

Pearson Edexcel Level 1 Certificate in Essential Skills – Application of Number

Pearson Edexcel Level 2 Certificate in Essential Skills – Application of Number

(Northern Ireland)

Specification

First teaching September 2016

Edexcel, BTEC and LCCI qualifications

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualification websites at www.edexcel.com, www.btec.co.uk or www.lcci.org.uk. Alternatively, you can get in touch with us using the details on our contact us page at qualifications.pearson.com/contactus

About Pearson

Pearson is the world's leading learning company, with 40,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at qualifications.pearson.com

References to third party material made in this specification are made in good faith. Pearson does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

All information in this specification is correct at time of publication.

ISBN 978 1 446 93320 6

All the material in this publication is copyright
© Pearson Education Limited 2016

Contents

1	Qualifications overview	1
2	Introduction	3
	Qualification titles covered by this specification	3
	Qualification purpose	3
	Relationship with previous qualifications	3
	Progression opportunities	3
3	Centre requirements	4
4	Access and recruitment	5
	Prior knowledge, skills and understanding	5
	Access to qualifications for learners with disabilities or specific needs	5
5	Delivery	6
6	Assessment	7
	Language of assessment	7
	Sample assessment materials	7
	Administrative arrangements for assessment	8
	Access arrangements requests	8
	Granting reasonable adjustments	8
	Special consideration requests	8
	Conducting external assessments	9
	Dealing with malpractice in assessment	10
	Learner malpractice	10
	Teacher/centre malpractice	10
	Sanctions and appeals	11
7	Entry and results	12
	Learner entry	12
	Results	12
	Resitting	12
8	Pearson Edexcel Level 1 Certificate in Essential Skills – Application of Number	13
	Assessment structure at Level 1	15
9	Pearson Edexcel Level 2 Certificate in Essential Skills – Application of Number	16
	Assessment structure at Level 2	18
10	Further information and useful publications	19
11	Support from Pearson	20

1 Qualifications overview

Qualification title	Pearson Edexcel Level 1 Certificate in Essential Skills – Application of Number
Qualification Number (QN)	603/0440/6
Regulation start date	02/09/2016
Operational start date	01/09/2016
Approved age ranges	14–16 16–18 19+
Total qualification time (TQT) ¹	60 hours
Guided learning (GL)	45 hours.
Assessment	External assessment (see <i>Section 6 Assessment</i>).
Grading information	The qualification and assessment are graded pass/fail.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow our access and recruitment policy (see <i>Section 4 Access and recruitment</i>).

Qualification title	Pearson Edexcel Level 2 Certificate in Essential Skills – Application of Number
Qualification Number (QN)	603/0439/X
Regulation start date	02/09/2016
Operational start date	01/09/2016
Approved age ranges	14–16 16–18 19+
Total Qualification Time (TQT) ¹	60 hours
Guided learning (GL)	45 hours
Assessment	External assessment (see <i>Section 6 Assessment</i>).
Grading information	The qualification and assessment are graded pass/fail.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow our access and recruitment policy (see <i>Section 4 Access and recruitment</i>).

¹ All qualifications have a Total Qualification Time (TQT) value that indicates the size of the qualification.

TQT is the estimated number of notional hours that could reasonably be expected by a learner for them to achieve and demonstrate the achievement of the attainment required for the qualification to be awarded.

TQT consists of:

- (a) the number of hours assigned for Guided Learning (GL)
- (b) an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by, but not under the immediate guidance or supervision of a teacher, tutor, assessor or other appropriate provider of education or training.

2 Introduction

The Essential Skills qualifications in Application of Number and Communication at Levels 1 and 2 have been redeveloped in response to the Department for the Economy's (DfE) review of Essential Skills qualifications. They apply to a wider cohort of learners with increased emphasis on rigour of assessment.

The Council for the Curriculum, Examinations and Assessment Regulator (CCEA Regulation) Essential Skills criteria have been used as a basis for this specification.

Qualification titles covered by this specification

- Pearson Edexcel Level 1 Certificate in Essential Skills – Application of Number
- Pearson Edexcel Level 2 Certificate in Essential Skills – Application of Number

Qualification purpose

Essential Skills Application of Number qualifications have been designed to give learners in Northern Ireland the skills to operate confidently, effectively and independently in education, work and everyday life. The qualifications focus on the practical application of these skills.

