

GCE

English Language and Literature

H074/01: Non-fiction written and spoken texts

AS Level

Mark Scheme for June 2024

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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MARKING INSTRUCTIONS

PREPARATION FOR MARKING RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.
5. **Crossed Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the

highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add a tick to confirm that the work has been seen.

7. Award No Response (NR) if:
- there is nothing written in the answer space

Award Zero '0' if:












- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response: Not applicable in F501
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - To determine the mark within the level**, consider the following

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. Annotations

Annotation	Meaning
	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	Positive Recognition
	Assessment Objective 1
	Assessment Objective 2
	Assessment Objective 3
	Assessment Objective 4
	Assessment Objective 5
	Attempted or insecure
	Expression
	Answering the question
	Relevant but broad, general or implicit

12. Subject Specific Marking Instructions

Candidates answer **one** question from Section A and **one** question from Section B. Assessment objectives AO1, AO2, AO3 and AO4 are assessed in Section A. Assessment objectives AO3 and AO5 are assessed in Section B. For each section the level descriptors are organised with the dominant assessment objective first. The question-specific guidance on the tasks provide an indication of what candidates are likely to cover in terms of AOs 1, 2, 3, 4 and 5. The guidance and indicative content are neither prescriptive nor exhaustive: candidates should be rewarded for any relevant response which appropriately addresses the Assessment Objectives.

Awarding Marks

- (i) Section A has one question worth 30 marks. In Section B candidates choose one question worth 20 marks.
- (ii) For each answer, award a single overall mark out of 30 (Section A) and 20 (Section B), following this procedure:
- refer to the question-specific Guidance for descriptions of Higher and Lower response and indicative content
 - using 'best fit', make a holistic judgment to locate the answer in the appropriate level descriptor
 - place the answer precisely within the level and determine the appropriate mark out of 30 (Section A) and 20 (Section B) considering the relevant AOs
 - bear in mind the weighting of the AOs, and place the answer within the level and award the appropriate mark out of 30 (Section A) and 20 (Section B)
 - if a candidate does not address one of the assessment objectives tested in the question, they cannot achieve all of the marks in the given level.

Mark positively. Use the lowest mark in the level only if the answer is borderline / doubtful.

Use the full range of marks, particularly at the top and bottom ends of the mark range.

(iii) When the complete script has been marked:

- if necessary, follow the instructions concerning rubric infringements;
- add together the marks for the two answers, to arrive at the total mark for the script.

Rubric Infringement

Candidates may infringe the rubric in one of the following ways:

- only answering one question;
- answering two or three questions from Section B;

If a candidate has written three or more answers, mark all answers and award the highest mark achieved in each Section of the paper.

USING THE MARK SCHEME

Study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question Papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme. Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected. In your marking, you will encounter valid responses which are not covered by the Mark Scheme: these responses must be credited. You will encounter answers which fall outside the 'target range' of levels for the paper which you are marking. Please mark these answers according to the marking criteria.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

These are the **Assessment Objectives** for the English Language and Literature specification as a whole.

AO1	Apply concepts and methods from integrated linguistic and literary study as appropriate, using associated terminology and coherent written expression.
AO2	Analyse ways in which meanings are shaped in texts.
AO3	Demonstrate understanding of the significance and influence of contexts in which texts are produced and received.
AO4	Explore connections across texts informed by linguistic and literary concepts and methods.
AO5	Demonstrate expertise and creativity in the use of English to communicate in different ways.

WEIGHTING OF ASSESSMENT OBJECTIVES

The relationship between the components and the assessment objectives of the scheme of assessment is shown in the following table:

Component	% of AS level					
	AO1	AO2	AO3	AO4	AO5	Total
Non-fiction written and spoken texts (01)	8%	7%	13%	7%	15%	50%
The language of literary texts (02)	14%	20%	8%	8%	0%	50%
Total	22%	27%	21%	15%	15%	100%

Component 1 Section A (Non-fiction anthology texts) 30 marks

The weightings for the assessment objectives are:

AO1 8.0%

AO4 8.0%

AO2 7.0%

AO3 7.0%

Total 30%

In Section A the dominant assessment objectives are AO1 Apply concepts and methods from integrated linguistic and literary study as appropriate, using associated terminology and coherent written expression and AO4 Explore connections across texts, informed by linguistic and literary concepts and methods.

