



...day June 20XX – Morning/Afternoon

GCSE (9–1) Geography B (Geography for Enquiring Minds)

J384/02 People and Society

SAMPLE MARK SCHEME

Duration: 1 hour 15 minutes

MAXIMUM MARK 70

SPECIMEN

This document consists of 20 pages

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

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to scoris and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

TRADITIONAL

Before the Standardisation meeting you must mark at least 10 scripts from several centres. For this preliminary marking you should use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 50% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, email or via the scoris messaging system.

5. Work crossed out:
- where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
 - if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.
6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. There is a NR (No Response) option. Award NR (No Response)
- if there is nothing written at all in the answer space
 - OR if there is a comment which does not in any way relate to the question (e.g. 'can't do', 'don't know')
 - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question.
- Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).
8. The scoris **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.** If you have any questions or comments for your Team Leader, use telephone, email or the scoris messaging system.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

10. Annotations

Annotation	Meaning

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11. Subject-specific Marking Instructions

INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

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USING THE MARK SCHEME

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

In your marking, you will encounter valid responses which are not covered by the Mark Scheme: these responses must be credited. You will encounter answers which fall outside the 'target range' of Bands for the paper which you are marking. Please mark these answers according to the marking criteria.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

LEVELS OF RESPONSE QUESTIONS:

The indicative content indicates the expected parameters for candidates' answers, but be prepared to recognise and credit unexpected approaches where they show relevance.

Using 'best-fit', decide first which set of level descriptors best describes the overall quality of the answer. Once the level is located, adjust the mark concentrating on features of the answer which make it stronger or weaker following the guidelines for refinement.

Highest mark: If clear evidence of all the qualities in the level descriptors is shown, the HIGHEST Mark should be awarded.

Lowest mark: If the answer shows the candidate to be borderline (i.e. they have achieved all the qualities of the levels below and show limited evidence of meeting the criteria of the level in question) the LOWEST mark should be awarded.

Middle mark: This mark should be used for candidates who are secure in the level. They are not 'borderline' but they have only achieved some of the qualities in the level descriptors.

Be prepared to use the full range of marks. Do not reserve (e.g.) highest level marks 'in case' something turns up of a quality you have not yet seen. If an answer gives clear evidence of the qualities described in the level descriptors, reward appropriately.

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	AO1	AO2	AO3
Comprehensive	A range of detailed and accurate knowledge that is fully relevant to the question.	A range of detailed and accurate understanding that is fully relevant to the question.	Detailed and accurate interpretation through the application of relevant knowledge and understanding. Detailed and accurate analysis through the application of relevant knowledge and understanding. Detailed and substantiated evaluation through the application of relevant knowledge and understanding. Detailed and substantiated judgement through the application of relevant knowledge and understanding.
Thorough	A range of accurate knowledge that is relevant to the question.	A range of accurate understanding that is relevant to the question.	Accurate interpretation through the application of relevant knowledge and understanding. Accurate analysis through the application of relevant knowledge and understanding. Supported evaluation through the application of relevant knowledge and understanding. Supported judgement through the application of relevant knowledge and understanding.
Reasonable	Some knowledge that is relevant to the question.	Some understanding that is relevant to the question.	Some accuracy in interpretation through the application of some relevant knowledge and understanding. Some accuracy in analysis through the application of some relevant knowledge and understanding. Partially supported evaluation through the application of some relevant knowledge and understanding. Partially supported judgement through the application of some relevant knowledge and understanding.
Basic	Limited knowledge that is relevant to the topic or question.	Limited understanding that is relevant to the topic or question.	Limited accuracy in interpretation through lack of application of relevant knowledge and understanding. Limited accuracy in analysis through lack of application of relevant knowledge and understanding. Un-supported evaluation through lack of application of knowledge and understanding. Un-supported judgement through lack of application of knowledge and understanding.

