

# Mark Scheme with Examiners' Report GCE O Level Pakistan Studies (7535)

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# PAKISTAN STUDIES 7535, MARK SCHEME

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## PAPER 1

1. Describe and explain the contribution of the Mughal Emperors to the development of each of the following:

- (a) the administration of government;**  
**(b) economic and social conditions;**  
**(c) architecture.**

Normally a 7:7:6 split but award up to a maximum of 10 for any one part.

Generally one mark for any point made but in circumstances where one is very well explained two marks could be awarded.

### **(a) the administration of government**

- Mainly the work of Akbar
- Allowed public audiences to redress the grievances of other subjects
- Emperor was a benevolent despot
- Central administration based on four ministers
- Judicial system had three main officials led by the Chief Qazi
- The empire divided into several Subas or provinces. At the head of each was a Governor. Each Suba subdivided into Sarkas

### **(b) economic and social conditions**

- Cities were prosperous
- Agriculture encouraged by the State
- Many industries and crafts - muslin, cotton and silk
- Exploitation of weavers by middlemen
- Foreign trade with countries in Asia and Europe
- Society was a feudal organisation
- Relations between Muslims and non-Muslims was cordial
- Women were honoured in society

### **(c) architecture**

- Emperors great patrons of architecture and commissioned many buildings some of which stand today (mosques and mausoleums)
- Akbar built in the Hindu/Muslin style with red stones
- Janangir continued Akbar's work, completing his tomb at Sikandra
- Shah Jahan used marble and built some of the finest buildings including the Taj Mahal
- Several gardens were constructed at Lahore and Delhi

2. Describe the achievements of Robert Clive and Warren Hastings in the Sub-Continent.

Normally a 10:10 split but award up to a maximum of 13 for any one part.

Generally one mark for any point made but in circumstances where one is very well explained two marks could be awarded.

### **Robert Clive**

- Plassey – qualities as a soldier and leader
- British supremacy in Bengal
- Increased power of merchants
- Established Oudh as a buffer state between Bengal and the Marathas
- Reforms – dual system government, civil reforms, abolition of private trade system, Society of Trade, military reforms **(max of 4)**

### **Warren Hastings**

- Reforms – administration, revenue, finance, commercial, judicial **(max of 6)**
- Oudh and Rohilla policies **(max of 2)**
- Wars – Anglo-Maratha and Anglo-Mysore **(max of 2)**
- Patron of the arts

3. Describe and explain the changes introduced by the British during the first half of the nineteenth century which affected each of the following:

**(a) education;**

**(b) social conditions;**

**(c) government administration.**

Normally a 7:7:6 split but award up to a maximum of 10 for any one part.

Generally one mark for any point made but in circumstances where one is very well explained two marks could be awarded.

#### **a) education**

- Spread of English system of education
- Introduction of English as the official language

#### **b) social conditions**

- Abolition of sati
- Suppression of thuggee, the killing of travellers
- Killing of daughters stopped

#### **c) government administration**

- Dual system of government abolished
- Indians given some administrative posts
- Financial reforms introduced
- Abolition of Provincial Courts of Appeal
- Power of magistrates increased
- Introduction of the jury system

4. (a) What were the causes and origin of the Khilafat Movement?

(b) Why did it fail?

Normally a 10:10 split but award up to a maximum of 13 for any one part.

Generally one mark for any point made but in circumstances where one is very well explained two marks could be awarded.

**(a) Causes and origin**

- Istanbul and Caliph
- Promises of British
- Treaty of Sevres
- Foundation of Movement - Ali Brothers

**(b) Failure**

- Role of Gandhi
- Hijrat movement
- Chauri Chaura incident
- Mustafa Kamal Ataturk and end of Movement

5. Describe and explain the historical development of any **THREE** regional languages since 1947.

Normally a 7:7:6 split but award up to a maximum of 10 for any one language.

Generally one mark for any point made but in circumstances where one is very well explained two marks could be awarded.

