



A Level

History A

Session:	2010 June
Type:	Question paper
Code:	H106-H506
Units:	F964

**ADVANCED SUBSIDIARY GCE****HISTORY**

European and World History Enquiries:

Option A: Medieval and Early Modern 1073–1555

F964/01

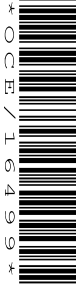
Candidates answer on the Answer Booklet

OCR Supplied Materials:

- 8 page Answer Booklet

Other Materials Required:

None

**Thursday 10 June 2010
Afternoon****Duration:** 1 hour 30 minutes**INSTRUCTIONS TO CANDIDATES**

- Write your name clearly in capital letters, your Centre Number and Candidate Number in the spaces provided on the Answer Booklet.
- Use black ink.
- Read each question carefully and make sure that you know what you have to do before starting your answer.
- Answer **either** question 1 **or** question 2.
- Answer **both sub-questions** from **one** Study Topic.
- Do **not** write in the bar codes.

INFORMATION FOR CANDIDATES

- The number of marks is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is **100**.
- This question paper contains questions on the following two Study Topics:
 - The First Crusade and the Crusader States 1073–1130
 - The German Reformation 1517–1555
- You should write in continuous prose and are reminded of the need for clear and accurate writing, including structure of argument, grammar, punctuation and spelling.
- The time permitted allows for reading the Sources in the one Study Topic you have studied.
- In answering these questions, you are expected to use your knowledge of the topic to help you understand and interpret the Sources, as well as to inform your answers.
- This document consists of **8** pages. Any blank pages are indicated.

Answer **either** question 1 **or** question 2.

1 The First Crusade and the Crusader States 1073–1130

Study the **five** Sources on The Capture of Jerusalem 1099 and then answer **both** sub-questions.

It is recommended that you spend two-thirds of your time in answering part **(b)**.

(a) Study Sources A and C

Compare these Sources as evidence for the motives driving the crusaders.

[30]

(b) Study **all** the Sources

Use your own knowledge to assess how far the Sources support the interpretation that the capture of Jerusalem was the result of the military skills of the crusaders.

[70]

[Total: 100 marks]

The Capture of Jerusalem 1099

Source A: A unknown author, who went on the First Crusade and wrote a valuable account of the Crusade, outlines some of the key events in the siege of Jerusalem.

Our leaders then decided to attack the city with siege engines. They moved a siege-tower to the eastern side. On the Wednesday and Thursday before we attacked, our bishops told us to go in procession round Jerusalem to the glory of God. On Friday we attacked. All the defenders fled from a wall and our men went after them, cutting them down as far as Solomon's Temple, where our men were wading in enemy blood. Then those who held David's Tower surrendered to the Count Raymond, and opened the entry gate. Our men entered the city. They killed whom they chose, seizing gold and silver, horses, mules and houses and they all came rejoicing to worship at the Sepulchre of our Saviour Jesus.

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The Deeds of the Franks and other pilgrims to Jerusalem, written by 1100–1101

Source B: A French author, who went on the First Crusade and stayed in the East, reflects upon the crusaders' triumph at Jerusalem.

Although I dare not compare the labour of the Franks with the great achievements of the Jews written about in the Bible, or of many other privileged people whom God has honoured by miracles, still I consider the deeds of the Franks scarcely less inferior since God's miracles often occur among them.

10

Fulcher of Chartres, History of the Expedition to Jerusalem, written by 1100–1106

Source C: A well-educated French writer, with a strong knowledge of the events of the First Crusade, remarks upon the reasons for success at Jerusalem.

We are speaking of the recent and incomparable victory of the expedition to Jerusalem. What has driven our knights is not ambition for fame, for money, for extending the boundaries of their lands. God has instituted in our time holy wars, so that the order of knights and the common people might find a new way of gaining salvation. But what can this universal response be except an expression of that plain goodness which moves the hearts of the most numerous peoples to seek one and the same thing?

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Guibert of Nogent, The Deeds of God, written by 1108

Source D: A Muslim author, writing much later, gives a different version of the capture of Jerusalem.

