

GCSE (9–1)

Sample SAM Taster Booklet

HISTORY A (EXPLAINING THE MODERN WORLD)

J410

For first teaching in 2016



GCSE (9–1)

HISTORY A

(EXPLAINING THE MODERN WORLD)

Our new GCSE (9–1) History A (Explaining the Modern World) specification provides a dynamic, contemporary and exciting opportunity for students to engage with the world around us today. They will study a wide range of content options, and consider key themes which demonstrate the relevance of the past in understanding the present.

We have designed the GCSE (9–1) History A course with teachers and students in mind, having consulted extensively across the United Kingdom. The subject criteria pose challenges not faced before at GCSE, for instance introducing the need to study history from different eras, to study a locality and the newly introduced assessment objective on interpretation. The approach that we have taken in this specification will allow teachers and learners to face those challenges with confidence.

It is our strong desire to ensure that OCR History should captivate learners and develop a desire within them to continue learning beyond the confines of the classroom as well as developing personal skills which will serve them in future education and in the workplace.

Our Specimen Assessment Materials (SAMs) taster booklet introduces you to the style of assessment for our new qualification.

The booklet features some of the questions and mark schemes for the three assessments that make up this qualification. The complete set of sample assessment materials is available on the OCR website <http://www.ocr.org.uk/history>

SUBJECT SPECIALIST SUPPORT

OCR Subject Specialists provide information and support to schools including specification and non-exam assessment advice, updates on resource developments and a range of training opportunities.

You can contact our History Subject Specialists for specialist advice, guidance and support.

Meet the team at www.ocr.org.uk/historyteam

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WHAT TO DO NEXT

- Sign up for regular updates, including our History newsletter: <http://www.ocr.org.uk/updates>
- Book onto a free GCSE reform training event to help you get to grips with the new qualification: <https://www.cpdhub.ocr.org.uk/>
- View our new range of resources that will grow throughout the lifetime of the specification: <http://www.ocr.org.uk/history>
- Check your combination of topics is valid and sign up for bespoke support through our Specification Creator tool: <http://www.ocr.org.uk/history-spec-creator>

PAPER 1 INTERNATIONAL RELATIONS, WITH A NON-BRITISH DEPTH STUDY

Exam design: 'Section A' will assess International Relations: the changing international order 1918–2001 and 'Section B' will assess your chosen non-British depth study.

SECTION A: INTERNATIONAL RELATIONS: THE CHANGING INTERNATIONAL ORDER 1918–2001

Summary of the assessment:

- Section A is worth 30% of the overall assessment for this specification
- Section A is worth a total of 65 marks
- Section A will be assessed by four questions
- There are no optional questions as the assessment is designed to credit a range of knowledge from across the topic
- SPaG is assessed in this section.

The structure of 'Section A' is:

Question	Type of question	AO1 marks	AO2 marks	AO3 marks	AO4 marks	SPaG marks	Total marks
1	Outline	5					5
2	Explain	5	5				10
3	Compare interpretations	5			20		25
4	Essay using interpretations	5	5		10	5	25

QUESTION 1

Outline the actions of the USSR in Eastern Europe from 1945 to 1948.

[5]

Indicative content for mark scheme for question 1 (points based marking)

Indicative content

In the final stages of the Second World War Soviet forces drove German forces back across much of Eastern Europe. Once the war ended the Soviets kept their troops in countries such as Poland and Czechoslovakia (1). Stalin wanted Eastern Europe to become a Soviet sphere of influence (1) and he pushed for this at the Yalta and Potsdam Conferences in 1945 (1). At the same time the USSR helped Communist parties to take power in several Eastern European countries (1). To help keep this control Stalin established the Cominform in 1947, an organization based in the USSR which effectively controlled the Communist parties of the Eastern European states (1).

QUESTION 3

Study Interpretation A. Do you think this is a fair comment on the policies of Neville Chamberlain in the period 1937–1939? Use your knowledge and other interpretations of the events of 1937–1939 to support your answer. [25]

Interpretation A

There was widespread and sincere admiration for Mr. Chamberlain's efforts to maintain peace. However, in writing this account it is impossible for me not to refer to the long series of miscalculations, and misjudgements which he made. The motives which inspired him have never been questioned. The course he followed required the highest degree of moral courage. To this I paid tribute two years later in my speech after his death.

