



National
Qualifications
2018

X737/76/11

History

WEDNESDAY, 16 MAY

9:00 AM – 11:20 AM

Total marks — 60

SECTION 1 — SCOTTISH — 20 marks

Attempt ONE Part

SECTION 2 — BRITISH — 20 marks

Attempt ONE question from the Part you have chosen

SECTION 3 — EUROPEAN AND WORLD — 20 marks

Attempt ONE question from the Part you have chosen

Write your answers clearly in the answer booklet provided. In the answer booklet you must clearly identify the question number you are attempting.

Use **blue** or **black** ink.

Before leaving the examination room you must give your answer booklet to the Invigilator; if you do not, you may lose all the marks for this paper.



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SECTION 1 — SCOTTISH

Attempt ONE Part

PARTS

- | | |
|---|---------|
| A. The Wars of Independence, 1249–1328 | page 04 |
| B. The Age of the Reformation, 1542–1603 | page 06 |
| C. The Treaty of Union, 1689–1740 | page 08 |
| D. Migration and Empire, 1830–1939 | page 10 |
| E. The Impact of the Great War, 1914–1928 | page 12 |

SECTION 2 — BRITISH

Attempt ONE question from the Part you have chosen

PARTS

- | | |
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| A. Church, State and Feudal Society, 1066–1406 | page 14 |
| B. The Century of Revolutions, 1603–1702 | page 14 |
| C. The Atlantic Slave Trade | page 14 |
| D. Britain, 1851–1951 | page 15 |
| E. Britain and Ireland, 1900–1985 | page 15 |

SECTION 3 — EUROPEAN AND WORLD

Attempt ONE question from the Part you have chosen

PARTS

- | | |
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| A. The Crusades, 1071–1204 | page 16 |
| B. The American Revolution, 1763–1787 | page 16 |
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SECTION 1 — SCOTTISH — 20 marks

PART A — The Wars of Independence, 1249–1328

Study the sources below and attempt the questions which follow.

Source A: from Geoffrey W.S. Barrow, *Robert Bruce and the Community of The Realm of Scotland* (1988).

John Balliol was enthroned on St Andrew's Day, 1292. After years of uncertainty the Scots had a king again. However, a critical moment in Edward's relationship with King John was reached in November 1293. King John was forced to appear before the Westminster parliament, to answer for his own court's judgements. At first, showing courage and dignity, King John said that he neither dared nor was able to answer in an English court on a matter affecting the kingdom of Scotland without consulting the responsible men of his realm. Balliol's resistance collapsed when a hostile English parliament judged him to be in King Edward's mercy for contempt of court and sentenced that he would lose his three chief castles unless he made amends. In the most humble terms, King John renewed his homage to King Edward.

Source B: from Michael Penman, *The Scottish Civil War* (2002).

In 1293, before John Balliol had settled on his throne, Edward I summoned the new Scottish king south to England to answer Scottish legal claims in person. Many of these cases came from Scots who were jealous of Balliol's elevation as king and who resented the power gained by the Comyns as a result. The most awkward case was an appeal by Macduff of Fife who claimed that the Scottish courts had unjustly deprived him of lands in Fife. At the Westminster parliament, Balliol did attempt to resist by insisting he could not answer any charges without first 'consulting the trusted men of his realm' in council. But ultimately, Balliol crumbled when threatened with the seizure of three of Scotland's strongest royal castles close to the border. Balliol came south once more and performed homage to the English Crown.

Source C: from Ranald Nicholson, *Scotland, The Later Middle Ages* (1974).

On 11 September 1297, an English force, under the Earl of Surrey and Treasurer Cressingham, was defeated by the combined troops of Andrew Moray and William Wallace. A mood of optimism appeared in a letter of 11 October 1297, issued by Wallace and Moray, to the merchants of Lubeck and Hamburg informing them that it was once again safe to trade with Scotland, which was now 'recovered by war from the power of the English'. But Moray had been mortally wounded at Stirling Bridge. Within a few months one of the Scottish earls dubbed Wallace a knight. More than that, Wallace was appointed sole guardian of Scotland. In November 1297, Wallace led his army into the north of England and successfully gained vital supplies for their war effort.

