



**2012 Psychology**

**Intermediate 2**

**Finalised Marking Instructions**

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## APPROACH TO MARKING

1. For each question, answers will be marked according to *both* the **generic requirements** and the **specific content requirements**.
2. The generic requirements apply to all types of questions in all Sections, and appear once, below.
3. Specific content requirements are shown for every question.
4. Mark band descriptors include reference to both knowledge/understanding and analysis/evaluation; in the questions, these are weighted at approximately **80% & 20%** of the available marks, respectively.
5. Where a question requires the candidate to 'Evaluate' (research, theory, method, application, etc), a balance of strengths and weaknesses should be provided. However, a bias towards weaknesses/limitations/disadvantages is acceptable.
6. Where a question demands an answer that will include several points, but specifies no precise number, credit should be awarded for EITHER a small number of points in detail, or more points in lesser detail.
7. Questions on research studies will normally focus on the topic itself, rather than an aspect of a topic. They may require the candidate to 'describe', or 'discuss', or 'evaluate' a study. The candidate may use any study of their choice, as long as it is directly relevant to the given topic. The specific demand of the question will be reflected in the mark allocation, including the proportions of knowledge/understanding and analysis/evaluation required. To 'describe' a study, the candidate should provide: researcher name(s), date (preferably), what was studied (ie psychological process, behaviour, etc) and why (aim), outline of procedure, results; description of participants, apparatus, method, etc can also gain credit. To 'discuss', the answer should include all of those plus conclusions and evaluation. To 'evaluate', strengths and weaknesses (methodological, ethical, theoretical, etc) should be given. Note that a question on a research study may specify particular aspect(s) of a study (eg procedure, results), rather than all details of the study, or may require the candidate to relate the research findings to a theory, concept, application.
8. In questions on theories, concepts and applications, research evidence can be credited. This is normally indicated in the question and/or the specific content requirements, but even where it is not indicated in this way, credit may be awarded for reference to research evidence.
9. For all questions, alternative material may be credited where relevant.
10. Specific content requirements for questions with larger mark allocations are not intended as a 'checklist', but rather, as an indication of the key points expected. Candidates may achieve full credit without necessarily mentioning **all** the points given if most of them are addressed and the answer also meets the generic requirements to a high standard. Additional or alternative material may also be credited, if relevant, whether or not it features in the Course Content.

<b>Mark Band &amp; Approximate Grade (for a 20 mark question)</b>	<b>Generic Requirements</b>
<b>18-20 (A1)</b>	<ul style="list-style-type: none"> <li>• Accurate, relevant psychological knowledge is demonstrated.</li> <li>• Response is well structured showing clear understanding; appropriate examples are provided.</li> <li>• Integration of knowledge from other relevant areas is appropriate.</li> <li>• Analysis of psychological processes and behaviours is precise and supported by research evidence.</li> <li>• Evaluation of theories, concepts and evidence is accurate.</li> <li>• Psychological ideas are expressed effectively using accurate terminology.</li> </ul>
<b>14-17 (A2)</b>	<ul style="list-style-type: none"> <li>• Knowledge of the topic is accurate and relevant in the main.</li> <li>• The response shows clear understanding and some appropriate examples are used.</li> <li>• Some integration of points from other relevant areas is shown, though may be slightly limited.</li> <li>• The answer is analytical and draws on research evidence, but may show minor weaknesses or omissions.</li> <li>• Evaluation is shown but may be limited.</li> <li>• Expression of psychological ideas is effective with good use of psychological terminology.</li> </ul>
<b>12-13 (B)</b>	<ul style="list-style-type: none"> <li>• Knowledge of the topic is relevant but may be slightly lacking in detail.</li> <li>• Response shows good understanding although use of examples and research evidence may be limited.</li> <li>• Analysis and evaluation are evident, although limited.</li> <li>• Psychological ideas are expressed effectively in the main, with some use of psychological terminology.</li> </ul>
<b>10-11 (C)</b>	<ul style="list-style-type: none"> <li>• Knowledge of the topic is relevant, but lacks detail, or shows slight inaccuracies.</li> <li>• There is reasonably clear understanding, although use of examples and research evidence is limited or absent.</li> <li>• Analysis/evaluation is lacking or is inaccurate.</li> <li>• Expression of psychological information is reasonably clear, although use of psychological terminology may be limited.</li> </ul>
<b>9 (D)</b>	<ul style="list-style-type: none"> <li>• Knowledge lacks detail and/or contains errors.</li> <li>• There is little evidence of understanding either because of inaccuracies or irrelevant use of examples.</li> <li>• Analysis/evaluation has not been attempted and there is little or no use of research evidence.</li> <li>• Expression of psychological information is unclear, and terminology is lacking.</li> </ul>
<b>0-8 (NA)</b>	<ul style="list-style-type: none"> <li>• Little or no psychological knowledge or understanding is evident.</li> <li>• No analysis or evaluation is shown.</li> <li>• Psychological information is very poorly expressed, using little or no appropriate terminology.</li> </ul>