From 'The Gathering Storm', a history of the Second World War by Winston Churchill, published in 1948.

Indicative content for the top level of the mark scheme for question 3

Indicative content

Level 5 answers will typically contain fully developed analysis and evaluation of Interpretation A and its context and support this with consideration of other interpretations to address the question e.g.

The comment is fair about Chamberlain being sincere. He was trying to prevent another war. He was especially worried that a new war would involve civilians more than any previous war, through bombing. It is also fair to say that Chamberlain also made miscalculations. The most obvious one was that when he returned from his meeting with Hitler in 1938 he talked about the piece of paper in his hand which would bring peace in our time. Less than six months later Hitler broke his word and invaded the rest of Czechoslovakia and then went on to invade Poland.

Churchill's view is supported by many other historians. In the Second World War journalists and historians wrote accounts of Chamberlain and his supporters and accused them of being responsible for the war, calling them 'The Guilty Men'. In the 1960s, during the Cold War, American politicians often referred back to the policy of appeasement saying that England fell asleep and used it to justify aggressive actions towards the USSR.

On the other hand it could be argued that the comment is not fair. Many historians argue that Chamberlain did not miscalculate, he was playing for time. In 1938 intelligence reports suggested that Germany's air force was much larger and more advanced than Britain's. Historians have shown that this information was incorrect but they also argue that Chamberlain did not know it was incorrect so his policy made sense.

Historians in the 1990s were able to use official government papers which were kept secret before then. These papers show that Britain was struggling financially. When Chamberlain was Chancellor of the Exchequer in 1936 he began planning for Britain's rearmament. So historians say Chamberlain did not miscalculate he just found himself in a difficult position and running out of time. Historians in the 1990s have also used government records to show that the government was very worried that the British people simply did not support going to war in 1938. Neither did Britain's Empire. By contrast, the British people did support the decision for war in 1939.

Finally, we have to be careful about accepting an account of events in the 1930s written by Winston Churchill. He was well known for glorifying his own role in history. He was also a marginalised and rejected figure in the 1930s and we can see his discontent in what he says about Chamberlain.

Tips for teachers:

There are two focuses of this topic:

1. Learners should understand the unfolding narrative of substantial events and issues associated with the period.
 2. Learners should study different historical interpretations of two developments during the period, be able to see how and why different interpretations came about and whether these interpretations changed over time.
- Questions 1 and 2 of the examination will assess candidates' understanding of the unfolding narrative of the period.
 - Questions 3 and 4 of the examination will assess candidates' understanding of historical interpretations.
 - In questions 2 and 4 candidates will be required to understand second-order historical concepts, including: continuity, change, cause, consequence, significance, similarity and difference.
 - Candidates will not be expected to have studied the exact historical interpretation set in the examination.
 - SPaG is assessed in Question 4.

SECTION B: NON-BRITISH DEPTH STUDY

The non-British depth studies available are:

- China 1950–1981
- Germany 1925–1955
- Poland 1956–1990
- Russia 1928–1964
- South Africa 1960–1994
- The USA 1919–1948
- The USA 1945–1974

Summary of the assessment:

- Section B is worth 20% of the overall assessment for this specification
- Section B is worth a total of 40 marks
- Section B will be assessed by four or five questions
- There are no optional questions as the assessment is designed to credit a range of knowledge from across the topic.

In some assessment series, the structure of 'Section B' will be:

Question	Type of question	AO1 marks	AO2 marks	AO3 marks	AO4 marks	Total marks
5	Describe	4				4
6	Explain	4	4			8
7a	Source question			5		5
7b	Source question			5		5
8	Essay	7	11			18

In other assessment series, the structure of 'Section B' will be:

Question	Type of question	AO1 marks	AO2 marks	AO3 marks	AO4 marks	Total marks
5	Describe	4				4
6	Explain	4	4			8
7	Source comparison question			10		10
8	Essay	7	11			18

QUESTION 7(a)

Study Source A. What is the message of this source?

[5]

Source A

A cartoon by Polish cartoonist Andrzej Krauze, printed in 1981.
(Solidarność = Solidarity)

Indicative content for the top level of the mark scheme for question 7(a)**Indicative content**

Level 3 answers will typically make effective use of content and context to support inference about the main message of the source e.g.

