

# Edexcel GCSE

Health & Social Care (Double Award)

Student Workbook

# Teacher Notes

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## Introduction

This workbook covers material relating to the two units of the Edexcel GCSE Health and Social Care (Double Award) course. It can be used in conjunction with textbooks written for the Edexcel GCSE Health and Social Care award.

Questions and tasks are generally in the order that they appear in the GCSE specification. Candidates should attempt the questions and tasks as they complete each subsection of the unit and before attempting their assignment or external test. Each question or task is given a suggested mark allocation to help determine candidates' progress. When completed, the material in this workbook will be a valuable resource for candidates so that they can apply their knowledge successfully to the assessment requirements of the GCSE Double Award specification.

These teacher notes are designed to help you in marking your students' answers to the workbook questions. A tick (✓) is used to indicate points that should be awarded marks. If students make more points than there are marks available for a question, award the maximum number of marks only. You may, on a few occasions, need to judge whether alternative wording and alternative points to those identified constitute an acceptable answer to a particular question.

## Unit 3 Promoting health and wellbeing

### Topic 3.1 Understanding health and wellbeing

- 1 i)** Negative ✓ (1 mark)  
**ii)** Positive ✓ (1 mark)  
**iii)** Holistic ✓ (1 mark) (max 3 marks)
- 2** This could be seen as both a positive definition of health ✓ because it goes beyond the absence of disease or infirmity ✓/and as holistic ✓ because it covers physical, mental and social wellbeing ✓.  
(max 2 marks – type of definition and reason must be congruent for both marks)
- 3** Negative (1 mark)
- 4** A holistic approach involves assessing and treating the ‘whole’ person not just isolated symptoms ✓/holism considers social circumstances and relationships as well as physical functioning when determining health ✓/it combines both negative and positive approaches to health ✓/and takes into account an individual’s sense of wellbeing ✓. (3 marks)
- 5** Award 2 marks for effectiveness of information seeking (research skills), 4 marks for accuracy and conciseness of therapy outline, 4 marks for describing the aims of the therapy. (10 marks)
- 6** Pre-scientific ideas about health: were based on religious belief ✓/ideas about ‘good’ and ‘evil’ spirits ✓/untested lay assumptions or folk traditions ✓/lack of objective evidence ✓.  
(max 2 marks)
- Twenty-first century ideas about health: are based on scientific evidence ✓/focus on the workings of the human body and mind ✓/identify causes of ill-health as physical or psychological malfunction not religious or spiritual factors ✓.  
(max 2 marks)
- (Total 4 marks)
- 7** Answers should: identify an alternative to Western biomedicine (e.g. Chinese herbal medicine or the Ayurvedic health system) ✓/describe at least one key difference between the alternative system identified and biomedicine (details will depend on the system identified) ✓.  
(max 2 marks)

### Topic 3.2 Factors affecting health and wellbeing

- 1** Examples of genetically inherited conditions: Huntington’s disease ✓/sickle cell anaemia ✓.  
(other examples acceptable – max 2 marks)
- 2** Effects:
- Down’s syndrome**  
Restricts intellectual development ✓  
Shorter life expectancy ✓  
Heart defects ✓  
Accept other relevant answers. (max 3 marks)

**Haemophilia**

Impaired ability to control blood clotting ✓

Risk of internal bleeding ✓

Joint damage ✓/pain ✓/disability ✓

Disruptions to education ✓/employment ✓ (max 3 marks)

