

# GCSE 2004

## *June Series*



## Mark Scheme

### English Specification B (Mature) *(3703/1F)*

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Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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**SPECIFICATION B ENGLISH MATURE 3703  
Paper 1 Media and Non-Fiction  
Foundation Tier 3703/1F  
MARK SCHEME**

### **General**

Examiners may use their own systems of marking, but they **must show through a brief comment at the end of each response and symbols in the body of the text to show how they arrived at their mark**. Each page on which there is writing must be ticked.

**Skills-Related descriptors indicate the level of achievement required for candidates to be awarded the mark at the top of the given mark range. Content-Related descriptors are an indication of the kind of responses might make in order to achieve the marks in the range.**

### **Assessment Objectives**

The candidates' work will be assessed according to the relevant assessment objectives for Reading and Writing and the grade descriptions. The questions in the two written examination papers together test all assessment objectives, and these are identified below the reprinted question.

## READING - Assessment Objectives

Candidates are required to demonstrate the ability to:

- 2(i) read, with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them;
- 2(ii) distinguish between fact and opinion and evaluate how information is presented;
- 2(iii) follow an argument, identifying implications and recognising inconsistencies;
- 2(iv) select material appropriate to their purpose, collate material from different sources, and make cross-references;
- 2(v) understand and evaluate how writers use linguistic, structural and presentational devices to achieve their effects, and comment on ways language varies and changes.

### Section A: Reading Media and Non-fiction Text

#### 1 Media Texts

Refer to the cartoon *The Perishers* on page 4 and the BBC website's *Asians choose health not wealth* on pages 6-7 of your pre-release booklet.

**What do we learn about different attitudes to wealth from the cartoons and the website?**

Compare the texts by writing about:

- points of view expressed
- the use of facts and opinions
- presentational devices and layout
- the audience and purpose of each text.

#### Specific

(10 marks)

Examiners are required to consider how far candidates:

- read, with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them; (2(i))
- select material appropriate to their purpose, collate material from different sources, and make cross-references; (2(iv))
- understand and evaluate how writers use linguistic, structural and presentational devices to achieve their effects and comment on ways language varies and changes. (2(v)).

Award a mark out of **10** for **Reading**. Assess the answers in terms of the grid below i.e. the **Skills-Related** grade bands on the left-hand side of the page and the **Content-Related** ranges on the right-hand side of the page. Ring the mark in the margin at the end of the answer.

Remember that to be placed in a grade band a candidate's work will **satisfy most (but not necessarily all) of the criteria for that band**. The precise mark awarded within that band must be determined by the extent to which the answer matches the descriptors set out in the appropriate grade band. The Content-related descriptors present features and examples, some of which candidates are likely to refer to in support of their answers. Any valid responses should be rewarded.

Remember that candidates are writing under timed examination conditions.