The aims of Essential Skills Application of Number qualifications are to develop understanding and skills in:

- **representing** – selecting the mathematics and information to model a situation
- **calculating** – processing and using mathematics
- **interpreting** – interpreting and presenting findings.

Relationship with previous qualifications

These qualifications are direct replacements for the Pearson Edexcel Level 1 Certificate in Essential Skills – Application of Number (600/8790/0) and the Pearson Edexcel Level 2 Certificate in Essential Skills – Application of Number (600/8793/6), which will expire shortly.

Progression opportunities

Learners who achieve the Pearson Edexcel Level 1 Certificate in Essential Skills – Application of Number can progress to the Pearson Edexcel Level 2 Certificate in Essential Skills – Application of Number. Essential Skills qualifications also serve as a progression route to GCSEs. Additionally, Essential Skills qualifications are currently a component of Apprenticeship frameworks in Northern Ireland, and as such offer opportunity for progression in employment through Apprenticeships.

3 Centre requirements

All centres are required to enter into an approval agreement with Pearson, in which the head of centre or principal agrees to meet all the requirements of the qualification specification and to comply with the policies, procedures, codes of practice and regulations of Pearson and relevant regulatory bodies. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of centre or qualification approval.

As part of the approval process, centres must make sure that the resource requirements below are in place before offering the qualifications.

- Centres must have appropriate physical resources (for example IT, learning materials, teaching rooms) to support delivery and assessment.
- Staff involved in the assessment process must have relevant expertise and occupational experience.
- Centres must have appropriate health and safety policies in place that relate to the use of equipment by learners.
- Centres must deliver the qualifications in accordance with current equality legislation. For further details on Pearson's commitment to equality, please see *Section 4 Access and recruitment*.

4 Access and recruitment

Our policy on access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres must ensure that their learner recruitment process is conducted with integrity. This includes ensuring that applicants have appropriate information and advice about the qualification to ensure that it will meet their needs.

Centres should review applicants' prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

Prior knowledge, skills and understanding

No prior knowledge, skills, understanding or qualifications are required for learners to register for this qualification.

Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality and Diversity Policy requires all learners to have equal opportunity to access our qualifications and assessments and that our qualifications are awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

For learners with disabilities and specific needs, the assessment of their potential to achieve the qualification must identify, where appropriate, the support that will be made available to them during delivery and assessment of the qualification.

5 Delivery

Centres are free to offer these qualifications using any mode of delivery (for example full-time, part-time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must make sure that learners have access to the resources identified in the specification and to the subject specialists delivering qualifications.

Centres may also wish to access the Initial Assessment Tool available at qualifications.pearson.com/en/qualifications/edexcel-functional-skills/teaching-support/initial-assessment-tool.html

6 Assessment

The table below gives a summary of the assessment methods used in the qualifications.

Overview of assessment

- Externally assessed through a 1-hour and 30-minute examination paper, set and externally marked by Pearson.
- The assessment model for all components is summative and should be conducted after a period of teaching and learning.
- There will be a single assessment for each qualification.
- Available in paper-based or onscreen formats.
- Both paper-based and onscreen assessments are available on demand, throughout the academic year.
- The assessment for each qualification, and the qualifications overall, are graded pass/fail.

In administering external assessments, centres need to be aware of the specific procedures and policies that apply to, for example, registration, entries and results. More information can be found in our *UK Information Manual*, available on our website.

Language of assessment

Assessments for these qualifications will be available in English only.

A learner taking the qualifications may be assessed in British or Irish Sign Language where it is permitted for the purpose of reasonable adjustment.

For further information on access arrangements, please refer to *Administrative arrangements for assessment* later in this section.

Sample assessment materials

A set of sample assessment materials (SAMs) are available in paper-based and onscreen formats for both levels of the Pearson Edexcel Certificate in Essential Skills – Application of Number qualifications. The SAMs are there to provide an example of what the external assessment will look like in terms of the feel and level of demand of the assessment.

SAMs show the range of possible question types that may appear in the actual assessments and give a good indication of how the assessments will be structured.

While SAMs can be used for practice with learners, as with any assessment the content covered and specific details of the questions asked will change in each assessment. A copy of each of these assessments can be downloaded from the qualification page on our website.

Administrative arrangements for assessment

It is essential that learners have full knowledge of the skills standards before being entered for the test.

Centres need to make sure that learners are:

- fully prepared to sit the external assessments
- entered for the tests at appropriate times, with due regard for resit opportunities as necessary.

