

Psychology

PAPER 1

Total Marks
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Wednesday 15 May 2024 – Afternoon

Time: 1 hour 45 minutes

In the boxes below, write your name, centre number and candidate number.

Surname					
Other names					
Centre Number					
Candidate Number					

**YOU MUST HAVE**

**Nil**

**YOU WILL BE GIVEN**

**Diagram Booklet**

**INSTRUCTIONS**

**Answer ALL questions.**

**Answer the questions in the spaces provided in this Question Paper or in the separate Diagram Booklet – there may be more space than you need.**

**Turn over**

## **INFORMATION**

**The total mark for this paper is 98.**

**The marks for EACH question are shown in brackets – use this as a guide as to how much time to spend on each question.**

**In questions marked with an **ASTERISK (\*)**, marks will be awarded for your ability to structure your answer logically, showing how the points that you make are related or follow on from each other where appropriate.**

## **ADVICE**

**Read each question carefully before you start to answer it.**

**Try to answer every question.**

**Check your answers if you have time at the end.**

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## **SECTION A: development – how did you develop?**

**Answer ALL questions. Write your answers in the spaces provided.**

**Some questions must be answered with a cross in a box ☐. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☐.**

**1 Define what is meant by the following stages of Piaget's Theory of Cognitive Development.**

**(a) Sensorimotor stage  
(1 mark)**

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**(continued on the next page)**

**1 continued.**

**(b) Concrete operational stage  
(1 mark)**

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**(Total for Question 1 = 2 marks)**

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**Turn over**

- 2 (a) Identify the number of mountains used in Piaget and Inhelder (1956). (1 mark)**

☐ **A One**

☐ **B Two**

☐ **C Three**

☐ **D Four**

**(continued on the next page)**

**2 continued.**

**(b) Identify the number of children aged between 8 and 9 years old that were included in Piaget and Inhelder's (1956) sample.  
(1 mark)**

☐ **A    16**

☐ **B    21**

☐ **C    30**

☐ **D    33**

**(Total for Question 2 = 2 marks)**

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**Turn over**



- 3 Shannon is 3 years old and is in the park with her mum. She sees a bird flying over them. Her mum says, 'bird' and Shannon repeats this.**

**The next day, Shannon is in the park with her dad and sees an aeroplane in the sky. She points at the aeroplane and says, 'bird?' to her dad. Her dad smiles and says, 'No, that is an aeroplane.'**

**Explain why Shannon mistakenly thought the aeroplane was a bird.**

**You should refer to Piaget's Theory of Cognitive Development in your answer.  
(2 marks)**

**Answer space continues on the next page.**

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**Turn over**

**3 continued.**

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**(Total for Question 3 = 2 marks)**

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- 4 Sara is at home with her father. She is trying to read a book given to her by her teacher but is finding a lot of the words difficult to read. Sara stops reading after the first page and says to her father that there is no point continuing as she will never understand the words.**

**Later, Sara is trying to help her father by doing some digging in the garden. Her father had previously told her that she was good at digging. However, when the digging becomes difficult, Sara stops and goes inside the house.**

**(continued on the next page)**

**4 continued.**

**(a) Explain what Sara choosing to stop reading and digging shows about her mindset.**

**You should refer to Carol Dweck's mindset theory in your answer.  
(2 marks)**

**Answer space continues on the next page.**

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**Turn over**

**4(a) continued.**

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**(continued on the next page)**

**4 continued.**

**(b) Explain ONE strength and ONE weakness of using Carol Dweck's mindset theory to account for Sara choosing to stop reading and digging.  
(4 marks)**

**Answer space continues on the next page.**

**Strength**

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**Turn over**

**4(b) continued.**

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**Weakness**

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**(Total for Question 4 = 6 marks)**

**Turn over**

- 5 Leanne is investigating children's development at a local school. She asks 30 pupils, aged 6 years old, 8 years old and 10 years old, to participate in her investigation.**

**Leanne asks the pupils to come to the gymnasium and put on a virtual reality (VR) headset, where they will see a simulation of a set of buildings. The buildings are different shapes and colours.**

- **A triangular blue building.**
- **A square red building.**
- **A rectangular black building.**

**From the pupils' perspective, the triangular building is at the front and the rectangular building is at the back of the image. The pupils are asked to say what a person living on the opposite side of the town will see.**