**Sindhi**

- Sindhi Literacy Board set up in 1948
- 1954 sees Bazm-e-Talib-ul-Muala
- Dr Akhbar Drazzi establishes the Sarmast Academy
- Today used in TV and radio and newspapers in the media

**Punjabi**

- Punjabi literature taught to M.A. level
- Government support for its development

**Pushto**

- Pushto received a great boost after 1947
- Influence of Sahibzada Abdul Qayum
- Foundation of Islamia College, Peshawar and Peshawar University
- Pushto academy set up in 1954 which later prepared the Pushto dictionary

**Baluchi**

- Radio Pakistan in Karachi began broadcasts in Baluchi language
- Baluchi Literary Association set up and has published magazines and articles in Baluchi, eg Nan Kessan and Olassis
- Bible published in Baluchi
- Quetta TV station promoted Baluchi language

6. Write brief accounts on any **THREE** of the topics below explaining their historical importance:

**(a) The Round Table Conferences 1931-1932;**

**(b) Adult Education;**

**(c) The role of women in Pakistani society;**

**(d) The Radcliffe Award 1947;**

**(e) The 1973 Constitution.**

Normally a 7:7:6 split but award up to a maximum of 10 for any one language.

Generally one mark for any point made but in circumstances where one is very well explained two marks could be awarded.

**a) Round Table Conferences 1931-1932**

**1<sup>st</sup>**

- Boycotted by Congress
- Approval of federal system
- Minorities sub committee unable to reach a conclusion

**2<sup>nd</sup>**

- Gandhi (Congress) present having had talks with Irwin
- Gandhi obstructive
- No conclusion

**3<sup>rd</sup>**

- Congress abstained
- Did not achieve anything
- Led to the Communal Award in 1932

**b) Adult/Higher Education**

- Higher proportion of spending than state schools
- 5% of population attend
- Only 3% of the budget spent on research or library resources, rest on salaries
- All institutions are government run. 22 universities
- Training scheme for lecturers
- Universities for medicine, technology and legal education
- Adult literacy 30%
- A scheme for adult learners
- Nai Roshni schools
- Links with Allama Iqbal's Open University in Islamabad

**c) The role of women in Pakistani society**

Tends to depend on the role of women and where they live – urban women have better educational, employment opportunities whereas rural women are tied more to the home, some domination by the husband, arranged marriages and a lack of education.

**d) The Radcliffe Award 1947**

- Award submissions by Hindus, Muslims and Sikh representatives
- Award details (**max of 3**)
- Reactions especially concerning Calcutta and Punjab

### **e) The 1973 Constitution**

- Main features (**max of 5**)
- Return to parliamentary form of democracy
- Concessions made to provinces
- Agreed by a democratically elected assembly

## **7. Compare and contrast the achievements of the governments of Benazir Bhutto and Nawaz Sharif.**

Normally a 10:10 split but award up to a maximum of 13 for any one part.

Generally one mark for any point made but in circumstances where one is very well explained two marks could be awarded. Maximum of 13 for any candidate who only provides a narrative of both.

### **(a) Bhutto**

#### **1988-90**

- First woman to head a government of a Muslim nation
- Secured transfer of already purchased US weapons
- Conflict with Nawaz Sharif and problems with relations with growth of Separatist movements
- Difference over appointment of judges amongst others between Bhutto and President Ghulam Ishaq
- No confidence motion by opposition – failed but damaging
- Inflation and unemployment
- Drug trafficking
- Use of family members in government
- Problems in Kashmir/India
- Inept visit to Kuwait on eve of Iraqi invasion. Dismissed by President

#### **1993-96**

- Entered into co-operative arrangements with United States re United Nations' peacekeeping operations. 5000 troops to Somalia
- Some reduction in Pakistan's trade deficit
- Slight rise in foreign exchange reserves
- Loan and grant assistance from World Bank and I.M.F.
- United States lifted economic and military sanctions
- Hillary Clinton visited Pakistan
- Kashmir tension
- Family feuding. Bhutto's brother murdered in 1996
- Nawaz Sharif and opposition demonstrations
- Prosecution of opposition members
- Banking scandal
- Terrorism/bombings 1995. 2000 people murdered
- Unemployment/inflation
- Unrest in army/arrest of 40 army officers in 1995
- Chief Minister of Punjab dismissed
- IMF concerns 1996 follows devaluation of Pakistan rupee. Balance of payments worsened
- Imran Khan dismissal by President

