

# INTERNATIONAL GCSE

Urdu, Gujarati, Tamil, Turkish,  
Swahili, Sinhala, Hindi

## Specification

Edexcel International GCSEs in Urdu (4UR0),  
Gujarati (4GU0), Tamil (4TA0), Turkish (4TU0),  
Swahili (4SW0), Sinhala (4SI0)

First examination 2012

Edexcel International GCSE in Hindi (4HN0)

First examination 2013

Issue 3

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Authorised by Martin Stretton  
Prepared by Laura Bolin  
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## Introduction

The Edexcel International General Certificate of Secondary Education (International GCSE) in Urdu, the Edexcel International GCSE in Gujarati, the Edexcel International GCSE in Tamil, the Edexcel International GCSE in Turkish, the Edexcel International GCSE in Swahili, the Edexcel International GCSE in Sinhala and the International GCSE in Hindi are designed for use in schools and colleges. They are part of a suite of International GCSE qualifications offered by Edexcel.

## Key subject aims

The aim of these Edexcel International GCSEs is to provide a framework for the development of written and transmission skills combined with the practical application of the grammar of the target language. Transmission skills are defined as transfer of meaning and translation skills.

These International GCSEs enable students to:

- understand the written forms of the target language within defined contexts
- communicate effectively in the target language, through writing skills, using a range of vocabulary and structures
- develop knowledge and understanding of the grammar of the target language and its practical application
- develop transmission skills from English into the target language and from the target language into English
- develop positive attitudes to language learning
- build a suitable foundation for further study of the target language.

## About this specification

### Key features and benefits of the specification

- A list of defined topics on which the examination will be based.
- Uniform assessment criteria on which teachers can base their teaching.



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## Specification at a glance

The Edexcel International GCSEs in Urdu, Gujarati, Tamil, Turkish, Swahili, Sinhala and Hindi are each assessed through one externally assessed paper.

<b>Paper 1</b>	<b>Paper code:</b> <b>4UR0/01 (Urdu)</b> <b>4GU0/01 (Gujarati)</b> <b>4TA0/01 (Tamil)</b> <b>4TU0/01 (Turkish)</b> <b>4SW0/01 (Swahili)</b> <b>4SI0/01 (Sinhala)</b> <b>4HN0/01 (Hindi)</b>
<ul style="list-style-type: none"><li>• Externally assessed</li><li>• Availability: June series</li><li>• First assessment – Urdu, Gujarati, Tamil, Turkish, Swahili, Sinhala: June 2012</li><li>• First assessment – Hindi: June 2013</li></ul>	
<p>Overview of content</p> <ul style="list-style-type: none"><li>• This qualification enables students to gain understanding and appreciation of the target language.</li></ul> <p>Students will develop competence in:</p> <ul style="list-style-type: none"><li>• reading and writing in the target language</li><li>• translating from English into the target language and from the target language into English with accuracy using a broad range of vocabulary and idiomatic expressions, and adopting an appropriate formal style and tone.</li></ul>	
<p>Overview of assessment:</p> <ul style="list-style-type: none"><li>• this qualification is assessed through a 3-hour examination paper, set and marked by Edexcel</li><li>• the total number of marks available is 100</li><li>• the paper will be a question and answer booklet and all questions in the paper are compulsory</li><li>• the paper will consist of <b>four</b> questions:<ul style="list-style-type: none"><li>– question 1 (15 marks): translate sentences in English into the target language</li><li>– question 2 (25 marks): translate a passage in English into the target language</li><li>– question 3 (25 marks): translate a passage in the target language into English</li><li>– question 4 (35 marks): write an essay in the target language (students have to write an essay on <b>one</b> of four subjects given)</li></ul></li><li>• dictionaries or other translation devices must not be used in the examination.</li></ul>	



# Qualification content

## Knowledge and understanding

These Edexcel International GCSEs require students to demonstrate knowledge and understanding of:

- application of grammatical rules with accuracy
- appropriate formal style and tone in the target language
- language conventions such as correct punctuation and accuracy in spelling
- the grammatical system and a range of structures.

