child meant it was not biased. This was well supported by the use of information from the cartoon. Candidates were less confident in offering contextual knowledge about the Berlin Blockade not shown by the source, although at times there were hints relating to the closeness of war.

Question 2(d)

Disappointingly few responses thought the source 'unsurprising' as they failed to put it in the context of the Cold War and the fear by the US of the spread of communism. Many answers remained in Level 3 with candidates making every effort to use the content to indicate surprise or not. Many were surprised the US appeared to be planning a war and yet made little of the remark made by the British Foreign Secretary or the source writer's response.

Question 2(e)

Comments for this question are as for 1(e).

## 1937/02 Paper 2

### Why were the Liberal welfare reforms introduced?

#### General Comments

Once more it was clear that all levels of ability had been prepared with appropriate skills and knowledge for the demands of the paper and it is heartening to note, again, that candidates approached the paper with serious intent. It is, however, important to emphasise that the essence of Paper 2 is using and evaluating historical sources critically in their context. Testing the sources against historical knowledge, against other sources on the paper and against the internal evidence of the sources themselves gives access to the higher mark levels. Many candidates were aware of the need to evaluate critically and were skilled in the ways of doing so, but there remains a significant minority who do not do themselves justice in responding to the sources. If contextual knowledge is uncertain then addressing the tone, language or purpose of a source, supported from the source, will be rewarded.

Although it was obvious that many candidates had developed a detailed knowledge of the period, at times they were more concerned to unload their knowledge about an issue rather than concentrate on the content and nature of a source. Also, a tendency persists for a number of candidates to be rather perfunctory in the application of their skills and knowledge. They knew what to do and how to do it, but they did not produce the developed answer of which they were capable.

As in previous years, there continues to be a tendency for even the most able candidates to neglect source content in their answers, to their disadvantage. Previous reports have reminded centres that this is a source-based paper and candidates must use information taken directly from the sources. Again, this message is repeated. Failure to root an answer in the source/s in the question will compromise its quality by failing to support valid reasoning and inference. It is not enough to assert that a source 'shows' something; candidates need to demonstrate how the source agrees or disagrees with their point.

This answer to Q1 exemplifies the point about the need to support an answer with source detail:

*Source A is saying that force will be used to get money from the rich to fund social reform*

This Level 2 answer could so easily have been raised to Level 3 by the inclusion of simple detail from the cartoon in question. Such omission of source detail, or even any sense of what a source illustrates, is a fundamental error in a source-based assessment.

A high quality answer will contain, in varying combinations: specific source detail; comment about that detail in relation to the particular question being answered; clear contextual knowledge enabling a judgement to be made about the purpose or validity of the source in question.

**Content** – quote it.

**Comment** – on the content.

**Context** – relate to events.

On points of administration, attendance registers must be completed and enclosed with scripts. Candidates must write on the front of their scripts the numbers of the questions they answer. Supplementary answer sheets must be attached at the back of the answer booklet, not inserted. Script envelopes must have the paper reference number and quantity of scripts enclosed clearly written. If more than one packet of scripts is despatched this must be indicated on the outside of the packets.



## Comments on individual questions

Where two marks are available for a level, award the higher mark unless the answer is a weak answer at that level.

Where a range of three marks is available for a level, award the middle mark unless the answer is a weak or strong answer at that level.

### Q1 Source A

*What is the message of this cartoon?*

*Use details of the cartoon and your knowledge to explain your answer.*

**6 marks**

Level 1	Simple comprehension only/general assertion. Description of surface detail, but no valid inference made.	1
Level 2	Valid inference/s from the cartoon about its message, unsupported by detail from the cartoon.	2
Level 3	Valid inference/s from the cartoon about its message, supported by detail from the cartoon.	3-4
Level 4	Valid inference/s from the cartoon about its message, supported by detail from the cartoon and put into context.	4-5
Level 5	Valid recognition of critical nature of the message, supported by detail from the cartoon and put into context.	6

The vast majority of candidates reached Level 3 and many reached Level 4 by making an appropriate contextual reference to the date old age pensions were introduced by the Liberals. This answer is typical of the encouraging proportion of candidates who reached Level 5 through commenting, additionally, on the essentially unsympathetic representation of Lloyd George. As such, this answer illustrates the best practice of concentrating on the main message of a source.

