

L2 Lead Examiner Report 1901

January 2019

NQF BTEC Level 1/Level 2 Firsts in Children's
Play Learning and Development

Unit 1: Patterns of Child Development
(21486E)

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Grade Boundaries

What is a grade boundary?

A grade boundary is where we set the level of achievement required to obtain a certain grade for the externally assessed unit. We set grade boundaries for each grade, at Distinction, Merit and Pass.

Setting grade boundaries

When we set grade boundaries, we look at the performance of every learner who took the external assessment. When we can see the full picture of performance, our experts are then able to decide where best to place the grade boundaries – this means that they decide what the lowest possible mark is for a particular grade.

When our experts set the grade boundaries, they make sure that learners receive grades which reflect their ability. Awarding grade boundaries is conducted to ensure learners achieve the grade they deserve to achieve, irrespective of variation in the external assessment.

Variations in external assessments

Each external assessment we set asks different questions and may assess different parts of the unit content outlined in the specification. It would be unfair to learners if we set the same grade boundaries for each assessment, because then it would not take accessibility into account.

Grade boundaries for this, and all other papers, are on the website via this link:

<http://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

Unit name of number of unit.

Grade	Unclassified	Level 1 Pass	Level 2		
			Pass	Merit	Distinction
Boundary Mark	0	15	23	31	40

Introduction to the Overall Performance of the Unit

Lead Examiner Report to be considered with the live external assessment and corresponding mark scheme

The 1801 series has introduced a new format to questions within the paper and marks awarded to support learner achievement. Question 8 is now in three parts and includes pictorial representations of children in various stages of development.

Question 13 now comprises two parts. (a) asks learners to identify specific milestones and (b) introduces 'recommend' questions. Here learners are provided information that guides learner responses so that learners identify appropriate resources/activities, state how these resources/activities can support development and the age/stage appropriate milestone hoped for at the age provided in the question. This question now carries 6 marks.

The final question now carries a total of 9 marks. Like question 13, learners are provided with a scenario and to 'assess' the use of the theme/activity in supporting children's development. This question allows learners to demonstrate their overall knowledge of child development through questions that will either ask for the area of development discussed in the question OR one other area of development.

Again, information is given that guides learners to provide:

Other resources/activities that link to the theme and the area of development.

How these resources/activities will promote children's learning and development in this area and the age/appropriate milestone that the resource/activity will help develop.

An addition to this the question asks learners to consider the negative impact on children's development. This allows learners to consider either the negative impact in the area discussed in the question or the holistic impact over other areas of development.

Individual Questions

Multiple Choice questions

Questions 1 – 6

There is evidence that many learners are achieving higher grades for these questions. Learners were more able to identify correct milestones when questions were laid out in the MCQ format. More learners could achieve 2 marks on the two 2 mark questions (Questions 4 and 5).

Question 7 (a) (b) (c)

Targeted Specification Area: Learning Aim: B1

(a) (b)

These two questions were presented as an image of a child kicking a large ball and another skipping. They asked learners to identify the age and age range a child should be within.

Learners appear to have difficulty in identifying exact age ranges or ages although in this series there were more correct responses. Marks were awarded for the age range or an age within the age range for each of these questions.

- (a) Most common response was 3 – 3 ½ years
- (b) Most common responses 4 years

For (c) many learners were able to correctly identify gross motor development/physical for this question.

Question 8

Targeted Specification Area: Learning Aim: B1

Learners were asked to identify two emotional and social milestones of a child aged 18 months. Many learners could gain at least 1 mark for this question with most common responses being 'plays alone' 'independently', 'separation anxiety' and 'cries when they want something'.

2 marks

enjoys being around adults

plays independantly

1 mark

seperation Anxiety

interacting with others

0 marks

Some learners gave examples of other areas of development.

1 reading a books

2 doing a puzzle.

Question 9

Targeted Specification Area: Learning Aim: B1

Learners were asked to identify the age a child could button/unbutton clothes and thread beads. Some learners were able to identify the correct milestone and the most common responses included the range between 2 ½ to 3 ½ years.

