GCSE MARKING SCHEME

SUMMER 2018

GCSE (LEGACY)
RELIGIOUS STUDIES - SPEC A
UNIT 4: ROMAN CATHOLICISM 2
4444/01
INTRODUCTION

This marking scheme was used by WJEC for the 2018 examination. It was finalised after detailed discussion at examiners’ conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates’ responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners’ conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.
General Marking Instructions for Examiners

The mark scheme defines what can be reasonably expected of a candidate in response to questions asked.

Assessment Objectives

The questions test the candidate's ability to:

**AO1** Describe, explain and analyse, using knowledge and understanding of the specification content.

**AO2** Use evidence and reasoned argument to express and evaluate personal responses, informed insights and differing viewpoints.

It is not always appropriate or desirable to produce a clear cut, rigid, universally applicable mark scheme. Those questions which are designed to assess larger areas of knowledge or the skills of understanding and evaluation require a marking scheme which is more sophisticated and flexible. This marking scheme that follows will allow examiners to take into account the different levels of response that candidates may offer to a question.

Those different levels are as follows overleaf:
## Level of Response Grid

**AO1**

### Questions (a) – (c)

<table>
<thead>
<tr>
<th>Level</th>
<th>Level Descriptor</th>
<th>Mark Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Either: Offers no relevant information or explanation. Or: Makes no link between beliefs and practices.</td>
<td>0</td>
</tr>
<tr>
<td>1</td>
<td>Either: An elementary statement of information or explanation which is limited in scope or content. Or: A simple link between beliefs and practices.</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Either: An accurate account of information or an appropriate explanation of a central teaching, theme or concept. Or: An explicit link between beliefs and practices. Limited use of religious language.</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Either: An account or explanation indicating knowledge and understanding of key religious ideas, practices, explanations or concepts. Uses and interprets a range of religious language and terms. Or: Analysis showing some awareness and insight into religious facts, ideas, practices and explanations. Uses and interprets a range of religious language and terms.</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>A coherent account, explanation or analysis showing awareness and insight into religious facts, ideas, practices and explanations. Uses religious language and terms extensively and interprets them accurately.</td>
<td>4</td>
</tr>
</tbody>
</table>

**AO2**

### Question (d)

<table>
<thead>
<tr>
<th>Level</th>
<th>Level Descriptor</th>
<th>Mark Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Makes no relevant point of view.</td>
<td>0</td>
</tr>
<tr>
<td>1</td>
<td>A simple, appropriate justification of a point of view.</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Either: An expanded justification of one point of view, with appropriate example and/or illustration which includes religious teaching. Or: A second, simple, appropriate justification of a viewpoint of view possibly linked to evidence or example.</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>An expanded justification of one point, with appropriate examples and/or illustration, which includes religious teaching and a second appropriate justification of a point of view.</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>An expanded justification of two viewpoints, incorporating the religious and moral aspects at issue and their implications for the individual and the rest of society.</td>
<td>4</td>
</tr>
</tbody>
</table>
Question (e)

<table>
<thead>
<tr>
<th>Level</th>
<th>Level Descriptor</th>
<th>Mark Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Makes no relevant point of view, e.g. yes.</td>
<td>0</td>
</tr>
<tr>
<td>1</td>
<td>Communicates clearly and appropriately <strong>Either:</strong> A simple, appropriate justification of a point of view, possibly linked to evidence or example and making a simple connection between religion and people's lives. <strong>Or:</strong> Two simple appropriate justifications of a point of view.</td>
<td>1 - 2</td>
</tr>
<tr>
<td>2</td>
<td>Communicates clearly and appropriately using limited specialist language <strong>Either:</strong> An expanded justification of one point of view, with appropriate example which includes religious teaching and/or illustration AND either a second simple appropriate justification <strong>Or:</strong> Two appropriate justification of a point of view linked to evidence or example, which includes religious teaching.</td>
<td>3 - 4</td>
</tr>
<tr>
<td>3</td>
<td>Communicates clearly and appropriately using and interpreting specialist language an expanded justification of one point of view, with appropriate examples which includes religious teaching and/or illustration. There is also adequate recognition of an alternative or different point of view, using relevant evidence and religious teaching /or moral reasoning to formulate judgements.</td>
<td>5 - 6</td>
</tr>
<tr>
<td>4</td>
<td>Communicates clearly and appropriately using specialist language extensively a thorough discussion, including alternative or different views of the religious and moral aspects at issue and their implications for the individual and the rest of society.</td>
<td>7 - 8</td>
</tr>
</tbody>
</table>
Assessment of spelling, punctuation and the accurate use of grammar

