

History B (Modern World)

General Certificate of Secondary Education **GCSE 1937**

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

Report on the Components

June 2007

1937/1037/MS/R/07

OCR (Oxford, Cambridge and RSA Examinations) is a unitary awarding body, established by the University of Cambridge Local Examinations Syndicate and the RSA Examinations Board in January 1998. OCR provides a full range of GCSE, A level, GNVQ, Key Skills and other qualifications for schools and colleges in the United Kingdom, including those previously provided by MEG and OCEAC. It is also responsible for developing new syllabuses to meet national requirements and the needs of students and teachers.

This report on the Examination provides information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the syllabus content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the Examination.

OCR will not enter into any discussion or correspondence in connection with this Report.

© OCR 2007

Any enquiries about publications should be addressed to:

OCR Publications
PO Box 5050
Annesley
NOTTINGHAM
NG15 0DL

Telephone: 0870 870 6622
Facsimile: 0870 870 6621
E-mail: publications@ocr.org.uk

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

Component	Content	Page
*	Chief Examiner's Report	
1037/01	(Short Course) Paper 1	1
1937/11-14	Paper 1	3
1937/02	Paper 2	13
1937/03 1037/02	Coursework	21
*	Grade Thresholds	23

GCSE HISTORY B (SHORT COURSE)

MODERN WORLD HISTORY 1037

Section A

Question 1

- (a) Where candidates took time to look carefully at all aspects of the source including written words the message of 'future conflict' was easily established. This interpretation supported by details from the cartoon gained five marks with additional contextual knowledge relating to the harshness of reparations or the dislike of a 'diktat' added the sixth mark. It was pleasing to note the numbers of candidates who tried to address the message first and then offer support for their interpretation rather than, as has often happened in the past, produce lengthy, detailed factual accounts. Weaker responses gained credit for describing surface features of the cartoon within Level 1. On occasions candidates misinterpreted the message as being a reference to the vulnerability of Germany in 1919 or Clemenceau's desire to impose a harsh treaty, linking the cartoon to some form of veiled criticism of the actions of the peacemakers.
- (b) Too often candidates produced lengthy knowledge-based answers that linked to the Treaty rather than to the source. It is important that any contextual knowledge used is linked to the source given in the question and here it was expected that the tone and language might well be compared to the views of the Allies. The candidate is able then to consider the comments made. The better answers were surprised as the source reflected more the views of Clemenceau rather than that of the Allies as a whole.
- (c) Those candidates who identified the aims of Lloyd George in Source C had little problem assessing whether or not he had failed to achieve them according to Source D. This comparison of sources firmly placed an answer in Level 4 and this could be added to using contextual knowledge relating to the period after the signing of the Treaty.
- (d) Some very good answers to this question were seen with many able to explain the purpose of the cartoon and support this through contextual knowledge. Many were aware that the cartoon was published to highlight the unfairness of the Treaty and in particular reparations which resulted in shortages of food and starvation. A significant minority of candidates ignored the date given in the attribution and wrote at length on hyperinflation. This approach did not gain credit. The question specifically asked why the cartoon was published in 1919. In some instances this was related to the signing of the Treaty in that year but rarely was the explanation linked to the idea of encouraging Germans to rise up and oppose the peace treaty.
- (e) There were many good answers to this question with clear reasoning behind placing the sources for and against the question hypothesis. Additional marks were available for any source evaluation or additional use of contextual knowledge to support the answer. However, a number of candidates failed to refer to the sources by letter or indeed ignored the sources altogether with the result that their answer remained in Level 1.

Question 2

- (a) For those candidates well prepared for this topic, Source A posed few problems as they were immediately able to put it into context. They recognised that the two leaders were not getting on and that Khrushchev thought that Kennedy, a new President, was weak. This enabled the answer to be placed in Level 2, gaining up to 4 marks. Fewer candidates placed this information within the context of the Crisis to move into the highest level.

Report on the Components taken in June 2007

- (b) Most candidates were able to identify the message as being some reference to nuclear war, tension or the idea of competition between the superpowers. More were able to cite the 'finger near the detonators' as support or the idea of the 'arm-wrestle' as competition, thus progressing to Level 3. However, fewer were able then to add context regarding the Cuban Missile Crisis to reach Level 4.
- (c) At a basic level most candidates were able to identify the differences that existed but they often failed to use their contextual knowledge to explain these. Very few recognised that Khrushchev might well be trying to improve his tarnished image.
- (d) Many candidates were able to take the information given in the source and suggest either that they were or were not surprised. What many then failed to do was to support their view with contextual knowledge, although some did suggest that he might be trying to back down without losing face as the strategy had placed the two super powers on the brink of a nuclear war.
- (e) As with 1(a) there were many good answers to this question with clear reasoning for placing the sources for and against the question hypothesis. As with 1(a) additional marks were available for any source evaluation or additional use of contextual knowledge to support the answer. However, a number of candidates failed to refer to the sources by letter, or indeed ignored the sources, resulting in their answer remaining in Level 1.

Section B

A comprehensive survey of candidates' strengths and weaknesses in answering the structured questions (Q3–6) is given in the full course report. This will provide guidance for centres and assist in the preparation of candidates for future examinations. Overall the quality of answers in the Short Course was not as high as much of what was seen in the full course.

HISTORY B MODERN WORLD 1937

Paper 1 (11–15)

General comments

A significant majority of candidates demonstrated sound factual knowledge of the content of the core and option they had studied and used this to good effect in answering the questions. They produced detailed, well developed explanations and arguments that achieved high marks.

Whilst it is important that candidates recognise key words in a question, it is also important that they put these within the question context so that the thrust and direction of the question is recognised. Time spent thinking about the question, and planning a response, can prove to be beneficial in the overall quality of an answer. This is particularly important in answering the (c) question in Section B of the Core and in Questions 8 and 9. Whilst the vast majority of candidates now realise there are two sides to every (c) part of a question, a significant minority still only write about one. This is usually the one given in the question. It is important that candidates realise they cannot address 'how far' if they do not offer a wide range of explained reasons for something taking place. The question will give one view, which needs explaining, whilst candidates are also expected to explain other reasons.