## Skills

These Edexcel International GCSEs require students to demonstrate:

- translating English into the target language
- translating the target language into English
- writing essays in the target language
- flexibility when communicating in writing
- manipulating the language accurately to organise facts and ideas, and presenting explanations, opinions and information in writing.



# Paper 1

## Overview of content

This qualification enables students to gain an accurate understanding and appreciation of the target language.

Students will develop competence in:

- reading and writing in the target language
- translating from English into the target language and from the target language into English with accuracy, using a broad range of vocabulary and idiomatic expressions, as well as adopting an appropriate formal style and tone.

## Overview of assessment

- This qualification is assessed through a 3-hour examination paper, set and marked by Edexcel.
- The total number of marks available is 100.
- The paper will be a question and answer booklet and all questions are compulsory.
- The paper will consist of **four** questions:
  - question 1 (15 marks): translate sentences in English into the target language
  - question 2 (25 marks): translate a passage in English into the target language
  - question 3 (25 marks): translate a passage in the target language into English
  - question 4 (35 marks): write an essay in the target language (students have to write an essay on **one** of four subjects given).
- Dictionaries must not be used in the examination.

## Topic areas

All questions will be set in the context of the following topic and sub-topic areas. These topics will enable students and teachers to focus on appropriate vocabulary.

Topic areas	Sub-topic areas
<b>Topic area A</b> Home and abroad	Life in the town and rural life Weather and climate Travel, transport and directions Holidays and tourist information Services (for example telephone, bank, post office) Customs and religion Everyday life and traditions in target language countries and communities
<b>Topic area B</b> Education and employment	Childhood School life and routine Work/careers Future plans

<b>Topic areas</b>	<b>Sub-topic areas</b>
<b>Topic area C</b> House, home and daily routine	Types of home Information about self, family and friends Helping about the house Food and drinks
<b>Topic area D</b> The modern world and the environment	Current affairs and social issues Environmental issues The media (TV, film, radio, newspapers) Information and communication technology (internet, mobile phones, email)
<b>Topic area E</b> Social activities, fitness and health	Special occasions Hobbies, interests, sports and exercise Shopping and money matters Accidents, injuries, common ailments and health issues

## Summary of the specification content

### Grammar

Students are expected to acquire knowledge and understanding of the grammar of the target language during their course. In the examination students will be required to apply their knowledge and understanding, drawing from the grammar list available on the Edexcel website ([www.edexcel.com](http://www.edexcel.com)).

## Assessment criteria

Assessment criteria reflect the standard expected for International GCSEs. It is, therefore, not necessary for students to perform 'perfectly' in order to attract the highest marks available in each assessment criteria grid.

### Major errors

These may include, for example, consistent mismatching of subject and verb forms, use of inappropriate tenses and/or incorrect vocabulary.

### Minor errors

These may include, for example, the occasional omission of accents, incorrect gender, article, or slight spelling errors.

### Awarding marks

Marks are awarded positively using the assessment criteria grids on the following pages. The mark awarded reflects the extent to which the task as a whole has been communicated and completed successfully. To determine if a student should gain the upper or lower number of marks in the mark range box, it is important to refer to the boxes above and below. If the student's performance borders more on the performance indicated in the box below than the box above, then the lower mark is allocated. On certain occasions, a student's performance may require a 'best fit' mark.

## Assessment criteria grids

### Question 1 – Practical application of grammar

Two marks for each of five sentences are awarded for **communication**, plus a global mark for **quality of language**.

Criteria	Descriptor	Mark range
Communication	No relevant communication.	0
	At least half the sentence is correctly communicated in the target language.	1
	Fully communicated in the target language, although with some ambiguity in the expression.	2

The **quality of language** assessment criteria grid is applied **globally** to all **five** sentences.

