

Mark Scheme (Results)

Summer 2010

GCSE

GCSE History (5HA01 01)

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Placing a mark within a level mark band

- The instructions below tell you how to reward responses within a level. Follow these unless there is an instruction given within a level. However, where a level has specific guidance about how to place an answer within a level, **always** follow that guidance.
- **2 mark bands**
Start with the presumption that the mark will be the higher of the two. An answer which is poorly supported gets the lower mark.
- **3 mark bands**
Start with a presumption that the mark will be the middle of the three. An answer which is poorly supported gets the lower mark. An answer which is well supported gets the higher mark.

Unit 1: Peace and War: International Relations 1900-91

Section 1: Why did war break out? International rivalry 1900-14

Question Number		
1 (a)		Describe one way in which the Triple Alliance would help Germany in the event of war. Target: Key features/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1	Simple statement(s). <i>e.g. Protection in the case of war.</i>
2	2	Developed statement. (a developed statement is a simple statement with additional supporting material or explanation) <i>e.g. To acquire alliance of Austria and Italy if France were to attack or neutrality if each was involved in a war with only one power.</i>

Question Number		
1 (b)(i)		Briefly explain the key features of the arms race between Britain and Germany in the years 1900-14. Target: Key features/ recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statement(s). One mark per point made to maximum of three. <i>e.g. Germany built up its navy after the Naval Law of 1900.</i> <i>Britain decided to build battleships called Dreadnoughts.</i>
2	4-6	Developed statement. (a developed statement is a simple statement with additional supporting material or explanation). One mark within level per developed point <i>e.g. The Kaiser wanted to build an empire and he needed a large German navy to do this and he would have to challenge British naval supremacy. Two laws were then passed to begin this process of naval construction.</i>

Question Number		
1 (b)(ii)		Briefly explain the key features of Britain's ententes with France (1904) and Russia (1907). Target: Key features/recall of knowledge (A01/AO2)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statement(s). One mark per point made to maximum of three. <i>e.g. Britain settled her colonial differences with France in 1904.</i> Britain and Russia made agreements about territory in the area around India.
2	4-6	Developed statement. (a developed statement is a simple statement with additional supporting material or explanation) One mark within level per developed point. <i>e.g. After many years of enmity and almost war in 1898, Britain and France settled colonial disputes over Egypt, Morocco, Siam and Central Africa.</i> <i>The entente with Russia allowed the two countries to have zones of influence in Persia and Russia accepted that Afghanistan was under British influence.</i>

Question Number		
1(c)		<p>Explain why there were several crises in the Balkans in the years 1908-13.</p> <p>Target: Causation/recall of knowledge (A01/A02)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p>Simple or generalised statements of causation.</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>e.g. Because those under Ottoman rule wanted independence.</i></p> <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2 marks for two simple statements. • 3 marks for three or more simple statements.
2	4-9	<p>Explains why causes led to crises</p> <p>The student supports the statement with relevant contextual knowledge to show how the event led to the stated outcome.</p> <p><i>e.g. A further crisis occurred in 1912, when the Balkan League attacked the Ottoman Empire and captured almost all of the European parts of their empire. The League wanted to eject the Ottomans from the Balkans.</i></p> <ul style="list-style-type: none"> • 4-5 marks for one developed argument. • 6-7 marks for two developed arguments. • 8-9 marks for three developed arguments or more.
3	10-12	<p>Explains how factors are interlinked or prioritises factors</p> <p>As Level 2 plus</p> <p><i>...Above all Slav nationalism must be seen as a key factor behind the crises. The weakness of the Ottoman Empire added to the situation and finally the interference of the Great Powers ensured a recipe for continued crises.</i></p> <ul style="list-style-type: none"> • 10-11 marks for linking OR prioritising factors. • 11-12 marks linking AND prioritising factors.