Answers will also be assessed for AO2 and AO3.

Candidates should apply concepts and methods as appropriate, using relevant linguistic terminology and fluent expression (AO1). They should explore connections across the two anthology texts, comparing and contrasting details, informed by linguistic and literary concepts and methods (AO4). They should analyse ways in which meanings are shaped in the texts (AO2) and develop their answer with reference to the significance and influence of the contexts in which texts are produced and received (AO3). The criteria below are organised to reflect the order of the dominant assessment objectives.

A response that does not address any one of the four assessment objectives targeted cannot achieve all of the marks in the given level.

Level 6: 26–30 marks

AO1	Excellent application of relevant concepts and methods from integrated linguistic and literary study as appropriate. Consistently coherent and fluent written expression and apt and consistent use of terminology relevant to the task and texts.
AO4	Excellent and detailed exploration of connections across texts informed by linguistic and literary concepts and methods.
AO2	Excellent, fully developed and detailed critical analysis of ways in which meanings are shaped in texts.
AO3	Perceptive understanding of the significance and influence of the contexts in which texts are produced and received

Level 5: 21–25 marks

AO1	Secure application of relevant concepts and methods from integrated linguistic and literary study as appropriate. Consistently clear written expression and appropriate use of terminology relevant to the task and texts.
AO4	Clearly developed exploration of connections across texts informed by linguistic and literary concepts and methods.
AO2	Clear and well developed critical analysis of ways in which meanings are shaped in texts.
AO3	Clear and relevant understanding of the significance and influence of the contexts in which texts are produced and received.

Level 4: 16–20 marks

AO1	Competent application of relevant concepts and methods from integrated linguistic and literary study as appropriate. Generally clear written expression and mainly appropriate use of terminology relevant to the task and texts.
AO4	Competent exploration of connections across texts informed by linguistic and literary concepts and methods.
AO2	Competent analysis of ways in which meanings are shaped in texts.
AO3	Some understanding of the significance and influence of the contexts in which texts are produced and received.

Level 3: 11–15 marks

AO1	Some application of relevant concepts and methods selected appropriately from integrated linguistic and literary study. Generally clear written expression with occasional inconsistencies and some appropriate use of terminology relevant to the task and texts.
AO4	Some attempt to explore connections across texts informed by linguistic and literary concepts and methods.
AO2	Some analysis of ways in which meanings are shaped in texts.
AO3	Some awareness of the significance and influence of the contexts in which texts are produced and received.

Level 2: 6–10 marks

AO1	Limited attempt to apply relevant concepts and methods from integrated linguistic and literary study appropriately. Some inconsistent written expression and limited use of terminology relevant to the task and texts.
AO4	Limited attempt to make connections across texts informed by linguistic and literary concepts and methods.
AO2	Limited analysis of ways in which meanings are shaped in texts.
AO3	Limited awareness of the significance and influence of the context in which texts are produced and received.

Level 1: 1-5 marks

AO1	Very little attempt to apply relevant concepts and methods from integrated linguistic and literary study appropriately. Inconsistent written expression and little use of terminology relevant to the task and texts.
AO4	Very little attempt to make connections across texts informed by linguistic and literary concepts and methods.
AO2	Very little analysis of ways in which meanings are shaped in texts.
AO3	Very little awareness of the significance and influence of the contexts in which texts are produced and received.

0 marks: no response or response not worthy of credit.

