

Candidate Name

Centre Number

Candidate
Number**OXFORD CAMBRIDGE AND RSA EXAMINATIONS****General Certificate of Secondary Education****GEOGRAPHY SPECIFICATION C (1988)****2402/QA****TERMINAL EXAMINATION****FOUNDATION TIER****COMBINED QUESTION AND ANSWER BOOKLET****SPECIMEN PAPER 2003**

2 hours 15 minutes

Enclosed with this question paper

OS Map Extract (2402/M)

Resource Booklet Insert 2402/RBI

No additional materials required**TIME** 2 hours 15 minutes**INSTRUCTIONS TO CANDIDATES**

Write your name, Centre number and candidate number in the spaces at the top of this page.

Answer **four** questions: **two** from Section A, **one** from Section B and **one** from Section C.**SECTION A: PLACES**Answer **two** questions.**SECTION B: PHYSICAL THEMES**Answer **either** Question B4 **or** Question B5**SECTION C: HUMAN THEMES**Answer **either** Question C6 **or** Question C7.**INFORMATION FOR CANDIDATES**

There is a separate answer space for each part of a question.

The number of marks available is given in brackets [] at the end of each question and part question.

The total number of marks for this paper is 100.

You should have enough space for your answers. If you need more, ask the Examination Invigilator for some lined paper. Number your answers carefully if you do.

Write the numbers of the questions you have answered in the boxes on the right.

You are reminded that the marking of continuous prose answers will take account of the Quality of Written Communication.

*For Candidate's
Use**For Examiner's
Use*

Question Number	Mark
Sub-Total	
TOTAL	

This question paper consists of 21 printed pages, 3 blank pages, a resource booklet insert and an O.S. map.

SECTION A: PLACES

Answer **TWO** questions from this section.

Question A1

This question is about places in the European Union (EU).

(a) Study Fig. 1 which shows the wealthiest region of Europe. The heading refers to its shape.

(i) What is the approximate length of this wealthy region?

(ii) The map also shows some of the least wealthy areas of the EU. State **one** fact about the position in Europe of these least wealthy areas.

_____ [2]

(b) Name countries A and B which are in the most wealthy region.

Country A _____

Country B _____

[2]

(c) (i) Suggest **two** reasons why region **X** is in the most wealthy part of the EU.

1 _____

2 _____

[6]

(d) Suggest **two** reasons why region **Y** is in the least wealthy part of the EU.

