

**General Certificate of Secondary Education**  
**Psychology**  
**Unit B542: Studies and Applications in**  
**Psychology 2**  
**Specimen Paper**

**B542**

Time: 1 hour 15 minutes

Candidates answer on the question paper.

**Additional materials:**

Candidate  
Forename

Candidate  
Surname

Centre  
Number

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Candidate  
Number

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### INSTRUCTIONS TO CANDIDATES

- Write your name in capital letters, your Centre Number and Candidate Number in the boxes above.
- Use black ink. Pencil may be used for graphs and diagrams only.
- Read each **question** carefully and make sure you know what you have to do before starting your answer.
- Answer **all** the questions.
- Do not write in the bar codes.
- Do not write outside the box bordering each page.
- Write your answer to each question in the space provided.

### INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [ ] at the end of each question or part question.
- The total number of marks for this paper is 80.
- You will be awarded marks in questions 19 and 23 for the quality of written communication including your use of specialist terms, spelling and grammar

FOR EXAMINER'S USE	
A	
B	
C	
D	
E	
<b>TOTAL</b>	

This document consists of **10** printed pages and **2** blank pages.

Answer **all** questions.

## SECTION A – INDIVIDUAL DIFFERENCES

### *The Self*

#### Thinking About Your Self

Sophie was really disappointed when she did not get a promotion at work. It made her question her ability which then affected her self concept. Sophie's friend told her not to have such high expectations and to have more realistic goals. Sophie took this advice and, over time, began to feel better about herself.

1 Using the stimulus;

(a) State why Sophie's self concept was affected.

..... [1]

(b) Identify **one** reason why Sophie began to feel better about herself.

..... [1]

2 Outline what is meant by the 'ideal self'.

.....  
 ..... [2]

3 State whether the following statements are true or false.

Give your answer by circling either TRUE or FALSE as shown below.

TRUE

FALSE

TRUE

FALSE

(a) "Free will is about making decisions for yourself."

TRUE

FALSE

[1]

(b) "Self actualisation is about achieving your full potential."

TRUE

FALSE

[1]

(c) "Unconditional positive regard is about recognising people are unique."

TRUE

FALSE

[1]

4 Describe **one** study investigating the self.

.....  
.....  
.....  
..... [4]

5 Describe **one** trait theory of personality.

.....  
.....  
.....  
..... [4]

**Section A Total [15]**

SPECIMEN

**SECTION B – COGNITIVE PSYCHOLOGY**

***Perception***

6 Name **two** types of constancies in perception.

.....  
..... [2]

7 Explain **three** depth cues used in this picture.



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(a)

.....  
..... [2]

(b)

.....  
..... [2]

(c)

.....  
..... [2]

8 From the options below, identify **two** terms associated with the nativist theory of perception.

Tick **two** of the boxes to show your answer.

top-down processing	<input type="checkbox"/>	bottom-up processing	<input type="checkbox"/>
experience	<input type="checkbox"/>	nature	<input type="checkbox"/>

[2]

9 Describe **one** example of perceptual set.

.....

..... [2]

10 Describe **one** criticism of the constructivist theory of perception.

.....

.....

..... [3]

**Section B Total [15]**

SPECIMEN

**SECTION C – BIOLOGICAL PSYCHOLOGY**

***Criminal Behaviour***

11 Briefly define what is meant by the term 'crime'.

..... [1]

12 State **three** problems that make it difficult to measure crime rates.

(i).....

(ii).....

(iii)..... [3]

13 Learning to be Criminal

Some psychologists believe that criminal behaviour is learnt. They argue that children learn criminal behaviour from parents, older siblings and characters in the media. They are more likely to imitate if they see it rewarded – for example if someone gets away with theft or if a criminal on TV is seen as a local hero. Criminal behaviour will then continue if it is also directly reinforced, such as through attention and admiration.

Using the stimulus;

(a) give **two** examples of role models;

(i).....

(ii)..... [2]

(b) give **two** examples of vicarious reinforcement;

(i).....

(ii)..... [2]

14

(a) Outline the procedure used in Mednick et al's (1984) study into the genetic basis of criminal behaviour.

.....  
.....  
..... [3]

(b) Outline **two** limitations of Mednick et al's study into criminal behaviour.

(i).....

.....

(ii).....