Section 2: The peace settlement 1918-28

Question Number		
2 (a)		Describe one decision which was made about Turkey at the Treaty of Sèvres, 1920. Target: Key features/ recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1	Simple statement(s). <i>e.g. Turkey lost land.</i>
2	2	Developed statement. (a developed statement is a simple statement with additional supporting material or explanation) <i>e.g. Turkey lost parts of Thrace and Smyrna and its colonies were looked after by the League.</i>

Question Number		
2 (b)(i)		Briefly explain the aims of Clemenceau, Prime Minister of France, at the Paris Peace Conference. Target: Key features/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statement(s). One mark per point made to maximum of three. <i>e.g. Clemenceau wanted to punish Germany harshly.</i>
2	4-6	Developed statement. (a developed statement is a simple statement with additional supporting material or explanation) One mark within level per developed point. <i>e.g. Clemenceau wanted to receive payment from Germany for all the damages France had suffered in the war. In doing so he wanted to prevent Germany rising again and his punishment would hit Germany's economy.</i>

Question Number		
2 (b)(ii)		Briefly explain the key features of the Assembly and Council of the League of Nations. Target: Key features/recall of knowledge (A01/AO2)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statement(s). One mark per point made to maximum of three. <i>e.g. The Assembly was the Parliament of the League..</i> <i>The Council met five times a year.</i>
2	4-6	Developed statement. (a developed statement is a simple statement with additional supporting material or explanation). One mark within level per developed point. <i>e.g. All member states were part of the Assembly which was the debating chamber of the League. The Assembly could deal with any matter affecting the peace or general welfare of the world. Member states had one vote and decided on what action to take.</i>

Question Number		
2 (c)		<p>Explain why Germany disliked the Treaty of Versailles.</p> <p>Target: Causation/recall of knowledge (A01/AO2)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p>Simple or generalised statements of causation.</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>e.g. Germany was blamed for starting the war.</i></p> <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2 marks for two simple statements. • 3 marks for three or more simple statements.
2	4-9	<p>Explains why causes led to resentment.</p> <p>The student supports the statement with relevant contextual knowledge to show how the event led to the stated outcome.</p> <p><i>e.g. One reason was that Germany's armed forces had been severely limited it and could not protect itself satisfactorily. With no airforce, a limited navy and a tiny army of 100,000. it was felt that Germany could be prey to any foreign threat.</i></p> <ul style="list-style-type: none"> • 4-5 marks for one developed argument. • 6-7 marks for two developed arguments • 8-9 marks for three developed arguments or more.
3	10-12	<p>Explains how factors are interlinked or prioritises factors.</p> <p>As Level 2 plus</p> <p><i>.... For the Germans, there were few redeeming features of the Treaty. Resentment was caused by the harsh territorial, military and economic clauses and it was difficult to separate these. Above all, the Guilt Clause (Article 231) created the greatest hatred.</i></p> <ul style="list-style-type: none"> • 10-11 marks for linking OR prioritising factors. • 11-12 marks linking AND prioritising factors.

Section 3: Why did war break out? International relations 1929-39

Question Number		
3 (a)		Describe one reason why Hitler introduced conscription in 1935. Target: Key features/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1	Simple statement(s). <i>e.g. He did this to defend Germany.</i>
2	2	Developed statement (a developed statement is a simple statement with additional supporting material or explanation) <i>e.g. Germany had a smaller army than other similar powers in Europe at this time and no one was disarming.</i>

Question Number		
3 (b)(i)		Briefly explain the key features of the Manchurian Crisis, 1931-33. Target: Key features/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p>Simple statement(s). One mark per point made to maximum of three.</p> <p><i>e.g. Japan invaded Manchuria in 1931.</i></p> <p><i>Japan needed more land and attacked China.</i></p>
2	4-6	<p>Developed statement. (a developed statement is a simple statement with additional supporting material or explanation).</p> <p>One mark within level per developed point</p> <p><i>e.g. China appealed to the League of Nations and a commission was set up. The Lytton Commission was slow in producing its findings and said that Manchuria should remain Chinese.</i></p> <p><i>The League condemned Japan but did little else and no member was prepared to go to war.</i></p> <p><i>Japan ignored the League and went on to conquer more Chinese land. Japan then left the League thus showing that the League could not overcome the force of a strong power.</i></p>

