



Mark Scheme

Summer 2017

GCSE History B (5HB01/1C)

Unit 1: Schools History Project Development Study

Option 1C: The changing nature of warfare in
Britain, c50AD to the present day

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by 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 www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

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: www.pearson.com/uk

Summer 2017

Publications Code 5HB01_1C_msc_20170817

All the material in this publication is copyright

© Pearson Education Ltd 2017

General marking guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, ie if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed-out work should be marked **unless** the candidate has replaced it with an alternative response.

Placing a mark within a level mark band

- The instructions below tell you how to reward responses within a level. Follow these unless there is an instruction given within a level. However, where a level has specific guidance about how to place an answer within a level, **always** follow that guidance.
- **2 mark bands**
Start with the presumption that the mark will be the higher of the two.
An answer which is poorly supported gets the lower mark.
- **3 mark bands**
Start with a presumption that the mark will be the middle of the three.
An answer which is poorly supported gets the lower mark.
An answer which is well supported gets the higher mark.
- **4 mark bands**
Start with a presumption that the mark will be the upper middle mark of the four.
An answer which is poorly supported gets a lower mark.
An answer which is well supported and shows depth or breadth of coverage gets the higher mark.

Quality of Written Communication (QWC)

- Mark schemes will indicate within the table where, and which, strands of QWC are being assessed. The strands are as follows:
 - ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*
 - select and use a form and style of writing appropriate to purpose and to complex subject matter*
 - organise information clearly and coherently, using specialist vocabulary when appropriate.*

Spelling, Punctuation and Grammar (SPaG) marking guidance

- The spelling, punctuation and grammar assessment criteria are common to GCSE English Literature, GCSE History, GCSE Geography and GCSE Religious Studies.
- All candidates, whichever subject they are being assessed on, must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Spelling, punctuation and grammar marking criteria should be applied positively. Candidates must be rewarded for what they have demonstrated rather than penalised for errors.
- Examiners should mark according to the marking criteria. All marks on the marking criteria should be used appropriately.
- All the marks on the marking criteria are designed to be awarded. Examiners should always award full marks if deserved, ie if the answer matches the marking criteria.
- Examiners should be prepared to award zero marks if the candidate's response is not worthy of credit according to the marking criteria.
- When examiners are in doubt regarding the application of the marking criteria to a candidate's response, the team leader must be consulted.
- Crossed-out work should be marked unless the candidate has replaced it with an alternative response.
- Handwriting may make it difficult to see if spelling, punctuation and grammar are correct. Examiners must make every effort to assess spelling, punctuation and grammar fairly and if they genuinely cannot make an assessment, the team leader must be consulted.
- Specialist terms do not always require the use of complex terminology but the vocabulary used should be appropriate to the subject and the question.
- Examiners are advised to consider the marking criteria in the following way:
 - How well does the response communicate the meaning?
 - What range of specialist terms is used?
 - How accurate is the spelling, punctuation and grammar?

Question Number		
1		<p>What do Sources A and B show about changes in army recruitment? Explain your answer, using Sources A and B and your own knowledge.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Source A: A recruitment speech, 1776.</p> <p>To all bold heroes, who want to join the army. You shall receive a coin so that you can buy a drink in honour of his Majesty, King George. When you come to join your regiment, you shall have new caps, weapons, clothes and everything that is necessary to make you a soldier.</p> </div> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Source B: From an army recruitment website, 2015.</p> <p>An Infantry career places you at the heart of the action. You could get involved in everything from peacekeeping and disaster-relief to full-scale war. You'll start your career by training to be a rifleman. After that you can specialise. You could become anything from a machine gunner or anti-tank missile operator to a driver, or sniper. Later in your career you'll get more responsibility and learn new skills, like how to command and manage larger teams of soldiers.</p> </div> <p>Target: knowledge, recall and selection, analysis of change in a historical context, inference from sources (AO1/AO2/AO3).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<p>Simple statement. EITHER Candidate offers general comment about changes in England, without providing support from source(s) or own knowledge of the historical context.</p> <p><i>eg 'Soldiers have got better opportunities now'.</i></p> <p>OR Statement(s) which do not address 'change' and are based on detail from the individual source or single source with own knowledge.</p> <p><i>eg 'In Source A the soldier was being offered basic things like clothes and this was because many soldiers came from a poor background and joined the army as a way of escape'.</i></p> <p>Award 1 mark for each relevant point made to maximum of 2.</p>