.....

..... [4]

**Section C Total [15]**

**SECTION D – SOCIAL PSYCHOLOGY**

***Non Verbal Communication***

**15** Briefly define what is meant by the term non-verbal communication.

..... [1]

**16** Look at the table below.

For each example of non-verbal communication, show whether it tends to have a positive or negative effect on communication.

Show your answer by putting a tick in the positive or negative box for each example. [3]

EXAMPLE	POSITIVE	NEGATIVE
Smiling		
Crossed arms		
Showing the palms of the hands		

**17** Describe **one** application of research into non-verbal communication.

.....  
.....  
.....  
..... [4]

**18** Give **one** limitation of Yuki et al's (2007) study into non-verbal communication.

..... [1]

**19** Describe and evaluate the social learning theory of non-verbal communication.

.....  
.....  
.....  
.....  
..... [6]

**Section D Total [15]**

**SECTION E – DEVELOPMENTAL PSYCHOLOGY**

***Cognitive Development***

**20** There are four stages to Piaget's theory of cognitive development.

Look at the following diagram.

Draw one line to match each stage with the correct definition.

**[4]**

STAGE	DEFINITION
Sensory-motor	When children think in abstract terms.
Pre-Operational	When children think logically but need objects to help them to do so.
Concrete Operational	When children understand the world by exploring it using their senses.
Formal Operational	When children identify with their parents.
	When children are able to understand the world through signs and symbols.

**21** Describe **one** criticism of Piaget's theory of cognitive development.

.....

.....

..... **[3]**



22 The Case of Ruby

Ruby is 4 years old. When she is nasty to other children, her mother tries to get her to think how those children feel. Ruby is not able to do this and so keeps on being nasty. Her excuse is that she is nasty because teddy is nasty to her. Her mother keeps hiding teddy away to see if this will solve the problem – but Ruby always searches for the teddy and normally finds him. Then he starts being nasty to her again!

Using the stimulus;

- (a) identify the example of object permanence;

..... [1]

- (b) identify the example of egocentrism;

..... [1]

- (c) identify Ruby's stage of cognitive development.

..... [1]

23 Describe and evaluate Piaget's experiment into the conservation of number.

.....

.....

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.....

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.....

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.....

.....

..... [10]

Section E Total [20]

Paper Total [80]

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SPECIMEN

<b>Section A– INDIVIDUAL DIFFERENCES</b>		
<b>Question Number</b>	<b>Answer</b>	<b>Max Mark</b>
<p><b>1</b></p> <p><b>Sophie was really disappointed when she did not get a promotion at work. It made her question her ability which then affected her self concept. Sophie’s friend told her not to have such high expectations and to have more realistic goals. Sophie took this advice and, over time, began to feel better about herself.</b></p> <p><b>1(a)</b> <b>State why Sophie’s self concept was affected.</b> 1 x AO2 mark for “she did not get a promotion at work” or for “she questioned her ability” or similar responses</p> <p><b>1(b)</b> <b>Identify <u>one</u> reason why Sophie began to feel better about herself.</b> 1 x AO2 mark for “she did not have such high expectations of herself” or for “she had more realistic goals” or similar responses</p>		<p>[1]</p> <p>[1]</p>
<p><b>2</b></p> <p><b>Outline what is meant by the ‘ideal self’.</b> 1 x AO1 mark for a brief, basic or unclear response e.g. “it’s the person you want to be”, “your perfect self”, “your ideal personality”. 2 x AO1 marks for a more developed or detailed response e.g. “it’s who we consciously strive to be (1) but feel we have not yet achieved (1)”, “someone you don’t see yourself as (1) but would like to be (1)”.</p>		[2]
<p><b>3</b></p> <p><b>State whether the following statements are true or false.</b></p> <p><b>Give your answer by circling either TRUE or FALSE as shown below.</b></p> <p><b>3(a)</b> <b>“Free will is about making decisions for yourself.”</b> 1 x AO1 mark for ‘true’</p> <p><b>3(b)</b> <b>“Self actualisation is about achieving your full potential.”</b> 1 x AO1 mark for ‘true’</p> <p><b>3(c)</b> <b>“Unconditional positive regard is about recognising people are unique.”</b> 1 x AO1 mark for ‘false’</p>		<p>[1]</p> <p>[1]</p> <p>[1]</p>
<p><b>4</b></p> <p><b>Describe <u>one</u> study investigating the self.</b> 1 x AO1 mark for each accurate feature of the study described e.g. aim, method used, details of sample, controls, findings. 2 x AO1 marks can be awarded for a well described feature. For full marks, description should be coherent. Only award full marks if both methodology and findings are covered. N.B. Responses are likely to focus on Rogers but do accept other relevant answers.</p>		[4]

