

# Mark Scheme (Results)

January 2012

GCE General Studies (6GS01)  
Paper 01  
Challenges for Society

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## Section A

| Question Number | Answer | Mark     |
|-----------------|--------|----------|
| Q1              | B      | <b>1</b> |

| Question Number | Answer | Mark     |
|-----------------|--------|----------|
| Q2              | B      | <b>1</b> |

| Question Number | Answer | Mark     |
|-----------------|--------|----------|
| Q3              | A      | <b>1</b> |

| Question Number | Answer | Mark     |
|-----------------|--------|----------|
| Q4              | D      | <b>1</b> |

| Question Number | Answer | Mark     |
|-----------------|--------|----------|
| Q5              | A      | <b>1</b> |

| Question Number | Correct Answer | Mark     |
|-----------------|----------------|----------|
| Q6              | C              | <b>1</b> |

| Question Number | Answer | Mark     |
|-----------------|--------|----------|
| Q7              | D      | <b>1</b> |

| Question Number | Answer | Mark     |
|-----------------|--------|----------|
| Q8              | D      | <b>1</b> |

| Question Number | Answer | Mark     |
|-----------------|--------|----------|
| Q9              | C      | <b>1</b> |

| Question Number | Answer | Mark     |
|-----------------|--------|----------|
| Q10             | B      | <b>1</b> |

| Question Number | Answer | Mark     |
|-----------------|--------|----------|
| Q11             | D      | <b>1</b> |

| Question Number | Answer | Mark     |
|-----------------|--------|----------|
| Q12             | D      | <b>1</b> |

| Question Number | Answer | Mark     |
|-----------------|--------|----------|
| Q13             | C      | <b>1</b> |

| Question Number | Answer | Mark     |
|-----------------|--------|----------|
| Q14             | A      | <b>1</b> |

| Question Number | Answer | Mark     |
|-----------------|--------|----------|
| Q15             | D      | <b>1</b> |

| Question Number | Answer | Mark     |
|-----------------|--------|----------|
| Q16             | C      | <b>1</b> |

| Question Number | Answer | Mark     |
|-----------------|--------|----------|
| Q17             | B      | <b>1</b> |

| Question Number | Answer | Mark     |
|-----------------|--------|----------|
| Q18             | B      | <b>1</b> |

| Question Number | Answer | Mark     |
|-----------------|--------|----------|
| Q19             | B      | <b>1</b> |

| Question Number | Answer | Mark     |
|-----------------|--------|----------|
| Q20             | C      | <b>1</b> |

## Section B

| Question Number | Acceptable Answers   | Mark     |
|-----------------|--|----------|
| <b>21</b>       | <p>Up to 3 marks from</p> <ol style="list-style-type: none"> <li>1 selects 85 000 and 3 billion;</li> <li>2 uses 3 billion/85 000;</li> <li>3 answer 35 000 - 35 300;</li> </ol> <p>Award 3 marks for correct final answer (35 000 - 35 300) even if no working shown. Do not penalise for lack of units. Do not penalise transcription error if the correct final answer is seen anywhere.</p> <p>1 billion divided by 85000 gets mark 2.</p> <p>If the answer selects 85 000 and 3 million instead of 3 billion and uses 3 000 000/85 000 then award mark 2 only irrespective of final answer.</p> | <b>3</b> |

| Question Number | Acceptable Answers   | Mark     |
|-----------------|--|----------|
| <b>22</b>       | <p>Up to 2 marks from</p> <ol style="list-style-type: none"> <li>1 Stops offending/reoffending (not 'reduces crime');</li> <li>2 Retribution (not 'makes us feel better');</li> <li>3 Re-education;</li> <li>4 Rehabilitation;</li> </ol> <p>Award 2 marks for 3 correct. Award 1 mark for 1 or 2 correct.</p> <p>Do not accept "<b>deterrence</b>".</p> <p>Do not accept "<b>punishment</b>".</p> | <b>2</b> |

