GCSE

WJEC GCSE Integrated Science (Single Award)

Approved by Qualifications Wales

Sample Assessment Materials

Unit 1: Living on Earth
Higher Tier

Teaching from 2026
For award from 2028



This Qualifications Wales regulated qualification is not available to centres in England.

Made for Wales.
Ready for the world.

WJEC would like to thank the students and teachers of Fitzalan High School, Cardiff and Llanwern High School, Newport for their participation in the creation of these covers.

WJEC GCSE Integrated Science (Single Award)

Unit 1: Living on Earth

Higher Tier

External Sample Assessment Materials

For teaching from September 2026

© WJEC CBAC Ltd 2025.

Contents

Question paper	1
Mark scheme	22
Mapping grid	32

Copyright
© WJEC CBAC Limited 2025.

Surname	Centre number	Candidate number
First name(s)		0

GCSE

3450UA

Integrated Science (Single Award)
Unit 1 Living on Earth

Higher Tier

Time: 1 hour 30 minutes

SAMPLE ASSESSMENT MATERIALS

Additional materials

- **Resource Folder**
- **Calculators may be used**

Instructions to candidates

Use black ink or black ball-point pen.
Do **not** use gel pen or correction fluid.

You may use a pencil for graphs and diagrams only.

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

Answer **all** questions.

Section	For examiner's use only		
	Question	Maximum mark	Mark awarded
A	1.	18	
	2.	6	
B	3.	10	
	4.	4	
	5.	8	
	6.	6	
	7.	7	
	8.	13	
	Total	72	

Write your answers in the spaces in this booklet. If you need more space, use the additional page(s) at the back of this booklet. Number the question(s) correctly.

Information for candidates

The number of marks is given in brackets at the end of each question or part-question.

For Section A, you will need to refer to the Resource Folder.

The total number of marks available is **72.**

You should think carefully about how you use your time.

© WJEC CBAC Ltd 2025.

Equations

$\text{speed} = \frac{\text{distance}}{\text{time}}$	
$\text{acceleration [or deceleration]} = \frac{\text{change in speed}}{\text{time}}$	
acceleration = gradient of a speed-time graph	
distance travelled = area under a speed-time graph	
$\text{efficiency} = \frac{\text{useful energy transferred}}{\text{input energy}} \times 100$ OR $\text{efficiency} = \frac{\text{useful power output}}{\text{input power}} \times 100$	
$\text{power} = \frac{\text{energy transfer}}{\text{time}}$	$P = \frac{E}{t}$
units used (kWh) = power (kW) × time (hours) cost = units used × cost per unit	

SI multipliers

Prefix	Symbol	Conversion factor	Multiplier
pico	p	divide by 1 000 000 000 000	1×10^{-12}
nano	n	divide by 1 000 000 000	1×10^{-9}
micro	μ	divide by 1 000 000	1×10^{-6}
milli	m	divide by 1000	1×10^{-3}
centi	c	divide by 100	1×10^{-2}

kilo	k	multiply by 1000	1×10^{3}
mega	M	multiply by 1 000 000	1×10^{6}
giga	G	multiply by 1 000 000 000	1×10^{9}
tera	T	multiply by 1 000 000 000 000	1×10^{12}

© WJEC CBAC Ltd 2025.

SECTION A

Answer **all** questions.

The questions in this section are based on the content of the resource booklet. Some questions will require you to use material taken directly from the booklet.

For each question part, you will be told which section of the resource booklet to refer to, if required.

Examiner only

1. (a) The Government wants no gas, oil or coal to be used to generate electricity by 2050. Read the information on page 4 about renewable energy sources.

State three ways the pie chart in **Figure 1** (page 2) will change. [3]

1. ……

2. ……

3. ……

(b) Use the information in **Figure 2** to answer the following questions.

(i) Name the fraction which contains the compound with the boiling point of –89 °C. [1]

……...

(ii) Name the fraction which contains the compound with the formula C_5H_{12}. [1]

……...

(iii) State the number of carbon atoms in the hydrocarbon compound found in both paraffin and diesel oil. [1]

……...

(c) (i) Burning biomass pellets is more environmentally friendly than burning fossil fuels.

Explain why. [2]

……...

……...

……...

……...

© WJEC CBAC Ltd 2025.

