

INTERNATIONAL A-LEVEL GEOGRAPHY GG05

Paper 5 Fieldwork and Geographical Skills

Mark scheme

June 2025

Version: 0.1 Pre-Standardisation



2 5 6 X G G 0 5 / 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 A-level 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

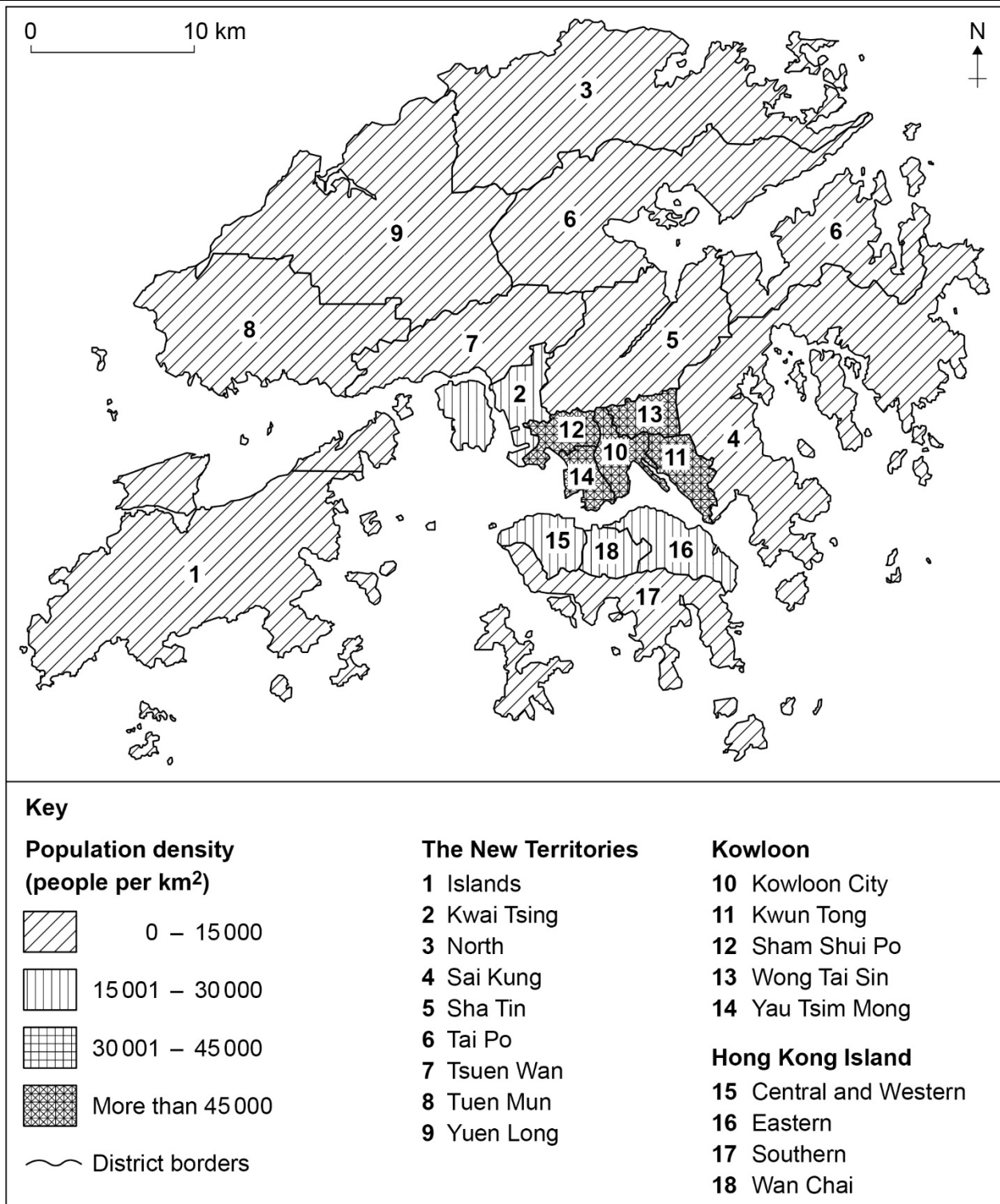
Total for this section: 45 marks

Question	Part	Marking guidance	Total marks
01		<p>Outline the purpose of a risk assessment in a geographical enquiry.</p> <p>AO1 – Award up to 4 marks for knowledge and understanding of the use of a risk assessment in a geographical enquiry (1) with additional credit for developed points (d).</p>	<p>4</p> <p>AO1=4</p>

Indicative content

- A risk assessment is a key part of health and safety when conducting fieldwork (1). (Give credit for links to health and safety conducting fieldwork.)
- A risk assessment identifies aspects of the fieldwork process that may cause harm to those involved (1).
- The risk assessment is often required before permission for a fieldwork visit can be granted (1).
- Risk assessments allow risks to be identified (1) and then mitigation strategies put in place to reduce/manage the risks (d).
- Credit use of relevant examples to illustrate understanding eg in a river study the risks may involve drowning/falling in the river and being harmed (1) or in an urban area the risks may relate to traffic hazards (1). These risks can be managed/mitigated by only working in rivers that are suitably shallow (d) or taking care crossing roads (d).
- Credit other valid points.

Question	Part	Marking guidance	Total marks
02	1	<p>Complete FIGURE 1 using the data for Tuen Mun and Eastern districts shown in TABLE 1.</p> <p>AO3 – Award 1 mark for each correctly completed part of the choropleth map.</p>	<p>2</p> <p>AO3=2</p>



Question	Part	Marking guidance	Total marks
02	2	<p>Describe the information shown in the completed FIGURE 1.</p> <p>AO3 – Award 1 mark for each valid descriptive point (to a maximum of 3).</p>	<p>3</p> <p>AO3=3</p>

Indicative Content

