



# Examiners' Report Lead Examiner Feedback

January 2021

Pearson BTEC Firsts  
In Health and Social Care (20952E)  
Unit 9: Healthy Living

## Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications website at <http://qualifications.pearson.com/en/home.html> for our BTEC qualifications.

Alternatively, you can get in touch with us using the details on our contact us page at <http://qualifications.pearson.com/en/contact-us.html>

If you have any subject specific questions about this specification that require the help of a subject specialist, you can speak directly to the subject team at Pearson. Their contact details can be found on this link:  
<http://qualifications.pearson.com/en/support/support-for-you/teachers.html>

You can also use our online Ask the Expert service at <https://www.edexcelonline.com>  
You will need an Edexcel Online username and password to access this service.

### **Pearson: helping people progress, everywhere**

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your learners at: [www.pearson.com/uk](http://www.pearson.com/uk)

January 2021

Publications Code 20952E\_2101\_ER

All the material in this publication is copyright

© Pearson Education Ltd 2021

## Introduction

This lead examiner report should be read in conjunction with the question paper and the published mark scheme. We attempt to provide insight and examples of good and not so good responses. Centres could use this with learners to ensure they understand how marks are awarded. We hope this will help you to prepare your learners for future examination series.

## Introduction to the Overall Performance of the Unit

As in previous series, the paper differentiated well with learners scoring a wide range of grades from the questions. Some questions had blank responses. This was particularly identified in the short answer questions. From the responses seen, it appears that some learners are not familiar with the requirements of the different command verbs. Learners were generally able to show an understanding of healthy living and investigate the factors that affect health and wellbeing and how they are interrelated.

## Individual Questions

### Question 1

#### 1ai

The majority of learners were able to answer the two-mark multi choice question. They were able to identify two physical effects of drinking alcohol on an individual's health and wellbeing.

#### 1aia

A large number of learners gave physical and emotional responses to this question and not an intellectual effect. There were some learners who were able to respond with an intellectual effect.

The response below achieved 1 mark, linked to improved concentration on the mark scheme.

(ii) State **one** effect of a healthy lifestyle on **intellectual** health and wellbeing. (1)

Being able to concentrate better

The response below did not achieve any marks as this is a physical effect, and not an intellectual effect.

(ii) State **one** effect of a healthy lifestyle on **intellectual** health and wellbeing. (1)

Balanced diet

The response below was awarded 1 mark for clearer thinking in the mark scheme.

(ii) State **one** effect of a healthy lifestyle on **intellectual** health and wellbeing. (1)

better thinking - doing your job well

**1bi**

Some learner responses were not related to the scenario and were not in context with the age of Amos.

Lack of flexibility has not been awarded a mark for the second response below as Amos is only 16. It was felt that lack of flexibility is not seen as an age appropriate answer.

Amos is 16 years old and does not exercise regularly.

(b) (i) State **two physical** effects of Amos not exercising regularly.

(2)

- 1 Decreased heart rate
- 2 Lack of flexibility

The response below achieved full marks. 2 marks were awarded for weight gain and coronary heart disease. The majority of learners were able to give one physical effect of Amos not exercising regularly.

Amos is 16 years old and does not exercise regularly.

(b) (i) State **two physical** effects of Amos not exercising regularly.

(2)

- 1 Weight gain
- 2 Cardiovascular issues

**1bii**

This was a well answered question. Most learners were able to gain full marks on this question. The response below achieved full marks.

Amos wants to join the Army, so he needs to reduce his body mass index (BMI).

(ii) Give **two** sources of **formal** support to help Amos reduce his BMI.

(2)

- 1 GP / Doctor
- 2 Dietitian / Nutritionist

There were some responses that gave therapist as a source of formal support. Therapist, as a response, is too generic, as there are many types of therapists. For example, physiotherapist, occupational therapists.

Amos wants to join the Army, so he needs to reduce his body mass index (BMI).

(ii) Give **two** sources of **formal** support to help Amos reduce his BMI.

(2)

- 1 Therapist
- 2

A common mistake was that some learners gave informal sources of support in their response. In the example response below, the second answer achieved 1 mark for doctors/GP, however, this response did not achieve a mark for their first answer as it is an informal source of support.