| Question Number | Acceptable Answers  | Reject | Mark     |
|-----------------|---|--------|----------|
| <b>23</b>       | <p>... described as an "<b>arms race</b>" ...</p> <p>Accept any quote from passage which includes words in bold</p> |        | <b>1</b> |

| Question Number | Acceptable Answers   | Reject | Mark     |
|-----------------|--|--------|----------|
| <b>24</b>       | <p>Up to 3 marks from</p> <p>1 fine;<br/> 2 community service;<br/> 3 suspended sentence/probation;<br/> 4 drug/drink/rehabilitation programme/driver training;<br/> 5 ASBO;<br/> 6 driving ban;<br/> 7 tagging/imposition of curfew/other restrictions.</p> <p>Do not accept "house arrest" – any answer indicating house arrest not allowed</p> <p>Do not accept "<b>parole</b>"</p> <p>Do not accept more than one answer against points 1, 2 or 3, eg if 1 says 'fine and community service', this still only gets one mark.</p> |        | <b>3</b> |

| Question Number | Acceptable Answers  | Reject | Mark     |
|-----------------|---|--------|----------|
| <b>25</b>       | <p>Up to 4 marks from</p> <p>A - MEANING OF PAROLE</p> <p>1 released before end of sentence/early/after serving part of sentence;<br/> 2 for good behaviour/compassionate grounds;<br/> 3 prisoner reformed/rehabilitated/unlikely to reoffend/no longer a threat;</p> <p>B - REASONS FOR RECALL (max 3 marks)</p> <p>4 example of breaking parole conditions, eg breaking curfew, limitations on where resident, stalking an individual, reporting to police/parole officer (tagging must be linked to eg curfew);<br/> 5 committing (further) offences/reoffending;<br/> 6 recalled to complete sentence;<br/> 7 in response to public pressure/political reasons/newspaper campaigns;</p> <p>Award marks up to a maximum of 4, but each mark can only be given once eg two examples of breaking parole conditions gain a total of one mark under marking point 4</p> |        | <b>4</b> |

| Question Number | Acceptable Answers   | Reject | Mark     |
|-----------------|--|--------|----------|
| <b>26</b>       | Up to 2 marks from<br><br>1 30% of/many prisoners homeless on release;<br>2 homeless (ex-prisoners) more likely to reoffend;<br>3 destitute (accept homeless or on the streets) ex-servicemen; |        | <b>2</b> |

| Question Number   |  |          |
|---|--|----------|
| <b>27</b>   |  |          |
| <b>Marking Guidance</b>   |  |          |
| After marking the answer for AO2, assess it for communication, AO4. |  |          |
|   | <b>A02:</b><br><b><i>Marshall evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions.</i></b>   | Mark     |
|   | Award up to 2 marks for identifying comparisons and up to 2 marks for assessing these comparisons.<br><br><b>A</b> Award one mark for IDENTIFYING<br><br>"We already spend more of our money on the prison system than the USA or any other EU country."<br><br><b>B</b> Award one mark for ASSESSING if answer includes a simple additional comment relating to the comparison.<br><br>eg,<br>reference to different population size/per capita rates;<br>reference to different crime rates;<br>reference to different number of prisoners;<br>reference to number of different crimes punished by imprisonment<br><br><b>C</b> Award one mark for IDENTIFYING<br><br>"Compared to Holland, France and Switzerland, we imprison almost 50% more offenders yet our rate of reoffending is the highest."<br><br><b>D</b> Award one mark for ASSESSING if answer includes a simple relevant additional comment.<br><br>eg<br>what about comparison with other countries/why just these countries/comparison selective;<br>how is reoffending rate calculated eg within 1 year/2 years | <b>4</b> |