- Population density is highest in the districts that make up Kowloon (1) with each district showing over 45 000 people per km² (1).
- Population density is lowest in each of the districts making up the New Territories (1). Here population density is under 15 000 people per km² in each district (1).
- There is a sharp contrast between the densely populated districts of Kowloon and the less densely populated New Territories (1). The smaller islands of both Hong Kong Island and the New Territories have lower population density (1).
- There is a higher population density in the north of Hong Kong Island (districts 15, 18 and 16) compared to the south (Southern district 17).
- The majority of the land area of Hong Kong has the lowest category of population density (under 15 000) (1).
- Credit use of data to aid description.
- Credit other valid descriptive points.

Question	Part	Marking guidance	Total marks
02	3	<p>Assess the advantages and disadvantages of using choropleth maps to present geographical data.</p> <p>AO1 – Knowledge and understanding of the advantages and disadvantages of choropleth maps.</p> <p>AO2 – Application of knowledge and understanding to assess the advantages and disadvantages of choropleth maps.</p>	<p>6</p> <p>AO1=4 AO2=2</p>

Level	Marks	Descriptor
2	4–6	<p>AO1 – Shows clear knowledge and understanding of the advantages and disadvantages of choropleth maps.</p> <p>AO2 – Clear application of knowledge and understanding to assess the advantages and disadvantages of choropleth maps.</p>
1	1–3	<p>AO1 – Shows limited knowledge and understanding of the advantages and disadvantages of choropleth maps. Answer may be unbalanced.</p> <p>AO2 – Limited application of knowledge and understanding to assess the advantages and disadvantages of choropleth maps.</p>
0	0	No creditable content.

Indicative Content

Responses should consider both the advantages and disadvantages of choropleth maps. They should make an assessment of their value as a way of representing geographical data.

Answers that consider **only** advantages **or** disadvantages held to Level 1.

