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A-LEVEL

# Psychology B

PSYB4: Approaches, Debates and Methods in Psychology

Mark scheme

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2185

June 2015

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Version 1.0 Final

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Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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## Section A Approaches in Psychology

### OPTION A

**01** Using your knowledge of behaviourism, explain how Ella's parents could encourage Ella to be better behaved when out shopping.

**[4 marks]**

**[AO1 = 1 mark; AO2 = 3 marks]**

One AO1 mark for the selection and knowledge of at least one feature of behaviourism eg positive reinforcement, negative reinforcement, punishment; schedules of reinforcement; shaping; extinction; operant conditioning; contingency of reinforcement etc.

Up to 3 AO2 marks for the explanation which must be related to the stem, include appropriate behaviourist term(s) and focus on changing behaviour.

One mark for each relevant suggestion about how to change Ella's behaviour from the following. Alternatively, full credit for one or two suggestions which are elaborated.

- To change Ella's behaviour the parents need to identify the contingency of reinforcement that is involved by identifying the response and the reinforcer
- The shouting is the response which has become a positive reinforcer because of the attention received from the parent(s);
- To change the tantrum behaviour the parents could ignore the undesired behaviour by not responding to the tantrums – which should lead to extinction;
- The parents could encourage good behaviour by positively reinforcing Ella when she is quiet or behaving well etc through shaping;
- Shaping is where a new response is gradually acquired through reinforcing successive approximations to the required response – with respect to Ella .....

Accept other relevant points.

**02** With reference to the percentages in **Table 1**, explain what can be concluded about the genetic basis of ADHD. Justify your answer.

**[2 marks]**

**[AO3 = 2 marks]**

1 mark for the conclusion – i.e. the data suggest there is a genetic basis to ADHD.

1 mark for the justification eg

- the 82% concordance for ADHD in identical twins is much higher than for siblings/non-identical twins
- As identical twins share 100% genes and siblings/non-identical twins share only 50% genes, the higher concordance found for ADHD in identical twins can be explained by the higher genetic similarity.
- The results indicate a likely environmental component since even MZs do not have 100% concordance, where there is less of a shared environment, there are even lower concordance rates.

**03** Explain **one** limitation of this type of investigation described in question 02.

**[2 marks]**

**[AO3 = 2 marks]**

Award 1 mark for brief explanation of an appropriate limitation.  
Further mark for expansion as to how or why this is a limitation.

Answers are likely to focus on:

- the nature of concordance studies (only correlation)
- twins reared in highly similar environments and share similar experiences
- concordance not 100% etc
- sample sizes of twin studies
- determining zygosity.

Accept other relevant limitations.

**04** Outline what is meant by an eclectic approach in psychology. Discuss the merits of taking an eclectic approach to explaining **and/or** treating human behaviour. In your answer refer to **at least one** topic you have studied in psychology.

**[12 marks]**

**[AO1 = 4 marks; AO2 = 8 marks]**

### **AO1**

Up to four marks for relevant knowledge and understanding of an eclectic approach.

Content likely to include: an eclectic approach combines different approaches; can take different forms e.g. theoretical, methodological or applied; may include information from other sciences e.g. biochemistry which is incorporated into psychological explanations. Credit reference to the Trimodal theory (Stevens).

Candidates may gain credit through reference to specific examples, which may be explanations or treatments or both.

Credit description of relevant evidence up to one mark.

### **AO2**

Up to eight marks for analysis, discussion and application of knowledge.

Discussions may focus on application to topic area(s). Possible topic areas are gender, memory, anxiety disorders, autism, cognitive development, schizophrenia, mood disorders, stress, substance abuse, offending behaviour, methods in psychology. Answer may discuss explanations or treatments or both.

Possible merits/strengths: an eclectic approach may provide a fuller and richer picture/many topics in psychology can be better understood by integrating findings/explanations from several approaches. Allows new ideas to be generated. An eclectic approach has proved useful in therapy. Allows the therapist to meet the treatment needs of the client.

A discussion of the merits/strengths presented may include the following limitations:

Difficult to identify the individual contributions of each approach; practical difficulty in investigating the integration of the approaches. Characteristics of some of the approaches are contradictory and cannot be combined. Scientific psychology requires a paradigm and an eclectic approach therefore undermines psychology as a science. It could be confusing for the client to have multiple treatments.

Credit use of relevant evidence.

