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Examiners' Report
June 2011

GCE German 6GN02 01

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Introduction

This unit requires candidates to understand and convey their understanding of German-language recordings and texts. In addition, candidates produce a piece of continuous writing in which they can demonstrate their ability to manipulate German. The content for the unit is drawn from the four general topic areas (and definitive list of linked subtopics) listed on page 30 of the specification. The overall time allocation for this unit is 2 hours 30 minutes.

Section A is out of 20 marks and assesses candidates' listening skills. There are four extracts which last around 5 – 6 minutes and which are recorded onto CD (or are available for centre download as an mp3 file up to one hour prior to the exam start time). Candidates have individual control of the listening material and must complete section A within the first 45 minutes of the examination.

Section B is also out of 20 marks and assesses candidates' reading skills. There are three authentic texts in German each followed by a different task type. Candidates are free to complete this section immediately after section A or they may choose to complete section C first and come back to this section later in the examination.

Section C is out of 30 marks and assesses candidates' writing skills. Candidates are required to write 200-220 words in the form of e.g. an email, a letter or an article in German based on a short German-language stimulus. A number of linked bullet points define the content. Candidates are free to answer this question after the listening and before the reading sections if that suits them better.

All questions in Sections A and B are marked according to a specific mark scheme which is updated at the standardisation meeting to take account of the range of candidate responses.

Candidates should be aware that examiners assess responses in Q4, Q6 and Q7 in the order elements are given by candidates, and consider no more elements than the number of marks available. Thus, in a 2 mark question, only the first two elements can score, whereby repeating or re-working of the question or preambles to an acceptable response do not count as elements in the response. In addition, credit is not withheld for irrelevant additions to a correct answer, but incorrect additions which negate will result in candidates losing the mark for a correct answer.

Question 2

Question 2 requires candidates to select the four correct statements in German from a list of eight. Thus, there are four marks available for this question.

In cases where candidates crossed more than four statements, one mark was withheld for each cross offered in excess of four. Thus, six crosses, including four correct ones, would attract two marks in total.

Candidates understood the requirements of this question type this session and most found it accessible, with only a few struggling to identify the correct answers.

Question 3

Question 3 is a summary with gap fill in German and is worth 4 marks. Candidates are provided with a pool of answers from which they select the correct word to complete the sentences of the summary.

If the response selected was not transcribed entirely correctly, but could not be confused with another word in the pool, it earned the mark.

The majority of candidates were able to score full marks here although some struggled with part (b) opting for *Touristenflut* and part (d) opting for *verringern*. Whilst this is not a test of language, it is undoubtedly the case that a sound knowledge of grammar helps to narrow the possibilities for each gap. Students should also be alert to the fact that each correct word has a 'distractor', so they should work out these pairs first as this will considerably narrow the choice.

Question 4

Question 4 carries eight marks and requires candidates to produce verbal responses in German to questions set in German. Lifting is allowed, although this can lead to transcription errors. Quality of language is not assessed here, but candidates must communicate their answers unequivocally. A mark is withheld only for the first misuse of tense.

Full sentences are not required in this task but candidates should be aware that full and detailed information is.

Overall, candidates have become more proficient in their handling of this question.

(a) Many candidates were able to score fully here but a good number lost the mark by omitting the adjective *ganz* in the first part and the notion of *schnell, in kurzer Zeit* etc in the second part. Weaker candidates transcribed the passage with interesting spellings of *es besteht* and *inzwischen* (frequently transcribed as *entzwischen* although fortunately this rarely affected the validity of the answer). Some weaker candidates also mixed the two points of the answer and so ended up with inappropriate answers.

(b) Examiners accepted a range of answers here and many candidates enjoyed success, often giving a version of *den Arbeitern weniger zahlen* – a comparative was a compulsory component in this answer.

Common incorrect responses included *Es ist billiger; Man kann weniger zahlen; Die Arbeiter bekommen wenig Geld; Andere Länder sind billiger*.

