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Sample Question Paper

AS Level Psychology

H169/02 Core studies in psychology

Time allowed: 1 hour 30 minutes



No extra materials are needed.



Please write clearly in black ink. **Do not write in the barcodes.**

Centre number

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Candidate number

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First name(s)

Last name

INSTRUCTIONS

- Use black ink.
- Write your answer to each question in the space provided. If you need extra space use the lined pages at the end of this booklet. The question numbers must be clearly shown.
- Answer **all** the questions.

INFORMATION

- The total mark for this paper is **56**.
- The marks for each question are shown in brackets [].
- Quality of extended response will be assessed in questions marked with an asterisk (*).
- This document has **12** pages.

ADVICE

- Read each question carefully before you start your answer.

DRAFT

[12]

Handwriting practice area with a vertical line on the left and horizontal dotted lines. A large, light grey watermark reading 'DRAFT' is oriented diagonally across the page.

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Sample Mark Scheme

AS Level Psychology H169/02 Core studies in psychology

MARK SCHEME

Duration: 1 hour 30 minutes

MAXIMUM MARK 56

Version: **Sample**

This document has 15 pages

MARKING INSTRUCTIONS**PREPARATION FOR MARKING****MARKING**

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. **Crossed Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed-out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed-out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response)**

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

4. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add a tick to confirm that the work has been seen.
5. Award No Response (NR) if:
 - there is nothing written in the answer space

Award Zero '0' if:

 - anything is written in the answer space and is not worthy of credit (this includes text and symbols).
6. For answers marked by levels of response:
 - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - b. **To determine the mark within the level**, consider the following

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

7. Subject Specific Marking Instructions

Section A: Core studies

Q1: Grant et al. investigated context-dependent memory. Identify the two types of tests used to assess memory in this study. (2 marks) [1+1]	
Marking Criteria (AO1 x 2)	Guidance
1 mark: Multiple choice test/recognition test.	Only accept answers as indicated in marking criteria.
1 mark: Short answer test/recall test.	
0 marks: No creditworthy response.	

Q2: Loftus and Palmer investigated eyewitness testimony. Describe the two types of information that go into an individual's memory when witnessing an event, according to Loftus and Palmer. (4 marks) [2+2]	
Marking Criteria (AO1 x 2, AO2 x 2)	Guidance
For each kind of information:	<p>The two kinds of information are:</p> <ul style="list-style-type: none"> ▪ Information encoded/gathered at the event – such as in L&P's study – the information about the cars involved in the car accident video clips. ▪ Post event information – such as external information supplied after the perception of the original event, e.g. in L&P's study – the external information was in the form of leading questions.
1 mark: Type of information identified.	
1 mark: Type of information described with some detail or an example from Loftus and Palmer's study.	
0 marks: No creditworthy response.	

Q3: Explain one difference between Sperry's study into lateralisation of function in the brain and Casey et al.'s study of delayed gratification (4 marks) [1+1+1+1]	
Marking Criteria (AO1 x 2, AO2 x 2)	Guidance
1 mark: Relevant difference explicitly identified.	<p><u>Possible differences:</u></p> <ul style="list-style-type: none"> ▪ Type of data collected. Sperry collected qualitative data (e.g. written notes of what participants said when flashed an image) whereas Casey collected quantitative data (e.g. % of false alarms on the Go/No tasks). ▪ Type of research method used. Sperry's research was a snapshot study (e.g. conducted in the lab at one point in time rather than assessing the split brain patients abilities over time) whereas Casey used a longitudinal study (e.g. over a 40 year span starting with children aged 4 completing the Marshmallow test through to completing the Go/No tasks aged mid-40s). ▪ Use of objective measures. Casey used objective measures (e.g. fMRI scanner to measure activity in different areas of the brain) whereas Sperry did not use any brain imaging techniques (e.g. he made assumptions about what was going on in the brain through the participants' behaviour, rather than directly measuring brain activity). ▪ Any other appropriate point/relevant supporting examples.
1 mark: Identified difference is explained.	
1 mark: Relevant supporting detail/explicit example for the difference given from the Sperry study.	
1 mark: Relevant supporting detail/explicit example for the difference given from the Casey et al. study.	
0 marks: No creditworthy response.	