Section A– INDIVIDUAL DIFFERENCES		
Question Number	Answer	Max Mark
5	<p><b>Describe <u>one</u> trait theory of personality.</b></p> <p>1 x AO1 mark for each correctly described feature of a trait theory of personality e.g. fixed traits, innate personality, extraversion vs introversion, nomothetic approach, etc</p> <p>Well described features can be credited up to 2 x AO1 marks.</p> <p>Only award full marks if the description is coherent and generally accurate</p> <p>N.B. Responses are likely to focus on Eysenck's theory but do accept other relevant answers.</p>	[4]
<b>Section A Total</b>		<b>[15]</b>

Section B – COGNITIVE PSYCHOLOGY		
Question Number	Answer	Max Mark
6	<p>Name <b>two</b> types of constancies in perception.</p> <p>1 x AO1 mark for each correct answer. Likely to be shape or colour, but accept others e.g. size.</p>	[2]
7	 <p>Explain <b>three</b> depth cues used in this picture.</p> <p>2 x AO2 2 x AO2 2 x AO2</p> <p>1 mark for each relevant cue identified and a 2<sup>nd</sup> mark for explaining the presence of the cue in the picture. Do not credit the same cue twice.</p> <p>e.g. “linear perspective (1) because the edges of the pavement are converging”</p> <p>e.g. “superimposition (1) where the lamp posts are in front of the buildings”</p> <p>e.g. “relative size (1) as the lamp posts appear to get smaller as they go into the distance”</p> <p>Other possible cues: height in plane, texture gradient.</p> <p>N.B. Either mark can be awarded without the other i.e. cue may only be named, or explanation may only be offered.</p> <p>If cue and explanation do not match, then credit 1 out of 2 marks.</p>	[6]
8	<p>From the options below, identify <b>two</b> terms associated with the nativist theory of perception.</p> <p>top-down processing <input type="checkbox"/></p> <p>bottom-up processing <input checked="" type="checkbox"/></p> <p>experience <input type="checkbox"/></p> <p>nature <input checked="" type="checkbox"/></p> <p>Tick <b>two</b> of the boxes to show your answer.</p> <p>1 x AO1 mark for each correctly ticked answer as shown above.</p> <p>No marks if more than two boxes ticked.</p>	[2]



<b>Section B – COGNITIVE PSYCHOLOGY</b>		
<b>Question Number</b>	<b>Answer</b>	<b>Max Mark</b>
<b>9</b>	<p><b>Describe <u>one</u> example of perceptual set.</b></p> <p>1 x AO2 mark for a brief or vague response which recognises the effect of expectation on perception e.g. “seeing the wrong person in a crowd”, “only perceiving an illusion in one way”.</p> <p>2 x AO2 marks for a more developed or detailed response e.g. “reading ‘KEEP OF THE GRASS’ as ‘KEEP OFF THE GRASS’ (1) because of what we expect to see”, “not liking someone’s new outfit (1) because someone has already told you it is tasteless (1)”.</p>	<b>[2]</b>
<b>10</b>	<p><b>Describe <u>one</u> criticism of the constructivist theory of perception.</b></p> <p>1 x AO2 mark for a brief, basic or unclear response e.g. “it ignores the influence of nature”</p> <p>2 x AO2 marks for a more developed response e.g. “many things are perceived in the same way by humans (1) suggesting perception is innate (1)”</p> <p>3 x AO2 marks for a developed, detailed response e.g. “it does not explain why neonates appear to be able to makes sense of aspects of their world (1) such as being able to recognise faces, showing preferences for patterns, and using depth cues (1) despite having no or limited experiences of the environment (1)”</p>	<b>[3]</b>
<b>Section B Total</b>		<b>[15]</b>

