

# Examiners' Report

## June 2012

### GCSE History 5HA01 01

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## Introduction

In general, examiners reported that candidates coped well with the demands of the paper and that the overall standard of responses was most pleasing. The vast majority of candidates finished in the prescribed time indicating as in previous series that the allotted duration is adequate.

It is pleasing to note that few candidates wrote too much in the (a) questions and consequently did not waste time. The space provided for the answer is an indication only – previous reports have pointed out that the response does not necessarily have to fill completely the space. One or two sentences will suffice. Examiners noted not only a more measured approach to these questions but also more focused responses.

The approach to individual sub-questions is considered in the reports on each separate item. Examples are provided for each sub-question. Please note that on occasions, part answers are given as exemplification. A general summary of areas for improvement in the approach to some of the question types (which are common across the six options) may prove of benefit to Centres.

The points above concerning Question (a) are welcome and it is hoped that responses continue to improve in the coming series.

- In Question (b), candidates need to discuss three points to move to the top of Level Two. Again, many restricted themselves to L2/4 or L2/5 because they wrote at great length about one or two features.
- **However, it must now be noted that there is a change for January 2013 in the (b) question, when Level Two requires only two developed statements. Moreover, centres must be aware of the change in wording for this question style. It is imperative that centres study the new Specimen Assessment Materials .**
- As has been pointed out in previous series' reports, candidates should be aware that Question (c) will always be centred on causation. Therefore, key causal words should figure in any response. Candidates still drift too readily into a narrative and thus do not focus sharply on the demands of the question.
- The point made in previous reports about Question (c) still applies, namely that to reach Level Three, candidates need to prioritise and/or link causes. There continues to be improvement in this area but many candidates still assert links and prioritisation. Many of those who met the criteria for Level Three did so with some sophistication.
- If dates and names are given in a question, they are there for guidance and should act as a trigger for recall. Too many candidates ignored the dates, confused names and wasted time including irrelevant material.

## Question 1 (a)

Though there was occasional confusion with the Moroccan Crisis of 1905-06, most candidates were able to score marks here. The better ones mentioned Lloyd George's speech or the British fear of a threat to Gibraltar.

(a) Describe **one** reason why the visit of the German gunboat *Panther* to Morocco in 1911 caused an international crisis.

(2)

It caused an international crisis as it led to ~~France~~<sup>Britain</sup> feeling threatened. As Britain feared that Germany was trying to establish a naval port or base in Morocco which threatened the British Navy.



**ResultsPlus**  
Examiner Comments

The candidate makes a simple point about Britain's fear (correcting him/herself) and then goes on to amplify it, ensuring a Level Two mark.



**ResultsPlus**  
Examiner Tip

This is a sound way to answer this type of question - simple point and then development.

(a) Describe **one** reason why the visit of the German gunboat *Panther* to Morocco in 1911 caused an international crisis.

(2)

It caused an international crisis as France and Britain thought the gunboat was there to attack when the Germans claimed it was protecting Germans in Morocco.



**ResultsPlus**  
Examiner Comments

This was a response which indicates French fears but actually cited the German reason for sending the gunboat. It was awarded Level Two.

## Question 1 (b)

Both questions were equally popular.

In (b)(i), many candidates identified the key countries involved in the alliances, at the upper end candidates could also give accurate reasons why these alliances were formed and give context of the time alliances were formed. At the lower end, candidates confused the countries involved in the alliances and were unable to give accurate dates. Many students in the low and middle mark range asserted that the Triple Entente was a military alliance created in opposition to the Triple Alliance, rather than as an understanding about colonies.

In (b)(ii), candidates were able to consider the various aspects of relations and saw the importance of the crisis of 1905-06. Some were able to discuss naval rivalry at length.

One key feature of the Alliance System before 1914 was that Germany ~~was making alliances to isolate France~~ made alliances with Austria-Hungary and Italy. Their ~~aggr.~~ agreement was that if one of them was threatened, the others would come to their defence and ~~support~~ support with military force. This alliance was known as the Triple Alliance.



