

Examiners' Report June 2019

GCSE Religious Studies A 1RA0 2C



Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at <u>www.edexcel.com</u> or <u>www.btec.co.uk</u>.

Alternatively, you can get in touch with us using the details on our contact us page at <u>www.edexcel.com/contactus</u>.

ResultsPlus

Giving you insight to inform next steps

ResultsPlus is Pearson's free online service giving instant and detailed analysis of your students' exam results.

- See students' scores for every exam question.
- Understand how your students' performance compares with class and national averages.
- Identify potential topics, skills and types of question where students may need to develop their learning further.

For more information on ResultsPlus, or to log in, visit <u>www.edexcel.com/resultsplus</u>. Your exams officer will be able to set up your ResultsPlus account in minutes via Edexcel Online.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. 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 students at: <u>www.pearson.com/uk</u>.

June 2019 Publications Code 1RA0_2C_1906_ER

All the material in this publication is copyright © Pearson Education Ltd 2019

Introduction

Religious Studies A Paper 2: Area of Study 2 – Study of Religion Option 2C – Islam.

The paper contributes to 25% of the overall award. The assessment consists of two questions and candidates must answer both questions. The details of the assessment content are provided in the specification. Centres are to use this, rather than other published resources, when planning the course content.

Please note the following:

- AO stands for 'Assessment Objective'
- For Q01(d), marks are awarded for correct use of spelling, grammar and punctuation SPaG

Question 1 (a)

Candidates were assessed on Section One: Beliefs and Teachings. Bullet point 1.6. 'the nature and importance of angels for Muslims; how angels Jibril, Izra'il and Mika'il are shown in the Qur'an'

The question asked was:

'Outline the role of three angels mentioned in the Qur'an.'

Candidates are asked to 'Outline' on (a) items. Therefore, lists can reach a maximum of one mark.

GENERIC advice for centres to what constitutes a list

An example:

Outline 3 characteristics of God:

- God is creator (1 mark)
- God is creator, judge and lawgiver (1 mark for list or sentence)
- God is creator, busy and distant. (1 mark for the sentence identifying one correct piece of information)
- Busy, distant and **God is creator**, (1 mark for the sentence identifying one correct piece of information)
- Creator, judge, lawgiver (1 mark for list)
- Creator, busy, distant (0 Marks) (all three elements need to be correct for 1 mark)
- Creator, judge, distant (0 marks)

This question was generally well-answered by candidates: the majority were able to explain the role of the three angels mentioned in the Qur'an. Some candidates outlined the general roles of angels but could not attribute them to angels mentioned in the Qur'an and so could not be credited.

A significant number of incorrect answers mistakenly named prophets as angels.

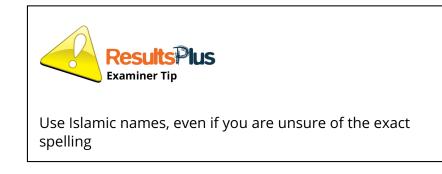
Candidates should not be afraid to attempt Islamic names, because credit will still be given for responses that use inaccurate spelling, where the intended name is obvious.

One agget mensioned on the Quirian of	·
Mikah, il whose role as the to bring	
rain. Another apgel mensioned on the	
Qu'an is bratilutose role is to blaw the	- 77
trompet on judgement day A Khird	
angel is dibrol whose role was to	
reveal the Qur'an to Mohannad.	



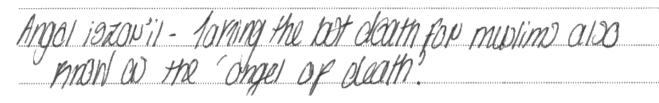
The candidate answers outlining the role of three angels in three sentences.

3 marks



Angel Jipvil - the to epread the word of Allan to the

Angel ieropilgound the trumpot





The candidate answers outlining the role of three angels in three sentences.

