

Examiners' Report
June 2016

GCSE Psychology 5PS01 01

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Introduction

Candidates demonstrated some excellent knowledge and understanding of the specification in this paper, over a diverse range of ideas. In questions 1-4 many candidates showed confidence in their understanding of the structure and function of the visual system, depth cues and illusions. In question 5 many demonstrated a thorough knowledge of the Gestalt laws and the ability to apply them to a novel situation. Question 7 on research methods produced a wide range of scores across the ability spectrum, with many candidates showing a good grasp of the basic principles of experimental design, the role of controls and how to implement them. It is useful for candidates to have had practical experience of studies in order to tackle such questions well. Previous experience of applying their knowledge to scenarios was also in evidence in many answers to question 12, which required candidates to apply their knowledge of Freud's dream theory, and a good knowledge of the accreditation process for psychoanalysts was in evidence in question 13. Finally, candidates showed a range of abilities and knowledge in their answers to question 15 about REM sleep disorder.

Question 1 (b)

This was a 'cross the box' question which gave candidates a confidence-building start to the paper.

Question 4

This question asked for a single weakness for a single mark, so could be a simple, unelaborated response.

This is a good answer

- 4 Gregory's perspective theory of illusions explains that we perceive flat objects as if they were three dimensional.

Outline **one** weakness of this theory.

A weakness is that he cannot explain the Muller-Lyer illusion with circles



ResultsPlus Examiner Comments

Some candidates simply said "A weakness is that he cannot explain the Muller-Lyer illusion", which is incorrect so earned no marks. Many more however, correctly ended the comment, as this candidate has, with "version with circles (instead of fins)", which is correct. Some candidates drew the version that cannot be explained by Gregory, and said that this was the case, which was an alternative way to earn the same marking point.



ResultsPlus Examiner Tip

If you have a choice, go for the 'easy option'! Some candidates did not earn marks here because rather than just stating that Gregory's theory could not account for this situation, that they tried unsuccessfully to explain only the underlying reason why the circles version of the Muller-Lyer illusion presents a weakness for Gregory, ie that it does not have appropriate three-dimensional cues.

This is another good answer

Outline **one** weakness of this theory.

He cannot explain fictions very well, Gestalt explains them better



ResultsPlus Examiner Comments

This candidate has answered better than some, who suggested that Gregory 'could not explain any fictions'. They have also provided some extra information, that was not required to earn the mark, but which is also correct (ie 'Gestalt explains them better').

Question 5

Many candidates gave excellent answers here, identifying the more obvious points, such as those illustrated below. A small number of candidates, however, did not follow the instructions. Three common errors were to circle less (or more) than four parts of the diagram or to forget to link these to a box in part (a) or to explain similarity rather than one of the aspects they had identified, in part (b).

This could easily have been a much better answer.

5 In the picture in part (a), examples of the following five Gestalt laws can be seen:

- similarity (this one has been done for you)
- closure ✓
- proximity
- continuity ✓
- figure-ground.

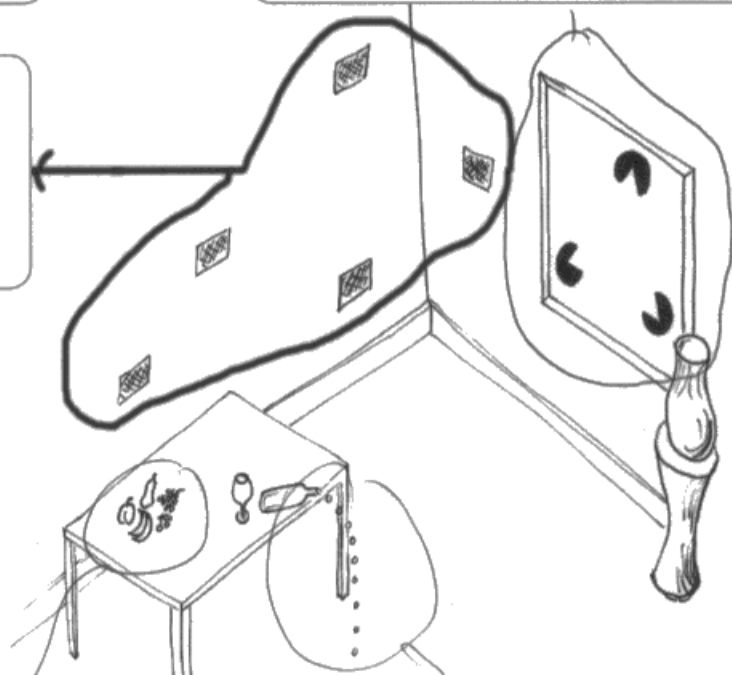
(a) On the picture below, **draw a circle** around each one of the **four** separate parts of the picture that illustrate the Gestalt laws of closure, proximity, continuity and figure-ground. For each part of the picture that you have circled, link it with an arrow to a box and name the Gestalt law. The example for similarity has been done for you.

