

# IGCSE

London Examinations IGCSE

Geography (4370)

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Specification

London Examinations IGCSE

# Geography (4370)

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**Changes from the previous issue are indicated by marginal lines.**

#### *Acknowledgements*

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Authorised by Elizabeth Blount

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# Introduction

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This two-year course seeks to encourage students to acquire knowledge and understanding of a range of important issues that have a geographical dimension. The issues are both physical and human, and range in scale from local to global. Coverage includes the natural environment, resources and production, population and settlement, as well as the related topics of globalisation, human welfare, and sustainability.

A key aspect of this course is that students study geographical concepts and theories through investigative fieldwork, and not purely through classroom-based study.

**In order to acquire the skills to succeed in this course, it is essential that students are given sufficient time in the curriculum programme to undertake investigative fieldwork, in addition to the time given to classroom study.**

Practical skills are assessed either through Paper 03 or through coursework, and it is vital that students have experience of practical skills in order to succeed.

## Key features

- includes features from the Edexcel GCE O level Geography syllabus
- addresses the international dimension, by encouraging local fieldwork to underpin knowledge and understanding
- tiers of entry allow students to demonstrate what they know, understand and can do at the appropriate level
- assessment by 100% examination, or 80% examination and 20% coursework (for Edexcel approved centres only)
- a full range of support for teachers
- provides a solid basis for progression to GCE AS and Advanced courses in Geography, or equivalent qualifications.

## Availability of examination sessions

The specification will be examined twice a year, in May and November.

Centres are asked to note that the coursework component of this specification is normally available only to candidates studying at centres that have been recognised by Edexcel International as International Teaching Institutions. For full details, see the section 'Availability of coursework to international centres'.

## Summary of scheme of assessment

Paper/ component	Mode of assessment	Weighting	Length
1	Examination Paper 1F, targeted at grades C – G (Foundation Tier)	80%	1 hour 45 minutes
OR	-----	-----	-----
2	Examination Paper 2H, targeted at grades A* – D (Higher Tier)	80%	2 hours 30 minutes
3	Examination Paper 3, targeted at grades A* – G (common to both tiers)	20%	1 hour
OR	-----	-----	-----
4	Coursework, targeted at grades A* – G (common to both tiers)	20%	—

The scheme of assessment consists of four components. Candidates will be required to take **two** components:

**Foundation Tier** students take Paper 1F, and **either** Paper 3 **or** Component 4.

**Higher Tier** students take Paper 2H, and **either** Paper 3 **or** Component 4.

## Summary of the specification content

The specification is made up of four units, each with a particular theme. Units 1, 2 and 3 comprise two integral sub-units built around three key ideas. Unit 4 focuses on three issues that overarch much of the content of Units 1, 2 and 3.

<b>Unit 1 People and the natural environment</b>	
1A Water	Page 11
1B Hazards	Page 12
<b>Unit 2 People and work</b>	
2A Production	Page 13
2B Development	Page 14
<b>Unit 3 People and places</b>	
3A Migration	Page 15
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<b>Unit 4 Global issues</b>	
4A Fragile environments	Page 17
4B Globalisation	Page 18
4C Human welfare	Page 19

# **Specification aims and assessment objectives**

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## **Aims**

The specification provides opportunities for students to

- acquire knowledge and understanding of places, environments and geographical themes, ranging in scale from local to global, and the physical and human processes that affect them
- develop a sense of place and an awareness of the ways in which people and environments interact, the importance of sustainable developments in those interactions and of the opportunities, challenges and constraints that face people in different places
- develop an understanding of some of the issues confronting global society
- appreciate that the study of geography is dynamic, both because geographical features, patterns and issues change, and because new ideas and methods lead to new and often tentative interpretations
- acquire and apply the skills and techniques – including those of mapwork, fieldwork and where possible information technology – needed to conduct geographical enquiry
- collect and interpret field and secondary data.

## **Assessment objectives**

The objectives of assessment are to enable students to

- AO1** demonstrate knowledge of places, environments, themes and issues, from local to global
- AO2** show understanding of the specification content
- AO3** apply their knowledge and understanding in a variety of physical and human contexts
- AO4** select and use a variety of skills and techniques appropriate to geographical studies and enquiries.



# Scheme of assessment

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## Tiers of entry

Candidates are entered at either Foundation Tier or Higher Tier.

Questions in the Foundation Tier paper are targeted at grades in the range C - G. The highest grade which will be awarded at Foundation Tier is grade C.

Questions in the Higher Tier paper are targeted at grades in the range A\* - D. There is a 'safety net' grade E for candidates who narrowly fail to achieve grade D.

Candidates who fail to achieve grade G on Foundation Tier or Grade E on Higher Tier will be awarded 'Ungraded'.

Some examination questions will be common to both tiers.

## Assessment Components

### Paper 1F (Foundation Tier, 1 hour 45 minutes)

Section A: **Six** compulsory short-answer, structured questions testing understanding of Units 1, 2 and 3.

(15 marks each question)

Total for Section A: 90 marks

Section B: Candidates choose **one** from **three** structured questions testing understanding of Unit 4.

(20 marks)

Candidates are advised to leave **at least 20 minutes** for Section B.

Maximum total mark of 110 is scaled to 80% of the assessment.

### Paper 2H (Higher Tier, 2 hours 30 minutes)

Section A: **Six** compulsory short-answer, structured questions testing understanding of Units 1, 2 and 3.

(20 marks each question)

Total for Section A: 120 marks

Section B: Candidates choose **one** from **three** structured questions testing understanding of Unit 4.

(30 marks)

Candidates are advised to leave **at least 30 minutes** for Section B.

Maximum total mark of 150 is scaled to 80% of the assessment.

**Note:** The questions in Section A of the above papers will have a common element across the tiers. Higher Tier candidates answer additional questions on each topic.

### **Paper 3 (common to both tiers, 1 hour)**

This practical paper has **three** compulsory questions (20 marks each), **two** skills-based and **one** enquiry-based, to test the skills and experience gained by the candidates from practical work and fieldwork undertaken during the course.