1 _____

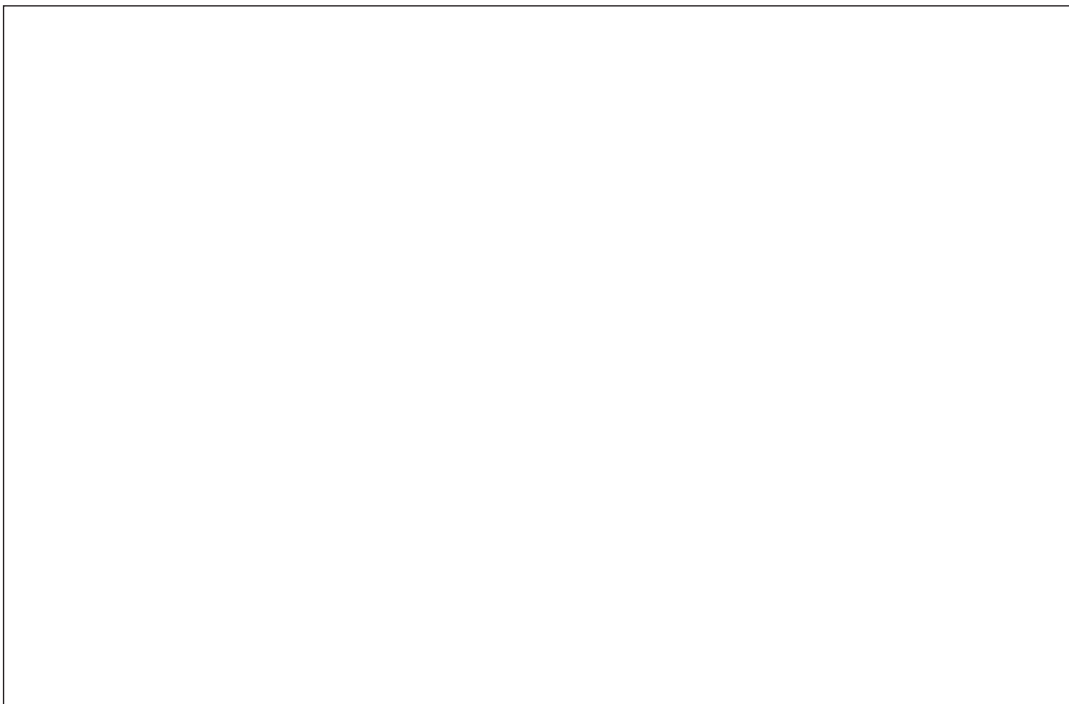
2 _____

[6]

(e) (i) Name a physical landscape in Europe that you have studied.

(ii) Describe where the landscape is.

(iii) Give information about the landforms in this landscape using a drawing with labels.



(iv) How are the landforms being affected by people?

[9]

[Total 25 marks]

END OF QUESTION A1

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Question A2

This question is about LEDCs.

Read the following paragraph.

'Bangladesh is a poor country with a high population density. The country is mostly a flat low-lying delta where severe disasters happen frequently. In May 1995 an estimated 9 metre high tide flooded 150 km inland across the delta, killing 40 000 people. Winds of 180 km/hr were recorded.'

(a) Name **two** physical factors mentioned which helped to cause the 1995 disaster.

- 1 _____

2 _____
_____ [2]

(b) Suggest **two** other possible reasons why the number of deaths was so high.

- 1 _____

2 _____

_____ [2]

(c) Study Fig. 2.

(i) Name the **three** least economically developed countries.

1 _____

2 _____

3 _____

(ii) What do the three countries have in common?

[6]

(d) Study Fig. 3.

(i) Describe the relationship between GNP and adult literacy.

(ii) Suggest **two** reasons for the relationship you have described.

1 _____

2 _____

[6]

(e) Study Fig. 4.

(i) Describe the pattern of trade shown on the diagram.

(ii) Using examples of LEDC countries you have studied, describe how investment and aid has brought advantages **and/or** disadvantages.

[9]

[Total 25 marks]

END OF QUESTION A2

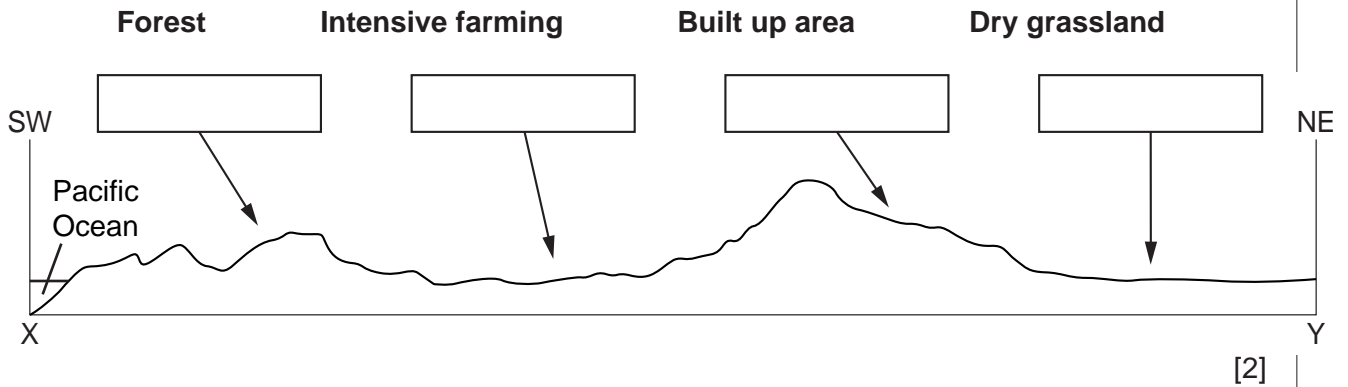
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Question A3

This question is about MEDCs (excluding EU).

- (a) Look at the satellite image and the key in the separate Resource Insert Booklet.

Show the correct location of the following land uses by completing the boxes.



- (b) Use the cross section and the satellite image to help you to suggest a reason for the location of **either** the built up area **or** the intensive farming you labelled in answering (a).

land use _____

reason _____

_____ [2]

(c) Study Fig. 5, a climate graph for the area in the northeast corner of the satellite image.