**Reminder:** For each question, answers will be marked according to both the **generic requirements** and the **specific content requirements**.

**Specific Content Requirements**

**Section A – Understanding the individual**

**Question 1 – Self-concept**

Question No A1	Question and Specific Content Requirements	Approx Marks weightings: 80% ku – 20% ae	
<b>(a)</b>	<p>What is meant by self-concept?</p> <p><i>Self-concept is the view we have of ourselves and may involve how we see ourselves physically, socially, emotionally etc. It is related to our self-awareness.</i></p>	<b>2</b>	<b>0</b>
<b>(b)</b>	<p>(i) Describe what is meant by “self-efficacy”.</p> <p><i>Self-efficacy is the way that we view our own abilities. Someone with a strong sense of self-efficacy would feel confident in their own abilities.</i></p> <p>(ii) Give an example of someone who has a strong sense of self-efficacy.</p> <p><i>For example, a student who has had exam successes in the past will approach a forthcoming exam confidently and secure in their own ability to meet the challenge it presents.</i></p>	<b>2</b>	<b>0</b>
<b>(c)</b>	<p>(i) Describe what is meant by a schema.</p> <p><i>Schema – a basic cognitive structure which individuals use to make sense of their experience. A building block of knowledge.</i></p> <p>(ii) What is meant by adaptation of schema?</p> <p><i>Adaptation – When a child encounters new experiences which do not match their existing mental structures they are in a state of disequilibrium. This motivates their curiosity until, through the processes of assimilation and accommodation, the child makes sense of the new experiences and is then said to be in a state of equilibrium.</i></p>	<b>2</b>	<b>0</b>
		<b>2</b>	<b>0</b>

<p><b>(d)</b></p>	<p>Describe how <b>parents</b> influence the self-concept. You should refer to research evidence in your answer.</p> <p><i>Parents directly model desired behaviours as well as reward/punish others. Parents are powerful role models for the child, which the child looks up to and wishes to emulate through SLT processes such as identification, imitation etc. This can have an effect on identity development such as gender etc. The child's sense of self-image and self-esteem are also strongly influenced by their interactions with parents.</i></p> <p><i>Authoritative parenting: Respect, boundaries, consistency, praise. Parents own level of self esteem.</i></p> <p><i>Credit for research evidence eg Coopersmith.</i></p>	<p><b>4</b></p>	<p><b>2</b></p>
<p><b>(e)</b></p>	<p>Describe <b>one</b> research study that has investigated the self-concept. In your answer you should include:</p> <ul style="list-style-type: none"> <li>• researcher's name(s)</li> <li>• aims of the experiment</li> <li>• procedure</li> <li>• results</li> </ul> <p><i>Likely studies:</i></p> <p><i>Lewis &amp; Brooks-Gunn (1979)</i> <i>Piaget &amp; Inhelder (1956)</i> <i>Coopersmith (1968)</i> <i>Kuhn (1920)</i></p>	<p><b>4</b></p>	<p><b>0</b></p>
<p><b>...in all questions alternative points may be credited as appropriate.</b></p>		<p><b>16</b></p>	<p><b>4</b></p>