(4)

(i) Name of Gestalt law
Figure-ground

(ii) Name of Gestalt law
Closure

(example) Name of Gestalt law
similarity



(iii) Name of Gestalt law
Proximity

(iv) Name of Gestalt law
Continuity

(b) Choose **three** of the Gestalt laws you have named in part (a). For each one describe how the part of the picture you have circled illustrates that law.

(3)

1. ~~Proximity~~ Proximity is when objects are seen as a group instead of individually due to their similarities. The fruit on the table shows this law.

2. Closure is when your brain sees an image and automatically fills in the gaps without it being there. The Kanizsa triangle ~~shows this~~ on the wall shows this law.

3. Continuity is when there seems to be a sequence or pattern that stops and your brain automatically carries on the sequence.



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Examiner Comments

The candidate has written 'figure-ground' in the first box in part (a), but has not linked this to an aspect of the picture, although the rest of part (a) is correct.

In part (b) answer 1, the candidate has made a common error, suggesting proximity is due to similarities between the objects rather than that they are close together. In answer 2 they have made another common error – they have explained the Gestalt law of continuity entirely correctly, but this does not answer the question. They needed to explain how that part of the picture illustrated the law.



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Examiner Tip

Be absolutely sure that you are answering the question. Where there is a scenario or diagram, make sure you know whether you are supposed to use this in your answer to each individual part of the question.

This was an excellent answer.

5 In the picture in part (a), examples of the following five Gestalt laws can be seen:

- similarity (this one has been done for you)
- closure
- proximity
- continuity
- figure-ground.

(a) On the picture below, **draw a circle** around each one of the **four** separate parts of the picture that illustrate the Gestalt laws of closure, proximity, continuity and figure-ground. For each part of the picture that you have circled, link it with an arrow to a box and name the Gestalt law. The example for similarity has been done for you.

(4)

(i) Name of Gestalt law
figure-ground

(ii) Name of Gestalt law
closure

(example) Name of Gestalt law
similarity

(iii) Name of Gestalt law
proximity

(iv) Name of Gestalt law
continuity

(b) Choose **three** of the Gestalt laws you have named in part (a). For each one describe how the part of the picture you have circled illustrates that law.

(3)

- 1 closure - the "bitten circles" in the picture make us perceive a "brighter than white" triangle as they appear to be corners that create illusory contours between them that create the shape
- 2 proximity - the fruits are all close together in their own small area of the table. This closeness causes us to perceive them as a group.
- 3 continuity - the ~~another~~ ~~drop~~ droplets all have gaps between ~~the~~ them and seem to follow a pattern. Our mind then fills in the gaps in order for us to perceive the drops as if they're following the curved line



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Examiner Comments

This candidate's circles and arrow were clear, and they had made the easiest choices in (a). Other common choices were to use the skirting board behind the table for continuity, and either the fruit against the table or the table against the wall for figure ground. In (b) their answers were very thorough, typically earning the mark within one or two lines of their answer.

Question 7 (a)

There were many one-mark answers to this question, as candidates identified but did not fully describe the independent variable. A common error was to simply identify two items from the same level of the IV, or to only state one level of the IV.

This was a typical 1-mark answer.

- 7 Miss Pandey has two psychology classes. She is conducting a study similar to Palmer (1975) but is using a real classroom rather than images.

She starts her first lesson with four objects on her desk. They all fit a classroom scene: a rectangular board rubber, a small circular clock, a stapler and a hole punch. After 20 seconds she covers up the objects. One minute later she asks her students to recall the names of the objects.

