

Examiners' Report/  
Principal Examiner Feedback

January 2012

GCSE Leisure & Tourism (5LT03)  
Paper 01

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## **Unit 3 - The Leisure & Tourism Environment**

This was the third paper for this unit in the new specification for GCSE Leisure and Tourism.

It is helpful to comment and highlight some of the changes from the old specification to the new specification.

Question types such as the matching box exercise in 3(b) are similar in the way they are being assessed. Where there is subject overlap the nature of the questions is often different. The new specification is less theoretical and tends to look at issues in more depth with greater use of real examples from the industry. Two topics in the new specification are specific to tourism.

The overall emphasis is based on real situations and a focus on the application of knowledge and understanding. For instance in 3.2, knowledge is required of specific destinations, features and their appeal to different types of visitors; this was not the case with the old specification. The new question paper does still allow for direct testing of knowledge and understanding.

The idea of change within the industry is a common feature of both the new and old specifications and question papers. Here the new specification is more specific and focuses on the development of new products/services and how organisations in the industry are affected. The old specification required a more generalised/historical account. The impact of tourism is a topic common to both, though the focus is again more specific and has a broader scope. The issue of sustainability is also common to both old and new specifications but in the new specification the focus is on specific measures being adopted by the industry and destinations and is more in-depth.

This paper contains multiple-choice questions which were not on the papers for the old specification. Overall, the focus of questions rather than their type, are quite different being more specific as opposed to general and more applied than theoretical.

### **General comments**

There were 50 marks available on this paper.

Quality of written communication was tested on two questions 1d) and 3c).

The paper consisted of multiple-choice, short answer and extended writing style questions covering all four topics.

The questions were set to assess candidates' learning of the content of the specification given in the 'Detailed Unit Content' section.

The question paper was divided into four sections to reflect each of the four topics of the unit. Full details can be found on pages 35 to 42 of the unit specification.

Questions were also devised to meet the requirements of the Assessment Objectives (AO). The assessment objectives are as follows:

A01 - recall, select and communicate knowledge and understanding in a range of contexts

A02 - apply skills, knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks

A03 - analyse and evaluate information, sources and evidence make reasoned judgements and present conclusions.

## **Summary of Candidate Performance**

### **Improvements**

It was pleasing to see that most candidates engaged very well with many aspects of the paper. The majority attempted all questions and wrote enthusiastically. There was good evidence to suggest a sound understanding of much of the unit content. Many candidates were able to demonstrate analytical and evaluative skills. It was also pleasing that the majority of candidates did follow the instructions and prompts given in the questions.

The approach to individual questions follows in the main body of this report however a general summary of areas for improvement may be beneficial to centres.

### **Common Issues**

The main factor that could have hindered achievement for many was poor exam technique with regards not answering the question, or following the command.

For instance in 1bii) examiners were looking for responses related to how the natural disaster given in 1bi) had affected the leisure and tourism industry. Whilst it was evident that candidates clearly understood the effects of natural disasters to customers, many did not relate their answers to organisations within the industry. In 1bii, 1cii, 2ci, 2cii, 3aii the command was describe yet many candidates gave explanations. Similarly in 3ai and 4ci, 4cii the command was 'identify' again many candidates gave explanations. Candidates need to follow the command words and observe how many marks are available as they could risk wasting time by writing more than is necessary.

The other main factor was candidates simply not knowing some of the unit content and terms.

For instance in 1bi) whilst the majority gave an appropriate natural disaster and gained the mark, some candidates gave '9/11, 'falling over', 'weather'.

Students should be reminded to write neatly with a black ball point pen so that their answers can be read easily.

### **Question 1**

This tests knowledge of topic 3.1 A Dynamic Industry - essentially the factors that influence how the leisure and tourism industry reacts to change.

#### **1a)**

Over 60% of the candidates picked up the mark available here; a number suggested that 'accidents/injuries to customers' were not an unforeseen and uncontrollable event.

