

Name: _____

Teacher's name: _____

STUDENT NUMBER

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UNITS 3&4 PSYCHOLOGY - TRIAL 2

Written examination

2023

Reading time: 15 minutes

Writing time: 2 hours 30 minutes

QUESTION AND ANSWER BOOK

Structure of book

Section	Number of questions	Number of questions to be answered	Number of marks
A	40	40	40
B	7	7	80
			Total 120

- Students are permitted to bring into the examination room: pens, pencils, highlighters, erasers, sharpeners, and rulers.
- Students are NOT permitted to bring into the examination room: blank sheets of paper and/or correction fluid/tape.
- No calculator is allowed in this examination.

Materials supplied

- Question and answer book.
- Answer sheet for multiple-choice questions.
- Additional space is available at the end of the book if you need extra space to complete an answer.

Instructions

- Write your student number in the space provided above on this page.
- Check that your name on your answer sheet for multiple-choice questions is correct.
- All written responses must be in English.

At the end of the examination

- Place the answer sheet for multiple-choice questions inside the front cover of this book.

Students are NOT permitted to bring mobile phones and/or any other unauthorised electronic devices into the examination room.

SECTION A – Multiple-choice questions**Instructions for Section A**

Answer **all** questions in pencil on the answer sheet provided for multiple-choice questions.

Choose the response that is **correct** or that **best answers** the question.

A correct answer scores 1; an incorrect answer scores 0.

Marks will **not** be deducted for incorrect answers.

No marks will be given if more than one answer is completed for any question.

Question 1

Which of the following statements is true about GABA?

- A. the inhibitory neurotransmitter makes the pre-synaptic neuron less likely to fire
- B. the excitatory neurotransmitter makes the post-synaptic neuron less likely to fire
- C. too much GABA is a contributing factor to developing a specific phobia
- D. it plays a key role in regulating neural activity, making the post-synaptic neuron less likely to fire

Question 2

Which of the following is most correct regarding serotonin and dopamine?

	Serotonin	Dopamine
A.	involved in reward behaviours	important in regulating mood
B.	always inhibitory	always excitatory
C.	can influence multiple synapses at one time	only influences one synapse at a time
D.	involved in emotional processing	involved in coordinating smooth voluntary movement

Use the following information to answer Questions 3 and 4.

Bert is rummaging around his pencil case looking for his calculator when he is pricked with his compass. His hand jerks back from the pencil case before he even realises what has happened.

Question 3

The response that Bert experienced is

- A. involuntary and involves the autonomic nervous system.
- B. conscious and involves the central nervous system.
- C. voluntary and involves the enteric nervous system.
- D. unconscious and involves the peripheral nervous system.

Question 4

The reason that Bert's hand jerks back before he realises what has happened is that

- A. the message about the pain in his finger never reaches the brain.
- B. the message about the pain in his finger reaches his brain after the action has taken place.
- C. he goes into the shock stage due to the frightening stimulus.
- D. the central nervous system is slower at processing information than the autonomic nervous system.

DO NOT WRITE IN THIS AREA

Question 5

Sandy has started to learn the guitar and has had to learn a lot of new movements. Which of the following neural processes is likely to be involved in learning this new skill?

- A. retention
- B. long-term depression
- C. sprouting
- D. pruning

Use the following information to answer Questions 6 – 9.

Toby has had a very demanding six months, having moved overseas to start an exchange program with his university. Adjusting to cultural differences and the demands of the course has been challenging. He has noticed he often experiences stomach cramps and has been getting a sore throat frequently. Despite this, he has done well in all his assignments and met a lot of new and interesting people.

Question 6

In terms of Selye's General Adaptation Syndrome, Toby is most likely to be in the

- A. alarm shock phase as he is struggling to adjust.
- B. alarm countershock phase as he is showing increased resistance.
- C. resistance phase as he is showing increased resistance to the stressor despite some increased susceptibility to illness.
- D. exhaustion phase as he is tired and has a sore throat.

Question 7

Toby's stomach cramps may be related to his stress as

- A. increased stress can impact the health of the enteric nervous system.
- B. increased stress can increase digestion, causing fatigue in the enteric nervous system.
- C. stress can increase the diversity of the gut microbiota.
- D. stress will decrease the desire for unhealthy food.

Question 8

The stress that is being experienced by Toby due to the move could best be described as

- A. chronic stress due to internal stressors.
- B. acute stress due to external stressors.
- C. chronic stress due to external stressors.
- D. acute stress due to internal stressors.