**ResultsPlus**  
Examiner Comments

The candidate has given membership, name and detail of the alliance, thus presenting a developed point and moving into Level Two.



**ResultsPlus**  
Examiner Tip

A clear signpost has been given - this is helpful to the candidate and also the examiner.

Another key feature of the relations between Britain and Germany was their ~~own~~ <sup>naval</sup> arms race. In 1906, Britain made their first dreadnaught, the HMS and this was quick and very powerful. In return to this Germany too needed sent out dreadnaughts

and the concept of bottling themselves turned into a naval race. It all started because Kaiser Wilhelm was closely related to the royal family and this was very jealous of their British Naval Army.



**ResultsPlus**  
Examiner Comments

Develops the idea of naval rivalry and gives HMS Dreadnaught as the example - moves to Level Two.



**ResultsPlus**  
Examiner Tip

Use a signpost to help in a response - both candidate and examiner benefit.

## Question 1 (c)

There were some very good answers here. Despite there being no central figure nor specified nation identified in the question on which to focus, the responses overall were generally quite strong. Most students who tackled this question seemed confident in their knowledge and ability to complete it effectively though candidates often relied on the assassination of Franz Ferdinand to a great extent as their last point (leading to some rather narrative answers). A few answers wrongly made reference to the League of Nations as an existing authority, active in resolving the ensuing Balkan Wars. There was some mixing up of the Ottoman and Austro-Hungarian empires in weaker answers. Some students wrote about the Bosnian crisis, which was outside the remit of the question.

However, the most important reason for Balkan rivalry was the rivalry between Serbia and Austria-Hungary. This rivalry was intense as Austria-Hungary wanted to have control of all Balkan countries and increase its Empire. Russia supported the independence of Serbia, so in all disagreements Serbia had Russia's backing. This brought the alliance systems into play, increasing the likelihood of war.



### ResultsPlus Examiner Comments

A judgement is made here and it brings in the results of the Balkan Wars as well as intimates problems with Russia and thus focuses on growing tension.



### ResultsPlus Examiner Tip

When a judgement is made at the end, there needs to be some substance to it - here there is the growth of Austro-Serbian antipathy linked to Russian involvement.

## Question 2 (a)

Most candidates were able to recall loss of land, reparations or military restrictions. Many were able to flesh out the simple statement and reach Level Two.

(a) Describe **one** decision which was made about Bulgaria at the Treaty of Neuilly, 1919.

(2)

Bulgaria had to decrease their army as one of the terms of the Treaty of Neuilly.



**ResultsPlus**

**Examiner Comments**

A simple point is made and this was Level One. Had a figure been included then a second mark would have been awarded.



**ResultsPlus**

**Examiner Tip**

It is crucial that amplification takes place in the (a) questions - if this is not done across the options, then 3 marks could be lost.

(a) Describe **one** decision which was made about Bulgaria at the Treaty of Neuilly, 1919.

(2)

One decision was that Bulgaria would have land taken from them.



**ResultsPlus**

**Examiner Comments**

A simple statement -Level One.



## Question 2 (b)

Question (b)(i) was answered by a minority of candidates. Answers were often weak and lacked specific detail, e.g. the German fleet. There was o

ften confusion with the Treaty of Versailles. Some answers were excellent and were able to develop points on the reasons for the Armistice and the terms in more than enough detail to achieve full marks.

Answers to (b)(ii) were sometimes weak and lacked detail.

Some candidates were keen to share all their knowledge on the non-economic terms of the treaty. However, there were many candidates who were able to discuss the issue of reparations and wrote in depth.

quickly running out of available money. The terms of the Armistice included a ceasefire on all fronts, the return of land won in the war in the East against Russia, the removal of troops ~~3~~ thirty miles east of the banks of the Rhine and the surrender of large numbers of artillery, machine guns and aircraft. The armistice ultimately ended



### ResultsPlus Examiner Comments

The section shown gives details of the armistice - Level Two. This response also discussed the reasons for and consequences of it.