Criteria	Descriptor	Mark range
Quality of language	No language worthy of credit.	0
	Frequent basic errors with only isolated examples of accurate language.	1
	High incidence of error which impedes communication at times; inconsistent.	2
	Accuracy variable with some basic errors.	3
	Level of accuracy generally secure but incidence of error increases in more complex language.	4
	High level of accuracy with only minor errors.	5

### Questions 2 and 3 – Translation

Criteria	Descriptor	Mark range
Transmission	No language worthy of credit.	0
	Only the very basic points are transmitted successfully with some very straightforward sections totally misunderstood. Style is often incomprehensible. Communication is frequently impaired.	1–3
	Only the more straightforward and concrete point are transmitted successfully. Very little or no awareness of nuance and/or idiom. Several sections totally misunderstood. Style is incoherent with communication impaired at times.	4–6
	The main points, usually narrative and concrete, are conveyed successfully for the most part, although problems are encountered with more complex language. Inference, nuance and idiom transmitted successfully. Some passages misunderstood and attempts at rephrasing only partially successful. The style is not always coherent.	7–9
	A generally competent rendering of the original text with grasp of most detail, nuance and idiom. Some passages, usually more complex, misinterpreted. Some successful attempts at rephrasing. Style is generally pleasant to read.	10–12
	Excellent transmission skills with clear grasp of detail. Excellent transfer of inference, nuance and idiom. Pleasant to read.	13–15

<b>Criteria</b>	<b>Descriptor</b>	<b>Mark range</b>
Quality of language	No language worthy of credit.	0
	A very high incidence of basic errors in all aspects of grammar, syntax and morphology. Basic lexis and structures appropriate to the task are unknown. No awareness of tense concept/time sequence. Large sections totally misunderstood. Communication impaired. Very little worthy of credit.	1-2
	Some inaccuracies in basic grammar, although narrative sections, usually short and straightforward, are in general correct. Use of Lexis and structures appropriate to the task is restricted often with some quite basic items unknown. At times some fairly basic problems with tense concept/time sequence. Use of given adjectives and/or adverbial phrases occasionally evident, though these are likely to be only partially successful. Often quite difficult to follow.	3-4
	Largely accurate when using simple, short phrases: incidence of errors increases in more complex language. Lexis and structures appropriate to the task tend to be adequate, with several items unknown. Problems at times with tense concept/time sequence. Some use of given adjectives and/or adverbial phrases with some degree of success. About half of what is written should be free of major errors. Not always easy to read.	5-6
	A high level of accuracy overall, however occasional basic errors, usually in more complex language. Use a wide range of lexis and structures appropriate to the task with occasional lapses. Grasp of tense concept/time sequence generally secure, although occasional lapses are evident. Pleasant to read for the most part.	7-8
	A very high level of accuracy with only minor errors. Confident use of a wide range of lexis and structures appropriate to the task. Excellent grasp of tense concept/time sequence. Very pleasant to read overall, although not necessarily faultless.	9-10

#### Question 4 – Writing

This question attracts marks for **communication and content** and **quality of language**.

Criteria	Descriptor	Mark range
Communication and content	No language worthy of credit.	0
	Task generally misunderstood with little relevant information conveyed. Much ambiguity, confusion and omission. Level of response minimal with only a few relevant phrases. Communication largely impaired. Time sequences rarely correct. Largely incomprehensible with the exception of isolated items. Very difficult to read.	1–4
	Main points of the task understood but some points totally misunderstood. Some major omissions with a degree of irrelevance and/or repetition. Level of response fairly limited with little opinion and justification appropriate to the task. Predominantly simple, concrete sentences for the most part. Some evidence of correct time sequences but mostly inconsistent and insecure. Just comprehensible overall, however with a marked degree of ambiguity. Not easy to read.	5–8
	Majority of the task completed, however, some significant omissions. There may be some irrelevance. Goes beyond a minimal response with some expansion of ideas and straightforward opinion relevant to the task. Time sequences show a degree of ambiguity at times. Comprehensible overall with some attempt to link the piece into a coherent whole. Ambiguous in places especially in more ambitious language. Tends to be somewhat predictable.	9–12
	Responds to nearly all of the task, although there may be some omissions. Some relevant expansion at times. Provides evidence of description, narration and opinion as appropriate to the task. Time sequence generally sound with occasional lapses. A generally well structured piece of writing. A sound attempt overall to link the piece into a coherent whole, however with some lapses. May be a little pedestrian and predictable or somewhat over-ambitious at times.	13–16
	Responds fully and appropriately to the stimulus with excellent and relevant expansion. Gives detailed descriptions, expresses and justifies opinions as appropriate to the task. The time sequence is clear and unambiguous. A coherent piece of writing which is pleasant to read.	17–20