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Question			Answer	Marks	Guidance
1	(a)	(i)	Tokyo (✓)	1	(✓)
		(ii)	Eight (✓)	1	(✓)
		(iii)	All of the EDCs are expected to increase in population with most of the EDCs having a large predicted growth rate (✓) with only Buenos Aires growing by a smaller predicted growth rate (✓) (COM)	3	2 x 1 (✓) for describing the pattern 1 x 1 (COM) for communicating the answer in an appropriate and logical order Credit any relevant suggestion
	(b*)		<p>Case study ways of life in cities today Level 3 (6–8 marks) An answer at this level demonstrates thorough knowledge of the ways of life in the LIDC or EDC city (AO1) with a thorough evaluation of how the ways of life vary within the city (AO3).</p> <p>This will be shown by including well-developed ideas about the ways of life in the LIDC or EDC city and how the ways of life vary.</p> <p>The answer must also include place-specific details for the named city.</p> <p>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p> <p>Level 2 (3–5 marks) An answer at this level demonstrates reasonable knowledge of the ways of life in the LIDC or EDC city (AO1) with a reasonable evaluation of how the ways of life vary within the city (AO3).</p> <p>This will be shown by including developed ideas about the ways of life in the LIDC or EDC city and how the ways of life vary.</p> <p>Developed ideas but no place-specific detail credited up to</p>	8	<p>Case study will be marked using 3 levels:</p> <p>Indicative content Ways of life will depend on the city chosen but may be around culture, ethnicity, housing, leisure or consumption. The cities must be from an LIDC or EDC.</p> <p>Example of well-developed ideas: Within Cape Town ways of life vary significantly which shows the cultural diversity of the population, with 11 official languages. Whilst the day to day lives of people may vary, there are aspects of life which are shared throughout the city with the cultural heritage of the people very much evident. Cape Jazz, a style of jazz with a distinct African spice which stems from artists finding inspiration in their struggles of the apartheid years, can be found everywhere from the heart of townships to The Piano Bar of the De Waterkant neighbourhood. Housing in townships (Khayelitsha) often consists of densely packed single-story homes compared to more affluent South Africans who have greater access to gardens, green space and sports facilities especially in the suburbs.</p> <p>Example of developed ideas: Within Cape Town ways of life vary greatly with rich people enjoying restaurants and shopping at the V&A Waterfront and poorer people struggling to feed their family in the informal housing of the 'townships'. In the townships communities are brought together through music and dance</p>

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Question	Answer	Marks	Guidance
	<p>middle of level.</p> <p>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p> <p>Level 1 (1–2 marks) An answer at this level demonstrates basic knowledge of the ways of life in the LIDC or EDC city (AO1) with a basic evaluation of how the ways of life vary within the city (AO3).</p> <p>This will be shown by including simple ideas about the ways of life in the LIDC or EDC city and how the ways of life vary.</p> <p>Simple ideas or appropriate named example only credited at bottom of level.</p> <p>The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</p> <p>0 marks No response or no response worthy of credit.</p>		<p>and they have a lot of traditional African shows. In wealthier areas of Cape Town people can access more variety of entertainment, with many drawing on the history and culture of the country. Housing in townships compared to the suburbs varies with larger properties and more green space in the suburbs.</p> <p>Example of simple ideas: In Cape Town there are some rich people and lots of poor people who live in run down housing. Their ways of life are very different but they enjoy lots of music and dancing.</p>
Question	Answer	Marks	Guidance