#### **1bi)**

This question was answered well by the majority of candidates, over 90% gained the mark. It tested knowledge of the factors influencing the leisure and tourism industry and required examples of natural disasters. The majority of candidates gained the mark for earthquakes or hurricanes. Candidates should be able to give examples for all the factors listed in the unit specification.

#### **1bii)**

The command for this question was for a description. It was hoped that candidates would be able to write about natural disasters they had studied such as the volcanic eruption in Iceland and the resultant ash cloud, or the tsunami in Thailand, earthquake in New Zealand and relate responses to the effect on the industry/organisations. The most popular responses related to the damage caused, and that tourists would not want to travel to the destinations affected through fear of a recurrence. Better responses referred to destruction of tourists resorts, leisure and tourism facilities – hotels etc; flight disruptions and a possible loss of income to destinations, hotels, airlines. There was some evidence of candidates having studied real natural disasters and their effect. For many, the focus was the effect on tourists/customers rather than the industry. Topic 1 is all about how the leisure and tourism industry is susceptible and influenced by factors such as natural disasters; students should be encouraged to investigate real events and how they affect organisations or sectors in leisure and tourism. Over 60% of candidates gained one or two marks here.

Here is an example of a typical response scoring 1 mark:

(ii) Describe how the natural disaster you have given in 1(b)(i) could affect the leisure and tourism industry. (3) 1 Q01bii

this can effect the LEISURE AND TOURISM INDUSTRY, because it could DISRUPT towns and cities and also stop transport from going SOMEWHERE.

Here is an example of a response worth full marks:

(ii) Describe how the natural disaster you have given in 1(b)(i) could affect the leisure and tourism industry. (3) 3 Q01bii

The tourist visitor number is most likely to fall because people will be scared to travel to Thailand. Also, the companies affected by the tsunami (e.g. hotels, restaurants), will lose a lot of money because their properties were destroyed. In addition, aeroplane companies will lose money because flights to Thailand will not ~~have full~~ ~~planes or passengers on~~ sell as much as they used to.

Whilst the candidate has given an explanation, understanding is evident and the response was credited appropriately.

### Examiner Tip for students:

Read your answer back and check - have you answered the question? Here, how could you have made the link to the industry to gain full marks?

#### 1ci)

This question was answered well by many candidates, over 70% gained the mark.

#### 1cii)

A variety of responses were seen, from basic 'rate went up and down' to clearer descriptions that referred to the figures on the chart. Weaker candidates just referred to 'exchange rate' rather than the currencies and some mistakenly believed the pound got stronger. A good number recognised that the pound fell in value against the euro and calculated the drop in rates from 2000 to 2010. Some gave reasons, which were not asked for but it was good to see such a sound understanding demonstrated by many candidates. Overall, the question was answered quite well, nearly 50% picked up one mark, and almost 40% scored full marks.

Here is an example of a typical response, scoring 1 mark:

(ii) Describe the changes in the exchange rate between the British pound and the Euro between 2000 and 2010.

(2) 1 Q01cii

The exchange rate decreased meaning when travelling abroad you will get less euros for each pound. And things abroad would cost more.

Here is an example of a response worth full marks:

(ii) Describe the changes in the exchange rate between the British pound and the Euro between 2000 and 2010.

(2) 2 Q01cii

Overall, the exchange rate was falling, however, it was going up and down over ~~the~~ the 10 years. It went from € 1.56, ~~to~~ down to € 1.12, which means that there is a €0.44 difference overall.

### Examiner Tip for students:

Use the information given and look at how many marks are available. For two marks either make two points or add detail to your answer.

### 1d)

This was not particularly well answered by many candidates possibly for two reasons: not understanding 'exchange rates' and that the graph showed the pound is weak against the euro and secondly limited understanding of the leisure and tourism industry and how organisations are affected. However, most candidates made good use of the information provided and took notice of the instructions to consider tour operators and airlines serving European holiday destinations as well as organisations in the UK. Some wrote about people staying in the UK because they were saving money and that it was too expensive in Europe and they recognised that the tour operators and airlines were losing money and achieved Level 2 marks, 45% of candidates. Weaker responses were simply 'copied' from the stimulus and/or did not relate their answer to exchange rates and these received Level 1 marks, 38% of candidates. Better responses clearly referred to exchange rates and the strength of the euro against the pound and gave named examples of UK organisations that were seeing increased bookings/income e.g. Butlins and Centre Parcs; these candidates also recognised the implications of drastic price cuts in the long term for tour operators and airlines. These responses achieved high level 2 and level 3 marks but were in the minority. Overall, however it was pleasing to see that the majority of candidates did attempt to use the information supplied and followed the instructions to consider both aspects.

