

# Mark Scheme January 2007

GCE O Level

GCE O Level History (7263)

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

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

For further information please call our Customer Services on 0870 240 9800, or visit our website at [www.edexcel.org.uk](http://www.edexcel.org.uk).

January 2007

Publications Code U0018830

All the material in this publication is copyright

© Edexcel Ltd 2006

## Contents

Section A: Africa, North and South of the Equator	1
Section B: Asia, including the Middle East	7
Section C: The USA and the Americas	13
Section D: Europe, including Britain and Russia	19



## Section A: Africa, North and South of the Equator

1. (a) What can you learn from Extract A about the Sharpeville Massacre of 1960? 3

Target: Inference from a written source.

### Level 1

Simple statements showing understanding e.g. many demonstrators were killed or wounded. (1-2)

### Level 2

Developed statements showing a clear understanding of the message, eg the source suggests that the demonstrators were unarmed and did not provoke the police and the demonstrators had no chance against machine gun fire. (3)

- (b) Does Extract B support the evidence of Extract A about the Sharpeville Massacre? Explain your answer. 3

Target: Cross-reference between two sources to reach judgement about support.

### Level 1

Simple statements with little or no cross referencing, eg Extract A says many demonstrators were killed or wounded. Source B says 20,000 demonstrators attacked the police. (1-2)

### Level 2

Developed statements with definite cross referencing, eg Extract A suggests that the police were not provoked and the demonstrators were unarmed. Source B suggests that the demonstrators were armed and attacked the police. (3)

- (c) How reliable is Extract B as evidence of the events at Sharpeville? Explain your answer. 4

Target: Evaluation of reliability of a written source

### Level 1

Simple statements about reliability taking the source at face value, eg it is reliable because it was written at the time. (1-2)

### Level 2

Developed statements which go beyond face-value, eg it is not reliable because it was written by the South African High Commissioner who will want to shift blame from the police to the demonstrators. He distorts what took place and that the demonstrators were unarmed and did not provoke the police. (3-4)

- (d) Describe the main features of the policy of apartheid in the years 1948 to 1980. 10

Target: Description and explanation of causation.

Level 1

Simple or generalised statements with some information relevant to the question. There may be some inaccuracies and/or irrelevance. (1-3)

Level 2

Developed statements but only addresses one part of the question, eg omits key events and/or second part of question. Some inaccuracies and/or irrelevance. (4-6)

Level 3

Developed explanation/exposition which uses a range of accurate information sufficient to support a balanced treatment of the topic. However, one aspect of the topic, eg the second part, may not be fully addressed. (7-8)

Level 4

A sustained argument/exposition which fully addresses all aspects of the question with a good range of accurate information, effectively selected to support a balanced treatment of the topic. The candidate uses precise detail and adheres strictly to chronology. There may well be a great focus on the second part of the question if applicable. (9-10)

(Total 20 marks)

2. (a) What were the consequences of the First World War for the government of Egypt? 4

Target: Consequence. Use paragraph 8 of generic mark scheme. Maximum 2 marks for description.

- (b) Explain the circumstances in which the monarchy in Egypt came to an end in 1952. 6

Target: Description and causation. Use paragraphs 3-5 and 8 of generic mark scheme. Higher marks for more comprehensive and precise descriptions.

- (c) How successful were the policies of President Nasser at home and abroad during the years 1954 to 1970? 10

Target: Historical judgement. Use paragraph 8 of generic mark scheme. Max 5 marks for description. Maximum 6 for policies at home or abroad.

(Total 20 marks)

3. (a) Why was there a state of emergency in Kenya in the years 1952 to 1960? 6
- Target: Causation. Paragraph 8. Maximum 3 marks for description.
- (b) Describe the events of 1960 to 1963 which led to the independence of Kenya. 6
- Target: Description. Higher marks for more precise descriptions.
- (c) How successful was Jomo Kenyatta as leader of Kenya in the years after independence? 8
- Target: Historical judgement. Higher marks for more balanced evaluation successes and failures. Use paragraph 8. Maximum 4 marks for description.
- Total 20 marks