**(continued on the next page)**



**5 continued.**

**Look at TABLE 1 for Question 5 in the Diagram Booklet. It shows the overall responses given by the pupils.**

- (a) Explain ONE conclusion you could make regarding the cognitive development of the children using the data from TABLE 1.  
(2 marks)**

**Answer space continues on the next page.**

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**Turn over**

**5(a) continued.**

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**(continued on the next page)**

**5 continued.**

**(b) Explain ONE improvement that Leanne could have made to her investigation.  
(2 marks)**

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**(Total for Question 5 = 4 marks)**

**TOTAL FOR SECTION A = 16 MARKS**

**Turn over**

## **SECTION B: memory – how does your memory work?**

**Answer ALL questions. Write your answers in the spaces provided.**

**Some questions must be answered with a cross in a box ☐. If you change your mind about an answer, put a line through the box ☐ and then mark your new answer with a cross ☐.**

**6 Identify which of the following would be the most appropriate to define the capacity of the short-term memory.**

☐ **A     $3 \pm 2$  digits**

☐ **B     $5 \pm 2$  digits**

☐ **C     $7 \pm 2$  digits**

☐ **D     $9 \pm 2$  digits**

**(Total for Question 6 = 1 mark)**

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**7 Identify which of the following would be the most appropriate to define the 'storage' stage of the memory process.**

☐ **A Recalling information**

☐ **B Keeping information**

☐ **C Noticing information**

☐ **D Selecting information**

**(Total for Question 7 = 1 mark)**

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**8 The 'sensory register' is included in the Multi-store Model of Memory.**

**Describe the 'sensory register' as part of the Multi-store Model of Memory.**

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**(Total for Question 8 = 2 marks)**

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**Turn over**

- 9 Simon is investigating the memory of his students. He shows his students 6 words for 15 seconds as a group. Simon removes the words and asks his students to try and remember them.**

**After 30 minutes, Simon asks his students to try and recall the words.**

**Look at FIGURE 1 for Question 9 in the Diagram Booklet. Simon's word list is shown in FIGURE 1.**

**Simon finds that some of his students recalled the word 'sour' as part of their list of words.**

**(continued on the next page)**



**9 continued.**

**(a) Explain why some of the students have recalled the word 'sour' when recalling the word list.**

**You should refer to the Theory of Reconstructive Memory in your answer.  
(2 marks)**

**Answer space continues on the next page.**

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**Turn over**

**9(a) continued.**

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**(continued on the next page)**

**9 continued.**

**(b) Explain ONE strength and ONE weakness of Simon's investigation.  
(4 marks)**

**Answer space continues on the next page.**

**Strength**

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**Turn over**

**9(b) continued.**

**Weakness**

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**(Total for Question 9 = 6 marks)**

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**Turn over**

**10 Jack is trying to help his little brother remember the names of football players in their favourite football team.**

**He reads out three names of players and asks his brother to say them back to him out loud. Jack does this until he has gone through the whole squad of football players.**

**Over the next week, Jack repeats this process every day with his little brother.**

**Explain what Jack is likely to find regarding his little brother's memory of the football players.**

**You should refer to the Multi-store Model of Memory in your answer.  
(2 marks)**

**Answer space continues on the next page.**

**10 continued.**

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**(Total for Question 10 = 2 marks)**

**11 Lydia wants to investigate the effects of a new painkiller on memory. She wants to see if the new painkiller affects people's ability to remember new information. Lydia recruits male participants from her local town for her investigation.**

**Lydia has two conditions:**

- **No painkiller – The male participants are shown three pictures. One hour later, the participants have to pick the three pictures from a selection of nine pictures.**
- **Painkiller – The same male participants are given the new painkiller. The participants are shown three new pictures. One hour later, the participants have to pick the three pictures from a selection of nine pictures.**

**(continued on the next page)**

**11 continued.**

**Look at TABLE 2 for Question 11 in the Diagram Booklet. Lydia's results are shown in TABLE 2.**

- (a) Explain ONE conclusion that could be made using the data in TABLE 2. (2 marks)**

**Answer space continues on the next page.**

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**Turn over**



**11(a) continued.**

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**(continued on the next page)**

**11 continued.**

**(b) Explain ONE improvement Lydia could make to her investigation.  
(2 marks)**

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**(Total for Question 11 = 4 marks)**