These were all too vague and imprecise to merit a mark. Whilst full sentences are not always required, there is a need to include sufficient information to address the question.

(c) Again, examiners accepted a range of answers, although candidates most frequently referred to *Hungerlohn*. Weaker candidates understood this to mean *sie haben Hunger* or *Sie arbeiten, um zu essen* and some were misled further to give answers such as *In Ungarn ist die Umweltpolitik schlecht*. Examiners were happy to accept a very short answer such as *schlecht* or *schrecklich* since this demonstrated an understanding of the situation, but most candidates felt that this was not enough and went on to explain further.

(d) This part posed more of a challenge and many candidates, who simply stated that *Umweltschutz ist teuer* without any expansion or extra detail, failed to answer the question.

Other incomplete answers included *Es gibt Länder ohne Naturschutzgesetze*, *Es ist schädlich für die Umwelt* and *Die Industrie denkt nicht an die Umwelt*.

(e) This was possibly the most challenging part of the question and relatively few candidates were able to make any real sense of the concept of *Produkte, die **unter menschlichen und fairen Bedingungen** hergestellt wurden* and consequently gave answers focusing on *untermenschlich* which failed to communicate satisfactorily. Other candidates gave vague answers such as *Ein Produkt mit ihrem Symbol* or *lifted Menschen gleich behandelt werden sollten* whilst others again suggested things like *Kleidung* as a response to *was für Produkte*.

(f) This was the most successfully answered question. The vast majority of candidates scored a mark for the first part *dass kein Kind dafür arbeiten musste*, but the second part depended on their understanding *gerecht* and knowing how to spell it correctly. Examiners saw *gericht*, *gereicht* and *recht* all of which convey a different message. There was a surprisingly high number of *Arbeite* for *Arbeiter*, but examiners were very tolerant of spelling in this instance.

Hörtext 4 – Globalisierung – Segen oder Fluch?

4 Sie hören ein Interview mit Angelika Schmidt, der Vorsitzenden der Hilfsorganisation „Eine Welt“. Beantworten Sie die folgenden Fragen **auf Deutsch**.

(a) Wie definiert Angelika Schmidt das Konzept „Globalisierung“?

Wenn alle Länder ^{der Welt und alle Menschen der Welt} in Kontakt mit einander bleiben können. Wenn man künftig ein Punkt ^{irgendwo} auf der Welt erreichen kann. (2)

(b) Was für Vorteile bringt die Globalisierung für die Industrie?

Man kann Sachen billiger produzieren. (1)

(c) Wie ist das Leben für die Arbeiter in armen Ländern?

Es ist sehr schwierig. (1)

(d) Wieso meint Angelika, dass die Umweltpolitik der Industrie schlecht ist?

(Die Industrie kann) (b) Sie können ganz leicht die Natur in einigen Ländern zerstören. Es gibt keine Gesetze dagegen in manchen Ländern. (1)

(e) Was für Produkte verkauft die Organisation „Eine Welt“?

Produkte, die in guten ^{und fairen} Bedingungen für die Arbeiter hergestellt haben. (1)

(f) Was weiß man, wenn man so ein Produkt kauft?

Man weiß, dass keine Kinder das Produkt hergestellt haben. Man weiß ^{auch} dass die Arbeiter einen guten Lohn bekommen haben. (2)

(Total for Question 4 = 8 marks)



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Examiner Comments

This candidate scores 6. In (a), 1 mark can be awarded. The second part of that answer makes no reference to *schnell* or *innerhalb kurzer Zeit* so cannot be rewarded. The candidate scores 1 mark each for parts (b) to (e). In (f), 1 mark can be awarded for the first part. The candidate refers to *einen guten Lohn* but this is not an accurate interpretation of *gerecht bezahlt* and the mark scheme rejects *gut*.

Question 6

Question 6 requires candidates to demonstrate their ability to transfer meaning accurately from German into English. The text is factual and candidates are not expected to infer meaning. There are five separate questions in English to which candidates respond in English. Full sentences are not required, but candidates must include sufficient detail to address the question appropriately.