(i) Describe the climate in January and August.

January _____

August _____

(ii) Suggest **two** ways that the climate might affect farming in this area.

1 _____

2 _____

[6]

(d) Look at the satellite image (**grid squares D7, D8, C9**), and Fig. 6.

Suggest reasons why the area in these squares has become a good place for modern factories.

[6]

(e) For a region you have studied in an MEDC (outside EU)

(i) Name the MEDC and the location of the region.

name of MEDC _____

location of region _____

(ii) Describe how economic activities are changing in the region you have chosen.

(iii) Suggest how these changes are affecting the quality of life in the region.

[9]

[Total 25 marks]

END OF QUESTION A3

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SECTION B: PHYSICAL THEMES**Answer EITHER Question B4 OR Question B5****Question B4****This question is about Physical Systems and Environments.**

Study Fig. 7 in the Resource Insert Booklet.

- (a) (i)** When did it start to rain?

- (ii)** When did most rain fall?

[2]

- (b)** What was the lag time (the number of hours between the highest rainfall and the highest discharge) of the river?

[2]

- (c)** Suggest **two** reasons why flooding takes place near rivers after rainstorms.

Reason 1

Reason 2

[6]

- (d) Many settlements are built close to rivers with a high flood risk. Describe two ways of protecting them from floods.

Way 1 _____

Way 2 _____

[6]

- (e) Study Fig. 8.

- (i) Describe at least **one** advantage and **one** disadvantage to farmers of global warming.

advantage(s) _____

disadvantage(s) _____

- [illegible]

[Total 25 marks]

END OF QUESTION B4

Question B5

This question is about Natural Hazards and People.

(a) Study Fig. 9.

Describe the plate movement

(i) at X _____

and

(ii) at Y. _____

[2]

(b) What does the map show about where volcanoes and earthquakes occur?

[2]

(c) Study Fig. 10.

(i) Describe the extent of the volcanic deposits in September 1997.

(ii) What other factors might have led to the evacuation of 8000 people from the island?

[6]

- (d)** Why are the effects of hazards often worse on LEDCs like Monserrat than on MEDCs?

[6]

- (e) (i)** Name and locate a natural hazard you have studied other than a volcanic eruption.

hazard _____ location _____

- (ii)** Explain why the hazard happens in this place.

- (iii)** Describe ways in which people have tried to reduce the effects of the hazard.

[9]

[Total 25 marks]**END OF QUESTION B5**

SECTION C: HUMAN THEMES**ANSWER QUESTION C6 OR QUESTION C7.****Question C6****This question is about Economic Systems and Development.**

Study Fig. 11. It shows that imports by sea into the port of Rotterdam are moved inland to other countries.

(a) Describe the movement of imports shown on the map.

[2]

(b) Suggest why Rotterdam has such a large inland trade.

[2]

(c) Study Fig. 12.

(i) Suggest **two** manufacturing industries you might find in Rotterdam.

1 _____

2 _____

(ii) Suggest why manufacturing industries often grow up around ports.

[6]

(d) Study Fig. 13.

(i) Who do you think this poster is designed to attract?

(ii) Give two reasons to explain your answer to (i).

[6]

- (e)** Choose an economic activity you have studied anywhere in the world such as a farm, factory or supermarket.

- (i)** Name and locate the activity.

name of activity _____

location _____

- (ii)** Describe the activity.

- (iii)** Give two reasons to explain why it is located in this place.

[9]

[Total 25 marks]

END OF QUESTION C6

Question C7

This question is about places in the EU (including UK).

Study the two OS map extracts on the separate sheet. They show the eastern side of Coventry in 1980 and 1996.

- (a)** Find grid square 3881 **on both maps**. What has happened to the area around Lodge Farm?

[2]

- (b)** Describe the route of the new A46(T) between grid square 3675 and grid square 3882.

[2]

- (c) (i) Suggest **two** reasons why warehouses, large retail superstores and hotels have been built in grid squares 3881 and 3882.

1 _____

2 _____

- (ii) Suggest **two** reasons why people might not want to live in Baginton (grid square 3474).

1 _____

2 _____

[6]

- (d) Many cities, like Coventry, are spreading into the countryside.

- (i) Describe **one** problem which this causes.