Information about registering learners for the test and the systems requirements for delivering the onscreen tests is available on our website.

Access arrangements requests

Access arrangements are agreed with Pearson before an assessment. They allow learners with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

Access arrangements should always be processed at the time of registration.

Learners will then know what types of arrangements are available in place for them.

No arrangements for exemptions exist for Essential Skills Application of Number.

Granting reasonable adjustments

For external assessment, a reasonable adjustment is one that Pearson agrees to make for an individual learner. A reasonable adjustment is defined for the individual learner and informed by the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, including:

- the needs of the learner with the disability
- the effectiveness of the adjustment
- the cost of the adjustment; and
- the likely impact of the adjustment on the learner with the disability and other learners.

Adjustment may be judged unreasonable and not approved if it involves unreasonable costs, timeframes or affects the integrity of the assessment.

Special consideration requests

Special consideration is an adjustment made to a learner's mark or grade after an external assessment to reflect temporary injury, illness or other indisposition at the time of the assessment. An adjustment is made only if the impact on the learner is such that it is reasonably likely to have had a material effect on that learner being able to demonstrate attainment in the assessment.

Centres are required to notify us promptly of any learners who they believe have been adversely affected and request that we give special consideration.

Further information can be found in the special requirements section on our website.

Conducting external assessments

Centres must make arrangements for the secure delivery of external assessments. All centres offering external assessments must comply with:

- the current Joint Council for Qualifications (JCQ) document ***Instructions for Conducting of Examinations (ICE)***, which is updated each academic year, available on the our website
- the Pearson document ***Instructions for the Conduct of Examinations, Essential Skills (Northern Ireland) Levels 1 and 2***, available on our website.

Dealing with malpractice in assessment

Malpractice means acts that undermine the integrity and validity of assessment, the certification of qualifications and/or may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actions (or attempted actions) of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where incidents (or attempted incidents) of malpractice have been proven.

Malpractice may arise or be suspected in relation to any type of assessment within the qualification. For further details on malpractice and advice on preventing malpractice by learners, please see Pearson's *Centre Guidance: Dealing with Malpractice*, available on our website.

The head of centre must report all cases of suspected of actual malpractice to pqsmalpractice@pearson.com

Learner malpractice

The head of centre is required to report incidents of suspected learner malpractice that occur during Pearson examinations. We ask centres to complete JCQ Form M1 (www.jcq.org.uk/malpractice) and email it with any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc) to the Investigations Team at pqsmalpractice@pearson.com

The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Teacher/centre malpractice

The head of centre is required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. The head of centre is requested to inform the Investigations Team by submitting a JCQ M2(a) form (downloadable from www.jcq.org.uk/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff, anonymous informants), the Investigations Team will conduct the investigation directly or may ask the head of centre to assist.

Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of learners) should also be reported to the Investigations Team using the same method.

Heads of centres/principals/chief executive officers or their nominees are required to inform learners and centre staff suspected of malpractice of their responsibilities and rights, please see 6.15 of the JCQ document *Suspected Malpractice in Examinations and Assessments: Policies and Procedures*

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may not be released or they may be withheld.

We reserve the right to withhold certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

Sanctions and appeals

Where malpractice is proven, we may impose sanctions or penalties.

Where learner malpractice is evidenced, penalties may be imposed such as:

- mark reduction for affected external assessments
- disqualification from the qualification
- debarment from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures we may impose sanctions such as:

- working with centres to create an improvement action plan
- requiring staff members to receive further training
- placing temporary blocks on the centre's certificates
- placing temporary blocks on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the head of centre (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in our *Enquiries and Appeals about Pearson Vocational Qualification Policy* on our website. In the initial stage of any aspect of malpractice, please notify the Investigations Team (via pqsmalpractice@pearson.com) who will inform you of the next steps.

7 Entry and results

Learner entry

Details of learner entry requirements and codes can be found in our *UK Information Manual*, which is sent to all examinations officers. The *UK Information Manual* is regularly updated and can also be found on our website.

Results

The assessment and overall qualification are graded pass/fail. The result for a learner who fails to reach the minimum standard for a Pass to be awarded will be recorded as U (unclassified) and will not be certificated.

Resitting

If learners do not pass, they may resit the assessment. Learners must take a different version of the test to that originally taken.

8 Pearson Edexcel Level 1 Certificate in Essential Skills – Application of Number

Level: 1
Guided learning: 45

The Level 1 Essential Skills qualifications in Application of Number assesses the following three components.

