Print your name and the name of your school on the lines above.

The questions on this test measure your knowledge and understanding of science. The test has two parts. Both parts are contained in this test booklet.

Part I consists of 45 multiple-choice questions. Record your answers to these questions on the separate answer sheet. Use only a No. 2 pencil on your answer sheet.

Part II consists of 39 open-ended questions. Write your answers to these questions in the spaces provided in this test booklet.

You may use a calculator to answer the questions on the test if needed.

You will have two hours to answer the questions on this test.

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.
Part I

DIRECTIONS

There are 45 questions on Part I of the test. Each question is followed by four choices, numbered 1 through 4. Read each question carefully. Decide which choice is the best answer. On the separate answer sheet, mark your answer in the row of circles for each question by filling in the circle that has the same number as the answer you have chosen.

Read the sample question below.

<table>
<thead>
<tr>
<th>Sample Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earth gets most of its light from</td>
</tr>
<tr>
<td>(1) the stars</td>
</tr>
<tr>
<td>(2) the Sun</td>
</tr>
<tr>
<td>(3) the Moon</td>
</tr>
<tr>
<td>(4) other planets</td>
</tr>
</tbody>
</table>

The correct answer is the Sun, which is choice number 2. On your answer sheet, look at the box showing the row of answer circles for the sample question. Since choice number 2 is the correct answer for the sample question, the circle with the number 2 has been filled in.

Answer all of the questions in Part I in the same way. Mark only one answer for each question. If you want to change an answer, be sure to erase your first mark completely. Then mark the answer you want.

You will not need scrap paper. You may use the pages of this test booklet to work out your answers to the questions.

You may use a calculator if needed.

When you are told to start working, turn the page and begin with question 1. Work carefully and answer all of the questions in Part I.

When you have finished Part I, go right on to Part II. Answer all of the questions in Part II.
1. Which sequence identifies the levels of organization of body structures in a human from simplest to most complex?

(1) cell → organ → tissue → organ system
(2) organ system → cell → tissue → organ
(3) tissue → organ → organ system → cell
(4) cell → tissue → organ → organ system

2. A student viewing a cell with a microscope observes a cell wall, a cell membrane, and a nucleus. The presence of these structures indicates that the student is looking at a cell from a

(1) rabbit
(2) carrot
(3) worm
(4) fly

3. Dogs and cats are animals that have many similar body structures but they do not mate with each other. These two animals are classified in

(1) the same kingdom and the same species
(2) the same kingdom, but different species
(3) different kingdoms, but the same species
(4) different kingdoms and different species

4. The diagrams below represent two systems of the human body.

(Not drawn to scale)

Which two systems are represented in the diagrams?

(1) endocrine and skeletal
(2) endocrine and respiratory
(3) circulatory and respiratory
(4) circulatory and digestive

5. Which process is responsible for the growth and repair of human tissue?

(1) evolution
(2) germination
(3) cell division
(4) natural selection

6. The primary role of the endocrine system is to

(1) produce hormones that regulate body functions
(2) form chemicals that destroy microbes
(3) break down food to release nutrients
(4) supply red blood cells to carry oxygen

7. The photograph below shows three cats with differences in their fur length and patterns. These differences are most likely due to

(1) dietary habits
(2) sexual reproduction
(3) habitat destruction
(4) damage from disease

8. The hereditary material in corn plants can be altered by scientists so the plants produce more corn. Which term identifies this process?

(1) environmental degradation
(2) ecological succession
(3) natural selection
(4) genetic engineering

9. One function of a plant’s seed is to

(1) perform photosynthesis
(2) provide food for early development
(3) decompose dead organisms
(4) reproduce sexually
10 The diagram below represents four organisms.

(Not drawn to scale)

How many of the organisms represented are multicellular?

(1) one  (3) three
(2) two  (4) four

Base your answers to questions 11 and 12 on the model below and on your knowledge of science. The model represents the transmission of a specific trait passed on from parents to their offspring.

11 Which type of model is shown in the diagram?

(1) food chain  (3) feedback system
(2) pedigree chart  (4) life cycle

12 How many males in this model show the trait?

(1) one  (3) three
(2) seven  (4) four
Base your answers to questions 13 and 14 on the diagrams below and on your knowledge of science. Diagrams A through E represent five stages in a simplified model of sexual reproduction and development.