4. (a) Describe the events leading to the independence of Nigeria in 1960. 6
- Target: Description. Use paragraphs 3-5. Higher marks for more precise and comprehensive coverage.
- (b) Why did a civil war take place in Nigeria in the years 1967 to 1970? 8
- Target: Causation. Paragraph 8 generic mark scheme. Maximum 3 marks for description.
- (c) How successful were the governments of Nigeria in dealing with the problems which followed this civil war? 6
- Target: Historical judgement. Paragraph 8. Maximum 3 marks for description. Higher marks for more balanced judgements.
- (Total 20 marks)

5. (a) Describe the career of Julius Nyerere before and after independence of Tanzania, explaining why he was so important in his country's history. 20
- Target: Description and historical judgement. Maximum 12 marks for description.
- (Total 20 marks)

6. (a) Describe the circumstances in which Angola achieved independence in 1975. 8
- Target: Description. Paragraphs 3-5. Higher marks for more precise and comprehensive coverage.
- (b) How important was foreign intervention in bringing about independence? 6
- Target: Historical judgement. Maximum 4 marks for description. Paragraph 8.
- (c) Why did Angola experience such a troubled history from independence to the mid-1990s? 6
- Target: Causation. Use paragraph 8. Maximum 2 marks for description.

(Total 20 marks)

7. (a) Describe the main features of P W Botha's policy of 'Total Strategy' in South Africa during the late 1970s and 1980s 8
- Target: Description. Use paragraphs 3-5. Higher marks for more precise and comprehensive coverage.
- (b) Explain why there was strong opposition from all racial groups to this policy in the years 1978 to 1989. 6
- Target: Causation. Use paragraph 8. Maximum 3 marks for description. Should include blacks as well as white extremists.
- (c) Why was the role of F W de Klerk so important in the history of South Africa in the years 1989 to 1994? 6
- Target: Causation. Use paragraphs 8. Maximum 3 marks for description.

(Total 20 marks)



8. (a) Why has AIDS been such a problem in the continent of Africa since the early 1980s? 6
- Target: Causation. Use paragraphs 3-5 of generic mark scheme. Maximum 3 marks for description.
- (b) Describe how this problem has been tackled in Africa since 1980. 8
- Target: Description. Paragraphs 3-5 of generic mark scheme. Higher marks for more precise and comprehensive descriptions.
- (c) How successful do you think the measures to combat AIDS have been in Africa? 6
- Target: Historical judgement. Use paragraph 8 of generic mark scheme. Maximum 3 marks for description.

(Total 20 marks)



## Section B: Asia, including the Middle East

9. (a) What can you learn from Extract A about Gandhi's methods of campaigning for independence? 3

Target: Inference from a written source

### Level 1

Simple statements showing some understanding, e.g. he did not intend to harm any Englishman. (1-2)

### Level 2

Developed statements showing a clear understanding of the message, eg the Source suggests that Gandhi believed in peaceful, non-violent methods of campaigning even though he hated British rule. (3)

- (b) Does the evidence of Photograph B support Gandhi's views, expressed in Extract A, about the methods used to protest against the British? 3

Target: Cross-reference between two sources to reach judgement about support.

### Level 1

Simple statements with little or no cross referencing, eg Extract A says he will not harm a single Englishman. Photo B shows him on a march. (1-2)

### Level 2

Developed statements with definite cross referencing, eg Photograph B shows Gandhi leading a peaceful march which supports Extract B in which he promotes peaceful methods of campaigning. (3)

- (c) How reliable is Extract A as evidence of Gandhi's methods of campaigning for independence? 4

Target: Evaluation of reliability of a written source.

### Level 1

Simple statements about reliability taking the source at face value, eg it is reliable because it was said by Gandhi. (1-2)

### Level 2

Developed statements which go beyond face-value, eg it is reliable because it is directly from Gandhi who did genuinely advocate non violence and put these methods into practice. However, it is a speech and Gandhi may have exaggerated these methods to play down any violence. (3-4)

- (d) Describe the changes made to the government of India in the years 1919 to 1939. Why did these measures fail to end opposition to British rule? 10

Target: Description and explanation of causation.