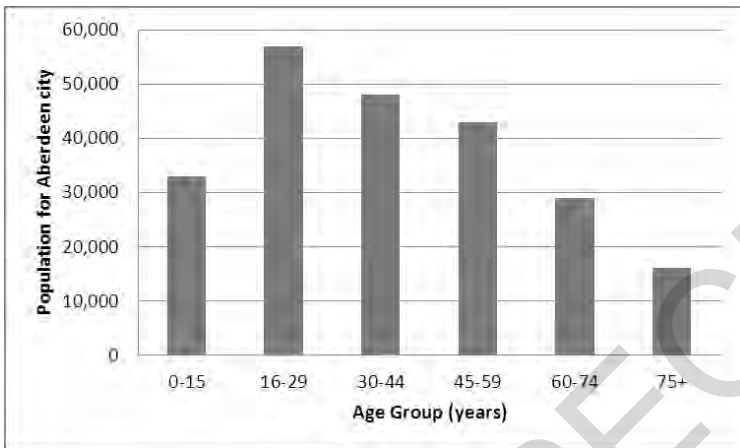
Question		Answer	Marks	Guidance
2	(a)	D: political unrest (✓)	1	(✓)
	(b)	D: Supports progress through trade links and building transport networks (✓)	1	(✓)
	(c)	a top down strategy (✓)	1	(✓)
	(d) (i)	The Philippines is in the second stage - pre-conditions for take off (✓). There is some commercial farming, for example rice (DEV) but 33% of the population is still employed in farming so the economy needs to develop further (DEV). The World Bank predicts that the 15% of the population employed in industry will increase, suggesting a more complex economy is developing and the Philippines is ready for take off. (DEV)	4	Answer given will depend on the country chosen 1 x 1 (✓) for correctly linking the selected country to the correct stage of Rostow. 3 x 1 (DEV) for reasons suggested
	(ii)	<p>Case study: LIDC development Level 3 (5–6 marks) An answer at this level shows thorough knowledge of a development strategy in an LIDC (AO1) with thorough understanding of what the development strategy is aiming to achieve (AO2) and a thorough evaluation of how successful the development strategy has been (AO3).</p> <p>This will be shown by including developed ideas about the development strategy, what it aims to achieve and how successful it has been.</p> <p>The answer must also include place-specific details for the named LIDC.</p> <p>Level 2 (3–4 marks) An answer at this level shows thorough knowledge of a development strategy in an LIDC (AO1) with basic understanding of what the development strategy is aiming to achieve (AO2) and a basic evaluation of how successful the development strategy has been (AO3).</p> <p>This will be shown by including developed ideas about</p>	6	<p>Case study will be marked using 3 levels:</p> <p>Indicative content LIDCs are those as defined by the IMF. The strategy chosen should be linked to the named LIDC. A large, top down or a smaller, bottom up strategy could be used.</p> <p>Example of developed ideas: Kenya Vision 2008–2030 aims to develop Kenya into a middle income country by 2030 through a series of 5 year plans covering economic, social and political actions. The plan has had some successes, for example in increasing the % of children attending primary school to 96% but less in other areas as 45.5% of the population still live in poverty.</p> <p>Example of simple ideas: Kenya Vision 2008–2030 has brought improvements in the numbers of children attending primary school. However many people are still poor.</p>

Question	Answer	Marks	Guidance
	<p>the development strategy and simple ideas about what it aims to achieve and how successful it has been.</p> <p>Developed ideas but no place-specific detail credited up to bottom of level.</p> <p>Level 1 (1–2 marks) An answer at this level shows basic knowledge of a development strategy in an LIDC (AO1) and either basic understanding of what the development strategy is aiming to achieve (AO2) or a basic evaluation of how successful the development strategy has been (AO3).</p> <p>This will be shown by including simple ideas about the development strategy and either what it aims to achieve or how successful it has been.</p> <p>Simple ideas or appropriate named example only credited at bottom of level.</p> <p>0 marks No response or no response worthy of credit.</p>		

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Question		Answer	Marks	Guidance														
3	(a)	A: most highland is in the North and West of the UK (✓)	1	(✓)														
	(b)	B: highest population density is in England (✓)	1	(✓)														
	(c) (i)	16-29 age group (✓)	1	(✓)														
	(ii)	<p>1 mark for correctly labelling axis 1 mark for correctly adding scale to axis 2 marks for adding bars to graph correctly using the data in the table</p>  <table border="1"> <caption>Population for Aberdeen city by Age Group</caption> <thead> <tr> <th>Age Group (years)</th> <th>Population</th> </tr> </thead> <tbody> <tr> <td>0-15</td> <td>32,000</td> </tr> <tr> <td>16-29</td> <td>56,000</td> </tr> <tr> <td>30-44</td> <td>48,000</td> </tr> <tr> <td>45-59</td> <td>42,000</td> </tr> <tr> <td>60-74</td> <td>28,000</td> </tr> <tr> <td>75+</td> <td>16,000</td> </tr> </tbody> </table>	Age Group (years)	Population	0-15	32,000	16-29	56,000	30-44	48,000	45-59	42,000	60-74	28,000	75+	16,000	4	4 x 1 (✓) Must be a vertical bar graph
Age Group (years)	Population																	
0-15	32,000																	
16-29	56,000																	
30-44	48,000																	
45-59	42,000																	
60-74	28,000																	
75+	16,000																	
	(d)	<p>Level 3 (5–6 marks) An answer at this level shows a thorough knowledge of the UK’s media exports global influence (AO1) and a reasonable interpretation of the news article (AO3) to describe UK’s media exports global influence.</p> <p>This will be shown by including well-developed ideas about the global influence of the UK’s TV programmes.</p> <p>Level 2 (3–4 marks) An answer at this level shows reasonable knowledge of the UK’s media exports global influence (AO1) and a</p>	6	<p>Answer will be marked using 3 levels:</p> <p>Indicative content X Factor information interpreted from the news article, potentially including the reach of the X Factor, the success of people who came through the show and the number of local versions which have been created.</p> <p>Other information might include relevant facts about the value of UK media exports, examples of other TV shows which are shown abroad or named countries which import media from the UK.</p>														

