OXFORD AQA
INTERNATIONAL QUALIFICATIONS

INTERNATIONAL AS
PSYCHOLOGY
PS02

Unit 2 Biopsychology, Development and Research Methods 1

Mark scheme

January 2026

Version: 1.0 Final

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.

Further copies of this mark scheme are available from ww.oxfordaqa.com

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Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

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 descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets 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 descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

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, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which 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 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.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

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

Section A: Biopsychology **Total for this section: 30 marks**

Question	Marking Guidance	Total Marks
01	**Which two of the following are an effect of adrenaline during the fight or flight response?** **Shade two boxes only.** **Answer key:** **A** – Dry mouth **B** – Increased heart rate	**2** **AO1 = 2**

Question	Marking Guidance	Total Marks
02	**Describe the findings of one study investigating functional recovery after trauma.** **Award marks as follows:** **2 marks:** for a clear description of findings of one study into functional recovery after trauma. **1 mark:** for a muddled or vague description of findings of one study into functional recovery after trauma. **Possible content** • Villablanca and Hovda (2000) – Removal of one damaged hemisphere soon after birth leads to few, if any, behavioural or cognitive impairments. • Kapar (1997) – Doctors had better recovery after brain damage compared to the general population. • Teuber (1975) – Soldiers under 20 had a much better recovery of movement and visual problems than older soldiers. Credit other relevant material.	**2** **AO1 = 2**

<table>
<tr><th>Question</th><th>Marking Guidance</th><th>Total Marks</th></tr>
<tr><td>03</td><td>
Describe the function of Wernicke’s area.

Possible content
• Wernicke’s area is responsible for language comprehension and understanding of verbal or written language.
• It enables a person to produce meaningful speech.
• It locates and activates the words we want to use by transmitting this information to Broca’s area.
• It is thought to contain our store of words.
• Damage to Wernicke’s area can lead to Wernicke’s aphasia which is characterised by impaired language comprehension.

Credit other relevant material.

<table>
<tr><th>Level</th><th>Description</th><th>Marks</th></tr>
<tr><td>2</td><td>Knowledge of Wernicke’s area is accurate with some detail. The answer is clear with appropriate use of specialist terminology.</td><td>3–4</td></tr>
<tr><td>1</td><td>Knowledge of Wernicke’s area is limited, vague or muddled. Specialist terminology is either absent or inappropriately used.</td><td>1–2</td></tr>
<tr><td>0</td><td>No creditable content.</td><td>0</td></tr>
</table>
</td><td>4

AO1 = 4</td></tr>
</table>

<table>
<tr><th>Question</th><th>Marking Guidance</th><th>Total Marks</th></tr>
<tr><td>04</td><td>
Describe the structure and function of sensory neurons.

Possible content
• A sensory neuron has long dendrites and a single short output axon.
• A sensory neuron contains a cell body with a nucleus, dendrites and an axon with a myelin sheath and nodes of Ranvier.
• Sensory neurons detect stimuli (such as heat, pressure, or light) from the environment.
• They transmit electrical impulses from sensory receptors such as those for touch and pressure to the central nervous system/spinal cord/brain for processing.

Credit other relevant material.

Note: Answers only addressing structure or function can be awarded a maximum of 3 marks.

<table>
<tr><th>Level</th><th>Description</th><th>Marks</th></tr>
<tr><td>2</td><td>Knowledge of the structure and/or function of sensory neurons is accurate with some detail. The answer is clear with appropriate use of specialist terminology.</td><td>3–4</td></tr>
<tr><td>1</td><td>Knowledge of the structure and/or function of sensory neurons is limited, vague or muddled. Specialist terminology is either absent or inappropriately used.</td><td>1–2</td></tr>
<tr><td>0</td><td>No creditable content.</td><td>0</td></tr>
</table>
</td><td>4

AO1 = 4</td></tr>
</table>

<table>
<tr><th>Question</th><th>Marking Guidance</th><th>Total Marks</th></tr>
<tr><td>05</td><td>
Erina was driving to work when she noticed a cat crossing the road in front of her. She slowed down and changed the direction of the car to avoid running over the cat.

Explain how Erina's nervous system is involved in her behaviour.