Amos wants to join the Army, so he needs to reduce his body mass index (BMI).

(ii) Give **two** sources of formal support to help Amos reduce his BMI.

(2)

- 1 family + friends
- 2 GP doctors

**1biii**

Most learners were able to identify one type of exercise that could help Amos reduce his BMI. However, not all learners were able to give a description on how the exercise could help Amos' BMI.

The response below achieved 1 mark for responding with using a treadmill. The use of a treadmill is linked to walking or running on a treadmill which is aerobic.

(iii) Describe **one** type of exercise that can help Amos reduce his BMI.

(2)

One type of ~~exercise~~ exercise would be using a treadmill.  
It will help his weight decrease and lower his BMI as the  
body mass will decrease when his heart rate increases. most  
exercisises can help reduce body mass.

The response below achieved full marks for describing running as a type of exercise that can help Amos reduce his BMI as it burns calories.

(iii) Describe **one** type of exercise that can help Amos reduce his BMI.

(2)

Running Burns off fats and  
calories gained and reduces  
~~the~~ body weight which is quick  
and easy + doesn't involve money.

**1biv**

Many learners were able to identify two barriers that may prevent Amos reducing his BMI, however, not all were able to expand on their answer by giving an explanation as to how the barrier prevented Amos from reducing his BMI.

The response below was awarded 2 marks. The two marks were awarded for identifying temptation which is a barrier to achieving a healthy lifestyle. The influence of family and friends is also a barrier to achieving a healthy lifestyle. No further marks were awarded as the learner did not expand on

Lack of access to formal support can be a barrier to reducing BMI.

(iv) Explain **two other** barriers that may prevent Amos reducing his BMI.

(4)

1 A barrier which can prevent amos reducing BMI is temptation, not wanting to exercise or eat good as he is "can't be bothered"

2 Unsupportive friends or family may not support him enough to help him reduce it.

their responses.



The response below was awarded 3 marks. The response identified two barriers, time, and motivation. Time limitations and motivation to change are highlighted as barriers to achieving a healthy lifestyle on the mark scheme. The response then went on to give more explanation in the first response that he was busy with his schoolwork.

Lack of access to formal support can be a barrier to reducing BMI.

(iv) Explain **two other** barriers that may prevent Amos reducing his BMI.

(4)

1 Time, Amos may be busy with school work and can not find the time

2 Motivation Amos may not be motivated enough and will not care to improve his BMI.

**1ci**

Some learners answered this question from the angle of physical health and wellbeing, rather than intellectual. However, most learners were able to give one way lack of sleep could affect Gabriel's intellectual health and wellbeing.

The response below achieved 1 mark for reduction in learning, however, the learner gave the same answer in the second response therefore a mark was not awarded for this.

Amos has a brother, Gabriel, who is at university.

Gabriel stays up late studying for exams.

- (c) (i) Give **two** ways lack of sleep could affect Gabriel's **intellectual** health and wellbeing.

- (2)
- 1 He may not be able to retain as much information as people who get the normal amount of sleep.
  - 2 Lack of sleep may make him even more tired, which may make him not want to study.

The response below achieved full marks as it was related to intellectual health and wellbeing. The response gave two ways lack of sleep could affect Gabriel's intellectual health and wellbeing. The responses lack of focus and inability to think clearly were identified on the mark scheme.

Amos has a brother, Gabriel, who is at university.

Gabriel stays up late studying for exams.

(c) (i) Give **two** ways lack of sleep could affect Gabriel's **intellectual** health and wellbeing.

(2)

1. Lack of focus as he won't gain information properly.

2. Lack of concentration as he will fall asleep in lesson.

### 1cii

This question was not as well answered. Although this was a valid question linked to the unit specification, some learners were not able to describe one way that peer pressure could affect Gabriel's physical health and wellbeing.

The response below was not awarded any marks as the response did give an explanation, however, they did not respond with an identification. The explanation in the response, leading to him drinking or taking drugs was not preceded by a physical effect. For example, increased risk of illnesses or disease. Therefore, no marks were awarded.

Gabriel has moved into shared accommodation at University.

(ii) Describe **one** way that peer pressure could affect Gabriel's **physical** health and wellbeing.

(2)

Peer pressure could lead to him drinking or taking drugs meaning his studies and grades will fall.