### ResultsPlus Examiner Tip

A key features question can include a cause, event and a consequence.

Finally a third key economic feature of the treaty was the issue of reparations. This was one of the most important parts of the treaty & demanded £6,600,000,000 from Germany to pay for damages & as punishment. This was a huge strain on the German economy; especially with their now depleted resources. It led to severe economical problems for Germany.



**ResultsPlus**

**Examiner Comments**

Solid third point - made and developed - Level Two.

## Question 2 (c)

Most candidates were able to focus on issues such as membership and frequency of meetings as reasons for the League's weakness in the early years. Many cited the issue of membership especially of the USA and the attendant problems caused by this.

However, there was much written about the incidents in Manchuria and Abyssinia in the 1930s as examples of problems with these early issues - these crises did not focus on the early years.

In hindsight, it is also clear that the organization of the League was poor. The Council only met once a year and the Assembly only met five times a year. To settle disputes efficiently, it would have been more sensible to meet more regularly. Also, in both the Council and the Assembly decisions had to be unanimous. So, lots of time was spent negotiating, in order to come to a decision. The permanent members of the League; Britain, France, Italy and Japan, all had VETOs. This allowed them to change a unanimous decision. Therefore, decisions were extremely difficult to make.

There were many weaknesses of the League that caused aggressive leaders to get away with aggressive acts, creating a cumulative effect, as it encouraged other leaders.



**ResultsPlus**

**Examiner Comments**

Here the candidate offers a discussion about the weak structure of the League. Clear in its focus and well developed, this was the third developed point of the answer and pushed it to top Level Two.



**ResultsPlus**

**Examiner Tip**

The mantra is to make a point -i.e. structure of the League and then develop recalled detail around it.

### Question 3 (a)

This was answered particularly well. Most candidates could cite Japan's economic woes, imperial designs, the Mukden Incident, demographic pressures et al.

(a) Describe **one** reason why Japan invaded Manchuria in 1931.

(2)

Japan had suffered greatly after the Great Depression in 1929, and with no raw materials to export other than silk and rice, the Japanese economy began to suffer greatly. Manchuria was rich in coal and ore at the time - which was just what Japan needed.



**ResultsPlus**  
Examiner Comments

Clearly developed answer - Level Two.

(a) Describe **one** reason why Japan invaded Manchuria in 1931.

(2)

Japan invaded Manchuria because their population was increasing rapidly so they needed more land to live in. As the increase Japan along with its land had a good supply of raw materials.



**ResultsPlus**  
Examiner Comments

A sound response based on the notion of population pressure.

### Question 3 (b)

3(bi): This question was answered quite well. Sometimes a weakness was that Hoare-Laval was seen as a League action, but otherwise there were strengths such as trade with non-League countries hindering sanctions, not closing the Suez Canal and the fear of driving Mussolini into the arms of Hitler.

(b)(ii) was generally a well answered question and the more popular choice. Higher scoring candidates were able to identify the key themes of Hitler's aims and use examples of his breaking of the terms of the Treaty as supporting evidence. At the lower end, most candidates could give brief, simple statements about what Hitler did to break the Treaty.

appeal. The League of Nations imposed sanctions on Italy, although many countries were unwilling to enforce these and the most vital resource - oil - was not sanctioned. The



**ResultsPlus**  
Examiner Comments

There is a developed point here which is clear and sharp about sanctions. Later in the response, the issue of the Suez Canal is developed.

After the signing of the Treaty of Versailles ~~after~~ in 1919, and years of following the terms, Hitler wanted to start to rebuild Germany, without regard to the treaty. After the disarmament conference in 1934, Hitler ~~reached~~ requested that other countries disarm to Germany's level. The other countries refused, so Hitler withdrew Germany from the league. This gave him more of an opportunity ~~to~~ to rearm. German rearmament began with the reintroduction of conscription, increasing the army to 550,000 men. Although the Treaty of Versailles stated a maximum of 100,000 soldiers, Hitler went against this.



