

Mark Scheme January 2008

GCE

GCE Psychology (6761/01)

Question Number	Answer	Mark
1(a)	INPUT / STIMULUS > PROCESSING > OUTPUT / RESPONSE / BEHAVIOUR	AO1 = 2

Question Number	Answer	Mark
1(b)(i)	<p>One mark per identifiable study from the Cognitive Approach. A study should be recognisable and distinguishable from other studies for credit i.e. 'Loftus' leading questions study' could be any number of studies. Name or description of study can gain credit. Study must be in Cognitive Approach. Take first answer given against each heading</p> <p>Suitable examples include:</p> <p>Loftus and Palmer (1974) / smashed/bumped/eq; Loftus and Zanni (1975) / Did you see 'a'/'the' broken headlight/eq; Tulving and Pearlstone (1966) / Semantic cues/eq; Craik and Tulving (1975) / Rhyming and capital letters /eq; Bartlett (1932) / War of the ghosts/eq; Aggleton and Waskett (1999) / smelly museum study Godden and Baddeley (1975) / Deep sea divers Murdock (1962) / Serial position effect/eq; Bower (1969) / Organisation in memory/eq; Clive Wearing (1988) / man who 'forgot' his wife HM (1988) / had hippocampus surgically removed</p> <p>There are many others. If in doubt ask</p>	AO1 = 2

Question Number	Answer	Mark
1(b)(ii)	<p>Marking points are indicative, not comprehensive and other points should be credited. In each case consider Or Words To That Effect (OWTTE). Credit should be given for results and / or conclusions drawn from the study only. No marks should be given for procedure or aims. 1 mark per point/elaboration of findings.</p> <p>TE: If (b)(i) is blank/insufficient for identification but findings in (b)(ii) are clearly identifiable as an appropriate study from the Cognitive Approach full marks can be given e.g. Loftus and Zanni.</p> <p>If the findings described do not relate to a study stated in (b)(i) no marks are given.</p> <p>If (b)(i) is incorrect and the findings refer to (b)(i) no credit can be given.</p> <p>No Max.</p> <p>Possible Marking Points</p> <p>E.g. Craik and Tulving (1975) 70% of semantically processed words were recognised/eq; Thinking about the meaning of the word leads to better word recognition/eq; The deeper the processing the greater the recall/eq;</p> <p>E.g. Loftus and Palmer (1974) The average speed estimate for smashed was 40.8mph/eq; There was a 9 mph difference in speed estimate between smashed and contacted/eq; The stronger the verb used the higher the estimate of speed/eq; More ps reported seeing broken glass in 'smashed' condition/eq; Information that was originally encoded is altered by misleading information when recalled/eq; 32% in the smashed condition reported seeing broken glass a week later/eq;</p> <p>E.g. Bartlett (1932) After repeated reproduction, the story became shorter (330-180 words)/eq; The story became more conventional e.g. Canoe was changed to boat on recall/eq; Participants schemas influenced recall of some details e.g. guns in place of arrows/eq;</p> <p>E.g. Aggleton and Waskett (1999) The group who received the museum smells with the first presentation of the questionnaire recalled most detail/eq; The second group showed a sharp increase in accuracy of recall in the second questionnaire which was accompanied by smells/eq; The distinctive smells acted as cues which aided recall of information about the museum/eq;</p> <p>Look for any other reasonable marking points.</p>	AO1 = 2

