



FRENCH: SECOND LANGUAGE

ATAR course examination 2020

Written marking key

Marking keys are an explicit statement about what the examining panel expect of candidates when they respond to particular examination items. They help ensure a consistent interpretation of the criteria that guide the awarding of marks.

Section One
Response: Listening

30% (29 Marks)

Text 1: *Votez aux Victoires de la musique !***Question 1****(2 marks)**

Complete the table below by providing the missing information.

Description		Marks
Number	Fact to which the number refers	
35	number of editions of <i>Victoires de la musique</i>	1
200	music lovers/music fans/music enthusiasts	1
Total		2

Question 2**(2 marks)**

In giving in to their criticisms, what has Romain Vivien enabled the French public to do?

Description	Marks
(enabled them) to support their favourite artists and	1
to crown/award/reward/acknowledge young talents (like in the Césars Awards)	1
Total	2

Question 3**(3 marks)**State **three** criteria that must be met to become a voter.

Description	Marks
to be into music/to like music/to be interested in music/to have a connection with music	1
(to be between) 15 and 75 years of age/15–75 years	1
to be available during the two selection rounds (of nominees)/between the two dates	1
Total	3

Text 2: Grand malaise chez les jeunes**Question 4****(3 marks)**

According to the radio presenter, how do more and more young people describe themselves?

Description	Marks
depressed	1
Tired/fatigued/exhausted	1
(and) in constant stress	1
Total	3

Question 5**(1 mark)**

Tick (✓) to indicate the statement that **best** represents Romain's situation.

Description		Marks
Statement	✓	
He struggles to work part-time and study for his examinations.		
He struggles to find part-time jobs to pay his bills.	✓	1
He struggles to assist his unemployed parents to pay the bills.		
Total		1

Question 6**(2 marks)**

How does Romain manage for food?

Description	Marks
he sometimes has to skip meals (or)	1
eats with homeless people (at the Resto du Coeur/Heart Restaurants)	1
Total	2

Question 7**(5 marks)**

Tick (✓) to indicate whether the statements are true **or** false.

Description			Marks
Statements	True	False	
Myriam Duchemin explains that Romain's case is isolated.		✓	1
Young people fight chronic stress with dangerous consumption of alcohol and drugs rather than tobacco.		✓	1
Compensation behaviours generate health issues and distress.	✓		1
Myriam Duchemin recommends focusing only on oneself.		✓	1
Asking for help is the only way.		✓	1
Total			5

Text 3: *Médias, je t'aime moi non plus*

Question 8

(5 marks)

- (a) What does Sylvie's father think she is doing? (1 mark)

Description	Marks
(he thinks) she is (again) sending (another) snap(chat)	1
Total	1

- (b) What other activities does Sylvie suggest she could be doing on her phone? Tick (✓) to indicate whether the following statements are true
- or**
- false. (4 marks)

Description			Marks
Statements	True	False	
watching a crime series		✓	1
taking an interest in the survival of our planet	✓		1
keeping informed as to whether the United States is winning the war		✓	1
checking Luc Besson's latest film reviews		✓	1
Total			4

Question 9

(1 mark)

Tick (✓) to indicate which comment **best** summarises Sylvie's father's opinion about young people.

Description	Marks
Young people are not interested in watching TV series of celebrities getting married again.	
Young people are only interested in watching TV series of celebrities getting married again.	
Young people are not interested in the latest TV series or celebrities getting married again.	
Young people are only interested in the latest TV series or celebrities getting married again.	✓
Total	1

Question 10

(3 marks)

According to Sylvie, which **three** stereotypes have been formed about her generation?

Description	Marks
They are (only) concerned about their streaks on Snapchat	1
(and the number of) likes on Facebook.	1
They are not passionate about the (complex) world they live in.	1
Total	3

Question 11

(2 marks)

According to Sylvie, which **two** sources of information do young people use to form an opinion?

Description	Marks
They use TV news/TV news reports/TV news channels	1
and online newspapers/online papers/online articles.	1
Total	2

Section Two

Response: Viewing and reading

30% (64 Marks)

Text 4: *Réussir sa vie, à ma façon*

Question 12

(5 marks)

(a) Why do Victor and his parents argue?