**ResultsPlus**  
Examiner Comments

This was part of an answer and the extract focuses at length on re-armament. It would have been possible to begin on the fourth line.



**ResultsPlus**  
Examiner Tip

It is not always necessary to give background information.

### Question 3 (c)

In 3(c), there were many rather confused answers containing mainly assertions and many responses lacked specific evidence. Responses in the lower and mid-range were able to identify and discuss reasons for appeasement, such as Chamberlain not wanting to wage another war and the Treaty of Versailles being perceived as too harsh, but then did not go on to give examples of German expansion 1937-March 1939 to show why appeasement failed. Few candidates were able to identify 1937 as the year that Chamberlain became Prime Minister and officially began to follow the policy of appeasement. Many candidates discussed at length Hitler introducing conscription and re-entering the Rhineland as their evidence of failure. The best answers were able to link the *Anschluss*, the Munich Conference and the subsequent Nazi take-over of Czechoslovakia and to weave in how appeasement failed to prevent any of these actions.

The first reason why Britain's policy failed to prevent German expansion was because of the Munich conference. After being given the Sudetenland Germany saw was convinced that Britain and France will not stop him in his future plans. He was even more determined to get what he wanted. In the conference he saw the weaknesses of the Britain and France and Britain and that he will continue to ask for more.



**ResultsPlus**

**Examiner Comments**

A signpost is given which then develops the idea of Munich, Hitler's success and then his continuing demands.

## Question 4 (a)

This was answered well - candidates were able to cite a lack of trust, fears about the future, the Second Front and above all were able to develop these points.

(a) Describe **one** reason why there was tension between Stalin, Roosevelt and Churchill at the Teheran Conference, 1943.

(2)

Stalin wanted Germany to pay huge reparations, but ~~Britain and America~~ Churchill and Roosevelt thought it should be rebuilt for 'a recovering Europe must have a prosperous Germany.' This was a clash of interests which will have caused arguments.



**ResultsPlus**  
Examiner Comments

The response encapsulates the issue of the future of Germany. A level Two mark was awarded.



**ResultsPlus**  
Examiner Tip

A simple point initially made and then sharply amplified. An excellent example of how to answer this question type.

(a) Describe **one** reason why there was tension between Stalin, Roosevelt and Churchill at the Teheran Conference, 1943.

(2)

There was tension between Stalin, Roosevelt and Churchill at the Tehran conference in 1943 because the Big Three could not decide what to do with Germany.



**ResultsPlus**  
Examiner Comments

A simple point is made - Level One.



**ResultsPlus**  
Examiner Tip

Compare this response with the example above for the same question.

## Question 4 (b)

4b(i): Most students were able to give further details about the defence concept of NATO. Some were able to make the contextual link of its creation to the Berlin Blockade and/or to state that the Warsaw Pact was set up in response.

4b(ii): Most students were able to identify and discuss the fact Nagy led reforms and these were not liked by the Soviet Union. However, a number of students then got the Hungarian Uprising and the Prague Spring confused and talked about the 'peaceful protest' of the citizens when the Soviet Union attacked.

The North Atlantic Treaty Organisation was set up in order to provide an alliance if one country was attacked then the others would come to help. Also it was set up to try fight against communism in the east. The countries involved in NATO were Britain, USA, Canada and France.



**ResultsPlus**

**Examiner Comments**

This just manages to move to Level Two -it states briefly what the organisation was, its rationale and membership. Each of its constituent parts could have been developed on its own.

Another role of Nagy was to help change Hungary after Khrushchev's secret speech. The secret speech promised to change Stalin's policies and relax Soviet control of the satellite states, so Nagy tried to encourage this to happen.



**ResultsPlus**

**Examiner Comments**

Clear focus on the individual and offers context to events and his role.