Question 4 – Writing *continued*

Criteria	Descriptor	Mark range
Quality of language	No language worthy of credit.	0
	A high level of inaccuracy with frequent and basic errors in grammar, syntax and morphology. There may be the occasional correct phrase. No awareness of tense concept/time referents. Vocabulary very basic with little or no evidence of correct use of basic structures. Communication is severely impaired overall. Extremely difficult to read.	1–3
	Accuracy is inconsistent with frequent basic errors in grammar, syntax and morphology. Simple, short sentences are sometimes correct, but very little beyond this. Range of vocabulary and structure very limited. Use of tense concept/time referents limited and often inappropriate. Limited success in attempts at enhancement of fact with adjectives and/or adverbial phrases. Not easy to read.	4–6
	Fairly accurate in simple language, however tends to be inconsistent in application of grammar, syntax and morphology when attempting more complex language. Range of vocabulary, idiom and structure standard and somewhat predictable. Some inconsistency in use of tense concept/time referents. Some attempts at subordination and sentence linking which are only partially successful. Attempts enhancement of fact with adjectives and/or adverbial phrases with moderate success. About half of what is written should be free of major errors. Despite inaccuracies, the basic message is conveyed.	7–9
	Generally accurate and secure in grammar, syntax and morphology, with some lapses. Accuracy less secure when more complex language is attempted. Use of a good range of vocabulary, idiom and structure, which are for the most part appropriate to the task. Attempts at more ambitious structures not always successful. Generally a secure grasp of tense concept/time referents. Manipulates language to suit the task however with some errors. A wide range of vocabulary, idiom and structure may compensate for a lower level of accuracy. Generally easy to read despite the errors.	10–12

Criteria	Descriptor	Mark range
Quality of language <i>continued</i>	Predominantly accurate. Free of all but minor errors in grammar, syntax and morphology. Use of a wide range of vocabulary, idiom and structure appropriate to the task with very little or no repetition. Excellent use of tense concept/time referents. Excellent examples of subordination and appropriate use of more complex structures. Clear ability to manipulate language with a high degree of accuracy to suit the purpose. Very pleasant to read, though not necessarily faultless.	13–15



# Assessment

## Assessment summary

Paper 1 is externally assessed through a 3-hour examination paper.

### Summary of table of assessment

<b>Paper 1</b>	<b>Paper code:</b>	<b>4UR0/01 (Urdu)</b> <b>4GU0/01 (Gujarati)</b> <b>4TA0/01 (Tamil)</b> <b>4TU0/01 (Turkish)</b> <b>4SW0/01 (Swahili)</b> <b>4SI0/01 (Sinhala)</b> <b>4HN0/01 (Hindi)</b>
<ul style="list-style-type: none"><li>• This qualification is assessed through a 3-hour examination paper set and marked by Edexcel.</li><li>• The total number of marks available is 100.</li><li>• The paper will be a question and answer booklet and all questions in the paper are compulsory.</li><li>• The paper will consist of <b>four</b> questions.</li><li>• Dictionaries or other translation devices must not be used in the examination.</li></ul>		