The message of this source that Solidarity was more powerful than the Communist government in Poland. We can see this because Solidarity is portrayed as a giant, easily snapping the ropes trying to restrain him (these are government policies). The cartoon was drawn in 1981 when Solidarity's membership reached 1 million, a third of the workers in Poland and the cartoonist is saying the government will have to give in to Solidarity.

QUESTION 7(b)

Study Source B. Explain why this source was published in Germany at this time.

[5]

Source B

A poster published in Germany in 1943. The caption means 'The enemy sees your lights! Blackout!'

Indicative content for the top level of the mark scheme for question 7(b)**Indicative content**

Level 3 answers will typically make a clear statement of intended purpose and develop this with reference to content of source and context e.g.

The poster was published to make sure Germans obeyed the blackout regulations in force. In 1943 Germany was being bombed by the Allies and the poster shows a British bomber bringing death to the Germans. The bomber can drop bombs much more accurately if it can see what is below at night and hence it was essential for Germans not to show any light but to ensure there was a black out. Not only did bombs damage houses in the cities but they also put industrial complexes out of action as in the Ruhr.

Tips for teachers:

- The non-British depth studies focus on the relationship between the people and the state.
- Be aware: Some of the dates of the depth studies previously available in OCR's current Modern World specification (first teaching 2013) have changed slightly!
- There are two different structures for the primary source (AO3) element of this examination. This will allow OCR some flexibility to ensure that the sources set are accessible for candidates.
- In questions 6 and 8 candidates will be required to understand second-order historical concepts, including: continuity, change, cause, consequence, significance, similarity and difference.
- Candidates will only ever be presented with two sources in this section of the examination.

PAPER 2 *BRITISH THEMATIC STUDY*

SECTION A: THEMATIC STUDY

There are three thematic studies available:

- Migration to Britain c.1000 to c.2010
- Power: Monarchy and Democracy in Britain c.1000 to 2014
- War and British Society c.790 to c.2010

Summary of the assessment:

- Worth 25% of the overall assessment for this specification
- Worth a total of 50 marks
- This paper will be assessed by four questions
- There are no optional questions as the assessment is designed to credit a range of knowledge from across the topic.

The structure of this paper is:

Question	Type of question	AO1 marks	AO2 marks	AO3 marks	AO4 marks	Total marks
1	Outline	4				4
2	Explain	4	4			8
3	Second order concept	4	10			14
4	Essay	8	16			24

QUESTION 3

How significant was migration between 1945–1981 for British society?

[14]

Indicative content for the top level of the mark scheme for question 3**Indicative content**

Level 4 answers will typically contain a range of description and explanation that is directly relevant to the significance of migration between 1945 and 1981 e.g. a selection from the following

Migration has had a significant impact between 1945 and 1981 in several different ways.

In the years after the Second World War, migration helped Britain to solve a labour shortage, clearly a significant contribution. Groups from countries like Poland came and settled in the UK. These were recruited as European Volunteer Workers in order to provide labour to industries that were required in order to aid economic recovery after the war. Soon afterwards, significant numbers of men and women from the Caribbean started arriving, in many cases as a result of invitation to work in the transport and health services.

Another change was the growth of migrant communities. European and Caribbean immigrants were joined by migrants from other parts of the Commonwealth – South Asia, Cyprus, West and East Africa, the Hong Kong New Territories. This was a massive change to British society – the arrival of different cultures which would have a significant impact on society. Not only did it help the post-war economic boom but it also influenced social, political and cultural life.

Clearly race relations were affected by migration (or some people's perceptions of migration and migrants). At times during this period – in particular the economic downturns of the late 1950s and the 1970s – there was a rise in anti-immigrant sentiments. These views were most noticeably highlighted in the 1964 Smethwick by-election; by Enoch Powell, when he gave his "Rivers of Blood" speech in 1968.

QUESTION 4

'Between 1500 and 2010, wars were supported by the population.' How far do you agree with this statement?

[24]

Indicative content for the top level of the mark scheme for question 4**Indicative content**

Level 5 answers will typically select a range of relevant examples of support and non-support for wars from across the early modern and modern eras which support a balanced argument and reach a valid conclusion e.g.

The statement is only partially correct. The Second World War was well supported by the population. It has been argued that Britain was second only to the USSR in terms of how completely mobilised the population was in the war. We know from the Mass Observation Project that the war had the support of the population, not least because the enemy being fought, Nazi Germany was seen as utterly wrong and evil.

