

Mark Scheme (Results)

Summer 2010

GCSE

GCSE English A (1203) Paper 3F - Media (Unseen)

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SECTION A: UNSEEN MEDIA

Question Number	Indicative content	Mark
1	<p>Assessment Objectives:</p> <ul style="list-style-type: none"> • evaluate how information is presented • read with insight and engagement • identify implications • select material appropriate to purpose • understand and evaluate how writers use linguistic, structural and presentational devices. <p>A successful answer will focus on:</p> <ul style="list-style-type: none"> • the ways in which the leaflets present ideas, photographs and details about the activities • ways in which the content, sub-headings, language, photographs and diagrams contribute to particular effects • using textual evidence to substantiate points made. <p>Candidates are free to interpret textual details in a variety of ways. The following section represents a likely reading of the texts but examiners must evaluate other responses on their merits. It is important to be alert to unusual responses which are well explained and substantiated by the effective use of textual evidence.</p> <p>Candidates are required. for each of the two items, to address the bullet points by selecting what they regard as the most relevant or important aspects of the text. They may be rewarded for a comparatively small number of points if these points are effectively developed and supported by well-chosen and carefully evaluated textual evidence.</p> <p><u>Content of the 'Go Ape' leaflet</u></p> <ul style="list-style-type: none"> • length of time needed for the course - 3 hours approximately • details conveying the excitement of being 40 feet up in the trees • information indicating the requirements for being allowed to go on the high wire forest course • clothing requirements - not clothes that you would not wish to get damaged/destroyed: old waterproof clothing; solid shoes; no sandals or slip-ons; tied back hair; • detailed safety aspects - comprehensive instructions from trained instructors; instructors patrol course/offer assistance; course design, construction and procedures checked: comply with UK legislation • fitness levels required: ability to climb a rope ladder • details of opening times (March - November + weekends in November) • prices: gorillas (18 years+) £25; baboons (10-17 years) £20; school discount available 	<p>Total for Section A: 25 marks for Reading</p>

- details of location of this site and of other UK 'Go Ape' locations
- details of how to reach Alice Holt Woodland Park
- details of the e-Newsletter, with special offers, + free monthly draw
- sense of achievement when fear of heights overcome

Content of the 'Adventure in a world of trees' leaflet

- activities available - cycling; walking; riding; high wire adventure course (Go Ape)
- adventurous play - Shipwreck, Mighty Tree House, Giant Swing, Spider's Web
- education programme available from Bedgebury's education team
- special events, concerts, guided walks, children's holiday activities, special cycling, running, wild life and nature events
- range of opportunities for cycling and mountain biking for the family - family cycle track, short family cycle loop, single track mountain biking, free ride area + daredevil stunts and jumps, new dirt jump track, new cycling club
- possibilities for walking, running and riding
- website details

'Go Ape' Use of language

- use of question and answer techniques to give information in an easily accessible way: 'Who can take part?', 'Who looks after who?', 'How fit do you need to be?', 'Afraid of heights?'
- the fact that it is described as 'award winning' emphasises quality
- language of adventure: 'Tarzan swings', 'Zip slides', '40 feet up in the trees', 'Huge sense of achievement', 'unique fun and exhilarating experience'
- use of imperatives: 'Go Ape and live life more adventurously, 'Give it a go!'
- clear instructions: 'Is required' and 'must be supervised'
- emphasis on safety regulations and dangers: 'high wire courses', 'involves an element of risk', 'a fall... can be fatal...', 'if you follow our safety procedures you cannot fall', 'adults must sign a disclaimer', 'regulations independently inspected', 'comply with relevant UK legislation
- alliteration: 'live life', 'trekking from tree to tree'
- factual, clear directions, details of other UK Go Ape locations, details of times, parking, prices
- repetition: 'Go on', 'Go Ape', 'Give it a go'

'Adventure in a world of trees' Use of language

- language of natural beauty: 'adventure in a world of trees', 'beautiful natural world of trees'
- informative use of lists: adventure areas in the forest;

