Version 2.1

General Certificate of Education

Psychology

Specification B

Unit 2 (PSYB2) Social Psychology, Cognitive Psychology and Individual Differences

Mark Scheme

2009 examination - June series

This mark scheme uses the new numbering system which is being introduced for examinations from June 2010

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Section A Social Psychology

Topic: Social Influence **Total for this question: 20 marks**

A psychologist decided to conduct a study of social facilitation. She asked volunteers to perform either a simple or difficult task, with or without an audience. The table below shows each of the four conditions of the study.

In your answer book, write down which condition, **A**, **B**, **C** or **D**

01 would be likely to produce the **best** performance; *(1 mark)*
02 would be likely to produce the **worst** performance. *(1 mark)*

[AO2 = 2]

(i) A
(ii) B

03 Briefly discuss **two** effects that high arousal might have on performance. *(4 marks)*

[AO1 = 2, AO2 = 2]

AO1 – 1 mark for each effect identified, up to 2.
AO2 – 1 mark for each explanation, up to 2.

Possible answers:
High arousal can impair performance, because an over-aroused person is likely to be anxious and to make mistakes/unskilled people become over-aroused when an audience is present.
High arousal can improve performance because it leads to optimum performance in a person who is highly skilled at that sport/or if the task is easy.
(credit points if made using a graph or circular diagram).
High arousal gives rise to the dominant response. If this is required or the appropriate response, it improves performance, if not required, performance is impaired.

04 Describe **one** study in which obedience was investigated. Indicate why the study was conducted the method used, the results obtained and the conclusion drawn. *(4 marks)*

[AO1 = 4]

Likely studies include: Milgram, (1963, 1965, 1974), Hofling (1966), Bickman, (1970) Sheridan and King (1972).

1 mark – why the study was conducted (must go beyond the stem)
1 mark – information about the method
1 mark – indication of results
1 mark – indication of a conclusion to be drawn

05 Discuss Asch's research into conformity. *(10 marks)*

[AO1 = 5, AO2 = 5]

AO1 - Up to 5 marks for description of Asch's research: including up to 3 marks for reasonably accurate detail of the original study. Up to 3 marks for additional information about conformity from variations investigating factors which affect levels of conformity such as group size, unanimity, difficulty of the task, having/losing a partner, public/private response.
Credit description of other relevant conformity research up to 2 marks.

AO2 – Up to 5 marks for discussion of the contributions/impact/accuracy of Asch's research. Analysis, which might include the discussion of different types of conformity and different reasons for conforming.
Comparisons with later research/replications – 'child of its time'.
Comparisons with previous research such as informational or ambiguous task conformity studies of Sherif/Jenness.
Methodological issues – lack of ecological validity, time-consuming trials, (Crutchfield).
Alternative explanations – personality.
Ethical comments – deception, stress, confidentiality maximum 2 marks.
The influence of the work on later research and Asch's overall contribution.
Credit use of relevant evidence.

Mark Bands

8 – 10 marks **Good answers**

There is an accurate, well-organised and detailed description of Asch's research. There is clear, coherent and detailed discussion. The answer is well-focused with little or no misunderstanding.

The answer is well-structured with effective use of paragraphs and sentences. There are very few errors of spelling and punctuation.

4 – 7 marks **Average answers**

There is a reasonably accurate and organised description of Asch's research. There is reasonable discussion although it may lack clarity and coherence. There might be some irrelevance, inaccuracy or lack of focus.

The answer has some structure with some appropriate use of paragraphs and sentences. There are some errors of spelling and punctuation.

1 - 3 marks **Poor answers**

There is some basic or limited knowledge and/or discussion of Asch's research. The response may be inaccurate and/or poorly focused.

There is little evidence of structure in terms of correct use of paragraphs and sentences. There are frequent errors of spelling and punctuation.

0 marks **No relevant content**

Total AO1 marks for topic = 11

Total AO2 marks for topic = 9

Total AO3 marks for topic = 0

Total marks for Topic = 20

Topic: Social Cognition **Total marks for this question: 20 marks**

06 Two of the statements below are examples of dispositional attributions.

A Karen' s homework is always late because she is so disorganised.

B Keira fell over because the pavement was uneven.

C I fell over because Tony pushed me.

D Charlie passed the exam because he is very clever.