Level 1

Simple or generalised statements with some information relevant to the question. There may be some inaccuracies and/or irrelevance. (1-3)

Level 2

Developed statements but only addresses one part of the question, eg omits key events and/or second part of question. Some inaccuracies and/or irrelevance. (4-6)

Level 3

Developed explanation/exposition which uses a range of accurate information sufficient to support a balanced treatment of the topic. However, one aspect of the topic, eg the second part, may not be fully addressed. (7-8)

Level 4

A sustained argument/exposition which fully addresses all aspects of the question with a good range of accurate information, effectively selected to support a balanced treatment of the topic. The candidate uses precise detail and adheres strictly to chronology. There may well be a great focus on the second part of the question if applicable. (9-10)

(Total 20 marks)

10. (a) Why did arrangements for the government of Palestine after World War I disappoint the Arab population? (4)

Target causation. Paragraph 8. Maximum 2 marks for description.

- (b) Why did so many Jews settle in Palestine in the years 1919 to 1945? (8)

Target causation. Maximum 4 marks for description. Paragraph 8.

- (c) Describe the events in the years 1945 to 1948 which led to the creation of an independent state of Israel. (8)

Target: description. Paragraphs 3-5. Higher marks for more precise and comprehensive descriptions.

(Total 20 marks)

11. (a) Explain the 'Three Principles of the People' of Sun Yatsen 4  
Target: Explanation. Paragraph 8. Need all three for maximum marks.
- (b) Why was the May 4<sup>th</sup> Movement of 1919 important in the history of China? 6  
Target: Judgement of historical significance. Use paragraph 8. Maximum 3 marks for description. Higher marks for more balanced judgement
- (c) Describe relations between the Guomindang and the Chinese Communist Party from 1921 to the end of the Long March in 1935. 10  
Target: Description. Paragraphs 3-5. Higher marks for more comprehensive and precise descriptions.

(Total 20 marks)

12. (a) Describe the events in the years 1945 to 1949 which led to the Communist takeover of power in China. 8  
Target: Description. Use paragraphs 3-5. Higher marks for more comprehensive descriptions.
- (b) To what extent did the lives of Chinese people change during the first ten years of Communist rule? 6  
Target: Historical judgement. Paragraph 8. Maximum 3 marks for description. Higher marks for more balanced judgement.
- (c) Why did Mao Zedong launch the Great Leap Forward in 1958? 6  
Target: Explanation of causation. Use paragraph 8 of generic mark scheme. Maximum 3 marks for description. Better answers link political and economic reasons.

(Total 20 marks)

13. (a) Why did Japan invade the province of Manchuria in 1931? 6  
 Target: Causation. Paragraph 8. Maximum 3 marks description. Focus should be on economic necessity.
- (b) Describe how deteriorating relations between the USA and Japan led to the Japanese attack on Pearl Harbor in December 1941. 8  
 Target: Description. Use paragraphs 3-5. Higher marks for more precise and comprehensive coverage of relations.
- (c) Why were Japanese forces successful in the first year of the war in the Pacific? 6  
 Target: Causation. Use paragraph 8. Maximum 3 marks for description. Better answers should include Japanese strengths and Allied weaknesses

(Total 20 marks)

14. Describe the career and achievements of *either* Achmad Sukarno of Indonesia *or* Tunku Adbul Rahman of Malaysia and explain why he is important in the history of his country. 20  
 Target: Description and historical judgement. Maximum 14 marks for description. Higher marks for more balanced judgement.

(Total 20 marks)

15. (a) Explain the events and results of the Yom Kippur War of 1973. (8)  
 Target: Explanation. Maximum 5 marks for events or results.
- (b) Describe the efforts made by the USA, Egypt and Israel to bring peace to the Middle East in the late 1970s. (6)  
 Target: Description. Paragraphs 3-5. Reserve higher marks for more precise descriptions.
- (c) Why did Arab-Israeli hostility continue in the 1980s and 1990s? (6)  
 Target: Causation. Paragraph 8. Maximum 3 marks for description.

(Total 20 marks)

16. (a) Describe the events leading to the overthrow of Mohammed Mussadeq as Prime Minister of Iran in 1953. 6
- Target: Description. Paragraphs 3-5. Higher marks for more precise and comprehensive coverage.
- (b) Why did the rule of the Shah come to an end in Iran in 1979? 8
- Target: Causation. Use paragraph 8. Maximum 4 marks for description.
- (c) In what ways did the government and society of Iran change under the Ayatollah Khomeini in the years 1979 to 1989? 6
- Target: Change. Maximum 3 marks for description.