(2 marks)

Description	Marks
because his parents are constantly asking what he wants to do after his baccalaureate/after he graduates from school/after his end of year exams	1
and he cannot decide/hasn't decided/make up/made up his mind on a career	1
Total	2

(b) Why did Victor choose **not** to go to university?

(3 marks)

Description	Marks
He is fed up/he has enough with studying	1
for the past 12 years	1
and having a life dictated by his/routine of homework, tests and teachers.	1
Total	3

Question 13

(4 marks)

Why is Victor's friend Hamed disheartened?

Description	Marks
Despite his Master's degree/qualification/five years studies after his baccalaureate,	1
Hamed has (only) been doing work placement/work experience in companies	1
where he is underpaid and	1
Repeatedly/Constantly told he lacks experience.	1
Total	4

Question 14

(5 marks)

(a) At whom is the project aimed that Victor found on a charity's blog?

(3 marks)

Description	Marks
young volunteers	1
with no (special) qualifications (required)	1
(prepared) to go to Cambodia for four months	1
Total	3

(b) What does the project entail?

(2 marks)

Description	Marks
assisting/helping teachers and	1
renovating/refurbishing a <u>village</u> school	1
Total	2

Question 15

(4 marks)

Why does Victor think he should participate in this project?

Description	Marks
to improve his French and	1
to work in a multicultural environment	1
to be in Phnom Penh next/in December	1
and (might) find his vocation/calling there	1
Total	4

Text 5: *En route pour le Québec*

Question 16

(3 marks)

According to Constance, what **three** steps are required to obtain entry into Canada?

Description	Marks
check the eligibility (requirements)	1
<u>take/sit</u> the French and English language tests	1
have your degrees evaluated according to the Canadian classification/recognised by the Canadian authorities	1
Total	3

Question 17

(5 marks)

Complete the table with all the requirements to become a Canadian citizen.

Description		Marks
Milestones	Conditions	
to validate a permanent residency	<ul style="list-style-type: none"> spend between 730 days and 1825 days in the country 	1–2
to be eligible for a citizenship	<ul style="list-style-type: none"> live there three years (continuously) <u>file/lodge</u> a citizen application form 	1–3
Total		3

Question 18

(4 marks)

Outline **two** reasons Mamadou gives for returning to France.

Description	Marks
Any two of the following reasons:	
He still feels bad (1) after 12 months (1).	2
Life is expensive (1) he has spent <u>all</u> his savings (1).	2
<u>There is quite a lot of</u> unemployment (1) and competition is fierce for computer scientists (like him) (1).	2
(In the end/at the end of the day), life is <u>not easier</u> than in France (1), if not <u>worse</u> without family and friends (1).	2
Total	4

Question 19

(2 marks)

What are Mamadou's words of advice to Malala?

Description	Marks
Stay realistic.	1
Be prepared to start from scratch/restart it all/start afresh/start from zero.	1
Total	2

Text 6: Comment s'éduquer aux médias**Question 20****(6 marks)**

(a) Describe Patrick Cauvin's occupation.

(2 marks)

Description	Marks
a journalist	1
in charge of media education	1
Total	2

(b) Why did Patrick Cauvin decide to get involved?

(4 marks)

Description	Marks
so that the younger generation has the intellectual tools to approach/tackle/understand news better	1
to sort out/differentiate between information and brainwashing/fake news	1
to unearth hoaxes/scams	1
Total	4

Question 21**(3 marks)**Tick (✓) the statements below that are **not** correct.

Description		Marks
Statement	✓	
As information available in real time increases, the stability of democracy is at stake.		
As information available in real time increases, so does the stability of democracy.	✓	1
With participatory internet, information is received and distributed worldwide.	✓	1
With participatory internet, everyone receives and outputs information.		
Rapid spread of information limits the chance to step in.	✓	1
Rapid spread of information limits the chance to reflect.		
Total		3

Question 22**(3 marks)**

According to Patrick Cauvin, what are we all responsible for?

Description	Marks
tracking down fake news	1
spotting faked/modified/manipulated/edited videos	1
identifying the source and date of images	1
Total	3

Question 23

(5 marks)

What should young people learn to overcome mediocrity in the media?

Description	Marks
how information is created	1
its sources	1
its context	1
to identify/spot the framing/composition of an image	1
the bias/author's point of view	1
Total	5

Text 7: La technologie au service de ma planète**Question 24****(2 marks)**Which are the **two** words used to describe the inventions presented at the salon?