In your answer book, write the **two** letters from **A**, **B**, **C** and **D** that are examples of dispositional attributions. *(2 marks)*

[AO2 = 2]

A and **D**

07 Steven won his semi-final tennis match but was beaten in the final. He explained the difference in his performance by saying, "I played really well in the semi-final, but the sun was always in my eyes during the final."

Name and explain the type of attributional bias shown by Steven. Refer to Steven's comments in your answer. *(4 marks)*

[AO1 = 2 AO2 = 2]

AO1 1 mark for naming the bias and 1 mark for elaboration of the bias.

Likely answer:
This is the self-serving bias which is the tendency to attribute one's successes dispositionally and failures situationally.

AO2 up to 2 marks for application to the scenario.

Possible answer:
Steven explained his success in the semi- final as due to his own skill/disposition, but his failure in the final due to the sun – a situational factor. Credit reference to self protection or self enhancement.

08 Describe **one** study in which the primacy effect in impression formation was investigated. Indicate why the study was conducted, the procedure used, the results obtained and the conclusion drawn. *(4 marks)*

[AO1 = 4]

Likely studies include: Asch, (1946) Luchins, (1957).

1 mark – why the study was conducted (must go beyond the stem)
1 mark – information about the method
1 mark – indication of results
1 mark – indication of a conclusion to be drawn

09 Discuss **two** explanations of prejudice. Refer to evidence in your answer. *(10 marks)*

[AO1 = 5, AO2 = 5]

AO1 Up to 5 marks for identifying two explanations, and presenting an accurate description of each. Maximum 3 for any one explanation.
Likely explanations include Social Identity Theory; Competition for Resources (aka Relative Deprivation Hypothesis/Realistic Conflict Theory); Authoritarian Personality; Frustration-Aggression Hypothesis. Other relevant answers, such as acquisition of attitudes/stereotypes through social learning and conformity should also be credited.
Credit description of relevant evidence up to 2 marks.

Likely studies: Tajfel, (1970), Sherif, (1966), Adorno et al, (1950).

AO2 Up to 5 marks for discussion which might include:
Specifically applying an explanation to a scenario, eg in Social Identity Theory, identifying an in-group.
Analysis: how the explanation works, eg perception of how group members are seen as competitors compete for the same limited resources or repressed hostility is directed towards object of prejudice.
Evaluation: relevant positive and negative points, eg criticism of Authoritarian Personality as unlikely to explain prejudices shared by most members of a group.
Credit use of relevant evidence.

Maximum 6 marks – no evidence
Maximum 6 marks – only one explanation

Mark Bands

8 – 10 marks **Good answers**

There is an accurate, well-organised and detailed description of two explanations and research. There is clear, coherent and detailed discussion. The answer is well-focused with little or no misunderstanding.

The answer is well-structured with effective use of paragraphs and sentences. There are very few errors of spelling and punctuation.

4 – 7 marks **Average answers**

There is a reasonably accurate and organised description of explanation(s) and research at the top of the band. There is reasonable discussion although it may lack clarity and coherence. There might be some irrelevance, inaccuracy or lack of focus.

The answer has some structure with some appropriate use of paragraphs and sentences. There are some errors of spelling and punctuation.

1 – 3 marks **Poor answers**

There is some basic or limited knowledge and/or discussion of explanation(s). The response may be inaccurate and/or poorly focused.

There is little evidence of structure in terms of correct use of paragraphs and sentences. There are frequent errors of spelling and punctuation.

0 marks **No relevant content**

Total AO1 marks for topic = 11

Total AO2 marks for topic = 9

Total AO3 marks for topic = 0

Total marks for Topic = 20

Section B Cognitive Psychology

Topic: Remembering and Forgetting **Total for this question: 20 marks**

10 According to the multi-store model of memory, there is a short-term memory store and a long term memory store. Identify **three** differences between these memory stores.
(3 marks)

[AO1 = 3]

1 mark for each difference.

Likely answers:
Duration (lifelong in LTM/20/30 seconds STM);
Capacity (7+/- 2 in STM/ unlimited for LTM);
Coding (mainly acoustic STM/mainly semantic LTM);
Cause/type/mechanism of forgetting/whether or not displacement occurs.

Briefly explain what is meant by:

11 *semantic memory;* *(2 marks)*

[AO1 = 1, AO2 = 1]

AO1 1 mark for defining/accurately describing semantic memory.
AO2 1 mark for explanation of semantic memory, which may be by example.