Possible content
• Erina's nervous system (NS) coordinates her response to the cat using both the central nervous system (CNS) and peripheral nervous systems (PNS).
• The NS is responsible for detecting the cat, processing this information, and coordinating her response.
• Erina's eyes detect the cat using sensory receptors, and this information is sent via sensory (afferent) neurons in the PNS to the CNS, where the brain processes the visual input.
• The brain interprets the image and recognises the cat as a potential hazard. It sends electrical impulses to initiate Erina's response to the cat.
• Erina's somatic nervous system connects her CNS to her body's muscles and carries motor impulses via motor (efferent) neurons from the brain to the skeletal muscles in her arms and legs, allowing her to consciously press the brake and steer the car away from the cat.
• Erina's autonomic nervous system is also activated, triggering involuntary responses such as increased heart rate and alertness due to the perceived danger caused by the cat.
• The coordination of voluntary and involuntary actions enables Erina to slow down the car to avoid the cat effectively and safely.

Credit other relevant material.

<table>
<tr><th>Level</th><th>Description</th><th>Marks</th></tr>
<tr><td>3</td><td>Application of the nervous system to Erina is effective. The answer is clear with appropriate use of specialist terminology.</td><td>5–6</td></tr>
<tr><td>2</td><td>Application of the nervous system to Erina is relevant but effectiveness is lacking. The answer lacks clarity in places. Specialist terminology is occasionally used appropriately.</td><td>3–4</td></tr>
<tr><td>1</td><td>Application of the nervous system to Erina is very limited. The answer is vague and/or muddled. Specialist terminology is either absent or inappropriately used.</td><td>1–2</td></tr>
<tr><td>0</td><td>No creditable content.</td><td>0</td></tr>
</table>
</td><td>6

AO2 = 6</td></tr>
</table>

Question	Marking Guidance	Total Marks
06	**Describe and evaluate split-brain research.** **Possible content** • In split-brain patients the corpus callosum has been cut and stimuli can be presented to each hemisphere separately. • Stimuli sent to the right visual field (RVF) would be processed in the left hemisphere (access to language centres). • Stimuli sent to the left visual field (LVF) would be processed in the right hemisphere (no access to language centres). • Description of research by Sperry (1965) and the experimental procedure known as divided field, eg flashing of words or objects on either side of a focus point. • Description of findings: words or objects displayed to LVF could not be named but can be drawn by the left hand; words or images displayed to RVF could be named. • Research (Turk et al., 2002) found that the right hemisphere is generally better at face processing, the left hemisphere appears to play an important role in self-recognition. • Gazzaniga (2005) found the right hemisphere was better at matching faces and showed superiority on visuo-spatial tasks. **Possible evaluation** • Advancement of knowledge: groundbreaking research that changed view of hemisphere function and lateralisation. • Use of small samples (N = 10–15): difficult to generalise as they might not represent all split-brain patients. • Issues with generalisation: patients studied have been a very varied group, eg gender, age and handedness; operations were not always comparable (in some cases there might have been some limited communication between hemispheres). • Highly controlled experiment using standardised procedures, eg Sperry controlled time of exposure to the stimulus and distance from the screen, providing convincing support for hemispheric lateralisation (good internal validity). • The technique has been adapted to research neurotypical patients. This research confirmed the RVF advantage for words and LVF advantage for visuospatial stimuli, suggesting that results using split-brain patients can be generalised to a neurotypical target population. • Most research involved artificial set-ups to ensure control of variables (exposure of stimuli to one visual field only); results are not relevant for everyday life. • Sperry (1965) split-brain study on word processing showed the right hemisphere had some basic language ability. Credit other relevant material.	**12** **AO1 = 6** **AO3 = 6**

Level	Description	Marks
4	Knowledge of split-brain research is accurate and generally well detailed. Evaluation is effective. Minor detail and/or expansion of argument is sometimes lacking. The answer is clear and focused. Specialist terminology is used effectively.	**10–12**
3	Knowledge of split-brain research is evident but there are occasional inaccuracies and/or omissions. There is some effective evaluation. The answer is mostly clear and organised but occasionally lacks focus. Specialist terminology is used appropriately.	**7–9**
2	Limited knowledge of split-brain research is present. Any evaluation is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is occasionally used appropriately.	**4–6**
1	Knowledge of split-brain research is very limited. Evaluation is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology is either absent or inappropriately used.	**1–3**
0	No creditable content.	**0**

Section B: Cognitive Development **Total for this section: 30 marks**

Question	Marking Guidance	Total Marks
07	**What is meant by class inclusion?** **Award marks as follows:** **2 marks:** for a clear definition of class inclusion. **1 mark:** for a muddled or vague definition of class inclusion. **Possible content** • It is the ability to work out how categories of objects relate to one another. • The understanding that each category can be further divided into subcategories. Credit an example. Credit alternative wording.	**2** **AO1 = 2**