Question Number		
3 (b)(ii)		Briefly explain the key features of the Abyssinian Crisis, 1935-36. Target : Key features/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p>Simple statement(s). One mark per point made to maximum of three.</p> <p><i>e.g. Italy attacked Abyssinia after a border incident.</i></p> <p><i>Italy wanted to build an empire in Africa and attacked Abyssinia.</i></p>
2	4-6	<p>Developed statement. (a developed statement is a simple statement with additional supporting material or explanation).</p> <p>One mark within level per developed point</p> <p><i>e.g. Mussolini wanted to link Italian territory in East Africa and saw Abyssinia as a backward nation and attacked in 1935. The attack broke the Covenant of the League of Nations but Mussolini had seen the weakness of the League over Manchuria.</i></p> <p><i>The League did impose some economic sanctions but they were limited and moreover the Suez Canal was never closed to Italian shipping.</i></p> <p><i>Sanctions failed and the League accepted the invasion in 1937, by which time Mussolini had left the weak League.</i></p>

Question Number		
3(c)		<p>Explain why Hitler made a series of international agreements in the years 1936-39.</p> <p>Target: Causation/recall of knowledge (A01/A02)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p>Simple or generalised statements of causation.</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>e.g. He made treaties in order to protect Germany from invasion.</i></p> <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2 marks for two simple statements. • 3 marks for three or more simple statements.
2	4-9	<p>Explains why causes led to alliances.</p> <p>The student supports the statement with relevant contextual knowledge to show how the event led to the stated outcome.</p> <p><i>e.g. He made the pact with Soviet Russia because it meant that he could invade Poland and seize half of its territory. This also meant that he was closer to the Soviet border, and this would facilitate any future invasion of the USSR.</i></p> <ul style="list-style-type: none"> • 4-5 marks for one developed argument. • 6-7 marks for two developed arguments • 8-9 marks for three developed arguments or more.
3	10-12	<p>Explains how factors are interlinked or prioritises factors.</p> <p>As Level 2 plus</p> <p><i>... The treaties each had distinct purposes but initially Hitler was keen to show his peaceful intentions but as his strength grew he made agreements which became more militarily minded. His links with Italy and then with the Soviet Union indicated that he wanted to carry out his desire to secure Lebensraum.</i></p> <ul style="list-style-type: none"> • 10-11 marks for linking OR prioritising factors. • 11-12 marks linking AND prioritising factors

Section 4: How did the Cold War develop? 1943-56

Question Number		
4 (a)		Describe one decision made by the Allies about the war against Germany at the Teheran Conference, 1943. Target: Key features/recall of knowledge (A01/AO2)
Level	Mark	Descriptor
	0	No rewardable material
1	1	Simple statement(s) <i>e.g. It was agreed that the USA and Britain would open a second front in 1944.</i>
2	2	Developed statements (a developed statement is a simple statement with additional supporting material or explanation). <i>e.g. At the same time as the Second Front, the USSR would begin an offensive in the East.</i> Do not reward division of Germany

Question Number		
4 (b)(i)		Briefly explain the key features of the Berlin Blockade, 1948-49. Target: Key features/recall of knowledge (A01/AO2)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statement(s). One mark per point made to maximum of three. <i>e.g. The Western Allies were unable to get into West Berlin.</i>
2	4-6	Developed statement. (a developed statement is a simple statement with additional supporting material or explanation). One mark within level per developed point <i>e.g. Stalin had been concerned with developments in 1948 and wanted to remove the West from their sectors of Berlin and therefore blocked road, rail, river and canal links.</i>

Question Number		
4 (b)(ii)		Briefly explain the key features of Cominform (1947) and Comecon (1949). Target: Key features/recall of knowledge (A01/AO2)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statement(s). One mark per point made to maximum of three. <i>e.g. Communist Information Bureau set up</i>
2	4-6	Developed statement. (a developed statement is a simple statement with additional supporting material or explanation). One mark within level per developed point. <i>e.g. Set up and controlled by the USSR, this was to bring the communist parties of eastern Europe together and co-ordinate their activities. Cominform was anti-British and especially anti-American.</i>