Q	Response	Mark	Guidance
	<p>Text A is an extract from a David Frost radio interview with then Senator Joe Biden in 1987, shortly before he pulled out of his first run for presidency.</p> <p>Text B is an extract from a speech by Chief Joseph, a Nez Perce Native American who led his people to resist the takeover of his lands by white settlers, before finally surrendering in 1877. In 1879 he made this speech to President Rutherford B. Hayes to plead his people's case.</p> <p>Compare the ways in which the speakers use language to express opinions. In your answer you should consider:</p> <ul style="list-style-type: none"> • context • mode and genre • purpose and audience <p>A higher level response (levels 4 –6) will: AO1 Use vocabulary and terminology appropriately, referring to a range of language levels, including grammar and discourse, e.g. conjunctions, contractions, clauses, verb tenses etc. Express ideas fluently and coherently, with a wide vocabulary.</p> <p>AO4 Make comparisons between texts, e.g. analysing similarities (both point out flaws or mistakes made by political leaders) and differences (the interplay between spontaneous speech of Text B and</p>	30	<p>The indicative content shows an integrated approach to the four assessment objectives. AO1, AO4, AO2 and AO3.</p> <p>Context/audience/ purpose e.g.</p> <ul style="list-style-type: none"> • Text A is an interview produced in 1987 for a television series entitled The Next President. He interviews the then Senator Joe Biden (45 years old) during his first bid for presidency. Soon after, Biden pulled out of the race and so the interview was not aired at the time. Biden would go on to become Vice President (for Obama) and then President. Frost was a British television and radio host, journalist and writer known for his political interviews. It was not broadcast until 2020 on BBC Radio 4. The intended audience were Americans. • Text B is the surrender speech given by Chief Joseph in 1879 to the American President. It was addressed to the government and army to inform them of the surrender and to also inform them of wrong doings and injustices suffered. It would have been originally spoken in the Nez Perce language and then translated into English. • Joe Biden's answers suggest that he is an experienced politician. Whilst there are aspects that demonstrate spontaneity (And I'm paraphrasing), use of fronted conjunctions (And I think), contractions (there's nothing), there are moments that seem like rehearsed political rhetoric (the taxpayer in Philadelphia would not be able to ride that mass transport system were it not for the hog farmer in Iowa). He is aware of his audience and tries to include them through his choice of pronouns (how it impacts our children). His purpose is to secure votes. • Chief Joseph's speech also shows crafted elements in a bid to persuade the government. He uses pathos (three have died since I left my home), imagery of animals to inspire sympathy and convey their mistreatment, (penned up, shot down like animals), several examples of repetition (good words, too many). He is aware of his audience and addresses them directly (you might as well expect) and asks them rhetorical questions (do you expect he will grow fat?). His purpose is to plead for his people's freedom, and he talks on their behalf (we ask to be recognised). • In Text A, Biden seems able to follow his own political agenda within his answers. He is able to criticise the current President in order to gain support for his own