Examiner only

(ii) A school in Wales replaces a gas boiler with a biomass pellet boiler.

The school buys biomass pellets from Ireland. They are transported to the school by ship and lorry. The school claims this replacement boiler will reduce its greenhouse emissions.

Suggest two pieces of information that need to be checked before the school's claim can be accepted. [2]

1. ……

……

2. ……

……

(d) Use the information about wind power in **Figure 5** to answer the following question.

Complete the table by ticking (✓) the correct column for each wind speed. [2]

One has been completed as an example.

Steady wind speed (m/s)	Zero output power	Between zero and maximum rated output power	Maximum rated output power
2	✓		
19			
27			

(e) Use the information in **Figure 6** to answer the following questions.

(i) Calculate how many wind turbines are needed to generate the same maximum power output as a nuclear power station. [2]

Number of wind turbines = ……..…

© WJEC CBAC Ltd 2025.

Examiner only

(ii) Use your answer in part (i) to calculate how many wind turbines are needed to generate the same maximum power output for the lifetime of a nuclear power station. [2]

Number of wind turbines= ……..…

(f) **Figure 7** shows the materials used to make PV solar panels. The silicon used is extracted from silicon dioxide when it reacts with carbon in a furnace.

(i) Name the type of reaction where oxygen is lost. [1]

……...

(ii) Name the other product of this reaction. [1]

……...

18

© WJEC CBAC Ltd 2025.

Examiner only

2. (a) Use the information in **Figure 4** to answer the following question.

A power station requires an energy store of 960 000 units from willow per year.

Calculate the area of land needed to grow this amount of willow crop. [3]

Area = ……km^2

(b) A school intends to install 30 PV panels, each of area 1.7 m^2, on the roof.

A manufacturer of PV panels has made some claims about these panels (see under **Figure 7**).

On a particular day, the panels are producing their maximum output. Use an equation from page 2 to calculate the power transferred by light from the Sun to the 30 panels. [3]

Power transferred = ……kW/m^2

6

© WJEC CBAC Ltd 2025.

SECTION B

Answer **all** questions.

Examiner only

3. Burning diesel fuel is a source of sulfur dioxide, nitrogen oxides and particulate matter.

(a) Lichen can be used as an indicator species to identify air pollutants such as sulfur dioxide.

Students recorded the number of different lichen species at increasing distances from a city centre. They carried out all their recordings on one dry day.

Their results are shown in the table.

Distance from city centre (km)	Number of different lichen species	Mean concentration of sulfur dioxide (units)
0.0	0	250
1.3	3	198
2.5	6	160
3.6	10	140
5.4	14	122

(i) Use the data in the table to answer the following questions.

I. Describe the relationship between distance from the city centre and mean concentration of sulfur dioxide. [2]

……

……

……

……

II. Describe the effect of sulfur dioxide on the number of lichen species. [2]

……

……

……

……

© WJEC CBAC Ltd 2025.

Examiner only

(ii) State **two** modifications the students could make to their survey to find out if wind and other weather conditions affected the results. [2]

1. ……

……

2. ……

……

(b) The majority of the acid rain pollution in Norway comes from air pollution produced in neighbouring countries. Explain how this happens. [2]

……..

……..

……..

……..

(c) Limestone is mostly made from calcium carbonate. Norway adds large quantities of limestone to lakes if they become too acidic. Describe the effect of adding limestone on the acidity of the lakes. [2]

……..

……..

……..

……..

10

© WJEC CBAC Ltd 2025.

4. Describe four ways the body defends itself against disease. [4]

Examiner only

……..

……..

……..

……..

……..

……..

……..

……..

4

© WJEC CBAC Ltd 2025.

Examiner only

5. The table gives information about the feeding relationships in a typical Welsh woodland habitat.

Organisms	
Food source	**Eaten by**
berries	butterfly, blue tit.
flowering plants	grasshopper, rabbit
butterfly	frog
grasshopper	frog
blue tit	snake, buzzard
rabbit	buzzard, fox
frog	snake
snake	buzzard

(a) Draw the part of the food web that depends on berries as the producer. Use the names of organisms in the table. [3]

Berries

© WJEC CBAC Ltd 2025.

(b) Explain why the buzzard can be found at more than one trophic level. [2]

Examiner only

……..

……..

……..

……..