Question Number	Answer	Mark
1(c)	<p>Marking points are indicative, not comprehensive and other points should be credited. In each consider Or Words To That Effect (OWTTE).</p> <p>1 mark per point / elaboration.</p> <p>NO credit for stating 'it lacked ecological validity'. In such cases if a technical term is used correctly, explained and linked to the the study it can gain 2 marks, 1 for correct use of the technical term and 1 for the correct explanation. Term on its own is not creditworthy without explanation (explanation can gain mark without term).</p> <p>Evaluation of any one study from cognitive approach will get marks.</p> <p>Marks can awarded for:</p> <p>Strengths / Weaknesses of the method; Whether conclusions are justified by the results; Ethical criticisms; Replications /Alternative findings; Social relevance /Application to real life;</p> <p>Possible Marking Points</p> <p>Loftus and Palmer (1974) This is further supported by Loftus & Zanni's study that showed changing `a` to `the` changed people's answers about the presence of broken glass/eq; Loftus & Palmer's study was done in a safe environment so participants may not have been as emotionally involved as in a real life experience/eq; Research for real events has found that eyewitnesses have better recall than is suggested by lab experiments/eq; Yuille & Cutshall found that witnesses to a real robbery were not misled when asked misleading questions contradicting Loftus & Palmer/eq;</p> <p>Craik & Tulving (1975) As a lab experiment tight control of extraneous variables gives confidence that variations in DV effected by IV/eq; Results can't be generalised as only students used as participants so it is possible that their style of learning is atypical of the population/(2 marks) eq; The task lacks ecological validity as it was an artificial task done in artificial conditions/eq; It can help students with revision as notes should be processed semantically if they want the information to be remembered/eq;</p> <p>Look for other reasonable marking points.</p>	AO2 = 4

Question Number	Answer	Mark										
2(a)	<table border="1"> <tr> <td>Cognitive abilities develop and mature as the child does</td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>Cognitive development is driven by unconscious forces</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Cognitive ability develops in stages</td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>There are only two stages in cognitive development</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Cognitive abilities of children and adults are qualitatively different</td> <td><input checked="" type="checkbox"/></td> </tr> </table> <p>One mark for each correct box. Max 1 mark if four or more statements are crossed. No marks if all are crossed.</p>	Cognitive abilities develop and mature as the child does	<input checked="" type="checkbox"/>	Cognitive development is driven by unconscious forces	<input type="checkbox"/>	Cognitive ability develops in stages	<input checked="" type="checkbox"/>	There are only two stages in cognitive development	<input type="checkbox"/>	Cognitive abilities of children and adults are qualitatively different	<input checked="" type="checkbox"/>	AO1 = 3
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Question Number	Answer	Mark
2(b)	<p>Marking points are indicative, not comprehensive and other points should be credited. In each case consider Or Words To That Effect (OWTTE). 1 mark for correct identification. This may be through name or brief outline of the study. Must be a study not a general theory. Study should be identifiable in order to get credit. Take first answer given.</p> <p>Possible Marking Points</p> <p>McGarrigle and Donaldson (1974) / Naughty Teddy Piaget and Inhelder (1956)/ Three Mountains Baillargeon & Devos (1993) / carrot study Hughes (1975) / Policeman doll</p> <p>Look for other reasonable marking points. If in doubt ask.</p>	AO1 = 1

Question Number	Answer	Mark
2(c)	<p>Marking points are indicative, not comprehensive and other points should be credited. In each case consider Or Words To That Effect (OWTTE). 1 mark per point/elaboration. 1 mark can for given for a suitable example if used as an elaboration.</p> <p>Possible Marking Points</p> <p>Observations involve the watching and measurement of naturally occurring behaviour/eq; Natural observations involve the recording of spontaneously occurring behaviour in the participants natural environment/eq; Participant observations involve the researcher becoming involved in the everyday life of the participants /eq; Non participant observations involve the observer as an outsider looking in/eq; Covert observations where participants don't know they are being observed and overt where they do/eq;</p> <p>Look for other reasonable marking points.</p>	AO1 = 4

Question Number	Answer	Mark
2(d)	<p>Marking points are indicative, not comprehensive and other points should be credited. In each case consider Or Words To That Effect (OWTTE). 1 mark per point/elaboration.</p> <p>Possible Marking Points</p> <p>High in ecological validity as natural behaviour is observed in natural environment/eq; Lack of control over extraneous variables makes replication difficult/eq; E.g. teacher presence when observing gender differences in aggression in playground/eq; Participant observation can limit demand characteristics as ps unaware of what's going on/eq; The participant observer is able to provide detailed accounts of their observations and generate qualitative data/eq; Cannot infer cause and effect /eq; Data can only ever show a relationship and the researcher has to look elsewhere for the cause/eq; Observation of people in public places are viewed as less unethical/eq;</p> <p>Look for other reasonable marking points.</p>	AO2 = 4