<p>the more scripted elements of a Biden's answers in Text A, and the crafted persuasive elements of Chief Joseph's speech).</p> <p>AO2 Explore the ways the speakers use language to achieve their purposes for their respective audiences, e.g., the figurative language (prism) used by Biden to convey his election ideas, or Chief Joseph's metaphors concerning his heart and the effect the injustices have had upon him.</p> <p>AO3 Understand the significance of a range of contextual factors behind the texts, e.g. Biden's political intent behind some of his words in order to gain votes and Chief Joseph's pleas on behalf of his people.</p> <p>A lower level response (levels 1 –5) will:</p> <p>AO1 Use some appropriate terminology, mainly at level of word choice, e.g. adjective use, or syntax, such as complex sentences. Expression is clear but may lack precision.</p> <p>AO4 Make general comparisons between language use, e.g. formal vs informal, spontaneous speech vs scripted speech etc.</p> <p>AO2 Examine some ways the speakers use language in each text, e.g use of proper nouns, use of pronouns, use of questions etc.</p>	<p>presidential campaign. He uses his answers to describe the current President's flaws (And this President, I think, has spent too much time.)</p> <ul style="list-style-type: none"> Similarly, in Text B, Chief Joseph also points out the American government's flaws in order to convey his sense of injustice (such a government has something wrong about it). He targets some of his criticisms at specific individuals and, like Biden, refers to them by titles (although he uses his own tribal titles too) rather than names (the Great Father Chief, the Law Chief). <p>Mode e.g.</p> <ul style="list-style-type: none"> Text A is an in-depth political interview and the two men talked for hours. With little time constraints, Biden was able to talk at length. Frost seems keen to allow Biden to talk without interruption. Biden can change the subject a lot within one answer and he is allowed to move to topics of his choice (This president). Although Frost plays a small role in the interview, his questions seem much more scripted and are lengthy. Text B is a speech and so there are no interactions or interruptions. Chief Joseph is able to direct the speech into his own subjects and, even though he is surrendering, he does still try to issue commands (treat all men alike, give them the same laws) when he is pleading on behalf of his people. <p>Lexis/ Pragmatics e.g.</p> <ul style="list-style-type: none"> In Text A, Biden tries to point out the flaws of both political parties within his country. He points out both the Democratic mistakes (they should wear a hairshirt) and the Republican mistakes (don't worry about everyone else) and position himself as 'the happy medium' and conveys the message that he is thinking of others especially the future generations (how it impacts upon our children). In Text B, Chief Joseph also points out the government's flaws and repeatedly accuses them of speaking 'good words' but not acting upon these. He repeats the verb 'pay' to suggest that he feels owed or needs compensation for past atrocities (they do not pay for my country, they do not pay for my horses). He repeats 'too many' to suggest that he has been overwhelmed by the number of mistakes made (too many misinterpretations, too many misinterpretations).
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	<p>AO3 Recognise and show an understanding of the differences between contexts.</p>	<ul style="list-style-type: none"> • Biden's words suggest that he favours the past and the old sense of community (the way our parents viewed it). He seems concerned this message could be viewed as too liberal or soft (that's not soft-hearted liberalism), but instead wants to present himself as practical and sensible (it's a basic pragmatism). He is aware of his public image and how people will respond. • Chief Joseph uses a semantic field of the earth and growing to suggest that equality is a natural idea that should be respected (give them an even chance to live and grow). He uses personification to reinforce this idea (the earth is the mother of all people) and tries to argue that all humans are products of the earth and are therefore equal. He questions the authority of the white leaders (where they get their authority) and implies their actions are going against the earth. • Both texts put forward the idea that unity is important. Biden focuses on children and feels that the current President should not focus on 'individual interest.' Chief Joseph focuses on unity and equality. He uses the adverb 'only' to convey this is a basic or simple request (we only ask an even chance to live as other men). <p>Grammar/syntax e.g.</p> <ul style="list-style-type: none"> • In Text A, Biden presents an idea through a metaphor of a prism, that people need to look differently (we have to view all of what we do through the prism of how it impacts upon our children). • In Text B, Chief Joseph also uses metaphors, in the present tense, about his heart (my heart is heavy, it makes my heart sick) to show the physical effects of the injustices. • Because of the nature of the extended interview, Biden's sentences are lengthy and contain many clauses. He starts many clauses in the active voice with 'I think' to help his audience learn more about his political ideals. • Chief Joseph uses one clause sentences when issuing his requestions (treat all men alike). He uses several parallel constructions to make his arguments more memorable and persuasive (They do not protect...they do not pay). He places main clauses at the start of complex sentences to reinforce some of his more powerful points (Three have died since I left my camp).
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Component 1 Section B (Non-fiction writing) 20 marks

The weightings for the assessment objectives are:

AO5 15.0%

AO3 5.0%

Total 20%

In Section B the dominant assessment objective is AO5 Demonstrate expertise and creativity in the use of English to communicate in different ways. Answers will also be assessed for AO3.

Candidates should demonstrate expertise and creativity in their own original non-fiction writing (AO5) showing understanding of the significance and influence of the contexts in which texts are produced and received (AO3). The criteria below are organised to reflect the order of the dominant assessment objectives.