Q4: Explain one strength of the sample used by Freud in his study of Little Hans. (3 marks)	
Marking Criteria (AO1 x 1, AO2 x 1, AO3 x 1)	Guidance
3 marks: A strength of the sample identified and explained in detail in the context of Freud's study of Little Hans.	<u>Possible strengths:</u> <ul style="list-style-type: none"> ▪ Studying a small sample made it easier for Freud to conduct a longitudinal study to show developments/changes in Hans' behaviour. ▪ Freud was able to conduct an in-depth study so his theories of psychosexual development could be explored. ▪ Any other appropriate point.
2 marks: A strength of the sample identified and briefly explained in the context of Freud's study of Little Hans.	
1 mark: A strength of the sample identified.	
0 marks: No creditworthy response.	

Q5: Outline one way participants were deceived in Milgram's study of obedience. (2 marks)	
Marking Criteria (AO1 x 2)	Guidance
2 marks: A clear and accurate outline that BOTH identifies a way participants were deceived AND explains the nature of the deception.	<u>Possible answers:</u> <ul style="list-style-type: none"> ▪ Participants were lied to about the purpose of the study – they were told the study was about memory when it was, in fact, about obedience. ▪ Participants were made to believe that the electric shocks were genuine (due to the acting of Mr Wallace or they fact that they themselves received a 45v shock) whilst in reality they were fake/the learner did not receive any shocks/no shocks were given. ▪ Participants were made to believe that they had an equal chance of becoming either the teacher or the learner (due to the 'draw' at the start of the study) whereas in reality the selection process was rigged so the participant was always the teacher. ▪ Any other appropriate point.
1 mark: An unclear or partial outline that EITHER identifies a way participants were deceived OR explains the nature of the deception.	
0 marks: No creditworthy response.	

Q6: Baron-Cohen et al.'s study into autism in adults gathered quantitative data. Explain one strength of gathering this type of data in this study. (3 marks)	
Marking Criteria (AO1 x 1, AO2 x 1, AO3 x 1)	Guidance
3 marks: A strength of gathering quantitative data identified and explained in detail in the context of Baron-Cohen's study.	<u>Possible strengths:</u> <ul style="list-style-type: none"> ▪ Ease of analysis – for example can calculate descriptive statistics for quantitative data, such as the mean number of correct answers on the Eyes Task. ▪ Ability to draw comparisons between groups – for example, can compare the number of correct answers on the Eyes Task between 'normal' males and females to conclude who has better ability to read the mind in the eyes. ▪ Any other appropriate point.
2 marks: A strength of gathering quantitative data identified and briefly explained in the context of Baron-Cohen's study.	
1 mark: A strength of gathering quantitative data identified.	
0 marks: No creditworthy response.	

Section B: Areas, perspectives, issues and debates

Q7a: Explain one weakness of claiming that behaviour is only due to nature. Support your answer with evidence from one appropriate core study. (3 marks)	
Marking Criteria (AO1 x 2, AO2 x 1)	Guidance
3 marks: Relevant weakness identified, explained in detail and supported with evidence from one appropriate core study.	<p><u>Possible weaknesses:</u></p> <ul style="list-style-type: none"> ▪ Claiming that behaviour is due to nature is very reductionist as it only focuses on one influence on human behaviour, failing to consider the interactions between multiple influences (e.g. Casey suggests that the inability to delay gratification is related to activity in the ventral striatum/inferior frontal gyrus and fails to account for the fact that some individuals may not be able to delay gratification due to the upbringing/being spoiled/always getting what they want right away). ▪ Claiming that behaviour is due to nature is very deterministic as it implies that people can't choose how to behave and so can't be held accountable for their behaviour (e.g. from Casey's study - by suggesting that activity in the VS/IFG areas of the brain is responsible for an inability to delay gratification, could be used to 'excuse' someone for stealing as they are suggesting it is beyond their control). ▪ Any other appropriate point. <p>Credit any relevant core study that makes reference to 'nature' as a cause of behaviour if used appropriately to support the point made.</p>
2 marks: Relevant weakness identified AND explained in detail OR supported with evidence from one appropriate core study.	
1 mark: Relevant weakness identified.	
0 marks: No creditworthy response.	