- 3** Because genetic transmission occurs at a biological level during conception ✓, which individuals have no control over ✓. (max 2 marks)
- 4** A balanced diet is a diet containing a range of nutrients ✓ (carbohydrates, fats, proteins and minerals) and fibre in an adequate amount of food ✓. (max 2 marks)
- 5** Chocolate (mainly fat), pizza (largely carbohydrates) and white wine (alcohol) are likely to add calories ✓ to Jenny's diet without offering any significant nutritional benefit ✓/they could be part of a balanced diet provided that a range of nutrients are also consumed in other foods ✓/and that these items are consumed in moderation ✓. (4 marks)
- 6** Stress is a sense of pressure ✓/that occurs when the demands of a situation outweigh a person's perceived ability to respond, cope or adapt ✓/resulting in physical symptoms (anxiety-based) ✓ or psychological and emotional strain or a sense of threat ✓. (3 marks)  
Physical symptoms of stress include: muscle pain/headaches ✓/feeling sick ✓/trembling ✓/sweating ✓/disturbed sleep ✓/changes in appetite ✓/fast pulse ✓/feeling faint or dizzy ✓/raised blood pressure ✓/heart problems ✓/eczema ✓/asthma ✓/migraine ✓. (max 4 marks)
- 7** Stress can be motivating ✓/can lead people to change their lives ✓/can lead to new learning ✓. (3 marks)
- 8** If 1 pint of beer = 1.5 units of alcohol then 11 pints = 16.5 units. (1 mark)
- 9** Reasons why binge-drinking poses a risk to health include: intoxication ✓/increased risk of accidents ✓/alcohol poisoning ✓/increased risk of violence ✓/higher blood pressure ✓/heart disease ✓/pregnancy complications ✓/gastritis (inflammation of stomach lining) ✓/and pancreatitis (inflammation of pancreas) ✓. (max 2 marks)
- 10** Drinking excessive amounts of alcohol over a long period can lead to: alcohol dependence ✓/cirrhosis of the liver ✓/hepatitis ✓/high blood pressure ✓/mouth and throat cancer ✓/brain damage ✓/heart failure ✓/epilepsy ✓/obesity ✓/infertility ✓. (max 3 marks)
- 11** Alcohol lowers anxiety and shyness levels ✓/makes people more sociable ✓/reduces inhibitions ✓/gives people confidence ✓. (max 1 mark)
- 12** Lifestyle features could include: a balanced diet ✓/regular exercise ✓/sufficient sleep ✓/good personal hygiene ✓/supportive relationships ✓/education ✓/personal safety (avoidance of accidents and risk situations) ✓/adequate financial resources ✓. (max 5 marks)
- 13** Relative poverty because he is poor relative to other members of society ✓/but can afford the basic necessities for life ✓. (2 marks)
- 14** Income can have both positive and negative effects on health.  
*Positive effects:* sufficient income ensures an individual can afford good-quality housing ✓/heating ✓/good-quality food ✓/access to leisure activities ✓/stress-relieving holidays ✓/fewer worries about wellbeing and the future ✓/positive impact on self-esteem ✓

*Negative effects:* lack of income means person lives in poverty ✓/unable to meet basic needs ✓/for shelter ✓/food ✓/warmth ✓/access to leisure and development opportunities ✓/increased stress levels ✓/lower self-esteem ✓/higher rates of ill-health ✓/increased risk of mental health problems (max 10 marks)

- 15** Possible health effects of smoking include: increased risk of lung cancer ✓/increased risk of mouth and throat cancers ✓/heart disease ✓/stroke ✓/respiratory disorders ✓/circulatory disorders ✓/reduced fertility ✓/bad breath ✓/stained teeth ✓/gum disease ✓/reduced sense of taste ✓/increased risk of kidney, bladder and pancreatic cancer ✓. (max 8 marks)
- 16** Risks include: weight gain ✓/tooth decay ✓/diabetes ✓/weakened immune system ✓/hyper-activity ✓/liver and kidney enlargement ✓. (max 3 marks)
- 17** Vitamins ✓ and minerals ✓ (max 2 marks)
- 18** Illegal drugs harmful to health include: heroin ✓/cannabis ✓/cocaine ✓/amphetamines ✓/Ecstasy ✓/non-prescribed medication such as tranquillisers and ketamine ✓. (max 3 marks)
- 19** Negative health consequences of injecting drugs into the body include: HIV infection ✓/hepatitis C ✓/collapse of veins ✓/nerve damage ✓/drug dependence ✓/septicaemia ✓/phlebitis ✓/abscesses ✓/thrombosis ✓. (max 4 marks)
- 20** Five lifestyle features that may have a negative effect on the health and development of a child include: drinking alcohol ✓/poor (unbalanced) diet ✓/lack of exercise ✓/poor personal hygiene ✓/lack of education ✓/lack of play opportunities ✓/lack of attachment relationship ✓/abuse or neglect ✓/lack of sleep ✓. (5 marks)
- 21** HIV ✓/chlamydia ✓/genital warts ✓/gonorrhoea ✓/syphilis ✓/herpes ✓/pubic lice ✓ (max 3 marks)