Likely answer: semantic memory is memory for facts/general knowledge. It is a type of 'knowing that'/declarative memory, eg knowing that neon is a gas.

12 *procedural memory.* *(2 marks)*

[AO1 = 1, AO2 = 1]

AO1 1 mark for defining/accurately describing procedural memory.
AO2 1 mark for explanation of procedural memory, which may be by example.

Likely answer: procedural memory is memory for information which cannot be inspected consciously/memory for a motor skill/action. It is 'knowing how'/how to/non-declarative, eg knowing how to ride a horse (procedural).

13 **Psychologists** were investigating the levels of processing model of memory. They presented participants with a list of words. After each word, there was a question the participants had to answer. There were three types of questions:

A questions about the meaning of the words
B questions about the sound of the words
C questions about the appearance of the words

For **each** type of question, **A**, **B** and **C** above, identify the level of processing that is involved in answering the questions.

(3 marks)

[AO2 = 3]

1 mark each for correctly linking question type with levels as follows:
A – Semantic/deep
B – Phonetic/acoustic/phonemic/phonological/intermediate/auditory
C – Structural/shallow/visual/orthographical

14 Discuss how interference **and** retrieval failure can explain forgetting. Refer to evidence in your answer. *(10 marks)*

[AO1 = 5, AO2 = 5]

AO1 Up to 5 marks for description of the concepts of interference and retrieval failure.

Likely answers:
Interference – Retroactive, when new information distorts/is confused with existing, stored information; or affects it; especially with two similar types of information. Or proactive, when old information interferes with access to new information (Max 3).
Retrieval failure – Information is still in store, but cannot be accessed; because of lack of (retrieval) cues; such as absence of familiar context, physical cues or state dependency (Max 3).
Credit description of relevant studies up to 2 marks.

AO2 Up to 5 marks for:
Application of examples of the explanations, 1 mark for each explanation.
Candidates might contrast availability and accessibility as elements of the two explanations.
Evaluation of the two explanations.
Interference is demonstrated in studies using artificial tasks learning word lists; in real life the types of inference might be very different. The retrieval failure explanation is well supported by lots of evidence, especially when free recall is used.
Use of alternative explanations for forgetting
Credit use of relevant evidence.

Likely studies: Godden & Baddeley (1975), Jenkins& Dallenbach (1924), Baddeley & Hitch (1977), Tulving and Pearlstone (1966), McGeoch and McDonald (1931) Schmidt et al (2000).

Maximum 6 marks – no evidence
Maximum 6 marks – only one explanation

Mark Bands

8 – 10 marks **Good answers**

There is an accurate, well-organised and detailed description of two explanations and research. There is clear, coherent and detailed discussion. The answer is well-focused with little or no misunderstanding.

The answer is well-structured with effective use of paragraphs and sentences. There are very few errors of spelling and punctuation.

4 – 7 marks **Average answers**

There is a reasonably accurate and organised description of explanation(s) and research at the top of the band. There is reasonable discussion although it may lack clarity and coherence. There might be some irrelevance, inaccuracy or lack of focus.

The answer has some structure with some appropriate use of paragraphs and sentences. There are some errors of spelling and punctuation.

1 – 3 marks **Poor answers**

There is some basic or limited knowledge and/or discussion of explanation(s). The response may be inaccurate and/or poorly focused.

There is little evidence of structure in terms of correct use of paragraphs and sentences. There are frequent errors of spelling and punctuation.

0 marks **No relevant content**

Total AO1 marks for topic = 10

Total AO2 marks for topic = 10

Total marks for Topic = 20

Topic: Perpetual Processes **Total for this question: 20 marks**

15 What is meant by:

(i) monocular depth cues; *(1 mark)*

[AO1 = 1]

AO1 1 mark for defining/accurately describing monocular depth cues.

Likely answer: Monocular depth cues can be picked up by the action of a single eye

16 *binocular depth cues*? *(1 mark)*

[AO1 = 1]

AO1 1 mark for defining/accurately describing binocular depth cues

Likely answer: Binocular depth cues require both eyes to work together to pick them up.

17 Identify **three** features of Gibson's theory of visual perception. *(3 marks)*

[AO1 = 3]

AO1 Up to 3 marks, any three from: all information needed comes (directly) from our senses; without the need for prior knowledge/experience; a data-driven process; direct; not concept-driven; bottom-up theory; affordances etc.