**Maximum 8 marks if there is no reference to a topic**

### **Mark bands**

#### **10 - 12 marks Very good answers**

The answer is clearly focused on discussion of the **merits/strengths** of the eclectic approach in psychology and shows sound knowledge and understanding. Discussion is full and includes thoughtful analysis and may include consideration of limitations. There is reference to at least one topic. Most discussion points are well developed and presented in the context of the discussion as a whole. The answer is well organised and mostly relevant with little, if any, misunderstanding.

The candidate expresses most ideas clearly and fluently, with effective use of psychological terminology. Arguments are well structured and coherent with appropriate use of sentences and paragraphs. There are few, if any, minor errors of grammar, punctuation and spelling. The overall quality of language is such that the meaning is rarely, if ever, obscured.

**7 - 9 marks Good answers**

Answer shows knowledge and understanding of the eclectic approach in psychology. Discussion is evident and the answer is mostly focused on the question although there may be some irrelevance and /or misunderstanding. At the top of the band references to a topic are apparent though these are perhaps not linked so clearly to the discussion as for the top band.

The candidate expresses most ideas clearly and makes some appropriate use of psychological terminology. The answer is organised, using sentences and paragraphs. Errors of grammar, punctuation and spelling may be present but are mostly minor, such that they obscure meaning only occasionally.

**4 - 6 marks Average to weak answers**

Answer shows some knowledge and understanding of the eclectic approach in psychology. There must be some discussion for 5/6 marks. Answers in this band may be mostly descriptive. There may be considerable irrelevance and /or inaccuracy. Answers constituting reasonable relevant information but without proper focus on the question are likely to be in this band.

The candidate expresses basic ideas clearly but there may be some ambiguity. The candidate uses key psychological terminology inappropriately on some occasions. The answer may lack structure, although there is some evidence of use of sentences and paragraphs. There are occasional intrusive errors of grammar, punctuation and spelling which obscure meaning.

**1 - 3 marks Poor answers**

Answer shows very limited knowledge and understanding but must contain some relevant information in relation to the question. There may be substantial confusion, inaccuracy and /or irrelevance.

The candidate shows deficiencies in expression of ideas resulting in frequent confusion and /or ambiguity. Answers lack structure, consisting of a series of unconnected ideas. Psychological terminology is used occasionally, although not always appropriately. Errors of grammar, punctuation and spelling are frequent, intrusive and often obscure meaning.

**0 marks No relevant content**

**OPTION B**

**05** Humanistic psychologists use the term promoting personal growth. Explain what either Maslow **or** Rogers meant by the term ‘promoting personal growth’.

**[4 marks]**

**[AO1 = 1 mark; AO2 = 3 marks]**

One (AO1) mark for knowledge of the term ‘promoting personal growth’ – i.e. the idea that individuals are motivated towards developing their potential. Note that this may be implicit in the explanation.

Three (AO2) marks for outlining how personal growth is promoted with respect to either Maslow’s theory or Rogers’ theory.

For 1 mark a link should be made to a named theorist and a brief outline of their view of how personal growth is promoted.

For 2 marks more detail is required about the promotion of personal growth.

For 3 marks a detailed, accurate and coherent explanation of promoting personal growth, linked to either Maslow or Rogers.

The answer may also give detail of how personal growth is prevented/frustrated.

Likely content of the explanation may include some of the following points:

**Maslow:** Personal growth is an essential part of what it is to be human and this occurs through the satisfaction of deficiency needs which then allow for growth needs to be satisfied and for self-actualisation to occur (reaching full potential).

For Maslow, personal growth is promoted when the individual has the following needs met: physiological needs, safety needs, belongingness and love, self-esteem needs. (Satisfying these needs promotes personal growth). Once these needs are satisfied then self-actualisation can occur which is the pinnacle of personal growth. Answers may refer to measures of self-actualisation including peak experiences and ‘theory of flow’.

**Rogers:** Personal growth is an essential part of what it is to be human and this occurs with the fully functioning person. People who are able to self-actualise (achieve all their goals and desires in life) become a fully functioning person according to Rogers. Such a person lives for the ‘here and now’, is in touch with their subjective feelings/experiences and is continually growing and changing. The fully functioning person is an ideal state which is rarely achieved. Helping to achieve congruence in the self-concept promotes personal growth and self-actualisation. Answers may also refer to incongruence in the self-concept which prevents personal growth.

Accept other valid points.