- (ii) Explain why sites on the edge of cities are popular for new housing developments.

[6]

(e) Choose a settlement, which you have studied, which is growing or declining. It could be a village, a town or a city.

(i) Name the settlement and its location within the country.

name _____ location _____

(ii) State whether it is growing or declining and suggest reasons for the change.

(iii) How has the change affected the people who are living there?

[9]

[Total 25 marks]

END OF QUESTION C7

OXFORD CAMBRIDGE AND RSA EXAMINATIONS

General Certificate of Secondary Education

GEOGRAPHY C (1998)

TERMINAL EXAMINATION

FOUNDATION TIER

MARK SCHEME

SPECIMEN PAPER 2003

2402 MS

All questions have a similar structure to ensure their comparability and to facilitate a common approach to marking. Parts (a) and (b) are for two marks and require short answers and are point marked. One point will usually gain one mark. Parts (c) and (d) require at least two or three sentences and are for six marks. They are to be marked using levels descriptions with clear conceptual differences between levels. Level One is usually achieved by giving one basic point, level two by extending or adding to this and level three by developing a full answer to the question. Part (e) is for nine marks and provides opportunities for extended writing. Usually Level One is achieved by a short description or explanation, Level Two by extending this and Level Three by developing a full answer which meets all the requirements of the question.

In parts (c), (d) and (e) progression through the levels may be represented by increase in depth, breadth, level of abstraction, the use of geographical vocabulary, use of evidence from the resources, or by a combination of these criteria. Questions designed to assess understanding may require increasing depth of understanding. Questions designed to assess knowledge will require an increasing range of knowledge.

In this specification Centres are free to choose the places candidates study. Questions may generate responses that are unexpected. Examiners should be prepared to credit such answers. Short answers which demonstrate insight and a good conceptual understanding through the use of correct geographical vocabulary or reference to a relevant concept, idea or generalisation should gain full marks. If an answer meets the requirement of a level it should be awarded full marks for that level. Intermediate marks should be awarded for an answer which exceeds the requirements of a lower level but does not quite meet those for the higher one.

The Quality of Written Communication is assessed in the marking of continuous prose answers.

- A1 (a) (i)** The answer depends on whether straight line or curved distance is measured, so accept anything between 600 and 900 miles. (1 mark)
- (ii)** Any sensible fact e.g. are a long way from the hot banana / coastal regions/ away from main centres of industry or population (1 mark)
- (b)** A Belgium (1 mark)
B Germany (1 mark) **2**
- (c)** **Level 1:** Suggests one vague reason, e.g. there are lots of jobs. Written communication is in the form of everyday spoken language. **1-2**
Level 2: Suggests two vague reasons or one developed reason e.g. There are highly paid jobs available in factories. Written communication is adequate. **3-4**
Level 3: Suggests two reasons. The area is good for farming and so there is plenty of food to sell for a profit.
Candidates do not have to show place knowledge here as they do not have to study Italy but award marks if they apply knowledge appropriately. Written communication is accurate with some use of specialist terms. **5-6**
- (d)** **Level 1:** Suggests one vague reason e.g. there are few jobs. {At this level accept the opposite of answers given in (c)} Written communication is in the form of everyday spoken language. **1-2**
Level 2: Suggests two vague reasons or one developed reason e.g. It costs a lot of money to get goods and services to Y from the rest of Europe. The climate is wet so it is difficult to make much money by farming. Written communication is adequate. **3-4**
Level 3: Suggests two reasons.
Candidates do not have to show place knowledge here as they do not have to study Ireland but award marks if they apply knowledge appropriately. Written communication is accurate with some use of specialist terms. **5-6**
- (e)** **Level 1:** Names a landscape and says where it is, attempts to produce a drawing. Written communication is in the form of everyday spoken language. **1-3**
Level 2: Drawing shows and names two landforms making up the landscape. At least three labels give accurate information related to one of: shape; structure; processes e.g. weathering, erosion, transport and deposition; geology. Written communication is adequate. **4-6**
Level 3: Drawing shows and names three or more landforms making up the landscape. At least five labels give accurate information related to two of: shape; structure; processes e.g. weathering, erosion, transport and deposition; geology. Written communication is accurate with some use of specialist terms. **7-9**