Maximum total mark of 60 is scaled to 20% of the total assessment.

### **Component 4 - Coursework (common to both tiers)**

A geographical investigation supported by fieldwork.

Maximum total mark of 60 is scaled to 20% of the total assessment.

## Relationship of assessment objectives to assessment components

### Foundation Tier

Assessment objectives	Mark range for Paper 1F (total 110) weighted to 80% of final grade	Mark range for Paper 3 (total 60) OR Component 4 (total 60) weighted to 20% of final grade	Overall weighting
AO1	30-40	0	25%
AO2	30-40	0	25%
AO3	15-20	15-25	20%
AO4	20-25	35-45	30%

### Higher Tier

Assessment objectives	Mark range for Paper 2H (total 150) weighted to 80% of final grade	Mark range for Paper 3 (total 60) OR Component 4 (total 60) weighted to 20% of final grade	Overall Weighting
AO1	33-42	0	20%
AO2	33-42	0	20%
AO3	38-50	15-25	30%
AO4	28-35	35-45	30%

## **Awarding and reporting**

The grading, awarding and certification of this specification will comply with the requirements of the IGCSE Code of Practice for courses starting for first examination in 2005. Qualifications will be graded and certificated on an eight grade scale from A\* to G.

Assessment of this specification will be available in English only. All written work for examination must be submitted in English.

## **Availability of coursework to international centres**

Centres are asked to note that the coursework component of this specification is normally available only to candidates studying at centres that have been recognised by Edexcel International as International Teaching Institutions. Candidates studying on their own or at centres recognised as Private Centres are not normally permitted to enter for the coursework component of the specification.

Private Centres may not undertake school-based assessment without the written approval of Edexcel International. This will only be given to centres that satisfy Edexcel International requirements concerning resources/facilities and moderation. Teachers at these centres will be required to undertake special training in assessment before entering candidates. Edexcel International offers centres in-service training in the form of courses and distance learning materials. Private centres that would like to receive more information on school-based assessment should, in the first instance, contact the International Customer Relations Unit.

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## **Students with particular requirements**

Regulations and guidance relating to students with special requirements are published annually by the Joint Council for General Qualifications and are circulated to examinations officers. Further copies of guidance documentation may be obtained from the International Customer Relations Unit (ICRU) (address below) or by telephoning +44 (0) 190 884 7750.

London Examinations will assess whether or not special consideration or concessions can be made for candidates with particular requirements. Requests should be addressed to

International Customer Relations Unit (ICRU)  
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190 High Holborn  
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# Specification content

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## Introduction

The specification content is set out in detail on pages 11 - 19. It has been formulated within the framework provided by the Geography subject criteria and driven by the following considerations

- that coverage should touch, in a selective manner, the main subject areas which are appropriate at this level: the natural environment; resources and production; population and settlement, as well as the related topics of globalisation, human welfare and sustainability
- that emphasis should be placed on the relationship between people and the environment
- that Geography be recognised as a dynamic discipline in continuous change
- that content should be specified in such a way that candidates can explore the geography of their own countries
- that case studies are used to exemplify key ideas
- that teachers should be encouraged to undertake their own local fieldwork to underpin knowledge and understanding as well as to illustrate content themes
- that candidates should undertake some form of geographical enquiry and become competent in the use of a range of skills and techniques.

Teachers have the freedom to construct their own teaching programme based upon this specification, but any programme must fulfil the following requirements

- the study of a range of themes which, taken together, involve work at different levels (local, regional, national, international, global), in different parts of the world and in different types of environment
- the development of the skills which are used in geographical study and enquiry, namely
  - ◆ acquisition and appropriate use of geographical vocabulary
  - ◆ identification of geographical questions and issues and establishing appropriate sequences of investigation
  - ◆ identification and collection of evidence required, from primary sources, (including fieldwork), secondary sources (including maps at a variety of scales, photographs, satellite images, statistical data) and ICT based sources, and recording and presenting it (including use of maps, graphs and diagrams)
  - ◆ description, analysis and interpretation of evidence, making decisions, drawing and justifying conclusions and communicating findings in ways which are appropriate to the task and audience
  - ◆ evaluation of the methods of collecting, presenting and analysing evidence, as well as the validity and limitations of the evidence and conclusions.

## Geographical skills

Throughout their course, candidates should develop and learn to select from a range of geographical and other skills. These should be acquired both through fieldwork and the writing-up of an investigation, and through other exercises using secondary data.

Specifically, candidates entered for the examination will be expected to be able to

- use a range of source materials, including maps at a variety of scales; photographs (taken at ground level, and vertical and oblique aerial photographs); satellite images; simple statistical data (including tables, graphs, proportional symbols and other diagrams)
- depict information in simple map and diagrammatic form, e.g. drawing/completing line graphs, bar graphs, (including divided bars), scatter-graphs, flow lines, annotated sketch maps and diagrams, field sketches
- use appropriate vocabulary, including geographical vocabulary, in written work.

These skills (see also *Skills* on page 21) will be examined by either Paper 3 or assessed in Component 4 (coursework)

**Candidates should study all parts of Units 1, 2 and 3, and at least one of the issues in Unit 4.**

Sample teaching programmes are published in the *Specification Guide* which accompanies this specification.

## The content in detail

The following pages give the specification content in detail, and are divided as follows

### Key ideas

Each unit is divided into a number of key ideas which give a focus to the content.

### Essential content

Each key idea is broken down into a number of bulleted content points which specify what must be studied. Examination questions will be based on these content points.

### Scale

The scale column indicates the scale at which the content should be covered in order to answer questions set in the examination. However, not all the content can be related to a particular scale.

### Required exemplification

This column indicates appropriate case studies and required exemplification. It is important that the bulleted content should be studied in the context of real places. Candidates will be expected to demonstrate good locational knowledge in the examination.