Question 10 (a), 10 (b)

Targeted Specification Area: Learning Aim: B1

- (a) Learners were asked to give one cognitive milestone of a child aged between 15 months and two years.

A one-mark question requiring learners to identify a cognitive milestone of a child between 15 months and two years. Some learners could achieve 1 mark for this question. Many learners identified older milestones e.g., recognising primary colours and some learners identified emotional and social milestones e.g., separation anxiety. Common correct responses included 'remembers where things belong' (putting toys back) and 'recognising self in mirror' doing simple puzzles'.

1 mark

10 (a) Give one cognitive milestone a child should reach between 15 months and two years old.

(1)

they should be able to ~~recognis~~ count to 5
with little support from an adult.

0 marks

Many learners stated milestones achieved at other ages.

years old.

(1)

Recognise familiar voices/faces.

Some learners were unable to achieve marks as they gave language and communication examples. This is a frequent occurrence in this paper where learners sometimes confuse language and communication with cognition.

10 (a) Give one cognitive milestone a child should reach between 15 months and two years old.

(1)

should be able to say
50 words or more

10 (b)

A two mark question requiring learners to identify two gross motor milestones a child should reach between 15 months and two years. More learners were able to achieve two marks for this question.

2 marks

1 walking without any help

2 climbing the stairs.

1 mark

1 They should know how to run.

2 They should know how eat with a knife & fork.

Question 11 (a)

Targeted Specification Area: Learning Aim: B1

11 Karen is **six months** old and recognises and responds to the emotions of others.

(a) Give **two** other **emotional and social** milestones Karen should develop between **six and 12 months** old. (2)

A two mark question. Learners were able to achieve at least one mark for this question. The most common example being wariness of strangers and separation issues.

2 marks

1. Start to have Separation problems / anxiety ⁽¹⁾

2. Shows wariness of strangers

1 mark

She should be able to form attachments to primary carers.

~~She should have~~ they should show basic emotions.

Question 11 (b)

A four mark question requiring learners to describe how a key person could support the gross motor development of a child between six and twelve months

Many learners did well on this question and the most common response was assisting Karen to 'stand up and walk around the room'.

(b) Karen's key person is helping Karen sit unsupported by placing pillows around her.

Describe **one** other way the key person can support Karen's **gross motor** development between **six** and **12 months** old.

(2)

2 marks

~~make~~ Get Karen to stand up and hold her hands and get Karen to walk around

0 marks

(2)

Her key person should encourage her to hold thing ~~for~~ for longer to build strength in her arms and fingers.

Question 12 (a), (b)

Targeted Specification Area: Learning Aim: B1

12 (a) Give **two cognitive** milestones a child should reach between **one and six months** old.

(2)

(a) This is a 2 mark question where learners are asked to identify cognitive milestones between one and six months.

2 marks

(2)

1. recognises their daily routines
2. Watches their hands and knows to mouthing on soft objects

0 Marks

Some learners gave milestones for a different area of development.

(2)

1. lifting head for a few seconds
2. Using Pincer grasp when holding something

Question 12 (b)

(b) Give **two communication and language milestones** a child should reach between **one and six months** old.

(2)

Many learners were more able to achieve 2 marks for this question. The most common responses were 'Coo', 'smile' and 'babbling sounds'.

2 marks

Smiles when hearing a familiar voice

beginning 'babbling' eg: "dada"

1 Smile on hearing a familiar voice

2 ~~Pattern~~ Babbles to self and others.

1 mark

Give signs to the parents / carers when they are hungry / tired etc.
Start to ~~be~~ make babbling noises

Question 13

Targeted Specification Area: Learning Aim: B1, C1

13 Miss Faulkner is a teaching assistant working with children aged **five years** old. She is talking to children, explaining why it is important to understand the feelings of others.

Describe **one** other way Miss Faulkner can support the children's **emotional and social** development to reach expected milestones at **eight years** old.

