



Mark Scheme

Summer 2017

GCSE History B (5HB01/1A)

Unit 1: Schools History Project Development Study

Option 1A: Medicine and public health 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_1A_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:
 - i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*
 - ii) select and use a form and style of writing appropriate to purpose and to complex subject matter*
 - iii) 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 the standard of hygiene? Explain your answer, using Sources A and B and your own knowledge.</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>Source A: A modern photograph rich of the site of the Roman public baths at Wroxeter. This shows the main bathing rooms on the left and the latrine area (toilets) on the right.</p>  </div> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>Source B: An illustration of a man having a bath at home in the Middle Ages</p>  </div> </div> <p>Target: knowledge recall and selection, analysis of change in a historical context. inference from sources</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 'The standard of hygiene declined'.</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 'Source A shows that the Romans built public baths to encourage high standards of hygiene'; or 'Source B shows that having a bath in the Middle Ages was done in the home'.</i></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 a high standard of general cleanliness in Roman towns and that it was a social activity but Source B suggests that it became a more private issue'; or explains that Source A shows that the Romans built public baths and also</i></p> |

| | | |
|----------|------------|--|
| | | <p><i>of hygiene among the public generally by providing clean water and building sewers to take waste away but the infrastructure had decayed by the Middle Ages.</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 Source A shows how the Romans created a high standard of hygiene by providing public baths and also clean water and the removal of waste but that the infrastructure of aqueducts, sewers and baths decayed after the Roman withdrawal in 410 and by the Middle Ages the general standard of hygiene was lower and it became a more personal / private issue. May point out that there were some areas in the Middle Ages where there was piped water and sewers but this was only on a local level and often through private initiative, not the</i></p> |

| Question Number | | |
|-----------------|------------|---|
| 2 | | <p>The boxes below show two people who had an influence on public health during the nineteenth century.</p> <p>Choose one and explain the key features of his work.</p> <div style="display: flex; justify-content: space-around; margin: 20px 0;"> <div style="border: 1px solid black; padding: 10px; width: 150px; text-align: center;">Edwin Chadwick</div> <div style="border: 1px solid black; padding: 10px; width: 150px; text-align: center;">John Snow</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 the key features of the individual's work.</p> <p><i>eg 'Edwin Chadwick wrote a report about the living conditions of the poor'; or 'John Snow investigated a cholera outbreak at the Broad St Pump'.</i></p> |
| 2 | 4–6 | <p>Relevant details are offered with links to key features. Candidate describes the key features of the individual's work.</p> <p><i>eg Describes the recommendations made by Chadwick, the creation of the Board of Health and Medical Officers; may also explain the limited impact of his work. Describes the investigation carried out by Snow and the ending of the outbreak after the removal of the pump handle; may also explain the limited impact of his work.</i></p> |

| Question Number | | |
|-----------------|------------|---|
| 3 | | <p>How useful is Source C to a historian who is investigating the development of penicillin? 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 speech given by Alexander Fleming in 1945 when he received the Nobel prize.</p> <p>In 1929, I published the results of my experiments on the penicillin mould. I suggested that it would be useful for the treatment of infections but few people paid any attention. However, 10 years later, Dr. Chain and Sir Howard Florey, took up the investigation. They succeeded in producing a concentrated version of penicillin. The result is that now we have a medicine which is far more effective than I ever thought possible in those early days.</p> </div> <p>Target: knowledge recall and selection, key features and</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 reliable because it was a speech by Fleming / assumes the source is useful because it includes details about the development of penicillin / assumes the source is not completely reliable / useful because Fleming is speaking about his own work and will be biased.</i></p> <p>Allow 1 mark for each valid point based on source or on</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 This shows the importance of communication and research in developing penicillin; or this is useful because it shows that the importance of penicillin was not recognised until after the work of Florey and Chain; or this is not useful because it has very little detail on how Florey and Chain purified penicillin and needed to get funding from America and then tested penicillin on mice then humans.</i></p> <p>OR 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</p> |

| | | |
|---|-----|--|
| | | <p><i>eg The speech is by Fleming after his award of the Nobel prize so he is likely to emphasise his own achievements in order to justify the award; or the speech by Fleming is likely to suggest that he, Florey and Chain were equally important as they received the Nobel prize jointly.</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 Fleming gives about his own role in the discovery of penicillin and the limited explanation of the role played by Florey and Chain in the light of the speech's purpose to acknowledge an award and therefore the positive emphasis within the speech.</i></p> <p>NB: No access to Level 3 for answers that do not include additional knowledge</p> |

