

INTERNATIONAL AS GEOGRAPHY GG01A

Paper 1A Physical Geography 1 Hot Desert Systems and Landscapes

Mark scheme

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2 4 1 X G G 0 1 A / M S

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 Examiner.

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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International AS Geography mark scheme

How to mark

Aims

When you are marking your allocation of scripts your main aims should be to:

- recognise and identify the achievements of students
- place students in the appropriate mark band and in the appropriate part of that mark band (high, low, middle) for **each** Assessment Objective
- record your judgements with brief notes, annotations and comments that are relevant to the mark scheme and make it clear to other examiners how you have arrived at the numerical mark awarded for each Assessment Objective
- ensure comparability of assessment for all students, regardless of question or examiner.

Approach

It is important to be **open-minded** and **positive** when marking scripts.

The specification recognises the variety of experiences and knowledge that students will have. It encourages them to study geography in a way that is relevant to them. The questions have been designed to give them opportunities to discuss what they have found out about geography. It is important to assess the quality of **what the student offers**.

Do not mark scripts based on the answer **you** would have written. The mark schemes have been composed to assess **quality of response** and not to identify expected items of knowledge.

Assessment Objectives

This component requires students to:

AO1	Demonstrate knowledge and understanding of places, environments, concepts, processes, interactions and change, at a variety of scales.
AO2	Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issues.
AO3	Use a variety of relevant quantitative, qualitative and fieldwork skills to: <ul style="list-style-type: none">• investigate geographical questions and issues• interpret, analyse and evaluate data and evidence• construct arguments and draw conclusions.

The marking grids

Do not think of levels equaling grade boundaries.

Depending on the part of the examination, the levels will have different mark ranges assigned to them. This will reflect the different weighting of Assessment Objectives in particular tasks and across the examination as a whole.

Using the grids

Having familiarised yourself with the descriptors and indicative content, read through the answer and annotate it (as instructed below) to identify the qualities that are being looked for and that it shows. You can now check the levels and award a mark.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptors for that level. The descriptors for the level indicate the different qualities that might be seen in the student's answer for that level. If it meets all the descriptors for the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptors and the answer. With practice and familiarity you will find that for better answers you will be able to skip through the lower levels of the mark scheme quickly.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best-fit approach for defining the level and then use the variability of the response to help decide the mark within the level.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark.

It is often best to start in the middle of the level's mark range and then check and adjust. If there is a lot of indicative content fully identifiable in the work you need to give the highest mark in the level. If only some is identifiable or it is only partially fulfilled, then give the lower mark.

The exemplar materials used during standardisation will also help. There will be an answer in the standardising materials that will correspond with each level of the mark scheme. This answer will have been awarded a mark by the lead examiner. You can compare the student's answer with the example to determine if it is of the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the lead examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

In addition to the levels descriptors, question specific indicative content is provided as a guide for examiners. This is not intended to be exhaustive and you must credit other valid points.

An answer that contains nothing of relevance to the question must be awarded no marks.

Annotating scripts

You should write a summative comment at the end for each Assessment Objective and indicate the marks for each Assessment Objective being tested at the end of the answer in the margin in sequence. It is vital that the way you arrive at a mark should be recorded on the script. This will help you with making accurate judgements and it will help any subsequent markers to identify how you are thinking. Please do not write negative comments about students' work or their alleged aptitudes.

Section A – Living with Hazards

Total for this section: 40 marks

Question	Part	Marking guidance	Total marks
01	1	<p>Which of the following describes a short-term response to an earthquake?</p> <p>Key – D: Providing bottled water and water purification tablets</p>	<p>1</p> <p>AO1=1</p>

Question	Part	Marking guidance	Total marks
01	2	<p>Which of the following are characteristics of tropical storms?</p> <p>Key – B: They develop between 5 degrees north and 30 degrees south of the equator.</p>	<p>1</p> <p>AO1=1</p>