When the Franks defeated the Turks at Antioch, the massacre demoralised them and left them vulnerable. The Franks moved on to Jerusalem, and besieged it for more than six weeks. They built two towers, one of which the Muslims burnt down. It was still burning when a messenger arrived to bring the news to the Franks that the other side of the city had fallen to their companions. Jerusalem was taken from the north. The population was put to the sword by the Franks. It was the divisions between the Muslim princes that enabled the Franks to overrun the country and achieve such great success.

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Ibn al-Athir, The Perfect History, written in the period 1160–1234

Source E: A modern historian comments on the military success at Jerusalem in 1099.

The Franks were operating in a country they did not know. They were short of arms and numbers,
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an achievement remarkable for even so fanatically brave and confident an army.

Sir Steven Runciman, A History of the Crusades, 1969

2 The German Reformation 1517–1555

Study the **five** Sources on Luther's Beliefs and their Impact 1520–25, and then answer **both** sub-questions.

It is recommended that you spend two-thirds of your time in answering part **(b)**.

(a) Study Sources A and D

Compare these Sources as evidence for Luther's teachings on how Christians should conduct themselves. **[30]**

(b) Study **all** the Sources

Use your own knowledge to assess how far the Sources support the interpretation that Luther's beliefs were revolutionary. **[70]**

[Total: 100 marks]

Luther's Beliefs and their Impact 1520-25

Source A: Martin Luther publishes his beliefs on freedom and salvation in a famous pamphlet aimed at all Christians.

A Christian man is the most free lord of all, and subject to no-one; he is the most dutiful servant of all, and subject to everyone. Christian liberty, our faith, should not make us careless or lead a bad life, but no-one should need the law or good works, as faith alone gives justification and salvation. Just as a good tree cannot bring forth bad fruit, first the person must be good before he can do good works. We are kings and the freest of all men, but also priests forever, a dignity far higher than kingship, and by our priesthood are worthy to appear before God, pray for others and teach one another.

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Martin Luther, Of the Liberty of A Christian Man, 1520

Source B: An Imperial knight, well-known as a humanist poet, writes to Martin Luther about rumours of excommunication.

You are said to be under excommunication. If it is true, how mighty you are! In you the words of scripture are fulfilled 'They have condemned innocent blood, but God will destroy them for their malice'. There are plots against me too. If they use force, they will be met with force. I wish they would condemn me. Stand firm. Do not waver. I will stand by you whatever happens. Let us defend common liberty. Let us liberate the oppressed fatherland. God will be on our side, so who can be against us?

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Ulrich von Hutten, letter, 4 June 1520

Source C: Martin Luther writes to Frederick the Wise, Elector of Saxony, telling him of his return to Wittenberg. He had taken refuge in the Wartburg Castle since being declared an outlaw by the Imperial Edict of Worms in 1521.

I come to Wittenberg under God's protection. I consider I am able to protect your Grace better than you can protect me. You must render obedience to the powers that be, and sustain the powers of His Imperial Majesty with all your might, and not oppose the authorities in the event of them imprisoning or killing me. For no-one must oppose the authorities except God, who has set them up. To oppose them is rebellion against God.

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Letter, 5 March 1522

Source D: Martin Luther publishes his beliefs on the powers and duties of princes, with a dedication to John the Steadfast, brother and heir of Frederick the Wise of Saxony.

To act in a Christian manner, no prince should make war against his overlord. However, if your opponent is your equal, your inferior, or a foreign government, first offer him justice and peace. If he refuses, consider your own best interests and protect yourself with force against force. Your duty is to protect your subjects, so that such action can be done in love. Subjects have a duty to obey you in this, staking their lives and property for the sake of others. In such a war it is both Christian and a work of love courageously to slay, rob and burn the enemy. If the prince is not in the right, his people have no duty to follow him. For one must obey God more than men.

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Martin Luther, On Temporal Authority, 1523

Source E: A prominent supporter of Luther criticises the peasants for using Luther's teachings to justify their demands in the Twelve Articles during the Peasants' War.

It is an act of violence that the peasants do not want to be serfs, saying that 'Christ made them free'. In the Scriptures this refers to spiritual freedom. It means that our sins are taken away through Christ. Christian freedom rests in the heart. Outwardly a Christian patiently and joyfully endures the laws of the land and lives by them, whether he is a serf or subject, nobleman or ruler. The peasants act unchristianly by cloaking themselves in the name of the Gospel.