**06** Freud used case studies to highlight his psychodynamic concepts. Explain why some psychologists regard Freud's use of case studies to support his theory as unscientific.

**[4 marks]**

**[AO3 = 4 marks]**

The answer should focus on why 'Freud's use of case studies' is unscientific, and not just be general limitations of case studies or general evaluations of Freudian theory/concepts. Answers may develop one point in detail or refer to more than one issue with the use of case studies.

Answers are likely to focus on particular case studies such as 'Little Hans'.

The main problems with Freud's use of case studies which are likely to appear in answers include:

- Freud's studies were conducted in an unscientific manner: subjective interpretation, bias, not replicable, reliance on memory etc.
- Freud's use of case study to support theory was unscientific: Freud fitted his own subjective interpretation of a case study into his already existing theory (eg Hans' phobia due to the oedipal crisis during psychosexual development).
- The issue of generalising from Freud's case studies

|                    |  |
|--------------------|--|
| <b>1 Mark</b>      | General criticism of case studies and /or general criticism of Freud's theory as unscientific.   |
| <b>2 Marks</b>     | Must be some focus on Freud's use of case studies, but quite minimal.  |
| <b>3 – 4 Marks</b> | Clear and explicit links to Freud's use of case studies. At the top of the band the explanation should be accurate, full and coherent. |

**07** Choose **two** approaches in psychology. Discuss **at least one** practical application of **each** approach that you have chosen.

**[12 marks]**

**[AO1 = 4 marks; AO2 = 8 marks]**

AO1 = 4

Up to four marks for relevant knowledge and understanding of at least one practical application linked to each approach. The practical applications will depend on the approaches chosen, but examples include:

- Biological Approach: Drugs eg anti-psychotics for schizophrenia; anti-depressants for Mood Disorders etc.
- Behaviourist Approach: Behaviour therapy based on classical and operant conditioning. Behaviour modification etc
- Social Learning Theory Approach: The concept of self-efficacy applied in a number of areas e.g. addiction, stress etc.
- Cognitive Approach: Therapy eg RET, CBT; Cognitive Interview; EWT; Cognitive development eg metacognition, discovery learning, spiral curriculum etc;
- Psychodynamic Approach: Therapeutic techniques; Child psychoanalysis etc.



- Humanistic Approach: Therapy and counselling; unconditional positive regard in education/training; Hierarchy of needs applied in organisational psychology etc.

Maximum of 2 marks, for knowledge of chosen approaches, one for each approach.  
Credit relevant evidence linked to practical application/s, up to 1 mark.

AO2 = 8 marks

This question may elicit a wide range of responses, although candidates are likely to focus on therapy.

Up to eight marks for discussion of the practical applications which should be clearly linked to specific approaches.

NB How an approach has contributed to understanding of behaviour/experience is only creditworthy if used to discuss practical applications.

There should be a discussion of the usefulness of the applications: for example linked to the biological approach, the benefits of drug therapy for schizophrenia; linked to the cognitive approach how the cognitive interview has been beneficial to the police etc. The discussion is likely to draw on evidence to support the benefits proposed. The discussion should also examine any limitations (if applicable) and may offer possible alternatives. With biological therapy this could be in the form of problems with side effects of drugs and alternative psychological therapies, for example.

Credit use of relevant evidence when linked to discussion of practical application.

**Maximum 7 marks if only refer to one approach with relevant practical application.**

### Mark bands

#### 10 - 12 marks Very good answers

The answer is clearly focused on the question and shows sound knowledge and understanding of practical applications in psychology. There is reference to two approaches (with a good balance between the 2) which are clearly linked to appropriate practical applications.

Discussion is full and includes thoughtful analysis. Most points are well developed and presented in the context of the discussion as a whole. The answer is well organised and mostly relevant with little, if any, misunderstanding.

The candidate expresses most ideas clearly and fluently, with effective use of psychological terminology. Arguments are well structured and coherent with appropriate use of sentences and paragraphs. There are few, if any, minor errors of grammar, punctuation and spelling. The overall quality of language is such that the meaning is rarely, if ever, obscured.

#### 7 -9 marks Good answers

Answer shows knowledge and understanding of practical applications in psychology. At the top of the band there is reference to two approaches each linked to at least one practical application, though these are perhaps not linked so clearly to the discussion as for the top band. Discussion is evident and the answer is mostly focused on the question although there may be some irrelevance and /or misunderstanding.

