OCR
Oxford Cambridge and RSA

GCSE

Sociology

General Certificate of Secondary Education

Unit **B673**: Applying Sociological Research Techniques

Mark Scheme for June 2017

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All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Annotations

Used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions)

Annotation	Meaning
BP	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
SC	Sociological Concept
✓	Relevant point made. Also denotes 1 mark, apart from in questions 6 and 13
✓ 2	Where a full definition or description has been made on a 2 mark question
I	Implicit answer. Can be used with BOD or NBOD
?	If writing, idea or answer is unclear and/or confused
DEV	To be used in question 6 or 13 to show the development of a point
	To show a large amount of irrelevant information
EVAL	To show an evaluation point in question 13
BOD	To show benefit of doubt has been awarded
NBOD	To show where no benefit of doubt has been awarded
APP	To show where answer has included application to the study of the family, or the investigation – question 13
IRRL	To show where an answer has included irrelevant information
	To show that information has been looked at when there is no other annotation on the answer. Not to be used on zero mark answers
L1	To show a level one answer on questions 6 & 13. To be placed at the end of the answer.
L2	To show a level two answer on questions 6 & 13. To be placed at the end of the answer.
L3	To show a level three answer on questions 6 & 13. To be placed at the end of the answer.

Question			Answer	Mark	Guidance
1			**One mark** for the correct identification of one of the aims. E.g. (**one** from) • to find out which family types exist today • to find out how family types will be different in the future	1	The aim identified should be the same as on the pre-release. Credit can be given if there are minor changes / omissions but re-phrasing of the aim cannot be credited.
2	(a)		**One mark** for the correct identification of one from: one person two or more unrelated adults couple (no children) couple (with children) lone parent multi-family households	1	No other response can be credited. E.g. 'one parent' cannot be credited.
2	(b)		**One mark** for the correct identification of one from: quantitative statistical numerical	1	Credit can be given for stating statistics or numbers. E.g. national / official statistics can be credited. ONS cannot be credited.
2	(c)		**One mark** for identification of: lone parent **One additional mark** for accurate reference to the table. E.g increased from 9.5% in 2000 to 10.6% in 2014	2	Allow multi-family (1 mark) and accurate reference to proportionate increase or statistics from the table (1 additional mark). An answer which states lone parent and multi-family can be credited with 1 mark as they are both the fastest growing but for different reasons. Description must show change therefore reference to statistics in only one year cannot be credited with the additional mark

Question			Answer	Mark	Guidance
3	(a)		**One mark** for one correct advantage identified. Answers could include: • Easy to access data (media data already exists) • Cheap to access data • Can produce quantitative / statistical / numerical results • Easy to produce tables / charts • Don't have to rely on finding people to ask • More objective than dealing with people • Quicker than methods such as PO, interviews etc. • Media material is archived so possible to make comparisons over time Any other reasonable response.	1	As an advantage is asked for, a one word or very short, unclear answer cannot be credited, e.g. easily available. Responses which are identifying 'easy' or 'cheap' access to media material must refer to information/ data / media source. E.g. 'Easily available' cannot be credited. E.g. Easily available media / data / information / information source etc. can be credited. E.g. 'It's quick' cannot be credited. E.g. 'It's quick to collect data' can be credited. 'A quicker way of collecting data' can be credited without reference to other methods.
3	(b)		**One mark** for one correct disadvantage identified **Two marks** for the correct identification of two disadvantages of using content analysis Answers could include: • the media itself is often biased • some categories may be missed out by the researcher • categories used may not be operationalised clearly • quantitative data produced does not include detail • results are based on the thoughts and opinions of one person so may be biased • results reflect only the time the content analysis was done so may be inaccurate	4	The disadvantage can be credited if it relates to content analysis generally, or specifically to method 1 in Investigation 1. Bias expressed in a different way should be credited, E.g. untruthful / sensationalised / one-sided / distorted / exaggerated. Operationalised may be expressed in different ways and should be credited Repetition of the same point, through giving the example of different categories in the investigation cannot be credited twice. Responses which refer to the category of gay couple