Level 5 (6 marks)

*This cartoon shows Lloyd George as a 'philanthropic highwayman'. He is standing by the side of the road carrying a gun waiting for the motorcars (a new symbol of wealth) to arrive. He was determined to take money from the rich and give it to the poor as an old age pension.*

*In 1908 old age pensions were introduced and these state pensions were 'free'. Lloyd George and the government wanted to impose taxes on the wealthy. He believed that, as the majority of the rich became rich through inherited wealth, they should pay for the reforms. A land tax on the sale of land was one way of raising money.*

*Overall, this cartoon is saying that the rich don't want to be taxed to pay the poor a pension. They thought the government should find another way. The cartoonist is painting Lloyd George in a bad light, as a robber even if he is doing it for the greater good.*

## Q2 Sources B and C

*How far do these two sources show similar attitudes towards England?  
Use details of the sources and your knowledge to explain your answer.*

**9 marks**

Level 1	Describes the sources rather than identifies valid similarity/difference.	1-2
Level 2	Identifies valid similarity/difference unsupported by detail from the sources.	2-3
Level 3	Identifies valid similarity/difference supported by detail from the sources.	3-4
Level 4	Valid explanation of similarity and/or difference of attitudes by reference to tone/language/purpose supported by detail from the sources.	5-7
Level 5	Valid explanation of similarity and/or difference of attitudes in context, supported by detail from the sources.	7-8
Level 6	As Level 5 plus addresses 'how far' in validly explaining similarity and difference of attitudes in context, supported by detail from both sources.	8-9

Comparative assessment is essential at this level.

Candidates do have difficulty with questions which require them to deal with two sources. The common outcome is to reach Level 3, with progression to Level 4 or Level 5 by focusing on one of the sources. Though untypical, this answer illustrates the straightforward approach to reaching the top level. As the descriptor for Level 6 makes clear, comparative assessment is essential. Consequently, candidates must indicate how far – similarity to a great degree because....differences are only slight because....

As mentioned in the General Comments, if a candidate lacks confidence in their contextual knowledge a supported comment on the tone/language of a source is a simple way to reach Level 4.

Level 6 (8 marks)

*The sources agree on the main topic, which is that the current situation in England means they are not organised for peace or for war (Source C). Source B agrees as it notes that "the working class are no use to England as workers or soldiers". This can be seen when analysing events such as the Boer War, when 69% of volunteers in some poor areas of England did not pass the medical checks to join the army. England was in a desperate state and many workers were falling ill because of poor living and working conditions. The sources also seem to agree that England is falling behind other countries as Source B compares England to America, while Source C does the same with Germany.*

*However, perhaps their overall attitudes differ in terms of the tone of the sources. London's comments in Source B are extremely rude, labelling the working class as "empty-headed and stupid", and announcing that they are no competition to "the efficient workers of America". Both sources declare what England's fate is and make it sound inevitable, with use of the word "When".*

*London predicts a negative future for England, saying her situation will "become critical" and then the working class will "become as desperate as wild animals and rise up in revolt". The attitude in Source C is very different as it is optimistic and promises "reform". Of course this is*

*Report on the Components taken in June 2008*

*expected because governments will surely not accept defeat and will do anything in their power to protect their country from this “revolt” that London predicts.*

*Therefore, sources B and C show similar attitudes towards England to a fairly high extent because they agree a lot on the problems facing England even though they differ about the future.*

**Q3 Source D**

*How useful is this poster to historians studying the need to help the poor in Britain at that time?*