The candidate expresses most ideas clearly and makes some appropriate use of psychological terminology. The answer is organised, using sentences and paragraphs. Errors of grammar, punctuation and spelling may be present but are mostly minor, such that they obscure meaning only occasionally.

**4 - 6 marks Average to weak answers**

Answer shows some knowledge and understanding of at least one practical application which is linked to an approach in psychology. There must be some discussion for 5/6 marks. Answers in this band may be mostly descriptive and/or not focus so clearly on practical applications. There may be considerable irrelevance and /or inaccuracy. Answers constituting reasonable relevant information but without proper focus on the question are likely to be in this band.

The candidate expresses basic ideas clearly but there may be some ambiguity. The candidate uses key psychological terminology inappropriately on some occasions. The answer may lack structure, although there is some evidence of use of sentences and paragraphs. There are occasional intrusive errors of grammar, punctuation and spelling which obscure meaning.

**1 - 3 marks Poor answers**

Answer shows very limited knowledge and understanding but must contain some relevant information in relation to the question. There may be substantial confusion, inaccuracy and /or irrelevance.

The candidate shows deficiencies in expression of ideas resulting in frequent confusion and /or ambiguity. Answers lack structure, consisting of a series of unconnected ideas. Psychological terminology is used occasionally, although not always appropriately. Errors of grammar, punctuation and spelling are frequent, intrusive and often obscure meaning.

**0 marks No relevant content**

**Section B Debates in Psychology**

**08** How does the study above demonstrate the interaction of nature and nurture?

**[2 marks]**

**[AO2 = 2 marks]**

Two marks for a detailed application which shows knowledge of the role of nature and nurture in this study and explains how they interact.

The kittens were born with normal vision/potential to perceive vertical and horizontal objects (nature) but because of the environment they were raised in (nurture) their perception is limited (interaction).

1 mark for reference to only either nature or nurture in the context of the study.

**09** Briefly explain why a study such as this would have benefitted from the use of a control group. Suggest a suitable control group for this type of study.

**[2 marks]**

**[AO3 = 2 marks]**

1 mark for brief explanation of the benefit:

- Basis for comparison
- Establish cause and effect
- Minimise extraneous variables

1 mark for a suitable control group: a similar group of kittens allowed to develop in a normal environment or similar environment but with both horizontal and vertical lines.

**10** Briefly outline what is meant by 'holism' in in the context of this debate.

**[1 mark]**

**[AO1=1 marks]**

Award 1 mark for an appropriate outline of holism.

For example: Holism is the focus on the whole living organism rather than being concerned with the component parts.

**11** Briefly discuss **at least one** strength of holistic explanations of human behaviour.

**[3 marks]**

**[AO2=3 marks]**

Answer might be in the form of a detailed discussion of one strength or several strengths presented in less detail.

1 mark for an appropriate strength briefly stated

2<sup>nd</sup> mark for expansion/discussion of strength or further strength

3<sup>rd</sup> mark for further expansion of one strength or 2 or more strengths in less detail

Strengths include:

Holism provides a more complete picture of behaviour and experience than reductionist approaches; because holistic explanations do not ignore the complexity of human behaviour they can be more meaningful; an holistic approach has led to therapies (e.g. humanistic) which have proved successful; holism can integrate different components e.g. memory and consciousness etc. Reference might be made to an interactionist approach and levels of explanation - whereby to understand a person fully both reductionist and holistic explanations are adopted.

The discussion might include a counterargument, i.e. why it might not be a strength.

**12** Outline features of the scientific approach. Discuss **at least one** strength and **at least one** limitation of the scientific approach in psychology.

**[12 marks]**

**[AO1 = 4 marks; AO2 = 6 marks, AO3 = 2 marks]**

AO1

Up to four marks for relevant knowledge and understanding of the main features of the scientific approach. These would include:

theory construction; hypothesis testing; general laws; empirical methods of testing; objectivity; replicability; definable subject matter; paradigm etc.

AO2/AO3

Up to 8 marks for discussion of at least one strength and at least one limitation of the scientific approach in psychology.

Strengths include: an understanding of causality; objective and empirical support for a theory; enables progress of understanding within the discipline; adds to creditability/scientific status/funding; practical applications to behaviour; prediction and control of behaviour; replication; objectivity etc.

