

Examiners' Report Summer 2008

GCE

Applied GCE in Media: Communication and Production (8190/9190)

Edexcel is one of the leading examining and awarding bodies in the UK and throughout the world. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers.

Through a network of UK and overseas offices, Edexcel's centres receive the support they need to help them deliver their education and training programmes to learners.

For further information please call our Customer Services on 0870 240 9800, or visit our website at www.edexcel.org.uk.

Summer 2008

Publications Code UA020332

All the material in this publication is copyright

© Edexcel Ltd 2008

Contents

Introduction	3
Unit 1 Industries, Texts and Audiences (6973)	5
Unit 2 Skills for Media Production (6974).....	7
Unit 3 Media Production Brief (6975)	8
Unit 4 Research and Development for Media Production (6976)	11
Unit 5 Media Production Project (6977)	13
Unit 6 Professional Practice in the Media Industries (6978).....	15
Statistics.....	16

Introduction

This report has been designed to provide centres with an insight into the moderation of the June 2008 series for GCE Media: Communication and Production..

This GCE has been developed to allow candidates an opportunity to demonstrate their knowledge, understanding and skill in an appropriate way. Centres are now beginning to realise the potential of this qualification and are using appropriate technology for delivery and assessment. This qualification provides the work related opportunities required in the additional learning section of the new Diploma in Creative and Media. It also allows candidates an opportunity to combine the theory and practice of media production not currently a major part of the GCE Media Studies qualifications.

The moderation of candidates work was undertaken by postal moderation. This is the first year that postal moderation has been the norm. Moderators were, generally, sent candidate work across the whole range of units. There was appropriate technology used to present evidence including DVD and blog space. This enabled the moderation team to review all formats of media work. The majority of centres used the Unit Assessment Record sheets to record decisions and make comments on their candidates work.

The range of work seen by moderators was, once again, generally of a high standard. There were some good examples of investigations into media industries, research techniques and technology. However, there was generally a lack of understanding of audience, representation and job roles in the media industry. Some centres failed to provide adequate guidance on the Macro media industries. Many centres did not provide adequate opportunities for their candidates to investigate a media company, to identify and use a range of research techniques or identify relevant progression in skill levels. All of these issues are dealt with in the sections under each unit title.

There were some excellent examples of innovative methods of recording skills, undertaking research using relevant media techniques and finished media products.

The most contentious issue in this series again appears to be the use of group work in Unit 3 Media Production Brief. Throughout the specification there are references to the candidate producing individual work for assessment. On page 37 in the introduction it states *"This unit will allow you to put into practice the skills you have developed in Unit 2"* and on page 40 *"For assessment you must hand in your pre-production, production and post-production work.."* In order to achieve this unit a candidate must produce their own pre-production, production and post-production work not photo-copied group work. If candidates have been supporting each other in these processes, for example as a camera operator or sound recordist, then this should be clearly indicated in the paperwork. Candidates could gain marks for helping one of their colleagues produce their work. It is clear from the Assessment Criteria for Unit 3 that candidates need to produce evidence of their own understanding of pre-production, production and post-production.

There moderation team have seen some excellent examples of relevant media products. The approach of some centres to the holistic delivery of the qualification has allowed candidates the freedom to experiment and practice skills throughout the course.

Centres will have noted that the criterion A02 (d) in Unit 2 Skills for Media Production requires teachers to review the candidate's progress throughout the period of the course not just in this unit. This requires the teacher to assess this criterion at the end of the course rather than at the end of this unit. This is still not apparent in some of the work moderated this year. Teachers must provide reliable and valid evidence of a candidate's progress through the qualification.

Generally, the work seen by moderators in this series has been of a good standard. There have been some excellent examples of innovative teaching methods being employed by centres. There have been good examples of teachers comments on the Unit Assessment Record validating the marks awarded to their candidates. However, some teachers failed to use the prescribed forms and presented little or no evidence of their marking of each criterion. It is essential that moderators are able to judge the weight of evidence presented for each assessment criteria. It is equally important for teachers to provide comments about the marks awarded with explanations for the mark.

The range of media products produced in Unit 3 has been varied and, in some cases, innovative and reflecting professional practice. However, some of the work presented for moderation was group work with little evidence of the individual candidates own work.