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Philip Melanchthon, 1525







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ADVANCED SUBSIDIARY GCE**HISTORY**

European and World History Enquiries:

Option B: Modern 1774–1975

F964/02

Candidates answer on the Answer Booklet

OCR Supplied Materials:

- 8 page Answer Booklet

Other Materials Required:

None

Thursday 10 June 2010**Afternoon****Duration:** 1 hour 30 minutes**INSTRUCTIONS TO CANDIDATES**

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INFORMATION FOR CANDIDATES

- The number of marks is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is **100**.
- This question paper contains questions on the following five Study Topics:
 - The Origins and the Course of the French Revolution 1774–95 (page 2–3)
 - The Unification of Italy 1815–70 (page 4–5)
 - The Origins of the American Civil War 1820–61 (page 6–7)
 - Dictatorship and Democracy in Germany 1933–63 (page 8–9)
 - The USA and the Cold War in Asia 1945–75 (page 10–11)
- You should write in continuous prose and are reminded of the need for clear and accurate writing, including structure of argument, grammar, punctuation and spelling.
- The time permitted allows for reading the Sources in the one Study Topic you have studied.
- In answering these questions, you are expected to use your knowledge of the topic to help you understand and interpret the Sources, as well as to inform your answers.
- This document consists of **12** pages. Any blank pages are indicated.

The Origins and Course of the French Revolution 1774–95

Study the five Sources on The Problems of the Monarchy by 1789 and then answer **both** sub-questions.

It is recommended that you spend two thirds of your time in answering part **(b)**.

1 (a) Study Sources C and D.

Compare these Sources as evidence for class divisions in France by 1789.

[30]

(b) Study all the Sources.

Use your own knowledge to assess how far the Sources support the interpretation that finance was the main problem of the French monarchy by 1789.

[70]

[Total: 100 marks]

The Problems of the Monarchy by 1789

Source A: This cartoon shows the unpopularity of financial reform among the members of the Assembly of Notables called in 1787. The monkey (Calonne) presides over the animals (the members of the Assembly).



'My dear governed ones, I have called you to know with what sauce you would like to be eaten.' They reply: 'But we don't want to be eaten at all'.

Anonymous engraving, 1787

Source B: The American ambassador to the Court of Louis XVI comments on financial problems.

The lack of money has in fact been beyond the French government's ability to solve. The government published a decree suspending all repayments of capital and reducing interest payments to 12 *sous* in the *livre*, the rest to be paid with certificates. It will probably alert the public to the necessity of a change to their constitution. It is a remarkable proof of the total incompetence of a single head of state to govern a nation well when, with a revenue of six hundred millions, the King is led to a declared bankruptcy and to stop the wheels of government because of shortage of money.

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Thomas Jefferson, report, 18 August 1788

Source C: In the *cahier* of two districts near Le Mans there appear various grievances. The *cahiers* were lists of grievances and concerns drawn up, by order of the King, in preparation for the meeting of the Estates General in May 1789.

We beg the King to remove from the clergy the liberty of taxing itself, wanting it to be taxed in the same way as the Third Estate. We likewise desire that all nobles be taxed in the same way, and other privileged people as well. There is a postmaster who farms many fields for which he is not made to pay the land tax. He should be included in the taxes of the Third Estate. The Estates General should concern itself with the salt tax and it would be desirable for it to be reasonable in price.

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Cahier of the electoral districts of Écommoy and Mansigné, 1 March 1789

Source D: While awaiting execution in 1793, a leading revolutionary figure reflects on the causes of the Revolution.

Conditions in France were ripe for a democratic revolution when Louis XVI came to the throne. The two privileged orders that still retained control of the government were ruined through their taste for luxury. The third estate had produced enlightened thinkers and acquired enormous wealth. The people were kept down only by their habit of obedience. For royal power to remain intact would have required a tyrant or a great statesman on the throne. Louis was neither. He had neither the character nor the talents to control an agitated nation in a situation which cried out for reform.

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Jean Jacques Barnave, Memoir, 1793

Source E: A modern historian summarizes problems facing the French government by 1789.

In 1778 Louis XVI went to war to protect the newly-created United States. It was a
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of what revolutionaries would soon be calling the *ancien régime*.