Advantages of choropleth mapping

- The maps are visually effective enabling large amounts of information to be seen easily.
- General patterns can be identified with ease.
- Anomalies can be easily identified.
- These maps convert numerical data into a more simplified form.
- Groupings/ranges can be adjusted to suit the message being presented.
- Uses pre-determined spatial areas such as countries, regions or districts that are easily understood.
- GIS/ICT packages can be utilised to produce professional looking maps which are better than hand drawn ones.

Disadvantages of choropleth mapping

- The technique can only be applied where there are clear spatial divisions that make sense.
- Completed maps will hide any variation within each area.
- It implies the value is true for everywhere within a zone.
- If too large a class interval is used, lots of places may have the same shading and patterns are difficult to see.
- If too small a class interval is used then you may have too many classes and again, patterns would be difficult to see.
- The completed choropleth map gives the impression that there are sudden changes at each boundary. The reality is that change is more gradual.
- Maps can be manipulated to present a particular message or perception.
- The creation of classes for a choropleth map can be contentious and can be used to create artificial boundaries between clustered groups of data leading to unreliable/biased data presentation.
- Hand drawn maps can be hard to produce – with even shading or equal spacing of lines.

Question	Part	Marking guidance	Total marks
03		<p>Complete FIGURE 2 by adding THREE annotations, joined by lines to the photograph, to describe characteristics of its human geography.</p> <p>Write the annotations in the frame around the photograph.</p> <p>AO3 – Award up to 3 marks for valid annotations (more than single word labels) that describe the human geography shown in Figure 2.</p>	<p>3</p> <p>AO3=3</p>

Indicative Content

For example:

- built up/urban district with high density of buildings
- high rise/skyscrapers in the background suggest high density living
- low rise buildings in the foreground suggest lower density of population
- evidence of parks/trees/green space within the urban area
- high rise/skyscrapers could be for business/commercial use
- answers may suggest a residential area in the foreground and commercial in the background
- road/highway cuts through the district
- buildings are quite modern looking/modern architecture
- built up area extends across most of the area shown suggesting a large number of people live there.

Credit any other sensible valid annotations.

Question	Part	Marking guidance	Total marks
04	1	<p>Suggest reasons why systematic sampling was used in this enquiry.</p> <p>AO1 – Knowledge and understanding of systematic sampling as a method of gathering geographical data.</p> <p>AO2 – Application of knowledge and understanding of systematic sampling in the context of this enquiry and an understanding of the reasons/value of using this approach to sampling.</p>	<p>6</p> <p>AO1=2 AO2=4</p>