## Unit 1 – People and the natural environment

### A – Water

Key Ideas	Essential Content	Scale	Required exemplification
The world's water supply is contained within a closed system – the hydrological cycle. Water is transferred between its various stores.	<ul style="list-style-type: none"> <li>•the hydrological cycle: characteristics, stores &amp; transfers.</li> <li>•features of a drainage basin: watershed, source, mouth, channel network.</li> <li>•the hydrograph (discharge, base flow, stormflow) and river regimes: factors affecting them (precipitation, temperature, water abstraction, dams).</li> </ul>	Global and local	Case study of a named drainage basin to illustrate this content.
Running water has a significant influence in the development of landforms.	<ul style="list-style-type: none"> <li>•processes: weathering and mass movement; erosion and deposition. Factors affecting these processes (stream velocity, slope, geology).</li> <li>•formation of valleys, interlocking spurs, waterfalls, meanders, ox-bow lakes, flood plains and levees.</li> </ul>	Local	Named examples of landforms.
Water is vital to people, varies in availability and therefore needs careful management.	<ul style="list-style-type: none"> <li>•the water balance, areas of water surplus and water shortage.</li> <li>•the uses of water: agriculture, industry, human hygiene and leisure including the reasons for a rising demand.</li> <li>•reasons for differences in water quality. Sources of pollution (sewage, industrial waste, agriculture). Managing the supply of clean water (dams and reservoirs; pipelines; treatment works).</li> <li>•flooding: causes (intensity of rainfall, snowmelt, steep slopes, impermeable surfaces, human activities) and control (construction of spillways, embankments).</li> </ul>	National and local	<p>Named examples of water surplus and deficit areas.</p> <p>Named example of growing water usage in a country</p> <p>Case studies of a dam or reservoir project, and flood defences in an urban area.</p>

## Unit 1 – People and the natural environment

### B - Hazards

Key Ideas	Essential Content	Scale	Required exemplification
Some places are more hazardous than others.	<ul style="list-style-type: none"> <li>•different types of hazard (climatic, tectonic, etc.)</li> <li>•the global distribution, causes and characteristics of tropical storms.</li> <li>•the global distributions, causes (plate movements), and consequences (volcanic and earthquake activity)</li> </ul>	Global and regional	Named examples of areas prone to tropical storms and tectonic events.
Hazards have an impact on people and the environment.	<ul style="list-style-type: none"> <li>•the impact of tropical storms (very strong winds, intense rainfall, storm surges) on people and the environment. Measuring the scale of natural disasters.</li> <li>•the influence of the level of development on storm impacts (quality of advice and precautionary measures).</li> <li>•reasons why people continue to live in areas at risk from tropical storms – can this be sustainable?</li> </ul>	National, regional and local	Case studies of the effects of tropical revolving storms, one in an LEDC and one in an MEDC.
People can prepare for hazards, and they respond to events in different ways.	<ul style="list-style-type: none"> <li>•coping with volcanic eruptions and earthquakes (predicting and taking precautions). Short-term effects (deaths and injuries, damaged buildings and infrastructure); long-term effects (homelessness; costs of repairing damage).</li> <li>•after the event: short-term responses (emergency aid and disaster relief); long-term responses (risk assessment, adjustment, improving prediction).</li> </ul>	National	Case studies of the management of <b>one</b> earthquake and <b>one</b> volcanic eruption. One of these should have happened in an LEDC and the other in an MEDC.



## Unit 2 – People and work

### A – Production

Key Ideas	Essential content	Scale	Required exemplification
Production sustains people and involves output from a number of different economic sectors.	<ul style="list-style-type: none"><li>• the classification of employment by sector: primary, secondary, tertiary and quaternary.</li><li>• the relative importance of these economic sectors varies between and within countries, as well as over time.</li><li>• informal employment: characteristics and causes.</li></ul>	National	A comparative study of sectoral shifts in one MEDC and one LEDC.
The development and location of particular types of production are influenced by a range of factors.	<ul style="list-style-type: none"><li>• specialisation in farming: types and factors overcoming the limitations of physical factors (irrigation, use of glasshouses; genetic engineering of plants and animals).</li><li>• the causes of overproduction and food shortages, and attempts to tackle these problems</li><li>• factors affecting the changing location of manufacturing (raw materials, labour, new technology).</li></ul>	National and regional	<p>Case study of recent changes in farming, e.g. irrigation in Egypt, GM crops in USA; vegetable production in Kenya.</p> <p>Case study of the factors affecting the development and location of one high-tech industry</p>
Increased production creates a rising demand for energy.	<ul style="list-style-type: none"><li>• the rising demand for energy and the energy gap</li><li>• the relative merits of using renewable and non-renewable sources of energy (wind and nuclear power versus fossil fuels).</li></ul>	Global, national and local	Case study of a nuclear power station (location factors, costs and benefits).

<b>Unit 2 – People and work</b>			
<b>B - Development</b>			
<b>Key Ideas</b>	<b>Essential Content</b>	<b>Scale</b>	<b>Required exemplification</b>
Development is a complex process involving many different strands.	<ul style="list-style-type: none"> <li>•the meaning of development: the generation and spread of wealth; political freedom; safety and security; well-being.</li> <li>•development indicators: economic (GNP; employment by sector; energy consumption; export/import pattern); population (birth rate; death rate; infant mortality rate; life expectancy; urban-rural balance); social (the HDI, diet, healthcare and literacy).</li> <li>•concept of different levels of economic development: MEDC; NIC; LEDC; LLEDC.</li> </ul>	Global and national	Short case studies of: an MEDC an LEDC an NIC.
The character and speed of development varies spatially and over time.	<ul style="list-style-type: none"> <li>•spatial patterns of unequal development: North-South divide; regional disparities; intra-urban contrasts. The concept of a development gap.</li> <li>•the underlying causes of unequal development between MEDCs and LEDCs, as well as between regions in production and wealth.</li> </ul>	Global, national and local	Case studies of disparities within: a country an urban area.
The relative prosperity of areas is subject to change over time	<ul style="list-style-type: none"> <li>•changing development patterns in a changing world.</li> <li>•areas of growing prosperity: measures of change (per capita income; consumer spending); economic and political factors (human resources; changing demands).</li> <li>•areas of declining prosperity: symptoms (e.g. deprivation; depopulation; dereliction); economic and political factors (e.g. resource exhaustion, collapsing markets, trade policies, government intervention).</li> </ul>	National and local	Case studies of: • an NIC • a declining locality in a country.