It was a similar picture in the 1500s when Elizabeth I was fighting wars against Spain. Spain was the leading power in the world at this time and was also a Catholic power. England was a Protestant country after the Reformation of 1534. On the whole the country was united behind Elizabeth because England was threatened, most notably by the Armada in 1588, and also to defend the Protestant religion.

On the other hand other wars were very unpopular. For example, in 2003 British Prime Minister Tony Blair led Britain into a war in coalition with the USA against Iraq. There were massive demonstrations across the country to protests against the war because many people felt it was illegal. As the war progressed the war became even more unpopular as Iraq disintegrated into chaos and British forces were attacked by an underground insurgency.

Overall, the statement is more correct than incorrect. However, the real problem is that no wars are ever completely popular or unpopular. In the First World War there was support for the war but also conscientious objectors. In Elizabeth I's time Catholics would probably not have supported her campaigns. So it is difficult to be exact about this question.

Tips for teachers:

- There are two ways that you can approach the teaching of a thematic study (and either approach is perfectly valid):
 1. Thematically – ordering the content in terms of the themes listed in the specification. This may involve a bit more work for you and your students at the beginning, focusing on concepts and a brief timeline so that students can situate their learning within its broader context.
 2. Chronologically – going through the content with your students in chronological order and returning at the end of each section to bring together content into common themes. This may involve a bit more work for you and your students at the end, highlighting common themes and concepts through the work already studied.
- There are no primary source or interpretations elements to this assessment – however, it is a great idea to use these in your teaching, not only to help illustrate content and concepts but also to build on work done in other parts of the course.
- In questions 2, 3 and 4 candidates will be required to understand second-order historical concepts, including: continuity, change, cause, consequence, significance, similarity and difference.

PAPER 3 BRITISH DEPTH STUDY AND A STUDY OF THE HISTORIC ENVIRONMENT

Exam design: 'Section A' will assess your British depth study and 'Section B' will assess the study of the historic environment.

SECTION A: BRITISH DEPTH STUDY

There are three British depth studies available:

- The Impact of Empire on Britain 1688–c.1730
- The English Reformation c.1520–c.1550
- Personal Rule to Restoration 1629–1660

Summary of the assessment:

- Section A is worth 15% of the overall assessment for this specification
- Section A is worth a total of 35 marks
- Section A will be assessed by two questions
- There are no optional questions as the assessment is designed to credit a range of knowledge from across the topic.
- SPaG is assessed in this section.

The structure of 'Section A' is:

Question	Type of question	AO1 marks	AO2 marks	AO3 marks	AO4 marks	SPaG marks	Total marks
1	Explain	5	5				10
2	Essay using sources	5	5	10		5	25

QUESTION 2

Study sources A–C.

'The Dissolution of the monasteries was a popular measure.' How far do Sources A–C convince you that this statement is correct? Use the sources and your knowledge to explain your answer.

[20]

Source A

Lichfield: "two of the nuns were with child"

Whitby: "Abbot Hexham took a share of the proceeds from piracy"

Bradley: "the prior has six children"

Abbotsbury: "abbot wrongfully selling timber"

Pershore: "monks drunk at mass"

From a report on monastic houses published in 1535. The report was commissioned by King Henry VIII and supervised by the king's chief minister Thomas Cromwell.

Source B

So much sin and disgusting living is seen daily in the small abbeys, priories, and other religious houses of monks, canons and nuns. This is upsetting to Almighty God and the king. Therefore these small houses will be utterly suppressed. The monks and nuns in them will be moved to the great and honourable monasteries in this realm, where they may be required to improve their lives. The possessions of these houses shall be put to better uses. They will be given to the king and his heirs to honour God and for the good of the realm.

From the Act to Suppress the Lesser Houses (the smaller monasteries and convents), 1535.

Source C

The closing of the monasteries means that religious services will not be carried out, and the poor will not be looked after. The monasteries are much loved by the people.

From a letter by Robert Aske, one of the leaders of the Pilgrimage of Grace, 1536.

Indicative content for the top level of the mark scheme for question 2**Indicative content**

Level 5 answers will typically use their analysis of the sources to construct a well-supported argument that reaches a valid conclusion, e.g.