## Assessment Objectives and weightings

	<b>% in INTERNATIONAL GCSE</b>
AO1: understand contemporary written texts in the target language and translate them into English.	25%
AO2: understand contemporary written texts in English and translate them into the target language.	40%
AO3: communicate in continuous writing showing knowledge of and applying accurately the grammar and structures of the target language.	35%
<b>TOTAL</b>	<b>100%</b>

# Entering your students for assessment

## Student entry

Details of how to enter students for this qualification can be found in Edexcel's *International Information Manual*, copies of which are sent to all active Edexcel centres. The information can also be found on Edexcel's international website: [www.edexcel-international.org/sfc/academic/infomanual/](http://www.edexcel-international.org/sfc/academic/infomanual/)

## Combinations of entry

There are no forbidden combinations.

## Access arrangements and special requirements

Edexcel's policy on access arrangements and special considerations for GCE, GCSE, International GCSE, and Entry Level qualifications aims to enhance access to the qualifications for students with disabilities and other difficulties without compromising the assessment of skills, knowledge, understanding or competence.

Please see the Edexcel website ([www.edexcel.com/policies](http://www.edexcel.com/policies)) for:

- the Joint Council for Qualifications (JCQ) policy *Access Arrangements, Reasonable Adjustments and Special Consideration*
- the forms to submit for requests for access arrangements and special considerations
- dates for submission of the forms.

Requests for access arrangements and special considerations must be addressed to:

Special Requirements  
Edexcel  
One90 High Holborn  
London WC1V 7BH

## Assessing your students

### Urdu, Gujarati, Tamil, Turkish, Swahili and Sinhala

For Urdu, Gujarati, Tamil, Turkish, Swahili and Sinhala the first assessment opportunity for Paper 1 will take place in the June 2012 series and in each following June series for the lifetime of the specification.

Paper	June 2012	June 2013	June 2014
Paper 1	✓	✓	✓

### Hindi

For Hindi, the first assessment opportunity for Paper 1 will take place in the June 2013 series and in each following June series for the lifetime of the specification.

Paper	June 2013	June 2014
Paper 1	✓	✓

## **Awarding and reporting**

The grading, awarding and certification of these qualifications will follow the processes outlined in the current GCSE/GCE Code of Practice, which is published by the Office of Qualifications and Examinations Regulation (Ofqual). The International GCSE qualification will be graded and certificated on an eight-grade scale from A\* to G.

Students whose level of achievement is below the minimum standard for Grade G will receive an unclassified U. Where unclassified is received it will not be recorded on the certificate.

The first certification opportunity for the Edexcel International GCSEs in Urdu, Gujarati, Tamil, Turkish, Swahili and Sinhala will be 2012.

The first certification opportunity for the Edexcel International GCSE in Hindi will be 2013.

Students whose level of achievement is below the minimum judged by Edexcel to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.

## **Language of assessment**

Assessment materials contain questions written in English and the target language. Work submitted for examination must be produced in English or the target language, as required by the question.

## **Malpractice and plagiarism**

For up-to-date advice on malpractice and plagiarism, please refer to the JCQ's *Suspected Malpractice in Examinations: Policies and Procedures* document on the JCQ website [www.jcq.org.uk/](http://www.jcq.org.uk/)

## **Student recruitment**

Edexcel's access policy concerning recruitment to our qualifications is that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

## **Progression**

These qualifications support progression to:

- any Level 3 qualification in the target language
- further training or employment.

## Grade descriptions

The following grade descriptions indicate the level of attainment characteristic of the given grade at International GCSE. They give a general indication of the required learning outcomes at each specified grade. The descriptions should be interpreted in relation to the content outlined in the specification; 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 examination may be balanced by better performances in others.

### Grade A

#### Translation

Candidates can:

- identify and transmit effectively virtually all the main points of the text
- recognise and transmit most points of detail in the text
- recognise and transmit most points of view, attitudes and emotions in the text
- demonstrate an ability to understand and transmit most sections containing inference in the text
- show an ability to understand and transmit effectively for the most part more complex lexis, structures and idioms in the text
- produce a largely coherent and accurate version of the original text in the relevant language.