![Diagrams A through E representing five stages in sexual reproduction and development](image)

13 At which stage is fertilization occurring?

(1) A  
(2) B  
(3) C  
(4) E

14 Between which two stages does cell division first occur?

(1) A and B  
(2) B and C  
(3) C and D  
(4) D and E

15 The photograph below shows a cactus plant.

![Cactus plant with labels for green color, branch, waxy surface, and flower](image)

Which feature helps a cactus plant prevent water loss in a hot, dry desert environment?

(1) green color  
(2) flowers  
(3) waxy surface  
(4) branches
16 Nutrients enter the bloodstream during the process of
(1) locomotion  (3) elimination
(2) respiration (4) absorption

Base your answers to questions 17 and 18 on the information below about two animals, the sea anemone and the clownfish, and on your knowledge of science.

Clownfish are tiny, omnivorous fish that find shelter from predators in the poisonous tentacles of sea anemones. The sea anemones sting their prey to capture food, but the clownfish are not hurt by the stinging tentacles. The clownfish clean the tentacles of the sea anemone and scare off butterfly fish, which consume sea anemones.

17 The relationship between the sea anemone and clownfish is best described as
(1) competitive  (3) predatory
(2) beneficial    (4) harmful

18 The clownfish is classified as an omnivore because it eats
(1) both plants and animals
(2) neither plants nor animals
(3) only plants
(4) only animals

19 Which type of organism converts wastes and dead materials into nutrients that can be used by plants?
(1) carnivore  (3) decomposer
(2) herbivore  (4) producer

20 All of the different organisms interacting in a pond make up
(1) a community  (3) the water cycle
(2) a population (4) the habitat

21 Which factor is most likely to cause the number of rabbits living in an area to increase?
(1) less water  (3) lack of shelter
(2) fewer predators (4) limited food

22 One positive effect of recycling aluminum cans to manufacture new beverage containers is
(1) conserving Earth’s resources
(2) creating acid rain
(3) warming Earth’s atmosphere
(4) increasing the ozone layer

23 The diagram below represents a portion of Earth’s latitude/longitude system. A and B are locations on Earth’s surface. The arrows show the direction of Earth’s rotation.

If it is noon at location A, then at location B it is
(1) morning  (3) afternoon
(2) noon      (4) midnight
24. The length of one day on Earth is determined by how long it takes
   (1) the Moon to revolve once
   (2) the Moon to rotate once
   (3) Earth to rotate once
   (4) Earth to revolve once

25. When Earth’s shadow falls on the Moon, the shadow causes a
   (1) high tide
   (2) low tide
   (3) lunar eclipse
   (4) Moon phase

26. Earth’s hydrosphere is a layer of
   (1) rock
   (2) air
   (3) lava
   (4) water

27. The map below shows the current positions of South America and Africa. Points A and B represent areas on the two continents where scientists have discovered fossils of the same animal species.

   [Map of South America and Africa with points A and B marked]

   How does the Theory of Plate Tectonics explain the location of these fossils?
   (1) The continents were once joined together.
   (2) The animals were able to swim from one continent to the other.
   (3) Humans transported the animals from point A to point B.
   (4) The animals developed independently on both continents.

28. All living and nonliving material is composed of
   (1) air
   (2) elements
   (3) water
   (4) soil

29. Which change is the best example of a physical change?
   (1) a cookie baking
   (2) paper burning
   (3) ice cream melting
   (4) a nail rusting

30. Elements on the Periodic Table of the Elements are classified into categories such as
   (1) rocks and minerals
   (2) molecules and atoms
   (3) mixtures and compounds
   (4) metals and nonmetals

31. Which type of energy is transferred by vibrational waves?
   (1) nuclear
   (2) light
   (3) chemical
   (4) sound

32. Which device directly converts chemical energy into electrical energy?
   (1) solar-powered calculator
   (2) wood-burning stove
   (3) battery-powered flashlight
   (4) wind-powered sailboat

33. Heat transfer by conduction occurs when molecules
   (1) flow as currents through liquids
   (2) form waves that travel through space
   (3) become less dense and rise
   (4) collide with other molecules

34. Which energy source is nonrenewable?
   (1) sunlight
   (2) biomass
   (3) wind
   (4) fossil fuel

35. Scientists have created trains that use magnets to make the trains float above the tracks as they travel. These trains float because
   (1) the track is waxed
   (2) the like poles repel
   (3) the train has a low density
   (4) a chemical change occurs
36 Which diagram represents a chemical reaction used to identify a mineral?