|  |   |   |
|--|---|---|
|  | of release;<br>how do reoffending rates compare for different offences. |   |
|  | <b>Mark</b>   | <b>Descriptor</b>   |
|  |   | <b><i>A04:<br/>Communicate clearly and accurately in a concise, logical and relevant way.</i></b><br><br><b><i>The A04 marks are NOT dependent upon the A02 marks.</i></b>  |
|  | 0   | The answer is badly expressed, not relevant or fails to treat the question seriously, there are many serious lapses in grammar and spelling or there is too little of the candidate's own writing to assess reliably. |
|  | 1   | The answer is only understandable in parts, writing may be in an inappropriate form, arguments are not clearly expressed, rarely relevant and in places grammar and spelling inhibit communication.                   |
|  | 2   | The answer is broadly understandable, writing is in the correct form. Arguments are on the whole coherent, mainly relevant and grammar and spelling do not inhibit communication.                                     |
|  | 3   | The answer is clear and lucid, (writing in correct form is taken as a matter of course) arguments are coherent and well laid out, and relevant, there are very few grammatical or spelling errors.                    |



|   |   |      |
|---|---|------|
| Question Number   |   |      |
| <b>28</b>   |   |      |
| Marking Guidance:   |   |      |
| After marking the answer for AO3, assess it for communication, AO4. |   |      |
|   | <b>A03:</b><br><b><i>Demonstrate understanding of different types of knowledge, appreciating their strengths and limitations.</i></b>   | Mark |
|   | <p>The following marking points are awarded <b>independently</b>. Only 1 mark can be awarded under each letter up to a maximum of 5 marks.</p> <p><b>A</b> Award 1 mark for identifying/quoting at least 2 relevant pieces of evidence from passage;</p> <p><b>B</b> Award 1 mark for making a general comment about the strength or weakness of evidence in the passage; (eg evidence is strong/weak or includes fact/opinion ) <b>OR</b> for discussing lack of balance or possible bias or status of author.</p> <p><b>C</b> Award 1 mark for correctly identifying a relevant statement as a <b>fact</b> (accept statistical/objective/verifiable as an alternative for fact), eg</p> <p>"85,000 in 2010"<br/> "yearly cost of £3 billion";<br/> "In the 1990s we were told"<br/> "50% of prisoners reoffend"<br/> "crime rates have fallen"<br/> "new offences have attracted custodial sentences"<br/> "recalled in greater numbers"<br/> "cost Britain eleven billion pounds a year"<br/> "Most prisoners are male, have a drug problem"<br/> "30% of prisoners have nowhere to live"</p> <p><b>D</b> Award 1 mark for correctly identifying a relevant statement as an <b>opinion</b> (accept subjective as an alternative for opinion), eg</p> <p>"raising questions about";<br/> "may satisfy our desire for retribution";<br/> "obvious failure of penal policy";<br/> "traditionally been seen as soft options";<br/> "a very poor standard of education";<br/> "we need to stop and think seriously";<br/> "we need more effective ways";</p> <p><b>E</b> Award 1 mark for any of the following statements or WTTE</p> <p>Factual evidence is stronger than opinion;</p> | 5    |

|  |   |   |
|--|---|---|
|  | Factual evidence can be checked/confirmed/cannot be disproved (if correct);<br>Opinion cannot be confirmed/varies for different people;<br><br><b>F</b> Ken Clarke is an authority figure/cabinet minister/reference to Clarke and argument from authority; |   |
|  | <b>Mark</b>   | <b>Descriptor</b><br><br><b>A04:</b><br><b><i>Communicate clearly and accurately in a concise, logical and relevant way.</i></b><br><br><b><i>The A04 marks are NOT dependent upon the A03 marks.</i></b>             |
|  | 0   | The answer is badly expressed, not relevant or fails to treat the question seriously, there are many serious lapses in grammar and spelling or there is too little of the candidate's own writing to assess reliably. |
|  | 1   | The answer is only understandable in parts, writing may be in an inappropriate form, arguments are not clearly expressed, rarely relevant and in places grammar and spelling inhibit communication.                   |
|  | 2   | The answer is broadly understandable, writing is in the correct form. Arguments are on the whole coherent, mainly relevant and grammar and spelling do not inhibit communication.                                     |
|  | 3   | The answer is clear and lucid, (writing in correct form is taken as a matter of course) arguments are coherent and well laid out, and relevant, there are very few grammatical or spelling errors.                    |