There were relatively few rubric errors. Candidates generally used the time allocation well with the vast majority completing the paper. Where time was short it usually related to over-long answers to descriptive part (a) questions.

Comments on Individual Questions

Core Content

Section A

Question 1

- (a) Where candidates took time to look carefully at all aspects of the source including written words, the message of 'future conflict' was easily established. This interpretation supported by details from the cartoon gained five marks. Additional contextual knowledge relating to the harshness of reparations or the dislike of a 'diktat' added the sixth mark. It was pleasing to note the numbers of candidates who tried to address the message first and then offer support for their interpretation rather than, as has often happened in the past, producing lengthy, detailed, factual accounts. Weaker responses gained credit for describing surface features of the cartoon within Level 1. Many misinterpreted the message as being a reference to the vulnerability of Germany in 1919 or Clemenceau's desire to impose a harsh treaty, linking the cartoon to some form of veiled criticism of the actions of the peacemakers.
- (b) This question was done well by most candidates. Most could identify the aims of the three peacemakers and offer some explanation behind their thinking. Most answers on Clemenceau tended to highlight the French desire for security as a result of their previous invasions, with many linking this to Clemenceau's personal experience. Many more also made the point regarding the extent of damage and loss of life, linking this to the French aim of securing reparations. Several candidates also highlighted the role of public opinion in forcing Clemenceau, and Lloyd George, into following a hard line.

Answers on Lloyd George were fairly competent at highlighting his mixed approach – the need to be harsh as a result of upcoming elections, a desire to secure revenge, Britain's

dominance of the seas and his quest to be more pragmatic due to concerns over trade and the need to stem the tide of Communism. Although there was some confusion between Lloyd George and Wilson, many were able to offer Wilson's peaceful intentions and balance those with an explanation of America's limited role in the war and the fact that they had profited, thus their less punitive approach.

Question 2

- (a) Although several candidates misinterpreted the cartoon to be about the Arms Race or MAD, most were able to identify the message as being some reference to nuclear war, tension or the idea of competition between the superpowers. More were able to cite the 'finger near the detonators' as support or the idea of the 'arm-wrestle' as competition, thus progressing to Level 3. However, fewer were able then to add context regarding the Cuban Missile Crisis to reach Level 4. On some occasions Kennedy was identified as Truman.
- (b) Most candidates were able to explain the proximity of the USA and the fact that this allowed the USSR to 'catch up' in the arms race as they could now deploy their short range missiles. Others explained the idea of the missiles as a test for the US policy of containment, often also linking that to the idea of a personal test for the new President. Knowledge of the early history of Cuba was strong and some candidates were able to link the missiles to the idea of protection for both Cuba and Communism, linking this to the previous US attack at the Bay of Pigs. The better candidates were able to develop the idea of 'bargaining tool', perhaps in return for some concessions of the Turkish missiles or even western control of Berlin.

Section B

Question 3

This was a popular choice and was attempted by significant numbers of candidates, with differing degrees of success.

- (a) Most candidates were able to cite some aims of the League although surprisingly were unable to give four. Often candidates focussed on humanitarian actions rather than aims. Many tried to describe 'peace' in a number of different ways but still only scored 1 mark. Those candidates who were able to give disarmament, international trade co-operation, peace and reference to working/living conditions scored full marks. To some candidates the League of Nations and the Treaty of Versailles were the same.
- (b) In answering this question many offered generalised statements about the League settling disputes, preventing wars or increasing its membership. Others were able to offer an identification, for example, the Aaland Islands, but were unable to develop a satisfactory explanation, often confusing the details of particular incidents.

Many made the mistake of offering failures as successes, for example, Vilna. Most who offered humanitarian examples of success were unable to back this with sufficient explanatory detail and tended to identify 'ended slavery' and 'improved working conditions' without relating this to specific examples. However, some were very good, especially those who developed the Aaland Islands or the Greek-Bulgarian dispute. Many were also to add the comments regarding smaller nations and war-weariness as explanations for the League's success.

- (c) Some weaker candidates thought the question to be about the role of the League in causing the Great Depression. Hence paragraphs were written about over-production, lack of sales, etc, in America which had nothing to do with the question and scored badly as a result. Others were able to develop the idea of the Depression causing aggression and linking this to Manchuria and Abyssinia or in fewer cases the rise of Nazi Germany. The more able then took this further, highlighting the weakness of sanctions in Abyssinia as a consequence of Britain and France's experiences during the Depression. However, too few were then able to offer a sustained alternative explanation for the League's failure. Most tended to move into 'list mode' citing the fact that the USA never joined, decisions took too long, that the League had no army or the self-interest of Britain and France. Better answers linked examples to explanation, for example, Lytton and Manchuria where it took over a year to report by which point the conflict had moved on and faith in the League was lost or Britain and France's self interest meant appeasing Mussolini with the Hoare-Laval Pact as they needed Mussolini as an ally against the growing power of Germany.

Question 4

- (a) This question produced some good work with candidates offering a number of valid points often linking re-militarism with a gamble and the idea of retreat if there was any response from Britain and France. Most candidates were aware of the Rhineland being demilitarised at Versailles as part of the French quest for security. A popular misconception was that Germany actually lost the land at Versailles and hence the invasion was an attempt to 'claim it back'. There was also some confusion with the Ruhr with many believing the Rhineland to be Germany's industrial area.
- (b) Most candidates could offer some explanation for Britain's adoption of appeasement, ranging from the need to prepare or the unwillingness to commit to war given public opinion and the memories of World War One. Others picked up on the naivety of Chamberlain in believing that one more concession would satisfy Hitler and end his territorial demands. Several also highlighted the growing sympathy with Germany and their desire to overturn the hated treaty. Less able candidates were able to accumulate marks through a number of weaker explanations and most scored well here.
- (c) Most were able to describe the terms of the Pact and describe how it came about and then state that both knew it was only a temporary measure. However, they often then failed to highlight the fact that it allowed Hitler to progress without a war on two fronts and attack Poland and that it meant that the allies were now isolated without Stalin. Those who had been well prepared were able to explain a number of other reasons for the outbreak of war. These included the failure of the League, appeasement, Hitler's foreign policy and the Treaty of Versailles.