Question	Marking Guidance	Total Marks
08	**Diego, who is 3 years old, is eating an apple. His sister Gabriela, who is 4 months old, is hungry and starts to cry. Diego gives Gabriela his apple instead of her bottle of milk.** **Using your knowledge of egocentrism, explain why Diego gives Gabriela his apple and not her bottle of milk.** **Award marks as follows:** **3 marks:** the application of egocentrism to Diego is detailed. The answer is clear with appropriate use of specialist terminology. **2 marks:** the application of egocentrism to Diego lacks detail. The answer lacks clarity in places. **1 mark:** the application of egocentrism to Diego is briefly presented. The answer is very limited, vague and/or muddled. **Possible application** • Diego is three years old and still in the pre-operational stage. • Diego is feeding Gabriela by giving her his apple which suggests that Diego thinks that Gabriela would like his apple. • He does not give her any milk as Diego is unable to put himself into Gabriela's situation to understand that she is too young to eat an apple. • Diego's behaviour therefore is egocentric. Credit other relevant material.	**3** **AO2 = 3**

Question	Marking Guidance	Total Marks
09	**What is meant by the zone of proximal development?** **Award marks as follows:** **2 marks:** for a clear definition of the zone of proximal development. **1 mark:** for a muddled or vague definition of the zone of proximal development. **Possible content** • It is the distance/gap between the tasks the child can do on their own (current development level) and the tasks they can achieve with the help of a more knowledgeable person. • The difference between actual and potential ability. Credit an example. Credit alternative wording.	**2** **AO1 = 2**

Question	Marking Guidance	Total Marks
10	**Keito shows his little sister Akira, who is 3 years old, a box of chocolates and asks her what she thinks is inside.** **Akira answers "chocolate", but Keito opens the box to show her that there are pencils inside.** **Keito now asks Akira what their father will think is inside the box and Akira says "he will say it is pencils".** **Using your knowledge of theory of mind, explain why Akira believes her father will think that the box contains pencils.** **Award marks as follows:** **3 marks:** the application of theory of mind to Akira is detailed. The answer is clear with appropriate use of specialist terminology. **2 marks:** the application of theory of mind to Akira lacks detail. The answer lacks clarity in places. **1 mark:** the application of theory of mind to Akira is briefly presented. The answer is very limited, vague and/or muddled. **Possible application** • Akira has completed a false-belief task. • Akira's answer "pencils" demonstrates that she is still unable to distinguish what she knows and believes, that there are pencils in the box, from her father's (false) belief, that there are chocolates in the box. • This suggests that Akira has not developed theory of mind as she uses her own belief that there are pencils in the box to answer Keito's question. Credit other relevant material.	**3** **AO2 = 3**

Question	Marking Guidance	Total Marks
11	**Discuss the role of the mirror neuron system in social cognition.** **Possible content** • Mirror neurons are nerve cells that fire when an animal/person performs an action or observes the same action being performed by another animal/person. • When we see someone carry out an action, eg drink water, our mirror neurons are activated as though we had drunk the water. • These neurons are primarily located in the premotor cortex, inferior parietal lobule, and insula. • They appear to play a role in several areas of social cognition, including action, understanding, empathy, communication, and imitation. • The neural 'mirroring' action could enable the observer to identify the intention of the other carrying out the action. • Scans have shown that observing someone in pain activates the same brain systems as if we were personally in pain, which is the foundation of empathy. • Research has shown that the mirror neuron system in humans is less activated in people low in empathy, or autistic people. • Description of studies, eg Di Pellegrino et al. (1992) and Rizzolatti et al. (1996). **Possible discussion** • Social cognition is too complex to be explained simply by mirror neurons. • Research supporting/refuting the role of the mirror neuron in social cognition: Gazzola et al. (2006); Oberman et al. (2005); Dinstein et al. (2010); Heyes (2012); Hadjikhani (2007); Haker et al. (2012). • The explanation based on mirror neurons is reductionist, reducing social cognition to a low-level explanation (specific neurons) rather than behavioural/family/social levels. • The mirror neuron system helps individuals infer others' intentions and mental states, supporting Theory of Mind. • Research into mirror neurons suggests a biological explanation for autism and may lead to a greater understanding of social deficits in Autism Spectrum Disorder. • Research using fMRI scanning has shown differences in mirror neurons of typically developing and children with autism, eg Dapretto et al. (2006). • Research has been carried out using animals (macaque monkeys) and there is a problem with extrapolation. Credit other relevant material.	**20** **AO1 = 8** **AO3 = 12**