Question Number		
4 (c)		Explain why there was an uprising in Hungary in 1956. Target: Causation/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p>Simple or generalised statements of causation.</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>e.g. Hungarians generally disliked the control imposed by the Soviet Union.</i></p> <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2 marks for two simple statements. • 3 marks for three or more simple statements.
2	4-9	<p>Explains why causes led to the uprising</p> <p>The student supports the statement with relevant contextual knowledge to show how the event led to the stated outcome.</p> <p><i>e.g. Hatred of Soviet control and the Hungarian leader, Rakosi eventually led to demonstrations in October 1956. The Hungarians disliked the communist agricultural policies and the withdrawal of basic human freedoms. Moreover, Hungarians disliked having to pay for Soviet troops being stationed in Hungary and the biggest insult of all- the use of the Russian language in their own country.</i></p> <ul style="list-style-type: none"> • 4-5 marks for one developed argument. • 6-7 marks for two developed arguments • 8-9 marks for three developed arguments or more
3	10-12	<p>Explains how factors are interlinked or prioritises factors.</p> <p>As Level 2 plus</p> <p><i>... Soviet control, attempts to relax control with de-Stalinisation, Nagy's attempts to break free and then Khrushchev's handling of the crisis show why there was chaos in Hungary. Without the imposition of tough Soviet control, it is clear to see why there was an uprising.</i></p> <ul style="list-style-type: none"> • 10-11 marks for linking OR prioritising factors. • 11-12 marks linking AND prioritising factors.

Section 5: Three Cold War crises: Berlin, Cuba and Czechoslovakia c1957-69

Question Number		
5 (a)		Describe one reason why the 'hot line' between the USA and the Soviet Union was set up. Target: Causation/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1	Simple statement(s) <i>e.g. It was intended to speed up communications between the leaders of the USA and the USSR.</i>
2	2	Developed statements (a developed statement is a simple statement with additional supporting material or explanation). <i>e.g. In the Cuban Missiles Crisis, it had sometimes taken several hours for the two sided to communicate -this development meant instant access to each other.</i>

Question Number		
5 (b)(i)		Briefly explain the key features of the Bay of Pigs invasion, 1961. Target: Key features /recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statement(s). One mark per point made to maximum of three. <i>e.g. It was an attempt by some Cuban exiles to get rid of Castro.</i>
2	4-6	Developed statement. (a developed statement is a simple statement with additional supporting material or explanation). One mark within level per developed point. <i>e.g. About 1,500 Cuban exiles based in Florida had some backing from the USA in their attempt to invade and overthrow Castro. They received money and training from the CIA, however, at the last moment the US government withdrew military support.</i>

Question Number		
5 (b)(ii)		Briefly explain the key features of the Soviet invasion of Czechoslovakia, 1968. Target: Key features/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statement(s). One mark per point made to maximum of three. <i>e.g. Soviet and Warsaw Pact forces invaded in August 1968.</i>
2	4-6	Developed statement. (a developed statement is a simple statement with additional supporting material or explanation). One mark within level per developed point. <i>e.g. Soviet Union had objected to the changes introduced by Dubcek and saw them as a threat to communism and the Warsaw Pact. There was no military resistance from the Czech people but there was universal hostility from them.</i>

Question Number		
5 (c)		<p>Explain why Berlin was a Cold War flashpoint in the years 1957-63.</p> <p>Target: Causation/recall of knowledge (A01/A02)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p>Simple or generalised statements of causation.</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>e.g. It was a divided city with the Allies and Soviets having troops there.</i></p> <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2 marks for two simple statements. • 3 marks for three or more simple statements.
2	4-9	<p>Explains why causes led to crises</p> <p>The student supports the statement with relevant contextual knowledge to show how the event led to the stated outcome.</p> <p><i>e.g. West Berlin came to be a symbol of the success of capitalism and contrasted against the dour nature of communism. Many fled to West Berlin from the east in order to secure a better life and the brain drain began. Thousands began to leave the east.</i></p> <ul style="list-style-type: none"> • 4-5 marks for one developed argument. • 6-7 marks for two developed arguments. • 8-9 marks for three developed arguments or more.
3	10-12	<p>Explains how factors are interlinked or prioritises factors</p> <p>As Level 2 plus</p> <p><i>... Berlin was the symbol of the Cold War and neither side wanted to be defeated here. The USA was unwilling to go to war over Berlin but was unwilling to leave it. Crises seemed to be every two years or so, the flood of refugees led to the building of the Wall and then Kennedy made his famous speech. For both countries, it was easier to fight the Cold War in Berlin than have a hot war.</i></p> <ul style="list-style-type: none"> • 10-11 marks for linking OR prioritising factors. • 11-12 marks linking AND prioritising factors