An example of a response, gaining no marks:

\* (d) Use **all** the information given to explain how 'changes to exchange rates' have influenced the leisure and tourism industry.

In your answer you should consider:

- tour operators/airlines selling package holidays/flights to European destinations
- leisure and tourism organisations in the UK.

(6) 0 Q01  
All the leisure and tourism organisations in the UK have their own prices to sell their own packages. But the tour operators need to lower the prices in order for them to sell more package holidays so they get more money in order to stay in business. Airlines that sell package holidays are bound to get more people buying from them rather than from the tour operators because then they know that they don't have to worry about their flight.

Here is a typical example of a level 2 response gaining 3 marks:

\* (d) Use **all** the information given to explain how 'changes to exchange rates' have influenced the leisure and tourism industry.

In your answer you should consider:

- tour operators/airlines selling package holidays/flights to European destinations
- leisure and tourism organisations in the UK.

(6) 3 Q01d  
The falling exchange rates mean that holidays cost more at a time when little is available. This has resulted in holiday companies struggling to sell holidays in Europe. Tour operators and airlines selling package holidays have dropped price in some cases up to 70% in order to up sales. There has also been a growth in 'staycations' where families holiday domestically to save money. This has seen a dynamic change in organisations in the UK who now look to cater this demand.

### Examiner Tip for students:

In these types of questions examiners are looking for an explanation, so use phrases such as 'this means' or 'this is because' to give an explanation. To gain higher marks in this question examiners were also looking for responses which linked what was happening to exchange rates from the graph, the information

given in the extract to how the two types of organisations given had been affected. Check your answer and tick off each aspect of the question to make sure you have covered everything.

### **Question 2.**

All the sub questions in question 2 cover the topic 3.2: UK Tourist Destinations.

#### **2a)**

This question was fairly well answered and 78% gained the mark. Candidates are expected to know which country all the destinations emboldened in the specification belong in.

#### **2b)**

This question was answered well by those who knew the locations of the destinations and scored six marks. These destinations are from the list given in the unit specification and candidates should recognise their location.

Approximately 50% candidates were unable to correctly locate Bangor, Centre Parcs Sherwood Forest and Stratford-upon-Avon; however 75% located Belfast correctly.

#### **2c)**

This question was not well answered by many although similar style questions have appeared on previous question papers. Approximately 20% did not gain a mark here. Students should learn about the destinations shown in bold in the unit specification; in particular they should investigate their features and appeal to different types of tourists and be aware of the category the destination belongs to. Questions may require candidates to describe features, name them or explain, possibly with examples, why features give appeal. This question required a description of the transport links and services in Belfast and secondly a description of the types of accommodation in Belfast. The appeal of features for Belfast as a business travel destination was the focus. The requirements of the question were misinterpreted by many who explained in general terms what business travellers need 'reliable transport to get to meetings on time'; 'hotel rooms with wi-fi so they can work'; or else suggested what a business travel destination should have 'good transport links' and 'a range of types of accommodation'. A number of candidates, 22%, described the actual features in Belfast 'international airport' and scored above 4 marks. Less successful responses just described transport and accommodation in general terms.

Here is an example of a response that does not answer the question, it gained two marks:

(c) 'Transport services and links' and 'types of accommodation' are features of tourist destinations that give them appeal.

Describe the features that are important in giving appeal to Belfast, a business travel destination.

(i) Transport services and links

(3) 1 Q02

Transport services and links are important for a business travel destination like Belfast as business men and women need to be able to travel to many places so transport is needed. There has to be many transport links for their convenience.