SECTION 1 — SCOTTISH (continued)

Source D: from a letter to Edward I, from one of his Scottish supporters, May 1307.

My lord Edward, I write to you, as a loyal supporter with news of Robert Bruce, the Earl of Carrick.

I hear that Bruce has the good will of his own followers and of the people generally much more than he ever had, following his victory at Loudoun Hill. It appears that God is with Bruce for he has destroyed your power among your supporters in Scotland. I fully believe that if Bruce can get away from the south west, he will find people in the north willing to rise to his cause unless you can send more troops. I base these concerns having received reports from Reginald Cheyne, Duncan of Fren draught and Gilbert of Glencarne who keep the peace beyond the Grampians.

Attempt all of the following questions.

1. Compare the views of **Sources A** and **B** about the relationship between John Balliol and Edward I.

5

Compare the sources overall and in detail.

2. How fully does **Source C** explain the role of William Wallace and Scottish resistance?

9

Use the source and recalled knowledge.

3. Evaluate the usefulness of **Source D** as evidence of the rise and triumph of Robert Bruce.

6

In reaching a conclusion you should refer to:

- *the origin and possible purpose of the source*
- *the content of the source*
- *recalled knowledge.*

[Now go to SECTION 2 starting on page 14]

SECTION 1 — SCOTTISH — 20 marks

PART B — The Age of the Reformation, 1542–1603

Study the sources below and attempt the questions which follow.

Source A: from Jayne Lewis, *Mary Queen of Scots: Romance and Nation* (1998).

Half-French through her mother, Mary, Queen of Scots, had lived in France for ten years, and had been raised in its language and culture. Spurred by fears of her Catholic faith and ties to France, an influential group of English Protestants opposed any idea of her accession to the English throne. Despite this, Mary, Queen of Scots continued to pursue her right to the English crown, weakening her authority in Scotland. Added to this, the Scottish Presbyterian, John Knox, wrote in 1558 that, 'God had rejected woman from rule and authority above man'. In face of such opposition, as a young queen, Mary was skilled in the finer points of court culture, yet she remained utterly inexperienced in actual affairs of state.

Source B: from Alison Weir, *Mary, Queen of Scots and the Murder of Lord Darnley* (2008).

Mary was brought up in France and received a Renaissance education with French as her first language. When she returned to Scotland in 1561, not everyone was happy. John Knox had earlier argued that it was against natural and divine law for a woman to hold authority over men. As a young queen, Mary remained accessible to those in her court, but she lacked good judgement and common sense in affairs of the state. In addition, despite the fact that Mary's grandmother, Margaret Tudor had relinquished her claim to the English throne on her marriage to James IV in 1503, under Scots law, Mary had a right to the succession. Mary's focus on England affected her ability to restore royal authority in Scotland.

Source C: from Ian Bradley, *Two kings and two kingdoms: the Church of Scotland, the monarchy, national identity and establishment* (2014).

At his coronation in 1567, James was favourably compared by John Knox to great ancient kings from the past, and when he entered Edinburgh at the age of 14 he was hailed as the godly prince of a Protestant people. Brought up as a devout Presbyterian, James regarded himself as the leader of the Scottish Kirk and initially gave strong support to its reformed spirit. All ministers were instructed to ensure that their parishioners signed up to the 'King's Confession', a statement of Protestant principles agreed by the king in 1581. The Golden Act of 1592, which recognised the Presbyterian system of church government, gave the king the right to decide the time and place for future meetings of the General Assemblies. James attended every General Assembly from 1597 until his departure south to ascend the English throne in 1603.

SECTION 1 — SCOTTISH (continued)

Source D: from *Acts and Proceedings of the General Assemblies of the Church of Scotland* (1589–1590).

The Assembly through the Moderator has expressed humble thanks to his Majesty for the actions he has taken to suppress the enemies of religion. Violators of the Sabbath (that is those who absent themselves from the sermons of their own parish, without a just cause) and blasphemers of God, will be tried and reprimanded by the particular Kirk Sessions of the parish. There is now to be an act against the keeping of fairs and markets on the Lord's day. Certain Commissioners and brethren are to meet every week in Edinburgh, to consult upon Kirk affairs in so dangerous a time. It is also agreed that the aged and well-deserving in the Ministry should be preferred to young men, being found qualified in scripture and matters of faith, where the Congregation agrees.