A response that does not address any one of the two assessment objectives targeted cannot achieve all of the marks in the given level.

Level 6: 17–20 marks

AO5	<ul style="list-style-type: none">• Flair, originality and a high degree of control demonstrated in the use of English to communicate in different ways.
AO3	<ul style="list-style-type: none">• Perceptive understanding of the significance and influence of the contexts in which texts are produced and received.

Level 5: 14-16 marks

AO5	<ul style="list-style-type: none">• Control and creativity demonstrated in the use of English to communicate in different ways.
AO3	<ul style="list-style-type: none">• Clear and relevant understanding of the significance and influence of the contexts in which texts are produced and received.

Level 4: 11–13 marks

A05	<ul style="list-style-type: none"> Competence and engaging effects demonstrated in the use of English to communicate in different ways.
A03	<ul style="list-style-type: none"> Some understanding of the significance and influence of the contexts in which texts are produced and received.

Level 3: 8–10 marks

A05	<ul style="list-style-type: none"> Some accuracy and an attempt to create effects demonstrated in the use of English to communicate in different ways.
A03	<ul style="list-style-type: none"> Some awareness of the significance and influence of the contexts in which texts are produced and received.

Level 2: 5–7 marks

A05	<ul style="list-style-type: none"> Limited accuracy and some attempt to create effects demonstrated in the use of English to communicate in different ways.
A03	<ul style="list-style-type: none"> Limited awareness of the significance and influence of the context in which texts are produced and received.

Level 1: 1–4 marks

A05	<ul style="list-style-type: none"> Little accuracy and little attempt to create effects demonstrated in the use of English to communicate in different ways.
A03	<ul style="list-style-type: none"> Very little awareness of the significance and influence of the contexts in which texts are produced and received.

0 marks: no response or response not worthy of credit.

Question	Response	Mark	Guidance
2	Write an introductory script for the first episode of a podcast series entitled 'Treat all people alike.' It is a series that will share stories of people or events that have helped to bring about equality	20	<p>Candidates will show awareness of the ways language varies according to contextual factors by demonstrating understanding of generic conventions in their own text.</p> <p>For example:</p> <ul style="list-style-type: none"> • Use techniques effective for providing information and commenting in an engaging way; • show awareness of the style and approach of a podcast/ online article/ letter • adapt language as appropriate for the task and audience e.g. formal or informal piece of writing. <p>Candidates will establish some interaction with their audience as appropriate, e.g. through personal anecdote or use of humour.</p>
3	Write an article for an online travel magazine entitled, 'Community Spirit'. The article should be about a personal travel experience where you saw examples of people working together as a community. This could be in the UK or abroad		
4	Write a letter to your future self. Your purpose is to explain your dreams, hopes and aspirations for the future.		
	<p>A higher level response (levels 4 –6) will:</p> <p>AO5 Demonstrate expertise in the use of English to create an effective podcast/ online article/ letter, with a high degree of control over the techniques that have been chosen.</p> <p>AO3 Demonstrate understanding of the influence of context on how texts are produced and received.</p> <p>A lower level response (levels 1–3) will</p> <p>AO5 Show some ability to shape an effective podcast/ online article/ letter, drawing on a range of different techniques.</p> <p>AO3 Show some awareness of the influence of context on how texts are produced and received.</p>		

Appendix 1

Assessment Objective weightings are given as percentages.

Assessment Objectives Grid**Anthology**

Question	AO1%	AO2%	AO3%	AO4%	AO5%	Total%
1	8	7	8	7	0	30%
Totals	8%	7%	8%	7%	0%	30%

Original non-fiction writing

Question	AO1%	AO2%	AO3%	AO4%	AO5%	Total%
2	0	0	5	0	15	20%
3	0	0	5	0	15	20%
4	0	0	5	0	15	20%
Totals	0%	0%	5%	0%	15%	20%

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