**(b) Sharif**

- Advanced nuclear energy programme
- Support for Saudi Arabia's defences during Gulf War
- Private investment in road construction, telecommunications, airline and shipping industries
- Resolved 2 long-standing issues – allocation of the Indus waters and distribution of revenue between provinces and central government
- Did little to solve growth of crime and use of drugs
- Privatisation policy encouraged profiteering
- BCCI criticised for corruption
- Failure of Co-operative Societies in Punjab resulted in 2m losing life savings
- Loss of USA aid following Pakistan criticisms during Gulf War
- Clashes in Kashmir
- Opposed President Ghulam Ishaq
- Corruption accusations

**8. How successful has Pakistan's relationship with Russia been since 1947?**

Generally award one mark per point for each of the following categories. Max of 13 for either successes or failures. Two marks to be awarded for each good explanation.

**Successes**

- Soviet oil exploration in Pakistan in 1961
- India accepted Western arms in Indo-Chinese War 1962
- £11 million loan to Pakistan in 1963
- Ayub Khan visits USSR in 1965 – improves understanding
- Soviets hold Peace Conference between Pakistan and India 1966
- Soviet arms supplied to Pakistan from 1968
- Bhutto visits USSR in 1972
- USSR support for building a steel mill

**Failures**

- Liaquat Khan visits USA rather than USSR in 1949
- Soviet pro-Indian stance on Kashmir
- Pakistan joins USA sponsored military pacts in 1954 and 1955
- USSR gives economic and technical assistance to India
- Pakistan refuses USSR aid in 1956
- USA spy plane scandal 1960 – plane took off from Pakistan
- Pakistan involvement in USA-Chinese diplomatic ties in 1971 leads to greater pro-Indian support by USSR
- Pakistan support for Afghanistan in war with USSR in 1979
- USSR unhappy with Pakistan's nuclear programme



## PAPER 2

**Question 1** Map question. 1 mark per item.

- (a) City A = Quetta; City B = Lahore; Country C = Afghanistan. **(3)**
- (b) (i) Location of Islamabad;  
(ii) Location of Karachi. Allow 3mm radius. **(2)**
- (c) Locations of (i) maritime climate  
(ii) sand dunes  
(iii) relief rainfall  
(iv) rice cultivation using key symbols **(4)**
- (d) (i) Latitude allow 30/31 degrees north, but full answer required  
(ii) Longitude allow 72/73 degrees east, but full answer required.  
(iii) Distance allow 675-725 km **(3)**

**(Total 12 marks)**

## Question 2

- (a) (i) Discharge; accept either valid definition (simple notion 1 mark, qualified 1 mark) or means of measuring. Possibly accept elements of each for two marks. **(2)**
- (ii) 1. River two **(2)**  
2. River three
- (iii) Credit references to low winter precipitation; in form of snow; snow melt in spring; impact of summer rains. For max answer must express a view over the year at large. **(3)**
- (iv) Comment on discharge of River Ravi 1 mark available. Impact of water treaty whereby India received rights of Ravi with consequences on discharge in Pakistan. Outline idea 1 mark; amplified 1 mark. **(2)**
- (b) 4 x ½ marks for named types of irrigation. 5 marks for reasons of different types in different parts. (2marks available for specific locations of named types.) **(7)**

**(Total 16 marks)**

## Question 3

- (a) (i) 6 x ½ marks for placements under correct headings. Mark first 6 given 3 marks.  
Allow: Inputs: climate; land; power; irrigation. Process: harvesting; power; irrigation. Output: maize. **(3)**
- (ii) Subsistence, 1 mark provided reason given, correct reason 1 mark.  
Allow commercial if answer convincing. **(2)**