She starts her second lesson with another class in the same way but has replaced the board rubber with a similar sized box of sweets and replaced the clock with a similar sized orange. After 20 seconds she covers up the objects, and one minute later she asks the students to recall them.

- (a) Describe the independent variable (IV) in Miss Pandey's experiment.

(2)

She is changing ~~the~~ whether the class have to identify a board rubber and clock or a box of sweets and an orange



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Examiner Comments

Many candidates gave answers like this, identifying how the two levels of the IV were presented without describing what the IV actually was.



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Examiner Tip

When you are describing an independent variable, try to think about what it is that is being varied or changed, then about the way that this has been achieved. This will enable you to identify and operationalise the IV fully.

This was a good, detailed answer.

- 7 Miss Pandy has two psychology classes. She is conducting a study similar to Palmer (1975) but is using a real classroom rather than images.

She starts her first lesson with four objects on her desk. They all fit a classroom scene: a rectangular board rubber, a small circular clock, a stapler and a hole punch. After 20 seconds she covers up the objects. One minute later she asks her students to recall the names of the objects.

She starts her second lesson with another class in the same way but has replaced the board rubber with a similar sized box of sweets and replaced the clock with a similar sized orange. After 20 seconds she covers up the objects, and one minute later she asks the students to recall them.

- (a) Describe the independent variable (IV) in Miss Pandy's experiment.

(2)

Whether she had ~~appropriate~~ appropriate items in the classroom, like the clock and the board rubber, or if she had inappropriate objects, like the orange and the sweets



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Examiner Comments

This candidate has identified the IV and described the two levels, ie whether the objects were appropriate and inappropriate for the classroom. This was sufficient for 2 marks. They have added examples, which has helped them to ensure that they understand the situation that has been described.

Question 7 (b)

This question showed that many candidates had a good grasp of the concept of an independent groups design and could apply this concept to a novel situation. Some candidates, however, simply described the procedure and others, getting closer to a correct answer, suggested that different groups of participants did 'different things'.

A small number of candidates confused 'independent groups' with the concept of 'independent learning' in schools.

This candidate has given one of many possible good answers.

Miss Pandy's study is an example of an independent groups design.

(b) (i) Explain what is meant by an independent groups design.

(1)

Different participants do each condition in the experiment

(ii) Explain why Miss Pandy used an independent groups design for her experiment.

(1)

To stop students guessing the aim and acting socially desirable by trying to remember the objects



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Examiner Comments

In part (i) the candidate has successfully expressed the idea that different people are used for different levels of the independent variable. Some candidates went on to contextualise their answer here, which was not necessary, but may have helped them to focus on the questions.

This candidate has common errors in both parts of the question.

Miss Pandey's study is an example of an independent groups design.

(b) (i) Explain what is meant by an independent groups design.

(1)
When different groups of participants are used

(ii) Explain why Miss Pandey used an independent groups design for her experiment.

(1)
So that it has high control and results can be compared



ResultsPlus Examiner Comments

In part (i), the candidate has begun well, but needed to go on to say when different participants are used, ie in different levels of the IV.

In part (b) they are aware that an independent group design involves a comparison between groups, and that this must control for some potential source of error, but they have not identified what this might be.



ResultsPlus Examiner Tip

If you are unsure about how to answer a question fully, use the information in the scenario where there is one. Although this question did not require contextualisation in either part, doing so might have helped this candidate to gain marks.

Question 7 (c)-(d)

It was pleasing to see that many candidates took the simple information from the question and used it very effectively to answer question parts ci and ii. However, it was also impressive to see the extent to which they could generate sensible, original ideas in order to answer part 9(d). A small number of candidates did not read the question in part (d) and talked about the objects that were not changed, rather than the 'new' ones.

This was a typical full mark answer.

(c) (i) Describe **two** controls that Miss Pandey used in her experiment.

(2)

1 The amount of time the objects were uncovered

2 The amount of time that she waited before asking them to recall what they saw

(ii) Explain why **one** of these controls was important in this experiment.

(2)

The amount of time the objects were uncovered for is important as if they were left uncovered for longer it would be easier to remember.

(d) Describe **one** possible problem with the new objects Miss Pandey chose to use for her second class.