Whilst most candidates undoubtedly understood this text, the majority struggled to transfer the meaning precisely and with sufficient detail. This question requires a good deal of practice, as very many candidates give approximations which cannot be accepted. Greater attention to the detail of the German text would lead to a higher score in many instances.

(a) Examiners were surprised at the number of candidates who were unable to access the cognate *Frost* and consequently gave an incorrect answer. Some candidates did not read either the first paragraph of the text or the question carefully enough and gave answers such as *they would be larger* or *they would stay fresher for longer*, so confusing the tomatoes with the strawberries. Others transferred *Frost* with *ice* or just *cold weather*, neither of which conveyed the correct message, whilst others again mentioned that the fruit could be *frozen and kept fresh*.

(b) The notion of *essential vitamins* was often understood and many candidates were also able to render *Heilmittel* acceptably, but relatively few candidates used the conditional tense, thus implying that these plants already contain essential vitamins and medicines – which is incorrect according to the text.

(c) Candidates gave largely imprecise answers here. Examiners came across a variety of very vague statements such as *plants can be grown in all conditions / countries / climates*. *Drought* was rarely known: *Trockenheit* was not infrequently transferred with *dryness* and *Hitze* challenged many. The verb *wachsen* also proved difficult for weaker students, who came up with answers such as *the plants need not be washed*.

There were references to *flood*, *monsoon* and *famine* which suggests that candidates were relying on their general knowledge rather than seeking the answer in the text.

(d) This question was well answered. Many candidates gave brief answers such as *the method is too young/too new* which was fine. Unfortunately some candidates then followed this with *the consequences will only become clear after the first year* clearly a misunderstanding of *erst nach Jahren zeigen*

(e) Candidates were largely successful here. Confident candidates gave succinct but spot on answers such as *natural and GM plants could mix*. Weaker candidates tended to make a general statement such as *nature would be disturbed* or *the wind/bees carries/carry pollen from field to field* which could not gain a mark.

6 Read the passage above and answer the questions in English. Your answers must relate exclusively to the passage and convey all the relevant information provided.

(a) What effect would genetic engineering have on strawberry plants?

(1)

they would not ~~suffer~~ ^{be affected} from by frost.

(b) How could genetically modified foods combat disease and illness?

(1)

they ~~feed~~ ^{could} maintain good amounts of important vitamins in them.

(c) How might the harvest be guaranteed everywhere?

(1)

~~they~~ Fruit and vegetables could be modified to grow even in droughts and heatwaves.

(d) Why do we not yet know the possible consequences of genetic engineering?

(1)

genetic engineering is still too young and consequences

(e) What aspect are environmentalists worried about?

may become serious after years.

(1)

~~that~~ the pollen from genetically modified plants ~~will~~ may mix with the pollen from natural plants.

(Total for Question 6 = 5 marks)



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Examiner Comments

This candidate scores 4.

The answers given to questions (a), (b), (c) and (e) are spot on. The candidate has transferred the information accurately and the English reads well and is authentic. In (d), the first part of the answer is correct but unfortunately the candidate gave further (superfluous) information which is factually incorrect according to the reading text. This further information negates the correct first part.

Question 7

Question 7 requires candidates to respond in German to questions set in German. Quality of language is not being assessed here, therefore under the terms of the mark scheme misspellings and grammatical errors are tolerated as long as the answer is comprehensible and unambiguous. Full sentences are not required but sufficient detail must be included in the response to answer the question completely.

As in all previous series, **targeted** lifts were accepted. Candidates should avoid lifting whole sections out of the German text in the hope that the answer might somehow be found in the 4 or 5 lines copied. This of course no longer constitutes a targeted lift and no marks can be gained in this instance. There was some 'slippage', that is to say, candidates gave correct answers with the wrong questions – this is detailed in the comments to the individual parts below.

(a) There was a high level of success here. The most common reason for dropping the mark was the omission of *persönlich* in relation to the details.