- (b) (i) 1 mark for brief description of each of 4 aspects of land reforms. eg consolidation of holdings whereby. No marks for reasons in (i) (4)
- (ii) Reasons. Allow 1 mark for each of 4 outline reasons or 2 marks for each of amplified reasons. (4)
- (iii) Answer must express a view on agricultural productivity and justify it. For max answer must address 'to what extent?' (3)

**(Total 16 marks)**

#### **Question 4**

- (a) Reserve 2 marks for each of the physical and economic factors; award remaining 3 marks where deserved. Some description is required; if simple lists eg favourable climate, good communications to 4 x ½ marks max. (7)
- (b) General view with reason and reference to at least one other region 1 mark. For 2 marks references required to two other regions with reasons. For 3 marks some relative assessment also required. Focus of answer must be on regions not cities. (3)
- (c) General arguments, possibly of national consequence, up to 4 marks. Additional marks for arguments relating to specific regions. Permit references to economic, social, political strategic. (6)

**(Total 16 marks)**

#### **Question 5**

- (a) Marks solely for explanation of differences between rural and urban areas. If implicit allow. Answers likely to feature likes of rural areas being more male dominated; greater access to education for women in urban areas; family size in rural areas. For max must be reference to, and at least implicit distinction between, role and status. (5)
- (b) Expect references to cultural background, religious opposition, economic forces and availability of educational institutions. (5)
- (c) Permit references to family size etc provided the impact on social and economic development is mentioned. Additionally, permit references to labour force / productivity; dependency; intellectual potential. View reference to possible political contribution as valid. (6)

**(Total 16 marks)**

#### **Question 6**

- (a) (i) Credit references to types / causes of pollution and limitations on controls. 4 x ½ marks max for simple list. Answer must focus on reasons. (8)
- (iii) Accept any valid approach to question but for max will be some understanding of 'safe levels' and possible impact on health and problems of implementing such in a country such as Pakistan. (3)

- (b) Accept refs to cost, political will, technology, education, difficulties of implementing legislation. (5)

**(Total 16 marks)**

### **Question 7**

- (a) No marks for reasons why. Marks for problems which arise. Accept 5 observations for 1 mark each or award 2 mark for developed theme. (5)

- (b) Allow 2 mark for description of possible social changes but thereafter focus of answer must be on reasons. For max answer will address 'to what extent?' (6)

- (c) Reserve 2 marks for each of social and economic effects; award remaining mark where deserved. Credit positive and negative effects. (5)

**(Total 16 marks)**

### **Question 8**

- (a) (i) 1. Capital goods; allow 26 – 30%  
2. Consumer goods; allow 10 – 15 % (2)

- (ii) Allow ½ mark for valid example of each. Remaining mark for making a distinction between the two types. (2)

- (b) (i) Problems arising from narrow export base 4 marks. No marks for problems related to cotton growing unless related to possible consequences. (4)

- (ii) Measures taken to broaden export base. Theme to 2 marks if justified. (5)

- (iii) Assessment 1 mark if related to evidence. 2 marks for evidence provided. (3)

**(Total 16 marks)**

# **PAKISTAN STUDIES (7535), CHIEF EXAMINER'S REPORT**

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## **PAPER 1**

### **General comments**

The standard of work presented this year by candidates was broadly similar to that of the previous year with slightly fewer entries than 2003. Almost all the candidates answered the required three questions with few displaying any sign of problems with the requirements of the examination, especially time. There were no rubric errors. It was clear that many candidates had been well prepared for the examination. Those candidates who answered questions 1, 3 and 4 generally performed well and displayed a high level of accurate, relevant and appropriate explanation in their answers. Many candidates produced answers that focused on the questions with few irrelevancies and made genuine attempts to answer the question as set. However, there were some candidates who clearly were unprepared for the demands of the paper, producing long, rambling and often irrelevant answers to the questions. A feature of their answers was to write all they knew about a topic, rather than focus on the requirements of the question. This was especially evident in question 4 on the Khilafat Movement. Another feature of some answers this year was the listing of points, rather than writing explanations or even descriptions. This trend is worrying since these candidates will not score as highly as those who write explanations in full and continuous prose and centres should bring this to the attention of their candidates. Finally, as in previous years, it would be helpful if candidates could remember to fill in the front cover of their answer booklets, indicating the questions that they have answered.