	<p>cycling opportunities</p> <ul style="list-style-type: none"> • language used to convey excitement: ‘adventurous play’, ‘excitement higher up’, ‘diverse range of exciting events’, ‘daredevil stunts’ • educational opportunities are seen as inspiration • language to stress safety: ‘children let off steam in safety’ • alliteration: ‘perfect place’ • language which stresses universal appeal: ‘whatever your age, ability or fitness’ <p><u>‘Go Ape’ Design features, including layout and photographs</u></p> <ul style="list-style-type: none"> • effective use of colour: greens, yellows and orange/brown (woodland colours) • photographs: figures in focus, but surrounding not: ‘starburst’ effect of movement • photographs - smiling figures of those on the course (girl on cover, man inside): both shown wearing harnesses around waist - stresses safety • border at bottom on one side - green pattern (leaves in different shades of green) • sub-headings - irregular bands of orange/brown, green and light green, with print in different colours and sub-headings in a mixture of upper and lower case; capitals within sub-headings used for important words such as ‘What?’, ‘Who?’, ‘How fit?’, ‘Heights’, ‘Where’ and ‘Safety’ • Go Ape logo used, with a tree above the A of Ape • symbol on the front cover of an English rose in red and white on a blue background, with the words ‘Quality Assured Visitor Attraction’ • within the text, bold text is used to stress important details • there are two interconnecting circles - first with a map of UK, with numbers of all Go Ape sites and a key beside; second circle a road map to show location • logo of Forestry Commission • diagrams of credit cards to indicate payment possibilities • inset irregular orange/brown box: ‘Win Go Ape tickets’ <p><u>‘Adventure in a world of trees’ Design features, including layout and photographs</u></p> <ul style="list-style-type: none"> • white heading against photograph of smiling girl descending from platform on rope harness • three other, smaller inset photographs: show range of possibilities • picture of family mountain biking • picture of family walking two dogs • superimposed brown text box with white print, stressing that it is fun for all the family • sub-headings of brown set against green background for text • bullet points for detailed list of cycling opportunities • at foot of left-hand side, another inset picture of special 	
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	<p>concert: text is white on darker green</p> <ul style="list-style-type: none">• website address: bottom right in darker green <p>Candidates are not expected to comment on all of the possible points of detail. They may be rewarded for a comparatively small number of points if these are effectively developed and supported by well-chosen textual evidence.</p> <p>NOW REFER TO PAGE 7 FOR THE ASSESSMENT OBJECTIVE GRID.</p> <p>In applying the grid, bear in mind the need for the 'best fit' approach.</p>	
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READING MARK SCHEME

The 'Best Fit' Approach

An answer may not always satisfy every one of the assessment criteria for a particular mark in order to receive a mark within that mark range. The 'best fit' approach should be used to determine the mark which corresponds most closely to the overall quality of the response.

Mark Range	Understanding and interpretation of text	Understanding and evaluation of writer's use of language	Selection and development of appropriate material/textual references
0-1	<ul style="list-style-type: none"> rudimentary understanding 	<ul style="list-style-type: none"> minimal grasp of language 	<ul style="list-style-type: none"> extremely limited content
2-4	<ul style="list-style-type: none"> basic understanding 	<ul style="list-style-type: none"> little awareness of language 	<ul style="list-style-type: none"> Unclear and/or undeveloped points
5-7	<ul style="list-style-type: none"> some understanding an attempt at interpretation 	<ul style="list-style-type: none"> limited awareness of language 	<ul style="list-style-type: none"> some relevant points little development
8-10	<ul style="list-style-type: none"> fair understanding of the text some interpretative comment 	<ul style="list-style-type: none"> some understanding of language an attempt to evaluate use of language 	<ul style="list-style-type: none"> valid points some development some relevant textual support
11-13	<ul style="list-style-type: none"> generally sound grasp of the text reasonably secure interpretation 	<ul style="list-style-type: none"> fair understanding of language reasonably sound evaluation of the use of language 	<ul style="list-style-type: none"> mostly clear points some reasonable development generally appropriate examples/ references
14-16	<ul style="list-style-type: none"> sound grasp of the text secure interpretation 	<ul style="list-style-type: none"> clear understanding of language sound evaluation of the use of language 	<ul style="list-style-type: none"> a range of relevant points reasonable development appropriate examples/references

This extension to the scale is only for use in circumstances where candidates clearly perform above the normal range on this question for this tier.