*Use details of the poster and your knowledge to explain your answer*

**7 marks**

Level 1	Comprehension only/general assertion.	1-2
Level 2	Valid inference/s from the poster unsupported by detail from the poster.	2-3
Level 3	Valid inference/s from the poster supported by detail from the poster.	3-4
Level 4	Evaluates the poster by commenting on its imagery/purpose, or by cross-reference, supported by detail from the poster.	4-5
Level 5	Evaluates the content of the poster using contextual knowledge, supported by detail from the poster.	6-7

To a slight degree there was a disappointing response to this question at the higher end in that it was a simple task to reach Level 5 – put the poster into its context of concern about urban poverty. Candidates are taught about the importance of surveys by Booth and Rowntree, yet it was frustrating to read so many answers which did not ‘test’ the source against such knowledge. This answer does demonstrate contextual understanding and is a concise and organised response.

**Level 5 (7 Marks)**

*Source D is a poster about the life of the working class in 1906. Studies in 1901 by Rowntree in York showed that around 27% of the population lived below the poverty line. This poster is referring to that poverty and its purpose is to change attitudes*

*The poster shows thin, skeleton-like people living close together. One woman is making matchboxes in her home and this and the title of the source (No home life for them) shows how people had to work continually in order to make a living. A small child is sat on the floor eating a scrap of food and this also reflects on how people were starving, did not have time or money to eat at a table and how people were born into poverty.*

*A historian can see a lot from this poster, how some people lived at home, the poverty they were born into, that they didn’t have enough food or money. The room is small and shabby reflecting on how people in poverty couldn’t afford anything better.*

**Q4 Sources E and F**

*How far do Sources E and F prove that the Liberals were concerned only with the threat from the Labour party?*

*Use details of the sources and your knowledge to explain your answer.*

**9 marks**

Level 1	Comprehension only/general assertion.	1-2
Level 2	Valid inference/s unsupported by detail from a source.	2-3

*Report on the Components taken in June 2008*

Level 3	Valid inference/s supported by detail from a source/s.	4-5
Level 4	Argues they do or do not, based on evaluating one source using relevant contextual knowledge, or cross-reference, or tone/language/purpose, supported by detail from the speeches.	6-7
Level 5	As Level 4 plus addresses 'how far' in validly commenting on the extent of proof, evaluating both sources.	8-9

As with Q2, this question saw many candidates halt at Level 3 for want of an appreciation of the emotive language used in Source E (...poverty scars this land glittering with wealth...), and in Source F (...gigantic task ...an unjust society which robs the workman...). Many others did, however, progress further, often with a clear understanding of the number of Labour MPs. This answer remained at Level 4 because it did not address 'how far?'

Level 4 (7 marks)

*Source E does suggest that the Liberals were obsessed with the threat from Labour. Speaking in 1906 Lloyd George gives a very clear warning about the Labour Party and the need to eliminate poverty to stop working men voting Labour and not Liberal. This helps explain how quickly the Liberals then introduced a lot of new reforms. I think that Lloyd George realises that they must act upon their promises quickly. The Liberals started free school meals in 1906, free school medical checks in 1907 and old age pensions in 1908.*

*However, Source F is also Lloyd George and he is very determined to help the poor and makes no mention of the Labour Party at all. This speech by him in 1909 uses very emotional language and shows he is concerned with more than the Labour threat. By this point the Liberals had already made a lot of new acts, so Lloyd George seemed much calmer in his later speech and does not say anything about opposition, although he still seems quite worried as he is determined to create more acts to help the poor.*

*Source E makes Lloyd George seem very concerned about the threat of the Labour party as he mentions them often, but I think that this is because the Liberals have only just won the election. Although this source does seem to prove that the Liberals were only concerned about opposition, Source F is very different. In source F Lloyd George seems only focused on the poor. He says, 'We are determined to protect them' and he does not mention the Labour Party. So, I do not think Source E proves that the Liberals were only concerned about the Labour Party.*