Question 9

Which of the following correctly categorises coping strategies that Toby might use?

	Approach	Avoidance
A.	having a study schedule	asking new friends for advice
B.	wishful thinking about results	emailing lecturers with questions
C.	making a plan for the week with study and social time	oversleeping instead of going to class
D.	watching 10 episodes of his favourite show	complaining to his friends

DO NOT WRITE IN THIS AREA

Use the following information to answer Questions 10 and 11.

Tanja and Sue are close friends who live in the same retirement village. Tanja has Alzheimer's disease while Sue does not have the condition.

Question 10

Tanja and Sue are looking forward to visiting a new exhibition at an art gallery. When talking separately with another friend, they describe what they think the day will be like. Which of the following is most likely to be true?

- A. Tanja's description will be more varied from past experience than Sue's
- B. Tanja's description is likely to include more visual imagery than Sue's
- C. Tanja's description is likely to be less vivid and detailed than Sue's
- D. both descriptions will likely be similar

Question 11

Tanja is having trouble remembering what happened the day before but can still recall the details of her earlier life and complete everyday tasks; for example, she remembers how to knit. She also remembers her family but does not remember that they visited her yesterday. Which of the following best describes the memory problems that Tanja is experiencing?

- A. difficulty consolidating emotional memories
- B. difficulty consolidating procedural memory
- C. difficulty consolidating episodic memory
- D. difficulty storing implicit memory

Use the following information to answer Questions 12 – 17.

A Year 12 Psychology class wanted to test whether using acrostics improves the retention of information. They had a list of common, five-letter words and asked two nearby classes to participate.

At the beginning of a class, participants were asked to memorise the list of words and were then tested on the list at the end of the class. One class (of Year 8s) received just the list of words; the second class (of Year 11s) received the words and an acrostic related to the words.

Question 12

Which of the following describes the nature of the acrostic that was given to the participants?

- A. a pronounceable word made up of the first letter of each word on the list
- B. a sentence that includes a word that starts with the same letter of each word on the list
- C. a story that includes each word on the list
- D. a link between each word on the list and a familiar location

Question 13

Which of the following most closely matches the design that the students used?

- A. mixed design
- B. within-subjects design
- C. between-subjects design
- D. repeated-participants design

DO NOT WRITE IN THIS AREA

Question 14

Which of the following is most likely to be a confounding variable in this study?

- A. the use of a control group
- B. the age differences between the two groups
- C. the repeatability of the findings
- D. the words on the list

Question 15

If the class was hoping to test for reproducibility, they should

- A. replicate the experiment keeping everything the same, including using the same classrooms and experimenters.
- B. replicate the experiment using the same set of instructions and lists of words with a different sample.
- C. replicate the experiment using the same set of instructions and lists of words with the same sample.
- D. replicate the experiment by choosing a different mnemonic device.

Question 16

As this was a small sample size and not a random sample, there may be problems with the _____ of this study.

- A. uncertainty
- B. internal validity
- C. external validity
- D. non-maleficence

Question 17

The students calculate mean, median and standard deviation values for their data. Which of the below correctly summarises what this information indicates?

	Mean	Median	Standard Deviation
A.	the average score	the middle number	the variability within the data
B.	the middle number	the average score	the difference between the lowest and highest score
C.	the most commonly occurring number	the middle number	the average score
D.	the range of data	the most commonly occurring number	accuracy of the data

Question 18

Which of the following is not true about someone with aphantasia?

- A. they cannot describe physical features when asked to describe something from memory
- B. they cannot bring visual imagery to mind
- C. they may see visual imagery when dreaming
- D. their spatial imagery abilities (in representing the size, location and position of objects in relation to each other) may be intact

DO NOT WRITE IN THIS AREA

Question 19

Which of the following is an acronym that could be used for remembering musical notes?

- A. FACE
- B. All Cows Eat Grass
- C. EGBDF
- D. associating each musical note with familiar locations around your home

Use the following information to answer Questions 20 and 21.

Gerard is 70 years old and has a new grandson, Lenny, who is one month old.

Question 20

Which of the following is not an accurate comparison of Lenny and Gerard's sleep?