3 marks



Write three separate sentences to avoid listing and therefore losing marks

Question 1 (b)

Candidates were assessed on Section One: Beliefs and Teachings. Bullet point 1.2. 'The five roots of 'Usul ad-Din in Shi'a Islam (Tawhid (oneness of Allah); 'Adl (Divine Justice); Nubuwwah (Prophethood); Imamah (Successors to Muhammad) and Mi'ad (The Day of Judgment and the Resurrection): the nature, history and purpose of the five roots with reference to their Qur'anic basis'.

The question asked was:

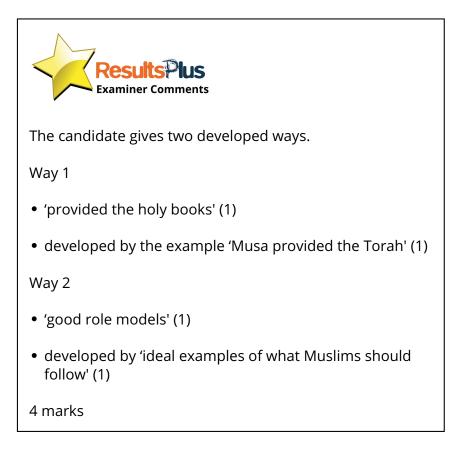
'Explain two ways Nubuwwah (Prophethood) is important to Shi'a Muslims.'

Candidates are asked to 'Explain two' on (b) items. Therefore, two reasons are required, and both need to be developed, for 4 marks.

Development consists of a piece of extra information, a reference to a source of wisdom, quotes or examples. The development must be of the reason given and to the question asked.

It is good practice to separate the two ways using paragraphs. This indicates clearly to the examiner that there are two different reasons given.

One may that Nubuwah is
impagant the Shi'a Hauslims is
that they provided the Maly books. Musa
provided the Torah, Harahim provided the
Scrolls etc. This is important because
Musling ine their wes by these book.
Another was is that the prophase are
good arole models. The prophets are ideal
examples of what muslims should believe to
devote their lives to Allech.





Use separate paragraphs for each way

This response is a good example of a well-developed answer, which adds to the initial point being made.

Nabunuan is important to Shira Muslims because prophets
are the basis of our relationship with Allah. Allah cannot talk to
us achectly so he sends angels to talk to his chosen prophets to talk
bus we may not even know of Allan if it wasn't for propries.
Nubuwwah is also important to Shira Mussims because without
them we wouldn't have the Que an. The Que an is the basis
of the Musim faith and the only example of Allahis hord that
hasn't been distorted.



Question 1 (c)

Candidates were assessed on Section One: Beliefs and Teachings. Bullet point 1.3. 'The nature of Allah: how the characteristics of Allah are shown in the Qur'an and why they are important: Tawhid (oneness), including Surah 16: 35–36, immanence, transcendence, omnipotence, beneficence, mercy, fairness and justice, Adalat in Shi'a Islam'

The question asked was:

'Explain two reasons why belief in the omnipotence of Allah is important for Muslims'.

Candidates are asked to 'Explain two' on (c) items. Therefore, two reasons are required, and both need to be developed for 4 marks. Development consists of a piece of extra information, a reference to a source of wisdom, quotes or examples. The development must be of the reason given and to the question asked.

The reasons then should be supported with a 'reference to a source of wisdom', this must support the reason given and cannot be awarded twice. Therefore, if it is used as development it does not gain a second mark for the source.

This question was not answered well by candidates. Many wrote responses that explained Tawhid but did not link Tawhid to omnipotence. Many could not link the source of wisdom to the question being asked.

Some candidates attempted to force a source of wisdom that they had learned into every answer. This often meant they did not answer the question at all. The reference needs to be part of the answer.