(c) As more trees grow in the woodland, less light reaches the woodland floor. Explain how this affects the population of frogs and snakes. [3]

……..

……..

……..

……..

……..

……..

8

© WJEC CBAC Ltd 2025.

Examiner only

6. (a) A more reactive metal can take oxygen from the oxide of a less reactive metal.

When a mixture of iron(III) oxide and aluminium powder is heated, there is a violent reaction. When a mixture of magnesium oxide and aluminium powder is heated, there is no reaction.

List iron, magnesium and aluminium in order of reactivity. [1]

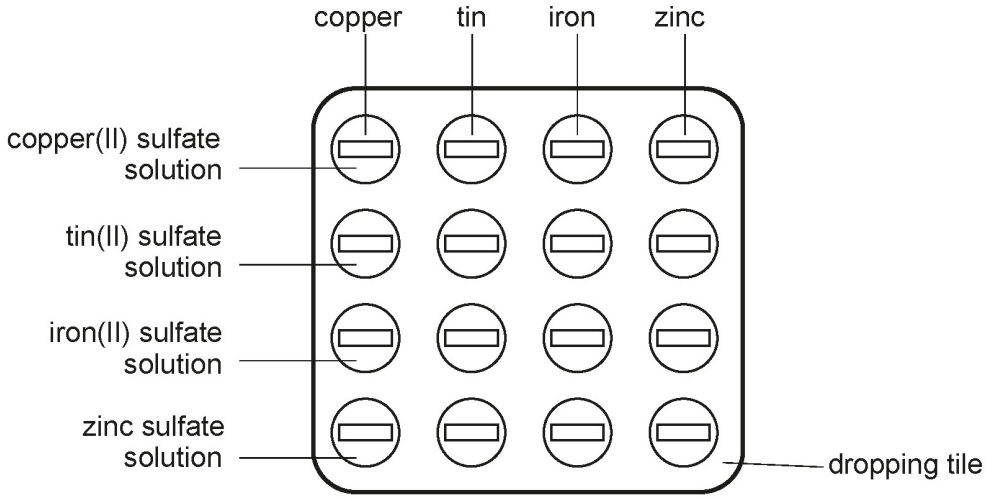
Most reactive ……..……

……

Least reactive …….…….

(b) A more reactive metal can displace a less reactive metal from a solution of its compounds.

A group of students carried out a series of displacement reactions in a dropping tile. In each test they placed a small piece of metal into a solution of the sulfate of a different metal as shown.

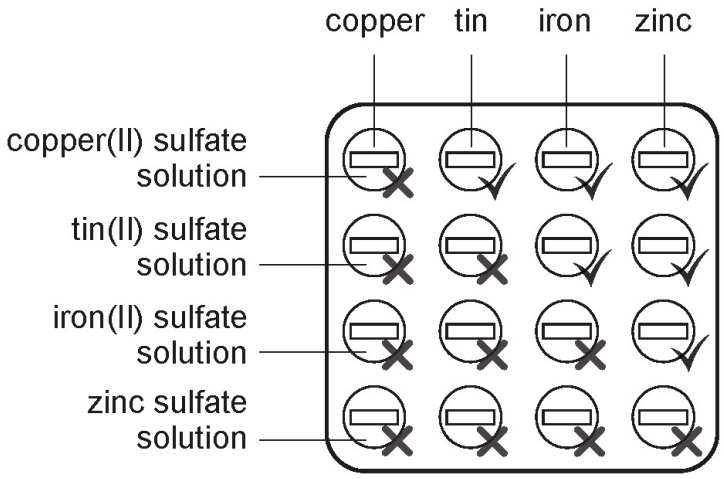


The students recorded the results by putting a tick (✓) next to a mixture which showed signs of a reaction and a cross (X) next to a mixture which showed no signs of a reaction.

© WJEC CBAC Ltd 2025.

Examiner only

(i) One student recorded the following results.



The students concluded that the order of reactivity of the metals is:

Zinc > Iron > Tin > Copper

Use the results to explain how they reached this conclusion. [3]

……...

……...

……...

……...