17-19	<ul style="list-style-type: none"> thorough understanding of the text thoughtful interpretation 	<ul style="list-style-type: none"> good analysis of language thoughtful evaluation of the use of language 	<ul style="list-style-type: none"> a good range of well-focused points sustained development apt use of examples/references
20-22	<ul style="list-style-type: none"> assured understanding of the text perceptive interpretation 	<ul style="list-style-type: none"> confident analysis of language sensitive evaluation of the use of language 	<ul style="list-style-type: none"> a variety of perceptive points coherent and fully developed ideas effective use of apposite examples/references
23-25	<ul style="list-style-type: none"> impressive command of the text cogent interpretation 	<ul style="list-style-type: none"> penetrating analysis of language sophisticated evaluation of the use of language 	<ul style="list-style-type: none"> a variety of astute and discriminating points commanding exploration of ideas deft use of apposite examples/ references

SECTION B: WRITING TO ARGUE, PERSUADE, ADVISE

Question Number	Indicative content	Mark
2	<p>Assessment Objectives:</p> <ul style="list-style-type: none"> • communicate clearly and imaginatively, using and adapting forms for different readers and purposes • organise ideas into sentences, paragraphs and whole texts • use a range of sentence structures effectively with accurate punctuation and spelling. <p>The focus of assessment is the quality of the writing. The effective and logical development of arguments and ideas is also a key discriminator.</p> <p>The answer needs to show a sense of an appropriate form for a letter giving advice to friends. The tone and style should reflect the context. As it is addressed to friends it is likely to be relatively informal.</p> <p>The following notes indicate some of the points that candidates may make in their responses, but there are many other possibilities. It is, of course, possible that some effective answers will make little or no use of the indicative content suggested below:</p> <ul style="list-style-type: none"> • Clothing and equipment: safety features, warm clothes (or cool if going somewhere very hot); dry clothing/changes, if wet; good, appropriate shoes/trainers/boots (depending on activity). If there is element of e.g. orienteering, may need map, compass, whistle. Mobile phone, first aid kit. If overnight outdoors, tents and associated gear; cooking equipment. • Physical preparations: right frame of mind: determination, stamina: preparation may include fitness training (aerobic, cardio-vascular); various ways to build up strength and fitness - walking, running, cycling, swimming, use of gym • Cooperation: thinking about others, not only themselves; looking after each other; value of teamwork; need to get on with each other and work together. <p>In summary, successful answers will:</p> <ul style="list-style-type: none"> • convey to the reader advice that is directed carefully to the proposed activities and the need for careful preparation • maintain a clear focus on relevant issues • present a clear format for a letter, supported by effective paragraphing and the use of cohesive devices • express ideas clearly and precisely, with appropriate development 	<p>Total for Section B: 25 marks for Writing</p>