<b>22</b> Signs and symptoms	<b>Sexually transmitted infection</b>
a) Warty lumps appear around vagina or anus	Genital warts ✓ (1 mark)
b) Blisters appear around the genitals	Genital herpes ✓ (1 mark)
c) Blood or discharge comes out of penis and passing urine is painful	Gonorrhoea ✓ (1 mark)
d) Scrotum and pubic hair are itchy and skin feels irritated	Pubic lice/'crabs' ✓ (1 mark)

(max 4 marks)

- 23** Award 5 marks for information-seeking skills, 5 marks for analysis and interpretation of data and 5 marks for presentation of summary. (max 15 marks)
- 24** The risks to health caused by sniffing solvents and aerosol sprays include: vomiting ✓/blackouts ✓/heart attack ✓/increased risk of injuries from accidents occurring while intoxicated ✓/brain damage ✓/liver damage ✓/kidney damage ✓. (max 4 marks)
- 25** Screening ✓/vaccination ✓/health education ✓ (max 2 marks)
- 26** Measles ✓/mumps ✓/rubella ✓/polio ✓/whooping cough ✓/tetanus ✓/hib (haemophilus influenza) ✓/diphtheria ✓/meningitis ✓/pneumococcal infection ✓ (max 3 marks)
- 27** Breast screening ✓/cervical screening ✓ (2 marks)

- 28** Vaccination works by: creating a vaccine from the disease-causing organism ✓/injecting the vaccine into the bloodstream ✓/resulting in the production of antibodies ✓/the antibodies neutralise the organism from which the vaccine is made ✓/the body then remains ready to produce an immune response against future infections by the organism ✓. (5 marks)
- 29** Five lifestyle features that could have a negative effect on an adolescent's development include: smoking ✓/poor diet ✓/drinking excess alcohol ✓/lack of sleep ✓/drug misuse ✓/poor personal hygiene ✓/lack of exercise ✓. (max 5 marks)

### Topic 3.3 Indicators of physical health

- 1** A peak flow test involves a person taking a deep breath ✓/then blowing hard into the peak flow meter, emptying as much air from their lungs as they can as quickly as possible ✓. (2 marks)
- 2** Asthma ✓/chronic obstructive airways disease ✓ (2 marks)
- 3** Health measurements include: blood pressure ✓/pulse rate (before exercise) ✓/pulse rate (after exercise) ✓. (max 2 marks)
- 4** High blood glucose can lead to eye disease ✓/liver disease ✓/nerve disease ✓/heart (cardiovascular) disease ✓/because of damage to small blood vessels.  
Low blood glucose can lead to feeling weak ✓/poor concentration ✓/irritability ✓/loss of consciousness ✓/convulsions ✓/coma ✓. (max 6 marks)
- 5** High ✓ (1 mark)
- 6** Celia could: reduce the fat content of her diet ✓/increase her exercise levels — especially aerobic exercise ✓/see her GP for advice and further testing ✓/monitor her cholesterol levels more often ✓/reduce her alcohol intake ✓/lose some weight ✓/stop smoking ✓. (max 4 marks)
- 7** Health implications of cholesterol include: increased risk of heart attack ✓/increased risk of stroke ✓/blood vessel problems (narrowing) ✓/angina ✓/poorer quality of life ✓/kidney damage ✓. (max 4 marks)
- 8** Troy's BMI indicates that he is obese ✓/and therefore an unhealthy weight ✓ for someone of his height. (2 marks)
- 9** The amount of calories he eats ✓/his weight training building up muscle mass ✓. (2 marks)
- 10** He is not carrying excess fat ✓/his weight is the result of muscle-building physical activity ✓/he may be very fit and healthy (strong) in terms of anaerobic fitness ✓/his muscle bulk is being confused with fat by the BMI system, which is insensitive to this kind of situation ✓. (4 marks)