It was noted in this moderation series that many teachers had over marked their candidates work. Teachers must only award marks where there is evidence to support the awarding of these marks. Limited comments on candidate performance do not provide clear evidence of achievement. Candidates must be encouraged to provide clear evidence of their understanding and knowledge. They must also demonstrate clearly their skills development with appropriate bench marking across the whole AS qualification. Teachers must differentiate the work of candidates working in a group and provide evidence of each candidates work.

Unit 1 Industries, Texts and Audiences (6973)

This unit requires candidates to demonstrate knowledge and understanding of the macro-organisation of an area of the media industry. There is still some confusion in centres about what constitutes an area of the media industry. It may be inappropriate to simply use an example of a media company such as Disney or AOL and suggest that this is the macro organisation of one area of the industry. The candidates should be looking at a wider picture and using comparisons of companies within this media sector. For example a study of the BBC could then compare the broadcasting sector with reference to commercial broadcasters. The use of a single company within a media sector may not provide sufficient material for candidates. Using the BBC and other commercial broadcasters does provide material from which candidates can demonstrate understanding and knowledge. This could be linked to broadcasters around the world providing a platform for discussion of the globalisation of the media industries. Information on the BBC and other commercial broadcasters is readily available as is information about the print, radio and e-media sectors.

It may be relevant to use a media sector such as newspapers or magazines as information can be easily accessed and examples found easily. This media form could also provide a starting point for A01 (b) where candidates have to look at a media company (micro-organisation).

It is not sufficient to simply identify a company and then compare this with a company from another media sector. Equally, it is not appropriate for a candidate to choose a sector, for example advertising, and provide limited comments on the advertising industry and then focus on one company that is used as the example for A01 (b). This provides little evidence of understanding the nature of the advertising industry that covers many other media sectors. Candidates should be commenting on the range of traditional and e-media techniques used in the industry with examples of companies using them.

The understanding of the micro organisation of a sector must come from the candidate's research into a media company. This research must inform their understanding of the nature of the company, the job roles and career paths in the company and the conditions of employment relevant to the job roles in the company.

Centres are urged to establish links with a local media company such as a local newspaper, radio station or interactive producer. This link will provide learners with the information they need to understand the organisation of the chosen media company and how this might link to the wider picture of the media industry. It may also provide them with work experience that links seamlessly to their research for this criterion.

Candidates must be guided clearly to an area of the media that the teacher has clear knowledge and understanding of not simply what might be the most glamorous. Candidates need to be engaged by this work and should have an opportunity to pick from a list and not simply given a topic. It may be relevant to provide a list and ask individuals or groups of candidates to research and come up with a report or presentation on that particular area of the media industry. These reports or presentations could be a good point of reference for all the candidates when trying to find material for A01 (b) or when deciding on a project for Unit 3.

Whatever was chosen for the media industry there, once again, appears to be only limited understanding of how this affects the industry's products. Candidates should be engaging with the chosen media sector and discussing how regulation, ownership and competition might affect the media products being produced. This would be an ideal opportunity to discuss Public Service Broadcasting, globalisation of the media and multi-national media organisations. It would also provide a platform for the candidates to discuss how ownership affects production and distribution.

There was evidence, from some centres, of developing links with local or national media companies. In some centres visiting professionals provided valuable insight into their media company. In one centre candidates had produced a DVD about a local media company. It may be possible to provide candidates with a pro-forma worksheet or booklet that allows them to record roles, responsibilities and contracts of employment. Where there had been successful engagement with a local company candidates had clearly understood the potential job opportunities and careers available to them. It may also be appropriate to link this criterion with a work experience package.

A04 (c) was generally answered well although some candidates provided only limited evidence of understanding of how the industry thinks about its audience. There was a lack of understanding of representation issues. The use of group activities to analyse and discuss audience and representation would provide a valuable resource for the whole cohort. There were some good examples of alternative assessment methods being employed, such as presentations and illustrated reports.

Criterion A04 (d) was, once again, the least well answered section of Unit 1. Some candidates only responded to a text rather than the texts as indicated in the criterion. This resulted in a lack of depth of understanding of how texts can be understood and interpreted. In some cases extra evidence for this criterion was found in the research work undertaken for Unit 2. If this is the case teachers should take this into account when marking work for this criterion. They should also make a note on the Unit Assessment Record to alert the moderator.