<b>Unit 3 – People and places</b>			
<b>A – Migration</b>			
<b>Key Ideas</b>	<b>Essential Content</b>	<b>Scale</b>	<b>Required exemplification</b>
Migration causes the rate of population change to vary from place to place.	<ul style="list-style-type: none"> <li>•components of population change: natural change and migration change.</li> <li>•concepts of migration, migration balance and net population change.</li> <li>•types of migration: rural-to-urban; urban-to-rural; urban-to-urban; inter-regional; international (immigration/emigration).</li> </ul>	Global, national and local	Case study of international and internal migrations to, from and within one named country, e.g. U.K; India.
Migration is a response to perceived opportunities and problems.	<ul style="list-style-type: none"> <li>•the push-pull model: decision-making push and pull factors; intervening obstacles and opportunities. N.B. role of perception in decision-making.</li> <li>•voluntary (economic migrants) versus forced migration (refugees).</li> <li>•present-day international refugee problem: poverty; famine; war; asylum-seekers.</li> </ul>	Global and national	Case study of an international migration, e.g. Hong Kong boat people; UK asylum-seekers.
Major movements of people are taking place between rural and urban areas, and affect both the areas they leave behind and those to which they move.	<ul style="list-style-type: none"> <li>•rural-to-urban migration in LEDCs: push and pull factors (incl. perceived urban opportunities); consequences of rural losses (e.g. depopulation) and urban growth (e.g. spontaneous squatter settlements).</li> <li>•urban-to-rural migration in MEDCs: push and pull factors (incl. perceived urban problems and rural opportunities; consequences of urban losses (e.g. inner-city decline) and counter-urbanisation (e.g. suburbanised villages).</li> <li>•the need to manage migration versus civil liberties.</li> </ul>	National, regional and local	Named place examples of the factors, consequences and management strategies associated with migrations between urban and rural areas.

### Unit 3 – People and places

#### B – Urban environments

Key Ideas	Essential content	Scale	Required exemplification
A growing percentage of the world's population lives in urban areas.	<ul style="list-style-type: none"> <li>•reasons for the development of mega-cities, especially in LEDCs.</li> <li>•the problems associated with the rapid urbanisation including congestion, transport, housing, health, employment and crime.</li> <li>•the growth, location and problems of shanty towns. Ways in which the problems might be tackled, including self-help schemes.</li> </ul>	Global, national and local	A case study of an LEDC urban area to illustrate: <ul style="list-style-type: none"> <li>•the reasons for</li> <li>•the consequences of</li> <li>•the attempts to manage rapid growth.</li> </ul>
The urban environment is characterised by the segregation of different land uses and of people of different economic status and ethnic background.	<ul style="list-style-type: none"> <li>•models of urban structure: their uses and limitations.</li> <li>•factors encouraging similar land uses to concentrate in particular parts of the urban area (e.g. locational needs, accessibility, land values).</li> <li>•reasons for segregation of different socio-economic and ethnic groups.</li> <li>•an awareness that such has positive aspects but can generate tensions and injustices.</li> </ul>	Local	A case study of one named city to show the different land use zones and areas of particular socio-economic and ethnic concentrations.
Changes occur as towns and cities get older and the needs of people change.	<ul style="list-style-type: none"> <li>•identification of, and the reasons for areas of social deprivation and poverty. Reasons for the decline of inner-city areas. The need for redevelopment and renewal.</li> <li>•the nature of, and reasons for the changes which are taking place at the edge of MEDC cities (e.g. shopping, commercial and industrial developments). The debate 'greenfield' versus 'brownfield' sites; suburbanisation and counter-urbanisation.</li> <li>•the urban managers: planners, politicians, property developers and industrialists.</li> </ul>	Local	A case study of one named urban area in an MEDC to explain how and why changes are taking place with particular reference to: <ul style="list-style-type: none"> <li>•inner-city decline</li> <li>•development on the urban fringe</li> <li>•the management of those changes.</li> </ul>

<b>Unit 4 – Global issues</b>			
<b>A – Fragile environments</b>			
<b>Key Idea</b>	<b>Essential Content</b>	<b>Scale</b>	<b>Required exemplification</b>
Environmental abuse has serious consequences that need to be tackled to ensure sustainability.	<ul style="list-style-type: none"> <li>•the fragile nature of environments; the concept of sustainability.</li> <li>•causes of soil erosion and desertification: drought and unreliable rainfall; human abuse of the savanna through population pressure, fuel supply and overgrazing; war and migration.</li> <li>•consequences: reduced agricultural output, malnutrition and famine.</li> </ul>	Global and regional	Case study of an affected area, e.g. the Sahel.
	<ul style="list-style-type: none"> <li>•causes of deforestation: timber extraction; agriculture; mining; transport and settlement.</li> <li>•consequences: impacts on forest ecosystems; loss of biodiversity; contribution to global warming; economic development.</li> <li>•managing rainforests in a sustainable way (e.g. agro-forestry); the need for international co-operation.</li> </ul>	Global and regional	Case study of a tropical rainforest area undergoing deforestation, e.g. the Amazon, West Africa, Indonesia
	<ul style="list-style-type: none"> <li>•the greenhouse effect and global warming (including the scientific evidence).</li> <li>•causes: deforestation; air pollution through the burning of fossil fuels; agricultural change; CFCs.</li> <li>•consequences: rising sea-levels; climatic hazards; ecosystem changes; agricultural production; new employment opportunities; changing settlement patterns; health and well-being.</li> </ul>	Global and regional	<p>Named examples of individual causes and their consequences.</p> <p>Examples of attempts to tackle the problems, e.g. UN conferences at Rio de Janeiro and Kyoto.</p>