Question	Part	Marking guidance	Total marks
01	3	<p>Which of the following conditions increases the risk of wildfires?</p> <p>Key – B: Dry, windy conditions with a lot of leaf litter</p>	<p>1</p> <p>AO1=1</p>

Question	Part	Marking guidance	Total marks
01	4	<p>‘Changing behaviour in order to reduce the potential effects of a hazard’ is an example of which of the following types of hazard response?</p> <p>Key – A: Adaptation</p>	<p>1</p> <p>AO1=1</p>

Question	Part	Marking guidance	Total marks
01	5	<p>Which of the following is the term for a mixture of superheated gas, lava and ash ejected from a volcano?</p> <p>Key – C: Nuée ardente</p>	<p>1</p> <p>AO1=1</p>

Question	Part	Marking guidance	Total marks
02		<p>Figure 1 shows the number of tropical storms over the Atlantic Ocean between 1967 and 2021.</p> <p>Analyse the data shown in Figure 1.</p>	<p>6</p> <p>AO3=6</p>

Level	Marks	Descriptor
2	4–6	AO3 – Clear selection and analysis of the evidence that has been provided which makes appropriate use of data to support. Clear connections between different aspects of the data.
1	1–3	AO3 – Some basic selection and analysis of the evidence that has been provided which makes limited use of data to support. Basic or limited connections between different aspects of the data.
0	0	No creditable content.

Indicative Content

This question requires analysis of a graph illustrating the number of tropical storms over the Atlantic Ocean between 1967 and 2021. Analysis should include changes to the overall pattern between 1967–2021 and identify both the general trend and individual data (anomalies). Changes in relation to the two identified categories should be considered with application of specific data to support observations.

AO3

- The overall pattern suggests an overall increase in the number of tropical storms.
- Overall change can be considered in terms of specific data (the average number of tropical storms/major tropical storms between 1970–1980 was approximately 5 per year, and between 2010–2020 this number was approximately 8).
- Comparison between the total number of tropical storms/major tropical storms suggests an overall increase (between 1970–1980 in only 4 years were there more than 5 tropical storms per year, and between 2010–2020 there were more than 5 tropical storms/major tropical storms per year in 8 out of 10 years).
- It appears that the number of major tropical storms has increased (more storms are developing into stronger events).
- The relative change in relation to the strength of storms can be considered by using specific data (the average number of major tropical storms between 1970–1980 was under 2 per year, and between 2010–2020 this had increase to nearly 3 per year).
- Although the data suggests an increase in the number and strength of tropical storms the trend is not always smooth and in some years there are lower or greater numbers of tropical storms outside of the general pattern (1969, 1982, 2005, 2013 etc).
- In 5 of the years there were no major tropical storms, but only one of these was in the most recent 25 years.
- Fluctuating pattern over the time period with a general upward trend but clear anomalies within this (1969/1979/2009/2013).

Question	Part	Marking guidance	Total marks
03		<p>‘Distinctive landforms are often found at constructive plate margins.’</p> <p>Assess the extent to which you agree with this statement.</p> <p>AO1 – Knowledge and understanding of constructive plate margins and the landforms associated with them.</p> <p>AO2 – Application of knowledge and understanding to assess how particularly distinctive landforms can be found at constructive plate margins.</p>	<p>9</p> <p>AO1=4 AO2=5</p>

Level	Marks	Descriptor
3	7–9	<p>AO1 – Demonstrates detailed knowledge and understanding of constructive plate margins and how specific landforms are created by physical processes found at constructive plate margins.</p> <p>AO2 – Applies detailed knowledge and understanding to demonstrate the extent to which the landforms created at constructive plate margins are distinctive.</p>
2	4–6	<p>AO1 – Demonstrates clear knowledge and understanding of constructive plate margins and how specific landforms are created by physical processes found at constructive plate margins.</p> <p>AO2 – Applies clear knowledge and understanding to demonstrate an awareness of how physical processes create distinctive landforms.</p>
1	1–3	<p>AO1 – Demonstrates basic knowledge and understanding of constructive plate margins and how specific landforms are created by physical processes found at constructive plate margins.</p> <p>AO2 – Applies basic knowledge and understanding to demonstrate an awareness of how physical processes create specific landforms.</p>
0	0	No creditable content.