- A. Lenny is likely to have more sleep episodes than Gerard
- B. Gerard is likely to have a lower proportion of REM sleep than Lenny
- C. Lenny and Gerard will have a similar proportion of NREM 3 sleep
- D. Lenny is likely to sleep at least twice as much as Gerard

Question 21

Gerard finds that he always feels sleepy earlier than desired and often wakes up at 2am, unable to get back to sleep. The sleep disorder that Gerard may be experiencing is

- A. advanced sleep phase disorder.
- B. delayed sleep phase syndrome.
- C. shift work disorder.
- D. adolescent sleep-wake cycle shift.

Use the following information to answer Questions 22 and 23.

Hana has been at a party and consumed several alcoholic drinks; her blood alcohol concentration is likely to be over 0.05. Kamila has been working the late shift and has been awake for 18 hours.

Question 22

Which of the following is true regarding Hana and Kamila's abilities to drive?

- A. Hana and Kamila both have a BAC of 0.05 or more
- B. Hana and Kamila may both have a similar impairment in cognition that may affect their driving
- C. Kamila will be significantly more impaired than Hana in her concentration and ability to drive
- D. Hana will be significantly more impaired than Kamila in her concentration and ability to drive

Question 23

Which of the following correctly identifies and categorises the symptoms that Kamila may experience?

	Affective	Behavioural	Cognitive
A.	forgetful	risk-taking behaviour	difficulty problem solving
B.	droopy eyelids	low mood	improved memory
C.	microsleeps	clumsiness	decreased concentration
D.	increased irritability	slowed reaction times	difficulty making decisions

DO NOT WRITE IN THIS AREA

Use the following information to answer Questions 24 – 26.

Heather has experienced a variety of personal challenges over the past year, including changing jobs and breaking up with her partner. During this time, she had sessions with a psychologist who taught her some strategies to use when her worries feel overwhelming.

Question 24

Heather has learnt to change her thinking. Now, when she is not able to complete work as she worries that she always makes errors and is incompetent, she questions the truth of that thought. She can now reflect that, most of the time, she does not make errors and instead replaces the worrying thought with the more realistic thought that she is competent in her work and only makes errors sometimes. This supports her to complete her work with greater confidence. This technique is called

- A. positive thinking
- B. cognitive behavioural strategies
- C. resilience
- D. mindfulness

Question 25

External factors that might influence Heather's wellbeing are:

- A. the break-up with her partner, work demands, and social support from her family.
- B. financial pressures, breaking up with her partner, and worries about her competence.
- C. genetic predisposition for poor mental health, poor sleep, and financial pressures.
- D. poor nutrition, support from family and friends, and breaking up with her partner.

Question 26

Which of the following is not a biological factor that may influence Heather's wellbeing?

- A. adequate nutrition
- B. eight hours of sleep each night
- C. staying hydrated
- D. spending time with family

Question 27

Which of the following is not an element from the social and emotional wellbeing (SEWB) framework?

- A. ancestors
- B. Country
- C. community
- D. technology

Question 28

Which of the following is not a characteristic of the social and emotional wellbeing (SEWB) framework?

- A. holistic
- B. informed by cultural ways of knowing
- C. made in consultation with one community group
- D. recognises the importance of culture and history

DO NOT WRITE IN THIS AREA

Question 29

Which of the following does not support self-determination?

- A. community-driven designing of services
- B. imposing an existing model on a community
- C. prioritising culture
- D. addressing trauma and supporting healing

Use the following information to answer Questions 30 – 35.

Danh has a phobia of escalators. When he was a child, his shoelace became stuck in one and he was very frightened; since then, he has avoided using an escalator. This has often been very difficult as Danh works in fashion and often needs to be in shopping centres and airports. This means that he has frequently taken longer than expected to get to meetings and make flights and has had to allow extra time. He has not told any colleagues or his boss as he is worried that they will think it is silly. He has spoken with his doctor about various treatments, including the short-term use of benzodiazepines.

Question 30

In terms of his behaviour perpetuating his phobia, Danh's avoidance of the escalator is

- A. positively reinforced through classical conditioning.
- B. negatively reinforced through operant conditioning.
- C. positively punished through classical conditioning.
- D. negatively punished through operant conditioning.

Question 31

Which of the following correctly lists factors that may have contributed to the development of Danh's phobia?

	Biological	Psychological	Social
A.	GABA dysfunction	memory bias	stigma
B.	cognitive bias	long-term potentiation	psychoeducation
C.	classical conditioning	operant conditioning	catastrophic thinking
D.	benzodiazepines	cognitive behavioural therapy	a specific environmental trigger

Question 32

When he thinks about having to use an escalator, Danh thinks that, if he uses one, he will become caught and probably fall and injure himself severely. This is called

- A. catastrophic thinking.
- B. memory bias.
- C. negative thinking.
- D. precipitation.