## Section C

| Question Number   | Background   |  |
|---|--|--|
| <b>29</b>   | Science can be defined as methodology, or as a body of knowledge gained using a particular methodology, or both. It is an attempt to understand how the world works. Understanding how things work then gives us the opportunity to manipulate the physical world to change it in some way ie technology. So science and technology are not the same thing. Although scientific developments may drive technology to some extent, technological developments do not occur when there is no perceived need (market?) for them. The good or bad/long or short term effects of adopting particular technologies are sometimes not well known or researched and there are many current examples eg mobile phones, sun beds and other radiation risks from a wide variety of sources. |  |
| <b>Marking Guidance</b>   |  |  |
| After marking the answer for AO1 and AO2, assess it for communication, AO4. |  |  |
|   | <b>Mark</b>  | <b>Descriptor</b>  |
|   | 0-8  | <p><b>AO1:</b><br/><b><i>Demonstrate relevant knowledge and understanding applied to a range of issues, using skills from different disciplines.</i></b></p> <p>Award 1 mark for each valid point, up to a maximum of 8 marks, such as:</p> <p>POINTS RELATING TO HARMFUL EFFECTS (max 5 marks)</p> <p>A1 Expands on global warming eg linked to Industrial revolution, use of fossil fuels, transport systems, increased use of electricity/energy consumption ; (allow up to 2 marks for 2 different points or for 1 point which is explained in detail)</p> <p>A2 Expands on over-population eg <b>linked to</b> improved medicine/treatment, better food supply; (allow up to 2 marks for 2 different points or for 1 point which is explained in detail)</p> <p>A3 Expands on nuclear weapons eg linked to nuclear power, use In Japan during WW2, accidents such as Chernobyl or Fukushima, terrorist threat, radiation sickness; (allow up to 2 marks for 2 different points or for 1 point which is explained in detail)</p> <p>A4 Allow up to 3 marks for other harmful effects not mentioned in stem eg pesticides in food chains, effect on environment/habitats, ozone depletion, disposal of waste eg plastics (allow up to 2 marks for 1 point which is explained in detail)</p> <p>POINTS RELATING TO POSITIVE EFFECTS (max 5 marks)</p> <p>A5 specific examples of improved medicine /treatment (up to 2 marks)</p> <p>A6 specific examples of improved food supply eg pesticides,</p> |

|  |  |  |
|--|--|--|
|  |  | <p>GM crops, improved yields due to better understanding (up to 2 marks)</p> <p>A7 specific examples of improved energy supply, eg solar/wind/wave power (up to 2 marks, allow 1 mark for mention of renewable)</p> <p>A8 specific examples of improved transportation, eg train, car aircraft(up to 2 marks)</p> <p>A9 specific examples of improved communication, eg telephone/mobile, satellite, TV, radio (up to 2 marks)</p> <p>The above points are illustrative only and not exhaustive. Any other valid points must be credited, even if they don't appear in the list above.</p> |
|--|--|--|

| Level | Mark | Descriptor   |
|-------|------|--|
|       | 0-8  | <p><b>A02:</b><br/><b><i>Marshall evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions.</i></b></p> <p>Award 1 mark for each valid point, up to a maximum of 8 marks.</p> <p>The question requires candidates to critically examine conflicting views/alternative viewpoints. Candidates who give consideration solely to one side of the question are limited to a maximum of 6 marks.</p> <p>Points should be used to demonstrate how evidence is marshalled by:</p> <ul style="list-style-type: none"> <li>• Selecting: identifying and applying relevant evidence</li> <li>• Interpreting: showing how evidence helps to answer the question</li> <li>• Evaluating: assessing the strength of the evidence in support of the question</li> <li>• Integrating: using evidence to develop a coherent argument/conclusion</li> </ul> <p>Note – evidence can be information, data, concepts or opinions</p> <p>The following areas are likely to be addressed by a majority of candidates, but candidate responses are not restricted to these areas. Other valid points must be credited, even if they don't appear in the list below.</p> <p><b>GENERAL POINTS</b></p> <p>B1 Distinguishes between science and technology – allow 1 mark for simple use of different terms eg science and technology or science and applied science, allow 2 marks for explanation eg technology is the application of science to solve problems;</p> <p>B2 the outcomes of scientific research cannot be predicted;</p> <p>B3 technological applications can have side effects;</p> <p>B4 which are unpredictable/unforeseen;</p> <p>B5 some applications have both beneficial and harmful effects;</p> <p>B6 economic considerations eg jobs;</p> <p><b>POINTS RELATING TO RESPONSIBILITY</b></p> <p>B7 technology is due to commercial applications;</p> <p>B8 so how can we control it;</p> <p>B9 scientists do not decide how discoveries may be used;</p> <p>B10 we all commonly use technology;</p> <p>B11 responsibility rests with society as a whole/politicians;</p> |