### Topic 3.4 Promoting and supporting health improvement

- 1** Main components include: assessment of health status ✓/short-term and long-term goals ✓/planned activities or interventions ✓/assessment of barriers to improvement ✓/health promotion materials for information and motivation ✓/identification of forms of support required ✓. (max 6 marks)

- 2** Indicators of physical health include: blood pressure ✓/pulse (before and after exercise) ✓/hip-to-waist ratio ✓/body mass index ✓/weight ✓/body fat composition ✓/peak flow ✓  
*(max 4 marks)*
- 3** Body mass index ✓ or weight ✓/blood pressure ✓ *(max 2 marks)*
- 4** Possible targets include: to lose weight (either as short-term or long-term target) ✓/to increase exercise levels ✓/to lower blood pressure ✓/to lower pulse rate (before and after exercise) ✓. *(max 2 marks)*
- 5** Exercise recommendations should be aerobic and could include: walking more often and further ✓/running or jogging ✓/swimming ✓/cycling ✓/playing football ✓/using gym (but must be largely aerobic exercise) ✓/playing tennis or other racquet sport ✓ — accept other appropriate exercise suggestions. *(max 4 marks)*
- 6** Award 1 mark for each relevant strength and 1 mark for each relevant limitation. *(max 8 marks)*

<b>Health promotion material</b>	<b>Strengths</b>	<b>Limitations</b>
1 Leaflets	Can be read in own time ✓ Easy and cheap to make ✓ Can summarise a lot of information ✓ <i>(max 1 mark)</i>	Information can be too general ✓ Requires good reading skills ✓ Easy to ignore or lose ✓ <i>(max 1 mark)</i>
2 Videos/DVDs	Can show real-life situations ✓ Easy to use and engage with ✓ Can be seen by a lot of people ✓ <i>(max 1 mark)</i>	Requires specialist equipment ✓ Can become outdated quickly ✓ Viewers may not think about what they watch ✓ <i>(max 1 mark)</i>
3 Posters	Easy way to raise awareness of a topic or issue ✓ Can give basic information to a large number of people ✓ Easy and cheap to produce ✓ <i>(max 1 mark)</i>	Can deteriorate quickly ✓ People learn to ignore them /don't read ✓ <i>(max 1 mark)</i>
4 Websites	Can provide a lot of information to a lot of people ✓ Can be easily updated ✓ Can be viewed /used in own time ✓ Can be eye-catching and interactive ✓ <i>(max 1 mark)</i>	Requires computer and internet access ✓ Not suitable for all age groups ✓ Need to know website exists and be able to find it on internet ✓ <i>(max 1 mark)</i>

## **Unit 4 Health, social care and early years in practice**

### **Topic 4.1 The range of care needs of major client groups**

- 1** Basic physical needs include: food ✓/water ✓/shelter ✓/clothing ✓. *(max 3 marks)*

2	Type of basic need	Example
	i) Emotional	Receiving love and feeling secure
	ii) Intellectual	The ability to learn and develop new skills
	iii) Social	Developing and maintaining friendships
	iv) Physical	Warmth and shelter

(4 marks)

- 3** Relationships include: friendships ✓/intimate and sexual relationships ✓/work relationships ✓.  
(max 3 marks)
- 4** More sleep ✓/weight loss ✓/more exercise ✓/better diet ✓  
(1 mark)
- 5** Supportive relationship ✓/emotional security ✓/reduction in stress ✓/someone to talk to ✓  
(1 mark)
- 6** Increase exercise levels ✓/reduce workload ✓/reduce weight through diet and exercise ✓/  
find and use source of support, e.g. counsellor, friend or relative, to discuss divorce with and  
express feelings ✓  
(max 4 marks)
- 7** A counsellor ✓/psychotherapist ✓/community psychiatric nurse ✓/GP ✓/practice nurse ✓  
(1 mark)
- 8** Confidentiality is necessary to establish trust ✓/and is the basis of a care relationship ✓/  
confidentiality is a way of demonstrating respect for the individual ✓/and valuing her  
as an individual with rights ✓/breaking confidentiality would lead to loss of trust ✓/damage  
and probably end a care relationship ✓/is disrespectful of the individual ✓/and would harm  
her self-confidence and self-esteem ✓.  
(max 6 marks)
- 9** Her divorce  
(1 mark)
- 10** Divorce could lead to: new or changed self-concept ✓/new opportunities to develop as an  
individual via new activities or a new partner ✓/increased self-confidence ✓/change in  
personal values ✓/better understanding of self and own needs ✓.  
(max 4 marks)