**Q5 Source G**

*Why was this poster published in 1911?*

*Use details of the poster and your knowledge to explain your answer.*

**7 marks**

Level 1	Comprehension only/general assertion.	1-2
Level 2	Valid inference/s from the poster unsupported by detail from the poster.	2-3
Level 3	Valid explanation why the Liberals published the poster, supported by detail from the poster.	4-6
Level 4	Valid explanation why the Liberals published the poster, supported by detail from the poster and put into context.	6-7

*Report on the Components taken in June 2008*

A basic weakness of candidates was their vague notion of chronology relating to the period and a general lack of appreciation of the scale and importance of the 1911 National Insurance Act. Many candidates tried to explain the reason for publication as being a need to win votes before a general election.

This answer shows a clear understanding of context.

Level 4 (6 marks)

*This poster shows a picture of an ill man and Lloyd George at the bedside. On the wall is written 'National Insurance against sickness and disablement'. This poster was set up by the Liberals to show their reforms and how good National Insurance would be and asking for the English publics backing.*

*This poster was published in 1911 because that was the year the National Insurance Act came into action. Many people opposed this idea because it was more money for them to pay. There was the slogan of 'nine pence for four pence', but workers and their bosses objected to paying this new tax. The National Insurance did have its benefits because if you were ill you would be entitled to 10 shillings a week for 26 weeks. This was not much money but it encouraged people to pay the tax in case they became ill. The poster is to convince the opposers that National Insurance is a good idea.*

**Q6 All the sources, A to G**

*'Liberal welfare reforms were introduced **only** because living and working conditions were terrible'. How far do the sources in this paper support this statement?*

*Use details of the sources and your knowledge to explain your answer.*

*Remember to identify the sources you use.*

**12 marks**

Level 1	General answers unsupported by detail from the sources.	1-2
Level 2	One-sided answer using relevant contextual knowledge unsupported by detail from the sources.	2-3
Level 3	Balanced answer using relevant contextual knowledge unsupported by detail from the sources.	4-5
Level 4	One-sided answer, with specified detailed support from the sources.	6-7
Level 5	Balanced answer, with specified detailed support from the sources.	8-10
Level 6	In addition to Level 5, addresses 'how far?'.	11-12

Even the weakest of candidates is schooled in responding to Q6 and their ability to write at length in arguing a balanced response is now typical. Consequently, the majority of candidates reached Level 5, though a significant number did not get beyond Level 4 because they were determined on a yes or no approach.

This answer follows the simple approach of dealing with each source in turn and then arriving at a final judgement.

Level 6 (11 marks)

*Source A supports the statement in the question because it shows Lloyd George as a highway robber making the rich pay for the old age pension fund to improve living conditions for the old.*

## *Report on the Components taken in June 2008*

*Source B is inconclusive as it describes England from an American point of view and is irrelevant to the statement.*

*Source C appears to agree with the statement as it's telling us that 'this winter is causing misery and there is an urgent need to help the working class'. However, it also disagrees with the statement because it shows us that Lloyd George is helping the working class to make England as strong as Germany and not just to improve working and living conditions.*

*Source D supports the statement as it shows the terrible working and living conditions of female matchbox makers in 1906, so that the Liberals can see such conditions need to be improved.*

*Source E disagrees with the statement. It shows that Lloyd George is more concerned about helping the poor to get votes and beat Labour, rather than because living and working conditions are poor and need improving. He said 'I warn you about the Labour Party. It will become a terrifying force that will sweep away Liberals'.*

*Source F agrees with the statement because the speech clearly shows us Lloyd George's concerns and sympathy towards the working class. It tells us how he wants to help improve living and working conditions for the working class. He said 'We still have the gigantic task of dealing with the sick, the unemployed, the widows, the orphans'.*