<b>Unit 4 – Global issues</b>			
<b>B – Globalisation</b>			
<b>Key Idea</b>	<b>Essential content</b>	<b>Scale</b>	<b>Required exemplification</b>
Current economic developments are making the nations of the world increasingly interdependent.	<ul style="list-style-type: none"> <li>•globalisation and the rise of the global economy (the growth of production and commodity chains).</li> <li>•factors encouraging a globalised economy (trade, foreign investment, development aid, labour, modern transport and information technologies).</li> <li>•the global shift in manufacturing and the reasons for it (the growth of global assembly lines).</li> <li>•the expansion and changing pattern of world trade in both goods and services.</li> </ul>	Global, national and local	<p>A comparative study of the trade patterns of an LEDC and MEDC.</p> <p>Case study of a major motor vehicle manufacturer, e.g. Volkswagen.</p>
	<ul style="list-style-type: none"> <li>•transnational companies (TNCs) – their organisation and role as key players in promoting the global economy.</li> <li>•the benefits and costs to countries hosting TNCs.</li> </ul>	Global, national and local	<p>Case studies of:</p> <ul style="list-style-type: none"> <li>•the global operations of a TNC</li> <li>•a TNC’s operations in an LEDC.</li> </ul>
	<ul style="list-style-type: none"> <li>•the growth of global tourism and its causes (increased leisure, modern transport, marketing).</li> <li>•the impact of mass tourism on the environment, economy and people of destination areas.</li> <li>•attempts to make tourism more sustainable (e.g. ecotourism).</li> </ul>	Global, national and local	<p>Case studies of:</p> <ul style="list-style-type: none"> <li>•sustainable tourism (e.g. Galapagos, Bhutan)</li> <li>•a popular package holiday destination.</li> </ul>

<b>Unit 4 – Global issues</b>			
<b>C – Human welfare</b>			
<b>Key Idea</b>	<b>Essential content</b>	<b>Scale</b>	<b>Required exemplification</b>
Differences in levels of human welfare exist at a range of scales from global to local.	<ul style="list-style-type: none"> <li>•the nature of welfare and the quality of life; measures and indicators (housing, health, access to services, the PQLI) .</li> <li>•the causes of global variations in human welfare (levels of development, resources, quality of government).</li> <li>•the role of international aid in reducing global differences; appropriate aid (technical assistance versus loans).</li> </ul>	Global	Case study of: <ul style="list-style-type: none"> <li>•a UN aid agency (e.g. WHO, FAO, World Bank)</li> <li>•a non-governmental aid organisation (e.g. Oxfam, Red Cross).</li> </ul>
	<ul style="list-style-type: none"> <li>•rapid population growth (falling death rates and high birth rates) and its consequences for human welfare (inadequate housing and physical infrastructure; unemployment and poverty).</li> <li>•the pressure of population on resources.</li> <li>•government policies to reduce rates of population growth (birth control programmes, incentives).</li> </ul>	National	Case study of China or India.
	<ul style="list-style-type: none"> <li>•regional variations in human welfare within a country (indicators); the symptoms of advantaged and disadvantaged areas (growth and decline; prosperity and poverty).</li> <li>•government attempts to reduce regional disparities (stick and carrot strategies).</li> <li>•patterns of welfare within the city (inner-city deprivation versus suburban affluence).</li> </ul>	Regional and local	Case studies of welfare disparities within: <ul style="list-style-type: none"> <li>•one country (LEDC or MEDC)</li> <li>•an LEDC or MEDC city.</li> </ul>

# Internal assessment – Component 4 (Coursework option for centres approved to offer coursework)

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There are no entry tiers for coursework. All candidates will be assessed against the same criteria and will have an equal opportunity to show what they can do.

## Designing and planning the coursework

Candidates are required to submit **one** item of coursework. It must take the form of an investigation which involves them in the following stages of a geographical enquiry

- 1 **Planning of the topic for study.** This can be developed from observation, discussion, reading or previous study, and should be approached in terms of a question or problem to be investigated, a hypothesis to be tested, or a combination of these.
- 2 **Defining of aims** of the enquiry; the more specific the definition, the more likely the candidate's attention is to be directed to the purpose of the enquiry and specific problems or questions arising from it.
- 3 **Planning and decision making** about what data is relevant to the study and how this data can best be obtained; the general format and development of the study should also be agreed at this stage.
- 4 The candidate should be able to demonstrate the skills of **data refining and presentation** by submitting the material in a variety of forms appropriate to the nature of the particular study, e.g. maps, diagrams and charts, sketches and annotated photographs.
- 5 **Interpretation and analysis.** The candidate should consider the significance of the collected data, leading to a formulation of conclusions relating to the original aims of the study.

The teacher must ensure that the nature and intention of this section of the specification is clearly understood by the candidate, and that the work undertaken is appropriate to the level of ability of each individual candidate. Differentiation can be achieved either by task or by outcome.

The coursework investigation should take the form of **one** in-depth study.

The coursework must have involved the individual candidate in primary data collection through direct fieldwork, although appropriate secondary sources may also be used.

The coursework can either relate directly to the specific content in the specification, or the content can be taken as a starting point for further investigation. The teacher should give guidance to the candidates with stages 1-3 above, but must **not** assist in the data refining and presentation, other than help with the choice of technique. The teacher must **not** assist in the direct interpretation and analysis of the data or the formulation of the conclusions.



- If a group of candidates undertake a study relating to a common topic, it is important that each individual candidate is encouraged to demonstrate some originality of input. This could be by extension of the group's work; by the use of some original data presentation methods; or by the individuality of the analysis and conclusions.
- Candidates should avoid submitting coursework that is either extremely brief or of great length. It is recommended that approximately 2000 words should be the maximum length.

## Skills

It is required that, both during the completion of this coursework and in the course of covering specification content, candidates should be made aware of and exercise the following skills

- map skills - with particular reference to topographic maps: using grid references, understanding scales, recognising landforms and human features of the landscape
- atlas skills - using an atlas wherever relevant in the course
- graphic skills - compiling graphs, using proportional symbols, annotating diagrams
- photo-interpretation skills - reading vertical and oblique aerial photographs, satellite images
- sketching skills - communicating ideas through simple sketch maps and field sketches
- statistical skills - using measures of central tendency (mean, mode, median), dispersion (interquartile range, standard deviation) and correlation (Spearman rank).