**TOTAL FOR SECTION B = 16 MARKS**

**Turn over**

**SECTION C: Psychological problems  
– How would psychological problems  
affect you?**

**Answer ALL questions. Write your  
answers in the spaces provided.**

- 12 (a) Describe the sample used in  
Caspi et al. (2003).  
(2 marks)**

**Answer space continues on the next page.**

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**12(a) continued.**

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**(continued on the next page)**

**12 continued.**

**(b) State TWO findings from  
Caspi et al. (2003).  
(2 marks)**

**Answer lines continues on the next page.**

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**Turn over**

**12(b) continued.**

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**(Total for Question 12 = 4 marks)**

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**13 Dawood and his friends went shopping one weekend in the local shopping centre. He bought a pair of shoes and his friends said his shoes looked amazing.**

**The next weekend, Dawood bought three more pairs of shoes from the shopping centre when he returned with his friends. His friends all commented again on how nice the shoes were. Over the next week, Dawood found he could not stop thinking about shoes, so he bought 15 more pairs from an online internet shop. Dawood's older brother buys a lot of shoes too and frequently swaps shoes with Dawood.**

**After buying 800 pairs of shoes over the next six months, Dawood is diagnosed with an addiction to shoes.**

**(continued on the next page)**

**13 continued.**

**Explain ONE way that nurture could be used to explain Dawood's addiction to shoes.**

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**(Total for Question 13 = 2 marks)**

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**Turn over**



**14 Christian is a researcher who is investigating the use of drugs for treating addiction.**

**He is testing how effective a new drug called ‘rndo-7’ is for reducing the symptoms of addiction. To test the effectiveness of ‘rndo-7’, Christian recruits 1,200 patients from across the world to take part in his investigation. All of the patients have been addicted to the same drug for at least 6 months and have volunteered to take part in the trials.**

**Christian splits the participants into three groups.**

**Group A – participants who will take the new drug ‘rndo-7’.**

**Group B – participants who will take an established, already commonly used drug.**

**(continued on the next page)**

**14 continued.**

**Group C – participants who will take no drug and will act as the control group.**

**Before and at the end of the investigation, participants were asked to rate the severity of their symptoms on a scale of 1–10, where 10 indicated extremely severe symptoms and 1 indicated no symptoms at all.**

**Look at TABLE 3 for Question 14 in the Diagram Booklet. The average symptom severity for Christian's investigation is shown in TABLE 3.**

**(continued on the next page)**

**14 continued.**

**Explain TWO conclusions that can be made using the data in TABLE 3.  
(4 marks)**

**Answer space continues on the next page.**

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**Turn over**

**14 continued.**

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**(Total for Question 14 = 4 marks)**

**15 Henrietta is a 19-year-old female who has been diagnosed as addicted to gambling. She began gambling when at a casino on holiday but continued to gamble more frequently when she returned home. Henrietta began visiting the casino every weekend, but she now visits every day. She bets large amounts of money and frequently loses, and she now owes a lot of money to her bank.**

**Henrietta has visited a clinical psychologist who has said they will help her using cognitive behavioural therapy (CBT).**

**(continued on the next page)**

**15 continued.**

- (a) Explain how the clinical psychologist could measure whether cognitive behavioural therapy (CBT) is helpful for Henrietta's addiction.**

**You should refer to Young (2007) in your answer.  
(2 marks)**

**Answer space continues on the next page.**

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**Turn over**

**15(a) continued.**

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**(continued on the next page)**

**15 continued.**

- (b) Explain TWO weaknesses of using Young (2007) to account for the effectiveness of using CBT for Henrietta's gambling addiction. (4 marks)**

**Answer space continues on the next page.**

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**Turn over**



**15(b) continued.**

# 2

**(Total for Question 15 = 6 marks)**

**TOTAL FOR SECTION C = 16 MARKS**

## Turn over

**SECTION D: The brain and neuropsychology – How does your brain affect you?**

**Answer ALL questions. Write your answers in the spaces provided.**

- 16 Describe how damage to the pre-frontal cortex could affect an individual.  
(2 marks)**

**Answer space continues on the next page.**

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**Turn over**

**16 continued.**

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**(Total for Question 16 = 2 marks)**

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**17 Look at FIGURE 2 for Question 17 in the Diagram Booklet. It shows a typical synapse. This diagram has 2 structures labelled.**