(1) Acid drop, Bubbling
(2) String, Water, Mineral
(3) Mineral, Hit on the side with a hammer
(4) Mineral, Rubbed on a glass square

37 The diagram below represents how rock is affected when water enters cracks in rock, freezes, and becomes ice.

Which geologic process is represented in the diagram?
(1) faulting
(2) weathering
(3) metamorphism
(4) volcanism
38 The diagrams below represent three phases of matter, labeled A, B, and C.

Which table correctly identifies the phases of matter represented by the diagrams?

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>liquid</td>
<td>gas</td>
<td>solid</td>
</tr>
<tr>
<td>2</td>
<td>solid</td>
<td>liquid</td>
<td>gas</td>
</tr>
<tr>
<td>3</td>
<td>solid</td>
<td>gas</td>
<td>liquid</td>
</tr>
<tr>
<td>4</td>
<td>liquid</td>
<td>solid</td>
<td>gas</td>
</tr>
</tbody>
</table>

39 The diagram below represents a sodium atom bonding to a chlorine atom to form sodium chloride.

Which statement is supported by this diagram?

(1) Sodium chloride is an element.
(2) Sodium chloride is a mixture.
(3) Sodium chloride is a compound.
(4) Sodium chloride is composed of only one atom.
40 The diagram below represents a person looking at a fish in the water.

The actual position of the fish is different from the apparent position of the fish because as light travels from the water into the air, the light is

(1) refracted  (3) transmitted
(2) reflected  (4) absorbed

41 The arrows in the diagram below represent the forces acting on a moving bicycle at two different times, time 1 and time 2. The length of each arrow represents the amount of force being applied.

As a result of the change in the forces from time 1 to time 2, the bicyclist will

(1) move slower in a forward direction  (3) move faster in a forward direction
(2) move in a backward direction  (4) stop moving
42 The sequence of diagrams 1, 2, and 3 below represents different levers being used to lift a 100-newton (N) weight. The distance in meters (m) from the fulcrum to the applied force is different in each diagram.

How many meters from the fulcrum to the applied force would allow this weight to be lifted using only 10 N of applied force?

(1) 20
(2) 10
(3) 8
(4) 4

43 The graph below shows the relationship between the amount of light received by a plant and its rate of photosynthesis.

As the amount of light received by this plant increases, its rate of photosynthesis

(1) decreases, then increases
(2) decreases, and then remains the same
(3) increases, then decreases
(4) increases, and then remains the same
44 The graph below shows the relative sizes and surface temperatures of four groups of stars. The surface temperature of the stars is measured in Kelvin (K). The Sun is part of the main sequence group.

According to the graph, the Sun is best described as

1) massive sized, with a surface temperature of approximately 20,000 K
2) massive sized, with a surface temperature of approximately 10,000 K
3) average sized, with a surface temperature of approximately 8,000 K
4) average sized, with a surface temperature of approximately 6,000 K

45 A student writes in a laboratory notebook:

I placed a piece of iron in a beaker of water and the iron sank to the bottom of the beaker.

What the student wrote in the laboratory notebook is an example of a(n)

1) observation  (3) inference
2) prediction  (4) hypothesis
Part II

Directions (46–84): Record your answers in the space provided below each question.

Base your answers to questions 46 through 48 on the information below and on your knowledge of science.

The diagram below represents a student using a spring scale to pull a toy cart across a level table.

![Diagram of a student using a spring scale to pull a cart across a table](image)

(Not drawn to scale)

The student pulled the cart across the table five times. Each time, the student used more force. Force is measured in newtons (N) on the spring scale. The student then calculated the acceleration of the cart, measured in meters per second squared (m/s²). The results are shown in the data table.

<table>
<thead>
<tr>
<th>Force (N)</th>
<th>Cart Acceleration (m/s²)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0</td>
<td>1.5</td>
</tr>
<tr>
<td>3.6</td>
<td>1.8</td>
</tr>
<tr>
<td>4.2</td>
<td>2.1</td>
</tr>
<tr>
<td>4.8</td>
<td>2.4</td>
</tr>
<tr>
<td>5.4</td>
<td>2.7</td>
</tr>
</tbody>
</table>

46 Determine the mass of the cart, using the equation below. [1]

\[
\text{Force (newton)} = \text{mass (kg)} \times \text{acceleration (m/s}^2)\]

Mass of cart = _______________ kg
47 Based on the data in the table, construct a line graph on the grid below. Use an X to plot the acceleration of the cart for each force shown. Connect the Xs with a solid line. [1]

![Graph of Cart Acceleration vs. Force](image)

48 Based on the graph, predict the acceleration of the cart if the student were to perform the same experiment again using 2 N of force. [1]