Section C – BIOLOGICAL PSYCHOLOGY		
Question Number	Answer	Max Mark
11	<p><b>Briefly define what is meant by the term ‘crime’.</b></p> <p>1 x AO1 mark for a relevant response e.g. “breaking the law”, “deviant behaviour”, etc</p> <p>Do not credit examples of crime unless they convey what the term means.</p>	[1]
12	<p><b>State <u>three</u> problems that make it difficult to measure crime rates.</b></p> <p>1 x AO2 mark for each relevant problem identified e.g. people are afraid to report crimes, people are not always aware they have been victims of crime, not all crimes are necessarily recorded by police, number of crimes are counted rather than number of criminals, etc</p>	[3]
13	<p><b>Learning to be Criminal</b></p> <p><b>Some psychologists believe that criminal behaviour is learnt. They argue that children learn criminal behaviour from parents, older siblings and characters in the media. They are more likely to imitate if they see it rewarded – for example if someone gets away with theft or if a criminal on TV is seen as a local hero. Criminal behaviour will then continue if it is also directly reinforced, such as through attention and admiration.</b></p> <p><b>Using the stimulus:</b></p>	
13(a)	<p><b>give <u>two</u> examples of role models;</b></p> <p>1 x AO2 mark for any of the following: parents, (older) siblings, characters in the media.</p>	[2]
13(b)	<p><b>give <u>two</u> examples of vicarious reinforcement;</b></p> <p>1 x AO2 mark for “a father getting away with theft” and 1 x AO2 mark for “a criminal on TV seen as a local hero”.</p> <p>N.B. Do not credit the examples of direct reinforcement.</p>	[2]
14(a)	<p><b>Outline the procedure used in Mednick et al’s (1984) study into the genetic basis of criminal behaviour.</b></p> <p>1 x AO1 mark for a basic response e.g. “they did an adoption study”</p> <p>2 x AO1 marks for a more developed response e.g. “they compared rates of crime in adopted children (1) with their biological parents (1)”</p> <p>3 x AO1 marks for a developed and detailed response e.g. “they studied over 14,000 children who had been adopted (1) and looked at their rates of crime when biological parents had been convicted (1) compared to when adoptive parents had been convicted (1)”</p> <p>N.B. Distinct features of the study can be credited separately as long as they pertain to the procedure</p> <p>Do not credit references to results/findings.</p>	[3]

<b>Section C – BIOLOGICAL PSYCHOLOGY</b>		
<b>Question Number</b>	<b>Answer</b>	<b>Max Mark</b>
<b>14(b)</b>	<p><b>Outline <u>two</u> limitations of Mednick et al's study into criminal behaviour.</b></p> <p>For each limitation;</p> <p>1 x AO3 mark for a brief, basic or unclear response e.g. "the study did not investigate unofficial crime figures", "the study was only carried out in one country".</p> <p>2 x AO3 marks for a developed or detailed response e.g. "real-life cases offer little control over variables (1) such as the fact many adoptees would have spent some time with their biological parents early on in life (1)", "if adoptive parents knew their children came from criminal families (1) this may have labelled them as potential criminals (1)".</p>	<b>[4]</b>
<b>Section C Total</b>		<b>[15]</b>

Section D – SOCIAL DIFFERENCES														
Question Number	Answer	Max Mark												
15	<p><b>Briefly define what is meant by the term ‘non verbal communication’.</b></p> <p>1 x AO1 mark for a relevant response focusing on the non-verbal element of communication e.g. by gestures, use of body language and/or facial expression, not using the spoken word, etc</p>	[1]												
16	<p><b>Look at the table below.</b></p> <p><b>For each example of non-verbal communication, show whether it tends to have a positive or negative effect on communication.</b></p> <p><b>Show your answer by putting a tick in the positive or negative box for each example.</b></p> <table border="1" data-bbox="416 837 1190 1028"> <thead> <tr> <th>EXAMPLE</th> <th>POSITIVE</th> <th>NEGATIVE</th> </tr> </thead> <tbody> <tr> <td>Smiling</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>Crossed arms</td> <td></td> <td style="text-align: center;">✓</td> </tr> <tr> <td>Showing the palms of the hands</td> <td style="text-align: center;">✓</td> <td></td> </tr> </tbody> </table> <p>1 x AO2 for each correctly ticked box as shown above. Only one tick per row for each mark.</p>	EXAMPLE	POSITIVE	NEGATIVE	Smiling	✓		Crossed arms		✓	Showing the palms of the hands	✓		[3]
EXAMPLE	POSITIVE	NEGATIVE												
Smiling	✓													
Crossed arms		✓												
Showing the palms of the hands	✓													
17	<p><b>Describe <u>one</u> application of research into non-verbal communication is used in social skills training.</b></p> <p>1 x AO2 mark for each specific application identified (e.g. working with offenders, customer services), but one application has to be described in enough detail for at least 2 x AO2 marks for full marks to be awarded. Further marks for descriptions of application(s) in terms of detail, examples, explanations.</p> <p>It is possible to credit all 4 marks for one specific application e.g. a candidate describing work with offenders may give examples of the kinds of social skills that are taught, how they are taught and what their effect should be.</p>	[4]												
18	<p><b>Give <u>one</u> limitation of Yuki et al’s (2007) study into non-verbal communication.</b></p> <p>1 x AO3 mark for a relevant response e.g. “expressions were artificial”, “only students were used”, “faces were presented in 2D”</p>	[1]												