## Question 2 – Learning Theories

Question No A2	Question and Specific Content Requirements	Approx Marks weightings: 80% ku – 20% ae	
(a)	<p>What did Pavlov mean by “learning by association”?</p> <p><i>A stimulus becomes linked to a new response. An Unconditioned Stimulus is linked with a Conditioned Stimulus and a Conditioned Response occurs. “Classical conditioning”.</i></p> <p><i>Examples may be credited.</i></p>	2	0
(b)	<p>(i) What did Skinner mean by “operant conditioning”?</p> <p><i>According to Skinner operant conditioning (or instrumental conditioning) is based on the principle that behaviour which is not reinforced tends to be extinguished. The continuous process of reinforcement leads to a conditioned response. “Learning by consequence”.</i></p> <p>(ii) Describe a research study by Skinner into operant conditioning. Your answer should include:</p> <ul style="list-style-type: none"> <li>• aims/what was studied</li> <li>• procedure</li> <li>• results</li> </ul> <p><i>eg Skinner’s Box</i></p>	2	0
		4	0

<p><b>(c)</b></p>	<p>(i) What is meant by reinforcement <b>or</b> punishment and which is considered more effective in changing people's behaviour?</p> <p><i><b>Reinforcement</b> is anything that increases the probability that the response that preceded it will occur again – it strengthens a response.</i></p> <p><i><b>Punishment</b> is anything which decreases the probability that a response will arise.</i></p> <p><i>Punishment is something unpleasant that decreases the probability of a response occurring eg smacking. Reinforcement is far more effective than punishment in regulating behaviour.</i></p> <p>(ii) Give <b>one</b> example of how behaviour can be changed using punishment.</p> <p><i>A teacher gives a child detention after misbehaving in class – reduces misbehaviour.</i>  <i>An adult receives a speeding ticket for driving over the speed limit – drives within limit.</i>  <i>An adult receives a parking ticket for failing to pay to park their car – pays to park.</i>  <i>Or any other relevant example.</i></p>	<p><b>2</b></p> <p><b>0</b></p>	<p><b>2</b></p> <p><b>2</b></p>
<p><b>(d)</b></p>	<p>In Social Learning Theory (SLT) what is meant by identification?</p> <p><i>Identifying with the models observed from a variety of sources eg real life models, characters in the media. Adopting their values/attitudes/beliefs: trying to be like them, not just copying actions.</i></p>	<p><b>2</b></p>	<p><b>0</b></p>
<p><b>(e)</b></p>	<p>Describe how children learn aggression according to Social Learning Theory.</p> <p><i>Bandura stresses the power of observational learning. Children learn to behave aggressively through reinforcement and observation of role models, especially parents. Children imitate behaviour that they observe particularly if it is rewarded.</i></p> <p><i>They will copy the acts of people who they like and admire and those who are similar in terms of age and sex, particularly when the actions remain unpunished.</i></p>	<p><b>4</b></p>	<p><b>0</b></p>
<p><b>.....in all questions alternative points may be credited as appropriate.</b></p>		<p><b>16</b></p>	<p><b>4</b></p>

**Section B**

**Question 1 – Investigating Behaviour**

Question No B1	Question and Specific Content Requirements	Approx Marks weightings: 80% ku – 20% ae	
(a)	<p>The above scenario uses the experimental method of research. Describe the experimental method of research.</p> <p><i>Features should include the deliberate manipulation of the IV and the variable which is likely to be affected – the DV. A degree of control depending on the type of experiment. The degree of replication that can be applied eg lab experiment.</i></p>	6	0
(b)	<p>Identify the <b>two</b> conditions of the independent variable in the above scenario.</p> <ul style="list-style-type: none"> <li>• <i>The situation of no noise.</i></li> <li>• <i>The situation of loud noise.</i></li> </ul>	2	0
(c)	<p>State a suitable hypothesis for the study described above.</p> <p><i>The levels of noise people are subjected to will affect their level of concentration.</i></p>	2	0
(d)	<p>Explain <b>one</b> strength of a laboratory experiment.</p> <p><i>Strength: Lab experiments are very high in their degree of control and replication.</i></p>	0	2