Attempt all of the following questions.

- | | | |
|----|--|---|
| 4. | Compare the views of Sources A and B about Mary's difficulties in ruling Scotland.
<i>Compare the sources overall and in detail.</i> | 5 |
| 5. | How fully does Source C explain the relationship between monarch and Kirk in the reign of James VI?
<i>Use the source and recalled knowledge.</i> | 9 |
| 6. | Evaluate the usefulness of Source D as evidence of the impact of the Reformation on Scotland, to 1603.
<i>In reaching a conclusion you should refer to:</i> <ul style="list-style-type: none"> • <i>the origin and possible purpose of the source</i> • <i>the content of the source</i> • <i>recalled knowledge.</i> | 6 |

[Now go to SECTION 2 starting on page 14]

SECTION 1 — SCOTTISH — 20 marks

PART C — The Treaty of Union, 1689–1740

Study the sources below and attempt the questions which follow.

Source A: from a pamphlet by Seton of Pitmedden, *Scotland's great advantages by a Union in England* (1706).

For years we have been at the mercy of foreign powers. With union, England becomes our friend, ensuring security and protection for both countries. The burghs will maintain their full rights under the new parliament. England gains the labour of a considerable number of brave and courageous Scotsmen to its Royal Navy fleet, armies and plantations, and will thus be able to carry on its designs abroad. We can invest in the colonies at a cheap rate, giving us the financial advantages of being British citizens. We will benefit from trading freely in our goods and products with the English, and have their money and other necessities brought over the border to us.

Source B: from a petition from Stirling Town Council to the Scottish parliament, 18 November 1706.

We have considered the union of Scotland and England as contained in these articles. It is our duty to the nation to state that our English neighbours will ruin us with this treaty. Our fear is that the new freedom of trade with them will never balance the damaging effect on our manufacturing industry when English merchants are bringing their goods into Scotland. We tremble to think about our ancient nation being suppressed as our dear parliament is extinguished. A new British parliament will deprive us, and the rest of the royal burghs in this nation, of our fundamental right of being represented in the legislative power. As part of a union, there will be a new financial burden of taxation which will bear down upon us with fatal consequences.

Source C: from *Union of the Parliaments* by T. C. Smout (1972).

The complicated manoeuvrings during the months of debate left few parliamentary reputations for honesty and consistency intact. Scottish Country Party MPs did well out of the Union. However, most Scottish MPs must have been aware that alternatives to union included the danger of English attack. Even the Squadrone Volante came round to support union, which ensured that the treaty was passed by 16 January 1707. Maybe this was because they had been promised a share of the Equivalent which would compensate losses suffered during the Darien Scheme. Who was not asked? The common people of Scotland were not listened to. Anti-union petitions were raised, and rioting took place before the final voting, which greatly alarmed the government. However, when union was passed, Scottish people took it with great calmness.

SECTION 1 — SCOTTISH (continued)

Source D: from *A tour through the whole island of Great Britain* by Daniel Defoe (1727).

The number of Scots emigrating to Virginia, America, will soon make it a Scottish colony rather than an English or even British one! Glasgow is quickly becoming the heart of Scottish economic life, the union allowing it to become the centre of highly profitable trade with the American colonies, and merchants from Glasgow and other towns on the coast of Scotland are in an even better trading position than London, able to avoid the hazards of the English Channel and reach the colonies sooner than English merchants. This increased Scottish involvement in what has previously been an exclusively English empire has caused insecurity among Englishmen in the eighteenth century. Scots are participating in trade, to which they consider themselves equally entitled.

Attempt all of the following questions.

- | | | |
|----|--|---|
| 7. | Compare the views of Sources A and B about attitudes towards Union with England.
<i>Compare the sources overall and in detail.</i> | 5 |
| 8. | How fully does Source C explain the reasons for the passing of the Act of Union by the Scottish Parliament?
<i>Use the source and recalled knowledge.</i> | 9 |
| 9. | Evaluate the usefulness of Source D as evidence of the effects of Union to 1740.
<i>In reaching a conclusion you should refer to:</i> <ul style="list-style-type: none"> • <i>the origin and possible purpose of the source</i> • <i>the content of the source</i> • <i>recalled knowledge.</i> | 6 |

[Now go to SECTION 2 starting on page 14]

SECTION 1 — SCOTTISH — 20 marks

PART D — Migration and Empire, 1830–1939

Study the sources below and attempt the questions which follow.