Indicative Content

Knowledge and understanding should relate to the specific characteristics of constructive plate margins and the landforms found in these areas. If comparisons are made mainly with destructive or conservative margins as well then credit at Level 1 only.

AO1

- Knowledge of plate tectonic theory and plate margins.
- Constructive plate margins are when two plates separate (diverge).
- Constructive plate margins can occur in oceanic areas.

- Constructive plate margins can occur in continental areas.
- Some of the youngest rocks on earth are found at constructive plate margins.
- As plates move apart magma rises and can form shield volcanoes.
- A number of specific landforms are found in areas where there are constructive plate margins.

AO2

- An awareness that when plates move apart new crust is formed.
- An awareness that when magma rises up from within the earth, volcanoes may form.
- In oceanic areas divergence can form ocean ridges, often with breaks caused by movement (transform faults). Transform faults occur at right angles to the plate boundary and ridges and frictional stresses in these areas can cause earthquakes.
- Underwater rift valleys can form as a result of seafloor spreading.
- Volcanic eruptions can occur along oceanic ridges, with submarine volcanoes developing and growing above sea level in some areas.
- In continental areas divergence can create rift valleys. Movement causes parallel faults to develop and with continued movement the land between faults sinks to form deep, wide valleys.

Question	Part	Marking guidance	Total marks
04		<p>Evaluate the usefulness of the Park model when analysing the human response to seismic hazards.</p> <p>Use examples you have studied to support your answer.</p> <p>AO1 – Knowledge of the Park model of human response to hazards and knowledge of the impacts of seismic hazards.</p> <p>AO2 – Application of knowledge and understanding to evaluate the usefulness of the Park model of human response in relation to seismic hazards.</p>	<p>20</p> <p>AO1=10 AO2=10</p>

Level	Marks	Descriptor
4	16–20	<p>AO2 – Detailed evaluative conclusion that is rational and firmly based on knowledge and understanding which is applied to the context of the question.</p> <p>AO2 – Detailed, coherent and relevant analysis and evaluation in the application of knowledge and understanding throughout.</p> <p>AO2 – Full evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts.</p> <p>AO1 – Detailed, highly relevant and appropriate knowledge and understanding of place(s) and environments used throughout.</p> <p>AO1 – Full and accurate knowledge and understanding of key concepts and processes throughout.</p> <p>AO1 – Detailed awareness of scale and temporal change which is well integrated where appropriate.</p>
3	11–15	<p>AO2 – Clear evaluative conclusion that is based on knowledge and understanding which is applied to the context of the question.</p> <p>AO2 – Generally clear, coherent and relevant analysis and evaluation in the application of knowledge and understanding.</p> <p>AO2 – Generally clear evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts.</p> <p>AO1 – Generally clear and relevant knowledge and understanding of place(s) and environments.</p> <p>AO1 – Generally clear and accurate knowledge and understanding of key concepts and processes.</p> <p>AO1 – Generally clear awareness of scale and temporal change which is integrated where appropriate.</p>

2	6–10	<p>AO2 – Some sense of an evaluative conclusion partially based upon knowledge and understanding which is applied to the context of the question.</p> <p>AO2 – Some partially relevant analysis and evaluation in the application of knowledge and understanding.</p> <p>AO2 – Some evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts.</p> <p>AO1 – Some relevant knowledge and understanding of place(s) and environments which is partially relevant.</p> <p>AO1 – Some knowledge and understanding of key concepts, processes and interactions and change.</p> <p>AO1 – Some awareness of scale and temporal change which is sometimes integrated where appropriate. There may be a few inaccuracies.</p>
1	1–5	<p>AO2 – Very limited and/or unsupported evaluative conclusion that is loosely based upon knowledge and understanding which is applied to the context of the question.</p> <p>AO2 – Very limited analysis and evaluation in the application of knowledge and understanding. This lacks clarity and coherence.</p> <p>AO2 – Very limited and rarely logical evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts.</p> <p>AO1 – Very limited relevant knowledge and understanding of place(s) and environments.</p> <p>AO1 – Isolated knowledge and understanding of key concepts and processes.</p> <p>AO1 – Very limited awareness of scale and temporal change which is rarely integrated where appropriate. There may be a number of inaccuracies.</p>
0	0	No creditable content.