18 Briefly explain what ambiguous figures tell us about perception. *(2 marks)*

[AO2 = 2]

AO2 One mark for partial explanation, two further marks for full explanation, which may come from an example.

Likely answers:
An ambiguous figure has 2 possible interpretations and when we are presented with these, the active nature of perception is demonstrated.
Trying to work out what the ambiguous figure might be, illustrates how the perceptual system is hypothesis-testing.
Figures like the Rubin's vase demonstrate the importance of deciding what is figure and what is ground in the visual scene.
Credit other valid explanations.

19 In **Figure 1** below, Line A is actually the same length as Line B, although many people perceive it to be longer. Briefly explain this illusion. *(3 marks)*

[AO2 = 3]

AO2 Line A is scaled up more because it appears to be further away (1 mark). Plus any two of the following: The figure is seen as 3D (although it is actually 2D); like the shape made by the inside(far) and outside (near) corners of a building (or similar); this provides depth/distance cues; and size constancy scaling; is misapplied; Line (A) seems longer because it is part of a larger figure; because we live in a carpentered environment.

20 Discuss the influence of motivation **and** culture on perception. Refer to evidence in your answer. *(10 marks)*

[AO1 = 5. AO2 = 5]

AO1 Up to 5 marks for description of the effects of motivation and culture.
Motivation – the idea that wanting something increases its attractiveness. This increased awareness or attractiveness is called perceptual accentuation. This means our perception of something we want/need is heightened/accentuated by our desire/motivation. Reference to levelling, sharpening or size judgement should be credited.
Culture – culture refers to the social and physical world in which we are brought up and the experiences we have. The enduring/long lasting context of the culture in which we live affects our perception. Our visual experiences affect how we determine what we are seeing (ants/buffalo illustration or similar.)
Credit description of relevant evidence up to 3 marks.

AO2 Up to 5 marks for discussion which may include:
Analysis of the effects of factors, eg increasing or decreasing the likelihood of noticing/attending to some stimuli (perceptual accentuation, perceptual defence), influencing the interpretation/distorting perception of stimuli.
Evaluation of the extent of the influence of these factors such as culture: it may not be the environment but exposure to 2D images which accounts for differences.
Credit use and evaluation of relevant evidence.

Likely studies: Turnbull (1961), Segall et al (1963), Gilchrist & Nesberg (1952), McGinnies (1949), Lazarus & McCleary (1951), Bruner and Goodman (1947), Brislin (1993), Dziurawiec and Deregowski (1992).

Maximum 6 marks – no evidence
Maximum 6 marks – only one factor

Mark Bands

8 – 10 marks **Good answers**

There is an accurate, well-organised and detailed description of the two factors and research. There is clear, coherent and detailed discussion. The answer is well-focused with little or no misunderstanding.

The answer is well-structured with effective use of paragraphs and sentences. There are very few errors of spelling and punctuation.

4 – 7 marks **Average answers**

There is a reasonably accurate and organised description of factor(s) and research at the top of the band. There is reasonable discussion although it may lack clarity and coherence. There might be some irrelevance, inaccuracy or lack of focus.

The answer has some structure with some appropriate use of paragraphs and sentences. There are some errors of spelling and punctuation.

1 – 3 marks **Poor answers**

There is some basic or limited knowledge and/or discussion of factor(s). The response may be inaccurate and/or poorly focused.

There is little evidence of structure in terms of correct use of paragraphs and sentences. There are frequent errors of spelling and punctuation.

0 marks **No relevant content**

Total AO1 marks for topic = 10

Total AO2 marks for topic = 10

Total marks for Topic = 20

Section C Individual Differences

Topic: Anxiety Disorders **Total for this question: 20 marks**

21 Briefly explain **two** reasons why a person who is mildly afraid of something cannot be said to be suffering from a phobia. *(4 marks)*

[AO1 = 2, AO2 = 2]

AO1 One mark for each reason given.

Possible answers: A phobia involves avoidance; fear is extremely intense; phobia affects how person lives their everyday life; phobia interferes with normal activities; phobias are irrational fears symptoms.

AO2 Two further marks for expansion/explanation of reasons. Although not specifically requested, the expansion may come in the form of examples.