<b>Section D – SOCIAL DIFFERENCES</b>		
<b>Question Number</b>	<b>Answer</b>	<b>Max Mark</b>
<b>19</b>	<p><b>Describe and evaluate the social learning theory of non-verbal communication.</b></p> <p>4 x AO1 2 x AO2</p> <p>AO1 marks for concepts such as: observation, imitation, role models, reinforcement. For the top band some of these terms must be applied to NVC.</p> <p>AO2 marks for evaluation points such as: NVC may be instinctive, some NVC is not rewarded but persists, ineffectiveness of social skills training.</p> <p>1-2 marks: There is a brief reference to one or more concepts. Explanation may be more common sense than technical. Evaluation may be present but will be simple and/or brief. Quality of written communication can be basic, using few if any psychological terms. There can be some errors in spelling, punctuation and grammar.</p> <p>3-4 marks: There is description of at least one key concept. This should be done with some accuracy. Evaluation may be present but can be simple and/or brief. Quality of written communication is at least satisfactory, using some psychological terms. There are few errors in spelling, punctuation and grammar. Meaning is communicated.</p> <p>5-6 marks: There is an explanation of at least one key concept. This should be done with accuracy and clarity. Evaluation should be present but can be brief as long as clear. Quality of written communication is at least good, and uses psychological terms. The spelling punctuation and grammar is largely accurate. Meaning is communicated clearly..</p>	<b>[6]</b>
<b>Section D Total</b>		<b>[15]</b>

Section E – DEVELOPMENTAL DIFFERENCES		
Question Number	Answer	Max Mark
20	<p>There are four stages to Piaget's theory of cognitive development. Look at the following diagram. Draw one line to match each stage with the correct definition.</p> <p style="text-align: center;">STAGE</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; width: 150px; height: 60px; margin-bottom: 10px;">Sensory-motor</div> <div style="border: 1px solid black; padding: 5px; width: 150px; height: 60px; margin-bottom: 10px;">Pre-Operational</div> <div style="border: 1px solid black; padding: 5px; width: 150px; height: 60px; margin-bottom: 10px;">Concrete Operational</div> <div style="border: 1px solid black; padding: 5px; width: 150px; height: 60px; margin-bottom: 10px;">Formal Operational</div> </div> <p style="text-align: center;">DEFINITION</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; width: 150px; height: 60px; margin-bottom: 10px;">When children think in abstract terms.</div> <div style="border: 1px solid black; padding: 5px; width: 150px; height: 60px; margin-bottom: 10px;">When children think logically but need objects to help them to do so.</div> <div style="border: 1px solid black; padding: 5px; width: 150px; height: 60px; margin-bottom: 10px;">When children understand the world by exploring it using their senses.</div> <div style="border: 1px solid black; padding: 5px; width: 150px; height: 60px; margin-bottom: 10px;">When children identify with their parents.</div> <div style="border: 1px solid black; padding: 5px; width: 150px; height: 60px; margin-bottom: 10px;">When children are able to understand the world through signs and symbols.</div> </div> <p>1 x AO1 mark for each correct match as shown above.</p>	[4]