Unit 2 Skills for Media Production (6974)

In general candidates responded reasonably well to this unit. They were able to identify a range of research methods and then employ them in the planning of a media product. However, in some candidates work there was no evidence of their understanding of research methods. Teachers should provide candidates with an opportunity to demonstrate their understanding in an appropriate manner. This could be a simple exercise with a template for the candidates to complete. This could be the starting point for more in-depth discussion that leads to a higher mark. In many cases the candidates have simply undertaken research without demonstrating understanding of the range of research methods they could use.

At the top of the mark band the research work was evaluative, wide ranging and analytical. At the bottom end there was an over reliance on class handouts and downloaded unannotated Internet material. Teachers must ensure that candidates understand Primary and Secondary research techniques and use them in an appropriate way. Research sources such as Wikipedia should be identified as unreliable sources as they are subject to peer input rather than academic rigour. Candidates should be encouraged to keep careful and well-collated records of their research.

Criterion A02 (c) required the candidate to show understanding of production equipment and technology. There needs to be a more rigorous mapping of candidate's achievement for this criterion. Teacher observations undertaken at various stages of this unit, and in Unit 3, would provide clear evidence of understanding and the level of support and guidance required. A skills audit would allow candidates to record their use of a range of equipment and a comments box would provide an opportunity for them to discuss any issues they have found. It is difficult to validate the marks awarded for this criterion where there was no teacher comments provided.

Again this would have been useful for A02 (d) where the achievement of the candidate should be mapped across the course. It was difficult to make a judgement on accurate assessment when there are no teacher observations or records of the candidates developing skills. It would be useful to have a starting point for skill level by undertaking an initial skills audit. This could then be complemented by an on-going audit of skills resulting in a clear picture of the candidate's progression throughout the qualification. This had been successfully undertaken by a number of centres and provided a real opportunity for learners to engage with the skill development process.

Unit 3 Media Production Brief (6975)

It was good, once again, to see the wide range of media products produced by candidates. This ranged from sophisticated short commercials on healthy eating to magazines and posters on healthy eating choices. Many candidates had thought carefully about the issues surrounding healthy eating and had provided a clear indication of their target audience. It was clear that many candidates had engaged with this brief and had been given an opportunity to demonstrate their developing skills in media production.

However, there was a lack of understanding of pre-production, production and post-production documentation. It is clear that many centres do not have an understanding of what paperwork is required for coverage of this criterion. The suggested paperwork should be: a proposal, treatment, storyboard or moodboard, script, production schedule, budget and call sheets.

In general candidates did provide a relevant media product that achieved its intention and demonstrated some imagination. Where candidates were given free reign to plan and produce their ideas it was clear that they had fully engaged with the product.

In some centres candidates had produced a group product with little evidence of the candidate's contribution to the process. The unit specification should have alerted centres to the need for each candidate to produce a media product in order to meet the assessment criteria. If a group approach had been undertaken each candidate must have contributed significantly to all areas of pre-production, production and post-production. A photo-copied group logbook is not sufficient evidence for A02 (a), A03 (b) and A03 (c).

Teachers must consider providing an appropriate opportunity for all candidates to produce sufficient evidence of their own understanding, knowledge and skills.

The range of creativity seen in the media products moderated demonstrates the skills that many teachers have in motivating their candidates to realise their potential. Candidates should be given every opportunity to build on the skills developed in Unit 1 and Unit 2. Their understanding of codes, conventions and genre should inform their planning for a media product. The skills developed in Unit 2 should provide an opportunity to prove that they have skills in pre-production, production and post-production.

The weakest area of this unit was A04 (d) where many candidates failed to provide even a basic evaluation of their work or the product's fitness for purpose. Candidates should be encouraged to review their work and to ask others for their comments on their work and fitness for purpose of the product. All too often the evaluation was historical and not evaluative. Candidates must move away from what they did to how well it went and what they would do if they could tackle this again. A group critique of work with constructive comments from peers is a useful tool as is the showing of work to a focus group or small audience. Analysis of the results of this could provide valuable evidence for making changes to the product, resulting in a higher mark. In some instances candidates asked their peers to comment on their work but then failed to include these comments in their evaluation.

Centres should consider providing alternative methods of recording evaluation such as a commentary track on a candidate's DVD programme or an on-going annotation of a print product.

General Comments

It was good to see such a range of achievement by candidates. Many centres have found the resource material particularly effective. The student text book and teacher resource file provides candidates and teachers with an invaluable resource for delivery and assessment of this qualification. There are, once again, INSET meetings planned for 2008 / 9 and details will have already been sent to centres.