Question 33

Benzodiazepines work by

- A. being a GABA antagonist, increasing the effect of GABA.
- B. increasing the supply of GABA in the body.
- C. increasing the efficiency of GABA.
- D. decreasing the supply of glutamate in the body.

DO NOT WRITE IN THIS AREA

Question 34

Which of the following is evidence that Danh is suffering from a phobia rather than stress?

- A. he is experiencing an increase in physiological arousal
- B. he experiences both negative and positive emotions in relation to escalators
- C. his functioning is significantly impacted
- D. he has a rational response to the escalator

Question 35

Danh's family agreed to participate in learning about his phobia and how to support him. Which of the following would not be part of this?

- A. supporting Danh in questioning his unrealistic thoughts about escalators
- B. learning about phobias and contributing factors
- C. supporting Danh in finding routes that do not involve escalators
- D. learning how to gently challenge Danh's cognitive biases

Question 36

A pilot training program is proposing to use virtual reality technology as part of their research to practise situations that would be too risky to practise in the air. Such a study would be considered a

- A. mixed design.
- B. simulation study.
- C. controlled experiment.
- D. correlational study.

Use the following information to answer Questions 37 and 38.

Denika's university class is conducting a study on how stressful situations affect nervous system activation. They are using heart rate monitors to measure the nervous system response. At the end of the study, they discovered that three of the heart rate monitors had flat batteries and were only giving accurate readings 20% of the time.

Question 37

The dependent variable in this study is

- A. nervous system activation.
- B. stressful situations.
- C. cardiovascular fitness.
- D. resting heart rate.

Question 38

The error with some of the heart rate monitors working and others not working consistently is considered a

- A. personal error.
- B. random error.
- C. systematic error.
- D. controlled variable.

Question 39

Samara is preparing to investigate the role of using the method of loci to improve memory. Before beginning her own investigation, she collates and completes an analysis of data that are related to other people's scientific findings. This is called

- A. a controlled experiment.
- B. a case study.
- C. a literature review.
- D. modelling.

Question 40

Levels of functioning may be used to consider a person's mental wellbeing. Which of the following does not indicate a high level of functioning?

- A. experiencing a range of emotions, including mild distress
- B. the ability to manage household responsibilities
- C. understanding others and communicating clearly
- D. worrying to the extent that it is difficult to attend work

DO NOT WRITE IN THIS AREA

SECTION B**Instructions for Section B**

Answer **all** questions in the spaces provided.

Question 1 (13 marks)

When Jo was younger, there was a neighbourhood cat that would painfully scratch her. Every time she went near the cat, the cat would scratch her, and since these incidents, Jo has avoided cats wherever possible. If a cat appears on the street when she is out walking, she starts to sweat and can feel her heart racing. Even watching a television advertisement for cat food makes her have butterflies in her stomach.

- a. Using the three-phase process of classical conditioning, explain how Jo acquired a fear response to cats. 6 marks

- b. Name the most specific subdivision of the nervous system that is responsible for Jo's sweating and her increased heart rate when she sees a cat. 1 mark

DO NOT WRITE IN THIS AREA

c. Describe how systematic desensitisation could be used to help Jo overcome her phobia of cats. 4 marks

d. Jo remembers the incidents of being repeatedly scratched by the cat very vividly. 2 marks
With reference to the brain areas involved in processing fear and episodic memory, explain why she remembers these events so well.

DO NOT WRITE IN THIS AREA

Question 2 (15 marks)

Johan is conducting a research investigation on the capacity of short-term memory. He asks his psychology class to participate. He conducts three trials, with all participants completing a task at the beginning, middle and end of the lesson. During each trial, he shows his class a random set of letters for 30 seconds, then takes the letters away and immediately asks the class to write down all the letters they can remember. The number of letters to be remembered in each trial is as follows:

- **Trial 1:** 6 letters (V, T, S, L, W, A)
- **Trial 2:** 10 letters (T, G, D, Y, E, V, N, P, B, C)
- **Trial 3:** 14 letters (Q, E, T, U, O, S, F, H, K, X, V, N, W, R)

The results are summarised in the table below:

Trial	Average percentage of letters remembered
1	95%
2	85%
3	52%

- a. Using the axes below, draw and label a graph summarising the data from this experiment. Include a title for your graph.