	<ul style="list-style-type: none">• employ a range of sentence and clause structures appropriate to the task• employ a range of appropriate vocabulary• show ambition in, and maintain secure control over, choices of grammar, punctuation and spelling. <p>NOW REFER TO PAGES 11-12 FOR THE ASSESSMENT OBJECTIVE GRIDS.</p> <p>In applying the grids, bear in mind the need for the 'best fit' approach.</p>	
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Question Number	Indicative content	Mark
3	<p>Assessment Objectives:</p> <ul style="list-style-type: none"> • communicate clearly and imaginatively, using and adapting forms for different readers and purposes • organise ideas into sentences, paragraphs and whole texts • use a range of sentence structures effectively with accurate punctuation and spelling. <p>The focus of assessment is the quality of the writing. The effective and logical development of arguments and ideas is also a key discriminator.</p> <p>The following notes indicate some of the points that candidates may make in their responses, but there are many other possibilities. A suitable format and register should be adopted for a persuasive magazine article for young people. Some effective answers will make little or no use of the indicative content suggested below:</p> <ul style="list-style-type: none"> • finding the right sport: may include such points as the relative merits of team or individual sports, the importance of trying a range of activities, settling on one you enjoy and to which you are committed. Candidates may include personal drive (winning an individual race/achieving a personal target/time) and team spirit/shared goals. • the benefits to health: weight loss, greater energy, muscle toning, general fitness and well-being, establishing a healthy routine and diet over time, positive thinking. • how to make time for sports activities: establishing a routine and keeping to it, organised activities rather than sporadic efforts, building a new social life around your chosen sport, prioritising what is important to you. <p>In summary, successful answers will:</p> <ul style="list-style-type: none"> • convey to the reader persuasive arguments for taking up sport • maintain a clear focus on relevant issues • present a clear form, supported by effective paragraphing and the use of cohesive devices • express ideas clearly and precisely, with appropriate development • employ a range of sentence and clause structures appropriate to the task • employ a range of appropriate vocabulary • show ambition in, and maintain secure control over, choices of grammar, punctuation and spelling. <p>NOW REFER TO PAGES 11-12 FOR THE ASSESSMENT OBJECTIVE GRIDS.</p> <p>In applying the grids, bear in mind the need for the 'best fit' approach.</p>	<p>Total for Section B: 25 marks for Writing</p>

WRITING MARK SCHEME

The 'Best Fit' Approach

An answer may not always satisfy every one of the assessment criteria for a particular mark in order to receive a mark within that mark range. The 'best fit' approach should be used to determine the mark which corresponds most closely to the overall quality of the response.

Assessment Objectives 1 and 2

Mark Range	General Characteristics	Purpose and Audience	Communicative Effectiveness	Organisation
mark band one 0-3	the writing achieves limited success at a basic level	there is little awareness of the purpose of the writing	the writing uses a limited vocabulary and shows little variety of sentence structure	organisation of the material is simple with limited success in introducing and developing a response
mark band two 4-7	the writing expresses ideas which are broadly appropriate	there is some grasp of the purpose of the writing	the writing shows some evidence of control in the choice of vocabulary and sentence structure	organisation of the material shows some grasp of text structure, with opening and development, and broadly appropriate paragraphing
mark band three 8-11	the writing expresses and develops ideas in a clear, organised way	there is a generally clear sense of the purpose of the writing	the writing includes well-chosen vocabulary and shows some evidence of crafting in the construction of sentences	organisation of the material is mostly sound , with a clear text structure , controlled paragraphing to reflect opening, development and closure, together with secure use of cohesive devices
mark band four 12-15	the writing presents effective and sustained ideas	there is a secure, sustained realisation of the purpose of the writing	the writing has aptly chosen vocabulary and well-controlled variety in the construction of sentences	organisation of the material is fully secure , with a well-judged text structure, effective paragraphing and successful use of a range of cohesive devices between and within paragraphs
mark band five 16-17	the writing achieves precision and clarity in presenting compelling and fully-developed ideas	there is strong, consistent fulfilment of the writing task, sharply focused on the writer's purpose	the writing has an extensive vocabulary and mature control in the construction of varied sentence forms	organisation of material is assured , with sophisticated control of text structure, skilfully sustained paragraphing and the effective application of a wide range of markers of textual cohesion

Assessment Objective 3

Mark Range	Punctuation	Grammar	Spelling
mark band one 0-1	Basic punctuation is used with some control	Grammatical structuring shows some control	Spelling of common words is usually correct, though inconsistencies are present
mark band two 2-3	Full stops, capital letters, question marks are used, together with some other marks, mostly correctly	Grammatical structuring of simple and some complex sentences is usually correct	Spelling of simple words and more complex words is usually accurate
mark band three 4-5	Control of punctuation is mostly secure, including use of speech marks and apostrophes	Grammatical structures are accurate and used to convey meanings clearly, with only occasional errors	Spelling of a wide range of words is accurate
mark band four 6-7	Punctuation is accurate, with a wide range of marks used to enhance communication, according to the particular focus within this triplet	A wide range of grammatical structuring is used accurately and effectively to examine the writer's chosen issues	Spelling is almost always accurate, with only occasional slips
mark band five 8	Control of the full range of punctuation marks is precise, enabling intended emphasis and effects to be conveyed (e.g. by the deployment of semi-colons, pairs of commas or dashes to indicate apposition or interpolation)	Grammatical structuring is ambitious and assured, with sophisticated control of expression and meaning	Spelling of a wide and ambitious vocabulary is consistently accurate