A researcher studied the effectiveness of treatments for phobias. He compared systematic desensitisation with flooding as treatments for a fear of feathers. Volunteers were treated with systematic desensitisation **or** flooding. They were then asked to rate their fear of feathers on a scale of 1-10, where 1 means not at all fearful and 10 means very fearful.

22 Identify the independent variable and the dependent variable in the above study.

(2 marks)

[AO3 = 2]

Independent variable: whether the therapy/treatment was systematic desensitisation or flooding (the two therapies/treatments) type of treatment.

Dependent variable: rating(s) of fear of feathers.

23 Suggest one extraneous variable that should have been controlled in this study. Briefly explain why it should have been controlled.

(2 marks)

[AO3 = 2]

One mark for any possible extraneous variable identified and a further mark for the effect it might have; either situational or participant variables.

Likely answers:
The type of phobia suffered by the participants was the same (fear of feathers). If the volunteers had different phobias some may have been harder to treat/the comparison of the two therapies would be confounded.
Or other valid possible EVs such as, information given to participants, baseline level of stress before treatment started, length of therapy, same therapist, etc.

24 Name and outline the experimental design the researcher used in this study. *(2 marks)*

[AO3 = 2]

The experimental design is independent groups/samples/measures.
The participants only took part in one condition of the experiment – either systematic desensitisation or flooding.

25 Describe and evaluate the behavioural explanation for obsessive-compulsive disorder. *(10 marks)*

[AO1 = 5, AO2 = 5]

AO1 Up to 5 marks for knowledge and understanding of the behavioural explanation of OCD. Answers should include reference to principles of conditioning. Initial fear might arise out of association of unpleasant event with neutral stimulus, eg dirt. Initial fear is coincidentally relieved by performance of the compulsive behaviour, eg hand-washing. Repeated relief following performance of hand-washing behaviour acts as positive reinforcement. Positive reinforcement serves to establish and maintain the behaviour which becomes OCD. Negative reinforcement – avoiding anxiety by carrying out the behaviour/ritual.
Credit description of evidence up to 1 mark.
Credit reference to SLT if explicitly made relevant to OCD maximum 2 marks.

AO2 Up to 5 marks for discussion and evaluation of the behavioural explanation. Answers are likely to refer to the way in which behavioural explanations, relying on coincidental first performance of the compulsive behaviour, are not really an adequate explanation of how OCD arises, but a better explanation of how they are maintained. However, they have led to successful behavioural treatments.
Credit reference to other more plausible explanations where linked to the discussion, eg biochemical - low serotonin; cognitive - intrusive thoughts; psychodynamic - childhood fixation, all offer explanations of how OCD arises. Credit use of evidence showing a reduction in anxiety levels after performance of ritual compulsion, eg Hodgson and Rachman (1980), hand-washing and Roper (1973) - checking rituals.

Mark Bands

8 – 10 marks **Good answers**

There is an accurate, well-organised and detailed description of the behavioural explanation for OCD. There is clear, coherent and detailed discussion. The answer is well-focused with little or no misunderstanding.

The answer is well-structured with effective use of paragraphs and sentences. There are very few errors of spelling and punctuation.

4 – 7 marks **Average answers**

There is a reasonably accurate and organised description of the behavioural explanation for OCD. There is reasonable discussion although it may lack clarity and coherence. There might be some irrelevance, inaccuracy or lack of focus.

The answer has some structure with some appropriate use of paragraphs and sentences. There are some errors of spelling and punctuation.

1 – 3 marks **Poor answers**

There is some basic or limited knowledge and/or discussion of the behavioural explanation for OCD. The response may be inaccurate and/or poorly focused.

There is little evidence of structure in terms of correct use of paragraphs and sentences. There are frequent errors of spelling and punctuation.

0 marks **No relevant content**.

Total AO1 marks for topic = 7

Total AO2 marks for topic = 7

Total AO3marks for topic = 6

Total marks for Topic = 20

Topic: Autism **Total for this question: 20 marks**

26 Using an example, explain what is meant by *lack of joint attention.* *(4 marks)*

[AO1 = 2, AO2 = 2]

AO1 One mark for knowledge of the term and one further mark for elaboration.

AO2 One mark for expansion/explanation/analysis of the term. One further mark for appropriate example.