## Incorporating ICT in coursework

There are three important considerations relating to the use of ICT in producing coursework.

1. It must be used appropriately.
2. Its use must enhance the investigation.
3. It should be properly integrated into the finished study ('built in', not 'bolt on').

- Candidates could use ICT in some form as part of the overall **data collection** process. This could be research supporting secondary data, collecting primary data, or collating the data collected. Appropriate uses of ICT could include
  - (a) researching related geographical theory from the Internet or CD-ROM, to help with the analysis and conclusions
  - (b) using satellite images (e.g. from 'Window on the World' CD-ROM)
  - (c) capturing images of the fieldwork on digital camera
  - (d) using data loggers to help with collection of, e.g. weather data
  - (e) collating group data with the use of spreadsheet or database software.
  
- Appropriate uses of ICT for **data presentation** could include:
  - (f) printouts of spreadsheets in the form of tables, charts, graphs
  - (g) annotated digital camera images
  - (h) graphics packages to plot river or beach profiles from data collected in the field
  - (i) annotated maps and satellite images.
  
- While the use of ICT is not compulsory, it is to be encouraged wherever it enhances the investigation.

## **Presentation of the completed investigation**

- The completed coursework should consist of text on A4 paper, supported by relevant maps, diagrams, tables, photographs and other illustrations which are appropriate to the nature of the enquiry.
- A simple, lightweight folder will help to protect the complete coursework. Plastic wallets and ring binders should not be used.
- Centre and candidate names and numbers should be written clearly on the front cover.

## Assessment of the coursework

Coursework is centre-assessed, using the criteria on pages 24-28, and externally moderated by London Examinations. A copy of the Individual Candidate Record Sheet (see *Appendix 1*) should be completed for each candidate.

Centres are reminded that it is their responsibility to ensure that where more than one teacher has marked the work, internal standardisation has been carried out. This procedure will ensure that the work of all candidates at the centre is marked to the same standards.

In assessing the coursework, the following criteria are to be applied:

Assessment criteria		Mark
1	Introduction and aims	5
2	Data collection	15
3	Data presentation	15
4	Analysis and conclusions	15
5	Planning and organisation	10
<b>Total marks</b>		<b>60</b>

# Assessment of Coursework

## Assessment Criterion 1 – Introduction and Aims

(5 marks)

This section should

- introduce the broad purpose of the study
- refer to the specific questions/problems/hypotheses being investigated
- identify the location of the investigation.

<b>Level One</b>	An <b>outline</b> of the purpose of the study and/or some of the aims. There is sufficient detail for the reader to know what the study is about, and where it is located, however the question or issue is only briefly identified. The sequence of work is uncertain.	1 – 2
<b>Level Two</b>	A <b>clear statement</b> of the broad purpose of the study, its aims and location. The question or issue is made clear and the sequence of work is identified.	3 – 4
<b>Level Three</b>	The broad purpose of the study, its aims and location are given in some <b>detail</b> . Questions and issues are thoroughly identified and an effective sequence of investigation is established. (This is particularly important where the investigation is based on group work.)	5

## Assessment Criterion 2 – Data Collection

(15 marks)

This section should

- state the nature of the information/data required
- describe, explain and justify the methods used to collect the data
- show evidence of the data collected, in the form of tables, etc.
- pass comment on any problems encountered and what attempts were made to overcome them.

<b>Level One</b>	The data required and the methods used to collect and record it are <b>described</b> . At the top of this mark range it is quite clear from the description how the data was collected. If secondary data is used, there should be an indication of the origin of that data.	1 – 5
<b>Level Two</b>	In addition to description, there is some <b>explanation</b> of the methods used to collect and record the data. If secondary data is used, there is a comment on why that particular data was chosen and/or how it was obtained.	6 – 10
<b>Level Three</b>	This level is characterised by clear explanation of the methods used to collect and record the data, and there should be some <b>justification</b> of the methods. There may be justification of the data required, in addition to a statement. If secondary data is used, there is a comment on why that particular data was chosen and how it was obtained. Where relevant, there is some reference to any <b>limitations</b> of the data, and/or problems encountered in its collection.	11 – 15

## Assessment Criterion 3 – Data Presentation

(15 marks)

This section should

- select data for presentation which is relevant to the stated aims of the study
- select a variety and range of appropriate presentation techniques for this data and for the purpose of the enquiry. (The emphasis should be on ‘appropriate’ rather than variety for the sake of it. This criterion carries a high mark weighting and candidates should be encouraged to attempt techniques beyond basic graphs and tables, and consider whether techniques such as sketch-maps, density shading, annotated sketches/photographs, proportional symbols, composite and overlay diagrams, flow lines, isolines, etc. would be appropriate.)
- demonstrate the skills of the candidate by using the presentational techniques chosen neatly and accurately.

<b>Level One</b>	Uses a <b>limited range</b> of <b>basic</b> methods (eg bar charts) to present the data. At the lower end of this mark range, some of the required information (eg, scales, keys) may be incomplete and skills of construction/presentation weak.	1 – 5
<b>Level Two</b>	Uses a <b>variety</b> of <b>appropriate</b> conventional methods to present the data. At the upper end of this mark range, diagrams should be neat and accurate, with titles, scales, keys etc in place.	6 – 10
<b>Level Three</b>	Accurately uses a <b>wide variety</b> of appropriate methods to present the data. The candidate may have attempted some original methods of presentation. There may be some <b>justification</b> of the methods chosen. The methods chosen present the data in a particularly <b>clear and effective</b> way.	11 – 15

## Assessment Criterion 4 – Analysis and Conclusions

(15 marks)

This section should

- describe what the data shows
- include analytical comments which relate the data to the original aim(s)
- identify, where appropriate, any links or relationships between different data sets
- where relevant, consider the values and attitudes of people involved
- return to the original aim(s), and consider to what extent the question has been answered, the problem solved or the hypothesis proved
- show an appreciation of the limitations of the study and suggest how it could be improved or taken further.