Some learners did achieve full marks, like the response below. The learner gave increased risk of illness as a physical effect and then moved onto

expand that this could lead to drinking alcohol. Therefore, the response achieved full marks.

Gabriel has moved into shared accommodation at University.

(ii) Describe **one** way that peer pressure could affect Gabriel's **physical** health and wellbeing.

(2)

people living with him could pressure him into alcohol, drugs or smoking which can cause illnesses or mental disease from excessive alcohol.

### 1ciii

The identification part to this question was well answered, however, learners did not describe how the healthy lifestyle identified can have a positive effect on an individual's emotional health and wellbeing.

The response below achieved one mark for high self-esteem. The learner did not expand on their response to achieve full marks.

(iii) Describe **one** way a healthy lifestyle can have a **positive** effect on Gabriel's **emotional** health and wellbeing.

(2)

high self esteem this could prevent him being stressed or feeling to ~~be~~ socially isolate himself

The following response achieved the full 2 marks. Gained confidence was awarded a mark for the identification, and a second mark was awarded for looking after himself as the expansion.

(iii) Describe **one** way a healthy lifestyle can have a **positive** effect on Gabriel's **emotional** health and wellbeing.

(2)

If you are eating and sleeping well and have a good healthy balance then this will cause you to do more with your day, being healthy is feeling healthy so his self confidence will improve.

The response below also achieved the full 2 marks. The learner was awarded a mark for happier and another mark for providing a description of Gabriel taking control of his life.

(iii) Describe **one** way a healthy lifestyle can have a **positive** effect on Gabriel's **emotional** health and wellbeing.

(2)

~~be~~ better healthier thinking turning all your food and hobbies into something will give you a better aspect on life and make you feel better about yourself

Some learners provided a response from the angle of physical health and being, rather the emotional health and wellbeing, as seen in the example response below. This response was not awarded any marks.

(iii) Describe **one** way a healthy lifestyle can have a **positive** effect on Gabriel's **emotional** health and wellbeing.

(2)

Maintaining a healthy diet and  
exercising regularly increase the release  
of hormones to the brain

**1civ**

This question was well answered with responses identifying two positive effects that moving into shared accommodation could have on Gabriel's social health and wellbeing, however, not all responses were able to expand on their identification points.

There were some learners who identified a positive effect on Gabriel's social health and wellbeing, however, their expansion was not linked to shared accommodation therefore a second mark could not be awarded. For example, in the response below, 1 mark was awarded for identifying increased socialisation, but a further mark was not awarded for the expansion as the response was not linked to shared accommodation.

(iv) Explain **two positive** effects that moving into shared accommodation could have on Gabriel's **social** health and wellbeing.

(4)

1 one positive effect will be he always has someone he ~~can~~ can talk too about his feelings so he wont be keeping them to himself so much

2 Another positive effect is he has people to go our with and ~~not~~ have in his class so he wont feel alone

The response below was not awarded any marks as no reference has been made to positive effects of shared accommodation on social health and wellbeing.

- 1 Learning new culture and religions.  
Making it easier to socialise with  
other who are different from his  
beliefs.
- 2 Maintaining good relationships,  
learning new skill from those around  
him.

The following response achieved 3 marks. The learner has given two identification points, making new friends and increased socialisation, which were awarded 2 marks. The learner then went onto expanding on their second response, improving social skills, which was awarded another mark.

(iv) Explain **two positive** effects that moving into shared accommodation could have on Gabriel's **social** health and wellbeing.

(4)

- 1 Socially active - he will spend more time with the new people he have met. Because he will go out communicate and learn new things from they.
- 2 Develop new knowledge and skills. As disgerent people know disgerent things so it will teach him new things so he could make new friends with them to socialise with them and to keep conversation going.

(Total for Question 1 = 23 marks)



## Question 2

### 2ai

Whilst most learners provided three effects for this question, they were very generic in their response. Heart problems and lung problems were not awarded any marks on their own.

The response below achieved 2 marks as the learner gave specific examples of the conditions in their answer. Weight gain/obesity is not a physical effect of smoking; therefore this was not awarded a mark.

Julie is 29 years old and lives with her husband, Aaron, who is also 29 years old.