2	3–6	<p>Developed statement. Candidate states that change occurred in England based on an explanation of the situation in each source.</p> <p>Offers statement(s) based on detail from the source(s) and/or from own knowledge of the historical context.</p> <p><i>eg 'Source A shows the soldiers were just offered the basics but in B the army is seen as offering a good career and people join willingly'; or 'In Source A the soldiers were recruited in person but Source B shows the army using a website which is a way of using technology to reach as many people as possible'.</i></p> <p>Maximum 4 marks if answer is based only on sources or own knowledge.</p>
3	7–8	<p>Analysis. Candidate makes an inference about the nature or extent of change in England based on the explicit use of both sources and supported from own knowledge of the historical context.</p> <p><i>eg Explains that many people were unwilling to join the army as it was a hard life so the soldiers often came from a poor background or were tricked into joining the army but by 2015 the army is offering training and good prospects so they don't feel the need to force people to join the army, they can use advertising and technology to show it as a good career.</i></p>

Question Number		
2		<p>The boxes below show two new weapons which were used during the period c1350-c1700.</p> <p>Choose one and explain the key features of its use in battle.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; width: 150px; text-align: center;">The musket</div> <div style="border: 1px solid black; padding: 5px; width: 150px; text-align: center;">The cannon</div> </div> <p>Target: knowledge, recall and selection, key features and characteristics of periods studied (AO1/AO2).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<p>Generalised answer is offered with little specific detail. Candidate offers limited detail about one weapon.</p> <p><i>eg 'The musket could be used with relatively little training'; or 'Cannon could be used to attack castles'.</i></p>
2	4–6	<p>Relevant details are offered with links to key features. Candidate describes the use of the weapon in battle.</p> <p><i>eg Describes the use of muskets – they played a similar role to the longbow but could be used with relatively little training, musketeers were often placed with pikemen as the musket took a long time to reload, the musket was ineffective in rain; or describes the use of cannon in siege warfare to batter walls, or shows the increased use of cannon in a battle from being difficult to move and unreliable to becoming important in providing a preliminary bombardment.</i></p>

Question Number		
3		<p>How useful is Source C to a historian who is investigating the conditions in the trenches on the Western Front during the First World War?</p> <p>Use Source C and your own knowledge to explain your answer.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Source C : From a letter by General Monash, from the Western Front, January 1917. It was written to his family.</p> <p>The big problem is the supply of food and ammunition. This includes meat, bread, other food for the men, hay, straw and oats for the horses, wood, coal, and candles. It takes over 2,000 men, hundreds of wagons pulled by horses, and 118 huge motor lorries to supply the daily needs of my 20,000 soldiers.</p> <p>We also have to see that all the men in the front lines regularly get hot food - coffee, porridge, stews. They cannot cook it themselves because smoke from a fire would show their position to the enemy. And they must get hot food regularly or they would die of cold or frostbite, or get 'trench foot', which can lead to amputation.</p> </div> <p>Target: knowledge, recall and selection, key features and characteristics of periods studied, evaluation of source utility (AO1/AO2/AO3).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<p>Judgement based on simple valid criteria. Comments are based on assumptions about usefulness because it is reliable or because of the content relevance or amount of detail.</p> <p><i>eg Assumes the source is useful because it comes from that period / has clear details; or assumes it is not reliable as we don't know details of his circumstances.</i></p> <p>Allow 1 mark for each valid point based on source or on own knowledge, up to a maximum of 2 marks.</p>
2	3–6	<p>Judgement is based on the usefulness of the source because of its content or reliability. EITHER Answer focuses on the usefulness of content.</p> <p><i>eg 'It is useful because it gives us information about food, cooking and the necessity of hot food'; or 'It is not useful because this sort of food did not always reach the soldiers in the trenches and sometimes they just had hard biscuit rather than hot food'.</i></p> <p>OR</p>