- A2 (a)** Mark for each of two from-flat or low-lying delta; high tides; strong winds.
1 mark if one of above expressed as two statements **2**
- (b)** Mark for each of two other reasons e.g. high population density; poor; poverty prevents precautions. **2**
- (c)** Countries – Bangladesh, Kenya, Chad.
Level 1: Names two of correct countries. Written communication is in the form of everyday spoken language. **1-2**
Level 2: Names all three countries plus one feature in common. Written communication is adequate. **3-4**
Level 3: Names all three countries plus two features in common.
 Or one feature well explained.
 Do not accept LEDC as a feature. Written communication is accurate with some use of specialist terms. **5-6**
- (d)** **Level 1:** Literacy and GNP linked correctly without valid reasons.
 Written communication is in the form of everyday spoken language. **1-2**
Level 2: Literacy increases as GNP increases. One valid reason suggested for link.
 Written communication is adequate. **3-4**
Level 3: Two reasons suggested for link or single reason well elaborated. Written communication is accurate with some use of specialist terms. **5-6**
- (e)** **Level 1:** Description of trade pattern in fig 4 using the information shown by the four arrows.
 Written communication is in the form of everyday spoken language. **1-3**
Level 2: Refers to an LEDC and explains pattern of trade. Describes investment or aid and one advantage or disadvantage it has brought to an LEDC. Written communication is adequate. **4-6**
Level 3: Describes investment and aid and the advantages or disadvantages for an LEDC.
 Written communication is accurate with some use of specialist terms. **7-9**
- Max. level 1 if inappropriate country chosen.**
Accept MEDC information in e(i) as development of answer.

- A3 (a)** 2 marks for 3 or 4 correct. 1 mark for 2 correct.
Forest: Built up area: Dry Grassland/Little Vegetation: Intensive Farming. **2**
- (b)** A mark for a valid reason without elaboration.
The second mark for worthwhile elaboration e.g. the farmland is where the land is flat (1) and suitable for farm machinery (2). **2**
- (c) (i)**
Level 1: Provides description of the temperature and rainfall in January and August. Written communication is in the form of everyday spoken language. **1-2**
Level 2: Provides description of the temperature and rainfall in January and August with more detail or precise figures. Written communication is adequate. **3**
- (ii)**
Level 1: Provides only a single way or two poorly explained. Written communication is in the form of everyday spoken language. **1-2**
Level 2: Provides two clearly explained ways. Written communication is adequate. **3**
- (d)** **Level 1:** Provides single reason related to the satellite image or own knowledge of the area e.g. links modern factories to nearness to large city. Written communication is in the form of everyday spoken language. **1-2**
Level 2: Provides more detail or additional reasons drawing from one resource. Written communication is adequate. **3-4**
Level 3: Shows understanding of two reasons and draws on both resources. Written communication is accurate with some use of specialist terms. **5-6**
- (e)** **Level 1:** Names a region in an MEDC and indicates a change in an economic activity, or provides information on quality of life. Written communication is in the form of everyday spoken language. **1-3**
Level 2: Provides more detail about changing economic activities and links them to changes quality of life. Written communication is adequate. **4-6**
Level 3: Gives a clear description of the changing economic activities in the region and links them to quality of life with place specific detail. Max. 7 if location is not given or correct. Written communication is accurate with some use of specialist terms. **7-9**

Max. Level 1 if an inappropriate region is chosen.

Max. Level 1 for background economic information not linked to change.

B4 (a) (i)	6 hours after the storm (accept 6 hours, 6am, 6 o'clock	1
(ii)	between 18 and 24 hours or 21 hours	1
(b)	39 hours	2
	42 or 36 hours.	1
(c) Level 1	Gives one simple reason. Written communication is in the form of everyday spoken language.	1-2
Level 2	Gives two simple reasons and develops one. Written communication is adequate.	3-4
Level 3	Two good reasons explained. Written communication is accurate with some use of specialist terms.	5-6
(d) Level 1	Gives one simple way. Written communication is in the form of everyday spoken language.	1-2
Level 2	Gives two ways and develops one. Written communication is adequate.	3-4
Level 3	Gives two developed ways. Written communication is accurate with some use of specialist terms.	5-6
(e) Level 1:	Includes one simple point in each of e(i) and e(ii) or extends one of them. Written communication is in the form of everyday spoken language.	1-3
Level 2:	Includes an advantage and a disadvantage and describes one or two ways in which peoples activities will be affected, with a simple example. Written communication is adequate.	4-6
Level 3:	Describes advantage and disadvantage, or adds further ones and extends (ii) with additional effects, more detail or further examples. Written communication is accurate with some use of specialist terms.	7-9
Advantages:- better climate; wider range of agriculture; better summer holiday; more tourist income etc.		
Disadvantages:- water shortages; flooding; problems in agriculture; more storms; problems of tourism; pests/drought etc.		