(2)

The pupils may pay more attention to the sweets on the dish as they are more desirable than any objects previously displayed so it would be easier to remember. This could be



This candidate has chosen the obvious controls of timing in part (i), and explained the importance of this effectively in part (ii). It is important to note that many candidates did not earn 2 marks here as they did not indicate the effect of seeing the objects for a longer or shorter time, or having a longer or shorter gap before recall, ie that it would improve or impair recall.

This candidate gave largely good answers, but made a common mistake in part (ii).

(c) (i) Describe **two** controls that Miss Pandey used in her experiment.

(2)

1 One control was that she used a total of four objects for both experiments, and didn't change that.

2 Another control was that she gave both groups 20 seconds before covering over the objects.

(ii) Explain why **one** of these controls was important in this experiment.

(2)

Giving both classes 20 seconds before covering the objects makes it controlled and a fair test.

It also means that the experiment is more likely to be reliable and therefore repeated.

(d) Describe **one** possible problem with the new objects Miss Pandy chose to use for her second class.

(2)

The students may easily be drawn to the sweets and therefore will remember them easier as they, the sweets and the orange, are unusual for a classroom. They are then more easily remembered.



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Examiner Comments

Both answers in (c) part (i) are correct. However, in part (ii), this candidate has made three common mistakes. Firstly, they have repeated the answer to (i), restating the control itself. They have then described it as a 'fair test', which earns no credit. Finally they have suggested that this improves 'reliability', which is not an explanation in itself.

The answer to (d) is very good, but note that the end phrase, that they 'are unusual for a classroom' and that they 'are then more easily remembered' is in fact what was being tested, ie the aim, not a possible problem. This was a common mistake to make but did not matter here as the candidate had already earned both available marks.



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Examiner Tip

If you use terms such as 'reliability' or 'validity' in questions asking for an explanation of a situation, make sure that you have said why the procedure makes the study more reliable or valid. The term alone is unlikely to be sufficient. By doing this, you will be explaining why it is a 'fair test'.

Question 12

Many candidates demonstrated a clear ability to apply their understanding of the concepts in Freud's dream theory and to apply them to the scenario. There were pleasingly few answers that simply described Freud's ideas without applying them and a small number that tried to suggest Oedipal fears of the maths teacher. Most candidates interpreted the story in the same way, although some creditworthy answers chose different interpretations that were also plausible.

This candidate has some knowledge of Freud's dream theory but has not used it very effectively to answer the question.

12 Ted has a big, black hairy dog that is very friendly. Mr Pascoe, Ted's maths teacher, is short with blond hair. Mr Pascoe is going to be very cross on Monday because Ted has lost his homework again. On Sunday night, Ted dreams about a little, white hairy dog that is very friendly; together they go to play on a sandy beach with a ball and have fun.

Explain Ted's dream using Freud's (1900) dream theory.

Freud's dream theory suggests that dreams do have meaning, so because he dreamt about little, white hairy dog this could be linked to his maths teacher because she is short with blond hair which is similar to the description of the dog. This means that Ted's unconscious ~~need~~ is coming to his conscious mind which is causing him to dream about it. This is because Freud believes that each dream has a underlying meaning this is called the manifest content this could suggest that actually Mr Pascoe won't actually be ~~not~~ cross at Ted after all.

(Total for Question 12 = 3 marks)



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Examiner Comments

They begin with a correct but irrelevant statement about dreams having meaning, then earn a point for their description of the representation of Mr Pascoe as the dog, even though they have not named a concept here. They go on to recognise that there will be an unconscious wish beneath the dream, but they do not explain what this could be in this case, so do not earn a mark for this idea. Finally, they mention the term 'manifest content' but it is not correctly linked to the dream description.



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Examiner Tip

It is important to have three skills: knowledge of terms and concepts, an understanding of what these mean, and the ability to apply these to new scenarios. Try to practise applying ideas to scenarios as often as you can.

This is a good answer.

12 Ted has a big, black hairy dog that is very friendly. Mr Pascoe, Ted's maths teacher, is short with blond hair. Mr Pascoe is going to be very cross on Monday because Ted has lost his homework again. On Sunday night, Ted dreams about a little, white hairy dog that is very friendly; together they go to play on a sandy beach with a ball and have fun.