Description	Marks
fascinating	1
useful	1
Total	2

Question 25**(3 marks)**Tick (✓) to indicate the **three** statements below that are **not** correct.

Description		Marks
Statements	✓	
The United States hosted the salon.		
China, France and the United States were the only participants at the salon.	✓	1
The author was impressed by the vision and ingenuity of all exhibitors at the salon.	✓	1
The aim of the innovations is to improve daily life and protect the planet.		
The author feels discouraged by the innovations.	✓	1
Total		3

Question 26**(8 marks)**(a) Which **three** consumer trends govern the choice of good habits?**(3 marks)**

Description	Marks
• eating/food/diet	1
• clothing/relating to clothes	1
• leisure (activity)/hobbies/pastimes/spare time	1
Total	3

(b) List **five** pieces of information that the barcode of a product can provide.**(5 marks)**

Description	Marks
• its price	1
• <u>how</u> it was made	1
• <u>amount of/how much</u> CO ₂ emissions	1
• if it can be recycled	1
• if it is biodegradable	1
Total	5

Question 27**(2 marks)**

What is now possible as a result of new technologies?

Description	Marks
to stay healthy	1
without <u>polluting/creating</u> pollution	1
Total	2

Section Three: Written communication

40% (40 Marks)

Part A: Stimulus response

20% (20 marks)

Question 28

(20 marks)

This message, published on a blog, challenges you. Write a blog posting in which you:

- provide an answer to each question, based on your own experience
- suggest **two** practical ways to prepare for next year.

Description	Marks
Content and relevance of response to the question	
Provides all the required content and relates it strongly to the question by writing a blog posting in which the candidate: <ul style="list-style-type: none"> • answers each of the questions posed in the blog (two questions), based on their own experience (2) • makes two suggestions of practical ways to prepare for next year (2) • uses effective and relevant details to elaborate. (2) 	6
Provides most of the required content and relates it to the question. Uses relevant details to elaborate.	5
Provides mostly relevant content and relates it mostly to the question. Uses details to elaborate.	4
Provides generally relevant content and relates it somewhat to the question. Uses some details to elaborate.	3
Provides content that has superficial relevance to the question.	2
Provides content with little relevance to the question.	1
Does not meet the requirements of this criterion.	0
Subtotal	6
Accuracy (grammar, syntax and spelling)	
Demonstrates a thorough knowledge of grammar (including parts of speech, agreements, objects, conjugation, tense and mood) and syntax. Uses a range of complex structures with some errors. Makes minor errors occasionally, but inaccuracies do not affect meaning or flow.	6
Demonstrates a sound knowledge of grammar (including parts of speech, agreements, objects, conjugation, tense and mood) and syntax. Uses a range of structures with some errors. Makes errors occasionally, but inaccuracies do not affect meaning or flow.	5
Demonstrates a satisfactory knowledge of grammar (including agreements, tense and mood) and syntax. Uses a range of simple structures correctly. Makes errors, but inaccuracies do not affect meaning.	4
Demonstrates an imperfect knowledge of grammar (including agreements, tense and mood) and syntax. Uses some simple structures correctly. Makes errors, with inaccuracies occasionally affecting meaning.	3
Demonstrates an inadequate knowledge of grammar (including agreements, tense and mood) and syntax. Uses a limited range of structures. Relies on syntax of another language. Makes frequent errors.	2
Demonstrates poor knowledge of grammar (including agreements, tense and mood) and syntax. Uses a limited range of structures. Relies heavily on syntax of another language. Makes frequent errors.	1
Does not meet any of the above specified performance levels for this criterion.	0
Subtotal	6

Style (vocabulary, range and impact of language)	
Uses an extensive, contextually relevant vocabulary and a wide range of expressions. Effectively engages the audience.	5
Uses contextually relevant vocabulary and a range of expressions. Engages the audience.	4
Uses relevant vocabulary and a few expressions. Engages the audience somewhat.	3
Uses mostly relevant vocabulary and expressions.	2
Uses repetitive, basic vocabulary. Relies on cognates.	1
Does not meet any of the above specified performance levels for this criterion.	0
Subtotal	5
Text type and sequencing	
Uses all the key conventions of the text, including appropriate register. Sequences information cohesively and coherently. Writes a blog posting, which includes: a salutation and sign-off, informal and colloquial language.	3
Uses most of the key conventions of the text type. Generally, uses appropriate register. Sequences information to some extent. Connections are simple and straightforward.	2
Uses few of the key conventions of the text type. Shows some consideration of the audience or the purpose for writing. Limited organisation impedes the flow and understanding. The connection between the ideas is sometimes unclear.	1
Does not meet any of the above specified performance levels for this criterion.	0
Subtotal	3
Total	20

Question 29

(20 marks)

You have just come across this poster to become a jury member in a French-speaking cinema festival. Passionate about French cinema, you decided to participate.