3 marks



DO NOT WRITE IN THIS AREA

b. Identify and describe the experimental design that Johan has used, and provide one advantage of this design. 3 marks

c. There was quite a lot of noise outside the classroom during the third trial. Identify and describe the type of variable this noise could be and explain how this may affect the internal validity of the experiment. 3 marks

DO NOT WRITE IN THIS AREA

- d.** With reference to the capacity of short-term memory, explain why the results for Trial 3 were considerably lower than for Trial 1. 3 marks

- e.** Outline how the letters may pass through each of the memory stores of the Atkinson-Shiffrin multi-store model in Trial 1. 3 marks

DO NOT WRITE IN THIS AREA

Question 3 (12 marks)

Sunny Hills Horse Riding School uses various learning methods for riders and horses.

Incentives are used for horses. When the horses are learning new skills, they are rewarded with half an apple when they achieve the new skill. For example, Spirit, a new pony, stops on command and is rewarded with half an apple. He then receives half an apple each time he stops on command over the next week. Very soon, he is very good at stopping on command.

New riders learn how to approach horses, how to lead horses and how to safely get on and off the horse. This is done through a demonstration with a qualified instructor. The instructors arrange the riders in a semicircle, to ensure that they can all see, and then they demonstrate the process of approaching the horse and moving around it carefully. They have some good memory tricks to help the riders remember the steps. The riders applaud at the end of the demonstration and eagerly await their turn.

- a. Identify the learning model that Spirit engages in as he learns to stop on command, and describe the learning as a three-phase process. 5 marks

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

- b.** Apply each stage of observational learning to how new riders may learn to approach horses. 5 marks

- c.** Outline the role of long-term potentiation in riders increasing their skills in getting on and off the horse. 2 marks

Question 4 (7 marks)

- a.** As part of Aboriginal and Torres Strait Islander ways of knowing, learning is viewed as being embedded in relationships where the learner is part of a multimodal system of knowledge patterned on Country. 3 marks

Explain the term 'multimodal' and identify two ways in which Aboriginal and Torres Strait Islander ways of knowing may be multimodal.

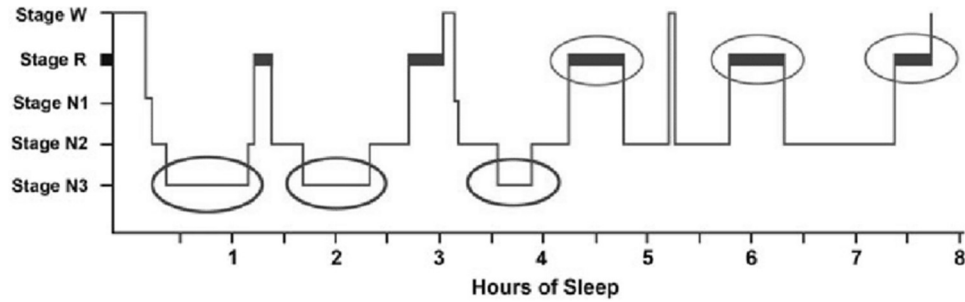
- b.** Songlines are not only an important cultural practice; they are also used by Aboriginal peoples as a method for encoding and transmitting cultural knowledge over generations of learners. 4 marks

Identify two characteristics of Songlines and describe how these enable the effective encoding of this knowledge.

DO NOT WRITE IN THIS AREA

Question 5 (8 marks)

The hypnogram below shows a typical night's sleep for a healthy adult.



Source: https://www.researchgate.net/publication/265834978_Polysomnography_An_Overview
 Pandi-Perumal, Seithikurippu R. & Spence, D. & Bahammam, Ahmed. (2014). Polysomnography: An Overview. 10.1007/978-1-4939-1185-1_4.

- a. Outline two differences between NREM Stage 3 and REM sleep evident in the graph. 2 marks

- b. Contrast the terms circadian rhythm and ultradian rhythm, and provide an example of each in the context of sleep. 4 marks

- c. Describe a physiological feature of NREM Stage 3 sleep and explain how it can be measured in a sleep laboratory. 2 marks

DO NOT WRITE IN THIS AREA

Question 6 (15 marks)

A university studies the effect of mindfulness meditation on managing stress. They recruit 100 first-year university students by advertising for volunteers.

All students complete a saliva test to measure cortisol levels before the semester begins. At the beginning of the semester, half of the students (Group A) are taught mindfulness meditation techniques and asked to complete these regularly while the other half of the students (Group B) are not taught any techniques. Both groups then repeat the saliva cortisol test during the middle of the semester as well as during and after the end-of-semester exams.