Question 5

- (a) Most were able to offer some reference to Churchill, the divide between Communism and Capitalism or the idea of secrecy behind the curtain. Fewer were able to pick up on the idea of 'imaginary or metaphorical'. Several candidates confused the Iron Curtain with the Berlin Wall and hence scored no marks.
- (b) Many answers to this question were disappointing with many candidates confusing the Berlin Blockade with the Berlin Wall. Many, wrongly, gave the explanation of the 'Brain Drain' for the blockade. Several were able to cite some reasonable identification for the Blockade, for example, test the Western policy of containment, end the gap in the Iron Curtain etc but the explanations tended to be weak. Most candidates chose to merely describe the division of Germany and Berlin and hoped to use that as some kind of answer which inevitably fell short.

- (c) Many candidates chose to use the Cuban Missile Crisis and Vietnam as their examples for the cause of the Cold War which failed to attract any marks. For those that were narrower in their approach, many found it difficult to offer a sustained explanation of why particular events may have caused the Cold War. Most were able to pick up on the example of Berlin and give the Blockade as a cause of the Cold War but too few were able to offer an explanation with most choosing to merely describe the event. Fewer still were able to develop the ideas relating to Stalin using the Red Army in taking over Eastern Europe or the ideas of the Truman Doctrine and Marshall Aid on the American side. Several candidates confused the personalities involved at various stages and some were even confused about the particular ideologies of each.

Question 6

- (a) Most candidates were able to offer four points about the events in Hungary. Most were aware of Rakosi, Gero and Nagy and the events which started the revolution. Most were also able to comment on events at the radio station and the Soviet reaction. Many were also aware of Nagy's mistake in contemplating the withdrawal from the Warsaw Pact and the subsequent invasion by Soviet tanks. The consequences of these events were also dealt with well in terms of death toll, arrests and execution of Nagy.
- (b) Most candidates were aware of Dubcek, the Prague Spring and its popularity but this was not associated with reasons why the Czechs were dissatisfied with Soviet Rule. There was rarely a mention of repression, nationalism, Red Army or betrayal of agreements made at Potsdam/Yalta. Most misinterpreted the question and thought it was more about why the Soviets were upset by events in Czechoslovakia which then led to a prolonged discussion of reasons behind the Soviet invasion which were not relevant to this question.
- (c) Knowledge of the reasons for the collapse of Communism in Eastern Europe was disappointingly thin. Whilst most were aware of the existence of Perestroika and Glasnost, few could explain why that led to the collapse of Soviet control. Few mentioned Gorbachev's statements regarding the collapse of the Brezhnev Doctrine which gave Eastern European movements hope or the fact that he informed governments of Eastern Europe that they would stand or fall on the popularity of their regimes. Few understood the importance of Solidarity in the process, acting as a successful example and perhaps inspiration for other European countries. More picked up on the idea of economic weakness being behind the collapse but often failed to link that to the Red Army's withdrawal and the subsequent impact that had on the democratic process. Hardly anyone understood the role of the Afghan War or perhaps President Reagan in the process.

Section C

Depth Studies

Germany, 1919–1945

Question 7

- (a) Some very good answers to this question were seen with many able to explain the purpose of the cartoon and support this through contextual knowledge. Most were aware that the cartoon was published to highlight the unfairness of the Treaty and in particular reparations which resulted in shortages of food and starvation. A significant minority of candidates ignored the date given in the attribution and wrote at length on hyperinflation. This approach did not gain credit. The question specifically asked why the cartoon was published in 1919. In some instances this was related to the signing of the Treaty in that year but rarely was the explanation linked to the idea of encouraging Germans to rise up and oppose the peace treaty.

Report on the Components taken in June 2007

- (b) Many candidates were not surprised by the cartoon and explained in some detail that as it was a German cartoon it highlighted the aggressive nature of France towards Germany because of the failure of Germany to pay reparations. More able candidates went on to state that they were not surprised as this poster was published as part of the German policy of passive resistance to the French actions. It is important that candidates realise that their interpretation of the source and response to the question are supported by contextual knowledge. Despite the mention of the Ruhr in the attribution a number of candidates tried to make links to the Rhineland.
- (c) A majority of candidates were confident enough to argue how the Treaty was considered by the writer of the source to be the reason for the failure of the Weimar Republic, often developing sound explanations by citing particular events. Some good candidates went as far as arguing that it actually overcame its earlier problems and was thus strong in its early years. Disappointingly, only a limited number of candidates went further than identifying other reasons for the failure of the Republic or considered evaluating the provenance of the source. In these 'does it prove' type questions candidates must realise that they have to ask 'What doesn't this source tell me?'

Question 8

- (a) Most candidates were fully aware of the actual fire and the arrest of van der Lubbe and often documented these in some detail together with the arrest and imprisonment of leading Communists. Less prominence was attached to the events immediately after in relation to the passing of the emergency decree. Many went on to document the passing of the Enabling Act which was accepted.
- (b) Most were aware that Hitler thought Rohm was plotting against him and that the SA was becoming too powerful and in most instances these were well explained. However, some candidates did become confused with the SA, SS and army. Some better candidates also were aware that Hitler had also killed the politician von Schleicher. Some answers concentrated too much on the description of events, failing to add explanation.
- (c) Many answers were strong on developing Hitler's popularity including his promises for full employment, the removal of the Treaty of Versailles and the effective use of propaganda. These were often developed into an explanation as to why the Nazi Party was able to gain 230 seats in July 1932. Other reasons were less well developed although the idea of Hindenberg and von Papen thinking they could control Hitler was often well known. On occasions candidates incorrectly thought that at that time the Nazi Party had overall control of the Reichstag.