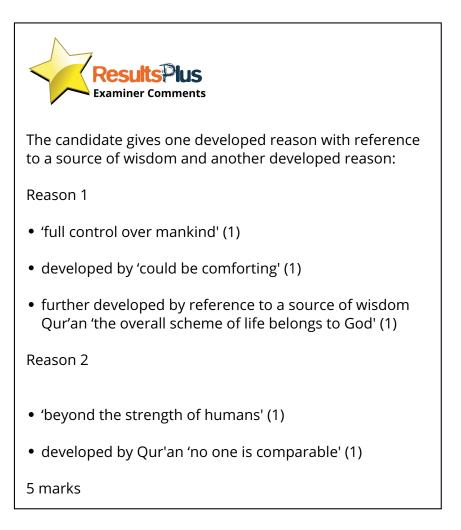
In this response, both points are developed and include a source of wisdom.

The belief that Allah & annipotent is important for moliling as it Suppose man Allah hers full conta over many autich could be competing as in the small it states that the overall scher of the belayers to god which would lead wolins to be organ In strations they turn are sut of there could. The perez is also important as it means had good Allah is poversus and beyond the strength schumans abich is replected in he mak were, I have had he are begod him no. he begod to one nor was he beggen. he one is comparable this is important as it suggers tillah is a beyond physical pover Of anerge hunas and is above men in thirsty divinity.

'no iston cartage limin but he takes i rall indians,

he is the all subile, the all aware

no one beget him nor didbe begettom , no one is comparable tohm !



In this response, the reference to the source of wisdom is paraphrased and explained, rather than quoted directly.

is that this helps Muslims to undestand One reason 5 So impor tant for examp is no partners. 5.e So Lolan 1 ~ To ß

Æ The. price



Question 1 (d)

The focus of the marking changes from AO1 to AO2 on the (d) items. The candidates are assessed on AO2 analyse and evaluate aspects of religion and belief. This constitutes 50% of the overall mark.

The question is 'Evaluate this statement considering the arguments for and against and reach a justified conclusion' – there must be some consideration of the validity of the arguments and evidence given: appraisal of the arguments to gain the higher grades.

Candidates were assessed on Section One: Beliefs and Teachings. Bullet point 1.4. 'Risalah: the nature and importance of prophethood for Muslims, including Surah 2: 136; what the roles of prophets teach Muslims, exemplified in the lives of Adam, Ibrahim, Isma'il, Musa, Dawud, Isa, Muhammad'.

The question asked was:

'The prophet Ibrahim is the best role model for Muslims.'

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Muslim teachings
- reach a justified conclusion.

Generally, candidates were able to display good knowledge and reach the higher marks of Level 2 but very few candidates evaluated their arguments, so could not achieve beyond this. Those who wrote good answers giving reasons for and against, often did not analyse or evaluate the validity of their arguments.

Less-able candidates also found it difficult to recall knowledge of Ibrahim's life and to explain why Ibrahim is important to Muslims. Such isolated general responses did not achieve beyond Level 1.

Formulas and writing frames restricted the flow of the arguments, limiting candidates' progression to the higher levels.

In this response, the candidate deconstructs the religious information, showing an accurate understanding of religion and belief.

The candidate considers the validity of arguments.

Simply stating that an argument is strong or weak, or adding more knowledge, or adding further arguments, does not move a response to Level 3.

There must be appraisal of the original argument/evidence and judgements made about the validity of the argument/evidence.

The prophet Abraham was the best role made Muslims as Le was a su sccess/ prophet ped to spread the word of humons directly. He is also a prophet a whi Muslims on follow and replicate in H e we lead his life. An example of this was his sacrafice, which is highlighted Muslims on also replicate this by ADIA hich one of the stages or sheep. However, a a goat clibique of that all 10 ara-ment ~00 <u>e d</u> performed the same roles prophets al Sa Ibrahim did hey also compunicated to human and ese priviled se of productured Se مالا record soto to co sl importent shy the Sent role reason iclims

revealed one of the holy books by a agel. This revealation helps us to inderstand another post of the Muslim history and also to inderstand Allah better through his true word (as the holy Jooks speak his true word) A critique to this argument is that Ibrahim was not the only prophet in which a holy book was revealed to. Mohammad was revealed the Qu'ran, in which was the final word of Allah. This could men that Muhanmad was more important, and therefore was revealed the final holy book, which could mea be was more important. The Qu'ran is most often regarded as the most important holy book which is read most frequent, Heretore way we should see Muhanmad as the best role model