Q7b: Describe how the social area provides a situational explanation of behaviour. (3 marks) [1+1+1]	
Marking Criteria (AO1 x 3)	Guidance
1 mark: Understanding of the social area shown.	<p><u>Possible ways to demonstrate understanding of the social area:</u></p> <ul style="list-style-type: none"> ▪ Reference to the influence of other people on behaviour. ▪ Reference to the influence of the social situation / social context. ▪ Reference to the social environment.
1 mark: Understanding of situational explanation of behaviour shown.	<p><u>Possible ways to demonstrate understanding of situational explanation of behaviour:</u></p> <ul style="list-style-type: none"> ▪ The idea that behaviour is a response to the situation a person finds themselves in and is therefore a product of external factors. ▪ The fact that situations change, and therefore behaviour can change in response to the situation.
1 mark: Link between the social area and situational explanations clearly shown.	<p><u>Possible links between the social area and situational explanations:</u></p> <ul style="list-style-type: none"> ▪ The social area provides a situational explanation of behaviour because it investigates how behaviour of individuals changes due to the presence of others/the social context which can change in different situations – e.g. ‘others’ at home will be different to ‘others’ at work – as situations change so often do the people in those situations.
0 marks: No creditworthy response.	<p>Any other appropriate point for any of the above.</p>

Q7(c)*: Discuss the extent to which psychology can be viewed as a science. Use evidence from appropriate research from across your course of study to support your answer. (12 marks)				
Level	Marking Criteria (AO1 x 4)	Level	Marking Criteria (AO3 x 8)	Guidance
Level 4 (4 marks)	The response demonstrates excellent relevant knowledge and understanding of scientific ideas, processes, techniques and procedures drawn from across the full course of study which is accurate and detailed. There is effective use of supporting examples from psychological research.	Level 4 (7–8 marks)	The response demonstrates an excellent ability to analyse, interpret and evaluate scientific information, ideas and evidence drawn from across the full course of study to make judgements and reach conclusions. A balanced discussion should be presented, but this does not need to be equal in terms of number of points presented for each side. <i>There is a well-developed line of reasoning which is clear and logically structured. Information presented is relevant/appropriate and substantiated.</i>	Possible discussion points suggesting psychology can be viewed as a science: <ul style="list-style-type: none"> ▪ The collection of objective/ quantitative data in research. ▪ The use of experimental research where variables are manipulated and others controlled to identify causal relationships (e.g. cognitive studies such as L&P, Grant). ▪ Research into areas such as biological influences on behaviour makes use of scientific equipment such as MRI scans (e.g. Maguire). ▪ Research that adopts standardised approaches, allowing reliability to be tested. ▪ Any other appropriate point.
Level 3 (3 marks)	The response demonstrates good relevant knowledge and understanding of scientific ideas, processes, techniques and procedures drawn from across the full course of study which is generally accurate and reasonably detailed. There is reasonable use of supporting examples from psychological research.	Level 3 (5–6 marks)	The response demonstrates a good ability to analyse, interpret and evaluate scientific information, ideas and evidence drawn from across the full course of study to make judgements and reach conclusions. A balanced discussion should be presented, but this does not need to be equal in terms of number of points presented for each side. <i>There is a line of reasoning presented with some structure. Information presented is mostly relevant/ appropriate and supported by some evidence.</i>	Possible discussion points suggesting psychology cannot be viewed as a science: <ul style="list-style-type: none"> ▪ Possibility of researcher bias influencing findings. ▪ Psychodynamic theories lack falsifiability, e.g. Freud. ▪ Research methods such as case studies to look at a holistic view of an individual are not scientific, e.g. Freud. ▪ Any other appropriate point.
Level 2 (2 marks)	The response demonstrates limited relevant knowledge and understanding of scientific ideas, processes, techniques and procedures drawn from across the full course of study which may be partially accurate with limited detail. There is limited use of supporting examples from psychological research.	Level 2 (3–4 marks)	The response demonstrates a limited ability to analyse, interpret and evaluate scientific information, ideas and evidence drawn from across the full course of study to make judgements and reach conclusions. The discussion may not be balanced, e.g., arguments for only one side may be discussed. <i>The response has limited structure. Information presented is sometimes appropriate.</i>	
Level 1 (1 mark)	The response demonstrates basic relevant knowledge and understanding of scientific ideas, processes, techniques and procedures drawn from across the full course of study which may have inaccuracies and limited if any detail.	Level 1 (1–2 marks)	The response demonstrates a basic ability to analyse, interpret and evaluate scientific information, ideas and evidence drawn from across the full course of study to make judgements and reach conclusions. The discussion may not be balanced, e.g., arguments for only one side may	NB. All points can be supported with any appropriate psychological research study that a student may have learned whilst studying the course.

	There is very limited, if any, use of supporting examples from psychological research.		be discussed. <i>The response is poorly structured. Information presented is rarely relevant/appropriate.</i>	
0 marks	No creditworthy response.	0 marks	No creditworthy response.	