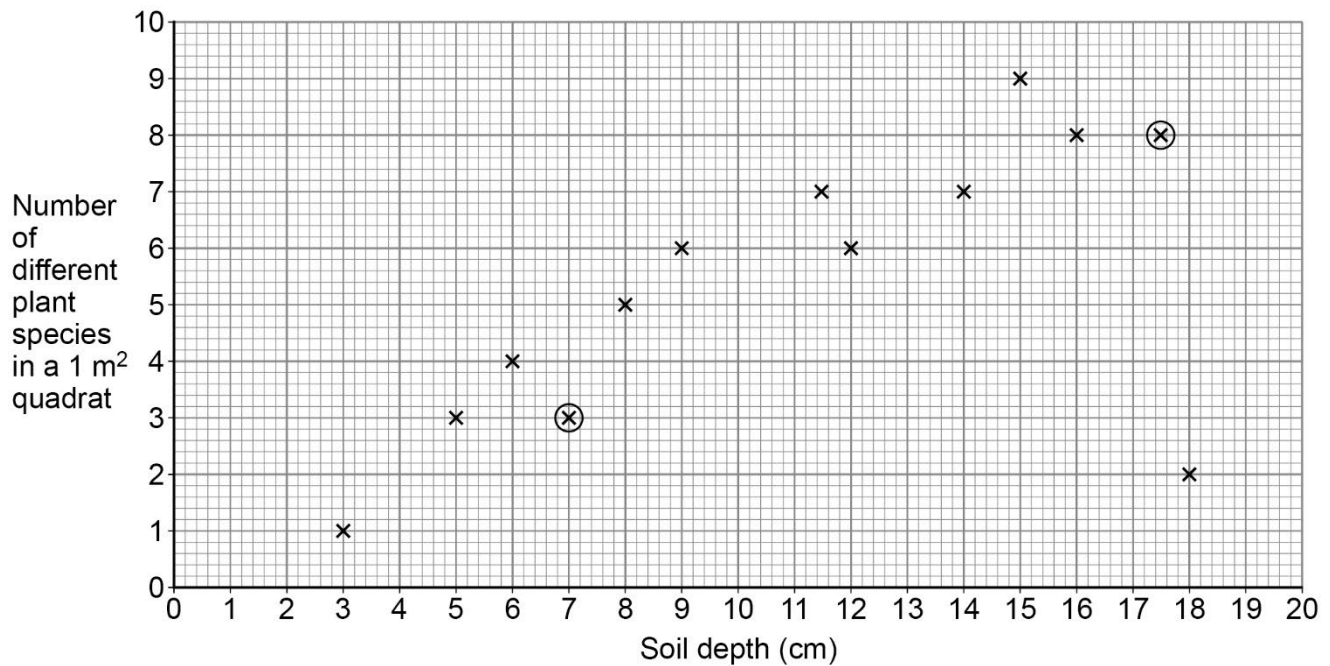
Level	Marks	Descriptor
2	4–6	<p>AO1 – Clear knowledge and understanding of systematic sampling as a method of gathering geographical data.</p> <p>AO2 – Clear application of the knowledge and understanding of systematic sampling and the reasons for using this approach for collecting data in this enquiry.</p>
1	1–3	<p>AO1 – Limited knowledge and understanding of systematic sampling as a method of gathering geographical data.</p> <p>AO2 – Limited application of the knowledge and understanding of systematic sampling and the reasons for using this approach when collecting data in this enquiry.</p>
0	0	No creditable content.

Indicative Content

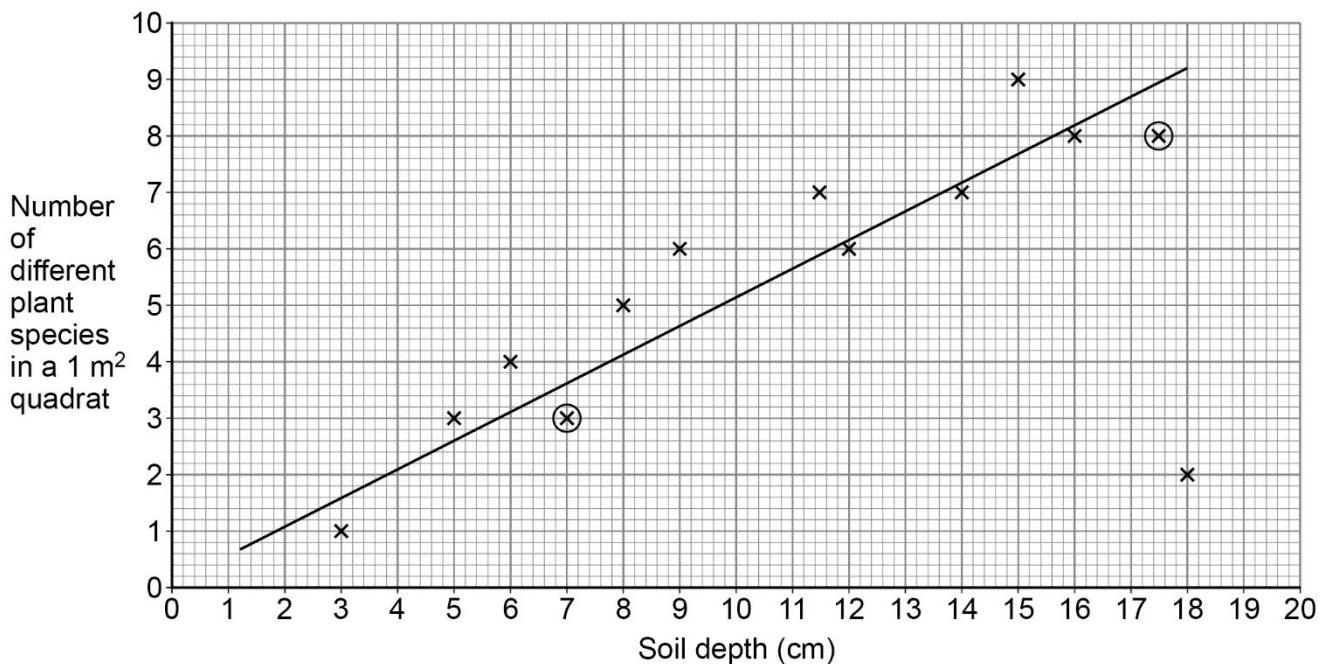
Responses should show an understanding of systematic sampling and its application. Reference may be made to the ways in which it is used, the benefits of this approach and how it is preferable to alternative approaches.