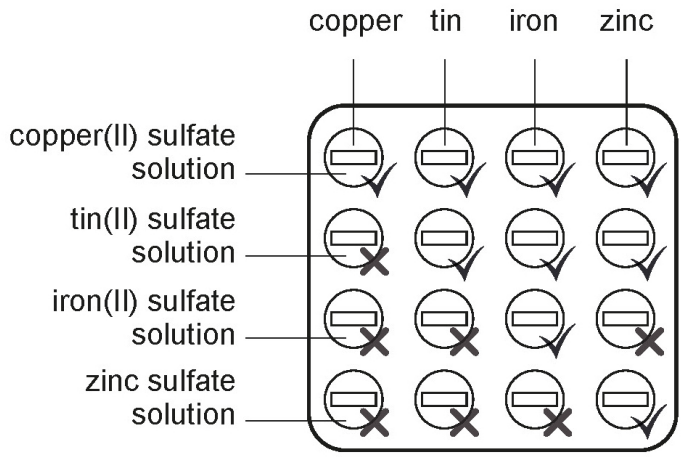
……...

……...

© WJEC CBAC Ltd 2025.

Examiner only

(ii) The results of another student are shown below.



Explain why the results cannot be accurate. [2]

……...

……...

……...

……...

6

© WJEC CBAC Ltd 2025.

Examiner only

7. (a) Long distance runners aim to get most of their calories from carbohydrates.

Explain why they eat plenty of carbohydrates before a long race such as a marathon. [2]

……..……..

……..……..

……..……..

……..……..

(b) Explain why breathing rate increases during exercise. [3]

……..……..

……..……..

……..……..

……..……..

……..……..

……..……..

(c) Explain why anaerobic respiration is less efficient than aerobic respiration. [2]

……..……..

……..……..

……..……..

……..……..

7

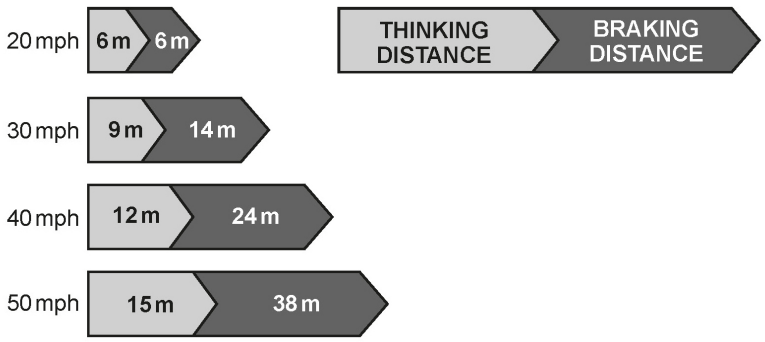
© WJEC CBAC Ltd 2025.

Examiner only

8. For all alert drivers, thinking time before braking is similar.

The mean thinking distance, braking distance and overall stopping distance under good conditions depend on speed as shown **in Image 1** below**.**

Image 1



(a) In Wales, the speed limit on roads through some villages has been reduced to 20 mph.

In one village in Cardiff, the speed limit before the change was 40 mph.

Toni suggests the following changes will happen because of the speed limit change from 40 mph to 20 mph.

1. The thinking distance will halve.
2. The braking distance will halve.
3. The overall stopping distance will halve.

State whether Toni's suggestions are correct.
Give reasons for your answer. Include data from **Image 1** to support your answer. [3]

……...……...

……...……...

……...……...

……...……...

……...……...

……...……...

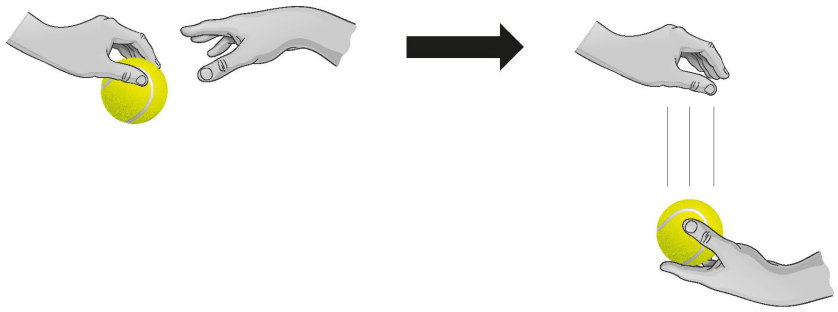
© WJEC CBAC Ltd 2025.

Examiner only

(b) Formula 1 (F1) drivers have much shorter thinking times than most people. This causes the values in **Image 1** to be different.