|  |  |   |
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|  |  | <p><b>Drawing conclusions</b></p> <p>B12 Conclusion which is simple (implicit or explicit) 1 mark</p> <p>B13 Conclusion linked to limited evidence/arguments 2 marks</p> <p>B14 Conclusion balanced and comprehensive 3 marks</p> <p>Any other valid points must be credited.</p> |
|--|--|---|

|  | <b>Mark</b> | <b>Descriptor</b>  |
|--|-------------|--|
|  |             | <p><b>AO4:</b><br/> <i>Communicate clearly and accurately in a concise, logical and relevant way.</i></p> <p><b>The AO4 marks are not dependent upon the AO1 and AO2 marks.</b></p>                      |
|  | 0           | The answer is badly expressed or fails to treat the question seriously, there are many serious lapses in grammar and spelling or there is too little of the candidate's own writing to assess reliably.  |
|  | 1           | The answer is only understandable in parts and maybe irrelevant, writing may be in an inappropriate form, arguments are not clearly expressed, and in places grammar and spelling inhibit communication. |
|  | 2           | The answer is generally understandable, writing is often in the correct form. Arguments are sometimes coherent and relevant, and grammar and spelling do not seriously inhibit communication.            |
|  | 3           | The answer is broadly understandable, writing is in the correct form. Arguments are on the whole coherent and relevant, and grammar and spelling do not inhibit communication.                           |
|  | 4           | The answer is clear and lucid, (writing in correct form is taken as a matter of course) arguments are coherent, well laid out and relevant, there are very few grammatical or spelling errors.           |

| Question Number   | Background  |  |
|---|---|--|
| 30  | <p>It is not easy to offer a concise definition of a secular state but probably the most useful definition is that in a secular state there is no connection between government and religion. In Britain, the Queen is both head of state and head of the C of E, the PM has a role in C of E appointments, 24 C of E bishops sit in the House of Lords (ex officio), and the House of Commons has a daily prayer service. There are many other examples of how religion is embedded in the state but nevertheless many people would argue that Britain is effectively secular because, with some minor exceptions, people of all faiths and none are treated more or less equally in terms of employment, education, treatment before the law etc. Although we do not live in a secular state, Britain is largely a secular society. France has a very clearly secular constitution and bans the use of religious symbols in public places. Several EU countries have banned some forms of religious dress in public. The USA also has a secular constitution but in practice is probably less secular than Britain.</p> |  |
| Marking Guidance  |   |  |
| After marking the answer for AO1 and AO2, assess it for communication, AO4. |   |  |
|   | Mark  | Descriptor   |
|   | 0-8   | <p><b>AO1:</b><br/><b><i>Demonstrate relevant knowledge and understanding applied to a range of issues, using skills from different disciplines.</i></b></p> <p>Award 1 mark for each valid point, up to a maximum of 8 marks, such as:</p> <p>Evidence for a secular Britain:<br/> A1 religious festivals are just holidays/commercial opportunities;<br/> A2 Religious Studies in schools are not just Christian/students can withdraw;<br/> A3 many laws have changed;<br/> A4 broadly, freedom of speech/freedom of religious belief;<br/> A5 society is mixed/diverse/there are different religions;<br/> A6 other examples eg same-sex civil partnerships (up to 2 marks);<br/> A7 extend examples given in question (up to 2 marks)</p> <p>Evidence against a secular Britain:<br/> A8 we still have Christian festivals eg Christmas, Easter;<br/> A9 Religious Studies on school curriculum;<br/> A10 many laws are based on religious practice or precedence;<br/> A11 blasphemy laws still exist/religious protests about publications/media;<br/> A12 examples of areas in Britain which are not mixed;<br/> A13 practices eg abortion, divorce may be accepted by</p> |