Indicative Content

Content will be determined by the chosen example.

AO1

- The Park model illustrates human responses to a hazard event.
 - Human response to hazards can include observations about disaster relief, rehabilitation (restoration of services/infrastructure) and reconstruction.
 - Human responses to hazards can be short and/or long term.
- The Park model describes the immediate destruction, recovery phase and then identifies a pattern of returning to the 'pre-hazard normal situation' or a post recovery improvement to living standards.
- The model demonstrates an understanding of short-term responses (search, rescue, care) and longer-term responses/reconstruction and ongoing preparation for future hazard events.
- Place knowledge of a hazard event.
- Knowledge of the socio-economic and political background related to the location of a hazard event.
- Knowledge of the immediate and longer-term impacts and challenges of a hazard event.
- The nature of seismicity and associated seismic hazards.

AO2

- Analysis and explanation of the immediate and longer-term impacts of a particular hazard event.
- The challenges faced when responding to a hazard event.
- An understanding of short-term and longer-term impacts and the consequent responses.
- An understanding of the process of response and recovery illustrated by the Park model.
- A comparative analysis of a hazard event in relation to the Park model.
- An evaluation of the extent to which the response and recovery to a hazard event mirrors the Park model.

Section B – Hot Desert Systems and Landscapes

Total for this section: 40 marks

Question	Part	Marking guidance	Total marks
05	1	What is a zeugen? Key – C: An elongated ridge that forms in horizontally layered rock	1 AO1=1

Question	Part	Marking guidance	Total marks
05	2	Which of the following describes the process of granular disintegration? Key – C: Rocks break apart as a result of minerals expanding and contracting at different rates.	1 AO1=1

Question	Part	Marking guidance	Total marks
05	3	Which of the following statements describes dynamic equilibrium in hot deserts? Key – C: Where the characteristics of deserts remain similar over a long period of time	1 AO1=1

Question	Part	Marking guidance	Total marks
05	4	Which of the following is an impact of desertification on people? Key – D: The loss of grasslands	1 AO1=1

Question	Part	Marking guidance	Total marks
05	5	What is the aridity index? Key – C: The ratio between mean annual precipitation and mean annual potential evapotranspiration	1 AO1=1

Question	Part	Marking guidance	Total marks
06		<p>Figure 2 shows the changing extent of the Sahara Desert and savanna grasslands in North Africa.</p> <p>Analyse the information shown in Figure 2.</p>	<p>6</p> <p>AO3=6</p>

Level	Marks	Descriptor
2	4–6	AO3 – Clear selection and analysis of the evidence that has been provided which makes appropriate use of data to support. Clear connections between different aspects of the data.
1	1–3	AO3 – Some basic selection and analysis of the evidence that has been provided which makes limited use of data to support. Basic or limited connections between different aspects of the data.
0	0	No creditable content.

Indicative Content

Students should consider the overall change to the size of the Sahara Desert and savanna grassland. The expansion of the area of desert and change to the area of savannah grassland can be illustrated through the use of the scale or by referencing the country borders. Although the specific links to countries in relation to 8000 years ago is clearly not relevant, the country borders shown on the maps can be used to illustrate change.