Section C: Practical applications

Q8a: Explain how this article relates to two defining principles/concepts of the developmental area. (4 marks) [2+2]	
Marking Criteria (AO1 x 2, AO2 x 2)	Guidance
For each point made:	<u>Possible defining principles/concepts:</u>
1 mark: Understanding of a defining principle/concept of the developmental area shown.	<ul style="list-style-type: none"> ▪ Changes in behaviour occur throughout the lifespan. ▪ Behaviour is a result of the interaction between nature (inherited factors) and nurture (lifetime experiences). ▪ Any other appropriate point.
1 mark: Clear explanation of how the stated principle links to the article.	<u>Possible links to article (The link will depend on the principle referred to):</u>
0 marks: No creditworthy response.	<ul style="list-style-type: none"> ▪ Changes through lifespan could be linked to the longitudinal research showing behaviour at age 5 and in later teenage years. ▪ Nature/nurture interaction could be linked to the fact that the article only refers to 'nurture variables' (e.g. watching Sesame Street and parental education) but this could interact with natural/innate levels of intelligence to produce the greatest effect. ▪ Any other appropriate link.

Q8b: Describe two findings from Bandura et al's (1961) study into transmission of aggression and explain how they may relate to the article. (6 marks) [3+3]	
Marking Criteria (AO1 x 4, AO2 x 2)	Guidance
For each finding given:	<u>Findings from the study include:</u> <ul style="list-style-type: none"> ▪ Overall boys produced more imitative physical aggression than girls. ▪ Children in the aggressive condition showed significantly more imitation of physical and verbal aggressive behaviour than children in the non-aggressive or control conditions. ▪ Children who saw the same-sex model imitated the model's behaviour significantly more in some categories. ▪ The behaviour of the male model exerted greater influence than the female model. ▪ Any other appropriate finding. <u>Possible links to article:</u> <ul style="list-style-type: none"> ▪ Gender differences in imitation of role models/characters on television. ▪ Different types of role model/characters on television will have differing types of influences on children. ▪ Any other appropriate link to the article.
3 marks: Finding from the Bandura et al. study correctly stated/identified, with detailed explanation given as to how this finding relates to the article.	
2 mark: Finding from the Bandura et al. study correctly stated/identified, with brief explanation given as to how this finding relates to the article.	
1 mark: Finding from the Bandura et al. study correctly stated/identified.	
0 marks: No creditworthy response.	

Q8(c): Using your knowledge of psychology, suggest and explain one strategy that teachers could use to encourage sharing behaviour in children. (4 marks)		
Level	Marking Criteria (AO2 x 4)	Guidance
	For the suggested strategy knowledge and understanding is applied to a practical suggestion made in a theoretical context as given in the question:	
Level 4 (4 marks)	<ul style="list-style-type: none"> ▪ Excellent application of knowledge and understanding of scientific ideas, processes, techniques and procedures shown by suggesting a valid strategy that teachers could use to encourage sharing behaviour in children. ▪ Clear explanation of the strategy given including several different details about how the strategy could be implemented. ▪ The strategy is explicitly related to the context of the question. 	<p>Candidates are expected to explain one strategy that teachers could use to encourage sharing behaviour in children.</p> <p>The suggested strategy should be grounded in psychological research/theory.</p> <p>The strategy should be a suggestion that a psychologist might actually make (so, for example, they should be within the ethical guidelines).</p>
Level 3 (3 marks)	<ul style="list-style-type: none"> ▪ Good application of knowledge and understanding of scientific ideas, processes, techniques and procedures shown by suggesting a valid strategy that teachers could use to encourage sharing behaviour in children. ▪ Explanation of the strategy is given in reasonable detail with some details about how the strategy could be implemented. ▪ The strategy is explicitly related to the context of the question. 	<p>Suggested strategies could include the following:</p> <ul style="list-style-type: none"> ▪ Use of positive reinforcement (e.g. rewards for displaying sharing behaviour) ▪ Showing children role models behaving in desired ways in the hope that the child will imitate this behaviour instead (based on Bandura) ▪ Use of punishment (e.g. taking away a child's break time at school until they behave in an appropriate way) ▪ Any other appropriate strategy.
Level 2 (2 marks)	<ul style="list-style-type: none"> ▪ Limited application of knowledge and understanding of scientific ideas, processes, techniques and procedures shown by suggesting a valid strategy that teachers could use to encourage sharing behaviour in children. ▪ Explanation of the strategy is given in limited detail with few details about how the strategy could be implemented. ▪ The strategy may not be explicitly related to the context of the question. 	
Level 1 (1 marks)	<ul style="list-style-type: none"> ▪ Basic application of knowledge and understanding of scientific ideas, processes, techniques and procedures shown by suggesting a valid strategy that teachers could use to encourage sharing behaviour in children. ▪ Explanation of the strategy given is in minimal, if any, detail about how the strategy could be implemented. 	
0 marks	No creditworthy response.	