Question 9

- (a) Propaganda methods and the work of Goebbels were well known and documented in detail in relation to control of the press, the use of radios and films. Used less often as examples were rallies such as Nuremberg and in some answers television crept in.
- (b) Many candidates were content to describe the role of women which resulted in a Level 2 answer. These answers were characterised by the 'Kinder, Kirche and Kuche' approach supplemented by the rewards system. Fewer answers went on to offer explanations as to why women were important in Hitler's plans and if they did, the explanation often centred on the numbers required for the army. Good answers showed an awareness of the Aryan race, loyal Nazis and traditional values. A small number of candidates thought women worked in industry pre-war.
- (c) Many very good answers were seen regarding the idea of control with examples to support the view that it was total control. Candidates were particularly strong on examples relating to the use of concentration camps together with the role of the Gestapo and SS. More

could have been made of political control, indoctrination and censorship. Answers were, however, disappointing in relation to the challenge to control where, if anything was suggested, it often remained unexplained. Little was seen of Swing and Edelweiss Pirates and even less of the opposition from the churches.

Russia, 1905–1941

Question 7

- (a) Many candidates were able to identify a valid message from the source and using their experiences of dealing with question 1(a) supported this interpretation with details taken from the source and contextual knowledge about the need for Russia to modernise industry. Surprisingly on a Russia depth study, a number of candidates thought the figure in the foreground was Hitler.
- (b) Here many candidates went straight into the purpose of the source, ie to encourage people to work on collective farms. Knowledge relating to collective farms was strong and perhaps a little over-used. To gain the top level it is important that candidates make clear the reasons for publication at that time, ie the 1930s, rather than a more general approach in that it related to collectives. In this instance reference to kulaks and their opposition to the collectivisation policy would have made many answers more specific.
- (c) Disappointingly many candidates ignored or did not know what 'economic' meant in relation to Stalin's policies and thus resorted to paraphrasing the source or just using the source without explanation. Here there was the opportunity to question source provenance and gain over half of the marks available. In these 'does it prove' type questions candidates must realise that they have to ask 'What doesn't this source tell me?', with in this instance an opportunity to consider the 'success' of Stalin's industrial plans.

Question 8

- (a) This question brought confusion to some candidates who wrote about either the 1905 or November 1917 revolutions. To those who had prepared, the question presented them with a gentle introduction to the question as a whole with many of them scoring 3 or 4 marks.
- (b) Some very good responses were seen that showed a sound understanding of why the Provisional government failed. These often centred on the failure to deal with land issues, lack of food and the ending of the war. These issues were well developed and many gained full marks.
- (c) Some very good answers were seen that developed the role of Lenin in helping the Bolsheviks to establish themselves. These answers often related to war communism, the NEP and bringing war to an end. This last issue was often well explained and turned into a positive for many Russian people. Other reasons offered related to the Civil War and the role of Trotsky and the mistakes of the Whites. Again strong understanding was shown in many explanations. Regrettably, a significant minority of candidates ignored the dates given in the question and wrote extensively about the events of 1917, thus gaining no credit for this aspect of the answer.

Question 9

- (a) Significant relevant detail was known by many candidates and displayed in answer to this question. Most were aware of the claims and attributes of Stalin and Trotsky together with Lenin's testament. A significant number included the story relating to Trotsky missing Lenin's funeral.

Report on the Components taken in June 2007

- (b) Most answers were sound on the Great Purges and the reasons for their introduction. They were particularly strong on Stalin's paranoia about conspiracies. Less strong answers missed opportunities to include reference to particular personalities such as Bukharin.
- (c) Candidates were aware of terror and propaganda, although for many terror was easier to develop and put into a context. Fewer were able to develop propaganda and relate it to the 'cult of personality' and so often this remained very descriptive as they failed to address the issue of importance. A small number did not read the question carefully enough and tried to argue the importance of 'power'.

USA, 1919–1941

Question 7

- (a) Generally, this was done well. Most candidates were able to offer the main message in the cartoon – that farming was doing badly whilst industry was prospering in the 1920s. Many were then able to offer some support from the cartoon to substantiate their point – either the reference to the 'For Sale' sign for farming or the dollar signs in the smoke from the factories. Many more were able to give contextual support, although this tended to be more for farms than for industry. Answers picked up on the idea of Canadian competition, overproduction and mechanisation, all of which explained the farmers' plight. Context for industry was offered only rarely, although some did pick up on Ford and the production line and perhaps the growth of the stock market.
- (b) This was not done as well as one might have thought with most candidates choosing to accept the source as a full explanation for the boom. Many picked up on the vast number of cars sold, affordability of the vehicles and the fact that it provided good jobs which gave the spending power behind the boom. Some were able to offer other reasons such as credit, Republican Policies of the experiences of World War One but most chose to give these almost as a list. Very few were able to then take this on into Level Six, explaining the importance of the 'cycle of prosperity'.
- (c) Most were able to spot that this cartoon was a reference to the Wall Street Crash. Many picked up on the idea that most people were playing the Stock Market in the 1920s and that vast sums of money could be made. Many were also able to interpret the inevitability of the crash using 'what goes up must come down' as support. However, contextual support tended to be rather thin. Whilst many had some knowledge it was not used effectively to explain why the market crashed, ie buying on the margin was not linked to the cartoon and the inexperience of speculators and the panic selling of Black Thursday.

Question 8

- (a) This was done well in most cases with candidates being able to offer four ways in which Prohibition was enforced. Answers tended to move along the lines of Prohibition agents, Izzy and Moe, raids on speakeasies, patrols across the border and the use of paid informers to infiltrate alcohol rackets. However, a common failing here was to give four of the same reasons, ie ban alcohol, close pubs and end importation, all of which are merely descriptions of the Volstead Act which introduced Prohibition. Some candidates mistakenly thought that the consumption of alcohol was against the law.
- (b) This was done well with most candidates being able to give two or more solid explained reasons why Prohibition failed. Answers included the growth of gangs and subsequent violence caused, for example, St Valentine's Massacre and the outrage caused across America. Many also highlighted the role of corruption at all levels and the inability of the authorities to enforce the law as a result. Others explained the growth of home-made

alcohol and the fact that it found its way into speakeasies which were more numerous during Prohibition than before it. Many also made the general explanation that the average American was against Prohibition and therefore found ways to avoid and break the law, for example, buying bootlegged alcohol.

- (c) This tended to elicit some very generalised answers which failed to progress beyond Level Two. Sweeping generalisations about the freedom of women, discrimination of black people and immigrants were common, as were comments about the car, cinema, baseball, new gadgets and rural women. However, some did develop these answers into explanations, perhaps commenting on the new-found role of the flappers or more detail about the KKK and lynching or the Sacco and Vanzetti case.