Question			Answer	Mark	Guidance
			Any other reasonable response. **One additional mark** for each disadvantage explained in relation to Investigation 1 and not simply a disadvantage of content analysis generally: e.g. the media itself is often biased. Soap operas may not reflect reality but the views of producers/are exaggerated or distorted for entertainment e.g. some categories may be missed out by the researcher. Neither of the tables includes multi-family households or adults not related e.g. categories used may not be operationalised clearly. Extended family used here could be multi-family households or an individual relative living with the family / 'regular' characters is vague e.g. results reflect only the time the content analysis was done so may be inaccurate. This was done in one week in November. Life in soaps changes very quickly to keep the audience interested		families being absent should be credited. Reference may be made specifically to the notes (*) at the bottom of each table and this should be credited. Reference to changes in characters should be credited.
4			**One** mark for a partial description of random sample. E.g. choosing anyone to ask **Two** marks for a clear description of random sample e.g. when people in the sampling frame, street, list etc. have an equal chance of being selected for study e.g. when respondents are chosen for study without using a system or criteria and anyone has a chance of being selected Any other reasonable response.	2	Selecting people at random, without explanation of 'random' cannot be credited. An accurate example with no other explanation can be credited with one mark A partial description with an accurate example can be credited with two marks. The example should show random selection. 'Using a computer' or 'picking names from a list' as a response on its own cannot be credited, as it could be systematic, unless shown specifically to be random. For example is 'random selection by computer' cannot be credited.

Question			Answer	Mark	Guidance
5	(a)		**One mark** for one correct example of a historical document identified Answers could include: • a diary from someone in the past • register of births / deaths / marriages from the last century • parish records from 100 years ago • History textbook Any other reasonable response. **One additional mark** for the example described in relation to the family or Investigation 2: e.g. a register of births from the 1800s will show whether the parents were married or not eg. parish records from the past will show who lived in each household Any other reasonable response**.**	2	Credit can only be given to answers which show understanding that data was from the past cannot be credited, e.g. 'a diary'. Responses which refer to material which is just old or out of date cannot be credited, e.g. 'past study'/ 'old documentary' Credit can be given if the answer shows a comparison or change related to the family. E.g. a diary from someone today compared with someone in the past will show differences in their family type. A brief reference to family cannot be credited with the additional mark.

Question			Answer	Mark	Guidance
5	(b)		**One mark** for identification of one way the experience was the same from: • both had a positive childhood experiences of family (good / nice/ caring families) • both came from nuclear families • both experienced being single parents • both had mothers who worked • both had experience of marriage • Both came from families with siblings **One additional mark** for clear references to the interviews in investigation 1 which show same experience e.g. (1) nice family, lots of hugging / (2) a kind family, all cared about each other e.g. (1) mum and dad until she was 13 / (2) mum, dad, kids **or** she came from a nuclear family e.g. (1) husband passed away 1955(her age 30) when she had 3 children / (2) she herself was divorced with kids	2	A brief reference to family cannot be credited with the additional mark. A response which says both had mothers who went out to work cannot be credited. Specific reference to both interviews is needed for the additional mark to be credited If no identification point is made, one mark can be credited if there is accurate reference to both interviews implying similarities.
5	(c)		**One mark** for identification of one way the experience was different from: • one mum stayed at home, the other went to work • difference in attitude to children outside of marriage • reason for being a single parent was different • only one experienced being in an extended family • only one experienced being in a blended family	2	A brief reference to family cannot be credited with the additional mark. Specific reference to both interviews is needed for the additional mark to be credited If no identification point is made, one mark can be credited if there is accurate reference to both interviews implying differences.

Question			Answer	Mark	Guidance
			One additional mark for clear reference to the interviews in investigation 1 which shows different experiences: e.g. (1) took in washing / (2) mum went out to work e.g. (1) Had to marry - it would have been a disgrace / (2) oldest child and baby came home e.g. (1) husband passed away 1955 / (2) she herself was divorced with kids e.g. (1) family live a long way / (2) mum and sisters help out every day e.g. (1) I never married again / (2) engaged to a man with kids and grandchild		
6			**Level 3: 5 – 6 marks** At this level candidates demonstrate good evaluation and understanding of longitudinal research as related to the study of changes in the family. There will be clear identification and explanation of two or more evaluation points linked to the study of the family and with reference to investigation 1 **Level 2: 3 – 4 marks** At this level candidates apply basic evaluation of	6	For a point in the response to be credited it must demonstrate understanding of longitudinal research. A point which identifies longitudinal research as just taking a long time cannot be credited. At this level there must be specific reference to Investigation 1 or the family. A brief reference to family cannot be credited with the additional mark. For **6 marks,** answers will be more developed. There will be clear understanding of longitudinal research as used to study changes in the family. Both advantages and disadvantages will be discussed.