**Name the structures labelled on the diagram in the spaces provided below.**

**1** \_\_\_\_\_

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**2** \_\_\_\_\_

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**(Total for Question 17 = 2 marks)**

**18 Matthew has been asked to assess a patient who has had a brain injury.**

**He decided to give the patient a series of pictures of objects and a photograph of someone from the patient's social media page. The objects included a set of keys, a games console, and a boat's anchor. Matthew asked the patient to name what they could see in the pictures and who they saw in the photograph.**

**The patient could not name the objects but was able to recognise the person in the photograph.**

**(continued on the next page)**

**18 continued.**

**(a) Explain what the results of Matthew's assessment indicated for the patient.**

**You should refer to a concept of neurological damage in your answer.  
(2 marks)**

**Answer space continues on the next page.**

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**Turn over**

**18(a) continued.**

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**(continued on the next page)**

**18 continued.**

**(b) Explain ONE improvement that could have been made to Matthew's assessment of the patient.  
(2 marks)**

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**(Total for Question 18 = 4 marks)**

**Turn over**



**19 Mikel was investigating the role of the hemispheres of the brain.**

**He recruited a participant with damage to their left hemisphere and another participant with damage to their right hemisphere.**

**Mikel gave the participants two tasks.**

**Task 1 – Word category task – the participant had to pick one word from a selection of four that fitted a different category of words to the other three (see FIGURE 3 for Question 19 in the Diagram Booklet).**

**Task 2 – Shape category task – the participant had to pick one shape from a selection of four that fitted a different category of shapes to the other three (look again at FIGURE 3 for Question 19 in the Diagram Booklet).**

**(continued on the next page)**

**Turn over**

**19 continued.**

**Each participant was given 25 task items to respond to and their total number of correct responses was recorded.**

**Look at TABLE 4 for Question 19 in the Diagram Booklet. Mikel's results are shown in TABLE 4.**

- (a) Explain ONE conclusion that could be made regarding the role of the hemispheres of the brain using the data in TABLE 4.  
(2 marks)**

**Answer space continues on the next page.**

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**Turn over**

**19(a) continued.**

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**(continued on the next page)**

**19 continued.**

**(b) Explain ONE strength and ONE weakness of Mikel's investigation into the role of the hemispheres of the brain.  
(4 marks)**

**Answer space continues on the next page.**

**Strength**

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**Turn over**

**19(b) continued.**

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**Weakness**

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**(Total for Question 19 = 6 marks)**

**Turn over**

**20 Serinda was recently involved in a motorbike accident. A doctor is checking if her central nervous system is functioning as expected. Before the accident, Serinda had no damage to her central nervous system.**

**The doctor places hot and cold pads on Serinda's arms and legs. Serinda says she cannot feel the hot and cold pads on her legs. The doctor concludes Serinda has damaged her central nervous system.**

**Explain ONE reason why the doctor concluded this.**

**You should refer to the role of the central nervous system in your answer.  
(2 marks)**

**Answer space continues on the next page.**

**20 continued.**

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**(Total for Question 20 = 2 marks)**

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**TOTAL FOR SECTION D = 16 MARKS**

**Turn over**

## **SECTION E: Social influence – How do others affect you?**

**Answer ALL questions. Write your answers in the spaces provided.**

**Some questions must be answered with a cross in a box ☐. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☐.**



**21 Define the term ‘anti-social behaviour’.  
Use an example in your response.**

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**(Total for Question 21 = 2 marks)**

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**22 As part of your course, you will have studied Haney, Banks, and Zimbardo (1973).**

**(a) Identify the number of male participants selected from the 75 who responded to the newspaper advertisement in Haney, Banks, and Zimbardo (1973).  
(1 mark)**

☐ **A 4**

☐ **B 14**

☐ **C 24**

☐ **D 34**

**(continued on the next page)**

**22 continued.**

- (b) State how long the Haney, Banks, and Zimbardo (1973) study was supposed to last for before being abandoned after 6 days.  
(1 mark)**

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**(Total for Question 22 = 2 marks)**

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**Turn over**

**23 Hannah was investigating how obedient people would be to an authority figure.**

**She got permission from a train station to conduct her investigation during a busy rush hour period. Passengers were requested to only leave the train station via one of the exits by an authority figure.**

**Hannah compared the findings from three variations:**

**Variation A: the request was given in person or over a loudspeaker.**

**Variation B: the request was given by a man who wore a uniform or casual clothes.**

**Variation C: the request was given by a male or female authority figure.**

**(continued on the next page)**

**23 continued.**

**Look at TABLE 5 for Question 23 in the Diagram Booklet. Hannah's results are shown in TABLE 5.**

- (a) Explain TWO conclusions that could be made in terms of obedience to authority using the data in TABLE 5. (4 marks)**

**Answer space continues on the next page.**

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**Turn over**

23(a) continued.