(Total 20 marks)





## Section C: The USA and the Americas

17. (a) What can you learn from Extract A about McCarthy's methods? 3

Target: Inference from a written source

### Level 1

Simple statements showing some understanding, eg McCarthy said the State Department was infested with Communists. (1-2)

### Level 2

Developed statements showing a clear understanding of the message, eg Source A suggests that McCarthy used scare tactics in order to win support for his anti-Communist campaign, insisting there were many Communists in high positions. (3)

- (b) Does Extract B support the evidence of Extract A about McCarthy's methods? Explain your answer. 3

Target: Cross-reference between two sources to reach judgement about support.

### Level 1

Simple statements with little or no cross referencing, eg Extract A says the State Department was infested with Communists. Source B says McCarthy tells big lies. (1-2)

### Level 2

Developed statements with definite cross referencing, eg no support. Source A suggests that McCarthy used scare tactics to win support. Source B suggests that he was making untruthful accusations. (3)

- (c) How reliable is Extract A as evidence of the spread of communism in the USA? 4

Target: Evaluation of reliability of a written source

### Level 1

Simple statements about reliability taking the source at face value, eg it is reliable because it was said at the time. (1-2)

### Level 2

Developed statements which go beyond face-value, eg it is not reliable because McCarthy was trying to win support for his campaign and was prepared to lie to convince people of the threat of communism. He had no evidence to back up his claims. (3-4)

- (d) Describe the key features of McCarthyism and the Red Scare in the USA in the late 1940s and early 1950s. Why had McCarthy lost much of his support by 1954? 10

Target: Description and explanation of causation.

Level 1

Simple or generalised statements with some information relevant to the question. There may be some inaccuracies and/or irrelevance. (1-3)

Level 2

Developed statements but only addresses one part of the question, eg omits key events and/or second part of question. Some inaccuracies and/or irrelevance. (4-6)

Level 3

Developed explanation/exposition which uses a range of accurate information sufficient to support a balanced treatment of the topic. However, one aspect of the topic, eg the second part, may not be fully addressed. (7-8)

Level 4

A sustained argument/exposition which fully addresses all aspects of the question with a good range of accurate information, effectively selected to support a balanced treatment of the topic. The candidate uses precise detail and adheres strictly to chronology. There may well be a great focus on the second part of the question if applicable. (9-10)

(Total 20 marks)

18. (a) Why have the 1920s in the United States often been called the 'Roaring Twenties'? 8

Target: Causation. Paragraph 8. Maximum 4 marks for description. Better answers should explain economic and social factors.

- (b) Describe the Wall Street Crash in 1929 and its effects on the US economy to 1933. 8

Target: description. Paragraphs 3-5. Maximum 5 marks for either Crash or effects.

- (c) How successful were the measures introduced by President Hoover to meet the problems of the Depression? 4

Target: Historical judgement. Paragraph 8. Maximum 2 marks for description.

(Total 20 marks)

19. (a) Describe the main actions taken by President F D Roosevelt to reduce unemployment in the years 1933 to 1941. 10

Target: Description. Use paragraphs 3-5. Higher marks for more precise and comprehensive coverage. Will be emphasis on Alphabet Agencies.

- (b) Explain why some US citizens opposed Roosevelt's New Deal measures? 6

Target: Causation. Use paragraph 8. Maximum 3 marks for description. Could include Republicans, Supreme Court, those who felt not doing enough.

- (c) How far had the New Deal solved the problem of unemployment by 1941? 4

Target: Judgement of change. Paragraph 5. Maximum 2 marks for description.

(Total 20 marks)

20. (a) Explain why Getulio Vargas came to power in Brazil in 1930. 6

Target: Causation. Use paragraph 8 of generic mark scheme. Maximum 3 marks for description.

- (b) Describe his policies to modernise Brazil during this period in power. 8

Target: Description. Use paragraphs 3-5. Higher marks for more precise and comprehensive, balanced coverage.

- (c) How successful were these policies? 6

Target: Historical judgement. May be repetition of (b). Needs to be focus on successes and failures. Paragraph 8. Higher marks for balanced assessment.