(b) This was the most accessible of the questions although some candidates debarred themselves from scoring by giving *es ist frei* and thus conveying an incorrect answer.

(c) This question was more challenging as it required a fair level of precision. Many answers focused on the concept of *alle Mädchen finden* – but then failed to qualify this with the concept of *die in einem bestimmten Ort wohnen*. Other candidates picked on the *Werbung schicken* but did not specify the recipients. A significant number of candidates referred to *Daten kopiert und weitergegeben* which did not address the question asked.

(d) Slippage occurred in this question where candidates put the correct answer to part c). Candidates able to locate the correct section of the text often used their own words in their answer, for example *man weiss es nicht*, although the targeted lift from the text *man hat keine Ahnung* was absolutely acceptable.

More confident candidates amplified their answer, for example *vielleicht wollte er zeigen, das die Sicherheit nicht gut ist*.

(e) Slippage occurred in this question too and examiners saw very many answers which were relevant to part d).

Correct answers were precise and succinct: *er wurde/war/ist verhaftet* or *die Polizei hat ihn verhaftet*.

(f) Many candidates fared well here. Again, there were some vague answers such as *persönliche Daten im Internet freizugeben ist gefährlich* and other such irrelevant lifts from the text.

(g) *Die Geschäftsbedingungen akzeptieren* was a very popular answer but in order to gain the mark, candidates needed to go further and explain the detail of these terms and conditions.

(h) This part was very accessible and could be answered with a targeted lift: *die Schutzmaßnahmen reichten nicht aus*. Some candidates did not include the negative in their answer and could therefore gain no credit.

(i) It was necessary for candidates to read both the question and the relevant section of the text very carefully here to make the link between the *erwarten* in the question and the *damit rechnen* in the text. The incidence of unsuccessful lifts from the text, for example *kann es richtig unangenehm werden* or *nervige Werbung erhält* would seem to indicate that candidates are tending to skim and scan only rather than reading for detail.

(j) This part was handled reasonably well. Some candidates seemed to have confused *worüber* with *wo* and gave *auf der Strasse* as their answer. Others lifted the last sentence completely: candidates should be reminded of the need for **targeted** lifts.

A few candidates had problems with the possessive pronoun *seine*.

7 Beantworten Sie die folgenden Fragen zum Text **auf Deutsch**.

(a) In Bezug auf das Internet, was schlagen Erwachsene Jugendlichen vor? (1)

Du solltest vorsichtig sein mit deine daten.

(b) Was kostet es, Mitglied von Mister-I zu werden? (1)

Es ~~ko~~stet ~~n~~ ist gratis.

(c) Wie könnte man die sensiblen Daten ausnutzen, dem Text nach? (1)

Firmen könnten die Daten benutzen vor werbung.

(d) Was wollte der skrupellose Nutzer mit den Informationen machen? (1)

Alle mädchen finden die in einem bestimmten

(e) Was ist mit dem Datendieb passiert? (1)

Er ist verhaftet.

(f) Worauf sollten Benutzer von Online-Netzwerken achten? (1)

Dass nur freunde auf ~~mein~~ dein seite kommen.

(g) Womit sollte man einverstanden sein, wenn man sich als Mitglied anmeldet? (1)

~~Dass jeder der unterschreiben muss~~ (Dine untersch ^{reift} ist eine ^{ort} ^{wahre} ^{must})

(h) Laut dem Text, wieso konnte der Datendieb die Daten kopieren? (1)

Schutzmaßnahmen ist nicht genüge.

(i) Was sollte man erwarten, wenn man persönliche Details im Internet bekannt gibt? (1)

Dass seine daten miss braucht werden.

(j) Worüber würde man normalerweise nicht mit einem Unbekannten sprechen? (1)

Du solltest nicht über dien Lebensgeschichte ^{Schreibe}



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Examiner Comments

The candidate scores 6 marks here. In (a), examiners would tolerate the spelling errors as they do not impinge on communication. However, there is no referece to *persönlichen* which is an essential component. (b) is correct. (c) is too vague: the mark scheme requires a more precise answer. (d) is incorrect. (e) and (f) are correct. (g) is incorrect. (h), (i) and (j) are correct and gain the marks despite the spelling errors. Examiners mark very positively and try to reward candidates who have demonstrated their understanding of the reading text.