- B5 (a) (i)** At X the plates are moving apart (diverging).
- (ii)** At Y the plates are moving towards each other (converging) **2**
- (b)** Anticipate link to plate boundaries for 1 mark.
Additional mark for elaboration e.g. reference to zones or added detail.
Accept answers which do not refer to plate boundaries. **2**
- (c) Level 1:** Basic description of ash or lava spread or single additional factor. Accept ash cloud. Written communication is in the form of everyday spoken language. **1-2**
- Level 2:** To include a description of ash/lava spread and a more fully described single factor or two less fully described e.g. it was difficult to carry on with daily life or shops and services in the capital had been destroyed. Written communication is adequate. **3-4**
- Level 3:** Description of ash and lava spread and developed description of two factors. Written communication is accurate with some use of specialist terms. **5-6**
- (d) Level 1:** Gives one reason e.g. cannot afford emergency services. Written communication is in the form of everyday spoken language. **1-2**
- Level 2:** Develops first reason making reference to MEDC e.g. lack of money for insurance policies which would be available in an MEDC or MEDC have a better transport system and are better prepared to deal with hazards. Written communication is adequate. **3-4**
- Level 3:** Adds and develops additional reasons. Accept examples. Written communication is accurate with some use of specialist terms. **5-6**
- (e) Level 1:** Identifies a type of hazard, e.g. hurricanes, and give a simple reason why it happens, or refers to one precautionary measure. Written communication is in the form of everyday spoken language. **1-3**
- Level 2:** Explains the main processes responsible for the hazard occurring in a particular location and gives at least one precautionary measure or gives simple explanation of processes with two or more precautions. Includes some place specific information. Written communication is adequate. **4-6**
- Level 3:** Develops answer to both **e(ii)** and **e(iii)** and includes some place specific information in both. Reserve one mark for location of a specific hazard. Written communication is accurate with some use of specialist terms. **7-9**

Max. Level 2 if e(iii) answered in general terms

- C6 (a)** **One mark** for each statement such as most of the imports go to Germany or most of the imports go South
Two marks for recognising a pattern, e.g. Most go to nearby countries like Germany but much less goes to countries further away like Switzerland. **2**
- (b)** **Single mark** for one basic reason e.g. Rotterdam has good transport links by river.
Second mark for fuller explanation or second reason e.g. Switzerland has no coast and needs access to a port. **2**
- (c)** **Level 1:** Provides two valid industries or suggests basic explanation. e.g. There are a lot of available raw materials. Written communication is in the form of everyday spoken language. **1-2**
Level 2: Provides two valid industries e.g. oil refining and steel making and develops reasons for industry which are linked to port activities or urban functions. Written communication is adequate. **3-4**
Level 3: Shows understanding of break of bulk concept or makes good use of figure. Written communication is accurate with some use of specialist terms. **5-6**
- (d)** **Level 1:** Provides basic answer e.g. Japanese companies, because its written in Japanese or Foreign companies wanting to set up in the UK because the poster explains Nottinghamshire's advantages. Accept reference to foreign languages. Written communication is in the form of everyday spoken language. **1-2**
Level 2: Draws upon one or two listed points to illustrate level 1 answer. Written communication is adequate. **3-4**
Level 3: Shows an understanding of the relevance of information to attracting inward investments. Written communication is accurate with some use of specialist terms. **5-6**
- (e)** **Level 1:** Names a development and gives simple point in ii and iii. Written communication is in the form of everyday spoken language. **1-3**
Level 2: Includes adds further description/comments or develops Level 1 answer. Written communication is adequate. **4-6**
Level 3: Includes place specific knowledge in both. Reserve 1 mark for location. Written communication is accurate with some use of specialist terms. **7-9**

Max. level 2 if development is not named.