Question			Answer	Mark	Guidance
			longitudinal research as related to the study of the family. At this level the answers are likely to focus on only one side of the debate, or general advantages / disadvantages of the method not related to the study of the family. **Level 1: 1 – 2 marks** At this level candidates show limited understanding and knowledge of longitudinal research and how it can be applied to the study of the family or Investigation 1. Possible answers might include: Advantages: • longitudinal research shows change over time: e.g. she was to re-interview every 5 years for the next 30 – 40 years (through her career) e.g. she had children in her sample so she could see how their lives changed • longitudinal research is useful for studying the family which changes over generations: e.g. she had several different generations in her sample Disadvantages: • respondents in the sample may die before the next stage of the research: e.g. she interviewed someone of 90 who will not be alive		For **5 marks**, answers will have some development. There will be clear understanding of longitudinal research as used to study changes in the family. More than one advantage or disadvantage will be discussed. For **4 marks,** candidates will identify more than one advantage or disadvantage which may be developed. At least one must be related specifically to the study of the family or Investigation 1. For **3 marks** candidates must identify and explain one clear and accurate advantage or disadvantage, which may be developed, related to the study of the family or to Investigation 1. **or** more than one general advantage or disadvantage of the method, i.e. not related specifically to the family or Investigation 1. . Responses which are accurate but descriptive, with no attempt to evaluate cannot be credited above level 1. For **2 marks** there will be some attempt to address the question although this may be brief, implicit or general For **1 mark**, answers may make some brief references to Investigation 1 or the method Responses which have evaluation, but do not fulfil the criteria for 6 marks cannot be credited with 6 marks.

Question			Answer	Mark	Guidance
			by the end of her research • respondents may refuse to take part later • e.g. she interviewed children who may not understand their agreement to be studied again • respondents may be difficult to track down later e.g. she interviewed the teenagers in a youth centre so may not have their contact details • The researcher may not be able to continue the research e.g. she is a student who may not be able to pursue her career or may change her career later • It is a long time before results can be generated e.g. she plans her interviews at 5 year intervals. It will be many years before the children have their own families • Longitudinal research only focuses on the present and future e.g. her interviewees do focus on the past and show this to be important to them, and to provide an understanding of the family Any other reasonable response		
7(a)			**One mark** for the correct identification of: Functionalist	1	

Question			Answer	Mark	Guidance
7(b)			**One mark** for a partial example. E.g. identification of a statement with no reference to the family. **or** a question related to the study of the family **or** an aim related to the study of the family **Two marks** for a clear example. E.g. a statement / claim related to the study of the family. Possible answers could include: • the family supports its members • the family makes people more unequal • the family performs important jobs or functions Any other reasonable response.	2	
8			**One mark** for a partial description of researcher bias: e.g. it is where someone can only see things in one way e.g. the researcher has their own view e.g. the researcher influences the evidence/ data/ research outcome **Two marks** for a clear description which shows understanding of researcher bias as subjectivity or having personal views which affect the evidence produced / interpretation of the data / or the way the research is carried out.	2	Reference to 'bias' in general terms as having one viewpoint can only be credited with one mark. An accurate example on its own can only be credited with one mark. For 2 marks the response must show understanding of bias as related to social research / sociological study or the investigation. A partial description with an accurate example can be credited with 2 marks.

Question			Answer	Mark	Guidance
			Any other reasonable response.		A response which relates to interviewer bias or social desirability cannot be credited. E.g. 'Respondents answer in the way they think the researcher wants them to answer' cannot be credited.
9	(a)		**One** mark for the correct identification of a disadvantage of case studies. Answers could include: • samples are small • can't make generalisations • may not include the exact information needed • results can't be put into tables / charts etc. • takes time to analyse a large amount of qualitative data. Any other reasonable response	1	
9	(b)		**One mark** for a partial description of ethical research. **E.**g. it is where it is morally right **Two marks** for a clear description which shows understanding of ethical research as study in which the researcher fulfils their moral duties / follows ethical rules and guidelines to ensure no-one comes to any harm	2	Reference to ethics in general terms as being about moral issues e.g. morally right, can only be credited with one mark. 'Morally right or wrong' cannot be credited as 'morally wrong' would be unethical. An accurate example on its own can only be credited with one mark.