<b>Skills-Related Descriptors</b> <b>Level 1</b> <b>0-3 marks</b> <b>Grades U and G</b>	<b>Content-Related Descriptors</b> <b>0-3 marks</b> <b>Grades U and G</b>
<p>At the bottom of the mark range:</p> <ul style="list-style-type: none"> <li>show some awareness of one or more text(s);</li> <li>show some <b>understanding</b> at a basic level of the content of at least one of the texts;</li> <li>perhaps show some copying from the texts without supporting comment.</li> </ul> <p>At the top of the mark range:</p> <ul style="list-style-type: none"> <li>show <b>some understanding</b> at a <b>straightforward level</b> of some key points in the texts;</li> <li>make some basic <b>selection</b> from the texts to support simple comments.</li> </ul>	<ul style="list-style-type: none"> <li>references to texts;</li> <li>some mention of points of view and facts and opinions;</li> <li>mentions some presentational points;</li> <li>some mention of purpose and audience;</li> <li>some detail about the content;</li> <li>simple comment.</li> </ul>
<p><b>Level 2</b>  <b>4-6 marks</b>  <b>Grades F and E</b></p> <ul style="list-style-type: none"> <li>show <b>some understanding</b> of points of view;</li> <li>show <b>some understanding</b> of how facts and opinions used;</li> <li>make some <b>limited comment</b> on significant media layout and general presentation of the texts;</li> <li>show <b>some understanding</b> of the purposes and audiences of the texts;</li> <li><b>attempt</b> sensible <b>selection</b> of references to support points;</li> <li><b>attempt to compare.</b></li> </ul>	<p><b>4-6 marks</b>    <b>Grades F and E</b></p> <p><i>The Perishers</i></p> <ul style="list-style-type: none"> <li>rich boy knows how his father makes money;</li> <li>mostly opinion about how the world of money and taxation works; facts limited to mention of Inland Revenue and, arguably, how Fiscal’s father makes decisions;</li> <li>written in two cartoon strips; ideas spaced and developed through the pictures; seem ‘typical’ children in a British setting; amusing; Fiscal leading and in charge; better dressed;</li> <li>entertains children and adults and comments on wealth.</li> </ul> <p><i>Asians choose health not wealth</i></p> <ul style="list-style-type: none"> <li>argues that Asians see health as more important;</li> <li>uses facts from survey to lead to final opinions from Mastercard;</li> <li>colour attractive; web design attracts to/detracts from story; picture grabs attention; headline, sub-heading and pull-quote;</li> <li>informs adults about Asian attitudes to wealth.</li> </ul>

Skills-Related Descriptors	Content-Related Descriptors
<p><b>Level 3</b> <b>7-9 marks</b> <b>Grades D and C</b></p> <ul style="list-style-type: none"> <li>give explanations which are concise and generally focused.</li> </ul> <p>At the bottom of the mark range:</p> <ul style="list-style-type: none"> <li>show <b>understanding</b> of the content and key points of the argument;</li> <li>understanding of points of view;</li> <li>understanding of facts and opinions;</li> <li>understanding of how media layout is used effectively;</li> <li>understanding of the purposes and audiences;</li> <li>select <b>some appropriate references</b> from the texts to support points;</li> <li>comparisons made.</li> </ul> <p>At the top of the mark range:</p> <ul style="list-style-type: none"> <li>give a <b>clear evaluative comparison</b> of points of view;</li> <li>produce a <b>clear comparison</b> of facts and opinions;</li> <li>provide a <b>clear evaluative comparison</b> of how media <b>layout</b> is used effectively;</li> <li>show a <b>detailed comparison</b> of the purposes and audiences;</li> <li>provide apt, <b>focused supporting detail</b>;</li> <li>give concise explanations which are <b>generally focused</b>.</li> </ul>	<p><b>7-10 marks</b>    <b>Grades D-B</b></p> <p><i>The Perishers</i></p> <ul style="list-style-type: none"> <li>wealthy made to appear mean and grasping (“If he’s takin’...”) and prepared to join a racket to make more money (“He’s goin’ to buy shares in them”); though Fiscal gives out cigars;</li> <li>only ‘facts’ are Fiscal’s father’s behaviour, which stem from his opinion of how to become rich;</li> <li>layout shows view of wealth in simple form and presents a black and white view; separation of pictures makes ideas easy to digest; rich boy always moving away (steps and subway); he is happy and confident – others look confused/unkept/depressed (contrast of clothes);</li> <li>cartoon, so it might be expected to appeal to children, but content more appropriate for adults – from newspaper, not comic;</li> <li>effect of humour and language.</li> </ul> <p><i>Asians choose health not wealth</i></p> <ul style="list-style-type: none"> <li>using Mastercard’s survey to argue that in Asia health is more important than wealth, though there are contradictions (“One third of Chinese would rather spend extra time at work” and “41% said...”);</li> <li>percentages prove points, though final opinions slightly guarded: “These results appear to challenge”; final opinion of ‘consumers’ only based on credit card users;</li> <li>main red and yellow balance on layout like Mastercard symbol; headline/picture seem to contradict each other; pull-quote, in coloured text box for emphasis; design elements of web-page detract from main article;</li> <li>for web users interested in news: content and presentational devices would appeal to adults;</li> <li>how language is used.</li> </ul>
<p><b>Allowed Level 4</b> <b>10 marks</b> <b>Grade B</b></p> <ul style="list-style-type: none"> <li>show a full and detailed <b>understanding and interpretation</b> of the texts;</li> <li>show understanding that these are media texts in a <b>full and detailed explanation</b> of the effectiveness of the layout and presentation of the texts, related to purpose and audience;</li> <li>provide a <b>detailed evaluation</b> of the texts, commenting critically on stylistic features;</li> <li>select references <b>concisely</b>.</li> </ul>	