To condude, so I believe that the prophet Ibrahim is not the best role model for Muslims and prophib were given the same role by Allah and should be treated equally. Some Others believe that he was the best role model as he was like is and could be followed (sacrafice ek).



Connections are made among many, but not all, of the elements in the question.

The candidate provides evidence suggesting the lowest mark of the level.

Judgements are supported by limited appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.

SPaG - 3 marks are awarded because the candidate:

- spells and punctuates with consistent accuracy
- uses rules of grammar with effective control of meaning overall
- uses a wide range of specialist terms as appropriate

Level 3

7 marks

SPaG: 3 marks

Total: 10 marks



Appraisal of the original argument/evidence and judgements made about the validity of the argument/ evidence will move your answer to a higher level.

This is an example of good knowledge and a basic attempt at appraisal.

Candidates should improve appraisal by explaining why the reasons given 'for' can be disputed by the alternative opinion.

For example, why one group of Muslims has one opinion and the other group believes their argument is incorrect, or is a weak argument, and why.

& Primarily a nurum may agree with the statement and argue thut the prophet Ibrahim is the most rightibicant prophet as he has a ferhuar, Eid-ar-adhar, A cerebrated after him. The festival stations his devotion and obedience to Allan, greatic Willingness to sacritize his own son, which must mustime would not be prepared to do Furthermore, as all inviting workduide reaughte this and celebran wa Eid a adha, it rouidined how he is the most important role model, and the best as he shalled devotion like no over, she ny bening the validity of this argument. However, many musim may disagree and argue that Ibrahim He only shored drubtion through his sacrifice, however the proper Muhammad should devotion asso, and offered much more to the Ummah, ro h is to berr role model Richermore, as prophet Muhammud had the ourun released to him by angel gibril (Surah 2), he offered a book of guidance to be munim Ummah, which is arguably a mon significant form of moving devotion, making him the best role model. Additionday, this devoir Muhammed had their prover and mour a mussim how to fline as ney are provided with a book of faith, smenghening ne validity of this argument.

However, many murring may sn'll drik agree with the statement or proplet Ibrahim is commemorated world and by the whole Ummah, and so he is he best role model or he is wer mought of and apper apreciated. Europermore, as due to this, he set the example that a massim mould have that level of spirihally with Allah that you would sacotra your own sun, representing tilan as a perionul und individual faith, Thenghening he wailding of this argument However, many mustim may mil disagree and argue that Ibrahim is aprophet OF a past civillisanin, and to his message of derohon i) outdated. For example, a data must three Auto murlim may argue that due to their beist in Imaman, the imams are more significant and an in best role models. Further wire, of inclus and mott current form of a holy presence on earth, they are the best note models as they go through 3 diverte, and modern Struggles, connecting deeper a mulin, as try an more recalable figures. Imamoun it highlighted in the 5 muts and mentioned in ruran 4:

In concuston, a multim should agnee with the statement, or Ibrahims devotion is exemplary and he is (elebrated for good reason. Althourgh other prophets, and recognized, Dorahim har ultimacy in trans of being he ben his * sacrifica is role model a short celebrated annually, along as a concruss eminder of how a monin should live; in submission to Allah. (Total for Question 1=27 marks)



The candidate gains Level 3 because they deconstruct the religious information, showing an accurate understanding of religion and belief.

Connections are made among many, but not all, of the elements in the question.

The candidate provides evidence suggesting the lowest mark of the level because judgements are supported by limited appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.