### **Question 1**

Many candidates found this question somewhat difficult. Many wrote about the Mughal emperors in general terms rather than focusing on the issues relating to the administration of government, economic and social conditions and architecture. Many candidates produced a narrative of these features with little attempt to explain the contribution of the Mughal emperors to the development of these topics.

### **Question 2**

Answers to this question on the achievements of Robert Clive and Warren Hastings were mixed. One positive feature was that more candidates chose this topic than in previous years but most candidates tended to describe the life of each character with little attempt to explain their achievements. However, some answers were detailed and demonstrated a good understanding of each of the characters involved.

### **Question 3**

In this question on British rule in the Sub-Continent in the nineteenth century, many candidates knew a considerable amount of information, and for those who were able to address all three parts of this on education, social changes and government administration, marks were usually high. However, many others found some difficulty in organising their answers and often described everything they knew about the events leading up to the War of Independence. Many candidates tended to list the changes, rather than explain them; and as a result marks were often lower than they ought to have been.

#### **Question 4**

This was a popular question with many detailed answers. The Khilafat Movement is a well known topic and candidates were able to demonstrate their knowledge of it. However, many candidates simply described all they knew about the Movement from start to finish, and only a minority were able to explain accurately the causes and origin first before going on to describe the reasons for failure.

#### **Question 5**

This was not a popular question and one which was not well answered by those candidates which chose to do so. Many candidates attempted to describe all they knew about regional languages but often produced generalised and inaccurate answers, sometimes detailing developments prior to 1947. Many identified Urdu as a regional language.

#### **Question 6**

This question on a variety of different issues was often popular and most candidates who answered parts (a) and (d) on the Round Table Conferences and the Radcliffe Award were able to write at length and score well. However some candidates answering (b) Adult and Higher Education wrote irrelevantly about nineteenth century educational developments and some answering (c) Women wrote rambling and confused answers which failed to address the question. Again it is essential for candidates to recognise what is required in each question before commencing their answer.

#### **Question 7**

Few candidates answered this question on Benazir Bhutto and Nawaz Sharif and among those who did not all were able to compare and contrast their achievements. At best answers tended to be descriptive, detailing their time in government and often criticising them with little attempt at supporting justification.

#### **Question 8**

Few answered the final question on the relationship between Pakistan and Russia. Those that did attempt this question knew some facts but at best answers tended to be descriptive and a chronological narrative from 1947 to the present day. There was little attempt to assess the relative success or failure of the relationship between the two countries.

### **PAPER 2**

#### **General Comments**

Question 1, the map question, was compulsory, and most candidates were able to select, as required, three other questions, with which they felt comfortable. In a small number of cases four additional questions were attempted.

Unfortunately, some fundamental examination skills were frequently not applied. Quite often candidates were simply 'writing about' the key topic which seemed to feature in a question. Little regard was given to the precise instructions and there was sometimes little evidence that questions had been fully read let alone totally understood. A common error was that of making no distinction between 'describe' and 'explain'.

Answers need to be planned otherwise they quickly become unstructured and repetitive. A common feature in a significant number of scripts was the prevalence of lists. While such a technique might have some merit towards the end of the examination if candidates do not have enough time to complete their essays, it is not recommended as an essay technique. Lists do not allow candidates to produce coherent and convincing answers (which would score higher marks).

The knowledge base of candidates was often good but it is imperative that candidates use this knowledge to answer the questions. Equally, when time is in limited supply, it is important to know what to leave out. For some candidates this seemed a formidable task.

### **Question 1**

In general, this straightforward question, where the expectation is that most candidates will perform well, was competently handled. Candidates struggled when they were required to mark items on the map in Q1(c). Littering the map with a whole series of efforts is totally unproductive; no marks are awarded in these instances. There was also considerable confusion between latitude and longitude.