Aaron does not like Julie smoking in the house. Julie is spending more time away from home because of arguments with Aaron.

2 (a) (i) State **three** effects of smoking on Julie's **physical** health.

(3)

- 1 Obesity / weight gain
- 2 Heart problems - lack of blood flow
- 3 lung problems - cancer / asthma

Some learners gave asthma as a response. This was not awarded a mark as smoking does not cause asthma, it can, however, exacerbate symptoms.

The response below achieved 2 marks for lung cancer and heart disease. A mark was not awarded for asthma.

2 (a) (i) State **three** effects of smoking on Julie's **physical** health.

(3)

- 1 Lung cancer
- 2 heart disease
- 3 Asthma.

The following response did not gain any marks as the answers give are not physical effects of smoking.

2 (a) (i) State **three** effects of smoking on Julie's **physical** health.

(3)

1 weight change

2 poor personal hygiene.

3 greasy / dirty face

## 2a(ii)

Most learners were able to describe two negative effects of an unhealthy lifestyle on Julie's social development. Social isolation and reduced socialisation were the main identification points seen from learners and these were awarded marks. Some learners were able to expand on their identification to describe the negative effects on Julie's social development.

The first response below has only given one identification point, socially isolated, which was awarded 1 mark. No further marks were awarded as they are not linked to the mark scheme or an appropriate alternative.

(ii) Describe **two negative** effects of an unhealthy lifestyle on Julie's **social** development.

(4)

1 socially isolated from the ones she loves such as Aaron due to her smoking habit.

2 May feel like she can not socialise in case other judge her so making new friend may be difficult.

The response below was awarded 2 marks. The learner identified loss of friend as a negative social effect and then expanded on this to describe that it could cause conflict.

(ii) Describe **two negative** effects of an unhealthy lifestyle on Julie's **social** development.

(4)

1. She may start to loose friends if they don't agree with what she is doing.

2. She may loose her job if she is going to work smelling of cigarettes. ~~2nd~~ This will mean she won't communicate with people as often

The response below was awarded 3 marks. The learner identified social isolation as a negative effect and then expanded on this to describe that this could cause conflict, which gained 2 marks. Also, the learner achieved another mark for identifying loss of friends as a negative social effect. However, this was not expanded on as the learner did not describe the effect, therefore a further mark was not awarded.

(ii) Describe **two negative** effects of an unhealthy lifestyle on Julie's **social** development.

(4)

1. Not spending enough time with Aaron can affect her social development as it can make her feel isolated which can affect her relationship and future relationships.
2. People may not want to hang out with her as she may have bad breath which can affect her self image and she may isolate her self from people.

**2bi**

This question was well answered as most learners were able to identify two physical effects of poor living conditions. However, only some learners went onto describing the impact of the physical effects.

The response below was awarded 3 marks. The learner has identified the chance of illness as an effect and then expanded on this by stating that this is due to unclean facilities, which was awarded 2 marks. The learner gave another identification point, poor sleep, which gained a mark. However, this was not expanded on therefore a further mark was not awarded.

Aaron has separated from Julie. He is now living in a small bedsit flat that is damp and mouldy.

(b) (i) Describe **two physical** effects of poor living conditions.

(4)

1 Aaron ~~may~~ ~~get~~ effect illness and ~~lack of energy~~ because of damp, mouldy, cold, dirty and unhygiene thing.

2 Aaron may <sup>get</sup> effect lack of energy because he may not get diet food and enough <sup>of</sup> sleep by feel unconfotable.

Some learners gave asthma as a response, as seen in the example below. This identification point was not awarded a mark as asthma is not caused by damp conditions. Pollution and hygiene standards has been suggested as causes, but there is not currently enough evidence to know if they do cause asthma.

Depression was also not awarded any marks as this is not a physical effect. The learner did not achieve any further marks for expanding on their answer as the identification points were incorrect.

Aaron has separated from Julie. He is now living in a small bedsit flat that is damp and mouldy.

(b) (i) Describe **two physical** effects of poor living conditions.

(4)

1 Asthma - Because of the poor living conditions this could cause Aaron to have Asthma because of the damp house

2 Depression - He could start feel depressed as he is living in such a tight space.

**2bii**

Most learners were able to achieve full marks for this question.

The following response was awarded 2 marks.