Marks should be awarded as follows:

<table>
<thead>
<tr>
<th>Performance Level</th>
<th>Description</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below Threshold</td>
<td>The answer does not address the question.</td>
<td>0</td>
</tr>
<tr>
<td>Threshold</td>
<td>The candidate has attempted to answer the question. The candidate spells, punctuates and uses the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, the candidate uses a limited range of specialist terms appropriately.</td>
<td>1</td>
</tr>
<tr>
<td>Intermediate</td>
<td>The candidate spells, punctuates and uses the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, the candidate uses a good range of specialist terms with facility.</td>
<td>2 - 3</td>
</tr>
<tr>
<td>High</td>
<td>The candidate spells, punctuates and uses the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, the candidate uses a wide range of specialist terms adeptly and with precision.</td>
<td>4 - 5</td>
</tr>
</tbody>
</table>
Special Guidance for Examiners

Please note carefully and apply consistently:

- There is a policy of ‘positive marking’ employed in this Specification.

- This means that the exemplars in the mark scheme are only meant as helpful guides.

Therefore any other acceptable or suitable answers should be credited even though they are not actually stated in the mark scheme.

- Words merely copied from the stimulus without further comment or addition, or mere descriptions of what is in visual stimulus, should not gain full credit.
Rules for Marking

1. Differentiation will be achieved on the basis of candidates' responses.

2. The purpose of the levels of response grids is to help achieve consistency among examiners, and avoid 'penny-point' marking. To avoid Centres misinterpreting the way scripts have been marked ticks MUST NOT be used when marking.

3. The whole answer, or part answer, must be read and then, taking everything into account, allocated to the level 'best fit' using the level descriptors above. Where there are two marks assigned to a level, the higher mark will be given where all or most of the descriptor is satisfactorily met. The lower mark will be given where the answer barely matches the descriptor.

4. Correct and relevant material should be indicated by a "L1", "L2", etc. (showing achievement of the criteria in the level description). This should be at the end of the answer in the left hand margin. The mark should be written in the right hand margin, just inside the examiner's column. No comments should be added.

5. Marks for each part question should be clearly written in the column provided, and the total for the whole question clearly written in the box provided at the end of the question. The statement of the Level of Response should be written alongside (to the left) the total marks– not in the marks column.

6. Where an examiner feels that a response is particularly weak, and has not achieved even the lowest level of response, "0" should be written in the mark column, and "LO" in the left hand margin.

7. No mark scheme can ever anticipate or include every possible detail or interpretation; examiners should use their professional judgement to decide whether a candidate's particular response answers the question in relation to the particular assessment objective.

8. Candidates will express their ideas in language different from that given in any mark scheme or outline. Positive marking therefore, on the part of examiners, will recognise and credit correct statements of ideas, valid points and reasoned arguments irrespective of the language level employed. Credit should also be given for answers that are acceptable even if they are not referred to in the mark scheme.

Please remember to total marks for each question.

Seeking Advice

If Assistant Examiners have any doubts concerning the awarding of any marks on the paper, they should consult with the Principal Examiner for that examination paper immediately, in order that consistency can be maintained.
1. (a) Describe Catholic teachings about the nature of God. [AO1 4]

The following points indicate expected or likely responses. However, other relevant and accurate points must also be credited.

- Omnipotence of God
- Omniscience of God
- Omnibenevolence of God
- Other beliefs, e.g. Trinitarian nature of God, God as Creator, Provider, Sustainer.
- Also accept omnipresence of God

(b) Explain why having faith should lead to a personal response to suffering. [AO1 4]

The following points indicate expected or likely responses. However, other relevant and accurate points must also be credited.

- To defend the existence of God in the light of suffering.
- To demonstrate the love of God through the work of Catholic charities
- Individual responses as a means of expressing one’s faith.
- To evangelise.

(c) Explain different ways in which some people may experience evil. [AO1 4]

The following points indicate expected or likely responses. However, other relevant and accurate points must also be credited.

- Moral evil – the deliberate actions of others that cause suffering eg theft.
- Natural evil – suffering caused though natural disasters such as flooding.
- Spiritual evil – many believe that humans experience a spiritual battle – temptation
(d) ‘It is easy to understand the origin of evil.’ [AO2 4]

Do you agree or disagree? Give two reasons for your answer. You must include reference to religious beliefs in your answer.

The following points indicate expected or likely responses. However, other relevant and accurate points must also be credited.