## READING – Assessment Objectives

Candidates are required to demonstrate the ability to:

- 2(i) read, with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them;
- 2(ii) distinguish between fact and opinion and evaluate how information is presented;
- 2(iii) follow an argument, identifying implications and recognising inconsistencies;
- 2(iv) select material appropriate to their purpose, collate material from different sources, and make cross-references;
- 2(v) understand and evaluate how writers use linguistic, structural and presentational devices to achieve their effects, and comment on ways language varies and changes.

### 2 Non-fiction Text

Read the extract *Friday Night* on the opposite page, in which Frank McCourt remembers his childhood in Brooklyn.

**What does the writer reveal about his mother and her problems?**

Write about:

- what she says and does
- why she behaves like this
- how this part of the story is told.

(10 marks)

### Specific

Examiners are required to consider how far candidates:

- read, with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them; (2(i))
- select material appropriate to their purpose; (2(iv))
- understand and evaluate how writers use linguistic and structural devices to achieve their effects, and comment on ways language varies and changes. (2(v))

Award a mark out of **10** for **Reading**. Assess answers in terms of the grid below i.e. the **Skills-Related** grade bands on the left-hand side of the page and the **Content-Related** ranges on the right-hand side of the page. Ring the mark in the margin at the end of the answer.

Remember that to be placed in a grade band a candidate's work will **satisfy most (but not necessarily all) of the criteria for that band**. The precise mark awarded within that band must be determined by the extent to which the answer matches the descriptors set out in the appropriate band. The Content-related descriptors present features and examples, some of which candidates are likely to refer to in support of their answers. Any valid responses should be rewarded.

Remember that candidates are writing under timed examination conditions.

Skills-Related Descriptors	Content-Related Descriptors
<p><b>Level 1</b> <b>0-3 marks</b> <b>Grades U and G</b></p> <p>At the bottom of the mark range:</p> <ul style="list-style-type: none"> <li>• show some <b>awareness</b> of what the text is about;</li> <li>• perhaps show some copying from the texts without supporting comment.</li> </ul> <p>At the top of the mark range:</p> <ul style="list-style-type: none"> <li>• show <b>some understanding</b> at a straightforward level of the text;</li> <li>• make some basic <b>selection</b> from the text to support simple comments.</li> </ul>	<p><b>0-3 marks</b>    <b>Grades U and G</b></p> <ul style="list-style-type: none"> <li>• narrates what happens;</li> <li>• refers to the text;</li> <li>• begins to deal with the question.</li> </ul>
<p><b>Level 2</b> <b>4-6 marks</b> <b>Grades F and E</b></p> <ul style="list-style-type: none"> <li>• show some <b>understanding</b> of the content of the text;</li> <li>• attempt sensible <b>selection</b> of references to support points;</li> <li>• <b>attempt to interpret</b> the actions and words at the bottom of the mark range;</li> <li>• demonstrate <b>understanding</b> of actions and words at the top of the mark range;</li> <li>• <b>attempt</b> to explain how the story is told.</li> </ul>	<p><b>4-6 marks</b>    <b>Grades F and E</b></p> <ul style="list-style-type: none"> <li>• deals with the bullets;</li> <li>• attempts to respond to the stem of the question;</li> <li>• relates the incidents of the day;</li> <li>• mother is wanting to get some of her husband's pay in order to feed her family;</li> <li>• she does all she can;</li> <li>• she is desperate, going to his place of work, crying and telling off her children;</li> <li>• tries to comfort the children ("we'll be all nice and warm");</li> <li>• some explanations of what she does and says and why, eg. 'She goes to her husband's workplace to try to get his money so he will not spend it all on alcohol';</li> <li>• text takes us through the day.</li> </ul>