Question Number	Answer	Mark
3(a)(i)	<p>Marking points are indicative, not comprehensive and other points should be credited. In each case consider Or Words To That Effect (OWTTE).</p> <p>1 mark for each point and/ or elaboration. Examples should be credited if they help illustrate a point and are fully explained. Max 1 mark. If no description / elaboration of 3 processes but are named then MAX 1 list mark.</p> <p>Possible Marking Points</p> <p>Prejudice can be explained by our tendency to identify ourselves as part of a group, and to classify other people as either within or outside that group/eq;</p> <p>Conflict may not even be necessary for prejudice to occur, merely being in a group and being aware of the existence of another group is sufficient for prejudice to develop/eq;</p> <p><i>Social categorisation</i> → we categorise ourselves and others as members of particular social groups/eq;</p> <p><i>Social identification</i> → we adopt the identity of the group we have categorised ourselves as belonging to/eq;</p> <p><i>Social comparison</i> → this is the final stage, once we have categorised ourselves as part of a group and identified with that group, we compare that group with others/eq;</p> <p>We deliberately put down others to try and raise our own self - esteem/eq;</p> <p>Look for other reasonable marking points.</p>	AO1 = 5

Question Number	Answer	Mark
3(a)(ii)	<p>Marking points are indicative, not comprehensive and other points should be credited. In each case consider Or Words To That Effect (OWTTE).</p> <p>1 marks per point/elaboration. Real life examples should be credited if they help illustrate a point. Max 1 mark.</p> <p>Any comments with the research that support / refute the theory can be credited as long as it shows how they support / refute the theory.</p> <p>The theory has evidence from minimal group studies such as Tajfel (1970) demonstrating that being part of a group is sufficient to lead to prejudice against people not within that group/eq; It underestimates the importance of individual differences, some people have a much greater tendency than others to favour in-group over out-group, depending on their personality/eq; Social identity theory cannot account for these individual differences unlike Adorno's authoritarian personality/eq; SIT fails to explain why some groups don't seem to show prejudice against others/eq; It implies that any situation with two groups will automatically create prejudice but some other factor might be involved e.g. competition/eq; In contrast Realistic Conflict theory cites competition for a resource (such as jobs in times of high unemployment) as the main cause of prejudice/eq;</p> <p>Look for other reasonable marking points.</p>	AO2 = 4

Question Number	Answer	Mark
3(b)	<p>Marking points are indicative, not comprehensive and other points should be credited. In each case consider Or Words To That Effect (OWTTE) 1 mark per point / elaboration. Use of relevant examples to illustrate should be credited MAX 1 mark.</p> <p>Possible Marking Points</p> <p>An experiment that takes place in the participants natural environment/eq; Independent variable is manipulated and dependent variable measured/eq; Participants often do not know they are taking part in a study/eq; For example Hofling measured the obedience of nurses in their normal workplace/eq;</p> <p>Look for other reasonable marking points.</p>	AO1 = 3

Question Number	Answer	Mark
3(c)	<p>Marking points are indicative, not comprehensive and other points should be credited. In each case consider Or Words To That Effect (OWTTE)</p> <p>1 mark for correct identification of advantage and the second mark for elaboration.</p> <p>If more than one mark all and credit the best.</p> <p>Possible Marking Points</p> <p>ID: Has high ecological validity/eq;</p> <p>As participants are asked to perform experimental tasks in their normal environment/eq;</p> <p>ID: Less possibility of demand characteristics/eq;</p> <p>As participants are often unaware they are taking part in a study and therefore less likely to act up/eq;</p> <p>ID: Experimenter still has some control over variables/eq;</p> <p>E.g. Hofling controlled introduction of stooge doctor, phone call and placebo drugs/eq;</p> <p>Look for other reasonable marking points.</p>	AO2 = 2