W. Doyle, The French Revolution: A Very Short Introduction, 2001

The Unification of Italy, 1815–70

Study the five Sources on The Intellectuals and Their Different Attitudes to Unity and then answer **both** sub-questions.

It is recommended that you spend two thirds of your time in answering part **(b)**.

2 (a) Study Sources B and C.

Compare these Sources as evidence for attitudes towards Italian unification. **[30]**

(b) Study all the Sources.

Use your own knowledge to assess how far the Sources support the interpretation that before 1847 it was expected that the fate of Italy would be determined by the people. **[70]**

[Total: 100 marks]

The Intellectuals and Their Different Attitudes to Unity

Source A: An extract from the writing of a Tuscan radical and the founder of a secret society. Here he reveals the influence of the French Revolution of 1789 on his thinking about the future of Italy.

If some of the symbols of our society derive from the French Revolution it is because France uttered the first cries of Universal Liberty and the first vigorous protests against the crimes of Nobles, Priests and Kings. This great example inspired others including revolutionary spirits in Italy recently. But the courage which destroys was not accompanied by the wisdom which rebuilds. Political revolutions are useful to nations only in so far as they are undertaken with popular views and are directed towards that point of social perfection which true justice requires, that is, the freedom and wellbeing of all.

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F. Buonarrotti, Notebook, 1824

Source B: A former member of the Carbonari and the founder of Young Italy outlines the purpose and methods of the organisation he established from exile in the south of France.

Young Italy is convinced that Italy can make herself one nation through her own efforts. The failure of past attempts was due to the poor leadership of the revolutionary parties. Joined in association, Italians have the capacity to make Italy once again a great nation of free and equal men. Young Italy is Republican because monarchy means the repression of the masses who alone have the strength to save us. Young Italy is Unitarian because without unity of religious belief and administrative organisation there is no unity. The means of fulfilling the aims of Young Italy are Education and Revolution.

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G. Mazzini, General Instructions for the Members of Young Italy, 1831

Source C: The author was a priest exiled from Piedmont for his radical views. Here he presents his views on the unification of Italy.

Italy contains within herself, above all through religion, all the conditions required for national and political Risorgimento, and that to bring this about she has no need of revolutions and still less of foreign invasions. We have the real principle of Italian unity in the Papacy because it is a power organised by God. A political confederation under the Pope would increase the strength of the various princes without damaging their independence and would put the strength of each at the disposal of all. It is madness to think that Italy, divided for centuries, can be united into a unitary state.

V. Gioberti, On the Moral and Civil Primacy of Italians, 1843

Source D: A Lombard academic, who campaigned for practical economic and social improvements in Italy addresses a congress of Italian scientists in Milan. His journal was read by most of the intellectual elite.

For many generations in Turin, Parma, Rome, Naples, Sicily, signed contracts and customary rights based on ancient and modern laws will continue. Whoever ignores this love of the individual country in Italy will always build on sand. Two states alone, the American and Swiss federations, show the way for Italy. They rest on the consensus of the masses and they leave to all their peoples the enjoyment of their special rights, the leadership of the men they trust, the practice of their traditional ideas, a just pride in their sovereignty. These are as dear to peoples as they are to rulers.

C. Cattaneo, extract from a lecture, 1844

Source E: A Piedmontese aristocrat, statesman and historian presents a conservative view of the way ahead.

At the present time all power is in the hands of the princes. The actions of the princes become the actions of the nation. But if the peoples can do nothing without the princes, the princes can do nothing without the peoples. Democracy may continue to be the fear of the police and the hope of secret societies but it cannot be considered as part of the foreseeable future. Since the creation of Piedmont the worthy house of Savoy has upheld the Italian cause often by confronting Austria: should this example be imitated in future or avoided?

C. Balbo, On the Hopes of Italy, 1844

The Origins of the American Civil War, 1820–61

Study the five Sources on The Fugitive Slave Law and then answer **both** sub-questions.

It is recommended that you spend two thirds of your time in answering part **(b)**.

3 (a) Study Sources A and C.

Compare these Sources as evidence for attitudes to fugitive slaves.

[30]

(b) Study all the Sources.