## Topic 4.2 Care values commonly used in practitioner work

- 1** Factors contributing to his high self-esteem may include: his Army rank ✓/friendships ✓/travel  
experiences ✓/work and personal achievements ✓/skills as a gardener ✓.  
(max 3 marks)
- 2** Examples of care values include: promoting anti-discriminatory practice ✓/promoting  
individual's rights ✓/promoting effective communication and relationships ✓/maintaining  
confidentiality ✓/acknowledging personal beliefs and identity ✓. Explanation of why each  
care value is important should be linked to the valuing of Colonel Hayden as an individual.  
Award 1 mark for each example of a care value and 2 marks for each explanation.  
(max 6 marks)
- 3** Ways of promoting independence could include: providing choice ✓/respecting choices ✓/  
enabling activity ✓/assisting without taking over when supporting to perform everyday  
activities ✓.  
Ways described should be empowering because they acknowledge Colonel Hayden's abilities  
and rights and maintain his skills and competence as a person.  
(max 4 marks)

**4** Care workers could:

- find out reasons for objection /request ✓
- explore basis of any prejudice ✓
- challenge incorrect beliefs or assumptions about 'black' staff ✓
- explain that they must apply the care value of anti-discriminatory practice in their work ✓
- explain why diversity, equality of opportunity and unfair discrimination are issues that apply to staff as well as residents ✓
- refuse to accept request and explain that 'black' staff are as competent and qualified to provide care as other staff ✓

Other suggestions relating to exploring and challenging prejudice and use of anti-discriminatory practice are also acceptable. *(max 6 marks)*

**5** Impact may include: lowering of self-esteem ✓/negative changes to self-concept ✓/loss of trust in care relationship ✓/loss of self-confidence ✓/increased sense of anxiety and insecurity ✓/loss of self-image as a capable and valued person ✓. *(max 6 marks)*

**6** Anti-discriminatory practice involves identifying ✓ and directly challenging ✓ any instance of unfair or less favourable treatment of an individual or group of people that disadvantages or discriminates against them ✓. *(max 3 marks for explanation)*

It is an important care value as it provides a way of:

- combating unfair discrimination ✓
- ensuring equality of treatment ✓
- promoting the rights of all individuals but especially those of marginalised groups ✓
- valuing and respecting service users equally in terms of human rights ✓
- safeguarding the interests of vulnerable people ✓ *(max 3 marks for reasons)*

*(Total 6 marks)*

**7** Features of effective communication skills include: active listening skills ✓/clear, unambiguous speech ✓/attentive responding ✓/genuine concern ✓/good non-verbal communication ✓/empathy ✓ (accept other appropriate suggestions). *(max 3 marks)*

**8** Effective communication is needed: to establish rapport with service user ✓/maintain good care relationships ✓/to give and receive information effectively ✓/to monitor and report changes in service user's condition or situation ✓/to enable disclosure ✓/to build trust ✓/to ensure equality of opportunity within diverse user groups ✓. *(max 6 marks)*

### **Topic 4.3 The development of self-concept and personal relationships**

**1** The term 'self-concept' refers to a person's concept of who he or she is as an individual ✓/it is a combination of self-image and self-esteem ✓/and it expresses beliefs about self ✓ and the person's perception of how others see him or her ✓. *(4 marks)*