Image 2 shows the test that an F1 driver completes before a race to practise their reactions. They catch a tennis ball dropped by a team member. The distance the ball falls before being caught can be used to work out thinking time.

Image 2



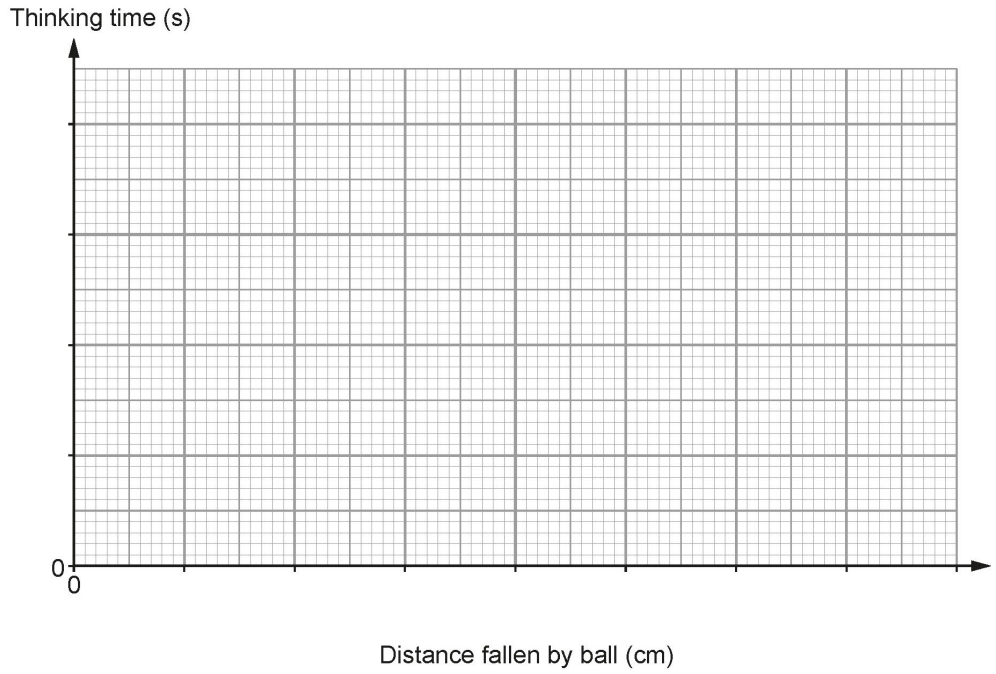
The table below shows the thinking time for different distances fallen by the ball.

Distance fallen by ball (cm)	Thinking time (s)
11	0.15
20	0.20
33	0.26
44	0.30
60	0.35
79	0.40

© WJEC CBAC Ltd 2025.

(i) Plot the data on the grid below and draw a suitable line. [3]

Examiner only



(ii) Use the graph, as well as the information from **Image 1** and an equation from page 2 to complete the table below for the Formula 1 driver catching the ball after it falls 16cm. [4]

Space for working.

Speed	Thinking distance (m)	Braking distance (m)
50 mph (22 m/s)	……	……

© WJEC CBAC Ltd 2025.

Examiner only

(c) The figure shows information about the monocoque cell in a F1 car.

Monocoque cell



This is the central part of the car in which the driver is seated. It is made from multiple layers of carbon fibre with aluminium sheets sandwiched between them. It has a mass of 35kg.

The table lists properties of some materials.

	Material		
	Aluminium	Steel	Carbon fibre
Density (g/cm^3)	2.7	7.7	1.8
Strength (MPa)	50	270	3000
Melting point (^{o}C)	660	1370	3700
Corrodes	no	yes	no
Hardness (units)	2.7	4.2	2.0
Brittle	no	no	yes

Use information from the table to explain why the monocoque cell is constructed from a combination of carbon fibre **and** aluminium instead of steel. [3]

……

……

……

……

……

……

……

……

13

END OF PAPER

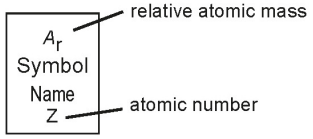
© WJEC CBAC Ltd 2025.

© WJEC CBAC Ltd 2025.