- Systematic sampling works to collect data at regular intervals (in this case every 20 m).
- Systematic sample ensures that data is collected evenly/along the transect/survey line.
- It is a more efficient and less time-consuming method than the alternative of using random sampling.
- This method is appropriate in this enquiry as the student needed data from regular intervals along the slope transect and data was collected evenly at 20 m intervals from the top of the slope to the bottom.
- A random sampling approach may result in a cluster of data points from one part of the slope.
- The sampling points can be clearly planned/mapped in advance making the data collection more straightforward.
- The student may have chosen the 20 m interval/frequency of data collection points depending on time factors or human resources.
- Systematic sampling can be combined with a stratified approach if there are distinct areas/sub groups within the study area – in this case this has not been applied.
- Credit other valid points.

Question	Part	Marking guidance	Total marks
04	2	<p>Complete FIGURE 3 by adding the data recorded at 40 m and 200 m shown in TABLE 3.</p> <p>AO3 – Award 1 mark for each correct plot on the graph, shown circled below. (2 x 1)</p>	<p>2</p> <p>AO3=2</p>



Question	Part	Marking guidance	Total marks
04	3	<p>Draw a line of best fit on the completed FIGURE 3.</p> <p>AO3 – Award one mark for the correct application of a line of best fit. It should follow the direction shown below and have close to a 50/50 split of points either side of the line.</p> <p>Credit can be awarded for a best fit line that fits with ‘incorrect’ points added from Q4.2. The line should still pass from bottom left to top right and have an even number of points either side.</p>	<p>1</p> <p>AO3=1</p>



Question	Part	Marking guidance	Total marks
04	4	<p>Draw a circle around the point on FIGURE 3 that is an anomaly.</p> <p>AO3 – Award 1 mark for the correct identification of the point at (18, 2). Award 1 mark to candidates who may have incorrectly plotted other points that fit the description of an anomaly, or are anomalous to the line of best fit they have added.</p>	<p>1</p> <p>AO3=1</p>

Question	Part	Marking guidance	Total marks
04	5	<p>Complete TABLE 4 and calculate the Spearman's rank correlation coefficient to ONE DECIMAL PLACE.</p> <p>Show your working in the space below the table.</p> $r_s = 1 - (6 \times 147) / (2197 - 13)$ $= 1 - (882 / 2184)$ $= 1 - 0.4038$ $= 0.6 \text{ (2 marks for final answer, 1 if not to 1 dp)}$ <p>AO3 – Award marks as follows.</p> <ul style="list-style-type: none"> • 1 mark for each correctly completed row (max 2) • 1 mark for evidence of working/substitution (1) • 2 marks for the final correct calculation of r_s to 1 dp (0.6) (2) or 1 mark for a correct calculation but an incorrectly presented final figure to 2 or more dp (0.596 / 0.5962 / 0.59615 / 0.596154 etc). 	<p>5</p> <p>AO3=5</p>