Skills-Related Descriptors	Content-Related Descriptors
<p><b>Level 3</b> <b>7-9 marks</b> <b>Grades D and C</b></p> <p>At the bottom of the mark range:</p> <ul style="list-style-type: none"> <li>• show <b>understanding</b> of the content of the text;</li> <li>• <b>some exploration</b> of how the writer uses language to achieve his desired effects;</li> <li>• show <b>understanding</b> of how the story is told;</li> <li>• select some <b>appropriate references</b> from the text to support points.</li> </ul> <p>At the top of the mark range:</p> <ul style="list-style-type: none"> <li>• show a detailed <b>understanding and interpretation</b> of the content of the text;</li> <li>• provide a <b>clear explanation</b> of how the writer uses language effectively;</li> <li>• show <b>clear understanding</b> of how the story is told;</li> <li>• give <b>concise explanations</b> which are generally focused;</li> <li>• provide apt, <b>focused supporting detail</b>.</li> </ul>	<p><b>7-10 marks</b>    <b>Grades D-B</b></p> <ul style="list-style-type: none"> <li>• deals in detail with the bullets;</li> <li>• responds to the stem of the question;</li> <li>• deals with each part of the day and interprets the mother’s actions and comments;</li> <li>• day begins with criticism of father (“or will he drink everything again?”), but explains she needs money to buy food;</li> <li>• mother has to trail children with her and is not in good mood (“she’s not singing”);</li> <li>• she is turned away by man at gate and has to wait – can only give children water and sugar, but promises them better later;</li> <li>• has to ask children to spot father; when they fail, she is frustrated, cries and shouts tells them off;</li> <li>• desperately asks man if he could still be inside;</li> <li>• as they go through the streets, tries to convince children (and herself?) that all will be well;</li> <li>• they tour the bars in darkness, mother still having to take the children with her, and having to leave them outside as she searches;</li> <li>• text moves from morning to night;</li> <li>• opens with fear of father drinking away his wage; ends with bars and “smell of whiskey”;</li> <li>• balance of mother’s desperation and her attempts to comfort and protect the children;</li> <li>• threat of alcohol and its effects runs through the text;</li> <li>• point of view;</li> <li>• how language is used.</li> </ul>
<p><b>Allowed Level 4</b> <b>10 marks</b> <b>Grade B</b></p> <ul style="list-style-type: none"> <li>• show a full and detailed <b>understanding and interpretation</b> of the text;</li> <li>• provide a <b>detailed evaluation</b> of how language is used;</li> <li>• provide a <b>detailed evaluation</b> of how the story is told;</li> <li>• select references <b>concisely</b>.</li> </ul>	

**WRITING – Assessment Objectives**

Candidates are required to demonstrate the ability to:

- AO3(i) Communicate clearly and imaginatively, using and adapting forms for different readers and purposes;
- AO3(ii) Organise ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features;
- AO3(iii) Use a range of sentence structures effectively with accurate punctuation and spelling.

**Section B: Writing to Argue, Persuade, Advise**

- 3** Most people spend their lives wishing they had more money. Some are lucky and become better off.

**Write a letter to a relative who has just been left a large sum of money.**

In your letter:

- advise your relative how to make the most of the money
- argue that the money should not be wasted
- persuade your relative to give some of the money to good causes.