Question 9

- (a) This was done well with most candidates being able to offer four different social consequences of the Great Depression. Answers ranged from unemployment and homelessness through non-payment of mortgages, starvation and poverty and the reliance on charity such as soup kitchens. Many also linked this to the development of the Hoovervilles and the subsequent breakdown of society, for example, the growth of crime.
- (b) Again, this was done well. Most were able to offer the old chestnuts of the rich disliking the high taxation and their belief that the poor should help themselves. Others picked up on the ideas of Republican laissez-faire policy and the fact that Roosevelt was deemed to be doing too much and causing over reliance on the state. Others commented on the views of Huey Long who felt that the New Deal did not do enough, commenting on alternative ideas like 'Share Our Wealth'. The Supreme Court was also discussed along with the NRA and the perceived unconstitutional nature of the New Deal.
- (c) This was done well in the main. Many candidates were able to offer reduced unemployment as a success of the Deal linking it to the Alphabet Agencies like the CCC and WPA with their public works programmes. Many more developed the aid it gave to farmers through the AAA and its attempts to restore prosperity to the farming industry by ending overproduction. The TVA proved to be the most popular explanation, commenting on the wealth it restored to Tennessee through the production of electricity and the creation of jobs. Failures, however, tended to be less well explained. Most could offer the idea that unemployment was not solved until the Second World War but often failed to explain the contribution of the latter. Many were also able to cite the individual groups that were perhaps missed by the Deal, for example, Black people, women and Native Americans but could not offer any more than this.

CHINA, 1945–c.1976

The comments that follow regarding the China Depth Study need to be put in the context of a very small entry.

Question 7

- (a) A majority of candidates were prepared to accept the source at face value as proving that relations with China and the USSR were good. They failed to take note of the date of the source (1964) and the end date given in the question (1980). This restricted the marks achievable to Level 2. Those who saw this source as partial proof up to 1964 and were aware of the changes taking place in the relationship had little problem in achieving the higher levels. Explanation using contextual knowledge was stronger in relation to pre-1964 with fewer able to demonstrate awareness of the relationship between Mao and the Russian leader Khrushchev.

- (b) Many candidates failed to get to the 'real' message of this cartoon and were content with the idea that 'Nixon was trying to improve relations'. The addition of 'trying to hard...' would have given them the real message which together with highlighting this with details from the source would have given up to 5 of the 7 marks available. Contextual knowledge relating to the reasons for this cartoon at that time was, in the majority of scripts, sadly lacking.
- (c) Many candidates failed to take note of the date of the cartoon and link this to the death of Mao making it more difficult to use contextual knowledge although many were aware of the improving relations with the USA but lacked detail of the ways in which this was happening. Many used the car labelled Deng as a prompt indicating a change of policy but struggled more with the how to explain the rejection of Mao.

Question 8

- (a) Knowledge of the ways lives of Chinese women changed was in a majority of instances sound with strong references to the details of the Marriage Law of 1950 and to the introduction of maternity benefits.
- (b) Most were able to offer some explained reasons as to the reasons for the introduction of land reform with the main one being to remove the landlords. Fewer linked their reasons to past events such as the support given by the landlords to the Guomindang or the need to allow co-operatives to be formed.
- (c) Candidates were stronger on industrial aspects of this question and able to explain the positive nature of the Five Year Plan and the industrial failure of the Great Leap Forward. Success, or otherwise, of the agricultural policies were less well documented with little being known about the agricultural disasters.

Question 9

- (a) Surprisingly, many candidates failed to go beyond Mao's Little Red Book and parades in identifying how propaganda was used. The cult of Mao, the falsification of industrial production figures and such projects as Dazhai rarely appeared.
- (b) Many excellent answers appeared in relation to the Hundred Flowers campaign with detailed explanations being offered as to why Mao wanted criticism, both positively and negatively.
- (c) Many candidates were fully aware of the Cultural Revolution and were able to produce detailed descriptions of many happenings. These answers were often developed into failure explanations around issues such as the loss of education, chaos and breakdown in law and order and the loss of many cultural items. The vast majority of candidates were unable to offer any positive aspects. Those that did offer 'the other side' did so by considering Mao's aims in introducing the Revolution and considering if these had aspects of success within them.

**History B Modern World 1937
Paper 2**

Did the suffragettes do more harm than good?

General Comments

Candidates were engaged by the topic of the suffragettes, provoking some to digress on modern issues of female rights. It was obvious from their answers that many of them had developed a detailed knowledge of the period. At times, however, candidates were more concerned to unload their knowledge about an issue than concentrate on the content, nature and purpose of a source. It was clear that all levels of ability had been prepared with appropriate skills and knowledge, but too many were reluctant to make a judgement about a source despite having prepared the ground in their answer. For example, one response to Source E in Q4 appropriately quoted from Mrs Pankhurst's letter, *blessed with marvellous leadership*, noted her role in the WSPU, yet commented that it was difficult to say why she should have written what she had. Once again, candidates approached the paper with serious intent and there were very few frivolous answers. There was, however, a tendency 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 they were capable of.

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 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 women are finding it difficult to win the right to vote because some women are putting people off supporting them because they are acting in a very extreme way. Some women are upsetting the public by how they argue and this gets in the way of getting the vote.

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, centres are reminded that an attendance register 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 the number of scripts enclosed clearly written on it.

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.	1-2
Level 2	Valid inference/s from the cartoon about its message, unsupported by detail from the cartoon.	2-3
Level 3	Valid inference/s from the cartoon about its message, supported by detail from the cartoon	4-5
Level 4	Valid inference/s from the cartoon about its message, supported by detail from the cartoon and put into context.	6

It was an unusual candidate who did not reach Level 3, with an overwhelming proportion supporting their interpretation of the cartoon's message with appropriate detail. A tiny proportion of candidates described one of the female figures as a man and some thought the cartoon showed the Liberals were trying to help women.

This answer was very typical and for the many who also reached Level 4 the context they gave often referred to disrupting Liberal political meetings and the House of Commons.