(Total 20 marks)

21. (a) Explain why President Batista of Cuba was overthrown in 1959. 6
- Target: Causation. Paragraph 8. Maximum 3 marks for description.
- (b) Describe how Fidel Castro's government changed life in Cuba during the twenty years after 1959. 8
- Target: Description. Paragraphs 3-5. Higher marks for more comprehensive coverage.
- (c) Why did Cuba come into conflict with the USA in the years 1959 to 1962? 6
- Target: Causation. Maximum 3 marks for description. Main emphasis will be on Cuban Missile Crisis.

(Total 20 marks)

22. (a) What did Lyndon Johnson mean by the phrase 'the Great Society?' 4  
 Target: Explanation. Higher marks for more precise and comprehensive definition.
- (b) Describe the policies which Johnson pursued as President in the years 1963 to 1969 to achieve a 'Great Society'? 10  
 Target: Description. Paragraphs 3-5. Higher marks for comprehensive coverage including economic, social and civil rights.
- (c) What obstacles stood in the way of Johnson's achieving his 'Great Society' during his time as US President? 6  
 Target: Explanation. Paragraph 8. Should include war in Vietnam.
- (Total 20 marks)
23. (a) Describe US involvement in Vietnam in the years 1963 to 1969. 8  
 Target: Description. Paragraphs 3-5. Higher marks for more comprehensive coverage of period. Should include Rolling Thunder and Tet.
- (b) Why did this involvement arouse opposition from many US citizens? 6  
 Target: Causation. Paragraph 8. Maximum 3 marks for description. Should include body count and financial cost.
- (c) How successful was President Nixon's policy of Vietnamisation in the years 1969 to 1974? 6  
 Target: Historical judgement. Paragraph 8. Maximum 3 marks for description.
- (Total 20 marks)
24. (a) Explain the importance of four of the following in the history of the USA during the last three decades of the twentieth century. 20
- Watergate  
 The election of Jimmy Carter as President, 1976  
 Strategic Defence Initiative (Star Wars)  
 Irangate  
 Reaganomics  
 Scandals involving President Clinton
- Target: Description and historical judgement. Maximum 2 marks for description of each.
- (Total 20 marks)



## Section D: Europe, including Britain and Russia.

25. (a) What can you learn from Extract A about the role the Nazis believed women should have in German society? 3

Target: Inference from a written source

### Level 1

Simple statements showing some understanding, eg women should be wives and mothers. (1-2)

### Level 2

Developed statements showing a clear understanding of the message, eg the Source suggests that the woman's place is in the home. Women should have a domestic role as mothers and wives and should not pursue careers. (3)

- (b) Does Poster B support Extract A about the role women should have in Nazi society? Explain your answer 3

Target: Cross-reference between two sources to reach judgement about support.

### Level 1

Simple statements with little or no cross referencing, eg Extract A says they wish to be wives and mothers. Source B shows a mother and baby. (1-2)

### Level 2

Developed statements with definite cross referencing, eg Strong support. Source B suggests the role of mother which is supported by Extract A. Both sources stress domestic role of women in Nazi Germany. (3)

- (c) How reliable is Poster B as evidence of the position of women in Nazi Germany? 4

Target: Evaluation of reliability of a written source.

### Level 1

Simple statements about reliability taking the source at face value, eg it is reliable because it was made at the time. (1-2)

### Level 2

Developed statements which go beyond face-value, eg it is reliable as evidence of how Nazis perceived the role of women. Indeed, a number of women were prepared to fulfil this role. However, it is a propaganda poster which glorifies the role and was not necessarily followed by all German women. (3-4)

- (d) Describe Nazi policies towards women and the young in the years 1933 to 1939. How successful were these policies? 10

Target: Description and explanation of causation.