Soil depth (cm)	Rank	Number of different plant species recorded in a 1 m ² quadrat.	Rank	Difference between ranks (d)	Difference squared (d ²)
3	13	1	13	0	0
5	12	3	10.5	1.5	2.25
7	10	3	10.5	-0.5	0.25
6	11	4	9	2	4
8	9	5	8	1	1
9	8	6	6.5	1.5	2.25
11.5	7	7	4.5	2.5	6.25
14	5	7	4.5	0.5	0.25
12	6	6	6.5	-0.5	0.25
16	3	8	2.5	0.5	0.25
17.5	2	8	2.5	-0.5	0.25
15	4	9	1	3	9
18	1	2	12	-11	121
					$\sum d^2 = 147$

Question	Part	Marking guidance	Total marks
04	6	<p>Assess the student's Alternative Hypothesis (H_1) that there is a relationship between soil depth and vegetation diversity.</p> <p>Use the information in TABLE 3, FIGURE 3, TABLE 5 and your calculated Spearman's rank correlation answer.</p> <p>AO3 – Award up to 3 marks for correct application of geographical skills to assess the Spearman's rank result and comment on the pattern/best-fit line on the scatter graph leading to an assessment of the student's Alternative Hypothesis.</p>	<p>3</p> <p>AO3=3</p>

Indicative Content

Any of the points below are creditworthy.

- The calculated Spearman's rank value of 0.6 exceeds the critical value of 0.48 at the 0.05 significance level (1).
- The calculated Spearman's rank value of 0.6 can be accepted at the 0.05 significance level (1) / there is 95% confidence that there is a relationship between soil depth and vegetation diversity (1).
- The calculated value of 0.6 can be accepted at the 0.05 significance level but not at the 0.01/99% confidence level (1).
- The best-fit line and scatter graph pattern suggests there is a positive relationship between soil depth and vegetation diversity (1).
- This is backed-up by the fact that the Spearman's rank result is a positive number (+0.6) (1).
- The majority of the scatter of points are quite close to the best-fit line suggesting a highly statistically significant correlation (1). The anomaly makes the final result less significant, but if it were removed the result will be closer to +1 (1).
- The null hypothesis (H_0) can be rejected and the alternative hypothesis (H_1) accepted at the 95% confidence level (1).
- Full marks can be obtained for a correct interpretation of an incorrectly calculated Spearman's rank value.

Question	Part	Marking guidance	Total marks
05		<p>Evaluate the usefulness of BOTH quantitative AND qualitative data in geographical enquiries.</p> <p>AO1 – Knowledge and understanding of the nature of quantitative and qualitative data types.</p> <p>AO2 – Application of knowledge and understanding to evaluate the usefulness of quantitative and qualitative data types in geographical enquiries.</p>	<p>9</p> <p>AO1=5 AO2=4</p>

Level	Marks	Descriptor
3	7–9	<p>AO1 – Detailed knowledge and understanding of the nature of both quantitative and qualitative data types.</p> <p>AO2 – Detailed application of knowledge and understanding to evaluate the usefulness of both quantitative and qualitative data types in geographical enquiries.</p>
2	4–6	<p>AO1 – Clear knowledge and understanding of the nature of quantitative and qualitative data types. Response may be unbalanced.</p> <p>AO2 – Clear application of knowledge and understanding to evaluate the usefulness of quantitative and qualitative data types in geographical enquiries. Response may be unbalanced.</p> <p>Level 2 can be attained for a response that provides a good understanding and evaluation of just one data type.</p>
1	1–3	<p>AO1 – Limited knowledge and understanding of the nature of quantitative and/or qualitative data types.</p> <p>AO2 – Limited application of knowledge and understanding to evaluate the usefulness of quantitative and/or qualitative data types in geographical enquiries.</p>
0	0	No creditable content.