Level 3 5 marks

The message of this cartoon is that the suffragettes were harming the female suffrage cause. In the cartoon a suffragist is shown holding back a screaming suffragette who is waving an umbrella. The cartoon is titled "The Shrieking Sister", which suggests that the suffragette is angry and out of control. She is trying to get inside a "Great Liberal Meeting" to harass the politicians about female suffrage. The suffragist is a "sensible woman" and tells the suffragette that she is their cause's "worst enemy". This indicates that suffragette militants harmed rather than helped women get the vote.

Q2 Sources B and C

Is one letter more useful than the other to historians studying the attitude of women to the suffragettes?

Use details of the letters and your knowledge to explain your answer.

9 marks

Level 1	Describes the letters/identifies attitudes unsupported by detail from a letter.	1-2
Level 2	Identifies attitude/s supported by detail from a letter/s.	2-4
Level 3	Explains/compares attitude/s supported by detail from the letters.	4-6
Level 4	Argues one is more useful by evaluating its content using relevant contextual knowledge, or cross-reference, or tone/language/purpose, supported by detail from the letter.	6-8
Level 5	Compares the merits of both by evaluating their content using relevant contextual knowledge, or cross-reference, or tone/language/purpose, supported by detail from both letters.	8-9

Answers to this question were probably the weakest on the paper, despite many being lengthy. Responses were disappointing, often because candidates were unsure what to say about Source C, an American journalist. Evaluation of Source B, Mrs Bell, was not uncommon, but attempts to weigh Source C often fell into the category of stock evaluation. This type of question, asking candidates to judge evidence of attitudes, is nothing new. Many, however, did not progress further than identifying attitudes and explaining why they were held.

This answer, though untypical, clearly illustrates the process of identifying and evaluating attitudes. It also demonstrates that a long answer is not necessary for reaching the top level.

Level 5 9 marks

I think source B is more useful to historians than source C even though source B uses very emotive language.

Source B shows a view that many people had, that men and women had different roles in life and that "a woman's place is in the home." Consequently, Mrs Bell's attitude to the suffragettes is hostile. She would have this view because she is president of the Women's National Anti-Suffrage League who did not want women to have the vote. She expresses her strong views in very biased language, "The violent campaign for votes is insane." and suffragette violence was "ruining their families and their home". Women who were part of the suffragettes often put all their time into campaigning and neglected their family. This is very useful for showing what some women in England thought of the suffragettes.

I think Source C is less useful because it was written by an American journalist who wasn't in England to see what was happening. It shows a different view, she wants women to have the vote and thought "the aggressive actions are doing good". She did think that the suffragettes were doing some things wrong and when she wrote this in 1908 suffragettes had started smashing windows and chaining themselves to railings in Downing Street. Her letter shows that the suffragettes had made votes for women an issue that wouldn't go away and it was "only a question of time before they will get the vote."

Q3 Source D

Why was this poster published in 1909?

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 WSPU published the poster, supported by detail from the poster.	4-6
Level 4	Valid explanation why the WSPU published the poster, supported by detail from the poster and put into context.	6-7

Most candidates were able to reach Level 3 and many used their contextual knowledge of the period to reach Level 4. Too many, however, were intent on writing about the 'Cat and Mouse Act' rather than answering the question and a number of them were confused about the sequence of events. The graphic nature of the poster seized the imagination of candidates, often to the exclusion of commenting on the significance in the text of 'Political Prisoners'. An interesting number said that the central male figure was Asquith and the other people were the Liberal government and that the poster was published to scare suffragettes away from their campaign.

This answer is typical of candidates who used their knowledge to respond directly to the question rather than spend a lot of time describing the scene.

Level 4 7 marks

This poster was published in 1909 to show the Liberal government cruelly treating suffragettes and so increase public sympathy for suffragettes and increase opposition against the government. The poster refers to the force-feeding of suffragettes who went on a hunger strike. They began hunger strikes in 1909 when they demanded to be treated as political prisoners instead of being treated in prison as ordinary criminals. The government decided to force-feed the suffragettes as they didn't want dead women on their hands.

The poster shows a suffragette being forced down onto a chair by five people so she can be fed by a doctor pouring liquid into her nose. The poster shows force feeding to be a horrible experience and protests that political prisoners should not be tortured so cruelly. The poster aims to make us feel sorry for the poor woman and is propaganda.

Q4 Sources E and F

*Do you trust Source E more than Source F about the leadership of the WSPU?
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
Level 3	Valid inference/s supported by detail from a source/s.	4-6
Level 4	Argues one is more trustworthy by evaluating its content using relevant contextual knowledge, or cross-reference, or tone/language/purpose, supported by detail from the source.	6-8
Level 5	Compares the merits of both sources by evaluating their content using relevant contextual knowledge, or cross-reference, or tone/language/purpose, supported by detail from both sources.	8-9

Comparison of these two sources was handled much better than Q2, with even comparatively weak candidates reaching Level 4 by using their knowledge to evaluate what Mrs Pankhurst was claiming about the WSPU. The most common evaluation route was to say something about Mrs Pankhurst's leading role in the WSPU and her self-congratulatory tone. Surprisingly, many candidates were confused about the relationship between Emmeline and Christabel Pankhurst, often saying Christabel was the mother. Evaluation of Source F was usually stock – writing much later Anna Coote would have researched the issue. It was also surprising that a large number condemned *The Times* as being anti-suffragette, ignoring the 1977 date of the article. There was, however, much good evaluation using cross-reference and knowledge of the positive role played by Christabel Pankhurst.

This answer typically adopts the most common ways of evaluating both sources, is focused on answering the question and tests the sources in a variety of ways.

Level 5 9 marks

Source E is highly biased as Mrs Pankhurst was the leader of the WSPU and would portray it in a good light. She writes, "The WSPU has won the greatest political victory on record." The language is very exaggerated and puts the WSPU in a very good light. Also, the tone is extremely positive and over the top, "wonderful victory", "blessed with marvellous leadership". I know that in fact the female vote was won due to the work women did in the war when they filled the huge gap in labour and worked in munitions factories. So, I do not trust this source at all.