THE PERIODIC TABLE

1	2	Group										3	4	5	6	7	0
							1 H Hydrogen 1										4 He Helium 2
7 Li Lithium 3	9 Be Beryllium 4											11 B Boron 5	12 C Carbon 6	14 N Nitrogen 7	16 O Oxygen 8	19 F Fluorine 9	20 Ne Neon 10
23 Na Sodium 11	24 Mg Magnesium 12											27 Al Aluminium 13	28 Si Silicon 14	31 P Phosphorus 15	32 S Sulfur 16	35.5 Cl Chlorine 17	40 Ar Argon 18
39 K Potassium 19	40 Ca Calcium 20	45 Sc Scandium 21	48 Ti Titanium 22	51 V Vanadium 23	52 Cr Chromium 24	55 Mn Manganese 25	56 Fe Iron 26	59 Co Cobalt 27	59 Ni Nickel 28	63.5 Cu Copper 29	65 Zn Zinc 30	70 Ga Gallium 31	73 Ge Germanium 32	75 As Arsenic 33	79 Se Selenium 34	80 Br Bromine 35	84 Kr Krypton 36
86 Rb Rubidium 37	88 Sr Strontium 38	89 Y Yttrium 39	91 Zr Zirconium 40	93 Nb Niobium 41	96 Mo Molybdenum 42	99 Tc Technetium 43	101 Ru Ruthenium 44	103 Rh Rhodium 45	106 Pd Palladium 46	108 Ag Silver 47	112 Cd Cadmium 48	115 In Indium 49	119 Sn Tin 50	122 Sb Antimony 51	128 Te Tellurium 52	127 I Iodine 53	131 Xe Xenon 54
133 Cs Caesium 55	137 Ba Barium 56	139 La Lanthanum 57	179 Hf Hafnium 72	181 Ta Tantalum 73	184 W Tungsten 74	186 Re Rhenium 75	190 Os Osmium 76	192 Ir Iridium 77	195 Pt Platinum 78	197 Au Gold 79	201 Hg Mercury 80	204 Tl Thallium 81	207 Pb Lead 82	209 Bi Bismuth 83	210 Po Polonium 84	210 At Astatine 85	222 Rn Radon 86
223 Fr Francium 87	226 Ra Radium 88	227 Ac Actinium 89															

Key



Question number	Additional page, if required. Write the question number(s) in the left-hand margin.
	…… ……

© WJEC CBAC Ltd 2025.

INTEGRATED SCIENCE (SINGLE AWARD)

UNIT 1: LIVING ON EARTH

Higher Tier

MARK SCHEME

Guidance for examiners

Generic marking principles

- Marks awarded are always whole marks (not half marks, or other fractions).
- Answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.
- Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).
- Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Positive marking

It should be remembered that candidates are writing under examination conditions and credit should be given for what the candidate writes, rather than adopting the approach of penalising candidates for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

For questions that are objective or points-based, the mark scheme should be applied precisely. Marks should be awarded as indicated and no further subdivision made.

Mark schemes often list points which may be included in candidates' answers. The list is not exhaustive. The inclusion of *'Credit any other valid response.*' (or similar instruction) within mark schemes allows for the possible variation in candidates' responses. Credit should be given according to the accuracy and relevance of candidates' answers.
Appropriate terminology is reflected in exemplar responses in mark schemes. However, unless there is a specific requirement within a question, candidates may be awarded marks where the answer is accurate but expressed in their own words.

Marking abbreviations

The following may be used in marking schemes or in the marking of scripts to indicate reasons for the marks awarded.

ecf = error carried forward
bod = benefit of doubt

© WJEC CBAC Ltd 2025.

SECTION A

Question			Marking details	Marks Available					
				AO1	AO2	AO3	Total	Maths	Enquiry
1.	(a)		No segments for coal or oil (1) 90% segment for renewable (1) 10% segment for nuclear (1)			3	3		
	(b)	(i)	Petroleum gases		1		1		
		(ii)	petrol		1		1		
		(iii)	15		1		1		
	(c)	(i)	During photosynthesis plants extract carbon dioxide from the atmosphere (1) Either: which balances the carbon dioxide added to the atmosphere when burned (1) **Or** Fossil fuels add carbon dioxide to the atmosphere when they are burned (1)	2			2		
		(ii)	**Any 2 × (1) from:** • The reduction in mass of CO_2 produced by not burning gas (1) • The carbon dioxide produced in transporting the pellets from Ireland (1) • How sustainable is the supply of trees [in Ireland] (1)			2	2		

© WJEC CBAC Ltd 2025.