AO3

- The overall area of the Sahara Desert has increased – this can be illustrated by using the scale line and measuring the approximate width of the desert.
- The increase has been greater in the south – this can be illustrated by using the scale line and measuring the relative change in both the north and south.
- The country borders can be used to illustrate change to both the size and distribution of the Sahara Desert (difference in the number of countries, additional countries today, relative difference between north and south).
- The Sahara Desert has expanded both north and south, now covering a larger amount of Western Sahara, Algeria, Libya, Egypt, Sudan, Chad, Niger, Mali and Mauritania.
- The Sahara Desert now covers a part of Morocco.
- In 2022 the Sahara Desert did not reach the coast of Western Sahara.
- 8000 years ago, the range of latitude of the desert was approximately 20–30 degrees north. Today it is approximately 15–31 degrees north.
- The northern boundary of the Sahara Desert today is straighter than 8000 years ago.
- Savanna grassland is further south today (mostly between 10–20 degrees north) than 8000 years ago (between approximately 18–25 degrees north).
- The area of savanna grassland is approximately the same, except in the east (Chad and Sudan) where it is larger.
- Additional countries with savanna grassland today are Senegal, Burkina Faso, Nigeria, Cameroon and Central African Republic.

Question	Part	Marking guidance	Total marks
07		<p>Assess the importance of water in the development of inselbergs.</p> <p>AO1 – Knowledge and understanding of the importance of water in the development of inselbergs.</p> <p>AO2 – Application of knowledge and understanding to analyse the importance of water in the development of inselbergs.</p>	<p>9</p> <p>AO1=4 AO2=5</p>

Level	Marks	Descriptor
3	7–9	<p>AO1 – Demonstrates detailed knowledge and understanding of the importance of water in the development of inselbergs.</p> <p>AO2 – Applies knowledge and understanding to offer a detailed discussion about the importance of water in the development of inselbergs.</p>
2	4–6	<p>AO1 – Demonstrates clear knowledge and understanding of the importance of water in the development of inselbergs.</p> <p>AO2 – Applies knowledge and understanding to offer a discussion about the importance of water in the development of inselbergs.</p>
1	1–3	<p>AO1 – Demonstrates basic knowledge and understanding of the importance of water in the development of inselbergs.</p> <p>AO2 – Applies limited knowledge and understanding about the importance of water in the development of inselbergs.</p>
0	0	No creditable content.

Indicative Content

AO1

- Water action is a dominant process in hot deserts.
- In mountain areas, erosion dominates after periods of snowmelt or storms.
- In lowland desert plains deposition is the main process.
- Although water action is a dominant process, the action of wind and weathering is also a significant process in areas of hot deserts.
- Inselberg is a term often used to describe all relic hills (which includes mesa and buttes).
- Inselbergs are relics of a mountain landscape that were isolated by river erosion.
- Inselbergs were formed by the action of water but have been shaped by chemical weathering, giving them a more rounded appearance.
- Examples of where inselbergs are found include the USA, Southern Africa and Australia.
- Examples of inselbergs are Uluru and Olga rocks (Australia) and in Joshua Tree National Park (USA)

AO2

- How the influence of water and weathering have created inselbergs.
- Inselbergs are more rounded because of an absence of variation in rock strength.
- Inselbergs were initially formed by river erosion, but have been shaped by weathering smoothing the outer surface, creating a rounded appearance.

Question	Part	Marking guidance	Total marks
08		<p>‘High pressure is the most significant factor in determining the location and distribution of hot deserts.’</p> <p>To what extent do you agree with this statement?</p> <p>AO1 – Knowledge of the factors that determine the location and distribution of hot deserts.</p> <p>AO2 – Application of knowledge and understanding to evaluate the relative significance of the different factors that determine the location and distribution of hot deserts.</p>	<p>20</p> <p>AO1=10 AO2=10</p>