Anna Coote wrote way after women won the vote in 1918 so she could judge it from an open perspective. However, her language is very harsh and over the top. This is shown when she writes, "the suffragettes were very destructive." Also, the tone is angry and negative as she writes, "She was power-mad and became a dictator." However, source B would still agree with the journalist because Mrs Bell said that "violent campaign for votes is insane." This shows that another source also believes the WSPU was acting destructively and stupidly.

Overall, I would trust Source F more than Source E because it has less reason to be biased and is more truthful. Mrs Pankhurst was wrong in what she claimed because it was not even a total victory because full voting rights were not granted to women until 1928.

Q5 Source G

Do you believe what this cartoon is telling you about the impact of the suffragettes?

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

7 marks

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

A very large proportion of candidates reached Level 3 and many went on to evaluate the cartoon either by reference to the cartoon as German propaganda, or measured it against their knowledge of suffragette actions. Some candidates tended to interpret 'twist the lion's tail' as meaning the same as 'twist round your little finger' and claimed it showed suffragette control of Britain.

This answer is typical of many who tested the cartoon against their knowledge.

Level 5 7marks

To some extent I believe what this cartoon is telling me about the suffragettes because it is saying that they used violent methods and pulled England apart by doing wicked deeds to get the publics attention. The cartoon shows this by one woman riding the back of the lion and another pulling its mane. A third woman is twisting its tail and setting it on fire. This is the kind of thing suffragettes did, broke windows, disrupted parliament, set fire to churches and planted bombs.

However, what the cartoon does not show is what Britain did about the suffragettes. The cartoon shows no action from Britain when in fact they arrested many women, force-fed them when they went on hunger strike and set up the Cat and Mouse Act. I believe the cartoon to some extent about the impact of the suffragettes, but it does not give the bigger picture and what Britain did.

Q6 All the sources, A to G

'The suffragettes did more harm than good to the campaign for votes for women'.

How far do the sources in this paper support this statement?

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

12 marks

Level 1	General answers unsupported by detail from the sources.	1-2
Level 2	Uses relevant contextual knowledge unsupported by detail from the sources.	2-4
OR	Uses the sources without addressing the question.	2-4
Level 3	One-sided answer, with specified detailed support from the sources.	5-7
Level 4	Balanced answer, with specified detailed support from the sources. If a candidate reaches a judgement/conclusion about what the sources they have used point to, mark towards the top of L4.	8-11

In answering Q6 up to 2 additional marks are available for source evaluation.

MAXIMUM mark for Q6 is 12.

It was true again this year that it is a relatively unusual candidate who is unaware that they need to offer a balanced response to this question. Typically, therefore, candidates reached Level 4 and for a large number this final question supplied a high proportion of their final mark. It is, however, not recommended that candidates minimise their time and effort on earlier questions to concentrate on this.

Although most do attempt to argue for and against the statement in the question, a number do concentrate on presenting only one side. It is also common for candidates to presume, wrongly, that merely referring to the letter of a source is sufficient to demonstrate which side of their argument it is supporting.

This answer is typical of the very common answers which scored highly and included evaluation of Source E.

Level 4 10 marks plus 1 for evaluation

There are many who would agree that the suffragettes did more harm than good to the campaign for votes for women. Source A makes this point by showing a suffragist stopping a suffragette from taking violent action. Called a 'sensible woman' the suffragist tells her 'shrieking sister' that she is the cause's "worst enemy". It shows what many people believed, suffragettes hindered votes for women.

Source B also agrees and backs up source A, showing that the violent tactics of the suffragettes put many off the campaign. Mrs. Bell was so put off by "The present violent campaign" that she thought the suffragettes were mental and "ruined families". This made her join the Anti-Suffrage League.

Source F also agrees with the statement and heavily criticises the leadership of the WSPU and its contribution to winning the vote. It says "there is a lot of doubt over Christabel's contribution to votes for women" because she was very destructive, "power mad and became a dictator."

Another source also agrees with the statement and shows why people like Mrs Bell changed their mind. Source G shows a lion (GB) being attacked by suffragettes and set on fire. This was how even Germany saw what the suffragettes did was wrong. However, the

Report on the Components taken in June 2007

lion (GB) is unfazed showing that the violent action was not scaring the country into giving the vote to women.

However, sources C and E disagree with the statement. Source C is a letter from an American journalist who believes that the violent tactics of the suffragettes are a help to the votes for women cause, "the aggressive actions are doing good". Although it acknowledges some things were wrong it says "but in the end they will win". This shows that suffragettes helped women get the vote.

Source E was written by Emmeline Pankhurst to her WSPU members when the vote had been obtained. She writes about the WSPU's great contribution towards achieving votes for women, saying that "by its pre-war crusade for the Vote it won the greatest political victory on record." This shows the suffragettes believed they were the reason for getting the vote and did no harm to the campaign. However, this source is unreliable as it was written by the suffragette leader and so she only looks at it one way.

Source D does not really support the statement or discredit it, it merely shows how suffragettes were treated in prison.

All in all most sources say that suffragettes did do more harm than good to the votes for women campaign, especially the modern source F, but I am not sure I would entirely agree.

GCSE MODERN WORLD HISTORY 1937/03 AND 1037/02

COURSEWORK

General comments

Moderation of this year's coursework was generally completed with few problems. Most centres sent mark sheets to moderators by, or before, the set date and responded efficiently to requests for samples of work. Centres are requested to send the coursework summary sheet with the mark sheet. The summary sheet contains information about teaching sets and the breakdown of marks between the two assignments. This information helps moderators when they are selecting the sample of work.

Nearly all centres included the Centre Authentication Form and other necessary documentation such as copies of the assignments and the mark schemes. In most cases the packages of materials sent to moderators were well organised, helping moderators to quickly find their way through the material. Centres are thanked for being so efficient and well organised. Unfortunately there were a small number of centres who did not fit this pattern. Weeks after the set date, mark sheets had not been dispatched, telephone calls and emails to these centres were not returned and in some cases the candidates' work did not emerge until moderators appealed to head teachers. This sometimes did not happen until after the moderation of all other centres had been completed. This small group of centres wasted hours of the moderators' time.