SECTION C: WRITING TO ANALYSE, REVIEW, COMMENT

Question Number	Indicative content	Mark
4	<p>Assessment Objectives:</p> <ul style="list-style-type: none"> • communicate clearly and imaginatively, using and adapting forms for different readers and purposes • organise ideas into sentences, paragraphs and whole texts • use a range of sentence structures effectively with accurate punctuation and spelling. <p>The focus of assessment is the quality of the writing. The effective and logical development of arguments and ideas is also a key discriminator.</p> <p>The following notes indicate some of the points that candidates may make in their responses, but there are many other possibilities. The audience is a website. There should be an appropriate register for a website. Accept any valid approach but style may be more informal. Writing may include electronic technical jargon. It is, of course, possible that some effective answers will make little or no use of the indicative content suggested below.</p> <ul style="list-style-type: none"> • Candidates may decide to focus on such items as mobile phones, mp3 players, sat-nav (older students), digital radio, games consoles and combination-gadgets. • They are prompted to consider striking features of style (use of colour, graphics, design), size (most likely concentrating on compactness, slender shape for slipping into pockets) and ease of use (speed, range of options available, screen size and clarity). • Candidates may explore the relative costs of different models and makes. Examiners should have an open mind about what constitutes 'value for money'. • They are encouraged to give a personal viewpoint about the gadgets which they think will be popular. They may well focus on different aspects of the gadgets - e.g. colour, fashion trends, versatility. <p>NB Candidates may well adopt different lines of comment, since the four bullet points are only suggestions. Look out for interesting or unusual viewpoints.</p> <p>In summary, successful answers will:</p> <ul style="list-style-type: none"> • convey to the reader comment relevant to the chosen question • maintain a clear focus on relevant issues • reveal a clear text structure for a website, supported by effective paragraphing and the use of cohesive devices • express ideas clearly and precisely, with appropriate development 	<p>Total for Section C: 25 marks for Writing</p>

	<ul style="list-style-type: none">• employ a range of sentence and clause structures appropriate to the task• employ a range of appropriate vocabulary• show ambition in, and maintain secure control over, choices of grammar, punctuation and spelling. <p>NOW REFER TO PAGES 17-18 FOR THE ASSESSMENT OBJECTIVE GRIDS.</p> <p>In applying the grids, bear in mind the need for the 'best fit' approach.</p>	
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Question Number	Indicative content	Mark
4	<p>Assessment Objectives:</p> <ul style="list-style-type: none"> • communicate clearly and imaginatively, using and adapting forms for different readers and purposes • organise ideas into sentences, paragraphs and whole texts • use a range of sentence structures effectively with accurate punctuation and spelling. <p>The focus of assessment is the quality of the writing. The effective and logical development of arguments and ideas is also a key discriminator.</p> <p>The following notes indicate some of the points that candidates may make in their responses, but there are many other possibilities. Any suitable format is acceptable, since no particular form is prescribed. The audience is not specified, so candidates may choose who they wish to write for, or the examiner may be taken to be the audience. NB candidates may agree or disagree with the statement. It is, of course, possible that some effective answers will make little or no use of the indicative content suggested below:</p> <ul style="list-style-type: none"> • young people's attitudes to helping other people: involvement in school/college charity appeals and own-clothes days, national/international charity appeals (Comic Relief, Children In Need, Live Aid), commitment of many to voluntary work/visiting old people/community projects. Some may feel we need to put ourselves and family/friends first (charity begins at home). Many young people are not selfish, but very concerned. • the need to have spare time and relaxation in life: limited spare time - increased testing at school/college and a heavier public examination programme; the need to take on a part-time job to supplement allowance. Balance needed between study and social life/relaxation - will work more efficiently after a break. It is important to make time to enjoy oneself; • the pressures on young people as they grow up: the need to perform and succeed academically or vocationally, peer pressure, parental pressure, expectations of getting good qualifications and a job. Some may even feel they have to take on the role of carer to other family members and already do a lot to help others. <p>In summary, successful answers will:</p> <ul style="list-style-type: none"> • convey to the reader their sense of how young people are and why • maintain a clear focus on relevant issues • reveal a clear text structure, supported by effective paragraphing and the use of cohesive devices • express ideas clearly and precisely, with appropriate 	<p>Total for Section C: 25 marks for Writing</p>