Many learners were able to achieve 2 marks for this question. Those gaining 1 mark often gave examples that were in the question/stem

2 mark response

Many learners were able to provide appropriate examples of adult support/activities/resources and appropriate milestones. In this response 1 mark was awarded with 'compare self to others' (milestone) and 1 mark for giving 'praise'

At this age children are starting to compare themselves with others. Miss Faulkner should try to praise and listen to the children to bring up their self esteem and have a positive self image. (Total for Question 13 = 2 marks)

In this example 1 mark was awarded for 'activities that require team building' and 1 mark for 'supporting development of friends'

giving them activities that require team building ~~to~~ giving the children the opportunity to make friends.

In the following response 1 mark has been awarded with 'compare self to others' (milestone) and 1 mark for 'Miss. Faulkner should speak to the children' (encourage discussion/talk').

When a child is aged 5-8 years they may start to compare themselves with others which could lower their self-esteem. Miss Faulkner should speak to the children about how important they are and their looks and abilities shouldn't affect them.

(Total for Question 13 = 2 marks)

Some learners although giving responses that were in the question (feelings) were still able to attain a mark for talking about emotions. The example below shows 'creating a mood board with different emotions'. This is an appropriate activity that would encourage children to express their emotions or helping them to understand changing emotions.

Creating a mood board with different emotions, each placed their name on the emotion that they are feeling.

(Total for Question 13 = 2 marks)

In the following example the learner has provided a few forms of adult support/activities. 1 mark awarded for 'rewards' (praise) or 'dress up' (role play) or 'so they can play more' (encouraging discussion/interaction, cooperation).

Miss Faulkner can start to use rewards when their being good so they understand that if they're good they'll be rewarded. She could also play dress up so they can interact more.

(Total for Question 13 = 2 marks)

Question 14

Targeted Specification Area: Learning Aim: B1 C1

14

Ashwin is **15 months** old and meeting expected milestones.

To encourage Ashwin's speaking skills, his key person shows him objects and says their names.

Recommend **two** other ways the key person can support Ashwin's **communication and language** skills to meet expected milestones at **two years** old.

Your response should include:

- age/stage milestones at **two years** old
- age appropriate resources/activities
- how these resources/activities support Ashwin's **communication and language** skills.

This is a six-mark question where learners are required to explain two ways a child's communication and language could be supported aged two years old. Each response required learners to provide three stages. A resource/activity/or adult support (books, circle time, discussion or talk to a child) and link that to an appropriate milestone (speak up to 50 words) and demonstrate how that would support communication and language (encourages vocabulary to expand/listening skills)

Many learners were able to achieve 4 marks for this question being able to either identify a correct milestone and activity or a correct activity and way it supports communication development.

6 mark example

1st response: 1 mark for milestone of 50 words. 1 mark for playing nursery rhymes (resource/activity) 1 mark for encourage Ashwin to sing along (encourage speaking).

2nd response: 1 mark for beginning to form sentences, 1 mark for providing a book (resource), 1 mark for gain new vocabulary.

1. To ensure Ashwin meets a milestone of being able to say 50 words, his key person could play nursery rhymes. This will encourage Ashwin to sing along and recite the lines of the song. This will also bring new words into his vocabulary, and expand it.

2. Ashwin will also be expected to begin using sentences, at the age of two years. To support this, the key person could provide book for Ashwin. This will show Ashwin a sentence and encourage him to say it. This will also ensure the Ashwin will gain new vocabulary.

5 marks awarded

1st response: 1 mark for read to him; 1 mark for encourages increased vocabulary, 1 mark for milestone of 50 words

2nd response: 1 mark for singing rhymes 1 mark for learning how to pronounce words (encourage speaking).

1 Ashwins key person could read to him because it encourages ~~the~~ the development of more words into his vocabulary. This is important because the ~~average~~ child is supposed to have 50 words on average. This will ^{ensure his speech can be heard by} encourage him to ~~pronounce~~ ~~the~~ ~~words~~ ~~to~~ ~~the~~ ~~lyrics~~ everyone when he's 3

2 His key person could ~~also~~ sing rhymes and songs with Ashwin so he can learn to understand and pronounce the words to the lyrics

4 mark example

1st response: 1 mark for ask questions (resource/activity) 1 mark to encourage vocabulary (how it supports communication and language). 1 mark for putting simple words together (milestone of start to form sentences).