<b>Section E – DEVELOPMENTAL DIFFERENCES</b>		
<b>Question Number</b>	<b>Answer</b>	<b>Max Mark</b>
<b>21</b>	<p><b>Describe <u>one</u> criticism of Piaget’s theory of cognitive development.</b></p> <p>1 x AO2 mark for a brief or basic response e.g. “Piaget’s underestimated children’s abilities”</p> <p>2 x AO2 marks for a more developed response e.g. “the stages are more variable than Piaget suggested (1) with some children developing cognitive abilities earlier than others (1)”</p> <p>3 x AO2 marks for a developed and detailed response e.g. “Piaget was wrong to assume that children’s development is based mainly on their own exploration of the world (1) and he should have recognised the social and cultural context of children’s worlds (1) which can speed up or slow down development (1)”.</p>	<b>[3]</b>
<b>22</b>	<p><b>The Case of Ruby</b></p> <p><b>Ruby is 4 years old. When she is nasty to other children, her mother tries to get her to think how those children feel. Ruby is not able to do this and so keeps on being nasty. Her excuse is that she is nasty because teddy is nasty to her. Her mother keeps hiding teddy away to see if this will solve the problem – but Ruby always searches for the teddy and normally finds him. Then he starts being nasty to her again!</b></p>	
<b>22(a)</b>	<p><b>Using the stimulus:</b></p> <p><b>identify the example of object permanence;</b></p> <p>1 x AO2 mark for “Ruby would search for her teddy” or similar response</p>	<b>[1]</b>
<b>22(b)</b>	<p><b>identify the example of egocentrism;</b></p> <p>1 x AO2 mark for “Ruby doesn’t understand how others feel” or similar response</p>	<b>[1]</b>
<b>22(c)</b>	<p><b>Identify Ruby’s stage of cognitive development.</b></p> <p>1 x AO2 mark for pre-operational</p>	<b>[1]</b>

<b>Section E – DEVELOPMENTAL DIFFERENCES</b>		
<b>Question Number</b>	<b>Answer</b>	<b>Max Mark</b>
<b>23</b>	<p><b>Describe and evaluate Piaget’s experiment into the conservation of number.</b></p> <p>5 x AO1 5 x AO3</p> <p>AO1 marks for features of Piaget’s experiment such as: aim; method; details of sample; controls; findings. A well described feature can be credited 2 x AO1 marks.</p> <p>AO2 marks for evaluation points such as: size of sample; bias in sampling; unreliable questioning methods; evidence from alternative studies (e.g. naughty teddy study).</p> <p>1-3 marks: There is a brief reference to features of the study. Technical language may not be used when describing the study. Evaluation may be present but is likely to be simplistic. Quality of written communication can be basic, using few if any psychological terms. There can be some errors in spelling, punctuation and grammar.</p> <p>4-7 marks: There is some description of features of the study, or a number of key features are identified. This is done with some level of accuracy. Evaluation should be present to score above 5 marks. Evaluation points may be brief but should be relevant. Quality of written communication is at least satisfactory, using some psychological terms. There are few errors in spelling, punctuation and grammar. Meaning is communicated.</p> <p>8-10 marks: There is description of most key features of the study. This is done with clarity and accuracy. Evaluation points offer breadth and/or depth, and should be coherent and relevant. Quality of written communication is at least good, and uses psychological terms. The spelling punctuation and grammar is largely accurate. Meaning is communicated clearly.</p>	<b>[10]</b>
<b>Section E Total</b>		<b>[15]</b>
<b>Paper Total</b>		<b>[80]</b>



## Assessment Objectives Grid (includes QWC)

Question	AO1	AO2	AO3	Total
1(a)		1		1
1(b)		1		1
2	2			2
3(a)	1			1
3(b)	1			1
3(c)	1			1
4	4			4
5	4			4
6	2			2
7(a)		2		2
7(b)		2		2
7(c)		2		2
8	2			2
9		2		2
10		3		3
11	1			1
12		3		3
13(a)		2		2
13(b)		2		2
14(a)	3			3
14(b)			4	4
15	1			1
16		3		3
17		4		4
18			1	1
19	4	2		6
20	4			4
21		3		3
22(a)		1		1
22(b)		1		1
22(c)		1		1
23	5		5	10
<b>Totals</b>	<b>35</b>	<b>35</b>	<b>10</b>	<b>80</b>

SPECIMEN