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(continued on the next page)

**23 continued.**

**(b) Explain ONE strength and ONE weakness of Hannah's investigation.  
(4 marks)**

**Answer space continues on the next page.**

**Strength**

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**Turn over**

**23(b) continued.**

**Weakness**

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**(Total for Question 23 = 8 marks)**

**Turn over**



**24 A crowd of fans who support a football club has gathered outside the stadium. The fans are protesting at what they feel is an unfair situation about the ownership of their football club.**

**The organiser of the crowd is using a loudspeaker to encourage everyone to protest calmly and frequently reminds members of the crowd they are responsible for their own actions. Most of the members of the crowd are silent and are waving signs with messages on them.**

**Explain ONE reason why the crowd is acting peacefully.  
(2 marks)**

**Answer space continues on the next page.**

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**Turn over**

**24 continued.**

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**(Total for Question 24 = 2 marks)**

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**25 Justin is investigating how people respond in the presence of others in crowded situations. He recruits confederates to stand in a queue in a crowded shopping centre, with one real participant in the queue. One of the confederates steals the purse from another confederate's backpack, in full view of the real participant, and then walks off with the purse. The real participant can see that all of the confederates have seen what has happened.**

**Justin repeated the scenario with the real participant being male or female on many occasions during the course of a day.**

**(continued on the next page)**

**25 continued.**

**Explain what Justin is likely to find regarding the real participant's reaction to the theft of the purse in the crowded shopping centre.**

**You should refer to Piliavin et al. (1969) in your answer.  
(2 marks)**

**Answer space continues on the next page.**

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**Turn over**

**25 continued.**

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**(Total for Question 25 = 2 marks)**

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**TOTAL FOR SECTION E = 16 MARKS**

**SECTION F**

**Answer all questions. Write your answers in the spaces provided.**

- \*26 Declan is researching human memory. He recruited a selection of volunteers with amnesia and a selection of volunteers without amnesia to participate in an investigation assessing their memory.**

**The volunteers were asked questions about public events that happened during their lifetime. They were asked to answer 90 questions using a multiple-choice format, where the number of correct responses were recorded.**

**(continued on the next page)**

**26 continued.**

**Later, the volunteers were shown 100 photographs of people and asked to respond ‘yes’ or ‘no’ to whether the photograph showed a certain celebrity. For example, ‘Is this person Barack Obama?’ Half of the time the correct answer was ‘yes’. Their score for the test was recorded.**

**Declan carried out data analysis for the two memory tasks to see whether there was a difference between the memory of those with amnesia compared to those without amnesia.**

**Assess how far research into memory, such as Declan’s investigation, could be considered reductionist.  
(9 marks)**

**Answer space continues on the next 8 pages.**

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**Turn over**

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**(Total for Question 26 = 9 marks)**

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**\*27 The Chesworths are a family who love to play board games and card games together at the weekend and in the school holidays.**

**When at school, Gerard Chesworth is not competitive and always waits his turn and never shouts or screams. When the whole family are at home playing games they become very competitive, they all scream and shout a lot and Gerard joins in.**

**Recently, Gerard's father taught the family to play a new card game. Gerard found the game difficult to understand and kept forgetting the rules, which meant he lost most of the time. This made Gerard very upset, so he played the game repeatedly on his own in private.**

**(continued on the next page)**



**27 continued.**

**The next time the family played the new card game, Gerard won quite a few times which made him happier. Gerard's brother started to come last all of the time. He stopped playing, stood up and told the family there is no point in playing any more as he would never improve.**

**Assess the Chesworth family's behaviour using TWO areas of psychology that you have studied.  
(9 marks)**

**Answer continues on the next 8 pages.**

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**Turn over**

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**27 continued.**

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**(Total for Question 27 = 9 marks)**

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**TOTAL FOR SECTION F = 18 MARKS**  
**TOTAL FOR PAPER = 98 MARKS**  
**END OF PAPER**