Source A: from *The Italian Community in Campbeltown* by Dora Grumoli (2002).

In 1911, my family emigrated to Scotland because those that had gone before them were making a success of setting themselves up in businesses selling fish and chips and ice cream. We arrived in Campbeltown and bought a café in Kirk Street. Trade was so good and business flourished because my father and brothers put their heart and soul into the business and worked hours which no one would tolerate today. Our café even opened on a Sunday, with local ministers often coming in (not on a Sunday) to air their disapproval. As time went on and the business grew, more relatives emigrated from Italy and after working for my father, opened their own cafés producing their own ginger beers and unique ice creams resulting in four busy Italian cafés in Campbeltown by 1938.

Source B: from Joe Pieri, *The Scots-Italians: Recollections of an Immigrant* (2005).

Why should it be that the ice-cream, and the fish and chip trades in Scotland were taken up almost in their entirety by the Italians? This is particularly odd because there were no fish and chip shops anywhere in Italy as we know them, here in Scotland. An explanation for this may lie in the fact that once family members learnt their trade here in the family business, they often opened their own cafés, sometimes in some of the most rural coastal areas of Scotland. A further reason may lie in the fact that the Scots were simply not prepared to work the long and anti-social hours necessary to carry out these trades. Sunday was traditionally a day of rest for the Scots, however, the Italian cafés opened, often leading to resentment from Church authorities.

Source C: from Lucille H. Campey, *An Unstoppable Force* (2008).

By the turn of the 20th century, people of Scottish ancestry accounted for a mere 15% of Canada's population and yet their impact on the country was huge. The Scots' early arrival enabled them to make full use of their obvious entrepreneurial talents, no more so than in the fur trade. They also transferred their enthusiasm for education and reading resulting in the development of universities such as McGill University. The recreational life of Canada was also influenced by the Scots with their introduction of curling which was popular in their new land as it was open to all classes and suited the winter climate. However, the greatest influence was that of John A Macdonald who emigrated from Scotland as a boy and rose to become Canada's first Prime Minister shaping Canada and contributing immeasurably to its character.

SECTION 1 — SCOTTISH (continued)

Source D: from a letter in *The Scotsman* newspaper 18 July, 1938 written by a Glasgow Labour MP.

Sir — It is important to draw attention to the great part which has been taken by Scots in developing the Dominions and Empire. Whilst the Dominions have undoubtedly benefited enormously by this large immigration, there have been some negatives for our own country, as often our most able and gifted have left to pursue opportunities abroad. The opportunities overseas that the Empire provided for army officers and civil servants, were positions suited to those from the ranks of the middle classes. However, it should be recognised that when trade with the Empire was not prosperous, it resulted in poverty amongst the hard working class people of Scotland, particularly in industrial areas such as Glasgow, showing that the Empire brought mixed benefits to the people of Scotland.

Attempt all of the following questions.

10. Compare the views of **Sources A** and **B** about the experience of Italian immigrants in Scotland.

5

Compare the sources overall and in detail.

11. How fully does **Source C** explain the impact of Scots emigrants on the Empire?

9

Use the source and recalled knowledge.

12. Evaluate the usefulness of **Source D** as evidence of the effects of migration and empire on Scotland, to 1939.

6

In reaching a conclusion you should refer to:

- *the origin and possible purpose of the source*
- *the content of the source*
- *recalled knowledge.*

[Now go to SECTION 2 starting on page 14]

SECTION 1 — SCOTTISH — 20 marks

PART E — The Impact of the Great War, 1914–1928

Study the sources below and attempt the questions which follow.

Source A: from Trevor Royle, *The Flowers of the Forest* (2007).