Explain Ted's dream using Freud's (1900) dream theory.

displace
condensa
2nd elabora

Freud's theory would say that the ball and the beach could be secondary elaboration to make the dream into a story. The whole dream could be wish fulfilment as Ted doesn't want to get in trouble on Monday so the dog represents Mr Pascoe with the white fur being a manifestation of his blond hair. The fact that he manifests as a dog they are having fun on the beach may be condensation of what Ted wants to happen. Alternatively, the ball may represent the homework that he wishes he had.



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Examiner Comments

This candidate begins by identifying an aspect of secondary elaboration and explains what this means, although they are not required to do so. They then identify an example of wish fulfilment and earn a third mark for mentioning the representation of Mr Pascoe as the dog. There are then further comments about condensation and representation that are not required as they have already earned full marks.

Question 13

There was evidence of some well informed candidates who had learned ample, correct information. There were a few candidates who were unclear about the difference between 'training' and 'skills'.

This answer gained 3 of the possible 5 marks, and made a common error.

13 Tenshi is a psychoanalyst. Describe what Tenshi would have had to do to gain accreditation, which is the recognised status for a psychoanalyst.

She would have to get a degree in psychology and would have to ~~go~~ undergo training. She would also have to have psychoanalysis done to ~~help~~ her so she can get rid of her problems. She would then have to ^{conduct} ~~do~~ psychoanalysis on people with a trained psychoanalyst observing. After 4 years of training and getting her psychology degree she ~~it~~ would become an psychoanalyst.



ResultsPlus Examiner Comments

There were marks here for qualifications, a degree, training that is she should have psychoanalysis herself, although the elaboration of 'so that she can get rid of her own problems' was not sufficient for another mark. The candidate needed to explain why this was important in training. The candidate then makes a common error, suggesting that training involves being observed. It involves neither being observed nor observation of a trained practitioner. Supervision is a discussion process. Finally a third mark is gained from identifying the duration of the training process.

This is a highly effective answer.

13 Tenshi is a psychoanalyst. Describe what Tenshi would have had to do to gain accreditation, which is the recognised status for a psychoanalyst.

He would have to undergo psychoanalysis himself ~~for~~ four or five times a week ~~for~~ just under an hour however this is only ~~after~~ gaining a degree or the equivalent of a degree in psychology. Then he would start the 4 year part-time training. In the first year he would ~~also~~ attend seminars and lectures about Freud's therapy/theory and other theories. In the second year he would ~~to~~ start to perform psychoanalysis on a patient whilst being supervised and then in the third year he would take on a second patient whose psychoanalysis lasts for a year. After completing this ~~training~~ training, he would have gained accreditation.

(Total for Question 13 = 5 marks)



ResultsPlus Examiner Comments

This candidate earns marks for training, having psychoanalysis himself, and for the frequency of this analysis. There is then a mark in relation to qualifications, a degree, and two further training marks for the duration and the details about what is learned. At this point, this candidate achieved the maximum mark. There are however, two further creditworthy points, about supervision and the patients taken on.



ResultsPlus Examiner Tip

On longer answers it is often possible to earn marks for elaborating points, so try to do this. For example here, saying why receiving psychoanalysis is important – to help to overcome the trainee's own unconscious issues so that they do not interfere with the therapy they offer.

Question 14 (c)

Although many candidates could explain what was meant by 'qualitative data', fewer were able to explain why this was a strength of Freud's study.

This candidate has given a common correct answer in (i) but made a common error in (ii).

(c) One strength of Freud's case study was that it collected qualitative data.

(i) Explain what is meant by **qualitative data**.

(1)

Data that explains in detail what is shown.

(ii) Explain why the use of qualitative data was a strength in Freud's case study.

(1)

Because gathering detailed information helped him to understand what was going on in the study.



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Examiner Comments

In part (i), 'in detail' is sufficient. Answers here included other ideas such as 'descriptive'.

In part (ii) just saying 'the study' or 'little Hans' is not sufficient to answer the question. A strength which itself is linked to the study must be given. This candidate could have gone on to say '...such as the dreams/phobia little Hans had.'

This candidate earns full marks.

(c) One strength of Freud's case study was that it collected qualitative data.

(i) Explain what is meant by **qualitative data**.

(1)

the data is in-depth and full of detail.