Level	Marks	Descriptor
4	16–20	<p>AO2 – Detailed evaluative conclusion that is rational and firmly based on knowledge and understanding which is applied to the context of the question.</p> <p>AO2 – Detailed, coherent and relevant analysis and evaluation in the application of knowledge and understanding throughout.</p> <p>AO2 – Full evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts.</p> <p>AO1 – Detailed, highly relevant and appropriate knowledge and understanding of place(s) and environments used throughout.</p> <p>AO1 – Full and accurate knowledge and understanding of key concepts and processes throughout.</p> <p>AO1 – Detailed awareness of scale and temporal change which is well integrated where appropriate.</p>
3	11–15	<p>AO2 – Clear evaluative conclusion that is based on knowledge and understanding which is applied to the context of the question.</p> <p>AO2 – Generally clear, coherent and relevant analysis and evaluation in the application of knowledge and understanding.</p> <p>AO2 – Generally clear evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts.</p> <p>AO1 – Generally clear and relevant knowledge and understanding of place(s) and environments.</p> <p>AO1 – Generally clear and accurate knowledge and understanding of key concepts and processes.</p> <p>AO1 – Generally clear awareness of scale and temporal change which is integrated where appropriate.</p>

2	6–10	<p>AO2 – Some sense of an evaluative conclusion partially based upon knowledge and understanding which is applied to the context of the question.</p> <p>AO2 – Some partially-relevant analysis and evaluation in the application of knowledge and understanding.</p> <p>AO2 – Some evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts.</p> <p>AO1 – Some relevant knowledge and understanding of place(s) and environments which is partially relevant.</p> <p>AO1 – Some knowledge and understanding of key concepts, processes and interactions and change.</p> <p>AO1 – Some awareness of scale and temporal change which is sometimes integrated where appropriate. There may be a few inaccuracies.</p>
1	1–5	<p>AO2 – Very limited and/or unsupported evaluative conclusion that is loosely based upon knowledge and understanding which is applied to the context of the question.</p> <p>AO2 – Very limited analysis and evaluation in the application of knowledge and understanding. This lacks clarity and coherence.</p> <p>AO2 – Very limited and rarely logical evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts.</p> <p>AO1 – Very limited relevant knowledge and understanding of place(s) and environments.</p> <p>AO1 – Isolated knowledge and understanding of key concepts and processes.</p> <p>AO1 – Very limited awareness of scale and temporal change which is rarely integrated where appropriate. There may be a number of inaccuracies.</p>
0	0	No creditable content.

Indicative Content

AO1

- Most hot deserts are found between 20–25 degrees of latitude, with some areas extending slightly beyond this.
- The factors that account for the distribution of hot deserts are atmospheric processes, continentality, relief and ocean currents.
- The global atmospheric circulation system creates the conditions for sinking air which is drier.
- Continental interiors are less affected by ocean currents.
- Windward slopes tend to receive more rainfall and leeward slopes are sheltered (rain shadow effect).
- Colder ocean currents create the opportunity for increased aridity as the air is sinking.
- Specific locations can be used to illustrate the significance of particular factors.

AO2

- A number of factors are important in determining the location and distribution of hot deserts.
- Specific factors will play a part in the location and type of particular hot deserts.
- Atmospheric processes are important because sinking air (Hadley/Ferrel cells) creates high pressure, bringing clear skies and limited rainfall and this is approximately 30 degrees north and south of the equator.
- Continentality is significant because inland areas are less affected by moist coastal winds which can bring rain to coastal areas while inland areas remain dry.
- If winds from the sea are forced to rise because of the relief rainfall will occur on the windward slopes. As the winds pass over the higher land they will descend, becoming warmer and drier, bringing desert conditions.
- In land areas adjacent to colder ocean currents winds bring colder air which is dense and tends to sink, suppressing the tendency for rainfall. These areas often get fog and light drizzle but the overall amount of precipitation is low, creating desert conditions.

Assessment Objective grid

	AO1	AO2	AO3	Total
Section A				
01.1	1			1
01.2	1			1
01.3	1			1
01.4	1			1
01.5	1			1
02			6	6
03	4	5		9
04	10	10		20
Section B				
05.1	1			1
05.2	1			1
05.3	1			1
05.4	1			1
05.5	1			1
06			6	6
07	4	5		9
08	10	10		20
Unit total	38	30	12	80