|  |  |   |
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|  |  | <p>society but still frowned on by some religions</p> <p>The above points are illustrative only and not exhaustive. Any other valid points must be credited, even if they don't appear in the list above.</p> |
|--|--|---|

| Level | Mark | Descriptor  |
|-------|------|---|
|       | 0-8  | <p><b>A02:</b><br/><b><i>Marshall evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions.</i></b></p> <p>Award 1 mark for each valid point, up to a maximum of 8 marks.</p> <p>The question requires candidates to critically examine conflicting views/alternative viewpoints. Candidates who give consideration solely to one side of the question are limited to a maximum of 6 marks.</p> <p>Points should be used to demonstrate how evidence is marshalled by:</p> <ul style="list-style-type: none"> <li>• Selecting: identifying and applying relevant evidence</li> <li>• Interpreting: showing how evidence helps to answer the question</li> <li>• Evaluating: assessing the strength of the evidence in support of the question</li> <li>• Integrating: using evidence to develop a coherent argument/conclusion</li> </ul> <p>Note – evidence can be information, data, concepts or opinions</p> <p>The following areas are likely to be addressed by a majority of candidates, but candidate responses are not restricted to these areas. Other valid points must be credited, even if they don't appear in the list below.</p> <p>Definition of 'secular'</p> <p>B1 no particular religion is favoured;<br/> B2 no connection between religion and state;<br/> B3 example of secular state eg USA, France, Turkey;<br/> B4 examples of non-secular state;<br/> B5 not the same as atheism</p> <p>Historical perspective</p> <p>B6 Britain was largely Christian/religious in the past;<br/> B7 changes in society/demands from people have led to legal changes;<br/> B8 influence of church now irrelevant/outdated;<br/> B9 British society is largely secular;<br/> B10 Britain still has an established church/bishops in House of Lords/religious constitutional practices</p> <p><b>Drawing conclusions</b></p> <p>B11 Conclusion which is simple (implicit or explicit) 1 mark</p> <p>B12 Conclusion linked to limited evidence/arguments 2 marks</p> <p>B13 Conclusion balanced and comprehensive 3</p> |

|  |  |   |
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|  |  | marks<br><br>Any other valid points must be credited. |
|--|--|---|

|  | <b>Mark</b> | <b>Descriptor</b><br><br><b><i>AO4:</i></b><br><b><i>Communicate clearly and accurately in a concise, logical and relevant way.</i></b><br><br><b><i>The AO4 marks are not dependent upon the AO1 and AO2 marks.</i></b> |
|--|-------------|--|
|  | 0           | The answer is badly expressed or fails to treat the question seriously, there are many serious lapses in grammar and spelling or there is too little of the candidate's own writing to assess reliably.                  |
|  | 1           | The answer is only understandable in parts and maybe irrelevant, writing may be in an inappropriate form, arguments are not clearly expressed, and in places grammar and spelling inhibit communication.                 |
|  | 2           | The answer is generally understandable, writing is often in the correct form. Arguments are sometimes coherent and relevant, and grammar and spelling do not seriously inhibit communication.                            |
|  | 3           | The answer is broadly understandable, writing is in the correct form. Arguments are on the whole coherent and relevant, and grammar and spelling do not inhibit communication.   |
|  | 4           | The answer is clear and lucid, (writing in correct form is taken as a matter of course) arguments are coherent, well laid out and relevant, there are very few grammatical or spelling errors.                           |



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