	<p>development</p> <ul style="list-style-type: none">• employ a range of sentence and clause structures appropriate to the task• employ a range of appropriate vocabulary• show ambition in, and maintain secure control over, choices of grammar, punctuation and spelling <p>NOW REFER TO PAGES 17-18 FOR THE ASSESSMENT OBJECTIVE GRIDS.</p> <p>In applying the grids, bear in mind the need for the 'best fit' approach.</p>	
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WRITING MARK SCHEME

The 'Best Fit' Approach

An answer may not always satisfy every one of the assessment criteria for a particular mark in order to receive a mark within that mark range. The 'best fit' approach should be used to determine the mark which corresponds most closely to the overall quality of the response.

Assessment Objectives 1 and 2

Mark Range	General Characteristics	Purpose and Audience	Communicative Effectiveness	Organisation
mark band one 0-3	the writing achieves limited success at a basic level	there is little awareness of the purpose of the writing	the writing uses a limited vocabulary and shows little variety of sentence structure	organisation of the material is simple with limited success in introducing and developing a response
mark band two 4-7	the writing expresses ideas which are broadly appropriate	there is some grasp of the purpose of the writing	the writing shows some evidence of control in the choice of vocabulary and sentence structure	organisation of the material shows some grasp of text structure, with opening and development, and broadly appropriate paragraphing
mark band three 8-11	the writing expresses and develops ideas in a clear, organised way	there is a generally clear sense of the purpose of the writing	the writing includes well-chosen vocabulary and shows some evidence of crafting in the construction of sentences	organisation of the material is mostly sound , with a clear text structure, controlled paragraphing to reflect opening, development and closure, together with secure use of cohesive devices
mark band four 12-15	the writing presents effective and sustained ideas	there is a secure, sustained realisation of the purpose of the writing	the writing has aptly chosen vocabulary and well-controlled variety in the construction of sentences	organisation of the material is fully secure , with a well-judged text structure, effective paragraphing and successful use of a range of cohesive devices between and within paragraphs
mark band five 16-17	the writing achieves precision and clarity in presenting compelling and fully-developed ideas	there is strong, consistent fulfilment of the writing task, sharply focused on the writer's purpose	the writing has an extensive vocabulary and mature control in the construction of varied sentence forms	organisation of material is assured , with sophisticated control of text structure, skilfully sustained paragraphing and the effective application of a wide range of markers of textual cohesion

Assessment Objective 3

Mark Range	Punctuation	Grammar	Spelling
mark band one 0-1	Basic punctuation is used with some control	Grammatical structuring shows some control	Spelling of common words is usually correct, though inconsistencies are present
mark band two 2-3	Full stops, capital letters, question marks are used, together with some other marks, mostly correctly	Grammatical structuring of simple and some complex sentences is usually correct	Spelling of simple words and more complex words is usually accurate
mark band three 4-5	Control of punctuation is mostly secure, including use of speech marks and apostrophes	Grammatical structures are accurate and used to convey meanings clearly, with only occasional errors	Spelling of a wide range of words is accurate
mark band four 6-7	Punctuation is accurate, with a wide range of marks used to enhance communication, according to the particular focus within this triplet	A wide range of grammatical structuring is used accurately and effectively to examine the writer's chosen issues	Spelling is almost always accurate, with only occasional slips
mark band five 8	Control of the full range of punctuation marks is precise, enabling intended emphasis and effects to be conveyed (e.g. by the deployment of semi-colons, pairs of commas or dashes to indicate apposition or interpolation)	Grammatical structuring is ambitious and assured, with sophisticated control of expression and meaning	Spelling of a wide and ambitious vocabulary is consistently accurate

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