- There is no empirical proof of the Devil's existence therefore any understanding of evil originating with the Devil is difficult to understand.
- Challenges from within science can pose a threat to belief in God.
- Belief in the Devil makes sense of the presence of so much suffering in the world.
- Early Church Fathers such as Augustine accepted that the origin of evil is explained through Scripture.
- Textual criticism has focused on the literary genre of the Bible and therefore the story of the serpent in Genesis 3 can be regarded as high poetry or myth.
- Jesus accepted the existence of the Devil.
- The Devil is nothing more than the personification of evil.
- Rites of exorcism within the Church may lead people to accept the authoritative teaching on the existence of the Devil and evil originating from him.
- Theodicies explore and try to make credible the origins of evil.
- The presence of evil in the world may suggest that an omnipotent and omnibenevolent God does not exist but an evil force does.

(e) ‘Humans are unable to stop suffering in the world.’ [AO2 8+5]

Do you agree? Give reasons or evidence for your answer, showing that you have considered more than one point of view. You must include reference to religious beliefs in your answer.

The following points indicate expected or likely responses. However, other relevant and accurate points must also be credited.

- Humans are not powerful enough to stop suffering.
- Humans by nature are sinful therefore there will always be moral evil.
- The influence of spiritual evil may mean that people will always face temptation and some may give in to it.
- Charities work with the hope that there is every possibility of effecting change and therefore the possibility of bringing an end to the existence of suffering.
- Only God is omnipotent and therefore only God can put an end to suffering.
- Human prayer can be effective in ending suffering.

*Marks for spelling, punctuation and the accurate use of grammar are allocated to this question.*
2. (a) **Describe ways in which Catholics can show respect for their bodies.**  

The following points indicate expected or likely responses. However, other relevant and accurate points must also be credited.

- Catholics should avoid gluttony.
- The body should be treated as a temple of the Holy Spirit.
- Catholics should not damage their bodies through the misuse of alcohol or drugs. Catholics are encouraged to be stewards of their bodies and therefore should eat healthily so as to safeguard the gift of life.

(b) **Explain why multiculturalism can be challenging for Catholics.**  

The following points indicate expected or likely responses. However, other relevant and accurate points must also be credited.

- Multi-culturalism can lead to confusion over moral decision making – relativism rather than absolutism.
- It could lead to personal conflict.
- It could lead to intolerance and challenge tolerant attitudes.
- It could challenge understanding about humanity.
- Diversity may help to combat prejudices but could also foster them.

(c) **Explain different ways in which Catholics may show their faith.**  

The following points indicate expected or likely responses. However, other relevant and accurate points must also be credited.

- Through the work of CAFOD
- Symbolically displaying central beliefs about Mary through art.
- Paintings, e.g. representing the Trinitarian belief: God the Father, Son and Holy Spirit.
- Architecture – such as buildings which portray beliefs about the centrality of the cross.
- Statues – of Jesus or the saints – portraying a central belief e.g. Mary as Jesus’ mother.
- Through social action by promoting justice and fairness.
- Through lifestyle – trying to create a just and fair society.
‘Ecumenism promotes diversity.’ [AO2 4]

Do you agree or disagree? Give two reasons for your answer. You must include reference to religious beliefs in your answer.

The following points indicate expected or likely responses. However, other relevant and accurate points must also be credited.

- Ecumenism promotes respect for those who hold to different beliefs by promoting an inclusive attitude within the Church.
- It offers an invitation to unite on common beliefs whilst respecting differences.
- Promoting ‘oneness’ may convey a hidden agenda to ensure that all embrace Catholic teaching. Recognising difference may not be the same as accepting these differences as representative of truth.

‘Catholic vocation is very important.’ [AO2 8]

Do you agree? Give reasons or evidence for your answer, showing that you have considered more than one point of view. You must include reference to religious beliefs in your answer.

The following points indicate expected or likely responses. However, other relevant and accurate points must also be credited.

- Following one’s vocation means listening to the voice of God calling one into service.
- It helps Catholics to fulfil their God given purpose.
- A person’s vocation can give them the opportunity to draw people to the Gospel message - evangelise.
- There may not be the opportunity to follow one’s vocation.
- A Catholic has responsibility to work for and care for their families.
- The only available occupations may seem unsuitable but it should be considered that earning a living is more important than the choice.
- Certain jobs may be considered incompatible with Catholic teaching and to undertake these jobs may be immoral e.g. working for a cigarette company, working in a casino – credit all relevant examples.
- The notion of Catholic vocation – the call to do the will of God by serving Him in a particular way e.g. missionary work.
- Other aspects of Catholic living might be more important – eg living according to the authority of the Bible.
- Some vocations may be very hard to follow on a human level – those that expect a person to take vows of chastity for example.
3. **Study the information below and answer the questions which follow.**

(a) **Describe Catholic teachings about non-violence.** [AO1 4]

The following points indicate expected or likely responses. However, other relevant and accurate points must also be credited.