- C7 (a)** Built over, redeveloped, knocked down-accept answer that recognises that Lodge Farm is no longer there. Accept that a hotel has been built on the site of the farm as a developed point. **2**
- (b)** The bypass goes around the eastern side/built up area of Coventry or similar for one mark. One piece of additional detail for two. **2**
- (c) Level 1:** One acceptable reason in each of i and ii or 2 acceptable reasons in either. Written communication is in the form of everyday spoken language. **1-2**
- Level 2:** Three acceptable reasons or level 1 answer with some development. Written communication is adequate. **3-4**
- Level 3:** Four acceptable reasons or some development of level 1 answer in both i and ii. Written communication is accurate with some use of specialist terms. **5-6**

If only c(i) or c(ii) is attempted, max. level 1.

- (d) Level 1:** Gives one acceptable point in each of i and ii. Written communication is in the form of everyday spoken language. **1-2**
- Level 2:** Develops either i or ii with some detail or additional points. Written communication is adequate. **3-4**
- Level 3:** Develops i and ii with some detail. Written communication is accurate with some use of specialist terms. **5-6**

If only d(i) and d(ii) is attempted, max. level 1.

- (e) Level 1:** Names a settlement and gives an appropriate point under ii or iii. Written communication is in the form of everyday spoken language. **1-3**
- Level 2:** Gives an appropriate point under ii and iii with some development. Written communication is adequate. **4-6**
- Level 3:** Includes place specific information and develops both sections. Reserve one mark for location. Written communication is accurate with some use of specialist terms. **7-9**

Max. level 1 if a settlement outside of the EU is chosen or no identifiable place is given.

GEOGRAPHY GCSE SPECIFICATION C (BRISTOL PROJECT)
ALLOCATION OF MARKS TO ASSESSMENT OBJECTIVES

Assessment Objective One (AO1)	Show knowledge of places, environments and themes at a range of scales from local to global.
Assessment Objective Two (AO2)	Show understanding of the specified content.
Assessment Objective Three (AO3)	Apply knowledge and understanding in a variety of physical and human contexts.
Assessment Objective Four (AO4)	Select and use a variety of skills and techniques appropriate to geographical studies and enquiry

PAPER ONE (FOUNDATION TIER)
Section A: PLACES

Question A1	AO1	AO2	AO3	AO4	TOTAL
QA1(a)				2	2
QA1(b)				2	2
QA1(c)		3	2	1	6
QA1(d)		3	3		6
QA1(e)	8	1			9
TOTAL	8	7	5	5	25

Question A2	AO1	AO2	AO3	AO4	TOTAL
QA2(a)		2			2
QA2(b)		2			2
QA2(c)			3	3	6
QA2(d)		2	2	2	6
QA2(e)	8	1			9
TOTAL	8	7	5	5	25

Question A3	AO1	AO2	AO3	AO4	TOTAL
QA3(a)				2	2
QA3(b)			1	1	2
QA3(c)			4	2	6
QA3(d)		6			6
QA3(e)	8	1			9
TOTAL	8	7	5	5	25

Section B: PHYSICAL THEMES

Question B4	AO1	AO2	AO3	AO4	TOTAL
Q B4 (a)		1		1	2
Q B4 (b)		1		1	2
Q B4 (c)			3	3	6
Q B4 (d)		4	2		6
Q B4 (e)	7	2			9
TOTAL	7	8	5	5	25

Question B5	AO1	AO2	AO3	AO4	TOTAL
Q B5 (a)				2	2
Q B5 (b)				2	2
Q B5 (c)		2	3	1	6
Q B4 (d)		4	2		6
Q B4 (e)	7	2			9
TOTAL	7	8	5	5	25

Section C: HUMAN THEMES

Question C6	AO1	AO2	AO3	AO4	TOTAL
Q C6 (a)				2	2
Q C6 (b)			2		2
Q C6 (c)		3	3		6
Q C6 (d)		3		3	6
Q C6 (e)	7	2			9
TOTAL	7	8	5	5	25

Question C7	AO1	AO2	AO3	AO4	TOTAL
Q C7 (a)				2	2
Q C7 (b)				2	2
Q C7 (c)			5	1	6
Q C7 (d)		6			6
Q C7 (e)	7	2			9
TOTAL	7	8	5	5	25