*Source G agrees with the statement as this poster was published to encourage people to support the Liberal Government. This poster shows Lloyd George looking after a sick man and showing him that the government was introducing National Insurance against sickness and disablement.*

*Overall, five sources agree and show that the statement is correct and Liberal reforms were introduced only to help working and living conditions. Two sources disagreed and suggest that the Liberal reforms were made for other reasons, such as to win the vote and support from the large number of working class people or to make England a greater country. Therefore, the sources support the opening statement to a very large extent but not totally.*

## 1937/03 1037/02 Coursework

### General Comments

Moderation of this year's coursework proceeded smoothly. The overwhelming impression reported by moderators was of high standard work representing much effort, care and understanding on the part of the candidates. Most centres sent their mark sheets to moderators on time and authentication sheets were completed correctly. However, as in previous years, there was a small minority of centres that had to be chased with repeated letters and phone calls before they could be persuaded to produce a mark sheet. Moderators then have to often endure the same experience when they tried to persuade these centres to send a sample of work. It is clearly no coincidence that the same centres each year cause these difficulties.

However, the vast majority of centres acted with great efficiency. They produced well organised sets of coursework that had been carefully and accurately marked. There was evidence of internal moderation having taken place and many centres annotated candidates' work in a detailed and helpful way. Moderators did report a couple of areas where there were a few problems. Firstly, it would help if the coursework summary sheet (this provides a breakdown of candidates' marks) could be sent with the mark sheets. Secondly, it is important that some centres take more care with checking marks. Moderators did report several examples of candidates being awarded one mark on the MS1 and a different mark on the coursework summary sheet. In some cases candidates were awarded a third mark on the work itself. This confusion is sometimes caused as a result of internal moderation. When marks are changed at this stage a check should be made that they are changed on all documentation.

Centre entering candidates for the short course (1037/02) should remember that the work must be targeted at A01 and not A0s2/3. Several centres submitted work that focused on source use. Candidates were not penalised this year and the centres have been told of their mistake. Moderators will not extend such tolerance to future years.

The overall standard of work was very good but some downward adjustments were made. There were also a number of centres whose marking was generous but just within the tolerance. These centres have been notified in the individual reports sent to them and any further generosity on the part of the markers could lead to reductions being made to marks in the future. Moderators are keen to prevent coursework marks steadily going up when there does not appear to be any general improvement in the quality of work. One reason for the awarding of high marks that are not merited is the practice of rewarding the skill of selection too highly. The importance of this skill has been highlighted in recent reports especially in relation to candidates who produce pages of work that is not really relevant to the question set. However, selection by itself cannot be the reason for awarding high marks. In Assignment 1, once candidates have selected relevant examples, they then have to explain, analyse and evaluate them for high marks.

Another reason for generous marking is the practice of rewarding marks for knowledge, understanding and skills for their own sake rather than for how effectively they have been deployed to answer the question. When assessing coursework it is always worth asking 'how good an answer is this to the question set?' Candidates should be reminded that they will be assessed in relation to how well they have answered the questions. They should not be rewarded highly for simply using the questions to showcase their knowledge, understanding and skills.

Some work is still too long and lacks focus. Many centres have solved this problem by requiring that the work be completed in supervised conditions during history lessons. A time limit can focus candidates' minds and lead to work that is more concise and relevant. Such an approach also helps to ensure that the work handed in by each candidate is the candidate's own work.

### Assignment 1

Evidence of generous marking was most likely to be found in this assignment. Most centres are still using the OCR tasks and mark schemes, often with helpful and justified amendments. The tasks and mark schemes are fine but sometimes the interpretation of the mark schemes is too lenient. This usually happens when explanation is being assessed. There were instances where detailed descriptions, sometimes accompanied by assertions, were too generously rewarded and placed in levels that required genuine causal explanation. For high marks in Assignment 1 candidates need to explain how factors led to certain outcomes and not simply write a narrative. Candidates should also be able to demonstrate how factors interacted with one another, and why some factors were more significant, as causes, than others.