- The Catholic Church upholds a theology of peace. Countries should look to ways of promoting peace rather than war.
- Jesus taught that those who are peacemakers will be blessed by God; this is a Kingdom principle.
- In the age of the threat of nuclear warfare the Church promotes nuclear disarmament and peace between nations.
- Any form of violence should be a last resort and only as a means of defence.

(b) **Explain the conditions for a war to be seen as 'just'.** [AO1 4]

The following points indicate expected or likely responses. However, other relevant and accurate points must also be credited.

- A war which is just is one which is fair and right. The conditions are mainly associated with St Thomas Aquinas.
- The war must be declared and controlled by the legitimate authority of the state or its ruler.
- There must be a just cause.
- The war must be fought to promote good with the intention of restoring peace afterwards.
- War must always be the last resort after all methods of negotiation have been tried first.
- There must be proportionality in the way that the war is fought.

(c) **Explain what the Catholic Church teaches about the punishment of criminals.** [AO1 4]

The following points indicate expected or likely responses. However, other relevant and accurate points must also be credited.

- Criminals should be punished according to the crime that they have committed. This promotes justice.
- The punishment should be a deterrent – to stop him/her and others from committing crime.
- The aim of the punishment should be to reform – so that the criminals can learn from their mistakes. This could lead to a repentant attitude.
- The punishment should enable retribution/reparation – to make up for what they have done this serves as a means of reconciliation.
- Punishment should be a means of vindication – so that justice is served.
(d) ‘Every Catholic should work for peace.’

Do you agree or disagree? Give two reasons for your answer. You must include reference to religious beliefs in your answer.

The following points indicate expected or likely responses. However, other relevant and accurate points must also be credited.

- Conscientious objection involves refusing to use violence to get one’s point across. It can be a powerful example to others of alternative methods of resolving difficult situations.
- By refusing to go to war it could be argued that Catholics promote ‘Kingdom principles’ and encourage others to follow Jesus’ teaching.
- Non-violent action has had positive results credit appropriate examples
  e.g. Helder Camara, Camilo Torres, Oscar Romero
- Some Catholics believe that Jesus’ own example of non-violence, even
  In the face of attack, means they should follow suit.
- Jesus calls his disciples to be ‘peacemakers’ and to act with an attitude of non-revenge.
- The use of violence is sometimes necessary for example in a situation of self-defence.
- The right to preserve one’s own life is important and if this means resorting to violence.
- Defending others through violence may also be necessary. Some liberation theologians have advocated that Praxis may involve resorting to violence – the example of Camilo Torres
- The Just War theory supports the use of violence as a means of achieving peace.
‘Capital punishment is the best punishment for serious crimes.’ [AO2 8]

Do you agree? Give reasons or evidence for your answer, showing that you have considered more than one point of view.
You must include reference to religious beliefs in your answer.

The following points indicate expected or likely responses. However, other relevant and accurate points must also be credited.

- Catholics have a variety of attitudes towards capital punishment, some are in favour others are totally opposed to it.
- Catholic teaching is based not only on the words of the Old Testament but the words of Jesus himself. It could be claimed that Jesus was quite clear in stating that the Old Testament Laws were given because the people were weak and this particular law was given so as to limit revenge.
- Those who belong to God’s kingdom and are living by the power of the Holy Spirit should follow Kingdom principles.
- Jesus gives an antithesis to the law, “thou shalt not commit murder”, and qualifies it by saying “But I say to you do not take revenge on someone who wrongs you. If anyone who slaps you on the right cheek let him slap you on the left also”. Jesus meant that people should not have an attitude of revenge. He taught that they should have an attitude of forgiveness.
- This would support Catholic teaching that the dignity of the human being needs to be taken into account when meting out punishment.
- In Genesis it states that we are all made in the ‘image and likeness of God’. Therefore even a cold-blooded murderer needs to be treated with dignity as a human being no matter how difficult this may be.
- Some would argue that the purpose of punishment is also for reform. From a Catholic perspective reform should lead to repentance – being truly sorry for the crime committed and wanting to change.
- Some Catholics believe that capital punishment helps to protect society from criminals that are a serious threat to the common good and is a just way to punish for serious crimes such as murder in line with Old Testament teaching in the books of Exodus and Leviticus.
4. Study the information below and answer the questions which follow.

Everyone needs some help in order to make important decisions in life.

(a) Describe how conscience may help Catholics to make ethical decisions. [AO1 4]

The following points indicate expected or likely responses. However, other relevant and accurate points must also be credited.