| Question Number | | |
|-----------------|------|---|
| 4 | | <p>In what way has care in hospitals improved since c1850?</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> • Florence Nightingale • Radiotherapy <p>You must also include information of your own.</p> <p>Target: knowledge recall and selection, analysis of 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 'Florence Nightingale improved the training of nurses'; or 'Radiotherapy provided better treatment'.</i></p> |
| 2 | 5–8 | <p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Candidate may provide details of the work of Florence Nightingale on hospital care in Britain or of modern hospitals and treatment available.</p> <p><i>eg Describes the ideas in Nightingale's 'Notes on Nursing' or her ideas about hospital design; describes the role of the NHS in providing hospital care or the development of specialised treatment in modern hospitals such as chemotherapy, radiotherapy, ICU wards; or describes the use of modern medicines such as antibiotics, and technology such as dialysis, hi-tech surgery.</i></p> <p>Maximum 7 marks for answers that do not describe an aspect in addition to those prompted by the stimulus material, <i>eg the use of technology.</i></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 shows the nature of the improvement(s) in care that have taken place since c1850.</p> <p><i>eg Explains how Nightingale's work on the training of nurses led to better care; or explains that specialised wards include trained personnel and specific equipment for use in chemotherapy or radiotherapy; or explains that modern medicine and technology have allowed improved treatment and care.</i></p> <p>Maximum 10 marks for answers that do not explore aspects in addition to those prompted by the stimulus material, <i>eg the</i></p> |

| Question Number | | |
|-----------------|------|---|
| 5 | | <p>In what ways has the role of government in public health changed since c1875? You may use the following in your answer.</p> <ul style="list-style-type: none"> • 1875 Public Health Act • Government anti-smoking campaigns. <p>You must also include information of your own.</p> <p>Target: knowledge recall and selection, analysis of change</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 'The government passed laws about the provision of water and removal of sewage'; or 'The government has run campaigns to make people live a healthier lifestyle'.</i></p> |
| 2 | 5–8 | <p>Statements are developed with support from material which is mostly relevant and accurate. Candidate may provide details of legislation or of campaigns to promote a healthier lifestyle.</p> <p><i>eg Describes the key features of the 1875 Act or later acts about housing or pollution; describes government campaigns to promote a healthier lifestyle such as anti-smoking, safe sex, '5 a day'; or describes the reforms of 1905-1911; or describes government vaccination campaigns.</i></p> <p>Maximum 7 marks for answers that do not describe an aspect in addition to those prompted by the stimulus</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 shows the nature of the change in the role of government in public health.</p> <p><i>eg Explains how the government has taken responsibility for public health issues, making it mandatory for local government to provide clean water and the removal of sewage, and setting limits on water and air pollution; or explains that the role of government has expanded to include vaccinations or lifestyle issues that affect health.</i></p> <p>Maximum 10 marks for answers that do not explore aspects in addition to those prompted by the stimulus material, eg vaccination campaigns or the 1905-1911 reforms</p> |