Likely answer:
Joint attention is a behaviour in which two people (child and other) focus on the same object. It is crucial for the development of mutual understanding and sharing.
It is a behaviour that is missing from children with autism. For example, a child with autism often does not point at objects and look at mother when she tries to play with him.

In a study, children with autism were shown stories in a comic strip format. There were two different stories used in the study.

- Story A did not involve any people
- Story B did involve people.

Each comic strip had four pictures. The task was for each child to place the four pictures of story A in the correct order and then place the four pictures of story B in the correct order. The number of times that the pictures for story A and those for story B were placed in the correct order was recorded.

27 Identify the independent variable and the dependent variable in the above study.

(2 marks)

[AO3 = 2]

Independent variable: whether the story involved people or did not involve people, (story A and story B).
Dependent variable: number of times the pictures were in the correct order.

28 Identify **one** confounding variable in this study and briefly explain how it could have been controlled. *(2 marks)*

[AO3 = 2]

One mark for identifying the confounding variable and a further mark for explaining how it could be controlled.

Likely answer:
The order in which the stories were presented is the confounding variable, (all children received Story A then Story B). This could have been dealt with by counterbalancing the presentation of the stories, (half should have had Story A then B, the other half, Story B then A.)

29	Name and outline the experimental design that the researcher used in this study. *(2 marks)*

[AO3 = 2]

The experimental design is repeated measures/related samples.
The participants took part in both conditions of the experiment/IV – they all put in order Story A and Story B.

30	Describe and evaluate the genetic explanation for autism. Refer to evidence in your answer. *(10 marks)*

[AO1 = 5, AO2 = 5]

AO1 Up to 5 marks for description of the genetic explanation for autism. Expect references to concordance and there may be reference to links with other genetic conditions such as Fragile X syndrome and Tourette's syndrome and other supporting biological evidence linked to genetics, eg neurochemical or neuroanatomical differences between sufferers and non-sufferers, eg link with endorphin levels. Credit description of evidence, eg Folstein and Rutter (1977) Folstein and Piven (1991) 2-3% concordance for siblings, Ritvo et al (1985) found 96% concordance for MZ and 23% for DZ, Bolton (1994) 3% of siblings also have autism.

AO2 Up to 5 marks available for discussion of the genetic hypothesis.
Candidates are likely to consider alternative explanations, in particular the theory of mind hypothesis and the cold parenting/refrigerator mother hypothesis and whether or not these are compatible. Discussion of the genetic evidence might include reference to problems of twin studies and the impossibility of determining cause and effect.
Carson et al (2000) – 80-90% of variance is related to genetic factors, but transmission not yet understood.
Effectiveness or otherwise of drug therapy might also form the basis for discussion of the biological (although not necessarily genetic) explanation.
Credit use of evidence.

Maximum 6 marks – no evidence

Mark Bands

8 – 10 marks **Good answers**

There is an accurate, well-organised and detailed description of genetic explanation and evidence. There is clear, coherent and detailed discussion. The answer is well-focused with little or no misunderstanding.

The answer is well-structured with effective use of paragraphs and sentences. There are very few errors of spelling and punctuation.

4 – 7 marks **Average answers**

There is a reasonably accurate and organised description of both genetic explanation and evidence at the top of the band. There is reasonable discussion although it may lack clarity and coherence. There might be some irrelevance, inaccuracy or lack of focus.

The answer has some structure with some appropriate use of paragraphs and sentences. There are some errors of spelling and punctuation.

1 – 3 marks **Poor answers**

There is some basic or limited knowledge and/or discussion of genetic explanation and/or evidence. The response may be inaccurate and/or poorly focused.

There is little evidence of structure in terms of correct use of paragraphs and sentences. There are frequent errors of spelling and punctuation.

0 marks **No relevant content**

Total AO1 marks for topic = 7

Total AO2 marks for topic = 7

Total AO3 marks for topic = 6

Total marks for Topic = 20

Assessment grid

Question	AO1	AO2	AO3
01	0	1	
02	0	1	
03	2	2	
04	4	0	
05	5	5	
06	0	2	
07	2	2	
08	4	0	
09	5	5	
10	3	0	
11	1	1	
12	1	1	
13	0	3	
14	5	5	
15	1	0	
16	1	0	
17	3	0	
18	0	2	
19	0	3	
20	5	5	
21	2	2	
22			2
23			2
24			2
25	5	5	
26	2	2	
27			2
28			2
29			2
30	5	5	