Question			Answer	Mark	Guidance
			Any other reasonable response.		For 2 marks the response must show understanding of ethical as related to social research / sociological study or the investigation A partial description with an accurate example can be credited with 2 marks
10	**(a)**		**One mark** for a partial description which relates in some way to data not being dependable, or brief reference to not repeatable. E.g. it can't be done again. **Two marks** for a clear description which shows understanding of unreliable as information gained being different if the research is repeated (if the variables remain the same).	2	An accurate example on its own can be credited with only one mark. Responses that relate to validity / untrustworthy / inaccurate cannot be credited. Where there is both validity and repeatability stated, the answer cannot be credited For 2 marks the response must show understanding of data: e.g. information or evidence or refer to data from research/sociological study/ the investigation A partial description with an accurate example can be credited with 2 marks.
10	**(b)**		**One mark** for one correct conclusion identified. Answers might include: • the suicide rate for men is higher than for women for all age groups • men aged 40-44 are at the greatest risk of	2	Responses comparing men and women which do not refer to women cannot be credited. Responses that state the rate as number per 1000 instead of 100,000 can be credited.

Question			Answer	Mark	Guidance
			suicide • women aged 35-39 and 45-49 are at the greatest risk of suicide • middle aged people are at the greatest risk of suicide • males and females aged 15-19 have the lowest risk of suicide Any other reasonable response. **One additional mark** for each conclusion supported by specific statistics from the graph: e.g. the suicide rate for men is higher than for women for all age groups. The rate for males aged 40-44 is nearly 4 times the rate for females of the same age e.g. the suicide rate for males is higher than for females for all age groups. The rate for males aged 15-19 is 7 but the rate for females of the same age is only 2 **One mark** for accurate identification of statistics from the graph but there is no clear conclusion made. E.g. the suicide rate for men aged 44-49 is 27. The suicide rate for women aged 44-49 is 7		Responses which show a lack of understanding of rate and therefore give number of suicides in thousands cannot be credited with the additional mark.

Question			Answer	Mark	Guidance
			Any other reasonable response**.**		
11	**(a)**		**One mark** for the identification of the aim: To find out if families - carry out the jobs functionalists say they do / provide a home. **One additional mark** for an explanation of how the table helps to fulfil this aim. E.g. the table shows the number of homeless children which shows that some families do not fulfil the function of providing a home. Any other reasonable response	2	This can be implicit. The exact words used in the pre-release are not required for credit. Responses which refer to the method as useful e.g. statistics, or validity, cannot be credited To be credited, the response must focus on the provision of a home, rather than economic support. Answers which are partial and implicit but accurate e.g. one job of the family listed is to provide a home can be credited with one mark.
11	**(b)**		**One mark** for the correct identification of one disadvantage **Two marks** for the correct identification of two disadvantages Possible answers might include: • data is from one area of the country • source shows only numbers / statistics • source shows only one of the jobs / functions of the family listed • source doesn't tell us about the families • source only shows a small timescale, 2014 - 2015 **One additional mark** for an explanation of each	4	Credit cannot be given for answers which state the source is out of date. Credit cannot be given for answers which state the statistics may be inaccurate. The additional mark can only be credited if the answer relates specifically to Investigation 2 or the family. Candidates who question whether the family is responsible for the homelessness can be credited with an identification mark as this implies that the source doesn't tell us about the families. Responses which relate back to the aims or functions of the family can be credited with an additional mark