### **Question 2**

There were some confident answers, particularly in part (iii), where reference was appropriately made to snowmelt and the monsoon rains. However, the concept of 'river discharge' was clearly new to many candidates. While there was ample knowledge about irrigation types in Q2(b), 'how and why' was sometimes overlooked and lengthy descriptions prevailed. The focus of the question was on variations across the country.

### **Question 3**

It was encouraging that the systems diagram was well handled by most candidates who attempted this question. Some flexibility was permitted with the entries under 'input' and 'process'. For example, irrigation was credited under both headings.

The knowledge about land reforms was prodigious but encouraged some candidates to get carried away and go well beyond the parameters of the question. Detailed descriptions of the Green Revolution, while clearly having a link, were redundant, but sometimes occupied an appreciable amount of candidates' time. Moreover, it is very important that candidates have regard for the mark allocation. There were some very sound answers regarding reasons for land reforms, the best pointing out that improved agricultural productivity and 'justice' were important issues but that the outcomes were sometimes modest.

### **Question 4**

Some candidates disregarded the structure of Q4(a) and made no distinction between physical and economic factors. It was difficult to produce a comprehensive answer to this question without some reference being made to climate, terrain and availability of water. However, rather more was sought than 'good weather'. Examiners did not require the statistical details provided that the likes of distribution and reliability of precipitation were included.

The concept of 'to what extent' was very commonly ignored in Q4(b). Where a view was expressed, reasons to support it were required. There were some good answers, though opinions, entirely appropriately, were varied.

Many scored poorly on Q4(c) by answering their own question with a prepared answer. The question was not about the problems; they are relatively easily identified. The question was more searching and sought arguments in favour of development. Strong answers made mention of the resource potential of other areas and the need to achieve a more even level of economic development.

### **Question 5**

This was the most popular question on the paper. The contrast between 'rural' and 'urban' was often strongly drawn but sometimes overstated. However, 'explanation', 'role' and 'status' were not always adequately developed. Answers were often of an essentially descriptive nature.

In Q5(c) the impact of low literacy was usually expressed in somewhat general terms, often relating to the impact on the individual rather than the country at large.

### **Question 6**

Many candidates failed to focus on atmospheric pollution and even those answers which did were of a very general nature. Specific points were always given credit. For example, reference to the volume, quality and age of vehicles was rewarded.

Q6(a)(ii) was sometimes totally misunderstood and relatively few candidates were able to demonstrate that the notion of 'safe levels' often gets ignored where economic imperatives prevail. Pertinent comments about politicians featured widely in Q6(b) but rarely beyond the level of there being 'too much corruption'.

### **Question 7**

This question demanded close study before writing the answer. It was not simply about high birth rates and how they might be reduced, an issue which many candidates who attempted this question had clearly rehearsed.

Q7(a) sought problems arising from a large proportion of the population being under 15 years of age. This was not particularly taxing provided the question was addressed. It invited comments on the dependency ratio, the cost of providing education facilities and the like. No marks were awarded for simply giving reasons for almost 50% being under 15 years of age.

Q7(b) proved challenging as it required candidates to take a view about the impact of social changes. It was not simply about listing the changes but this is precisely what many did. Some credit was given for this but higher marks were awarded where candidates addressed 'to what extent?'

Again in Q7(c) some candidates failed to adhere to the structure of the question. The best answers recognised the positive and negative effects of the increase in life expectancy.

## Question 8

Some answers to the first part of this question exceeded 100% in each case. A significant number of candidates, it seems, struggle with basic statistics.

There was often a sound understanding of the distinction between capital and consumer goods, though the question required more than mere examples of each.

Unfortunately, the majority of candidates who attempted this question overlooked a critical word in Q8(b), namely 'manufacturers' and opted to dwell on raw cotton. Fortunately, given the structure and nature of the question, the error was not carried through to later parts. Indeed, there were some good answers, especially in Q8(b)(iii) where concrete evidence was produced.

## PAKISTAN STUDIES 7535, GRADE BOUNDARIES

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Grade	A	B	C	D	E
Lowest mark for award of grade	57	47	38	33	24

**Note:** Grade boundaries may vary from year to year and from subject to subject, depending on the demands of the question paper.

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