Write a letter to the organisers in which you indicate:

- how **two** French films inspired your passion
- **two** reasons why these films are representative of French cinema.

Description	Marks
Content and relevance of response to the question	
Provides all the required content and relates it strongly to the question by writing a letter in which the candidate indicates: <ul style="list-style-type: none"> • how two French films inspired their passion (2) • two reasons why these films are representative of French cinema (2) • relevant details to elaborate. (2) 	6
Provides most of the required content and relates it to the question. Uses relevant details to elaborate.	5
Provides mostly relevant content and relates it mostly to the question. Uses details to elaborate.	4
Provides generally relevant content and relates it somewhat to the question. Uses some details to elaborate.	3
Provides content that has superficial relevance to the question.	2
Provides content with little relevance to the question.	1
Does not meet any of the above specified performance levels for this criterion.	0
Subtotal	6
Accuracy (grammar, syntax and spelling)	
Demonstrates a thorough knowledge of grammar (including parts of speech, agreements, objects, conjugation, tense and mood) and syntax. Uses a range of complex structures with some errors. Makes minor errors occasionally, but inaccuracies do not affect meaning or flow.	6
Demonstrates a sound knowledge of grammar (including parts of speech, agreements, objects, conjugation, tense and mood) and syntax. Uses a range of structures with some errors. Makes errors occasionally, but inaccuracies do not affect meaning or flow.	5
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Demonstrates poor knowledge of grammar (including agreements, tense and mood) and syntax. Uses a limited range of structures. Relies heavily on syntax of another language. Makes frequent errors.	1
Does not meet any of the above specified performance levels for this criterion.	0
Subtotal	6

Style (vocabulary, range and impact of language)	
Uses an extensive, contextually relevant vocabulary and a wide range of expressions. Effectively engages the audience.	5
Uses contextually relevant vocabulary and a range of expressions. Engages the audience.	4
Uses relevant vocabulary and a few expressions. Engages the audience somewhat.	3
Uses mostly relevant vocabulary and expressions.	2
Uses repetitive, basic vocabulary. Relies on cognates.	1
Does not meet any of the above specified performance levels for this criterion.	0
Subtotal	5
Text type and sequencing	
Uses all the key conventions of the text, including appropriate register. Sequences information cohesively and coherently. Writes a letter, which includes: a formal greeting and phrase of farewell, formal register to address the organisers (<i>vous</i> form), formal language. The layout must include the date, the address of sender and recipient.	3
Uses most of the key conventions of the text type. Generally, uses appropriate register. Sequences information to some extent. Connections are simple and straightforward.	2
Uses few of the key conventions of the text type. Shows some consideration of the audience or the purpose for writing. Limited organization impedes the flow and understanding. The connection between the ideas is sometimes unclear.	1
Does not meet any of the above specified performance levels for this criterion.	0
Subtotal	3
Total	20

Part B: Extended response

20% (20 marks)

Question 30

(20 marks)

You recently discussed with your friends the psychological effects of new social media platforms on the lives of young people. Write the script of a speech to address young people in which you include:

- an evaluation of **two** risks that young people encounter
- **two** tangible measures that can be put in place to help them overcome those risks.