Limitations may address the difficulty of applying a scientific approach to the study of humans and problems such as: the control of variables; demand characteristics; ethical issues including dehumanization; constraints and mechanistic view of humans; artificiality of some experimental environments; Lack of ecological validity; reductionism\*; determinism\*; it is difficult to investigate unobservable subject matter and subjective private experience etc.

\*NB May also argue for these as strengths.

**Mark bands****10 - 12 marks Very good answers**

The answer is clearly focused on the question and shows sound knowledge and understanding of the scientific approach. At least one strength and one limitation of the scientific approach are discussed. Discussion is full and includes thoughtful analysis. The answer is well organised and mostly relevant with little, if any, misunderstanding.

The candidate expresses most ideas clearly and fluently, with effective use of psychological terminology. Arguments are well structured and coherent with appropriate use of sentences and paragraphs. There are few, if any, minor errors of grammar, punctuation and spelling. The overall quality of language is such that the meaning is rarely, if ever, obscured.

**7 - 9 marks Good answers**

Answer shows knowledge and understanding of the scientific approach. There is evidence of discussion and the answer is mostly focused on the question although there may be some irrelevance and / or misunderstanding. May only present strength(s) or limitation(s).

The candidate expresses most ideas clearly and makes some appropriate use of psychological terminology. The answer is organised, using sentences and paragraphs. Errors of grammar, punctuation and spelling may be present but are mostly minor, such that they obscure meaning only occasionally.

**4 - 6 marks Average to weak answers**

Answer shows some knowledge and understanding of the scientific approach. There must be some discussion for 5/6 marks. Answers in this band may be mostly descriptive. There may be considerable irrelevance and /or inaccuracy. Answers constituting reasonable relevant information but without proper focus on the question are likely to be in this band.

The candidate expresses basic ideas clearly but there may be some ambiguity. The candidate uses key psychological terminology inappropriately on some occasions. The answer may lack structure, although there is some evidence of use of sentences and paragraphs. There are occasional intrusive errors of grammar, punctuation and spelling which obscure meaning.

**1 - 3 marks Poor answers**

Answer shows very limited knowledge and understanding but must contain some relevant information in relation to the question. There may be substantial confusion, inaccuracy and /or irrelevance.

The candidate shows deficiencies in expression of ideas resulting in frequent confusion and /or ambiguity. Answers lack structure, consisting of a series of unconnected ideas. Psychological terminology is used occasionally, although not always appropriately. Errors of grammar, punctuation and spelling are frequent, intrusive and often obscure meaning.

**0 marks No relevant content**

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**Section C Methods in Psychology**

**13** What could you conclude about the levels of physical activity from the data in **Table 2?**  
Justify your answer.

**[2 marks]**

**[AO3 = 2 marks]**

Award one mark for a sensible, global conclusion and a 2<sup>nd</sup> mark for some justification.  
The conclusion is that physical activity levels decline with increased duration of outdoor play (1) because there were 142 recordings of 'running' at the beginning of play and only 35 recordings by the final 5 minutes of play. (1)  
Alternatively, answers might focus on the increase in 'sitting' behaviour as the break progresses.

**14** Identify **one** variable that might be a confounding variable in this study. Justify your answer.

**[2 marks]**

**[AO3 = 2 marks]**

Award 1 mark for identification of appropriate variable. Answers might include: weather; children hungry/tired/poorly; demand characteristics etc.  
Award 1 mark for the justification e.g. reference to change over the 15 minute observation.  
Accept other valid answers.

**15** Explain what a correlation of +0.95 suggests about the reliability of the observations in this study.

**[2 marks]**

**[AO3 = 2 marks]**

Award 1 mark for the notion that .95 is a strong positive correlation and 2<sup>nd</sup> mark for expansion. Eg this means the data recording is very reliable / both observers are recording behaviour categories in the same way (or similar).

**16** Discuss **one** strength of a naturalistic observation. Refer to this study in your answer.

**[3 marks]**

**[AO3 = 3 marks]**

Award 1 mark for the identification of an appropriate strength of a naturalistic observation.

Award 1 mark for application to the study.

Award 1 mark for discussion of why **this is or is not** a strength.

**Max 2 marks if not related to study.**

For example:

One strength of a naturalistic observation is that it has ecological validity (takes place in a real-life setting). This is a strength because children are behaving in their normal manner in the pre-school playground. However, this is provided that the observers remain unobtrusive, as behaviour may not be realistic if the children are aware they are being watched.