		<p>Answer sees usefulness as dependent on reliability and analyses the details and treatment of content or nature/origin/purpose in order to assess how reliable/representative/authoritative the source is.</p> <p><i>eg 'It is useful because it comes from the time and includes details that suggest the author has accurate knowledge of the situation'; or 'It is not useful because the author might want to show that his men are well supplied and that conditions are not bad and therefore this could be unreliable and distorted'.</i></p> <p>Maximum 4 marks if answer is based entirely on source or on own knowledge.</p>
3	7–8	<p>Judgement is based on an evaluation of the usefulness of the source's content in the light of its provenance/ reliability.</p> <p>Answer considers the value of information, taking into account its reliability or how representative/authoritative it is, making explicit what difference this makes to what the source can contribute.</p> <p><i>eg Answer considers the details about food and the problems of supply, taking into account the fact that the general was responsible for 20,000 men and therefore should have good knowledge of the situation; however, we don't know if he wanted to present himself or the situation in a good light - food was often cooked behind the lines in field kitchens and sent up to the trenches but this was not possible in battle and could be hampered by bad weather; sometimes there was little food and it was often basic like bread or hard biscuits. We also don't know if the situation in January 1917 was 'normal'.</i></p> <p>NB: No access to Level 3 for answers that do not include additional knowledge.</p>

Question Number		
4		<p>In what ways did industrialisation lead to changes in warfare c1700-1918? You may use the following in your answer.</p> <ul style="list-style-type: none"> • Standardised ammunition • Mustard gas <p>You must also include information of your own.</p> <p>Target: knowledge, recall and selection, factors relevant to change in a historical context (AO1/AO2).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<p>Simple or generalised comment is offered, supported by some knowledge. Candidate offers generalised comment with little supporting detail or offers details about a very limited aspect of the question.</p> <p><i>eg 'Industrialisation meant that weapons could be mass-produced'; or 'Mustard gas was used during the First World War and produced blisters all over the body and inside the lungs'.</i></p>
2	5–8	<p>Statements are developed with support from material which is mostly relevant and accurate. Candidate describes aspects of industrialisation linked to warfare, or describes changes in warfare.</p> <p><i>eg Describes the standardisation and mass-production of weapons and ammunition; or describes the development of steamships, railways and motorised vehicles; or describes the production of new weapons such as the machine gun, the tank and poison gas.</i></p> <p>Maximum 7 marks for answers that do not describe an aspect in addition to those prompted by the stimulus material, eg the production of the machine gun or of the tank.</p>
3	9–12	<p>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points made. Candidate explains how industrialisation brought about changes in warfare.</p> <p><i>eg Explains how the standardisation and mass-production of weapons made training and the use of new tactics such as volleys or bombardments easier; or explains how industrialisation led to improvements in supplies and made a war of attrition more likely; or explains the impact on strategy and tactics of new weapons were produced such as tanks, poison gas etc.</i></p> <p>Maximum 10 marks for answers that do not explore aspects in addition to those prompted by the stimulus material, eg the production of the machine gun or of the tank.</p>