Question Number	Answer	Mark
4(a)(i)	<p>Marking points are indicative, not comprehensive and other points should be credited. In each case consider Or Words To That Effect (OWTTE).</p> <p>Possible Marking Points</p> <p>Someone who is present at a crime / accident and is required to testify / describe what happened / recount events they have witnessed/eq;</p> <p>1 mark = someone who sees an incident 2 marks = someone who sees a crime and has to describe what's happened</p> <p>Look for other reasonable marking points.</p>	AO1 = 2

Question Number	Answer	Mark										
4(a)(ii)	<table border="1"> <tbody> <tr> <td>Leading questions</td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>Brain size</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Object permanence</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Time the event lasted</td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>Level of emotional stress</td> <td><input checked="" type="checkbox"/></td> </tr> </tbody> </table> <p>One mark for each correct box. Max 1 mark if four or more statements are crossed. No marks if all are crossed.</p>	Leading questions	<input checked="" type="checkbox"/>	Brain size	<input type="checkbox"/>	Object permanence	<input type="checkbox"/>	Time the event lasted	<input checked="" type="checkbox"/>	Level of emotional stress	<input checked="" type="checkbox"/>	AO1 = 3
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Question Number	Answer	Mark
4(b)	<p>Marking points are indicative, not comprehensive and other points should be credited. In each case consider Or Words To That Effect (OWTTE).</p> <p>1 each correct statement or elaboration. If more than one theory described mark them all and credit the best. Use of relevant examples to illustrate should be credited MAX 1 mark.</p> <p>Possible theories include: Cue dependent forgetting, Interference; Repression / Motivated forgetting and Trace Decay</p> <p>Interference; This theory sees forgetting as the result of the failure to retrieve information that has been stored/eq; As we store more and more information in memory, it becomes harder to access that which we want/eq; Retroactive- new learning interferes with the recall of old learning/eq; Proactive- old learning interferes with recall of new learning/eq;</p> <p>Cue dependent forgetting (Tulving) Information may be available to recall but temporarily inaccessible/eq; Memory cues or prompts may be necessary to access information/eq; Context dependent forgetting is caused by absence of external cues present at time of learning/eq; State dependent forgetting is caused by absence of internal bodily cues experienced at time of learning/eq;</p> <p>Repression / Motivated Forgetting We forget events that provoke anxiety or unhappiness in order to protect us from these negative emotions/eq; Can be caused by conflict between the id , ego and superego/eq; These memories can remain active in the mind but we are unaware of them/eq; May be acquired through childhood as a response to poor quality relationships with parents/eq; E.g. you repress a recent memory about a recent break up with your partner/eq;</p> <p>Look for other reasonable marking points.</p>	AO1 = 4

Question Number	Answer	Mark
4(c)	<p>Marking points are indicative, not comprehensive and other points should be credited. In each case consider Or Words To That Effect (OWTTE). 4 marks for evaluation, 1 mark per point /elaboration. If more than one theory evaluated mark them all and credit the best.</p> <p>Interference Application to study skills e.g. research has shown that students are more likely to forget information from topics that are similar in nature/eq; For example revision of psychology should not be followed by sociology as the learning of one will interfere with the recall of the other/eq; Experimental evidence to support it by Dallenbach / Anderson and Myrow have demonstrated that forgetting is influenced by what happens in the time between learning and recall of information/eq; The majority of supporting experiments are lab based and use nonsense syllables to demonstrate interference so this is not natural/eq; The research therefore has low ecological validity and interference is much less easier to demonstrate when meaningful real-life material is used/eq;</p> <p>Cue dependent forgetting (Tulving) Theory has support from Godden and Baddeley who found memory improved if words were recalled in same context as when learned/eq; Cue-dependent forgetting can be supported by the fact that most people find that their recollections of childhood become fainter as they grow older/eq; However the physical environment of childhood can act as an effective cue proving that many memory traces established a long time ago can be retrieved/eq; is we don't know what information is in the memory trace and which is extracted from the retrieval cue/eq; difficult to know in some circumstances whether a memory is accessed as a result of a cue or if the memory is a reconstruction/eq; Baddeley argues the effects of context dependent forgetting only occur if the contexts in which information is learned and retrieved are vastly different/eq; For example information learned in a classroom and then retrieved in an ice rink will be poorer than if the same information had to be recalled in a library/eq;</p> <p>Repression / Motivated Forgetting Difficult to test ethically i.e. we cannot design an experiment where participants are traumatised and their memory subsequently tested/eq; However is evidence from Walker 1997 (diary studies) / Myers Brewin 1994 (women repressors) that repression does exist/eq; Many cases of highly traumatic events being forgotten gives evidence to repression as we would expect these events to be remembered e.g. being abused as a child/eq; Still cant explain individual differences in forgetting why some choose to repress memories and others don't/eq;</p> <p>Look for other reasonable marking points.</p>	AO2 = 4