______________ m/s²

49 The diagram below represents part of a science classroom. Several items are labeled.

![Diagram of Science Classroom](image)

Choose two labeled items from the diagram and explain how each is used to keep students safe. [1]

Item 1: ________________________

Explanation: ___________________________________________________________________________

Item 2: ________________________

Explanation: ___________________________________________________________________________
Use the data from the bar graph to complete the data table below. [1]

<table>
<thead>
<tr>
<th>Trial</th>
<th>Heart Rate Before Exercise (beats per minute)</th>
<th>Heart Rate After Exercise (beats per minute)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
51 State the general relationship between exercise and heart rate in humans. [1]

52 Identify one way the students could have measured their heart rates. [1]

Base your answers to questions 53 and 54 on the information below and on your knowledge of science.

A group of students investigated how the length of a column of air inside a test tube affects the pitch of a sound produced by blowing across the top of the test tube. Pitch refers to how high or low a sound is. The length of the air column was varied by pouring different amounts of water into five test tubes. The pitch produced by each test tube was ranked on a scale of 1–5, with 1 being the lowest pitch and 5 being the highest pitch. The results of the investigation are shown in the data table below.

<table>
<thead>
<tr>
<th>Test Tube</th>
<th>Length of Air Column (cm)</th>
<th>Pitch of Sound</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>2.0</td>
<td>5</td>
</tr>
<tr>
<td>B</td>
<td>5.0</td>
<td>4</td>
</tr>
<tr>
<td>C</td>
<td>7.0</td>
<td>3</td>
</tr>
<tr>
<td>D</td>
<td>10.0</td>
<td>2</td>
</tr>
<tr>
<td>E</td>
<td>15.0</td>
<td>1</td>
</tr>
</tbody>
</table>

53 Identify the dependent variable in this investigation. [1]

54 Identify one source of error that might have influenced the results of this investigation. [1]
The graph below shows the solubility of three substances in 100 grams of water at various temperatures.

How many grams of KBr will dissolve in 100 grams of water at 60°C? [1]

______________ g
Base your answers to questions 56 through 58 on the diagram below and on your knowledge of science. The diagram represents some processes that are part of the water cycle. Arrow X represents a water cycle process.

56 What is the source of energy for the water cycle? [1]

________________________________________________________________________

57 Which process changes the water vapor into water droplets that form the cloud? [1]

________________________________________________________________________

58 Which process in the water cycle is represented by arrow X, where water flows over land to the ocean? [1]

________________________________________________________________________
Base your answers to questions 59 and 60 on the Punnett square below and on your knowledge of science. The Punnett square represents a cross between two parent pea plants. The gene for round shape \((R)\) is dominant over the gene for wrinkled shape \((r)\).

59 What percentage of the offspring will have a round shape? [1]

________________ %

60 Complete the Punnett square below to show the probability of the results of crossing two \(Rr\) parents. [1]

\[
\begin{array}{cc}
R & r \\
R & \text{(Key)} \\
r & \\
r & \\
\end{array}
\]

\[
R = \text{gene for round shape in peas} \\
r = \text{gene for wrinkled shape in peas}
\]
The diagrams below represent different types of metamorphosis (complete and incomplete) occurring in the life cycles of two insects. The stages of development are labeled in both life cycles.

Based on the diagrams, describe one way complete metamorphosis is different from incomplete metamorphosis. [1]

______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
The diagram below represents a plant. Three plant structures are labeled A, B, and C.

Complete the chart below by identifying the structures and describing one function of each. The structure and function for A is shown. [2]

<table>
<thead>
<tr>
<th>Label</th>
<th>Structure</th>
<th>One Function of the Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>stem</td>
<td>supports the plant</td>
</tr>
<tr>
<td>B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The diagram below represents a simple animal cell. To the right of the cell, two cell structures have been enlarged and labeled A and B. A portion of structure B has been enlarged and labeled C.

![Diagram of a cell with labeled structures A, B, and C]

A description of each cell structure is provided in the chart below. Complete the chart by identifying each cell structure. The name for structure A is shown. [1]

<table>
<thead>
<tr>
<th>Letter</th>
<th>Description of Cell Structure</th>
<th>Name of Cell Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>thread-like structure found in the nucleus that contains many units of hereditary information</td>
<td>chromosome</td>
</tr>
<tr>
<td>B</td>
<td>a single unit of hereditary information</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>double-stranded molecule composed of genetic material</td>
<td></td>
</tr>
</tbody>
</table>

The diagram below represents a bird, fertilized eggs, and a nest.