Problems with over-long and rambling work are more common in this assignment. Some candidates are still producing work that lacks focus and is far too long. These candidates try to write down everything they know about the topic rather than simply answering the question. Such answers eventually hit the target and are sometimes awarded very high marks when they clearly demonstrate less understanding than an answer that is focused, relevant and often half the length. Teachers are requested to remember that the ability to select what is relevant is one of the skills being assessed and should be taken into account when a mark is awarded.

### Assignment 2

Work for this assignment is usually of a very high standard with candidates demonstrating good contextual knowledge and a range of source skills. Many candidates use their contextual knowledge and understanding to inform their use of the sources but there is a minority who, for large parts of their answers, ignore the sources and write down everything they know about the topic. Such work should not be rewarded with high marks. Candidates, however, who use such knowledge to interpret and evaluate sources should be rewarded highly as long as they are answering the question.



# Grade Thresholds

General Certificate of Secondary Education  
 Modern World History B (Specification Code 1937)  
 June 2008 Examination Series

## Component Threshold Marks (raw marks)

Component	Max Mark	A	B	C	D	E	F	G
11	75	56	47	39	34	29	24	20
12	75	58	48	39	33	27	21	15
13	75	57	49	41	35	30	25	20
14	75	49	44	38	31	25	19	13
02	50	32	28	25	23	19	16	13
03	50	43	38	33	25	18	11	4

## Options (weighted marks)

### Option A (depth study Germany)

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	163	145	127	110	93	76	59	42
Percentage in Grade		14.0	21.5	22.6	16.6	10.9	7.0	3.8	2.0
Cumulative Percentage in Grade		14.0	35.5	58.2	74.8	85.7	92.8	96.8	98.5

The total entry for the examination was 30849.

### Option B (depth study Russia)

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	166	147	128	109	91	73	55	37
Percentage in Grade		22.8	23.2	19.8	13.4	9.3	5.4	2.9	1.8
Cumulative Percentage in Grade		22.8	46.1	65.8	79.2	88.5	93.9	96.9	98.7

The total entry for the examination was 3499.

### Option C (depth study The USA)

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	165	147	129	112	94	77	60	43
Percentage in Grade		10.8	19.9	22.0	18.0	12.9	7.4	4.2	2.6
Cumulative Percentage in Grade		10.8	30.7	52.7	70.7	83.6	91.0	95.2	97.8

The total entry for the examination was 15927.

#### Option D (depth study China)

	<b>Max Mark</b>	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
Overall Threshold Marks	200	156	140	124	109	90	71	53	35
Percentage in Grade		27.2	31.1	20.4	13.6	3.9	2.4	0.5	1.0
Cumulative Percentage in Grade		27.2	58.3	78.6	92.2	96.1	98.6	99.1	100

The total entry for the examination was 206.

#### Overall

	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
Percentage in Grade	13.6	21.2	22.3	16.8	11.4	7.0	3.9	2.1
Cumulative Percentage in Grade	13.6	34.8	57.6	74.9	85.3	92.3	96.2	98.3

The total entry for the examination was 50566.

#### General Certificate of Secondary Education (Short Course) Modern World History B (Specification Code 1037)

#### Component Threshold Marks (raw marks)

<b>Component</b>	<b>Max Mark</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
01	60	41	34	28	24	19	15	11
02	25	22	19	17	13	10	7	4

#### Overall (weighted marks)

	<b>Max Mark</b>	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
Overall Threshold Marks	100	81	71	61	52	43	34	26	18
Percentage in Grade		20.5	21.4	15.2	20.8	12.2	6.1	2.3	1.6
Cumulative Percentage in Grade		20.5	41.9	57.0	77.8	90.0	96.1	98.4	100.0

The total entry for the examination was 658.

Statistics are correct at the time of publication.

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