- 2** Factors that influence the development of self-concept during early childhood include: attachment relationships ✓/quality of relationships with parents/carers ✓/friendships with others ✓/way others treat or respond to them ✓/experience of life events ✓. (max 3 marks)
- 3** Self-esteem refers to how a person values themselves ✓/this can be positively leading to high self-esteem or negatively leading to low self-esteem ✓ (2 marks). Ways in which Jasmine's parents are trying to give their daughter positive self-esteem include: praise ✓/attention ✓/through their affectionate relationship ✓ (3 marks). (Total 5 marks)
- 4** Different forms of sexual orientation include: heterosexuality ✓/homosexuality (lesbian and gay) ✓/bisexuality ✓. (3 marks)
- 5** Ian's sexual orientation has had an impact on the development of his self-concept by: helping him to empathise ✓/influencing his view of himself as caring ✓/giving him the experience of being marginalised or rejected by others ✓. (2 marks)
- 6** Redundancy has had a negative impact on Jon ✓/leaving him feeling angry ✓/unwanted ✓/and unhappy ✓. It has lowered his mood ✓ and reduced his sense of emotional well-being ✓. (max 3 marks)
- 7** His experience of redundancy might damage Jon's self-esteem and social relationships ✓ because he feels devalued ✓/unwanted ✓ and may question his own worth and abilities ✓. He may withdraw from or limit his social relationships ✓ if he loses touch with work friends, if he feels ashamed or embarrassed about the loss of his job or if he is unable to afford to socialise ✓. (max 3 marks)
- 8** Reasons for Isaac being anxious include: lack of an attachment relationship with Jamilla ✓/concern about his mum ✓/feeling vulnerable with a new carer in a new home ✓. (max 2 marks)
- 9** Qualities that a foster carer requires include: being a trusting and trustworthy person ✓/effective communication skills ✓/empathy ✓/being supportive and accepting of others as individuals ✓/being non-judgemental ✓/having the ability to understand children's concerns ✓. (max 3 marks)
- 10** Jamilla could use her relationship with Isaac to:
- show Isaac how to trust people by being reliable and consistent in her approach to him ✓
  - give Isaac a sense of emotional security ✓
  - demonstrate love and affection to Isaac ✓
  - teach and demonstrate new skills to Isaac ✓
  - encourage and support Isaac to try new activities and learn new skills ✓
  - give Isaac praise and encouragement when he succeeds ✓
- Other appropriate suggestions are acceptable ✓. (max 8 marks).

## Topic 4.4 Promoting and supporting health improvement

- 1** Diet ✓/alcohol intake ✓/use of non-prescribed drugs ✓/exercise ✓/amount of sleep ✓/recreational activities ✓ (4 marks)

- 2** Regular exercise can: result in loss of excess weight ✓/maintain healthy weight ✓/improve or maintain cardiovascular fitness ✓/strengthen and condition the body ✓/boost self-esteem and wellbeing ✓. (3 marks)
- 3** 13 hours (4 a.m.–12 midday and 2 p.m.–7 p.m.) ✓ (1 mark)
- 4** Lack of sleep can lead to: irritability ✓/loss of energy ✓/loss of concentration and slips of attention ✓/dozing off for periods of a few seconds or more ✓/falling asleep completely ✓/difficulty seeing and hearing clearly ✓/confusion ✓. (5 marks)
- 5** Change jobs to reduce his hours ✓/change the hours he works ✓/use relaxation techniques ✓/take regular physical exercise ✓ (3 marks)
- 6** Increase exercise levels ✓/reduce workload ✓/reduce his stress levels ✓/get enough sleep ✓/have a balanced diet ✓/drink moderate amounts of alcohol only ✓ (4 marks)
- 7** May boost his self-confidence and self-esteem ✓/may motivate him to achieve health improvement targets ✓ (2 marks)
- 8** Possible benefits of regular exercise include: maximises circulation of blood to body tissues ✓/improves heart functioning ✓/improves muscle strength ✓/increases physical stamina, flexibility and mobility (fitness) ✓/increases immunity to infections ✓/boosts personal confidence and self-esteem ✓. (6 marks)
- 9** Answers should focus on increasing exercise and fitness levels ✓ and describe the process of constructing a health improvement plan with Rhys including: assessment of health status or baseline measures ✓/identification of targets ✓/choosing methods ✓/support to achieve targets ✓/identification of barriers to success ✓/use of motivational health promotion materials ✓/review of progress ✓. (12 marks)
- 10** Set short-term ✓/medium-term ✓/longer-term targets ✓ /reward success when targets achieved ✓/provide health promotion materials to inform and motivate ✓/review progress regularly ✓/use diary to record efforts ✓/join group of people seeking to achieve similar health improvements ✓(accept other appropriate suggestions). (max 6 marks)

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