![Bird and nest diagram]

Do birds exhibit mainly internal development or external development? Circle the correct answer and give one piece of evidence to support your answer. [1]

Circle one: internal external

Evidence: ___________________________________________________________________________________
_________________________________________________________________________________________
65 Which evidence from the diagram indicates that all four of the organisms shown are reproducing asexually? [1]

______________________________________________________________________________________

______________________________________________________________________________________

66 If the parent hydra has 32 chromosomes, how many chromosomes does the hydra offspring have? [1]

_______________ chromosomes
67 Explain how the diagram indicates that the trilobites are older than the other fossils shown. [1]

______________________________________________________________________________________
______________________________________________________________________________________

68 Identify one factor that has caused some species to become extinct. [1]

______________________________________________________________________________________
______________________________________________________________________________________
69 Identify one producer labeled in this food web. [1]

____________________________________________________________________________________

70 Explain why the frog population would most likely decrease if there were a decrease in the cricket population. [1]

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
Base your answers to questions 71 through 73 on the diagram below and on your knowledge of science. The diagram represents the orbits of the planets around the Sun in our solar system.

71 List two objects not shown in the diagram that are also part of our solar system. [1]

_________________________________________ and _________________________________________

72 Explain why Uranus takes longer than Mars to revolve around the Sun. [1]

______________________________________________________________________________________
______________________________________________________________________________________

73 Earth is closer to the Sun in December than it is in June. Explain why warmer air temperatures and summer occur in the Northern Hemisphere in June rather than in December. [1]

______________________________________________________________________________________
______________________________________________________________________________________
Base your answers to questions 74 through 77 on the diagram below and on your knowledge of science. Arrows on the diagram represent the direction of the Moon’s rotation and revolution and Earth’s rotation and revolution.

74 Circle one motion of the Moon and one motion of Earth that allow an observer in New York State to see one cycle of the phases of the Moon. [1]

Circle one: Moon’s rotation  Moon’s revolution

Circle one: Earth’s rotation  Earth’s revolution

75 Circle the Moon phase that would be visible to an observer in New York State at night when the Moon is in the position shown in the diagram above. [1]

Circle one:

Moon Phases
76 Explain why the Moon at this position is visible in the sky, even though it does not emit its own light. [1]

______________________________________________________________________________________
______________________________________________________________________________________

77 What is the approximate amount of time the Moon takes to complete one cycle of phases and return to the same phase as shown in the diagram? Include units in your answer. [1]

______________________________________________________________________________________

Base your answers to questions 78 through 80 on the diagram below and on your knowledge of science. The diagram represents a person who heard thunder 15 seconds after seeing lightning.

78 If it takes 5 seconds for the sound of thunder to travel 1 mile, how many miles was the person from the lightning bolt? [1]

__________ miles

79 Explain why the person heard the thunder after seeing the lightning. [1]

______________________________________________________________________________________
______________________________________________________________________________________

80 Describe one action a person should take to stay safe from the approaching thunderstorm. [1]

______________________________________________________________________________________
81 The map below shows the center of a low-pressure system (L) over the United States and the fronts associated with the low-pressure system.

Identify one weather condition likely to occur along the fronts of this low-pressure system. [1]

82 A student attempted to find the volume of a piece of wood using water displacement. The diagram below represents a graduated cylinder of water before and after the piece of wood was placed in it.

Explain why finding the amount of water displaced will not help the student find the correct volume of this piece of wood. [1]
Base your answers to questions 83 and 84 on the diagram below and on your knowledge of science. The diagram represents a cross section of a portion of Earth’s interior. The arrows in the diagram represent a heat-transfer process that moves tectonic plates across Earth’s surface.

83 On the cross section below, draw an X centered on one location on Earth’s surface where volcanoes are most likely to form. [1]

84 Identify the heat-transfer process represented by the arrows in the diagram. [1]
### For Teacher Use Only

#### Part II Credits

<table>
<thead>
<tr>
<th>Question</th>
<th>Maximum Credit</th>
<th>Credit Allowed</th>
</tr>
</thead>
<tbody>
<tr>
<td>46</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>47</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>48</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>49</td>
<td>1</td>
<td></td>
</tr>
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<td>1</td>
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<td>59</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>60</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>61</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>62</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>63</td>
<td>1</td>
<td></td>
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<td>1</td>
<td></td>
</tr>
<tr>
<td>65</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>66</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>67</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>68</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>69</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>70</td>
<td>1</td>
<td></td>
</tr>
<tr>
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