Question			Answer	Mark	Guidance
			disadvantage: e.g. the data shows homelessness only in Liverpool / Merseyside / North West but the investigation aims to find out about the UK as a whole / families in general e.g. the source shows only quantitative data and this does not tell us why the families are unable to provide a home e.g. the investigation aims to find out about all the functions of the family but the source tells us only about homelessness / not providing a home Any other reasonable response.		
12			**One mark** for the correct identification of one way questionnaires would be useful **Two marks** for the correct identification of two ways questionnaires would be useful **Three marks** for the correct identification of three ways questionnaires would be useful Possible answers might include:- • can ask exactly what you want • can produce statistical results (numbers / quantitative) • all respondents asked the same questions – can compare answers • can make generalisations (patterns / trends)	6	A brief reference to the family cannot be credited with the additional mark. Answers which identify advantages of questionnaires through comparison with other methods can be credited. E.g. They are better than interviews because people will feel more comfortable and are more likely to answer No more than one mark can be given for the same point being repeated: e.g. questionnaires are useful to find out about family roles questionnaires are useful to find out about family size

Question			Answer	Mark	Guidance
			• can ask a large sample/collect large amount of data • can use a representative sample • quick and cheap • can get quantitative data • can get qualitative data if open questions are asked • more reliable than other methods • less likely to be unethical than other methods (people can refuse to take part) • can provide both quantitative and qualitative data if both open and closed questions are used • can be anonymous • sample can cover wider areas of the country • No interviewer bias Any other reasonable response. Three marks maximum **One additional mark** for each way which is related to studying the family or Investigation 2: e.g. from the questionnaire results, statistics on the types of family people live in can be gained e.g. a large sample of members from different types of families across different cities could be used. e.g. can find out specific information by asking family members about their roles, and compare answers with other families.		questionnaires are useful to find out about socialisation Credit cannot be given for disadvantages of questionnaires. Credit cannot be given for examples of questions which could be asked in a questionnaire. E.g. 'You could ask people about who was in their family'. Responses which refer to the family as a potentially sensitive area of study can be credited with the additional mark.

Question			Answer	Mark	Guidance
13			**Level 3 [9-12 marks]** Candidates reveal a good knowledge of the advantages and disadvantages of the interviews and can apply this knowledge and examples to the question. Candidates analyse and evaluate the debate in a good way. A wide range of evidence from the interviews and wider knowledge is used to critically support substantiated arguments and conclusions in relation to the issue. Meaning is clear. Typically answers will contain a range of sociological ideas and language throughout. Complex ideas will be expressed clearly and fluently using a style of writing appropriate to the subject matter. There may be a few, if any, errors of spelling, punctuation and grammar. Lower in the level, candidates will respond with developed, if not fully balanced arguments evaluating the interviews used. At the top, candidates will have evaluated a wide range of the interviews in depth, and considered a range of issues in detail. There will be a more balanced evaluation, considering the advantages and disadvantages in some detail. The response will relate closely to studying the family. Also at the top candidates may	12	Responses which provide a general account of interviews, without reference to the investigation, can only be credited in level 1. Responses which focus on the aims of the investigation and how the content relates to this should be credited: For level 3, reference to some part of both investigations must be made: For level 3 there must be at least one advantage and one disadvantage of some of the interviews discussed. For full marks, candidates must have identified at least one advantage and disadvantage ***within*** at least one of the interviews.

Question			Answer	Mark	Guidance
			make some suggestion (which may be implicit) as to how the interviewing could have been improved. **Level 2 [5-8 marks]** Candidates reveal a basic knowledge of the advantages / disadvantages of the interviews which is used to analyse and evaluate in a basic way. Relevant information and evidence is presented and meaning is generally clear. Typically answers may contain sociological ideas and may use sociological language. There will be some errors of spelling, punctuation and grammar, but these are unlikely to be intrusive or obscure meaning. At the bottom of the level, typical responses will identify, and provide some explanation of the advantages or disadvantages of the interviews. The range may be narrow and the arguments one-sided. At the top of the level the answer may use a wider range, but arguments will not be developed or there may be fewer interviews used but explained in some detail. There may be the start of a debate and some (if limited) recognition of the advantages of interviewing. There will be links made to studying the family. Some use of sociological language will be made.		