The results indicate a lower increase in cortisol levels in Group A during the exam period and a greater decrease in cortisol levels following the exam period when compared to Group B.

- a. With reference to the stress response, explain how cortisol levels may be an indicator of stress levels. 2 marks

- b. Explain how cortisol may both help and hinder (i.e. not help) a student during a busy semester. 2 marks

- c. Describe what mindfulness meditation involves, and explain one reason why it may help to reduce stress for students in Group A. 2 marks

DO NOT WRITE IN THIS AREA

d. Write a hypothesis for this study.

3 marks

e. At the end of the study, participants in Group B were offered the opportunity to learn mindfulness techniques. With reference to beneficence, explain why this was done.

2 marks

f. Jacob is a student who is feeling very anxious about his approaching exams, worrying that he will fail. He worries that he does not have enough time to balance the demands of his part-time job with time to study.

4 marks

With reference to the Transactional Model of Stress and Coping, outline the appraisals that Jacob is likely to have made.

DO NOT WRITE IN THIS AREA

Question 7 (10 marks)

Read the two extracts and the scenario below to help you answer Question 7.

Extract 1:***Excessive Gaming Associated With Poor Sleep Hygiene And Increased Sleepiness***

By the American Academy of Sleep Medicine

Computer/console gamers who play for more than seven hours a week and who identify their gaming as an addiction (called 'excessive gamers') sleep less during the weekdays and experience greater daytime sleepiness than casual or non-gamers, according to a research abstract.

Results of the study indicate that 'excessive gamers' have significantly poorer sleep hygiene and sleep less on weekdays than other gamers; a significant positive correlation was found between the hours of gameplay and sleepiness. 'Excessive gamers' reported that they slept for 1.6 hours less on average than casual gamers.

Adapted from: <https://www.sciencedaily.com/releases/2009/06/090608071802.htm>, American Academy of Sleep Medicine. (2009, June 8). Excessive Gaming Associated with Poor Sleep Hygiene and Increased Sleepiness. *ScienceDaily*. Retrieved May 19, 2023, from www.sciencedaily.com/releases/2009/06/090608071802.htm

Extract 2:***What Adult Gamers Should Know About Their Sleep***

By Michael J. Breus Ph.D.

Gaming at night leads to physical and mental arousal. A 2005 study conducted in a group of young adult men found that gaming at night increased heart rate, reduced feelings of sleepiness and reduced the likelihood of brain wave activity that occurs in the transition to sleep. Researchers also found that night-time gamers took longer to fall asleep and spent less time in REM sleep.

The takeaway? Gaming late at night and/or close to bedtime is likely to be mentally and physically stimulating and counterproductive to sleep. Keep games out of your wind-down time before bed.

Researchers found that the amount of time spent gaming was a predictor of several changes to sleep and sleep problems, including reduced sleep quality, increased fatigue, symptoms of insomnia and delayed bedtimes and wake times.

Adapted from: <https://www.psychologytoday.com/au/blog/sleep-newzzz/202108/5-things-adult-gamers-should-know-about-their-sleep>

Scenario

Raph is 15 years old and enjoys gaming each night. Recently, his parents read the above articles about how gaming can affect sleep and have become very concerned about whether Raph is getting enough sleep.

Raph plays after dinner each night, sitting on his bed. He plays until around 10:30pm, then has a snack and gets things ready for the next day; however, recently, he has been asking to play until later as he says that he cannot fall asleep until around midnight anyway and, so, he would like to be doing something enjoyable.

Raph is often sleepy in the morning and has trouble getting up. His parents have also received an email from his school saying that he is falling asleep in class.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

END OF QUESTION AND ANSWER BOOK

Student
name:

Use a **PENCIL** for **ALL** entries. For each question, shade the box which indicates your answer.

Marks will **NOT** be deducted for incorrect answers.

NO MARK will be given if more than **ONE** answer is completed for any question.

If you make a mistake, **ERASE** the incorrect answer – **DO NOT** cross it out.

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D

15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
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22	A	B	C	D
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24	A	B	C	D
25	A	B	C	D
26	A	B	C	D
27	A	B	C	D
28	A	B	C	D

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34	A	B	C	D
35	A	B	C	D
36	A	B	C	D
37	A	B	C	D
38	A	B	C	D
39	A	B	C	D
40	A	B	C	D