**17** Write a suitable hypothesis for the second part of the study.

**[2 marks]**

**[AO3 = 2 marks]**

Award 2 marks if the hypothesis is a testable statement about difference or association, with operationalised IV and DV. No marks for a correlational hypothesis.

If either IV or DV is not operationalised 1 mark (for DV accept reference to both 'active' and 'passive'; physical activity **levels**).

Accept directional, non-directional OR null hypothesis.

For example: Significantly more boys than girls will engage in 'active' physical activities (running and walking) than 'passive' physical activities (standing and sitting).

**18** A Chi-square test was used to analyse the data in **Table 3**. The calculated value of Chi-square was 7.03. Using **Table 4** below, interpret the results of the study. Justify your answer.

**[3 marks]**

**[AO3 = 3 marks]**

Award 1 mark for stating this is a significant result, n.b. this is significant at  $p < 0.05$  and  $p < 0.01$

Award 1 mark for justification, for comparing calculated value of 7.03 to the table [critical] value of 3.84 or 6.64.

Award 1 mark for stating the H1 would be supported and/or the H0 rejected.

**19** Explain how the results from this study could be analysed. Give reasons for your answer.

**[6 marks]**

**[AO3 = 6 marks]**

- Descriptive statistics should refer to both a suitable measure of central tendency and/or suitable measure of dispersion. This data would illustrate the strength and direction of the results between the two conditions: C1 = 1 x 15 minute break and C2 = 3 x 5 minute breaks. Accept levels of measurement as justification or other valid points.
- Significance level of  $P \leq 0.05$  or  $P \leq 0.01$  should be stated with reason(s). For example,  $P < .05$  as this is the conventional level and there is no reason to set a more stringent level,  $P < .01$  as one can then be more certain that the results are not due to chance; Accept appropriate reference to type 1 error and or type 2 error.
- Would use 1-tailed test as a directional hypothesis has been set.
- Appropriate statistical test (eg Related t-test/Wilcoxon) and reasons. Answers may refer to parametric criteria. Justification: Related t-test as the design is repeated measures, the study is looking for a difference and the data collected (number of steps taken) is interval. Or, Wilcoxon as the design is repeated measures, the study is looking for a difference and the data collected (number of steps taken) should be treated as ordinal (as steps are not a recognised units of measurement) etc.

|           |  |
|-----------|--|
| 1-2 marks | At least 1 point addressed accurately and with some justification/explanation or 2/3 points with minimal/no justification/explanation  |
| 3-4 marks | Award 3 marks if 2 points are fully justified; award 4 marks for at least 3 points addressed with some justification/explanation.  |
| 5-6 marks | All 4 points addressed and mostly justified/explained for 5 marks.<br>For 6 marks the answer should include all 4 points with justification/explanation and little misunderstanding. |



**PSYB4 JUNE 2015****Assessment Objective Grid**

| <b>Question</b> | <b>AO1</b> | <b>AO2</b> | <b>AO3</b> | <b>Total</b> |
|-----------------|------------|------------|------------|--------------|
| 1               | 1          | 3          | 0          |              |
| 2               |            |            | 2          |              |
| 3               |            |            | 2          |              |
| 4               | 4          | 8          |            |              |
| <b>Total</b>    | <b>5</b>   | <b>11</b>  | <b>4</b>   | <b>20</b>    |
| 5               | 1          | 3          |            |              |
| 6               |            |            | 4          |              |
| 7               | 4          | 8          |            |              |
| <b>Total</b>    | <b>5</b>   | <b>11</b>  | <b>4</b>   | <b>20</b>    |
| 8               |            | 2          |            |              |
| 9               |            |            | 2          |              |
| 10              | 1          |            |            |              |
| 11              |            | 3          |            |              |
| 12              | 4          | 6          | 2          |              |
| <b>Total</b>    | <b>5</b>   | <b>11</b>  | <b>4</b>   | <b>20</b>    |
| 13              |            |            | 2          |              |
| 14              |            |            | 2          |              |
| 15              |            |            | 2          |              |
| 16              |            |            | 3          |              |
| 17              |            |            | 2          |              |
| 18              |            |            | 3          |              |
| 19              |            |            | 6          |              |
| <b>Total</b>    |            |            | <b>20</b>  | <b>20</b>    |
| <b>Total</b>    | <b>10</b>  | <b>22</b>  | <b>28</b>  | <b>60</b>    |