Level	Description	Marks
4	Knowledge of the role of the mirror neuron system in social cognition is accurate and generally well detailed. Discussion is effective. Minor detail and/or expansion of argument is sometimes lacking. The answer is clear and focused. Specialist terminology is used effectively.	**16–20**
3	Knowledge of the role of the mirror neuron system in social cognition is evident but there are occasional inaccuracies and/or omissions. There is some effective discussion. The answer is mostly clear and organised but occasionally lacks focus. Specialist terminology is used appropriately.	**11–15**
2	Limited knowledge of the role of the mirror neuron system in social cognition is present. Any discussion is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is occasionally used appropriately.	**6–10**
1	Knowledge of the role of the mirror neuron system in social cognition is very limited. Discussion is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology is either absent or inappropriately used.	**1–5**
0	No creditable content.	**0**

Section C: Research Methods 1 **Total for this section: 30 marks**

	A researcher wanted to investigate how children aged 12–18 months old respond to being separated from their parent. **The researcher selected 30 parents with their children to take part in a controlled observation.** **One at a time, each parent took their child to a room with toys. After the child had settled, the parent left the room for 2 minutes and then returned.** **The researcher recorded the behaviours of each child whilst they were separated from their parent.**	

Question	Marking Guidance	Total Marks
12	**Within psychological research, what is meant by the aim?** **Award marks as follows:** **1 mark:** for a clear description of what an aim is. **Possible content** An aim is a general statement describing what a study intends to investigate. Credit alternative wording.	**1** **AO1 = 1**

Question	Marking Guidance	Total Marks
13	**State the aim of this observation.** **Award marks as follows:** **2 marks:** for a clear statement of the aim of the observation. **1 mark:** for a muddled or vague statement of the aim of the observation. **Possible content** The aim is to investigate how children aged 12–18 months old respond to being separated from their parent. Credit alternative wording.	**2** **AO2 = 2**

Question	Marking Guidance	Total Marks
14	**Observations involve the use of operationalised behavioural categories.** **What is an operationalised behavioural category?** **Award marks as follows:** **1 mark:** for a clear description of what an operationalised behavioural category is. **Possible content** It contains a behaviour that can be observed which is clearly defined/measured. Accept alternative wording.	**1** **AO1 = 1**

Question	Marking Guidance	Total Marks
15	**Name two behavioural categories the researcher could use to record how the child responded to being separated from their parent.** **Award marks as follows:** **1 mark:** for each behavioural category. **Possible content** • Crying. • Moving towards the door. • Playing with toys. Credit other suitable behavioural categories.	**2** **AO2 = 2**

Question	Marking Guidance	Total Marks
16	**Identify a sampling technique. Explain how the researcher could have used this technique to obtain the participants for this observation.** **Award marks as follows:** **1 mark:** for naming a sampling technique. And **2 marks:** for a clear and coherent explanation of how the psychologist could have used the technique in this observation. **1 mark:** for a limited or muddled explanation of how the psychologist could have used the technique in this observation. **Possible content** Opportunity sampling • The researcher could have gone to a public park where they could meet parents with young children. • At the park, the researcher could approach any parent with young children, tell them about the study and ask them if they would be willing to participate. Random sampling • The researcher could have asked at a local nursery to have access to the list of children enrolled to the nursery. • Each child would be given a number, the numbers would be entered into a random number generator which would select the required sample size randomly. Credit other sampling techniques and/or appropriate explanations.	**3** **AO1 = 1** **AO2 = 2**

Question	Marking Guidance	Total Marks
17	**Apart from using behavioural categories, explain one other aspect of this observation that the researcher had controlled.** **Award marks as follows:** **3 marks:** the explanation of one aspect that had been controlled is detailed. The answer is clear with appropriate use of specialist terminology. **2 marks:** the explanation of one aspect that had been controlled lacks detail. The answer lacks clarity in places. **1 mark:** the explanation of one aspect that had been controlled is briefly presented. The answer is very limited, vague and/or muddled. **Possible content** • Controlled environment – all parent–child pairs were in the same environment (increasing internal validity). • Ensured timings are consistent – that the parent left the room for 2 minutes. • Parent–child pairs were tested alone – to ensure that the presence of someone else did not affect the child's behaviour. Credit other relevant material. No credit for naming the use of behavioural categories.	**3** **AO2 = 3**

Question	Marking Guidance	Total Marks
18	**The researcher needed to ask for consent.** **Briefly explain how the researcher should have asked for consent.** **Award marks as follows:** **2 marks:** for a clear explanation of how the researcher should have asked for consent. **1 mark:** for a muddled or vague explanation of how the researcher should have asked for consent. **Possible content** • Parental consent – the children were too young to consent for themselves. • Fully informed consent – to ensure that the parents were fully aware of what the observation was about. • This could be done by asking the parent to sign a consent form. Credit other relevant material.	**2** **AO2 = 2**