1. ~~It~~ They key person could ~~ask~~ ask him what a certain object is to encourage him to have a wider vocabulary. They could ask what it is and the ~~color~~ colour of it is. This will also teach him to put simple words together.

2. The key person could also ~~play~~ play eye-spy to encourage him to think about the words he already knows.

Question 15

Targeted Specification Area: Learning Aim: B1 C1

15

Elodie is **four years** old and meeting expected milestones.

Elodie's childminder is helping Elodie count up to 10 using some building blocks.

Explain **two** other ways Elodie's childminder can support Elodie's **cognitive** skills to meet expected milestones between **four** and **five years** old.

Your response should include the:

- age/stage milestones
- support/resources/activities the childminder can provide.

In this question learners were required to explain two ways a child's cognitive development could be supported to reach milestones between four and five years.

Many learners were able to achieve at least 2 marks for this question.

Learners were able to identify resources and activities and few were able to identify appropriate milestones.

Many responses focused on 'counting' skills and identified the milestone given in the question. Some learners provided responses that were more appropriate for language and communication eg, reading books, learning to write letters.

4 mark example

1 At 5 years, Elodie should be able to match equal sets. Elodie's childminder should provide Elodie with shapes and containers so she can match the correct shapes and place them into the correct container.

2 Elodie should reach the milestone of making a connection between people and events at 4 years. Elodie's childminder should talk to her about this and ask her questions so she is able to make the connection of people at an event.

3 mark example

1. problem solving like pairs will
memorable pictures on and it will
improve their memory.

2. eye spy as it getting them to
think of the first letter of the word
or item.

2 mark example

In this response 2 marks have been awarded for the activities that the learner has given (puzzles and colour by number). No further marks are awarded as no milestones have been given.

1. The childminder could provide things such as puzzles or shape
~~sorters~~, this will help her cognitive development as she will
be think where each shape fits and try them in
different places.

2. She could also provide Elodie with a colour by number sheet
as she will then have to think about the numbers she
knows as well as colours so this will help a lot with
cognitive skills especially memory.

1 mark example

1 mark awarded

Some learners gave examples that were provided in the question so were not awarded mark. In the following response however, the learner has given examples of activities (lego or blocks) and 1 mark is awarded for the activity

1. Elodie's childminder could use a range of household objects to help her count to 10. For example dry pasta, lego or blocks. By the time she is 5 she should be able to count to 10.
2. The child minder could also sing songs to help Elodie remember the order of numbers. They could play games like hopscotch.

Question 16

Targeted Specification Area: Learning Aim: B1, C1

This question required learners to explain two ways adults could support the fine motor skills of a child between 15 months and two years. Many learners were able to achieve at least two marks for this question by providing appropriate activities. Those achieving 4 marks were able to provide good examples which included activities such as crayons, pens, brushes and linking these to drawing, using palmer grasp and drawing dots and circles.

4 marks

1st response: 1 mark for crayons and 1 mark for encourage to scribble

2nd response: 1 mark for paintbrushes or spoons and 1 mark for palmer grasp.

The adult could see out ^{crayons} ~~crayons~~ for the child to pick them up and ~~scribble~~ scribble on some paper to encourage ^{the} ~~the~~ ^{tripod} palmer grasp.

The adult could put ~~brushes~~ objects such as , paintbrushes, pens, spoons ect to encourage the palmer grasp.

3 mark example

1 Jessica's key person ~~will~~ can also hand her different sized paint brushes that can help her learn how to handle the different sizes and developing her pincer grasp

2 Her key person could also hand her a pencil so she can just scribble on a piece of paper backwards and forwards to tighten her grasp

2 marks

1 As Jessica is in infancy, her key worker could take her out strawberry picking so that she not only develops a pincer grasp she will feel she has achieved in collecting strawberries.

2 Her key worker could also set out an arts and crafts area where she can use crayons to create a picture for her mum, dad or carer.