### Question 4 (c)

Many candidates were able to focus on the policy of containment as the key theme guiding US involvement in Europe, and gave the Truman Doctrine and Marshall Aid as examples of this. The higher level answers made a link between these and the Berlin Blockade and discussed how the Blockade showed a turning point in the type of involvement in Europe to which the USA was willing to commit itself. Generally this question was well answered with many candidates able to make at least basic links between reasons.

Furthermore the USA became even more involved  
on the Marshall plan was drawn up. Truman  
stated the Marshall plan and Truman Doctrine  
were 'two halves of the same walnut.' The  
Marshall plan I think was the height of the  
involvement of the USA in ~~Europe~~ Europe as it  
committed \$13 billion dollars to the ~~European~~ shattered

European economy to help stop the attraction  
of communism. The USA dominated the



#### ResultsPlus Examiner Comments

This extract is making a judgement on the importance of the Marshall Plan - it is linked to the Truman Doctrine, its importance is explained and there is a long-term view developed. The rest of the response moved the whole answer to Level Three.



#### ResultsPlus Examiner Tip

The prioritisation can be in the middle of an answer as well as at the end. However, it must be developed with supporting material.

## Question 5 (a)

Many relied on the Soviet use of force, but there were those who were able to discuss pithily the treatment and eventual removal of Dubcek. There were, of course, those who confused Dubcek with Nagy and, as in other questions covering post-1953 events, there were those who had Stalin as leader of the USSR.

(a) Describe **one** way in which the Soviet Union re-established Soviet control in Czechoslovakia in 1968.

(2)

The Soviet Union re-established Soviet control in Czechoslovakia in 1968 by invading.



**ResultsPlus**

**Examiner Comments**

Simple point which requires development. Level One mark only.

(a) Describe **one** way in which the Soviet Union re-established Soviet control in Czechoslovakia in 1968.

(2)

The Soviet Union re-established control in Czechoslovakia in 1968 by having ~~the~~ Dubcek removed from power and replaced by a more communist leader.



**ResultsPlus**

**Examiner Comments**

Level Two mark - the final seven words transform this from a Level One mark.



**ResultsPlus**

**Examiner Tip**

Developing a point does not necessarily mean having to write an additional sentence - see above.

## Question 5 (b)

b(i) A few candidates confused the focus of this question with the Berlin Blockade, despite the question clearly stating 1957-60. A number of candidates also included developed statements about the building of the Berlin Wall which is beyond the focus of the question. There were also a number of candidates who referred to the Soviet leader as 'Stalin' throughout the answer, despite Khrushchev being named in the question. However, those candidates who did not make these mistakes generally answered the question well and in some detail.

A second key feature of Khrushchev's challenge was the Berlin Ultimatum. ~~the~~ further details of this are that Khrushchev was sick of being embarrassed by the amount of refugees moving from East to West. So he ~~the~~ made an ultimatum. He gave the USA 6 months to leave Berlin.



**ResultsPlus**  
Examiner Comments

A clear point is made and developed and this moves the answer to Level Two.



**ResultsPlus**  
Examiner Tip

A signpost is made - this helps not only the candidate but also the examiner.

When Alexander Dubcek became the Czech leader he was friends with Brezhnev and communism which suited him in looking this part. But, he began making reforms named 'Prague Spring' which were against communist ideas and were more democratic - such as 'socialism with a human face'.



**ResultsPlus**  
Examiner Comments

Clear first point focusing on Dubcek. The response then discussed Dubcek's role in the rest of the crisis. The extract placed the response in Level Two.

## Question 5 (c)

As usual with a question that involves the context of the Cuban Missiles Crisis, a vast majority of the answers contained at least some narrative about its events with weak or no links made to the focus of the question. A number of answers simply described the crisis over Cuba and identified the hotline as a consequence with any analysis being implicit. However, there were many events within this time period that students could draw on and some of the mid to high range answers were able to track the ebb and flow of relations to a large degree, with some answers being very analytical in their response.