Question Number	Answer	Mark
5(a)	<p>Marking points are indicative, not comprehensive and other points should be credited. In each case consider Or Words To That Effect (OWTTE).</p> <p>1 mark per point / elaboration. 1 mark for identification of an issue and 2 further marks for elaboration of the issue. Marks here are for outlining the issue not explaining it e.g. 'crowd behaviour' is not itself the issue. What causes it; How it can be controlled or how it affects behaviour is. If more than one issue mark and credit the best. Answers must identify the debate / issue to get full marks. Max 2 marks if issue /debate can be discerned but not fully expressed.</p> <p>NO CREDIT for Key Application (reducing prejudice) UNLESS presented as an issue</p> <p>Issues may include: Why do people go to War/ participate in genocide?; Hypnosis as a social phenomena; How behaviour changes when in a crowd; Why is there football hooliganism? How does internet reaction work? There are others.</p> <p>Possible Marking Points</p> <p>Hypnosis as a social phenomena; ID: The issue is are people under hypnosis simply acting out a role or truly hypnotised?/eq; They are responding to their own expectations plus the suggestions made by the hypnotist/eq; This is why people with vivid imaginations are most susceptible/eq; Some argue that hypnosis is an actual altered state of consciousness involving physiological changes/eq;</p> <p>ID: Why do people participate in genocide? / eq; Why do societies systematically kill so many innocent people?/eq; The classic example of genocide being the Holocaust but more recently we have Yugoslavia, Rwanda and the war against Iraq/eq; In WWII millions of jews were killed known as the final solution/eq;</p> <p>ID: Why do people participate in terrorist acts? / eq; Recent examples of suicide bombings in London and USA eq; This shows how people are willing to give their lives in the name of a certain cause/eq;</p> <p>Look for other reasonable marking points.</p>	AO1 = 3

Question Number	Answer	Mark
5(b)	<p>Marking points are indicative, not comprehensive and other points should be credited. In each case consider Or Words To That Effect (OWTTE).</p> <p>6 marks for explaining the issue using concepts from the Social approach.</p> <p>IGNORE responses that do not correspond with the issue outlined in part (a). If (a) is blank and an appropriate issue is identifiable in (b) then (b) can gain credit up to full marks. If an issue/debate in (a) is incorrect then (b) will also be incorrect.</p> <p>Concepts from the Social Approach include: Key Assumptions Methods Theories of Obedience / Prejudice / Crowd behaviour Results / Conclusions of research e.g. obedience and prejudice studies but DO NOT CREDIT descriptions of the studies themselves.</p> <p>Possible Marking Points</p> <p>Hypnosis as a social phenomena Demand characteristics/experimenter effects - we pick up on clues given by the hypnotist and find it easier to agree rather than to be confrontational/eq; Obedience to authority - we regard the hypnotist as an authority figure who must know what they are doing and this causes obedience/compliance/eq; Milgram found the teacher obeyed the experimenter because they were viewed as an authority figure/eq; Role play - it is not a special state hypnosis is simply a matter of taking on a role which has been learned/eq; Social pressure - the role of the hypnotised is so well known that it is easy to perform/eq; We do not deviate from that role because there is so much social pressure to conform/eq;</p> <p>Why do people participate in genocide? / Terrorism? Obedience to authority - we regard those in power (Bush / Blair etc) as authority figures who must know what they are doing and this causes obedience/compliance/eq; Charisma - the personality traits of those in power can convey devotion and a vision to followers which can contribute to mass obedience/eq; In group favouritism - feelings of 'them and us' may exist where we favour members of our own in group in this case nationality/eq; Tajfel found ps showed in group favouritism and rewarded their own group more highly/eq; However this is an artificial laboratory experiment which uses a biased sample/eq; Authoritarianism - certain personality types caused by parental upbringing are prone to obedience and authority/eq; Key Assumptions - we are influenced by those around us and pressure from our peers may lead to acts carried out which are not normal to us as individuals/eq;</p>	AO2 = 6