(ii) Types of accommodation

(3) 1 Q02

Types of accommodation are important in a business travel destination such as Belfast as business men and women need to have somewhere to stay when on a business trip. There has to be different types of accommodation as different people have different tastes. For example, some people like to stay in four-star hotels.

The candidate has written about what Belfast needs for business travellers.

Here is an example of a response where the candidate has described transport and accommodation in Belfast, worth full marks:

(c) 'Transport services and links' and 'types of accommodation' are features of tourist destinations that give them appeal.

Describe the features that are important in giving appeal to Belfast, a business travel destination.

(i) Transport services and links

(3) 3 Q02

Belfast is well linked to Ireland with trainlines and England, Wales and Scotland via plane or Boat. It is also the nearest point in the UK to America and has a major airport.

(ii) Types of accommodation

(3) 3 Q02

Belfast as a Business travel destination offers a spectrum of accommodation from top quality 5 stars to premier inns or other budget hotels. Also B+B's and more plus accessibility. Thanks to this they can cater any audience with convenient accommodation.

(Total for Question 2 = 12 marks) **13**

The response is basic but the candidate has answered the question, it is a description, and knows a little about Belfast and its features.

### Examiner Tip for students

Follow the command, here it was 'describe'. Show the examiner that you know the specific features of the destination or type so if you know the names of places and features put them in your answer.

### Question 3

All the sub questions in question 3 test knowledge of the topic 3.3: Impacts of Tourism

#### 3ai) and 3aii)

This was quite well answered by many candidates, 65% gained at least two marks. However a disappointing 12% did not pick up any marks. The most successful responses with clear descriptions related to 'loss of habitat' or 'litter'. Whilst all possible types of pollution were the most popular impact suggested, many struggled to describe the impact and did not score full marks in their descriptions. Most simply referred to more cars, some wrote about greenhouse gases and planes; impacts should be on a smaller scale as those experienced at a tourist destination. Many offered explanations which were not asked for but understanding was credited. Many wrote about more than one impact, for instance they gave pollution in 3ai then wrote about congestion in 3aii. In general there seemed to be some confusion over what should be a straightforward question testing knowledge. Students need to read the questions and pay attention to the command. Here the requirement to 'identify' would be one word or short phrase. In many instances candidates gave an explanation or description in 3ai then as they read 3aii crossed out their initial responses for 3ai. Whilst marks weren't lost it could waste time.

Here is an example of a typical response:

**3** Tourism has many possible impacts on tourist destinations and the people who live there.

(a) (i) Identify **one negative** impact of tourism on the **local environment**. (1) 1 Q03ai

*Litter*

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(ii) Describe the negative impact of tourism you have identified in 3(a)(i). You may include an example in your response. (2) 2 Q03ai

*Lots of people visit seaside towns and go to the beaches, and leave litter like cans or wrappers, this destroys habitats and creates visual pollution.*

1 mark was awarded for 3ai, no marks for 3aii.

An example of a good response:

**3** Tourism has many possible impacts on tourist destinations and the people who live there.

(a) (i) Identify **one negative** impact of tourism on the **local environment**.

(1) 1 Q03ai

Litter

(ii) Describe the negative impact of tourism you have identified in 3(a)(i). You may include an example in your response.

(2) 2 Q03ai

Lots of people visit seaside towns and go to the beaches, and leave litter like cans or wrappers, this destroys habitats and creates visual pollution.

The difference between the responses is clear. Here the impact is identified and then described in terms of what litter actually is and its impact whilst weak it is worthy of two marks.

### Examiner Tip for students:

Create a table or chart of impacts. List negative and positive impacts some should be impacts on the environment and some on the community. Next to each write a description (think of 'drawing a picture'); then write an explanation 'this is a negative impact because...'

### 3b)

The majority of candidates, 91%, gained full marks in this question.