Q8(d)*: Evaluate the suggestion you have made in 8c using your knowledge of psychology. (6 marks)		
Level	Marking Criteria (AO3 x 6)	Guidance
Level 4 (6 marks)	<ul style="list-style-type: none"> ▪ The response demonstrates an excellent ability to analyse, interpret and evaluate scientific information, ideas and evidence in terms of the strategy suggested. ▪ The response demonstrates excellent evaluation using a range of points/ideas (which are likely to include issues and debates). ▪ The evaluation points are in the context of the suggestion presented in Q8c. ▪ A balanced argument should be presented with both strengths and weaknesses discussed, but there does not need to be equal balance between both. ▪ <i>There is a well-developed line of reasoning which is clear and logically structured. Information presented is relevant/appropriate and substantiated.</i> 	<p>Evaluation points could include:</p> <ul style="list-style-type: none"> ▪ Commenting on the suggestions in relation to the different debates (e.g., linking them to the nurture side of the nature-nurture debate) ▪ Commenting on methodological issues (e.g., explaining why a particular role model may be ethnocentric). ▪ Reference to the psychological basis of the suggestion (e.g., pointing out that research based on children aged 3-5 years may not necessarily apply to children who are older) ▪ Practical considerations (e.g., the financial cost of implementing a suggestion). ▪ Any other appropriate point. <p>NB. Students can still achieve marks at all four levels here regardless of the level achieved in Q9c. For example, a student who has achieved Level 1 in Q8c when suggesting/explaining strategies, could achieve marks up to Level 4 in Q8d for their evaluation of the suggested strategies.</p>
Level 3 (4–5 marks)	<ul style="list-style-type: none"> ▪ The response demonstrates a good ability to analyse, interpret and evaluate scientific information, ideas and evidence in terms of the strategy suggested. ▪ The response demonstrates good evaluation using a range of points/ideas (which are likely to include issues and debates). ▪ The evaluation points are in the context of the suggestion presented in Q8c. ▪ A balanced argument should be presented with both strengths and weaknesses discussed, but there does not need to be equal balance between both. ▪ <i>There is a line of reasoning presented with some structure. Information presented is mostly relevant/ appropriate and supported by some evidence.</i> 	
Level 2 (2–3 marks)	<ul style="list-style-type: none"> ▪ The response demonstrates a limited ability to analyse, interpret and evaluate scientific information, ideas and evidence in terms of the strategy suggested. ▪ The response demonstrates limited evaluation using a limited range of points/ideas (which are likely to include issues and debates). ▪ The evaluation points are in the context of the suggestion(s) presented in Q8c. ▪ The argument may not be balanced, e.g., only strengths or weaknesses may be discussed. ▪ <i>The response has limited structure. Information presented is sometimes appropriate.</i> 	
Level 1 (1 marks)	<ul style="list-style-type: none"> ▪ The response demonstrates a basic ability to analyse, interpret and evaluate scientific information, ideas and evidence in terms of the strategy suggested. ▪ The response demonstrates basic evaluation using a very limited range of points/ideas. ▪ The argument may not be balanced, e.g., only strengths or weaknesses may be discussed. ▪ <i>The response is poorly structured. Information presented is rarely relevant/appropriate.</i> 	
0 marks	No creditworthy response.	

Assessment Objectives Grid

Question	AO1		AO2								AO3				Total
	AO1.1a	AO1.1b	AO2.1a	AO2.1b	AO2.1c	AO2.1d	AO2.1e	AO2.1f	AO2.1g	AO2.1h	AO3.1a	AO3.1b	AO3.2a	AO3.2b	
1		2													2
2	2				2										4
3		2							2						4
4		1			1						1				3
5		2													2
6	1				1						1				3
7(a)	2				1										3
7(b)	3														3
7(c)*	2	2									4	4			12
8(a)	2		2												4
8(b)		4						2							6
8(c)								4							4
8(d)													3	3	6
Totals	12	13	2	0	5	0	6	0	2	0	6	4	3	3	56
Total	25		15								16				