Indicative Content

- Quantitative data is information that can be measured or counted directly. It provides numerical or objective data which can be more straightforward to analyse.
- It allows the student to give clear numbers/percentages and averages or other descriptive statistical approaches can be calculated relatively easily. This kind of data is usually easier to present and a range of graphical approaches are available for students to use with their data.
- Quantitative data can be used with ‘hypothesis-testing’ approaches to investigation and is more readily able to be used with statistical analysis (such as Spearman’s rank correlation and chi-squared).
- Qualitative data is information that cannot be measured directly. It includes opinions, views and perceptions. It can also relate to visual data such as images, photographs and field sketches.
- It can be interpreted subjectively by geographers.

- Approaches to data collection can be through interviews, focus groups or observation studies.
- It is useful in geographical enquiries as it can enable a student to find out how people are feeling and to add context to responses.
- However, analysing qualitative data can be more difficult. It might involve coding of interviews, transcripts from conversations and recording behavioural patterns.
- In geographical investigations it can sometimes be more straightforward for students to gather quantitative data by measuring/counting information in the field.
- It may be suggested that this kind of data is more applicable to physical geography investigations.
- However, qualitative data is more useful when investigating aspects of human life, lived experience and perceptions of place. Responses may refer to the subjective nature of this kind of information and of the issues that are potentially involved when interviewing people/setting up focus groups or observation studies.
- Whilst qualitative data is subjective it can add detail to the hard evidence of quantitative data and the two can be used together in enquiries.

Candidates may use examples of both data types to add context to their responses.

Section B

Total for this section: 15 marks

Question	Part	Marking guidance	Total marks
06	1	<p>Evaluate the suitability of the location used in your fieldwork enquiry in meeting the aim(s) of the enquiry.</p> <p>AO2 – Application of knowledge and understanding to evaluate the location used in the enquiry.</p> <p>AO3 – Application of fieldwork and enquiry skills to evaluate the suitability of the location used in the enquiry. This will address the decision-making element of the enquiry process and how choosing a suitable location was part of the planning stage.</p>	<p>6</p> <p>AO2=4 AO3=2</p>

Level	Marks	Descriptor
2	4–6	<p>AO2 – Clear application of knowledge and understanding to evaluate the suitability of the location used in the enquiry.</p> <p>AO3 – Clear application of fieldwork and enquiry skills to evaluate the suitability of the location used in the enquiry.</p>
1	1–3	<p>AO2 – Limited application of knowledge and understanding to evaluate the suitability of the location used in the enquiry.</p> <p>AO3 – Limited application of fieldwork and enquiry skills to evaluate the suitability of the location used in the enquiry.</p>
0	0	No creditable content.

Indicative Content

- Deciding upon the location of the enquiry is a key part of the planning and preparation elements of a geographical enquiry.
- Responses should refer directly to their location and the nature of the enquiry.
- The reasons for the choice of location may centre on the nature of the environment and suitability for a particular study theme – for example, a sand dune enquiry would require a suitable coastal location with accessible dunes.
- The location may have more practical factors behind it, such as teachers' knowledge and experience of an area or the need to adhere to health and safety/risk assessment requirements. A river study/ beach study/urban enquiry may have such requirements that are key to the choice.
- The response should then attempt to evaluate the suitability of the location; it may turn out that the location was an excellent choice and provided a suitable environment, with plenty of scope for data collection and was a safe place to conduct fieldwork. Alternatively, the location might have proven to be less accessible, less valuable for data collection or practical factors may have limited the collection of a suitable quantity of quality of data.

The candidate's enquiry is key to the response and there should be a clear sense of place and integrity about the response to access Level 2.