Question			Answer	Mark	Guidance
			Level 1 [1-4 marks] Candidates reveal a limited knowledge of the advantages / disadvantages of the interviews. Candidates apply limited knowledge and examples to the question. Information and evidence is presented with some lack of clarity and inaccuracy. Arguments and points are interpreted simply. There are likely to be some errors of spelling, punctuation and grammar, some of which might be noticeable and intrusive. At this level candidates are likely to produce a one-sided argument (most likely disadvantages). This will be based simply on some individual points about interviews. There is likely to be reference to only one interview or one investigation. Typical answers at the bottom may be restricted to one or two points about the interviews. These are likely to be undeveloped and descriptive points about the interviews, identified with simple interpretation and little or no attempt to evaluate. Higher in this level there will be more points made and with some simple criticism of the interviews, e.g. sample size, showing some understanding of where there may be advantages / disadvantages.		

Question			Answer	Mark	Guidance
			At this level there will be little or no use of sociological language. Responses which focus on the advantages or disadvantages of interviewing generally, and are not related to the investigations will be credited at this level. Possible answers could include discussion of some of the following: **Investigation 1** Both Interviews (advantages) • stratified sample used – 4 different age groups • gained detailed, qualitative data (disadvantages) • sample selected from personal contacts so could be unrepresentative • teenagers interviewed in a youth centre so responses may be influenced by others around • some interviews had poor recordings so information is missing – issue of validity • only females interviewed • could question usefulness of interviewing nursery aged children Interview 1		

Question			Answer	Mark	Guidance
			(advantages) • unstructured and open question asked resulted in detailed, valid information • relevant information about family types (aim of research) was gained Interview 2 (advantages) • semi-structured interview gained the information needed as well as detail (disadvantages) • rapport may have been affected by her second question **Investigation 2** Interview 3 (advantages) • gained quantitative information • child in 'safe' situations, always with parents – likely to be accurate information • gained relevant information on a sensitive and difficult to research subject • easy and cheap to access as secondary data • raised issues debated by some functionalists as to the biological v learnt gender roles (disadvantages) • view of only one respondent		Responses which refer to ethical issues may be credited if made relevant but as this is secondary data in the public domain, the ethical issues do not relate to the researcher in the investigation.

Question			Answer	Mark	Guidance
			• media material – may have been biased or edited • the researcher adapted and selected from the interview – may be biased • some were leading questions • several 'interviewers' used – lacks coherency • parents asked questions – interviewer bias possible Interview 4 (advantages) • quantitative data • interviewer had knowledge of the respondent before the interview so could plan questions • interviewing was flexible • gained information relating to the function of emotional support in the family • source was BBC2 – reputable programme (disadvantages) • media source – could be edited or biased • only the main points included – possible bias • only one in the sample Interview 5 (advantages)		

Question			Answer	Mark	Guidance
			• geographically wide sample • care taken to get permission • semi-structured interview means he can get both the information he needs as well as detail • in-depth data about homelessness was gained • the interview was relevant to the aim to find out about the function to provide a home (disadvantages) • 10 is a small sample • Children all the same age – experiences could be different for older / younger children • May have been issues of confidentiality if he is Jack's social worker • Interviewer bias if he is Jack's social worker • Made assumptions about all children's experiences – may lead to bias Interview 6 (advantages) • structured interview so quick to do • closed questions can be used for comparison when he does his wider sample • open questions for in-depth data • the interview was relevant to the aim to find out about the function to provide money (disadvantages)		

Question			Answer	Mark	Guidance
			• only one person's view • a wider sample would be people in the same area so not representative • only men would be interviewed, no women • men of different ages and occupations may have different experiences • interviewer bias because it was his brother • stopping the interview to write may have affected the responses Any other reasonable response.		

Question	AO1	AO2	AO3	Total
1	-	1	-	**1**
2(a)	-	1	-	**1**
2(b)	-	1	-	**1**
2(c)		2		**2**
3(a)	-	-	1	**1**
3(b)	-	2	2	**4**
4	2	-	-	**2**
5(a)	-	2	-	**2**
5(b)	-	2	-	**2**
5(c)	-	2	-	**2**
6	-	-	6	**6**
7(a)	-	1	-	**1**
7(b)	-	2	-	**2**
8	2	-	-	**2**
9(a)	-	-	1	**1**
9(b)	2	-	-	**2**
10(a)	2	-	-	**2**
10(b)	-	2	-	**2**
11(a)	-	-	2	**2**
11(b)	-	2	2	**4**
12	-	-	6	**6**
13	2	4	6	**12**
TOTAL	**10**	**24**	**26**	**60**

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