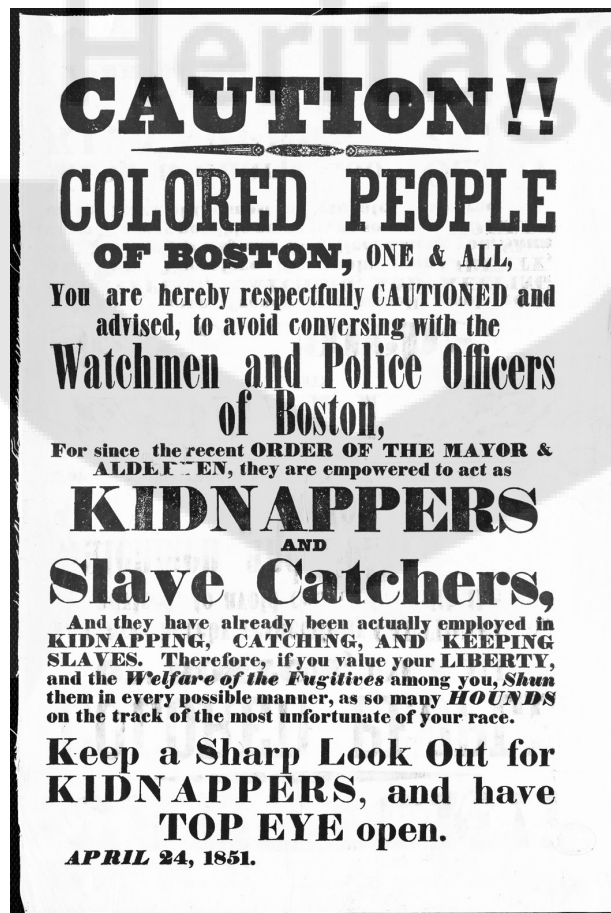
Use your own knowledge to assess how far the Sources support the interpretation that the Fugitive Slave Law of 1850 was unworkable.

[70]

[Total: 100 marks]

The Fugitive Slave Law

Source A: Opponents of slavery warn those at risk of being detected as fugitive slaves to be alert.



The Anti-Slavery Society, poster, 24 April 1851

Source B: At a meeting in New York City, organised by the Anti-Slavery Society, a prominent American poet and writer expresses his views on the Fugitive Slave Law.

The Fugitive Slave Law showed that the sense of right had faded and gone out. We should not forgive the clergy for taking the immoral side nor the judiciary if it sides with the slave owner. Liberty is the oppressed Lady whom true knights must rescue and save. The Fugitive Slave Law unglued the eyes of men and the Nebraska Bill leaves us staring. The Anti-Slavery Society will gain many members; in the years ahead the people of the Free States and, I am sure, at last the Slave States will join it.

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Ralph Waldo Emerson, speech, 7 March 1854

Source C: A newspaper, whose editor opposed slavery, reports on events in Boston two days after the arrest of Anthony Burns, a fugitive slave. His trial the day after resulted in his return to his owner in Richmond, Virginia.

A crowd numbering up to ten thousand persons, assembled in the square about the Court House to protest against the arrest of Burns. The Mayor warned the multitude, as good and peaceable citizens, to quietly go to their homes, adding that US troops were ready to preserve the public peace. He insisted that the laws of the city, the State and the United States should be maintained. This paper has learnt that the US Marshall in Boston has been directed by Washington to have this fugitive slave trial put through promptly and the law carried out to the letter.

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The Massachusetts Spy, report, 31 May 1854

Source D: A newspaper in Staunton, West Virginia, reports on the working of the Fugitive Slave Law in the North and the trial of Myers, an agent of a slave owner in Maryland, who was arrested and tried for kidnapping.

Has the Fugitive Slave Law been carried out by the Northern States? Our answer is to be found on the statute book of at least three of the Northern States. Also, the recent case of Myers shows that even the conservative state of Pennsylvania has virtually nullified the law. The Court of Pennsylvania has no right to decide whether the fugitive slaves returned by Myers were not lawfully held in bondage. But the lawyers for Myers failed to demonstrate the monstrosity of such a position. The jury found Myers guilty and he was sentenced to eight years imprisonment!

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The Vindicator, report, 3 February 1860

Source E: The out-going President expresses his view that the Fugitive Slave Law should be upheld on constitutional grounds.