	(d)	<table><tr><th>Steady wind speed (m/s)</th><th>Zero output power</th><th>Between zero and maximum rated output power</th><th>Maximum rated output power</th></tr><tr><td>2.9</td><td>✓</td><td></td><td></td></tr><tr><td>27.2</td><td>✓ (1)</td><td></td><td></td></tr><tr><td>19.6</td><td></td><td></td><td>✓ (1)</td></tr></table>			2		2		
	(e)	(i)	$\frac{3600}{2}$ (1) = 1800 (1)		2		2	2	
		(ii)	1800 **(ecf)** × 3 (1) = 5400 (1) **Accept:** 45 × 3600 = 162 000 (1) $\frac{162\,000}{30}$ = 5400 (1)		2		2	2	
	(f)	(i)	reduction	1			1		
		(ii)	carbon dioxide	1			1		
			Question 1 total	**4**	**9**	**5**	**18**	**4**	**0**

© WJEC CBAC Ltd 2025.

Question		Marking details	Marks Available					
			AO1	AO2	AO3	Total	Maths	Enquiry
2.	(a)	$\frac{960\,000}{20} = 48\,000$ [tonnes] (1) Area = $\frac{48\,000}{10}$ (1) = 4800 [km^2] (1)		3		3	3	
	(b)	Total area = $30 \times 1.7 = 51$ [m^2] (1) Maximum power output = $51 \times 1.2 = 61.2$ [kW] (1) Power transferred by light = $61.2 \times \left(\frac{100}{30}\right) = 204$ [kW/m^2] (1)		3		3	3	
		Question 2 total	**0**	**6**	**0**	**6**	**6**	**0**

© WJEC CBAC Ltd 2025.

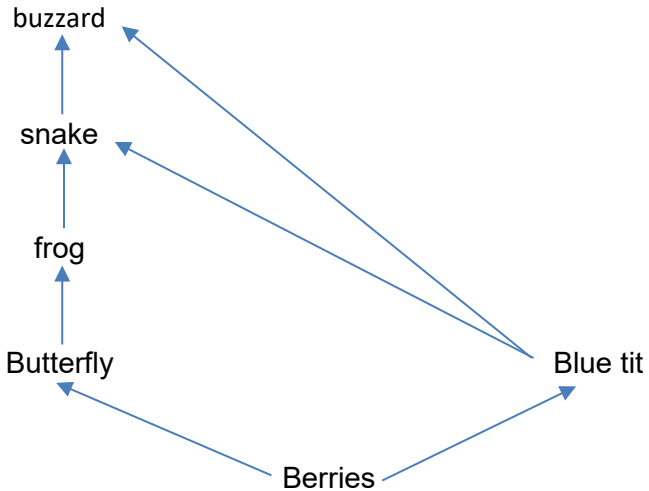
SECTION B

Question				Marking details	Marks Available					
					AO1	AO2	AO3	Total	Maths	Enquiry
3.	(a)	(i)	I	As distance increases sulfur dioxide concentration decreases (1) at a decreasing rate (1)		2		2		2
			II	The greater the concentration of sulfur dioxide the less lichen (1) until at a certain level there are no lichen (1)		2		2		2
		(ii)		Repeat the survey on wet days (1) Repeat the survey in other directions from the city centre (1)			2	2		2
	(b)			The wind carries pollutants e.g. sulfur dioxide over large distances (1) which dissolve in rain water (1)			2	2		
	(c)			Limestone is basic (1) Neutralisation reaction will take place / which increases the pH (1)	1	1		2		
				Question 3 total	**1**	**5**	**4**	**10**	**0**	**6**

© WJEC CBAC Ltd 2025.

Question		Marking details	Marks Available					
			AO1	AO2	AO3	Total	Maths	Enquiry
4.		**Any 4 × (1) from:** • Skin provides a barrier to pathogens (1) • Platelets produce blood clots if skin is broken (1) • Phagocytes destroy pathogens (1) • Stomach acid destroys ingested bacteria (1) • Mucus traps particles and cilia move them out of the respiratory system (1) All OWTTE	4			4		
		Question 4 total	**4**	**0**	**0**	**4**	**0**	**0**

© WJEC CBAC Ltd 2025.