Within Scotland there was a widespread view that the country should have its own memorial to commemorate the part played by Scots in the conflict. From the outset it was agreed that Edinburgh Castle would be the best site for the project. The Duke of Atholl argued that, ‘if the Scottish nation wanted a memorial they would put it up with their own hands in their own country and with their own money’. A Scottish National War Memorial Committee of 28 leading Scots was appointed to oversee the project. However, the original design led to protests that it would deface the skyline of a familiar and much-loved Edinburgh building. The architect was forced to rethink. By August 1922, £120,000 had been found and so work began on the project.

Source B: from Ian Hay, *Their Name Liveth. The Book of The Scottish National War Memorial* (1931).

Obviously, the place for a country’s national memorial must be its capital city. Where in Edinburgh could the memorial stand? In the end the summit of the Castle Rock was selected as the site for the memorial. Public opinion was strongly against the erection of an entirely new building upon the Castle Rock. It was eventually decided to erect the National War Memorial in the so-called Billings’ building, which had served as barrack accommodation. The organising committee appealed for funds, which poured in from all parts of Scotland. Presently Sir Robert Lorimer, the Architect-in-Chief, with a chosen band of craftsmen, set to work. And so the memorial went up, built by Scottish brains, Scottish hands and Scottish money. The opening ceremony took place on 14 July, 1927.

Source C: from *Rent, Rivets and Rotten Tatties* exhibition: Fairfield Heritage Centre (2016).

In 1915, the Shell Scandal broke, revealing how British lives were being lost because of a shortage of high-explosive shells. This led to the formation of the Ministry of Munitions, which decided that 15 National Projectile Factories were to be built, equipped and operated. Clydeside, with its skilled engineering workforce, was selected for six of the factories. The 8-acre site of the Cardonald National Projectile Factory, was bought from Sir William Beardmore & Co, the firm that went on to build the factory and to manage it thereafter. The production of high explosive and chemical shells began after March 1916. In April 1918, there was a proposal to build an extension to manufacture tanks but the war ended before it could happen. Cardonald produced 1,008,100 8-inch shells and 319,800 6-inch chemical shells during the war.

SECTION 1 — SCOTTISH (continued)

Source D: from an article in *The Glasgow Herald* newspaper, 17 November, 1922.

Mr Bonar Law and his Conservatives have won the majority that they asked the voters of Britain to give them in the 1922 General Election. It is now certain that the Government will have a majority of 37 over all the other parties. The political picture within Scotland is best exemplified by the result in the constituency of Linlithgow. Although this constituency was never regarded as a certainty for the Conservatives here, as elsewhere in Scotland, Labour's challenge proved too much. However, the intervention of the Independent Liberal assisted the Labour victory. It is a regrettable reflection that in Linlithgow, just as in so many constituencies in Scotland, a split moderate vote gave the result to Labour. The Independent Liberals who expected to have at least 25 members from Scotland in the new Parliament, have just half that number.

Attempt all of the following questions.

- | | | |
|-----|---|---|
| 13. | Compare the views of Sources A and B about commemoration and remembrance.
<i>Compare the sources overall and in detail.</i> | 5 |
| 14. | How fully does Source C explain the impact of the war on Scottish industry and the economy?
<i>Use the source and recalled knowledge.</i> | 9 |
| 15. | Evaluate the usefulness of Source D as evidence of the impact of the war on politics in Scotland.
<i>In reaching a conclusion you should refer to:</i> <ul style="list-style-type: none"> • <i>the origin and possible purpose of the source</i> • <i>the content of the source</i> • <i>recalled knowledge.</i> | 6 |

[Now go to SECTION 2 starting on page 14]

SECTION 2 — BRITISH — 20 marks

Attempt ONE question

PART A — Church, State and Feudal Society, 1066–1406

16. *The most important function of the Church in medieval society was its political role.*
How valid is this view? 20
17. To what extent was royal power in Scotland successfully increased during the reign of David I? 20
18. How important was the impact of the Civil War as a reason for the increase of central royal power in the reign of Henry II of England? 20

PART B — The Century of Revolutions, 1603–1702

19. How successful were the policies of Charles I in Scotland? 20
20. To what extent was the legacy of James I the main reason for the outbreak of civil war in England? 20
21. *The execution of the king was the most important reason for the failure to find an alternative form of government, 1649–58.*
How valid is this view? 20