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Question	Answer	Marks	Guidance
	<p>basic interpretation of the news article (AO3) to describe UK's media exports global influence.</p> <p>This will be shown by including developed ideas about the global influence of the UK's TV programmes.</p> <p>Level 1(1–2 marks) An answer at this level shows basic knowledge of the UK's media exports global influence (AO1) and a basic interpretation of the news article (AO3) to describe UK's media exports global influence.</p> <p>This will be shown by including simple ideas about the global influence of the UK's TV programmes.</p> <p>0 marks No response or no response worthy of credit.</p>		<p>Example of well-developed ideas: As more people internationally watch the X Factor, already more than 360 million people worldwide have watched the show, and other programmes made in the UK the understanding of the English language increases around the world. In addition, British values and beliefs are more widely shared which may also boost sales of associated products.</p> <p>Example of developed ideas: Programmes such as the X Factor are shown in a lot of countries around the world which increases awareness of the British way of life and the English language.</p> <p>Example of simple ideas: The X Factor is watched by over 360 million people around the world.</p>

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Question		Answer	Marks	Guidance
4	(a)	D: 3 and 4 (✓)	1	(✓)
	(b)	To be food secure a person would have physical and economic access to food (✓) that meets which dietary needs and food preferences (✓).	2	2 x 1 (✓)
	(c)	<p>Case study: Food security</p> <p>Example:</p> <p>In Cuba, the government have attempted to become more food secure by increasing self-sufficiency (✓), with the scheme being effective as Cuba is now 90% self-sufficient in fruit and vegetables (DEV). In Havana over 200 urban farms called Organopónicos have opened, where fruit and vegetables are grown on any land possible such as rooftops or waste sites (✓), which have been effective in helping increase the amount of fruit and vegetable production but does not produce other products which help to achieve food security (DEV).</p>	4	<p>2 x 1 (✓) for details of food security attempt valid use from the resources</p> <p>2 x 1 (DEV) for the explanation of how effective the attempt is to achieve food security</p> <p>Answer must be an attempt to ensure food security at a national scale</p>
	(d)	<p>Level 3 (5–6 marks)</p> <p>Answers at this level must show thorough understanding of how one technological strategy attempts to improve food security (AO2) and thorough evaluation of the success of the technological strategy to sustainably improve food security (AO3).</p> <p>This will be shown by including well-developed ideas about how one technological strategy improves food security and its success.</p> <p>Level 2 (3–4 marks)</p> <p>Answers at this level must show reasonable understanding of how one technological strategy attempts to improve food security (AO2) and reasonable evaluation of the success of the technological strategy to sustainably improve food security (AO3).</p>	6	<p>Answer will be marked using 3 levels:</p> <p>Indicative content</p> <p>Example of well-developed ideas:</p> <p>The amounts of GM crops (such as rice) produced has increased over the years in an attempt to provide enough food to feed growing populations (social sustainability) and to produce crops adapted to changing climatic conditions in drier areas such as sub-Saharan Africa (environmental sustainability). However whilst GM crops have increased yields and meant adaptations could be made, they have also been criticised for producing mono-cultures which threatens crop diversity.</p> <p>Example of developed ideas:</p> <p>There are more types of GM crops grown (such as rice) to provide food for a growing population. They are not always good for the environment and people's health but more food</p>

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Question	Answer	Marks	Guidance
	<p>This will be shown by including developed ideas about how one technological strategy improves food security and its success.</p> <p>Level 1 (1–2 marks) Answers at this level must show basic understanding of how one technological strategy attempts to improve food security (AO2) and basic evaluation of the success of the technological strategy to sustainably improve food security (AO3).</p> <p>This will be shown by including simple ideas about how one technological strategy improves food security and its success.</p> <p>0 marks No response or no response worthy of credit.</p>		<p>has been produced and that has helped starving populations.</p> <p>Example of simple ideas: GM crops are bad for the environment but can be helpful if people are hungry</p>