- Catholics believe that there must be a ‘higher being’ or God, who directs people to do good.
- Conscience is considered to be God-given reason. Catholics need listen to their individual consciences and act in faith, which is of paramount importance.
- Conscience should be guided by authoritative sources such as reading the Bible, particularly if there are references within scripture dealing with the particular problem, the Magisterium, and Church teaching.
- The human conscience is the ability humans have to choose what they believe to be the best course of action.
- Catholicism teaches that the conscience is the voice of God, helping humans to make the best choices in terms of God’s expectations.
- The conscience is supreme. This means ultimately a person must follow his/her own conscience.
- Catholicism teaches that an individual’s conscience can sometimes make mistakes. Therefore, a person should ultimately follow the teaching of the Catholic Church on what to believe and on what is right and wrong.

Accept relevant examples.

(b) Explain one argument for God’s existence [AO1 4]

The following points indicate expected or likely responses. However, other relevant and accurate points must also be credited.

- Most candidates will probably refer to the Cosmological Argument from Design.
- This is the idea that things which are designed have a First Cause, a Prime Mover and are contingent upon a Necessary being.
- The logical development of this is that the Cause of the universe is God who sets all things in motion and upon whom all contingent beings depend.
- Only the First Cause could bring something out of nothing.
- Religious believers suggest that the designer and creator of the Universe is God.
- Credit all other arguments for example – from religious experience, revelation, etc.

Credit only one argument developed.
(c) **Explain why Catholics believe that the Pope is important.**  

[AO1 4]

The following points indicate expected or likely responses. However, other relevant and accurate points must also be credited.

- The Pope represents Christ on Earth
- He is the Vicar of Christ.
- He is the successor of St Peter
- The Pope guides the Church on matters of faith and morals.
- When teaching *ex Cathedra* the Pope is infallible.
- He is *Servus Servorum Dei* – Servant of the Servants of God.

(d) **‘Every Catholic should pray.’**  

[AO2 4]

Do you agree or disagree? Give *two* reasons for your answer. You must include reference to religious beliefs in your answer.

The following points indicate expected or likely responses. However, other relevant and accurate points must also be credited.

- Prayer enables the believer to commune with God and find direction in life.
- Prayer allows a person to bring the lives of others to God and share concern about them.
- Jesus taught about the importance of prayer.
- Prayer may effect change in the world.
- Prayer is a means of cementing the role and purpose of the Catholic community.
- Prayers which appear to be unanswered may challenge faith.
- Some Catholics believe helping others is more important than praying.
‘It is easy to practise what the Bible teaches.’

Do you agree? Give reasons or evidence for your answer, showing that you have considered more than one point of view. You must include reference to religious beliefs in your answer.

The following points indicate expected or likely responses. However, other relevant and accurate points must also be credited.

- Some teachings may be incompatible with a more scientific view of humanity.
- Expectations in the twenty first century such as cohabitation and engaging in sex before marriage may make it difficult to follow the teachings.
- Teachings about sexuality may make it difficult to follow.
- Some teachings – for example Old Testament laws are no longer considered relevant.
- It is regarded as the Word of God, inspired by the Holy Spirit. Some Catholics describe it as being ‘God-breathed.’
- It contains truths about the nature of God and the nature of humankind including how people should live in relation to God’s purposes for them. This means that the Bible is regarded as revealed Scripture.
- It contains sound advice on daily living which is appropriate for decision making.
- The Bible gives numerous examples of those who are faithful to God, Catholics can learn from their personal examples.
- Church teaching is based on Scripture and this information is explained to Catholics via texts such as the Catholic Catechism/ encyclicals etc.
- Sermons/homilies are often based upon the Bible and are needed to explain it to the congregation.
- Difficult moral issues, e.g. abortion, euthanasia etc. are often considered in the light of Biblical teaching.
Religious Studies GCSE 4444

Paper Title: Roman Catholicism 2

<table>
<thead>
<tr>
<th>Question</th>
<th>BTS</th>
<th>P WL</th>
<th>EM</th>
<th>IDB</th>
<th>M PT</th>
<th>VC</th>
<th>AO1</th>
<th>A02</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>1b</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>1c</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>1d</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>1e</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>8</td>
<td></td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>2a</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>2b</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>2c</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>2d</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>2e</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td></td>
<td>8</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3a</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>3b</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>3c</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>3d</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>3e</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>8</td>
<td></td>
<td>8</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4a</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>4b</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>4c</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>4d</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>4e</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>8</td>
<td></td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>48</td>
<td>48</td>
</tr>
</tbody>
</table>