Level 3

7 marks

SPaG: 3 marks

Total: 10 marks

Question 2 (a)

Candidates were assessed on Section Two: Practices. Bullet point 2.4. 'Sawm as one of the Five Pillars: the nature, role, significance and purpose of fasting during Ramadan including Surah 2: 183–185'.

The question asked was:

'Outline three benefits of fasting for Muslims'.

Candidates are asked to 'Outline' on (a) items. Therefore, lists can reach a maximum of one mark.

helps you get closer to God." Be God!" helps you have self - diciptine

Fasting helps you empatitive and sympostics with the poor and less fortune.



The candidate outlines three benefits in three separate sentences.

3 marks

<u> Stragethuis their faille</u> the in the part paletion which then near wig to the page.



The candidate writes three sentences outlining three benefits.

3 marks



Write three separate sentences to outline three ways/reasons

Question 2 (b)

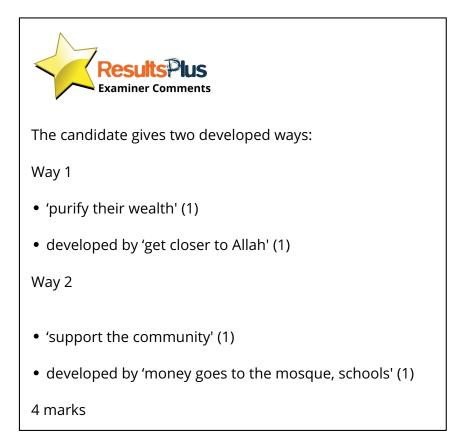
Candidates were assessed on Section Two: Practices. Bullet point 2.5 'why khums is important for Shi'a Muslims'.

The question asked was:

'Explain two ways giving khums is important to Shi'a Muslims.'

Candidates are asked to 'Explain two' on (b) items.Therefore, two reasons are required, and both need to be developed for 4 marks. Development consists of a piece of extra information, a reference to a source of wisdom, quotes or examples. The development must be of the reason given and to the question asked.

way giving khums is important tashi 'a Muslims TP and 125P WPC)(eher reason, ISTY IIMA 0



the first to she way in which gruing raumais important to she a Multime is perause it purpy's their wealth. Kuns 11 1's of the specific of war on and in stated in the ouran Islamic for realings and they four in moder time this means it is a sing to furthey what you car from Mugs wel as buicken. ILÍa The second say in site ouing Knums is important to Mullims is because it to emphisize the importance of charity. The menus is provided farthe pur or lan farturate which demonstrates the fundaments of the that a shi a Mushine fact as it is stated in the 10 abligating ach. This brings them close to understanding their religionand it strengedens the Ummah.



The candidate gives two developed ways.

Way 1

- 'purifys (sic) their wealth' (1)
- developed by Qur'an 'spoils of war' (1)

Way 2

- 'emphasises the importance of charity' (1)
- developed by 'for the poor or less fortunate' (1)

4 marks



Reference to a teaching or scripture is a good way to develop a reason

Question 2 (c)

Candidates were assessed on Section Two: Practices. Bullet point 2.6. 'Hajj as one of the Five Pillars: the nature, role, origins and significance of Hajj'

The question asked was:

'Explain two reasons why Muslims go on Hajj.'

In your answer you must refer to a source of wisdom and authority.

Candidates are asked to 'Explain two' on (c) items. Therefore, two reasons are required, and both need to be developed for 4 marks. Development consists of a piece of extra information, a reference to a source of wisdom, quotes, or examples. The development must be of the reason given and to the question asked.

The reasons should be supported with a 'reference to a source of wisdom': this must support the reason given and cannot be awarded twice. Therefore, if it is used as development it does not gain a second mark for the source.

Some candidates were not prepared for this question and confused 'what' with 'why'. Few candidates were able to refer to a source of wisdom and authority.