PART C — The Atlantic Slave Trade

22. How important was the slave trade to the British economy in the 18th century? 20
23. To what extent did financial considerations determine the relationship between slaves and their owners? 20
24. *The slave trade had a negative impact on African societies in West Africa.*
How valid is this view? 20

SECTION 2 — BRITISH (continued)

PART D — Britain, 1851–1951

25. *Britain was a fully democratic country by 1914.*
How valid is this view? 20
26. To what extent was the militant Suffragette campaign the most important reason for the achievement of votes for some women by 1918? 20
27. How important was the rise of Labour as a reason why the Liberals introduced social welfare reforms, 1906–14? 20

PART E — Britain and Ireland, 1900–1985

28. *World War One changed the political situation in Ireland.*
How valid is this view? 20
29. How important was the growth of Sinn Féin as an obstacle to peace, up to the Anglo-Irish Treaty, 1918–21? 20
30. To what extent was the role of De Valera the main reason for the outbreak of the Irish Civil War? 20

[Now go to SECTION 3 starting on page 16]

SECTION 3 — EUROPEAN AND WORLD — 20 marks

Attempt ONE question

PART A — The Crusades, 1071–1204

31. How important was the desire to acquire territory in the Holy Land as a motive for Christians of different classes to go on Crusade? 20
32. To what extent was the success of the First Crusade due to the religious zeal of the Crusaders? 20
33. *The death of Baldwin IV was the main reason for the fall of Jerusalem in 1187.*
How valid is this view? 20

PART B — The American Revolution, 1763–1787

34. How important were disputes over taxation as a reason for the colonists' moves towards independence? 20
35. To what extent did the views of Edmund Burke represent British opinion on the conflict with the colonies? 20
36. *The American War of Independence was global in nature.*
How valid is this view? 20

PART C — The French Revolution, to 1799

37. How important were the financial problems of the Ancien Régime as a reason for the outbreak of the French Revolution in 1789? 20
38. *The outbreak of war was the main reason for the failure of the constitutional monarchy, 1789–92.*
How valid is this view? 20
39. To what extent was the threat of counter-revolution the most important reason for the Terror, 1792–95? 20

SECTION 3 — EUROPEAN AND WORLD (continued)

PART D — Germany, 1815–1939

40. To what extent was there a growth of nationalism in Germany, up to 1850? 20
41. How important were divisions among the nationalists as an obstacle to German unification, 1815–50? 20
42. *The role of Bismarck was the main reason why unification was achieved in Germany, by 1871.*
How valid is this view? 20

PART E — Italy, 1815–1939

43. To what extent was there a growth of nationalism in Italy, up to 1850? 20
44. How important were divisions among the nationalists as an obstacle to Italian unification, 1815–50? 20
45. *The role of Cavour was the main reason why unification was achieved in Italy, by 1870.*
How valid is this view? 20

PART F — Russia, 1881–1921

46. How important was discontent among the peasantry in causing the 1905 Revolution? 20
47. How successful were the attempts to strengthen Tsarism, 1905–14? 20
48. To what extent was the role of Tsar Nicholas II the main reason for the February Revolution, 1917? 20

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SECTION 3 — EUROPEAN AND WORLD (continued)

PART G — USA, 1918–1968

49. To what extent were the activities of the Ku Klux Klan the main obstacle to the achievement of civil rights for black people up to 1941? 20
50. How important was the Wall Street Crash as a reason for the economic crisis of 1929–33? 20
51. *The New Deal was effective in solving America's problems in the 1930s.*
How valid is this view? 20

PART H — Appeasement and the Road to War, to 1939

52. To what extent were the methods used by Germany and Italy to pursue their foreign policies based on diplomacy? 20
53. How important was the lack of reliable allies in explaining the reasons for the British policy of appeasement, 1936–38? 20
54. *British foreign policy was unsuccessful in containing fascist aggression, 1935 to March 1938.*
How valid is this view? 20

PART I — The Cold War, 1945–1989

55. *Soviet policy was effective in controlling Eastern Europe up to 1961.*
How valid is this view? 20
56. To what extent were ideological differences between Cuba and America the main reason for the Cuban Crisis of 1962? 20
57. How important was the international isolation of the United States as a reason why America lost the war in Vietnam? 20

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