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Question		Answer	Marks	Guidance
5	(a)	Could include: a land use map (✓), a transect (✓), photographs (✓)	1	(✓) Accept any suitable answer as long as it is a primary data collection method
	(b)	Air traffic business passenger numbers (✓) is an indication that an area has many key important businesses (DEV) Number of financial institutions, headquarters of international companies (✓) as this is an indication that an area is a financial hub (DEV)	4	2 x 1 (✓) for naming the data type selected 2 x 1 (DEV) for reason for the data type selected, for example about how it could be used Allow other reasonable types of data linked to economic hubs
	(c)	Older people are more affected by shop closures than younger people (✓) as the score for the 65+ age group is 3 out of 5 (DEV)	2	1 x1 (✓) for any reasonable idea from the rose diagram analysis 1 x1 (DEV) for evidence interpreted from the diagram to support the idea
	(d*)	<p>Own fieldwork Level 3 (6–8 marks) An answer at this level demonstrates thorough analysis (AO3) and evaluation (AO3) of the how the fieldwork conclusions improved understanding of a geographical question or issue. There will be a reasonable judgement as to whether the fieldwork conclusions improved understanding of a question or issue (AO3).</p> <p>This will be shown by including well-developed ideas.</p> <p>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p> <p>Level 2 (3–5) An answer at this level demonstrates reasonable analysis (AO3) and evaluation (AO3) of the how the fieldwork conclusions improved understanding of a geographical question or issue. There will be a basic judgement as to whether the fieldwork conclusions improved understanding of a question or issue (AO3).</p>	8	<p>Answer will be marked using 3 levels:</p> <p>Indicative content There are many areas in the specification where fieldwork could be used.</p> <p>Example of well-developed ideas: Name the fieldwork: Does housing quality improve with distance from the city centre of Newcastle upon Tyne? I found that in two directions (west and east) the types of housing remained more similar than to the north, so I was able to conclude that housing quality does not change in the same way with distance from the city centre. This helped me understand the reasons behind changing land use in a city, for example redevelopment and gentrification.</p> <p>Example of developed ideas: Name the fieldwork: Housing quality and distance from the city centre of Newcastle upon Tyne. I found that in some areas the housing quality improved with distance from the centre but in others it seemed to get worse. This is because in some areas old housing had been</p>

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Question	Answer	Marks	Guidance
	<p>This will be shown by including developed ideas.</p> <p>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p> <p>Level 1 (1–2) An answer at this level demonstrates basic analysis (AO3) and evaluation (AO3) of the how the fieldwork conclusions improved understanding of a geographical question or issue. There will be no judgement as to whether the fieldwork conclusions improved understanding of a question or issue (AO3).</p> <p>This will be shown by including simple ideas.</p> <p>The answer may not link own fieldwork to a geographical question or issues.</p> <p>The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</p> <p>0 marks No response or no response worthy of credit.</p>		<p>knocked down and new estates built.</p> <p>Example of simple ideas: Name the fieldwork: Housing quality in Newcastle upon Tyne. I found out about the different types of housing in Newcastle. This helps me understand urban land use.</p>
	<p> Spelling, punctuation and grammar and the use of specialist terminology (SPaG) are assessed using the separate marking grid in Appendix 1.</p>	3	

APPENDIX 1

Spelling, punctuation and grammar and the use of specialist terminology (SPaG) assessment grid*

<i>High performance 3 marks</i>
<ul style="list-style-type: none"> • Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate
<i>Intermediate performance 2 marks</i>
<ul style="list-style-type: none"> • Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate
<i>Threshold performance 1 mark</i>
<ul style="list-style-type: none"> • Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder overall • Learners use a limited range of specialist terms as appropriate
<i>0 marks</i>
<ul style="list-style-type: none"> • The learner writes nothing • The learner's response does not relate to the question • The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning

Assessment Objectives (AO) grid

Question	AO1	AO2	AO3	AO4	Marks	SPaG
1(a)(i)				1	1	
1(a)(ii)				1	1	
1(a)(iii)				3	3	
1(b)	4		4		8	
2(a)	1				1	
2(b)		1			1	
2(c)			1		1	
2(d)(i)	1	3			4	
2(d)(ii)	2	2	2		6	
3(a)				1	1	
3(b)				1	1	
3(c)				1	1	
3(cii)				4	4	
3(d)	4		2		6	
4(a)		1			1	
4(b)		2			2	
4(c)	2	2			4	
4(d)		3	3		6	
5(a)				1	1	
5(b)				4	4	
5(c)			2		2	
5(d)			8		8	3
Total	14	14	22	17	67	3