The acts of different State legislatures to defeat the Fugitive Slave Law violate the Federal Constitution and are, therefore, null and void. The validity of this law has been established over and over again by the Supreme Court of the United States. Should the next President fail to uphold this law he will do great injury to nearly one half of the States of the Union. Let us trust that the State legislatures will repeal their obnoxious enactments. The Southern States, standing on the basis of the Constitution, have the right to demand justice from the States of the North.

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James Buchanan, State of Union Address, 3 December 1860

Dictatorship and Democracy in Germany 1933–1963

Study the five Sources on Youth and Education Policies from 1933 to 1963 and then answer **both** the sub-questions.

It is recommended that you spend two-thirds of your time in answering part **(b)**.

4 (a) Study Sources B and D.

Compare these Sources as evidence for the success of policies on youth and education between 1933 and 1963. **[30]**

(b) Study all the Sources.

Use your own knowledge to assess how far the sources support the interpretation that the Nazis and the German Democratic Republic pursued the same aims towards youth and education. **[70]**

[Total 100 marks]

Policies on Youth and Education from 1933 to 1963

Source A: Hitler comments on his policies for young Germans.

In my great educative work I am beginning with the young. You are magnificent. With you
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to serve the State and the community and to fight class and status barriers.

A speech to German boys, December 1938

Source B: A former League of German Maidens [BDM] leader recalls the impact of the Hitler Youth movements on young Germans.

The Hitler Youth became the instrument used by the regime to prepare young people for
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the creative imagination was stifled.

Melita Maschmann, Account Rendered, 1963

Source C: In the introduction to the new law on the education and training of young people, the East German government sets out its aims.

A younger generation which is educated, physically sound, strong and progressive is the
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and genuine humanity, as active citizens of the new democratic society.

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GDR Youth Law 1950

Source D: An East German Security Police [Stasi] report comments on the behaviour of senior students at a school in Dresden.

Investigations were carried out by the Ministry For State Security. It was established
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failures to take appropriate security measures - must be addressed.

Information concerning a School in Dresden. March 1962

Source E: A modern historian comments on the progress of university education in the GDR during the 1950s.

By the mid 1950s one of the basic aims of East German policy had been achieved; the
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obedient subjects rather than intellectually active citizens.

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Mary Fulbrook, History of Germany 1918–2000, the Divided Nation, 2002

The USA and the Cold War in Asia 1945–75

Study the five Sources on The USA and South Vietnam 1954–1965, and then answer **both** sub-questions.

It is recommended that you spend two-thirds of your time in answering part **(b)**.

5 (a) Study Sources A and C.

Compare these Sources as evidence for the problems faced by the Diem regime of South Vietnam. **[30]**

(b) Study all the Sources.

Use your own knowledge to assess how far the Sources support the interpretation that the USA's support for independence was the **main** reason for its growing involvement in South Vietnam between 1954 and 1965. **[70]**

[Total: 100 marks]

The USA and South Vietnam 1954–1965

Source A: The American President writes to the President of the Republic of South Vietnam, expressing his support for the new South Vietnamese government.

The Geneva Accords cause us grave concern for the future of Vietnam, temporarily
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United States is able to assist this humanitarian effort.

Dwight Eisenhower, letter to Ngo Dinh Diem, 23 October 1954

Source B: In a speech to the American Friends of Vietnam, a Democrat Senator, who later became President, states his views on US support for South Vietnam.

Vietnam represents the cornerstone of the free world in south-east Asia. Burma, Thailand,
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strong and free Vietnam.

John F. Kennedy, speech, June 1956

Source C: The American President writes to Diem, promising to increase American aid for the South Vietnamese regime.

Our indignation has grown at your reports of the deliberate savagery of the Communist
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the Communists to end their violence.

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John F. Kennedy, letter, December 1961

Source D: In a telegram to Secretary of State Dean Rusk, the American Ambassador to Vietnam gives his views on the generals' coup to overthrow Diem.

We follow a course from which there is no respectable turning back: the overthrow of the
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Vietnam with Diem.

Henry Cabot Lodge, telegram, 29 August 1963

Source E: President Johnson explains why the USA continued to be involved in Vietnam after the assassination of Diem.

We have a promise to keep. Since 1954 every American President has offered support
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aggression is never satisfied.

Lyndon B. Johnson, speech, 1965



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