**Level 1**

Simple or generalised statements with some information relevant to the question. There may be some inaccuracies and/or irrelevance. (1-3)

**Level 2**

Developed statements but only addresses one part of the question, eg omits key events and/or second part of question. Some inaccuracies and/or irrelevance. (4-6)

**Level 3**

Developed explanation/exposition which uses a range of accurate information sufficient to support a balanced treatment of the topic. However one aspect of the topic, eg the second part, may not be fully addressed. (7-8)

**Level 4**

A sustained argument/exposition which fully addresses all aspects of the question with a good range of accurate information, effectively selected to support a balanced treatment of the topic. The candidate uses precise detail and adheres strictly to chronology. There may well be a great focus on the second part of the question if applicable. (9-10)

(Total 20 marks)



26. (a) Describe the career of Mussolini from 1918 to October 1922. 6  
Target: Description. Paragraphs 3-5. Should include March on Rome.
- (b) What domestic problems did he face in governing Italy in the years 1922 to 1939? 8  
Target: Description and causation. Maximum 4 marks for description. Should include political, economic, social and religious.
- (c) How successful were his domestic policies in solving these problems? 6  
Target: Historical judgement. Paragraph 8. Maximum 3 marks for description. Higher marks for more balanced judgement.

(Total 20 marks)

27. (a) Explain why Stalin was able to succeed Lenin as leader of the Soviet Union by 1928. 6  
Target: Causation. Paragraph 8. Better answers should explain weaknesses of Trotsky v strengths of Stalin.
- (b) Describe Stalin's attempts to modernise Soviet industry in the years 1928 to 1941. 8  
Target: Description. Paragraph 3-5. Higher marks for more precise descriptions e.g. Five Year Plans.
- (c) How successful were his collectivisation policies in the years 1928 to 1941? 6  
Target: Historical judgement. Paragraph 8. Maximum 3 marks for description. Higher marks for more balanced judgement.

(Total 20 marks)

28. (a) Describe British and French attempts to appease Germany and Italy in the years 1935 to March 1939. 8
- Target: Description. Use paragraphs 3-5. Higher marks for comprehensive coverage of 4 years and the two countries.
- (b) How successful were these attempts at appeasement? 6
- Target: Historical judgement. Paragraph 8. Maximum 3 marks for description. Higher marks for more balanced judgement.
- (c) Why did Britain and France go to war with Germany in September 1939? 6
- Target: Causation. Paragraph 8. Maximum 3 marks for description. Need to explain more than invasion of Poland for full marks.

(Total 20 marks)

- 29 (a) Explain how Great Britain denied Hitler complete victory in 1940. 6
- Target: historical explanation. Should include Dunkirk, Battle of Britain, Blitz and Churchill.
- (b) Why did the German invasion of the USSR in 1941 eventually prove to be so misjudged? 6
- Target: Causation. Paragraph 8. Maximum 3 marks for description. Should include Barbarossa and Stalingrad.
- (c) Describe the collapse of German forces in western Europe in the years 1944 to 1945. 8
- Target: Description. Paragraphs 3-5. Should include D-Day landings.

(Total 20 marks)

30. (a) Describe the developments in the years 1948 to 1957 which led to the establishment of the European Economic Community (EEC). 8

Target: Description. Higher marks for more precise descriptions.

- (b) Why did the United Kingdom fail in its attempts to join the EEC during the 1960s? 6

Target: Causation. Paragraph 8. Maximum 3 marks for description. Answers should include opposition of de Gaulle.

- (c) Explain why membership of the EEC grew in the last twenty years of the twentieth century. 6

Target: Causation. Use paragraph 8 of generic mark scheme. Maximum 3 marks for description.

(Total 20 marks)

31. (a) Describe the problems facing the Fourth Republic in France in the years 1946 to 1958. 6

Target: Description. Use paragraphs 3-5 of generic mark scheme. Higher marks for more precise and comprehensive coverage.

- (b) Why did the Fourth Republic collapse in 1958? 6

Target: Causation. Use paragraph 8 of generic mark scheme. Maximum 3 marks for description.

- (c) How successful was Charles de Gaulle as President of France in the years 1958 to 1969? 8

Target: Historical judgement. Use paragraph 8. Maximum 3 marks for description. Higher marks for more balanced judgements.

(Total 20 marks)

32. (a) Explain the importance of four of the following in the history of the Soviet Union in the years 1953 to 1990: 20

DeStalinisation  
The Virgin Lands Scheme  
Relations with Communist China  
The Brezhnev Doctrine  
Perestroika  
Glasnost

Target: Historical judgement and description. Maximum 5 marks for each.

(Total 20 marks)





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

Telephone 01623 467467  
Fax 01623 450481

Email [publications@linneydirect.com](mailto:publications@linneydirect.com)

Order Code UO 018830 January 2007

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

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