Section 6: Why did the Cold War end? The invasion of Afghanistan (1979) to the collapse of the Soviet Union (1991)

Question Number		
6 (a)		Describe one reason why the USA boycotted the Moscow Olympic Games, 1980. Target: Key features/ recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1	Simple statement(s) <i>e.g. The Soviet Union had invaded Afghanistan at the end of 1979.</i>
2	2	Developed statements (a developed statement is a simple statement with additional supporting material or explanation). <i>e.g. Carter angered by the invasion of Afghanistan and he thought he could place pressure on the Soviet Union by starting a boycott.</i>

Question Number		
6 (b)(i)		Briefly explain the key features of the Intermediate Nuclear Forces Treaty (INF), 1987. Target: Key features/recall of knowledge (A01/AO2)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statement(s). One mark per point made to maximum of three. <i>e.g. This was Gorbachev and Reagan agreeing to get rid of certain nuclear missiles after their summit meeting.</i>
2	4-6	Developed statement. (a developed statement is a simple statement with additional supporting material or explanation). One mark within level per developed point. <i>e.g. Reagan and Gorbachev agreed to eliminate nuclear and conventional ground-launched ballistic and cruise missiles with specific ranges. Within four years the two sides were to destroy hundreds of these missiles and there were stringent procedures whereby inspectors checked the treaty was being followed. The treaty was a great breakthrough.</i>

Question Number		
6 (b)(ii)		Briefly explain the key features of the collapse of the Warsaw Pact in 1991. Target: Key features/recall of knowledge (A01/AO2)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statement(s). One mark per point made to maximum of three. <i>e.g. The Soviet Union fell apart so there was no support for the Warsaw Pact.</i>
2	4-6	Developed statement. (a developed statement is a simple statement with additional supporting material or explanation). One mark within level per developed point. <i>e.g. The summit between Gorbachev and Bush in 1990 covered START talks and within one year agreements had been made. The USA and USSR agreed to reduce their nuclear weapons and thus the threat of war receded. There seemed no need for east-west alliances. As the Soviet Union disintegrated and the countries of eastern Europe became independent, there was no need for the Warsaw Pact.</i>

Question Number		
6 (c)		<p>Explain why relations between the USA and the Soviet Union changed in the years 1981-85.</p> <p>Target: Causation/recall of knowledge (A01/A02)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p>Simple or generalised statements of causation.</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>e.g. Reagan was the new leader of the USA and he was tough on the USSR.</i></p> <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2 marks for two simple statements. • 3 marks for three or more simple statements.
2	4-9	<p>Explains why causes led to changes</p> <p>The student supports the statement with relevant contextual knowledge to show how the event led to the stated outcome.</p> <p><i>e.g. Reagan was keen to make the USA the most powerful country in the world and he challenged the USSR. He put forward the idea of the SDI and called the USSR the 'evil empire'. He wanted to stop the spread of communism and was prepared to increase US defence spending.</i></p> <ul style="list-style-type: none"> • 4-5 marks for one developed argument. • 6-7 marks for two developed arguments • 8-9 marks for three developed arguments or more
3	10-12	<p>Explains how factors are interlinked or prioritises factors</p> <p>As Level 2 plus</p> <p><i>... Relations changed not only because of Reagan but because of the lack of continuity in the Soviet leadership. Relations changed for the better on 1985, when Gorbachev took over in the Soviet Union because he realised that the Soviet Union needed to change.</i></p> <ul style="list-style-type: none"> • 10-11 marks for linking OR prioritising factors. • 11-12 marks linking AND prioritising factors .

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