Question	Part	Marking guidance	Total marks
06	2	<p>To what extent did your conclusions help improve your understanding of the geographical ideas forming the basis of the enquiry?</p> <p>AO2 – Application of knowledge and understanding of the enquiry process to link the conclusions of the enquiry to an improvement in understanding of the geographical ideas that formed the basis of the enquiry.</p> <p>AO3 – Use of fieldwork and enquiry skills to assess the extent to which the conclusions of the enquiry helped to improve understanding of the geographical ideas that formed the basis of the enquiry.</p>	<p>9</p> <p>AO2=6 AO3=3</p>

Level	Marks	Descriptor
3	7–9	<p>AO2 – Detailed application of knowledge and understanding of the enquiry process to link the conclusions of the enquiry to an improvement in understanding of the geographical ideas that formed the basis of the enquiry.</p> <p>AO3 – Precise use of the fieldwork and enquiry skills to assess the extent to which the conclusions of the enquiry helped to improve understanding of the geographical ideas that formed the basis of the enquiry.</p>
2	4–6	<p>AO2 – Clear application of knowledge and understanding of the enquiry process to link the conclusions of the enquiry to an improvement in understanding of the geographical ideas that formed the basis of the enquiry.</p> <p>AO3 – Clear use of the fieldwork and enquiry skills to assess the extent to which the conclusions of the enquiry helped to improve understanding of the geographical ideas that formed the basis of the enquiry.</p>
1	1–3	<p>AO2 – Limited application of knowledge and understanding of the enquiry process to link the conclusions of the enquiry to an improvement in understanding of the geographical ideas that formed the basis of the enquiry.</p> <p>AO3 – Limited use of the fieldwork and enquiry skills to assess the extent to which the conclusions of the enquiry helped to improve understanding of the geographical ideas that formed the basis of the enquiry.</p>
0	0	No creditable content.

Indicative Content

- In the enquiry process candidates should reach conclusions that link to its original aims. There should be a clear link to the theory and the geographical ideas forming the basis of the enquiry.
- As a consequence of their enquiry, candidates should then be able to say how and to what extent their understanding of these ideas has improved.

- The precise responses here will depend entirely upon the nature of the enquiry undertaken but it should be possible to ascertain the conclusions and for the candidate to make the connection to their improved geographical understanding (or otherwise).
- For example, in a physical enquiry looking at the extent to which a sand dune succession reflects the model shown in a textbook, the response could refer to the conclusions that vegetation diversity did change in line with the succession theory and that the environment helped them to understand what had been shown in a model dune transect.
- Alternatively, they may conclude that evidence from their fieldwork was less obvious and whilst there were some changes in the types of plant species recorded, it was not in line with the textbook models and so their knowledge of the topic was not reinforced in the ways that they had hoped.
- They may conclude that the experience helped them to understand fieldwork skills but that sand dune succession is more complicated than they first thought or that models simplify the situation to a large extent.
- In a Human geography enquiry looking at the extent to which a town showed evidence of losing its individuality and becoming a clone town, the response could refer to the conclusion that the main shopping area was now dominated by international chain stores suggesting it was losing its unique character and becoming a clone town.
- Alternatively, they may conclude that evidence from their fieldwork surveys suggested that whilst there were some chain stores present, there were also a number of independent stores and food outlets indicating the place studied was holding on to its own character and maintaining its sense of individuality.
- They may conclude that the experience helped them to understand aspects of place meaning and how a range of factors combined to produce place character to influence lived experience.

Credit other valid responses.

Assessment Objective grid

	AO1	AO2	AO3	Total
Section A				
01	4			4
02.1			2	2
02.2			3	3
02.3	4	2		6
03			3	3
04.1	2	4		6
04.2			2	2
04.3			1	1
04.4			1	1
04.5			5	5
04.6			3	3
05	5	4		9
Section B				
06.1		4	2	6
06.2		6	3	9
Unit total	15	20	25	60