Description	Marks
Content and relevance of response to the question	
Provides all the required content and relates it strongly to the question by writing a script of a speech in which the candidate: <ul style="list-style-type: none"> • gives an evaluation of two risks that young people encounter (2) • provides two tangible measures that can be put in place to help them overcome those risks (2) • provides relevant details to elaborate. (2) 	6
Provides most of the required content and relates it to the question. Uses relevant details to elaborate.	5
Provides mostly relevant content and relates it mostly to the question. Uses details to elaborate.	4
Provides generally relevant content and relates it somewhat to the question. Uses some details to elaborate.	3
Provides content that has superficial relevance to the question.	2
Provides content with little relevance to the question.	1
Does not meet any of the above specified performance levels for this criterion.	0
Subtotal	6
Accuracy (grammar, syntax and spelling)	
Demonstrates a thorough knowledge of grammar (including parts of speech, agreements, objects, conjugation, tense and mood) and syntax. Uses a range of complex structures with some errors. Makes minor errors occasionally, but inaccuracies do not affect meaning or flow.	6
Demonstrates a sound knowledge of grammar (including parts of speech, agreements, objects, conjugation, tense and mood) and syntax. Uses a range of structures with some errors. Makes errors occasionally, but inaccuracies do not affect meaning or flow.	5
Demonstrates a satisfactory knowledge of grammar (including agreements, tense and mood) and syntax. Uses a range of simple structures correctly. Makes errors, but inaccuracies do not affect meaning.	4
Demonstrates an imperfect knowledge of grammar (including agreements, tense and mood) and syntax. Uses some simple structures correctly. Makes errors, with inaccuracies occasionally affecting meaning.	3
Demonstrates an inadequate knowledge of grammar (including agreements, tense and mood) and syntax. Uses a limited range of structures. Relies on syntax of another language. Makes frequent errors.	2
Demonstrates poor knowledge of grammar (including agreements, tense and mood) and syntax. Uses a limited range of structures. Relies heavily on syntax of another language. Makes frequent errors.	1
Does not meet any of the above specified performance levels for this criterion.	0
Subtotal	6

Style (vocabulary, range and impact of language)	
Uses an extensive, contextually relevant vocabulary and a wide range of expressions. Effectively engages the audience.	5
Uses contextually relevant vocabulary and a range of expressions. Engages the audience.	4
Uses relevant vocabulary and a few expressions. Engages the audience somewhat.	3
Uses mostly relevant vocabulary and expressions.	2
Uses repetitive, basic vocabulary. Relies on cognates.	1
Does not meet any of the above specified performance levels for this criterion.	0
Subtotal	5
Text type and sequencing	
Uses all the key conventions of the text, including appropriate register. Sequences information cohesively and coherently. Writes a script of a speech, which includes: an opening salutation, a statement and sign-off, register appropriate to the audience (<i>vous</i> form), authentic and informal language.	3
Uses most of the key conventions of the text type. Generally, uses appropriate register. Sequences information to some extent. Connections are simple and straightforward.	2
Uses few of the key conventions of the text type. Shows some consideration of the audience or the purpose for writing. Limited organization impedes the flow and understanding. The connection between the ideas is sometimes unclear.	1
Does not meet any of the above specified performance levels for this criterion.	0
Subtotal	3
Total	20

Question 31

20% (20 marks)

You are opposed to the decision to ban the use of mobile phones in high schools. Write an article in your high school newsletter to:

- demonstrate **two** benefits of students keeping their mobile phones during school hours
- suggest **two** ways in which mobile phones could be used to support students to better learn and organise themselves in the classroom.

Description	Marks
Content and relevance of response to the question	
Provides all the required content and relates it strongly to the question by writing an article in which the candidate: <ul style="list-style-type: none"> • describes two benefits of students keeping their mobile phones during school hours (2) • suggests two ways in which mobile phones could be used to support students to better learn and organise themselves in the classroom (2) • uses effective and relevant details to elaborate. (2) 	6
Provides most of the required content and relates it to the question. Uses relevant details to elaborate.	5
Provides mostly relevant content and relates it mostly to the question. Uses details to elaborate.	4
Provides generally relevant content and relates it somewhat to the question. Uses some details to elaborate.	3
Provides content that has superficial relevance to the question.	2
Provides content with little relevance to the question.	1
Does not meet any of the above specified performance levels for this criterion.	0
Subtotal	6
Accuracy (grammar, syntax and spelling)	
Demonstrates a thorough knowledge of grammar (including parts of speech, agreements, objects, conjugation, tense and mood) and syntax. Uses a range of complex structures with some errors. Makes minor errors occasionally, but inaccuracies do not affect meaning or flow.	6
Demonstrates a sound knowledge of grammar (including parts of speech, agreements, objects, conjugation, tense and mood) and syntax. Uses a range of structures with some errors. Makes errors occasionally, but inaccuracies do not affect meaning or flow.	5
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Demonstrates an inadequate knowledge of grammar (including agreements, tense and mood) and syntax. Uses a limited range of structures. Relies on syntax of another language. Makes frequent errors.	2
Demonstrates poor knowledge of grammar (including agreements, tense and mood) and syntax. Uses a limited range of structures. Relies heavily on syntax of another language. Makes frequent errors.	1
Does not meet any of the above specified performance levels for this criterion.	0
Subtotal	6