<b>(e)</b>	(i) Describe what is meant by random sampling.  <i>In a random sample every member of the target population has an equal chance of being selected. There are various ways this can be done eg using computer programmes or random number tables.</i>	<b>2</b>	<b>0</b>
	(ii) Describe another sampling method that could have been used in the study.  <i>Opportunity sampling, where those people who are available are used as participants.</i>	<b>2</b>	<b>0</b>
<b>(f)</b>	The above scenario appears to have poor “ecological validity”. What is meant by this term?  <i>How true to life the study of the situation is, the scenario was completed in a lab situation which is not authentic.</i>	<b>2</b>	<b>0</b>
<b>(g)</b>	Explain <b>one</b> ethical consideration that should be taken into account in this study.  <i>The ethical considerations could be: no harm should happen to the participants, they should have the right to withdraw, informed consent.</i>	<b>0</b>	<b>2</b>
<b>.....in all questions alternative points may be credited as appropriate.</b>		<b>16</b>	<b>4</b>

**Section C – The Individual in the Social Context**

**Question 1 – Personality**

Question No C1	Question and Specific Content Requirements	Approx Marks weightings: 80% ku – 20% ae	
(a)	(i) What is meant by a “trait” in personality?  <i>Characteristic, or aspect of a person’s character, that is relatively permanent, and may be related to behaviour.</i>	2	0
	(ii) Describe <b>one</b> example of a trait.  <i>One from: Calm, excitable, outgoing, shy, etc. <b>Elaborate for both marks</b></i>		
(b)	Freud stated that there were <b>five</b> psychosexual stages of personality development. Name and describe the <b>first two</b> of these stages.  <i>One mark for the correct identification of each of the first two stages (oral and anal). Two marks for an accurate description of each:</i>  <b>Oral:</b> <i>In this stage from birth until around 18 months. Mouth is the bodily part that experiences sexual/sensual pleasure. Baby forms a bond with the person who feeds it. Breast is love object as it was the main food source for babies.</i>  <b>Anal:</b> <i>This stage lasts from 18 months to around 3 years of age. Main area of sexual/sensual pleasure is now the anus. This is the stage where the child begins to be potty trained.</i>	6	0

<p><b>(c)</b></p>	<p>What behaviour might we expect to see in an adult who is fixated in the oral stage of psychosexual development?</p> <ul style="list-style-type: none"> <li>• <i>They may chew pens, their nails or gum.</i></li> <li>• <i>They may smoke or comfort eat.</i></li> <li>• <i>They may move from one relationship to another in search of love.</i></li> </ul>	<p><b>0</b></p>	<p><b>2</b></p>
<p><b>(d)</b></p>	<p>(i) Name the <b>two</b> dimensions that Eysenck said were the basis of normal personality.</p> <p><i>Extraversion/Introversion (1 mark)</i>  <i>Neuroticism/Stability (1 mark)</i></p> <p>(ii) Describe the characteristics associated with <b>one</b> of these dimensions.</p> <p><i>Either:</i></p> <p><i>Extraversion/Introversion</i>  <i>An extravert is outgoing and adventurous. They enjoy being part of a large group and favour loud music and exciting hobbies. An introvert prefers their own company or that of small familiar groups of friends. They often have solitary hobbies. (2 marks)</i></p> <p><i>Or:</i></p> <p><i>Neuroticism/Stability</i>  <i>Someone who is neurotic will be nervous and easily stressed. They respond quickly to stressful events. Stability means emotional stability. Those who are stable respond more slowly to stress and have a calm measured approach. (2 marks)</i></p>	<p><b>2</b></p> <p><b>2</b></p>	<p><b>0</b></p> <p><b>0</b></p>
<p><b>(e)</b></p>	<p>What is meant by validity in personality testing?</p> <p><i>A personality test is valid if it measures what it claims to measure.</i></p>	<p><b>2</b></p>	<p><b>0</b></p>

<p><b>(f)</b></p>	<p>Explain <b>one</b> situation where a personality test may be used.</p> <p><i>Possible answers:</i></p> <p><i>Recruitment – If a firm is looking for a particular personality “type” they may use a questionnaire type test like EPI. Scores on these tests indicate what “type” a person is eg stable extravert.</i></p> <p><i>Workplace – If a team leader is required in a certain situation a test could be given to identify someone with the appropriate skills required to complete the specific team task.</i></p> <p><i>Various situations would be acceptable. For 2 marks the situation should be described and how the personality test is used in that situation should be clear.</i></p>	<p><b>0</b></p>	<p><b>2</b></p>
<p><b>.....in all questions alternative points may be credited as appropriate.</b></p>		<p><b>16</b></p>	<p><b>4</b></p>