Haij to become better people. Mys go on a shance to become bloser to prayer and repent deeds. So as a result is become Anoty why it is reason obligating act. tr pilgnimage produm the + Suggests pilepinance Nes quere everyone t also iming a good A Comple Ø. e an act of soen's is a ling and the pilgnmage shows Muslims have al Mus Allah



The candidate gives one developed reason and another developed reason with reference to a source of wisdom.

Reason 1

- 'become better people' (1)
- developed by 'repent themselves from bad deeds' (1)

Reason 2

- 'hajj is an obligatory act' (1)
- developed by reference to a source of wisdom Qur'an 'proclaim the pilgrimage to all people' (1)
- further developed by 'is for everyone' (1)

5 marks

Muslims go on hall since it's a duty, it's a pillar of Islam and obligatory act. So rustims are following the foot steps of prophet Muhammad. In the Qur'an it says "proclaim Pilgramage to all people" and this means Muslims go on hall to be faithful, submissive and obedient like prophet & Muhammad and since it's both a obligatory act and pillar of Islam, earyonence people are expected to go on hall so they follow Allah's commandments and be like Muhammad who is an anample to hussims. Another peason why messlims go on hall since it allows them to reflect on their own hies and be mindful for Allah. Further more, they can faus on their beliefs and connect to Millah much more since they are away from their busy lives.



The candidate gives one developed reason with reference to a source of wisdom and another developed reason.

- 'it's a duty' (1) this is developed by 'a pillar of Islam' (1) further developed by reference to a source of wisdom Qur'an 'proclaim pilgrimage to all' (1)
- 'to reflect on their own lives' (1) this is developed by 'away from their busy lives' (1)

5 marks

Question 2 (d)

The focus of the marking changes from AO1 to AO2 on the (d) items. The candidates are assessed on AO2 analyse and evaluate aspects of religion and belief. This comprises 50% of the overall mark.

This type of question is marked from a levels-based mark scheme: marks are awarded according to levels descriptors.

The question is 'Evaluate' this statement considering the arguments for and against and reach a justified conclusion – there must be some consideration of the validity of the arguments and evidence given (appraisal of the arguments to gain the higher grades).

Candidates were assessed on Section Two: Practices. Bullet point 2.8. 'The nature, origins, activities, meaning and significance of the celebration/commemoration of Id-ul-Adha...Id-ul-Fitr...Id-ul-Ghadeer and Ashura'.

The question asked was:

'Festivals are the best way to remember the greatness of Allah.'

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Muslim teachings
- reach a justified conclusion.

When appraising, candidates should consider the strengths/weaknesses of the evidence they have presented to support each of their points ie why is some evidence more or less valid?

They should explain why other Muslims may not consider the arguments as valid points.

One reason why some muslims may agree with this Statement it because fiftiged may emphasize the cone to core beliep of islam such as End - Fitt, which enphases that muslims shull fast to remember the poor, therefore this is inportant to remember the preasures of God as it highlights gratitade not humans should feel, there pool strongthing their Frith with God.

Another reason is because muslime my Leleb, at Eid-WH All, which impraviles when Abraham Prophet Abraham Saenficed his sen for God, therefore it is inport at to alword it as it emphasises the gran greatness of God because God is so great, that the Prophet wants Sacraice his min plesh and Gloce by God, This is signeficant because it remunds anyling mat creything blongs to God and only God, therefore Keeping muslims humble and greatful.

The varidity of this ingument is throng be ause there festivals implosish why lood should be remembered his vast gratness through ancient Stories. The validity \$ muching may argue to celebrate the greatest lood, up ned to recluse wat loa has given us.

On navon why some mutting may discover with this stratement >s because they may argue that to remember The quartness of cod, multime somed pray and do Sulat instead, they may argue its important becaue This way they are greatly derotion towards God

Another reason may be is because muslions many believe Sherhudan is non inpartant to remember God as it Is the declaration of faster, the first muliny one graning their love towards lad and therefore are uspusning his quatry and remembering it.