(Total for Question 16 = 4 marks)

Some responses were not specific and did not provide examples of activities or milestones

In this example one 1 mark is awarded for 'encourage her to colour' but improving fine motor skills is not specific enough. The second response gives 'grab certain objects' and again is not specific enough (e.g., playdough, pencils)

1 mark example

1 encourage her to colour in small pictures to improve her fine motor skills

2 Also get Jessica to grab certain objects using the tripod grasp which can help with her hand-eye coordination.

Question 17

Targeted Specification Area: Learning Aim: B1, C1

This final question challenges the learners to provide a discussion that explains how problem-solving activities can be used to support a child's emotional and social development between three and four years. The response would require a learner to give a discussion that provides appropriate problem-solving activities (similar to the stem e.g., A game with rules) and demonstrating how this could be connected to emotional and social development (eg, helps children work with others/play together). Finally, learners were asked to make judgments on the negative or positive effect on another area of development. For example, the activity given here might link to physical development and promote children's energy and gross motor development eg, 'learn to kick a ball with force'.

Many learners were able to provide problem solving activities and explain the links to other areas. Most common links were made to communication though some to social and emotional development. There was a limited attempt to make links to age/stage appropriate milestones and negative or positive impact on one other area of development. There were some good discussions around the topic area however those gaining higher marks were able to make appropriate links to milestones and the impact on another area.

Level 3 Response

In the following example the learner has shown links to social and emotional development in 'understanding the other' person's point of view' (a milestone achieved between 4 and 5 however still acceptable and taken as a developing skill). Links are made to another area of development communication, but this is initially weak. However, the response goes on to explain how children can work together and develop friendships and use language, developing their vocabulary. A milestone is cited here 'between three and four, children start to work together' (play cooperatively). There is also reference to physical activity where they cite milestones of 'dodge' 'avoiding obstacles' (although four to five, allowable as a developing skill which falls in the next age range). In the final paragraph the milestone of 'mazes' is introduced. As this milestone is not achieved until from around seven years, this would not have been accepted.

Problem-solving activities ^{with puzzles} can support children's emotional and social development as the children get to work together. By working together, they can understand the other person's point of view. This can help children understand people's feelings which helps them reach their milestones. This is positive as one children get to work together but negative as if they fall out, they will disagree and argue which will not make them happy, not talking, affecting language and communication.

Problem solving games and activities can help children to try work together. Children are surrounded by people that they can work with and if they do really well, new friendships can be made. This can help the children's social development and language as they would be talking to

each other and expanding their word vocabulary. Between three to four, children start to work together and play together which this could help.

The children ~~when three~~ could play games like tag as it gets them playing all together helping the social and emotional development as around three to four, friendships are started to be made. They can solve a way to dodge being it and think of tactics to get someone tagged. This can impact gross motor development as the children can start to run, avoiding obstacles which is expected of them to do, reaching a milestone.

With adults help, children could do mazes. They'd have to work in a team and would understand other people's perspectives, helping improve their emotional and social development. This can also have a huge cognitive development effect as they start to use their heads and could remember if they'd been in that place before, helping their cognitive development.

Other appropriate activities that involve problem solving could include simple puzzles. Simple puzzles can bring the children to work together and to understand each others different thought process. It can teach team work and teach a child how they can help another child. Another problem solving activity could be finding hidden objects. The children can be in teams and have to use their listening skills to listen to what another team member is saying. Another activity would be naming primary colours. The children working together will have to come to a conclusion of what they think the colour maybe and trust each other.

The expected emotional and social milestones are the children begin to easily pick up vocabulary, form stronger attachments

and develop new friendships if the children are working together to work things out all the time this will definitely form friendships as the children will get used to each other and begin to pick up each others vocabulary.

Problem solving is a good way for the children to learn how to work things out, perception and to strengthen their cognitive development. However doing this with a friend or an adult does have good outcomes e.g strengthening social development and building friendships but it doesn't teach the child how to work things out by themselves. It doesn't teach the child independence. It doesn't show the child's true cognitive, problem solving ability as the child constantly has another mind working with them (which could be developing more quickly than their's). This may delay the child's true, independent cognitive development.