Representing - selecting the mathematics and information to model a situation	Calculating - processing and using mathematics	Interpreting - interpreting and presenting findings
<ul style="list-style-type: none"> Learners recognise that a situation has aspects that can be represented using mathematics Learners make an initial model of a situation using suitable forms of representation Learners decide on the methods, operations and tools, including information and communication technology (ICT), to use in a situation Learners select the mathematical information to use 	<ul style="list-style-type: none"> Learners use appropriate mathematical procedures Learners examine patterns and relationships Learners change values and assumptions or adjust relationships to see the effects on answers in models Learners find results and solutions 	<ul style="list-style-type: none"> Learners interpret results and solutions Learners draw conclusions in light of situations Learners consider the appropriateness and accuracy of results and conclusions Learners choose appropriate language and forms of presentation to communicate results and solutions

The criteria for this qualification specify requirements in terms of skill standards, and coverage and range.

To pass this qualification, the evidence that the learner presents for assessment needs to demonstrate that they can meet all skills standards for this qualification. The coverage and range statements determine the mathematical context that learners are expected to apply in functional contexts, and determine the standard required to achieve the qualification.

The level 2 skills standards, weightings, and coverage and range are shown below.

Skill standard	Assessment weighting	Coverage and range
<p>Representing</p> <p>1 Understand practical problems in familiar and unfamiliar contexts and situations, some of which are non-routine</p> <p>2 Identify and obtain necessary information to tackle the problem</p> <p>3 Select mathematics in an organised way to find solutions</p>	30-40%	<p>a Understand and use whole numbers and understand negative numbers in practical contexts</p> <p>b Add, subtract, multiply and divide numbers (whole and decimals) using a range of strategies</p> <p>c Understand and use equivalences between common fractions, decimals and percentages</p> <p>d Add and subtract decimals up to two decimal places</p> <p>e Solve simple problems involving ratio, where one number is a multiple of the other</p>
<p>Calculating</p> <p>4 Apply mathematics in an organised way to find solutions to straightforward practical problems for different purposes</p> <p>5 Use appropriate checking procedures at each stage</p>	30-40%	<p>f Use simple formulae expressed in words for one- or two-step operations</p> <p>g Solve problems requiring calculation with common measures, including money, time, length, weight, capacity and temperature</p> <p>h Convert units of measure in the same system</p>
<p>Interpreting</p> <p>6 Interpret and communicate solutions to practical problems, drawing simple conclusions and giving explanations</p>	30-40%	<p>i Work out areas and perimeters in practical situations</p> <p>j Construct geometric diagrams, models and shapes</p> <p>k Extract and interpret information from tables, diagrams, charts and graphs</p> <p>l Collect and record discrete data, and organise and represent information in different ways</p> <p>m Find mean and range; and</p> <p>n Use data to assess the likelihood of an outcome</p>

Assessment structure at Level 1

Assessment	Externally set and marked by Pearson. Each assessment will cover all three of the components and all skills standards. The coverage and range will be sampled over each assessment. Each assessment will include number, geometry and statistics.
Availability	Available in paper-based and onscreen formats, both of which are available on demand throughout the year by arrangement with Pearson.
Test structure	A single test comprising three sections. Each section has a theme. Tasks / questions are based on realistic contexts, scenarios and problems. Please refer to the level 1 SAM's for examples of question types.
Assessment time	1 hour 30 minutes.
Number of marks	45
Grading	The assessment and overall qualification are graded pass/fail.
Additional information	For paper-based tests, calculators are allowed. For onscreen tests, a calculator is provided onscreen.

9 Pearson Edexcel Level 2 Certificate in Essential Skills – Application of Number

Level: 2
Guided learning: 45

The Level 2 Essential Skills qualification in Application of Number assesses the following three components.

Representing - selecting the mathematics and information to model a situation	Calculating - processing and using mathematics	Interpreting - interpreting and presenting findings
<ul style="list-style-type: none"> Learners recognise that a situation has aspects that can be represented using mathematics Learners make an initial model of a situation using suitable forms of representation Learners decide on the methods, operations and tools, including information and communication technology (ICT), to use in a situation Learners select the mathematical information to use 	<ul style="list-style-type: none"> Learners use appropriate mathematical procedures Learners examine patterns and relationships Learners change values and assumptions or adjust relationships to see the effects on answers in models Learners find results and solutions 	<ul style="list-style-type: none"> Learners interpret results and solutions Learners draw conclusions in light of situations Learners consider the appropriateness and accuracy of results and conclusions Learners choose appropriate language and forms of presentation to communicate results and solutions

The criteria for this qualification specify requirements in terms of skill standards, and coverage and range.