Question	Marking Guidance	Total Marks
19	**The researcher was concerned about demand characteristics.** **Explain how demand characteristics could have affected the behaviour of the parents in this observation.** **Award marks as follows:** **3 marks:** the explanation of how demand characteristics could have affected this observation is detailed. The answer is clear with appropriate use of specialist terminology. **2 marks:** the explanation of how demand characteristics could have affected this observation lacks detail. The answer lacks clarity in places. **1 mark:** the explanation of how demand characteristics could have affected this observation is briefly presented. The answer is very limited, vague and/or muddled. **Possible content** • The parent was aware of the observation and may change their behaviour toward the child, which could have affected how the child responded when being observed. • As a consequence, the child's behaviour when separated from the parent would not necessarily have represented the child's naturally occurring behaviour. Credit other relevant material.	**3** **AO2 = 3**

<table>
<tr><th>Question</th><th>Marking Guidance</th><th>Total Marks</th></tr>
<tr><td>20</td><td>
The researcher observed 30 parent–child pairs.

Table 1: Number of parent–child combinations.
<table>
<tr><th>Parent</th><th>Child</th><th>Number of pairs (out of 30)</th></tr>
<tr><td>Mother</td><td>Daughter</td><td>4</td></tr>
<tr><td>Mother</td><td>Son</td><td>12</td></tr>
<tr><td>Father</td><td>Daughter</td><td>6</td></tr>
<tr><td>Father</td><td>Son</td><td>8</td></tr>
</table>
Using the data in Table 1, calculate the percentage of father–daughter pairs.

Show your workings.

Award marks as follows:
2 marks: for a correct answer: $\frac{6}{30} \times 100 = 20\%$

1 mark: for an incorrect answer but with some correct workings.
</td><td>2

AO2 = 2</td></tr>
</table>

<table>
<tr><th>Question</th><th>Marking Guidance</th><th>Total Marks</th></tr>
<tr><td>21</td><td>
Using the data in Table 1, calculate the fraction of mother–son pairs. Give your answer in the simplest form.

Show your workings.

Award marks as follows:
2 marks: for the correct fraction in its simplest form: $\frac{12}{30} = \frac{2}{5}$

1 mark: for the correct fraction not in its simplest form: $\frac{12}{30}$
</td><td>2

AO2 = 2</td></tr>
</table>

Question	Marking Guidance	Total Marks
22	**The researcher wanted to complete a new observational study to investigate how children aged 12–18 months old respond to a stranger.** **Describe how the researcher could create a naturalistic, overt and participant observation to investigate how children respond to a stranger. Briefly explain your choices.** **For each type of observation, award marks as follows:** **2 marks:** for a clear description of a naturalistic/overt/participant observation with justification. **1 mark:** for a muddled or vague description of a naturalistic/overt/participant observation. **Possible content** • Naturalistic: the researcher could go to a park where parents and their children are. This makes it a naturalistic observation as it takes place in a public space. • Overt: the researcher could tell the parent about the observation and then interact with the child. It is therefore overt as the parent is aware that he/she is being observed. Afterwards, the response of the child can be noted down on a piece of paper. • Participant: the researcher directly interacts with the parent and child, therefore the researcher is involved in the observation while collecting the data. Credit other relevant material.	**6** **AO2 = 6**

Question	Marking Guidance	Total Marks
23	**Sometimes researchers follow up their observations with interviews.** **Describe what is meant by a structured interview.** **Award marks as follows:** **3 marks:** the description of a structured interview is detailed. The answer is clear with appropriate use of specialist terminology. **2 marks:** the description of a structured interview lacks detail. The answer lacks clarity in places. **1 mark:** the description of a structured interview is briefly presented. The answer is very limited, vague and/or muddled. **Possible content** • The interviewer follows a pre-determined set of questions. • The questions are in a fixed order. This ensures that each participant is asked the same questions in the same way. • The interviewer does not deviate from the script or ask follow-up questions. Credit other relevant material.	**3** **AO1 = 3**

PS02 grid

	AO1	AO2	AO3	Total
Section A				
01	2			**2**
02	2			**2**
03	4			**4**
04	4			**4**
05		6		**6**
06	6		6	**12**
Section B				
07	2			**2**
08		3		**3**
09	2			**2**
10		3		**3**
11	8		12	**20**
Section C				
12	1			**1**
13		2		**2**
14	1			**1**
15		2		**2**
16	1	2		**3**
17		3		**3**
18		2		**2**
19		3		**3**
20		2		**2**
21		2		**2**
22		6		**6**
23	3			**3**
Unit total	**36**	**36**	**18**	**90**