*(20 marks)*

Two separate marks must be **awarded and recorded separately** for **Writing**. One mark is awarded for AO3(i)/(ii) and is out of 13. The other is for AO3(iii) out of 7. The total available marks for Section B questions is therefore 20.

For AO3(i)/(ii), assess answers in terms of the levels below, i.e. the **Skills-Related** mark ranges on the left hand side of the page and the **Content-Related** descriptors on the right hand side of the page.

For AO3(iii), use the separate set of mark ranges which follow. Place the two marks in the margin at the end of the answer, the AO3(i)/(ii) total above the AO3(iii) total. Add the two together and place the total in a circle underneath. Transfer the circled mark to the grid on the front of the answer booklet.

Remember that to be placed in a level a candidate's work **will satisfy some (but not necessarily all) of the criteria for that level**. The precise mark awarded within that level must be determined by the extent to which the answer matches the descriptors set out in the appropriate level. For AO3(i)/(ii), the content-related descriptors present features and examples, some of which candidates are likely to refer to in support of their answers. Any valid responses should be rewarded.

Remember that candidates are working in timed examination conditions.

<p><b>Skills-Related Descriptors</b>  <b>AO3(i)/(ii)</b>  <b>Level 1</b>  <b>0-3 marks</b>  <b>Grades U-G</b></p> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• communicate few ideas with limited success;</li> <li>• engage the reader in a limited way by reference to one or two ideas, e.g. makes brief reference to the topic which reiterates the question;</li> <li>• show limited awareness of the purpose and intention of task e.g. by repeating the question;</li> <li>• register may vary between formal and colloquial or slang, sustaining neither;</li> <li>• may attempt devices such as questions but they may not be appropriate or effective;</li> <li>• limited vocabulary evident and arbitrary or no use of argumentative markers.</li> </ul> <p><b>Organisation of Ideas Level 1</b></p> <ul style="list-style-type: none"> <li>• show evidence of erratic paragraph structure, or none at all;</li> <li>• show limited variety of structural features, e.g. perhaps attempt a complex sentence.</li> </ul>	<p><b>Content-Related Descriptors</b></p> <p><b>0-3 marks    Grade U-G</b></p> <p><b>Candidates may show evidence of these content features:</b></p> <ul style="list-style-type: none"> <li>• show that the central issue of how the money might best be used is understood in a simple way;</li> <li>• show that the focus of the letter is on how the money should be used;</li> <li>• express a straightforward point of view with some clarity using some appropriately chosen words and phrases;</li> <li>• use some information and examples to illustrate how the money could be used e.g. mentioning particular charities, personal investments or treats;</li> <li>• offer at least one clear piece of advice;</li> <li>• conclude the letter in a clear and rounded way.</li> </ul>
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<p><b>Skills-Related Descriptors</b>  <b>AO3(i)/(ii)</b>  <b>Level 2</b>  <b>4-6 marks</b>  <b>Grades F-E</b></p> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• show awareness of the purpose and intention of writing the letter e.g. by directly engaging the reader;</li> <li>• write an appropriate letter though register may vary between formality and colloquial or slang, and the tone may be unvaried and over-dogmatic;</li> <li>• engage the reader by presenting advice which has some reasoned and persuasive ideas – though links in arguments may be tenuous, e.g. rely heavily on random ideas rather than on a structured piece of advice;</li> <li>• use devices such as the rhetorical questions, lists and exaggeration, but not always appropriately or effectively;</li> <li>• limited vocabulary but including argumentative/persuasive markers e.g. ‘on the other hand’, ‘perhaps’;</li> <li>• communicate ideas with clarity and some success.