To pass this qualification, the evidence that the learner presents for assessment needs to demonstrate that they can meet all skills standards for this qualification. The coverage and range statements determine the mathematical context that learners are expected to apply in functional contexts, and determine the standard required to achieve the qualification.

The level 2 skills standards, weightings, and coverage and range are shown below.

Skill standard	Assessment weighting	Coverage and range
<p>Representing</p> <p>1 Understand routine and non-routine problems in familiar and unfamiliar contexts and situations</p> <p>2 Identify the situation or problems and identify the mathematical methods needed to solve them</p> <p>3 Choose from a range of mathematics to find solutions</p>	30-40%	<p>a Understand and use positive and negative numbers of any size in practical contexts</p> <p>b Carry out calculations with numbers of any size in practical contexts, to a given number of decimal places</p> <p>c Understand, use and calculate ratio and proportion, including problems involving scale</p> <p>d Understand and use equivalences between fractions, decimals and percentages</p>
<p>Calculating</p> <p>4 Apply a range of mathematics to find solutions</p> <p>5 Use appropriate checking procedures and evaluate their effectiveness at each stage</p>	30-40%	<p>e Understand and use simple formulae and equations involving one- or two-step operations</p> <p>f Recognise and use 2D representations of 3D objects</p> <p>g Find area, perimeter and volume of common shapes</p> <p>h Use, convert and calculate using metric and, where appropriate, imperial measures</p>
<p>Interpreting</p> <p>6 Interpret and communicate solutions to multi-stage practical problems in familiar and unfamiliar contexts and situations</p> <p>6 Draw conclusions and provide mathematical justifications</p>	30-40%	<p>i Collect and represent discrete and continuous data, using ICT where appropriate</p> <p>j Use and interpret statistical measures, tables and diagrams, for discrete and continuous data, using ICT where appropriate</p> <p>k Use statistical methods to investigate situations</p> <p>l Use probability to assess the likelihood of an outcome</p>

At Level 2, the skills standards and coverage and range statements subsume those at Level 1. This supports progression from Level 1 to Level 2.

Assessment structure at Level 2

Assessment	Externally set and marked by Pearson. Each assessment will cover all three of the components and all skills standards. The coverage and range will be sampled over each assessment. Each assessment will include number, geometry and statistics.
Availability	Available in paper-based and onscreen formats, which of which are available on demand throughout the year by arrangement with Pearson.
Test structure	A single test comprising two sections. Each section has a theme. Tasks / questions are based on realistic contexts, scenarios and problems. Please refer to the level 1 SAM's for examples of question types.
Assessment time	1 hour 30 minutes.
Number of marks	50
Grading	The assessment and overall qualification are graded pass/fail.
Additional information	For paper-based tests, calculators are allowed. For onscreen tests, a calculator is provided onscreen.

10 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details:
qualifications.pearson.com/en/support/contact-us.html

Key publications:

- *Access and Arrangements and Reasonable Adjustments* (Joint Council for Qualifications (JCQ))
- *Centre Guidance: Dealing with Malpractice* (Pearson)
- *Enquiries and Appeals about Pearson Vocational Qualification Policy*
- *Equality and Diversity Policy* (Pearson)
- *Instructions for Conducting of Examinations (ICE)* (Joint Council for Qualifications (JCQ))
- *Instructions for the Conduct of Examinations (ICE), Essential Skills (Northern Ireland) Levels 1 and 2* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *UK Information Manual* (Pearson)

All of these publications are available on our website.

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website.

11 Support from Pearson

Your Pearson support team

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there's someone in our Pearson support team to help you whenever – and however – you need:

- Subject Advisors: find out more about our subject advisor team – immediate, reliable support from a fellow subject expert
- Ask the Expert: submit your question online to our Ask the Expert online service and we will make sure your query is handled by a subject specialist.

Please visit our website at qualifications.pearson.com/en/support/contact-us.html

September 2016

For information about Edexcel, BTEC or LCCI qualifications visit qualifications.pearson.com

Edexcel is a registered trademark of Pearson Education Limited

**Pearson Education Limited. Registered in England and Wales No. 872828
Registered Office: 80 Strand, London WC2R 0RL.
VAT Reg No GB 278 537121**