Moderators reported an increase in the number of transcription errors. This often took the form of candidates being awarded one mark on their work and a different mark on the completed forms. Sometimes candidates were given one mark on the mark sheet and a different one on the coursework summary sheet. Care should be taken to ensure that the mark recorded for each candidate is the correct one. Sometimes discrepancies occur as a result of internal moderation. When this leads to a change to a candidate's mark, it is important that the corrected mark appears on the work and on all the forms.

The marking of the coursework was, in nearly all cases, thorough with levels and marks clearly recorded on the work. Many centres added extremely useful comments explaining why certain levels had been awarded. There was plenty of evidence of careful internal moderation taking place and moderators were able to agree with centres' rank orders in nearly every case. The marking of most centres was accurate and to the appropriate standard, although rather more centres had their marks adjusted than has been the case in previous years. Most of these centres had their marks brought down a little; large adjustments were rare. Moderators reported that some centres were a little too lenient in their marking. In some cases this leniency came within the allowed tolerance but this has been identified as an issue on the reports to these centres so that they can make slight adjustments to their marking next year.

Each year the number of centres setting their coursework under controlled conditions in the classroom increases. In view of current concerns about coursework this approach seems to be a sensible one. It also helps to prepare centres for the controlled assessment that will replace coursework in the new GCSE History specifications that will be taught for the first time in September 2009. Centres that have moved over to this approach still allow candidates access to their notes, books and other materials. The presence of the teacher ensures that the work produced is the students' own work, while the setting of a time limit often produces more concise and focused work which answers the questions better than other work that rambles on for pages before getting to the point.

The overall quality of coursework remains impressive. The vast majority of candidates clearly take the work very seriously and put much effort into it. Moderator after moderator mentioned

what a pleasure it was to see so much good work. The quality of the best work is easily of 'A' level standard and even the weakest candidates produced work worthy of reasonable marks.

Nearly all centres use the OCR 'off the peg' assignments and mark schemes. Centres are reminded that these can, and perhaps should, be refined to the particular requirements of each centre. When such changes are made to these or any assignments, the appropriate regional coursework consultant should be consulted. Centres new to this specification should make early contact with their consultant. The names and addresses of the appropriate coursework consultant can be obtained from OCR.

Assignment 1

The tasks set for this assignment were appropriate with most focusing on various elements of causation. Centres are reminded that if the assignment begins with a question requiring little more than description it should not be allocated many marks. The lenient marking mentioned earlier in this report is more likely to be found in relation to this assignment than with the second assignment. This is usually because centres award too many marks to candidates describing causal factors rather than explaining and analysing them. Some candidates still write long narrative introductions to questions asking for analysis and in some cases appear to be rewarded for this work. In response to questions requiring candidates to explain whether causes are long- or short-term, answers must show an understanding of the different roles and functions of these different types of causal factors to gain high marks. When asked to compare the relative importance of causal factors, candidates, for high marks, must explain reasons why some causes were more important or why causes were equally important.

Assignment 2

Answers in this assignment remain at a very high standard with candidates confidently displaying a range of source skills, while the marking is less prone to be lenient. Nearly all the assignments set are appropriate with candidates being required to work with a range of different types of historical sources relating to a historical problem or issue.

General Certificate of Secondary Education

History B Modern World (Short Course) 1037

June 2007 Assessment Session

Component Threshold Marks (raw marks)

Component	Max Mark	A	B	C	D	E	F	G
01	60	44	36	28	23	19	15	11
02	25	22	19	17	13	10	7	4

Option and Overall (weighted marks)

	A*	A	B	C	D	E	F	G
Overall Threshold Marks	87	75	63	51	42	34	26	18
Percentage in Grade	2.43	13.90	15.95	18.38	17.30	10.27	8.51	5.54
Cumulative Percentage in Grade	2.43	15.81	31.76	50.14	67.43	77.70	86.22	91.76

The total entry for the examination was 772.

General Certificate of Secondary Education
History B Modern World 1937
June 2007 Assessment Session

Component Threshold Marks (raw marks)

Component	Max Mark	A	B	C	D	E	F	G
11	75	55	46	37	31	26	20	15
12	75	57	49	41	34	27	20	13
13	75	55	46	37	31	26	21	16
14	75	49	43	36	30	25	20	15
02	50	34	30	26	23	19	16	13
03	50	42	37	32	25	18	11	4

Option Thresholds (weighted marks)

Option A (depth study Germany)

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	164	146	127	108	90	72	54	36
Percentage in Grade		12.87	22.47	22.59	16.94	10.53	6.64	4.29	2.23
Cumulative Percentage in Grade		12.87	35.34	57.93	74.87	85.39	92.04	96.33	98.56

The total entry for the examination was 31370.

Option B (depth study Russia)

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	168	149	130	112	92	73	54	35
Percentage in Grade		20.99	25.75	19.32	12.66	8.43	5.83	3.80	2.00
Cumulative Percentage in Grade		20.99	46.74	66.06	78.71	87.14	92.97	96.77	98.77

The total entry for the examination was 3005.

Option C (depth study The USA)

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	163	144	126	108	90	72	55	38
Percentage in Grade		12.25	20.68	21.73	16.61	11.57	8.00	4.50	2.63
Cumulative Percentage in Grade		12.25	32.93	54.66	71.27	82.84	90.84	95.34	97.97

The total entry for the examination was 15117.

Report on the Components taken in June 2007

Option D (depth study China)

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	160	142	124	106	88	71	54	37
Percentage in Grade		25.93	32.10	19.75	9.26	7.41	4.94	0.62	0
Cumulative Percentage in Grade		25.93	58.03	77.78	87.04	94.44	99.38	100	100

The total entry for the examination was 162.

Specification Overall

	A*	A	B	C	D	E	F	G
Percentage in Grade	13.21	22.15	22.11	16.56	10.71	7.00	4.31	2.33
Cumulative Percentage in Grade	13.21	35.37	57.48	74.04	84.75	91.75	96.06	98.40

The total entry for the examination was 49664.

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Information Bureau

(General Qualifications)

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

Oxford Cambridge and RSA Examinations
is a Company Limited by Guarantee
Registered in England
Registered Office; 1 Hills Road, Cambridge, CB1 2EU
Registered Company Number: 3484466
OCR is an exempt Charity



OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553

© OCR 2007