Level 2 responses

The Learner has identified encouraging children to share sweets which although not an appropriate example, they have stated how they can play together, gain confidence, cooperate and share which are appropriate milestones. No further identification of positive/negative impact.

An activity such as a sharing activity like sharing a Jar of Sweets between three circles can allow the children ~~to work out~~ build their emotional and social skills by talking to one another and working together to evenly share out the sweets.

This game will also enable ~~to~~ them to be kind to others and prove that sharing is kind and ~~the~~ showing the children that working with ~~one~~ each other and helping each other makes the other children happy. As between three and four years pre-schoolers don't fully understand the concept of sharing and that their actions may make other children sad.

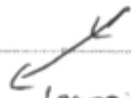
This game will also help the children's cognitive development. This game will have a positive effect as the children when sharing the sweets out evenly will be counting them one by one enabling them to build their cognitive development and learn new numbers. This is positive as it allows the children to not only build their emotional and social skills but also help them gain an understanding of numbers and ~~that~~ build their range of understanding.

The activity allows the children to ask questions to one another and work out how to solve the problem. It also encourages them to share and be kind to one another.

In this response the learner has identified that problem solving activities can help children in building relationships and gain confidence. However, they have not identified clear milestones. Although they have identified that a positive impact will be on supporting development of friendships, this repeats the beginning and adds no further explanation or depth. The learner could have expanded and provided example of how problem solving can encourage physical development e.g., through treasure map hunt.

Puzzles - Develops problem solving.

Working with other children.



learning new words and phrases from other children.

Emotional Development.

Working with a variety of different children establishes new friendships and allows the children to feel ~~as if~~ like they are cared for and liked. It helps increase their confidence and self-esteem. If a child was to be working on their own and no one wanted to work with them they would not gain confidence and it would lower their self-esteem and create a bad self-image for that child.

Social Development

Working with other children allows children to interact

with others with the same mentality as each other, As they begin to work they start to socialise and will learn new vocabulary and can express what they think socialising leads to friendship groups.

I think this will effect physical development in both negative and positive ways.

Negative.

children will tend to sit down to complete problem solving tasks this means children are unactive and not occupied this could lead to unwanted behaviour (naughty) due to lack of interests or being bored.

Positive.

This allows new friendships to be created therefore when playing children will be alot more confident playing with children who share the same likings ~~as~~ as them this increases activeness in children when in both the indoors and outdoor areas.

Falling within L1

Those falling within level 1 gave responses that did not give examples of milestones or demonstrate links between problem solving and social and emotional development. Some good attempts were made however responses tended to be generic and focus on negative and positive indicators with little or no example.

The are positive and negative reasons for why preparing activities can be bad.

The positives are they it can give the ~~student~~ children time to talk with one another and interact with different with the same ability as other children. When preparing for experiments, children normally pick their friends group and do not really socialize or that to others. When in groups this gives the children understand that they can work with one another even if they did not get along.

However, this could also be negative because when in groups, children tend to ~~argue~~ argue if they don't get their own way. So it could cause arguments and they ~~aren't~~ are not getting

their own ways. When and if a child is arguing, they tend to be pulled out of the experiment but it can be very upsetting. Children at the age of 4-5 yrs old sometimes not understand what they have done wrong and why it would happen.

Overall, I think it's a good thing for children to do experiments because they can get a good idea that school nursery is fun and there is not anything negative about it.

Here the learner has not identified any activities or how it will encourage children's social and emotional skills.

They have identified a link between language and communication, but this is not expanded

Activities provided relate more to gross motor skills than they do to problem solving skills.

The examples provided are specific to the areas of development - cognitive or social and emotional.

children aged 3-4 years can play an active game like Catching a ball, tag, hide and seek or building activities like building a castle. These activities support their emotional and social skills because they have to play with other children.

Social skills can help them communicate and not be shy when they start school.

Emotional skills can help them with seeing how other people are like if they are happy or sad.

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