Since separating from Julie, Aaron has had many sexual partners.  
He is worried he may have caught a sexually transmitted infection (STI).

(ii) State **two** sexually transmitted infections.

(2)

1 Chlamydia

2 HIV

Some learners gave HIV and aids as two separate answers, as seen in the example below. Only one mark was awarded here for either of the answers. Both marks cannot be awarded as HIV/Aids are considered the same.

(ii) State **two** sexually transmitted infections.

(2)

1 HIV

2 genaratom Aids

**2biii**

Most learners were able to identify one effect of having an STI on a sexual relationship, however, some learners were not able to explain the effect of this on an individual.

The response below was awarded 2 marks, a mark for reduced sexual relationships as an identification point and another mark for the expansion that he does not want to spread the disease.

(iii) Explain **one** effect of having an STI on Aaron's sexual relationships.

(2)

*He may stop having any or sexual partners because  
his sexual relationships may ~~become~~ not continue  
because he could have given them an STI.*

The response below achieved 1 mark for identifying that it would be difficult to develop sexual relationships. The expansion point does not focus on Aaron, therefore a further mark was not awarded.

(iii) Explain **one** effect of having an STI on Aaron's sexual relationships.

(2)

*No body will want to have sexual relationships with him if  
they know he has an STI and could pass it on to them. He  
therefore might become lonely and even get a bad name for  
himself.*



The response below was awarded 2 marks. The learner's response of it being difficult to develop sexual relationship was awarded a mark for identifying an effect. A second mark was awarded for the expansion response of "due to embarrassment".

(iii) Explain one effect of having an STI on Aaron's sexual relationships.

(2)

..getting into a relationship may be hard as others will not want the STI, making him feel down and decreasing his self-esteem.

**2c**

This question performed well as learners were able to identify and explain how a good work-life balance could improve Jamie's wellbeing.

The response below achieved 4 marks. The learner has given improved self-esteem as an identification point in their first answer and then expanded this to explain how this would mean more involvement with his family. In their second response, the learner has identified lower risk of becoming depressed and expanded on this by stating that he will be able to provide for his family.

Aaron's friend, Jamie, is married with a young family.  
 Jamie needs to do overtime at work to support his family.  
 Jamie has asked Aaron for advice because he feels very stressed.

(c) Explain **two** ways that a good work-life balance could improve Jamie's wellbeing.

(4)

1 It can improve his self-esteem because he can spend more time with his family and is able to look after them whilst still going to work.

2 He will have a lower risk of becoming depressed because he can see his children grow up whilst being able to provide for them properly.

The following response achieved 2 marks. The learner has identified motivation in their first response which was awarded a mark, however, a further mark was not awarded for provide for his family as this is not in the context of the identification point. The second response achieved a mark for identifying social inclusion, however, a further mark was not awarded as there was no expansion provided.

(c) Explain **two** ways that a good work-life balance could improve Jamie's wellbeing.

(4)

1 A good work life would make Jamie have more motivate because he wants to ~~provide~~ provid for his family.

2 would also make him ~~to~~ have a life and time away from family which means him making friends outside the family.

The following response achieved 2 marks for refreshed (less tired) as an identification point in their first response and then expanding on this to state that he can spend more time with family. The learner has not been awarded a mark for stress in their second response as this is already in the scenario of the question.

(c) Explain **two** ways that a good work-life balance could improve Jamie's wellbeing.

(4)

1 Having a routine will allow Jamie and his family to have quality time together, and not be stressed.

2 having a ~~break~~ break from work can refresh and de-stress the mind.

**2d**

A range of marks were awarded for this question with many learners achieving at least 2-3 marks in the level 1 band.

The response below achieved 4 marks awarded, bottom of band 2. The learner has identified more barriers than strategies, but they have written a response with a clear focus on the case study.

The response has demonstrated some accurate knowledge and understanding of some of the barriers when trying to move to a smaller house, commenting on personal space, access to the children's school and financial concerns. The relevant strategies to support the barriers are not all related to the context. For example they are not able to save money as they are moving to save money.

Jamie and his family are going to move into a smaller house to save money.

(d) Discuss the barriers Jamie and his family may face when trying to move to a smaller house and the strategies they could use to overcome them.