Cuba. In 1961 the CIA attempted the Bay of Pigs invasion, which failed due to the Cuban public fighting for Castro, but Castro was worried that he would be invaded again - he turned to the USSR ~~Russia~~ for help. Khrushchev was happy to oblige and began sending nuclear warheads to Cuba by sea. This changed the relationship between the superpowers because the USSR now had nuclear weapons in range of America.



### ResultsPlus Examiner Comments

A good point is made and it then focuses on how and why relations changed.



### ResultsPlus Examiner Tip

Ensure that the answer does not suddenly become a story - here some candidates wrote at length about the Bay of Pigs without real reference to the demands of the question. Here is a good example of brevity and focus.

## Question 6 (a)

Examiners saw a range of responses here with some candidates looking to the longer-term and many looking at events after 1988. Gorbachev, Solidarity, the Berlin Wall all featured prominently.

(a) Describe **one** reason why the Warsaw Pact ended in 1991.

(2)

After some Eastern Bloc countries had become free, elections were announced. By 1989, communists had lost power in Czechoslovakia, Hungary, Poland and East Germany. ~~The~~ Because the Warsaw Pact was an alliance of communist powers, this collapsed too.



**ResultsPlus**  
Examiner Comments

An extremely full answer in such a short space. This exemplifies what can be condensed into the allotted space.

## Question 6 (b)

b(i): There was some confusion over who were the leaders of USA/USSR during SALT I and SALT II and even some of the better answers identified Stalin or Khrushchev as the Soviet leader. A number of candidates suggested that SALT I and II were about destroying missiles, or banning their production, with some discussing the Nuclear Test Ban Treaty of 1963. However, the majority of candidates could identify that the SALT talks formed part of détente and that relations improved.

b(ii): Again this question saw some confusion across the different levels of answers about who led the Soviet Union in the period 1979-84. The majority of answers showed a degree of understanding that this was a period of worsening relations, with many students citing the 'Star Wars' initiative as an example of increased defence spending during the Cold War. The role of Reagan was often clearly explained.

One key feature of relations was the invasion of Afghanistan. In 1979, the USSR invaded Afghanistan. However America was appalled by this and the President, Carter, created the Carter Doctrine in retaliation, saying that the USA would not let the USSR take control of the oil-rich Middle-East countries.



**ResultsPlus**

**Examiner Comments**

The answer is signposted, is very direct and develops a point immediately.



**ResultsPlus**

**Examiner Tip**

A good example of being direct and to the point - the answer also includes signposts helping both the candidate and the examiner.

## Question 6 (c)

The vast majority of answers focused on the role of Gorbachev (though again there were some students who were unsure of which Soviet leader was in power during this period) and his economic reforms as the main cause of the USSR loosening its grip on Eastern Europe after 1985. Some students were able to give a wider variety of consequences of these reforms, such as the rise of Solidarity in Poland and events in Berlin and were able to make links between these factors.

To conclude, Gorbachev's reforms, the arms race and the reforms in satellite states were all reasons that the Soviet

Union lost Eastern Europe but Gorbachev's reforms were the largest cause, as they weakened communism itself, which allowed the satellite states to leave as they wished.



**ResultsPlus**  
Examiner Comments

The extract does try to make a judgement and to show Gorbachev's impact. This moved the response to Level Three.



**ResultsPlus**  
Examiner Tip

Judgements can be made as the response develops or at the end - here the candidate presents one at the end.

## Paper Summary

There has been continued improvement this series.

Issues are raised in the Report covering -

- i) amplification/development of a point
- ii) ensuring dates and names are carefully considered
- iii) substantiating a judgement to avoid assertion.

**It is imperative that centres look at the new Specimen Assessment Material with regard to the changes to the wording and marking of Question (b) from January 2013.**



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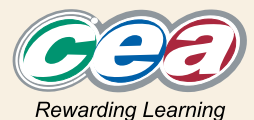
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