(ii) Explain why the use of qualitative data was a strength in Freud's case study.

(1)

It meant he could gather lots of information about Little Hans and make a detailed analysis of his unconscious desires and wishes.



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Examiners' Comments

In part (i) they offer both 'in-depth' and 'detailed', either of which could have earned the mark.

In part (ii), reference to the understanding of little Hans's unconscious desires and wishes is appropriate and earns credit.



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Examiner Tip

When the question makes a direct reference to a study, such as here, it is important that you include relevant information about that study in your response.

Question 14 (d)(i)

This question required no contextualisation, just a definition.

This is a very competent answer.

(d) One weakness of Freud's case study was that it lacked generalisability.

(i) Explain what is meant by **generalisability**.

(1)

Generalisability means that the study can be applied to others that are around you.



ResultsPlus Examiner Comments

This candidate has expressed very well the idea that it is the ability of the results to be applied to new people. Other candidates also identified the importance of generalisability to other situations.



ResultsPlus Examiner Tip

Try to learn definitions for all the key methodological terms. You may be asked to define them or to apply them.

This candidate has made a common error.

(d) One weakness of Freud's case study was that it lacked generalisability.

(i) Explain what is meant by **generalisability**.

(1)

That the results/findings can be applied to people other than the person the study was done on.



ResultsPlus Examiner Comments

This candidate's answer illustrates a common confusion between what generalisability is, and what it is not.

Question 14 (d)(ii)

This question required the application of the knowledge from part d(i) to Freud's study.

This was a good answer, going beyond the simple idea of just studying little Hans.

(ii) Explain why the findings of Freud's case study lacked generalisability.

(2)

he only studied one person as with most case studies therefore was unable to apply it to most of the population



ResultsPlus Examiner Comments

This candidate, in common with many others, earned one mark for the idea of just studying little Hans, conveyed in this example nicely by 'little Hans specifically'. Importantly, this is followed by an explanation of why that matters, ie that his dreams and thoughts would have been different from other people's.

This was a typical one-mark answer.

(ii) Explain why the findings of Freud's case study lacked generalisability.

(2)

Freud's case study lacked generalisability because it was a long, detailed case study on Little Hans specifically. The findings come from Hans' dreams and thoughts, which other people do not have. The findings also involved interpretation.



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Examiner Comments

The candidate has correctly suggested that in studying only one person the results could not be generalised, but for two marks this needs some elaboration. They could have gone on to say 'because little Hans had different unconscious thoughts from other children'.



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Examiner Tip

In a question asking for an explanation for two marks, try to add some detail to your answer.

Question 15 (a)(ii)

Many candidates answered this question well, acknowledging the instruction to "make up an example of the patients' dream", and using this effectively to respond fully to the question. Those candidates who did not make up a dream would perhaps have benefitted from more experience of such exercises. Other candidates earned no credit here because they selected and explained Molly's or Anika's experiences. Some of these candidates demonstrated good knowledge of other sleep disorders, which are not on the specification.

This was a simple but effective two mark answer.

- (ii) Explain how you know that this patient is suffering from REM sleep disorder.
Make up an example of the patient's dream to illustrate your answer.

(2)

Peter is suffering from a form of parasomnia where ^{he} begins to act out his dreams. This is a REM sleep disorder as a person can only dream during



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Examiner Comments

This candidate uses the term 'parasomnia' and, although this is correct, it is not required for the answer.

This was a good full mark answer.

- (ii) Explain how you know that this patient is suffering from REM sleep disorder.
Make up an example of the patient's dream to illustrate your answer.

(2)

Because Peter is acting out his dream it means movement inhibition is not occurring for example if he is walking in his dream he may act out the action of walking while he is sleeping.



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Examiner Comments

This candidate has given a sophisticated answer using the term 'movement inhibition' appropriately.



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Examiner Tip

Think about what relevant information and terms you can use in an answer. It may not be obvious at first.

Paper Summary

Based on their performance on this paper, candidates should:

- Be certain that they can define basic terms, to give them essential knowledge and an understanding that underpins other skills
- Ensure that they have ample practical experience, for example of experimental designs
- Find opportunities to apply their knowledge, for example to their own experiences or to invented scenarios
- Try to use information in the question to guide how they answer.

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