The validity of this argument is particularly strong because mulins may biliene to tonly accountedage God's greatness, Mey must remore everyning he has blessed them with, mis car be porticly dene shrough Somm or furring furing Romadun, therefore this is important as it makes multing realise energening lood has geren them, therefore by amoning it, it leter mushins as shuggle and acunauledge the greatouts of Good por providing them with it initially. The validity of this argument may come into question as multimes may argue that Eid & the most important as it cerebrates the greatness of cold through ing and grathide. To conclude newy muslims would agree with mis statement seconde ting to remember the greateness of God, it must finly be done with say, during a also arran-such as fixinals, as muching with be greatful for their happines; therefore highlighting to then every thing bod has bused them with shining that bad is great



The candidate gains Level 3 because they deconstruct the religious information, showing an accurate understanding of religion and belief.

The candidate has considered the validity of arguments, although this is done in a basic way so the candidate does not achieve the higher mark of the level.

Connections are made among many, but not all, of the elements in the question.

The candidate also provides evidence suggesting the middle mark of the level because judgements are supported by appraisal of evidence which may be superficial, leading to a partially justified conclusion.

Level 3

8 marks

Critique can be undertaken in a number of ways, including by appraising the validity of the evidence used to support arguments, or considering why other Muslims may not accept this point.

Simply stating arguments for and against the statement will not enable candidates to move beyond Level 2.

Festivals are the best way to remember the greatness of Alleh as they are a time when Muslims con focus on just Allah. al An example of this would be during Sawin as Muslims nust fast for Allah in order self discipline themselves and to attempt to purify themselves in order to try to bene 6.7 their desision to go to "peradise" in the afterlife. This time of self-strugsle helps Muslim to bous on the nature of allah - his oneress, his all loving nature etc. A critique to this styment would be that Muslime have other ways remembering the greatness of Allah. An example of this would be through Salah. Salah helps Muslim to express their love and express Acir thankfillness to Allah directly and one to one. Another example would be the Shahada Muslims express the native and or Allahthre is only one tod 1 hij isal a declaration of Faith which tops I strengthen bond with Allah.

Another reason - by Perbials se the best line to remember the greatings of Allah is because they are a great line for Muslims to join bagetter and show Mair love for God as a community. Exceptes of this se Adul-fatr and Adul-adhir where M-slims are together and an being as one to celebrate God and his onener. A critique of this org-ment would be that festivals such as sacrafice do not help us to remember God as one, but also help is to remember others (e.g. Ibrahim during the sacrafice). A better way to remember End and his greatness is by reading ne quiranto en Al native of Allah and the word of Allah Grust Gllow in our everyday lives.

To conclude, I believe testival se not the best way to remember the greatness of Allah as there are better and more personal ways (e.g. through Shahadah or Salah), however some Muslims prefor to be together as a conmunity and as one to remember Allah



The candidate has attempted to critique their points but does not do this in a robust way, so achieves the lower mark.

The candidate gains Level 3 because they deconstruct the religious information, showing an accurate understanding of religion and belief.

Connections are made among many, but not all, of the elements in the question.

The candidate provides evidence suggesting the lowest mark of the level because judgements are supported by limited appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.

Level 3

7 marks

Paper Summary

Based on their performance on this paper, candidates are offered the following advice:

- Do not attach extra sheets to your examination paper; write within the booklet pages using the blank spaces
- When answering the (a) items use three full sentences
- The source of wisdom offered to support answers in (c) items must be relevant to the question and support the reason given
- The (d) items ask for evaluation, after considering the evidence. The higher grades are achieved if the evidence/reasons given is 'considered' or appraised for its value as an argument as part of deciding the evaluation
- On (d) items the bullet points indicate the viewpoints that can be awarded in the answer, so candidates must respond to all aspects of the question
- Candidates should read the questions carefully, to ensure that the answer relates to the question asked

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx

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