Question		Marking details	Marks Available					
			AO1	AO2	AO3	Total	Maths	Enquiry
5.	(a)	One complete food chain drawn from berries (1) Second complete food chain drawn from berries (1) Third food chain to complete food web (1)  		3		3		
	(b)	Buzzards have more than one food source / eat many things (1) In different (length) food chains (1) **OR** The buzzard is found in multiple food chains (1) Changes level depending on the chain (1) **OR** Buzzard eats primary and secondary / tertiary consumers (2)			2	2		
	(c)	Less food for grasshoppers so numbers decrease (1) Grasshoppers are consumed by frogs so frogs are likely to decrease (1) Frogs are consumed by snakes so they are likely to decrease (1)			3	3		

© WJEC CBAC Ltd 2025.

		Second mark: accept frogs will consume more butterflies to maintain their numbers (1) Third mark: accept snakes will consume more blue tits to maintain their numbers (1) All OWTTE.						
		Question 5 total	**0**	**3**	**5**	**8**	**0**	**0**

© WJEC CBAC Ltd 2025.

Question			Marking details	Marks Available					
				AO1	AO2	AO3	Total	Maths	Enquiry
6.	(a)		Most reactive Magnesium Aluminium Least reactive Iron All in order (1)			1	1		
	(b)	(i)	Tin displaces copper (1) Iron displaces tin and copper (1) Zinc displaces copper, tin and iron (1)		3		3		3
		(ii)	Metals do not displace themselves (from solution)/metals do not react with their own sulfate (1) Example of an incorrectly placed tick e.g. copper and copper sulfate (1)	1	1		2		2
			Question 6 total	**1**	**4**	**1**	**6**	**0**	**5**

© WJEC CBAC Ltd 2025.

Question		Marking details	Marks Available					
			AO1	AO2	AO3	Total	Maths	Enquiry
7.	(a)	Glucose store (1) is required for respiration (1)	2			2		
	(b)	Rate of respiration increases during exercise (1) During exercise the body requires more oxygen at a greater rate (1) and produces more carbon dioxide (so must increase breathing rate) (1)	3			3		
	(c)	Anaerobic respiration produces less ATP than aerobic respiration (1) due to the incomplete oxidation of glucose molecules due to a lack of oxygen (1)	2			2		
		Question 7 total	**7**	**0**	**0**	**7**	**0**	**0**

© WJEC CBAC Ltd 2025.

Question			Marking details	Marks Available					
				AO1	AO2	AO3	Total	Maths	Enquiry
8.	(a)		Thinking distance will halve from 12 to 6 m (1) Braking distance {will be / is 6 not 12 [m] / decreases from 24 to 6 [m] which is not a half} (1) 14 Stopping distance {will be / is 12 not 18 [m] / decreases from 36 to 12 [m] which is not a half} (1)			3	3		
	(b)	(i)	1 mark for scale 1 mark for plots 1 mark for curve		3		3	3	
		(ii)	0.18 s read from graph (1) Substitution: $22 = \frac{\text{thinking distance}}{0.18}$ (1) Thinking distance = 22 × 0.18 = 3.96 or 4.0 [m] (1) Braking distance unchanged = 38 [m] (1)	1	3		4	4	
	(c)		**Any 3 × (1) from:** Carbon fibre and aluminium are less dense than steel so lighter (1) Carbon fibre is stronger than steel (1) Carbon fibre is brittle so needs to be in layers with aluminium in between (1) Aluminium and carbon fibre do not corrode unlike steel (1)		3		3	3	
Question 8 total				**1**	**9**	**3**	**13**	**10**	**0**

© WJEC CBAC Ltd 2025.

HIGHER TIER

SUMMARY OF MARKS ALLOCATED TO ASSESSMENT OBJECTIVES

Question	AO1	AO2	AO3	TOTAL MARK	MATHS	ENQUIRY
1	4	9	5	18	4	0
2	0	6	0	6	6	0
3	1	5	4	10	0	6
4	4	0	0	4	0	0
5	0	3	5	8	0	0
6	1	4	1	6	0	5
7	7	0	0	7	0	0
8	1	9	3	13	10	0
TOTAL	**18**	**36**	**18**	**72**	**20**	**11**

© WJEC CBAC Ltd 2025.