</li> </ul> <p><b>Organisation of Ideas Level 2</b></p> <ul style="list-style-type: none"> <li>• use of paragraphs;</li> <li>• use a variety of structural features, e.g. short paragraphs, dialogue if appropriate.</li> </ul>	<p><b>Content-Related Descriptors</b>  <b>4-6 marks Grade F-E</b></p> <p><b>Candidates may show evidence of these content features:</b></p> <ul style="list-style-type: none"> <li>• show a grasp of how to advise a relative on how to use the money;</li> <li>• state the point of view which is being supported, probably in the opening and/or conclusion;</li> <li>• use arguments, examples and persuasion, though not necessarily in the most logical sequence;</li> <li>• include information to support the advice, which might consist of anecdotes or generalised statements;</li> <li>• conclude by attempting to sum up or round off the advice convincingly.</li> </ul>
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Skills-Related Descriptors	Content-Related Descriptors
<p data-bbox="188 237 325 271"><b>AO3(i)/(ii)</b></p> <p data-bbox="188 271 300 300"><b>Level 3a</b></p> <p data-bbox="188 300 320 331"><b>7-9 marks</b></p> <p data-bbox="188 331 301 362"><b>Grade D</b></p> <p data-bbox="188 405 395 434"><b>Communication</b></p> <ul data-bbox="188 472 759 1151" style="list-style-type: none"> <li>• state the purpose and intention of writing the letter, but without much development of the advice, e.g. points might be repeated;</li> <li>• write a letter, the tone of which is appropriately serious but may lack subtlety, e.g. is likely to assert rather than develop or persuade/argue effectively;</li> <li>• engage the reader by presenting advice with some reasoning and persuasive ideas e.g. address the topic and some of its complexity;</li> <li>• use some devices such as the rhetorical question, lists and overstatement but perhaps not always appropriately;</li> <li>• use some words effectively including argumentative/persuasive markers e.g. ‘Surely...’; ‘Just imagine....’;</li> <li>• write in a way which shows clarity of thought and communicates with some success.</li> </ul> <p data-bbox="188 1189 576 1220"><b>Organisation of Ideas Level 3a</b></p> <ul data-bbox="188 1258 759 1458" style="list-style-type: none"> <li>• use paragraphs in a whole text;</li> <li>• use a variety of structural features e.g. different paragraph lengths, direct speech if appropriate;</li> <li>• present developed ideas which hold together.</li> </ul>	<p data-bbox="778 300 1174 331"><b>7-12 marks    Grades D and C</b></p> <p data-bbox="778 405 1372 465"><b>Candidates may show evidence of these content features:</b></p> <ul data-bbox="778 504 1372 1514" style="list-style-type: none"> <li>• show understanding that the topic is concerned with the issue of how the money can be best used and offers appropriate advice;</li> <li>• state clearly the advice which is offered, e.g. a clear statement that the money should not be wasted and that the advice offered should be followed;</li> <li>• offer a variety of clear arguments or persuasive ideas to support the advice;</li> <li>• offer example, information and details to support the topic, e.g. anecdotal evidence, perhaps from friends, media or personal experience; possibly offer some background information from the same sources; perhaps employ some emotive language for effect;</li> <li>• offer convincing supporting ideas using some commanding language and ideas;</li> <li>• begin to offer advice in an articulate way with more general, persuasive ideas than just anecdote and specific examples;</li> <li>• present a clearly expressed conclusion which sums up the advice offered, so that the letter ends unambiguously.</li> </ul>