Edexcel Advanced GCE in Media: Communication and Production (Single Award) (9771)

This is only the second opportunity to moderate work for the A2 qualification. It was good, once again, to see candidates work across a range of media forms. Candidates have provided media products that cross the boundaries of media sectors. Candidates have also engaged with products that range from working with charities to produce support materials to documentaries and magazines.

It was noted in this moderation series that many teachers had over marked their candidates work. Teachers must only award marks where there is evidence to support the awarding of these marks. Limited comments on candidate performance do not provide clear evidence of achievement. Candidates must be encouraged to provide clear evidence of their understanding and knowledge. They must also demonstrate clearly their skills development with appropriate bench marking across the whole AS qualification. Teachers must differentiate the work of candidates working in a group, where this is an appropriate activity, and provide evidence of each candidates work.

Unit 4 Research and Development for Media Production (6976)

This unit builds on the knowledge, understanding and skills developed in Unit 2 of the AS qualification. It is the starting point for the holistic delivery and assessment of this qualification.

Generally, this unit was delivered and assessed in an appropriate manner however, there were instances of over marking. Many candidates had thought of imaginative and creative ideas that could be taken through to a finished media product. However, once again this year some candidates failed to identify a range of ideas and this limited them to researching and developing one theme. This might also limit the production opportunities and the range of skills developed in their final media product. A range of well developed and researched ideas will provide an opportunity to achieve high marks in this criterion.

Teachers should also be aware of the need for learners to think of and develop their own ideas rather than an imposed a theme that may limit them to one genre or technique. Equally, learners should produce their own ideas for products considering the commercial viability and target audience for their products. Only then should the candidate make a final choice of media product to carry through to completion in Unit 5.

AO2 (a)

In some cases candidates thought of a range of ideas but failed to investigate each idea and concentrated on researching only their chosen idea. It would have been good to see each idea the subject of intensive research activity that then led to the selection of one idea for further development. In order to achieve Mark Band 1 candidates have to '*have produced conventional ideas, which have been the subject of limited research*'. Where candidates fail to identify really good ideas the teacher should step in and provided the candidate with advice and support. A range of alternative topics could be produced by the teacher and held in reserve for cases where candidates find this work difficult. It is not the intention that candidates work to a teachers initiated media form or specific genre. This would limit the candidates ability to develop the skills they acquired in the AS qualification.

It is clear from the work moderated in this second moderation series that some centres had still not fully understood the requirement for individual candidate work. Candidates need to produce their own ideas, research and development. They should be pitching their own ideas to an audience or client. In a small number of cases work was presented as photocopied research notes and a joint presentation. This would clearly present difficulties with differentiating candidates contributions to the work and the photocopied material could be seen as plagiarism. Learners must produce evidence of their own ideas and the ways in which they have developed them. This will be followed by a pitch and treatment.

AO2 (b)

Some candidates failed to provide evidence of the commercial viability of their proposed product. In many cases this was addressed only superficially and candidates commented on where the product would be shown and how much this might cost.

Many candidates thought that it was sufficient to identify where the product would be placed and the potential audience. Candidates must be able to comment effectively on the commercial viability in terms of production costs versus distribution and marketing costs. Where it was addressed successfully candidates indicated how their product would attract an audience and the financial implications of production costs versus revenue generated. Many teachers were over generous in the marking of this criterion.

AO2 (c)

Many candidates provided a wide range of evidence to support the development of their ideas. However, there was once again a reliance on downloaded internet pages with little or no candidate annotations. It is not appropriate for candidates to simply find material on the internet and consider this to be appropriate research. The use of sites such as Wikipedia does not provide valid research tools as these are simply the opinions of the users without validation. Many candidates did provide evidence of looking at books, magazines, contemporary material and research tools such as questionnaires and focus groups. Candidates need to focus clearly on the development of one of their ideas and use their research to provide the evidence for the development process.

AO3 (d)

Many candidates produced an effective pitch using both written material and presentation techniques. However, some candidates failed to produce a confident or persuasive pitch. This may be due to their lack of preparation or practice in 'selling' their idea to a client or audience. Candidates should practice pitching techniques and produce presenter's notes to help them with their presentation. Candidates should provide the client or audience with handouts to help explain some of the finer points of the pitch. Teachers could elicit more information from candidates through a question and answer session at the end of the pitch. This may help provide evidence of the candidate's achievement of higher marks.