Question Number		
5		<p>In what ways has war reporting changed since c1850?</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> • Photographs from the Crimean War • Television coverage of the Gulf War <p>You must also include information of your own.</p> <p>Target: knowledge, recall and selection, factors relevant to change in a historical context (AO1/AO2).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<p>Simple or generalised comment is offered, supported by some knowledge.</p> <p>Candidate offers generalised comment with little supporting detail or offers details about a very limited aspect of the question.</p> <p><i>Eg 'Reporting changed from being newspaper articles and photographs to being extended televised coverage and interviews'; or 'New technology means we can get almost instant coverage'.</i></p>
2	5–8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Candidate describes changes in technology or content in examples of war reporting.</p> <p><i>eg Provides examples of change in the method or content of reports, such as the use of photographs and special correspondents, using the telegraph to report on the Crimean War, and the use of television, computers and the internet to report on the Gulf War; describes the growth of unofficial reporting through the use of the internet.</i></p> <p>Maximum 7 marks for answers that do not describe an aspect in addition to those prompted by the stimulus material, for example newspaper reporting of the Crimean War or the influence of journalists on public attitudes.</p>
3	9–12	<p>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points made.</p> <p>Candidate provides an analysis of change in war reporting.</p> <p><i>eg Explains the nature of change in method or content and impact on public opinion, for example, photographs to film to internet coverage, providing increasing coverage, more detailed and personal reports and 'real time' reporting and the use of social media; or explains change in content and impact from Russell's reports on the Crimean War leading to the public providing supplies and demanding better medical care, to censorship during the First and Second World Wars and reports on the Gulf War aiming to demonstrate the technical capabilities</i></p>

		<p><i>of the army and reassure the public that troops were winning the war with minimum casualties.</i></p> <p>Maximum 10 marks for answers that do not explore aspects in addition to those prompted by the stimulus material, eg newspaper reporting of the Crimean War or the influence of journalists on public attitudes.</p>
--	--	--

Question Number		
6		<p>How far do you agree that the mounted knight had the most important role in a medieval army?</p> <p>Explain your answer. You may use the following in your answer.</p> <ul style="list-style-type: none"> • The Battle of Hastings • The Battle of Agincourt <p>You must also include information of your own.</p> <p>Target: knowledge, recall/analysis of key features, analysis and evaluation of a factor (AO1/AO2). Assessing QWC i-ii-iii: for the highest mark in a level all criteria for the level, including those for QWC, must be met. Spelling, punctuation and grammar (SPaG): up to 3 additional marks will be awarded for SPaG.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<p>Simple or generalised comment is offered, supported by some knowledge.</p> <p>Candidate may provide generalised answer with little supporting detail or relevant details on a limited aspect of this question.</p> <p><i>eg 'The mounted knight wore armour and used a sword'; or 'The mounted knight would charge the enemy'.</i></p> <p>Writing communicates ideas using everyday language and showing some selection of material but the response lacks clarity and organisation. The candidate spells, punctuates and uses the rules of grammar with limited accuracy.</p>
QWC i-ii-iii		
2	5–8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Candidate will provide information about the mounted knight and/or armies and warfare in the medieval period.</p> <p><i>eg Describes the role of the mounted knight in the charge and hand-to-hand fighting; describes aspects of the role of the mounted knight in specific battles such as Hastings or Agincourt; describes the role of other components in a medieval army such as archers or the role of the leader.</i></p> <p>Maximum 7 marks for answers that do not describe an aspect in addition to those prompted by the stimulus material, for example the role of archers or the role of the leader.</p> <p>Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The candidate spells, punctuates and uses some of the rules of grammar with general accuracy.</p>
QWC i-ii-iii		

<p style="text-align: center;">3</p> <p style="text-align: center;">QWC i-ii-iii</p>	<p style="text-align: center;">9–12</p>	<p>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points made. Candidate will analyse the importance of the role of the mounted knight and/or other components of a medieval army.</p> <p><i>eg Explains the importance of the role of the mounted knight in charging the enemy, breaking through ranks of enemy footsoldiers and also providing protection for their own footsoldiers; or challenges the statement by explaining the importance of the role of archer or the importance of the role of the leader in deciding strategy and tactics.</i></p> <p>Maximum 10 marks for answers that do not explore aspects beyond those prompted by the stimulus material, such as the role of archers or the role of the leader.</p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The candidate uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</p>
<p style="text-align: center;">4</p> <p style="text-align: center;">QWC i-ii-iii</p>	<p style="text-align: center;">13– 16</p>	<p>A sustained analysis, supported by precisely-selected and accurate material and with sharply focused development of points made. Answer as a whole focuses well on the question. Candidate provides an analysis of the role of the mounted knight and of other components of a medieval army in order to reach a judgement.</p> <p><i>eg Weighs the importance of the role of the mounted knight in charging the enemy, breaking through ranks of enemy footsoldiers and also providing protection for their own footsoldiers, against the role of archers in reducing enemy numbers at the start of the battle or the importance of the role of the leader in deciding strategy and tactics.</i></p> <p>NB: No access to Level 4 for answers which do not explore aspects beyond those prompted by the stimulus material, such as the role of archers or the role of the leader.</p> <p>Writing communicates ideas effectively, using a range of precisely-selected historical terms and organising information clearly and coherently. The candidate spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p>
Marks for SPaG		
Performance	Mark	Descriptor
	0	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold	1	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question.

		Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
Intermediate	2	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
High	3	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Question Number		
7		<p>How far do you agree that the work of the Royal Army Medical Corps (RAMC) has been the biggest improvement in the care of wounded soldiers since c1800?</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> • Florence Nightingale during the Crimean War • Casualty Clearing Stations during the First World War <p>You must also include information of your own.</p> <p>Target: Knowledge, recall/analysis and evaluation of change (AO1/AO2). Assessing QWC i-ii-iii: for the highest mark in a level all criteria for the level, including those for QWC, must be met. Spelling, punctuation and grammar (SPaG): up to 3 additional marks will be awarded for SPaG.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<p>Simple or generalised comment is offered, supported by some knowledge.</p> <p>Candidate may provide generalised answer with little supporting detail, or relevant details on a limited aspect of this question.</p> <p><i>eg 'Care of the wounded improved as more facilities and trained personnel became available'; or 'Florence Nightingale improved the care for the wounded at the Scutari military hospital'.</i></p> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The candidate spells, punctuates and uses the rules of grammar with limited accuracy.</p>
QWC i-ii-iii		
2	5–8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Candidate provides relevant and accurate details about care of the wounded.</p> <p><i>eg States that care improved and describes the work of Florence Nightingale; or describes the work of the RAMC and/or the medical system on the Western Front; describes other aspects of military care such as the establishment of the Red Cross or improvements in surgery and medical care.</i></p> <p>Maximum 7 marks for answers that do not describe an aspect in addition to those prompted by the stimulus material, for example the establishment of the Red Cross or improvements in surgery and medical care.</p> <p>Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The candidate spells, punctuates and uses some of the rules of grammar with general accuracy.</p>
QWC i-ii-iii		

<p style="text-align: center;">3</p> <p style="text-align: center;">QWC i-ii-iii</p>	<p style="text-align: center;">9–12</p>	<p>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points made. Candidate analyses the nature and extent of improvement(s) in the care of wounded soldiers.</p> <p><i>eg Analyses the impact of the work of Florence Nightingale; or analyses the importance of the RAMC in providing a system of care and transport for the wounded; or analyses the impact of the work of the Red Cross as an international organisation.</i></p> <p>Maximum 10 marks for answers that do not explore aspects beyond those prompted by the stimulus material, such as the establishment of the Red Cross or improvements in surgery and medical care.</p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The candidate uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</p>
<p style="text-align: center;">4</p> <p style="text-align: center;">QWC i-ii-iii</p>	<p style="text-align: center;">13–16</p>	<p>A sustained analysis is supported by precisely-selected and accurate material and with sharply focused development of points made. The answer as a whole will focus well on the question. Candidate analyses the impact of the work of the RAMC and of other factors affecting the care of wounded soldiers in order to reach a judgement.</p> <p><i>eg Evaluates the relative importance of the work of the RAMC and other factors such as the work of Florence Nightingale or the Red Cross in order to decide whether the work of the RAMC has been the biggest improvement in the care of wounded soldiers since c1800.</i></p> <p>NB: No access to Level 4 for answers which do not explore aspects beyond those prompted by the stimulus material, such as the establishment of the Red Cross or improvements in surgery and medical care.</p> <p>Writing communicates ideas effectively, using a range of precisely-selected historical terms and organising information clearly and coherently. The candidate spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p>
Marks for SPaG		
Performance	Mark	Descriptor
	0	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold	1	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

Intermediate	2	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
High	3	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

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