<p><b>Skills-Related Descriptors</b>  <b>AO3(i)/(ii)</b>  <b>Level 3b</b>  <b>10-12 marks</b>  <b>Grade C</b></p> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• clearly state and sustain the purpose and intention of writing the letter e.g. by engaging the reader directly, effectively and appropriately;</li> <li>• write a letter to a relative, the tone of which is appropriate and may show subtlety by using emphasis, reason or well-judged humour;</li> <li>• engage the reader with more detailed advice, argument and persuasive ideas e.g. makes reference to consequences, complexities and implications;</li> <li>• use devices such as the rhetorical question, lists, hyperbole as appropriate;</li> <li>• use words effectively including argumentative/persuasive markers e.g. ‘I’m sure you will agree with me..’; ‘Think about this for a moment..’; ‘How would you like it if..?’;</li> <li>• write in a way which shows clarity of thought and communicates with success.</li> </ul> <p><b>Organisation of Ideas Level 3b</b></p> <ul style="list-style-type: none"> <li>• employ paragraphs effectively in a whole text;</li> <li>• use a variety of structural features e.g. different paragraph lengths, direct speech if appropriate, complex and simple sentences;</li> <li>• present well thought out and developed ideas in sentences.</li> </ul>	
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<p><b>Skills-Related Descriptors</b>  <b>AO3(i)/(ii)</b>  <b>Allowed Level 4</b>  <b>13 marks</b>  <b>Grade B</b></p> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• make clear and sustain purpose and intention of writing the letter;</li> <li>• write a letter, the tone of which is appropriate and also, possibly, manipulative with some subtlety;</li> <li>• engage the reader with detailed, developed advice; a variety of persuasive ideas; abstract argument attempted; vivid detail;</li> <li>• use devices such as rhetorical questions, humour and irony which may influence the reader;</li> <li>• show appropriate use of more interesting words including confrontational/persuasive markers e.g. ‘Let’s be honest, does this seem a sensible way to spend such a sum of money?’;</li> <li>• write in a way which shows clarity of thought and communicates in a convincing way.</li> </ul> <p><b>Organisation of Ideas Allowed Level 4</b></p> <ul style="list-style-type: none"> <li>• write a whole text in continuous prose;</li> <li>• employ paragraphs which contribute to clarity of meaning and enhance meaning;</li> <li>• use a variety of structural features effectively, e.g. different paragraph lengths, quotations, comparisons and scenarios.</li> </ul>	<p><b>Content-Related Descriptors</b></p> <p><b>13 marks    Grade B</b></p> <p><b>Candidates may show evidence of these content features:</b></p> <ul style="list-style-type: none"> <li>• show a complete grasp of the issue as presented;</li> <li>• give well selected details using emotive, persuasive, imperative and unequivocal words and phrases;</li> <li>• offer more generalised advice stemming from a full understanding of the issue, such as “How could you ever justify squandering the money when the television shows babies dying in the Third World because of the lack of clean water?”;</li> <li>• conclude the letter in a well-rounded, clear, even witty and decisive way.</li> </ul>
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**AO3(iii) Level 1****Accuracy****0-2 marks**

- write with little control of agreement, punctuation and sentence construction;
- organise writing using sentence demarcation which is sometimes accurate;
- write some simple sentences accurately;
- show some accuracy in the spelling of words in common use;
- use standard English appropriately.

**AO3(iii) Level 2****Accuracy****3-4 marks**

- write with some control of agreement, punctuation and sentence construction;
- organise writing using sentence demarcation which is mainly accurate at the top of the mark range;
- write simple and, at the top of the mark range, some complex sentences accurately;
- show accuracy in the spelling of words in common use;
- use standard English appropriately.

**AO3(iii) Level 3 (3a and 3b)****Accuracy****5-6 marks**

- write accurately with control of agreement, punctuation and sentence construction;
- organise writing using sentence demarcation which is accurate;
- employ some variety of sentence forms;
- show accuracy in spelling of words in common use and in an increasingly ambitious vocabulary;
- use standard English effectively.

**AO3(iii) Allowed Level 4****Accuracy****7 marks**

- employ a variety of accurate sentence forms and punctuation for specific effect;
- show accuracy in spelling words from an ambitious vocabulary.



**SPECIFICATION B MATURE (3703)****PAPER 1 FOUNDATION TIER****COVERAGE OF ASSESSMENT OBJECTIVES**

Assessment Objective	Question		
	1	2	3
2(i)	✓	✓	
2(ii)			
2(iii)			
2(iv)	✓	✓	
2(v)	✓	✓	
3(i)			✓
3(ii)			✓
3(iii)			✓