<p><b>Level One</b></p>	<p>Makes statements <b>describing</b> the data. If relevant, there is some <b>awareness</b> of the different attitudes of some of the individuals and groups involved. There are some <b>general concluding comments</b> which have a link with the original aim(s).</p>	<p>1 – 5</p>
<p><b>Level Two</b></p>	<p>The data is <b>described in detail</b>, and at the upper end of this mark range there is some <b>genuinely analytical</b> comment. If relevant, some links/relationships between data sets, and/or the different attitudes of many of the individuals or groups involved, are <b>identified</b>. Concluding comments <b>derive from the data collected</b>, and there may be some awareness of the inherent <b>limitations</b> of the study and/or suggestions for taking the study further.</p>	<p>6 – 10</p>
<p><b>Level Three</b></p>	<p>Data is <b>analysed</b> in detail, making links, where relevant, to <b>appropriate geographical theory</b>. If quantitative analysis is attempted, it is used accurately and appropriately. Identifies and <b>shows relevance</b> of any links/relationships between data sets and/or the attitudes and values of most of the parties involved. Draws sound conclusions, explicitly <b>supported by evidence</b>, clearly related to the objectives of the study. Shows an awareness that explanations may be <b>incomplete</b>, and suggests how the study could be improved/taken further.</p>	<p>11 – 15</p>

## Assessment Criterion 5 – Planning and Organisation

**(10 marks)**

The candidate should

- organise and integrate material in a logical order which aids understanding
- demonstrate an ability to present relevant information in a form that suits its purpose, including appropriate use of ICT, pagination, contents, titles, headings, cross-referencing and bibliography
- ensure that the text is legible so that the meaning is clear.

<b>Level One</b>	The study includes some relevant items, but they have not been organised into a logical sequence. It may be incomplete and lack particular sections. There may be page numbers and a contents page and some titles and headings.	1 – 3
<b>Level Two</b>	The content is organised in a clear and logical way. Pagination and contents are likely to be complete. Appropriate use is made of titles, headings etc.	4 – 7
<b>Level Three</b>	The organisation of the study makes it easy to read and use. Diagrams are well integrated into the text, and appropriate use is made of sub-headings and cross-references.	8 -10



## The relationship between coursework and assessment objectives

Assessment criteria	Assessment objectives		Total marks
	Application of knowledge and understanding	Skills	
<b>Introduction and Aims</b>	Identification of the purpose of the investigation (5)		<b>5</b>
<b>Data Collection</b>		Identification, collection and recording of data (15)	<b>15</b>
<b>Data Presentation</b>		Choice of methods, presentation (15)	<b>15</b>
<b>Analysis and Conclusions</b>	Application of concepts to data collected (6)	Description, analysis and interpretation of evidence, drawing conclusions, evaluation (9)	<b>15</b>
<b>Planning and Organisation</b>		Logical sequence, cross referencing, technical details (e.g. pagination, bibliography) (10)	<b>10</b>
<b>TOTAL MARKS</b>	<b>11</b>	<b>49</b>	<b>60</b>
<b>Component weighting</b>	<b>3.6%</b>	<b>16.4%</b>	<b>20%</b>

## Authentication of coursework

Sufficient work should take place under appropriate supervision, to allow the teacher to sign the declaration on the Individual Candidate Record Sheet (ICRS). No credit should be given for work known to have been copied directly from textbooks, or from any other sources, or from other candidates. London Examinations must be notified if substantial amounts of unacknowledged copied work are submitted, which may result in disciplinary action.

## **Return of coursework**

The coursework inspected by London Examinations will be returned to each centre after the publication of results. All coursework still held at the centre should be kept available for inspection until the closing date for enquiries about results. After this time, coursework may be returned to the candidates. London Examinations reserves the right to retain examples of coursework completed by candidates in a particular examination, for grading and other purposes. Further details regarding the return of coursework will appear in the Teacher's Guide.

## Grade descriptions

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Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the specification content; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the assessment may be balanced by better performances in others.

### Grade F

Candidates can recall basic information about places, environments and themes, at more than one scale, as required by the specification, and show an elementary level of knowledge of location and geographical terminology.

Candidates can understand some simple geographical ideas in a particular context from the specification content. They understand some simple physical and human processes and recognise that they contribute to the development of geographical patterns and the geographical characteristics of places and environments. They have a simple understanding of some interrelationships between people and the environment, and the idea of sustainable development. They show some awareness of the values and attitudes of people involved in geographical issues and in decision-making about the use and management of environments.

Candidates undertake geographical enquiry, collecting and recording geographical evidence from primary and secondary sources, drawing simple maps and diagrams, communicating information and outcomes by brief statements, and recognising some of the limitations of evidence.

### Grade C

Candidates accurately recall information about places, environments and themes, at a range of scales, as required by the specification, and show a broad knowledge of location and geographical terminology.

Candidates understand geographical ideas from the specification content in a variety of physical and human contexts. They understand a range of physical and human processes and their contribution to the development of geographical patterns, the geographical characteristics of particular places and environments, and their interdependence. They understand interrelationships between people and the environment and appreciate that considerations of sustainable development affect the planning and management of environments and resources. They understand the effects of the values and attitudes of those involved in geographical issues and in decision-making about the use and management of environments.

Candidates undertake geographical enquiry, identifying questions or issues, suggesting appropriate sequences of investigation, collecting appropriate evidence from a variety of primary and secondary sources, using a range of relevant skills and techniques, reaching plausible conclusions, communicating outcomes, and appreciating some of the limitations of evidence and conclusions.

## **Grade A**

Candidates accurately recall detailed information about places, environments and themes, across all scales, as required by the specification, and show detailed knowledge of location and geographical terminology.