In order to validate the assessment of the pitch the teacher should record this in an appropriate way. The teacher should also provide a teacher observation of the pitch with comments on the effectiveness of the pitch, the fluency of the pitch and their own responses to the candidate.

Some candidates failed to provide even an adequate treatment. The treatment should spell out to the client the details of the production. As such it should contain details of budget, initial script, sample storyboard or mood board or layout and a production schedule. In order to achieve the highest marks the treatment will have to be thorough.

Where candidates produced a well laid out treatment it made clear their intentions. This would, of course, benefit them when writing about their intentions and the constraints on their work in Unit 6.

Teachers could provide the candidates with a pro-forma treatment template for them to complete. The treatment would be an ideal sign-off point for this unit with the candidate then progressing to the next stage only when the treatment is completed.

Unit 5 Media Production Project (6977)

This unit allows the candidate to demonstrate the skills they developed in the AS qualification to produce a finished media product. They must have developed one final idea that has been produced as a treatment. In this unit they will put this treatment into practice.

There were many examples of innovative media products produced across a wide range of media forms. Many candidates used their time to produce media products that ranged from magazines to music videos to documentaries and web based or interactive products. Some candidates used animation techniques to produce short films whilst some produced magazine articles on a variety of topics. Some candidates took the same topic they used for their work in AS Unit 3 but this tended to limit them rather than expand their production skills.

AO3 (a)

This criterion tended to be the weakest element of this unit. Some candidates failed to provide sufficient information about their planning and management abilities. Many candidates did not demonstrate monitoring of their work. There was a lack of evidence of candidates working with independence and initiative and using appropriate documentation.

Teachers must provide teacher observation records to support the awarding of marks for initiative and independent learning. It may be advisable to provide blank templates for candidates to complete to demonstrate their use of documentation. Candidates could keep a personal diary, blog or video diary that demonstrates they have analysed what they are doing and have monitored activities in a realistic way.

The media products, in many cases, were imaginative and demonstrated a wide range of production skills. In this qualification it is essential that candidates produce their own media products in order to demonstrate their production skills not simply team skills. Teachers need to alert candidates to this when discussing the development of their ideas in Unit 4 through to the production process.

It is acceptable for a candidate to ask their peers for help in making a media product. However, the candidate must take responsibility for their own product and manage the team effectively. They might be able to claim some competencies in managing time and monitoring their work by helping someone else to make a media product.

In order to achieve the highest marks the media products must successfully achieve the intentions set down in the treatment. It follows that the treatment must be effective and provides a basis for the finished product to have a clear relevance and appeal to an audience.

The finished product must show creativity and flair with sophisticated and creative use of techniques and technology in order to achieve the highest marks. This was sadly lacking in many of the media products moderated. Candidates must be guided by the teacher initially in the pitching and treatment stages. This should then result in an appropriate media product being produced in Unit 5. In some instances the candidates seemed to have produced products that were remakes of contemporary media

products. Candidates must be able to demonstrate creativity and flair and the reiteration of existing media products may not provide this opportunity.

It cannot be stressed too highly the need for candidates to have sufficient time to think about and develop appropriate ideas for media products. They also need time to consider what they require for production and post-production. All of this, of course, leads to their review in Unit 6.

Unit 6 Professional Practice in the Media Industries (6978)

In this externally assessed unit candidates have to review their work undertaken in Units 4 and 5. There is a prescribed structure that candidates must follow when attempting this unit. This is given in Appendix E in the specification.

Many candidates did follow this structure and many used a written report as evidence for assessment. Some candidates produced supplementary evidence in the form of a video report and in other cases a director's commentary on a DVD product. However, some candidates did not use the suggested template and wrote essay style answers. In some instances this led to a lack of coverage of the required assessment criteria.

Candidates should undertake their work for Unit 6 as they work through Units 4 and 5. It was clear from the majority of work moderated that candidates had left this work until all their production and post-production work was completed. Some candidates appeared to have rushed their work for Unit 6 and, as in the previous moderation series, completed their review in a sometimes arbitrary manner. Candidates should use this unit as an opportunity to monitor their work as they progress through the qualification rather than see it as a stand alone exercise.

The review of work linking to professional practice needs to be proactive rather than reactive. Historical comments on work suggest that the review has taken place sometime after the production work was completed. It is essential that candidates see this process as a continuous and on-going reflection on their production work that allows them to make changes and monitor their work.

Many candidates failed to take note of the comments of others. In some instances the candidates did compile questionnaires and obtain feedback but then failed to use this in their review.