	Look for other reasonable marking points.	
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Question Number	Indicative content	Mark						
6	<p>Marking points are indicative, not comprehensive and other points should be credited. In each consider Or Words To That Effect (OWTTE). AO1 = presenting ideas and theories and how used in education. AO2 = evaluating ideas and evaluating how used in education.</p> <table border="0" data-bbox="260 436 1257 571"> <tr> <td data-bbox="260 436 794 470">6 A01</td> <td data-bbox="794 436 1257 470">6 A02</td> </tr> <tr> <td data-bbox="260 504 794 537">4 A01 Subject content</td> <td data-bbox="794 504 1257 537">4 A02 Subject Content</td> </tr> <tr> <td data-bbox="260 537 794 571">2 A01 Clarity & communication.</td> <td data-bbox="794 537 1257 571">2 A02 Balance & Breadth.</td> </tr> </table> <p><u>Subject content:</u> Mark independently of C & B and show total mark for S</p> <p>Possible marking point for AO1: <u>Readiness</u> Cognitive ability develops over time so children are not ready for certain types of learning until they are the right age/eq; So children under 11 should not be expected to learn abstract concepts/eq; <u>ZPD</u> Children have their actual zone of development what they can do on their own and with the help of others/eq; Teachers and peers can help a child reach their potential and progress through their ZPD, according to Vygotsky/eq; <u>Discovery Learning</u> Children learn through actively discovering things not passively receiving information/eq; The teacher has to provide the child with tasks that allows them to find out things for themselves/eq; <u>Scaffolding</u> The teacher acts as a scaffold supporting students learning who need help with a particular problem / eq; This scaffolding is then gradually removed as the problem is overcome / eq;</p> <p>Look for other reasonable marking points.</p>	6 A01	6 A02	4 A01 Subject content	4 A02 Subject Content	2 A01 Clarity & communication.	2 A02 Balance & Breadth.	AO1 = 4
6 A01	6 A02							
4 A01 Subject content	4 A02 Subject Content							
2 A01 Clarity & communication.	2 A02 Balance & Breadth.							

	<p>Possible marking point for AO2: The national curriculum has been influenced by the concept of staged development and differentiates tasks according to age/eq; Student-centred teaching has been influenced by Piaget's view that children learn best through discovery/eq; Hot-housing is influenced by the idea that children's learning can be accelerated through expert tuition/eq; With hot-housing each child's ability will be independently assessed and tasks will be given that stretch their abilities/eq; Vygotsky is supported by Woods who found that children do learn better when given specific help when they can't do something/eq; Piaget's work was investigated by the Plowden Committee in the 1960's in order to examine ways of improving primary education, his ideas were incorporated into their report/eq; Meadows found that training does produce improvements in development, allowing younger children to be capable of more complex tasks when according to Piaget they would not be "ready"/eq; Brainerd criticised the effectiveness of discovery learning in that children learn faster when in groups and with the intervention of adults/eq;</p> <p>Look for other reasonable marking points.</p>	<p>AO2 = 4</p>
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Clarity/Communication: Mark independently of S & B and show total mark for C	
Mark	Descriptor
0	Note form/unintelligible
1	Essay format / some use of appropriate specialist terms / some spelling mistakes
2	Essay format / good use of appropriate specialist terms / good spelling and grammar

Balance/Breadth: Mark independently of AO1 and AO2 and show total for B	
Mark	Descriptor
0	Totally irrelevant response
1	Adequate coverage of subject content / some irrelevance
2	Good coverage of subject content / minor irrelevance

At the end of the question 6 please total up as follows:

AO1 = (out of 4)

AO2 = (out of 4)

B = (out of 2)

C = (out of 2)

TOTAL =