Source A partly convinces me that the statement is correct. It describes all kinds of bad behaviour by monks and nuns and even an abbot taking a share in the proceeds of piracy. This would have angered people at the time to see monks and nuns behaving so badly so that when the king came along and closed down these bad monasteries it would have been popular. On the other hand, I am not totally convinced by this source because it was from a report which was produced by Thomas Cromwell. He wanted to reform the church in England. So it is possible that these reports were untrue or exaggerated to give Henry VIII an excuse to close down the monasteries.

Source B also partly convinces me that the statement is true. It also talks about the bad behaviour of the monks and nuns so that means that Sources A and B support each other about people being angry about the monasteries. However, many of the MPs who passed this law and the other Acts which suppressed the monasteries agreed with Thomas Cromwell and Thomas Cranmer (the Archbishop of Canterbury) that the English church needed reforming and that monasteries stood in the way of getting reform. Also, many of the MPs and other wealthy people in the country ended up owning the lands and wealth of these monasteries. So for them the dissolution would have been a positive measure.

Clearly Source C goes against the statement and convinces me that the Dissolution was a very unpopular measure. Robert Aske says the monasteries are much loved. He also talks about how losing the monasteries has hurt the poor. This is an emotive source written by a rebel but actually this makes it a reliable source about how some people reacted to the Dissolution. Aske was one of the leaders of the Pilgrimage of Grace. This was a massive uprising protesting against the dissolution of the monasteries. Historians estimate that around 40,000 people marched in protest to Lincoln in October 1536 so we can say that Aske was not a one off troublemaker.

In conclusion I would say that it could be argued that the statement is true and untrue. The Dissolution was popular with some people as we can see from Source A and B, and from the views of the king and Thomas Cromwell and many MPs. On the other hand, Source C and the events of the Pilgrimage of Grace show it was very unpopular.

SECTION B: STUDY OF THE HISTORIC ENVIRONMENT

There are two historic environment topics available:

- Urban Environments: Patterns of Migration
- Castles: Form and Function c.1000–1750

Summary of the assessment:

- Section B is worth 10% of the overall assessment for this specification
- Section B is worth a total of 20 marks
- Section B will be assessed by two questions
- There are no optional questions as the assessment is designed to credit a range of knowledge from across the topic.

The structure of 'Section B' is:

Question	Type of question	AO1 marks	AO2 marks	AO3 marks	AO4 marks	Total marks
1	Explain	5	5			10
2	Source comparison question			10		10

QUESTION 2

Study Sources D and E. Which of these sources is more useful to a historian studying the first hundred years of Conway Castle (from the 1280s to the 1380s)?

[10]**Source D**

An aerial photograph of the remains of Conway Castle in North Wales

Source E

March 1283 to November 1284	£5819
December 1284 to December 1292	£7870
February 1296 to February 1301	£500
December 1304 to December 1330	£88

Extracts from accounts showing spending on Conway Castle in the period 1283–1330.

[From History of the King's Works by HM Colvin]

Indicative content for the top level of the mark scheme for question 2

Indicative content

Level 5 answers will typically make inferences from the sources to explain how they can be used as evidence of the role, impact, importance of the castle or possibly its significance in the wider events of the time. The response will also reach a valid conclusion about the relative value of each source e.g.

Both sources can be useful to historians studying Conwy Castle in this period. Source D is extremely useful because it can tell us many things about why Conwy Castle was built and why it was built in that particular place. We can see from the photograph that Conwy was built at the mouth of the River Conwy. This was so that the castle could be supplied effectively, even if it was under attack from the land. It was also so that the castle could control trade going up and down the river. When Edward I chose this site he went against the usual policy of putting castles on high ground so that the Castle could control the river. Source D is also useful in showing how determined Edward I was to conquer Wales and hold on to it. The massive fortifications and towers we can see were designed to intimidate and oppress the Welsh as well as provide English forces with a secure base. Source A has its limitations of course. As it is a modern photograph it shows the road layout and the railway bridge next to the castle. This modern development obscures features and details which might have been visible in earlier maps or plans. And obviously the castle is now a ruin and so the photograph cannot show us what it was like in the period 1280-1380 when it was a thriving and important site with many troops and officials. On the other hand Source D does show us the basic layout of the castle and so we know that this is what it looked like then and now.