Candidates thoroughly understand geographical ideas from the specification content, and apply their understanding to analyses of unfamiliar contexts. They understand thoroughly the way in which a wide range of physical and human processes interact to influence the development of geographical patterns, the geographical characteristics of particular places and environments, and their interdependence. They understand complex interrelationships between people and the environment, and how considerations of sustainable development affect the planning and management of environments and resources. They evaluate the significance and effects of values and attitudes of those involved in geographical issues and in decision-making about the use and management of environments.

Candidates undertake geographical enquiry, identifying relevant questions, implementing effective sequences of investigation, and collecting a range of appropriate evidence from a variety of primary and secondary sources. They effectively use relevant skills and techniques, drawing selectively on geographical ideas to interpret evidence, reaching substantiated conclusions, communicating outcomes clearly and effectively, and critically evaluating the validity and limitations of evidence and conclusions.

## **Textbooks and other resources**

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### **Particularly recommended**

*Longman Geography for IGCSE* – O Phillipson and J Pallister (Longman 2005)  
ISBN: 140580209X

### **Also recommended**

- *Managing Geography*, by R Horden, P. Lamb and S. Milner, Hodder and Stoughton), 2003, ISBN: 0340802162
- *Key Geography for GCSE Book 1*, by D. Waugh and T. Bushell, 1998, ISBN: 0748763034
- *Key Geography for GCSE Book 2*, by D. Waugh and T. Bushell, 1998, ISBN: 0748736492

# Support and training

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## Training

A programme of INSET courses covering various aspects of the specifications and assessment will be arranged by London Examinations on a regular basis. Full details may be obtained from

International Customer Relations Unit  
Edexcel International  
190 High Holborn  
London  
WC1V 7BE  
UK

Tel: +44 (0) 190 884 7750  
E-mail: [international@edexcel.org.uk](mailto:international@edexcel.org.uk)

## Edexcel publications

Support materials and further copies of this specification can be obtained from

Edexcel Publications  
Adamsway  
Mansfield  
Notts NG18 4LN  
UK

Tel: +44 (0) 1623 450 781  
Fax: +44 (0) 1623 450 481  
E-mail: [inpublications@linneydirect.com](mailto:inpublications@linneydirect.com)

The following support materials will be available from 2003 onwards

- Specimen papers and mark schemes (Publication code: UG013057)
- Teacher's Guide (Publication code: UG013043)

# Appendices

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## **Appendix 1 – Individual Candidate Record Sheet (ICRS)**

Please turn over for the ICRS.

**IGCSE GEOGRAPHY (4370)**

**Individual Candidate Record Sheet**

**Examination Session:** \_\_\_\_\_

<b>Centre number:</b>	<b>Centre name:</b>
<b>Candidate number:</b>	<b>Candidate name:</b>
<b>Name of teacher:</b>	

<b>Title of coursework:</b>
<b>Linkage to specification:</b> <i>(e.g. Key idea 2.3)</i>

<b>Mark awarded (60)</b>		<b>Moderated mark <i>(for London Examinations use only)</i></b>	
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*(Please complete the breakdown of marks by criterion on the second side of this form)*

<b><i>Teachers may use this box to highlight any issues they wish to bring to the attention of the Moderator</i></b>
--

Signature of teacher responsible for internal standardisation: \_\_\_\_\_

Date: \_\_\_\_\_





**Mark sheet to be used in conjunction with detailed grade descriptors.**

Teacher examiners are invited to highlight relevant statements which justify the mark awarded. Please refer to the specification for the full wording of each descriptor. A candidate does not have to meet all aspects of the descriptor to be awarded a mark at a particular level, but should have met all relevant aspects, including any ICT requirements, to achieve the maximum mark at that level.

In all assessment criteria, a mark of 0 (zero) should be awarded if there is no evidence that any aspect of the Level 1 descriptor has been achieved.

<b>Assessment Criterion 1: Introduction and Aims (5 marks)</b>		<b>Centre Mark</b>	<b>Moderator Mark</b>
<b>Level 1</b> 1 – 2	Outline of purpose and/or some aims. Sufficient detail to know what the study is about and where it is located.		
<b>Level 2</b> 3 – 4	A clear statement of the broad purpose, aims and location.		
<b>Level 3</b> 5	Purpose, aims and location given in detail.		

<b>Assessment Criterion 2: Data Collection (15 marks)</b>			
<b>Level 1</b> 1 – 5	Description of data required and methods used to collect and record it. Source of secondary data indicated.		
<b>Level 2</b> 6 – 10	Some explanation of the methods used to collect and record data. Why secondary data chosen, or how obtained.		
<b>Level 3</b> 11 - 15	Clear explanation of methods used to collect and record data. Justification of methods. Justification of data chosen. Why secondary data chosen and how obtained. Limitations of data. Problems encountered in data collection.		

<b>Assessment Criterion 3: Data Presentation (15 marks)</b>			
<b>Level 1</b> 1 – 5	A limited range of basic methods.		
<b>Level 2</b> 6 – 10	A variety of appropriate conventional methods.		
<b>Level 3</b> 11 - 15	A wide variety of appropriate methods. Some original methods. Justification of methods chosen.		

<b>Assessment Criterion 4: Analysis and Conclusions (15 marks)</b>			
<b>Level 1</b> 1 – 5	Describes the data. Awareness of different attitudes. Some general concluding comments.		
<b>Level 2</b> 6 – 10	Data described in detail. Some genuinely analytical comment. Identification of links/relationships and/or different values/attitudes. Conclusions derived from data. Some evaluation of the study.		
<b>Level 3</b> 11 - 15	Data analysed in detail. Links made to geographical theory. Shows relevance of link/relationships/values/attitudes. Conclusions supported by evidence. Evaluation and study.		

<b>Assessment Criterion 5: Planning and Organisation (10 marks)</b>			
<b>Level 1</b> 1 – 4	Some relevant material, but not organised into logical sequence. The investigation is incomplete. Page numbers/content page/headings.		
<b>Level 2</b> 5 – 7	Content organised in clear and logical way. Page numbers/content pages/titles all used appropriately.		
<b>Level 3</b> 8 – 10	Study well organised so it is easy to read. Diagrams integrated with text. Sub-headings and cross-references used appropriately.		

**TOTAL (60):**

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