### 3c)

This question was answered well, 80% of candidates scored between two and four marks. Good exam technique was evident where candidates started their responses by making an evaluation 'I think they are managing ... quite well/effectively'; such candidates often summed up their responses with a conclusion 'overall', and made a summative judgement gaining high level 2 and level 3 marks. These better responses also made use of linking statements 'this is good because' or 'an advantage of this is' to show assessment. Weaker responses often lifted the case study and described what was happening without any reference to how this managed visitors/traffic or reduced impacts; in such instances, candidates made no attempt to assess how effective the methods were; or else they referred solely to the inconvenience to tourists. On the whole most candidates engaged well with the case study and the majority used the information in their responses. Some varied and interesting views were expressed. Some candidates suggested impacts weren't being managed well and supported their views with reasoned points. Some considered local people and environmental impacts and many recognised that walking to the temple would be problematical for those in wheelchairs or elderly.

In many such instances candidates made recommendations as to how to manage visitors and traffic more effectively – put more buses on, limit numbers allowed in.

This is an example of a Level 2 response worth 3 marks:

**\*c) Lindos attracts thousands of visitors each day. In your opinion, how effectively are possible negative impacts of tourism being managed in Lindos?**

In your answer you should consider:

- managing visitors
- managing traffic.

The fact that they have closed the roads helped manage the traffic if it was open then there might be crashes. They only allow a certain number of buses and boats onto the island at one time so it does not get too crowded. The tourists have to go on foot to reach the Greek temple, this will not ruin any of the temples and the habitat around because they have to walk if there was cars then they would have to build a car park which will destroy the habitat and the environment. (6) 3 Q03c

Here there is some implied assessment. A number of candidates suggested that 'reducing accidents' was good traffic management rather than relating their assessment to the benefits to the environment and local people.

Here is an example worth full marks:

**\*c) Lindos attracts thousands of visitors each day. In your opinion, how effectively are possible negative impacts of tourism being managed in Lindos?**

In your answer you should consider:

- managing visitors
- managing traffic.

Lindos is doing well at managing the possible impacts as they are closing off the narrow streets to help manage the traffic. Also they have built a large car park a mile from Lindos so this helps reduce congestion and the pollution that is let off from the cars. They are helping to manage visitors effectively by only allowing six buses a day ~~around~~ from the island. There is also a small boat which departs early and returns mid-afternoon. So if people really want to go they have to stick to the time. Also they are offering donkey rides this may manage how many people (6) 6 Q03c  
(Total for Question 3 = 12 marks) **12**  
are getting to the ancient Greek temple. It's offering jobs for locals. So overall I think Lindos are reducing the negative impacts well only allowing a certain amount of people there each day and also managing how they get there. This is reducing pollution. ~~at~~

This is level 3 as it is a focused, with sustained assessment and application to Lindos. Both visitor and traffic management are considered. The question also tests QWC and here the candidate has structured the response and demonstrates a high standard.

**Examiner Tip for students:**

Plan your answer, have a beginning and an end and check your spelling. This question asked 'in your opinion' and required an 'evaluation'. Using phrases such as 'I think', 'this is good because' or 'this is not effective because' shows the examiner you making judgements. For these questions, worth more marks, always refer to the information given in the case study to get the higher marks because the examiner is looking to see if you can apply what you know. Here you could refer to the number of visitors per day, the boat from Rhodes town, out of town car park, temple etc. At the end, give your overall opinion or judgement e.g. 'I think they are managing traffic effectively but could do more to manage the impacts of so many visitors'.

**Question 4**

This question focuses on topic 3.4: The issue of sustainability.

**4a)**

The majority of candidates, 92%, gained the mark.

**4b)**

This question was answered well, 52% gained at least three marks. It was pleasing to see many high scores and full marks. Overall most candidates engaged enthusiastically with the stimulus and often wrote at length. Popular suggestions or 'ways' that were accepted this series included more bins, different coloured recycling bins, better signs, solar power, offering onsite accommodation, car share, coaches, litter pickers. Some gave unrealistic or vague suggestions 'eco-friendly toilets', 'move the festivals to towns', 'use electric', 'fines', 'make them take equipment home', 'don't use chemicals' these suggestions did not gain any marks. Many candidates offered explanations for each suggestion which were not required. Marks were awarded for each valid suggestion/way, detailed suggestions gained more than one mark, for example 'encourage them to use public transport' = 1 mark; 'offer a discount on the entry fee for those who have travelled by public transport' = 2 marks.