| Question Number | | |
|-----------------|------|--|
| 6 | | <p>'Methods used to prevent infectious diseases in the period c1350-c1750 were completely ineffective'. Do you agree? Explain your answer. You may use the following in your answer.</p> <ul style="list-style-type: none"> • Galen's ideas • Isolation <p>You must also include information of your own.</p> <p>Target: knowledge recall/analysis of key features and analysis of effects or consequences (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</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 Gives information about ideas of prevention of illness such as balancing the humours, the use of quarantine, the attempt to improve hygiene or burn herbs to purify the air, or the use of flagellation.</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</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 states that methods were / were not ineffective and provides detailed descriptions of aspects of prevention during the Medieval and / or Renaissance period.</p> <p><i>eg Provides details about the use of actions based on the ideas of bleeding and purging; miasma; the use of isolation; or religious practices such as prayer or flagellation, stating that these were / were not effective but with limited explanation</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 idea of flagellation or the idea of purifying the air.</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 | | |
| 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>QWC i-ii-iii</p> | | <p>Candidate provides an analysis focused on the effectiveness of methods of prevention during the period c1350-c1750.</p> <p><i>eg Shows that bleeding and purging, or prayer and flagellation would have had little effect in preventing the spread of disease but that attempts to combat miasma, or the use of isolation could have been effective even if done for the wrong reasons.</i></p> <p>Maximum 10 marks for answers that do not explore aspects beyond those prompted by the stimulus material, such as flagellation or the attempts to purify the air.</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</p> |
| <p>4</p> <p>QWC i-ii-iii</p> | <p>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</p> <p>Candidate recognises the need to evaluate the relative effectiveness various methods of prevention in order to make a judgement.</p> <p><i>eg Weighs the effectiveness of periodic attempts to improve hygiene and the continued use of measure to purify the air and to isolate sufferers during epidemics against the use of bleeding and purging balance the humours, or the role of religion. May also consider the use of inoculation.</i></p> <p>NB: No access to Level 4 for answers which do not explore aspects beyond those prompted by the stimulus material, as flagellation or attempts to purify the air.</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> |
| <p>Performance</p> | <p>Mark</p> | <p>Marks for SPaG Descriptor</p> |
| | <p>0</p> | <p>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.</p> |
| <p>Threshold</p> | <p>1</p> | <p>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</p> |
| <p>Intermediate</p> | <p>2</p> | <p>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.</p> |
| <p>High</p> | <p>3</p> | <p>Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context</p> |

| | | |
|--|--|--|
| | | the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision. |
|--|--|--|

| Question Number | | |
|-----------------|------|--|
| 7 | | <p>'There was little improvement in medicine in the years c1350-c1750'. Do you agree? Explain your answer. You may use the following in your answer.</p> <ul style="list-style-type: none"> • Galen's ideas • The Royal Society <p>You must also include information of your own.</p> <p>Target: Knowledge recall/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. Candidate may provide generalised answer with little supporting detail or relevant details on a limited aspect of this question.</p> <p><i>eg 'The Church emphasised Galen's ideas in medical training'.</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. Candidate describes medical treatment, knowledge, training and links it to a statement about whether there was improvement.</p> <p><i>eg Describes the continued emphasis on Galen's ideas in treatment and medical training; or describes new discoveries and attitudes based on science.</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 Church's influence on medicine or the invention of the printing press.</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</p> |
| QWC i-ii-iii | | |
| 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 provides an analysis focused on whether there were improvements in medicine.</p> <p><i>eg Shows that the Church's control of education and medical training together with the acceptance of Galen and the teaching methods used, meant that improvements in knowledge were difficult; or shows that even after the decline of the Church's</i></p> |

| | | |
|--|--------------------------|--|
| <p>QWC i-ii-iii</p> | | <p><i>authority made possible the dissections carried out by Vesalius, the experiments carried out by Harvey or enquiring attitude of the Royal Society the improved knowledge was about anatomy and physiology but not about illness; or shows the problems in medical training and education until the invention of the printing press allowed knowledge to spread quickly; or shows that improvement was unlikely until the cause of illness was understood.</i></p> <p>Maximum 10 marks for answers that do not explore aspects beyond those prompted by the stimulus material, such as the Church's role in emphasising continuity or the potential improvement due to the invention of the printing press.</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</p> |
| <p>4</p> <p>QWC i-ii-iii</p> | <p>13– 16</p> | <p>A sustained analysis is supported by precisely-selected accurate material and with sharply focused development points made. The answer as a whole will focus well on the question.</p> <p>Candidate recognises the need to evaluate the improvements in knowledge such as the understanding of the anatomy, publication medical texts, the work of the Royal Society in promoting enquiry against the continuity in ideas about the cause, and treatment of illness.</p> <p><i>eg Explains how challenge to the ideas of Galen became more possible during the Renaissance as Church authority declined the printing press helped new ideas to spread but weighs this against other factors such as the lack of understanding which still not solved by Renaissance discoveries and therefore in treatment and prevention.</i></p> <p>NB: No access to Level 4 for answers which do not aspects beyond those prompted by the stimulus material, such as the Church did not approve of dissections or the invention of the printing press.</p> <p>Writing communicates ideas effectively, using a range of selected historical terms and organising information clearly and coherently. The candidate spells, punctuates and uses the rules grammar with considerable accuracy, although some spelling may still be found.</p> |
| <p>Performance</p> | <p>Mark</p> | <p>Marks for SPaG Descriptor</p> |

| | | |
|--------------|----------|---|
| | 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 |
| 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