Style (vocabulary, range and impact of language)	
Uses an extensive, contextually relevant vocabulary and a wide range of expressions. Effectively engages the audience.	5
Uses contextually relevant vocabulary and a range of expressions. Engages the audience.	4
Uses relevant vocabulary and a few expressions. Engages the audience somewhat.	3
Uses mostly relevant vocabulary and expressions.	2
Uses repetitive, basic vocabulary. Relies on cognates.	1
Does not meet any of the above specified performance levels for this criterion.	0
Subtotal	5
Text type and sequencing	
Uses all the key conventions of the text, including appropriate register. Sequences information cohesively and coherently. Writes an article, which has a title a conclusion or advice to the reader at the end. The register is appropriate to address and persuade the school community.	3
Uses most of the key conventions of the text type. Generally, uses appropriate register. Sequences information to some extent. Connections are simple and straightforward.	2
Uses few of the key conventions of the text type. Shows some consideration of the audience or the purpose for writing. Limited organization impedes the flow and understanding. The connection between the ideas is sometimes unclear.	1
Does not meet any of the above specified performance levels for this criterion.	0
Subtotal	3
Total	20

Question 32

20% (20 marks)

Your friend from Mauritius has recently emigrated to France and told you about his/her difficulties in integrating. Write an email to your friend in which you:

- highlight **two** positive aspects of successful integration into French society
- give **two** pieces of advice to help him/her succeed.

Description	Marks
Content and relevance of response to the question	
Provides all the required content and relates it strongly to the question by writing an email in which the candidate: <ul style="list-style-type: none"> • highlights two positive aspects of successful integration into French society (2) • gives two pieces of advice to help him/her succeed (2) • uses effective and relevant details to elaborate. (2) 	6
Provides most of the required content and relates it to the question. Uses relevant details to elaborate.	5
Provides mostly relevant content and relates it mostly to the question. Uses details to elaborate.	4
Provides generally relevant content and relates it somewhat to the question. Uses some details to elaborate.	3
Provides content that has superficial relevance to the question.	2
Provides content with little relevance to the question.	1
Does not meet any of the above specified performance levels for this criterion.	0
Subtotal	6
Accuracy (grammar, syntax and spelling)	
Demonstrates a thorough knowledge of grammar (including parts of speech, agreements, objects, conjugation, tense and mood) and syntax. Uses a range of complex structures with some errors. Makes minor errors occasionally, but inaccuracies do not affect meaning or flow.	6
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Demonstrates poor knowledge of grammar (including agreements, tense and mood) and syntax. Uses a limited range of structures. Relies heavily on syntax of another language. Makes frequent errors.	1
Does not meet any of the above specified performance levels for this criterion.	0
Subtotal	6

Style (vocabulary, range and impact of language)	
Uses an extensive, contextually relevant vocabulary and a wide range of expressions. Effectively engages the audience.	5
Uses contextually relevant vocabulary and a range of expressions. Engages the audience.	4
Uses relevant vocabulary and a few expressions. Engages the audience somewhat.	3
Uses mostly relevant vocabulary and expressions.	2
Uses repetitive, basic vocabulary. Relies on cognates.	1
Does not meet any of the above specified performance levels for this criterion.	0
Subtotal	5
Text type and sequencing	
Uses all the key conventions of the text, including appropriate register. Sequences information cohesively and coherently. Writes an email, which includes: a salutation and sign-off, register appropriate to a friend (<i>tu</i> form), informal and colloquial language.	3
Uses most of the key conventions of the text type. Generally, uses appropriate register. Sequences information to some extent. Connections are simple and straightforward.	2
Uses few of the key conventions of the text type. Shows some consideration of the audience or the purpose for writing. Limited organization impedes the flow and understanding. The connection between the ideas is sometimes unclear.	1
Does not meet any of the above specified performance levels for this criterion.	0
Subtotal	3
Total	20

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