#### Writing

Candidates can:

- narrate events and give and justify opinions effectively
- produce longer, more varied sentences using a wide range of lexis and structures, with appropriate use of tense concepts/time referents
- produce spelling, grammar and syntax that is largely accurate
- produce a style that is nearly always fluent and appropriate to the purpose.

### Grade C

#### Translation

Candidates can:

- identify and transmit effectively some of the main points of the text, although they encounter problems with certain points of detail and more complex language
- demonstrate the ability to recognise and transmit attitudes and points of view with varying degrees of success
- recognise and transmit effectively some sections of the text containing idiom and inference, whilst experiencing some problems
- recognise and transmit effectively familiar language in unfamiliar contexts, whilst experiencing some problems
- produce a reasonable version of the original text, however with several sections not fully understood.

## **Writing**

Candidates can:

- narrate factual events with some success, although they experience some difficulty with more abstract language
- express straightforward personal opinions, although they may not always be justified
- function effectively overall in the main clauses, although there may not be many successful examples of subordination and/or more complex language
- deploy a range of vocabulary and structures that is generally appropriate, although somewhat restricted, with evidence of some problems with tense concept/time referents
- produce spelling, grammar and syntax that contains errors of varying degrees of seriousness, but communication is rarely impaired
- produce a style that is basic, however with occasional, appropriate use of more unusual lexis and structures at times.

## **Grade F**

### **Translation**

Candidates can:

- identify and transmit a limited number of points from the original texts, which are predominantly straightforward and concrete
- identify and transmit basic points of view with limited success
- produce some sections of coherent and straightforward transmission, although these may contain frequent errors of style and interpretation.

### **Writing**

Candidates can:

- write in short sentences and/or phrases with little or no use of subordination
- narrate basic events with little or no attempt at personal opinions
- use a range of lexis and structures (simple sentences or phrases) that is very restricted, with frequent evidence of significant problems with tense concept and/or time referents
- produce spelling, grammar and syntax that contains frequent errors, some of a very basic nature, but the overall message communicates
- produce a style that is basic, with very little use of more complex structures and lexis with frequent errors.



# Support and training

## Edexcel support services

Edexcel has a wide range of support services to help you implement this qualification successfully.

**ResultsPlus** – ResultsPlus is an application launched by Edexcel to help subject teachers, senior management teams, and students by providing detailed analysis of examination performance. Reports that compare performance between subjects, classes, your centre and similar centres can be generated in 'one-click'. Skills maps that show performance according to the specification topic being tested are available for some subjects. For further information about which subjects will be analysed through ResultsPlus, and for information on how to access and use the service, please visit [www.edexcel.com/resultsplus](http://www.edexcel.com/resultsplus)

**Ask the Expert** – This free service puts teachers in direct contact with over 200 senior examiners, moderators and external verifiers who will respond to subject-specific queries about International GCSEs and other Edexcel qualifications.

You can contact our experts via email or by completing our online form. Go to [www.edexcel.com/ask](http://www.edexcel.com/ask) for contact details.

### Support for Students and Learners

Learning flourishes when students take an active interest in their education; when they have all the information they need to make the right decisions about their futures. With the help of feedback from students and their teachers, we've developed a website for students that will help them:

- Understand subject specifications
- Access past papers and mark schemes
- Find out how to get exams remarked
- Learn about other students' experiences at university, on their travels and entering the workplace.

We're committed to regularly updating and improving our online services for students. The most valuable services we can provide is helping schools and colleges unlock the potential of their learners.

[www.edexcel.com/students](http://www.edexcel.com/students)

## Training

A programme of professional development and training courses, covering various aspects of the specification and examination, will be arranged by Edexcel. Full details can be obtained from our website: [www.edexcel.com](http://www.edexcel.com)









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