**Question 2 – Group Processes**

Question No C2	Question and Specific Content Requirements	Approx Marks weightings: 80% ku – 20% ae	
(a)	<p>Describe <b>two</b> factors that can affect group cohesiveness.</p> <p><i>Two from: Size, similarity, shared beliefs, frequency of contact, high belongingness needs, equal status of members, external threat.</i></p>	4	0
(b)	<p>Explain <b>one</b> consequence that can occur if someone does not conform to group norms.</p> <p><i>They can be rejected from the group or the group may not achieve its goal because not everyone is conforming.</i></p>	0	2
(c)	<p>(i) Describe what is meant by an <b>informal</b> group.</p> <p><i>Spontaneous, based on friendships/interests in common, if in an organisation may give social rewards and support and make hidden contribution to organisational effectiveness.</i></p> <p>(ii) Give <b>one</b> example of an informal group.</p> <p><i>School/college friends, friends on facebook, people you meet at the gym/club that you go to, supporters of a football/rugby/team etc.</i></p>	2	0
		0	2

<b>(d)</b>	<p>Adjourning is the last stage in Tuckman's five stages of group development. Name and describe the <b>first four</b> stages.</p> <p><b>Forming</b> – individuals come together and are nervous about the task, and about each other. They start to exchange ideas and gather information. Any initial roles may change later in the process.</p> <p><b>Storming</b> – members are getting to know each other better and are prepared to put forward their views more forcefully. This can lead to conflict between individuals.</p> <p><b>Norming</b> – conflicts begin to be controlled as members realise the need to co-operate. The group produces norms of behaviour, ie an accepted code of attitudes and conduct that all the members accept.</p> <p><b>Performing</b> – members are secure in their particular roles or functions. Every member of the group is therefore able to make the best possible contribution.</p>	<b>8</b>	<b>0</b>
<b>(e)</b>	<p>What is meant by the term "groupthink"?</p> <p><i>This is where a group is under pressure to make a decision and they do not explore all possibilities. The group is so cohesive that they have one mindset and individual views stop being expressed to offer alternatives. It may occur as a result of a dominant leader.</i></p>	<b>2</b>	<b>0</b>
<b>..... in all questions alternative points may be credited as appropriate.</b>		<b>16</b>	<b>4</b>

### Question 3 – Non-verbal Communication (NVC)

Question No C3	Question and Specific Content Requirements	Approx Marks weightings: 80% ku – 20% ae	
(a)	<p>Define the term “paralanguage”.</p> <p><i>Vocal sounds (not words) which convey some meaning eg vocal pitch, accent, sighs, intonation, hesitation, etc.</i></p>	2	0
(b)	<p>Describe what is meant by:</p> <p>(i) verbal communication;</p> <p><i>VC is the spoken word conveyed by one person to another. It can convey very complex messages and feelings.</i></p> <p>(ii) non-verbal communication;</p> <p><i>NVC can convey only very simple messages; by the use of various parts of the body eg facial.</i></p>	2	0
(c)	<p>Describe the role of nature in the development of NVC.</p> <p><i>Non-verbal communication is partly inborn. Some facial expressions of emotion are universal. Blind and sighted infants start to smile at about the same time. Babies are born with an innate knowledge of body language, both their own and their carers’ non-verbal cues. Nature has pre-programmed them to recognise and respond to a wide array of messages.</i></p>	2	0