Question 8

This section consists of one writing task.

In question 8 candidates first read a short (55-75 words) stimulus in German which serves to provoke and support a response in German of 200 - 220 words. The rubric (in German) for this task includes a number of bullet points (between 4 and 6) which candidates must address in their response. The piece of writing is assessed positively according to assessment criteria grids. These grids reward students for content and response (15 marks) and quality of language (15 marks).

Candidates need to gain at least 1 mark for content to access marks for quality of language. The word limit is observed and examiners read no further than to the end of the sense group after 220 words.

Examiners were pleased to note that candidates were very comfortable with this task and it allowed them to demonstrate their capabilities. The topic area had been well prepared in class and the task seemed accessible to the whole range and of interest to most candidates. Only a very few number of candidates misunderstood the task.

Overlong answers remain a problem. In such cases, candidates run the risk of being unable to include the final bullet point within the word count. Candidates should be aware that any information which comes after the 220 words will not be assessed. The omission of one complete bullet point limits the content mark to a maximum of 9. Centres are advised to read the marking principles (at the end of the mark scheme) which detail exactly what will happen when a candidate completes a bullet point only partially, or indeed fails to address a bullet point at all.

Examiners read many emails with pre-learned phrases for detailing personal information, knowledge of German, family, hobbies and whilst this is fine if such phrases are woven in skilfully, this did sometimes lead to irrelevance. Candidates must address the bullet points for the task as it stands and should not make assumptions based on past papers.

Most candidates tackled the first 3 points in particular very well.

- Candidates seemed happy to see the return of this familiar bullet point and gave a concise and lucid response.
- Some emails bore testimony to an imperfect understanding of geography, but no marks were withheld for thinking *die Schweiz* is a town, often to be found in Germany. However, far and away the majority of candidates gave valid reasons for wanting to work in Switzerland: a desire to visit and experience another German-speaking country, to practise and improve their spoken German, to gain work experience in another German speaking country, to visit family living in Switzerland.
- A wealth of relevant experience was given here: work experience in kindergarten and primary schools, caring for siblings and elderly relatives at home, undertaking the housework whilst parents are at work or unwell.
- Many candidates also gave details on how long they had been learning German and their proficiency.
- Some candidates chose not to refer to features mentioned in the stimulus in response to this bullet point. These candidates alluded to the *interessante Werbung* or the recommendation of a friend or a member of their family. Such emails tended to the pedestrian. The best answers drew out the detail in the stimulus; candidates referred to their appreciation of meetings and trips being organised, so that they could meet other au-pairs, the 24 hotline as a great source of security, the day off to pursue their own interests and the pocket money to enable them to travel and experience more of Switzerland.

- This was often addressed very generically with *einkaufen gehen, St dte besuchen, Kultur erleben, Leute kennen lernen*.
- More focused answered included trips to the Alps, winter sports, hiking, visits to specific Swiss cities (e.g. Bern und Zürich) or *die leckere Esskultur*.

Language

Most candidates attempted a variety of more complex structures such as subordinate clauses (mostly *weil* and *obwohl*), some relative clauses, conditional and occasionally the passive – often in pre-learned phrases such as *es muss gesagt werden*. The lexis was good overall - the task did not require a very specific language. Unfortunately, the register was not always correct: the task was a formal email but many wrote in the familiar form or used *du* and *Sie* indiscriminately.

Some candidates continue to demonstrate difficulties with fairly basic syntax and verb endings and use a range of vocabulary which has not progressed beyond GCSE level. Such candidates should focus on trying to achieve a solid score for Content and Response.