Some learners combined AO1 (a) with AO1 (b). However, these two criteria must be addressed separately and marked accordingly.

AO4 (c)

This was, once again, the least well answered section of Unit 6. Candidates generally failed to compare their work with past practice. Many candidates did address current practice but could not achieve high marks because of their lack of reference to past practice.

AO1 (d)

It is clear that candidates who failed to demonstrate management and monitoring techniques in Unit 5 were unable to comment on them in Unit 6. The holistic nature of this qualification requires candidates to link work across all the units in the qualification. A candidate undertaking an on-going review of their management and monitoring skills for Unit 6 may have been able to address any shortfall in their evidence for Unit 5. This will apply to other areas of the qualification.

AO4 (e)

Many candidates were able to make judgements on their own work however; there was a lack of critical evaluation. Candidates must be able to compare and contrast what

they have done with their intentions. They should use a range of well-chosen examples to illustrate their work and justify their decisions on content and style.

Candidates must take into account the opinions of others. This was missing from many candidates work. Candidates should show their work to other people and ask for their opinions and then use this in their work for this criterion.

Some candidates had not been given sufficient time to complete work on this unit. In some instances it would appear that candidates had not been given clear guidance in completing their work to the prescribed structure provided in Appendix E.

Teachers should note that the evidence for this unit can be provided in a variety of ways. These might be written, oral, a programme on video or audio format etc. however, it must follow the prescribed structure.

General Comments

It was clear that many teachers over marked the candidates work across all three A2 units. Teachers are not fully engaging with the Mark Bands and Assessment Guidance provided in the specification. There was evidence of marks being awarded for work that clearly did not meet the requirements of the mark band in which it was placed.

Teachers must ensure that there is evidence to support the awarding of marks. They must ensure that candidates produce appropriate material to demonstrate achievement of the mark being awarded.

Teachers must provide authentic teacher observation records to validate assessment of ethereal candidate work.

Candidates must produce evidence of their own work in this qualification. The use of group work and the inherent photocopied production documentation can lead to issues of plagiarism.

Statistics

Unit 1 (6973/01)

Grade	Max. Mark	A	B	C	D	E	N	U
Raw boundary mark	60	48	42	36	30	25	20	0
Uniform boundary mark	100	80	70	60	50	40	30	0

Unit 2 (6974/01)

Grade	Max. Mark	A	B	C	D	E	N	U
Raw boundary mark	60	48	42	36	30	24	18	0
Uniform boundary mark	100	80	70	60	50	40	30	0

Unit 3 (6975/01)

Grade	Max. Mark	A	B	C	D	E	N	U
Raw boundary mark	60	47	41	35	29	24	19	0
Uniform boundary mark	100	80	70	60	50	40	30	0

Unit 4 (6976/01)

Grade	Max. Mark	A	B	C	D	E	N	U
Raw boundary mark	60	52	45	39	33	27	21	0
Uniform boundary mark	100	80	70	60	50	40	30	0

Unit 5 (6977/01)

Grade	Max. Mark	A	B	C	D	E	N	U
Raw boundary mark	60	52	46	40	34	29	24	0
Uniform boundary mark	100	80	70	60	50	40	30	0

Unit 6 (6978/01)

Grade	Max. Mark	A	B	C	D	E	N	U
Raw boundary mark	60	52	46	40	34	28	22	0
Uniform boundary mark	100	80	70	60	50	40	30	0

Notes

Maximum Mark (Raw): the mark corresponding to the sum total of the marks shown on the mark scheme.

Boundary mark: the minimum mark required by a candidate to qualify for a given grade.

Further copies of this publication are available from
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467
Fax 01623 450481

Email publications@linneydirect.com

Order Code 14155 Summer 2008

For more information on Edexcel qualifications, please visit www.edexcel.org.uk/qualifications

Edexcel Limited. Registered in England and Wales no.4496750
Registered Office: One90 High Holborn, London, WC1V 7BH

Further copies of this publication are available from
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467

Fax 01623 450481

Email publications@linneydirect.com

Order Code 14155 Summer 2008

For more information on Edexcel qualifications, please visit www.edexcel.org.uk/qualifications
Alternatively, you can contact Customer Services at www.edexcel.org.uk/ask or on 0870 240 9800

Edexcel Limited. Registered in England and Wales no.4496750
Registered Office: One90 High Holborn, London, WC1V 7BH