(8)

There may not be enough bedrooms in the house for his children, they may have to share a bedroom with each other to overcome the barrier. The children may have to move schools/nursery which could be difficult because the children may not want to move because they have lots of friends there already so to overcome this, they could take the children to the local schools nearby the new house so they can look around to become

familiar with the surroundings. There may not be any shops or essential businesses nearby to the house so they may not be able to walk and instead they ~~may~~ have to drive to the locations, it could effect all of their physical healths but to overcome that they could go for ~~walks~~ walks as their form of regular exercise. The space in the house may be cramped and it may be hard to be able to do things individually around the house, they could overcome this by taking turns to leave the house for a while so that everyone gets free time. The moving process may take a long time so ~~and~~ Jamie will struggle to save money because of the long work hours and paying key things but he could overcome this by starting to slowly save a little bit of money each week.

The response below was awarded 3 marks, top of band 1. The learner demonstrated some understanding of the relevant factors of moving to a small house by making a few relevant links to the barriers and strategies, and the responses were within context as the learner has commented on stress, study time, work. Only a few relevant links to strategies have been mentioned. The response was not a balanced argument.

Poor hygiene could occur from having to share a bathroom, making it hard to wash or even brush-teeth. Having a router, may help Jamie's family to learn to share time and space.

Studying/ working may become difficult if not left alone or is noisy in James house, having and designated time / place may help those in his family to complete work. Completing work will also reduce stress so confinement won't be as

Set bed time if Jamie has younger children setting a bed time will allow him and his wife to have time alone also reducing stress when settling to go to bed helping him sleep easier and for his children to have a routine will help them be less cranky so the house hold is less stressful.

When looking for a smaller home Jamie should think about garden

Space on's will give them more  
space.

Feel, and be able to watch

their children play in a safe

environment. Having a garden can

help you keep health as exercise

and can be done easier.

Having outside space will help with

health as they won't be trapped

inside, fresh air and vitamins from

the sun.

The following response was awarded 2 marks, middle of band 1. The response identified some barriers, however, has not responded in context to the given scenario and did not discuss them. The strategies were limited with few links to the barriers.

The barriers given were listed and not fully discussed to show full understanding of the question. For learners to move into the next level they are required to demonstrate understanding of the relevant barriers and issues.

Jamie and his family are going to move into a smaller house to save money.

(d) Discuss the barriers Jamie and his family may face when trying to move to a smaller house and the strategies they could use to overcome them.

(8)

The barriers may face when trying to move to a smaller house than ~~grows~~ their, ~~it~~ can be financial problem, influence of partner or family, lack of motivation or lack of support all this will be barrier to Jamie and his family but they can overcome using strategies by seeking help by their friends, cancellers or support groups. Also they can use ~~tidying up~~ their stuff and ~~or~~ organising their small house. They ~~are~~ will need to clean and tidy regularly to overcome the barriers may face. Also they ~~with~~ may need to save some money to get better house. Also seeking help use ~~tidying up~~ their stuff and ~~or~~ organising their small house. They ~~are~~ will need to clean and tidy regularly to overcome the barriers may face. Also they ~~with~~ may need to save some money to get better house. Also seeking help will help them to overcome and they will get new ideas ~~to~~ how to life small house as a big family. To overcome they will need to be realistic ~~and~~ to overcome the barriers may face. Also they know that they are moving a small house so they measured it and they can understand how ~~to~~ to overcome all these barriers they may face.



## Summary

Based on their performance of this paper, learners should:

- Ensure they read the questions carefully and write answers related to the health and wellbeing factors requested and scenario provided.
- Candidates are reminded to pay attention to the command verb used in each question.
- Familiarise themselves with the indicative content of the unit in its entirety.
- Ensure a balanced answer is given when the question requires a discussion on strategies and barriers.
- Extended responses do not attract top marks unless they provide expansion points, as described in the examples above within this report.
- Note that marks are not awarded for repetition of the question. Often responses include information that is in the question, but this is not awardable.
- Manage their time effectively to ensure that they can spend enough time on each question.



Llywodraeth Cynulliad Cymru  
Welsh Assembly Government

Pearson Education Limited. Registered company number 872828  
with its registered office at 80 Strand, London, WC2R 0RL, United Kingdom