8 Nach der Schulzeit wollen Sie ein Jahr lang in der Schweiz arbeiten. Sie finden diese Webseite von Au-Pair Schweiz im Internet. Mailen Sie eine Bewerbung an die Agentur **auf Deutsch (200 - 220 Wörter)**, in der Sie auf Folgendes eingehen:

- Wer Sie sind und warum Sie schreiben
- Warum Sie ein Jahr lang in der Schweiz arbeiten möchten
- Was für relevante Erfahrung Sie schon haben
- Warum Sie **diese** Agentur gewählt haben
- Was Sie sonst noch in der Schweiz machen wollen.

Capital Letters

Sehr geehrte Damen und Herren

Ich heiße [REDACTED] und ich bin 18 Jahre alt

Letzte Monat habe ich meine Deutsche Abitur gemacht und ~~jetzt~~ jetzt will ich mehr Deutsch sprechen. Ich glaube dass es mir ~~helfen~~ Au-Pair in der Schweiz werden hilft. ~~Ich~~

~~Ich möchte Au-Pair werden~~: Ich Schreibe Ihnen mit meine Bewerbung

Ich möchte ein Jahr lang in der ~~Schweiz~~ Schweiz arbeiten ~~um~~ Um mein Deutsch zu verbessern. Ich möchte auch eine neue Kulture zu entdecken. Ich wohne in [REDACTED] in [REDACTED] und die Alltags Leben ist sehr langweilig. Ich möchte ein Tapetenwechsel. Ich glaube dass die Schweiz ein Schönes Länder ist. Ich werde nächstes Jahr auf die Uni gehen um Deutsch zu studieren und ich möchte vor allem viele Erlebnisse sammeln. Vor ich ~~gehen~~ in die Uni gehen.

Ich habe schon ~~ein~~ ein Teilzeit Job in einem Kindergarten gehabt. Ich habe auch 3 junge Geschwestern sie sind 6, 8 und 12 Jahre alt ~~es~~ ^{es war sehr hilfsbereit} Letztes Jahr habe ich auch ein Kurs in Kinder Psychology gemacht. Ich glaube dass ich ^{mit Kinder} ~~sammel~~ sammel Erfahrungen ^{mit Kinder} jeden Tag.

13

Ich habe diese Agentur gewählt weil ich es die beste gefunden habe. Es ist sehr informative und hilfsbereit. Und ich mag dass es hat ein 24-stunden Hot line.

Wenn ich in der Schweiz werde, Würde ich in die Schönste Bergen ~~mit~~ wandern. Ich möchte auch viele neue Leute kennen. Lernen weil ich ~~gerne~~ sehr freundlich bin finde ich. Letztes Jahr war ich in der Schweiz und es war die beste Urlaub.

Mit Freundlichen Grüßen



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Examiner Comments

The candidate has covered all bullet points, some perhaps better than others. Each bullet point has been expanded to give some extra information. A variety of structures is used, although not always successfully. This does not impair communication. The range of lexis is good. This candidate was awarded 12 for Content and Response since the task is clearly understood and the points are developed successfully. A mark of 11 was given for the Quality of Language since all the criteria in the 10-12 box apply.



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Examiner Tip

Candidates should try to justify their reasons for choosing a particular fieldwork method or approach. This avoids the 'we did this'-type answer.

Paper Summary

- a) Candidates should devote adequate time to the practice of transferring meaning fully, accurately and appropriately from German into English. This is a very useful skill in any case and will pave the way for the translation in A2 Unit 4.
- b) Candidates should be familiar with the various marking principles detailed in this report. This will help to maximise performance.
- c) Basic grammatical knowledge remains essential. This is evident in section C: Writing, of course, but it also helps to ensure unambiguous communication of responses in German in both Q4 (in the listening section) and Q7 (in the reading section).
- d) Sufficient time must be accorded to Q8 since 30 of the total 70 marks are allocated to this question.
- e) It is crucial to the content mark in Q8 that each bullet point is addressed directly and fully. Examiners would recommend that the bullet points be addressed sequentially.

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Rewarding Learning