<p><b>(d)</b></p>	<p>Describe and evaluate <b>one</b> research study that has investigated NVC. Your answer should include:</p> <ul style="list-style-type: none"> <li>• researcher's name(s)</li> <li>• aims/what was studied</li> <li>• procedure</li> <li>• results</li> <li>• conclusion/evaluation</li> </ul> <p><i>Choice of study could include:</i></p> <p><i>Eibl-Eibesfeldt (1970, 1972)</i>  <i>Jourard (1966)</i>  <i>Kendon (1967)</i>  <i>Felipe &amp; Sommer (1966)</i>  <i>Ekman &amp; Friesen (1971)</i>  <i>Other appropriate choices should be credited.</i></p>	<p><b>4</b></p>	<p><b>4</b></p>
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<p><b>(e)</b></p>	<p>Describe <b>two</b> cultural differences in NVC.</p> <p><i>Any two from:</i></p> <p><i>Gestures:</i>  <i>There are a number of gestures commonly used in Western cultures that may have a different meaning and/or be offensive to those from other cultures. One common example is the use of a finger or hand to indicate “come here please”. This is the gesture used to beckon dogs in some cultures and is very offensive. Pointing with one finger is also considered to be rude in some cultures and Asians typically use their entire hand to point to something.</i></p> <p><i>Touch:</i>  <i>While patting a child’s head is considered to be a friendly or affectionate gesture in Western cultures, it is considered inappropriate by many Asians to touch someone on the head, which is believed to be a sacred part of the body. In the Middle East, the left hand is reserved for bodily hygiene and should not be used to touch another or transfer objects. In Muslim cultures, touch between opposite gendered individuals is generally inappropriate.</i></p> <p><i>Eye contact/gaze:</i>  <i>In mainstream Western culture, eye contact is interpreted as attentiveness and honesty; we are taught that we should “look people in the eye” when talking. In many cultures, however, including Hispanic, Asian, Middle Eastern and Native American, eye contact is thought to be disrespectful or rude, and lack of eye contact does not mean that a person is not paying attention. Women may especially avoid eye contact with men because it can be taken as a sign of sexual interest.</i></p>	<p><b>4</b></p>	<p><b>0</b></p>
	<p><b>..... in all questions alternative points may be credited as appropriate.</b></p>	<p><b>16</b></p>	<p><b>4</b></p>

**Question 4 – Altruism**

Question No C4	Question and Specific Content Requirements	Approx Marks weightings: 80% ku – 20% ae	
(a)	<p>Define the term “altruism”.</p> <p><i>Helping behaviour that is intended to benefit others rather than oneself, sometimes at a cost to the helper.</i></p>	2	0
(b)	<p>(i) In bystander behaviour what is meant by “victim characteristics”?</p> <p><i>Distinguishing features/attributes of the person in need of help that may contribute to the decision making process of the potential helper.</i></p> <p>(ii) State <b>two</b> victim characteristics.</p> <p><i>Any <b>two</b> from:</i></p> <ul style="list-style-type: none"> <li>• <i>Physical attractiveness</i></li> <li>• <i>Gender</i></li> <li>• <i>Similarity (between victim and bystander)</i></li> <li>• <i>Race</i></li> <li>• <i>Age</i></li> <li>• <i>Vulnerability</i></li> <li>• <i>How deserving the victim is perceived to be</i></li> </ul>	2	0
(c)	<p>What is meant by the term “bystander apathy”?</p> <p><i>The bystander decides not to intervene and does nothing to help the person in distress.</i></p>	2	0

<p><b>(d)</b></p>	<p>Describe and evaluate <b>one</b> research study that has investigated altruism. Your answer should include:</p> <ul style="list-style-type: none"> <li>• researcher's name(s)</li> <li>• aims/what was studied</li> <li>• procedure</li> <li>• results</li> <li>• conclusion/evaluation</li> </ul> <p><i>Likely examples:</i></p> <p><i>Darley and Latané (1968)</i> <i>Piliavin, Rodin and Piliavin (1969)</i></p>	<p><b>4</b></p>	<p><b>4</b></p>
<p><b>(e)</b></p>	<p>Describe the cost-reward analysis of altruistic behaviour.</p> <p><i>Refers to the bystander's cognitive response, which is to weigh up the costs and rewards of helping and not helping. Calculating the costs and rewards enables the bystander to decide whether or not to help and what kind of help to give. This model claims we will help only if we will profit ie rewards outweigh the costs, eg costs (time, money etc), reward (praise etc). However, in many emergency situations people do not stop to consider the costs of intervention but act spontaneously. Research evidence can be credited.</i></p>	<p><b>4</b></p>	<p><b>0</b></p>
<p><b>... in all questions alternative points may be credited as appropriate.</b></p>		<p><b>16</b></p>	<p><b>4</b></p>

[END OF MARKING INSTRUCTIONS]