Source E is also useful to historians. Obviously it shows how much was spent on the castle at different times. From this we can tell that the castle must have been important to Edward I. The first two figures show the main cost of the castle when it was being built. This would be hundreds of millions of pounds today. This shows how serious Edward I was about conquering Wales and how important Conwy was in his plans to do that. The other figures are also useful. The £500 shows us what the running costs were for the castle once it had been built. This was actually relatively cheap because castles this size could cost a lot more. The figures from 1304 to 1330 suggest that the castle is not really being used much and that there are few soldiers or servants running it. We know that in the 1300s the conquest of Wales was fairly successful and this source is useful evidence to support that view. As with Source E, the source does have its limitations. The most obvious one is that it covers a limited time period. Also we need to use other sources such as chronicles to check some of the points we make, such as Wales being more peaceful in the early 1300s.

On balance I think that Source D is the more useful source because it provides evidence which does not need to be checked and it covers a longer time span than Source E. Source E is very useful but for different purposes and overall Source D is better.

Tips for teachers:

- This paper is the most source heavy, with a total of five sources being used across the two sections. All of these sources will be primary sources and they will vary in type; written, cartoons, illustrations, photographs, tables etc.
- When approaching question 2 please remember that this is assessed through AO1 and AO2, as well as AO3. This means that candidates will have to use their own knowledge in addition to the sources when answering the question.
- Please remember in Section B that questions will assess candidates' knowledge of aspects of the history of the castle and the lives of those who lived and worked in it. Questions will also assess candidates' ability to analyse and evaluate different types of source material (both physical and documentary sources including the castle itself) as evidence about the history of the castle.

INFORMATION ON ASSESSMENT OBJECTIVES

ASSESSMENT OBJECTIVES

We have included assessment objective grids in our specification and throughout this SAMs taster. This is because, for the assessment, we think it's very important that you know which assessment objectives are being targeted where. This allows you to better prepare your candidates for the examinations.

So, what are the four assessment objectives?

	Assessment Objective
AO1	Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
AO2	Explain and analyse historical events and periods studied using second-order historical concepts.
AO3	Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.
AO4	Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

These assessment objectives are set by Ofqual, the regulator.

TIPS FOR TEACHERS

- Remember that in assessments, all knowledge should be relevant to the question. Any knowledge that is relevant – and correct – will be credited by examiners.
- The 'second order concepts' being assessed in AO2 are as follows:
 - Change
 - Continuity
 - Similarity
 - Difference
 - Cause
 - Consequence
 - Significance

Always return to these concepts after teaching a piece of content, a good tip is to get candidates to mark in their books every time one of these concepts comes up. You could give them different coloured strips of paper to stick in their books for each concept, which would then be very easy to identify later. This is particularly important during the thematic study, which is assessed solely through AO1 and AO2.

- Remember that when using either primary sources or interpretations, part of the assessment objective is to use these 'in the context of historical events studied'. It is always important to link back to the context of the source.
- AO4 on interpretations is a new discrete assessment objective for GCSE (9–1) History. AO4 will be a part of the assessment for the International Relations study. In this, candidates should have studied changing interpretations of Appeasement and changing interpretations of responsibilities for Cold War tensions, with a view to being able to see how and why different interpretations came about and whether interpretations have changed over time. In order to tackle this part of the assessment effectively, we think it's best practice to start your students thinking about interpretations even before the GCSE course starts! Questions such as:
 - What is an interpretation?
 - Why do people have different views on X?
 - Who might have X view of this, and why?
 - How do these different views come about?
 - Is any one view correct?
 - What is my view of X?
 - Did person X always think that?
 - Why might somebody's view change over time?
- Finally, please be aware that although the assessment objective grids tell you where each skill will come up in the examinations, that doesn't mean that you need to stick to this rigidly when teaching. The thematic study, for instance, does not have any marks in the assessment for primary sources or interpretations, but these can be incredibly helpful to students when learning the content.

Copyright acknowledgment:

Question 2, Source D: © Jonathan C.K.Webb, www.webbaviation.co.uk

Question 7(a), Source A: Andrzej Krauze, Andrzej Krauze's Poland, Nina Karsov UK, 1981.

Question 7(b), Source B: German WWII poster, The enemy sees your light! © bpk Images, www.bpkgate.picturemaxx.com

OCR customer contact centre

General qualifications

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