Here is a typical example where the candidate has made only a few suggestions and much of the response is an explanation which was not required and did not gain any marks:

This scored two marks for two ways.

(b) Suggest ways that festival organisers could make sure that music festivals are more environmentally friendly.

In your answer you could consider:

- 3 Rs
- waste
- energy
- transport.

(6) 2 Q041

There is a major problem with the amount of waste that is being caused in festivals. However there are ways to reduce this. With the amount of waste being left behind the best way to stop this is to put more bins around for people to put waste in. These bins would have to be checked regularly as they would be full quickly. The diesel energy which is being used to store power a lot of the area can be replaced with electrical power. This would be a lot more efficient and would do a lot less damage to the environment. The area that a festival is done in could take place in a larger populated area. This then allows more accommodation for people so there is more room and it will also cause less litter as it would have more bins.

By contrast, this is a response worth full marks.

The trend for 'going green' is influencing leisure organisations that plan and hold music festivals.

(b) Suggest ways that festival organisers could make sure that music festivals are more environmentally friendly.

In your answer you could consider:

- 3 Rs
- waste
- energy
- transport.

(6) 6 Q04b

Some ways to make music festivals more environmentally friendly are firstly, instead of using diesel generators use solar powered generators in the day and use back up ones in the night. Secondly, put more recycle bins around with a clear sign of what and what not to put in it. Also they could use toilets with environmentally friendly chemicals in them instead of harmful chemicals. and lastly they could hire people to go around the whole site and pick up any rubbish they find and put it in the correct bin either normal bin or recycling bin.

The difference is evident; here the candidate has suggested lots of ways with little explanation.

### Examiner Tip for Students:

Read the question carefully. Here examiners were looking for your ideas on what ways the festivals could become greener. The question did not ask you to 'give reasons' or 'explain how' so there was no need to give an explanation.

#### 4c)

This question was answered fairly well by most candidates and 46% gained at least three marks. Identifying advantages was most successful with many scoring both marks with popular responses related to 'more publicity', 'better reputation', 'use to advertise/promote', 'get more customers'. However, disadvantages proved trickier and many candidates struggled to gain both marks for disadvantages, the most popular responses related to 'it might put people off going', 'costs money/too expensive'. Some candidates gave general advantages and disadvantages and these were credited to a maximum of 1 mark for each this series. Some vague disadvantages were seen relating to people ignoring rules, having to maintain the award, might lie, might not stick to the rules, may lose the award did not score any marks.

This is a typical weak response:

(c) A green award scheme has been created for music festivals. It is called a 'Greener Festival Award'.

(i) Identify **two advantages** to organisations of gaining an award under the 'Greener Festival Award' scheme.

1 They are helping their environment by recycling (2) 1 Q04

2 keeps the air area clean from litter

(ii) Identify **two disadvantages** to organisations of gaining an award under the 'Greener Festival Award' scheme.

1 people will ignore the award and keep dropping litter (2) 0 Q04

2 People won't recycle

There is clearly some misunderstanding of the question, 1 mark was gained for general advantage.

Here is an example of a response worth full marks:

(c) A green award scheme has been created for music festivals. It is called a 'Greener Festival Award'.

(i) Identify **two advantages** to organisations of gaining an award under the 'Greener Festival Award' scheme.

(2) 2 Q04ci

- 1 The festivals reputation could increase as they are showing care for the environment
- 2 New customers that were initially against environmentally harmful festivals may now go to festivals.

(ii) Identify **two disadvantages** to organisations of gaining an award under the 'Greener Festival Award' scheme.

(2) 2 Q04ci

- 1 Some people find that going green is not 'cool'.
- 2 The festival would ~~lose~~ suffer because going green is expensive

The candidate has written more than would be expected for the command 'identify'.

### Summary

It was pleasing to see that overall, many candidates showed a good understanding of the unit and attempted to answer all the questions. Where scores were disappointing it was felt that these issues are not insurmountable and can be overcome in the next series.

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